

# ~Minds in Motion~

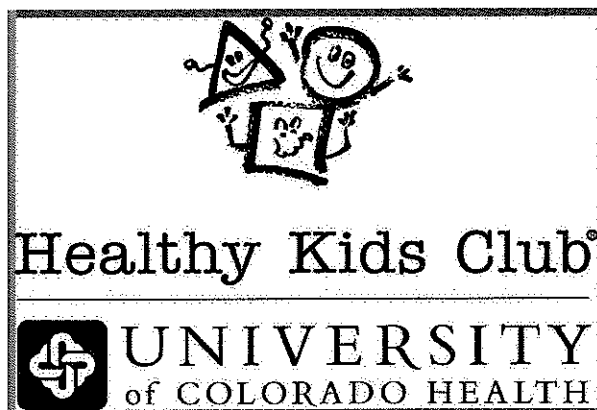
## Get Moving While Learning

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# General Ways to Add Movement to Learning

- ❖ As a class, partner up and walk around the building while talking about a concept with the partner.
- ❖ Have students answer questions by moving. For example, you could give two choices and have students go to one side of the room to choose one of the options or to the other side of the room to choose the other option.
- ❖ If space allows, you can always add an academic concept to playing sports. Students might be asked to spell before having an “at bat” during baseball, or they have to solve an equation before shooting a basket.
- ❖ Have the students get up and move (march, stand on tip-toes, hopping on one foot, etc. ) when they are learning something new.
- ❖ Have students do an obstacle course based on a story you have read.
- ❖ Other ideas you learned today

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## Additional Resources

- ❖ PE Central
- ❖ Academics in Action, Poudre School District
- ❖ Brain Rules, John Medina
- ❖ SPARK, John Ratey

## **ACTIVE LEARNING : MATH CONCEPTS**

### **Concept: Patterns**

**Materials needed:** Patterns that the students are working on, maybe a list of movements to choose from.

#### **Activity: Pattern Movements**

1. Get your students in groups of 5-7 students.
2. The first 4 students form a pattern - A,B,A,B ....what comes next?
3. Instead of sitting and figuring out the pattern do an action with it. For example: the first person jumps, the second person does a squat, the third person jumps, the fourth person does a squat, what comes next? Jump! The students do the action they are assigned in the pattern.
4. Do an A,B,B,A pattern with bigger groups - jumping jacks, push ups, push ups, jumping jacks, what comes next?
5. Change up the patterns and movements along with where the students are in the group. That way each student has a chance to figure out what comes next in the pattern.

### **Concept: Patterns**

**Materials needed:** Yoga poses

#### **Activity: Yoga Poses**

1. Get your students in groups of 5-7 students.
2. Have your students make patterns by doing Yoga Poses. For example, tree, cat, tree, cat,....what comes next?
3. Switch the patterns and yoga pose each time.
4. Once the pattern is established have each student hold the pose for 30 seconds.

### **Concept: Shapes**

**Materials Needed:** Cards with different shapes on it.

#### **Activity:** Make shapes using your bodies. (must use teamwork)

1. Get your students into groups of 4-6 students.
  2. Give each group a set of cards that have different shapes on them.
  3. As a group they need to work together to form the shape that is on the first card.
  4. For example: if the shape is a square the whole group has to work together to form one big square by using their bodies.
  5. Make sure everyone in the group is a part of the shape. They can be sitting down or standing up.
  6. Once the teacher can identify the shape, they can move to the next shape.
- \* Variations: With younger kids you may want to give each group one shape at a time. Once they formed the shape they can get a new one from you. OR \*Draw the shapes on the white board, once each group has the shape switch the shape.

### **Concept: Shapes**

**Materials needed:** White board

#### **Activity:** Movement based on sides of the shape

1. The teacher should start by drawing a shape on the white board. For example: Triangle
2. The students need to count the sides of the shape and do an action with it. For example: 3 jumping jacks
3. After you have drawn a few shapes; try calling out a shape and have the students do an action with the number of sides of that shape.
4. For a circle have the students jog around in a circle by their desk.

5. Continue play and kids continue around the bases doing a new activity at each base.
6. You can add more bases for more activity or break the group into smaller groups and use two separate spaces for the game (this way they won't have a much wait time).
7. If a student mis-spells a word they can either have a friend help them (phone a friend) or choose another word.

**Concept: High Frequency Words**

**Materials Needed:** none

**Activity:** Move to Spell

1. This is a simple game of action spelling to reinforce the spelling of high-frequency words.
2. Choose two actions that the class can alternate between when spelling words.
3. Call out a word and as a whole group, the class performs the actions while spelling the word and alternating the action each letter. They might call out L-I-K-E and while calling the letters, they might hop-squat-hop-squat

**Concept: High Frequency Words**

**Materials Needed:** Word Wall

**Activity:** High five

1. This is a game for small groups.
2. Call out a word and they must gallop to the word, high-five it and return to hear another word.
3. You can vary the activity they must perform (jog, walk, tip toe, lunge...)

**Concept: High Frequency Words**

**Materials Needed:** none

**Activity:** Spelling with a Twist

**Preparation:** identify on the board the actions accompanying each vowel (an example is shown below).

1. Have players line up in 2-3 equal teams.
2. Give out words for spelling to one team at a time.
3. Then, the players in the front of the lines walk, hop, skip, or run to the front of the room where they will spell the word.
4. For the vowels, the following are required:
  - A= five push ups
  - E= run in place ten steps
  - I= turn in a circle and point to own eye
  - O= touch toes and point to own mouth
  - U= jump up and point at the leader

Example: to spell VAN, the student would come to the front of the classroom, say V, do 5 push ups, and then stand back up and say N.

**Concept: Syllables**

**Materials Needed:** None

**Activity:** Syllable Jump

1. This is a simple activity of "jump the syllables" but you can vary the activity as you work through a number of words.

**Concept: Addition****Materials Needed:****Activity:** Actions for the answer

1. Get students in groups of 3.
2. Give each group an addition problem, for example  $2 + 2$ .
3. As a group the students do a movement for the answer - 4 jumping jacks.

Variation: stay as a whole group and write the addition problem on the board and have the students do a movement for the answer all together.

\*Can be used with subtraction, multiplication, and division.

**Concept: Addition, Multiplication****Materials Needed:** none**Activity:** Math Rock, Paper, Scissors Tag

1. Have students pair off.
2. Each pair shakes one hand three times as in rock, paper, scissors.
3. On the third shake, they put out as many fingers on that hand as they want.
4. Under your direction, they are instructed to either add or multiply the fingers together.
5. Whoever shouts out the total first flees as the other partner safely chases.
6. Once the partner is tagged, they repeat the activity.

**Concept: Measurement****Materials Needed:** tape measure**Activity:** Standing Long Jump

1. Have the students get into groups of 4.
2. Create a starting line where 2 of the students stand behind.
3. The other 2 students can be along the side.
4. When the first student is ready, instruct them to jump forward as far as they can.
5. The students along the side then use a tape measure to measure how far he/she jumped - measure to the back of the heel.
6. Record the measurement.
7. After both students have jumped they can switch roles with the measurers.

**Concept: Money****Materials Needed:** Pennies, Nickels, Dimes, and Quarters**Activity:** Movement = Coins

1. The teacher holds up a coin and the students do an activity to equal what the coin is.
2. For example: Penny = 1 push up, Nickel = 5 lunges, Dimes = 10 sit ups, Quarter = 25 jumping jacks.

**Concept: Perimeter****Materials Needed:** cones**Activity:** Rectangle Run (outside or gym activity)

1. Set up a rectangle using cones to represent the corners of your rectangle.
2. Bring the students outside or to the gym and have them line up by each cone.
3. On the word "go" have the students walk the short sides and jog the long sides of the perimeter of the rectangle.

**Concept: Graphing****Materials Needed:** centers materials**Activity:** Graphathon

**Preparation:** set up centers for the activities to be graphed - center activities might include: number of times players can jump rope in one minute or without missing, number of inches a player can jump from a standing start, number of successful attempts to make a basket, amount of time players can hop on one foot without stopping, etc...

1. Have the players pair off.
2. Each pair completes each activity.
3. Each player records all their results along the way. The scores are the raw data to be used for graphing activities.

**ACTIVE LEARNING : LITERACY CONCEPTS****Concept: Letter Recognition****Materials Needed:** Letter Cards**Activity:** Letter Locomotion

1. Put letter cards around the classroom (choose which letters you're working on).
2. Call out the name of a letter and have students do a movement to the letter. Movements could include hopping, galloping, walking on tip toes...

**Concept: Letter Recognition****Materials Needed:** Letter Cards**Activity: Alphabet Popcorn** (Taken from Daily Physical Activity: A Handbook for Grades 1-9 Schools)

1. Have students stand in an open area of the classroom. Move around the area, giving each student a letter of the alphabet. Letters can be written on index-sized cards.
2. As each student receives their letter, they squat down.
3. Instruct students to listen carefully as you will be calling out different letters of the alphabet. When the letter on their index card (or a word that begins with that letter) is called, they "pop up" and then quickly squat or sit down again.
4. If the word alphabet is called, everyone pops up.
5. Once all students have had a turn to "pop up," try spelling some words. Choose words that are presently being defined and applied in spelling, reading and writing assignments and from all subject areas.

**Concept: Letter Recognition****Materials Needed:** Electric Tape, Large Space**Activity:** Letter Trace

1. In a large, open space tape the shape of several letters that you're currently working on.
2. Have children trace the shapes while hopping, running, walking backwards, side-stepping...

**Concept: High Frequency Words****Materials Needed:** Bases with activity words on them**Activity:** Spell-ball

1. Line up all the students along one wall of the classroom with the front of the line in one corner of the room.
2. In the corners of the room, put "bases" and on the bases put an activity that can be done in place (hopping, squats, star jumps...).
3. Stand in the middle and "pitch" to the first batter by giving them a high-frequency word to spell.
4. If they spell it correctly, they must go to first base and do the activity while waiting for the next batter to spell a word correctly.