



Active Education

**Linking Short Activity Burst to Ohio Department of Education
Standards and Benchmarks**

**Hamilton County Public Health
Health Promotion and Education
First Edition
(May 2011)**

We
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Community Wellness in Action™





Background

Physical activity keeps our bodies and minds healthy and energized. Research shows that physical activity in the classroom can increase attentiveness, decrease disruption, and improve overall classroom behavior¹. Local government is beginning to take note of what the health and education communities have known for years- exercise improves learning potential. With the recent passage of the Ohio Senate Bill 210, all schools are encouraged to provide 30 additional minutes of activity for the students throughout the school day outside of recess.

The goal of this handbook is to provide ideas for short burst of physical activity in the classroom. The activities are designed to make the classroom an active learning environment.

Directions

- All exercises have been linked to the Ohio Department of Education's Benchmarks and Indicators according to age and subject.
- The subject and grade level are found at the top of each session. Benchmarks are in bold.
- The name of the game will be italicized, followed by the name of the indicator and page number it correlates with in the Academic Content Standards manual provided by the Ohio Department of Education as separated by subject.
- The approximate amount of time needed for each activity is provided.
- Each activity can be adapted to be shorter or longer in duration depending on the amount of time available.
- Rules and directions are listed along with materials or supplies you need for each activity.

Acknowledgments

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Hamilton County Public Health will continue to expand the Active Education resource to include activities for Middle School students as well as Early Childhood students.

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¹ Katz, D., Cushman, D., Reynolds, J., Nijike, V., Treu, J., Walker, J., Smith, E., Katz, C. Putting Physical Activity Where It Fits in the School Day: Preliminary Results of the ABC (Activity Burst in the Classroom) for Fitness Program. Preventing Chronic Disease Public Health Research, Practice, and Policy. July 2010.





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Warm-up Activities/ Morning Routine

All ages

Morning Routine

Rules/Directions:

1. Have students begin the day with a series of simple activities lasting 30 seconds or more:
 - a. Jumping jacks
 - b. Knee lifts
 - c. Flap arms like a bird
 - d. Hopping
 - e. Scissors (feet apart then across in front, feet apart then cross in back)
2. Follow each activity with a basic stretching movement
 - a. Reach for the sky
 - b. Runners stretch
 - c. Butterfly stretch (sit with bottom of feet together)
 - d. Knee to chest
 - e. Rotate ankles
 - f. Scratch your back
3. Hold stretches for 10-30 seconds
4. Repeat a different simple activity followed by a new basic stretch as many times as desired.

These exercises can also be used as a break between subjects, lessons or activities.

*Activity derived from North Carolina Energizers Classroom-based Physical Activities

Wiggles

Rules/Directions:

1. Jog in place while doing the following activities.
2. On teacher's signal, the students begin to wiggle their fingers
3. Then their fingers and wrists
4. Then their fingers, wrists, and forearms
5. Then their fingers, wrists, forearms, and elbows
6. Then their fingers, wrists, forearms, elbows and shoulders
7. Then their fingers, wrists, forearms, elbows, shoulders, and rib cage
8. Then their fingers wrists, forearms, elbows, shoulders, rib cage, and hips
9. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips and knees
10. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, knees and head.

Variations:

Start from toes and work your way up (toes, knees, hips, etc). Repeat activity without jogging as a cool down.

*Activity derived from North Carolina Energizers Classroom-based Physical Activities

Jump the River

Materials Needed: Something to jump over (jump rope, hoop, and tape lines on the floor).

Provide at least one object to jump over per child.

Rules/Directions:

- 
1. Conduct this activity in a large indoor or outdoor space with marked boundaries so that children know where they can and cannot move. Before beginning the activity scatter the jump ropes or hoops throughout the space so they lay flat on the floor.
 2. Explain to the children that they are taking a walk in the woods and may need to cross a stream or river. Ask children to walk throughout the space and when they come to a river (rope, hoop, or tape line on floor) they need to jump over the river without getting their feet wet. Children should work independently of their classmates during this activity.
 3. To assist children in learning the fundamentals of jumping, teachers should initially ask children to takeoff on two feet and to swing their arms forward when they jump.
 4. When landing, children should land on two feet spreading their feet about shoulder width apart so they have a wide base of support when they land. After landing children should proceed to and jump over the next river.
 5. Emphasis should be placed on landing on both feet at the same time without falling over.
 6. Give children plenty of time to move throughout the space and jump over all the rivers.
 7. For safety reasons, suggest that children not get closer than two giant steps from each other, especially when they are swinging their arms to take off and when landing.
 8. After 3 to 5 minutes of jumping children may need a brief rest period (30 to 60 seconds) before continuing the activity.

Variations:

- Vary activity by asking children to see how high they can jump and how far they can jump when traveling over the river. Emphasize landing on balance without falling over.
- More experienced children may like the challenge of clapping their hands as they fly through the air, or turning in the air before they land.
- Do not feel limited to only jumping over hoops or jump ropes. This can be a great classroom integration activity and can have many variations. For example, ask children to draw or paint their own rivers on large sheets of paper. Make sure they draw fish, trees, and other objects in and alongside their river. Tape children's drawings to the floor and pretend that the class is going on a trip. When children reach the different rivers scattered throughout the room they must swing their arms and jump over the river, landing on the other side without falling over.
- Teachers may also want to integrate this idea with a book they read to children about rivers or ways people travel.
- More experienced children may want the challenge of taking off from one-foot and landing on two-feet, or jumping off of one-foot and landing on one-foot. The focus should still be the same-swing arms when jumping and land without falling.

Snowball Throw

Materials Needed: scissors, cardboard, tape, crayons, plastic grocery bag

Rules/Directions:

1. Cut snowman targets from large sections of cardboard and decorate by having students draw and paint on the cutouts.
2. Tape snowmen on wall. Plastic grocery bags (rolled into balls and taped) are used for snowballs.
3. Use restraining line, such as a jump rope, to keep students about 5 feet away from the target.
Depending upon the skill level and experience of children use appropriate throwing cues
(see throwing cues)
Throwing Cues (overhand)

- 
- a. Point non-throwing side/shoulder to the target (i.e., if left handed thrower, point right shoulder/side towards target)
 - b. Throwing arm way back behind head
 - c. Step with your opposite foot towards target (i.e., if throwing with left hand, step towards target with your right foot)
 - d. Follow through by letting your throwing arm come across the opposite side of your body
 - e. To get the feel of the full throwing motion throw at something that is far away or throw hard
4. Students throw the "snowballs" at the snowman to see if they can hit different parts of the target.

So You Think You Can Dance?

Time: 5-10 minutes

Materials/Equipment (Needed): Music

Rules/Directions:

1. Students will stand behind their chairs at their desk.
2. Teacher will go around the room and have each student make up a dance move and show the class
3. After everyone has shown their dance move, the teacher will turn on the music and have the students see how many moves they can remember.

Pass It On - Uno Style

Time: Length of song (about 5 minutes)

Materials/Equipment (Needed): Uno Cards or pieces of different colored construction paper, music CD

Rules/Directions:

1. Teacher hands out one card to each student.
2. When music begins students begin dancing.
3. Music stops and students identify color on card and perform activity that corresponds to that color for 10-15 seconds.
 - a. Blue: jump to the sky
 - b. Red: squats
 - c. Yellow: twist
 - d. Green: swim
4. When teacher says, "Pass it on", student will pass their card to the person on their right and complete the activity that corresponds to their new cards.

Variations:

Teach colors in Spanish

*Lesson from Active Academics (<http://www.activeacademics.org/SearchResults.asp>)

Who Crumpled That Paper?

Materials/Equipment (Needed): Scrap paper, up-beat music

Description:

1. Every student will be given a piece of paper.
2. When the music starts, students will lift the paper above their head and sway it back and forth to the beat of the music.

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3. Students will then crumple paper with one hand as tight as they can and only using one hand will try to un-crumple the paper with the same hand.
 4. Once the paper is un-crumpled, repeat with other hand.
 5. Have students toss the paper in air and catch with two hands.
 6. Toss and catch with one hand - other hand.
 7. Toss behind back and catch before it hits the ground.
 8. Toss paper ball to a partner one at a time.
 9. Continue with other throwing and catching activities.

*Lesson from Active Academics (<http://www.activeacademics.org/SearchResults.asp>)

Rock, Paper, Scissor Jumps

Time: 10-15 minutes

Purpose of Activity (objectives, etc.):

Materials/Equipment (Needed): No materials needed.

Rules/Directions:

1. The children will practice jumping and landing using three landing positions - feet together, feet apart to side, and feet apart one in front and one in back. Then, instruct them to use three landings to respond to questions by using the following guide:
 - a. If answer choice is "A": land with feet together
 - b. If answer choice is "B": land with feet apart in straddle position
 - c. If answer choice is "C": land with feet apart with one foot in front and one foot in back.
2. Next, like in the original game of Rock, Paper, Scissors, a question will be posed, and the children will answer by jumping three times, and on the fourth jump, will land according to the answer they have chosen. Remember, each question must have two or three answers from which to pick. (it is best to have answers projected on the wall if possible). Ask as many questions as you like. Children enjoy answering questions through movement and you can assess your students' knowledge immediately by observing their responses.

Sample Questions:

1. What is **the minimum number of minutes** each day that you should be physically active?
 - A. 30 minutes
 - B. 45 minutes
 - C. 60 minutes
2. The sandwich condiment with the most calories and fat is:
 - A. Mayonnaise
 - B. Catsup
 - C. Mustard
3. Which drink in the healthiest?
 - A. 100% fruit juice
 - B. Kool-aide
 - C. Gatorade

*Lesson from Active Academics (<http://www.activeacademics.org/SearchResults.asp>)



Hit the Deck

Materials/Equipment (Needed): One deck of cards

Description:

1. Teacher places deck of cards in front of the class.
2. Have one student select a card and students will do the corresponding activity for each suit.
3. Would be helpful to write corresponding activities on the board for each suit:
 - Heart: Touch elbow to knee or crunches for 20 seconds
 - Diamond: Jog in place or march in place for 20 seconds
 - Club: Modified push up for 20 seconds
 - Spade: Jumping jacks or scissors for 20 seconds
4. Provide other students opportunity to pick a card from the deck and repeat the activity.

*Activity derived from North Carolina Energizers Classroom-based Physical Activities

Memory Lane

Materials/Equipment (Needed): none

Rules/Directions:

1. Teacher calls out one task at a time and partners complete that task
2. Tasks should be called out in the order provided
 - High five right
 - High five left
 - Low five right
 - Love five left
 - High ten
 - Low ten
 - Backwards ten high
 - Backwards ten low
 - Tunnel ten (feet apart, back to back, reach between legs and hit low ten)
 - Sole of shoes right
 - Sole of shoes left
 - Elbow right
 - Elbow left
 - Both elbows
3. Partners repeat the tasks beginning with the first task each time.
4. Have students repeat sequence as fast as they can with accuracy

*Activity derived from North Carolina Energizers Classroom-based Physical Activities



English Language Arts Grade level: K-2

Phonemic Awareness, Word Recognition and Fluency

Syllable Clap

Indicator: Distinguish the number of syllables (p.56)

Time: 10 minutes

Rules/Directions:

1. Teacher will say a multi-syllable word.
2. The students will jump (instead of clap) to identify how many syllables the word contains.
3. Students can further participate by coming up with their own multi-syllable word for the class to act out.

Variations:

The teacher can write a multi-syllable word on the board, the teacher will go around the room and each student must read the word. Once the word is read and the number of syllables identified the students will jump that many times.

Yarn Toss

Indicator: Distinguish the number of syllables (p.56)

Time: 10 minutes

Supplies: Yarn balls

Rules/Directions:

1. Students sit at desk.
2. One by one they stand up and say their first name and the letter it begins with.
3. Teacher will begin with one yarn ball.
4. Students will remain standing while tossing the yarn ball to another student (saying the student's first name and letter it begins with).
5. Teacher passes out a yarn ball to all students.
6. Teacher will choose a child and everyone will spell their name while tossing the yarn ball in the air.

*Lesson adopted from Active Academics

(<http://www.activeacademics.org/LessonIdea.asp?ID=53>)

The Hula-Hoop Rhyme

Indicator: Identify rhyming words (p. 56 and 57)

Time: 10 minutes

Supplies: one or two hula-hoops

Rules/Directions:

1. One or two students will go to the front of the class room. The teacher will say a word (i.e. bed) and the remaining students will go around the room and say a rhyming word.

- 
2. The student(s) with the hula-hoop will start when the teacher says their word and end once all rhyming words have been said.
 3. The students then switch off. (I.e. the student(s) with the hula-hoop with trade with a student who has said a rhyming word.

Variation:

The students not using the hula-hoop can stand on one leg while the person is using the hula-hoop. Once the first word has been used and is over, the remaining students can switch legs.)

It's a Zoo in Here

Indicator: Reading words and identifying pictures (p.56 and 57)

Time: 10 minutes

Rules/Directions:

1. Teacher holds up flash cards with either a picture of the animal or just the name.
2. The student identifies the animal.
3. All students act out each animal after one student identifies it.

*Activity derived from North Carolina Energizers- Classroom-based Physical Activities

Acquisition of Vocabulary

Have You Seen This Sign?

Indicator: Conceptual Understanding (p. 59)

Time: 10 minutes

Rules/Directions:

1. Teacher has large pictures of signs and symbols seen in everyday life (i.e. traffic signs and signals).
2. Each picture has an exercise related to it
 - a. Stop sign= 5 jumping jacks
 - b. Yield= 5 squats
 - c. Green light= 5 twists
 - d. Pedestrian crossing= hop on one foot 5 times
3. The students stand next to their desks and when the sign is held up they yell out the answer.
4. When the correct answer is called out the teacher tells the students what task to perform.

The Little Old Lady?

Indicator: Conceptual Understanding (p. 59)

Time: 15 minutes

Supplies: Book: "The Little Old Lady Who Was Not Afraid of Anything".

Rules/Directions:

1. The teacher will begin reading the short story "The Little Old Lady Who Was Not Afraid of Anything"
2. When the story comes to the part about the two big shoes going "CLOMP CLOMP" the students can stomp their feet.

- 
3. The next part where the students would change levels is at the pair of pants going "WIGGLE WIGGLE". The students could stay at a medium level (knees bent) and wiggle.
 4. The story goes through many different movements and they build on one another.
 5. After the students have gone through the different levels, they could review the different sounds they did at the different levels.

*Lesson adopted from Active Academics

(<http://www.activeacademics.org/LessonIdea.asp?ID=119>)

Category Confusion!

Indicator: Conceptual understanding (p. 60)

Time 10 minutes

Rules/Directions:

1. The teacher will identify 3 categories: colors, fruits, vegetables.
2. The teacher will match an action to each category, i.e. color=jump, fruit=sit, vegetable=run in place.
3. The teacher will write a word or hold up an object and the student must categorize it.
4. Once categorized the student must perform the corresponding action.

This game should move quickly to keep the students moving constantly from sitting to jumping, to running.

Word Find Race

Indicator: Tools and Resources (p. 59)

Time: 15-20 minutes

Rules/Directions:

1. The students each get a partner.
2. Each set of students has their own beginner's dictionary.
3. The teacher writes a word on the board.
4. The first pair of students to find the word correctly gets to help the teacher decide what exercise to do.
5. The class performs that exercise. (I.e. dance around the room for 1 minute).

Variation:

For older children the students may be asked to recite the definition of the word. Another option is to have the students give the synonym or antonym of the word.

Abbreviation Animation

Indicator: Structural Understanding (p. 60)

Time: 15 minutes

Rules/Directions:

1. The desks are set up in rows (i.e. 4 rows, each 5 desks long).
2. An abbreviation is written on the board (i.e. Jan, Feb, Mon, Fri etc).
3. One student at a time recites what the abbreviation stands for.
4. While the students in the row are answering, the remaining students are performing an activity (i.e. hopping on one foot).
5. This continues until all students have correctly answered.

- 
6. The activity may be repeated.

Variation:

If performing the activity while students are answering is found to be too distracting students can wait until the entire row has answered correctly and then perform an activity. This activity can also be utilized to teach/learn contractions (isn't, aren't etc.) or recite the meaning of a compound word. It is not necessary to place the desks in rows to perform this activity.

Add the Ending

Indicator: Structural understanding (p.60)

Time: 5-10 minutes

Rules/Directions:

1. Read root words and their inflectional endings (i.e. Walk, walked, walking).
2. Teacher can write a word on the board, such as walk, the students have to say the inflectional endings aloud and then act out the word.
 - a. Walk= walk in place
 - b. Walking= walk at a fast pace
 - c. Walked= freeze in a walking position (arms in swinging position, one leg in front of the other with knees bent).
3. Students act out each verb for 20-30 seconds.
4. Students can come up with the words.

Reading Process: Concepts of Print, Comprehension, Strategies, and Self-Monitoring Strategies

Picture Fit

Indicator: Comprehension Strategies (p.68)

Time: 15-20 minutes

Rules/Directions:

1. Read a short story to the students.
2. Give the students a few minutes to draw what they remember from the story. (I.e. the story was about a rabbit looking for food in the woods, the students might draw a rabbit, trees and food).
3. After a few minutes have the students stand at their desk and describe their picture.
4. After each row or a certain number of students have described their picture have the students perform an exercise. (If possible relate the activity to the story, i.e. hop like a rabbit for 1 minute).

Variation:

To include the comprehension strategy of predicting what may happen next using pictures and content as a guide (p. 68), the students could continue the story making up their own alternate ending.

Spring to New Levels!

Indicator: Comprehension Strategies (p.68)

Time: 15 minutes

Supplies: The Book, When Will it Be Spring?

Rules/Directions:

1. The teacher will read the book.

- 
2. After reading the book, give the students instruction on the movement concept of levels by using the concept of a flower planted in the spring.
 3. The seed being at the low level, the sprout being at the medium level, and the full flower in bloom being at the high level.
 4. The teacher will demonstrate the different levels.
 5. The students will perform different activities and movement at each level such as crawling, crouching and stretching combined with walking and running.

* Lesson adopted from Active Academics

(<http://www.activeacademics.org/LessonIdea.asp?ID=128>)

Story Board Action

Indicator: Comprehension Strategies (p. 70)

Time: 10-15 minutes

Rules/Directions:

1. Place pictures on the board that tell a story. (Preferably an action story, i.e. a person playing a sport.)
2. Have one student put the pictures in order.
3. Once it is correct the students will act out the story (i.e. pretending to dribble a basketball).
4. The next student will then decide/predict what will happen next based on the sequence of events.
5. The students will then act out that prediction (i.e. after the player dribbles the ball down the court, the player makes a basket. The students then mimic dribbling and a jump shot).

Variation:

Have students create their own action story with pictures.

Reading Applications: Informational, Technical, and Persuasive Text

Fitness Map

Indicator: Follow simple directions/Identify and discuss simple maps, charts and graphs (p.79)

Time: 10 minutes

Rules/Directions:

1. The teacher will have a large map of the class room.
2. The map will show illustrations of activities to be performed at certain places in the room.
 - a. A picture of the teacher's desk shows a person on one foot, this symbolizes that at the teachers desk, the student is to hop on one foot.
 - b. Near the door the illustration shows someone kicking a soccer ball (the students will pretend to kick a soccer ball.)
3. The map will be sequential; the students will go from station to station in the direction that the map guides them, performing the task at each station according to the map.

What Comes Next?

Indicator: Arrange events from informational text in sequential order (p. 80)

Time: 10 minutes

Rules/Directions:

- 
1. Students pair up or divide into groups.
 2. The students are read a short story.
 3. Pictures describing the events are handed out to each group.
 4. When the teacher says go, the students must place the pictures in sequential order.
 5. The first group to correctly place the pictures in order gets to choose the exercise to be performed (the teacher will want to give a list of 5 or so options, i.e. running in place, dancing).

Question Connection

Indicator: List questions about essential elements from informational text (p.80)

Time: 10 minutes

Rules/Directions:

1. Students pair up.
2. The teacher reads a short story.
3. The students perform an activity for 1 minute after the story (i.e. jumping jacks).
4. The students are then asked to write down or verbalize why, who, where, what, when and how from the story. (Each group answers one questions).
5. After each group answers the students perform an activity for 20 seconds.

*To increase activity level the students should answer the question right away and immediately perform the activity. After 20 seconds the next question is immediately asked and answered etc.

Reading Applications: Literary Text

Come Right Back and Re-Enact

Indicator: Identify books and stories. Identify characters and setting in a story. Tell or re-enact a story that has been heard. Distinguish between fantasy and reality. (p.88)

Time: 15 minutes.

Rules/Directions:

1. The students will read or be read a short story at home.
2. The students will one by one stand up and re-enact the story that they were told.
3. The other students can also stand and perform the actions in the story.

Marvin K. Mooney

Indicator: Identify characters, setting and events in a story. Tell or re-enact a story that has been heard. Distinguish between fantasy and reality. Identify words from the text (p.88)

Supplies: Book "Marvin K. Mooney Will You Please Go Now?"

Time: 15 minutes.

Rules/Directions:

1. Teacher will read or have students take turns reading the book, "Marvin K. Mooney Will You Please Go Now" to each other.
2. Have the students listen for the different ways he was asked to leave.
3. After reading, the class will talk about the different ways he was asked to go and write them on the board.
4. Beside of their desks, they will act out some of these ways:



- a. Marvin K. was asked to go on skis (Students pretend to ski)
 - b. Marvin K. was asked to go on a bike (Students pretend to ride a bike)
 - c. Marvin K. was told to go on skates (Students pretend to go on skates)
 - d. Marvin K. was told to go on a jet (Students pretend to fly)
5. All of the ways that Marvin K. are asked to go can be utilized in some way.
- * Lesson adopted from Active Academics
(<http://www.activeacademics.org/LessonIdea.asp?ID=41>)

Writing Processes

Showtime!

Indicator: Prewriting and Publishing (p.96)

Time: 20 minutes

Rules/Directions:

1. Have the students divide into pairs or groups.
2. Have the students brainstorm ideas for a story.
3. Have students write down their short story.
4. Have the students in each group come act out their story for the class. Encourage the students to make their story action packed to maximize movement.

Answer Action

Indicator: Drafting, Revising, Editing (p. 97)

Time: 10 minutes

Rules/ Directions:

1. Have the students stand next to their desks.
2. The teacher will recite and or write a sentence on the board.
3. Each type of sentence will be associated with an action.
 - a. Declarative- scissor (jump crossing legs, right leg in front of left and left in front of right).
 - b. Interrogative- toe touch
 - c. Exclamatory- jump
4. When the teacher reads a sentence the students must perform the action associated with what type of sentence it is.

Transition Position

Indicator: Drafting, Revising, Editing (p. 98)

Time: 10 minutes

Rules/ Directions:

1. Have the students stand at their desks.
2. Slowly read a story to the students.
3. Every time a transitional word is used in the story the students must jump up, come down and touch their toes.



Writing Applications

Picture Mania

Indicator: Name or Label Objects or Places

Time: 10 minutes

Rules/Directions:

1. Read the students a story.
2. Tape 5 pictures of objects from the story on the board.
3. Tape at least 10 words to the board.
4. Have the students divide into 5 teams.
5. When the teacher says go have 1 student from each team place the word with the picture.
6. The students who correctly answers 1st gets a point for their team.
7. The 4 teams that do not receive the point each round must perform an exercise (i.e. team 1 answers correctly 1st, they do not perform the activity but the remaining 4 teams do 10 jumping jacks).
8. Repeat by changing pictures until all students have gone.
9. The team with the most points wins.

Writing Conventions

Punctuation Adaptation

Indicator: Punctuation (p. 125)

Time: 10 minutes

Rules/Directions:

1. Teacher will go over different punctuation marks with students.
2. Teacher will put word phrases on board.
 - a. Period: STOP
 - b. Exclamation Point: EXCITED / STOP
 - c. Question Mark: SHRUG SHOULDERS
 - d. Comma: PAUSE & CONTINUE
3. Teacher will give students a movement to do (e.g. Jumping Jacks/run in place/march, etc.)
4. Teacher will then call out a word phrase (Period) and students will STOP. Or (Exclamation Point) and students will go faster and return to a normal speed etc.
5. Do several times until students are accurate on what each punctuation mark means.

* Lesson adopted from Active Academics

(<http://www.activeacademics.org/LessonIdea.asp?ID=39>)

As If

Indicator: Grammar and Usage (p. 126)

Time 10 minutes

Rules/Directions:

1. Teacher reads sentence to class:
 - Jog in place **as if** a big scary bear was chasing you
 - Walk forwards **as if** you're walking through chocolate pudding
 - Jump in place **as if** you are popcorn popping



Reach up **as if** grabbing balloons out of the air
March in place and play the drums **as if** you are in a marching band
Paint **as if** the paint brush is attached to your head
Swim **as if** you are in a giant pool of Jell-O
Move your feet on the floor **as if** you are ice skating
Shake your body **as if** you are a wet dog

2. Students act out each sentence for 20-30 seconds
3. Students may create their own sentences for additional activities

*Activity derived from North Carolina Energizers- Classroom-based Physical Activities

Verb or Noun? Jump Around

Indicator: Grammar and Usage (p. 126)

Time 10 minutes

Rules/Directions:

1. Students will each receive one verb card and one noun card to be placed on the floor in front of them.
2. The teacher will then read a word from the list and the students will jump on the appropriate card (i.e., jump on "verb" for the word "swing" and the word "noun" for the word "ball").

* Lesson adopted from Active Academics

(<http://www.activeacademics.org/LessonIdea.asp?ID=106>)

Stop and Scribble

Indicator: Spelling (p. 126)

Time: 10 minutes

Rules/Directions:

1. Students begin by moving in place or around the room:
Jumping
Marching
Hopping
Twisting
2. Teacher calls out letter, number, word or shape and students stop activity.
3. Students will draw the letter, number, word, or shape in the air using their hand, arm, leg, head, elbow, knee, bottom or any combination of body parts until the teacher calls out another activity.
4. Students continue new activity until teacher calls out another letter, number, word, or shape.

* Activity derived from North Carolina Energizers- Classroom-based Physical

Spell Teamwork

Indicator: Spelling (p. 126)

Time: 15 minutes

Rules/Directions:

1. Divide the students into two teams.
2. Give each student a piece of paper containing a letter of the alphabet.
3. Call out a spelling or vocabulary word.



4. Each team will arrange themselves to spell the word.
5. The team that spells the word the quickest and correctly receives a point.

* Lesson adopted from <http://www.activeacademics.org/LessonIdea.asp?ID=71>

One Word at a Time

Indicator: Spelling (p. 126)

Time: 15 minutes

Rules/Directions:

1. The teacher will divide the class into four teams of equal number.
2. The students stand in a line and the first student of each group will be given the spelling word and they will use the dry erase marker / chalk and write the first letter on the board.
3. The student will then move quickly to the next person on their team, pass the chalk / marker off and the next student will come to the board and write the next letter.
4. This procedure will continue until one of the teams has completed the spelling word.
5. The team must say and spell the word to the class. If the word is correct they get a point. If it is incorrect the other team has a chance. If both words are incorrect, then the teams get 30 seconds to fix their word.

*Lesson adopted from Active Academics

(<http://www.activeacademics.org/LessonIdea.asp?ID=72>)

Action Story

Indicator: Listening and viewing (p. 141)

Time: 5-10 minutes

Rules/Directions:

1. Teacher tells a story sentence by sentence.
 - Sarah **ran** through the forest
 - jumped** over the puddle of mud
 - came to a lake with a boat (canoe), **paddled** across the lake
 - on the other side of the lake there was a big hill, the only way around it was to **climb** it.
 - after climbing the hill Sarah **jumped** off of the other side of it
 - and she came to another lake, this time, there was no boat. Sarah had to **swim** across the lake.
2. Students act out each verb for 20-30 seconds.
3. Students can continue the story.

Hand, Hand, Finger Thumb

Indicator: Listening and viewing/follow oral directions

Times: 5-10 minutes

Supplies: *Hand, Hand, Finger, Thumb* (author: Al Perkins)

Rules/Directions:

1. Teacher reads book while students march at their desks, around the room or act out what the monkeys are doing.



2. Whenever the teacher reads “Dum Ditty Dum Ditty Dum Dum Dum,” or any reference to drumming, students will drum on their knees or desks.
3. Use a signal (e.g., raised hand) to indicate students should stop drumming.
4. Continue activity until end of book and have students march back to their desks.

*Activity derived from North Carolina Energizers- Classroom-based Physical Activities



English Language Arts Grades 3-5

Phonemic Awareness, Word Recognition, and Fluency

Same or Opposite

Indicator: Conceptual Understanding (p.62)

Time: 10 minutes

Supplies: Hula-hoop(s)

Rules/Directions:

1. Identify and apply the meaning of the terms synonym, antonym, homophone and homograph.
2. One or two students will go to the front of the class room. The teacher will say a word (i.e. arrange) and the remaining students will go around the room and say a synonym or antonym.
3. The student(s) with the hula-hoop will start when the teacher says their word and end once all synonyms or antonyms have been said.
4. The students then switch off. (i.e. the student(s) with the hula-hoop will trade with a student who has already said a word.

Variation:

The students not using the hula-hoop can stand on one leg while the person is using the hula-hoop. Once the first word has been used and is over, the remaining students can switch legs. If no hula hoop is available, students can run in place, dance, or do jumping jacks etc.

Hear the Excitement

Indicator: Conceptual Understanding (p.62)

Time: 5-10 minutes

Rules/Directions:

1. Each student will read aloud a passage from a book correctly displaying changes in tone, voice, timing and expression.
2. The students who are not reading will jog in place.

Acquisition of Vocabulary

Wrong Word?

Indicator: Structural Understanding

Time: 10 minutes

Rules/Directions:

1. Have each student take two pieces of paper. On one write yes and the other write no.
2. Each student will place the paper on the ground in front of them.
3. The teacher will write a word on the board.
4. The students will jump on yes if it is an actual word and no if it is not.

- 
- a. The teacher will write happy on the board (yes)
 - b. Happier (yes)
 - c. Happiless (no)
 - d. Unhappy (yes)
- Yes= jump and land with feet apart parallel
No= jump and land with feet apart vertically (one in front and one in back).
5. To increase the activity level, have the students jog in place when not jumping on yes or no.

Prefix and Suffix Jumble

Indicator: Structural Understanding (p. 61)

Time: 10 minutes

Rules/Directions:

1. The teacher will write a list of prefixes and suffixes on the board.
2. Each prefix and suffix will be associated with an action.
 - a. Un- jump
 - b. Re- toe touch
 - c. Pre- hop on one foot
 - d. -Er dribble
 - e. -Less scissor jumps
3. The students will stand at their desks; the teacher will read a word.
4. The students will perform the necessary actions associated with the prefix and or suffix in the word.

Word Denotation

Indicator: Structural Understanding and Contextual Understanding (p. 62)

Time: 15 minutes

Rules/Directions:

1. All students will start by jogging in place next to their desks.
2. One student will start. The teacher will use a “new” word in a sentence.
3. The student will try and figure out the meaning of that word by using its origin or by hearing it in a definition or a restatement.
4. When the student correctly defines the word all students sit.
5. The next student goes and all students jog in place.

What's in a Statement

Indicator: Conceptual Understanding (p. 62)

Time: 10 minutes

Rules/Directions:

1. The student will correctly use a simile or metaphor in a statement.
2. If the student uses a metaphor, all students will do 5 twists (hands on hips twisting right to left).
3. If the student uses a simile all students will do 5 jumping jacks.
4. If the student does not use either all students must hop on 1 foot 5 times and the student must try again.



Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Fast Action

Indicator: Self-Monitoring Strategies (p. 71)

Time: 20 minutes

Rules/Directions:

1. Have each student skim 5 pages of an action book.
2. After one or two minutes have each student, one at a time, act out what they comprehended from the story.

Story Building

Indicator: Comprehension Strategies (p.71)

Time: 10 minutes

Rules/Directions:

1. The teacher will start telling a story.
2. The students will go around the room, continuing the story.
3. All students are to act out the entire story as they go along (i.e. if person 5 says “and she jumped over the log and fell to the ground”) they must first start by repeating, through words and actions, part 1-4 then continue with the story through words and actions.

Race for the Answer

Indicator: Comprehension Strategies, Self-Monitoring Strategies and Independent Reading (p. 72)

Time 15 minutes

Rules/Directions:

1. Have the students read a short story either in class or the night before.
2. Have the students divide into 2 teams.
3. Ask a question from the reading.
4. The students will discuss the answer with their group and one student will run to the board and write the answer.
5. The first one to write the correct answer gets a point.
6. This will continue until every student has had the chance to write on the board.
7. The team with the most points at the end wins.

Reading Applications: Informational, Technical and Persuasive Text

Remember?

Indicator: Use table of contents, chapter headings, glossary, index, captions and illustrations to locate information and comprehend text. Identify who, what, why, where, when and how. (p. 80)

Time: 15 minutes



Rules/Directions:

1. Have the students read a story either in class or the night before.
2. Have the students divide into 2 or more teams.
3. Ask a question from the reading.
 - a. Who, what, when, where, why, how
 - b. In what chapter did the author discuss ____?
 - c. What was chapter 10 titled?
4. When the students believe they have the correct answer they are to start running in place.
5. The first person to start running in place is called on by the teacher.
6. If they are correct they earn a point.
7. Of the 1st team answers incorrectly, the team who performed the action second will have a chance to answer.
8. The team with the most points at the end of the game wins.

Exercise Description

Indicator: Draw conclusions from maps, charts, diagrams and graphs (p.81).

Time: 10 minutes

Rules/Directions:

1. Split the class in pairs.
2. Each pair gets a map, chart, diagram or graph.
3. Each pair will choose an exercise from a list provided by the teacher (lunges, twists, high knees).
4. Each pair will stand up state their chosen exercise.
5. While describing their map, chart, diagram or graph, the class will perform the exercise.

Reading Applications: Literary Text

Zippy

Indicator: Use comprehension skills to understand a story, story elements, sequence, conclusions, compare/contrast/predict, summarize, infer, topic, paraphrase (p. 89).

Time: 10 minutes

Rules/Directions:

1. Teacher reads the story Space Jam to the class and students begin identifying all of the action words (writing some down on board, paper etc).
2. At the end of the story have students answer questions about Zippy and where he is and what he is doing. Identify the elements of the story.
3. Let the students get in pairs and use the action word list to figure out ways they can mimic Zippy and what he was doing.
4. Let the students act out the parts as they recall the story.
5. Teacher can choose to re-read the selection and allow the students to act out the action parts as it is being read (15-20 seconds of activity).

*Lesson adopted from Active Academics

(<http://www.activeacademics.org/LessonIdea.asp?ID=64>)

** The story Space Jam can be found in the resource section.



Same or Different?

Indicator: Recognize and describe similarities and differences of plot across literary works (p89).

Time: 15 minutes

Rules/Directions:

1. Assign an exercise for similarities and differences.
 - a. Similarities- jog in place x20 seconds.
 - b. Difference- high knees x 20 seconds.
2. Write on the board the titles of 5 books read over the year.
3. Have a column for similarities and differences on the board.
4. Go around the room having students name a similarity or difference.
5. The entire class performs the associated exercise.

Station Identification

Indicator: Identify plots, themes, characters, setting, interactions, and main incidents. Identify genre (p.90).

Time: 20 minutes

Rules/ Directions:

1. Have stations set up in class room
 - a. Plot station
 - b. Theme station
 - c. Character station
 - d. Setting station
 - e. Interaction/main incidents station
 - f. Genre station
2. At each station have typed words cut out on a table.
3. Each student will be handed a book or short story title that they have read (some may be repeated).
4. When the teacher says go, the students must go to every station, look through the words and statements and find the ones that go with their story.
5. There will only be one at each station that applies to their story.
6. Once they have all of their cutouts they will return to their desks and jog in place.
7. Once all students are at their desks jogging in place the teacher will look to see if everyone's cutouts are correct.
8. If they are not, all students must continue to jog in place until those who are not correct exchange cutouts with one another to make theirs correct.
9. The student who was the first one back to their seat with the correct cutouts gets to choose an exercise for the class to do from a list provided by the teacher.

Which Genre

Indicator: Identify literary forms and genres (p. 90)

Time: 10 minutes

Rules/Directions:

1. Write on a piece of paper different types of genres
 - a. Fable
 - b. Chapter book
 - c. Fantasies

- 
- d. Fiction
 - e. Non-fiction
 2. Under the genre write an action (i.e. fable-hop)
 3. Hang the papers in different areas of the room creating stations
 4. Have the students start at the front of the room.
 5. The teacher will give a definition or example of a genre
 6. The students will run to the station they think is correct
 7. Once there they will perform the activity for 10-20 seconds
 8. The teacher will give the second definition, description or example and the game continues.

Writing Processes

Action Story

Indicator: Prewriting and Publishing (p.96)

Time: 20 minutes

Rules/Directions:

1. Have the students divide into pairs or groups.
2. Have the students brainstorm ideas for a story.
3. Have students write down their short story.
4. Have the students in each group come act out their story for the class. Encourage the students to make their story action packed to maximize movement.

Variation:

Students can read their stories aloud and have their peers act out the action words.

Writing Conventions

Stop and Scribble

Indicator: Spelling (p.127 and 128)

Time: 10 minutes

Rules/Directions:

1. Teacher calls out an activity
 - a. Jumping
 - b. Twisting
 - c. Jogging
 - d. Jumping jacks
 - e. Hopping
 - f. Marching
2. Students begin activity and continue until the teacher calls out a spelling word.
3. Students freeze and write the word on a piece of paper.
4. After 10-15 seconds, teacher calls out a new activity.
5. Continue until all spellings words are used.
6. As students cool down teacher will write the correct spelling on the board and students will check their own work.

*Adopted from North Carolina Energizers: Classroom-based Physical Activity



How Many Words

Indicator: Spelling (p.127 and 128)

Time: 10 minutes

Rules/Directions:

1. Divide the students into two groups.
2. Give each group letters, written on separate sheets of paper that make up a vocabulary word. Example vocabulary word: friendship
3. Ten students will each receive one letter, one student will be the checker, and one student will be the recorder.
4. The students with the letters will scramble to arrange themselves to make as many different words as possible with the letters they have. For example: Friendship- ship, friend, dip, end, red, sip, etc.
5. The checker will make sure that the words are spelled correctly and the recorder will write the words down on a sheet of paper.
6. The group to spell the most words in 10 minutes is the winner.

*Lesson adopted from Active Academics

(<http://www.activeacademics.org/LessonIdea.asp?ID=84>)

Spell Teamwork

Indicator: Spelling (p.127 and 128)

Time: 10 minutes

Rules/Directions:

1. The students are split up into two teams (A & B).
2. Each student chooses a partner (or teacher can pair students).
3. The students sit on opposite sides of the room together with their teammates.
4. Two chairs are placed in front of the board on the A side and the B side. Each pair is given a number or a name, or something that can be used to identify each person.
5. The first two pairs come to the board and one student sits down with a marker and the other stands with a marker of a different color. The other team does the same.
6. The teacher then says the spelling / vocabulary word and says "GO."
7. The student standing writes the first letter of the word and sits down. The next student writes the next letter and this continues until the word is spelled.
8. Students are not allowed to talk during this, and the first team that spells their word CLEARLY AND CORRECTLY wins a point.
9. The team with the most points wins the game.

* Lesson adopted from Active Academics

(<http://www.activeacademics.org/LessonIdea.asp?ID=75>)

Frozen Vocabulary

Indicator: Spelling (p.127 and 128)

Time: 10 minutes

Rules/Directions:

1. Teacher calls out an activity
 - a. Jumping
 - b. Twisting

- 
- c. Jogging
 - d. Jumping jacks
 - e. Hopping
 - f. Playing air guitar
 - g. Marching
2. Students begin activity and continue until the teacher calls out a spelling word.
 3. Teacher calls on volunteer to use the vocabulary word properly in a sentence.
 4. Resume activity or being a new activity when a student uses the vocabulary word properly in a sentence.

Variations

Students can define vocabulary word. Students can spell the word aloud. Students can name a synonym or antonym

*Activity derived from North Carolina Energizers Classroom-based Physical Activities

Spelling Scramble

Indicator: Spelling (p.127 and 128)

Time: 15 minutes

Supplies: 2 different colors of paper, tape

Rules/Directions:

1. Teacher hands out a piece of paper to each student, with half getting one color and the other half getting another.
2. Students write spelling list on the piece of paper, while teacher writes an activity across the board.
 - a. Jumping jacks
 - b. Marching
 - c. Knee lifts
 - d. Scissors (feet apart then cross in front, feet apart then crossing back)
 - e. Hoping
 - f. Twisting
3. Students will help each other tape spelling lists to backs of shirts
4. Students divide into 2 groups based on color of paper.
5. On signal, students will circulate and select a partner with another color.
6. When selected, the student will pick a word from the spelling list and request that the other student spell that word.
7. While spelling, the student will perform the activity written on the board.
8. Partner checks the back of the other student's shirt to make sure that the word was spelled correctly.
9. Teacher can change activity on the board if desired.

Suggestions:

1. Reduce spelling list to limit time of activity.
2. Students can write vocabulary list and definition instead of spelling words.

*Activity derived from North Carolina Energizers Classroom-based Physical Activities

Spelling Word Relay

Indicator: Spelling (p. 126)

Time: 15 minutes

Rules/Directions:

1. The teacher will divide the class into four teams of equal number.

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2. The students stand in a line and the first student of each group will be given the spelling word and they will use the dry erase marker / chalk and write the first letter on the board.
 3. The student will then move quickly to the next person on their team, pass the chalk / marker off and the next student will come to the board and write the next letter.
 4. This procedure will continue until one of the teams has completed the spelling word.
 5. The team must say and spell the word to the class. If the word is correct they get a point. If it is incorrect the other team has a chance. If both words are incorrect, then the teams get 30 seconds to fix their word.

*Lesson adopted from Active Academics

(<http://www.activeacademics.org/LessonIdea.asp?ID=72>)

Research

Exercise Research

Indicator: (p. 132)

Time: 15 minutes

Rules/Directions:

1. During library/reading time take students to the library or wherever they have access to a computer.
2. Using the internet and or books, have students research an exercise to teach the class.
3. For the next week have a few students each day teach the exercise they learned through their research.
4. Be sure to have older students cite their sources.

Communication: Written/Oral

Simon Says

Indicator: Listening and Viewing (p. 141)

Time: 10 minutes

Rules/Directions:

1. Have the students play Simon Says with the teacher being Simon.
 - a. Simon says jump
 - b. Simon says run in place
 - c. Simon says sit
2. Take turns letting the students be Simon

Exercise in Order

Indicator: Listening and Viewing (p. 141)

Time: 10 minutes

Rules/Directions:

1. The teacher will call out an exercise and the students perform (jump)



2. The teacher then calls out a second exercise and the students combine one and two (i.e. jump and sit on the ground)
3. The teacher calls out a third and the students combine all three (i.e. jump, sit, touch their toes).
4. The exercise continues for as long as time allows.

Variation:

It will get harder for students to remember what to do and in what order. If a student messes up they can be eliminated. To continue activity the eliminated students can simply jog in place. The last student to correctly perform the exercises wins and can then choose the exercise for the next day.



Mathematics Grades K-2

Number, Number Sense and Operations Standard

Count Your Jumps

Indicator: Number and Number Systems (p. 54)

Time: 10 minutes

Rules/Directions:

1. Place number lines on the floor from one to ten. Depending on the number of students, have about five or six number lines.
2. Have the students start at 10 and jump on each number saying the number when they land on it to practice counting backwards.
3. Students may begin jumping when the person in front of them is on number five.

Variation:

If a number line is not present, have the students jump forwards and backwards while counting.

*Lesson adopted from Active Academics

(<http://www.activeacademics.org/LessonIdea.asp?ID=112>)

Exercise Count Down

Indicator: Number and Number Systems (p. 54)

Time: 10 minutes

Rules/Directions:

1. Have students stand in a circle around the room.
2. Have the students count off (1, 2, 3, etc).
3. Students jump, hop or do jumping jacks according to the number being counted.
 - a. 1= hop
 - b. 2= jump
 - c. 3= reach for the stars

Yarn Toss

Indicator: Number and Number Systems (p. 54)

Time: 10 minutes

Rules/Directions:

1. Students will form a circle or stand by their desk.
2. Teacher will demonstrate counting from 0-10 and 0-20. (can use a chart with number written on it if you prefer)
3. Students will repeat counting after teacher.
4. Teacher/students will count while throwing yarn ball up for each count. Example: "5", toss yarn ball 5 times in the air and count out loud 1/2/3/4/5. "10", toss yarn ball 10 times in the air and count out loud 1-10.

Variation:

Students can also clap, march, jump or snap while counting.



*Lesson adopted from Active Academics
(<http://www.activeacademics.org/LessonIdea.asp?ID=67>)

Backwards and Forwards

Indicator: Number and Number Systems (p. 54)

Time: 10 minutes

Rules/Directions:

1. Students will form circle or stand by desk.
2. Teacher will demonstrate counting up and backward from 10 and up to 20 (can use a chart with numbers written on it)
3. Students will repeat counting backward and forward.
4. Teacher/students will count forward and backward while throwing a yarn ball up for each count.

Variation:

Students can also clap, march, jump or snap while counting.

*Lesson adopted from Active Academics
(<http://www.activeacademics.org/LessonIdea.asp?ID=55>)

Bounce and Count

Indicator: Number and Number Systems (p. 58)

Time: 10 minutes

Supplies: Soft balls that bounce

Rules/Directions:

1. Arrange the desks in a large circle (*Time Saver: Have students stand in self space beside desk*)
2. Student should stand in front of their desk but still be allowed to turn around and work the math problem on their desk.
3. Give the students an addition or subtraction problem (i.e.: $2+2$)
4. Allow time for them to work it out.
5. Discuss the answer
6. Have the students "bounce" the answer ($2+2=4$; 4 bounces)
7. Then allow the students to bounce pass their ball to the person to their right (while catching the ball being bounced from their left).
8. Repeat with more problems.

Variation:

Students can perform any action such as jumping jacks, squats, knee highs, twists etc.

*Lesson adopted from Active Academics
(<http://www.activeacademics.org/LessonIdea.asp?ID=87>)

Even or Odd

Indicator: Number and Number Systems (p. 58)

Time: 10 minutes

Rules/Directions:

1. Teacher calls out a number.
2. If the number is even the students do jumping jacks or hop the amount of the number being called.

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3. If the number is odd the students sit on the ground and get back the amount of the number being called.

Equation Creation

Indicator: Number and Number Systems (p. 58)

Time: 10 minutes

Supplies: Deck of playing cards

Rules/Directions:

1. Teacher takes out all the kings, queens, and jacks from playing cards. That leaves about 40 cards in the deck. Teacher distributes two cards to each student and has the students stand up next to their desks.
2. Teacher gives the go signal and students begin circulating around the room. When the teacher says stop, the teacher calls out a number and the student must find another student to make an equation out of their two cards.
 - a. The teacher calls out the number 6, and one student has a 2 and a 9 and the other student has a 3 and a 4. The students can use the 2 and the 4, add them together to make 6 (Or they can use the $9 - 3$ to get 6).
3. After making an equation, students start to circulate around the room again until the teacher says top and calls out another number.

*Lesson adopted from Active Academics

(<http://www.activeacademics.org/LessonIdea.asp?ID=36>)

The Price is Right

Indicator: Number and Number Systems (p. 58)

Time: 10 minutes

Supplies: Coins

Rules/Directions:

1. First allow each student to come up and get a coin.
2. Next write an exercise movement on the board beside each picture of the coins you handed out. (e.g., penny – hop on one leg, dime - run in place, etc.)
3. Next ask each student to identify their coin, and then perform their exercise.
4. Next, ask the students to find a partner with a different coin. Try to add the value of your two coins.
5. Have each student do the exercise that is associated with the partner's coin. Trade for another coin, and continue the activity.

*Lesson adopted from Active Academics

(<http://www.activeacademics.org/LessonIdea.asp?ID=82>)

Playing With Food

Indicator: Number and Number Systems (p. 58)

Time: 10-15 minutes

Supplies: fruit loops or other small objects of different colors and a bowl

Rules/Directions:

1. Students will be given fruit loops on a napkin or in a bowl.
2. They will then estimate how many pieces of cereal they have.
3. After they estimate, they should count the cereal to see how close their estimates were to the exact number.

- 
4. They will then categorize the cereal in groups of fives and tens, and by color.
 5. Each color represents a different locomotor movement (i.e. blue-jump on one foot. If the student has six blue cereal pieces then they perform six one-footed hops, and so on).

The students can switch partners as much as the teacher wants depending on time.

*Lesson adopted from Active Academics

(<http://www.activeacademics.org/LessonIdea.asp?ID=76>)

Roll the Dice

Indicator: Number and Number Systems (p. 58)

Time: 10 minutes

Supplies: Dice

Rules/Directions:

1. Teacher puts students in groups of four and gives each team a dice.
2. Teacher instructs the students to take turns rolling the dice, and with each number rolled identifies it as odd or even and perform the physical activity that corresponds with the number rolled.
 - a. 1=Push Up
 - b. 2=Jump & Stretch
 - c. 3=Toe Touch
 - d. 4=Curl Up
 - e. 5=Arm Circles
 - f. 6=Jumping Jacks
3. Students perform number rolled times 3, or 4. For example, if student rolls 2, they identify that as an even number and perform jumping jacks. The number rolled which is 2×3 or 4. So they perform 6 or 8 jumping jacks.
4. Activity continues until all four team members have completed a turn.

*Lesson adopted from Active Education

(<http://www.activeacademics.org/LessonIdea.asp?ID=35>)

Pacman

Indicator: Number and Number Systems (p. 60)

Time: 15 minutes

Rules/Directions:

1. Teacher will review "greater than" and "less than".
2. Teacher will choose students to come to front of class to represent the fraction problem.
3. Teacher will then choose a "PAC MAN" to represent "greater than" or "less than" and arrange himself/herself correctly in the equation.
4. After solving the equation, "Pac Man" will choose an exercise for class to do.
5. Next problem is implemented for students, and the activity continues.

*Lesson adopted from Active Academics

(<http://www.activeacademics.org/LessonIdea.asp?ID=60>)

Word Problems

Indicator: Meaning of Operations (p. 60)

Time: 15 minutes

Rules/Directions:

1. The students will participate as part of the story problems.
2. One example problem could be "Joey was jumping around the playground on one foot when Janet came and joined him. Then both Max and Reagan came to join him



- while he was jumping on one foot. After a while, Joey decided to go on the other side of the playground to play hopscotch. How many students are left jumping on one foot?"
3. This story problem would be illustrated by the students that are jumping on one foot in front of the classroom.
 4. The students would switch with each problem until all of the students have had the chance to participate.

*Lesson adopted from Active Academics

(<http://www.activeacademics.org/LessonIdea.asp?ID=125>)

Flash Card Rotation

Indicator: Meaning of Operations and Computation and Estimation (p. 62)

Time: 15 minutes

Supplies: Three or Four Stations (Dependent on Class size)

Math Flash Cards (Grade Appropriate Addition / Subtraction)

Labels for movements from station to station

Paper and Pencil

Rules/Directions:

1. The teacher will set up three or four stations around the room and label each as a galloping, jumping, skipping, or sliding station. Place a group of flash cards at each station.
2. The teacher will group students by numbering them off in 3's or 4's
3. Each student should have a piece of paper and a pencil with them to complete there answers.
4. When the teacher says "go", each student will turn over a math flash card and write the problem and answer on his/her paper.
5. Once they have completed their problems, they will put their cards on the discard pile and move to the next station by the appropriate movement.
6. Rotation continues until all problems are answered or the teacher stops the activity.

*Lesson adopted from Active Academics

(<http://www.activeacademics.org/LessonIdea.asp?ID=79>)

Measurement Standard

Time for Exercise

Indicator: Measurement Units (p.69)

Time: 10 minutes

Rules/Directions:

1. This exercise is to help identify units of time (seconds, minutes, hours, days, weeks, months, years).
2. The teacher will assign a movement to each unit of time (i.e. seconds=hop, minutes=reach for the sky, hours=body twists)
3. Following the teachers lead, the students will count aloud how many seconds are in a minutes by doing the appropriate exercise (i.e. count off 60 hops).



Measure Your Movements

Indicator: Use Measurement Techniques and Tools (p. 69)

Time: 15 minutes

Rules/Directions:

1. Have different measurement tools available (ruler, yard stick)
2. To learn and understand length and measurements mark on the ground using tape, 1 foot, 2 feet etc.
3. Repeat this on the wall for longer lengths (such as 3 ft. 4 ft.)
4. Have the children line up and jump the distance on the ground while saying aloud how far it is in feet (or yards or inches).
5. Repeat this process with the tape on the wall by having the students reach and jump to touch the tape, again while reciting aloud the appropriate length and measurement.

First, Next, Last

Indicator: Use Measurement Techniques and Tools (p. 69)

Time: 15 minutes

Rules/Directions:

1. Dictate to students directions for the exercise by using the terms first, next and last.
 - a. First we will jump 5 times
 - b. Next we will do 10 twist
 - c. Last we will jog in place (for 30 seconds).
2. Have the students perform the activity with little direction from the teacher.

Active Measures

Indicator: Measurement Units (p.70)

Time: 10 minutes

Rules/Directions:

1. Relate a unit of measurement with an exercise
 - a. centimeters- jump
 - b. meters- hop
 - c. inches- touch toes
 - d. feet- pretend to dribble a basketball
2. Show a certain measurement (a yard stick, ruler, draw on the board or choose a picture out of a stack of pictures)
3. The students will perform the corresponding activity
4. Show the measurements one after another helping the students maximize activity.

Variation: This exercise can also be done using liters, cups, pints, quarts, grams, ounces, pounds, hour, half hour, a.m. and p.m.



Geometry and Spatial Sense Standard

Shape Your Body

Indicator: Characteristics and Properties (p. 78)

Time: 15 minutes

Rules/Directions:

1. Teacher will go over the different shapes with the students
2. Teacher will ask the students if they can think of anything they have seen that has that shape (a box, a ball, etc.)
3. Have the students get together and, with the help of the teacher, make each shape using their bodies.
4. You can give them harder shapes as a challenge like the octagon, etc.

*Lesson derived from Active Academics

(<http://www.activeacademics.org/LessonIdea.asp?ID=132>)

Air Scribble

Indicator: Characteristics and Properties (p. 78)

Time: 15 minutes

Rules/Directions:

1. Students will begin by moving in place beside their desk by: hopping, jumping, marching, twisting, turning, shaking, bending, running, etc.
2. Teacher will point and call out a shape (circle, square, rectangle, triangle) and students will stop moving.
3. Students will draw the shape in the air by using their hand and giving examples of things that have that shape.
4. Teacher will then call out a new movement to do beside their desk until a new shape is called out.

*Lesson derived from Active Academics

(<http://www.activeacademics.org/LessonIdea.asp?ID=68>)

Shape Your Movements

Indicator: Characteristics and Properties (p. 78)

Time: 10 minutes

Rules/Directions:

1. Have a set of flash cards with pictures of shapes (amount depends on how long you want the activity to take).
2. Assign a movement to a shape
 - a. Square- flap arms like your flying
 - b. Circle- twist from side to side
3. Have students stand next to their desk and perform each movement when the corresponding card is shown.

Over, Under

Indicator: Spatial Relationships (78)

Time: 10 minutes

Rules/Directions:

1. Set up a simple obstacle course
2. Have students follow the teacher through the course or verbally direct them through it.
 - a. Go **around** the chair
 - b. **Under** the desk

- 
- c. Jump rope 5 times
 - d. Hop **over** the cup
 - e. Skip **between** the desks
 - f. Finish by standing **in front** of your desk
3. Repeat the course 3 times

Shape UP

Indicator: Characteristics and Properties (p. 79)

Time: 10 minutes

Rules/Directions:

1. Teacher has students stand beside their desks.
2. Teacher calls out the name of a geometrical shape. Students have to use their arms to represent that shape.
3. After several shapes have been called out, the teacher can also have students use their legs, as well as their entire body to represent shapes.
4. This activity continues until all shapes have been used.

*Lesson adopted from <http://www.activeacademics.org/LessonIdea.asp?ID=34>

Reshape

Indicator: Characteristics and Properties (p. 79)

Time: 10 minutes

Rules/Directions:

1. Divide the students into groups of at least 5 students
2. 4 students will make a shape (assigned by the teacher)
3. The 5th student will decide how to take that shape and make another one
4. The students will have 5 minutes to make as many shapes as possible
5. The group with the most shapes made wins

Patterns, Functions and Algebra Standard

Alike or Different?

Indicator: Use Patterns, Relations and Functions (p. 87)

Time: 10 minutes

Rules/Directions:

1. Write on one piece of paper alike, and on another different.
2. Tape these to the wall.
3. Clear out a large enough space for children to run
4. Have all students start at the same place
5. The teacher will hold up two shapes or objects
 - a. The teacher will say these shapes have the same number of sides (one object may be a triangle, the other a square- so the children would run to the corner of the room where the sign that says different is hung).
6. The game will continue for 10 minutes

Variation:

Students could also respond by jumping or performing another action. i.e. alike= jump with feet landing apart parallel different= jump with feet landing apart with one foot/leg in front and the other behind (vertically).



Mathematics

Grades 3-5

Number, Number Sense and Operations Standard

Math in Action

Indicator: Meaning of Operations (p. 58)

Time: 10 minutes

Rules/Directions:

1. Have the students stand next to their desks.
2. The teacher will recite a math problem.
3. The students will perform movements corresponding to the question. (i.e. “there were 10 birds (flap arms 10 times) and 2 more came along, how many birds are there (flap arms 12 times).” Additional example:
 - There were 10 birds (flap arms 10 times) now there are 12 (flap arms 12 times) how many more came along?
 - “Ben made 5 jump shots (mimic a jump shot) and 2 went in the basket how many did he miss?”

* Activity derived from North Carolina Energizers: Classroom Based-Physical Activity

Toss the Answer Around

Indicator: Number and Number Systems (p. 62)

Time: 10 minutes

Supplies: Foam ball

Rules/Directions:

1. Teacher has students stand next to desk or sit in desk.
2. Teacher tosses foam ball to a student and gives them a math problem (i.e. 144 divided by 12 equals?)
3. The student gives the answer by tossing and catching the foam ball the appropriate number of times.
4. The ball then ends up with the teacher and the activity is repeated.

Variation:

This activity can be adjusted for other age groups. Younger children could do addition and subtraction. The ball toss can be substituted with any action, i.e. twists, jumping jacks.

Colors and Counting

Indicator: Number and Number Systems (p. 58)

Time: 10-15 minutes

Supplies: fruit loops or other small objects of different colors and a bowl

Rules/Directions:

1. Students will be given fruit loops on a napkin or in a bowl.
2. They will then estimate how many pieces of cereal they have.
3. After they estimate, they should count the cereal to see how close their estimates were to the exact number.

- 
4. They will then categorize the cereal in groups of fives and tens, and by color.
 5. Each color represents a different movement (i.e. blue-jump on one foot. If the student has six blue cereal pieces then they perform six one-footed hops, and so on).
 6. After students perform their movement, they partner with another student.
 7. The students then add/subtract/or multiple (depends on teacher preference and grade level) the two numbers.
 8. The students can repeat steps 4 and 5 together.

*Lesson adopted from Active Academics

(<http://www.activeacademics.org/LessonIdea.asp?ID=76>)

Factor It In

Indicator: Number and Number Systems (p. 62)

Time: 10 minutes

Supplies: Scrap paper

Rules/Directions:

1. Teacher labels each corner of the room with one of the pieces of scrap paper that are labeled with a number that is a multiple of 2, 3, 4, or 5.
2. Students divide into 4 groups, each group going to a corner.
3. Teacher calls out a number that is a multiple of 2, 3, 4, or 5.
4. Students who are in a corner that is a factor of that number will move to another corner.
5. Students move to the other corner by performing an action such as:
 - a. Jumping
 - b. Skipping
 - c. Walking
 - d. Hopping on one foot
 - e. Marching
6. Example, if teacher calls out 6, students in corners labeled 2 and 3 will move to another corner.

Variation:

Have students move to a corner labeled with a factor of the number called. If a prime number is called, have students move to the center of the room.

*Activity derived from North Carolina Energizers Classroom-based Physical Activities

Math Mania

Indicator: Numbers and Number Systems

Time: 10 minutes

Rules/Directions:

1. Teacher calls out an activity
 - a. Jumping
 - b. Twisting
 - c. Jogging
 - d. Jumping jacks
 - e. Hopping
 - f. Playing air guitar
 - g. Marching
2. Students begin activity and continue until the teacher calls out a math problem.
3. Teacher calls on volunteer to solve the problem.
4. Resume activity or being a new activity when a student solves the problems appropriately.



Variations:

Any type of math problem can be used this lesson can be used for all age groups.

*Activity derived from North Carolina Energizers Classroom-based Physical Activities

Data Analysis and Probability Standard

Meaning to Sit-up

Indicator: Statistical Methods (p.101)

Time: 10 minutes

Rules/Directions:

1. Pair students up in groups of two.
2. Have each student do as many sit-ups or push ups as they can in one minute.
3. Have partners record each others' scores. Then, have the group of two combine with another group, so that there are four in a group.
4. Using a prepared form and using the data from the sit-ups and pushups, have each group determine the mean, median, and mode of their data.

*Lesson adopted from Active Academics

(<http://www.activeacademics.org/LessonIdea.asp?ID=111>)



Social Studies/Geography

Grade level: K-2

History

Past, Present, Future

Indicator: Chronology (p.46)

Time: 10 minutes

Rules/Directions:

1. The teacher will assign movements to the words past present and future by writing the word and movement on the board.
 - a. past- jumping jacks
 - b. present- hop on one leg
 - c. future- run in place
2. The students will stand next to their desks.
3. The teacher will recite a statement and the students will say the correct answer.
 - a. Teacher “yesterday I went to the store” Student(s) “past”
4. The teacher can have the students all answer at once or go around the room giving each student a turn.
5. Once the student(s) answer they must perform the associated action until the next answer is said- they will then switch to the action matching that answer.
6. The game is to move quickly so that the students go from each action without stopping.

It’s Your Birthday!

Indicator: Chronology (p.46)

Time: 10 minutes

Rules/Directions:

1. Have the students stand next to their desks.
2. Write on the board the months of the year.
3. For the first 4 months assign an action, assign another action for the middle 4 and an action for the last 4.
 - a. Jan-April- high knees
 - b. May-Aug- jump as high as you can
 - c. Sept-Dec- run in place
4. Go around the room having each student recite their birth month and which month comes before and after.
5. The students then perform the associated activity (the activity associated with their birth month) until the next student goes.
6. The activity is to move quickly so that the students are constantly in motion.

People in Societies

Multicultural

Indicator: Diffusion (p.60)

Rules/Directions:

- 
1. The teacher will list 4 or 5 different cultures and associate activities with each
 - a. African- dance
 - b. Native American- hop on one foot
 2. The teacher will identify cultural practices of a culture on each continent such as folktales, music and art.
 3. Without speaking the students will perform the activity associated with whichever culture they believe to be the answer.

Geography

Simon Says

Indicator: Location (p.67)

Time: 10 minutes

Rules/Directions:

1. The teacher will play Simon says using location words such as: There, here, up, down, over, under, right, left, behind, in-front, in back of, near, far.
2. The students will run in place while waiting to hear what Simon says.
 - a. Students run in place “Simon says look to your right” students look to their right and continue jogging in place “Simon says come over here” students go to where the teacher is standing and continue to jog in place “Simon says go over there” Students go to where the teacher is pointing and continue to jog in place etc.

Economics

Match Up

Indicator: Production, Distribution and Consumption (p.76)

Time: 10 minutes

Rules/Directions:

1. Have a list (or pictures of) services in one column on the board and products in a second column.
 - a. Farmer- corn
 - b. Doctor- hospital
 - c. Bus Driver- bus
2. Associate an action for service and an action for product (i.e. squats and knee highs)
3. Going around the room have each student say a service and its associated product.
 - a. Student says “farmer” class squats, student then says “corn” class performs knee highs until the next student says a service.

Government

Name That Landmark

Indicator: Role of Government (p. 84)

Time: 10 minutes

Rules/Directions:

- 
1. Students will stand next to their desk and perform an action (i.e. job in place)
 2. The teacher will describe an important landmark (that may have been read about for homework or talked about the day or week before)
 3. One student will answer. Once answered another action will be performed (i.e. leg lifts).
 4. Another landmark or important part of American government will be described and again the student will answer- changing movements after the correct answer is given. (ideas listed under the indicator: Jefferson Memorial, Lincoln Memorial, Washington Monument, U.S. Flag, Statue of Liberty, bald eagle, White House)

Citizenship Rights and Responsibilities

Right or Wrong?

Indicator: Rights and Responsibilities (p.91)

Time: 10 minutes

Rules/Directions:

1. The teacher will call out an attribute or action.

Kindergarten and Grade 1

- a. Trust
- b. Respect
- c. Honesty
- d. Responsibility
- e. Fairness
- f. Compassion
- g. Self-control

Grade 2

- a. Honesty
- b. Self-assurance
- c. Respect for the rights of others
- d. Persistence
- e. Patriotism

2. If it is positive the students will twist, if it is negative the students will hop on one leg.
3. The exercise is to move fast so that students are switching from twisting to hopping without time to rest.

Examples of negative attributes include: lying, stealing, cheating, greedy, selfish

Social Studies Skills and Methods

Alike or Different?

Indicator: Thinking and Organizing (p. 99)

Time: 10 minutes

Rules/Directions:

1. Write on one piece of paper alike, and on another different.
2. Tape these to the wall.
3. Clear out a large enough space for children to run
4. Have all students start at the same place
5. The teacher will hold up two pictures (i.e. the state of Ohio and Europe)



a. The teacher will ask if these are both states (since they are not the students will run to the corner of the room where “different” is written).

6. The game will continue for 10 minutes

Variation:

Students could also respond by jumping or performing another action. i.e. alike= jump with feet landing apart parallel different= jump with feet landing apart with one foot/leg in front and the other behind (vertically).



Social Studies

Grade level: 3-5

History

When Did It Happen?

Indicator: Chronology (p.43)

Time: 10 minutes

Rules/Directions:

1. The students will jog in place.
2. The teacher will start with an event in history (i.e. Bill Clinton was elected president).
3. The teacher will then give another event in history (i.e. the 1st moon landing)
4. If this event happened BEFORE the first event mentioned (Clinton elected) the students will do arms circles, if it happened AFTER the students will do jumping jacks.
5. The students will answer the questions as a class and only by movements not by speaking.
6. The event in question happened either BEFORE or AFTER the LAST event mentioned.

*It may be helpful to draw a timeline on the board to the students have a visual and either write the event or have a picture of it.

People in Societies

Multicultural

Indicator: Diffusion (p.60)

Rules/Directions:

1. The teacher will list 4 or 5 different cultures and associate activities with each
 - a. African- dance
 - b. Native American- hop on one foot
2. The teacher will identify cultural practices of a culture on each continent such as folktales, music and art.
3. Without speaking the students will perform the activity associated with whichever culture they believe to be the answer.



Geography All Grade Levels

Silent Signs

Rules/Directions:

1. Teacher chooses 1 student to go to the map.
2. Teacher chooses location (states or country) and tells everyone in the class except the student at the map (can write location on board or piece of paper).
3. Class uses movement without talking to guide the student to the correct location
 - East: knee lifts
 - West: jumping jacks
 - North: raise the roof
 - South: Squats
4. Repeat with new location and new student

Suggestion:

Post the direction that corresponds to each movement on the board.

California Dreamin'

Students will be lead on a virtual tour of California and learn about landmarks and things to do in California.

Materials/Equipment (Needed):None

Description:

Teacher leads the class on a virtual tour of California. Students move at least 30 seconds for each of the actions listed below.

- March across the Golden Gate Bridge
- Surf in the Pacific Ocean
- Climb up a redwood tree
- Pretend you are an actor and wave to all your fans
- Flex your muscles like Governor Arnold Schwarzenegger
- Stomp the grapes
- Pick oranges
- In line skate on the boardwalk
- Ski on the Sierra Nevada Mountains
- Climb Mount Whitney, the highest peak in the continental U.S.
- Crawl through the Death Valley Desert
- Hit a homerun at Pac-Bell Park
- Shoot a foul shot at the Staples Center

**Teacher may use the same concept with any state*

Queen City

Students will be lead on a virtual tour of Cincinnati and learn about landmarks and things to do in Cincinnati.

Materials/Equipment (Needed): None

Description:

Teacher leads the class on a virtual tour of Cincinnati. Students move at least 30 seconds for each of the actions listed below.

- Grab buckeyes off of trees and pick up those that have fallen on the ground
- Swim down the Ohio River

- 
- Climb up a buckeye tree
 - Hit a baseball like your favorite Reds player
 - Jump to catch a fly ball
 - Throw a football like your favorite Bengal's player
 - Run circles around the fountain on fountain square
 - Slap a hockey puck like the Cyclones
 - Act like your favorite animal at the Cincinnati Zoo
 - Climb to the top of the new building downtown
 - Fly like an airplane over the city

**Teacher may use the same concept with any city or state*

Travel the Tar Heel State

Students will be lead on a virtual tour of North Carolina and learn about landmarks and things to do in North Carolina.

Materials/Equipment: None

Description:

Teacher leads the class on a virtual tour of North Carolina. Students move according to the actions listed below.

- Hike the Appalachian Trail
- Climb to the top of Mount Mitchell
- Whitewater raft on the Nantahala River
- Fish at the Outerbanks
- Shoot a basket in the Dean Dome
- Go swimming in the Atlantic Ocean
- Fly a kite at Kitty Hawk
- March like a soldier at Fort Bragg
- Drive a racecar around the Rockingham Raceway
- Do a touchdown dance like the Carolina Panthers
- Climb to the top of Cap Hatteras Light-house
- Act like a monkey or elephant at the NC Zoo

Suggestions:

Order the tour from east to west or west to east to finish tour at your location. Use a state map to point out landmarks

**Activity derived from North Carolina Energizers Classroom-based Physical Activities*



SPACE JAM

Hello, my name is ZIPPY and I live on a space station. Today, I will lead you on a tour through space. First, we need to put on our moon boots so that we can walk through space. The first stop will be Mercury, the closest planet to the sun. Mercury is very HOT so...OUCH, be careful to step quickly so that your feet do not get burned. Mercury also has many craters. On the count of 3, lets jump into a crater and back out again 1...2...3..JUMP! WOW, that was fun! Let's climb out of this crater and begin our March to Venus.

March, 2,3,4, March 2,3,4. Wow you guys are really good marchers. Look there is Venus, the second planet from the sun. This planet has very strong winds and even a few volcanoes. Let us try to walk through the wind without blowing over. A lot of the surface of Venus is covered with lava. OH NO, Here comes some now, RUN! Whew I am glad we made it.

WOW, look over there, it is our Planet, Mother Earth. She is the third planet from the sun. Did you know that 71% of the earth's surface is water. Hey, let's hop in and take a swim. Can you do the front crawl or the back stroke? Awww, now that was fun, but let's dry off so we can head to Mars.

Mars is known as the red planet and has the largest mountain in space, Olympic Mons. Let's see if we can climb to the top. WOW, look over there, it is Jupiter, the fifth planet from the sun. It will be our next place to go.

WOW, can you see all of the clouds here on Jupiter? Jupiter has a lot of gasses that make up the air. But we are ok because we have our space gear on. OH OH can you see the sixth planet from the sun? It is called Saturn and like Jupiter it has gas rings all around it.

It has a very rocky surface and on some places, there are even ice spots it is so cold. WHOA, there is a huge piece of ice, be careful and slide across it. WOO HOO this is fun try hopping on one of the rings around Saturn, Whew, around and around we goooooooo.

WOW, over there is Uranus; the surface like Saturn is rocky and fragile with lots of ice. Let's try tip toeing across it and hurry on to Neptune.

Neptune has a lot of storms with fast winds and it has 13 moons. QUICK DUCK! Here comes a moon. Move to the left so you are not hit. WOW that was a close one! I think we better go to our next stop, which is Pluto.

It is the smallest planet and the furthest from the sun. OH I am shivering it is so cold here. Being so far from the sun makes Pluto very cold. Well, this ends our tour of space, Grab a partner and let's head back to our space station.



Movements

All exercises can involve various movements. Here is a list of different movements to incorporate into each game.

Arm circles
Shooting a basketball
Bumping a volleyball
Swinging a golf club
Kicking a soccer ball
Punching a boxing bag
Twists (twisting from side to side at the waist)
High knees
Hop on one foot
Jump
Stand on one foot
Touch toes
Squats
Sit on the ground and stand
Crawl
Gallop
Side step
Jog in place
Jump in circles
Ladder (start at the wall, run two feet and back to the starting point, run three feet and back to the starting point and so fourth).
Toss with a partner
Jumping jacks
March in place
Play air guitar
Mimic animal movements (i.e. flap arms like a bird)
Move arms in a swimming motion
Hula Hoop
Scissors (crossing right leg in front of left, jump, cross left leg in front of right)



Other Activity Ideas

In between lessons use these activities to get the students refocused and ready to move on to the next topic. Additionally, these activities can be used across many subjects and integrated into the lesson.

Secret Password

Every day establish a secret password activity such as 5 jumping jacks, stand on one foot for 5 seconds, hop three times, etc. Then establish when the student needs to use the secret password - i.e. after a drink of water, before receiving a hand out, when entering the classroom, in between subjects, etc.

Walking Worksheets

Tape worksheets on wall, easel and chalkboard. Students move from worksheet to worksheet and answer the different questions.

Opposite Hunt

Divide the class in half. Half of the class writes a word on an index card. The other half writes the definition. Shuffle the cards and hand one card to each student. The students must move around the classroom and match the word with the definition. For younger students match up sight words, letter or numbers. Try math problems and solutions.

Pencil Jumps

For a quick movement break in between lessons have each student place a pencil on the floor. Jump over the pencil a designated number of times.

Race in Place

When reviewing material, have the students stand up and run in place by their desks. On the teacher's signal, student stops running in place, listens to question and writes down the answer on paper.

Daily Rule

Establish a new daily rule every day that includes physical activity. I.e. walk backwards to water fountain, tip toe to the bathroom, stretch before sitting in chair. See if you can catch the students forgetting the daily rule.

Shredder

Cut up worksheets in quarters. Students can help scatter the worksheets around the floor face down. On the teacher's signal, the students can crawl around the floor, find the four quarters of the worksheet, complete the worksheet and give it to teacher.

Push Up Line Up

When the students line up against the wall to leave the classroom, have each student face the wall and perform 10 wall push ups. After all push ups completed the class can walk in the line.

Q and A Stretching

Provide students with paper at desk. Students can stand or sit. Ask a question and student writes down the answer (very large) on one sheet of paper. Each student holds paper up, with two hands overhead to stretch. Teacher checks answers. Multiple choice questions work best.

Other Activity Ideas was derived from:

http://www.yourtherapysource.com/files/10_simple_activities_classroom.pdf © 2007 Your Therapy Source, Inc.



Active Stories for Children Suggested Books

Little Old Lady Who Was Not Afraid of Anything
Linda Williams
Megan Lloyd (Illustrator)
ISBN-13: 9780690045864

When Will It Be Spring?
Catherine Walters
ISBN-13: 978-0439064811
Many copies in circulation at the Public Library of Cincinnati and Hamilton County

Marvin K. Mooney Will You Please Go Now!
Dr. Seuss
ISBN: 0394824903
47 copies in circulation at the Public Library of Cincinnati and Hamilton County

Hand, Hand, Finger, Thumb
Al Perkins
ISBN-13: 9780679890485
Many copies in circulation at the Public Library of Cincinnati and Hamilton County

Read! Move! Learn!: Active Stories for Active Learning
Carol Totsky Hammett
Nicki Collins Geigert
ISBN-13: 9780876590584
Many copies in circulation at the Public Library of Cincinnati and Hamilton County

Move & Learn Math Activities
Helja Robinson
ISBN: 0-439-30358-3