

<h2>Math Match</h2>	Time 20 minutes	Facility <input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Outdoors	
Equipment Signs with numbers and activities; class set of math-related cards		Physical Activity Level <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Vigorous	
Safety <ul style="list-style-type: none"> Remind students to be cautious when moving and to be aware of the personal space of others. 			
Warm-up <ul style="list-style-type: none"> Have students work in groups of 3–5, lining up one behind the other. Have the first student in each group lead the group around the activity area using a variety of movements. Change the group leaders every 30 seconds, and have the speed progressively increase (e.g., slow walk, walk, speed walk, jog) Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). Activity 1: Moving with Numbers <ul style="list-style-type: none"> Give each student a number. Have the students move around the activity area in a variety of different ways (e.g., walking, jogging, skipping, galloping). Call out a number (e.g., 4) and have the students form groups of that number. Once all students are in groups, call out a numerical trait (e.g., highest, lowest, even, odd). The student in each group with the number that matches that trait becomes the leader. He or she moves around the activity area at a moderate pace and the other members of the group follow for 30–45 seconds. Call out “Switch”. The groups dissolve and students move around the activity area on their own again. Repeat. Activity 2: Math Match <ul style="list-style-type: none"> Before starting the activity, place signs with numbers and corresponding activities (e.g., 1 – jog on the spot) around the activity area. If the activity is taking place outdoors, the signs can be placed on pylons. Give cards to all students. Each card has a number (e.g., 4), a math equation (e.g., $3 + 1$), or a word (e.g., four) on it. Have students move briskly around the activity area, exchanging cards. Call out “Match”. Have students move to the matching number posted on the sign and perform the activity for 30–45 seconds. Call out “Move”. Have students move around the activity area exchanging cards, as before, until you call out “Match” again. Cool-down: Stretch Wave <ul style="list-style-type: none"> Have students move slowly (e.g., in a slow jog, brisk walk) around the activity area. Have students form a circle. Designate a leader, who chooses stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect (see Appendix C for sample stretches). 			
Variations <ul style="list-style-type: none"> Use different methods of travelling to increase or decrease the intensity of the activity. Instead of providing ideas for fitness tasks, have students brainstorm ideas. Create cards to reinforce concepts from other curriculum areas (e.g., lowercase letters search for uppercase letters; names of colours search for matching coloured cards; words search for their definitions). 			
Notes for Teachers <ul style="list-style-type: none"> Create a variety of cards with different ways to make the same number. Choose different numbers to post around the activity area. You could make connections to the Number Sense and Numeration strand of the mathematics curriculum. 		Planning Notes and Reflection	