

<h2>Moving and Math</h2>	<p>Time 20 minutes</p>	<p>Facility</p> <input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> Multipurpose <input type="checkbox"/> Gymnasium <input type="checkbox"/> Outdoors	
<p>Equipment Number cards</p>		<p>Physical Activity Level</p> <input checked="" type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous	
<p>Safety</p> <ul style="list-style-type: none"> ● Remind students to be cautious when moving and to be aware of the personal space of others. 			
<p>Warm-up</p> <ul style="list-style-type: none"> ● Have students walk on the spot with a variety of steps (e.g., narrow, wide), pumping their arms back and forth. ● Have them gradually increase speed every 30 seconds. Ask them to imagine that they are walking on a beach in deep sand, then walking home from school, then running a race. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). <p>Activity: Moving and Math (Adapted from: Opeha, <i>H&PE Curriculum Support Document</i>, Grades 4, 5, and 6, 2000)</p> <ul style="list-style-type: none"> ● Place number cards face-down around the activity area. ● Have students move around the room, using methods of their choice (e.g., walking, hopping, skipping). ● On your signal, have each student take a card and find the student that is his or her match (e.g., question card: $5 \times 7 = \underline{\quad}$, answer card: 35). There could be more than one set of matching cards (e.g., $20 + 15 = \underline{\quad}$ and $5 \times 7 = \underline{\quad}$ would both match 35). Each question could have one or several answers. ● Have partners complete a physical activity (e.g., 15 star jumps, 30 seconds of jogging on the spot). ● When all students have completed their designated activities, have them place their cards face-down around the activity area and continue to move until the next signal. <p>Cool-down</p> <ul style="list-style-type: none"> ● Have students walk on the spot. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). 			
<p>Variations</p> <ul style="list-style-type: none"> ● Create cards to reinforce other subjects and other concepts (e.g., nouns and verbs, capitals and provinces, food groups). 			
<p>Notes for Teachers</p> <ul style="list-style-type: none"> ● Discuss with students which activity each of them did best and which activity was the biggest challenge. ● You could make connections to the Number Sense and Numeration strand of the mathematics curriculum. 		<p>Planning Notes and Reflection</p>	