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