Collaboration with Classroom Teachers to Integrate Purposeful Movement into the Classroom

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Brain Breaks (Basic Implementation)

- Refocus
- Re-energize
- Refresh
Using Movement with Curriculum (Intermediate Implementation)

- Think about the students you have in a classroom and how long they sit at their desks.
- Engagement
- Helps with students that are “bored” and not interested in certain subjects.
Using Movement with Curriculum (Intermediate Implementation)

- Station to Station
- Finding Words in the Room
- Gallery Walks
Using Movement with Curriculum (Advanced Integration)

- Purposeful Movement
- Indicators from State Standards
- Fun and Engaging
Parts of Speech Relay (ELA)

Indicator: 3.2.1.h  Proofread and edit writing recursively for format and conventions of standard English (e.g. spelling, capitalization, grammar, punctuation, syntax, semantics)

Directions:

1. Place students into groups of 3-4.

2. Place parts of speech notecards (nouns, verbs, adverbs, prepositional phrases) at end of the classroom.

3. From each group, one member will run/walk to the parts of speech cards, grab one card from one pile, and bring it back to their group.

4. The group will continue to run/walk to the parts of speech cards and grab one card at a time until the group has all four parts of speech.

5. The group will then organize the cards to form a sentence.

6. The group will all act out the sentence (even if it sounds silly!).

7. The group will continue to collect more parts of speech cards.
Pyramid Math

Indicator: 3.1.2.g Fluently (ie automatic recall based on understanding) multiply and divide within 100. 1st/2nd Grade Sentence Strip Throwing (math as well)
Indicator: 1.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation)

Directions:

1. Place 15 hula hoops in a pyramid structure, and place two dice in each hula hoop.
2. Students start at level 1 (base of pyramid) and “battle” a partner.
3. One partner will roll the dice and multiply the numbers; the second partner will do the same thing.
4. The student with the higher product wins the “battle”. The winner moves on to the next level, and the loser runs around the gym or does an exercise.
5. Regardless of the round, the winner will move on to the next round, and the loser will do an exercise and start back at level 1.
1st/2nd Grade Sentence Strip Throwing

Indicator: 1.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation)

Directions:

▪ 1. On the teachers signal, students run to the side and grab a sentence notecard.

▪ 2. The student will bring the notecard back to their space and correct the sentence.

▪ 3. The student will confirm their sentence with a teacher or neighboring student.

▪ 4. Once the student is correct, they flip the card over and see what number they have.

▪ 5. The student will go and grab a ball to throw. They will decide which line they will throw behind. They must continue to throw the ball at the number on the back of their card. Once they hit the target, they return the ball to the basket, and they return their card to the side of the playing area.

▪ 6. The student writes the number on the top of their whiteboard so they know how many and which numbers they have done.

▪ 7. Repeat until time is up or all numbers are hit.
**Close to 100 (Math)**

**Indicator: 3.1.2.a** I can add and subtract within 100 using a strategy

**Directions:**

- 1. Spread out number cards (0-9 + Wild Card) on one end of the playing area
- 2. Pair up students
- 3. Each group will have a whiteboard, eraser, and marker. Spread out on one end of the playing area.
- 4. On the teacher’s signal, each student will run to the end of the playing area and grab 2 number cards (face down) and bring back to their group.
- 5. In pairs, students will arrange their numbers into two digit numbers trying to get them to be as close to 100 as they can.
  
  *Ex: Numbers chosen= 2, 3, 7, 0, they may arrange them 73 + 20=93, 70 + 32=102*

- 6. If successfully make it 100 = no exercise. Return the cards back to the starting position face down.
- 7. If greater than 100 = exercise on side of the gym with partner. If less than 100 = exercise on the other side of the gym with partner. When complete, return cards to starting spot and start again.
Subtracting from 1,000,000

Indicator: MA 4.1.2.a Add and subtract multi-digit numbers using the standard algorithm.

Directions:

1. On a whiteboard (or pre-typed sheet), students write the number 1,000,000
2. Students will then create a number in the hundred thousands to subtract from 1,000,000
   - There will be 6 stations: each station will have a digit card
   - Students will draw a digit card, write the number down in the ones place...next station, draw a digit card, write the number down in the tens place...continue through the hundreds, thousands, ten-thousands, hundred-thousands
3. Students subtract the number they created from 1,000,000; check with adult
4. The number they get as a difference---they will go find the corresponding poster and do the exercise.
5. Students repeat again.
Hungry Hippos – Math Integration

Indicator: 3.1.2.g Fluently (i.e., automatic recall based on understanding) multiply and divide within 100.

Directions
BINGO Game

Indicator: 3.1.1.i Compare and order fractions having the same numerators or denominators using visual representations, comparison symbols, and verbal reasoning. Indicator: 3.1.1.f Show and identify equivalent fractions using visual representations including pictures, manipulatives, and number lines.

Directions:

1. Set up 25 hula hoops (5x5), bean bags, numbered answer cards (in hula hoops), and math equation cards (numbered)
2. Students choose a card and solve the problem (with partner or individually)
3. Once the problem is solved, student goes to the Bingo Board to find the corresponding answer
4. Place bean bag on the answer. It does not matter if there is another group’s bean bag there or not
5. Repeat process
6. When a team has a “Bingo”, check the answer cards to see if they did solve the correct problems and got a “Bingo”
7. You can clear the board or continue on
Immigration Activity

Indicator: 3.3.4.b Compare and contrast the spread and diffusion of cultural traits (e.g. spreading of ideas, languages, religions, people, goods, customs, traditions) Indicator: 3.4.1.d Describe how individuals, events, and ideas have changed communities past and present.

Directions: (Set up the 11 station areas around the room)

1. Students start by drawing a card identifying the country they came from, the reasons for coming, and the # of family members

2. “Jump for joy” at the Statue of Liberty (jumping jacks)

3. “Arrive at Ellis Island”; draw a card to show class # (30 second plank to show waiting getting off of the boat)

4. Walk the heavy bags to the baggage room (lunges)

5. Stairs to the Registry Room (step ups on chair)
6. Lots of waiting in line for the trachoma test—pass or fail and sent back to country (20 squats)

7. Medical exam

8. If detained from medical exam, must stop and draw 2 exercise cards

9. Legal inspection—draw cards to show $ and where traveling to (high knees while waiting)

10. Stairs of separation (do a specific exercise, depending on where traveling to)

11. Kissing post—high five someone to celebrate making it through Ellis Island!
World Explorers Activity

Indicator: 3.4.4.d Describe the cause and effect relationships among key events in history (e.g., founding of the community, settlement of the area)

Directions:

1. Set up continents, explorer cards, cards that show where explorers started and how they traveled (exercises), and cards to read explorer information
2. Students draw an explorer card and go to the corresponding country
3. This card will explain where the explorer traveled, the route they took, and the exercise they must do to “travel” to that country
4. After the students do the exercise, they will head to that country and read information about the explorer.
5. The students will then write down information on their explorer card
6. Students then draw another explorer card and repeat
QUESTIONS???

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