

# Move It!

**Skills:** Physical Education, Math, Language Arts,

**Objective:** Students use movement to practice math and spelling.

## Background

Exercise benefits children and adults in many ways. Active children who exercise 60 minutes a day will:

- have stronger muscles and bones.
- have leaner bodies, because exercise helps control body fat.
- be less likely to become overweight.
- decrease the risk of developing type 2 diabetes.
- possibly lower blood pressure and blood cholesterol levels.
- have a better outlook on life.

Exercise may spur the growth of new brain cells and prolong the life of existing ones. Studies at Princeton University, the Salk Institute for Biological Studies, the University of Illinois and other places show that exercise increases the number of brain cells in the hippocampus, the part of the brain essential for learning and memory. Exercise may even trigger chemical changes in the brain that stimulate learning.

Exercise produces hormones called endorphins, which release chemicals that stimulate your brain's pleasure center.

Exercise helps prevent swings in blood sugar levels, which result in food cravings and moodiness.

Exercise can decrease symptoms of depression and anxiety. In addition to the health benefits of regular exercise, kids who are physically fit sleep better and are better able to handle the physical and emotional challenges that a typical day presents, whether running to catch a bus, bending down to tie a shoe, or studying for a test.

## Math

1. Students may work in teams, individually or in groups of two or three.
  - Provide two bowls or other container.
  - In one bowl place slips of paper with math problems.
  - In the other bowl, place fitness moves.
  - The student(s) will draw a piece of paper from each container.
  - The student(s) will work the problem out on a piece of paper.
  - Next, the student(s) will say the problem and the answer.
  - The student(s) will then count out the answer while doing the fitness moves drawn from the bowl.

## P.A.S.S.

### GRADE 1

**Reading**—1.2; 2.2; 4.3  
**Writing**—2.3; 3.1ace,4,5a  
**Oral Language**—2.7  
**Visual Literacy**—1.2  
**Math Process**—5.1,2  
**Math Content**—1.2; 2.4;  
3.1c,2  
**Physical Education**—1.1;  
2.2; 3.1; 4.4; 5.4

### GRADE 2

**Reading**—2.1ab  
**Writing**—2.4; 3.1bfg,4,5  
**Math Process**—5.1,2  
**Math Content**—3.1a,3  
**Physical Education**—3.1;  
5.2; 7.3

### GRADE 3

**Writing**—1; 2.1,7;  
3.1befi,4,5ce  
**Oral Language**—1.1,2;  
2.2,3,5  
**Math Process**—5.1,2  
**Math Content**—3.2a  
**Physical Education**—3.3;  
5.3

### GRADE 4

**Writing**—1; 2.2; 3.1abfh  
**Oral Language**—3.3  
**Math Process**—5.1,2  
**Math Content**—1.2b; 3.2a  
**Physical Education**—1.1;  
7.1,3

### GRADE 5

**Writing**—1.1,6; 2.1;  
3.1abdf,4a  
**Math Process**—5.1,2  
Health—6.1  
**Physical Education**—  
1.1,2; 4.1,4

## Materials

bowl or other container

## Fitness Activities

Right Arm Circles  
Left Arm Circles  
Right Leg Hop  
Left Leg Hop  
Toe Touch  
Wall Push Up  
Jumping Jacks  
Crunches  
Front-to-Back Hops  
Side-to-Side Hops  
Windmills  
The Twist  
Lunges  
Arm Curls  
Squats  
Leg Lifts  
Run in Place

Example: The student draws “ $c + 5 = 10$ ” from the “Math Problem Bowl” and “arm circles” from the “Fitness Move Bowl.” After working the problem out, the student would do five arm circles.

—If the answer is over 20, the student(s) will count by hundreds, then tens, then ones. (e.g., Count 56 as 10/20/30/40/50/ /51/52/53/54/55/56, for a total of 11 exercise moves.)

—Return fitness moves to the bowl for the next turn.

2. Students will do fitness activities while counting to 100 by fives and tens.
3. Students will skip count to 20, while doing different fitness activities.

## Language Arts

1. Students may work in teams, individually or in groups of two or three.
  - Provide two bowls or other container.
  - In one bowl place slips of paper with vocabulary words
  - In the other bowl, place fitness moves.
  - The student(s) will draw a piece of paper from each container.
  - The student will write the vocabulary word correctly on the chalk board.
  - The student will use the selected word in a sentence.
  - The student(s) will spell the word out loud while doing the fitness move drawn from the bowl.
  - The student will lead the class in spelling out the word while the entire class does the fitness move.
2. Have students count the syllables of vocabulary word as a class while doing fitness moves.
3. Divide the class into two groups—the “Vigorous Vowels” and the “Crazy Consonants.”
  - Assign one fitness move to each group.
  - Have students spell the vocabulary words aloud as a class.
  - As students spell the words, have “Vowels” performing their fitness move while saying vowels and “Consonants” perform their fitness move on the consonants.
  - Switch moves and repeat.
4. Review nouns, verbs and adjectives.
  - Have students spell vocabulary words aloud, as a class.
  - For every noun, have students do right arm circles as they spell the word.
  - For every verb, have students to left arm circles.
  - For every adjective, have students do Jumping Jacks.
5. Divide students into groups.
  - Each group will develop a story or play from the vocabulary words and incorporate five or more of the fitness moves into the story.
  - Groups will read or perform their stories for the class and incorporate the fitness moves.
6. Students will use the journal included in this lesson to keep track of physical activities for one week.

Name \_\_\_\_\_

# Fitness Journal

Goals: Select four of the fitness activities from the list below. Write them in the spaces below.

Right Arm Circles  
Toe Touch  
Front-to-Back Hops  
Lunges

Left Arm Circles  
Wall Push Up  
Side-to-Side Hops  
Squats      Arm Curls

Right Leg Hop  
Jumping Jacks  
Windmills  
Leg Lifts

Left Leg Hop  
Crunches  
The Twist  
Run in Place

Fitness Activity	How many will you do each day?
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

### How did you do?

Fitness Activity # 1 \_\_\_\_\_

How many did you do?

Monday \_\_\_ Tuesday \_\_\_ Wednesday \_\_\_ Thursday \_\_\_ Friday \_\_\_ Saturday \_\_\_ Sunday \_\_\_

Fitness Activity # 2 \_\_\_\_\_

How many did you do?

Monday \_\_\_ Tuesday \_\_\_ Wednesday \_\_\_ Thursday \_\_\_ Friday \_\_\_ Saturday \_\_\_ Sunday \_\_\_

Fitness Activity # 3 \_\_\_\_\_

How many did you do?

Monday \_\_\_ Tuesday \_\_\_ Wednesday \_\_\_ Thursday \_\_\_ Friday \_\_\_ Saturday \_\_\_ Sunday \_\_\_

Fitness Activity # 4 \_\_\_\_\_

How many did you do?

Monday \_\_\_ Tuesday \_\_\_ Wednesday \_\_\_ Thursday \_\_\_ Friday \_\_\_ Saturday \_\_\_ Sunday \_\_\_

Write some other fitness activities you did this week (running, playing sports, biking, etc.).