

## ***Activating Brain Power by Teaching Literacy & Math Through Movement,***

Fun Movement Activities to Enhance Sensory, Perceptual & Gross Motor Skills in  
Pre-school and Elementary Children

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### **Jail House Rock**

Skills: Perceptual Motor=directionality; temporal and spatial awareness, crossing midline, contralateral pattern

Equipment: none

Music: song Jail House Rock by Elvis

Directions: Teacher leads children through movements to match the music. Children copy the teachers' movements. Any movements work, examples below

- First Sequence: each time perform the arm movement and then put the arm back down
  - raise right hand
  - raise left hand
  - raise both arms over head
  - keep arms up and flap wrists as the students walk around to the chorus
- Second Sequence: each time perform the arm movement and then put the arm back down
  - Put right hand on shoulder
  - Put left hand on shoulder
  - Put both hands on shoulders
  - Flap elbows in and out with hands still on shoulders as the students walk around to the chorus
- Third Sequence: each time perform the arm movement and then put the arm back down
  - Put right hand on hip
  - Put left hand on hip
  - Put both hands on hips
  - Flap elbows forward and back with hands still on hips as the students walk around to the chorus
- Forth Sequence: each time perform the arm movement and then put the arm back down
  - Put right hand on knee
  - Put left hand on knee
  - Put both hands on knees
  - Cross hands to touch knees as you move knees in and out as the students walk around to the chorus

### **Itsy Bitsy Spider**

Skills: Perceptual Motor=directionality; temporal and spatial awareness, crossing midline, contralateral pattern

Equipment: nylons two per child

Music: Little Richard, Itsy Bitsy Spider

Directions: Students put nylons on hands and the toe of each shoe. Teacher leads children through movements to match the music. During the chorus the students move in a contralateral pattern as if they are skating.

### **Paper Plate Twist**

Skills: Perceptual motor skills, temporal awareness and rhythm, balance, spatial orientation, body awareness, directionality and bilateral movements.

Equipment: Two paper plates per student

Music: Peppermint Twist by Chubby Checker

Standard: K-4 The student will demonstrate through the mathematical processes an emerging sense of two-and three-dimensional shapes and relative positions in space Indicator K-4.4 Use the directional words left and right to describe movement.

Directions:

Holding paper plates with both hands, have students' copy teacher or peer directed

8 count movements:

- move plates forward & back; right & back; left & back; up & back; down & back.
- Rest one plate on the left hand, parallel to the floor & slap it with right hand.
- Slap, alternating hands while turning plate over.
- Place plates between the hands, perpendicular to the floor & clap above the head.
- Cross arms/plates in front of body.
- Tap a variety of body parts.

The movements are endless.

When the song says peppermint twist, stand on the plates and twist.

### **Shark Attack**

Skills: Rolling and counting or shape spots.

Equipment: Poly Spots (numbered spots); one spider ball per peer; shark spots; starting cones, or shape spots

Music: Shark Tales

Directions: Students work with a partner taking turns to roll the spider ball to land on a numbered spot.

Set cones in a large circle around the gym. Have each group of two students stand behind their cone.

The children take turns rolling the spider ball toward the poly spots. While one team member is rolling the ball, the other teammate is waiting his/her turn by performing in place alternate knee taps or a balance:

The child rolling the ball is trying to get their ball to stop on the poly spot.

If they miss, they collect their ball and walk it back to their partner who then rolls the ball.

If the ball lands on the numbered poly spot or letter spot, the student collects their ball and picks up the poly spot and brings it back to their team. Each team is trying to collect as many points as possible for their team. For younger children they can count how many spots they earn during the game. They can match the spots by color and or shape or match a pattern.

When the "Shark Attack" is called, the team takes turns trying to land their spider ball on the shark spot.

If they land on the shark spot, they collect their ball only and walk over to the teacher and collect an additional point card for the team (sharks can equal 5 points).

### **Body Spelling**

Ages: 3-8

Skills: Spelling, Phonemic Awareness, Rhyming words

Equipment: spelling words, rhyming words, or high frequency words, personal space, whiteboard, and markers

Standard: K-3.4: Recognize high frequency words

Standard 1-3 The student will learn to read by applying appropriate skills and strategies.

## Indicators

- 1-3.9 Create rhyming words in response to an oral prompt.  
 1-3.10 Create words by orally adding, deleting, or changing sounds.  
 1-3.11 Use blending to generate words orally.

Directions: Children will be able to move their bodies to represent the shapes of the letters in their spelling words as they say the letters. For tall letters (b,d,f,h,k,l,t) the students will stretch up over their heads. For medium letters (a,c,e,l,m,n,o,r,s,u,v,w,x,z) the students will put their hands on their hips. For low letters (g,j,p,q,y) the students will squat to the ground.

**Spelling Words**

hop	run	pop	cat
cap	top	fun	dog

Students will stand next to or in front of their desks and listen for the teacher to call out a spelling word. They will spell that word using their body based on the shape of the letter. Once they have spelled the word, the teacher will display it on the board to check for understanding.

◆ Example: Spell the word “dog.” d (hands over head), o (hands on hips), g (hands on ground)

◆ This lesson will serve multiple learning styles: kinesthetic by body movement, auditory by hearing and spelling the word aloud, and visual by showing the word on the board.

◆ This lesson emphasizes the shapes of letters, also called “graphophonics.” As a supplement to this lesson, the teacher can cut around her Word Wall words to show the varying heights of the letters used to make up words.

◆ The days before a spelling test, the teacher can use this activity to review spelling words OR use this activity to introduce new words at the beginning of a week.

◆ When using verb spelling words like the ones listed above, let the students do the activity as well. For example, if one of the spelling words is “laugh” then the students should laugh while spelling the word.

**Over, Under, Through & Around**

Ages: 4-8

Skills: Sequencing, Motor Planning, Pronouns, Directionality

Geometry ~ Kindergarten

Formation: In groups of 3, two students will use the scarves and form a bridge. The 3<sup>rd</sup> player will be the mover first.

Equipment: students are in groups of 3 with two scarves.

Standard K – 4: The student will demonstrate through the mathematical processes an emerging sense of two- and three- dimensional geometric shapes and relative positions in space.

Indicator K–4.3

Use the positional words near, far, below, above, beside, next to, across from, between to describe the location of an object

Continuum of Knowledge:

In Pre-Kindergarten, students are introduced to positional words informally in various classroom situations.

In Kindergarten, students are expected to use the positional words correctly to describe certain situations.

In First grade, students expand their knowledge of positional words to include directional terms. They use positional and directional terms to describe location and movement. (1-4.5)

Directions: Groups each perform a sequence developed by the instructor. The students one and two (holding the scarves) move the scarves together to allow for player 3 to perform skills to go over, go under, go through (one up one down and walk through) and go around. Teacher calls out the sequence.

**ELA & Math activity materials will be provided at the session.**