

SHAPE 2015  
MINDS IN MOTION A LITERACY APPROACH TO PHYSICAL EDUCATION.

Darlene Lipovic, Shaker Heights City School District  
International Baccalaureate Candidate School  
[lipovic\\_d@shaker.org](mailto:lipovic_d@shaker.org)

The activities you are about to engage in will affect how you think about what you do, and when to do it. SEQUENCING.

- Movement facilitates cognition. Movement is a central mission of the brain. (Sylvester)
- Repetitive Gross Motor movement balances brain chemicals that calm behavior and elevates self-esteem and self worth and accommodates ADD/ADHD. (Jensen)
- Cerebellum Research- What makes us move is also what makes us think. (Hasslow, 2000)
- RAS/Vestibular systems are turned on for reading, math, and language. (Hannaford) Physical activity that navigates the environment promotes eye fitness needed to read letters left to right on a page.

These activities are based on 100% success, 100% participation; success building on successes. Sequential, repetitive activities level the playing field. All children should have an opportunity to succeed physically and cognitively.

### **Literacy in Motion Activities**

#### **Flying Frogs/ Just one word**

**Objectives:** Math skills: Add, Subtract, Sequencing, Angles,  
Language Arts: Spelling, Reading, Sequencing.  
Eye/ Hand Coordination  
Team Work, Communication, Cooperation.  
Cardio-respiratory endurance.  
Science: Velocity, Power, and Trajectory

**Equipment:** A diverse set of Frogs (6 diff colors)

- 6 different colored cones or spots (anchor spot).
- 30 numbered poly spots. You can use plates, lids, paper, card stock napkins, poly spots anything that you can write a number on it or it has a number on it.

**How to play the game:** Set up Anchor spots: 6 different colored spots or cones. Give each spot a corresponding colored frog. The students are in 6 lines with approx the same number of students in each line. Place out at random #'s all over the floor. The students run out, 1 student at a time, puts their foot on the # spot, tosses frog to bucket. If they make it they get the spot and the number of points indicated on the spot. If they miss: they retrieve their frog, and hand it off (or pass if that's the a skill your working on) to next person in line (relay style). When all the spots have been "won." You add up the team points. End Challenge unscrambles the anchor spot letters. AWESOME!

### Giant cards

**Objectives:** Number identification, Sequencing

**Equipment:** 6 Suits of cards

- Set up Anchor spots: 6 different colored spots or cones.

**How to play the game:** One suit of a deck of cards is lined up in a line, face down in random order. The students are in lines behind anchor spot and the line of cards. The students are in 6 lines with approx. the same number of students in each line. One student at a time runs down and flips a card over to put it in sequence order starting with Ace ending at the king. If the student flips the card and it is not the card that is needed for the sequence the student flips the card back over (face down), goes back to anchor spot line, and tags the next student (relay style). The next student runs down and flips over a card looking for the next card in the sequence. The team that completes the sequence first wins. The next round you can have students set the cards back down in reverse order. Then have all 6 teams rotate one row down, and start at a new line.

### # (Hashtag) Code Shapes, Numbers, Letters

**Objectives:** Graphing, Number Identification. Team Work

**Equipment,** Numbers/ Letters on walls, Streamers, Code Cards. Duck tape.

**How to play the game:** The students are in teams of 6. The anchor spot for their team is behind one of the 6 different colored spots or cones.

Each group is given a code card with 4 or 5 different data points. (Examples: b7, g3). The student either one at a time or all at the same time, finds the data point while holding the streamer or string... the end result is a symbol, created by the students holding onto the streamer: a pie symbol, happy face, a letter of a word... One student is the "code master" and the other students are the "code breakers." Students run to their spot, team figures out the symbol, then they get another code card. You can change the "code master". You can also make it word problems. Math problems, spelling words,

**Giant People Bingo:** Play same as above but pull out numbers and letters bingo style.

*John Ratey (Harvard psychiatrist and author "Spark: The revolutionary New Science of Exercise and the Brain). **"Physical Activity may increase student performance."** Physical activity is good not only for the heart, but also for the brain, feeding it glucose and oxygen, and increasing nerve connections, all of which makes it easier for children of all ages to learn. Numerous studies show that children who exercise do better in school.*