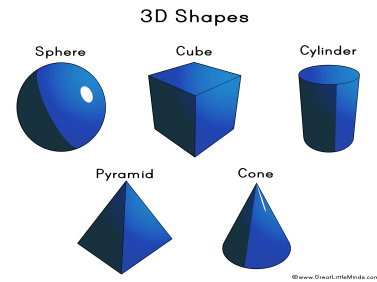
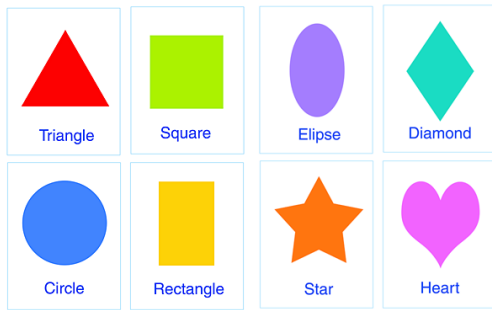


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## Locating Shapes in the Room



You will need a partner

**Objective:** Students will walk around the room and find shapes while writing down the shape and item found.

**Directions:**

1. Partner A will grab the sheet of paper with columns.
2. Partner B will grab a shape out of the bucket to carry with while trying to find other items in the classroom with the same shape.
3. When Partner B finds an object in the room with the same shape, Partner A will write it down on the paper. (or draw a picture-if can't write?)
4. Find 5 objects (or time limit of *5 minutes*) in the room and switch roles (pick a different shape out of the bucket).

**Shapes to choose from:** Rectangle, Square, Triangle, Rhombus, Sphere, Cylinder, Oval, Circle/Ellipse, Rod, Semi-Circle, Any others you can think of!

**Shape Descriptions:**

- Rectangle: a four-sided shape that is made up of two pairs of parallel lines and that has four right angles; *especially*: a shape in which one pair of lines is longer than the other pair.
  - Square: a four-sided shape that is made up of four straight sides that are the same length and that has four right angles
  - Triangle: a shape that is made up of three lines and three angles
  - Rhombus: a shape with four sides that is equal in length and with four angles that are not always right angles
  - Sphere: a three-dimensional shape or a round object that looks like a ball (ex: a globe)
  - Cylinder: a shape that has straight sides and two circular ends (ex: a tube)
  - Oval/Ellipse: having the shape of an egg: shaped like a circle that is longer than it is wide
  - Circle: a perfectly round shape: a line that is curved so that its ends meet and every point on the line is the same distance from the center
  - Rod: a straight, thin stick or bar
  - Semi-Circle: half of a circle
- (Source: Merriam-Webster Learner's Dictionary)

<u>Shape</u>	<u>Item Found</u>
Ex: Rectangle	Notebook in my desk
Ex: Rectangle	100's chart hanging on the wall
Ex: Rectangle	Computer screen on Ms. McElvain's desk

## Locating Shapes in the Classroom Worksheet

Name: \_\_\_\_\_

Name: \_\_\_\_\_

### Shape

### Item Found in the Classroom

1.

1.

2.

2.

3.

3.

4.

4.

5.

5.

6.

6.

7.

7.

8.

8.

9.

9.

10.

10.

## Make Yourself into a Constellation!

**Objective:** Students will create a constellation of their partner

### Q: What is a constellation?

**A:** A constellation is a group of stars that make an imaginary shape in the night sky. They are usually named after mythological characters, people, animals, and objects. In different parts of the world, people have made up different shapes out of the same groups of bright stars. It is like a game of connecting the dots. In the past creating imaginary images out of stars became useful for navigating at night and for keeping track of the seasons. You may have heard of well-known constellations such as: The Big Dipper, The Little Dipper, and Orion's Belt.

Definition Source: [http://coolcosmos.ipac.caltech.edu/cosmic\\_kids/AskKids/constellations.shtml](http://coolcosmos.ipac.caltech.edu/cosmic_kids/AskKids/constellations.shtml)

Directions:

1. You will need a partner
2. Partner A lays on the floor in a crazy body shape. Partner B grabs a piece of white paper and draws a stick figure of his/her partner.
3. At each "point" (any part of the body that is bent or connected to your "core"-ex: elbow, knee, head, hands, feet, hip) draw a star.
4. When finished show your partner what their body constellation looks like!
5. Switch who is drawing and who is making the crazy body shape
6. This time the person on the floor needs to make a letter with their body

**Example:** Make your body into the letter "L" on the floor. Your partner will draw your stick figure body and add stars to the "points" on your body.

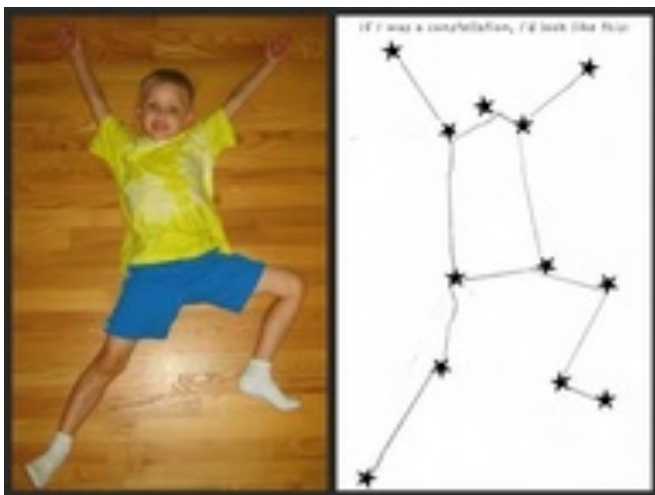
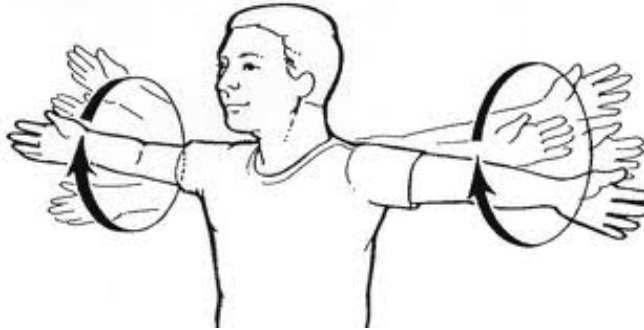


Image Source: Pinterest

## Sentence Shape Up (Nouns)



**Objective-** Students will correctly acknowledge parts of a sentence and perform corresponding exercises on the board.

### **Directions:**

1. You will need a partner and your guided reading level books
2. Partner A will write the following “part of a sentence” on the board with the corresponding exercise.     **Noun** = 2 Arm circles
3. Tell your partner the definition of a noun:  
*“A noun is a word used to name a person, animal, place, thing, and abstract idea.”*

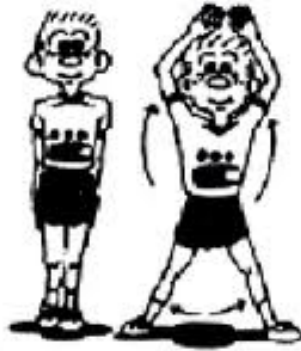
***Example:*** The ***fish*** was swimming in the ***bowl***.

The nouns in this sentence are: fish, bowl

4. One person will be reading his/her book while the other person performs arm circles for each noun he/she hears  
*Hint: Every sentence will have a noun*
5. Partner A will get his/her guided reading level book and start reading.
6. After each paragraph, switch who is reading and who is exercising

Activity Adapted from: Marvin Christley, physical education teacher, New Haven Public Schools  
Image source: Google images

## Sentence Shape Up (Verbs)



**Jumping jacks**

**Objective-** Students will correctly acknowledge parts of a sentence and perform corresponding exercises on the board.

**Directions:**

1. You will need a partner and your guided reading level books
2. Partner A will write the following “part of a sentence” on the board with the corresponding exercise.     **Verb** = 1 Jumping Jack
3. Tell your partner the definition of a verb:  
*“A verb is a an action word. A verb can express a physical action, a mental action, or a state of being.*  
*Ex: The fish was **swimming** in the bowl.*  
The verb in this sentence is: swimming
4. One person will be reading his/her book while the other person performs jumping jacks for each verb he/she hears  
*Hint: Every sentence will have a verb*
5. Partner A will get his/her guided reading level book and start reading.
6. After each paragraph, switch who is reading and who is exercising

Activity Adapted from: Marvin Christley, physical education teacher, New Haven Public Schools  
Image Source: Google Images

## Trash Math Ball



**Objective:** Students will answer mental math facts and have a chance to underhand toss a crumpled piece of paper into a trash can if answered correctly.

**Directions:**

1. You will need a partner, 1 crumpled piece of paper, whiteboard/marker for scorekeeping, and a small trashcan
2. Partner A will select a safe spot in the room where you will not bother anyone else and put a piece of tape on the floor. This is the line you and your partner must toss behind.
3. Partner B will get the stack of mental math fact notecards, whiteboard, and marker and bring them to the starting spot.
4. Play rock, paper, and scissors to see who will start answering/shooting first.
5. If your partner answers correctly they get to underhand toss into the trashcan. Note: They may use paper if needed to figure out problem.
6. Each player gets to answer 3 questions in a row before shooting. They get to shoot as many as they answered correctly! Make sure they are stepping with their opposite foot!
7. Record on your whiteboard how many **shots** are made (no points for answering correctly)
8. Now it is the other player's turn to answer 3 math cards.
9. First person to 10 points wins!

Image Source: Google Images

## Trash Sight Word Ball



**Objective:** Students will spell sight words and have a chance to underhand toss a crumpled piece of paper into a trash can if answered correctly.

**Directions:**

1. You will need a partner, 3-crumpled pieces of papers, whiteboard/marker for scorekeeping, and a small trashcan
2. Partner A will select a safe spot in the room where you will not bother anyone else and put a piece of tape on the floor. This is the line you and your partner must toss behind.
3. Partner B will get the stack of sight word notecards or word sort notecards, whiteboard, and marker and bring them to the starting spot.
4. Play rock, paper, and scissors to see who will start answering/shooting first.
5. Non-shooting partner will select the sight words to spell. If your partner spells the sight word correctly, they get to underhand toss a paper ball into the trashcan.  
*Note:* They may use paper if needed to figure out problem.
6. Each player gets to spell 3 sight words in a row before shooting. They get to shoot as many as they spell correctly! (3 total shots possible)
7. Record on your whiteboard how many **shots** are made (no points for answering correctly).
8. Now it is the other player's turn to answer 3 math cards.
9. First person to 10 points wins!

Image Source: Google Images



## Make a Movement Story!



**Objective:** Students will create their own *short* movement story and actively perform their partner's story.

### Directions:

1. You will need a partner
2. Each of you will need a pencil and paper
3. On your own, you will each create your own movement story. You can write about anything you want as long as you make sure it is a short story that has a lot of action words (verbs) in it! (10 minutes maximum time limit)
4. When you are done writing your short story, you will choose who wants to read their story out loud first. The person NOT reading the story has to "act out" the action words that they hear in the story. This will be fun and can get a little silly! Make sure the person reading their story reads slow enough and pauses after each sentence to give enough time for your partner to act out the action words.

### Example:

#### "Johnny at Lunch"

Johnny was a 6<sup>th</sup> grader who loved lunch. One day Johnny sat down at the lunch table next to his best friend Megan. They both began whispering. As they were whispering, Johnny realized that he wasn't hungry anymore. He stood up and began to jump up and down. Megan looked at him and thought he was weird. Next, Johnny spun in a circle. Johnny's teacher came over and told him to sit down. Johnny said, "O.K.," and he quickly sat down. Johnny wasn't sure what to do now. He was not very hungry. All Johnny could think about was recess. He began tapping his foot under the table. He looked up at the clock and there was still five minutes until recess!

**This was a simple example of a short movement story. Now it is your turn!**

## “Rolling for Exercise”



**Objective:** Students will solve mental math problems while exercising

**Directions:**

1. You can work by yourself or with a partner
2. Each person will need a dice (2 each when doing subtraction)
- \* If working by yourself, roll both dice for total
3. Follow the directions under each math category

**1. ADDITION**

Have one person roll the dice and then the next person rolls their dice  
-Using the two numbers, **add** them together quickly in head

- 1<sup>st</sup> Round: Sum of 2 #'s: that many Sit Ups
- 2<sup>nd</sup> Round: Sum of 2 #'s: that many forward/backwards jumps (line jumps)
- 3<sup>rd</sup> Round: Sum of 2 #'s: that many Push-ups
- 4<sup>th</sup> Round: Sum of 2 #'s: that many mountain climbers
- 5<sup>th</sup> Round: Sum of 2 #'s: Ski Jumps (feet together/side to side)
- 6<sup>th</sup> Round: Sum of 2 #'s: Toe Touches (bend down and touch toes-stretch)
- 7<sup>th</sup> Round: Sum of 2 #'s: Tuck Jumps (knee to chest jumps)

## **2. SUBTRACTION**

After completing Rounds 1-7 with your partner switch to **subtraction**

\*Each student will need one more dice (4 total in your group)

**Directions:** Roll and add your two dice together, then your partner rolls both dice and adds them together. Subtract the first number from the second number. If your number is negative (less than 0) you do not have to exercise!

1<sup>st</sup> Round: Difference of 2 #'s: that many Sit Ups

2<sup>nd</sup> Round: Difference of 2 #'s: that many forward/backwards jumps (line jumps)

3<sup>rd</sup> Round: Difference of 2 #'s: that many Push-ups

4<sup>th</sup> Round: Difference of 2 #'s: that many mountain climbers

5<sup>th</sup> Round: Difference of 2 #'s: Ski Jumps (feet together/side to side)

6<sup>th</sup> Round: Difference of 2 #'s: Toe Touches (bend down and touch toes-stretch)

7<sup>th</sup> Round: Difference of 2 #'s: Tuck Jumps (knee to chest jumps)

## **3. MULTIPLICATION**

After completing Rounds 1-7 on subtraction, switch to **multiplication**

\*Each student will only need 1 dice (2 total in your group)

**Directions:** Same as the addition rounds (one person rolls one dice then the partner rolls other dice -multiply the two together!

Round 1: Product= # of Jumping Jacks

Round 2: Product = # of Mountain Climbers

Round 3: Product = Hop on one foot

Round 4: Product = Toe Touches

Round 5: Product = Jump with two feet and land with two feet

**4. If You Finish Early**- you may choose whichever (addition, subtraction, multiplication) you want and go again. If you have exercises you would like to do- you and your partner may do them this time!!! You can group up with another group and give exercises back and forth!

## Sight Word Scramble



**Objective:** Students will locate letters and arrange them correctly to spell a sight word.

Directions:

1. You will need a partner
2. One person will need to grab the laminated letter cards. (3 sets)
3. One person will need to grab the sight word list (sight word cards)
3. Put all of the laminated letter cards on the floor and mix them all up so you can see the letter side facing up
4. Decide who wants to go first (Whoever the shortest person is goes first)
5. The person with the word list gets to pick a word for their partner to spell.
6. Once the word is selected, the other partner needs to find the letters in the scrambled area and spell the word

**Example:** “Find the letters to the word because”.



*Sources: Google Images*

7. Check to see if your partner spelled the word correctly.

\*If they spelled the word correctly: They get to choose **1 exercise** for you to complete **3X**.

\*If they spelled the word incorrectly: No exercise is performed (make sure to show them the correct spelling!!!)

**Example:** 3 Jumping Jacks

**Exercises to choose from:** Jumping Jack, Mountain Climber, Push-up, Sit-up, air squat, Jump up as high as you can, Stand up and touch your toes, or any other exercises you think of!



## Alphabet Body Shapes

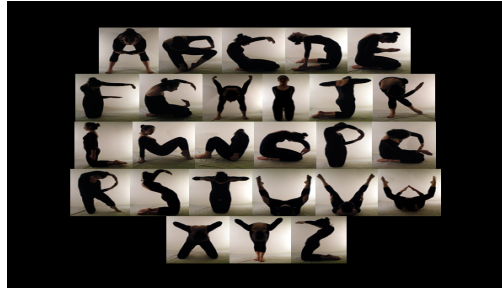


Image Source: [www.behance.net](http://www.behance.net)

**Objective:** Students will create letters in the alphabet with their bodies and perform an exercise that relates to that specific letter

### Directions:

1. You may work by yourself, with a partner, or in a small group
2. **If working by yourself:** select a letter off of this sheet to make with your body.
3. When you are done making the letter with your body on the floor, look on this sheet to see what exercise you will perform!
4. **If working with a partner/group:** one person selects a letter for the others to make together on the floor.
5. Make sure after each letter and exercise that you switch roles (who is picking the letter and who is making the letter shape)

### Letter with Exercise to Perform

- a- 5 arms circles
- b- lay on floor and act like you are riding a bicycle in the air
- c- 10 abdominal crunches
- d- Do your favorite dance for 10 seconds
- e- pick your favorite exercise and perform 7 of them
- f- flap your arms in the air for 8 seconds
- g- gallop around the area for 5 seconds
- h- hop on one foot 10 times
- i- inhale and exhale air slowly for 15 seconds
- j- 20 jumping jacks
- k- Do 3 air kicks with each foot
- l- lunge forwards 4 times
- m- march in place 13 times
- n- Neck twists (10 seconds)
- o- Jump over a pencil 5 times
- p- Point to 2 of your friends in the room
- q- quench your thirst by getting a drink of water
- r- Run in place for 10 seconds
- s- skip to a wall and back
- t- Twist your body sideways for 8 seconds
- u- crawl under a desk and come back
- v- v sit stretch (10 seconds)
- w- wiggle your body while you count to 15
- x- 5 mountain climbers
- y- Yoga pose (10 seconds)
- z- 5 push ups

## Exercise Your Basic Math Facts

8 +3	7 +6	6 +3	2 +6
5 +6	2 +5	2 +4	3 +3
2 +3	1 +3	2 +9	2 +2
2 +1	1 +1	9 +1	5 +1



Image Source: Google images

**Objective:** Students will exercise while practicing basic math facts

### Directions:

1. You will need a partner or a small group
2. One person will need to grab a stack of math notecards (select either addition, subtraction, multiplication, division)  
\*If you select multiplication be prepared to do A LOT of exercising!
3. Decide who would like to hold up flash cards first and who would like to answer first.
4. If the person answering gets it correct, the person holding up flash cards has to do the exercise!
5. The answer (sum, product, difference, or quotient) is the number of exercises they have to do!
6. After 3 flashcards switch who is answering and who is holding flashcards

**Ex:** Addition Flash Card:  $8 + 4 = ?$

-If the person answering says 12, the person holding the card has to do 12 Mountain Climbers (or whatever exercise is selected).

### \*Exercises to Choose from (Person doing exercise gets to choose):

Ab Crunches, sit ups, push ups, mountain climbers, line jumps (pencil jumps), hop on one foot, jump for height, arm circles, leg swings, touch your toes, sideways body twists, jumping jacks, air squats, forward lunges, backward lunges, air kicks, air punches, jump for height and touch the floor, run in place (seconds), march in place

## “What’s My Number?”



**Objective:** Students will use movement to better understand a number line.

**Directions:**

1. You will need a partner
2. Make sure there is a number line on floor showing numbers -5 to 5:

***Remember:*** Numbers going to the left of 0 get smaller

**Ex:** Number -5 is less than -4 because it is further to the left

3. Decide who wants to read directions first and who wants to perform the tasks
4. The person who is performing needs to stand on the number 0. You will be moving to other numbers on the line. There will be a movement that tells you how to get there as well.
5. The person reading directions needs to read the directions exactly as they are on the paper.
6. Switch roles after you ask, “*What’s My Number?*”  
\*Make sure they are on the correct number at end (if not-help them figure out where they made a mistake at)

**Read the Following to Your Partner:**

**Set #1:** Start on the number 2. Add 2 (sideways steps) Subtract 5 (Hop on one foot). “What’s Your Number?” **Answer: -1**

**Set #2:** Start on the number -3. Move to the greater number -4 or -2 (*hint: if they go to -4 tell them -2 is a larger number than -4!*) Add 3 numbers (Jump). Subtract 1 from the number you are on (Hop Backwards). “What’s Your Number?” **Answer: 0**

**Set #3:** Start on the number 1. Add 3 (Jump and spin). Look down at your number and subtract that number (walk). Add 1 (Hop on one foot). Subtract 2 (Sideways step). “What’s Your Number?” **Answer -1**

7. Now it’s your turn!

- Take a moment to make your own set of directions for your partner to follow. Look closely at the number line when making directions. Use words that tell your partner which way to go on the number line. When you are both finished writing up directions, you may see if you can guess your partner’s number!





## Workout Fractions (Level B)



Image Source: Google Images

**Objective:** Students will exercise for fractions of time

### Directions:

1. You can work by yourself or with a partner
2. You will need to be able to see a clock
3. You will figure out how long to exercise for by using fractions

### Workout Fraction #1

We will be using 6 minutes as our time for this first workout fraction. You will need to find out what is  $\frac{1}{3}$  of 6 minutes. **Hint:** Make 6 boxes and group them up into 3 equal groups. After you and your partner figure out what  $\frac{1}{3}$  of 6 is, the answer (the **product**) is how many minutes you are going to trade off doing exercises.

1min 1min 1min      ← draw lines to make them into 3 equal groups  
1min 1min 1min

**Ex:** first person exercise \_\_\_ minutes doing Jumping Jacks, your partner exercises \_\_\_ minutes doing mountain climbers, and finally you exercise the last \_\_\_ minutes doing abdominal crunches. (these will be the same number totaling 6 minutes...)

- \*Exercise 1: Jumping Jacks
- \*Exercise 2: Mountain Climbers
- \*Exercise 3: Abdominal crunches

### Workout Fraction #2

We will be using 9 minutes as our time for this second workout fraction. You will need to find out what is  $\frac{1}{3}$  of 9 minutes. **Hint:** Make 4 boxes and group them up into 4 equal groups. After you and your partner figure out what  $\frac{1}{3}$  of 9 is, that number (the product) is how many minutes you are going to trade off doing exercises.

- \*Exercise 1: Air squats
- \*Exercise 2: Lunges
- \*Exercise 3: Bicycle Abs (lay on back and act like you are riding an air bicycle)

## Workout Fractions (Level C)



*Image Source: Google Images*

**Objective:** Students will exercise for fractions of time

\*You must complete Workout Fractions Level A and Level B before doing this

### **Directions:**

1. You can work by yourself or with a partner
2. You will need to be able to see a clock
3. You will figure out how long to exercise for by using fractions

### **Workout Fraction #1**

We will be using 9 minutes as our time for this first workout fraction. You will need to find out how much  $\frac{2}{3}$  of 9 minutes is. **Hint:** Make 9 boxes and group them up into 3 equal groups. After you and your partner figure out what  $\frac{2}{3}$  of 9 is, that number (the **product**) is how many minutes you are going to exercise together for.

**Ex:** Use lines to make 3 equal groups. You and your partner will exercise together for the time of 2 of those equal groups *added* together ( $\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$ )

1min 1min 1min  
1min 1min 1min

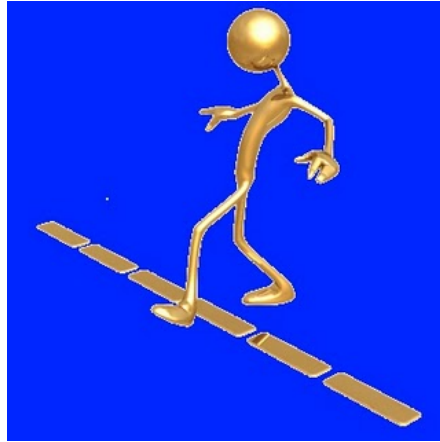
### *Exercises to choose from:*

Ab Crunches, sit ups, push ups, mountain climbers, line jumps (pencil jumps), hop on one foot, jump for height, arm circles, leg swings, touch your toes, sideways body twists, jumping jacks, air squats, forward lunges, backward lunges, air kicks, air punches, jump for height and touch the floor, run in place, march in place, any others you can think of.

### *More Fractions to choose from:*

$\frac{1}{7}$  of 21  
 $\frac{3}{4}$  of 20  
 $\frac{2}{3}$  of 12  
 $\frac{3}{4}$  of 12  
 $\frac{2}{5}$  of 10

## Cross the Line Game (Directions pg. 1)



*Image Source: Google Images*

**Objective:** Students will use basic math facts to participate in a fun game while increasing physical fitness levels.

### **Directions:**

1. For this game, you will need at least 3 total people. The more people the more fun this game will be.
2. 1 person will be the reader/teacher, and all other people will be participating in the game.
3. One person will need to make a long line across the room using masking tape (long enough so all players can stand behind the line).
4. All players besides the reader/teacher need to stand behind the line facing the reader/teacher.
5. The reader/teacher will say a basic math fact out loud. If you think it is **correct**, **cross the line**. If you think it is **incorrect**, **stay behind the line** (watch the clock and give them a 10 second time limit to figure it out)
6. If you answer incorrectly, you have to do 10 jumping jacks or 10 mountain climbers (your choice) before you can join back in the game! **If you accidentally make the wrong choice, there is NO changing your mind!!!**

\*Reader/Teacher use the directions and answers on the next page to read aloud. You are in charge of making sure each person is doing their exercises and following the directions of the game.

## Cross the Line Game (Reader/Teacher pg.2)- Addition/Subtraction



*Image Source: Google Images*

\*Choose Addition or Subtraction as a group

**Remember to give them 10 seconds to figure out the answer before telling them correct or incorrect! No changing your mind-If they step over or stay behind that is final!!!**

### **Addition:**

“Cross the line if...”

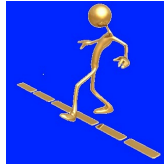
2 + 0 = 2	Correct	12 + 4 = 16	Correct
7 + 6 = 13	Correct	7 + 4 = 12	Incorrect!
8 + 5 = 12	Incorrect!	4 + 6 = 10	Correct
9 + 6 = 15	Correct	3 + 6 = 9	Correct
3 + 4 = 8	Incorrect!	10 + 5 = 15	Correct
5 + 6 = 11	Correct	9 + 4 = 12	Incorrect!
11 + 8 = 20	Incorrect!	9 + 5 = 14	Correct
2 + 5 = 7	Correct	5 + 3 = 8	Correct
6 + 7 = 12	Incorrect!	4 + 2 = 6	Correct
8 + 6 = 13	Incorrect!	8 + 7 = 14	Incorrect!
8 + 2 = 10	Correct	5 + 12 = 18	Incorrect!
11 + 9 = 20	Correct	6 + 9 = 14	Incorrect!
5 + 8 = 13	Correct	6 + 7 = 13	Correct
3 + 9 = 11	Incorrect!	5 + 5 = 10	Correct

### **Subtraction:**

“Cross the line if...”

7 - 4 = 3	Correct	8 - 5 = 3	Correct
5 - 2 = 2	Incorrect!	11 - 2 = 9	Correct
9 - 3 = 7	Incorrect!	12 - 4 = 9	Incorrect!
8 - 7 = 1	Correct	18 - 6 = 13	Incorrect!
13 - 5 = 8	Correct	15 - 3 = 12	Correct
9 - 5 = 4	Correct	11 - 3 = 8	Correct
6 - 3 = 9	Incorrect!	18 - 12 = 5	Incorrect!
19 - 6 = 14	Incorrect!	14 - 7 = 7	Correct
18 - 6 = 8	Incorrect!	18 - 6 = 12	Correct
17 - 2 = 15	Correct	6 - 4 = 10	Incorrect!
3 - 5 = 8	Incorrect!	10 - 9 = 1	Correct
13 - 6 = 7	Correct	8 - 3 = 5	Correct
3 - 4 = 7	Incorrect!	8 - 0 = 0	Incorrect!
7 - 0 = 7	Correct	12 - 11 = 1	Correct

## Cross the Line Game (Reader/Teacher pg.3)- Multiplication/Division



*Image Source: Google Images*

\*Choose Multiplication or Division as a group

**Remember to give them 10 seconds to figure out the answer before telling them correct or incorrect! No changing your mind-If they step over or stay behind that is final!!!**

### Multiplication:

“Cross the line if...”

8 X 0 = 0	Correct	7 X 2 = 14	Correct
1 X 9 = 1	Incorrect!	8 X 4 = 32	Correct
9 X 3 = 24	Incorrect!	5 X 5 = 25	Correct
2 X 6 = 12	Correct	0 X 9 = 9	Incorrect!
3 X 9 = 27	Correct	1 X 6 = 6	Correct
7 X 4 = 21	Incorrect!	3 X 6 = 18	Correct
6 X 5 = 35	Incorrect!	4 X 3 = 12	Correct
2 X 7 = 14	Correct	9 X 6 = 63	Incorrect!
5 X 8 = 40	Correct	1 X 1 = 1	Correct
6 X 7 = 44	Incorrect	5 X 3 = 15	Correct
2 X 10 = 20	Correct	10 X 10 = 110	Incorrect!
3 X 8 = 24	Correct	2 X 9 = 18	Correct
9 X 9 = 81	Correct	7 X 8 = 56	Correct
0 X 7 = 0	Correct	3 X 1 = 1	Incorrect!

### Division:

“Cross the line if...”

9 / 3 = 3	Correct	12 / 4 = 3	Correct
56 / 7 = 9	Incorrect!	18 / 3 = 9	Incorrect!
40 / 8 = 5	Correct	35 / 7 = 6	Incorrect!
81 / 9 = 9	Correct	18 / 2 = 9	Correct
21 / 7 = 3	Correct	27 / 9 = 3	Correct
42 / 6 = 8	Incorrect!	18 / 9 = 2	Correct
72 / 9 = 8	Correct	63 / 7 = 8	Incorrect!
36 / 6 = 6	Correct	9 / 3 = 27	Incorrect!
8 / 4 = 2	Correct	10 / 2 = 5	Correct
6 / 3 = 3	Incorrect!	21 / 3 = 9	Incorrect!
14 / 2 = 7	Correct	16 / 2 = 9	Incorrect!
11 / 11 = 0	Incorrect!	9 / 9 = 1	Correct
5 / 0 = 0	Correct	24 / 8 = 3	Correct

## Jumping Jack War!



Jumping jacks

**Objective:** Students will participate in the classic card game “War” while performing jumping jacks if a hand is lost.

### Directions:

1. You will need a partner
2. Shuffle the deck of cards without looking at any of them. Take out all Joker cards!
3. Deal the cards out FACE DOWN so that no cards are seen. Each person should have exactly half of the deck (26 cards).
4. At the same time, each player flips the top card of his or her deck over so that the number/face card is showing. Whoever has the higher card wins that turn. Whoever has the lower card has to do that many jumping jacks.

**Ex:** If player #1 flips over an 8 and player #2 flips over a 9, player 2 wins and keeps both cards because his/her card is higher. Player # 1 has to do 8 **Jumping Jacks!**

\*Repeat until one of you does not have any more cards left to play with.

\*If you flip over the same card (both flip over a 10)- flip over another card and whoever has the higher card this time gets all 4 cards! The player that lost the hand will have to add up both of his/her cards and do that many jumping jacks.  
(If you know how to do the 3 more cards and flip at the same time feel free to do so)

### \*CARD VALUES\*

2, 3, 4, 5, 6, 7, 8, 9, 10, are worth themselves for Jumping Jacks

(J) Jack, (Q) Queen, (K) King, and (A) Ace are worth 10 Jumping Jacks

(A) Ace is the highest card you can have

### \*Order from smallest to largest\*

2, 3, 4, 5, 6, 7, 8, 9, 10, J, Q, K, A

If you would like to switch up the exercise you are performing feel free to choose your favorite exercise!

*FOR TEACHERS: take out the face cards for primary students if it is too confusing.*

## "I'm Out!"

(Finding the Difference)



**Objective:** Students will use mental math (subtraction) while trying to capture all of their partner's marker chips.

### Directions:

1. You will need to work with a partner
2. You will need to get a deck of cards (all face cards removed) and 15 markers for each player (30 total)-these can be paper clips, tickets, or anything available.
3. Without looking, deal out 20 cards to each person
4. Keep the 20 cards in front of you face down and make a small pile with them in front of you.
5. You will both count to 3 and lay over your top card so you can both see the cards. Whoever has the lowest card has to pay the difference in markers chips to their partner.

**Ex:** If Player #1 lays down a 9 and Player #2 lays down a 4, Player #2 has to pay Player #1- 5 marker chips. The rest is listed below

6. After the player with the lower card pays the difference in **markers**, they also have to pay that many **exercises** to their partner!
7. Whoever ends up with **all of the markers** first WINS!!
8. The exercises are listed below for the difference

If your difference equals (number below), you must do that exercise:

- 1- Lunge Forward
- 2- Abdominal Crunches
- 3- Mountain Climbers
- 4- Jumping Jacks
- 5- Frog Jumps
- 6- Jump up and Down
- 7- Windmill toe touches
- 8- Sit-Ups

Source: Adapted from classroom activity: washmath.org

Image Source: Google Images



## “Rounding for Exercise”

100 Rounding Chart

0	1	2	3	4	5	6	7	8	9	10
10	11	12	13	14	15	16	17	18	19	20
20	21	22	23	24	25	26	27	28	29	30
30	31	32	33	34	35	36	37	38	39	40
40	41	42	43	44	45	46	47	48	49	50
50	51	52	53	54	55	56	57	58	59	60
60	61	62	63	64	65	66	67	68	69	70
70	71	72	73	74	75	76	77	78	79	80
80	81	82	83	84	85	86	87	88	89	90
90	91	92	93	94	95	96	97	98	99	100

Image Source: Google Images

**Objective:** Students will practice rounding numbers to the nearest tens place while raising heart rates.

-Students need previous knowledge on rounding.

### Directions:

1. You will need a partner
2. You will need to grab the stack of number cards (cards individually numbered 1 to 100) whiteboard, marker, and eraser.
3. Shuffle up the cards so that you cannot see any numbers, and scatter the cards in the middle of you both.
4. Each person will grab one card from the card pile and show each other.
5. You will add up both of your numbers.
6. When you have the numbers added together, you will round the sum to the nearest multiple of 10.
7. You and your partner will need to perform an exercise of your choice **10X** after each correctly rounded number. Get ready to get your heart rate up!

### Ex 1:

**Player #1 grabs a 24 and Player #2 grabs a 53**

(Add them together)  $24 + 53 = 77$

(Round the sum to the nearest multiple of 10) **80**

### Ex 2:

**Player #1 grabs a 12 and Player #2 grabs a 32**

(Add them together)  $12 + 32 = 44$

(Round the sum to the nearest multiple of 10) **40**

### Ex 3:

**Player #1 grabs a 82 and Player #2 grabs a 46**

(Add them together)  $82 + 46 = 128$

(Round the sum to the nearest multiple of 10) **130**

### Exercises to choose from:

Jumping Jacks, Mountain Climbers, Push-Ups, Sit-Ups, Arm Circles, Leg Swings, Lunge Forwards, Lunge Backwards, Butterfly Stretch, Touch Your Toes, Criss-Cross your feet while jumping, or any others you can think of!

## “Greater Than or Less Than- “I, Love, Math, FINGERS!”



**Objective:** Students will review greater than > and less than < while playing a game similar to rock, paper, scissors.

### **Directions:**

1. You will need a group of 3
2. You will need to grab the greater than > and less than < laminated cards.
3. One person will be the designated teacher. The other players will verse each other in a game similar to rock paper scissors.
4. Instead of Rock, Paper, Scissors, say: “I, Love, Math, FINGERS” When you say the word “FINGERS”, you will show a certain number of fingers to your partner (up to 10 fingers).
5. The teacher/Reader shows the greater than or less than card to the playing partners. See who wins by figuring out who has greater than or less than fingers.
6. Whoever loses the match gets to choose an exercise to perform 5X!
7. After 3 matches switch up who is the teacher/reader and players.

**Ex:** Players say, “I, Love, Math, FINGERS”: Player #1 shows **4** fingers and Player #2 shows **9** fingers. The teacher reader held up the Less Than sign <. Player #1 has less fingers showing than player #2. Player #1 WINS! Player #2 does 5X an exercise of his/her choice.

### ***Exercises to choose from:***

Ab Crunches, sit ups, push ups, mountain climbers, line jumps (pencil jumps), hop on one foot, jump for height, arm circles, leg swings, touch your toes, sideways body twists, jumping jacks, air squats, forward lunges, backward lunges, air kicks, air punches, jump for height and touch the floor, run in place (seconds), march in place, wall sit 5 seconds, and any others of your choice!

## “Pop!” Ball

(Math Patterns-Multiples, Prime, Composite, Even, Odd)



**Objective:** Students will compute number patterns mentally while playing a quiet underhand tossing game.

### Directions:

1. You will need at least 5 total students (more students the better)
2. Stand in a circle facing each other
3. One person will need to grab a ball that is light and small in size
4. Whoever starts with the ball says the # pattern to follow  
Ex: “Pop! On Multiples of 3”
5. Whoever starts with the ball says “1” and **underhand tosses** to the next person who says “2”.
6. The next person to catch the ball would say, “Pop!” (3 is a multiple of 3). Next person would say “4”. Next person would say “5”. Next person would say, “Pop!” (6 is a multiple of 3)
7. Continue the game until someone answers **incorrectly** (says “pop” when not supposed to- or says the incorrect number). When this happens, the person who answered incorrectly must **crab walk** around the outside of the entire circle of players. The game continues while the person is doing the crab walk.
8. Once the person crab walking returns to where he/she started, they **may return** to the game.

**Note:** If you drop the ball you are **not out**- pick it up quickly and say your number.  
Note: Figure out what your maximum number will be or your time limit for each round.

# **Patterns to choose** (you may make your own up as well)

- Multiples of 2, 3, 4, 5, 6, 7, 8, 9, 10
- Pop on Prime Numbers
- Pop on Composite Numbers
- Pop on Odd Numbers
- Pop on Even Numbers

## Dice Probability Workout

**Objective:** Students will identify the probability of rolling a dice while performing a workout.

**Directions:** With a partner, get a hula hoop, dice, and a pencil.

1. Decide who will be “the roller” and who will be “the exerciser”

2. “The roller” will roll the dice inside the hula hoop. For each roll look at the probability you will have to exercise. If the dice is rolled and it ends up on the number with an exercise on it- “the exerciser” has to perform the specific exercise! If it lands on a number with no exercise-you beat the odds and do not have to exercise!!

3. Complete all 12 Rolls and switch who is “the roller” and who is “the exerciser”. Make sure to mark an “X” in the column if you had to perform the exercise.

Roll	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	Partner 1 (X if did)	Partner 2 (X if did)	Probability
<b>1st Roll</b>						5 JUMPING JACKS			1 in 6
2nd Roll	12 LINE JUMPS		5 Mountain Climbers						2 in 6
<b>3rd Roll</b>		3 Tuck Jumps		10 Jumping Jacks		6 PUSH UPS			3 in 6
4th Roll	5 Mountain Climbers	6 Jumping Jacks			4 push ups	10 Touch your Toes			4 in 6
<b>5th Roll</b>	5 TUCK JUMPS	10 Mountain Climbers	10 Line Jumps	10 Hop on One Foot	5 push ups				5 in 6
6th Roll	10 Line Jumps	10 Arm Circles	5 mountain climbers	7 Jumping Jacks	2 Run down and back to wall	10 JUMPING JACKS			6 in 6
7th Roll	10 Line Jumps	10 Arm Circles	5 mountain climbers	7 Jumping Jacks	2 Run down and back to wall	10 JUMPING JACKS			6 in 6
<b>8th Roll</b>	5 TUCK JUMPS	10 Mountain Climbers	10 Line Jumps	10 Hop on One Foot	5 push ups				5 in 6
9th Roll	5 Mountain Climbers	6 Jumping Jacks			4 push ups	10 Touch your Toes			4 in 6
<b>10th Roll</b>		3 Tuck Jumps		10 Jumping Jacks		6 PUSH UPS			3 in 6
11th Roll	12 LINE JUMPS		5 Mountain Climbers						2 in 6
<b>12th Roll</b>						5 JUMPING JACKS			1 in 6

<b>Roll</b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>	<b><u>5</u></b>	<b><u>6</u></b>	<b>Partner 1 (X if did)</b>	<b>Partner 2 (X if did)</b>	Probability
<b>1st Roll</b>									1 in 6
2nd Roll									2 in 6
<b>3rd Roll</b>									3 in 6
4th Roll									4 in 6
<b>5th Roll</b>									5 in 6
6th Roll									6 in 6
7th Roll									6 in 6
<b>8th Roll</b>									5 in 6
9th Roll									4 in 6
<b>10th Roll</b>									3 in 6
11th Roll									2 in 6
<b>12th Roll</b>									1 in 6

### \*Make your own Dice Workout!

**Objective:** Students will create their own dice probability workout

**Directions:**

With a partner, fill in the blanks with exercises you want to perform. Ex: the “3<sup>rd</sup> roll” is 3 in 6 probability. You would need to put in 3 different exercises on 3 different numbers. The “1<sup>st</sup> Roll” is 1 in 6 probability so you would need to write 1 exercise in whichever number you would like.

Once you and your partner are finished making your own dice workout, challenge each other and see who can beat the odds of the probability dice!