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# **CLASS ACT**

## **Kansas LEAN Physical Activity Guide**

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## Interesting Integrated Ideas Communications

**Activity:** Letter Launch

**PE / Fitness Area:**

- Hand / Eye Coordination

**Materials:** Balloons

- How to . . .**
- Blow up balloons.
  - Write an upper case letter on a balloon.
  - Write a matching lower case letter on another.
  - Repeat so all students have a balloon for the activity.
  - Each student is to toss their balloon up into the air and not let it touch the ground.
  - When the teacher blows the whistle, the students grab their balloon and match upper and lower case letters.

**Student Outcome:**

The student will increase letter recognition.

## Interesting Integrated Ideas Communications

**Activity:** Musical March

**PE / Fitness Area:**

- Locomotor Skills
- Aerobic Activity

**Materials:** Music – (teacher preference)

Letter carpet squares

*or*

Laminated letters (large enough to stand on)

- How to . . .**
- When music begins, students march around the circle.
  - When the music stops, students must name the letter they are standing on.

(For variation – change the locomotor movement being performed.)

**Student Outcome:**

The student will increase knowledge of letter recognition.

## Interesting Integrated Ideas Communications

**Activity:** Pom Pom Power

**PE / Fitness Area:**

- Non-Locomotor Skills

**Materials:** Pom Poms for each child

**How to . . .** • Using the pom poms, the students will cheer the sound of the letter that is shown.

***EXAMPLE:***

Teacher holds up letter card  and yells “Give me a **T**”.

Students respond “**T**”.

Teacher – “Give me a **T**”.

Students respond “**T**”.

Teacher – “What's the sound?”

Students respond “**T T T**”.

- While practicing the sound of the letter, students use body and Pom Poms to make the letter while they cheer.

**Student Outcome:**

The student will identify letter sound.

## Interesting Integrated Ideas Communications

**Activity:** Opposites Obstacle Course

**PE / Fitness Area:**

- Non-Locomotor Skills

**Materials:** Basketballs, Jump Ropes, Balance Beam, Stairs, Bean Bags, Hoola Hoops, Scooters, Paper and Markers, Limbo Stick

**How to . . . Simon Says:**

- The students use basketballs, jump ropes, and the balance beam to perform Up/Down, Above/Below, In/Out, and Right/Left movements.

**Musical Stairs:**

- Students march over the stairs while singing simple songs such as ABC.
- When music stops, the student going over stairs is **OUT**.

**Red Light / Green Light (with scooters) :**

- Up/Down, Above/Below, In/Out, and Right/Left.

**Bean Bag toss through Hoola Hoop (O) :**

- Up/Down, Above/Below, In/Out.

**Pictionary:**

- Older students draw easy pictures.
- Younger students guess the opposite concept or Oo word.  
*Example:* Up/Down, In/Out, Right/Left, octopus, ostrich

**Scooter Weave through Cones:**

- Students on scooters weave through cones, Right/Left, In/Out.

**Limbo:**

- Students go Over/Under the limbo stick.

**Jump Ropes:**

- Students jump with ropes, Over/Under.

**Student Outcome:**

The student will understand the concept of opposites through use of physical movement.

**QPA Outcome:** IC, IVA





## Interesting Integrated Ideas Communications

**Activity:** Wiggle Words

**PE / Fitness Area:**

- Locomotor Skills
- Non-Locomotor Skills

**Materials:** Action word cards  
Basket

- How to . . .**
- Write several words on index cards and place them in a basket.
  - Let students take turns drawing a card and acting out the action without speaking.
  - Children try to guess the verb.

**Student Outcome:**

The student will identify verbs.





## Interesting Integrated Ideas Communications

**Activity:** Silly Spelling

**PE / Fitness Area:**

- Flexibility
- Non-Locomotor Skills

*Adapted from:*

First Grade Book of Everything (Instructional Fair)

**Materials:** Active Students

- How to . . .**
- Divide students into teams of three students per team.
  - Designate to each team an area in which it can work, (a hallway, grassy area, or gym would be ideal).
  - Call out a 3-letter word.
  - The team works cooperatively to spell the word by having each student form one letter with their body.
  - The students hold their positions until you have checked their spelling.

*This would work well for teaching word families and/or rhyming words also.*

**Student Outcome:**

The student will work cooperatively to spell three letter words.

**QPA Outcome:** IIIC, IVA



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## Interesting Integrated Ideas Communications

**Activity:** Spinning Spiders

*Adapted from:*

The Very Busy Spider by Eric Carle

**PE / Fitness Area:**

- Manipulative Skills
- Flexibility

**Materials:** 4 small nerf balls

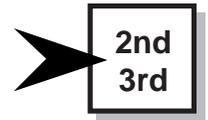
Large net (Use a sports equipment bag or large fishnets.)

- How to . . .**
- After listening to the story, The Very Busy Spider, have the students participate in a game of getting the spider (nerf ball) back to her home (the net).
  - Set up the web (net) in the center with teams in four corners of the room. Each team has a ball.
  - On command, the first student in line tries to roll the spider (ball) onto the web (net). Each time this happens, the successful team is awarded a point.

*This book can lead to a discussion on dedication and hard work paying off.*

**Student Outcome:**

The student will increase the amount of daily physical activity.



## Interesting Integrated Ideas Communications

**Activity:** Springboard Syllables

**PE / Fitness Area:**

- Aerobic Activity

**Materials:** None

- How to . . .**
- All students stand.
  - Teacher calls out a word.
  - Students jump once for every syllable in the word.

***EXAMPLE:***

For elephant the students would jump three times.

**Student Outcome:**

The student will identify the correct number of syllables in a word.



## Interesting Integrated Ideas **Communications - Blends**

**Activity:** Twinkie / Switch

**PE / Fitness Area:**

- Aerobic Activity

**Materials:** List of words, including words that begin with **TW** and **SW**

- How to . . .**
- Students stand behind their desks.
  - The teacher reads a list of words.
  - If the student hears a **TW** word, they jump and shout “**TWINKIE.**”
  - When they hear a **SW** word, they “**SWITCH**” places with another person.
  - This can be changed to use with other blends.

**Student Outcome:**

The student will identify blends in words.

## Interesting Integrated Ideas Communications

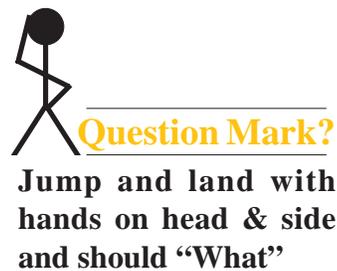
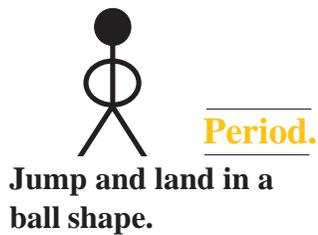
**Activity:** Powerful Punctuation

**PE / Fitness Area:**

- Aerobic Activity

**Materials:** None

- How to . . .**
- The teacher reads a sentence aloud.
  - Students punctuate the sentence by using the following body shapes.



**Student Outcome:**

The student will identify correct punctuation marks for the end of sentences.



## Interesting Integrated Ideas Communications

**Activity:** Synonym Song

**PE / Fitness Area:**

- Aerobic Activity

**Materials:** Music “The Bear Went Over the Mountain” Song

- How to . . .**
- Sing “The Bear Went Over the Mountain.”
  - Change the words bear to grizzly, bruin, etc., mountain to hill, cliff, etc.
  - Do mountain climber exercises while singing.

**Student Outcome:**

The student will identify synonyms.



## Interesting Integrated Ideas Communications

**Activity:** Just Do It “Write”

**PE / Fitness Area:**

- Muscular Strength
- Flexibility
- Locomotor Skills
- Non-Locomotor Skills

**Materials:** Paper / Pencil for each student

- How to . . .**
- Have student select a favorite exercise.  
(i.e., **jumping jacks, push-ups, cartwheels**).
  - Students will write directions explaining how to perform their activity.
  - Exchange papers with a partner.
  - Partner does the exercise, following directions exactly as written.

**Student Outcome:**

The student will practice writing directions.



## Interesting Integrated Ideas Communications

**Activity:** Pop-Up Typewriting

**PE / Fitness Area:**

- Flexibility
- Muscular Strength

**Materials:** Alphabet Cards

- How to . . .**
- Students sit on the floor in the shape of a keyboard.
  - Each student holds one or more letters of the alphabet.
  - Teacher calls out a spelling word.
  - In order of the spelling, students stand up with their letter.

**Student Outcome:**

The student will review spelling words.



## Interesting Integrated Ideas Communications

**Activity:** Letter Line-Up

**PE / Fitness Area:**

- Locomotor Skills
- Aerobic Activity

**Materials:** Label two sets of cards with the letters of the alphabet, make duplicates of vowels and frequently used consonants.

- How to . . .**
- Divide class into 2 teams.
  - Teams line up facing each other at opposite ends of the room.
  - Scatter each teams' cards face up on the floor opposite its line.
  - Teacher calls out a spelling word.
  - First person on each team runs to their cards, picks the first letter of the word, runs back to the front of the line and hands the card to the second person and then first person runs to the back of the line.
  - Second person hands the card to the third child in line, and so on, until the card reaches the last team member, who places the card on the floor.
  - As soon as the second person in line passes the card to the third person, have him run to the cards for the second letter.
  - Continue until one team has spelled the word.
  - Continue with the next word.

**Student Outcome:**

The student will review spelling words.

**QPA Outcome:** IIB, IVA, V



## Interesting Integrated Ideas **Communications**

**Activity:** Vocabulary Beach Ball

**Materials:** Beach Ball  
Index Cards with vocabulary words  
Clear packing tape to attach cards to the beach ball

- How to . . .**
- Toss the ball to the students.
  - Students tap ball in the air until teacher says **STOP**.
  - The student who catches the ball on the **STOP** command looks at the word his/her left thumb is touching.
  - Teacher has the student complete one of the following activities:
    - spells the word
    - says the word 3 times
    - uses the word in a sentence
    - gives an antonym or synonym
    - divides into syllables
    - definition

**Student Outcome:**

The student will reinforce vocabulary words.

## Interesting Integrated Ideas Communications

**Activity:** Prepositional Charades

**PE / Fitness Area:**

- Non-Locomotor Skills

**Materials:** Prepared strips of paper with prepositional phrases on each

***EXAMPLE:***

Over the chair.

Through the window.

- How to . . .**
- Divide into small teams.
  - Decide as a class what is “legal” in your game.
  - Draw a slip and act out the preposition.

**Student Outcome:**

The student will act out and identify prepositional phrases.

## Interesting Integrated Ideas Communications

**Activity:** Adverb Antics

**PE / Fitness Area:**

- Locomotor Skills
- Non-Locomotor Skills

**Materials:** List of adverbs

**EXAMPLE:**

Slowly	Frequently	Often	Correctly
Quickly	Gladly	Occasionally	Fearfully
Smoothly	Nearly	Quietly	Lately

- How to . . .**
- Choose one person to be “**IT**” and leave the room.
  - Rest of the class chooses an adverb, such as rapidly.
  - When “**IT**” returns, he/she asks to have someone in the room demonstrate in the manner of the adverb selected.  
*EXAMPLE:* move around the room: rapidly
  - “**IT**” would continue asking for demonstrations until he/she can identify the adverb.

**Student Outcome:**

Identify adverbs.



## Interesting Integrated Ideas **Communications**

**Activity:** Pantomime Spelling  
Vocabulary  
Terms

**PE / Fitness Area:**

- Flexibility
- Non-Locomotor Skills

**Materials:** Active Students

**How to . . .** • Students act out spelling words, vocabulary words, or terms while partners guess.

**Student Outcome:**

The student will define vocabulary words by acting out meanings.



## Interesting Integrated Ideas

### Math

**Activity:** Flyin' High

**PE / Fitness Area:**

- Muscular Strength
- Muscular Endurance

**Materials:** Parachute

Large foam dice with dots

*(Can use a large square box covered with paper)*

- How to . . .**
1. Place dice in the middle of the parachute.
  2. Students hold parachute on outer edge, palms up or palms down and shakes parachute up and down.
  3. Teacher calls **STOP**.
  4. Teacher chooses a student to count the dots on the dice.
  5. Resume shake and repeat activity.

(If parachute is not available, use large beach towels for every two students.)

**Student Outcome:**

The student will correctly use one-to-one correspondence.

## Interesting Integrated Ideas

### Math

**Activity:** Bouncing Numbers

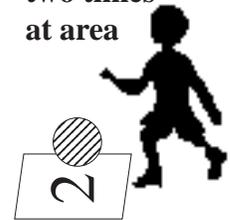
**PE / Fitness Area:**

- Manipulative Skills
- Hand / Eye Coordination
- Gross Motor Skills

**Materials:** Bouncy balls for each child  
Several sets of large numbers

- How to . . .**
1. Lay numbers out on floor.
  2. Teacher calls out a locomotor skill and number.
  3. Students hold balls and perform the locomotor skill while they find the number called by the teacher.
  4. Students bounce the ball on the floor that has been called out.

**Bounce ball  
two times  
at area**



**Student Outcome:**

The student will increase their knowledge of one-to-one correspondence and number recognition.

## Interesting Integrated Ideas

### Math

**Activity:** Pom Pom Power

**PE / Fitness Area:**

- Non-Locomotor Skills

**Materials:** Pom Pom for each child

**How to . . .** Using the pom poms, the students will cheer the following number rhymes using teacher choreographed arm movements.

- #1 Straight line down lets have some fun – that's the way to make a **1**.
- #2 Around and back on the railroad track – that's **2 2 2**.
- #3 Around the tree, around the tree – that's the way to make a **3**.
- #4 Down over, down some more – that's the way to make a **4**.
- #5 Down around, put on a hat – that's **5 5 5**.
- #6 Roll a hoop, make a loop – that's **6 6 6**.
- #7 Across the sky and down from heaven – that's the way to make a **7**.
- #8 Make an S and do not wait – that's the way to make an **8**.
- #9 Make a circle, then a line – that's the way to make a **9**.

**Student Outcome:**

The student will identify number 1–9.

## Interesting Integrated Ideas

### Math

**Activity:** Hustling Hula Hoop

**PE / Fitness Area:**

- Perceptual Awareness

**Materials:** Hula Hoop for each student

(Jump ropes can be used in place of hoops, just have students shape rope in a circle.)

- How to . . .**
- Have students find a personal space in the area being used.
  - Teacher calls out spatial concept.
  - Students use their bodies and demonstrate the position called out by the teacher.

**EXAMPLE:**

Get in the hula hoop. Put the hula hoop over your head.

**Student Outcome:**

The student will demonstrate knowledge of spatial concepts.

## Interesting Integrated Ideas

### Math

**Activity:** Calendar Crazy

**PE / Fitness Area:**

- Aerobic Activity
- Flexibility

**Materials:** Monthly Calendar

- How to . . .**
- Note the date on the calendar.
  - Stretch or exercise to the count (the date shown).

***EXAMPLE:***

If the date is the 18th, you might jump as you count to 18.

- The stretch leader then leads arm and leg stretches to the corresponding calendar date.

**Student Outcome:**

The student will count up to 31.

The student will increase amount of daily activity.

## Interesting Integrated Ideas

### Math

**Activity:** Nerf Numbers

**PE / Fitness Area:**

- Manipulative Skills

**Materials:** Nerf Balls

- How to . . .**
- Work at tables or in circle on floor.
  - One student has the ball.
  - The student rolls it across the table – student says “1”.
  - That student then rolls it to another student – student says “2”.
  - Repeat to number of teacher's choice.

**Student Outcome:**

The student will \_\_\_\_\_ count up to a specific number in coop groups.

## Interesting Integrated Ideas

### Math

**Activity:** What Time Is It?

**PE / Fitness Area:**

- Gross Motor Skills
- Muscular Endurance

**Materials:** Paper with the numbers 1–12  
Tape *or* safety pins

- How to . . .**
- Children form a circle with one child in the middle, hands outstretched for clock hands.
  - Children on the outside of the circle wear the numbers of the clock.
  - Leader or teacher calls out a time such as 1:00.
  - Child in the middle forms the time with their arms.
  - Teacher makes up a word problem related to time, (i.e., “It is one o'clock and in forty-five minutes, I will go to music class — What time will it be”?)
  - Another child in the class will perform a locomotor skill and move around the clock counting by 5's, then the children shout out what time it is.

**Student Outcome:**

The student will recognize time to hour, half-hour and 5 minute intervals.

## Interesting Integrated Ideas Math

**Activity:** Target Toss

**PE / Fitness Area:**

- Manipulative Skills
- Hand / Eye Coordination

**Materials:** Tagboard  
Beanbags  
Markers  
Paper  
Pencils

- How to . . .**
- Children select a partner.
  - Give each group a piece of tagboard.
  - Have students create targets by drawing 6 shapes on the tagboard.
  - Next, have students write numbers 1 – 6 inside the shapes.
  - Begin play by having students lay targets on floor and toss 2 beanbags onto target. If the beanbag does not land on a number, then that toss counts as zero.
  - After their tosses, students write down their math problem and add to find the sum.
  - After each partner has performed their tosses and worked their problem, students compare their answers to see which is one is greater.

**Student Outcome:**

The student will find the sum of 2 digits with sums  $\geq 12$ .

## Interesting Integrated Ideas **Math**

**Activity:** Pattern Partners

**PE / Fitness Area:**

- Gross Motor Skills
- Rhythms

**Materials:** None

- How to . . .**
- Children select a partner.
  - One child comes up with a pattern using different movements and rhythms (i.e., hop, hop, clap – hop, hop, clap).
  - The other partner will repeat the pattern.
  - After a few seconds, have partners switch roles.

**Student Outcome:**

The student will increase problem solving strategies by using patterning skills.

## Interesting Integrated Ideas

### Math

**Activity:** Slide Away

**PE / Fitness Area:**

- Flexibility
- Muscular Strength

**Materials:** Flashcards (+ / -)

**How to . . .** • The teacher holds up a flashcard and the students act out the problem using playground equipment.

***EXAMPLE:***

5 kids were on the top of the slide and 3 slid down.  
How many kids were left at top?

- The students watching use chalkboards and chalk to write out the problem and answer.

**Student Outcome:**

The student will practice problem solving skills in real life situations using addition and subtraction.

## Interesting Integrated Ideas

### Math

**Activity:** Trashketball

**PE / Fitness Area:**

- Manipulative Skills

**Materials:** Trashes cans (2)  
Wadded up paper (for basketballs) or small nerf balls  
Flashcards (optional)  
Individual chalkboards / chalk / erasers

- How to . . .**
- Divide students into two teams.
  - Line up in classroom.
  - Two students come to the front to be the "shooters."
  - The teacher calls out or holds up a flashcard of a math fact.
  - All the students work the problem on their chalkboards and hold up their solutions.
  - If the two students at the front get the problem correct, they get to shoot a basketball in their team's trash can.
  - Score is kept with tallymarks.

**Student Outcome:**

The student will demonstrate knowledge of basic math facts.

## Interesting Integrated Ideas Math

**Activity:** Active Addends

**PE / Fitness Area:**

- Gross Motor Skills

**Materials:** Large floor number lines

- How to . . .**
- Teacher calls out addition problem ( $5 + 2$ ).
  - Student stands on the first addend and hops 2 more spaces, then calls out the answer.
  - For variation students can hop on 1 or 2 feet or students could move backwards for subtraction problems.

**Student Outcome:**

The student will identify basic addition to 18.

## Interesting Integrated Ideas

### Math

**Activity:** Rock Around the Clock

**PE / Fitness Area:**

- Aerobic Activity

**Materials:** Music “Rock Around the Clock”  
Index cards displaying various times with 5 minute increments  
Chairs (one per student minus one)

- How to . . .**
- All chairs are set up in a circle with a “time” card taped to the back of each chair.
  - Students move clockwise around the circle while “Rock Around the Clock” music is being played.
  - When the music stops, everyone finds a chair and tells what time it is on the card.
  - The student without a chair helps identify correct and incorrect answers.
  - Play continues removing 1 – 2 chairs each time.

**Student Outcome:**

The student will tell time to five minute intervals.

## Interesting Integrated Ideas Math

**Activity:** Ordinal Action

**PE / Fitness Area:**

- Aerobic Activity
- Muscular Strength
- Flexibility

**Materials:** Index Cards

- How to . . .**
- 5 – 20 children line up and receive an index card with a movement activity and ordinal number written on it.
  - On signal from the teacher, children begin performing their action listed on the card.
  - Students identify ordinal positions by naming the movement being performed.

***EXAMPLE:***

**1ST**  
**Toe Touches**

**4TH**  
**March in**  
**place**

**Other movement suggestions:**

- jumping jacks
- arm circles
- jump in place
- push-ups

**Student Outcome:**

The student will identify ordinal numbers.

## Interesting Integrated Ideas **Math**

**Activity:** Pantomime Problems

**PE / Fitness Area:**

- Locomotor Skills
- Non-Locomotor Skills

**Materials:** Index cards with addition or subtraction story problems written on them.

***EXAMPLE:*** Sam has 6 turtles and 4 worms. How many more turtles than worms does Sam have?

- How to . . .**
- In cooperative groups, students choose an index card and read it aloud to the class.
  - The team acts out the story problem.  
(Other students may be needed to help them act out.)
  - The class solves the story problem on slates and then the cooperative group shows the answer correctly labeling the problem on the board.

**Student Outcome:**

The student will solve one-step addition or subtraction problems.

## Interesting Integrated Ideas **Math**

**Activity:** Parachute Pop

**PE / Fitness Area:**

- Muscular Strength

**Materials:** Parachute  
Extra large, soft dice

- How to . . .**
- Students hold outer edge of parachute, palms up or down.
  - Put dice in the middle and shake.
  - Teacher shouts **STOP**.
  - Give students 3 to 5 seconds to multiply numbers shown on dice, then have the whole group shout out the answer.

(If parachute is not available, students can use large beach towels for every two students.)

**Student Outcome:**

The student will practice multiplication facts.

## Interesting Integrated Ideas

### Math

**Activity:** Probably You “Can”

**PE / Fitness Area:**

- Manipulative Skills

**Materials:** Basketball court or trash can  
Basketball or wadded paper  
Pencil / Paper

- How to . . .**
- Practice shooting for a brief time.
  - Shoot 10 baskets from a fixed spot.
  - Estimate how many you think will be made.
  - As one student shoots, another tallies the number of shots taken and made. Another chases the ball.
  - This information is used to figure the percent of successful shots made.
  - At least 3 opportunities for data collection should be made, preferably on different days.
  - Students compare all the data, and predict the probability of success given 10 more shots.
  - Give students 10 more shots to evaluate predictions.

**Student Outcome:**

The student will calculate the probability of making baskets given a finite number of attempts using the percent data collected during earlier trials.

## Interesting Integrated Ideas

### Math

**Activity:** Math Hopscotch

**PE / Fitness Area:**

- Locomotor Skills
- Muscular Strength

**Materials:** Hopscotch Grid  
(either outside or taped to floor of classroom)  
Rock

**How to . . .** • Put numbers inside squares that fit your lesson.

***EXAMPLE:***

Factors of 35: 1,5,7,35

- If student lands in that square, he/she would have to give the correct answer to be able to continue turn.

***EXAMPLE:***

Math Facts  $5 \times 7 = 35$

- Play in pairs if possible.

**Student Outcome:**

The student will review math facts.

## Interesting Integrated Ideas

### Math

**Activity:** Animal Olympics

**PE / Fitness Area:**

- Muscular Strength
- Flexibility

**Materials:** Reference materials

Stop watches – watches with second hands  
Tape measures

- How to . . .**
- Find animal facts for Klipspringer antelope, hummingbird, kangaroo and cheetah.
  - Look for special adaptations such as rubbery hooves, special wing rotation, long back legs, and long legs.
  - See how far you can long jump compared to a kangaroo.
  - Compare your arm rotation with a hummingbird.
  - Compare your balance with the antelope's balance by jumping on paper “rocks”.
  - Compare how you run to how a cheetah runs.

**Student Outcome:**

The student will identify how animal characteristics help the animal survive in their environment.

## Interesting Integrated Ideas Science

**Activity:** Sense Scramble

**PE / Fitness Area:**

- Gross Motor Skills

**Materials:** Large pictures of:

- eyes
- nose
- ears
- hands
- tongue

- How to . . .**
- Place pictures in different locations in the classroom.
  - Teacher calls out a sensory word and animal movement.
  - Students use animal movement and go to the picture that represents the sense (i.e., taste, bearwalk, tongue).

**Student Outcome:**

The student will identify the 5 sense organs.

## Interesting Integrated Ideas Science

**Activity:** Maneuvering Magnets

**PE / Fitness Area:**

- Muscular Strength

**Materials:** Scooter for each student

Various items (some with magnetic properties and others without it)

Large area (gym or hall)

Magnet (1) for each student

**How to . . .** • Items are placed around the area.

• On signal, students move on scooter to an object they think attracts a magnet.

• Students then use the magnet to determine if the magnet attracts to their selected object.

**Student Outcome:**

The student will recognize items that attract to magnets.

## Interesting Integrated Ideas Science

**Activity:** Bonding Bodies

**PE / Fitness Area:**

- Muscular Strength

**Materials:** Body parts (laminated) for 3 bodies (or paper maché bones for really crafty “hands-on” people)

Scooters (3)

\* *Students can move on scooters in a sitting position using their feet moving forward or backwards or they can move in a prone position pulling with their hands.*

\* *Be sure to caution students to keep fingers away from the wheels.*

- How to . . .**
- Scatter the body parts all over the floor at one end of the gym.
  - Break the class up into 3 groups and have each group send a "doctor" one at a time via scooter to pick up a body part.
  - Once all the body parts are picked up, the "doctors" (the team) work together to assemble the parts together.

(The idea is to learn the body parts and work together as a team.)

**Student Outcome:**

The student will work cooperatively to identify body parts and their placement.

## Interesting Integrated Ideas Science

**Activity:** Apple Picking Game

**PE / Fitness Area:**

- Aerobic Activity

**Materials:** Johnny Appleseed Story

5 hula hoops (baskets)

6 red yard balls (apples) or use real apples

(More hoops can be added to the activity, be sure to have one more apple than the number of hoops being used).

- How to . . .**
- Read and discuss the story then play the Apple Picking game.
  - Place one basket in each corner of the room and put the fifth hoop in the center with all the apples.
  - Divide students into 4 groups and place at each corner basket.
  - The object is to be the first group to get 3 apples in their basket, carrying only 1 apple at a time.
  - Students can run and take an apple from any basket, no guarding.
  - The first group to get three apples shouts “Johnny Appleseed.”

**Student Outcome:**

The student will increase the amount of daily physical activity.

QPA Outcome: V



## Interesting Integrated Ideas Science

**Activity:** Spunky Spiders

**PE / Fitness Area:**

- Gross Motor Skills
- Fine Motor Skills

**Materials:** Music “The Itsy Bitsy Spider”

**How to . . .** • Students will listen to the music and act out.

(Students can move around the room like spiders for gross motor activity or they can use hands and fingers for a fine motor activity.)

**Student Outcome:**

The student will identify characteristics of spiders.

## Interesting Integrated Ideas Science

**Activity:** Shadow Tag

**PE / Fitness Area:**

- Aerobic Activity

**Materials:** Sunny day  
Large outdoor area

**How to . . .**

- Students run around and “IT” tries to step on their shadow.
- When a shadow has been stepped on, that student becomes an “IT” too.

**Student Outcome:**

The student will recognize that light makes shadows.

## Interesting Integrated Ideas Science

**Activity:** Growing Greenery (Used as an introduction to study of plants)

**PE / Fitness Area:**  
• Flexibility

**Materials:** “Little Brown Seed” Poem

*Little brown seeds so small and round,  
Are sleeping quietly underground.  
Down came the raindrops, Sprinkle, Sprinkle, Sprinkle,  
Out comes the rainbow, Twinkle, Twinkle, Twinkle,  
Little brown seeds way down below,  
Up through the earth they Grow, Grow, Grow.  
Little green leaves come one by one,  
They hold up their heads,  
And look at the sun.*

Author Unknown  
Poem from AIMS Science Camp

**How to . . .**

- As the poem is read, students act out being a seed and growing into a plant.
- Students start as a rolled up ball on the floor.
- They slowly stand up reaching out arms and moving face upward as if looking up to the sun.

**Student Outcome:**

The student will identify plant parts and their functions.

**QPA Outcome:** IIC



## Interesting Integrated Ideas Science

**Activity:** “Jump” Like A Grasshopper  
(Part of 5th grade insect unit)

**PE / Fitness Area:**  
• Locomotor Skills

**Materials:** 1 live grasshopper per student  
Rulers / Meter sticks  
Graph paper

**How to . . .**

- Students measure length of grasshopper's back leg and the length of the grasshopper in mm.
- In pairs, allow each grasshopper to jump 6 to 8 times.
- Measure each jump.
- Graph findings.
- In pairs, measure student leg length and overall height.
- Have students jump 6 to 8 times and measure each jump.
- Graph findings.
- Compare graphs.

**Student Outcome:**

The student will graph the correlation between height, length of leg and distance jumped.

# Interesting Integrated Ideas Science



**Activity:** What's For Dinner?

**PE / Fitness Area:**

- Aerobic Activity

**Materials:** Active Students:

***Producers:***

Reach for the sun and say “Ahhhh” (to show that plants need sun, soil, air and water to produce food).

***Consumers:***

Stretch arms out in front of bodies, opening and closing like an alligator's mouth, and say "CHOP, CHOP" (to show that animals need to eat other living things because they can't make their own food).

***Decomposers:***

Wiggle fingers and say “Eeeee” (to show that decomposers live off dead plants and animals and thereby return nutrients to the soil).

- How to . . .**
- Mark 2 starting lines about 15 feet from each other.
  - Divide into 2 groups, one at each starting line.
  - Mark a home baseline about 20 yards behind each group.
  - Each group huddles together to decide whether the group will be producers, consumers or decomposers.
  - Each group returns to starting line, stands shoulder to shoulder and face the other team.
  - On the signal, each group acts out its part. Depending on the roles chosen, one group will chase the other:

***EXAMPLE:***

Producers chase Decomposers; Decomposers chase Consumers; Consumers chase Producers.

- If both groups choose the same role, rehuddle and pick again.
- During the chase, if a student is tagged before he crosses his home baseline, he joins the group who tagged him.
- Play until all members have been tagged or are across their home baseline.
- Discuss how each part of the cycle needs the other parts. Ask how having too many or too few affects the other groups.

**Student Outcome:**

The student will act out the food cycle.

**QPA Outcome:** IIA, IVA, V



## Interesting Integrated Ideas Science

**Activity:** Easy Does It

**PE / Fitness Area:**

- Muscular Strength
- Aerobic Activity

**Materials:** 30 textbooks per group  
1 wagon / scooter  
2 jump ropes  
2 stop watches

- How to . . .**
- Mark **start** and **finish** line.
  - Divide books into equal stacks. Place behind starting line.
  - Place wagon behind one of the stacks.
  - 2 students stand behind each stack. One is a timer.
  - Students will move books across the finish line, moving 3 at a time. The pair with the wagon may use the wagon; the other must carry 3 books at a time, and return for more until all the books have been moved.

**Student Outcome:**

The student will examine how simple machines are utilized in everyday life.

The student should see that using the wagon was quicker and required less physical energy than running back and forth. (*Could ask how to make the wagon an even better machine.*)

## Interesting Integrated Ideas Social Studies

**Activity:** Train Ride to Timbuktu

**PE / Fitness Area:**

- Muscular Strength
- Muscular Endurance

**Materials:** Train Ticket  
A student chair for each student  
An adult to be the engineer  
Train Whistle

- How to . . .**
- Each student is given a ticket.
  - Students push their chair into 1 long train line.



- The engineer comes by to hole punch their ticket to board the train.
- Students follow the engineer as he/she pushes bigger chair.

**Student Outcome:**

The student will identify mode of transportation.

## Interesting Integrated Ideas Social Studies

**Activity:** Animal Antics

**PE / Fitness Area:**

- Muscular Strength
- Flexibility

**Materials:** Active Children  
Pictures of Animals

**How to . . .**

- Show picture of specific animal.
- Have students move, act and sound like that animal.
- Use some type of signal to indicate picture change.

**Student Outcome:**

The student will identify characteristics of an animal.

## Interesting Integrated Ideas Social Studies

**Activity:** Cardinal Directions

**PE / Fitness Area:**

- Locomotor Skills

**Materials:** None

**How to . . .** • Using different locomotor activities, students will move in the four cardinal directions.

***EXAMPLE:***

Run 10 steps north, slide to the east 2 steps

**Student Outcome:**

The student will recognize the 4 cardinal directions (north, south, east & west).

## Interesting Integrated Ideas Social Studies

**Activity:** Odd Obstacles

**PE / Fitness Area:**

- Muscular Strength
- Muscular Endurance

**Materials:** Playground Equipment

- How to . . .**
- After discussing playground safety, one student at a time is chosen to "make up" an obstacle course on the playground equipment by using the playground safety rules.
  - The student demonstrates to the class; then everyone "tries" it.
  - Each student should have a time to lead.

**Student Outcome:**

The student will demonstrate playground safety rules.

## Interesting Integrated Ideas Social Studies

**Activity:** Teacher, May I?

**PE / Fitness Area:**

- Locomotor Skills

**Materials:** Review questions  
Large space

- How to . . .**
- Students are divided by cooperative learning groups.
  - Teacher asks one group a review question.
  - The group comes up with one answer.
  - If correct, the teacher responds with a command.

***EXAMPLE:***

You may take 5 big jumps.

- The group must respond with Teacher, May I? If not, they stay in place.
- Continue with each group.

**Student Outcome:**

The student will review questions on a certain concept.

## Interesting Integrated Ideas Social Studies

**Activity:** “Simon Says” Review

**PE / Fitness Area:**

- Locomotor Skills
- Muscular Strength
- Muscular Endurance

**Materials:** Pre-written student questions  
reviewing material covered

**How to . . .** • Play “Simon Says” with the questions.

***EXAMPLE:***

If Australia is a continent, do 5 jumping jacks.

If Mexico is part of South America, hop 5 times.

**Student Outcome:**

The student will review.

## Time Fillers

**Activity:** Kinder-Calisthenics

**PE / Fitness Area:**

- Aerobic Activity
- Muscular Strength
- Muscular Endurance

**Materials:** Active Students

**How to . . .** A student selects a number (1 – 10 or higher)

- He/She leads the counting while **ALL** students participate in an exercise:

***EXAMPLE:***

sit ups  
toe touches  
jumping jacks  
hopping  
push-ups

**Student Outcome:**

The student will increase the amount of daily physical activity.



## Time Fillers

**Activity:** Verbal Vowels

**PE / Fitness Area:**

- Locomotor Skills

**Materials:** Active Students

- How to . . .**
- Have the students begin the game at one end of the room.
  - The teacher begins by saying a word that contains either a long vowel or short vowel sound.
  - Student may take one giant step forward when they hear a long vowel sound, and one baby step forward when they hear a short vowel sound.
  - If the student is wrong then the teacher instructs them to take a regular step back.
  - As soon as the students touch the teacher, the game starts again.

**Student Outcome:**

The student will increase the amount of daily physical activity.





## Time Fillers

**Activity:** Racing Ripples

**PE / Fitness Area:**

- Non-Locomotor Skills

**Materials:** Active Students

- How to . . .**
- Gather the students into a line (one behind the other).
  - The leader does a movement such as a hand raise, a hop...
  - The student behind does the **same** movement right after in a ripple effect.
  - The leader does **not** walk around the room, but rather moves arms and legs, bends, leans, twists, etc.
  - After practicing a few times, divide the kids into 2 or more teams and "race" each other.

**Student Outcome:**

The student will increase the amount of daily physical activity.

**QPA Outcome:**  V



1997 – 98

## Time Fillers

**Activity:** Bean Bag Boogie

**PE / Fitness Area:**

- Hand / Eye Coordination
- Manipulative Skills

**Materials:** Bean Bags – 1 for each pair of students  
Music (teacher preference)

- How to . . .**
- Students choose a partner.
  - Students toss bean bag to partner using an:
    - a. underhand toss with the right hand
    - b. underhand toss with the left hand

(Encourage students to step with the opposite foot when tossing.)

**EXAMPLE:**

Left foot – right hand

**Student Outcome:**

The student will increase the amount of daily physical activity.

**QPA Outcome:**  V



1997 – 98

## Time Fillers

**Activity:** Animal Antics

**Materials:** Active Students

**PE / Fitness Area:**

- Muscular Strength
- Flexibility
- Aerobic Activity

**How to . . .** Walk like:

- camel
- elephant
- spider
- bear
- snake

**Student Outcome:**

The student will increase the amount of daily physical activity.

QPA Outcome:  V



1997 – 98

## Time Fillers

**Activity:** Bouncing Balloons

**PE / Fitness Area:**

- Manipulative Skills
- Hand / Eye Coordination

**Materials:** Balloons (1-2)

**How to . . .** Object is to keep the balloon in the air using body parts (head, arms, feet, etc.).

- The teacher can either call out a word to spell (as each student hits it, they say the next letter) **or** the student can count by 2's, 5's, 10's, etc. while hitting the balloons.

(Just as in volleyball, the student may not hit it twice in a row or the play starts over.)

**Student Outcome:**

The student will increase the amount of daily physical activity.



## Time Fillers

**Activity:** Musical Math

**PE / Fitness Area:**

- Locomotor Skills
- Non-Locomotor Skills

**Materials:** Active Students

**How to . . .** This game is a great counting exercise and can be used for patterning also.

- Sing the popular song “If You're Happy And You Know It” and change the words to give counting directions:  
“If you're happy and you know it – March 2 times...”  
“If you're happy and you know it – Hop 2 times...”

**Student Outcome:**

The student will increase the amount of daily physical activity.



## Time Fillers

**Activity:** Snowball

**PE / Fitness Area:**

- Manipulative Skills

**Materials:** Wadded up paper

- How to . . .**
- Students sit on the floor with several snowballs in hand.
  - When the teacher says “**GO**” students begin throwing snowballs and catching the flying ones.
  - When the teacher says “**STOP**” students count the number of snowballs they've caught.
  - Students cannot move from a sitting position.

**Student Outcome:**

The student will increase the amount of daily physical activity.

QPA Outcome:  V



1997 – 98

## Time Fillers

**Activity:** Octopus Polka

**PE / Fitness Area:**

- Muscular Strength
- Aerobic Activity

**Materials:** Tape player and music (teacher preference)  
Student chairs  
(Students can sit sideways in a chair desk unit)

**How to . . .**

- Instruct students to dance while sitting in their chair.  
Seat must remain on chair during this activity.
- Encourage students to move both arms and legs.
- Be creative!

**Student Outcome:**

The student will increase the amount of daily physical activity.

QPA Outcome:  V \_\_\_\_\_



1997 – 98

## Time Fillers

**Activity:** Isometric Crunch

**PE / Fitness Area:**

- Muscular Strength

**Materials:** Active Students

**How to . . .** Explain to students that an all-out (HE-MAN) effort is needed for each exercise in order to strengthen the muscle.

### **Biceps:**

- Have the student slightly bend the right elbow and drive the palm of the right hand upward into the palm of the left hand. The student should experience a great amount of tension in the right biceps as he/she holds this contraction for 10 seconds. Then repeat the exercise with the left biceps muscle.

### **Triceps:**

- Have the student make a fist with the right hand and bring it back, over the top of the shoulder so that his/her right elbow is pointing upward. Then have the student place his/her left hand against the bottom of the fist and tell him/her to drive the right fist through the left hand. Again, no movement should take place, just a great amount of tension. Hold this position for 10 seconds and then repeat with the other arm.

### **Abdominal:**

- Have the student stand in an open area with hands out in front of the body and exhale as he/she tightens the stomach muscles for 10 seconds.

### **Student Outcome:**

The student will increase the amount of daily physical activity.

**QPA Outcome:**  V



1997 – 98

## Time Fillers

**Activity:** Push Up Tag

**PE / Fitness Area:**

- Muscular Strength

**Materials:** Active Students

- How to . . .**
- Two students face each other in a push-up position or modified push-up position (about 6" apart).
  - When ready, each person tries to tag their partners hands as many times as possible during a 1 – 2 minute time limit.

**Student Outcome:**

The student will increase the amount of daily physical activity.

**QPA Outcome:**  V



1997 – 98

## Time Fillers

**Activity:** Counting Chorus

**PE / Fitness Area:**

- Non-Locomotor Skills

**Materials:** Active Students  
Knowledge of tune “This Old Man”

- How to . . .**
- Do this to the tune of “This Old Man”
    - Little **boys** count to “**1**” – turn around and have some fun.  
Counting, playing games at school, following the Golden Rule.
    - Little **girls** count to “**2**” – turn around and touch their shoes.  
Counting, playing games at school, following the Golden Rule.
    - Little **boys** count to “**3**” – Bend right down and touch your knee.  
Counting, playing games at school, following the Golden Rule.
    - Little **girls** count to “**4**” – Jump up high, then touch the floor.  
Counting, playing games at school, following the Golden Rule.
    - Little **boys** count to “**5**” – Spin around and come alive.  
Counting, playing games at school, following the Golden Rule.
    - **All the students** count to “**10**” – Run away, come back again.  
Counting, playing games at school, following the Golden Rule.

**Student Outcome:**

The student will increase the amount of daily physical activity.



## Time Fillers

**Activity:** Hug Tag

**PE / Fitness Area:**

- Aerobic Activity

**Materials:** Active Students

- How to . . .**
- Play like regular tag except if you are about to be tagged, you can hug a friend for **up to 5** seconds.
  - While hugging that friend, you cannot be tagged.
  - You may **not** hug the same friend over and over.
  - If you get tagged without a friend, then you are **“IT”**.

**Student Outcome:**

The student will increase the amount of daily physical activity.

QPA Outcome:  V \_\_\_\_\_



1997 – 98

## Ending The Day

**Activity:** Pyramid Puzzle Pieces

**PE / Fitness Area:**

- Aerobic Activity
- Flexibility
- Muscular Strength
- Muscular Endurance

**Materials:** Kid's Activity Pyramid Poster  
Puzzle Pieces (1 per student)  
made from a copy of the kid's  
activity pyramid

- How to . . .**
- Before leaving school for the day, quickly review the Kid's Activity Pyramid Poster and the different sections. Emphasize the importance of daily activity.
  - As students leave for the day, they draw a pyramid puzzle piece. For homework, students will select an appropriate activity for their section and perform the activity for at least 5 minutes.  
(Encourage students to perform the activity with other family members.)
  - Students who draw a puzzle piece from the top section give up 15 minutes of television or Nintendo.
  - Students can bring the puzzle pieces back the next day for sharing or puzzle pieces can be glued together and displayed.

**Student Outcome:**

The student will increase the amount of daily physical activity.