

MATH 'N' MOVEMENT



Move the desks to the side of the room it's time for math!

This edition of Math 'N' Movement is designed specifically for North American Schools and combines the Common Core State Standards for Mathematics with the Physical Education Standards. With programs available from Kindergarten to Year 6 it provides a fun way to effectively engage students in math learning.

Math 'N' Movement increases both on task student behaviour and fitness by combining Math with the key Physical Education topics of movement, co-operation, game play, safety and acceptance of consequences for one's actions.

Designed to get more students, more active, more often, Math 'N' Movement is a dual strand teaching strategy that leap-frogs time constraints by teaching twice as much in half the time. Best of all, your students won't realise they are working hard because they are having so much fun!

For further information on the best way to use this program and additional teaching resources visit www.mathnmovement.com.

Distributed International by:

**Spruikers Pty Ltd
PO Box 369
Wauchope 2446
Phone: 1800 264 429**

Copyright © 2014 Spruikers Pty Ltd for Educational Purposes

The original purchaser of this program is prohibited from on-selling this program but may reproduce the Recording Sheets and Materials for his/her class(es) only. All pages in this book are sold with limited copyright and are not transferable.

**First Edition
Published December 2014**

ISBN: 978-0-9807662-8-8

MATH 'N' MOVEMENT

LEVEL

2

Grade 1

TABLE OF CONTENTS

OPERATIONS & ALGEBRA 1	4
OPERATIONS & ALGEBRA 2	6
OPERATIONS & ALGEBRA 3	8
OPERATIONS & ALGEBRA 4	11
OPERATIONS & ALGEBRA 6	13
OPERATIONS & ALGEBRA 7	15
OPERATIONS & ALGEBRA 8	17
NUMBER & BASE 10 - 1	19
NUMBER & BASE 10 - 2	21
NUMBER & BASE 10 - 3	23
NUMBER & BASE 10 - 4	25
NUMBER & BASE 10 - 5	27
NUMBER & BASE 10 - 6	29
MEASUREMENT & DATA 1	31
MEASUREMENT & DATA 2	33
MEASUREMENT & DATA 3	35
MEASUREMENT & DATA 4	38
GEOMETRY 1	40
GEOMETRY 2	42
GEOMETRY 3	45



MATH 'N' MOVEMENT

LEVEL

2

1.OA.1

OPERATIONS & ALGEBRA 1

In this Math 'N' Movement activity students will use addition, subtraction and estimating within 20 to measure a distance.

ACTIVITY

1. Students line up in 5 groups behind the starting line and are shown where the finish line is over 10 metres away.
2. Students estimate on their Operations & Algebra 1 Recording Sheet how many steps, hops, jumps and leaps it will take for both them and their entire team to cross the distance between the start and finish lines.
3. Students cover the distance in the given manner and record the actual number of movements required to cross and for their team to cross.
4. Students calculate the difference between their estimated and actual steps, hops, jumps and leaps.



Equipment Required:

- A designated area such as across the playground or a basketball court.
- An Operations & Algebra 1 Recording Sheet and pencil per student.



Notes:

This activity can be used to tie in a number of maths concepts such as addition, subtraction and patterns. It also offers an opportunity for students to practice their estimation skills and to see the need for standard measures of distance as students will cross the area in a varying number of hops or leaps depending on their leg length.



Mathematical Practices Covered:

- 1.2 - Reasons abstractly and quantitatively.
- 1.3 - Constructs viable arguments and critiques the reasoning of others.
- 1.4 - Models with mathematics.
- 1.6 - Attends to precision.
- 1.7 - Looks for and makes use of structures.



Physical Education Standards Covered:

- PE 1.1 – Is aware of general, personal space and boundaries when moving.
- PE 1.8 – Lands on both feet after taking off on one or on both feet.
- PE 2.4 – Distinguishes between a jog, run, hop, jump, gallop and slide.
- PE 3.1 – Participates in physical activities that are enjoyable and challenging.
- PE 5.1 – Participates willingly in new physical activities.
- PE 5.6 – Works effectively in a group.



MATH 'N' MOVEMENT



OPERATIONS & ALGEBRA 1 RECORDING SHEET

You: _____	Estimated Number	Actual Number	Difference Between Estimate and Actual
Steps			
Hops			
Jumps			
Leaps			

Your Team	Estimated Number	Actual Number	Difference Between Estimate and Actual
Steps			
Hops			
Jumps			
Leaps			

- OA.1
- OA.2
- OA.3
- OA.4
- OA.6
- OA.7
- OA.8
- NBT.1
- NBT.2
- NBT.3
- NBT.4
- NBT.5
- NBT.6
- MD.1
- MD.2
- MD.3
- MD.4
- G.1
- G.2
- G.3



MATH 'N' MOVEMENT

LEVEL

2

1.OA.2

OPERATIONS & ALGEBRA 2

In this Math 'N' Movement activity students will work in a group to solve addition problems involving 3 numbers whose sum is less than 30.

ACTIVITY

1. In teams of 3, students sit 5 metres from their pile of Operations & Algebra 2 Numbers from 1 to 9.
2. Each student races, using the given movement, one after another, to the pile of numbers and retrieves one card.
3. The first student records their number in the 1st box on their team's Operations & Algebra 2 Recording Sheet, the 2nd student in the 2nd box and the 3rd student in the 3rd box.
4. As a team, students add up the 3 numbers and place the answer in the required box.
5. All cards are returned to the pile and the activity is repeated so each student has a chance to be 1st, 2nd and 3rd.



Equipment Required:

- A set of Operations & Algebra 2 Numbers from 1 to 9 per team.
- An Operations & Algebra 2 Recording Sheet and pencil per team.



Notes:

Although it has been suggested that groups contain 3 students they could be larger and more numbers added together each time in that particular group. The Operations & Algebra 2 Recording Sheet contains enough space to complete this activity twice so each student has 2 chances to be 1st, 2nd and 3rd.



Mathematical Practices Covered:

- 1.1 - Makes sense of problems and perseveres in solving them.
- 1.4 - Models with mathematics.
- 1.5 - Uses appropriate tools strategically.
- 1.6 - Attends to precision.



Physical Education Standards Covered:

- PE 2.4 – Distinguishes between a jog, run, hop, jump, gallop and slide.
- PE 3.1 – Participates in physical activities that are enjoyable and challenging.
- PE 5.1 – Participates willingly in new physical activities.
- PE 5.3 – Demonstrates the characteristics of sharing and cooperation in physical activity.
- PE 5.6 – Works effectively in a group.



MATH 'N' MOVEMENT



OPERATIONS & ALGEBRA 2 RECORDING SHEET

Round 1	1 st Number	2 nd Number	3 rd Number	Total of all 3 Numbers
1	+	+	=	
2	+	+	=	
3	+	+	=	
4	+	+	=	

Round 2	1 st Number	2 nd Number	3 rd Number	Total of all 3 Numbers
1	+	+	=	
2	+	+	=	
3	+	+	=	
4	+	+	=	

OA.1

OA.2

OA.3

OA.4

OA.6

OA.7

OA.8

NBT.1

NBT.2

NBT.3

NBT.4

NBT.5

NBT.6

MD.1

MD.2

MD.3

MD.4

G.1

G.2

G.3



MATH 'N' MOVEMENT

LEVEL

2

1.OA.3

OPERATIONS & ALGEBRA 3

In this Math 'N' Movement activity students will apply commutative and associated subtraction properties to addition equations.

ACTIVITY

1. In teams of 4, students sit 5 metres from their pile of Operations & Algebra 3 Cards.
2. Teams are given an addition equation (ie. $4 + 5$) and the first student in each team races, using the given movement, to create this and its answer with their Operations & Algebra 3 Cards and record it on their Operation & Algebra 3 Recording Sheet.
3. The second student in the team then races, using the given movement to create a commutative equation and record it (ie. $5 + 4 = 9$).
4. The 2 remaining students create and record associated subtraction equations (ie. $9 - 5 = 4$ and $9 - 4 = 5$). The order in which equations are created does not matter but all 4 equations must be completed by each team.



Equipment Required:

- A set of Operations & Algebra 3 Cards per team.
- An Operations & Algebra 3 Recording Sheet and pencil per team.



Notes:

The numbers from 1 to 10 have been provided for this activity but as students abilities increase these could include numbers up to 20. There are 4 rounds on the Recording Sheet so each student can have a turn at being 1st, 2nd, 3rd and 4th thus giving them a chance at both addition and subtraction and creating and adjusting the equation.



Mathematical Practices Covered:

- 1.1 - Makes sense of problems and perseveres in solving them.
- 1.3 - Constructs viable arguments and critiques the reasoning of others.
- 1.4 - Models with mathematics.
- 1.5 - Uses appropriate tools strategically.
- 1.6 - Attends to precision.
- 1.7 - Looks for and makes use of structures.
- 1.8 - Looks for and expresses regularity in repeated reasoning.



Physical Education Standards Covered:

- PE 2.4 – Distinguishes between a jog, run, hop, jump, gallop and slide.
- PE 3.1 – Participates in physical activities that are enjoyable and challenging.
- PE 5.1 – Participates willingly in new physical activities.
- PE 5.3 – Demonstrates the characteristics of sharing and cooperation in physical activity.
- PE 5.6 – Works effectively in a group.



MATH 'N' MOVEMENT



OPERATIONS & ALGEBRA 3 RECORDING SHEET

Round 1	Equation
Student _____	
Student _____	
Student _____	
Student _____	

Round 2	Equation
Student _____	
Student _____	
Student _____	
Student _____	

Round 3	Equation
Student _____	
Student _____	
Student _____	
Student _____	

Round 4	Equation
Student _____	
Student _____	
Student _____	
Student _____	

- OA.1
- OA.2
- OA.3
- OA.4
- OA.6
- OA.7
- OA.8
- NBT.1
- NBT.2
- NBT.3
- NBT.4
- NBT.5
- NBT.6
- MD.1
- MD.2
- MD.3
- MD.4
- G.1
- G.2
- G.3



MATH 'N' MOVEMENT



0	7
1	8
2	9
3	10
4	+
5	-
6	=

- OA.1
- OA.2
- OA.3
- OA.4
- OA.6
- OA.7
- OA.8
- NBT.1
- NBT.2
- NBT.3
- NBT.4
- NBT.5
- NBT.6
- MD.1
- MD.2
- MD.3
- MD.4
- G.1
- G.2
- G.3



LEVEL

2

1.OA.4

OPERATIONS & ALGEBRA 4

In this Math 'N' Movement activity students will understand subtraction as an unknown addend problem.

ACTIVITY

1. In teams of 4 or 5, students line up 3 steps away from their team's hula hoop.
2. Students use their team's tennis paddle to hit a tennis ball into their team's hula hoop.
3. Students take it in turns to hit the ball and their fellow team members record the results on their Operations & Algebra 4 Recording Sheet.
4. If the ball lands in the hoop the student scores '3' but if it lands outside the hoop they subtract '1'.
5. Students can not score less than zero.



Equipment Required:

- A small hula hoop per team.
- A tennis ball and small tennis paddle per team.
- An Operations & Algebra 4 Recording Sheet and pencil per team.



Notes:

The scores students gain and subtract can be changed dependent on student's mathematic skills or if they need to practice a particular table.



Mathematical Practices Covered:

- 1.1 - Makes sense of problems and perseveres in solving them.
- 1.4 - Models with mathematics.
- 1.5 - Uses appropriate tools strategically.
- 1.6 - Attends to precision.
- 1.8 - Looks for and expresses regularity in repeated reasoning.



Physical Education Standards Covered:

- PE 1.19 – Strikes a ball upwards using a short-paddle.
- PE 3.1 – Participates in physical activities that are enjoyable and challenging.
- PE 5.1 – Participates willingly in new physical activities.
- PE 5.2 – Demonstrate acceptable responses to challenges, success and failures in physical activity.
- PE 5.4 – Share equipment and apparatus with others.
- PE 5.6 – Works effectively in a group.



MATH 'N' MOVEMENT



OPERATIONS & ALGEBRA 4 RECORDING SHEET

Student 1:

	Balls inside hoop (Score 3 Each)	Balls outside hoop (Subtract 1 Each)	Total for the round
Round 1			
Round 2			
Round 3			

Student 2:

	Balls inside hoop (Score 3 Each)	Balls outside hoop (Subtract 1 Each)	Total for the round
Round 1			
Round 2			
Round 3			

Student 3:

	Balls inside hoop (Score 3 Each)	Balls outside hoop (Subtract 1 Each)	Total for the round
Round 1			
Round 2			
Round 3			

Student 4:

	Balls inside hoop (Score 3 Each)	Balls outside hoop (Subtract 1 Each)	Total for the round
Round 1			
Round 2			
Round 3			

Student 5:

	Balls inside hoop (Score 3 Each)	Balls outside hoop (Subtract 1 Each)	Total for the round
Round 1			
Round 2			
Round 3			

OA.1

OA.2

OA.3

OA.4

OA.6

OA.7

OA.8

NBT.1

NBT.2

NBT.3

NBT.4

NBT.5

NBT.6

MD.1

MD.2

MD.3

MD.4

G.1

G.2

G.3



LEVEL

2

1.OA.6

OPERATIONS & ALGEBRA 6

In this Math 'N' Movement activity students will add within 20 demonstrating fluency for addition within 10.

ACTIVITY

1. In teams of 4 or 5, students line up facing their team's 3 concentric hula hoops or circles on the concrete.
2. Students take it in turns to throw their 5 bean bags into their team's hoops scoring '3' if a bag lands in the inner most hoop, '2' for the middle hoop and '1' for the outer hoop. Nothing is scored for a bag outside any hoops.
3. Students move to the end of their group to record their score on their Operations & Algebra 6 Recording Sheet and add up their total score.
4. Students repeat this activity 3 times each and add up their score for the 3 rounds.



Equipment Required:

- 3 concentric hula hoops or circles on concrete per team.
- 5 bean bags per team.
- An Operations & Algebra Recording Sheet and pencil per team.



Notes:

If you do not have hula hoops or a target, lines can be drawn on concrete or ropes set out for students to throw towards. Similarly the same activity could be completed with any item which will not roll when it lands such as shoes or books.



Mathematical Practices Covered:

- 1.4 - Models with mathematics.
- 1.5 - Uses appropriate tools strategically.
- 1.6 - Attends to precision.
- 1.7 - Looks for and makes use of structures.
- 1.8 - Looks for and expresses regularity in repeated reasoning.



Physical Education Standards Covered:

- PE 1.10 – Demonstrates the underhand throw movement.
- PE 3.1 – Participates in physical activities that are enjoyable and challenging.
- PE 5.1 – Participates willingly in new physical activities.
- PE 5.2 – Demonstrate acceptable responses to challenges, success and failures in physical activity.
- PE 5.4 – Share equipment and apparatus with others.
- PE 5.6 – Works effectively in a group.



MATH 'N' MOVEMENT



OPERATIONS & ALGEBRA 6 RECORDING SHEET

Student 1: _____

	Number of bags in inside hoop (Worth 3)	Number of bags in middle hoop (Worth 2)	Number of bags in outside hoop (Worth 1)	Total of all bean bags
Round 1				
Round 2				
Round 3				
Total of all 3 rounds.				

Student 2: _____

	Number of bags in inside hoop (Worth 3)	Number of bags in middle hoop (Worth 2)	Number of bags in outside hoop (Worth 1)	Total of all bean bags
Round 1				
Round 2				
Round 3				
Total of all 3 rounds.				

Student 3: _____

	Number of bags in inside hoop (Worth 3)	Number of bags in middle hoop (Worth 2)	Number of bags in outside hoop (Worth 1)	Total of all bean bags
Round 1				
Round 2				
Round 3				
Total of all 3 rounds.				

Student 4: _____

	Number of bags in inside hoop (Worth 3)	Number of bags in middle hoop (Worth 2)	Number of bags in outside hoop (Worth 1)	Total of all bean bags
Round 1				
Round 2				
Round 3				
Total of all 3 rounds.				

Student 5: _____

	Number of bags in inside hoop (Worth 3)	Number of bags in middle hoop (Worth 2)	Number of bags in outside hoop (Worth 1)	Total of all bean bags
Round 1				
Round 2				
Round 3				
Total of all 3 rounds.				

- OA.1
- OA.2
- OA.3
- OA.4
- OA.6
- OA.7
- OA.8
- NBT.1
- NBT.2
- NBT.3
- NBT.4
- NBT.5
- NBT.6
- MD.1
- MD.2
- MD.3
- MD.4
- G.1
- G.2
- G.3



LEVEL

2

1.OA.7

OPERATIONS & ALGEBRA 7

In this Math 'N' Movement activity students will understand the meaning of the equal sign and determine if addition and subtraction equations are true or false.

ACTIVITY

1. The 'True' and 'False' Operations & Algebra 7 Cards are placed in 2 hula hoops on the ground at least 5 metres from each other with students in a large circle around the outside of the cards.
2. When students hear the music they move around the circle using the given movement such as a hop, skip, jog, run, jump, gallop or slide.
3. When the music stops students are shown an Operations & Algebra 7 Addition Equation and they race towards the word on the ground which matches the relationship between the numbers in the equation.



Equipment Required:

- A set of Operations & Algebra 7 Addition Equations and 'True' and 'False' Cards enlarged onto cardboard.
- 2 hula hoops for the cards.
- Music which can be paused.



Notes:

If desired the physical component of this activity could be increased to have students complete a set obstacle course or tableau of activities and then move to the correct word when they hear a whistle.



Mathematical Practices Covered:

- 1.1 - Makes sense of problems and perseveres in solving them.
- 1.2 - Reasons abstractly and quantitatively.
- 1.3 - Constructs viable arguments and critiques the reasoning of others.
- 1.4 - Models with mathematics.
- 1.5 - Uses appropriate tools strategically.
- 1.6 - Attends to precision.
- 1.7 - Looks for and makes use of structures.
- 1.8 - Looks for and expresses regularity in repeated reasoning.



Physical Education Standards Covered:

- PE 1.10 – Demonstrates the underhand throw movement.
- PE 1.3 – Changes speed or stops in response to signals while performing a locomotor skill.
- PE 2.4 – Distinguishes between a jog, run, hop, jump, gallop and slide.
- PE 3.1 – Participates in physical activities that are enjoyable and challenging.
- PE 5.1 – Participates willingly in new physical activities.
- PE 5.6 – Works effectively in a group.



MATH 'N' MOVEMENT



OPERATIONS & ALGEBRA 7 RECORDING SHEET

TRUE

FALSE

$6 = 6$

$8 = 12$

$7 = 8 - 1$

$9 = 5 + 3$

$5 + 2 = 2 + 5$

$10 = 3 + 8$

$4 + 3 = 5 + 2$

$9 - 1 = 7$

$10 - 3 = 7$

$8 - 3 = 2 + 4$

$5 = 3 + 2$

$2 + 3 + 4 = 6$

$11 - 3 = 8$

$9 = 8 + 1$

$1 + 3 = 5 - 1$

$7 = 10 - 2 - 3$

$3 + 3 = 4 + 2$

$8 + 2 = 9$

$8 - 6 = 2$

$6 - 2 = 3$

OA.1

OA.2

OA.3

OA.4

OA.6

OA.7

OA.8

NBT.1

NBT.2

NBT.3

NBT.4

NBT.5

NBT.6

MD.1

MD.2

MD.3

MD.4

G.1

G.2

G.3



LEVEL

2

1.OA.8

OPERATIONS & ALGEBRA 8

In this Math 'N' Movement activity students will determine the unknown whole number in an addition or subtraction equation.

ACTIVITY

1. In teams of 4 or 5, students are shown one of the Operations & Algebra 6 Number Sentences.
2. The first student in each team races, using the given movement, to their team's numbers and find the answer to the number sentence and holds it up to be checked.
3. The students return their number to their pile and the remaining students take it in turns to find an answer to a number sentence.



Equipment Required:

- A copy of the Operations & Algebra 6 Cards.
- A set of Number Cards from 1 to 9 per team (See Operations & Algebra 3).



Notes:

This activity need not be limited to the number sentence provided as students could create their own number sentences for other students to solve.



Mathematical Practices Covered:

- 1.1 - Makes sense of problems and perseveres in solving them.
- 1.2 - Reasons abstractly and quantitatively.
- 1.3 - Constructs viable arguments and critiques the reasoning of others.
- 1.4 - Models with mathematics.
- 1.6 - Attends to precision.
- 1.8 - Looks for and expresses regularity in repeated reasoning.



Physical Education Standards Covered:

- PE 2.4 – Distinguishes between a jog, run, hop, jump, gallop and slide.
- PE 3.1 – Participates in physical activities that are enjoyable and challenging.
- PE 5.1 – Participates willingly in new physical activities.
- PE 5.3 – Demonstrates the characteristics of sharing and cooperation in physical activity.
- PE 5.6 – Works effectively in a group.



MATH 'N' MOVEMENT



OPERATIONS & ALGEBRA 8 RECORDING SHEET

$8 + ? = 12$	$3 + ? = 8$	$15 - ? = 9$	$14 - ? = 7$
$? + 4 = 12$	$? + 7 = 13$	$? - 5 = 3$	$6 - ? = 3$
$18 - ? = 9$	$? + 6 = 9$	$12 - ? = 8$	$? - 2 = 7$
$6 + ? = 11$	$10 + ? = 12$	$8 - ? = 6$	$16 - ? = 15$

OA.1

OA.2

OA.3

OA.4

OA.6

OA.7

OA.8

NBT.1

NBT.2

NBT.3

NBT.4

NBT.5

NBT.6

MD.1

MD.2

MD.3

MD.4

G.1

G.2

G.3



LEVEL

2

1.NBT.1

NUMBER & BASE 10 - 1

In this Math 'N' Movement activity students will count to, read, write and represent numbers to 120.

ACTIVITY

1. In pairs, students count the number of times their partner can bounce and catch a basketball off a wall in 60 seconds.
2. When students hear the whistle one student in each team starts bouncing the ball while the other starts tallying the bounces. When the whistle sounds again after 60 seconds the students swap rolls.
3. The activity is repeated until every student has bounced the ball and tallied throws.
4. Students count the tally marks their partner recorded and complete their Number & Base 10 - 1 Recording Sheet each day for 2 weeks to see if their ball handling skills are improving or they are getting quicker at bouncing and catching.



Equipment Required:

- A stop watch and whistle.
- A basket ball per pair.
- A brick wall
- A Number & Base 10 - 1 Recording Sheet and pencil per pair.



Notes:

If you do not have enough basketballs students can be in larger groups and can count the number of times they can hop, skip or jump in 60 seconds when they are not bouncing the ball or tallying the results. Students may need to use the back of their Recording Sheet for tallying if there is not enough space on the front.



Mathematical Practices Covered:

- 1.4 - Models with mathematics.
- 1.5 - Uses appropriate tools strategically.
- 1.6 - Attends to precision.
- 1.7 - Looks for and makes use of structures.



Physical Education Standards Covered:

- PE 1.15 – Catch a self-bounced ball.
- PE 3.1 – Participates in physical activities that are enjoyable and challenging.
- PE 3.8 – Uses indicators to measure increased physical activity levels.
- PE 5.1 – Participates willingly in new physical activities.
- PE 5.5 – Is an effective partner in physical activity.
- PE 5.6 – Works effectively in a group.



MATH 'N' MOVEMENT



NUMBER & BASE 10 - 1 RECORDING SHEET

Days/Tally Score	Day 1	Day 2	Day 3	Day 4	Day 5
Student 1: _____					
Student 2: _____					

X	Number of Bounces Vs Days of Recording									
120										
115										
110										
105										
100										
95										
90										
85										
80										
75										
70										
65										
60										
55										
50										
45										
40										
35										
30										
25										
20										
15										
10										
5										
	Student 1	Student 2	Student 1	Student 2	Student 1	Student 2	Student 1	Student 2	Student 1	Student 2
X	Day 1		Day 2		Day 3		Day 4		Day 5	

- OA.1
- OA.2
- OA.3
- OA.4
- OA.6
- OA.7
- OA.8
- NBT.1
- NBT.2
- NBT.3
- NBT.4
- NBT.5
- NBT.6
- MD.1
- MD.2
- MD.3
- MD.4
- G.1
- G.2
- G.3



MATH 'N' MOVEMENT

LEVEL

2

1.NBT.2

NUMBER & BASE 10 - 2

In this Math 'N' Movement activity students will understand that the 2 digits of a 2 digit number represent amounts of 10s and 1s.

ACTIVITY

1. In teams of 4 or 5, students sit 5 metres from their 10 bundles of paddle pop sticks.
2. When a number up to 100 is called the first student in each team races, using the given movement, to their paddle pop sticks and counts that many sticks into their team's transport container.
3. The student races back, gives the second student the sticks to count to see if the correct number were collected and records their sticks on their team's Number & Base 10 - 2 Recording Sheet.
4. If correct, the student who collected the sticks moves to the end of the team. If incorrect, additional sticks must be collected or returned.
5. This process is repeated until all students have had a chance to collect and check the sticks 4 times.



Equipment Required:

- 100 paddle pop sticks in 10 elastic bundles of 10 per team.
- A container to transport paddle pop sticks per team.
- A Number & Base 10 - 2 Recording Sheet and pencil per team.



Notes:

If smaller numbers are called 2 students could collect sticks and then add their sticks to find a combined total. Students could also calculate how many sticks are left once the given number have been removed.



Mathematical Practices Covered:

- 1.1 - Makes sense of problems and perseveres in solving them.
- 1.2 - Reasons abstractly and quantitatively.
- 1.4 - Models with mathematics.
- 1.5 - Uses appropriate tools strategically.
- 1.6 - Attends to precision.



Physical Education Standards Covered:

- PE 2.4 – Distinguishes between a jog, run, hop, jump, gallop and slide.
- PE 3.1 – Participates in physical activities that are enjoyable and challenging.
- PE 5.1 – Participates willingly in new physical activities.
- PE 5.3 – Demonstrates the characteristics of sharing and cooperation in physical activity.
- PE 5.6 – Works effectively in a group.



MATH 'N' MOVEMENT



NUMBER & BASE 10 - 2 RECORDING SHEET

Round 1	Number	Bundles of 10 Collected	Single Sticks Collected
Student 1: _____			
Student 2: _____			
Student 3: _____			
Student 4: _____			
Student 5: _____			

Round 2	Number	Bundles of 10 Collected	Single Sticks Collected
Student 1: _____			
Student 2: _____			
Student 3: _____			
Student 4: _____			
Student 5: _____			

Round 3	Number	Bundles of 10 Collected	Single Sticks Collected
Student 1: _____			
Student 2: _____			
Student 3: _____			
Student 4: _____			
Student 5: _____			

Round 4	Number	Bundles of 10 Collected	Single Sticks Collected
Student 1: _____			
Student 2: _____			
Student 3: _____			
Student 4: _____			
Student 5: _____			

OA.1

OA.2

OA.3

OA.4

OA.6

OA.7

OA.8

NBT.1

NBT.2

NBT.3

NBT.4

NBT.5

NBT.6

MD.1

MD.2

MD.3

MD.4

G.1

G.2

G.3



MATH 'N' MOVEMENT

LEVEL

2

1.NBT.3

NUMBER & BASE 10 - 3

In this Math 'N' Movement activity students will compare 2 x 2 digit numbers using the symbols '>', '=' and '<'.

ACTIVITY

1. In teams of 4, students line up with their Number & Base 10 - 3 Recording Sheet 5 metres from their pack of Ace - 9 playing cards.
2. Each student in turn races, using the given movement, to their pile of playing cards and draws 1 card and returns to their team. The cards are placed in the order they are drawn on their team's Number & Base 10 - 3 Recording Sheet.
3. Students take it in turns to decide which symbol needs to be placed between the 2 x 2 digit numbers.
4. When completed cards are returned to their pile and answers checked. Students change positions and play again until all students have been first, second, third and fourth.



Equipment Required:

- A set of cards Ace - 9 (10s and picture cards removed) per team.
- A Number & Base 10 - 3 Recording Sheet and pencil per team.



Notes:

There are enough rounds on the recording sheet for each student to be first, second, third and fourth and have a turn at deciding which symbol should be chosen. If there are not the correct number of students to make teams of 4 make teams of 4 and teams of 2 rather than a 3 and in the teams of 2 students can draw 2 cards each to record.



Mathematical Practices Covered:

- 1.1 - Makes sense of problems and perseveres in solving them.
- 1.2 - Reasons abstractly and quantitatively.
- 1.3 - Constructs viable arguments and critiques the reasoning of others.
- 1.4 - Models with mathematics.
- 1.5 - Uses appropriate tools strategically.
- 1.6 - Attends to precision.



Physical Education Standards Covered:

- PE 2.4 – Distinguishes between a jog, run, hop, jump, gallop and slide.
- PE 3.1 – Participates in physical activities that are enjoyable and challenging.
- PE 5.1 – Participates willingly in new physical activities.
- PE 5.3 – Demonstrates the characteristics of sharing and cooperation in physical activity.
- PE 5.6 – Works effectively in a group.



MATH 'N' MOVEMENT



NUMBER & BASE 10 - 3 RECORDING SHEET

	1st Card Drawn	2nd Card Drawn	Symbol > + <	3rd Card Drawn	4th Card Drawn
Round 1					
Round 2					
Round 3					
Round 4					

	1st Card Drawn	2nd Card Drawn	Symbol > + <	3rd Card Drawn	4th Card Drawn
Round 1					
Round 2					
Round 3					
Round 4					

	1st Card Drawn	2nd Card Drawn	Symbol > + <	3rd Card Drawn	4th Card Drawn
Round 1					
Round 2					
Round 3					
Round 4					

	1st Card Drawn	2nd Card Drawn	Symbol > + <	3rd Card Drawn	4th Card Drawn
Round 1					
Round 2					
Round 3					
Round 4					

OA.1

OA.2

OA.3

OA.4

OA.6

OA.7

OA.8

NBT.1

NBT.2

NBT.3

NBT.4

NBT.5

NBT.6

MD.1

MD.2

MD.3

MD.4

G.1

G.2

G.3



MATH 'N' MOVEMENT

LEVEL

2

1.NBT.4

NUMBER & BASE 10 - 4

In this Math 'N' Movement activity students will add within 100 including adding a 2 digit and 1 digit number.

ACTIVITY

1. In teams of 4, students play a whole class game of t-ball (baseball without a pitcher). With such small teams it is possible for every batting team member to be playing while the rest of the class is fielding.
2. Each team has 10 minutes to score as many runs as they can. Students record their total number of runs on their team's Number & Base 10 - 4 Recording Sheet.
3. Students score 5 for each base reached and a bonus 20 points for a home run.
4. Team's compare their final scores to find the winning team.



Equipment Required:

- Sporting equipment to play t-ball ie. tee, mats, bat etc.
- A 10 minute timer.
- A Number & Base 10 - 4 Recording Sheet and pencil per team.



Notes:

If you do not have access to t-ball equipment - baseball, softball, cricket or rounders could all be substituted for this activity.



Mathematical Practices Covered:

- 1.1 - Makes sense of problems and perseveres in solving them.
- 1.2 - Reasons abstractly and quantitatively.
- 1.5 - Uses appropriate tools strategically.
- 1.6 - Attends to precision.
- 1.8 - Looks for and expresses regularity in repeated reasoning.



Physical Education Standards Covered:

- PE 3.1 – Participates in physical activities that are enjoyable and challenging.
- PE 5.1 – Participates willingly in new physical activities.
- PE 5.2 – Demonstrate acceptable responses to challenges, success and failures in physical activity.
- PE 5.3 – Demonstrates the characteristics of sharing and cooperation in physical activity.
- PE 5.6 – Works effectively in a group.



LEVEL

2

1.NBT.5

NUMBER & BASE 10 - 5

In this Math 'N' Movement activity students will find the number 10 more and 10 less than the given number.

ACTIVITY

1. In teams of 4 or 5, students sit 5 metres from their team's Number & Base 10 - 5 Recording Sheet.
2. The first student in each team races, using the given movement, to their Number & Base 10 - 5 Recording Sheet 5 metres away.
3. When they reach their Recording Sheet students are told a number to record.
4. Students record the number given and the numbers 10 before and 10 after that number.
5. When completed they race back to their team and their next team member has a turn.



Equipment Required:

- A Number & Base 10-5 Recording Sheet and pencil per team.



Notes:

Once students have mastered the numbers 10 before and 10 after they could write the number 4 before and 4 after the given number or any other place value before and after as given by you.



Mathematical Practices Covered:

- 1.1 - Makes sense of problems and perseveres in solving them.
- 1.2 - Reasons abstractly and quantitatively.
- 1.4 - Models with mathematics.
- 1.5 - Uses appropriate tools strategically.
- 1.6 - Attends to precision.
- 1.8 - Looks for and expresses regularity in repeated reasoning.



Physical Education Standards Covered:

- PE 2.4 – Distinguishes between a jog, run, hop, jump, gallop and slide.
- PE 3.1 – Participates in physical activities that are enjoyable and challenging.
- PE 5.1 – Participates willingly in new physical activities.
- PE 5.3 – Demonstrates the characteristics of sharing and cooperation in physical activity.
- PE 5.6 – Works effectively in a group.



MATH 'N' MOVEMENT

LEVEL

2

1.NBT.6

NUMBER & BASE 10 - 6

In this Math 'N' Movement activity students will subtract multiples of 10 in the range 10 - 90 from multiples of 10 in the range 10 - 90.

ACTIVITY

1. In teams of 3 or 4, students line up 5 metres from their Number & Base 10 - 6 Recording Sheet and 2 x 10 sided dice.
2. The first student in each team races, using the given movement, to their dice and rolls to find their 2 numbers which are recorded in the correct 'larger' or 'smaller' number position on their team's Number & Base 10 - 6 Recording Sheet.
3. The numbers are multiplied by 10, by adding a zero, and the smaller number is subtracted from the larger number and the answer recorded.
4. When students answer's have been checked they return to their team and the remaining students take it in turn to race to roll the dice.



Equipment Required:

- 2 x 10 sided dice per team.
- A Number & Base 10 - 6 Recording Sheet and pencil per team.



Notes:

If the die being used has a '10' on it this will need to be covered and replaced with a 0 so that students are only going up to 90 when multiplying by 10 and are not subtracting from the 100s column. Students may also need to be reminded that '0' x '10' will be 0 and that this is an acceptable number for the smaller number.



Mathematical Practices Covered:

- 1.1 - Makes sense of problems and perseveres in solving them.
- 1.2 - Reasons abstractly and quantitatively.
- 1.3 - Constructs viable arguments and critiques the reasoning of others.
- 1.4 - Models with mathematics.
- 1.5 - Uses appropriate tools strategically.
- 1.6 - Attends to precision.
- 1.7 - Looks for and makes use of structures.
- 1.8 - Looks for and expresses regularity in repeated reasoning.



Physical Education Standards Covered:

- PE 2.4 – Distinguishes between a jog, run, hop, jump, gallop and slide.
- PE 3.1 – Participates in physical activities that are enjoyable and challenging.
- PE 5.1 – Participates willingly in new physical activities.
- PE 5.3 – Demonstrates the characteristics of sharing and cooperation in physical activity.
- PE 5.6 – Works effectively in a group.



MATH 'N' MOVEMENT



NUMBER & BASE 10 - 6 RECORDING SHEET

Round 1	Larger Number	x 10	-	Smaller Number	x 10	=	Equals
Student 1: _____	_____	0	-	_____	0	=	_____
Student 2: _____	_____	0	-	_____	0	=	_____
Student 3: _____	_____	0	-	_____	0	=	_____
Student 4: _____	_____	0	-	_____	0	=	_____

Round 1	Larger Number	x 10	-	Smaller Number	x 10	=	Equals
Student 1: _____	_____	0	-	_____	0	=	_____
Student 2: _____	_____	0	-	_____	0	=	_____
Student 3: _____	_____	0	-	_____	0	=	_____
Student 4: _____	_____	0	-	_____	0	=	_____

Round 1	Larger Number	x 10	-	Smaller Number	x 10	=	Equals
Student 1: _____	_____	0	-	_____	0	=	_____
Student 2: _____	_____	0	-	_____	0	=	_____
Student 3: _____	_____	0	-	_____	0	=	_____
Student 4: _____	_____	0	-	_____	0	=	_____

Round 1	Larger Number	x 10	-	Smaller Number	x 10	=	Equals
Student 1: _____	_____	0	-	_____	0	=	_____
Student 2: _____	_____	0	-	_____	0	=	_____
Student 3: _____	_____	0	-	_____	0	=	_____
Student 4: _____	_____	0	-	_____	0	=	_____

OA.1

OA.2

OA.3

OA.4

OA.6

OA.7

OA.8

NBT.1

NBT.2

NBT.3

NBT.4

NBT.5

NBT.6

MD.1

MD.2

MD.3

MD.4

G.1

G.2

G.3



LEVEL

2

1.MD.1

MEASUREMENT & DATA 1

In this Math 'N' Movement activity students will compare the lengths of 2 objects by using a third object.

ACTIVITY

1. In teams of 5, students are each given 2 pieces of 10cm² note paper.
2. Students predict on their team's Measurement & Data 1 Recording Sheet items within their school which have an area which is larger and smaller than their 1 to 10 pieces of note paper.
3. The same item cannot be measured more than once.
4. Once students have all predicted they can physically test their estimation with their pieces of paper to see if they were correct.



Equipment Required:

- 2 x 10cm² pieces of note paper per student - 10 pieces per group.
- A Measurement & Data 1 Recording Sheet and pencil per team.



Notes:

As students will be moving about the school for this activity it is best to advise other teachers of what you are doing and to limit the area in which students can select objects.



Mathematical Practices Covered:

- 1.1 - Makes sense of problems and perseveres in solving them.
- 1.2 - Reasons abstractly and quantitatively.
- 1.3 - Constructs viable arguments and critiques the reasoning of others.
- 1.4 - Models with mathematics.
- 1.5 - Uses appropriate tools strategically.
- 1.6 - Attends to precision.
- 1.7 - Looks for and makes use of structures.
- 1.8 - Looks for and expresses regularity in repeated reasoning.



Physical Education Standards Covered:

- PE 1.1 – Is aware of general, personal space and boundaries when moving.
- PE 3.1 – Participates in physical activities that are enjoyable and challenging.
- PE 5.1 – Participates willingly in new physical activities.
- PE 5.6 – Works effectively in a group.



MATH 'N' MOVEMENT



- OA.1
- OA.2
- OA.3
- OA.4
- OA.6
- OA.7
- OA.8
- NBT.1
- NBT.2
- NBT.3
- NBT.4
- NBT.5
- NBT.6
- MD.1
- MD.2
- MD.3
- MD.4
- G.1
- G.2
- G.3

Item Which Is Smaller	Item Which Is Larger	Than
<input type="checkbox"/>	<input type="checkbox"/>	1 x 10cm ² Sheet of Note Paper
<input type="checkbox"/>	<input type="checkbox"/>	2 x 10cm ² Sheet of Note Paper
<input type="checkbox"/>	<input type="checkbox"/>	3 x 10cm ² Sheet of Note Paper
<input type="checkbox"/>	<input type="checkbox"/>	4 x 10cm ² Sheet of Note Paper
<input type="checkbox"/>	<input type="checkbox"/>	5 x 10cm ² Sheet of Note Paper
<input type="checkbox"/>	<input type="checkbox"/>	6 x 10cm ² Sheet of Note Paper
<input type="checkbox"/>	<input type="checkbox"/>	7 x 10cm ² Sheet of Note Paper
<input type="checkbox"/>	<input type="checkbox"/>	8 x 10cm ² Sheet of Note Paper
<input type="checkbox"/>	<input type="checkbox"/>	9 x 10cm ² Sheet of Note Paper
<input type="checkbox"/>	<input type="checkbox"/>	10x 10cm ² Sheet of Note Paper



LEVEL

2

1.MD.2

MEASUREMENT & DATA 2

In this Math 'N' Movement activity students will express the length of an object as a whole number of length units by laying multiple objects end to end.

ACTIVITY

1. Students place textbooks end to end across the playground.
2. Students are split into 2 teams and line up on either side of the row of textbooks.
3. Students take it in turns to throw a bean bag underarm as far as they can and count how many text book lengths they are able to throw.
4. Students use their Measurement & Data 2 Recording Sheet to record their throw length and that of 5 of their classmates.



Equipment Required:

- A textbook per student.
- 2 bean bags - 1 per team.
- A Measurement & Data 2 Recording Sheet and pencil per student.
- An area long enough to lay out a class set of textbooks.



Notes:

If students are throwing longer than the set out books it may be necessary to remove the first few books and place them at the end of the row or to leave a textbook sized gap between each book to double the length.



Mathematical Practices Covered:

- 1.2 - Reasons abstractly and quantitatively.
- 1.4 - Models with mathematics.
- 1.5 - Uses appropriate tools strategically.
- 1.6 - Attends to precision.
- 1.7 - Looks for and makes use of structures.



Physical Education Standards Covered:

- PE 1.10 – Demonstrates the underhand throw movement.
- PE 3.1 – Participates in physical activities that are enjoyable and challenging.
- PE 5.1 – Participates willingly in new physical activities.
- PE 5.4 – Shares equipment and apparatus with others.



MATH 'N' MOVEMENT



- OA.1
- OA.2
- OA.3
- OA.4
- OA.6
- OA.7
- OA.8
- NBT.1
- NBT.2
- NBT.3
- NBT.4
- NBT.5
- NBT.6
- MD.1
- MD.2
- MD.3
- MD.4
- G.1
- G.2
- G.3

Number of Textbooks

Number of Textbooks V's Student's Throws						
30						
29						
28						
27						
26						
25						
24						
23						
22						
21						
20						
19						
18						
17						
16						
15						
14						
13						
12						
11						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
X	Your Throw	Student 1	Student 2	Student 3	Student 4	Student 5

Student's Throws



MATH 'N' MOVEMENT

LEVEL

2

1.MD.3

MEASUREMENT & DATA 3

In this Math 'N' Movement activity students will tell time correctly in hours and half-hours using analog and digital clocks.

ACTIVITY

1. In 4 or 5 teams, students line up 5 metres from their team's pile of Measurement & Data 3 Cards.
2. Students in each team take it in turn to race, using the given movement, to their pile of cards and retrieve one analog and one digital time card.
3. When every team member has 2 x Measurement & Data 3 Cards students arrange the times in order from 9am to 3pm.
4. Students sit down when they are ready to have their order checked.
5. Cards are then returned to each team's pile and shuffled ready for another round.



Equipment Required:

- A set of Measurement & Data 3 Analog Time Cards per team.
- A set of Measurement & Data 3 Digital Time Cards per team.



Notes:

As an extra activity students could suggest things which happen at each time of the day they have received and could record their team's time sequence in words and pictures.



Mathematical Practices Covered:

- 1.1 - Makes sense of problems and perseveres in solving them.
- 1.2 - Reasons abstractly and quantitatively.
- 1.3 - Constructs viable arguments and critiques the reasoning of others.
- 1.4 - Models with mathematics.
- 1.5 - Uses appropriate tools strategically.
- 1.6 - Attends to precision.
- 1.7 - Looks for and makes use of structures.
- 1.8 - Looks for and expresses regularity in repeated reasoning.



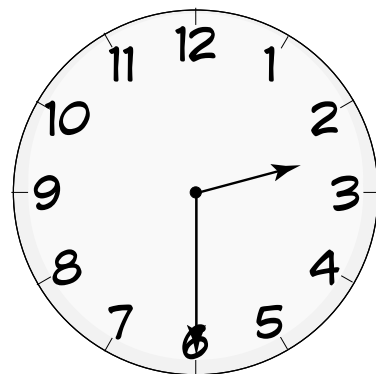
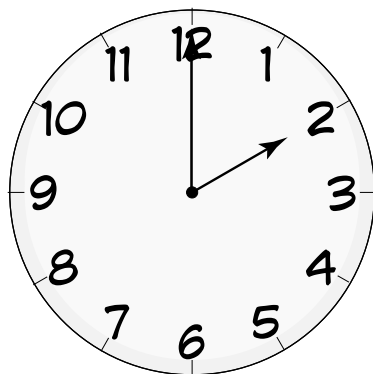
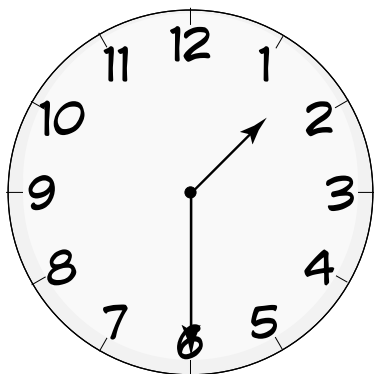
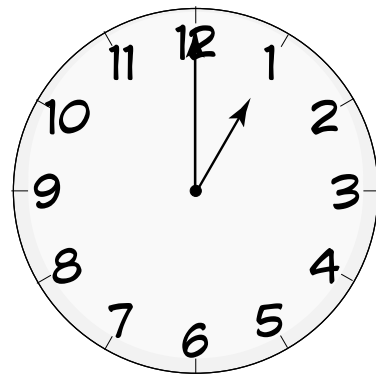
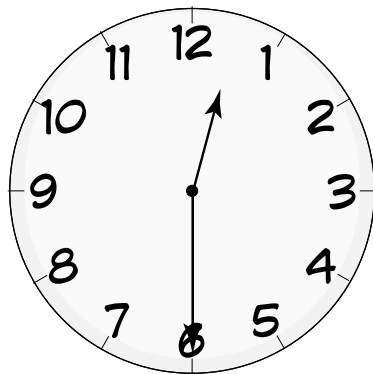
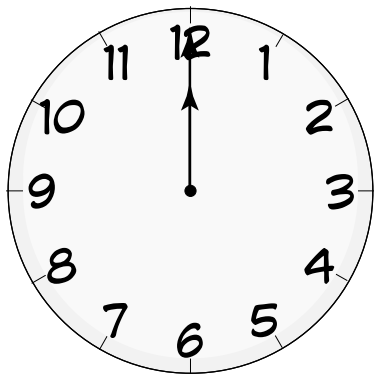
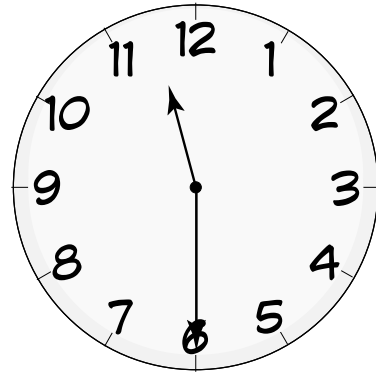
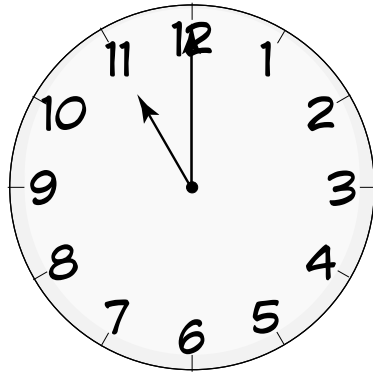
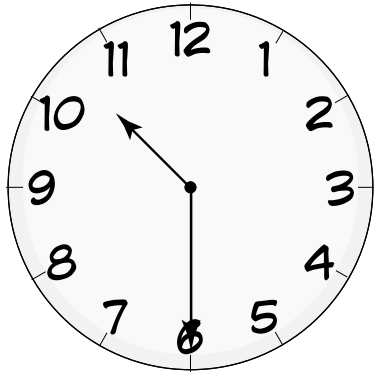
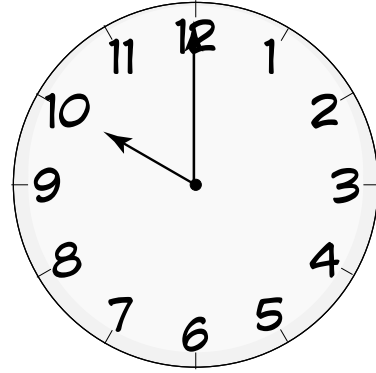
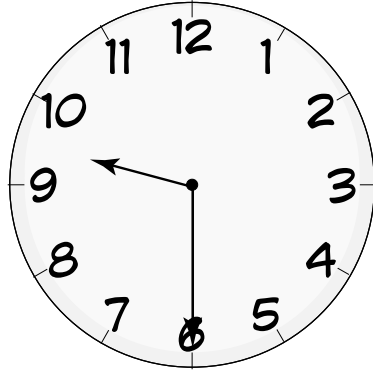
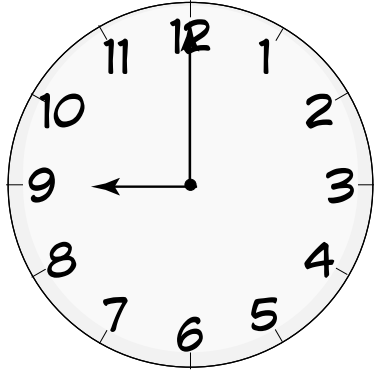
Physical Education Standards Covered:

- PE 2.4 – Distinguishes between a jog, run, hop, jump, gallop and slide.
- PE 3.1 – Participates in physical activities that are enjoyable and challenging.
- PE 5.1 – Participates willingly in new physical activities.
- PE 5.6 – Works effectively in a group.



MATH 'N' MOVEMENT

MEASUREMENT & DATA 3 ANALOG CARDS



OA.1

OA.2

OA.3

OA.4

OA.6

OA.7

OA.8

NBT.1

NBT.2

NBT.3

NBT.4

NBT.5

NBT.6

MD.1

MD.2

MD.3

MD.4

G.1

G.2

G.3



MATH 'N' MOVEMENT



9:15

12:15

9:45

12:45

10:15

1:15

10:45

1:45

11:15

2:15

11:45

2:45

- OA.1
- OA.2
- OA.3
- OA.4
- OA.6
- OA.7
- OA.8
- NBT.1
- NBT.2
- NBT.3
- NBT.4
- NBT.5
- NBT.6
- MD.1
- MD.2
- MD.3
- MD.4
- G.1
- G.2
- G.3



LEVEL

2

1.MD.4

MEASUREMENT & DATA 4

In this Math 'N' Movement activity students will organize, represent and interpret data and answer questions related to the data they have collected and graphed.

ACTIVITY

1. In teams of 4 or 5, students stand 5 steps from their team's hula hoop.
2. Students use their Measurement & Data 4 Recording Sheet to predict how many of their 5 bean bags they think that they will get into the hoop.
3. Students take it in turns to throw their 5 bags and record the results on their Measurement & Data 4 Recording Sheet.
4. Students repeat this 3 times each to test their prediction and work together to create the graphs and answer the related questions.



Equipment Required:

- 5 bean bags per team.
- A hula hoop per team.
- A Measurement & Data 4 Recording Sheet and pencil per team.



Notes:

This activity shows students that just because an event occurred once it will not necessarily occur again although the probability is far greater. It also demonstrates the idea of a controlled environment and how this alters the chance of the prediction being correct and that multiple attempts at something improves the chance of predicting correctly.



Mathematical Practices Covered:

- 1.2 - Reasons abstractly and quantitatively.
- 1.3 - Constructs viable arguments and critiques the reasoning of others.
- 1.4 - Models with mathematics.
- 1.5 - Uses appropriate tools strategically.
- 1.6 - Attends to precision.
- 1.8 - Looks for and expresses regularity in repeated reasoning.



Physical Education Standards Covered:

- PE 1.10 – Demonstrates the underhand throw movement.
- PE 3.1 – Participates in physical activities that are enjoyable and challenging.
- PE 5.1 – Participates willingly in new physical activities.
- PE 5.4 – Shares equipment and apparatus with others.
- PE 5.6 – Works effectively in a group.



MATH 'N' MOVEMENT



- OA.1
- OA.2
- OA.3
- OA.4
- OA.6
- OA.7
- OA.8
- NBT.1
- NBT.2
- NBT.3
- NBT.4
- NBT.5
- NBT.6
- MD.1
- MD.2
- MD.3
- MD.4
- G.1
- G.2
- G.3

Student 1: _____

	Estimated number of bags in the hoop	Actual number of bags in the hoop
Round 1		
Round 2		
Round 3		

Student 2: _____

	Estimated number of bags in the hoop	Actual number of bags in the hoop
Round 1		
Round 2		
Round 3		

Student 3: _____

	Estimated number of bags in the hoop	Actual number of bags in the hoop
Round 1		
Round 2		
Round 3		

Student 4: _____

	Estimated number of bags in the hoop	Actual number of bags in the hoop
Round 1		
Round 2		
Round 3		

Student 1: _____

5			
4			
3			
2			
1			
X	Round 1	Round 2	Round 3

Student 2: _____

5			
4			
3			
2			
1			
X	Round 1	Round 2	Round 3

Student 3: _____

5			
4			
3			
2			
1			
X	Round 1	Round 2	Round 3

Student 4: _____

5			
4			
3			
2			
1			
X	Round 1	Round 2	Round 3

1. Which student got the most bags in the hoop? _____
2. Did any students have the same number of bags in the hoop? If so which students? _____
3. Which student scored the least bags in the hoop? _____
4. What was the difference between the most and least number of bags in the hoop? _____



LEVEL

2

1.G.1

GEOMETRY 1

In this Math 'N' Movement activity students will distinguish between 3D shapes based on their attributes.

ACTIVITY

1. The 6 x Geometry 1 Shape Cards are placed on the ground in hula hoops at least 5 metres from each other in a very large circle with students in the middle of the cards.

2. Students race, using the given movement, towards the word on the ground which matches either the item shown to them or the Geometry 1 item called out. ie. if a marble is shown or called students will move towards the sphere.



Equipment Required:

- A copy of the Geometry 1 Cards.
- A solid cone, cube, cylinder, sphere, pyramid and prism.
- 6 hula hoops in which to place the Geometry 1 Shape Cards.



Notes:

This activity can be played at various times throughout the year to revise and reinforce this concept for students. As they become proficient with the shapes it can also be played by telling students the features of the shape rather than showing them such as has 6 square sides, has no points or corners etc.



Mathematical Practices Covered:

- 1.4 - Models with mathematics.
- 1.5 - Uses appropriate tools strategically.
- 1.7 - Looks for and makes use of structures.
- 1.8 - Looks for and expresses regularity in repeated reasoning.

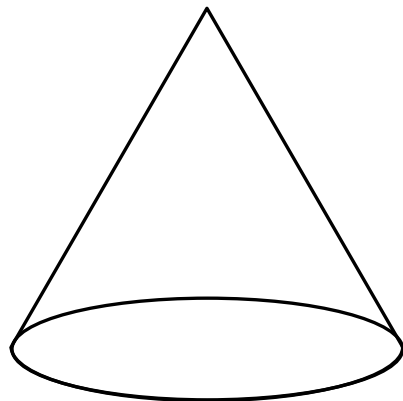
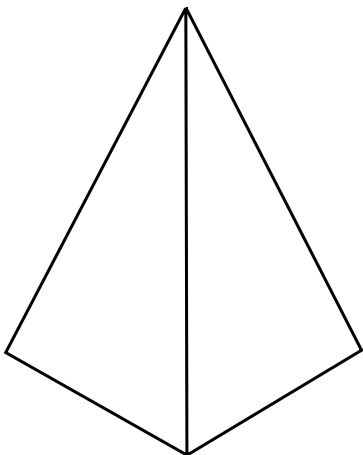
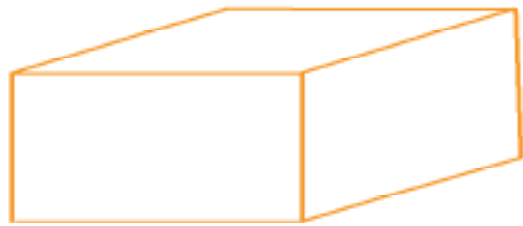
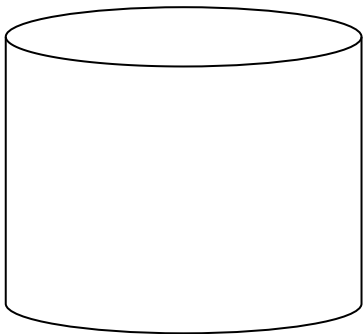
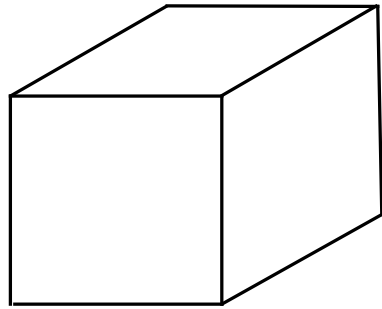
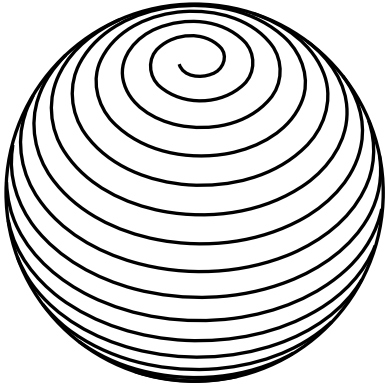


Physical Education Standards Covered:

- PE 1.1 – Is aware of general, personal space and boundaries when moving.
- PE 1.4 – Changes direction in response to a signal while performing a locomotor skill.
- PE 2.4 – Distinguishes between a jog, run, hop, jump, gallop and slide.
- PE 3.1 – Participates in physical activities that are enjoyable and challenging.
- PE 5.1 – Participates willingly in new physical activities.
- PE 5.6 – Works effectively in a group.



MATH 'N' MOVEMENT



OA.1

OA.2

OA.3

OA.4

OA.6

OA.7

OA.8

NBT.1

NBT.2

NBT.3

NBT.4

NBT.5

NBT.6

MD.1

MD.2

MD.3

MD.4

G.1

G.2

G.3



MATH 'N' MOVEMENT

LEVEL

2

1.G.2

GEOMETRY 2

In this Math 'N' Movement activity students will use 2 Dimensional shapes to complete addition equations thus learning the composition of 2 Dimensional shapes.

ACTIVITY

1. In teams of 4 or 5, students line up 5 metres from their team's set of Geometry 2 Shape Cards.
2. The first student in each team races, using the given movement, to their Geometry 2 Shape Cards and selects 2 cards.
3. The 2 shapes are recorded on the team's Geometry 2 Recording Sheet and the number of sides of each shape are added together ie. if a square and a pentagon are drawn the student adds 4 and 5 to get 9.
4. The first student returns to their team and remaining students take it in turn to race to draw 2 cards.



Equipment Required:

- A set of Geometry 2 Shape Cards per team.
- A Geometry 2 Recording Sheet and pencil per team.



Notes:

Students could add up the total of their team's shapes at the end of each round or when they get more proficient they may draw 3 cards from the pile and add these together rather than just 2 cards.



Mathematical Practices Covered:

- 1.2 - Reasons abstractly and quantitatively.
- 1.4 - Models with mathematics.
- 1.5 - Uses appropriate tools strategically.
- 1.6 - Attends to precision.
- 1.7 - Looks for and makes use of structures.
- 1.8 - Looks for and expresses regularity in repeated reasoning.



Physical Education Standards Covered:

- PE 2.4 – Distinguishes between a jog, run, hop, jump, gallop and slide.
- PE 3.1 – Participates in physical activities that are enjoyable and challenging.
- PE 5.1 – Participates willingly in new physical activities.
- PE 5.3 – Demonstrates the characteristics of sharing and cooperation in physical activity.
- PE 5.6 – Works effectively in a group.



MATH 'N' MOVEMENT



GEOMETRY 2 SHAPE CARDS

Triangle

Square

Rectangle

Hexagon

Pentagon

Octagon

OA.1

OA.2

OA.3

OA.4

OA.6

OA.7

OA.8

NBT.1

NBT.2

NBT.3

NBT.4

NBT.5

NBT.6

MD.1

MD.2

MD.3

MD.4

G.1

G.2

G.3



MATH 'N' MOVEMENT



GEOMETRY 2 RECORDING SHEET

Student 1:	_____		
Name of Shape 1	_____	Name of Shape 2	_____
Sides of Shape 1	_____	Sides of Shape 2	_____
Shape 1 + Shape 2		_____	

Student 2:	_____		
Name of Shape 1	_____	Name of Shape 2	_____
Sides of Shape 1	_____	Sides of Shape 2	_____
Shape 1 + Shape 2		_____	

Student 3:	_____		
Name of Shape 1	_____	Name of Shape 2	_____
Sides of Shape 1	_____	Sides of Shape 2	_____
Shape 1 + Shape 2		_____	

Student 4:	_____		
Name of Shape 1	_____	Name of Shape 2	_____
Sides of Shape 1	_____	Sides of Shape 2	_____
Shape 1 + Shape 2		_____	

Student 5:	_____		
Name of Shape 1	_____	Name of Shape 2	_____
Sides of Shape 1	_____	Sides of Shape 2	_____
Shape 1 + Shape 2		_____	

- OA.1
- OA.2
- OA.3
- OA.4
- OA.6
- OA.7
- OA.8
- NBT.1
- NBT.2
- NBT.3
- NBT.4
- NBT.5
- NBT.6
- MD.1
- MD.2
- MD.3
- MD.4
- G.1
- G.2
- G.3



LEVEL

2

1.G.3

GEOMETRY 3

In this Math 'N' Movement activity students will describe parts using halves and quarters and recognise these in fraction and decimal form.

ACTIVITY

1. Each student is given a 0.5, $\frac{1}{2}$, 0.25 or $\frac{1}{4}$ card.
2. Students stand in a large circle holding their cards.
3. When the music is playing students leap, hop, skip or jump around in a circle, changing direction when instructed.
4. When the music stops students find an equivalent fraction or decimal partner.
5. Students cannot pair with the same person twice in a row and each pair must be made of one fraction and one decimal.



Equipment Required:

- A Geometry 3 Card per student.
- A large area in which students can play.
- Music which can be easily stopped and started.



Notes:

It would be advisable for students to swap their cards after a few rounds so they become familiar with all the equivalent pairs and have a chance to pair with lots of different students.



Mathematical Practices Covered:

- 1.2 - Reasons abstractly and quantitatively.
- 1.4 - Models with mathematics.
- 1.5 - Uses appropriate tools strategically.
- 1.6 - Attends to precision.
- 1.7 - Looks for and makes use of structures.



Physical Education Standards Covered:

- PE 1.1 – Is aware of general, personal space and boundaries when moving.
- PE 1.4 – Changes direction in response to a signal while performing a locomotor skill.
- PE 2.4 – Distinguishes between a jog, run, hop, jump, gallop and slide.
- PE 3.1 – Participates in physical activities that are enjoyable and challenging.
- PE 5.1 – Participates willingly in new physical activities.
- PE 5.6 – Works effectively in a group.



MATH 'N' MOVEMENT



GEOMETRY 3 RECORDING SHEET

0.5

$\frac{1}{2}$

0.25

$\frac{1}{4}$

OA.1

OA.2

OA.3

OA.4

OA.6

OA.7

OA.8

NBT.1

NBT.2

NBT.3

NBT.4

NBT.5

NBT.6

MD.1

MD.2

MD.3

MD.4

G.1

G.2

G.3

