

### Sculptor and Stone

**Materials:** None

**Directions:**

1. Put students into pairs. One person is a "Sculptor" and the other is the "Stone."
2. Have the "Sculptor" create a statue out of the "Stone" that is related in some way to the lesson.
3. When all of the statues are made, let the "Sculptors" take a gallery walk and look at all of the statues.
4. Have students switch places and repeat the activity.

### Data Processing

**Materials:** None

**Directions:**

Have students, without talking put themselves in order according to different criteria that you set (longest hair, oldest to youngest, number of letters in their full name, etc.)

### Dancing in JELL-O

**Materials:** None

**Directions:**

Have students cross the room as if they were trying to move through gelatin (they would have to move slowly against quite a bit of resistance). Have them move independently or following a leader.

### Partner Macarena

**Materials:** The song "Macarena" by Los Del Rio

**Directions:**

1. Review the "Macarena" dance motions (or ask a student to demonstrate and teach if you don't remember it.)
2. Put students into pairs.
3. Play the "Macarena" music and have the pairs dance the "Macarena" facing each other.

### Hand Jive

**Materials:** The song "Hand Jive" by Johnny Otis or another artist

**Directions:**

1. Review the "Hand Jive" motions (or ask a student to demonstrate and teach if you don't remember it).
2. Play the music.
3. Have the students stand at their desks and do the Hand Jive motions with the song.

### Freeze Frame

**Materials:** The song "The Twist" by Chubby Checker or another artist.

**Directions:**

1. Review the motions of "The Twist" (or ask a student to demonstrate and teach if you don't remember it).
2. Play the music.
3. Have the students stand at their desks and do the Twist with the song.
4. At randomly spaced intervals, stop the music and tell students to freeze in place. Have them look around the room and enjoy their classmates' silly postures.

### One Behind

**Materials:** None

**Directions:**

1. Ask a student to volunteer to be a leader.
2. The leader comes to the front of the room and demonstrates a movement (for example, putting their hands on their hips).
3. The rest of the class performs the same movement.
4. The leader performs a second movement (for example, putting hands on their knees).
5. The rest of the class performs (repeats) the first movement only.
6. The leader then performs a third movement.
7. The rest of the class performs the second movement - always one behind!
8. Choose a different leader after several movements.

### I Like People Who...

**Materials:** None

**Directions:**

1. Have students spread out in an open area or stand next to their seats.
2. Begin a sentence with the words "I like people who..." and complete the sentence with a desired behavior for the class.
3. Have the students repeat the sentence and act out the behavior.
4. As a student volunteer to lead a few rounds.

### Have You Ever?

**Materials:** None

**Directions:**

1. Have the students stand in a large circle, with a student volunteer in the middle.
2. The student in the middle asks the group a question that begins, "Have you ever...?" Possible ways to finish the sentence are, "...traveled to Arizona?" "...ran in a race?"
3. Students who can answer yes to the question run and switch places. The student in the center also runs to fill one of the vacant spots.
4. Whoever is left without a space in the circle goes to the middle and asks the next question.

### Find the Leader

**Materials:** None

**Directions:**

1. Have students stand in a large circle, with a student "volunteer" in the middle. The "volunteer" in the middle needs to cover their eyes.
2. Choose a student or "leader" in the large circle without the "volunteer" in the middle knowing who it is.
3. Once the "leader" is chosen the group in the circle follows the "leader" in movements or exercises.
4. The "volunteer" in the middle has to look around the circle to figure out who the "leader" is while the movements are taking place.
5. The "volunteer" has (3) guesses to "find the leader" in the circle.
6. If the "volunteer" figures it out, they switch places with the "leader."

7. If they do not, choose another student to "volunteer" in the circle, and choose another "leader" within the circle.

### Clapping Games

**Materials:** None

**Directions:**

Have students take turns inventing and performing clapping rhythms and patterns. Experiment with teams and creating games out of the activity.

### Penny Pass

**Materials:** Pennies

**Directions:**

1. Divide students into groups of five or six. Spread them out so each group faces another group.
2. Give a penny to each group.
3. At your signal, students try to pass the penny to their teammates while disguising their progress from the other team.
4. When you call "stop," the teams try to guess who has the penny on the other team.

### Switch Something

**Materials:** None

**Directions:**

1. Put students into pairs and have them stand facing their partners.
2. At your signal, tell students to turn their backs on the partners and change three things about themselves.
3. At your next signal, the partners face each other and try to figure out what has changed.

## Psychic Shake

**Materials:** Upbeat music

**Directions:**

1. Tell students to silently choose a number from 1 to 3 and keep it a secret.
2. Start playing the music. When the music starts, students walk around the room, shaking hands with the people they meet, according to the numbers they have secretly chosen and without revealing their numbers in any way. For example, a person who has chosen the number 1 would give one shake of the hand; a person who has chosen the number 3 would shake three times.
3. If two people who have chosen the same number shake hands and discover each other, they link arms and continue looking for other people to shake hands with.
4. Keep playing until students have found everyone with like numbers and there are three big groups with linked arms.

## Aura

**Materials:** None

**Directions:**

1. Put students into pairs and have them standing facing their partners at arm's length.
2. Tell students to touch their palms together and close their eyes.
3. At your signal, partners drop their palms, turn around three times, and try to touch palms again - still with their eyes closed.

## Power Lap

**Materials:** None (stopwatch optional)

**Directions:**

Challenge your students to see if they can walk as fast as you can, or they can, 1 lap around your mile course using a stopwatch. Have students calculate their heart-rate before and after their lap.

# ACTION-PACKED MATHEMATICS

## Hundreds Chart

**Purpose:** Reinforce mental math strategies

**Materials:** Hundreds chart for each student

### **Directions:**

1. Pass out a hundreds chart to each student.
2. Direct students to put their fingers on a specific number - without talking - by giving them a cue. For example, the first cue might be, "How many sides does a triangle have?" The second cue might be, "Square that number." The third cue may be, "Multiply that number by 7."
3. After about the 5<sup>th</sup> or 6<sup>th</sup> cue ask students what number they have.
4. Reveal the correct number.
5. Announce, "Change seats!" and have students take their hundreds chart to another spot in the room.
6. Play upbeat music during the transition; when the music stops, have students take a seat for another round of cues.

## Math Mayhem

**Purpose:** Practice simple math computations

**Materials:** One pair of dice for each group of four students.

### **Directions:**

1. Break students into groups of four.
2. Direct one student in each group to throw the dice in a certain way (for example, underhand, overhand, with right hand, left hand, etc.)
3. Students add up the numbers shown on the dice and form the total number using their bodies.
4. Have students take turns throwing the dice within the group.
5. After a few minutes have passed, have students form new groups of four.

### **Variations:**

1. Add restrictions to how students can form the number with their bodies. For example, say that they can only use their arms or the left side of the body, etc.
2. Have students subtract, multiply, or divide the numbers on the dice.
3. Have students demonstrate answers with hops, jumping jacks, or other physical movements.

## Olympic Math

**Purpose:** Reinforce the order of operations

**Materials:** A pencil and sheet of paper for each student; a pair of dice, and a deck of cards for every two students

### **Directions:**

1. Ask students to take out a sheet of paper and a pencil.
2. Put students into pairs
3. Give each pair of students a deck of cards and a pair of dice.
4. Students shuffle the deck and deal out sixteen cards face up in a 4 x 4 array.
5. The first student rolls the dice. The sum of the dice becomes the target number. (For example, a roll of 6 and 3 would result in the target number 9.) The second student takes the first turn.
6. A turn consists of using the order of operations to combine cards from the array to reach the target number. Cards equal their face value. Aces count as 1; jacks, queens, and kings count as 10. A student may not combine more than five cards in one turn. Players keep the cards they have used in their hand.
7. Players take turns combining cards until there are no more cards in the array or until no combinations results in the target number.
8. Players add up the value of cards in their hand; the player with the highest number wins the round.
9. Set the cards aside and deal another array with the cards left in the deck.
10. Play another round until all the cards in the deck have been used.

### **Variation:**

Have students multiply the numbers on the dice for the target number.

## Jumpin' & Hoppin' Hoops

**Purpose:** Reinforce basic math skills

**Materials:** 6 - 10 hula hoops per group of eight students and foam dice

### **Directions:**

1. Break students into groups of eight.
2. For each group, arrange a set of hula hoops on the floor so that they are all touching (create a path of hula hoops).
3. Roll the dice and ask student volunteer to total the number.
4. As a class, determine if number is odd or even.

5. If number is odd, have students hop on one foot through each hula hoop in the path as fast as they can. If the number is even, have students jump with both feet through each hula hoop.

**Variation:**

Change the way students travel through the hula hoops. For example, have them gallop with odd numbers and skip with even numbers.

### Jumping Numbers

**Purpose:** Practice addition and subtraction skills

**Materials:** One jump rope per student, and lots of open space

**Directions:**

1. Distribute a jump rope to each student.
2. Ask students to spread out so they can jump without bumping into each other.
3. Call out a math problem appropriate to your class's skill level.
4. Have students call out the answer in chorus and then jump the rope until they have reached that number, counting aloud as they go.

**Variation:**

Add other directions to how they jump the rope, such as backwards, with crossed arms, or on one foot.

### Multiples in Motion

**Purpose:** Practice multiples of the numbers 1 through 9

**Materials:** Balls/paper wads/ objects of different sizes, shapes and weights.

**Directions:**

1. Begin activity by demonstrating multiples of 1 and 2 to the entire class. For multiples of 1, count aloud and clap your hands once as you say each multiple of 1 (you would clap for every number). Demonstrate up to the number 10. For multiples of 2, clap without counting aloud, but snap and say when you reach the multiple of 2. The pattern would be (silence)/clap, "two"/snap, (silence)/clap, "four"/snap, (silence)/clap, "six"/snap, etc.
2. As a group, have students practice the multiples of 2 up to the number 20.
3. Put students into groups of three or four.
4. Assign each group a number from 3 to 9.



5. Tell groups that they have to design and practice a sequence for the multiples of their number. For example, a group assigned the number 4 would have a four-motion sequence, perhaps (silence)/clap, (silence)/snap, (silence)/stomp, "four"/jump, (silence)/clap, (silence)/snap, (silence)/stomp, "eight"/jump, etc.
6. Call all the groups together after about fifteen minutes and have them perform their moving multiples for the rest of the class.

**Variations:**

Allow students to use props, like a bouncing ball or a scarf, during their sequences

### Human Number Line

**Purpose:** Practice sequencing positive and negative numbers

**Materials:** Number card for each student

**Preparation:**

To play this game, your class will be separated into two teams, so create two sets of number cards (two different colors of index cards work well for this). You will need to make a card for each student. Each set of cards will represent the same range of positive and negative numbers. For example, if you have thirty students in your class, each team will have fifteen people on it; in each set of number cards, you would make a card for the numbers -7 to +7 (including 0). If you have fourteen students on a team, you might use the numbers from -6 to +7. Write one number on each card, large enough so that it would be readable to a person standing several feet away. If one team is short one person, just remove the largest or smallest number from that team's set of number cards.

**Directions:**

1. Conduct a class review of the number line, emphasizing the left to right order of smaller to greater numbers and the relationships of positive and negative numbers to zero.
2. Break the class into two teams and have them stand arms' length apart in two facing lines.
3. Quickly review again the left-right/smaller-greater order of numbers, asking students to raise and wave their left arms and right arms for emphasis.
4. Pass out, in random order, the sets of number cards to each team.
5. Tell students that they will move around the room to music. When the music stops, they are to reassemble themselves in number line order.
6. Play music and direct students to move around the room in a silly way (giant steps, gallop like a horse, hop backwards, etc.)

7. When the music stops, have the teams form their number lines, each student holding their card above their head so you and the opposite team can see it.
8. The team who correctly reforms the number line first scores a point.
9. Have students exchange cards with their teammates and play another round.
10. Play to five points and declare one team the winner!

**Variation:**

Make a third set of larger number cards for yourself (overhead transparencies work well for this). Display one of the numbers and have teams form the number with their bodies while standing (the entire team makes one number). When one team has made the number, call out "number line!" Both teams then race to arrange themselves in order as before. Award a point to the team that makes the number line first.

### Place Value Taggers

**Purpose:** Practice place value from ones to millions place

**Materials:** Identification badges (or jerseys, hats, colored buttons, etc.), index cards with various numbers (three to seven digits long) written on them, open space for a game of tag

**Directions:**

1. Assign the role of "card holder" to a quarter of your students and give them an identifying badge (or jersey, hat, etc.) and a card with a number on it.
2. Assign the role of the "tagger" to the rest of the students.
3. Tell the students that when the music starts, taggers will move around according to your directions, trying to tag each other. Card holders are exempt from tagging. Students who are tagged must freeze in place.
4. Card holders approach the frozen taggers and point to a digit in the number on the cards that they have. The frozen tagger must name the place value of that digit correctly in order to return to the game.
5. After about a minute, stop the music and have card holders give their cards and identifying badge to a tagger for another round of play.

### Measuring Up

**Purpose:** Practice estimation skills

**Materials:** 1 length of rope, a hoop, a ruler, and pencil and paper for each student (ropes and hoops should be of varying sizes)

**Directions:**

1. Conduct a review of inches, feet, and yards.

2. Distribute a length of rope to each student. Ask the students to arrange the ropes in straight lines.
3. Have students balance and walk across the rope, measuring the its length according to their foot length. If they fall off the rope they must begin again.
4. Have students balance and walk on top of the hoop to measure its circumference in "feet."
5. Have students compare the length of the rope to the circumference of the hoop in "feet."
6. Have students locate someone else's hoop with a circumference that is the same as the length of their own rope.
7. Have students use the ruler to measure and record the actual length of the rope and circumference of their hoop in inches, feet, and yards.

**Variations:**

1. Direct students to balance and walk on the ropes and hoops in different ways - on their toes, sideways, backwards, as fast as possible, etc.
2. Practice other math skills. For example, have students find a rope that is twice as long as their hoop in inches, feet, and yards.

**Clockwise Crazyiness**

**Purpose:** Review the concepts of clockwise and counterclockwise

**Materials:** 12 paper plates with the numbers 1 to 12 written on them; two yardsticks, pointers, or baseball bats, and a large open space, music optional

**Directions:**

1. Conduct a quick review of clockwise and counterclockwise with the class.
2. Arrange the numbers 1 - 12 in a large circle to represent a clock face. Place the yardsticks at the center of the circle like clock hands as a point of reference.
3. Have students spread themselves out around the clock face.
4. Tell students to move (skip, hop, walk fast, grapevine, etc.) in either a clockwise or counterclockwise direction until music stops.
5. After a few moments, stop the music and give different movement directions. For example, if students were skipping clockwise, you might now have them gallop counterclockwise. Note: Alternating predictably between clockwise and counterclockwise will make the game too easy.
6. Stop and start the music until the students are comfortable with the difference between clockwise and counterclockwise.

**Variation:**

Apply the math skills of addition and subtraction to the clock to practice past and future times.

### Math Circuits

**Purpose:** Review basic math skills

**Materials:** Index cards with basic math computation questions written on them (for example, " $2 \times 3 = ?$ " or " $5 + 7 = ?$ ") five for each station; a variety of sporting equipment, depending on the stations you set up; a large open area

**Directions:**

1. Set up as many stations as you can, depending on space and equipment available. The following is a list of ten station ideas; use your imagination.
  - Jump ropes
  - Hula hoops
  - Throwing bean bags onto a floor target
  - Paddles with balls attached
  - Tossing Koosh
  - Dribbling a basketball
  - Kicking a foam ball at the wall
  - Tossing and catching with a partner
  - Keeping a beach ball in the air
2. Place five index cards upside down in a pile at each station
3. Break students into pairs and assign each pair to a station. If there are more pairs than stations, place some pairs between stations and have them jog or hop in place while reciting math facts until a station is free.
4. At each station, students alternate turning over an index card, solving the math problem, and acting out the answer with the sports equipment. For example, if the answer to a problem is 4, the student would jump rope four times, or dribble a basketball four times (depending on the station).
5. Students return the index card to the bottom of the pile after solving the problem.
6. When enough time has passed for each partner to have one or two turns at the station, rotate the student pairs to the next station.

## ACTION-PACKED LANGUAGE ARTS

### Acrostics

**Purpose:** Reinforce spelling and vocabulary words

**Materials:** Paper, pencils, colored markers, crayons, etc.

**Directions:**

1. Distribute paper and writing utensils to each student.
2. Have students write their names vertically down the left side of the paper. Encourage them to use different colors and to be creative.
3. Have students spell out their names with their bodies, letter by letter.
4. Then, for each letter of their name, have students identify a spelling or vocabulary word from class that starts with the same letter. Write and illustrate these words next to the appropriate letters.

### Loco Moves

**Purpose:** Understand the differences between verbs and adverbs

**Materials:** Index card for each student - half the cards should have a movement verb written on them (i.e. skip, hop, slide) and the other half should have adverbs (i.e. quietly, quickly, slowly); one beanbag per student

**Directions:**

1. Distribute the beanbags to the students.
2. Have students find their own personal space in an open area.
3. Spread out the index cards face up on the floor in the same area that the students are standing.
4. Have students toss their beanbags in a specified manner (underhand, overhand, switch hands, etc.) toward the index card. Each student should aim at a different card - help them coordinate this.
5. Instruct students to move in a specified manner (backwards, hopping, jumping) to pick up the cards their beanbag landed on.
6. Students with adverbs should hold the cards high above their heads and find a student with a verb card.
7. Both students in an adverb-verb pair perform the action on the verb card in the manner specified by the adverb card: skip quickly, run slowly, etc.
8. Once students have performed the actions, they place their cards back on the floor, retrieve a bean bag, find a personal space, and toss again, this time aiming at a different verb or adverb.

## Scrabble Scramble

**Purpose:** Increase vocabulary knowledge

**Materials:** One piece of paper and pencil per group; one set of index cards that reflect the distribution of letters as a Scrabble set (nine letter A's, two letter B's, twelve letter E's, four letter T's etc.) per group; large open space.

### **Directions:**

1. Divide the class into groups of two or three. (Students in groups larger than this will not receive the same cardiovascular benefits.)
2. Distribute the sets of index cards to each student group and ask them to shuffle the set thoroughly.
3. Divide the playing area in half. Send all the groups to one half of the area and have them spread out their cards face up. Make sure that the groups' cards don't run into each other.
4. Bring the students back to the other half of the playing area.
5. On your signal, and one group member at a time, students hop, skip, or jump (you provide the movement instructions) to their cards, pick one up, and bring it to the group.
6. When a group has enough cards to spell a word, they bring their word to the teacher for verification. Groups must record all their verified words on their papers.
7. Students take turns collecting letters until you call time.
8. Award words of four letters or less one point per word; award words of five letters or more two points per word.
9. Total the points per group and for the entire class, and celebrate success!

## Body Language

**Purpose:** Practice spelling words

**Materials:** Lines on the playing floor, paper and pencil for each group.

### **Directions:**

1. Divide students into groups of three and send each group to their own section of a line.
2. Distribute the paper and pencils to each group.
3. Have the groups write down five two-letter words on their papers.

4. Once they have written their two-letter words, students must represent their words using their bodies. They must spell the word correctly and you must be able to read the word from left to right on the line.
5. Move through the student groups, reading and verifying the student body words.
6. Once a group has spelled out all five two-letter words, have them think of three-letter words to create.
7. The group that has spelled the most correct words when you call time wins!

**Variations:**

- Combine groups to enable them to spell longer words.
- Restrict what parts of their bodies the students can use to spell a word.
- Incorporate this activity into a lesson about shapes or another content area skill.

### Phonics Phitness

**Purpose:** Practice phonics

**Materials:** Three sets of 26 paper plates or poly spots with one letter written on each plate

**Directions:**

1. Scatter the three sets of paper plates across the room.
2. Divide the class into groups of three or four students.
3. Call out a phonics question and direct students to move to the right letter in a certain way. For example, you might say "Hop on one foot to the letter that makes the "huh" sound in "house." (Remind students that each letter appears in the room several times.)
4. Try to use each letter at least once during the activity.

### Alphabet Tag

**Purpose:** Practice letter recognition

**Materials:** Large, open, safe playing area with clearly marked boundaries

**Directions:**

1. Have students spread out in the playing area.
2. Assign 1/3 of the students to the role of Runner and the rest of them to the roll of the Tagger. Taggers tag each other; Runners are exempt from being tagged.
3. Students who are tagged must freeze in place and form a letter with their bodies. Before they can be unfrozen, a Runner must come up to them and correctly guess

the letter that the student has made. Students may not be tagged during the guessing process.

4. Once the letter is guessed, the student is free to run and tag other students again. Students must form a different letter every time they are tagged.
5. After a few minutes, have the Runners switch places with Taggers so every student has a chance to form letters.

### Sentence Detectives

**Purpose:** Identify parts of a sentence

**Materials:** Index cards with different nouns, verbs, adjectives, and adverbs that can be combined to make complete sentences.

**Preparation:**

Choose action verbs that the students can perform as a group (i.e. twist, jump, bend) and adverbs that describes those verbs; choose nouns that can be easily located in the classroom and adjectives that describe those nouns. Create enough words so that several groups playing at one time can easily form sentences.

**Directions:**

1. Shuffle and spread out the cards face down in a specified section within the playing area (to one side or in the middle).
2. Break students into groups of two or three and have the groups find space to sit in across from the cards. Groups should all be equal distance from the cards. (You may want to mark the groups' spots with a cone or other object.)
3. At your signal, and one group member at a time, students will crabwalk, crawl, or hop (you will provide the movement instructions) to the cards, pick one up, and bring it back to the group. The student with the card tags the next teammate to go.
4. Groups continue retrieving cards until they have collected one noun, one verb, and one adverb. If a student brings back a card with a part of speech that the group already has, the next teammate in line decides which of the two cards to keep, and returns the extra to the pile of cards before selecting a new card.
5. Once a group has a sentence, the students stand up, call out, "Wordplay!" and then performs the action of the sentence.
6. When you call time, have the groups one by one read their sentence aloud, perform the action of the sentence for the rest of the class, and identify the part of speech of each word in the sentence.



## Vowel Snatcher

**Purpose:** Identify vowel sounds

**Materials:** A large, open, safe playing area with clearly marked boundaries and lines drawn (or taped) across both ends; identifying badges (hats, jerseys, name tags, or soft, visible objects to hold) for at least half the class.

### **Directions:**

1. Divide your class into two groups. Have one group stand on the line at one end of the playing area and the other group stand on the line at the other end.
2. Select two students - one from each group - and give them the role of "Tagger" as well as identifying badges.
3. Assign every other student to a vowel.
4. Call out a word and a specified movement (hopping, jumping, walking, skipping, etc.)
5. Students assigned a vowel that is part of that word move across the room or area to the other line in the manner specified, then try to tag students as they cross the space. Any tagged students become "Taggers" themselves and must get an identifying badge between rounds.

### **Variations:**

- Present a list of words used to the students after the activity and have them circle every instance of their personal vowels in the list.
- Assign consonants as well as, or instead of, vowels.

## Absolutely Adverbs

**Purpose:** Reinforce the concept that adverbs describe verbs

**Materials:** Large, open space

### **Directions:**

1. Review the rules of adverb usage with students, reminding them that most adverbs end in - ly.
2. Have students spread out in the open space.
3. Direct students to start moving in a certain way. For example, tell them to start walking.
4. Call out adverbs that describe different ways of moving. Students should modify their movements to reflect the adverb. For example, you could have them walk quickly, happily, secretly, or loudly.
5. Alter the specified movements and adverbs to give students lots of practice.

# ACTION-PACKED SCIENCE

## Molecules in Motion

**Purpose:** Demonstrate the characteristics of molecules and their three states of matter

**Materials:** Large open space and boundary markers

### **Directions:**

1. Use the boundary markers to delineate a large space.
2. Assemble the entire class within the large space
3. Announce that they are molecules, and that molecules always move. Tell them they can move any way they want but that they can't touch one another.
4. Have the students move as quickly as they can for about one minute - without touching each other.
5. Stop them and decrease the space by about half. Tell them to move again - without touching.
6. Stop them and decrease the space until they are all in a very small area. Have them move as best they can, still without touching.
7. Sit the students down and explain that molecules that are far apart can move quickly and form gases. As the area decreased, they were crowded closer together and had to move more slowly, like a liquid. When molecules are so close together that they can hardly move at all, they form a solid. Discuss their observations of the activity in relationship to what they just learned.

## The Caterpillar Song

**Purpose:** Reinforce the stages of a butterfly's metamorphosis

**Materials:** None

### **Directions:**

1. Sing verse one (the lyrics and tune are below). Sing it again and have the class sing verse one with you. Sing verse two. Have the class sing verse two with you. Sing verse three. Have the class sing verse three with you.
2. Demonstrate the motions for verse one (the motions are below). Have the class do the same. Demonstrate the motions for verse two. Have the class do the same. Demonstrate the motions for verse three. Have the class do the same.
3. Sing the entire song with motions a few times through. Have the students do it once by themselves.

*I'm a Fuzzy Caterpillar*

(to the tune of "Mary had a Little Lamb")

I'm a fuzzy caterpillar  
Caterpillar  
Caterpillar  
I'm a fuzzy caterpillar

I'm wrapped up in a cocoon  
A cocoon  
A cocoon  
I'm wrapped up in a cocoon about to spread my wings.

I'm a pretty butterfly  
Butterfly  
Butterfly  
I'm a pretty butterfly

### **Movements**

**First Verse:** Hold out your left arm straight in front of you, and bend your elbow so your forearm is parallel to your chest. Use your right hand to imitate a caterpillar crawling along the ground (your left forearm).

**Second Verse:** Wrap your arms around yourself as if you were giving yourself a hug. Twist your torso right and left to add more motion.

**Third Verse:** Spread your arms out to your sides and flap them up and down as if you are flying.

### **Planet Hoop**

**Purpose:** Review facts about different planets

**Materials:** One hoop per student, a children's book about planets, "The Planets" music by Gustav Holst; an open space

### **Directions:**

1. Distribute the hoops to the students. Have the students stand inside the hoops, holding the hoops up at their waist to make a "spaceship."
2. Tell students that they are going to fly their spaceships to visit different planets.
3. Instruct them to crouch with their hoops at the "launching pad" and jump up to "blast off" at your signal.
4. Count backwards from 5 to 0 and then yell "Blast off!"

5. Provide instructions for how students should move (hop, skip, walk, etc.) as they "fly" their "spaceships" around the room.
6. Play "The Planets" as students move around the room and fade it out when it is time to "land" on a planet.
7. Direct students to land by placing their hoop on the floor and sitting inside it. Once they are seated, use books and pictures to share two or three facts the planet they are "visiting."
8. "Blast off" again.
9. After visiting four or five planets, have students travel back to Earth. Lead a discussion about how Earth is different from other planets.

### Pedometer Prowlers

**Purpose:** Review facts about the local environment

**Materials:** Scavenger-hunt worksheets, one clipboard for each group, one pedometer for each student (optional), space outdoors with clearly defined boundaries.

**Preparation:**

Create a scavenger-hunt list of plants, rocks, types of soil, bugs, animals, animal shelters, or other elements of the local environment that you have been studying. You may choose to create different lists for different groups of students, but they should all have the same number of items on them.

**Directions:**

1. Distribute the pedometers to the students and briefly explain how to use them, providing a short time for them to practice counting their steps. If you don't have pedometers, explain to students that they will need to count their steps during this activity.
2. Break students into groups of four or five and distribute the scavenger-hunt worksheets and clipboards. If your students do not have pedometers, consider giving them scratch paper so they can record their steps during each segment of the activity.
3. Review all of the items on the lists that they are to find and discuss the boundaries of space they can hunt in.
4. Explain that students should not bring the items they find back to the classroom, but rather describe the appearance and location of where they discovered them (this is a variation of the usual scavenger-hunt rules).
5. Provide directions for how students are supposed to move from item to item (skip, jump, walk, etc.)

6. When all the groups have completed their lists collect the clipboards and return to class. Groups who finish early should total the number of steps each person took, and total the number of steps taken by the group as a whole.
7. Lead discussion with the entire class about the activity. You may touch on such topics as:
  - Different ways to categorize the items on the list
  - Which items were the most difficult to find
  - Reasons that some groups took more or fewer steps than others

### Planet Catch

**Purpose:** Review the names of the planets, their order in relation to the sun, and the revolving of the planets around the sun

**Materials:** bouncing balls - one per student (balls do not have to be the same size), ten cones or floor markers, large open space.

**Preparation:**

Label nine cones the names of the planet in the solar system (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto) and label the tenth cone as the Sun. Include on the label for the planet cones a number to represent their order in relation to distance from the Sun. Place the Sun cone in the center of the open space and arrange the other cones in a line in order of their distance from the sun. Leave enough space between the cones so groups of students could walk between them without bumping into each other.

**Directions:**

1. Distribute the balls to the students and keep one for yourself.
2. Explain to the class that when you call out a planet, they are to bounce their ball in relation to that planet's relative order distance from the Sun. For example, if you called out, "Mercury" students would bounce their balls once. If you called out "Saturn," they would bounce their balls five times.
3. Count aloud as you bounce your ball along with the class.
4. Vary the activity by bouncing your ball and counting aloud to a certain number, and then asking students what planet would be represented by that number of bounces. Then, have everyone bounce their balls that number of times.
5. Once the students are completely familiar with the order of the planets, divide them into nine groups.
6. Send each group to line up behind (or next to) the cone of a planet.
7. Have students represent the orbits of the planets while walking in a circle around the Sun cone. Remind them that planets stay more or less the same distance away from the Sun as they orbit; you may have to demonstrate the different distances from the cone of one or two orbits by walking around the "Sun" yourself.

8. At your signal, have the students bounce and catch their ball as they walk their orbits around the Sun cone.
9. After all the students have had a chance to make a few orbits, have them sit in place and lead a class discussion on the following topics:
  - The difference in time it takes for the planets to make one orbit (students at Mercury cone will be walking in small circles than the students at the Pluto cone)
  - The varying effect of the sun's light and heat on planets depending on their distance from the Sun

**Variation:**

Have children rotate their bodies as they walk their orbits to represent day and night.

### Creature Feature

**Purpose:** Simulate the movement of ocean creatures

**Materials:** Scooters (modify if necessary), ropes, mats, variety of balls

**Directions:**

1. Put students into groups of three or four
2. Ask the groups to recall a sea creature they learned about during an ocean unit or lesson on marine biology.
3. Tell students they will be required to work as a group to reenact the animal's movement and behaviors. For example, if a group chose the sea star, they might demonstrate how it moves to capture prey. A sea lion, octopus, crab, wetland bird, or fish might be the selection of another group.
4. Have a representative from each group select a piece of equipment from the selection you have prepared.
5. Give students time to work out and practice their movements.
6. When students are comfortable simulating the movements of the animals, have them demonstrate and explain their simulations to the rest of the class.
7. Engage the entire class in a discussion about the activity, including what they decided to represent and how their animals differed from those of other groups.

### Oxygen Chase

**Purpose:** Simulate the flow and oxygenation of the blood, and its use in the body

**Materials:** One flag belt per student (optional); one red flag per student; extra red flags; poster or sign material; obstacle course props, like foam noodles, cones, hula hoops, hurdles, etc. (whatever you have on hand); large open space

**Preparation:**

1. Divide the playing area into three sections: one large, open area with clearly defined boundaries that represents the body and two smaller areas representing the heart and lungs.
2. Build an obstacle course with six paths using the materials you have selected. The following is an example of an obstacle course you might set up:
  - Path 1: A tunnel made of foam noodles arches with a blue sign that says: "From the Body to the Right Atrium - Crawl"
  - Path 2: A series of hula hoops flat on the floor with a blue sign that says, "To the Right Ventricle - Hop"
  - Path 3: A zigzagging path with a white sign that says, "Enter the Lungs and Re-Oxygenate - Skip" (Place a bucket and extra flags at the end of this path.)
  - Path 4: A straight path with a red sign that says, "To the Left Atrium - Jog"
  - Path 5: A hurdle with a red sign that says, "To the Left Ventricle - Move Fast"
  - Path 6: Another hurdle with a red sign that says, "Return to the Body" - Move Fast"

**Directions:**

1. Teach a lesson on the oxygenation of blood and its flow through the heart, lungs, and the rest of the body. The activity may be played later that day to cement knowledge, or another day as a review. It may also be played as an introduction to the lesson.
2. Select four to six students to act as "Muscles" (taggers). Give each Muscle one flag belt.
3. Distribute one flag belt and one flag to the rest of the students. (Substitute socks or scarves for the flags, if necessary.) These students are "Oxygenated Blood" and must avoid having their flags taken by the Muscles. The flags represent oxygen.
4. Place the extra flags in the bucket in the "lungs" area.
5. Spread the students out in the "body" area and start the game of tag. If a "Muscle" takes a flag from an "Oxygenated Blood", the player becomes "De-oxygenated Blood" and must travel through the "heart" to the "lungs" to retrieve more oxygen (another flag). Once they have gotten a flag, they are "Re-oxygenated Blood" and can return to the "body" to resume the game of tag.
6. Change "Muscles" every few minutes so all players have the chance to travel through the obstacle course and simulate the flow of blood through the body.

## Hoop It Up

**Purpose:** Identify the bones of the human body

**Materials:** One hula hoop per student

**Directions:**

1. Teach a lesson about the human skeletal system. The activity may be played later that day to cement the knowledge, or another day as a review.
2. Distribute the hula hoops.
3. As you call out the name of a bone, students twirl the hula hoop using the part of the body that contains that bone. (Realize that every student may not be able to twirl the hula hoop with every part of the body, but everyone should have fun trying!)

## Pulse

**Purpose:** Demonstrate effect of inactivity on heart rate

**Materials:** A clock; paper and pencil for each student; a variety of music with different tempos, from lively to relaxing; open space to spread out in

**Directions:**

1. Have students find their own personal space in the center of the activity area and sit down.
2. Demonstrate to students how to find and determine their pulse rate.
3. Distribute pencils and paper.
4. Play slow-tempo, relaxing music and encourage students to sit and rest as relaxed as possible for a few moments.
5. Stop the music and have students take their pulse for ten seconds.
6. Tell students to multiply their pulse count by six to determine their pulse rate per minute.
7. Ask students to stand and move to the perimeter of the activity area.
8. Play fast-tempo music and ask students to skip or jog around the perimeter of the activity area for a few minutes.
9. Stop the music and have students immediately take their pulse again, then find their paper and record it.
10. Take a few more pulse measurements by playing increasingly slow-paced music and having students move in calmer and slower ways (from jogging to walking briskly to walking slowly, etc.) Have students track and record their pulse after each interval.
11. Have students measure their pulses one last time after sitting down for a few moments, and then lead them in a discussion about what they have observed.



# ACTION-PACKED SOCIAL STUDIES

## A House Divided

**Purpose:** Review the Union and Confederate states of the Civil War

**Materials:** One paper plate per student, large open area

### **Preparation:**

On each paper plate, write the name of a state from the Civil War era. Depending on the number of students in your class, some states may be repeated. Scatter the paper plates facedown in the center of the open area.

### **Directions:**

1. Send half the students to one side on the play area and the other half to the opposite side. Designate one group the "Union" and the other group the "Confederacy."
2. Explain the rules of the game. Each group sends one person at a time to collect a paper plate from the center of the room/area without looking at it, brings it back to the group, and decides if it is a Confederate state or a Union state - all without speaking. The groups keep the states that belong to their side and return the ones that don't, leaving them facedown on the floor as they found them.
3. Start the game. The first group to collect all their states wins.

## Creative Continents

**Purpose:** Review important facts about each of the continents

**Materials:** Blank index cards, large sheets of paper, various pieces of sporting equipment (poly spots, bean bags, bouncing balls, rope lengths, etc.), large open space

### **Preparation:**

1. Write unique facts about each continent on the index cards - one fact per card. Make enough cards so each student has more than one.
2. Trace or copy the outlines of the continents onto large sheets of paper and spread them out around the room.
3. Set up equipment stations around the periphery of the room. Decide what physical skills each station will represent - balancing a bean bag on the head while walking, bouncing a ball as you travel, hopping on one foot from poly spot, balancing and walking along a length of rope, etc.

**Directions:**

1. Spread students out around the activity area, near the equipment stations.
2. Explain what skill is required at each station.
3. Distribute the fact cards to the students and tell them not to look at them yet.
4. Call on students one by one to read the fact card aloud and decide what continent it refers to. Students will perform the physical skill required by the closest station as they move to place their fact cards on the appropriate continent, and then perform the skill as they travel to a different station to wait their next turn.

### Date Mate

**Purpose:** Review historical dates

**Materials:** A few decks of playing cards; a list of important dates to review; large, open area; music from the historical era you are reviewing (optional)

**Preparation (Optional):**

Create a set of large cards or transparencies with the names and dates (and perhaps pictures) of important historical events that you have been studying.

**Directions:**

1. Put students into groups of six and have the groups sit around the edges of the activity area.
2. Shuffle the decks of cards together and spread them out facedown in the center of the playing area.
3. Tell groups that you are going to announce an historical even and the date on which it occurred (or show them the card). Their task will be to send students one at a time to pick up a card and bring it back to the group (without peeking), until a group has collected the right numbers to represent the date. Face cards have no numerical value. The first group to match the date shouts, "Date Mate!"
4. Have students return their cards facedown to the center area after each round.
5. Consider playing music from the historical era while students are gathering cards between rounds.

### Capital Games

**Purpose:** Review state capitals

**Materials:** one or two decks of cards; two boxes or trays to collect cards in; several copies of a United States map with states and capitals labeled; tape or easels for displaying the maps; a card/activity "key"; large, open space

**Preparation:**

1. Make as many maps as your playing area space will allow (six to eight is a good starting point). On each map, highlight or color one state. At the bottom of that map, write the state's name, capital, and physical task (For example, Utah, Salt Lake City, 10 jumping jacks). Display the maps around the room, in a logical geographic order (possibly east coast states on the right wall, west coast states on the left, central states on the back wall).
2. Create your key. The key will tell students what state to go to when they've drawn a certain card. "Ace or 2? California"
3. Place the two trays side by side in the center of the activity area. In one box, place the deck of cards face down; in the other, turn one card face up to start the discard pile.

**Directions:**

1. Separate students into as many groups as will be workable, considering the space available and the number of maps.
2. Tell students that their task is to choose a card from the deck, check it against the key, find the correct map, read the state name and capital aloud, and perform the physical movement. When they have finished, they return the card to the discard pile and select another one.
3. If students choose a card that will send them to a repeat station, have them return it to the bottom of the deck and select again. Once they have visited all the maps at least once, they can return to whatever station their cards send them.
4. Play for a set amount of time or until all the cards are used.

**Variations:**

- Consider playing patriotic music in the background during the game
- Expand this activity to include world capitals, oceans, mountain ranges, rivers, or other geographic facts

### Target Continents

**Purpose:** Review the names and locations of the continents, oceans, equator, and the northern and southern hemispheres

**Materials:** Fifteen cones or large signs; a class set of balls in four or five colors; large, open area

**Preparation:**

1. Label twelve cones with the names of continents and oceans, and label the last three cones as the northern hemisphere, southern hemisphere, and the equator. Include the outline of the continent on the continent labels, wavy lines for the

oceans, a horizontal line for the equator, and appropriate semicircles for the hemispheres

2. Arrange the cones in the center of the activity area, in logical geographic order.

**Directions:**

1. Conduct a lesson on the names and locations of the continents and oceans. Play this game soon after the lesson to reinforce new knowledge or another day as a review.
2. Spread the students out around the perimeter of the playing area.
3. Distribute the balls to the students so that the colors are dispersed evenly around the circle.
4. Call out one of the balls colors and a physical movement (skipping, hopping, walking sideways, etc.) Students holding that color ball roll it to the nearest cone and follow the ball with the designated movement. When they get it to their targeted cone, they touch it and call out its name.
5. Play until every student has visited every geographical location.

**School Explorer**

**Purpose:** Improve directional awareness by locating sites and symbols on a map

**Materials:** Map of school grounds (1 for every two or three students), answer sheets, signs for each site, pens or pencils, tape, string

**Preparation:**

1. Make three master copies of the school map, including the points of compass, significant landmarks, and other spots of interest. On each copy, mark six distinct locations with Xs and number the Xs. You should have a total of eighteen locations for three maps.
2. Prepare three master lists of six questions about the current social studies lesson. You should have a total of eighteen questions for three lists.
3. Pair each map with a list of questions for a two-sided master; copy the three masters in three different colors.
4. At each location marked with an X, post an easily seen sign with an answer to the question and a physical task that relates to it. For example, a question might be, "What is the state tree of Connecticut?" The answer is the white oak and the physical task might be to do fifteen jumping jacks while spreading your limbs as wide as the branches of a tree. Use tape and string to attach a pen to each sign. Make sure the signs are numbered according to the locations and questions.

**Directions:**

1. Break students into pairs or groups of three.
2. Give each group one of the three maps.

3. Tell students that their task is to read a question on the back of the map, answer the question, travel to the corresponding location (marked with an X on the front of the map), perform the task indicated, and then write down the correct answer from the sign. When they have done that, they read the next question.
4. Encourage students to visit the locations in a non-sequential order, so the students aren't walking around the school's grounds in giant groups.
5. When students have visited all the locations on their maps, they return to class and you check their answers. If time permits, you may decide to give a group another map to follow.

### Playground Aerobics

**Purpose:** Learn to create a map and a key

**Materials:** A large copy of a map of the playground, with legend; smaller copies of the map - one per student; colored pencils or crayons; large, open area

**Preparation:**

Create a map legend by choosing symbols to represent the different game and play areas on the playground. For example, you might show stairs for climbing the monkey bars, a picture of a hoop for the basketball court, or a circle of arrows for the merry-go-round.

**Directions:**

1. Post the large map at the front of the room.
2. Distribute the smaller maps to the students.
3. Have students identify and number ten places they would like to visit on the playground.
4. Have students spread out in the activity area and mime the actions indicated by the legend and the playground equipment they have selected. For example, they might spin around in place for the merry-go-round, or pretend to bounce a ball for the basketball court.
5. Bring students back to their seats and distribute the colored pencils and crayons.
6. As a class, choose colors for the symbols in the legend and color the maps.
7. Extend the activity by having students exchange maps with each other and taking them out to the playground. At the playground, students will travel in order to each playground area indicated on the maps they are holding and spend a minute playing on that equipment.

## Race for the Presidency

**Purpose:** Demonstrate differences between the Electoral College vote and popular vote

**Materials:** A cutout of each state with the number of electoral votes written on it; three blank nametags; large, open space with clearly marked boundaries

### **Directions:**

1. Write "Candidate A," "Candidate B," and "Candidate C" on the blank nametags.
2. Select three students to be "presidential candidates" and give them each a candidate tag to wear.
3. Distribute one state cutout to each of the remaining students. Hold on to any extras.
4. Send the "presidential candidates" to the center of the activity area and the other students to one end.
5. Stand at the same end of the playing area with the extra state cutouts.
6. At your signal, the "state" students try to run from one end of the playing area to the other without be tagged, by a candidate. Students who are tagged give their state cutout to the candidate and circle around the outside of the playing area to get another cutout, they try running across the play area again.
7. Play until all the state cutouts have been captured by the candidates.
8. At the end of the game, have students sit on the floor or at their desks for a discussion.
9. Ask the candidates to count and report on the number of states that they "won" and the number of Electoral College votes that they "won."
10. Lead a discussion about the results, hitting on topics like how many votes are necessary to win in the Electoral College and whether it matters if a candidate wins a certain state.
11. Determine the "election" results and proclaim one candidate the winner.

## Captain Capital

**Purpose:** Review the states and their capitals

**Materials:** One small ball (foam or tennis ball) per pair of students; paddles (optional); large, scale maps of the United States; large, open playing area

### **Preparation:**

1. In an earlier lesson, have student pairs create large, scale maps of the United States. Save these maps and laminate them if possible.
2. Post these maps to the walls around large playing area.

### **Directions:**

1. Put students into pairs and give each pair a map.
2. Distribute the balls to the student pairs, as well as the paddles (if you are using them).
3. Tell students that they will take turns bouncing the ball on the floor and then hitting it against the map with their hand or paddle. They are only to hit the ball at the wall once, catching it when it bounces back.
4. As one student hits the ball against the wall, the other student watches what state it hits. The student who hit the ball must name that state and its capital.
5. The students switch places after every bounce.

**Variations:**

- Give directions to the students about how to hit the ball - left hand, with an elbow, aim for southern or western state, etc.
- Play patriotic music in the background.

### Chasing States

**Purpose:** Review state capitals

**Materials:** Large, open space with clearly marked boundaries

**Directions:**

1. Identify one-third of your students as "it" and spread out all the students in the activity area.
2. At your signal, the "its" try to tag the rest of the students. Students who are tagged freeze immediately.
3. A tagged student remains frozen until approached by a "free" student. The free student says the name of a state and the frozen student must name its capital. If the frozen student names it correctly, he or she is free to rejoin the game.
4. Students who give the wrong answer have three options: they can try again, the free student can give the name of another state, or the frozen student can slide (holding the position as much as possible) to another frozen student and ask for help.
5. Students engaged in the state/capital naming process may not be tagged, nor may an "it" student wait around for them to finish.
6. Switch roles every few minutes so every student gets the chance to practice naming capitals.

## Direction Toss

**Purpose:** Practice the cardinal directions of north, south, east, and west

**Materials:** One per student each of the following items: bean bag, hackey sack, small ball, felt circle, mouse pad (or use 4 items that you already have on hand); large, open area

### **Preparation:**

Determine north, south, east, and west inside the classroom, Post signs with N, S, E, and W on the walls for reference.

### **Directions:**

1. Have students collect one of each of the items and find personal space in the activity area.
2. Instruct them to place the felt circle on the ground like the center of a compass.
3. Tell them to arrange the rest of their items around the circle as follows: hackey sack to the north, the ball to the east, the bean bag to the west, and to stand to the south. They should put the mouse pad aside for later use.
4. When you call out a cardinal direction, students retrieve the item and toss it gently in the air. For example, if you call out "north," students toss the hackey sack up and catch it. If you call out "south," have students jump in place.
5. Once students are familiar with the four basic directions, start calling out northeast, southeast, northwest, and southwest.
6. At these cardinal directions, students place the mouse pad in the appropriate corner, retrieve the two items on either side, and toss them at the mouse pad like a target. For southeast and southwest, students would toss the object and then physically jump onto the mouse pad.

## State Location

**Purpose:** Review the location of the states

**Materials:** Fifty pieces of paper with the names of the states printed on them in very large letters; an unlabeled map of the United States on an overhead transparency; large, open space

### **Directions:**

1. Distribute the pieces of paper to students and send them to the activity area.
2. At your signal, students are to move around the area in a specified way (hopping, crawling, skipping, etc.) until they are in an arrangement that reflects the geographic order of the states.



3. When a group of students standing near each other are pretty confident they are arranged in the right relationship, they should put their slips of paper on the ground at their feet and go get another slip of paper.
4. If students seem to need a little help, display the transparency with the map of the United States on it for reference.
5. Play until all the states have been placed.

### State Line

**Purpose:** Combine balancing practice with identifying states by their outlines

**Materials:** One long jump rope per student; an unlabeled map of the United States; large, open area

**Directions:**

1. Distribute jump ropes to students.
2. Have students find some personal space in the activity area.
3. Display the map of the United States for reference.
4. Call out the name of a state. Students will use their jump ropes to make the outline of the state that you have named, and then practice balancing by walking along the outline on the rope. Students who fall off must begin again.

**Variation:**

Increase the difficulty level of the balancing by giving instructions for students to follow as they walk along the rope. For example, ask them to walk forwards or backwards, with both hands on the floor, or while balancing something on their head.

