

SIGHT WORD WARM-UP

Have the alpha spots spread out in the gym. Hand a student a note card with a sight word on it. Students have to spell the word by finding the letters in order on their card. Students must say the letter out loud as they stand on the alpha spot. When students spell the word they will return the card to the teacher and will have to say the word or will use it in a sentence.

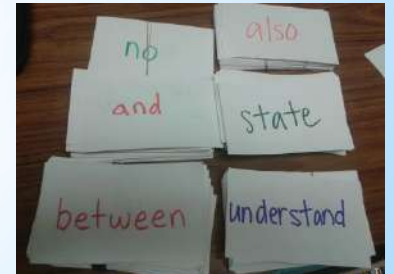
Modifications:

- Use laminated letters instead of alpha spots
- Have students do an exercise at each letter they find
- Have students use the word in a sentence when turning it in
- Instead of using “sight words” use Physical education vocabulary

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Materials Needed

- Alpha spots
- Note Cards w/ Grade level Words



Team Alphabet

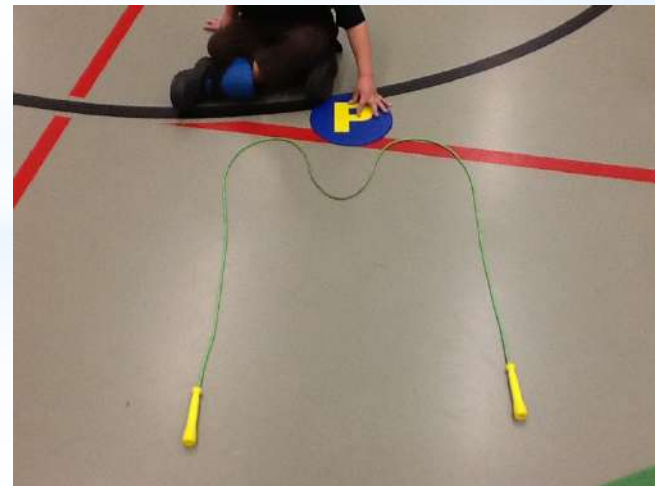
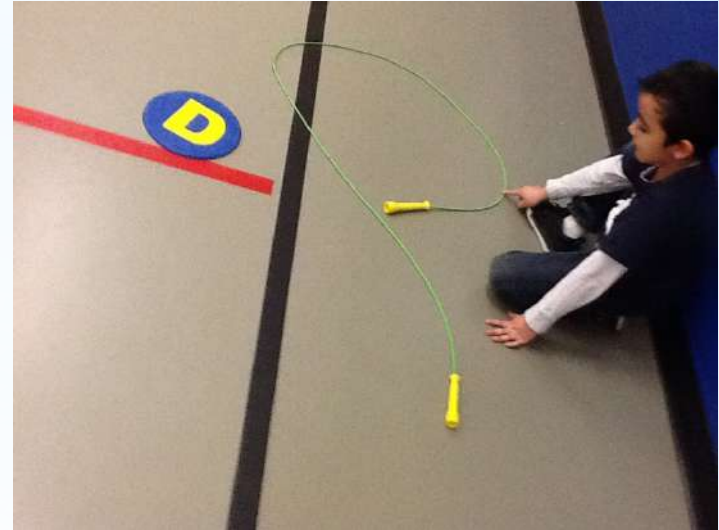
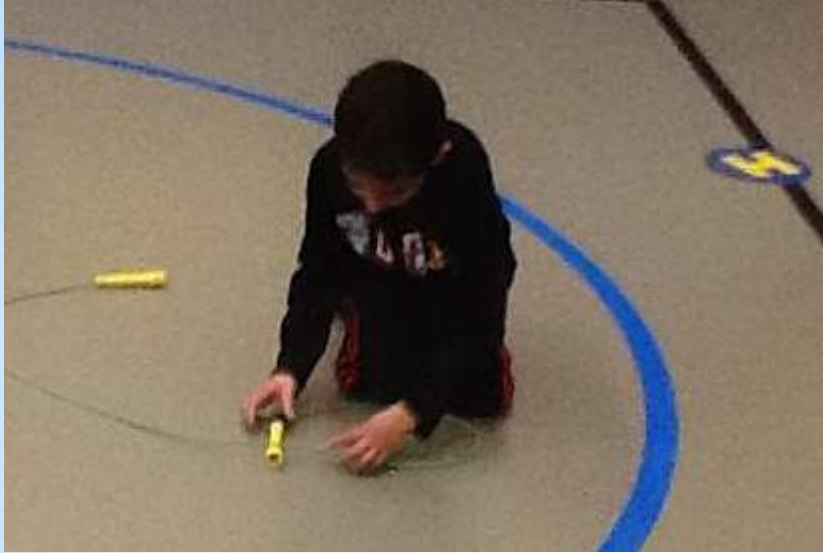
- * Split the class into two teams. Make sure all alpha spots are spread out around the gym. Have both groups in the middle of the gym when you say a letter for each team. The first team to circle around the letter while holding hands gets a point. (collaboration, appropriate touching)



Modifications: Multiple teams, spelling a word instead of finding a letter, saying as many words that start with the letter as they can, use numbers instead of letters,

Materials: alpha spots

* Jump Rope Letters / Numbers



FOOD PORTION PICTURES



1 cup =		Baseball
$\frac{3}{4}$ cup =		Tennis Ball
$\frac{1}{2}$ cup =		Computer Mouse
$\frac{1}{4}$ cup =		Egg
3 oz. =		Deck of Cards
2 tablespoons =		Ping Pong Ball



Writing Prompts



To increase writing in the gym have kids answer a prompt. You can have multiple students write at a time and they don't have to write their name. This is a great way to see what your kids know unanimously.

Flash Card Tag

Flash Card Tag: Students begin with 3-4 flash cards. Every one is it. When student tags someone, tagger gets to “flash” a card. If the other student knows the answer, there is no exchange, play on. But if student doesn’t know answer right away, or says wrong answer, they have to take card. Object of game is to get rid of all your cards. When students have over 5 cards, they bring them to me.

Active Dice Roll

Students are broken into groups based on the number of dice available. In the groups, students will take turns rolling the dice. Students then add, subtract, or multiply to find the answer. Once the answer is calculated, the students refer to a workout sheet provided. Students perform the fitness activity and do as many repetitions that is equivalent to the dice total.

Directions: Roll the dice and multiply the numbers to get the product. Perform the product total that corresponds with each exercise. Example: $6 \times 5 = 30$ Ski Jumps

Product ***Exercise***

1-5 Jog laps

11-19 Lunges

27-30 Ski Jumps

Product ***Exercise***

6-10 Leg Lifts

20-26 Jumping Jacks

31-36 Crunches

I Need a Flashcard

One student in “it” and tries to tag the rest of the students and one student is designated the flashcard holder. If a student is tag he/she must raise their hand and say “I need a flashcard.” The flashcard holder will then show them a flashcard. If they get the right answer they are allowed to return to the game.

Also try using multiple taggers and flashcard holders.

Math Pyramid

First start out by making a triangle using poly spots.

Students will find a partner and play “1-2-3 Math” at a spot. “1-2-3 Math” is similar to “Rock, Paper, Scissors.” Students can use one hand to show a number with their fingers. the first student that adds the 2 numbers up wins. The winner moves to the next level of the triangle and finds a new partner in the same level. The other student runs around the triangle and starts over.

Scarf Juggling Fractions

During my scarf juggling (throwing and catching) lessons. I will often challenge students to fold their scarves in halves, quarters, etc to incorporate fractions.

Just a great way to throw a little math into the mix.

Math Tag

Students divided into partners, decide **perimeter** of game, I usually say smaller than the Basketball key, because I want them to work on juking. Their game perimeter may not **intersect** another teams. Partners start facing each other with one hand behind back, they say “ready, set, go” and flash their hand. First person to correctly perform “**function**” is being chased for 3 seconds, or until someone steps out of bounds (**perimeter**) or until tagged. Restart game in same boundary (**perimeter**). Peppered with P.E. content breaks; “tell your partner something you might say at the end of a basketball game other than “good game or good job” tell your partner what you might say to your teammate when they give you a good pass., tell your partner what you might say to encourage them when they make a mistake... so later in lesson when we are in game play or working with partner, we’ve already practiced.

Alternatives: two hands, multiply....