

Math Integration in Physical Education

#PEVoxer

List your favorite math integration activity on a slide. Please keep it to one activity per slide (please put your new one at the VERY end!).

Feel free to add more than one slide.

Make sure to add your contact information somewhere on the slide (twitter username, blog, website, etc.)

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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 and then scan QR code that takes them to juking video click [here](#) to see so they can review dodging skill. If students don’t have any cards, they scan QR code and answer choosing your challenge level questions: click [here](#) to see.

More about thinking like [Goldilocks](#)

Lynn Burrows

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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 multiple the numbers to get the product. Perform the product total that corresponds with each exercise.

Example: $6 \times 5 = 30$ Ski Jumps

<i>Product</i>	<i>Exercise</i>	<i>Product</i>	<i>Exercise</i>
1-5	Jog laps	6-10	Leg Lifts
11-19	Lunges	20-26	Jumping Jacks
27-30	Ski Jumps	31-36	Crunches

I Need a Flashcard

Click on image to watch



One student is “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.

Here is a video using an ipad and a flashcard app:

<https://vimeo.com/82145107>

Jorge Rodriguez @physednow

Math Pyramid

Click on image to watch



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.

Jorge Rodriguez @physednow

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....

Lynn Burrows @lovepeme Blog: lovepe.me

Active Bar Charts

Students are given a choice of activities and asked to track how many they (or their group) can do in a given time period.

Students track several activities and then use data to create a bar graph.

Jo Bailey @lovephyed

Money Math!

Create a list of activities that can be done in the classroom and designate each activity to be worth a certain amount of money.

1. Students are given a monetary amount e.g. \$2. They then choose, complete, and log which activities they completed to earn their money
2. A group of students are given a flash card with a monetary amount on it - they do activities to earn the money as a group. Aim is to collect as much money in set time as possible or reach/ exceed target set by teacher