

P.E.GO

Making Connections Across Curriculums

Making the best use of time and helping students make connections between curriculums is the object of these games/activities. I have discovered that students remember ideas and concepts better when they become those things so I have used these games and activities to reinforce and help teach concepts to children. Hence PEGO (like LEGO) helps make connections for kids while moving. These are some examples of ways to make the connections for students.

Math Ideas:

1. Jumping Jack Flash (taken from a CCEPE conference- sorry I don't remember who did it.)

Equipment: None

Use: **Opener , Closer** or Fitness Activity

Two students face each other in the center of the gym. They do a jumping jack and say a. jumping (feet apart) - b. jack (feet together) c. Flash - show from 0(fist) to 5 on their hand with palm down. The two then add up the two numbers and the first one to call out the answer must turn and run to their line behind them before the other one catches them.

Variations: Subtract one from the other, Multiply (upper grades)

Play game to 5 points- 1 pt for making to line safely or 1 point for tagging partner. Then find a new partner or switch after time limit.

2. Odds and Evens-

Equipment Needed: Foam Dice

Use: Opener, Closer or Fitness Activity

Two even lines facing each other- Students arms length apart. One side is odds and one is evens. Roll dice and if it comes up odd- odds run and even the even team runs to their end line. If caught they join the other teams line for next round.

For the upper grades- we roll two dice and add or subtract or multiply. For 4/5 grade- we will roll one dice at a time up to 3 and add or multiply.

Variation: Each pair has a dice and take turns rolling the dice. Trade who they play with every 45 seconds to a minute.

Pairs then play against another pair and have two dice to roll.

3. Flash card tag-

Equipment: Flash cards for teacher, pennies to designate taggers

Use: Opener or closer

Math wizards (taggers) try to tag students in open space. If they are tagged they have to come to the teacher and get a flash card answer correct to get back into the game. Change wizards after 1-2 min. Use appropriate cards for class level.

4. Batman Bucks-

Equipment Needed- Play money (batman bucks), frisbees (banks) and four posters with denominations on them.

Use: Fitness Activity

Students get a partner and find a frisbee bank which are located around the room. On the wall in the four corners of the gym are posters with one denomination on each poster. The partners take turns getting the batman

buck from the center circle and then go together to a poster and do one of 4 exercises listed on the poster and then deposit their money in their bank. Then the other partner does the same. If they get the same denomination- they must do a different exercise from the poster. Play 5-7 minutes. Then at the end they have to count their money in the bank. I teach about sorting by denomination before counting. To check their count- they trade with another group.

5. **Point shoot out-**

Equipment: Basketballs or any ball or could use beanbags. Basketball goals or baskets (buckets for beanbags). Poly spots with numbers on them.

Use: Skill Activity for basket shooting, dribbling practice or underhand throw at target.

Spread poly spots that have numbers on them in front of two or more baskets. This is a relay so I have teams of 3-4. First person dribbles out and tries to make a basket- if they do they get to take the poly spot- if not they dribble back and give the ball to the next person on team. At the end they have to add up their poly spot values to find out their score.

I do the same activity with bean bags at a target in the center of the gym with poly spots spread all around. The higher the value the further away the poly spot.

6. Macarena Counting:

Equipment: Macarena song

Use: **Introductory activity or closer**

Have students count by 1's ,2's , 3's or more while doing the movement to the macarena song.

Health and Fitness Concepts

1. Healthy Heart Tag- This activity is where I first learned the value of this type of activity. I teach the unhealthy habits to students prior to the game itself.

Equipment needed: Balls with unhealthy habits written on them.

Use: **Fitness Activity**

1. Smoking 2. Sugar 3. Fat 4. TV(Video games) 5. Salt

Taggers with unhealthy habits try to tag the healthy students. If tagged the student becomes unhealthy and says "Healthy heart I need exercise" and taps their chest until a healthy heart helper comes along and does 5 jumping jacks with them to free them. Students can't be tagged while doing the jumping jacks. Play for 2 min. and change taggers. On subsequent days when I do this activity, they have to name the unhealthy habit and why it is unhealthy to be the tagger.

2. Body Works Tag- Taken from Physical Best 1st edition I believe

Equipment: None

Use: Opener or **Closer**- Sometimes fitness if this a relative topic.

Students line up on sideline of gym and teacher give each person a body works name- Bones, Muscle, Tissue, Water and Fat. I tell them that our body needs all of these things to function properly. Note: Tissue is somewhat confusing to students as they think of Kleenex.

One person is selected as the body works tagger- they call out Bones and all the bones have to run to the other side without being tagged. If tagged they join Mr or Ms Body works in the middle as a tagger. Play until only a few are left and change taggers. If they call body works all have to run, skip, slide or whatever you want.

This is a great lead in for body composition concept teaching.

3. Muscle Works Tag- Taken from chant idea Five for Life Program

Equipment: None

Use: Opener, Closer or Fitness Activity

Five for life has a great number of activities to help teach the concepts of fitness and nutrition. Prior to this activity, we have learned about several muscles and their function. The game is a variation of muscle works only this time they are given muscles to be and they have to respond to the tagger the function before crossing to the other side which helps the tagger. They also do a motion with the body part while chanting.

EX: Tagger calls Biceps- Chant back- Biceps, Biceps Bend the arm.

Triceps- Chant Back -Triceps Triceps Straighten the arm.

Pectorals-Chant Back- Yes I can push away harm.

4. FIT tag (Funny, Interesting Taggers)-

Equipment: Pennies with Fitness Characters- Signs on cones for exercises.

Use: Fitness Activity

The taggers in this game represent the different components of physical fitness. When tagged by one of them- they have to go to the out of bounds

area to do an exercise that corresponds with the component that tagged them.

1. Gumby- Flexibility- Poster with flexibility exercises on it.
2. Energizer bunny- Muscular Endurance- Poster with curl up type activities.
3. Incredible Hulk- Strength- Poster with push up activities on it.
4. Roadrunner- Aerobic Endurance - Poster with various endurance choices.

5. Bad Habits Tag

Use: Fitness activity

Equipment: Pennies with Bad Habits on them- Video Wizard, Couch Potato, Junk Food Junkie. Lightweight balls(many)-like come in ball tubs. Blank vests for the rest of group.

If tagged by one of the bad habits, they must get a piece of fat (ball) and put inside their vest then return to the game. Play at least two rounds so that taggers from first round get a chance to be tagged.

I use this activity to bring home the point that when we get into bad habits it has a consequence on our bodies. I usually have them tell me how it felt to have the body "grow".

Language Arts Activities

1. Spell and Run(Skip, Gallop or whatever)

Equipment: Alphabet letters around gym on wall

Cards with words, Presidents, various topics-Container

Use: Opener

I use this one quite a bit during the year. I use my whiteboard with instructions for the opener when students enter the gym. Since my classes are all back to back this helps with transition time to the first activity while I am checking out the last class. Students get a card from the bucket and jog and spell out the letters on the card by going to each one. When they finish a word they return it to the bucket or if I have enough cards for the topic, they keep the card. I put a song on for them to run to. When done- I have them tell me or sometimes their neighbor to see if there were any words they did not understand. For President's Day, I put all the president's on cards and have them spell their name out. Before a science assembly, I put the terms in the bucket for them to spell.

2. Alphabet Tag- Grades 1-3

Equipment: Pennies for taggers

Use: **Fitness** or opener/**closer** (Flexibility)

3-5 Students are selected as the taggers. When they tag someone- they whisper in their ear a letter of the alphabet. That person has to make the letter with their whole body and wait for someone to guess what they are to get back into the game. People guessing can only make one guess then have to move to a new person to guess. They can't be tagged while guessing. This is a great activity for body awareness and shapes and directions of letters for younger students. Change taggers every 2 min or so.

3. Make A Word- Grades 1-3

Equipment: None

Use: Fitness- opener or **closer**

I use this activity after students have become familiar with making letters with their bodies. I have them get into groups of 2 and have them make a 2

letter word with their body. Then I go around and try to guess their word. If it is going the wrong direction, we talk about how we read words- right to left. You can do groups of 3,4 or 5 to make words. You can also have them draw words from a bucket to do as some have a hard time thinking of words.

4. Egg Search Relay-

Equipment- Plastic eggs- 6 per team, plastic cups to cover eggs, cones (enough for each team)

Use: Fitness Activity

Divide group into even teams of 3-5 people and stand behind cone. First person runs across and peeks under a cup looking for their color of egg. If they find their color egg, they bring it back for their team. If not they cover and go back and tag next person on their team. Cups are lined up in rows so they can determine a strategy for finding their eggs. When all 6 eggs have been found, they open the eggs and have parts of a sentence that they have to put together. For 4th and 5th, I use the definitions of the various components of fitness. They have to look for the capital letter to start the sentence and the period at the end and then put the rest of it together as a team. The emphasis on "winning" the relay is lost as they have the new challenge of putting the sentence together.

5. Capitalization Tag- Taken from Thinking on Your Feet by Jean Blaydes Madigan.

Equipment : Pennies for taggers.

Use: Opener or closer

Ask students when do we need to capitalize a letter in a word before starting game. It's tag people taking their capital letter. Person tagged goes on one knee and yells " Upper Case". An untagged player comes to

rescue them by the tagged player telling them one of the rules for capitalization.

Geography Activities

1. Find your state

_Use: **Introductory Activity:**

Equipment: Geo spots with states and capitals on them scattered with state and capital showing.

Purpose: Get students moving and recognizing different states. Remember the pattern of the states they have been to.

Walk and find a state you have never been to and place one foot on the state.

Now walk and find a different state you have never been to. Find a third state- now find the first state again. Second state. Continue with this building to 5 or 6 states.

2. Find your state- workout

Fitness Activity:

Equipment: Geo spots with states and capitals on them scattered on floor.

Geo spots are different colors.

Activity: Find a partner- Go to first state of one partner in first activity.

If it is blue- Do 5 push ups together

If it is green- Do 1 leg stretch together

If it is red- Do 5 jumping jacks together

If it is yellow- Do 5 curl ups together

If it is purple- Do 5 steam engines- (touch opposite knee to opposite elbow)together.

If it is orange- Do 5 choice exercise together.

Then go to the 1st state of the second partner. Continue alternating states of partners for a period of time and doing the exercise according to the color of the state.

3. State tag- Taken from Jennifer Higgins- TOY East District NY

Introductory Activity or Closer

Equipment: Geo spots with states outline on them but no name showing.

Everyone starts with a state and holds it close to their body with the outline of the state showing. Everyone tries to tag another player, if they do, the player that tagged get to try to guess the state of the other person. If they do, they get to take that state from that player. If they don't other player gets to try to guess their state. Try to collect as many states as you can. If there are states left on the side you can get one if you do not have a state.

Variation: They must guess capital of state to earn the state.

4. State Dance-Taken from Karen Ricker- TOY Central Dist. Nebraska

Equipment: None

Closing activity

Get a partner- Pick a state and make a movement that you think goes with that state. (i.e. Lasso- Texas) Work out the movement together.

Find another set of partners and try to guess what state they are.

Get into square dance sets of 8-

A. Each set of partners does their movement for a count of 8 and go around the set.

B. The whole set does everyone's movement for a count of 8.

C. Make a round with one partnership starting and then the next one starts.