

Moving It with the Newspaper

Grades K-3

Two day Lesson Plan

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Benefits of using a newspaper: It's Green (reusable), easy to set-up, inexpensive (free), students can do it at home, you can integrate Math, Language Arts and Social Studies and it's fun.

Learning concepts:

- Demonstrate body position in space and relationships qualities
- Identify and use body parts in relation to movement
- Perceptual motor abilities of laterality, directionality, and balance
- Perform basic locomotor skills
- Hand-eye coordination
- Perform tossing and catching skills
- Work on upper body strength
- Creativity

Equipment: newspaper, scotch tape or masking tape

Location: outside or inside

Lesson: each student should have a full sheet (four pages) of newspaper. Fold the paper into quarters, then roll the paper width side up and put a small piece of tape in the middle to hold it together.

A. Balance Tasks

1. Balance roll on body parts. Start at top of head, and then go to forehead, nose, chin, shoulder, knee, foot.
2. Balance roll on various body parts and walk forward, backward, sideward, etc.
3. Balance roll (horizontally) on four fingers, then three fingers, two fingers, and one finger. (Try opposite hand.)
4. Balance roll (vertically) on palm, then on fingers. (Try other hand).

B. Hand Eye Reaction Tasks

1. Toss from hand to hand. (Try to track roll with eyes without moving head.)
2. Flip roll in air turning it over one times and catch using same hand. Use an easy toss. (Perform same task using other hand).
3. Hold roll in front of body at eye level (vertically) using just one hand. Release and catch with the same hand before roll hits the floor. To make it more challenging, student should attempt to catch it below waist level. (Try using other hand).
4. Hold roll vertically in one hand with arm held straight above head. Release roll and reach across body with opposite hand and attempt to catch before it hits the floor. (Reverse hands and try the same task).
5. Place the roll across the finger knuckles, let the roll down the fingers and catch it palm down with the same hand.

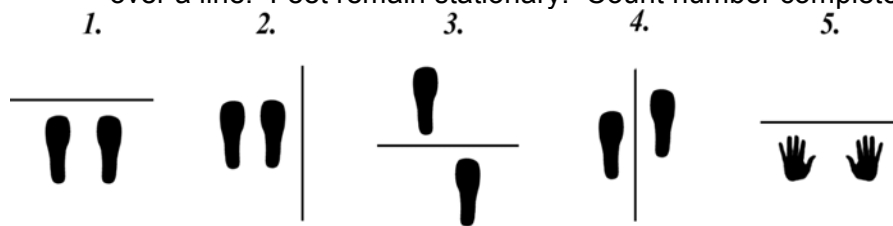
6. Place the roll on the elbow with your hand by your ear. Straighten your arm out and catch the roll with the same hand palm down.
7. Place the roll on the top of the head. Let it roll off the head backwards and catch it with your hands by your waist.
8. Balance roll on one finger and send it up as a rocket and catch.

C. Agility Tasks

1. Pass roll around body exchanging hands. Quickly change directions on given signal.
2. Pass roll around the knees exchanging hands. Quickly change directions on given signal.
3. Pass roll in and out legs in a figure eight pattern. Quickly change directions on given signal.
4. Hold roll horizontally in front of body with one hand at each end. Quickly step over roll with each foot without releasing ends, and then reverse procedure by stepping back again to starting position (flexibility).

D. Movement/fitness Tasks: Place the roll on the ground

1. **Front Jumps:** Students stand in front of a line on the floor. They have ten seconds (time may vary- and remember to plan for success!) to jump forward and back across the line as many times as they can.
2. **Side Jumps:** Students stand beside the line. Another ten seconds (or predetermined amount of time) is given to jump from side to side over the line as many times as possible.
3. **Scissors stride:** Next, stand with one foot on either side of the line. Scissors jump (stride jump) back and forth alternating feet for the time period.
4. **Criss-Cross:** Stand with feet apart and the line between the feet. Jump apart and cross, apart and cross; legs will cross each other over and over the line. Count number completed in time period.
5. **Hand Walkers:** Complete task in push-up position with hands walking back and forth over a line. Feet remain stationary. Count number completed in time period.



E. Partner activities

1. Each partner has a roll in one hand holding it vertically, on the count of three the students throw it vertical to your partner, who catches it with the same side it was thrown from.
2. One partner has both rolls vertically (one in each hand) and throws both at the same time.

F. Toss & Catch activities: Take the tape off carefully and make the NP into a ball.

1. Toss and catch the ball (standing, sitting, laying down)
2. Toss, clap and catch
3. Toss , touch the ground and catch
4. Toss, do a 360 and catch
5. Toss under leg and catch

6. Toss and catch with one hand
7. Have a snow ball fight

Day 2 – Use the Newspaper laid out fully

A. Body Balance Tasks

1. Balance 7 body parts on the NP, 6 body parts, 5, 4, 3, 2, and 1 body part on the NP.
2. Build a bridge over your NP using 4 body parts (facing up and facing down), 3, and 2 body parts.
3. Balance on one leg and the other foot is bent, straight in front, and straight in back. How much can you bent the leg you are standing on without falling?

B. Relationship Tasks

1. Stand in front of NP, in back, right side & left side (example: get behind the ball).
2. Stand over/above it (straddle).
3. Stand on it, off it.
4. Stand underneath/below/beneath (example: underneath the basket, basketball or underneath the ball, volleyball)
5. Stand next to/alongside it (example: stand next to the T, T-ball)
6. Stand near, stand far from it.
7. Play “Simon Says” using the relationship words)

C. Locomotor Tasks (these are best done outside for the students may slip on the newspaper on a gym floor)

1. Jump (keep feet together) over the NP width side and length side.
2. Hop over the NP.
3. Put NP between knees and jump.
4. Walk clockwise, counter-clockwise.
5. Skip around the NP.
6. Gallop around the NP or use the NP as a tail and gallop around general space.
7. Slide around the NP.
8. Put NP between leg bent in back and hop.
9. Put NP in front of chest and run keeping the NP on the chest.
10. Grab the corner of the NP and fly a kite.
11. Leap over the NP.
12. Found a partner and leap over two NP. **Note:** have the student start by laying one newspaper on top over the other and slow increase the distance.

D. Creativity – individually

1. Make a paper airplane.
2. Make a hat.
3. If inside use NP as skates.
4. If you have beanbags, use NP as a horseshoe target

E. Creativity – partner

1. Put the two newspaper together and make a ball
 - a. Play basketball with one person making a basket with their arms
 - b. Play soccer 1 on 1 or one person makes a goal with their legs
 - c. Play volleyball
 - d. Play catch
 - e. Play baseball using your arm/s as a bat

Integrating using the Newspaper

Use a few of the integration ideas at the beginning of each lesson or one or two throughout the lesson.

Math Ideas:

Scope and sequence of Math concepts taught in elementary schools: number sense, measurement, geometry, patterns and functions, probability and statistics, logic, and algebra.

Pair students with a partner;

1. Have each student add up the page numbers of his/her own newspaper (NP). Have the partner check the addition. Have the students subtract their sum from their partner's sum. For the older students have them multiple their page numbers. Or have a person jump the page numbers and the other person adds them as the person jumps. For kindergarten and 1st graders just have them jump or hop the page numbers.
2. Have students add the date numbers of the NP.
3. With the NP spread out, measure the length, width and perimeter using your feet (heel, toe, heel, toe) and/or using your hands.
4. Have students fold the NP into different shapes.
5. Have the students fold the NP into certain fractions.
6. Have students count how many pictures are on their NP.
7. Estimate the distance to an object, then measure the distance using the NP.
8. Skip counting while catching.
9. Count how many main articles/stories there are.
10. Use math vocabulary: more than, less than, fewer, same, all, none, most likely, least likely, probably, and definitely.

Language Arts:

Scope and sequence of language arts concepts taught in elementary schools: reading, writing, speaking, listening, viewing.

1. **Word warm-up:** a student or the teacher reads an article to the group and on a certain word or words, name, city, state or country the students do a certain exercise (push-up, curl-up, jumping jacks). Find a word or two that is repeated a lot in the story.
2. **Action Punctuation:** a student or the teacher reads an article to the group. Depending on grade level, you can put the students into eight separate groups (one group for each of the punctuation) or everyone does all the punctuation. While reading say the punctuation and the students have to do the following:
 - a. **Period:** jump up high once, saying “freeze”
 - b. **Comma:** running in place in slow motion, saying “Slow down extra information coming”
 - c. **Question Mark:** do military presses, saying “Stop and ask Who, Where, What, When and How”.
 - d. **Exclamation Mark:** run in a small self circle three times, saying “I am So Excited”
 - e. **Quotation Marks:** hop twice on one foot and twice on the other foot, saying “Someone said that and I am repeating it”
 - f. **Apostrophe:** four scissors, saying “Something is cut out”
 - g. **Colon:** jump up and down four times in a straddle position, saying “separate, elaborate or interpret”
 - h. **Parentheses:** sliding in place back and forth four times, saying “Let me explain”
3. **Sports’ Page:** Have a student read the different sports mentioned in the paper. As the student mentions a sport, all the other students have to mimic an action from that sport for a few seconds. Then the reader mentions another sport.
4. **Biggest Print:** (K & 1 grade: letter recognition) with a partner. One person goes first. The first person finds the largest printed sentence on his/her paper and calls out the letters to their partner and their partner has to write them in the air with their finger, elbow, head, or foot.

Social Studies (Geography)

If you are inside, hang up a United States map and a World map. Each continent has a locomotor skill or exercise matched to it. If a student reads in his/her paper about a city, state or country, he/she will go to the map and locate it. Then he/she tells it to the whole group and the whole group repeats the name and the state and/or continent it is located on. Then the whole group does the locomotor skill or exercise matched to that continent ten times. Then the next student comes up and locates his/her city, state, or country. The seven continents are North America, South America, Europe, Asia, Africa, Australia, and Antarctica.

