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| **Using Physical Movement** | *Leslie Hicks*  Academic Coach  Chandler Unified School District – IRC  [Hick.leslie@cusd80.com](mailto:Hick.leslie@cusd80.com) |

**CUSD Physical Activity web page** <http://www.cusd80.com/page/1246>

**GoNoodle:** <https://www.gonoodle.com/>

**Acting Out Punctuation:** 95 Percent Group Inc.

This fun video demonstrates a way to engage students in learning punctuation in a way that's entertaining and totally memorable. It works for just about any age student, even for adults as you'll see in the video.

<https://www.youtube.com/watch?v=ILwTCKbE0to>

**Brain Breaks Website & Book** - ENERGIZING BRAIN BREAKS book by David Sladkey

<http://brainbreaks.blogspot.com/>

**Marzano Teacher Evaluation Model** – Design Question 5: Engaging Students, Element #27 Using Physical Movement

iObservation Resource Library:

When students are active participants in the learning, engagement and retention increase.

The benefits include an increase in students’ energy and ability to concentrate, both of which will improve student engagement. Physical movement can be incorporated into the lesson content as illustrated by the following strategies.

**Stand Up and Stretch**

* Students can stand by their desk or wherever they are in the classroom for a brief moment of stretching and movement
* Can be done at regular intervals or whenever a teacher notices a need for a shift in student engagement
* During presentation of new content, stand and stretch can be incorporated into student processing time
* Students can be taught to recognize their own need to stand and stretch to maintain their focus as part of regular classroom routines and procedures

**Body Representations**

* Students briefly act out important concepts from the content
* Can be done in small groups to improve engagement and deepen understanding
* Effective during processing time or as review

**Give One, Get One**

* Pairs of students stand and compare responses
* Each student identifies information they have but their partner does not
* Students try to get new information from, and give new information to, their partner
* Can be done with multiple pairings
* Works well with the use of academic notebooks

**Vote with Your Feet**

* Students move to different areas of the room in response to a posed question
* Works well with T-F and Multiple Choice type questions
* Can also be used to indicate reaction to a response (i.e., incorrect, partially correct, totally correct)
* Effective way to review and monitor for student understanding

**Corners Activities**

* Students move to groups in the four corners of the room
* Each group focuses on a different concept or question
* Group responses can be shared with the larger group or charted for review as groups rotate through the four corners

**Math Activity**

Give every student a playing card (take out the face cards and the 10). Students move around the room and switch cards with each other while music is playing (use different locomotor movements). When music stops, students freeze and look to the teacher for instructions. Challenges can be individual, partner, small group or even using the entire class. Practice math concepts:

* If your number is odd hop on one foot, even do jumping jacks. Turn music back on and every time they exchange cards students must change their movement based on whether the number is even or odd.
* Even/Odd #s
* Greater than/Less than
* Find the Sum, Product, Difference, Quotient (partners or small groups) teacher can call on each group and say answers out loud or say the answer to your partner - partners help correct each other. When the music starts, if the answer was Greater Than or equal to \_\_ - students skip if it was Less Than - students slide
* Make a proper fraction, numerator stands, denominator kneels down - When the music starts, if you were the numerator gallop, denominator walk backward
* Improper fraction - can you reduce your fraction? Did you have a whole #?
* Mixed number (Groups of 3) - whole number with a fraction, ask students to convert it to a decimal. Is this a rational (a number that terminates or repeats itself) or irrational number (neither repeats nor terminates ex. pi)?
* Form the largest number possible (Groups of 3 or more) have each group say their number out loud. The # 763 the 7 would say seven hundred, 6 says sixty, 3 says 3. Practice place value. if you are the thousands place skip, hundreds place slide, tens place jump, ones place walk.
* Groups of 2 or more, come up with a computation problem or algorithm that results in the largest answer possible and explain it to the class. For this one you may need to give students paper & pencil, or white boards and they will probably need calculators.

Ex. Four students with the #s 5, 8, 4, 3 may start their thinking with addition, then think multiplication, then think about combining the #s 85 X 43, 543 X 8, or 543 to the 8th power or 8 to the 543rd power. Let the kids play with the numbers and see what skills they use.

**Puppet Master**

Have participants quickly find a partner and decide who is partner #1 and who is partner #2.

* Partner #1 is the first puppet master. Use one hand as the stage and use the other hand (finger movements) to control the puppet.
* Partner #2 performs the movements shown by the puppet master.
* The first puppet master has one minute to control their partner’s movements in order to get their partner’s heart rate as high as they can.
* After one minute switch roles.
* Movements should be performed in their own space. Be creative!

**Sherlock Holmes**

Choose one student to be Sherlock Holmes and send him/her out of the room. Then, select one student to be the exercise leader. This person must silently lead the class in exercises. Sherlock Holmes enters the room and watches to see who the leader is. Students should try to confuse the detective by not looking directly at the leader and changing exercises when the detective is not looking.