Fit Learning

Core Curriculum and Physical Activity Combined

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Bowling

Concepts:

Math: Number Sense

Materials:

Bowling pins and a ball OR Dixie cups and a tennis ball

Variations:

Subtraction from 10	Multiplication and Repeated Addition	Addition	Fractions
Roll a ball at 10 pins. Subtract number knocked over from 10, record the difference.	Assign each pin the same value. Roll a ball. Determine sum and/or product of pins knocked over and record.	Write a number on each bowling pin. Roll a ball. Add up the value of each pin knocked over.	Roll a ball at 6 or 10 pins. Determine the fraction of pins knocked over. Record fraction.

Bean Bag Toss

Concepts:

Math: Number Sense

Materials:

Baskets or bins or beanbag board, bean bags, labels

Variations:

Place Value	Addition	Subtraction
Label Bins (ones, tens, hundreds etc). Toss 10 bean bags, trying to land in bins. The number of bean bags in each basket represents the value of that place. Ex: 2 bean bags in the Hundreds bin would be 200. 3 bean bags in the tens bin would be 30 etc. Record the value.	Use numbered bean bags, find sum of bean bags landed into unlabelled baskets.	Start with a predetermined value. (Ex: 100). Throw bean bags into baskets. Subtract the value from original number. Use regular bean bags with labelled baskets, or number beanbags into a target.

Basketball Addition/Subtraction

Concepts:
Math: Number Sense

Materials:
Labelled baskets, balls with equations written on them

Variations:

Addition/Subtraction	Alphabet
Pick up a ball with an equation, try to land it in a basket. Any baskets made are your team's points. Team must solve equations to determine points earned.	Each ball has a letter or word on it. Once all balls are thrown, the ones in the baskets are used to create words or sentences.

Hopping the Hundreds Chart

Concepts:
Math: Number Sense

Materials:
Giant premade 100 chart OR create your own using the back of a Twister mat or foam floor tiles; riddles and/or equations or dice

Variations:

Addition	Skip Counting
Pull an equation card, riddle or roll two 12 sided dice. Solve and hop to the answer. Repeat.	Roll a die, skip count on the 100 chart by that number either up or down.

Moving on the Number Line

Concepts:
Math: Number Sense

Materials:
Premade non-slip number line (yoga mats or cupboard lining are great for this!); dice

Variations:

Addition	Fractions
Use a number line to 20. Roll a die, skip count by	Use a fraction number line.

either hopping, jumping, or squatting.	

Race to 1000

Concepts:

Math: Number Sense

Materials:

Base ten blocks (ten rods, hundred flats, thousand cubes); hula hoops; dice

Variations:

Race to 1000	Race to 100
Place base ten blocks in middle of space. Put students into teams with a hoop and a die. On "go" one player rolls the die, then races to collect that many tens rod and returns to home base (hoop). Next player repeats. While taking turns running for tens rods, other players are working on making groups of tens to trade for a hundred flat. First team to return with a 1000 cube wins.	Use ones, ten rods, and hundred flats. Each roll corresponds to how many ones each player runs to collect. Ones can be traded for tens. First team to return with a hundred flat wins.

Capture the Flag

Concepts:

Any subject

Materials:

Question cards, 2 flags, large space

How to Play:

Place flags in opposite ends of the space, with two opposing teams on either end. A math equation or question is read; if solved or answered correctly members of the teams take one step forward. If incorrect, take one step back. Questions can be differentiated by grade level or even the player that is moving. More challenging questions could be saved until the very end. Object of the game is to reach and capture the flag of the opposing team.

Relays

Concepts:

Number Sense OR Shape and Space OR any subject

Materials:

Pylons; “math items” to be brought back; math prompts or cards

Variations:

Hundreds Chart	Equations	Place Value Cones	Money	3D Shapes
Have a pocket hundred chart at the starting line for the team to work on. Team members have to go from one pylon to the other to collect the numbers to be put into the hundred chart. While one team member is racing to collect items, the other members are putting the chart together	Team members pull out a number card, have to race to the end to find an equation that represents that number and races back. Team members double check before the next member goes. OR, start with the equations, solve together, then one player races for the answer. Could be used with addition, subtraction multiplication, divisions, fractions, decimals etc.	Each team starts with a collection of cones with a 3 digit number on them. Race to middle to search through and find scoops that show the same value (words, base 10 blocks, expanded form etc).	Players flip over a card and read the value of the card (Ex; $1.25), then run for the coins (Ex: 5 quarters) to return to their team with.	Start with clues or cards describing attributes of 3d shapes. Players then race to collect the shape from the other end to bring back for their team.

**Movements could be running; hopping, galloping, crab walking etc.

Fit Dice

Adapted from Ever Active’s Fit Dice activity

Concepts:

Number Sense

Materials:

Numbered dice (big or small); fit dice number cube or chart with exercises/activities

How to Play:

Roll two dice or number cubes as well as a fit die. Add, subtract or multiply the numbers together. The sum, difference, or product determines how many how many of each activity to do. Example, rolling a 2 and a 3 could mean that you do 6 jumping jacks. Repeat.

Hopscotch

Concepts:

Math: Number Sense

Materials:

Hopscotch mat, or chalk

Variations:

Mental Math	Skip Counting
Use premade board (back or Twister math or yoga mat etc) with equations on it. Students hop as they solve.	Use traditional hopscotch format (1-10), students practice skip counting forwards or backwards by 2`s as they hop.
Hopscotch could also have science vocabulary or letters on it (adapted to other subjects)	

Greater Than or Less Than

Concepts:

Math: Number Sense

Materials:

Greater than die (or symbol card); numbered cards or numbered cubes (dice)

How to Play:

Roll two dice (or flip two cards). Roll a greater than die or use. Verbalize statement out loud. (Ex: 5 is greater than 3). Students then find the difference (The difference is 2), which determines how many of a particular exercise students must do (Ex: 2 push ups).

Pattern Routines

Concepts:

Math: Patterning

Materials:

Optional: Lucky 7`s cards or Fit Deck cards

How to:

In small groups student create movement sequences that showcase an increasing or decreasing pattern. Classmates try to figure out the pattern rule for each movement.

Race and Record

Concepts:

Math: Measurement; Graphing

Materials:

Stop watches, graph paper or templates, space to run

Variations:

Running	Obstacle Course
Prior to running a predetermined distance, students estimate the time he or she thinks it would take. Students record this estimate on a chart and a bar graph. Students then time each other running. Students record actual times on chart and bar graph. Students could then find the difference between the estimate and the actual times. Students could also determine fastest time etc if repeated over multiple days.	Many activities could be estimated and then timed, like an obstacle course, or a dribbling sequence etc.

Hallways and Stairs

Concepts:

Any subjects.

Materials:

These are natural places for movement.

Variations:

Don’t Walk in the Halls	Learning Stairs
Shape/Colour recognition Repeating Patterns	Math facts Numbers and skip counting Sight Words Periodic Table

Spell Jump

Concepts:
Spelling

Materials:
Mat with letters (ex: back of a Twister board)

Variations:

Spelling Words	Make 10
Choose a word, and jump out the letters to spell the word	Mat could have a random arrangement of numbers… find 3 in a row that make 10 (or any other chosen number)

Move Like…

Concepts:
Science and Social

Materials:
Space

Variations:

Learning about places around the country or the world?
Move like…
- an animal from that country
-transportation within that location, how do you get between locations (plane, boat, train, camel etc)
-you are walking on their terrain/landscape (climbing a mountain vs walking on a beach or desert, or on a crowded street, or snowshoeing)
-the parts of the human ear (or any other topic of study)