

Move-to-Improve

Physical Activity Guide for Elementary School Grades



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Move-to-Improve Program

Physical movement stimulates academic success by helping students to be alert and have the energy to learn. Move-to-Improve is a free classroom-based physical activity program that helps elementary school teachers enhance their lessons with activities that get students moving. Move-to-Improve activities blend academics and physical activity into educational lessons that support New York State PE Learning Standards and integrate core curriculum concepts.

What Teachers Are Saying About Move-to-Improve

- “The students are more calm and focused since Move-to-Improve started. Plus, they really enjoy the activities.”
- “I love Move-to-Improve. I use it as an incentive for students to keep up their good work.”
- “The activities are fun, easy to facilitate and incorporate into lessons.”
- “My students love Move-to-Improve. Here are some ways we’ve used it in our classroom: to check times table facts; to distinguish between fact and opinion; to identify prime and composite numbers. Here are some benefits I’ve noticed: an increased eagerness to participate; an all around happy attitude while learning; a feeling of ownership (the students love to help select the Move-to-Improve [visual aid] cards and they always ask to include Move-to-Improve when we are checking work).”

For more information on the Office of School Wellness Programs or Move-to-Improve, email MTI@schools.nyc.gov.



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Introduction



Benefits of Classroom Physical Activity

Move-to-Improve activities help schools meet New York State physical education requirements.

New York State requires all elementary schools to provide at least 120 minutes of PE every week for all students: daily in kindergarten through third grade and at least three times per week in fourth through sixth grade. Move-to-Improve All-Star schools (led by a PE teacher, with 85% or more of their teachers trained in the program) can meet the weekly requirement through a combination of PE classes and Move-to-Improve activities (up to 40 minutes per week). Recess does not count toward the State PE requirement.

Note: Move-to-Improve activities are designed to supplement existing PE instruction, not to replace it. For more information about New York State PE requirements, visit p12.nysed.gov.

All academic areas can be incorporated into Move-to-Improve activities.

ELA, Math, Health, Science, and Social Studies can be easily reinforced during physical activity. See the Academic Integration section in each Move-to-Improve activity for ways to integrate academics.

Higher levels of fitness are associated with better academic performance.

Physically fit students tend to outscore their peers who are less fit on academic tests, according to a report from New York City's Departments of Health and Education. The analysis also shows that childhood obesity remains prevalent in New York City — a finding that underscores the urgent need to ensure that school-age children receive nutritious meals, high-quality PE, and ample opportunities for physical activity. (See "NYC Vital Signs," page ii.)

Daily physical activity offers many health benefits.

Regular physical activity helps improve overall health and reduces the risk for many chronic diseases. The Centers for Disease Control and the U.S. Department of Health and Human Services recommend that children get at least 60 minutes of moderate to vigorous physical activity each day. For more information, visit cdc.gov or hhs.gov.

Physical Fitness Related to Academic Performance



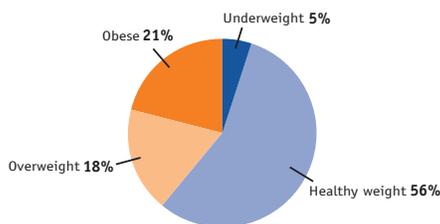
NYC Vital Signs

New York City Department of Health and Mental Hygiene

June 2009 Volume 8, No. 1

Childhood Obesity is a Serious Concern in New York City Higher Levels of Fitness Associated with Better Academic Performance

More than 20% of students are obese
Weight status in NYC public schools, kindergarten–eighth grade



- More than one in five public school children (kindergarten through eighth grade) are obese (21%), and a similar number of students are overweight (18%).
- Compared with children nationwide, NYC children are more likely to be obese (21% vs. 17%) and overweight (18% vs. 14%).

Childhood obesity is epidemic throughout the United States. In 1980, 7% of children ages 6 to 11 years were considered obese. By 2006, this figure more than doubled to 17%.

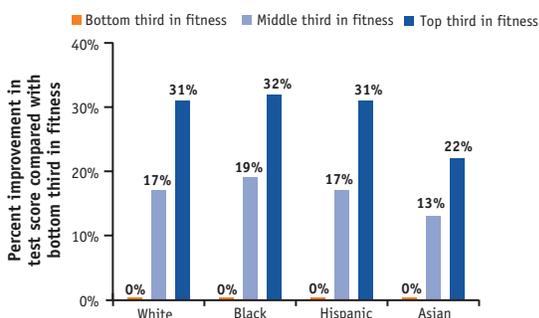
The Office of Fitness and Health Education was created in 2003 as a joint effort between the NYC Department of Health and Mental Hygiene (DOHMH) & the NYC Department of Education (DOE). An initiative from this collaboration includes extensive teacher training and the introduction of standard-based fitness curriculum and assessment (NYC FITNESSGRAM). Physical activity has many health benefits, including preventing obesity and losing weight.

To better understand the prevalence of childhood obesity and how physical fitness may be associated with academic performance in New York City, the DOHMH and DOE reviewed academic and fitness records of public school students in grades K-8 who participated in the NYC FITNESSGRAM program during the 2007-08 school year. The results of this study will be used to inform strategies to continue raising student achievement levels.

Data presented in this report are taken from NYC FITNESSGRAM reports from the 2007-08 school year, when more than 600,000 students K-12 were assessed. This report examines BMI data in grades kindergarten through eighth grade and physical fitness results in grades four through eight. BMI data were weighted to reflect all NYC public school students in these grades. National estimates of overweight and obese children (ages five to 14) are from National Health and Nutrition Examination Survey (NHANES), 2005 and 2006 combined data.
Fitness assessment: NYC FITNESSGRAM measures individual fitness performance and improvement. Students are not compared with each other or to a standardized norm. The NYC FITNESSGRAM report provides students with feedback on their performance as compared with criterion-reference standards and offers suggestions for lifelong fitness (schools.nyc.gov/fitness). The NYC FITNESSGRAM is based on FITNESSGRAM/ACTIVITYGRAM™ 8.0, owned by the Cooper Institute, Dallas, TX, and published by Human Kinetics, Champaign, IL.

Students with better physical fitness have higher academic test scores

Percent improvement in academic test score by NYC FITNESSGRAM score, by race, fourth–eighth grade, 2007–08

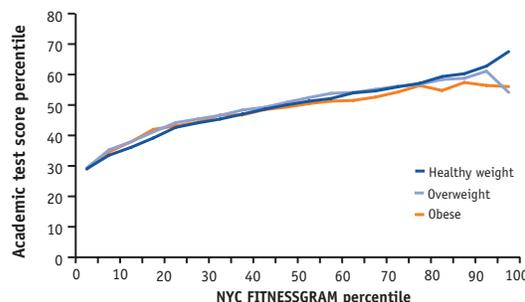


- Academic test scores* increased with higher NYC FITNESSGRAM scores across all racial and ethnic groups.
- Students in the top third of NYC FITNESSGRAM scores had, on average, higher academic test scores than students in the bottom third of NYC FITNESSGRAM.

* Academic test score is an average of a student's NYS Standardized English Language Arts (ELA) and NYS Standardized Math test percentile, as measured by grade level.

Students' academic test scores increase with physical fitness scores across all weight categories

Academic test and NYC FITNESSGRAM scores, by weight status



- Standardized test score performance increases consistently with increasing NYC FITNESSGRAM score across all weight groups. Underweight students follow a similar pattern.
- Overall, students in the top 5% in NYC FITNESSGRAM score 36 percentile points higher on standardized tests than students in the bottom 5% in NYC FITNESSGRAM (65th vs. 29th percentile).

Fitness and academic performance. Findings presented here are consistent with recent research from other states showing that students with higher fitness levels score higher on standardized achievement tests.

- School leaders can make sure that all students receive the required physical education instruction each week, as mandated by the NY State Education Commissioner's Regulations. For specific mandates by grade level, visit <http://www.emsc.nysed.gov/ciai/pe/documents/part135.pdf>
- Teachers and administrators can encourage fitness breaks in classrooms through planned physical activity during the school day.

Alignment of New York State and National Physical Education Standards

New York State

National

Standard 1

Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Key Ideas

- Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.
- Students will design personal fitness programs to improve cardio-respiratory endurance, flexibility, muscular strength, endurance, and body composition.

Standard 1

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2

The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Standard 3

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 2

A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Key Ideas

- Students will demonstrate responsible personal and social behavior while engaged in physical activity.
- Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.
- Students will recognize safety hazards and respond appropriately to ensure a safe and positive experience for all participants.

Standard 4

The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Standard 3

Resource Management

Students will understand and be able to manage their personal and community resources.

Key Ideas

- Students will be aware of and able to access physical activity opportunities within their community.
- Students will be informed consumers and be able to evaluate facilities and programs.
- Students will be aware of some career options in the field of physical fitness and sports.

Fitness Concepts

Concept	Benefits	Examples
<p>Aerobic Fitness Ability of the heart, lungs, and muscles to perform activity over a sustained period. The heart and lungs deliver oxygen and fuel to working muscles and as the intensity increases, the heart must work harder to deliver oxygen and fuel to the muscles. This results in an increased heart rate, which is calculated using beats per minute.</p>	<ul style="list-style-type: none"> • Improves: <ul style="list-style-type: none"> - energy - self-esteem - endurance - muscular strength - bone density - coordination • Lowers: <ul style="list-style-type: none"> - blood pressure - risk of chronic health problems 	<ul style="list-style-type: none"> • Brisk walking • Jogging • Running • Swimming • Bicycling • Dancing • Skating • Jumping rope • Skipping • Jumping • Hopping • Leaping • Galloping • Roller skating
<p>Muscular Fitness: Strength and Endurance Muscular fitness includes strength and endurance. Strength is the ability to produce maximal force one time. Endurance is the ability to exert sub-maximal force repeatedly.</p>	<ul style="list-style-type: none"> • Reduces risk of injury • Increases metabolism • Strengthens bones • Improved muscular endurance • Reduce chronic health problems • Self-esteem 	<ul style="list-style-type: none"> • Push-ups • Curl-ups • Squats • Jumping • Running • Yoga
<p>Flexibility Ability to move a joint through a complete range of motion (the ability to bend and stretch).</p>	<ul style="list-style-type: none"> • Reduces stress • Reduces risk of injury • Improves posture • Increases range of motion 	<ul style="list-style-type: none"> • Yoga • Stretching

Creating a Positive Classroom Environment

Engagement

- Actively involve all students in all activities.
- Promote and encourage student success.
- Be enthusiastic and positive.
- Use Move-to-Improve activities as rewards or refocusing activities.

Safety

- Remove all safety hazards.
- Make sure there is enough space between students during activities.
- Recognize positive and safe participation.
- Encourage correct movements and progressions (e.g., start with jumping on two feet before having students hop on one foot).

Respect

- Promote and require respect during all activities.
- Help students appreciate their differences.
- Create an environment where all students feel comfortable to move creatively.

Rules and Routines

- Be fair and consistent.
- Reinforce appropriate classroom behaviors.
- Designate student leaders to distribute and collect materials.
- Establish classroom routines for Move-to-Improve activities.
- Use cool-down techniques, such as deep breathing, to help students refocus and to get them ready for the next lesson.
- Use consistent prompts to start and stop movements (e.g., hand signals, music, verbal prompts).
- Create a short list of classroom rules. For example:
 - Follow directions.
 - Respect others.
 - Work together.
 - Include everyone.

Tips for Including All Students

Instruct

- Give one direction at a time.
- Demonstrate movements and alternatives.
- Use visual and auditory signals, such as Visual Aid Cards and music, to reinforce movements.
- Provide opportunities for students to self-select movements.
- Use movements that students can do successfully before adding more challenging ones.
- Have students move near their desks before progressing to movements throughout the classroom.
- Practice simple movements before moving on to more complex ones.

Motivate

- Use positive verbal and non-verbal reinforcement to motivate students.
- Do not exclude or eliminate any student from an activity.
- Exercise and physical activity are not used as a punishment; physical activity and movement are meant to be fun and encourage participation.

Differentiate

- Encourage creativity. Let students create their own interpretations of movements when appropriate.
- Change the number or complexity of movements in an activity, depending on student readiness.
- When possible allow students to select the appropriately challenging movement or intensity level.

Adapt

- Start slowly and gradually increase the tempo.
- Provide rest periods, if needed.
- Vary student groupings.
- Use simple patterns.
- Change or simplify movements, depending on ability.
- Modify activities to be seated.



Focused Breathing Techniques

Slower movements, simple stretches, and calm, mindful breathing can make it easier to transition students from high energy activities back to the focused mindset which is necessary to move on with daily lessons.* Some focused breathing techniques include:

Take-5 Breath

Inhale deeply and capture the breath in your hand, making a fist. Slowly exhale and silently count to five on your fingers.

Centered Breath

Inhale deeply and raise your arms over your head to bring your palms together. Slowly exhale and bring your hands down in front of your heart.

Smell the Flowers, Blow the Petals

Inhale through your nose to “smell the flowers.” As you inhale, raise your arms over your head to look like the petals of a flower. Slowly exhale through your mouth and stretch your arms forward to “blow the petals.”

Balloon Breath

Hold your hands an inch or so apart in front of your chest like a deflated balloon. Inhale deeply. As you exhale, “blow the balloon up” by widening the distance between your hands like a big balloon. As you inhale the balloon deflates and the distance between your hands decreases.

Hissing Breath

Inhale deeply through your nose. Slowly exhale through your teeth, hissing like a snake. Extending the exhale will allow kids to slow down their inner speed.

Heart Breath

Hold both of your hands over your heart and inhale for four counts. Then slowly exhale for four counts. Repeat. Can you feel how your heart beat is changing and slowing down, along with your breath?

Bellows Breath

Hold your hands an inch or so apart in front of your chest. As you inhale, widen the space between your hands (as your lungs would while inhaling). As you exhale, the space between your hands shrinks, modeling the actions of the lungs when we breathe.

My Mind is Calm

Hold your hands palms-up in front of you. Inhale deeply. As you exhale, touch your thumbs to your pinky fingers and say, “my,” then touch your thumbs to your ring fingers and say, “mind,” then touch your thumbs to your middle fingers and say, “is,” and lastly touch your thumbs to your index fingers and say, “calm.” Repeat, each time lowering the volume of your voice until you are saying it silently to yourself.

*When using any of these techniques, repeat until the students seem calm.

Move-to-Improve Activities



True or False

New York State PE Standards: 1

National PE Standards: 1, 2

Objectives

- Students will be able to make comparisons and answer academic questions using physical activity.
- Students will be able to define and differentiate between aerobic and muscular fitness activities and demonstrate one example of each.

Teachers Need

- A list of content-specific true/false statements
- Visual Aid Cards: Pogo Jump (Card 5), Reverse Fly (Card 16)
- Students standing near desks
- Music *optional*

Introduction

- We are going to review academic concepts while practicing aerobic and muscular fitness activities.
- Aerobic fitness is the ability to perform large muscle, dynamic, moderate to high intensity exercise for a prolonged period of time.
- Muscular fitness includes strength and endurance. Strength is the ability to produce maximal force one time. Endurance is the ability to exert sub-maximal force repeatedly.

Action

- This Move-to-Improve activity is True or False.
- I will say a statement. If it is true, we will do an aerobic fitness movement.
- If it is false, we will do a muscular fitness movement, and listen for the correct answer.
- When I say “Freeze,” we will stop and listen for the next statement.

Examples of True or False Statements

True = Pogo Jump (Card 5); False = Reverse Fly (Card 16)

- $8 \times 3 = 32$. *False*
- 50% of 12 = 6. *True*
- An avocado is a fruit. *True*
- The capital of New York State is New York City. *False*

Check for Understanding

- What is aerobic fitness? *Aerobic fitness is the ability to perform large muscle, dynamic, moderate to high intensity exercise for a prolonged period of time.*
- What is muscular fitness? *Muscular fitness includes strength and endurance. Strength is the ability to produce maximal force one time. Endurance is the ability to exert sub-maximal force repeatedly.*
- Show me the aerobic fitness activity you do when the statement is true.
Pogo Jump.
- Show me the muscular fitness activity you do when the statement is false.
Reverse Fly.

Academic Integration

ELA

- Incorporate multiple choice questions and have class do different movements for A, B, C, or D answers.
- Use as Noun/Verb, Yes/No, Go/Slow.

Math

- Use as Odd or Even.
- Use to reinforce math concepts (e.g., place value, number recognition, math facts, fractions, money, telling time, measurement, decimals, etc.).

Science/Health

- Use to compare healthy and unhealthy snacks.
- Use to reinforce health concepts such as body systems, nutrition, emotional health, and body composition.
- Use to reinforce science concepts such as states of matter, ecosystems, and weather.

Social Studies

- Use to reinforce concepts such as communities, geographic locations, and historical events.

Listen Up

New York State PE Standards: 1

National PE Standards: 1

Objectives

- Students will be able to review ELA concepts while performing moderate to vigorous aerobic activity.
- Students will be able to demonstrate at least two aerobic fitness activities.
- Students will be able to differentiate between high intensity and low intensity movements.

Introduction

- We will be reading a passage while practicing aerobic fitness activities.
- Aerobic fitness activities make our heart and lungs work hard to provide us with the oxygen we need to learn and play.
- Some aerobic fitness activities, such as Pogo Jumps, require more energy. These movements are considered to be high intensity. Other aerobic fitness activities, such as Toe Taps, require less energy and are considered to be low intensity movements.

Action

Note: Text should be distributed or displayed so students can follow along. If needed, read through the passage before doing the movements and have students highlight the parts of speech you are working on.

- This Move-to-Improve activity is Listen Up.
- I am going to read a short passage.
- As I am reading, you are going to, continue to March (Card 11) while listening carefully.
- Every time you hear _____ (*insert academic content*) in the passage, you will do 3 Pogo Jumps (Card 5).
- After the 3 Pogo Jumps (Card 5), continue to March (Card 11) and listen carefully for the next _____ (*insert academic content*).

Teachers Need

- A short passage that focuses on a particular part of speech
- Visual Aid Cards: Pogo Jump (Card 5), March (Card 11)
- Students standing near desks

Check for Understanding

- Show me the two aerobic activities we practiced in this activity. *March, Pogo Jumps.*
- What is the part of speech we reviewed? Give an example.
- Are Toe Taps considered high or low intensity? *Low intensity.* What about Pogo Jumps? *High intensity.*

Yearlong Extensions

- Have a student lead the activity.
- Use as a small group or partner activity. Passages can be differentiated according to student ability or interest.
- Use as a partner activity for peer editing. Students can read their work aloud to a partner, who can listen with a focus.

Academic Integration

ELA

- Use to reinforce sight words or words that begin with a particular sound.
- Use to reinforce prepositions, punctuation, or other elements of grammar and writing.

Math

- Have students count on a number line and move based on multiples.
- Use with math word problems.

Science/Health

- Read scientific texts and move based on science word wall.
- Read about the effects of tobacco or alcohol and move based on negative impacts.

Social Studies

- Read texts about different cultures.
- Read the Declaration of Independence or other historical documents and move based on a topic.

Freeze and Groove

New York State PE Standards: 1, 2

National PE Standards: 1, 3, 4, 5

Teachers Need

- Students standing near seats with space to move safely around the classroom
- Music *optional*

Objectives

- Students will be able to identify parts of speech through creative movement and physical literacy.
- Students will be able to define and demonstrate flexibility.
- Students will be able to use appropriate behaviors and safe practices while receiving instructions.
- Students will be able to demonstrate a variety of non-locomotor skills such as bending, stretching, twisting, turning, swinging, swaying, shaking, rocking, shrinking, and expanding.

Introduction

- We are going to work on improving our flexibility by moving creatively.
- Flexibility means we can easily bend, stretch, and twist our bodies.
- When we are creative, there is no right or wrong way to move.

Action

- This Move-to-Improve activity is Freeze and Groove.
- I am going to say a word. When the music starts, you will stay next to your seat and move your body to act out the word. Be creative.
- When the music stops, freeze.

Examples of Words (students move near seats)

Wiggle	Squirm	Shimmy	Curl	Sway
Melt	Whirl	Bounce	Tremble	Shiver
Fold	Pop	Grow	Shrink	Spin

- Now I am going to say a word and you are going to move throughout the classroom. Remember to be mindful so that you can move safely and at a safe speed.
- When the music starts, move around the classroom. Be creative and use your imagination.
- When the music stops, freeze.

Examples of Words (students move around classroom)

Spring	Waddle	Stomp	Scurry	Fly
Skate	Rattle	Trot	Float	Pounce

Check for Understanding

- What does it mean to be flexible? *We can easily bend, stretch, and twist our bodies.*
- Show me your favorite way to move while staying near your seat.
- What does it mean to be creative? *Thinking for ourselves and making up our own movements.*

Yearlong Extensions

- Repeat the movements and include challenges: pathways (curved, zigzag, straight), levels (high, low), and tempo (slow, fast).

Academic Integration

ELA

- List rhyming words while freezing or grooving.
- Have students move like characters in a book (e.g., investigates, hunts, explores, etc.).

Math

- Have students freeze into and name different geometric shapes, numbers, or times (hands on a clock).
- Have students move around the room to answer math problems (certain sections of the room are A, B, C, D).

Science/Health

- Have students move like animals they are studying.
- Have students move like cells, a virus, or brain activity.

Social Studies

- Have students do dances that represent the cultures they are studying.
- Use movements that reflect bodies of water (e.g., move like a river, ocean, or lake).

Yoga Breathe and Pose

New York State PE Standards: 1, 3

National PE Standards: 2, 3, 5

Objectives

- Students will be able to practice flexibility, muscular endurance, balance and mental focus while breathing deeply.
- Students will be able to identify flexibility and muscular endurance as components of fitness that can be improved by yoga.
- Students will be able to state at least two benefits of yoga.

Teachers Need

- Visual Aid Cards: Yoga Poses (Cards 21-30)
- Students standing near desks
- Music *optional*

Introduction

- Flexibility and muscular endurance are components of fitness. Flexibility is the ability to bend and stretch through a full range of motion. Yoga helps build flexibility, muscular endurance, balance, and focus.
- Deep breathing is an important part of yoga. It can also help you to relax and sleep better. Regular yoga practice helps improve posture and makes it easier to breathe.

Action

- This Move-to-Improve activity is Yoga Breathe and Pose.
- Let's do some slow deep breathing. When I ask you to breathe, breathe in deeply and slowly through your nose. First, focus on filling your lungs with air. Then slowly breathe out through your nose.
- I will show you a picture of a yoga pose and will explain how to do it. Then I will ask you to hold the pose for 3 deep breaths. If you have trouble holding the pose, take a quick break and try again.
- Remember to take a deep and slow breath. As you slowly exhale, try to stretch a little further into the pose.

Note: Teach poses one at a time. Then link them together in a sequence.

Examples of Yoga Sequences

- Mountain Pose (Card 24), Standing Forward Bend Pose (Card 26), Chair Pose (Card 30), Mountain Pose (Card 24)

- Mountain Pose (Card 24), Tree Pose right foot (Card 29), Mountain Pose (Card 24), Warrior 1 Pose - right leg forward (Card 27), Warrior II Pose - right (Card 28), Mountain Pose (Card 24) *Repeat sequence and raise the left foot in Tree Pose and step forward with left leg in both Warrior poses.*
- Mountain Pose (Card 24), Standing Forward Bend Pose (Card 26), Mountain Pose (Card 24), Star Pose (Card 25), Mountain Pose (Card 24)

Check for Understanding

- Show me a yoga pose you can hold for three breaths.
- What components of fitness does yoga help us improve? *Flexibility and muscular endurance.*
- What are some benefits of yoga? *Improves flexibility, increases muscular endurance, and can help you feel calm and focused. Regular practice can also improve posture and help you sleep better.*

Yearlong Extensions

- Use as a partner or small group activity.
- Have students create new sequences and teach them to the class.
- Use on test days to help students relax and focus.

Academic Integration

ELA

- Spelling words while moving through poses.
- Use figurative language, word relationships, and nuances to transition into poses.

Math

- Use body positions to review geometric concepts of angles and shapes (e.g., degrees, lines of symmetry, parallel lines, perpendicular lines, etc.).
- Skip count while moving through poses.

Science/Health

- Choose yoga poses whose names go along with habitats of animals.
- Choose muscle groups and focus on flexibility in those groups.
- Discuss respiratory system with breathing in yoga poses.

Social Studies

- Use yoga poses to reinforce cardinal directions or geography.

Movement Memory

New York State PE Standards: 1
National PE Standards: 1, 2, 3, 5

Objectives

- Students will be able to explore reaction time and memory through physical activity.
- Students will be able to demonstrate various movements in response to visual cues.
- Students will have a better understanding of time and how it relates to fitness.

Introduction

- We are going to learn 4 different hand signals. From memory, we will do a matching physical activity for each signal near our seats.
- One activity might last longer than another so pay attention to the signals. We call this time. Every day, you should be physically active for at least 60 minutes (teacher shows on wall clock in classroom).
- Physical activity makes our heart and lungs work hard to provide us with the oxygen we need to learn and stay fit.

Action

- This Move-to-Improve activity is Movement Memory.
- I will use 4 signals. The 4 signals are: arms up, arms down, hands closed (fists), and hands open (palms).

Examples

- When I hold my arms up, you will Climb (Card 2).
- When I put my arms down, you will Squat (Card 12) up and down.
- When I open my hands, you will do Jumping Jacks (Card 9).
- When I close my hands, you will Run (Card 1) in place.

Teachers Need

- Visual Aid Cards: Run (Card 1), Climb (Card 2), Jumping Jack (Card 9), Squat (Card 12)
- Students standing near seats
- Music *optional*

- Watch my hands and arms. See if you can remember and do the physical activity that goes with each signal.
- I am going to vary the order of my hand signals. Be sure to pay attention.

Note: Display Visual Aid Cards for each signal to assist students. Begin with two signals and proceed to four.

Check for Understanding

- Show me how you move when my hands are open. *Jumping Jacks.*
- Which physical activity will help you to develop upper body endurance? *Climb, Jacking Jack.*
- Which physical activity will help you to develop lower body endurance? *Squat, Run.*

Yearlong Extensions

- Use lower energy movements (e.g., yoga, stretching, etc.) for a calming Move-to-Improve activity.
- Have students create new signals and movements.

Academic Integration

ELA

- Reinforce synonyms and antonyms.
- Assign different poses to various parts of speech (e.g., verbs, adjectives, nouns, etc.).

Math

- Have students use movements to represent angles with their bodies (acute, obtuse, straight line, or right angles).
- Show various shapes and have students hold different poses based on identifying shared characteristics.

Science/Health

- Have students move based on lunar cycle.
- Use to show how disease spreads through the body.

Social Studies

- Have students use movements that represent different cultures.

Spell It

New York State PE Standards: 1
National PE Standards: 1, 3, 4, 5

Objectives

- Students will be able to spell a word successfully while practicing flexibility.
- Students will be able to state that stretching helps build flexibility, relaxes the body, and can prevent injury.
- Students will be able to define non-locomotor movement.

Introduction

- We are working on building flexibility. Flexibility means we can easily bend, stretch, and twist our bodies.
- Stretching builds flexibility, relaxes the body, and can prevent injury.
- Today we will be doing non-locomotor movements. Non-locomotor movements are skills performed while you are on a fixed base of support without traveling.

Action

- This Move-to-Improve activity is Spell It.
- Let's pretend that you have an imaginary marker.
- I will say a spelling word.
- When I say "Spell it," use your marker to write the word in the air using large letters that begin above your head and reach down to the floor.
- As you write your letters in the air, we will spell the word aloud as a class.
- You will need to bend, stretch, and twist while you write the word in the air. Write large letters by reaching high above your head and ending low by your ankles.

Tip: If helpful, students can write the word down on paper first.

Teachers Need

- A list of grade appropriate spelling words
- Students standing near desks
- Music *optional*

Check for Understanding

- What does it mean to be flexible? *We can easily bend, stretch, and twist our bodies.*
- Why is it beneficial to stretch every day? *To build flexibility, to prevent injury, to help the body relax.*
- What are non-locomotor movements? *Non-locomotor movements are skills performed while you are on a fixed base of support without traveling.*

Yearlong Extensions

- Use as a partner activity. One student will say a spelling word and the other will write it in the air.

Academic Integration

ELA

- Have students quiz each other before spelling tests.
- Use to help reinforce spelling patterns.

Math

- Have students use “marker” to write out numbers or math sentences (e.g., they can draw answers to equations, sides in shapes, degrees in angles, etc.).

Science/Health

- Have students use “marker” to write out characteristics in particular habitats, body systems, or states of matter.

Social Studies

- Have students use “marker” to write out geographic locations.

Nature Walk

New York State PE Standards: 1, 3

National PE Standards: 1, 2, 3, 5

Objectives

- Students will be able to increase balance and flexibility while focusing on creative movement, visualization, and literacy.
- Students will be able to define flexibility as the ability to bend, stretch, and twist our bodies.
- Students will be able to identify yoga as an activity that develops flexibility.

Introduction

- Yoga is an activity that helps us to improve flexibility and balance.
- Flexibility means we can easily bend, stretch, and twist our bodies.
- Having good balance means we can remain steady on our feet.

Action

- This Move-to-Improve activity is Nature Walk.
- Let's begin with "Take-5 Breath."
- Make a fist in front of your body. Take a slow, deep breath. As you slowly exhale, raise one finger at a time until all 5 fingers are raised.
- We are going to take a walk and hold yoga poses that look like things found in nature.
- We are going to breathe deeply and practice our balance as we hold each pose.
- Let's begin by walking in place. We will walk in between each yoga pose.

Note: Use Yoga Visual Aid Cards and/or demonstrate poses.

Teachers Need

- Visual Aid Cards: Yoga Poses (Cards 21-30)
- Students standing near seats
- Music *optional*

Examples of Yoga Poses

Nature Yoga Pose

Mountain Pose (Card 24)

Side Stretch (Card 23)

Tree Pose (Card 29)

Star Pose (Card 25)

Downward Dog Pose (Card 22)

Boat Pose (Card 21)

Cue

I see a tall mountain in the distance.

I see blades of grass moving slowly in the wind.

There are many trees with branches. Switch legs.

It is night and there are hundreds of glowing stars.

Someone is walking their dog on the path.

I see a boat floating on a lake.

Check for Understanding

- What does it mean to be flexible? *We can easily bend, stretch, and twist our bodies.*
- Show me your favorite nature walk yoga pose.
- What are some other things you might see on a nature walk? *Ponds, squirrels, birds, streams, and fish.*

Yearlong Extensions

- Have students create poses of their own based on what they have seen outdoors.
- Use non-yoga movements, such as walking, running, or mimicking animals, to represent things they see in other environments.

Academic Integration

ELA

- Have students act out sentences and identify the parts of speech.
- Have students create poses and movements using vocabulary words and landmarks.
- Have students retell the events of a story using movements.

Math

- Have students walk through number sentences and create poses based on numbers.

Science/Health

- Have students walk through different animal habitats, ecosystems and landforms.
- Have students walk through the grocery store and choose healthy options.

Social Studies

- Have students walk through different countries or time periods and move based on what they see.

Seated Stretch

New York State PE Standards: 1, 3

National PE Standards: 1, 2, 3

Teachers Need

- Students sitting in seats
- Music *optional*

Objectives

- Students will be able to use concepts of muscular flexibility to build vocabulary and incorporate math concepts.
- Students will be able to count, feel, and hold a stretch with no pain for ten seconds.
- Students will be able to state the importance of being flexible.

Introduction

- Stretching builds flexibility, relaxes the body, improves posture, and can prevent injuries.
- Flexibility means we can easily bend, stretch, and twist our bodies. When you stretch, you lengthen your muscle gently. Think about a rubber band. When we stretch the band, it eventually becomes looser. If we pull the rubber band too hard or too fast, it can break. (*Teacher demonstration optional*). Our muscles respond the same way.

Action

- This Move-to-Improve activity is Seated Stretch.
- You will hold each stretch for 10 seconds while seated.
- Sit up straight on the edge of your seat.

Upper Body Stretches

- Raise your arms straight up with your palms facing each other and hold for 10 seconds.
- Keep your arms raised and twist your body to the right. Hold for 10 seconds. Now twist left and hold for 10 seconds.
- Bring your arms down and hold them out straight in front of you. Push forward like you are pushing against a wall. Hold for 10 seconds.
- With your hands still out in front of you twist to the right and hold for 10 seconds. Now twist left and hold for 10 seconds.
- Now face forward. Bring your arms behind your back and try to clasp your hands together.

Note: Remind students to sit forward in their seats.

- Raise your arms slightly while keeping your hands clasped. Hold for 10 seconds.
- Bring your right arm across your body while holding the elbow with your left arm. Hold for 10 seconds. Switch arms.

Lower Body Stretches

- Straighten your right leg out in front of you. Keep the heel of your foot on the floor and point your toe up. Bend down and reach for your right knee. Hold for 10 seconds. Slowly sit up straight. *Repeat with left leg.*

Check for Understanding

- What does it mean to be flexible? *We can easily bend, stretch, and twist our bodies.*
- What are some benefits of stretching? *Builds flexibility, relaxes the body, and can prevent injuries.*

Yearlong Extensions

- Allow students to create, demonstrate, and lead seated stretches.
- Increase time students hold stretch to 20 or 30 seconds.

Academic Integration

ELA

- Sound out syllables in words, phrases, or sentences while stretching.
- List rhyming word families or identify different parts of speech while stretching.

Math

- Practice skip counting: hold the stretch while counting to a specific number by 2's, 3's, 10's, etc.
- Practice multiples, prime numbers, and composite numbers.

Science/Health

- Stretch and reinforce science concepts like states of matter, weather, habitats, or planets in the solar system.
- Stretch and name the muscles that make up body composition.

Social Studies

- Stretch and reinforce state capitals or states in the U.S., countries, continents, bodies of water, or events in a historical timeline.
- Stretch and reinforce community helpers.

Alley Cat

New York State PE Standards: 1, 3

National PE Standards: 1, 3, 5

Objectives

- Students will be able to practice directionality and sequencing while performing gross motor skills.
- Students will be able to state that dancing is an aerobic fitness activity.
- Students will be able to successfully perform the dance at least two times.
- Students will explore ways to show self-expression and enjoyment through physical activity.

Introduction

- Many people enjoy dancing because it is fun, social, and improves aerobic fitness.
- We will learn and practice a dance together. As our heart rate increases, we will become more aware of our cardiovascular system.

Action

Note: Teach steps without music first. Call out the steps until everyone can do the dance together.

- This Move-to-Improve activity is Alley Cat.
- Let's learn the dance steps starting with the right foot.
- Step 1: Tap right toe out to the side and back together (2X).
Cue: Right together, right together
- Step 2: Tap left toe out to the side and back together (2X).
Cue: Left together, left together
- Step 3: Tap right toe behind you and back together (2X).
Cue: Right back, right back
- Step 4: Tap left toe behind you and back together (2X).
Cue: Left back, left back
- Step 5: Lift right knee up to left elbow (2X).
Cue: Right knee, right knee
- Step 6: Lift left knee up to right elbow (2X).
Cue: Left knee, left knee

Teachers Need

- Dance steps written on chart paper or board *optional*
- Students standing near desks
- Music of choice

- Step 7: Lift right knee up to left elbow (1X).
Cue: Right knee
- Step 8: Lift left knee up to right elbow (1X).
Cue: Left knee
- Step 9: Clap and hold.
Cue: Clap
- Step 10: Turn to the right and hold.
Cue: Turn
- Repeat steps 1-10 facing all four walls.

Check for Understanding

- What type of physical activity is dancing? *Aerobic fitness.*
- What happens as we continue to practice the dance? *We become more familiar with the dance steps while increasing our heart rate.*
- Name other forms of dance that you can participate in at home or your community. *Salsa, hip hop, merengue, ballet, and jazz.*

Yearlong Extensions

- Use songs with various tempos to change the speed of the movements.
- Have students create upper body movements for each step.

Academic Integration

ELA

- Identify parts of speech in the dance cues.
- Provide students with the written dance steps and have them create prepositional phrases for each movement.

Math

- Discuss $\frac{1}{4}$ (90 degrees), $\frac{1}{2}$ (180 degrees), and full (360 degrees) turns.
- Discuss moving clockwise vs. counterclockwise.

Science/Health

- Introduce ideas of balance and force while in motion.
- Introduce how dance can help create a healthy body composition.

Social Studies

- Introduce directions such as north, south, east, and west while teaching the steps.
- Use landmarks to show directions.

Wipeout

New York State PE Standards: 1, 3

National PE Standards: 1, 3, 5

Objectives

- Students will be able to practice directionality and sequencing while exercising gross motor skills and coordination.
- Students will be able to state that dancing is an aerobic fitness activity.
- Students will be able to successfully perform the dance at least one time.

Introduction

- Many people enjoy dancing because it is fun, social, and improves aerobic fitness.
- We will practice our listening skills so that the music guides our movements.
- We will learn the dance in sections and put them together to complete the entire dance in sequence.

Action

Note: This dance is fast. Teach dance steps without music first.

- This Move-to-Improve activity is Wipeout.
- It is a fun dance with swimming and surfing steps.
- Step 1: Shake Hands
 - Raise hands overhead and shake (32X).
 - Cue: Shake hands and count
- Step 2: Mashed Potato
 - Alternate right and left arms up and down (8X).
 - Cue: Mashed Potato arms
- Step 3: Mashed Potato Arms with Ski Jump legs (8X).
Cue: Ski Jump
- Step 4: Swim
 - Alternate right and left arms in a forward swimming motion (4X).
 - Cue: Swim
- Step 5: Backstroke
 - Alternate right and left arms in a backward swimming motion (4X).
 - Cue: Backstroke
- Step 6: Swim
 - Alternate right and left arms in a forward swimming motion (4X).
 - Cue: Swim

Teachers Need

- Dance steps written on chart paper or board *optional*
- Students standing near desks
- Music of choice

- Step 7: Backstroke
 - Alternate right and left arms in a backward swimming motion (4X).
 - Cue: Backstroke
- Step 8: Dip
 - Dip low and plug your nose with one hand. Switch (2X).
 - Cue: Dip
- Step 9: Run for your surfboard
 - Run in place as fast as you can. Wave or pump your arms.
 - Cue: Run
- Step 10: Surf
 - Surf and face left. Switch.
 - Cue: Alternate sides at beat change

Check for Understanding

- What type of physical activity is dancing? *Aerobic fitness.*
- What happens as we continue to practice the dance? *We become more familiar with the dance steps while increasing our heart rate.*
- How can rhythm, timing, and direction improve the dance? *We learn to work together cooperatively, thus creating a more coordinated routine.*

Yearlong Extensions

- Have students create their own choreography and teach the class.
- Have students write about physical activities people do when they go to the beach.

Academic Integration

ELA

- Call out steps in sentence format and ask students to identify subject-verb agreement and the prepositional phrase (e.g., “The first thing to do is shake both fists high above your head and count out loud to 32.”).
- Reinforce verbs and parts of speech.

Math

- Have students share multiples of 8.
- Have students skip count for each movement.

Science/Health

- Discuss water safety (e.g., importance of learning to swim, swimming only when and where a lifeguard is on duty, etc.).
- Discuss sea/beach habitat.

Social Studies

- Discuss dance as a cultural activity.
- Reinforce social behavior during the dance.

Classroom Conga

New York State PE Standards: 1

National PE Standards: 1, 2, 3

Teachers Need

- Dance steps written on chart paper or board *optional*
- Students standing near seats
- Music of choice

Objectives

- Students will be able to practice directionality and sequencing while exercising gross motor skills and coordination.
- Students will be able to successfully perform the dance at least one time.
- Students will be able to state that people should be physically active for at least 60 minutes every day.

Introduction

- This dance is from Latin America and was traditionally done to the beat of a drum during the festival of Carnival.
- Dance is used to express emotions, ideas, or to tell a story.
- When we dance, we use a combination of movements and then turn them into a pattern or routine.
- Time is important when dancing as it helps us control how fast we move our body or the kind of rhythm it moves to.
- Many locomotor movements are used when dancing. Marching, galloping, skipping, jumping, and leaping are a few. Today we will focus on marching.
- To be healthy, people should be physically active for at least 60 minutes every day. Dancing the Classroom Conga is a good example of physical activity.

Action

Note: Teach steps without music first. Call out the steps until everyone can do the dance together.

- This Move-to-Improve activity is Classroom Conga.
- Let's learn the dance steps starting with our right foot.
- Step 1: March your feet right, left, right, then tap your left foot out to the left.
Cue: Right, left, right, tap

- Step 2: March your feet left, right, left, then tap your foot out to the right.
Cue: Left, right, left, tap

Note: Repeat steps 1 and 2.

Check for Understanding

- How many minutes each day should everyone participate in fun physical activities like the Classroom Conga? *60 minutes.*
- Show me how you raise your right knee first and tap out to the side with your left foot.
- Explain how having good rhythm and timing can improve our dance? *We are able to predict the next steps and stay on beat.*
- What locomotor movement did we mostly use today? *Marching.*

Yearlong Extensions

- Create a Classroom Conga line. Have students form a line while doing the steps around the classroom.

Academic Integration

ELA

- Call out rhyming word families rather than the cues of the dance.
- Have students recall events of a story while on the conga line.

Math

- Practice addition, subtraction, and multiplication by using the rhythm of the steps.

Science/Health

- Discuss insect body parts and how they relate to the conga.
- Discuss how dance helps create healthy body composition.

Social Studies

- Discuss the history of the conga in Africa and Cuba.
- Read about and discuss the history of dance in different cultures.

Chair Aerobics

New York State PE Standards: 1

National PE Standards: 1, 3

Objectives

- Students will be able to reinforce academic content while practicing seated aerobic fitness exercises.
- Students will be able to state that their heart rate increases while performing aerobic fitness activities.

Introduction

- When we do an aerobic fitness activity, our heart rate increases. This means our heart beats faster than when we are at rest. We also breathe deeply and take in oxygen.
- Our heart rate is the number of times our heart beats per minute. It can also vary on certain factors such as your age, how much stress you are currently experiencing, or what kind of physical activity you are participating in.

Action

Note: Students may have to move chairs and bend arms to allow for movement.

- This Move-to-Improve activity is Chair Aerobics.
- This is an aerobic fitness activity we can do while seated.
- Sit on the edge of your chair. Sit up tall with your feet on the floor.
- Stretch your arms out in front and then to the side. Lift your arms up and reach for the ceiling. Be sure you do not touch anyone or anything.
- Step 1: March your feet right, left (2X).
Cue: Right, left, right, left
- Step 2: Bring your right knee up high toward your chest, and then the left knee (2X).
Cue: Right knee, left knee, right knee, left knee
- Step 3: Now let's do jumping jack legs (4X).
Cue: Out, in, out, in, out, in, out, in

Review steps 1-3, then add step 4.

- Step 4: Kick your right leg forward and then kick your left leg forward (2X).
Cue: Right kick, left kick, right kick, left kick

Teachers Need

- Steps written on chart paper or board *optional*
- Students sitting in chairs, pushed away from desks, facing the same direction
- Music *optional*

- Step 5: Run quietly and fast. Use speed bag arms up to the right (8X), the center (8X), and the left (8X).
Cue: Right, center, left

Review steps 1-5.

- We have learned Chair Aerobics. Now, let's check our heart rate. Place your index and middle fingers on your wrist, just below the base of your thumb. This is called your radial pulse. Is your heart beating faster?
- Let's do the activity again at a faster tempo and see if it makes our heart beat faster and lungs work harder.

Check for Understanding

- What is aerobic fitness? *Aerobic fitness is the ability to perform large muscle, dynamic, moderate to high intensity exercise for a prolonged period of time.*
- What is one example of an aerobic fitness activity that can be done while seated? *Bike riding, rowing.*
- Why should we monitor our heart rate during physical activity? *It allows us to measure how hard we are working.*

Yearlong Extensions

- Add additional movements.
- Have a student lead the class.
- Group students and have a student lead the group.

Academic Integration

ELA

- Have students review and spell vocabulary words.
- Have students identify frequently confused words (homophones).

Math

- Have students generate number patterns that follow a given rule.

Science/Health

- Have students do movements based on animals they are learning about in class.
- Have students check and record their heart rate before and after the activity.

Social Studies

- Have students jump their feet to different spots that represent continents or oceans.
- Use cardinal directions (north, south, east, west) while moving.

Compare and Move

New York State PE Standards: 1, 3

National PE Standards: 1, 4

Objectives

- Students will be able to make comparisons and answer questions using physical activity.
- Students will be able to understand why we should participate in aerobic fitness, muscular fitness, and flexibility activities in order to be physically fit and maintain good health.
- Students will be able to identify and give one example of physical activity for each health related component.

Introduction

- Each type of physical activity (aerobic fitness, muscular fitness, and flexibility) helps our bodies in different ways.
- What are some benefits of aerobic fitness, muscular fitness, and flexibility activities? *They give us more energy, muscular strength and endurance, and a better range of motion while moving. These activities can also help reduce the risk of certain diseases and injuries.*
- We are going to practice each type of physical activity and work on number comparisons.

Action

- This Move-to-Improve activity is Compare and Move.
- We are going to compare two numbers.
- I have divided the class into two groups. I have also put two piles of number cards in the front of the room.
- I will call on one person from each group to come up front. Each student will turn over the top card from his or her pile and show the class.
- We will then compare the two cards.
- If you think your group has the greater value, you will Run (Card 1). This will help build aerobic fitness.

Teachers Need

- Two piles of number flashcards. Include a variety of whole numbers, decimals, fractions, percentages, and negative numbers
- Visual Aid Cards: Run (Card 1), Squat (Card 12), Warrior II Pose (Card 28)
- Students standing near desks. Class needs to be divided down the center of the room into two even groups
- Music *optional*

- If you think your group has the lesser value, you will Squat (Card 12). This will help build muscular fitness.
- If you think the values are equal, we will all hold a Warrior II Pose (Card 28). This will help build flexibility.

Note: Choose a new student from each group until everyone has had a chance to pick a card.

Check for Understanding

- Why should we participate in all three types of physical activity? *To maintain good health and be physically fit.*
- What type of activity do we perform when the numbers are of equal value? *Flexibility.*
- What are the three health related components we discussed today? *Aerobic fitness, muscular fitness, and flexibility.*

Yearlong Extensions

- Use as a partner or small-group activity for Choice Time or Math Centers.
- Use Compare and Move with locomotor vs. non-locomotor movement.

Academic Integration

ELA

- Compare correct and incorrect spelling of grade-level words.
- Compare suffixes and prefixes, literary themes, and topics.

Math

- Use flash cards to reinforce comparisons between fractions, decimals, and/or percentages.
- Reinforce measurements and conversions.

Science/Health

- Compare life cycles of plants and animals.
- Reinforce the HIV/AIDS Curriculum by comparing virus vs. bacteria.

Social Studies

- Use dates to compare major events in U.S history.
- Reinforce cities, rivers, and mountain ranges of the United States.

Show How Many

New York State PE Standards: 1

National PE Standards: 1

Objectives

- Students will be able to integrate math concepts and counting skills while practicing muscular endurance.
- Students will be able to define muscular endurance.
- Students will be able to define frequency and explain how it relates to muscular strength and endurance.

Teachers Need

- A set of math problems. Answers should be between 5 and 20
- Visual Aid Cards: Squat (Card 12), Arm Circles (Card 20), Opposite Elbow to Knee (Card 15), Biceps Curl (Card 18)
- Students standing near desks
- Music *optional*

Introduction

- We will work on building muscular endurance while solving math problems.
- Muscular endurance means your muscles are strong enough to do an activity repeatedly without getting tired. There are many ways to increase our muscular endurance. Using your own body weight as resistance is one way. Lifting dumbbells at a gym could be another.
- In addition, we need to be aware of how frequently we exercise our muscles. Frequency means how often we perform a certain physical activity.

Action

Note: Display math problems on the board for students to read. If needed, have students solve the problems on paper.

- This Move-to-Improve activity is Show How Many.
- We will use our bodies to show the answers to math problems.
- I will say a math problem.
- You will use mental math to solve the problem.
- I will give you a movement to perform and you will show me the answer by doing that many movements. Remember to demonstrate slowly and with good body control to avoid potential injury.
- Then, I will call on someone to share their answer with the class.
- Then we will do the next problem.

Examples of Math Problems

- What is 81 divided by 9? Show the answer with Biceps Curls (Card 18). *9*
- Max bought 2 pounds of tomatoes at the farmers' market. The tomatoes cost \$3.00 per pound. If Max gave a \$20 bill, show me in Arm Circles (Card 20) how much change Max received. *\$14.00*
- Yesterday, I rode my bike to the library after school. If I left at 4:45 p.m. and arrived at 5:05 p.m., show me in Opposite Elbow to Knee (Card 15) how many minutes it took me to get to the library. *20 minutes*
- The pool near my home is a perfect square. The perimeter is 24 feet. Show me in Squats (Card 12) the number of feet on one side of the pool. *6 feet*

Check for Understanding

- What does it mean to build muscular endurance? *Muscular endurance means your muscles are strong enough to do an activity repeatedly without getting tired.*
- What is frequency? *How often we perform a certain exercise.*

Yearlong Extensions

- Introduce muscle names, such as biceps or quadriceps.
- Use different types of physical activities (aerobic fitness or flexibility).

Academic Integration

ELA

- Have students decode and encode multi-syllable words (e.g., decode: “How many syllables are there in the word hibernation?” encode: hi-ber-na-tion).
- Have students count the letter in sight words or characters in a story.

Math

- Have students solve word problems, math facts, or measurement, money, area, perimeter and/or time problems.

Science/Health

- Have students answer science or health questions with numerical answers including the number of the step in the scientific method.
- Answer questions related to number of bones, teeth, etc. in the human body.

Social Studies

- Reinforce dates of historic events.

Common Thread

New York State PE Standards: 1

National PE Standards: 1, 3

Objectives

- Students will be able to identify commonality through observations and work on fitness related concepts.
- Students will be able to demonstrate at least two physical activities that improve aerobic fitness.

Introduction

- Aerobic activities have many things in common. They use oxygen, large muscle groups, and increase heart and breathing rates.
- Criss-Cross Jump and Pogo Jump are the aerobic fitness activities we are going to perform today.

Action

- This Move-to-Improve activity is Common Thread.
- As I look around the room, I am going to find something that certain students have in common, which will be the common thread. I will not tell you what the common thread is. You must infer by paying attention and identifying patterns.
- I will call the students who share the common thread to the front of the classroom. These students will hold a Mountain Pose (Card 24).
- We will observe the students at the front of the room and analyze what they have in common. Be sure to pay close attention to detail.
- Remember, it is something that only those students in front have in common.
- As we are thinking, we will do Toe Taps (Card 6).
- Raise your hand when you think you know the answer.
- If the person I call on guesses incorrectly, we will all do 5 Criss-Cross Jumps (Card 3).
- When someone guesses the correct common thread, we will all do 5 Pogo Jumps (Card 5) to celebrate.

Teachers Need

- Visual Aid Cards: Criss-Cross Jump (Card 3), Pogo Jump (Card 5), Toe Tap (Card 6), Mountain Pose (Card 24)
- Students standing near desks
- Music *optional*

- After someone gives the right answer, everyone will go back to their desks and I will find a new group of students with a common thread.

Tip: Vary the complexity of the common thread. Choose students who are wearing sneakers, jeans, stripes, ponytails, bangs, have birthdays in a certain season or month, first names that begin with the same letter, or names with the same number of syllables.

Check for Understanding

- Show me what aerobic activity we do when you guess the common thread. *Pogo Jumps.*
- What helps you figure out the common thread? *Paying attention to detail, predicting and finding patterns.*

Yearlong Extensions

- Have students who share the common thread do a low-intensity movement (e.g., Climb, March, Toe Tap, etc.) in the front of the room instead of a yoga pose.

Academic Integration

ELA

- Discuss commonality of sight words and new vocabulary.
- Have students identify commonality in previously read literature.

Math

- Reinforce primes/composites, factors/multiples, types of angles, or traits shared by geometric shapes.

Science/Health

- Share commonalities of different animal habitats.
- Reinforce healthy vs. unhealthy foods.

Social Studies

- Have students identify differences in land formations.
- Have students show common traits amongst cultures.

Multiple Madness

New York State PE Standards: 1

National PE Standards: 1, 3

Objectives

- Students will be able to demonstrate an understanding of multiples while practicing muscular endurance.
- Students will be able to demonstrate at least two exercises that build muscular endurance.

Introduction

- We are going to review multiples while building muscular endurance.
- Muscular endurance means that your muscles can do an activity for a long time without getting tired.
- Having strong muscles and bones allows our bodies to function more efficiently. It can also improve our mood and reduce our risk of developing Type 2 diabetes.

Action

- This Move-to-Improve activity is Multiple Madness.
- Let's begin with multiples of 5.
- We will go around the room and count up by ones.
- The first person will say "1," the next will say "2," and so on.
- As we count around the room, we will all Squat (Card 12).
- When we reach a multiple of 5, that student will say "Madness," instead of the number, and we will all do an Overhead Press (Card 14).
- When we are done, we will continue counting up and doing Squats (Card 12).
- When we reach the next multiple of 5, that student will say "Madness," and we will do another Overhead Press (Card 14).
- If you need help when it is your turn, say "Pass," and we will continue counting up from the next student.

Note: If a student misses a multiple of 5, he or she is not out of the activity. Give the correct answer and continue.

Teachers Need

- Hundreds chart (displayed or distributed to students) *optional*
- Visual Aid Cards: Squat (Card 12), Overhead Press (Card 14)
- Students standing in a circle or around perimeter of the classroom
- Music *optional*

Check for Understanding

- Show me an example of an exercise that builds muscular endurance. *Squat, Overhead Press.*
- Multiples of 5 always end in what two numbers? *0 or 5.*

Yearlong Extensions

- Add exercises and multiples.
- Use as a small group or partner activity.

Academic Integration

ELA

- Reinforce spelling by having students say letters to spell words. Students say “Madness” on vowels.

Math

- Use to reinforce factors (e.g., have students list the factors and say “Madness” whenever the factor is an odd number).
- Have students count by prime numbers or multiples.

Science/Health

- Name different habitats, body parts, or parts of life cycles and use “Madness” when a student cannot name other options.

Social Studies

- Name different continents, states, etc. and use “Madness” when a student cannot name other options.

Count and Catch

New York State PE Standards: 1, 2

National PE Standards: 1, 2, 3

Objectives

- Students will be able to respond to academic questions while successfully tossing and catching a scarf.
- Students will be able to demonstrate hand-eye coordination by successfully tossing and catching a scarf five times in a straight pathway.

Teachers Need

- Visual Aid Card: Squat (Card 12)
- Students standing near seats
- One scarf for each student
- Music *optional*

Introduction

- We will toss and catch our scarves in different ways while we practice counting.
- Catching and throwing are skills that we can use to play many games with our friends. The more we practice, the easier throwing and catching become.
- Successful catchers keep their eyes on the scarf and toss it in a straight pathway.
- A pathway is a pattern of travel while performing a certain movement. Examples of other pathways include straight, curved, or zigzag.
- Remember to not let the scarf touch the floor. We must use good reaction time by responding quickly to our tosses.

Action

- This Move-to-Improve activity is Count and Catch.
- When I say “Go,” toss your scarf up as high as your nose and catch it. Try to do this 5 times in a row.
- When I say “Go,” toss your scarf up as high as your head and catch it. Can you do this 3 times in a row?

Examples of Catching Activities

- Toss and catch your scarf 15 times.
- Toss and catch your scarf with one hand while counting backwards from 10. Switch hands.
- Toss your scarf 10 times counting by 2's. What number did you stop on? *20.*

- Balance on one foot and toss and catch your scarf while counting by odd numbers to 9. Switch feet.
- Toss your scarf and clap before you catch it. Try it 3 more times. How many times did we clap? *4*.
- Toss your scarf and catch it below your shoulders. Now try to catch it below your hips.
- In a Squat (*Card 12*) position, toss and catch your scarf while you skip count by 3's.

Check for Understanding

- Show me how you can toss and catch your scarf 5 times.
- What was your favorite way to count while tossing your scarf?
- What pathway did we practice with our scarves today? *A straight pathway.*

Yearlong Extensions

- Use as a partner activity.
- Have students practice tossing and catching two scarves.

Academic Integration

ELA

- Spell words aloud saying one letter with each toss.
- Have students practice a sequence while tossing and catching.

Math

- Skip count while catching and tossing scarves.
- Count backwards while using the scarves.

Science/Health

- Name the planets while catching and tossing scarves.
- Students can work on aerobic and anaerobic exercise while catching (e.g., throw scarf, squat and catch; throw scarf, jumping jack and catch, etc.).

Social Studies

- Name state or country capitals while catching and tossing scarves.

Mystery Number

New York State PE Standards: 1

National PE Standards: 1, 3, 4

Teachers Need

- Visual Aid Cards: Pogo Jump (Card 5), Ski Jump (Card 4)
- Students standing near desks
- Music *optional*

Objectives

- Students will be able to use math skills to answer yes or no questions while performing aerobic and muscular fitness activities.
- Students will be able to define and demonstrate at least one aerobic fitness activity and at least one muscular fitness exercise.

Introduction

- We are going to practice math concepts while doing physical activities that build aerobic and muscular fitness.
- Aerobic fitness activities help strengthen our heart and lungs.
- Muscular fitness exercises help strengthen our muscles and bones.
- Both can help reduce stress, improve posture, and burn calories.
- We use our muscles every single minute of the day, so it's important to take good care of them.

Action

- This Move-to-Improve activity is Mystery Number.
- I am thinking of a number between 0 and 150.
- You are Number Detectives. You will ask yes or no questions to help figure out the mystery number, such as: Is it an odd number? Is it a prime number? Is it a multiple of 7?
- If the answer is yes, you will do Pogo Jumps (Card 5), which is an aerobic exercise.
- If the answer is no, you will do Ski Jumps (Card 4), which helps us to build muscular fitness.
- Continue the movement until I call on the next student.
- Listen carefully and focus so you do not repeat any questions.

Tip: When needed, write the questions asked by the students on chart paper or board with the answers.

- Once the class has asked at least five questions, you may guess the mystery number.
- If you are right, we will do 5 Pogo Jumps (Card 5). If not, we will do 5 Ski Jumps (Card 4).
- Then I will call on another student to ask a question.

Check for Understanding

- Show me an example of an aerobic fitness activity we do during this Move-to-Improve activity.
- Give an example of a yes or no question that was asked to help figure out the mystery number.
- Name two benefits of a muscular fitness exercise. *Our bodies become stronger and we can participate in a variety of activities.*

Yearlong Extensions

- Have a student lead the activity.
- Use as a partner activity.

Academic Integration

ELA

- Have students ask questions to decode social, historical, and cultural features in a literary text.

Math

- Use with geometric shapes. Have students ask yes or no questions about the mystery shape.

Science/Health

- Use with body composition. Have students ask questions about body system or health concept.
- Have students ask yes or no questions to guess an animal or habitat.

Social Studies

- Use with events in history or geographic locations. Have students ask yes or no questions about the mystery event or location.

Problem Solvers

New York State PE Standards: 1, 3

National PE Standards: 2, 4, 5

Objectives

- Students will be able to perform at least two physical activities that build aerobic and/or muscular fitness while asking and answering questions with a partner.
- Students will be able to demonstrate positive interactions with others in a cooperative setting while answering content-specific questions.
- Students will be able to explain what coordination is and how it benefits our everyday lives.

Introduction

- You will work with a partner to solve problems while doing activities that build aerobic and muscular fitness. Working with a partner can keep us motivated and helps foster new friendships.
- Today's activity allows our heart, lungs, and muscles to become stronger and work more effectively.
- Let's focus on our coordination skills. We will use different parts of our body at the same time in a smooth and efficient manner.

Action

- This Move-to-Improve activity is Problem Solvers.
- The student with the fewest letters in their first name will be the Asker. The Asker will ask their question first. The other partner will be the Solver. The Solver will have two chances to correctly answer the question.
- If the Solver gives the correct answer, both students will do 5 Ski Jumps (Card 4). If the Solver's answer is incorrect, both students will do 5 Overhead Presses (Card 14).
- After two guesses, tell your partner the correct answer.
- When you have finished answering the question, both partners will Climb (Card 2).
- When everyone is climbing, I will tell you to switch roles. Solvers will become the Askers and ask their question.
- You will do the same movements for correct and incorrect answers.

Teachers Need

- One question and answer for each student, written on an index card (e.g., related to the day's lesson, a trivia question, mental math) provided by teacher or students
- Visual Aid Cards: Climb (Card 2), Ski Jump (Card 4), Overhead Press (Card 14)
- Students standing with a partner, each with their own question and answer
- Music *optional*

- When both partners have asked their questions and are climbing, I will say “Find a new partner.”
- The Asker will stay where they are and raise their hands. Solvers will find the nearest new partner.
- Everyone will ask the same question to their new partner.

Check for Understanding

- Show me an exercise that helps build aerobic fitness. Show one that builds muscular fitness.
- Give one example of why it is beneficial to work with a partner when reviewing academics. *Helps keep us motivated and focused, and allows us to help each other.*
- How can you do this activity at home? *Use the movements we have learned and practice with someone I live with.*

Yearlong Extensions

- Have students write down a question and answer in class or as a homework assignment. Check students’ questions and answers before starting the activity.

Academic Integration

ELA

- Have students summarize main events in a literary text and guess the title.
- Students can review homework or multiple choice answers.

Math

- Students ask math questions to their partner to guess the rule.
- Partners ask questions about order of operations.

Science/Health

- Students ask questions about healthy snacks and body composition.
- Students ask questions about life cycles of certain animals.

Social Studies

- Students quiz the class on state flags, state birds, or state flowers.
- Students work in groups to solve questions regarding cultures of different countries.

Pace Yourself

New York State PE Standards: 1, 2

National PE Standards: 1, 2, 4, 5

Objectives

- Students will be able to review academic content through partner work and aerobic fitness.
- Students will be able to maintain a low to moderate intensity level throughout the activity.
- Students will be able to understand how endurance can be affected by intensity.

Introduction

- Intensity is how hard a person is working while being active. There are different levels of intensity.
- We are going to use a scale from 0-3 to determine how hard we are working.
 - 0-You are standing still. (no intensity)
 - 1-You are doing a physical activity that does not require a lot of effort. (low)
 - 2-You are working harder and beginning to feel an increase in your heart rate. (moderate)
 - 3-You are working so hard that you cannot speak. (high)
- Let's note our intensity level. We are not moving yet, so we are at a 0.
- It's important you pace yourself throughout our activity to help maintain endurance. Endurance is how long our muscles last during physical activity without becoming tired. If you aren't mindful of your movement, you may tire too quickly.

Action

- This Move-to-Improve activity is Pace Yourself.
- You will work with your partner because it helps keep us motivated and focused.
- I will say a category such as U.S. states, prime numbers, U.S. state capitals, fruits, or vegetables.
- When I say "Go," you and your partner will take turns naming items in the category, without any repeats.
- While you are taking turns naming items in the category, you will both do Opposite Elbow to Knee (Card 15).

Teachers Need

- Visual Aid Cards: Run (Card 1), Opposite Elbow to Knee (Card 15)
- Students standing with a partner
- Music *optional*

- When you both cannot think of any more items in the category, you will Run (Card 1).
- When I say “Stop,” freeze. I will then say a new category and assign different movements.
- Throughout the activity, we want to maintain an intensity level between 1 and 2.
- Remember to pace yourself. If you start too fast, you may not have enough energy to complete the activity.

Check for Understanding

- Where can you practice the aerobic fitness exercise you performed today?
At home, in the gym, at the playground etc.
- How could accountable talk with a partner be helpful for physical activity?
Decide what you like, who you can exercise with, develop a plan for fitness.

Yearlong Extensions

- Make categories more specific (e.g., states that start with “M”).

Academic Integration

ELA

- Use to review main events, character traits or inferencing in a story.
- Use to review vocabulary words and definitions.

Math

- Skip count while doing movements.
- Students answer listed math equations on the board.

Science/Health

- Talk through the scientific method for an experiment, name animals in a habitat, planets in the solar system.
- Discuss healthy vs. unhealthy food, safe vs. unsafe, healthy vs. unhealthy body composition.

Social Studies

- Name states, countries, cities, continents, bodies of water, etc.

Interview

New York State PE Standards: 1, 2

National PE Standards: 1, 3, 5

Objectives

- Students will demonstrate accountable talk with their partner by asking open-ended questions to learn more about a subject while working on physical activity.
- Students will be able to demonstrate at least one physical activity that builds aerobic fitness and at least one physical activity that builds muscular fitness.

Introduction

- An interview is when two people talk with each other and one person asks the other person questions. The goal is to get information from the person being interviewed.
- Open-ended questions give us more information because they cannot be answered with “Yes” or “No.”
- What are some examples of open-ended questions we can ask during an interview?

Action

- This Move-to-Improve activity is Interview.
- You will work with your partner to conduct an interview.
- The student who has the most letters in their first name will ask questions first. Remember to ask open-ended questions that cannot be answered with “Yes” or “No.”
- While a question is being asked, both partners will do Standing Calf Raises (Card 17). Standing Calf Raises help build muscular fitness. Lifting your own body weight can be a great way to build both muscular strength and endurance.
- While the question is being answered, both partners will Climb (Card 2). Climbing is an aerobic fitness activity that gets our heart rate up.
- Partners will continue with the interview until I say “Freeze.”
- Partners will switch roles so that everyone has the chance to ask and answer questions.

Teachers Need

- A list of open-ended interview questions *optional*
- Visual Aid Cards: Climb (Card 2), Standing Calf Raise (Card 17)
- Students standing with a partner
- Music *optional*

Note: After each partner has been interviewed, have students switch partners and change movements.

Check for Understanding

- What are the benefits of asking open-ended questions? *You can find out more information about a person or subject.*
- How does working on muscular fitness, aerobic endurance and flexibility affect our body composition? *It helps to increase our lean body mass and make our muscles stronger.*
- How does physical activity affect your weight? *It helps to regulate our weight – calories in vs. calories out.*

Yearlong Extensions

- Have students focus on asking follow-up questions to learn more about a particular topic.

Academic Integration

ELA

- Use the interview to draw on informational text.
- Have students interview to infer what will happen next in a story or chapter book.

Math

- Students will interview each other on how they solved a math problem.

Science/Health

- Students will ask each other about different areas (e.g., how did this land form, what is an island, what are the countries in a continent, etc.).
- Students will discuss healthy and unhealthy foods that they have eaten that week.

Social Studies

- Students interview each other about events that led up to the formation of the United States.
- Students interview each other about the creation of laws.

Aerobic Answers

New York State PE Standards: 1, 2

National PE Standards: 1, 2, 4

Objectives

- Students will be able to answer content-specific questions in small groups while demonstrating at least two aerobic fitness exercises.
- Students will be able to work in small groups to answer content-specific questions.
- Students will be able to define agility.

Introduction

- When we participate in aerobic fitness activities, agility can enhance our performance. Agility is the ability to quickly and efficiently change your direction and speed at which you are travelling, while still maintaining good body control. Can you think of a specific sport that requires this skill? *Football, soccer, tennis.*
- Aerobic fitness is the ability to perform large muscle, dynamic, moderate to high intensity exercise for a prolonged period of time.
- What are some examples of aerobic fitness activities? *Jogging, skating, jumping rope.*
- We are going to review _____ (*insert academic content*) while practicing aerobic fitness activities. Be sure to show your agility when changing movements.

Action

- This Move-to-Improve activity is Aerobic Answers.
- I will ask the class a question. You will work with your group to come up with an answer. When you have the answer, the recorder will write it down and hand it to me.
- While I check your group's answer, each member will speed walk towards the (*teacher insert object here*), touch it, and swiftly turn around to walk back to your spot. While you are waiting for me to finish you will Run (Card 1).
- When I say "Freeze," stop running.
- As a class, we will review the answer to the question before I ask the next question.
- Choose a recorder and let's begin.

Teachers Need

- A list of short-answer questions (any content area) with correct responses
- Paper and pencil for each group
- Visual Aid Cards: Run (Card 1)
- Students standing in small groups near desks
- Music *optional*

Note: Continue the activity until all students have the chance to be the recorder. Encourage students to speed walk in different directions, emphasizing agility as they move.

Check for Understanding

- Why is jogging an aerobic activity? *Jogging is usually sustained physical activity. People usually jog over long distances and for long periods of time.*
- Show me your favorite aerobic fitness activity.
- Agility is a skill that allows us to move and change direction while still maintaining good body control. How is this beneficial in everyday life? *Reduces injuries and increases our balance and coordination.*

Yearlong Extensions

- While working in their groups to answer the questions, have students do low-intensity movements.
- Have a student lead the activity and generate the list of questions to use during the activity. Answers must be checked prior to leading the activity.

Academic Integration

ELA

- Use to review characters, main idea, problem/solution, or sequence of events in a story.

Math

- Review math concepts such as base 10's, geometry, money, or measurement.
- Use math word problems to review math facts.

Science/Health

- Review body systems, body composition, and the importance of getting 60 minutes of physical activity a day.
- Review states of matter, habitats, and scientific method.

Social Studies

- Use to review timeline of historical events as well as concepts such as communities and rules/laws.

Scarf Buddies

New York State PE Standards: 1, 2

National PE Standards: 2, 4, 5

Objectives

- Students will be able to review academic content with a partner while practicing flexibility.
- Students will be able to demonstrate cooperative skills while maintaining safe behavior and good body control.
- Students will be able to define balance and coordination.

Teachers Need

- Visual Aid Cards: Squat (Card 12), Boat Pose (Card 21)
- Students standing with a partner, with one scarf per pair
- Music *optional*

Introduction

- You will be reviewing content with a partner while being physically active.
- Your focus is flexibility. However, balance and coordination are necessary to complete your task.
- Being flexible means you can bend, twist, and turn your joints through their full range of motion.
- If your body is steady (balanced) and your body parts work well together (coordinated), you will be successful!

Action

Note: Have two students demonstrate each activity before starting the music.

- This Move-to-Improve activity is Scarf Buddies.

Back-to-Back

- When I say “Go,” stand back-to-back with your partner.
- Pass the scarf by twisting side-to-side. When I say “Stop,” freeze. Switch sides.
- Take a step away from your partner but keep your backs facing each other.
- When I say “Go”,, one partner will reach up and back, passing the scarf overhead to their partner. Their partner will take the scarf and then pass it back through their legs. When I say “Stop,” freeze.

Face-to-Face

- Turn and face your partner. Each of you should hold onto the scarf with both hands at chest level. Do not let go.
- When I say “Go,” raise one leg straight out to the side 5 times. Count aloud with your partner. Switch legs.
- Now lift one leg behind you slowly 10 times, keeping it straight. Switch legs.

- Continue to hold the scarf between you and your partner. When I say “Go,” Squat (Card 12) 10 times.

On the Floor

- Sit on the floor facing your partner.
- When I say “Go,” you and your partner hold Boat Pose (Card 21) as you pass the scarf. When I say “Stop,” freeze.
- Now hold Boat Pose (Card 21) sitting side-by-side.
- When I say “Go,” pass the scarf side-to-side with your partner. When I say “Stop,” freeze.

Check for Understanding

- Show me your favorite standing partner activity.
- What two other skills did we discuss that can help improve your flexibility?
Balance and coordination.

Yearlong Extensions

- Have students switch partners between each activity.
- Have students practice tossing and catching the scarf.

Academic Integration

ELA

- Sequence of events of a story.
- Reinforce parts of speech.

Math

- Have students create patterns using the scarves (e.g., toss, clap, toss, toss, clap, clap).
- Reinforce number patterns, skip counting.

Science/Health

- Reinforce science concepts such as weather, states of matter, planets in the solar system, or animals in a habitat.
- Reinforce health concepts like foods in a particular food group, ways to stay safe, body systems, or body composition.

Social Studies

- Reinforce concepts like retelling stories about a historical figure, historical events, or geography (e.g., states, countries, or bodies of water).

For more information on the Office of School
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