**Common Core Integration in Elementary PE**

**Jim Brown**

**USD 373**

**Slate Creek Elementary**

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**Pittsburg State University**

**In this session we will explore ways in which Common Core Standards in English Language Arts and Math can be embedded into many of the activities that we already teach in Physical Education.**

**Double Dice Multiplication\*:** Get in a group of three or four. Each Group needs two dice, one hoop and one Double Dice Multiplication Card.

One member of the group rolls both dice. The group works together to compute the answer. They then look to see what activity corresponds to the answer and perform it as a group. When finished another team member rolls the dice and they continue as before until given the signal to stop.

Equipment: Two Dice, One Hoop and One Double Dice Multiplication Card.

**Double Dice Addition\*:** Same as above only using Addition.

Two Dice, One Hoop and One Double Dice Addition Card.

**Special thanks to Jim Ross for the above two activities.**

**Greater than, Less than and Equals:** Groups of 2. Give each person a demi noodle (half noodle). Place math problems on cones scattered around the room. The partners work together to answer each of the problems by using their noodles to form less than, greater then and equals signs.

**Fishing for Numbers:** Place 75-100 tennis balls with the numbers 1-9 written on them in a tub or swimming pool in the middle of the gym. Have the students divide into small groups of 4-5. Place a hoop by each of the groups. On the signal the students begin to run to the tub retrieving one ball at a time and placing them in a hoop. After a minute or so have them stop and now give them 1 minute to mentally add up the sum of all of the balls they have collected.

Equipment: Tennis Balls with Numbers on them, Tub and Hoops

Variations: Group them into groups by same number, even numbers and odd numbers. Put them into numerical order from smallest to largest and largest to smallest.

**Sport Stack Counting 5’s:** Set cups up into three 3 Stacks. Up stack the first stack and say the number 5, up stack the second stack and say 10, continue up and down stacking until you get to 100.

Equipment: Sport Stacks

**Variations:** Count by 2’s, 3’s, 4’s and so on.

**Number Curls:** Give each student 2 Dyna-Bands an and have them Step on one end of the band and hold the other end in the hands with palms up and the arms bent at 90 degrees and elbows resting against stomach. Slowly curl the arms up keeping the back straight and upper arms still. Each time the palms reach the top of the curl have them recite a number. Skip count by 2, 3,4,5,6 ......

Equipment: Dyna Bands or Exercise Tubes with Handles

**Evens and Odds:** Divide class into partners. Give each group a stack if playing cards and a desk bell. Students face each other in the up position of a push-up. Between the two is placed two stacks of cards and a desk bell. Each partner turns over a card. They then add up the sum of the cards in their head. If the answer is an even number they want to be the first to ring the bell. If it is an odd number they want to be the first to slap the floor two times. Equipment: Cards and Desk Bells

**Brain Sticks:** Skip count as you bounce the ping pong ball on the stick. Try and keep the ball bouncing no more than 6 inches above the stick.

Equipment: Ping Pong Balls and Brain Sticks

**Poker Run:** Have the Class jog around the room. Each time they pass the teacher they receive one card. When the teacher is out of cards they start walking and adding up the cards. Number cards = Face Value, Face Cards = 10, Aces = 11, Jokers Double Total (you may cheese to not use Jokers).

Equipment: Playing Cards (3-4 decks for a class of 20), Poker Run Posters explaining what cards value is posted around the room (one on each wall).

**Catch Balls:** Groups of 4-6 stands in a circle. Take turns tossing the ball using one hand in an underhand fashion. Catch the ball with one hand and add the number on the end of the spoke to your total. If you get a zero or drop the ball your total is wiped out. First person to 21 without going over is the winner.

Equipment: Catch Ball

**Skip Counting By 6’s** Mat: Have the children **skip count by 6’s as they jump (first pass), hop on right foot (second pass) hop on left foot (third pass) down the mat.**

**Aerobic Addition:** Spread numbered cones around the room. Give partners a die. Have them move using locomotor movement of your choice. When the music stops have them roll the die by the first cone they find and add it up with the number on that cone. Yell out the answer. Now give die to other partner. Change locomotor skill and start music again. Go until each has had several turns.

**Sport Stacking Spelling:** Set up enough three stacks so that you have one for each letter of the word you are working on. For example DOG would require three stacks of three.

The students up stacks the first stack and says the letter sound out loud, they then repeat with the second and third letters. Now they down stack doing the same letter sound recitation. After the third stack is down they say the word.

Equipment: Sports Stacks and Letter Cards

**Dyna-Band Spelling:** Place a list of spelling words on the wall. The children will stretch the band and recite the letter sound of each letter as they stretch the band. They will then stretch the band and recite the word. Stress going slow and not in a jerky fashion to prevent injury.

Equipment: Word Lists and Dyna Bands

**Physical Activity Writing Project\*:** You will need a drawstring bag, a small plush stuffed animal, a notebook and a pencil. Assign a student to take the bag home for a week. While in possession of the animal the child should take it everywhere they and their family go. At the end of the week they will need to write a short story about the adventures they have taken the animal on during the week. They will get to share with their class the following week and the teacher will check the story to see if standards are being met. Have the class name the animal at the beginning of the year. Also send home a note explaining the activity to parents at the beginning of the year. \*This activity is from three dynamic teachers from Illinois that I met at SHAPE National Convention in STL in 2014