**CONNECTING TO THE COMMON CORES THROUGH ACTIVITY**

**MAKING MATH CONNECTIONS:**

**Grade 1 - 1G, #1: Using jump ropes to "compose two-dimensional shapes".**

- Equipment: 1 beaded jump rope for each student
- Formation: Scattered
- Procedure: As a closing activity, as part of the regular jump rope unit, students will be asked the leading question – What are some shapes you know? Teacher then scaffolds learning with further questions such as How many sides does a (square, rectangle, triangle) have? The teacher then invites the students to create one of the shapes (or chooses one for all students to make depending on the degree of independence these particular students have). Teacher can ask further questions such as what is the difference between the square (made by one student) and the rectangle (made by another – or if all students are asked to make a square, the teacher would then ask them to change their shape to a rectangle after asking leading questions about what the difference between a rectangle and a square are.

  **Expansions:**
  - The teacher may choose to expand the activity by asking students to work in groups of 2 or more and invite them to create a shape (teacher or student choice) using both of the ropes to create one geometrical shape.
  - This activity could also be expanded to a full class activity – creating shapes using all of the ropes to create one shape.

**Grade 3 - 3.MD: Represent and Interpret Data, #3: Using bean bags collected during a relay game to create a "scale bar graph to represent a data set with several categories (color of bean bags), and solve one-and two-step problems of how many more? How many less?**

- Equipment: Several beanbags (24+) in a variety of colors
- Formation: Relay teams of 3 or more
- Procedure: After participating in a game such as Gold Mine (see next page) students work in their teams to create a scale bar graph out of the bean bags that they collected during the game. The students will be asked to create their graph based categories such as color or shape of bean bags, or other characteristic depending on the bean bags used in the activity.
**GOLD MINE**

**Objective:** Collect the most bean bags as a team

**Equipment:** Lots of Bean Bags, 5-6 cones

**Organization:** Place the cones in a line across one end of the gym area and have 3-5 students sit behind each cone facing the center of the gym. Dump the bean bags in the center of the gym

**Procedure:** On “go” the students take turns collecting one bean bag at a time from the pile. The game is over when all bean bags are gone. Have the students count their bean bags to determine the winner.

**Grade 5 - 5G, #2:** Graph points on the coordinate plane to solve real-world and mathematical problems: Partners create a graph in which the intensity level (measured using heart rate) of several (5) activities is plotted for comparison between the two students.

- **Equipment:** 6 pulse sticks, 6 jump ropes, 6 hoops, 6 balls and paddles, 6 wands and domes, 1 Omnikin Sport Volleyball, and 1 “Intensity” recording sheet for each student.

- **Formation:** Set up in stations with 6 students in each station

- **Procedure:** Students participate in each station activity for 1 minute. At the end of each minute, the students use the pulse stick to determine heart rate and record this heart rate on the recording sheet.

The information from the recording sheets will be used by the students to create a plot graph where the “intensity” level of each activity (measured as heart rate) is plotted for each activity. This part of the activity can be done in the gym or the record sheets can be taken back to the classroom for the graphs to be created there. The classroom teacher will then use the information collected to teach the graphing concepts used to create and understand the information gathered in the real-life (gym activity) event.

**MAKING READING AND LANGUAGE ARTS CONNECTIONS:**

**Grade 3 - RI, #1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.

- **Equipment:** My Plate Food Label Cards, cones to create a parameter area around the gym space. My Plate Activity Mats – 1 for every 2 students.
Formation: Students working in pairs. Cones are set to create a parameter around the gym area, the food cards are placed at the center of the gym area and students place their Food Activity mats near a wall area that is away from the loco-motor area.

Procedure: Students participate in performing teacher directed loco-motor movements around the parameter of the gym. Each movement is performed for 30 seconds. At the end of each 30 second movement interval, students go to the center of the gym area and collect one food card and take it to where they and their partner have placed their Food Activity Mat, placing the food card in the corresponding area on the My Plate Mat.

After several Food Cards have been collected by each set of partners, the teacher asks the students to answer questions such as "How many calories are there in one serving of French fries? How many French fries are in a single serving?" by referring to the information provided on their food cards.