

# Move-to-Improve

## Kindergarten to 3rd Grade Physical Activity Guide



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# Move-to-Improve Program

The Move-to-Improve (MTI) Program is designed by the New York City Departments of Education and Health to increase physical activity in New York City elementary schools. MTI provides training to teachers to integrate 10-minute activities into the classroom, which can be used to supplement existing physical education (PE) programs to help meet the New York State PE requirements.

## 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 MTI. 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 MTI [visual aid] cards and they always ask to include MTI when we are checking work).”

The Office of School Wellness Programs acknowledges NIKE, Inc.’s generous support of Move-to-Improve to create active schools across New York City in 2014-15.

For more information on Move-to-Improve, email [MTI@schools.nyc.gov](mailto:MTI@schools.nyc.gov).



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# Introduction



# Benefits of Classroom Physical Activity

## **MTI activities help schools meet New York State physical education requirements.**

New York State requires that all elementary school students attend and participate in at least 120 minutes a week of physical education (PE): daily in kindergarten through third grade and at least three times a week in fourth through sixth grade. Schools can meet the weekly requirement through a combination of PE classes and 10-minute Move-to-Improve activities. 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 [emsc.nysed.gov](https://emsc.nysed.gov).

## **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 B.)

## **All academic areas can be incorporated into MTI activities.**

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

## **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](https://cdc.gov) or [hhs.gov](https://hhs.gov).

# Physical Fitness Related to Academic Performance



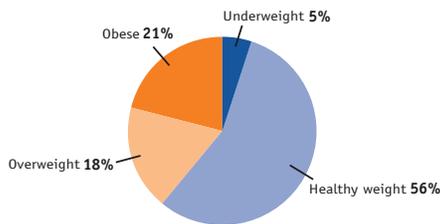
## NYC Vital Signs

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%.

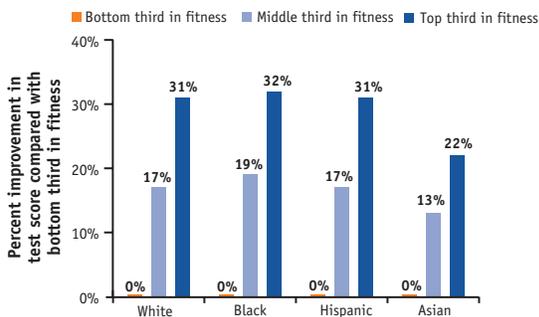
The Office of Fitness and Health Education was created in 2003 as a joint effort between the NYC Department of Health and Mental Hygiene (DOHMH) & the NYC Department of Education (DOE). An initiative from this collaboration includes extensive teacher training and the introduction of standard-based fitness 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](http://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

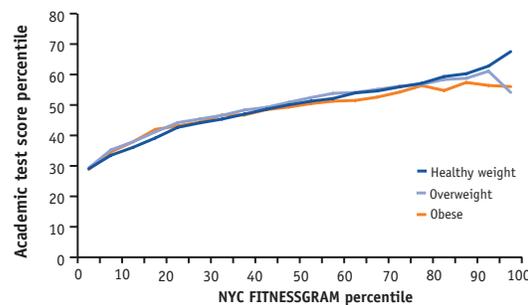


- Academic test scores\* increased with higher NYC FITNESSGRAM scores across all racial and ethnic groups.
- Students in the top third of NYC FITNESSGRAM scores had, on average, higher academic test scores than students in the bottom third of NYC FITNESSGRAM.

\* 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

Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

### Standard 2

Demonstrates an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

### Standard 3

Participates regularly in physical activity.

### Standard 4

Achieves and maintains a health-enhancing level of physical 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 5

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

### Standard 6

Values 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><b>Aerobic Fitness</b>            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"> <li>• Improves:               <ul style="list-style-type: none"> <li>- energy</li> <li>- self-esteem</li> <li>- strength</li> <li>- endurance</li> </ul> </li> <li>• Lowers:               <ul style="list-style-type: none"> <li>- blood pressure</li> <li>- risk of chronic health problems</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Brisk walking</li> <li>• Jogging</li> <li>• Running</li> <li>• Swimming</li> <li>• Bicycling</li> <li>• Dancing</li> <li>• Skating</li> <li>• Jumping rope</li> <li>• Skipping</li> <li>• Jumping</li> <li>• Hopping</li> <li>• Leaping</li> <li>• Galloping</li> <li>• Roller skating</li> </ul>
<p><b>Muscular Fitness: Strength and Endurance</b>            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"> <li>• Reduces risk of injury</li> <li>• Increases metabolism</li> <li>• Strengthens bones</li> </ul>	<ul style="list-style-type: none"> <li>• Push-ups</li> <li>• Curl-ups</li> <li>• Squats</li> <li>• Yoga</li> </ul>
<p><b>Flexibility</b>            Ability to move a joint through a complete range of motion (the ability to bend and stretch).</p>	<ul style="list-style-type: none"> <li>• Reduces stress</li> <li>• Reduces risk of injury</li> <li>• Improves posture</li> <li>• Increases range of motion</li> </ul>	<ul style="list-style-type: none"> <li>• Yoga</li> <li>• Stretching</li> </ul>

# Creating a Positive Classroom Environment

## Involvement

- Actively involve all students in all activities.
- Promote and encourage student success.
- Be enthusiastic and positive.
- Use MTI activities as rewards or refocusing activities.
- When using equipment, be sure to have one piece for each student.

## Safety

- Remove all safety hazards.
- Distribute and collect equipment in small groups, rather than from all students at once.
- Make sure there is enough space between students during activities.

## 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

- Create a short list of classroom rules. For example:
  - Follow directions.
  - Respect others.
  - Work together.
  - Include everyone.
- Be fair and consistent.
- Reinforce appropriate classroom behaviors.
- Designate student leaders to distribute and collect materials.
- Establish classroom routines for MTI activities.
  - Use similar warm-up and cool-down movements, such as marching in place and deep breathing, to prepare students at the beginning of an activity and to get them ready for the next lesson.
  - Use consistent prompts to start and stop movements (e.g., starting and stopping music, saying “Start,” “Freeze,” or “Go”).

# 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.

## Motivate

- Use positive verbal and non-verbal reinforcement to motivate students.
- Include all students. Do not exclude or eliminate any student from an activity.

## Differentiate

- Encourage creativity. Let students create their own interpretations of movements.
- Change the number or complexity of movements in an activity, depending on student readiness.
- Have students move near their desks before progressing to movements throughout the classroom.
- Practice simple movements before moving on to more complex ones.

## 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.
- Use seated movements such as marching, knee lifts, ankle rolls with leg lifted, arm lifts, arm circles, body twists, and leg lifts.





# MTI Activities



# Freeze and Groove

New York State PE Standards: 1, 2

National PE Standards: 1, 5

## Teachers Need

- Move-to-Improve CD 2: I Like to Move It (Track 6)
- Students standing near seats with space to move safely around the classroom

## Objectives

- Students will be able to move around the classroom while maintaining their personal space.
- Students will be able to define and demonstrate flexibility.

## Introduction

- This MTI activity is Freeze and Groove.
- 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

- 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 (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 move safely.
- When the music starts, move around the classroom. Be creative.
- When the music stops, freeze.

### **Examples of Words** (move around classroom)

Spring	Waddle	Stomp	Scurry	Fly
Skate	Rattle	Trot	Float	Pounce

*Note: If necessary, demonstrate movements so students are comfortable being creative. Encourage students to move differently than their peers.*

## **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.

## **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.

### **Math**

- Have students freeze into and name different shapes.
- Have students freeze into the shape of a number (e.g., sides of a triangle (3), corners in a square (4), angles in a triangle (3) or square (4)).

# Jump Counting

New York State PE Standards: 1  
National PE Standards: 1

## Objectives

- Students will be able to demonstrate various jumps.
- Students will be able to count aloud in a variety of ways.

## Teachers Need

- Visual Aid Cards: Criss-Cross Jump (Card 2), Hop (Card 4), Jump (Card 5), Jumping Jack (Card 6), Ski Jump (Card 9), Sprint (Card 10)
- Move-to-Improve CD 2: Pump Up the Jam (Track 4)
- Students standing near seats

## Introduction

- This MTI activity is Jump Counting.
- One way to keep our body healthy is by participating in daily physical activity.
- Jumping is a physical activity. It builds endurance in our heart muscle and leg muscles, and helps to build strong bones.

## Action

- We are going to jump in place near our seats. As we jump, we will practice counting forward, counting backwards, or skip counting.

### Examples of Creative Jumps

- Jump like a basketball player while counting to 10.
  - Jump like a dancer while skip counting by 2's to 20.
  - Jump like you are playing hopscotch and count backwards from 10 to 0.
  - Jump like a frog (kangaroo, rabbit) and count to 5.
  - Jump like you are underwater (in outer space, on hot sand) while counting by 10's to 100.
- 
- Now we are going to work with our magic jump ropes.
  - When we hear the music, we will start jumping. Keep your elbows close to your body and pretend you are turning a jump rope.
  - When the music stops, freeze and listen for the next jumping instruction.

### Examples of Magic Jump Rope Moves

- Sprint (Card 10) and keep moving your arms like you are jumping rope.
- Hop (Card 4) on one foot; now hop on the other foot.
- Jumping Jack (Card 6): Bring your arms up while jumping and land with your feet out wide.
- Ski Jump (Card 9): Keep your feet together and jump side-to-side like you are skiing down a hill.
- Criss-Cross Jump (Card 2): Make an “X” with your legs.
- Jump (Card 5) forward and back.

*Note: Allow for breaks between jumps so students can rest and recover.*

### Check for Understanding

- Show me how you can Ski Jump while counting by 10's to 50.
- Show me your favorite jump.

### Yearlong Extensions

- Have a student lead the activity.
- Have students suggest and demonstrate different types of jumps.

### Academic Integration

#### ELA

- Have students jump as they say the letters to spelling and vocabulary words.
- Have students jump as they say the syllables in vocabulary words.
- Have students jump and stop on specific parts of speech (e.g., jump when you hear a verb and stop when you hear a noun).

#### Math

- Practice recognizing odds and evens: jump on even numbers and hop on odd numbers.
- Have students jump the number of times that represents the answer to equations.
- Practice doubles: give students a number; have them double the number and jump that number of times.

#### All Subjects

- Have students jump to represent any numerical answer (e.g., number of items in a category, letters or vowels in a word, syllables in words, sides of shapes).

# Movement Memory

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

## Objectives

- Students will be able to demonstrate various movements in response to visual cues.
- Students will be able to demonstrate at least two physical activities they can do in their personal space.

## Teachers Need

- Visual Aid Cards: Climb (Card 1), Jumping Jack (Card 6), Sprint (Card 10), Squat (Card 11)
- Move-to-Improve CD 2: Axel F (Track 10) *optional*
- Students standing near seats

## Introduction

- This MTI activity is Movement Memory.
- We are going to learn 4 different hand signals. From memory, we will do a matching physical activity for each signal near our seats.
- Physical activity makes our heart and lungs work hard to provide us with the oxygen we need to learn and play.

## Action

- 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 1).
  - When I put my arms down, you will Squat (Card 11) up and down.
  - When I open my hands, you will do Jumping Jacks (Card 6).
  - When I close my hands, you will Sprint (Card 10) in place.
- 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: Post 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.*
- Show me a physical activity that makes your heart and lungs work hard.

## Yearlong Extensions

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

## Academic Integration

### ELA

- Reinforce synonyms and antonyms: choose a word and assign one movement for students to perform when they hear that word's synonyms and another movement for when they hear that word's antonyms.
- Assign different poses to various parts of speech. Call out verbs, adjectives, nouns, etc., and have students perform the corresponding movement.

### Math

- Have students use movements to represent angles with their bodies. Certain movements can represent acute, obtuse, or right angles.

# New York City Traffic Jam

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

## Objectives

- Students will be able to follow oral cues in order to move safely in their personal space.

## Introduction

- This MTI activity is New York City Traffic Jam.
- We are going to do many different movements next to our seats. Listen carefully and follow the directions.

## Action

- Let's imagine we are driving a car in New York City. Buckle your seatbelt and place your hands on the steering wheel.
- When I say "Green light," Sprint (Card 10) in place.
- When I say "Traffic jam," March (Card 8) in place.
- When I say "Red light," freeze.

*Note: Practice until the students can quickly respond to the cues. Introduce three driving cues at a time and then add on additional ones.*

### Examples of Driving Cues and Responses

<u>Cue</u>	<u>Response</u>
Right/Left/U-turn	Turn to the right/left/reverse direction.
Rolling Hills	Squat (Card 11) down and stand up.
Tunnel	Crouch down and march at a low level.
Pothole	Hop (Card 4) from one foot to the other.
Bridge	March on your toes and hold your steering wheel up high.
Speed Bump	Jump (Card 5).
Railroad Crossing	Jumping Jacks (Card 6).
Carpool	Students meet in groups of 3 or 4. Link arms and march together.

### Teachers Need

- Visual Aid Cards: Hop (Card 4), Jump (Card 5), Jumping Jack (Card 6), March (Card 8), Sprint (Card 10), Squat (Card 11)
- Move-to-Improve CD 2: Hamsterdance Song (Track 5) *optional*
- Students standing near seats

## Check for Understanding

- Show me how you move when I say “Speed Bump.” *Jump.*
- Show me your favorite driving movement.

## Yearlong Extensions

- Have a student lead the activity and give the class the cues.
- Ask students to come up with new traffic signals and responses.
- Incorporate pit-stops where students suggest snack ideas. “Go foods” are healthy options to keep their cars moving quickly. “Slow foods” are less healthy options that could slow their cars down.
- Add landmark streets, bridges, and tunnels from the neighborhood.
- Discuss traffic safety (seatbelts, obeying traffic signals, crossing the street, and bicycle safety).

## Academic Integration

### ELA

- Have students act out sentences and identify the parts of speech (e.g., verbs: “jump over speed bumps”; prepositions: “hop over the pot hole”).

### Social Studies

- Designate the walls in the classroom as North, South, East, and West. Discuss states, countries, and continents that are in the direction students are facing.

# True or False

New York State PE Standards: 1  
National PE Standards: 1

## Objectives

- Students will be able to demonstrate one aerobic and one muscular fitness activity.
- Students will be able to respond to content-specific true or false statements.

## Teachers Need

- A list of content-specific true or false statements
- Visual Aid Cards: Sprint (Card 10), Squat (Card 11)
- Move-to-Improve CD 1: It's Been a Really Good Day (Track 7) *optional*
- Students standing near seats

## Introduction

- This MTI activity is True or False.
- We are going to review academic concepts while practicing aerobic and muscular fitness activities.

## Action

- I will say a statement. If it is true, you will do an aerobic movement.
- If it is false, you will do a muscular fitness movement.
- When I say "Freeze," you will stop and listen for the next statement.

### Examples of True or False Statements

**True** = Sprint (Card 10) **False** = Squat (Card 11)

- $2 + 3 = 6$  *False*
- $5 \times 5 = 25$  *True*
- A mango is a fruit. *True*

*Note: Substitute other aerobic (e.g., hop, climb) and muscular fitness (e.g., boat pose, chair pose) movements.*

## Check for Understanding

- Show me how you move when the statement is true. *Sprint.*
- Show me the muscular fitness movement you do when the statement is false. *Squat.*

## Yearlong Extensions

- Add yoga poses as movements to practice balance and flexibility.
- Work in pairs or small groups to review content knowledge or assignments.

## Academic Integration

- Review and reinforce prior learning in any content area (e.g., ELA, Math, Social Studies, Science, Health).
- Use fact and fiction in place of true or false.



# Workout

New York State PE Standards: 1, 2

National PE Standards: 1, 5

## Objectives

- Students will be able to state that people should participate in aerobic, muscular fitness, and flexibility activities to be physically fit and maintain good health.
- Students will be able to demonstrate at least one aerobic, muscular fitness, and flexibility activity.

## Teachers Need

- Visual Aid Cards: Climb (Card 1), Hop (Card 4), Ski Jump (Card 9), Sprint (Card 10), Squat (Card 11), Butterfly Pose (Card 13), Boat Pose (Card 14), Downward Dog Pose (Card 15)
- Move-to-Improve CD 2: Pump Up the Jam (Track 4)
- Students assigned to small groups, standing near seats

## Introduction

- This MTI activity is Workout.
- You are going to practice aerobic, muscular fitness, and flexibility activities with your group.
- We need to participate in all 3 types of physical activity in order to be physically fit.

## Action

*Note: Students can be grouped according to their desk cluster, birthday month, favorite season, etc. Visual Aid Cards should be posted next to the group's name/number.*

- I have listed each group's name/number on the board and placed a Visual Aid Card next to each group's name/number.
- When the music starts, do the movement that is next to your group's name/number.
- When the music stops, freeze and I will change your group's movement.

### Example Activities

#### Table 1

Aerobic

Ski Jump (Card 9)

Sprint (Card 10)

#### Table 2

Muscular Fitness

Squat (Card 11)

Boat Pose (Card 14)

#### Table 3

Flexibility

Butterfly Pose (Card 13)

Downward Dog Pose (Card 15)

#### Table 4

Aerobic

Climb (Card 1)

Hop (Card 4)

*Note: Stop the music and allow students to rest while you switch the cards for each group. Be sure each group has the chance to demonstrate all three types of physical activity by the end of the MTI activity.*

## Check for Understanding

- Show me your favorite aerobic/muscular fitness/flexibility activity.
- Why is it important to participate in all 3 types of physical activity?  
*To maintain good health and be physically fit.*

## Yearlong Extensions

- Have each group decide what type of movement to perform (e.g., aerobic, muscular fitness, flexibility).

## Academic Integration

### ELA

- Group movements into categories such as nouns and verbs. Have students move on verbs (e.g., run, jump, skip) and hold poses for nouns (e.g., tree, mountain, side stretch).

### Math

- Replace music with multiplication or other math problems. Use the answers as the number of repetitions for each exercise.

# Move Like the Animals

New York State PE Standards: 1  
National PE Standards: 1

## Objectives

- Students will be able to respond to cues by demonstrating creative animal movements.

## Teachers Need

- Pictures of animals *optional*
- Visual Aid Card: Tree Pose (Card 23)
- Move-to-Improve CD 2: Under the Sea (Track 11) *optional*
- Students standing near seats with space to move safely around the classroom

## Introduction

- This MTI activity is Move Like the Animals.
- We are going to move like different animals.

## Action

- When I say the name of an animal, you will move like that animal near your seat until I say “Freeze.”

### Examples of Animals (move near seats)

Frog	Monkey	Bird	Fish
------	--------	------	------

- Now I am going to say the name of an animal and a movement. If the movement goes with the animal, move in that way next to your seat.
- If the movement does not go with the animal, hold a Tree Pose (Card 23).

### Examples of Animals with Correct Movements

Alligators – Crawl (students crawl)  
Horses – Gallop (students gallop)  
Fish – Swim (students swim)

### Examples of Animals with Incorrect Movements

Kangaroos – Fly (Tree Pose)  
Turtles – Skip (Tree Pose)  
Bears – Slither (Tree Pose)

- Let's continue moving, but this time we are going to move around the classroom. When I say the name of an animal, move around the classroom like that animal until I say "Freeze."
- Keep your eyes open and your head up. Move carefully around the classroom so you do not bump into anyone or anything.

#### **Examples of Animals** (move around classroom)

Penguin

Rabbit

Mouse

Duck

Elephant

### **Check for Understanding**

- Show me your favorite animal movement next to your seat.
- Show me how you move like a bird next to your seat.

### **Yearlong Extensions**

- Have a student lead the activity and come up with different animal movements.

### **Academic Integration**

#### **ELA**

- Read a book aloud and have students move like the animals or characters in the story.
- State an animal movement sentence. Have students identify the action (verb) through movement (e.g., "the monkey climbs high in the tree," and students act out climbing to identify the verb).

#### **Science**

- Have students use movements to show the differences between types of animals (e.g., move like the animal if it is a mammal and march in place if it is not). Other suggestions include living or non living, nocturnal or diurnal, or being from a certain geographic region or not.

# Nature Walk

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

## Teachers Need

- Visual Aid Cards: Yoga Poses (Cards 12-24)
- Move-to-Improve CD 1: It's Been a Really Good Day (Track 7) *optional*
- Students standing near seats

## Objectives

- Students will be able to hold yoga poses while breathing deeply.
- Students will be able to define flexibility.

## Introduction

- This MTI activity is Nature Walk.
- We are going to hold yoga poses to help develop flexibility.
- Flexibility means we can easily bend, stretch, and twist our bodies.

## Action

- Let's begin with "Take 5 Breathing."
- Make a fist in front of your body. Take a deep breath. As you slowly exhale, raise one finger at a time until all 5 fingers are raised. This is called "Take 5 Breathing."
- We are going to take a walk and hold yoga poses that look like things found in nature.
- We are going to breathe deeply 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.*

## Examples of Yoga Poses

### Nature Yoga Pose

Mountain (Card 16)

Side Stretch (Card 19)

Tree (Card 23)

Star (Card 22)

Downward Dog (Card 15)

Butterfly (Card 13)

### 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.

The butterflies land on the petals of the flowers.

## 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.

## 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.
- Take students on a walk. Observe and discuss the different forms of nature found in the neighborhood.

## Academic Integration

### ELA

- Have students act out sentences and identify the parts of speech (e.g. verbs: “we squat down low”; prepositions: “stand behind your chair”).
- Have students create poses and movements using vocabulary words and landmarks.

# Seated Stretch

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

## Teachers Need

- Move-to-Improve CD 1: The Dolphin Promise (Track 13) *optional*
- Students sitting in seats

## Objectives

- Students will be able to hold each stretch for ten seconds.
- Students will be able to state the importance of being flexible.

## Introduction

- This MTI activity is Seated Stretch.
- Stretching builds flexibility, relaxes the body, and can prevent injuries.
- Flexibility means we can easily bend, stretch, and twist our bodies.

## Action

- 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 slowly twist your body to the left and hold for 10 seconds. Now face forward.
- 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 slowly twist to the left with your arms still in front of you. 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.
- Straighten your left 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 left knee. Hold for 10 seconds.

## Breathing

- Sit up straight. Let's practice "Take 5 Breathing" while in our seats.
- Make a fist in front of your body. Take a deep breath. As you slowly exhale, raise one finger at a time until all 5 fingers are raised.

## 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.

## Academic Integration

### ELA

- Sound out syllables in words, phrases, or sentences while stretching.
- List rhyming word families while stretching.
- Identify different parts of speech while stretching (e.g., What is the verb in this sentence? "John turns to the right." What is the proper noun in this sentence?).

### Math

- Stretch to make tens: stretch for ten seconds, or stretch for six seconds and then four seconds. Have students come up with other combinations of stretches to make tens (e.g., 5 + 5, 2 + 2 + 6).
- Practice skip counting: hold the stretch while counting to a specific number by 2's, 3's, 10's, etc.

# Yoga Breathe and Pose

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

## Objectives

- Students will be able to hold yoga poses while breathing deeply.
- Students will be able to state at least two benefits of yoga.

## Teachers Need

- Visual Aid Cards: Yoga Poses (Cards 12-24)
- Move-to-Improve CD 1: The Dolphin Promise (Track 13) *optional*
- Students standing near seats

## Introduction

- This MTI activity is Yoga Breathe and Pose.
- Yoga helps build flexibility, strength, and balance, and can help you feel calm and focused.
- Deep breathing is an important part of yoga.

## Action

- Let's practice "Take 5 Breathing."
- Make a fist in front of your body. Take a deep breath. As you slowly exhale, raise one finger at a time until all 5 fingers are raised. This is called "Take 5 Breathing."
- 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 while breathing deeply.
- If you lose your balance while holding the pose, take a quick break and try again.

*Note: Teach poses one at a time and then link them together to create a sequence.*

## Examples of Yoga Sequences

- |                                   |                        |
|-----------------------------------|------------------------|
| 1. Mountain (Card 16)             | 2. Mountain (Card 16)  |
| Tree - raise right foot (Card 23) | Downward Dog (Card 15) |
| Side Stretch (Card 19)            | Plank (Card 17)        |
| Mountain (Card 16)                | Downward Dog (Card 15) |
| Tree - raise left foot (Card 23)  | Scale (Card 18)        |

3. Mountain (Card 16)  
Standing Forward Bend (Card 21)  
Windmill (Card 24)  
Standing Forward Bend (Card 21)  
Star (Card 22)  
Mountain (Card 16)

4. Mountain (Card 16)  
Side Stretch - right (Card 19)  
Mountain (Card 16)  
Side Stretch - left (Card 19)  
Mountain (Card 16)  
Star (Card 22)

## Check for Understanding

- Show me your favorite yoga pose.
- What are two benefits of yoga? *Improves flexibility, strengthens muscles, and can help you feel calm and focused.*

## Yearlong Extensions

- Have students create new sequences and teach them to the class.

## Academic Integration

### ELA

- Have students list rhyming words aloud while holding the poses.
- Have students describe how yoga makes them feel.

### Math

- Review degrees and angles (e.g., obtuse, right angle, straight line). Have students use their yoga pose to represent the angle.
- Practice skip counting: have students count to a specific number, while holding the pose (e.g., count to 30 by 2's, 3's, 4's, 5's, 6's, 10's, etc.) or have students count to a number that will result in a remainder (e.g., count to 30 by 7's) and ask them to figure out the remainder.

# Alley Cat

New York State PE Standards: 1  
National PE Standards: 1

## Teachers Need

- Dance steps written on chart paper or board *optional*
- Move-to-Improve CD 2: Get the Party Started (Track 12)
- Students standing near seats

## Objectives

- Students will be able to successfully perform the dance at least one time.
- Students will be able to state that dancing is a physical activity.

## Introduction

- This MTI activity is Alley Cat.
- It is a fun dance. Dancing is a good way to be physically active. Physical activity makes our heart beat faster and lungs healthier and stronger.

## Action

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

- Let's learn the dance steps starting with our right foot.
- Step 1: Tap right toe out to the side and back together (2X).  
Cue: Out together, out together.
- Step 2: Tap left toe out to the side and back together (2X).  
Cue: Out together, out together.
- Step 3: Tap right toe behind you and back together (2X).  
Cue: Back together, back together.
- Step 4: Tap left toe behind you and back together (2X).  
Cue: Back together, back together.

*Note: Practice steps 1-4.*

- Step 5: Lift right knee up to the left elbow (2X).  
Cue: Right knee, right knee.
- Step 6: Lift left knee up to the right elbow (2X).  
Cue: Left knee, left knee.
- Step 7: Lift right knee up to the left elbow (1X).  
Cue: Right knee.

- Step 8: Lift left knee up to the right elbow (1X).  
Cue: Left knee.

*Note: Practice steps 1-8.*

- Step 9: Clap and hold.  
Cue: Clap.
- Step 10: Turn to the right and hold.  
Cue: Turn.

*Note: Repeat steps 1-10 facing all four walls.*

## Check for Understanding

- Why is physical activity good for your body? *It makes our heart and lungs stronger.*
- What happens as we continue to practice the dance? *We become more familiar with the steps and eventually are able to successfully perform the dance.*

## Yearlong Extensions

- Add upper body movements (e.g., arm circles, biceps curls, shoulder rolls).
- Have upper level students lead the class and/or call out the steps.

## Academic Integration

### ELA

- Identify the parts of speech in the cues.
- Provide students with the written dance steps and have them identify the action verbs (tap, raise, turn) and nouns (toe, knee).

### Math

- Discuss  $\frac{1}{4}$  (90 degrees),  $\frac{1}{2}$  (180 degrees), and full (360 degrees) turns.
- Compare dance turns to quarter hours on the clock.
- Discuss telling time to the  $\frac{1}{4}$ ,  $\frac{1}{2}$ , and full hour.
- Have students identify the movement patterns in the dance (e.g., “R, R, L, L” or “Toes, Toes, Toes, Toes, Knees, Knees, Knees, Knees”).

# Bunny Jump

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

## Objectives

- Students will be able to explain and demonstrate a jump and incorporate it in the dance.
- Students will be able to state at least two health benefits of dancing.

## Teachers Need

- Dance steps written on chart paper or board *optional*
- Move-to-Improve CD 2: Funkytown (Track 2)
- Students standing near seats

## Introduction

- This MTI activity is Bunny Jump.
- It is a fun dance that allows us to practice jumping. A jump is using two feet and a hop is using one foot.
- Jumping and dancing are good ways to be active. Physical activity is important for a healthy mind and body. It makes our heart and muscles stronger, gives us energy, and can help us feel happy.

## Action

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

- Let's learn the dance steps starting with our right foot.
- Step 1: Tap right toe out to the side and back together (2X).  
Cue: Out together, out together.
- Step 2: Tap left toe out to the side and back together (2X).  
Cue: Out together, out together.
- Step 3: Jump forward and hold.  
Cue: Forward.
- Step 4: Jump backward and hold.  
Cue: Back.
- Step 5: Jump forward (3X) and hold.  
Cue: Forward, forward, forward.

*Note: Repeat steps 1-5.*

## Check for Understanding

- Why are dancing and other physical activities important for a healthy mind and body? *Physical activity makes our heart and muscles stronger, gives us energy, and can help us feel happy.*
- How many feet do we use to jump? *Two.* Hop? *One.*

## Yearlong Extensions

- Work on balance by challenging more advanced students to hop in steps 3-5.
- Do the dance in a line, moving around the classroom. Have students form a line by putting their hands on the shoulders of the student in front of them.
- Add upper body movements to increase activity (e.g., “raise the roof,” “boxer speed bag”).

## Academic Integration

### ELA

- Call out rhyming word families rather than the cues of the dance (e.g., instead of saying “forward, back, forward, forward, forward” say “ring, sing, wing, string, fling”).
- Have students list one and three syllable words as they jump the number of syllables (e.g., “jazz [forward], is [back], fantastic [forward, forward, forward]”).

### Math

- Clap the beat of each step and count aloud using counting variations such as skip counting.
- Use multiplication or addition on the “forward, forward, forward” cue (e.g., instead of saying “forward, forward, forward” say “ten times two” and have students answer in the next segment).

# Classroom Conga

New York State PE Standards: 1  
National PE Standards: 1

## Teachers Need

- Dance steps written on chart paper or board *optional*
- Move-to-Improve CD 2: Hot, Hot, Hot (Track 8)
- Students standing near seats

## Objectives

- 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 MTI activity is Classroom Conga.
- This dance is from Latin America and was traditionally done to the beat of a drum during the festival of Carnival.
- To be healthy, people should do physical activities like dancing for at least 60 minutes every day. Doing the Classroom Conga is a good way to be active.

## Action

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

- Let's learn the dance steps starting with our right foot.
- Step 1: Raise your right knee, left knee, right knee, and then tap your left foot out to the left.  
Cue: Right, left, right, tap.
- Step 2: Raise your left knee, right knee, left knee, and then tap your right 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 do fun physical activities like the Classroom Conga? *60 minutes.*
- Show me how you raise your right knee first and step out with your left foot.

## 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 (e.g., instead of saying “right, left, right, tap” say “at, cat, fat, hat”).

### Math

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

#### Examples

Dance steps:	Right	Left	Right	Tap
Teacher asks:	2	+	2	4 (Class response)
Dance steps:	Left	Right	Left	Tap
Teacher asks:	3	X	3	9 (Class response)

### Social Studies

- Read about and discuss the history of dance in different cultures.

# Count and Catch

New York State PE Standards: 1  
National PE Standards: 1

## Teachers Need

- Visual Aid Card: Squat (Card 11)
- Move-to-Improve CD 2: Axel F (Track 10) *optional*
- Students standing near seats, with one scarf

## Objectives

- Students will be able to demonstrate hand-eye coordination by successfully tossing and catching a scarf five times.
- Students will be able to count aloud in different sequences.

## Introduction

- This MTI activity is Count and Catch.
- We will toss and catch our scarves in different ways while working on math skills.

## Action

- 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 11) 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?

## Yearlong Extensions

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

## Academic Integration

### ELA

- Spell words (e.g., sight words, spelling words, vocabulary words) aloud saying one letter with each toss.
- Have students practice a sequence while tossing and catching (e.g., days of the week, months in the year).

# Healthy Food Alphabet

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

## Teachers Need

- Move-to-Improve CD 2: Under the Sea (Track 11) *optional*
- Students standing with a partner, with one scarf per pair

## Objectives

- Students will be able to successfully toss and catch a scarf with their partner five times.
- Students will be able to identify a variety of healthy foods.

## Introduction

- This MTI activity is Healthy Food Alphabet.
- We are going to create a healthy food alphabet list while tossing and catching a scarf with our partner.

## Action

- When I say “Go,” toss and catch the scarf with your partner.
- If you are holding the scarf, say a healthy food starting with the letter “A” as you toss the scarf to your partner.
- If you just caught the scarf, say a healthy food starting with the letter “B” and toss the scarf back to your partner.
- Continue listing healthy foods in alphabetical order while tossing and catching the scarf.
- If you get stuck on a letter and cannot think of a healthy food that starts with that letter, just say “Pass.” Go to the next letter of the alphabet.

## Check for Understanding

- Of the healthy foods you listed, which is your favorite?
- Of the healthy foods your partner listed, which is your favorite?

## Yearlong Extensions

- Include lower body exercises (e.g., toe taps, criss-cross jump, squat) while tossing the scarf.
- Focus the activity on different food groups or categories of foods such as fruits or healthy dairy choices.

## Academic Integration

### Math

- Recite multiplication tables while tossing and catching the scarves.

### Nutrition/Science

- Have students classify the foods listed by color and/or food group.

### Social Studies

- Share healthy food options from other cultures.

### All Subjects

- Review and reinforce prior learning in any content area (e.g., ELA, Math, Social Studies, Science, Health). Pair off students and have them answer review questions while tossing and catching a scarf.

# Scarf Buddies

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

## Objectives

- Students will be able to demonstrate flexibility while working with a partner.

## Teachers Need

- Visual Aid Cards: Squat (Card 11), Boat Pose (Card 14)
- Move-to-Improve CD 2: Who Let the Dogs Out (Track 3)
- Students standing with a partner, with one scarf per pair

## Introduction

- This MTI activity is Scarf Buddies.
- You will be working with a partner while being physically active.
- Working with a partner can make an activity more fun, especially if you encourage each other to work hard.

## Action

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

### **Back-to-Back**

- When I say “Go,” stand back-to-back with your partner.
- When the music starts, pass the scarf by twisting side-to-side. When the music stops, freeze. Switch sides.
- Take a step away from your partner but keep your backs facing each other.
- When the music starts, 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 the music stops, freeze.

### **Face-to-Face**

- Turn and face your partner.
- You and your partner should each hold onto the scarf with both hands at chest level. Do not let go of the scarf.
- 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 11) 10 times.

### **On the Floor**

- Sit on the floor facing your partner.
- When the music starts, you and your partner hold Boat Pose (Card 14) as you pass the scarf. When the music stops, freeze.
- Now hold Boat Pose (Card 14) sitting side-by-side.
- When the music starts, pass the scarf side-to-side with your partner. When the music stops, freeze.

### **Check for Understanding**

- Show me your favorite standing partner activity.
- Give one example of how working with a partner helps you be physically active.  
*It can make the activity more fun; your partner can encourage you to work harder.*

### **Yearlong Extensions**

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

### **Academic Integration**

#### **ELA**

- Spell words (e.g., sight words, spelling words, vocabulary words) aloud saying one letter with each toss.

#### **Math**

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

# Spell It

New York State PE Standards: 1

National PE Standards: 1, 5

## Objectives

- Students will be able to create letters and/or spell a word successfully while stretching.
- Students will be able to define flexibility.

## Teachers Need

- A list of grade-appropriate spelling words
- Move-to-Improve CD 2: We Like to Party (Track 14) *optional*
- Students standing near seats, with one scarf

## Introduction

- This MTI activity is Spell It.
- 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 injuries.

## Action

- I will say a letter or a word.
- When I say “Write it,” draw the letter or word in the air with your scarf.
- You will need to bend, twist, and stretch while you write the letter.
- Bend down to make the scarf touch the floor and reach high to bring the scarf above your head.
- Move your body slowly and carefully while you write in the air.

## Check for Understanding

- What does it mean to be flexible? *We can easily bend, stretch, and twist our bodies.*
- Show me how you write the letter “M” in the air with your scarf.

## Yearlong Extensions

- Use as a partner activity. Have one student say a letter or word and the other write it in the air with their scarf. Take turns.
- Have students use their non-dominant hand to write the letter or word with their scarf.

## Academic Integration

### ELA

- Practice drawing upper and lower case letters.
- Provide students with the sound of a letter or consonant blend and have them draw it with the scarf.
- Spell personal pronouns, sight, spelling, word wall, or vocabulary words.

### MATH

- Draw numbers in the air using the scarf.
- Have students write answers to problems with a scarf.
- Have students stretch into different numbers to represent answers to questions or math problems (e.g., days in a week, sides in a triangle, corners in square, time on a clock, months in a year, hours in a day, minutes in an hour, minutes to be active each day (60)). Have students answer in pairs if the answer is double digits.

# Get Moving

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

## Objectives

- Students will be able to list examples of physical activities and sedentary activities, and demonstrate both.
- Students will be able to state that people should be active for at least 60 minutes every day to maintain good health.

## Teachers Need

- A list of daily activities (see 'Action' section for examples)
- Visual Aid Cards: March (Card 8), Sprint (Card 10)
- Move-to-Improve CD 2: Funkytown (Track 2) *optional*
- Students standing near seats

## Introduction

- This MTI activity is Get Moving.
- To be healthy, we should be physically active for at least 60 minutes every day.
- What are some fun ways to be active? *Playing soccer, bike riding, jumping rope.*
- We do not have to be active for 60 minutes at one time. We can split up our activity time throughout the day, so it totals at least 60 minutes.
- Activities without much movement, such as watching TV and playing seated video games, are not physically active. We call these sedentary activities. Being sedentary is the opposite of being physically active.

## Action

- I am going to say some activities that my friend did yesterday. If you think my friend was active, Sprint (Card 10). If you think my friend was sedentary, March (Card 8).
- When you are marching, I will ask you "What is a more active option for my friend?"

## Examples of Daily Activities

### Physical Activities

Walked to a friend's house  
Attended karate class  
Played on the slides and monkey bars  
Ran with friends during recess  
Helped clean the kitchen  
Danced to music  
Rode a bike to school

### Sedentary Activities\*

Used the computer  
Sat while talking on the phone  
Rode an elevator to the next floor  
Sat while watching TV for 2 hours  
Sat on a park bench  
Sat and played video games  
Called the deli for lunch to be delivered

*\*Note: After each sedentary example, ask students "What is a more active option?"*

## Check for Understanding

- How many minutes should people be physically active each day? *60 minutes.*
- What is an example of a daily physical activity? A sedentary activity?

## Yearlong Extensions

- Have students suggest activities, decide whether activities are physical or sedentary, and if sedentary, how to make them more active.

## Academic Integration

### **ELA**

- Modify verbs with adverbs to make the activities more or less intense (e.g., quickly, slowly).

### **Math**

- Use addition to figure out how students can accumulate 60 minutes of physical activity per day.

# Go and Slow

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

## Objectives

- Students will be able to demonstrate physical activities they can do in their personal space.
- Students will be able to define “go foods” and “slow foods” and give at least two examples of each.

## Teachers Need

- Visual Aid Cards: Ski Jump (Card 9), Sprint (Card 10), Mountain Pose (Card 16), Star Pose (Card 22)
- Move-to-Improve CD 2: I Like to Move It (Track 6) *optional*
- Students standing near seats

## Introduction

- This MTI activity is Go and Slow.
- We are going to do physical activities which make our heart beat faster.
- We are also going to learn about “go foods” and “slow foods.”
- “Go foods” help us grow and give us energy to work and play because they have a lot of nutrients.
- Foods that have a lot of sugar or fat in them can slow us down and make us feel tired. These are called “slow foods.”

## Action

- When I say a “go food” you will Sprint (Card 10). When I say a “slow food” hold Mountain Pose (Card 16).

### Examples of “Go Foods”

Pears	Beans	Oatmeal
Grilled Chicken	Grapes	Low-fat Yogurt

### Examples of “Slow Foods”

Chips	Onion Rings	Ice Cream
Cake	French Fries	Fast Food Burgers

*Note: Repeat several times. Explain why each food item is a “go” or “slow” food.*

- Now when I call on a student, she or he will name a snack.
- If I think the food is a “go food” I will say “Go,” and you will Ski Jump (Card 9) until I say “Freeze.”
- If I think the food is a “slow food” I will say “Slow,” and you will hold Star Pose (Card 22) for 3 breaths.

*Note: Repeat several times. Explain why each food item is a “go” or “slow” food.*

## Check for Understanding

- Show me your favorite aerobic activity.
- What is an example of a “go food” you might eat today?

## Yearlong Extensions

- Have a student lead the activity and give “go food” and “slow food” examples.

## Academic Integration

### ELA/Math

- Introduce different items that can be compared or contrasted to students. Have students move for one and stop for the other (e.g., fact or opinion, noun or verb, odd or even, prime or composite, symmetrical shapes or non-symmetrical shapes, rhyming words or non-rhyming words, living or non-living).

# Mealtime Movers

New York State PE Standards: 1, 2

National PE Standards: 1, 5

## Objectives

- Students will be able to demonstrate creative movement.
- Students will be able to name at least three healthy food choices and state their benefits.

## Teachers Need

- Visual Aid Cards: Criss-Cross Jump (Card 2), Frog Jump (Card 3), Hop (Card 4), Sprint (Card 10), Boat Pose (Card 14), Side Stretch (Card 19)
- Move-to-Improve CD 1: I Like to Move It (Track 6) *optional*
- Students standing near seats

## Introduction

- This MTI activity is Mealtime Movers.
- We should eat healthy food all day because it gives us energy to help us focus and feel more awake.

## Action

- I am a chef and I cook healthy meals.
- I will say a healthy food and a movement to describe it. You will do that movement near your desk.

*Note: Introduce three food items at a time and then add on additional items.*

## Examples of Food Items and Matching Movement

### Breakfast

Scrambled Eggs

Hop (Card 4) on one foot like the pan is hot. Switch feet.

Oatmeal

Make arm circles like you are stirring oatmeal.

Fruit Shake

Shake your whole body like you are a blender.

### Lunch

Mixed Salad

Criss-Cross Jump (Card 2) like you are mixing the salad.

Soup

Hold Boat Pose (Card 14) like you are a bowl of hot soup.

Banana

Side Stretch (Card 19) like you are a ripe banana.

### Dinner

Spaghetti

Wiggle your legs and arms like they are noodles.

Carrots

Kick your legs like you are cutting carrots.

### Snacks

Raisins

Sprint (Card 10) in place like you are a racing raisin.

Popcorn

Frog Jump (Card 3) like you are corn popping.

## Check for Understanding

- Show me your favorite food movement.
- Why is it important to eat healthy foods throughout the day? *They give us energy to help us focus and feel more awake.*

## Yearlong Extensions

- Discuss portions based on [choosemyplate.gov](http://choosemyplate.gov).



## Academic Integration

### Math

- Use word problems as the chef prepares the meals (e.g., “I have 3 people who ordered eggs and each person gets 2 eggs. How many eggs do I have to cook?”).
- Incorporate different times of the day during which meals are prepared.

### ELA

- Work on homophones throughout the meal (e.g., there, they're, and their: “There are 3 people in the restaurant. They're all having eggs for breakfast. Their table is near the window.”).

### Nutrition/Science

- Discuss the food groups and classify healthy food choices into fruit, vegetable, protein, grain, and dairy.

