

Grades 1 – 3 Equipment Activities

Table of Contents

▪ Action Colours	2
▪ Beanbag Toss	2
▪ Heart Hustle	3
▪ The Name Ball Game	3
▪ Musical Circle	4
▪ Musical Slipper	4
▪ Snake	4
▪ Alphabet Popcorn	5
▪ Physical Phonics	5
▪ Halloween Story with Portrayal Movement	6
▪ Falling Leaves	6
▪ Alphabet Soup	7
▪ The Feelings Hop	8
▪ Beanbag Balance	8
▪ Heads, Shoulders, Knees and Toes	9
▪ Rhyming Cube	9
▪ Jumping To Add and Subtract	10
▪ Move Cube Activities - Body Moves	11

Action Colours

Formation: Form a circle around the perimeter of the room

Equipment: UNO cards

Learning Outcomes: Coordination, Memorization, Creativity

Rules/Directions:

1. Students pick one card from the set (either from a box or a bag).
2. Students identify the colour on the card and perform the activity that corresponds to that colour for 10-15 seconds:
 - **Blue:** Jump to the Sky
 - **Red:** Squats
 - **Yellow:** Twist
 - **Green:** Swim
3. The teacher can write the colours and activities on the board. After you have repeated them several times, try to memorize what color corresponds to what activity, erase the writing, and start from the beginning.
4. Add new colors and new activities, for example "Jumping Jack Black". Create a list of colors. Be creative!

Suggestions:

1. Teach colours in another language.
2. Use numbers instead of colours.
3. Have students choose the action to match the card.

Beanbag Toss

Formation: Standing at Desks

Equipment: Beanbag Animals

Learning Outcomes: Coordination

Rules/Directions:

1. Student toss the beanbags to each other. They squat and stand back up after they throw the beanbag, and start counting from 1 to 10. If they reached 10 without dropping the beanbag, they successfully finished the activity. If they drop the beanbag at any point, start from the beginning.
2. You can also count backwards, sing, recite, spell or do anything that you think would be fun.

Heart Hustle

Formation: Standing

Equipment: Music

Learning Outcomes: Endurance, coordination

Rules/Directions:

1. Have students put their hands on their chest to feel their hearts.
2. Using a combination of movements – jumping, marching, walking, hopping - students move in place continuously to music for five minutes.
3. When finished, ask students to place their hand on their chest to feel their heart beating faster (and stronger).

The Name Ball Game

Formation: Sitting in a circle of 4 with one ball per group

Equipment: Soft, small ball.

Learning Outcomes: To practice throwing/catching while learning the beginning sound/letter of your name.

Rules/Directions:

1. Children are sitting in a circle in groups of four, each group with one ball.
2. The student with the ball calls out a child's name that he/she is tossing to and then says his name and/or the beginning letter sound.
3. The child then chooses someone else to throw the ball to and says the friend's name.
4. As the children figure out the game, you can allow everyone to say the child's name that is catching the ball and/or the letter sound.
5. Children may need the teacher's help to be successful until they remember the sound/letter that their name begins with.

Suggestions:

1. Younger children can simply use the activity to learn their own names and their classmates' names. Throw it to a friend and say their name.
2. Older children can use this to learn ending sounds/letters for their names.

Musical Circle

Formation: Class is in a circle marching to the music.

Equipment: CD and CD player, or musical instrument.

Learning Outcomes: Walking, listening, sitting.

Rules/Directions:

1. When the music stops, the players sit on the floor as fast as they can.
2. The last player to be seated is eliminated from the game.
3. The game continues until only 1 player remains.

Musical Slipper

Formation: The class is standing in a circle; one player has the slipper/shoe.

Equipment: One CD Player and a CD (or a musical instrument) and a slipper or other object.

Learning Outcomes: Listening, passing

Rules/Directions:

1. While the music plays, players pass the slipper/shoe around the circle.
2. When the music stops, the player with the slipper/shoe is eliminated.
3. The game continues until there is one player remaining.

Snake

Formation: In groups, students will be in a line.

Equipment: Beanbag

Learning Outcomes: Cooperation, balancing skills.

Rules/Directions:

1. Have students get into groups and line up.
2. Give the first student in the line a beanbag, and have them place it on their head.
3. Have all the students in each group hold onto each other's waist and move forward like a snake.
4. If the head of the snake drops the beanbag, the person at the end has to wait until he walks past the beanbag, picks it up, then runs to the front of the line and becomes the head of the snake with the beanbag on their head.
5. Continue the game for a preset amount of time or until everyone gets to be at the head.

Alphabet Popcorn

Formation: Standing

Equipment: Letters written on index cards

Learning Outcomes: Letter recognition, letter sound identification

Rules/Directions:

1. Have students stand in an open area of the classroom.
2. Move around the area, giving each student a letter of the alphabet. Letters can be written on index cards.
3. As each student receives their letter, they squat down.
4. Instruct students to listen carefully as you will be calling out different letters of the alphabet. When the letter on their index card (or a word that begins with that letter) is called, they “pop up” and then quickly squat down again.
5. If the word alphabet is called, everyone pops up.
6. Once all students have had a turn to “pop up”, try spelling some words. Choose words that are presently being defined and applied in spelling, reading and writing assignments and from all subject areas.

Suggestions:

1. Assign each student a number rather than a letter. Call out or write down equations, e.g., “ $3 \times 2 =$,” and have students “pop up” when their number is the answer to the question. If “All Numbers” is called out, everyone pops up. Have the students take turns calling out or writing down equations.

Physical Phonics

Formation: Small groups

Equipment: Three sets of 26 plates with one letter written on each plate.

Learning Outcomes: To teach phonics through locomotor skills.

Rules/Directions:

1. Scatter the plates around the room and divide the class into small groups.
2. The leader calls out a series of questions concerning phonics along with a basic locomotor skill.
3. The children are to perform the skill as they move to answer the question.
4. Make students aware that there are several sets of each letter. For example, “Skip to the letter that makes the “huhh” sound like in the word “house”. Try to use each letter at least once.

Halloween Story with Portrayal Movement

Formation: Sitting in a semi-circle

Equipment: Book - “The Little Old Lady Who Was Not Afraid of Anything” by Linda Williams; picture cards of the items in the book.

Learning Outcomes: Rhythmic and non-locomotor movements

Rules/Directions:

1. Students sit in a semi-circle facing action cards attached to the back of a chair spread out.
2. The teacher will ask the children to create their individual interpretations of the different movements.
3. The teacher will begin reading the story, when an action word is said students will demonstrate the action. For example, when “Clomp, clomp” is read, children decide what this action involves.
4. Then they move to the next chair, the teacher continues to read. When “Wiggle, wiggle” is read, they decide how to wiggle. This is where the cumulative effect starts to occur.
5. At the end of the story when the old woman runs to her cottage, the children have to repeat all the actions starting with the first one they did and then they sit down.

Falling Leaves

(By Ms. Coley’s Grade one class, Vanier Elementary)

Formation: Standing

Equipment: Cards of the colors red, yellow, orange, brown

Learning outcomes: Colour recognition, locomotor skills

Rules/Directions:

1. Have a variety of cards in an envelope (the cards will have the colors red, brown, yellow, or orange on them).
2. Write the colors on the board with a certain action or movement to go with each color.
3. Get the students up and dancing on the spot.
4. Select a student to pull a card out of the envelope.
5. Depending on the color of the card, students will do the corresponding action/movement.
6. Choose another student and continue the activity until everyone has had a chance to pick.

Alphabet Soup

Formation: Scatter letters around the room. Have children sit in their personal space away from any letters.

Equipment: 2 or more sets of foam alphabets or make your own out of carpet squares, small Chalkboard or white board, chalk or markers, eraser.

Learning Outcomes: Locomotor skills, Body parts, Integration of core curriculum (spelling, letter recognition, word recognition)

Rules/Directions:

1. There are three parts to this:

- A. The way the students will travel around the room
- B. The body part the students will use to touch the letters
- C. The word that will be used.

2. Let the students know how they will be moving around the room. Some examples are:

- Walking
- Skipping
- Gallop
- Jogging
- Various animal walks

(See Appendix A in the back of this manual for a variety of movements)

3. Let them know what body part they will use to touch the letters which are scattered around the room. Some examples are:

- Head
- Elbow
- Fingers
- Knee
- Bottom
- Foot
- Wrist

4. Write a word on the board.

5. These will be words you are teaching.

6. For younger students the word you write on the board could also be the way they would move around the room. Example: If you wrote the word skip then they would skip around the room while trying to spell the word skip.

7. On your signal, the students will move around the room in the designated manner and touch the letters with the named body part.

8. When they have finished they may sit back in their spots.

The Feelings Hop

Formation: Standing in their own space.

Equipment: Feelings board for each student.

Learning Outcomes: To express emotions, to explore feelings, balance.

Rules/Directions:

1. Have each student find their own space. Remind them that they must remain in their own personal space throughout the activity.
2. Give each student a Feelings board. Review the skill of hopping.
3. Call out an event such as “I am having a birthday party!”. Have the students hop in different ways on the face which shows the feelings they would have if they were having a birthday party.
4. Continue giving different situations and have the students hop to whichever face symbolizes how they would feel in that situation.

Beanbag Balance

Formation: Standing

Equipment: Beanbags, music

Learning Outcomes: Movement, cooperation

Rules/Directions:

1. Give each child a beanbag.
2. Ask everyone to put it on their head and try to keep it steady as they walk slowly around the area.
3. Next, challenge children to walk in different ways - tiptoe, slow, knees bent, while trying to balance the beanbag.
4. After children have had plenty of time to practice, explain that they will be playing a helping game - still keeping the beanbag on their head. This time, if a beanbag falls off someone’s head, that child must freeze until another child picks up the dropped beanbag and places it back on the first person’s head. If the helper’s beanbag drops, the helper becomes frozen too, and someone else has to come free both of them.
5. Use music to let students know the game has begun. Remind students that running is not accepted.

Suggestions:

1. If you want to make the game easier, allow children to unfreeze each other by tapping the frozen person on the shoulder.

Heads, Shoulders, Knees and Toes

Formation: Standing in a large circle

Equipment: Song “Head, Shoulders, Knees and Toes (optional)

Learning Outcomes: Body awareness, vocabulary, fine/gross motor skills

Rules/Directions:

1. Have the children stand in a large circle.
2. Ask the children if they know where their head is. After they say yes, then repeat the step asking if they know where their shoulders, knees and toes are.
3. After doing this and they are familiar with the parts of the body begin to sing the song “Head, shoulders, knees and toes”.
4. As you sing the words they students touch that part of their body.

Rhyming Cube

(by Ms. Young’s Grade One class, Holy Cross Elementary)

Formation: Standing in personal space

Equipment: Move cube, word cards

Learning outcomes: Rhyming skills, locomotor skills

Rules/Directions:

1. Students stand in their own area.
2. Teacher chooses one student to decide on a movement. Everyone does the movement.
3. Once the movement has been decided the same student rolls the move cube.
4. The student then has to say a word that rhymes with the word which has been rolled.
5. Move onto the next student who must choose a different movement.

Jumping To Add and Subtract

Formation: Standing in personal space

Equipment: Number line on the floor for students to jump on

Learning Outcomes: Addition, subtraction

Rules/Directions:

1. Have students stand in their own personal space.
2. Say the following rhyme, having students jump on their number line as they add or subtract.

Jump in a line from zero to nine
And I think you'll agree that it's fun

$2 + 3$, $2 + 3$ is _____, $5 - 3$, $5 - 3$ is _____,
 $4 + 2$, $4 + 2$ is _____, $4 - 4$, $4 - 4$ is _____,

Jumping is how you can add and subtract
It sounds funny but it can done

$3 + 5$, $3 + 5$ is _____, $1 + 6$, $1 + 6$ is _____,
 $3 - 2$, $3 - 2$ is _____, $5 + 4$, $5 + 4$ is _____,

Now you pick the facts to add and subtract
With answers from zero to nine
You get to choose the numbers you use
And jump them on your number line

Jumping is how you can add and subtract
It sounds funny but it can be

Move Cube Activities - Body Moves

Body Moves is an easy to use movement program. You choose words from the word card list, insert the cards into the slots on the cube, roll or toss the cube and let the FUN begin! Participants discover the Concept Categories of WHO, WHAT and WHEN of movement.

How to Use Body Moves

1. Decide on the Key Movement Concept you wish to explore.
2. Select a movement word list from one of the 3 Concept Categories of **WHO**, **WHAT** and **WHEN**.
3. Choose the words from the list you want to use, insert 6 of the "movement word cards" into the 6 clear windows of the move cube (one card per window). You may want to tape the windows to keep the cards from coming out.
* **Note: ONLY USE** words from the **SAME** word list in an **INDIVIDUAL** cube.
4. Decide on how many "Concept" cubes you wish to use in a session.
5. Discuss the words inserted into the windows with your students.
6. Students begin in a circle formation so everyone can see the cube(s) as they are rolled or tossed in the center of the circle.
7. Choose one student to begin by rolling or tossing the move cube to determine the Movement Word to be explored.
8. Depending on the Movement Concept you chose, take the Movement "Starter Sentences" page for that concept and read to the students using the movement which has appeared on the cube.

***Example:** Cube is rolled and turns up the word **HEAD**. The "Starter Sentences" for the **WHO** category or "Body Parts" word list is: "Show me how you can move your **HEAD**." "Can you move your **HEAD**?" "Can you move your **HEAD** another way?"

Basic Rules/Suggestions:

1. Teach that the word "**FREEZE**" means to stop, look and listen.
2. Encourage everyone to participate to the best of their ability.
3. Inform students of the movement area boundaries.
4. Begin with a simple, short warm up and end with a cool down.
5. Control the energy level generated by frequently changing the type of activity from fast to slow using smooth transitions.
6. Use a dice to add the number of times students have to complete a movement.
7. **HAVE FUN!**