**Incorporating Movement into Classroom Instruction - Fall 2015**

MOVEMENT-BASED LESSON PLANNING – MATH

#### Grade 6: Math: The Number System: Apply and extend previous understandings of numbers to the system of rational numbers:

[CCSS.Math.Content.6.NS.C.5](http://www.corestandards.org/Math/Content/6/NS/C/5/)  
Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

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| **FINAL DRAFT** (PLEASE WRITE LEGIBLY SO WE CAN ADD THIS TO THE LESSON PLAN COLLECTION)s | | | | |
| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Hopping forwards and backwards as transition into class  Big muscle movements of arms/legs mimicking math symbols  Jumping jacks to a certain number | Groups of 5 students  Each group has word problems related to positive/negative numbers  Using a number line – with tape on the floor, students answer questions  Using body up/down the number line  Questions have to do with temperature, elevations, credits/debits/etc. | Climb up imaginary mountain  Climb down imaginary mountain | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: | Pre/post test  Students collect their own data & results of pre/post test |

**Incorporating Movement into Classroom Instruction - Spring 2016**

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| **FINAL DRAFT** (PLEASE WRITE LEGIBLY SO WE CAN ADD THIS TO THE LESSON PLAN COLLECTION)  Positive/negative numbers – real-world context would be positive/negative energy | | | | |
| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Balloon volleyball (keep balloon off the ground) or over/under with balloon as a whole group to get whole body movement and midline crossing | Standing in stairwell – position students on stairs and move medicine ball or balloon up and down steps to reflect the increase or decrease in number, focusing on different values and providing visual representation of positive and negative numbers | Positive/negative charge activity with balloons – finding items in the classroom that balloons will stick to or not. | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: |  |

**Incorporating Movement into Classroom Instruction - Fall 2015**

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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Line dance such as the “Cha-Cha” slide | Snap left to right and up and down to demonstrate the way numbers are place on the number line and how they appear on the coordinate plane | Cup Game | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: |  |