

🌀 WHAT IS IT? (RATIONALE)

This activity allows students to practice while “doing” rather than while sitting in their seats.

🌀 GETTING STARTED (PROCEDURES & MATERIALS)

No materials are needed for this activity. In this exercise, students hop out the answer to mathematical equations. The teacher simply calls out an equation and the students hop out the answer. So if the teacher said “5+3,” the students would hop a figure “8” on the ground in front of them.

🌀 SOURCE

Through brainstorming, we came up with this idea in order to help the children to “visualize” their answers. By “walking” the answers to the math problems, the students may also be able to form the numbers when transferring them to paper. This body image and bilateral activity will help them to identify and associate the characteristics of numbers that are needed for both reading them and writing them.

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🌀 ADAPTATIONS

The form of locomotion used to express the answer can always be changed for variety. Additionally, the mathematical function (addition, subtraction, multiplication, and division) can also be adapted to fit the grade level of the students. Another adaptation would be that one person could use this activity to learn the calendar dates, or mathematical operations.

🌀 COMMENTS FROM PILOT PROGRAM:

- 🗨️ “We used flashcards to determine the math problems.”
- 🗨️ “Because the students were so young, I had them hop out the numbers - it was effective in reviewing counting.”
- 🗨️ “I gave multiplication and division problems for my 4th graders.”
- 🗨️ “Try having kids call out answers when they finish and sit down”
- 🗨️ “I switched up the activities they did after answering the problem”
- 🗨️ “I also tried to break it down by giving problems to small groups”



BODY IMAGE
LATERALITY
FOLLOWING DIRECTIONS
LANGUAGE



BALANCE
GENERAL COORDINATION

DOMAINS ADDRESSED



NONE



COMPASSION FOR OTHERS
SELF CONTROL
BEST EFFORT
RESPONSIBILITY