

Around the World

Grade Level	1-5
Formation	Students standing around the class in a circle
Equipment	Math flash cards (add/subtract/multiplication/division)
Goal	To have your students respond to math facts quickly and efficiently.
Directions	<ol style="list-style-type: none">1. Students will form a circle around the class.2. While the students are waiting for their turn, they are marching in place.3. The teacher will show a math flash card to a pair of students.4. The student who shouts out the answer first and is correct, moves on to the next student. <i>The teacher calls out that the answer is "correct" or "incorrect."</i><ul style="list-style-type: none">• If the student answers the math fact correctly, the class jumps in the air and cheers.• If the student does not respond correctly, the class falls to the ground.5. The student who answers the questions correctly moves around the circle. If they do not respond first, the other student continues on through the circle and the first student takes their spot.6. This game continues until everyone has had a chance to answer a math question.7. You can also keep playing until one student goes around the world (but that might take too long.) <p>Variations:</p> <ul style="list-style-type: none">• Use triangle math flash cards. Teacher can cover either an addend or the sum.

Math/Spelling Review Game

Grade Level	1-5
Formation	Students form 2 lines a few feet behind the black board
Equipment	Dry-erase/chalk board; dry-erase marker/chalk
Goal	To be able to find the sum of an equation or spell a word correctly first to earn points for your team.
Directions	<ol style="list-style-type: none">1. Break the class up into 2 equal teams.2. Have them form lines a few feet away from the blackboard.3. Teacher draws on the blackboard a t-chart. Label the t-chart team 1 and team 2.4. Assign one line to be team 1 and the other line to be team 2.5. All the students should march in place while waiting for their turn. If there is an uneven amount of kids in the lines, assign the first student in the smaller line to go two times.6. The teacher should call out a math fact or spelling word.7. The student at the head of their line runs up to the blackboard, grabs the dry-erase marker or chalk and writes the answer to the math question or spells the word correctly on the board under their corresponding t-chart side.<ul style="list-style-type: none">• The first student to answer the question correctly gets a tally point (that is written by the teacher) on their side of the t-chart.• The students who answered the question jog back to their line and march in place with their team.8. The game ends once everyone has had the chance to answer a question.9. The team with the most points wins. <p>Variations:</p> <ul style="list-style-type: none">• The students can skip/hop/jump/jog/knee lift...etc in place while waiting.• This game can be used as a review for any subject.

Patterns

Grade level	1-2
Formation	Anywhere in the classroom- spread out
Equipment	None
Goal	To practice patterns with physical activity.
Directions	<ol style="list-style-type: none">1. Have the students spread out around the classroom.2. The teacher calls out a pattern such as AAB. Then tells the class that A is hops and B is jumping jacks.3. The class does hop, hop, jumping jack until the teacher says, "Freeze."4. Then the teacher call on a student to call out a pattern. The class acts out that pattern until the teacher calls out "Freeze."5. Repeat step 4 until at least 5 different students had a chance to call out a pattern.

Spelling Words Relay

Grade level	2,3,4
Formation	Spread out around the classroom
Equipment	Chalkboard/Dry Erase Board; Chalk/Dry Erase Markers; Spelling word list for current week
Goal	Students will be able to work cooperatively as a relay team to spell words quickly and correctly.
Directions	<ol style="list-style-type: none">1. The teacher will divide the class into four teams of equal number.2. The students stand in a line and the first student of each group will be given the spelling word and they will use the dry erase marker / chalk and write the first letter on the board.3. The student will then move quickly to the next person on their team, pass the chalk / marker off and the next student will come to the board and write the next letter.4. This procedure will continue until one of the teams has completed the spelling word.5. The team must say and spell the word to the class. If the word is correct they get a point. If it is incorrect the other team has a chance. If both words are incorrect, then the teams get 30 seconds to fix their word.
Special Needs Adaptations:	Have the students to write the words on paper and check correct spelling of the word. Points can be given for each correctly spelled word.

Card Play

Grade level	1-2
Formation	Anywhere in the classroom- spread out
Equipment	Deck of Playing Cards
Goal	Students will use playing cards to create an addition or subtraction equation.
Directions	<ol style="list-style-type: none">1. Teacher takes out all the kings, queens, and jacks from playing cards. That leaves about 40 cards in the deck. Teacher distributes two cards to each student and has the students stand up next to their desks.2. Teacher gives the go signal and students begin circulating around the room. When the teacher says stop, the teacher calls out a number and the student must find another student to make an equation out of their two cards. For example: <i>The teacher calls out the number 6, and one student has a 2 and a 9 and the other student has a 3 and a 4. The students can use the 2 and the 4, add them together to make 6. (Or they can use the 9 - 3 to get 6.</i>3. After making an equation, students start to circulate around the room again until the teacher says top and calls out another number.

Fitness Math

Grade level	1-4
Formation	Anywhere in the classroom- spread out
Equipment	Dice
Goal	Students will do assorted physical activities associated with addition and odd/even problems.
Directions	<ol style="list-style-type: none">1. Teacher puts students in groups of four and gives each team a dice.2. Teacher instructs the students to take turns rolling the dice, and with each number rolled identifies it as odd or even and perform the physical activity that corresponds with the number rolled.<ul style="list-style-type: none">▪ 1=Push Up▪ 2=Jump & Stretch▪ 3=Toe Touch▪ 4=Curl Up▪ 5=Arm Circles▪ 6=Jumping Jacks3. Students perform number rolled plus 2, or 4. For example, if student rolls 2, they identify that as an even number and perform jumping jacks the number rolled which is $2 + 2$ or $+ 4$. So they perform 4 or 6 jumping jacks.4. Activity continues until all four team members have completed a turn.