

# Math and Movement

## Kindergarten - Locomotor Movements

### Skip Counting Mats, Add/Subtract Mat

**P.E. Focus:** Locomotor Movements

**Grade:** K

**Unit:** Movement

**Mats:** Add/Subtract Mat, Skip Counting by 10's Mat, 1-10 Mat, Skip Counting by 2's Mat, Make 7's, Make 8's, and Make 9's Mats

**Materials/Equipment:** Three pairs of dice numbered 1-6, 10 cones

#### **I. Standards and Objectives**

Physical Education Standard: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.\*

Physical Education Objectives:

S1.E1.K The student will perform locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.

S1.E3.K - The student will perform jumping and landing actions with good balance. \*

Common Core Standards:

CCSS Math KCC.1 Count to 100 by ones and by tens.

CCSS Math KOA.2 Solve addition and subtraction word problems and add and subtract within 10, e.g. by using objects or drawings to represent the problem.

CCSS Math KOA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g. by using objects or drawings, and record each decomposition by a drawing or equation (e.g.  $5 = 2 + 3$  and  $5 = 4 + 1$ ).

#### **II. Background Information/Prior Knowledge**

Students should know what a skip, gallop, slide, run, jump, and hop is, and be able to attempt these movements.

This entire activity should be used as a review and practice for the above locomotor skills.

# Kindergarten

## III. Warm-up/Introduction

Lead students in the Tyrannosaurus Rex Whisper/Loud Movement (p. 23 in the *Math and Movement Training Manual*)

Stomp left foot, whisper “one.”  
Stomp right foot, whisper “two.”  
Grab your prey, whisper “three.”  
Stomp left foot, whisper “four.”  
Stomp right foot, whisper “five.”  
Grab your prey, whisper “six.”  
Stomp left foot, whisper “seven.”  
Stomp right foot, whisper “eight.”  
Grab your prey, whisper “nine.”  
Clap and say “TEN!” loudly.  
Continue all the way to 100.

After completing the Whisper/Loud Movement, have students count by 10’s in place and jump all the way to 100.

## IV. Activity

Review the students’ locomotor skills, including hopping, galloping, running, sliding, skipping, and jumping. Explain the following stations to the students, and divide students up into groups of four to practice.

### Station #1 - Add/Subtract Mat

Students will jump through the mat counting by ones. When they get to the end of the row, the students will run around the mat to the next row, while saying the last number they were on. When they get to the next row, they will jump on and say the numbers that follow.

Example: Students will jump and say “1, 2, 3, 4, 5, 6, 7, 8, 9, 10.” When they get to 10, they will run around the mat, until they get to the row that begins with 11. They will then jump through that row, saying “11, 12, 13, 14, 15, 16, 17, 18, 19, 20.” When they get to 20, they will skip around the mat until they get to 21, then continue all the way to 100.

### Station #2 Skip Counting by 10’s Mat

Students will hop on one foot throughout the 10’s mat, saying the number they are hopping on. When they get to 100, they will slide back to the beginning of the mat and start over.

### Station #3 - Skip Counting by 2’s Mat

Students will jump horizontally by 2’s. When they get to the end of the mat, they will skip back.

## **Station #4 - Make 7's Mat**

Each student will roll the dice, and walk to the corresponding number on the mat, saying each number along the way. The student will stop at that number and try to figure out how many more it will take to get to 7, by jumping on the number of boxes left and counting them as they go. They will stop on 7 and say aloud the equation they have just created.

Example: A student rolls a five. The student will walk on each box up to five, saying "1, 2, 3, 4, 5." The student will then stop, and then jump onto the next two boxes, counting and saying, "1, 2." While standing on 7, they will say, " $5 + 2$  (jump vertically twice) = 7!"

## **Station # 5 - Make 8's Mat**

Each student will roll the dice, and walk to the corresponding number on the mat, saying each number along the way. The student will stop at that number and try to figure out how many more it will take to get to 8, by jumping the number of boxes left and counting them as they go. They will stop on 8 and say aloud the equation they have just created.

## **Station # 6 - Make 9's Mat**

Each student will roll the dice and walk to the corresponding number on the mat, saying each number along the way. The student will stop at that number and try to figure out how many more it will take to get to 9, by jumping the number of boxes left and counting them as they go. They will stop on 9 and say aloud the equation they have just created.

## **Station # 7 (if needed)**

Set up 10 cones in a zig-zag or circular pattern. Choose a locomotor movement (i.e. skip, gallop, slide, or run) for students to do from one cone to the next. When students arrive at the first cone, they will jump vertically and begin skip counting by 10's to each cone that follows.

Example: The student slides to cone #1, jumps vertically at the cone and says "10!" then slides to the cone #2, jumps vertically and says "20!" He or she continues in this way through all the cones.

## **V. Closure**

Have students choose their favorite locomotor movement and move around the gym while skip counting by 10's as far as they can go.

\* The National Standards and Grade-Level Outcomes for K-12

Physical Education and the Critical Elements are used under license from AAHPERD.

© AAHPERD 2013. All Rights Reserved.