**Gym/Math Integrated Lesson**

**Grade:** 2nd Grade

**Subject:** Math Facts, Gym

**Materials Needed:** Number cards, prepared list of simple equations, chalk

**Standard:**

* 2.OA.2 Fluently add and subtract within 20 using mental strategies
* S.1.E1.2 Hopping, galloping, running, sliding, skipping, leaping

**Objectives:**

* Students will mentally solve addition problems within 20.
* Students will demonstrate their ability to hop, skip, jump and do other various activities.

**Learning Activities:**

* Alright 2nd graders, let’s start off our gym lesson today with a short warm up.
	+ ***Have them run from where the teacher is to the school building and then skip back.***
	+ ***Do stretches***
		- Arms🡪 across the chest, over the head
		- Legs🡪 sit/reach, stand on one leg pulling other back
* Now that we are all limbered up and ready to go, I should tell you- there is a twist to our gym lesson. Today, we are going to do gym and math together. I thought this would be a great opportunity to have you all practice your math facts and have a lot of fun. What do you think? Is that possible?
* Now, I am going to give you each 3 cards that have numbers on them. You may not trade cards with your neighbor or rip up these cards- they are a very important part to our game.
* Since we all have our cards let’s gather around this circle here.
* ***My job is to yell out quick math fact problems that I know all of you know. If you have the answer to the problem on one of your cards, you have to run and touch your toe to the little circle that is in the middle of our big circle***. There will be more than one person with the answer on their card. That means that getting to the circle is like a race. Does that make sense?
	+ Run through an example.
* But that’s not all! Between every set of 3 problems or every other problem we will be doing some exercises that I’m sure you have worked on with Mr. Krantz. The key to this is, ***you do as many of that exercise as you can until I say FREEZE!! Then, you need to put on your listening ears and wait to hear the next math problem.***
	+ Examples of activities: jumping jacks, jog in place, push-ups, lunges, etc.

**Assessment: (on back)**

*Informal Assesment*

 The teacher will be able to easily see which students are having trouble solving the math problems because they will be the last ones to reach the small circle.

 The teacher will be able to see that students understand the concepts of running, skipping, jumping or hopping as children are asked to perform the task.

 Teacher may keep a list with all of the students’ names to mark areas of difficulty.