

Movement Break Written Report

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I chose to do a math movement break as my students have just finished learning about odd and even numbers. The activity is inspired by different board games that I usually play with my children. The targeted age group of this activity is Grade 2, which is the seven to eight-year-olds. Below is a description of the movement break that I created.

I do not need a special room setup as the students can participate from their own spots; however, I do need to create materials for the activity. I need to have 26 small laminated papers; each of which has the “odd or even” word written. I need to use the class’s screen to write the odd and even numbers. After reviewing odd and even numbers, children will participate from their spots in a fun movement activity to apply what they have learned. One student per table will be asked to come and distribute the odd and even papers for his/her peers. The teacher will explain how the activity will work for the students and have a trial before the real animation of the activity.

Each student will have an odd or even number paper and will look at the word to know the movement that he/she has to do when they see a number on the screen. The teacher will type a number between 0 and 9. When the number appears:

- ◇ Each student with odd number needs to give high-five to another student from a different table with odd number.
- ◇ Each student with even number needs to pound their hands with another student from a different table with even number.

They get back to their seats after each number. For the trial, the teacher will try it once with odd number and another time with even number. the activity will start in a slow pace and then she will increase the speed where the students need to stay focus and know if the number presented

is an odd or an even number and to do the movement accordingly. After one minute and a half, students will switch their papers so that the students with odd number paper will have an even number paper and vice versa. To transition, the pace of the activity will slow down at the end.

Explanation of developmental appropriateness:

- ◇ To apply knowledge in different contexts: through this game, children will apply what they have learnt in the math class.
- ◇ To perform movement in different settings: children will learn that movement does not only need to be through physical activity or sport classes; rather, children can use movement in any classes, and it will teach them new way to learn and record information.

Modification:

The activity can be modified to include movement for odd numbers separately from the even numbers if children find it confusing. They will do one movement break with odd numbers only and then they will do the other movement with even numbers only. They can have a third movement as the original one after they master the two modified version.

If moving from table to table is hard for a child who has a broken leg, then students need to rotate and go to this child to give him high five or pound it. Another option is that to ask one of the students to help this child by pushing him if he/she has a wheelchair.

References

- Québec Education Program. (2019). *Québec Education Program: Elementary*. Retrieved from:
<http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/elementary/>
- Goldstein, E.S. (2019) Movement and Development [PowerPoint Slides]. Retrieved from <https://moodle.concordia.ca/moodle/mod/resource/view.php?id=2096846>