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# Effect of Movement Activities on Student Engagement: A Handbook of Movement Activities for Elementary Teachers

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EFFECT OF MOVEMENT ACTIVITIES  
ON STUDENT ENGAGEMENT:  
A HANDBOOK OF MOVEMENT ACTIVITIES  
FOR ELEMENTARY TEACHERS

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A Project Report  
Presented to  
The Graduate Faculty  
Central Washington University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education  
Master Teacher

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by  
Leanne Kaye Procter

May 2007

ABSTRACT

EFFECT OF MOVEMENT ACTIVITIES ON STUDENT ENGAGEMENT:  
A HANDBOOK OF MOVMENT ACTIVITIES FOR ELEMENTARY TEACHERS

by

Leanne Kaye Procter

March 2006

A handbook has been developed to aid teachers in the incorporation of movement activities in the elementary classroom. The activities can be done between lessons or between long periods of focus. The activities will help to gain attention and engagement of students. The activities in the handbook are to be used as a supplement to any existing elementary curriculum. The handbook consists of seventy-eight activities that may be used in a variety of classroom settings. Current literature and research surrounding the topics of engagement, stimulation, retention, and the importance of movement for adolescents were explored.

## ACKNOWLEDGEMENTS

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I would also like to thank my mother, Linda Hammer, for her persistent encouragement towards the completion of this project and its accompanying degree. Thank you also to my husband, Kevin Procter, for his support and to my son, Isaac for helping me get my own movement activity and study breaks throughout this long process. “The brain can only endure as much as the bottom can endure,” (Blackwell, 2004).

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## CHAPTER I

### INTRODUCTION

#### The General Problem

Increased focus on testing and achievement of state standards is creating a situation where educators feel the need to center more attention on specific academics in elementary school classrooms such as reading, writing, and math. While attention to the standards is positive in helping students become more successful contributors to society, it also presents difficulty to younger students, who have shorter attention spans and/or an abundance of energy. In elementary classrooms, daily schedules are broken down by academic subject and specialist times such as physical education (PE) and music. Times allotted for teaching and studying subjects, on average, are scheduled in increments anywhere from thirty minutes to one-and-a-half hours. One of the best ways to learn and retain information at any age is by learning or studying in increments of twenty minutes (Winter & Winter, 1997). For maximum outcomes related to learning and retention, educators should allow students breaks as often as every twenty minutes.

#### Background of the Problem

On January 8, 2002, President George W. Bush signed the No Child Left Behind Act in hope of improving the education of the country (No Child Left Behind, 2006). The No Child Left Behind Act (NCLB) requires each state to implement an accurate testing instrument that shows the ability of all students in every subject, within public school districts in the state (Overview of the Washington State Assessment for Learning, 2006). To comply with the NCLB, the Office of



Superintendent of Public Instruction, or (OSPI) developed the Washington State Assessment of Student Learning (WASL) and made modifications to the state standards for each subject. The state standards are labeled as Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs). In order to comply with NCLB and to meet the requirements of state standards and the WASL, teachers are revamping their daily schedules and teaching styles. They are putting more focus on teaching to the test.

Forty percent of elementary schools nationwide are beginning to take away recesses in order to gain more academically focused time in class each day (Recess and the Importance of Play, 2001). The removal of recess requires teachers to find other suitable replacement activities. Activity is not only an outlet for students, it also gets blood flowing, keeps their brains active, and aids in the development of social, life, and physical skills. Some students need psychological change throughout the day, such as recess, in order to help reduce the number of outbursts and disruptive behavior. The absence of recess breaks affects classroom management and can create more problems within the classroom setting (Recess and the Importance of Play, 2001).

Physical movement and activity are important to the success of all students. This is evident in that physical movement and activity directly affect the activity of the brain, therefore decreases in movement and activity generate a decrease in the activity of the brain. Children need to move to keep their brains alert to become successful academically. (Winter & Winter, 1997)

Physical activities and games can be traced as far back as the Olympics in Greek and Roman times. Physical Education, as a public school course of study, has been a requirement of formal educational settings as early as 1840. In the 1880s national physical education standards began to be developed. Currently, the Washington State standards require students in grades kindergarten through eight to complete one-hundred minutes of physical education class per week, and grades nine through twelve require students to take one credit of physical education each year (OSPI, 2006a).

#### Purpose of the Study

This pre-experimental non-thesis project is designed to show the improvement of student attention and participation in an elementary class when movement is incorporated into daily elementary classroom instruction. The expectation is that educators will discover the importance of activity in the classroom and its direct correlation to keeping students attentive during instruction. The purpose of the project is to develop a handbook of ideas for elementary teachers to incorporate movement activities into the daily classroom schedule. The activities will not only get children moving and be developmentally appropriate, they will require no additional materials and/or equipment.

#### Procedure

This project uses descriptive, qualitative, and quantitative studies along with various texts. The information and materials of this project are directed to primary grade teachers in public elementary schools for use with their students. The handbook was created specifically with primary grades, kindergarten through third grade, in

mind. Many of the activities may be used for a wide variety of age groups. The handbook is a collection of well-known activities mixed with newly-created ideas. All activities included within the handbook are developmentally appropriate and adjustable in order to create optimal movement in small increments of time. Each activity is easily adaptable for lengths of time, space availability, and student capability and language.

### Structure

Chapter Two provides a review of the literature concerning how to motivate students and keep them engaged in the classroom, the importance of play and recess on elementary age students, and the significant effects of movement and kinesthesia to the retention and achievement of student learners. Chapter Three is a synopsis of the procedures used in order to develop this project. Chapter Four is the A to Z Handbook of Movement Activities for Elementary Teachers. Each lesson includes ideas for adapting the activities to meet the needs of individual classrooms and students. The handbook also includes classroom management ideas for use while incorporating the new movement strategies into daily schedules and transition times. Chapter Five provides a summary, conclusions, and recommendations for further study.

### Limitations

The following are limitations of this project...

1. This handbook is meant to be used only in the primary elementary classroom setting, preferably grades kindergarten to third grade. The activities may be adapted for use with older students.

2. The activities in this handbook are not meant to be used in place of any physical education and/or health course or program.
3. This handbook was created in the language of English purposely for mainstream classrooms, however the individual movement activities may easily be understood through their movements by students who are acquiring English.

#### Definition of Terms

Academics : Major areas of study currently being tested by the Washington State Assessment of Learning in primary elementary classrooms. These areas include: Reading, Writing, and Mathematics

Developmentally appropriate : A lesson or activity prepared specifically with the following items in mind; the age of the children, each child's individual needs, hands-on learning, teacher-directed activities for students to choose from, and adequate time provided.

Isolation : The movement of individual body parts one at a time.

Movement Activities : Developmentally and age appropriate mini games, songs or rhymes which each require moving in response to words or music.

Physical Education : Also known as P.E., a course in which students focus on the health of their body; usually done outside of their regular home classroom with a teacher who specializes in the subject.

Recess : A break in the school day set aside to allow children the time to move and play, release stored energy, and trigger their brain functionality.

Retention : The ability to remember things which have been taught by instructors throughout the school day.

Spatial Awareness : The act of a person knowing the area through which their body moves during all activities.

Specialist Times : A specifically assigned time in the day where the entire class of one assigned teacher visits the classroom of a specialist teacher to learn about things in which the specialist teacher is particularly trained, usually physical education or music, and sometimes art or library.

Stability : Also known as nonlocomotor movements, stability movements are those centered around the axial core of the body and do not travel through space.

State Standards : Goals of achievement set for each subject in each grade level. These goals are expected to be met by each student by the end of the academic calendar year. Washington state schools use two sets of standards, the Essential Academic Learning Requirements, EALRs, and the Grade Level Expectations, GLEs. EALRs are the basic goals of each grade, where GLEs specifically list each skill a student should be able to accomplish by the end of the academic calendar year. If a student passes the Washington State Assessment of Learning (WASL), it is assumed that he or she has met all current state standards at the grade level in which he or she has tested.

## CHAPTER II

### REVIEW OF LITERATURE

This chapter will discuss the review of literature for the project, *The Effect of Movement Activities On Student Engagement: A Handbook of Movement Activities for Elementary Teachers*. The project is designed to show the improvement of student attention and participation in an elementary class when movement is included into daily elementary classroom instruction. The purpose of the project is to develop a handbook of ideas for elementary teachers to incorporate movement activities into the daily classroom schedule. The organization of the chapter will proceed from classifying movement, the effects of movement on classroom participation, student achievement, classroom management, students with special needs, English Language Learners, the student brain, how to keep students engaged, how movement activities meet and relate to the current state and national standards; and why implementing movement activities in the elementary classroom is important.

#### Movement

Movement is the voluntary and purposeful placement and/or change of the body position through space or locations. It is at the center of every child's life. Children learn through movement both in and outside of the classroom. Movement also engages each student's senses: touch, taste, smell, sight, and sound (Croft, 2000). Movement of the body is natural where physical and emotional development and physical fitness are put into action (Croft, 2000).

Movement is evident throughout the entire history of mankind. Hunters and gatherers used movement techniques while getting food for themselves and their

families. Movement slowly evolved from simple surviving methods into challenges and contests because of disputes that arose through the natural development of society. Eventually Olympic Games were developed by Greeks as the religious part of a festival. These games were so important to the Greeks that even wars were stopped during the times the games were taking place.

As society continued to develop, so also did movement. It progressed further from Olympic games and organized sports to recreation activities and exercise. Sports and recreation are prime examples of activities in which physical and emotional development can occur. These activities are usually done in groups with persons already known or with persons who have the same physical desires. The activities and relationships aid in physical and emotional development.

An important development of movement is the significance of dance in society and culture. Dance has not only been used for exercise and entertainment but also as a status symbol and means for courtship. In early American history, social dances were one of the main purposes for gathering in towns. These gatherings were used for gossip, entertainment, and courtship between the richest groups of the community and separately for the non-wealthy groups of the community. Dance complexity, personal poise, and dress differentiated the status of the groups. Dance used in the classroom is one way educators can teach manners and courtesy in the school setting while also getting the students to be more active.

Students need ample opportunities for using movement outside of the home. The classroom environment can fulfill some of the movement needs of children (Latchaw & Egstrom, 1969). Through movement, children learn basic motor skills

and movement concepts which help them develop a sense of their body and of the space around them (Buschner, 1994). Children will participate in other activities with more success if they have mastered basic movement skills (Buschner, 1994).

Movement activities also build on the growth of lifelong social, emotional, physical, and cognitive skills (Torbert & Schneider, 1993).

### *Motor Skills*

Motor skills are the different movements of the body made by a person (Graham, Holt/Hale and Parker, 2001). These skills range from running, jumping, and skipping, to throwing, kicking, and striking (Parish & Rudisill, 2006). Motor skills are also activities necessary for the classroom setting such as holding a pencil (Graham, Holt/Hale, & Parker, 2001). The basic motor skills are categorized into three groups: locomotor, stability, and manipulative (Rivkin, 2006). Locomotor movements take the body through space and include actions such as walking, running, and skipping, (Gilbert, 1992). Stability movements, also known as non-locomotor movements, are most easily understood as axial movements. Axial movements center around the core of your body, the spine, and do not travel through space (Gilbert, 1992). Manipulative motor skills are those such as using a pencil, operating a computer mouse and using equipment used to play sports activities. Locomotor and stability skills both aid in manipulative skills as they develop coordination, and body and space awareness.

With the increased academic focus in today's school system, there is little time allowed for teaching motor skills to students within the elementary classroom. Teachers must take every opportunity to teach the basic motor skills needed for future



success. Motor skills not only prepare students for the future success of their daily social and emotional lives, they also directly affect the amount of involvement a student may or may not have in physical sports and activities during high school years and their adult life. (Wang, & Griffin, 1998)

### *Movement Concepts*

Movement concepts are the ideas used to modify or improve performed skills. These concepts are best understood when divided into three groups: space awareness, effort, and relationships. Space awareness is defined as the knowledge of the location or place to which the body or parts of the body moves. These can be location (self-space, general space), direction (up/down, forward/backward, right/left, clockwise/counterclockwise), levels (low, middle, high), pathways (straight/curved/zigzag), and extensions (large/small, and far/near). Effort is how much energy we put out when we make our body move such as in time (fast/slow, sudden/sustained), force (strong/light), and flow (bound/free). Relationships refer to the interaction of the body with body parts, with objects, or with other people. As children practice the three groups of movement concepts they will express their understanding of each concept through the actions they do. (Graham, Holt/Hale & Parker, 2001)

### *Kinesiology*

Kinesiology is the recognition of parts in the human body and the function of the movements each part makes (Random House, 1997). Kinesiology is another label and method of organizing and observing movement concepts (Hudson, 1995).

Movement concepts create an understanding for children of how body parts move, specifically through isolation (Sullivan, 1982).

Isolation is the movement of individual body parts at a time (head, shoulders, arms, hands, and so on). Through isolation students discover how individual body parts execute movement concepts. Repetition of isolated movement concepts helps students self-regulate their energy (Latchaw & Egstrom, 1969). Repetitions also assist in muscle memory; when a movement, such as walking, has been completed so many times that it can be done without direct concentration (Newell, 2006). Muscle memory by repetition also aids young learners in pattern recognition, consistency, and helps them gain skills to build on in the future (Torbert & Schneider, 1993). Continued practice and experience of the core movement concepts also aid in the growth of motor skills (Hudson, 1995).

Kinethesis usually occurs in reaction to one or more stimuli (Random House, 1997). Movement can be encouraged simply by providing a stimuli such as a visual, tactile (touch), olfactory and gustatory (smell and taste), auditory (hearing) and, conceptual and emotional (environment, moods, contemporary happenings, literature, and the like) (Lloyd, 1990).

#### Recess

For optimal learning and retaining of information to take place at any age, learning or studying should be done in increments of twenty minutes allowing breaks of about five minutes each (Winter & Winter, 1997). Normal school days are six hours long, which compute to about 16 breaks, not counting breaks at the start and finish of the school day. With the exemption of the forty percent of schools nation-

wide that are eliminating recess (Recess And the Importance of Play, 2001), at present the average American school day allows for three mandatory recess breaks for all students. A full outside recess every twenty minutes in a school setting is unrealistic. A shorter, five-minute break every so often or a couple of recess breaks are realistic. There are transition times between lessons and activities which are often considered breaks. Unfortunately, these transitions tolerate small amounts of freedom and are most likely spent on putting away materials or getting ready for the next lesson.

The forty percent of American schools eliminating recess are trying to create more ample study and teaching time (Delelio & Costantino, 2005). According to the National Association of Early Childhood Specialists in State Departments of Education eliminating recess is a method that has no research to back it up and has negative effects to the educational success of students (Recess And the Importance of Play, 2001). Some school districts are looking for reasons to do away with recess. Some go so far as to say that lawsuits are increased because of injuries on playgrounds, that recess is a poor use of academic time, students are more likely to have encounters with strangers, and that there is not enough provided staff to supervise recess times (Chmelynski, 1998). Superintendent Vivian Egbert of Yuma School District, Arizona believes that “nostalgia” is the number one reason for complaint against cutting recess out of schools. (Norris, 2004). While these reasons may have some legitimacy, they in no-way compare to the positive aspects of study breaks for students.

Some schools that are choosing to eliminate recess times are working on constructing appropriate alternatives. Briarglen Elementary in Tulsa, Oklahoma has one regularly scheduled fifteen minute recess and allows teachers to have one more recess per day at their discretion, only if they feel the students need the extra break (Blackwell, 2004). Superintendent Egbert is hoping to reshape the school system completely by removing recess and incorporating exercise and movements into the curriculum (Norris, 2004). Schools on the east coast are going so far as building new schools without any playground at all (Zygmunt-Fillwalk & Bilello, 2005).

Recess is not a replacement for physical education. It is *not* a reward, nor should recess be taken away as any means of punishment or a time to complete work that has not been finished (Recess, An Essential component, 2001). The benefits to children grades kindergarten through fifth, or even as high as seventh are astounding. The following are some of the benefits recess provides:

- A release of energy that may have been stored up through long periods of focused time (Recess And the Importance of Play, 2001).
- An activation of natural substances that trigger neuron connections helping the brain to process information more readily (Recess And the Importance of Play, 2001).
- Improved retention of information and thought perception due to the trigger of neurons (Recess And the Importance of Play, 2001).
- Activity and experiences that lesson the risk for heart disease (Recess, An Essential Component, 2001).

- Chances to develop social and emotional skills needed throughout life (Recess, An Essential Component, 2001).
- An alleviation of stress and anxiety, aiding in students learning self-control (The Value of School Recess and Outdoor Play, 1997).

### Play

Play takes place outside on the playground during allotted recess and break times and also indoors during organized centers and group or individual free choice times (Torbert & Schneider, 1993). Motor skills and social skills are shaped by and grow out of the interactions children experience during free choice or play times (Bower, 1999). Children experience emotions, learn to work in groups, and practice problem-solving skills through play. Continually using and repeating play activities and/or developmentally appropriate games encourages the development of the particular skills addressed in the activities (Torbert & Schneider, 1993).

Play is a student's primary mode of expression and social interaction. Unlike adults, children are in the process of "becoming" rather than "being". Vygotsky's theory of cognitive development includes the importance of social interaction of children with adults. Children imitate adults and peers during play, and practice the challenges and interactions that lay ahead for them. (Bruner, 1986; Solso, 1995)

Torbert et al. argues that pain and devastation have been memories caused by games in the past such as musical chairs, and other elimination games (Torbert & Schneider, 1993). Children cannot be shielded from all negative experiences in life: character and personality are built through some of these experiences. Children also need to learn sportsmanship at an early age if they are to be successful citizens in the

future. With some creativity, the play and games used in your classroom can be modified to have strictly positive emotional outcomes. In class movement activities include all children at all times, eliminations that occur are brief and not the main focal point of the activity.

Being active during play and games does not always have to be physically demanding. Non-physically dynamic breaks from study are just as effective as vigorous breaks out on the playground (Pellegrini & Bohn, 2005). There are many activities, songs, and so on that can be done in the classroom as a break from class time; these will be discussed in Chapter 4. Primary elementary school students appreciate teacher led activities as well as free play. Elementary students are more likely to participate if the teacher is demonstrating the skill with the children (Parish & Rudisill, 2006).]

Play and games, and the positive effects they have on student learning, are not to be confused with any positive or negative affects resulting from playing computer games and video games, or watching television. In-class play and game activities engage creative thinking, active bodies, and active minds.

#### Health

Movement is essential to keeping our bodies healthy (Wiertsema, 2002). Children need thirty to forty-five minutes of physical activity every day (Shalala, 1999). Current physical education courses are only two days a week (Williams & Breckenfelder, 1999). Schools that take away recess may be taking away some children's only chance for physical activity or play outside of the one-hundred

minutes per week of physical education in school. Students between the ages of 6 and 16 are greatly impacted by the amount of physical activity in schools (Shalala, 1996).

Physical activity is a major prevention method for childhood obesity, cardiovascular disease, and future patterns of activity (Recess, An Essential Component, 2001). The benefits of reduced stress and anxiety, and the reduced risk of heart disease and obesity are all results of developmentally appropriate physical and/or active play, games, breaks and recess (The Value of School Recess and Outdoor Play, 1997). Children today are leading inactive lifestyles because of parent work schedules, computers and television (Williams & Breckenfelder, 1999). Fifteen percent of our children between the ages of six and eleven were classified as obese in 2000, a number that jumped from four percent in 1971 (Zygmunt-Fillwalk & Bilello, 2005).

#### Effects of movement on Brain

Over the years, scientists have come to believe that people can enhance any area of their brain by increasing the use of the body part it controls. According to Winter et al. practicing the use of limbs and other body parts increases their abilities, enhancing coordination and motor skills. (Winter & Winter, 1997) When the body memorizes muscle movements and patterns the brain works with all the components in the body and gives meaning to the patterns and memorized movements (Vail, 1992).

Physical exercise not only directly affects one's health and motor skills but also the functionality of the brain. While exercising, the brain releases opiates and endorphins, this is the "runner's high" or satisfaction some people may feel after they

have exercised. Exercise also directly causes heavier and deeper breathing bringing more oxygen to the brain. The combination of increased oxygen supply and the release of chemicals, boost the neurotransmitter chemicals in the nerves of the brain. (Winter & Winter, 1997) When the nerves are activated, cognition is greatly improved, specifically identification, awareness, judgment, sensitivity, logic, and imagination (Anonymous, 2005).

Some students, and adults too, learn best when their learning is in combination with movements (Rivkin, 2006). When a new piece of knowledge is attained in the company of a movement, the movements done at a later time help trigger the knowledge connected to the movement.

#### Effect of Movement on Attention and Participation

Constant research outcomes suggest that students participating in long class periods become less attentive as the class progresses (Ridgway, Northup, Pellegrin, LaRue, and Hightshoe, 2003). Breaks from long periods of focus and rigorous study, whether structured or unstructured, aid in the school learning process (Pelligrini & Bohn, 2005). These breaks allow children's brains and bodies to rest and refresh themselves for more learning (Zygmunt-Fillwalk & Bilello, 2005). Quick breaks from study also benefit highly active students and those who find it difficult to focus for long periods of time (Wright, 2006a). Current brain research states that rested and refreshed students who have opportunities to release energy and move around come back to class ready to learn, are more attentive, and are able to focus better on the curriculum and assignments (Recess And the Importance of Play, 2001). Short classroom movement exercises and games also grasp the attention of students who



might not regularly participate in class activities (Croft, 2000). Upon seeing other energetic, excited students participating and an involved teacher, inactive students are more likely to react to the environment around them and participate as well.

Movement exercises are meant to activate children's bodies and brains. They can be as extensive as a vigorous game of tag outside to a simple poem in class where each word is accompanied by a movement. Play games and other activities grab hold of and maintain individual participants' energy and attentiveness (Torbert & Schneider, 1993).

Dr. Paul Dennison, the creator of *BrainGym International: Educational Kinesiology Foundation*, developed many small and simple movements to keep the body and brain active and alert for study and concentration. Referred to as "mental fitness," the BrainGym activities are meant to activate both hemispheres of the brain together in order to get them to work together instead of at different times (Dennison, 1986). Dennison believes that when BrainGym activities are done on a daily basis they result in an ability to perform activities over a lengthened time, a gain of more energy each day, and a positive attitude (Dennison, 1986). Movement exercises such as those in BrainGym are also found to improve vision, memory, expression, and movement abilities, and the overall concentration during a class (BrainGym, 2003). BrainGym and other movement activities positively affect the academic performance of students.

#### Effects of Movement on Retention and Achievement

Whether children are moving through recess or in class activities and play times, they are not only growing and developing physically and emotionally but also

cognitively. Hands-on, manipulative, exploratory, and teacher-lead movement activities allow students to connect material being learned to real world situations. Children develop real life skills and social skills through play and movements. When children are emotionally involved in activities and games, they are more likely to remember the content for longer periods of time (Gamon, 2001).

Long time movement specialist, Rae Pica is an advocate for movement in the classroom because of its impact on the learning process. Pica's classroom transition and movement ideas for Kindergarteners connects concepts together such as space and shape to abstract thinking like speech, numbers, and the alphabet (Pica, 1990a). Students are able to remember more, focus longer, and relate behavior and attitudes for the future if they are actively engaged in contexts relating to real world situations and environments (Recess And the Importance of Play, 2001).

With the focal point of most public school classrooms being directed to achievement tests, forcing schools to increase study time, the effects for students are actually negative. According to Anthony Pellegrini and Bohn breaks from study and time for movement actually increase learning and achievement because cognitive interference and distractions are reduced when children have time to release energy and get other thoughts off of their minds, (Pellegrini, 2005). Other researchers have also found the same effects, and these researchers add that academic achievement can be impaired if sufficient breaks are not given on a regular basis (Zygmunt-Fillwalk, 2005).

## Effects of Movement on Classroom Management

The overall attitude of students toward their schools and their classrooms affects their success. At a young age children feed off of other students when it comes to attitudes about school, life, sports, friends – most everything in their world. A positive attitude towards school positively affects the students' success and academic achievement. Getting children physically moving during class time helps them feel positively involved in their classroom (Pellegrini, 2005).

Classroom behaviors are greatly impacted when whole class motor breaks are included in daily routine. Movement is usually the main cause of problems in a classroom because it is seen as disruptive rather than intelligent. Providing students with appropriate times to use this energy decreases the disruptive behavior (Willis, 1999). Hyperactive students get fidgety, play with objects, and sometimes act impulsively when they have been involved in long periods of study and focus time in the classroom. Allowing these students small movement breaks has shown improvement in their classroom behavior (Wright, 2006a). Small movement breaks can be for the classroom as a whole or for individuals. Jim Wright, writer for [www.InterventionCentral.org](http://www.InterventionCentral.org) suggests that individual hyperactive students should be allowed to stand or take a short walk when they become fidgety, or given a hall pass that allows the student a short break to walk up and down the hall or get a drink of water (Wright, 2006a). Studies which researched student behavior in classes where Dr. Paul Dennison's BrainGym exercises were included, also showed a decrease in student behavior problems and outbursts (BrainGym, 2003).

## Effects of Movement on Students with Special Needs

Simple and short, in class movement activities benefit all students in the classroom including those students with special needs. They are short which makes them easy to remember, especially when repeated throughout the year. The activities are also uncomplicated which makes including every student nonproblematic.

Adapting the activities to each student should be easy but could take a little thought and preparation. Movement has aided in the improvement and/or elimination of symptoms from ADD, ADHD, Hyperactivity, learning disabilities and Fetal Alcohol Syndrome (BrainGym, 2003).

Students with special needs enjoy creative movement activities, (Gilbert, 1992). Choosing particular movement games and activities for specific developmental needs of children in a classroom will assist in the improvement of such needs (Torbert, 1993). Whole class movement activities can target specific needs of individuals while everyone is participating and unaware of the skills being targeted.

### *ADD/ADHD/Hyperactivity*

Movement activities and recess breaks are energy outlets and refocus time for students with ADD (Attention Deficit Disorder), ADHD (Attention Deficit Hyperactivity Disorder), and students who are naturally hyperactive (Wright, 2006b). Students with these issues may be preoccupied by other thoughts or anxiousness. According to Ridgway et al., the increase of ADHD diagnoses may be directly resulting from a decrease in the chance for students to release energy through play and movement (Ridgway et al., 2003).

### *Physical Disabilities*

As with any other young child, students with physical disabilities also need outlets for energy. With creativity, in class movement activities are adaptable to all students whether that be hearing and/or vision impaired or wheel chair bound, etcetera. The amount of success during a movement activity or game is directly related to the effort put forth by each individual, no one person is singled out (Torbert, 1993).

Movement activities incorporated into the general classroom help the rehabilitation and education of mentally and physically disabled children (Harris, 2000). Disabled children, or non-disabled children who are less coordinated, welcome movement activities and are quick to forget their challenges or conditions when participating, also their movements become more natural as they focus less attention on accurate performance (Robins, 1963). Movement activities improve memory, organization, and progression skills, along with increasing self esteem: All of these skills are necessary for successful learning (Gilbert, 1992).

Students with visual impairments must have stimulation to auditory and tactile senses to help with the improvement and development of perception, balance skills and spatial awareness. Hearing impaired students often fall behind other students during games and activities because rules and directions are spoken or shouted throughout play. Thus, hearing impaired students regularly drop out of the activities again and again resulting in the loss of social interaction and the development of motor skills. (Graham, 2001).

### *Learning Disabilities*

Movement activity breaks benefit students with learning disabilities because they are normally labeled as being hyperactive, having short attention spans, being impulsive, and frequently behind in developments which occur during free play times (Graham, 2001). These breaks provide opportunities for these students to release energy and develop emotionally and physically.

Students at all levels of literacy, math, and other core subjects may participate in movement activities and games. If movement activities are presented to each student according to his or her ability level (texts, audio tapes, video, and lesson adaptations for individual students), then when the class as a whole begins to execute the movement activities and games the levels of class proficiency are somewhat leveled out (Spiegel, 2005).

### *Effects of Movement on English Language Learners*

The 2000 U.S. Department of Education's Special Analysis: Children Entering Kindergarten, notes that not only are children of minority beginning public schooling behind linguistically they are also at risk for being overly active and having problems concentrating for sustained periods of time (Special Analysis 2000, 2000). Movement activities and games in the classroom and recess breaks during the school day alleviate hyper-activeness and refresh the mind during periods of focus.

Movement activities and games in the classroom develop and expand vocabulary for English Language Learners and minorities (Llyod, 1990). Since they are uncomplicated and require the teacher to demonstrate them, speakers of other languages may participate with ease (Graham, 2001). Students are able to connect the

words in the activities to the movements they are creating. This connection helps them memorize vocabulary because of the creative and engaging learning environment. English Language Learners without a wide vocabulary are able to participate (Torbert, 1993). Movement and play are essential methods for language acquisition because of the ease they bring to English Language Learners (Goncu, 1992).

### Movement and Culture

Movement and play are universal aiding in physical and emotional growth and the development of communication and cognition (Goncu, 1999). Culture as a term is universal, though all cultures have their own customs and traditions. Culture is essential to each child's growth. It shapes and molds their behaviors and attitudes, beliefs and values, and personal goals. By using all possible ideas and methods of the cultures represented within a classroom, children become versed in skills needed for life (Leont'ev, 1981). Students gain positive and negative mind-sets from the way others react to culture, teachers are one of the main sources of a positive mind-set towards other cultures (Croft, 2000).

Just like cultural appreciation is taught through lessons so also can culture and diversity be taught through movement activities. Creative movements, activities, and dance can already be incorporated in the classroom when taught in accordance with related lessons (Graham, 2001). Creative, unique and personal responses are all important for culture and movement together (Graham, 2001). Students learn the culture and heritage of their own families and others during in-class movement activities and games (Lloyd, 1990).

## How to Motivate Students/Keep Students Engaged

Many factors add up to helping students reach maximum achievement and success in the school system. One of the most important factors is supportive relationships with teachers and other adult peers; students embrace those who encourage and care about their success (Richards, 2006). With support from others, students are more likely to engage themselves in classroom activities. Besides support from others, students need to feel that they can be successful, and they must understand the reason for achieving goals and want to work towards them (Jones, 2004). If students have personal interests in their goals they are more apt to be self-motivated, and are more likely to remember the material (Gamon, 2001).

John M. Keller, a professor at Florida State University, developed the ARCS Model of Motivational Design in 1987. This motivational design includes what he believes are the four most important components for keeping students motivated: attention (perception and inquiry), relevance (goals and familiarity), confidence (responsibility and opportunity), and satisfaction (reinforcement and rewards). Movement activities aid student motivation along side most of Keller's ideas. Movement activities gain student attention because they are quick, easy, and fun. Although movement activities might not always be directly relevant to all classroom instruction, they are easily adaptable to fit lessons and topics being covered in class. Students gain confidence through movement activities when they are able to accomplish them. Self-satisfaction comes naturally for successful completion of in class movement activities.



Classroom engagement is the act of the students actively participating in any activity that is offered by the school (Chapman, 2003). Student engagement is also the amount of interest the students show in school activities (Newmann, 1992). Students who are actively engaged in the classroom have higher success rate than students who are not engaged in the classroom (Dowson, 2001). Students who are engaged in the classroom are also more likely to participate in success and achievement driven activities outside the classroom (Newmann, 1992).

Student-to-student peer activities encourage student engagement (Dowson, 2001). When a movement activity involves all students or allows students to take turns leading or showing their ideas, then students are more apt to be motivated (Chandler, 2005). This motivation comes from the internal excitement that some students get when they know they'll get a chance to share their thoughts and ideas (Spiegel, 2005). Other students enjoy the excitement of learning things through experiments, creativity, and experiences, and even others get motivation from knowing that they are learning new activities and information from teachers and peers (Spiegel, 2005). Incorporating movement activities and games throughout the day that children enjoy can motivate the classroom as a whole to complete assignments and other work in order to participate in additional movement activities and games sooner or more often (Virgilio, 1997).

Motivation can be inspired by the teacher but must come from within the student (Chandler, 2005). A teacher must first motivate their students by discovering things that are pleasing to them, then the teacher can create lessons, activities, games and movements that are related to student interests (Chandler, 2005). An important

motivator for students, especially children, is the act of the teacher participating in the activities and demonstrating games and movements (Chandler, 2005).

Learning that has been inspired by a motivating lesson or teacher is known to be connected to higher-level thinking and improved memorizing skills (Grolnick, 1987). Allowing students to work towards something each day motivates them to achieve that goal (Willis, 1999). Some movement activities and games require the memorization of sequences and actions. Remembering sequences or actions, or just parts of them, can be goals students can work towards as individuals or as a whole class. An activity that has a reward or prize becomes more fun for the student and he or she is more likely to participate (Chandler, 2005). A teacher that is comfortable doing movement activities and games in front of the class creates a safe, relaxed environment in which students feel free to express their emotions and creativity.

All teachers should feel that a key part of their job is the responsibility of keeping the students in their classroom engaged in daily classroom activities and assignments. It is the teacher's duty to encourage motivation and engagement and to create enthusiastic students (Caram, 2005). Effective and successful teachers are constantly evaluating their teaching skills and strategies in order make sure they are keeping their students engaged (Richards, 2006). Creating curriculum that keeps student engaged throughout the day also keeps overly active children calm and less likely to do disrupting behaviors (Wright, 2006a). Motivating and challenging movement activities and games are important for life and encourage students to participate in other physical activities that help them grow and develop physically (Parish, 2006).

## State and National Standards

Washington State Standards: Essential Academic Learning Requirements (EALRS) and Grade Level Expectations (GLEs), together reference the acquisition of movement knowledge, and movement skills necessary for healthy and active learning throughout all grade levels (DRAFT, 2003). Centering attention on EALRs and GLEs from kindergarten to fifth grade, it is evident that structured movement activities in the daily classroom benefit children as they work to reach state expectations. Movement activities aid in reaching specific requirements ranging from non-locomotor skills (bending, twisting, and stretching) to rhythmic patterns and routines of movements (DRAFT, 2003). Along with skills gained from actual movements, these types of activities allow children to gain spatial awareness and personal space, controlled body movements, muscle movement recognition, appropriate touch and safety when working with others, and practice social skills in various settings – each of these skills is a GLE requirement (DRAFT, 2003).

### Rational for Movement Activities

Non-physically dynamic breaks from study are just as effective as vigorous breaks out on the playground (Pellegrini and Bohn, 2005). Movement activities that are cautiously selected and prepared can have a great impact on children's needs during growth (Torbert and Schneider, 1993).

According to a learning style study by Willis et al., there are three main types of learners: 29 percent of children are visual learners, 34 percent of children are auditory learners, and 37 percent of children are tactile-kinesthetic learners (Willis, 1999). In a traditional classroom setting of lectures, textbooks and constructive group

work, only 63% of the students are benefiting from the teaching style. Play, centers, hands-on, and simple movement activities would help to reach all learners.

The Theory of Multiple Intelligences, developed by Howard Gardner, lists seven learning styles, of which each student encompasses one or more (Gardner, 1983). Movement activities and games in the classroom reach students who are of the intelligence learning styles such as Body-Kinesthetic, Musical, and Interpersonal. These three intelligence learning styles involve; tactile experiences, hands-on learning, movement, physical games (Body-Kinesthetic); singing along, tapping feet and hands to rhythms (Musical); and group games, and social activities (Interpersonal) (Gardner, 1983).

#### Movement in the Classroom

Beginning each day with an easy movement activity, game or free play prepares students for learning. Movement activities can range anywhere from an exercise program, or recess, to doing movements to the words of a poem, or simple stretching. Beginning the day with an activity allows children to “warm up their brains” (Willis, 1999).

Humans are born to move and be active. As soon as a child enters the educational system, he or she is expected to remain seated, and focus for long periods of time. Students who learn kinesthetically, musically, and interpersonally need movement within their classes to help them learn and retain the information (Landalf, 1996).

Learning movements sequentially, from most simple to more complicated, assists students in the development of skills as they build on prior knowledge and

fundamentals (Hammett, 1992). Movement activities and games may be independent or associated with curriculum and lessons for the day or week. They may also be done during long periods of study or to make transitions throughout the day run more smoothly (Castaldo, 1996).

Appropriate in class movement exercises and activities should be quick, easy to follow, and require little to no extra materials. Student participation in these activities should involve the class as a whole because they are easy and adaptable.

## CHAPTER III

### Procedures of the Project

#### Introduction

This project will develop a handbook for elementary teachers and will provide examples of movement activities and the importance of using these activities in order to aid in student engagement and achievement. The handbook is provided to assist elementary teachers as they incorporate movement activities into their daily classroom instruction. All activities and ideas presented can be used appropriately for students in grades preschool through sixth grade. As in any set of curricula, adaptations and accommodations may be necessary – some suggestions are provided.

#### Need for the Project

The passing of the No Child Left Behind Act of 2001, increased focus on Washington State Assessment of Learning requirements, and Essential Academic Learning Requirement benchmarks has added more pressure on students, parents, teachers, and administration. Increased pressure on academic instruction plays a huge part in the type of classroom instruction and the usage of class time. Youth are not use to sitting for long durations of time nor should they be forced to in order to increase test scores. Educators must use variety and creativity when introducing and instructing curricula in order for students to maximize their learning time.

The movement activities included in the handbook are quick and easy break ideas to help keep student's minds alert. Some movement activities included in the handbook are also teaching strategies that may be easily adapted to fit classroom curricula, therefore getting students to move while still in the learning process.

## Procedures for the Project

This project began by with the review of materials related but not limited to movement, motor skills, kinesiology, recess in public schools, brain function, attention and motivation, and multiple intelligences. Emphasis was placed on choosing activities not needing supplemental materials in order to use the activities in the mainstream elementary classroom. Materials that may be needed for an activity are easily accessible or already used in most elementary school classrooms. Educational and non-educational movement activities were gathered from previous teaching experiences, educational trainings, and related literature resources.

### Planned Implementation of the Project

The movement activities handbook developed through this project may be used in any school district nation wide as needed. Each activity may be easily adapted to classroom environments and curricula as well as for students with disabilities and other needed accommodations. The movement activities mostly focus on the intelligence of bodily-kinesthetics however, they incorporate its connection with other learning styles. The handbook is available as a guide to elementary educators for incorporating movement into the daily routine of the classroom. Any materials needed for implementation of the movement activities into the classroom do not require extra funds. The activities are suitable for all socioeconomic and cultural backgrounds, and may be implemented in grades kindergarten through six.

## CHAPTER IV

### THE PROJECT

#### Introduction

This handbook has been developed to aid teachers in the incorporation of movement activities in the elementary classroom. The activities can be done between lessons or between long periods of focus. The activities will help to gain attention and engagement of students. The activities in the handbook are to be used as a supplement to any existing elementary curriculum. This handbook consists of seventy-eight activities that may be used in a variety of classroom settings. Current literature and research surrounding the topics of engagement, stimulation, retention, and the importance of movement for adolescents were explored during its creation.

The material provided in this chapter contains introductory ideas and is followed by necessary handouts needed for the success of some of the activities.



A to Z

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Movement Activities

A HANDBOOK FOR  
ELEMENTARY  
TEACHERS

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**A to Z Movement Activities:**

**A HANDBOOK FOR  
ELEMENTARY TEACHERS**

**By  
Leanne Kaye Procter**

*I hear and I forget,*

*I see and I remember,*

*I do and I understand.*

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*– Confucius*

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## PREFACE

Throughout childhood I was blessed with the opportunity to attend public schools in which the idea of taking away recesses and breaks was never even heard of. These time of No Child Left Behind, benchmarks, and state mandated assessments have brought new perspective to the field of education, whether we agree or disagree.

As an educator I believe that benchmarks and assessments are necessary to the success of children. However, the large focus on teaching to state assessments and federal requirements has slowly started to take away the chance for students of school ages to still be children.

The personal and educational experiences I have had make me a strong believer that children still need short breaks and recesses throughout their schooling days. Most of the activities included in this handbook are suitable for grades K through fifth although many are written or easily adaptable for all school ages and individual needs.

## Apprentice Teachers

**Grades K-12/All Subjects**

Get students out of their seats and have them teach.

Kinesthetic learners will love the freedom of being out of their seat, while the rest of the class enjoys learning from their peers.

a A a

## Analog Arms

**Grades 1-3/Math**

Teacher and students take turns moving straight arms around to various positions. The class copies the arm placements and guessing the time on the clock.

## All-Of-A-Kind \*

**Grades K-6/Memorization**

Everyone sits in a circle and starts a steady beat (alternate 2 pats on the knees and two claps). The first person begins by saying the following and thinking of a category: "All-of" (2-claps), "A-Kind" (2-claps), "Think-of" (2-claps). Then the first person says their category which can be anything such as animals, colors, or numbers. As everyone takes turns around the circle they must think of things in the category. If some gets off the beat or can't think of something they must start the game over with a new category.

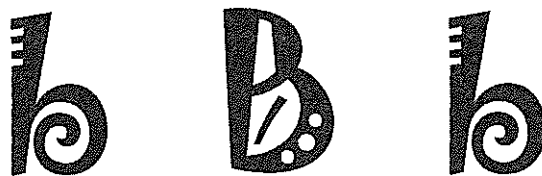
\* Adapted from *Rainy Day Play* by Fusco Castaldo

## **Butcher Paper Comments**

**Grades 3-12/All Subjects**

Post butcher paper around the room with ideas, formulas to solve, quotes, and etc. Have students move from paper to paper either individually or in small groups. They must write answers, comments or other ideas on each butcher paper.

Each group may use a different colored marker.



## **Bingo (see page 28)**

**Grades 4-9/All subjects**

Students are given a bingo worksheet with many categories such as # of siblings, birth month, favorite color, etc. Each student must find another student who has the same answer as the other and they sign each other's bingo square. You may only use each person once.

## **Brush Your Teeth (see page 29)**

**Grades K-2/Health**

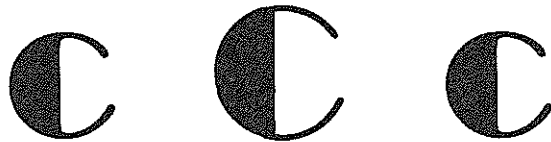
This is a chant that encourages students to brush their teeth after meals and when ever they find they have nothing else to do.

## Card Hunt

**Grades K-12/All Subjects**

Teacher or students prepare matching cards with answers and definitions, formulas, translations, or pictures.

Distribute answer and question cards evenly between the students. When directed, the students must find the answers to their questions as quickly as possible.



## Conversations

**Grades K-6/All subjects**

Pair students. Given a topic, have the students try to communicate the ideas of the topic without talking and only using their hands and fingers, then maybe their face, and other body parts.

## Count the Room

**Grades K-2/Math**

Prepare a worksheet of things that are either located inside your classroom or outside around the school. Have the students count how many they can find of each item. They can be timed. They can do it individually or in groups.

## Dice Review (see page 30)

### Grades K-12/All Subjects

Have students construct dice. Each of the six sides may either have questions or answers. When a student rolls the die he or she must come up with either the answer or the question which corresponds with that on the die. A regular dice may also be used along with a worksheet which states what the student must answer if they roll a one through a six. Dice/cube patterns may be found at [www.enchantedlearning.com/math/geometry/solids/cube.shtml](http://www.enchantedlearning.com/math/geometry/solids/cube.shtml)



## Direction Breaks

### Grades K-12/All subjects

For those restless students who cannot seem to focus-give them easy and quick direction breaks that they might not expect. An example might be: "Everyone please put your pencils down, everyone please stand up and push in your chair, everyone please sit down." It's as easy as that!

## Do What I do

### Grades K-12/All Subjects

Pair students. Each pair of student faces each other, not talking. One student is the leader. The leader begins to move their body slowly. The non-leader must try to move exactly like the leader so that it looks like they are in a mirror.

## Engagement Clock (see page 31)

### Grades 3-12/All Subjects

Each student is given a blank engagement clock. They must find 4 partners: someone they've never worked with before, someone with the same favorite color, etc. These partners make engagements with each other to meet when the teacher tells them, "Okay, it's time to meet with your 3:00 partner."

e E e

## Evoking Patterns

### Grades 4-9/All subjects

Instructor or leader challenges the students to remember sequences such as, "jump on one foot three times, turn around once, sit down, pat your head, smile." Make the patterns longer as you go to see how many the students can remember in a row.

## Electricity

### Grades K-8/Health

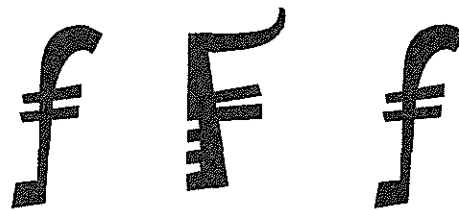
Students sit in circles and holding hands either as a whole class or in groups of at least five each. One student is asked to stand in the middle of the circle. A selected person starts a chain of "electricity" by squeezing the hand of the person sitting next to them, that person squeezes the next hand, and so on. The student in the middle of the circle must try to catch where the electricity is.

\* Adapted from *Action Learning Systems, Inc.*

## Follow Me

**Grades K-12/All subjects**

To help students memorize information. Have them echo words or phrases. With each word or phrase create a simple arm, leg, facial expression, etc. When a student needs to recall the information at another time or for an exam the movement will help them remember.



## Finger Math

**Grades 1-5/Math**

Multiplying by nines is sometimes a challenge, teach your students this easy way to find the answers. Name each of the ten fingers one through ten from left to right. Place all ten fingers on the table in front of you. Which ever number you need to multiply by nine, count that many from the left and lift that finger up. Count the number of fingers that are down on the left side of the finger that is up, those are the tens. Count the number of fingers that are down on the right side of the up finger, those are the ones.

## Freeze

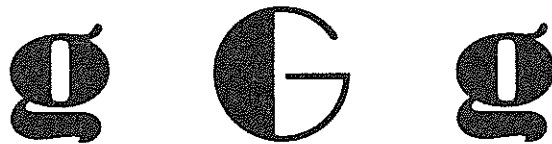
**Grades K-2/All Subjects**

While playing music, encourage the students to move around the classroom to the music as long as they don't touch one another. When the music stops the class must freeze in the position they were in until the music starts again. Variations might include moving like animals, or the sounds in the music.

## **Grouping Ideas**

### **Grades 4-12/All Subjects**

Post a topic on the board. Each student is to jot down any words that come to them, each word goes on a separate card sized paper. Next, put the students into small groups. In their groups they are to take all the words each of them thought of and put them into categories. Students must also come up with a label for each of their categories.



## **Get In Line**

### **Grades K-12/All subjects**

Given specific topics students are to line up in order. Here are some examples: birthdays, tallest to shortest, age, etc. The leader can time them and see how quickly it can be done.

## **Go Fish**

### **Grades K-12/General**

Each student gets a playing card. Students must find their match as fast as they can. This can be a quick activity to get the students out of their seats for a short amount of time or it is a great tool to use when you need to get students into groups for an assignment.



## Hunting for Answers

**Grades 5-12/All Subjects**

Students begin with a list of questions. When time begins they are to roam the room using any resources they can to discover the answers on their sheet. They may use other students but they must only get one answer from each student. When getting an answer from another student, the answer must be completely explained and the student receiving the answer must also be able to explain it.



## Head, Shoulders, Knees and Toes (see page 32)

**Grades K-3/Health**

This classic song assists students in learning locations of body parts at the same time they move and get out some wiggles.

## Heads-Up, Seven-Up

**Grades K-2/General**

Seven students are randomly chosen to stand in front of the class. Students still seated are to put their heads down, so that their eyes are covered, and put out one fist with the thumb sticking straight up. Each of the seven standing students picks one of the seated students by touching the thumb that is sticking up. A student who feels their thumb touched must immediately hide the thumb inside their fist. When all seven students have chosen a student and are standing up front, the seven seated students who got touched are to stand up and guess who picked them. A correct guesser gets to switch spots with the person who touched them and be the seven for the next round.

## Isle Sort

**Grades 5-12/All Subjects**

Given specific topics students are to line up in order. The following are some topic ideas. Each student draws: the name of a president, sections of a story to put in order, the sequence of a math solution, etc. The leader can time the class and see how quickly it can be done.

i I i

## If You're Happy and You Know It (see pages 33)

**Grades K-2/All subjects**

This is a simple song that helps young children with coordination and following directions. The end of the song is also a memory challenge for students to see if they can recall all of the movements used throughout the song.

## I'm so glad I'm a student (see page 34)

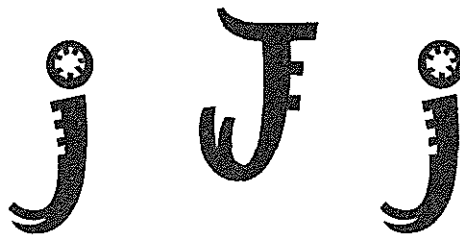
**Grades 2-9/General**

This fun little limerick shows students the joy of being what they are. They will also be introduced to activities that other professions and jobs might entail.

## Jumble Spelling

**Grades K-2/All subjects**

Each student has a set of alphabet letter cards at their desk. The teacher has them get out certain letters from the alphabet. Each student is to come up with as many words as they can using only those letters which the teacher has specified. This may also be done in groups, or can be given a time limit to make it more challenging.



## Justify Your Choice

**Grades K-12/All subjects**

The teacher posts signs on either side of the classroom, one that says agree and one that says disagree. The teacher makes a statement, when told to, the students must decide whether they agree or disagree with the statement and move to the poster that says what they chose. The statements can be general or complex depending on the subject and the age of the students. A couple students from each side must say why they chose to agree or disagree.

## Jump Up!

**Grades K-2/All Subjects**

Assign groups of students or rows in the classroom to either colors or animals. When the teacher says that specific color or animal, all the students assigned to it must stand up. To challenge them say things that are related to it so that they have to think, such as: a group of students assigned the bear might hear, "I like honey."

## Kaleidoscope \*

### Grades 4-12/All Subjects

Students number their paper from 1 to 5 (or more, or less). Students fill in the numbers with points of interest, causes, affects, reasons, etc., about the topic being discussed.

When directed the students meet with three random people and discuss what each of them wrote for number one. When directed again they must find three different people and discuss number two. This continues through all the numbers and then the students are ready to begin the lesson.



## Kid Statues

### Grades K-12/All subjects

Students pair up with others in classroom. Given a time limit, the students take turns transforming their partners (who must stay still and only move as directed) into whatever they like or into things that represent a unit or lesson being worked on in class.

## Keep the Rhythm (see page 35)

### Grades K-12/General

This is a whole class simple memory game. The students sit in a circle and repeat the rhyme trying not to be the person who messes up the pattern. Everyone stays in the game at all times. See the attached words.

\* Adapted from *Why Didn't I Learn This in College?* by Paula Rutherford

**Limericks (see page 36)**

**Grades 1-6/All Subjects**

Any simple limerick or rhyme helps students memorize key concepts for lessons and units. The students may stand next to their desks or tables for these brief limericks. A list of limericks useful for memorizing punctuation rules is listed in the back of this book.



**Larry LaPrise's Hokey Pokey (see page 37)**

**Grades K-3/Health**

It's the all popular Hokey Pokey. Students stand in a circle and follow the movement directions in the music. This song helps students with listening skills, coordination, and space awareness.

**Lion Hunt (see page 38)**

**Grades K-2/General**

This is a simple, repeat after me, song. This activity helps student with keeping a rhythm with others in the class, movements, and memorizing movement sequences. Students may remain at their seats or tables, or they may move to a location such as circle time.

## **Manipulatives**

### **Grades K-12/Math**

Continuing to use hands-on materials encourages student participation and memory. One of the most common types of manipulatives are those used in math classrooms. Unix Cubes, number place cubes and tiles, and Geo-Boards are some ideas for use in the classroom.



## **Measuring**

### **Grades K-2/All subjects**

Measuring things in the classroom is an easy activity that gets students out of their seats while still applying learning. If math is not your subject you might want to try classroom scavenger hunts such as finding things that start with letters of the alphabet.

## **Musical Dancing**

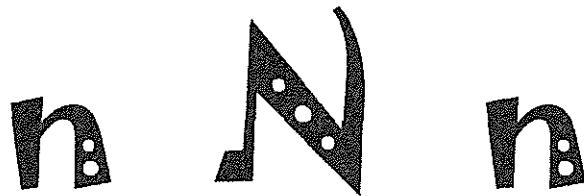
### **Grades K-2/Health**

This is a quick and easy activity to get students' energy out. Have students stand arm length apart so that each has his or her own space. Start playing some music, anything you like, or something related to the lesson or unit the class is working on. As the students hear the music they are to move in response to what they hear.

## **Nomadic Class Lesson**

**Grades K-12/All subjects**

Create stations in the classroom all related to the lesson. Each station should represent the lesson in a different way. One station might have literature, another might have pictures, and another might have realia. Divide the class into groups for each station. The groups each get 2 to 5 minutes at each station to see the materials and discuss them. Come back together as a class with a great discussion starter.



## **New-Improved Macarena**

**Grades K-5/All subjects**

Most students know or have heard of the Macarena. Play the music, or another song of your choice, and the students do movements to the song. In this version, however, the students follow the movements of the leader. The leader creates a pattern that the students must learn and follow. Each student can have a turn being the leader.

## **Nursery Rhyme Charades**

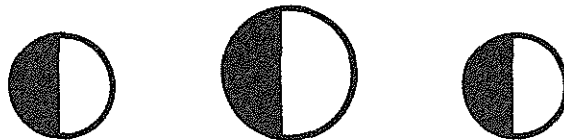
**Grades K-2/All Subjects**

This is an adapted version of the game charades. Divide the class into two teams and have the teams take turns, one student at a time. The students then act out nursery rhyme characters or any character from a story or novel being read in class.

## Origami Assignments

### Grades 4-12/All Subjects

Students love folding paper and making paper creations. Keep their hands occupied while their learning by teaching these creative paper folding activities. Students simply fold their paper into sections as instructed in order to fill in squares with definitions, facts, and other information. Each student ends up with a colorful and fun assignment and study tool.



## Organized Centers

### Grades K-12/All subjects

Create stations in the classroom all related to the lesson. Each station should contain activities which expand from material already covered. Divide the class into working groups for each station. All groups get an appropriate amount of time at each station to work through the activities.

## Old MacDonald

### Grades K-2/Health

Have students spread out throughout the classroom, arm length apart. Using the tune of *Old MacDonald Had a Farm*, have the students participate in a stretching activity using the following words: " I can stretch from head to tow, E-I-E-I-O. I can stretch my \_\_\_\_\_ just so, E-I-E-I-O, With a stretch, stretch here, and a stretch, stretch, there..." and so on. Fill in the blank with different stretchable body parts.

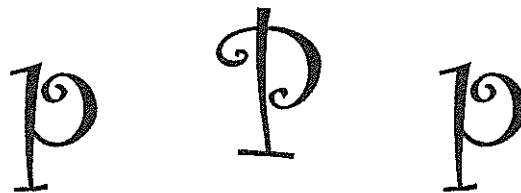
\* Adapted from *Follow Me* by M. Torbert



## Popcorn Speak-Out

**Grades K-12/All Subjects**

This is an excellent activity that helps with checking for understanding at the end of a class session or lesson. While still seated or at circle time the students are given the opportunity to list facts or other information that they have learned during a lesson. Students take turns standing up and listing one fact or thing they have learned that day.



## Pat Yourself on the Head

**Grades K-3/Health**

A simple I do, you do repeating activity to get students back on focus. Students may remain seated or stand next to their desk. The teacher and students take turns being the leader. The leader does simple movements such as patting their head, walking in place, etc. After the students have successfully repeated the simple movements the leader should make the activity more complicated by doing two at the same time.

## Pointing Arrows \*

**Grades K-2/General**

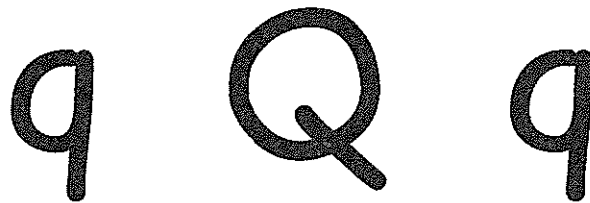
Place arrows on the board in a row. The leader points to the arrows in order and the students follow by pointing their arms in the same direction. Continue by getting faster and mixing up the order or adding more arrows. The leader can change from visual to auditory by saying the directions.

\* Adapted from *Follow Me Too* by M. Torbert

## Question Quorum

### Grades 5-12/Math

Post a topic or question on the board related to the lesson being focused on in class. Underneath the question write percentages in order such as 100 percent, 75 percent, 50 percent, 25 percent, and 0 percent. Distribute a post-it note to each student and have them write their name on their post-it. The students then take turns putting their post-it note next to the percentage that most represents the amount of understanding he or she has on the topic or question posted.



## Questions

### Grades K-2/All subjects

Begin with all students sitting in their seats. Ask them questions such as "Do you have a brother?", or questions related to the current lesson. Anytime their answer is yes or is the correct answer have them stand up next to their seat. When all students are standing have them sit down and start again.

## Quiet Ball

### Grades K-2/Health

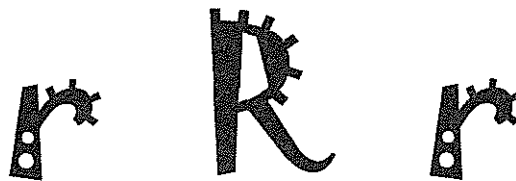
This activity begins with all students sitting on their desks. The students pass a ball around the classroom but the only way they may communicate is with their eyes and body movement, without talking at all. Begin with one ball and add one or two more as they perfect the game.

## Recollection Review

**Grades K-12/All subjects**

This game is similar to the classic game of Memory or Matching. For the game of Recollection Review gather facts and definitions from the current lesson, unit, or chapter.

Write the questions on half of the cards and the answers on the other half of the cards. Lay out all the cards on a table or the floor with the write so it is face-down. Students pair up or get into small groups. Each student takes a turn flipping over two cards at a time and trying to remember where the matches are. The student or group with the most matches wins the game.



## Rainstorm

**Grades K-5/All subjects**

The students sit in a group all facing the same way. (If they can sit facing a wall only a few feet away the sound will be better). This is a silent activity. Begin by having the students all rubbing their hands together, this is the sound of the wind. Continue by having them switch to snapping their fingers, this represents the sound of sprinkling rain. Continue with clapping for the rain, and then stomping their feet for thunder. Return in the opposite order to make the storm stop.

## Robot

**Grades K-2/All Subjects**

Pair up the students. Each student in the pairs takes turns telling the other students in the pair how to move. See if they can follow the directions correctly.

## Sentence Strip Puzzle

**Grades 4-12/All Subjects**

This is an easy method for reviewing at the end of a unit and/or before a test or quiz. Prepare strips of paper with questions and answers and vocabulary and definitions. Place the strips in envelopes. Hand out the envelopes to individual students or pair and groups. When they are instructed to begin have them match their strips as fast as they can.



## Silly Willy Song (see page 40)

**Grades K-4/All subjects**

This is a fun silly song to wake students up, getting them moving, or give them a little stretch break. It is a great way for students to laugh at themselves and with each other in an organized fashion.

## Scavenger Hunt

**Grades K-2/Health**

Prepare a set of questions. Assign one question to each student for which they will be an "expert". Give the class some time to answer their individual question. Have students go around the room looking for all the answers to the questions. All students may give answers to questions as long as they know the correct answer, otherwise the "expert" must pass along the correct answer. Students may only get one answer from each student.

## Trace the Sentence

### Grades K-12/Language Arts

As students are reading words, sentences, or stories, give them something to point to each with such as; a colorful pencil, a pointer stick, a popsicle stick, etc. The connection between the hand and eye coordination as they read will help them to slow down and remember what they are reading.



## Trying to Remember

### Grades K-3/Health

Prepare a set of large cards or sheets of paper, one for each of the numbers one to ten. Have the students stand at their seats. Assign each of the numbers a movement such as; clapping hands, running in place, reaching hands to the sky, etc. Show each number to the class have them react by doing the action that was assigned. The students must try to remember each movement. Show the cards faster to make the activity more challenging.

## The Hammer Song \* (see page 41)

### Grades K-2/General

This is a great song/activity to get the wiggles out of students before they need to sit and be attentive in class or group time. It starts out with little movement, and involves more and more as it goes before it settles the students down and seated ready to begin the next activity.

\*Adapted from *The Eentsy, Weentsy Spider* by Joanna Cole and Stephanie Calmenson

## Unifying Letter Sounds

Grades K-2/Language Arts

This activity helps beginning readers identify blending sounds. Using tiles or squares of colored paper, assign a letter that is being worked on to each color. Give the students each of the colors as well. Point to the square and say the sound the letter makes, the students repeat. Continue by putting two sounds next to each other, saying the sounds individually and then blending their sounds together.



## Unbound Play Time

Grades K-2/All subjects

Young students are not use to staying seated and bound to classroom work all day. Give them some free unbound play but provide the materials for which they are to play with. This opens up their imaginations to explore as well as getting out some wiggles before instruction time begins.

## Up to the Ceiling \* (see page 42)

Grades K-2/Health

This is a great song/activity to get the wiggles out of students before they need to sit and be attentive in class or group time. It starts out with little movement, and involves more and more as it goes before it settles the students down and seated ready to begin the next activity.

\*Adapted from *The Eentsy, Weentsy Spider* by Joanna Cole and Stephanie Calmenson

## Vocabulary Stimulation Games

### Grades K-12/All subjects

Here are two great ways to get students to remember vocabulary during review and tests. The first is to have them play the game of charades. Each student takes a turn acting out different vocabulary words while the others guess the correct answer. The second is to play pictionary with the vocabulary words. Both activities are fun and relaxed and will help students remember the words when it is necessary.



## Verses In Motion \*

### Grades K-5/All subjects

In this activity the class uses literature or a poem being studied in class. First they gather ideas of movements that can be used to represent the sentences or individual words. Then the teacher reads the selection aloud as the class as a whole acts out the motions discussed previously or their own ideas.

## Varied Cleanup

### Grades K-2/All Subjects

After students have had free time, center time, or any other activity that requires a clean-up use this method to make the cleanup more fun and motivate those who don't like to participate. Call out colors or individual materials one at a time for students to clean up. They may not clean up anything else until it has been called out by the instructor.

\*Adapted from *Kids in Motion* by Greg & Steve

## Whiteboard Wipe-Off

**Grades 2-12/All Subjects**

Checking for student understanding has never been so fun! Prepare ahead of time: one dry-erase marker, one cardstock or thick paper, one clear page protector, and one piece of a cut-up cloth or a dryer sheet for each student (Insert the thick paper into the page protector). Distribute each to the class. Ask the class a question. Each student writes his or her answer on the page protector. When given direction the students hold up their answer, then simply erase and are ready for the next question.



## Who's On Your Back?

**Grades 6-12/All subjects**

Prepare sticky notes or cards each with the name of a current famous person or a person from history. Each student gets a sticky or card put on their back but they do not know who's name is on their card. By talking to other students who describe the character or what he or she is famous for the students must guess who is on their back.

## Whole Body Stretch

**Grades K-4/Health**

Get those sleepy students to wake up by leading the class in a whole body stretch. Have them stand up next to their seat or in circle time. Start with their head and work all the way down to their feet trying to get them to stretch even their fingers and toes.



## X = Multiplication

### Grades 2-6/Math

Learning multiplication tables can be challenging, here's a trick to help students. Name the fingers accordingly, pinky = six, ring finger = seven, middle finger = eight, pointer finger = nine, and the thumb = ten. Hold hand up, palms away from you so that the thumbs are pointing down. Pick two numbers to multiply and touch those two fingers together. Every finger that is touch or about the touching equals ten. Every finger below the touching equals one but you must multiply the right hand ones by the left hand ones. Put the tens and the ones together for your answer.



## "X" Little Fingers \* (see page 43)

### Grades K-3/Health

This is a great song/activity to get the wiggles out of students before they need to sit and be attentive in class or group time. It starts out with little movement, and involves more and more as it goes before it settles the students down and seated ready to begin the next activity.

## X, Cross Exercises

### Grades K-2/General

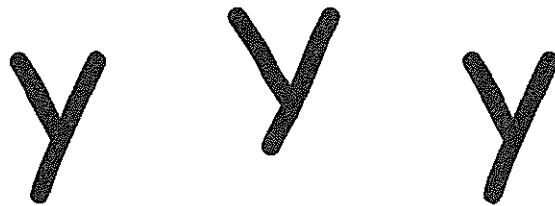
To get students awake and ready to learn using both brain hemispheres, try these simple movements. Have students touch opposites such as right leg and left arm and vice versa. Try doing it slow at first and speedy up as you go.

\*Adapted from *The Fentsy, Weentsy Spider* by Joanna Cole and Stephanie Calmenson

## Your Opinion

### Grades K-2/Language Arts

Post signs around the room with statements. Anything from apples on one side and oranges on the other side or things that are related to the lesson. The students must pick a side and stand there to represent their opinion. A couple students from each side must say why they chose the side they are standing on or all students can be required to write a short paragraph explaining why.



## Yodeler Song (see page 44)

### Grades K-2/All subjects

This is a fun silly song to wake students up, getting them moving, or give them a little stretch break. It is a great way for students to laugh at themselves and with each other in an organized fashion.

## Yawn and Stretch \*

### Grades K-2/Health

This activity can have two benefits. The first is to wake students up in the morning or when they look drained. The second is to relax them after a recess break. Have students participate in a stretching activity. While they are stretching have them focus on breathing in as they stretch and breathing out as they relax the stretch.

\* Adapted from *Brain Workout* by Arthur Winter

## **Zigzag Partners**

**Grades K-12/All subjects**

Prepare cards with questions and distribute one to each student. Have the students fill out the back of the card with the correct answer. Count the students off by ones and twos or As and Bs. All the ones or As get into a circle facing out while the twos or Bs get into a circle on the outside facing in. The students match up with the person across from them and they ask each other the questions and try to answer them. Have the circle rotate one person to the left and continue until all students have met with all.



## **Zoo Animals**

**Grades K-2/All subjects**

Hold up picture of animals from the zoo or the wild and have the students demonstrate how the animals move. This activity will get out the wiggles while also teaching students about different kinds of animals.

## **ZZZzzzhhh... Goes the Balloon**

**Grades K-2/All Subjects**

The students may be next to their desks or in circle time but they need to have their own space. The students begin limp on the floor like a brand new balloon. The teacher lead them in their movements by saying, "ZZZzzzhhh...zzh..zzh... the balloon is filling with air." End by saying, "ZZZzzhh... oh no, the balloon has a slow leak!" or "Pop," the balloon is gone. The students react to what is being said by their moving.

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**RESOURCE MATERIALS**

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# BINGO!!!

		<b>Free Space</b>		

# Brush Your Teeth

If you wake up in the morning at a quarter to one  
And you want to have a little fun,  
You brush your teeth ch ch ch ch, ch ch ch ch  
You brush your teeth ch ch ch ch, ch ch ch ch

If you wake up in the morning at a quarter to two  
And you want to find something to do,  
You brush your teeth ch ch ch ch, ch ch ch ch  
You brush your teeth ch ch ch ch, ch ch ch ch

If you wake up in the morning at a quarter to three  
And you want to hum a tweedle dee dee,  
You brush your teeth ch ch ch ch, ch ch ch ch  
You brush your teeth ch ch ch ch, ch ch ch ch

If you wake up in the morning at a quarter to four  
And you think you hear a knock at the door,  
You brush your teeth ch ch ch ch, ch ch ch ch  
You brush your teeth ch ch ch ch, ch ch ch ch

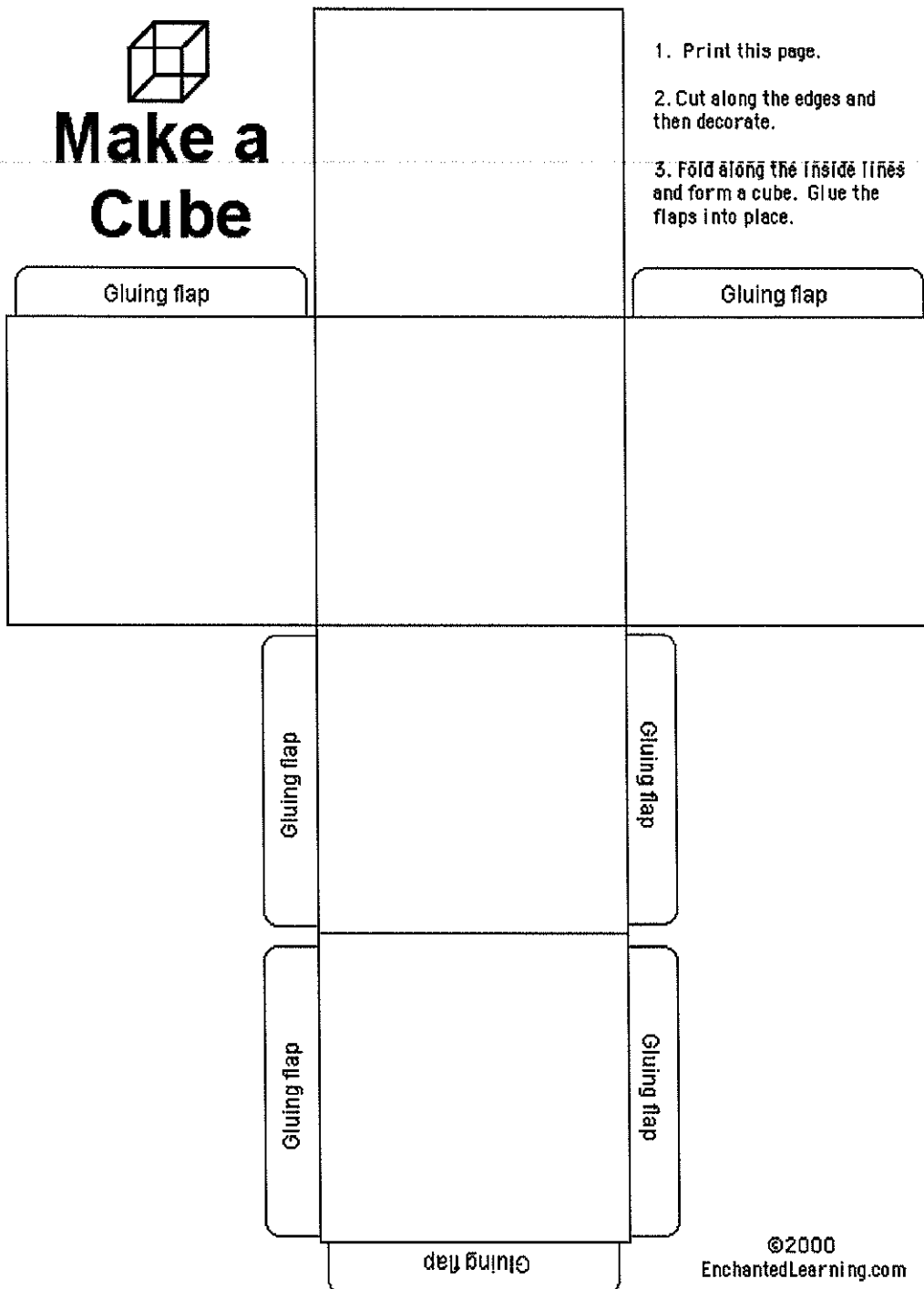
If you wake up in the morning at a quarter to five  
And you just can't wait to come alive,  
You brush your teeth ch ch ch ch, ch ch ch ch  
You brush your teeth ch ch ch ch, ch ch ch ch

# Dice Review



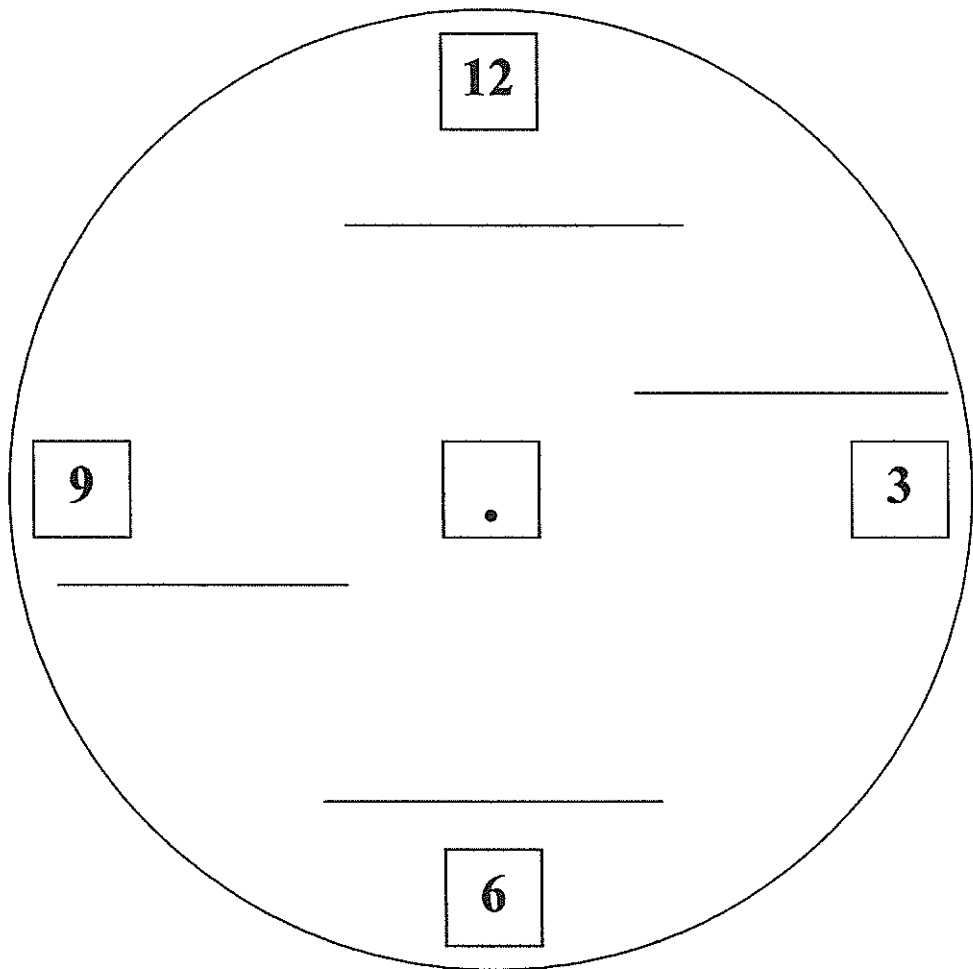
## Make a Cube

1. Print this page.
2. Cut along the edges and then decorate.
3. Fold along the inside lines and form a cube. Glue the flaps into place.



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# Engagement Clock





# **Head, Shoulders, Knees and Toes**

**Head and Shoulders, Knees and Toes**

**Knees and Toes**

**Head and Shoulders, Knees and Toes**

**Knees and Toes**

**Eyes and Ears, Mouth and Nose**

**Head and Shoulders, Knees and Toes**

**Knees and Toes**

# **If You're Happy and You Know It**

**If you're happy and you know it clap your hands  
(clap, clap)**

**If you're happy and you know it clap your hands  
(clap, clap)**

**If you're happy and you know it, then you face will surely  
show it**

**If you're happy and you know it clap your hands  
(clap, clap)**

**If you're happy and you know it stomp your feet  
(stomp, stomp)...**

**If you're happy and you know it turn around...**

\* Add any other actions you would like then at the end of the song  
see how many the students can remember in order.

# **I'm So Glad I'm a Student**

**Oh, I'm so glad I'm a student, there's nothing I'd rather be  
For I weren't a student...**

**A Baker I would be!  
Donuts! Éclairs! Buy some buns!**

**Oh, I'm so glad I'm a student, there's nothing I'd rather be  
For I weren't a student...**

**A farmer I would be!  
Give Betsy Give! The baby's got to live.**

**A Hippie I would be!  
Love, peace, my hair is full of grease.**

**A stewardess I would be!  
Here's your coffee, Here's your tea, here's your little white  
bag (blah).**

**A hunter I would be!  
Pull the bow and shoot the buffalo.**

**A buffalo I would be!  
Oh, No, A really big bow!**

**Superman I would be!  
Fly over here, fly over there, checkout my underwear.**

**A fireman I would be!  
Jump lady jump, oh....."sproing".**

# Keep the Rhythm

Everyone keeps the rhythm by padding their laps twice then clapping their hands twice – continue repeating this in a steady pattern.

Everyone says:

**Concentration**, (two pats and two claps)  
**concentration now begins**, (two pats and two claps)  
**Keep the rhythm** (two pats and two claps)

The leader now shouts out a topic (such as colors)

**Colors** (two pats)  
(two claps)

The next person in the circle must say a color

**Yellow** (two pats)  
(two claps)

This pattern continues until someone gets stumped then they start over and chose a new topic.

# Limericks

- \* Have students memorize these chants (one a day or one a week) and help them put movements and sounds to them.
- **The first word in a sentence must always be capitalized, for all to see.**
- **Always capitalize the proper names of people, places, ideas, and things.**
- **Put a period at the end of these, sentences with facts or info, please.**
- **A comma separates ideas in a series like bananas, apples, oranges, and cherries.**
- **Don't let your sentences get too long, and run on and on and on and on.**
- **Trash "and the..." "and then..." "and then" put periods there and begin again.**
- **An exclamation point means you want to shout because of something you're excited about!**
- **Contractions need apostrophes; Abbreviations need a period, please.**
- **Quotation marks surround, word for word, exactly what was said or heard.**
- **When you connect two statements with "and", "so", "but", "or" they look their best with a comma before.**
- **Two statements in one sentence are often seen with a semicolon; nestled in between 'em.**
- **Put a question mark at the end of all of these, "who", "what", "where", "how", "why" and other inquiries please!**

# Larry LaPrise's Hokey Pokey

Put your left foot in,  
You put your left foot out,  
Put your left foot in,  
And you shake it all about;  
You do the Hokey Pokey  
And you turn yourself around,  
That's what it's all about.

Now put your right foot in,  
You put your right foot out,  
Put your right foot in,  
And you shake it all about;  
You do the Hokey Pokey  
And you turn yourself around,  
That's what it's all about.

You put your head in,  
You put your head out,  
Put your head in,  
And you shake it all about;  
You do the Hokey Pokey  
And you turn yourself around,  
That's what it's all about.

Let's Do the Hokey Pokey!  
Let's Do the Hokey Pokey!  
Let's Do the Hokey Pokey!  
That's what it's all about.

Continue the song putting other parts in such as your right hand, left hand, front side, back side, tongue, and others.

# Lion Hunt

\* Begin with students keeping a steady beat on their laps, right hand then left hand (sounds like someone walking). Students repeat everything the teacher says:

**Going on a lion hunt  
I'm not scared  
Got a bow by my side  
And some arrows too**

**Coming to some grass  
Gotta go through it**  
(Rub hands together to sound like tall grass)

**Going on a lion hunt...**

**Coming to a swamp  
Gotta go through it**  
(make sounds and movements with your arms like walking through squishy mud)

**Going on a lion hunt...**

**Coming to a hill  
Gotta go over it**  
(make rhythm slower for going up the hill, and faster for going down the other side)

**Going on a lion hunt...**

**Coming to a cave  
Gotta go in it  
It's really dark!  
There's something big  
And furry  
And, it's a lion!!!!**

\* Repeat everything in reverse order and faster (as if running from the lion) until you arrive safely back at home.

# Silly Willy

\* Simply move the body part being mentioned...

**There was a little boy  
His name was Silly Willy  
He was so very smart  
And Oh, he was SO silly!**

**And then went his finger  
and his finger it went so  
and his finger it was always so.**

**There was a little boy....**

**And then went his arm  
And his arm it went so  
And his arm it was always so.**

**There was a little boy...**

**...And then went his leg**

**...And then went his head**

**...and then went his tongue**  
(simply stick the tongue out so that the words come out silly)



# The Hammer Song

**Jenny works with one hammer,  
One hammer, one hammer.**

**Jenny works with one hammer,  
The she works with two.**

\* Begin with moving one arm up and down  
in a fist to the beat of the song

**Jenny works with two hammers,  
two hammers, two hammers.**

**Jenny works with two hammers,  
The she works with three.**

\* Add the other arm moving in the same motion

**Jenny works with three hammers,  
three hammers, three hammers.**

**Jenny works with three hammers,  
The she works with four.**

\* Add one leg

**Jenny works with four hammers,  
four hammers, four hammers.**

**Jenny works with four hammers,  
The she works with five.**

\* Add the head

**Jenny works with five hammers,  
five hammers, five hammers.**

**Jenny works with five hammers...**

\* Add the other leg,

students will have to jump up and down to the beat

**Then she sits to rest**

\* Students sit in their seats

# Up to the Ceiling

\* Have students repeat what you do and say

**Up to the ceiling**  
(reach arms up high)

**Down to the floor**  
(reach for the floor)

**Left to the window**  
(point using only your left arm)

**Right to the door**  
(point using only your right arm)

**This is my right hand, I raise it up high.**  
(raise only the right arm)

**This is my left hand, reach for the sky.**  
(raise both arms up)

**Left hand, right hand, twirl them around.**  
(move both hands around each other)

**Left hand, right hand, pound, pound, pound.**  
(make fists with hands  
and hit them together each time you say pound)

# Ten Little Fingers

- \* Have students repeat what you say
  - \* Create simple movements that follow the words
- This can be done in seats or circle time.

**I have ten little fingers,  
And they all belong to me.  
I can make them do things.  
Would you like to see?**

**I can shut them tight,  
Or open them real wide.  
I can put them together,  
Or make them all hide.**

**I can make them jump up high,  
Or make them go so low.  
I can fold them up quietly  
And sit just so.**

# Yodeler Song

- \* Create movements to the words or create your own verses!
- \* Add each interruption to the chorus so it becomes a challenge to remember the order

**Oh there once was a yodeler on a mountain so high  
When a long came a...  
*Cuckoo bird, interrupting his cry.***

**It went...**

**Yo de** (slap hands on legs)  
**le ka**(clap hands together)  
**kee-a** (snap fingers)

**Yo de** (slap hands on legs)  
**le ka**(clap hands together)  
**Cuck-a-koo** (move hands like bird beaks)

**Yo de** (slap hands on legs)  
**le ka**(clap hands together)  
**kee-a** (snap fingers)  
**Ohh** (move hands down to sides)

**Oh there once was a yodeler on a mountain so high  
When a long came a...  
*Barking dog, interrupting his cry.***

**It went...**

**Yo de** (slap hands on legs)  
**le ka**(clap hands together)  
**kee-a** (snap fingers)

**Yo de** (slap hands on legs)  
**le ka**(clap hands together)

**Cuck-a-koo** (move pointer finger and thumb like bird beaks)

**Bark bark** (move hands like barking dogs)

\*Add other interruptions and sounds here each time

**Yo de** (slap hands on legs)

**le ka**(clap hands together)

**kee-a** (snap fingers)

**Ohh** (move hands down to sides)

**\*Here is a suggested list of progression:**

**Cuckoo Bird**

**Cuck-a-koo**

**Barking Dog**

**Bark bark**

**Grizzly bear**

**Roar (small)**

**Dinosaur**

**Roar (larger and louder)**

**Avalanche**

**Swoosh**

**Vaccum Cleaner**

**Vrrooom**

**Pretty Maiden**

**Whistle call**

**Milking cow**

**Squirt squirt**

**School Bus**

**Beep beep**

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## CHAPTER V

### Summary, Conclusions, and Recommendations

#### Summary

The need for activities in the classroom that motivate, keep students alert, and give breaks from rigorous study are greatly necessary due to the increase in graduation requirements. Movement activities and study breaks are proven to help students keep focus during class because of increased brain activity. The connection between the brain activity and movements also increase student recollection and memorization skills. Study breaks may either be related to the content studied in class or simply be breaks to aid students in regaining focus.

Most of the material available to the researcher was geared towards children in grades preschool through second grade. Movement activities for all ages were researched and included in the project. Most of the activities are adaptable for ages other than those specified in the project. Accommodations were also referred to throughout the project, these include but are not limited to students with disabilities and English Language Learners.

The purpose of this project has been to provide teachers with a tool that will aid them in the incorporation of movement activities in the elementary classroom. The activities can be included within lesson plans or done between lessons or long periods of focus. The movement activities are to be used as a supplement to any existing curriculum. The intent is that movement activities and/or breaks used daily in the classroom will improve the attention and engagement of students increasing their learning and improving their educational experience.

## Conclusions

There is a plethora of movement activities available to students in preschool through second grade and many also available through grade five. There is a continued need for movement activities and study break ideas appropriate for students through the high school ages. These secondary learners feel the increased pressure of benchmarks and grade level expectations as graduation requirements throughout the nation are added and increased. Students of all ages benefit from movement activities and breaks that stimulate their brain. Although it is the responsibility of all who are involved (students, teachers, administrators, parents, and community members) teachers hold the key to motivating students within the classroom and need all materials available to them to help their students have a successful education and experience.

## Recommendations

The researcher was able to find many pieces of literature in libraries and other articles and resources on the internet regarding the importance of movement activities for children. Few of these resources made the distinct connection between the importance of activating brain functionality and the effect this has on classroom attention, participation, and memorization for educational purposes. Most of the activities were focused on children and students of elementary ages. It is also pertinent that adolescent aged students have the same opportunity for brain stimulation and study breaks.

The materials and ideas provided in this project are meant to be a starting place for educators of all grade levels. Individuals bring their own ideas and variations on activities and should be encouraged through their school and district to share ideas among the staff with whom they work daily.

It is suggested that knowledge related to the effect of movement activities and study breaks to the brain and therefore to the success of the education of all students need be incorporated into workshops and classes throughout each school district nationwide. Interventions focused on using movement activities and study breaks in the classroom would benefit all involved in the education process.

The materials in this project do not provide a complete supplement to current curriculum programs. Materials and ideas must be gathered from other resources such as those found in libraries and the internet and from other educators in the school system. The development of separate elementary and secondary movement activity handbooks would be beneficial to students, teachers, and administrators of the public school system.

The movement activities and study breaks used in the project are intended for students able to do full range of motion. Adjustments and adaptations to all activities is non-complex and should be done so that all students are able to participate.

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