

**Incorporating Core Curriculum**  
**2023-2024 School Year**

Clusters Level 2 (**K-5<sup>th</sup>**)

Collaborative Numbers (**K-5<sup>th</sup>**)

Roll to 100 (**2<sup>nd</sup>-4<sup>th</sup>**)

Math Chart Relay (**2<sup>nd</sup>-4<sup>th</sup>**)

Bean Bag Bonanza Math (**2<sup>nd</sup>-4<sup>th</sup>**)

Goal 10 BINGO (**4<sup>th</sup> and 5<sup>th</sup>**)

Magic Number Dribble Addition (**3<sup>rd</sup>-5<sup>th</sup>**)

Bean Bag Bonanza Spelling (**2<sup>nd</sup>-5<sup>th</sup>**)

Alphabet Scramble (**K-3<sup>rd</sup>**)

PE Roll a Story (**K-2<sup>nd</sup>**)

Roll Six (**2<sup>nd</sup>-4<sup>th</sup>**)

Cardio Spelling (**2<sup>nd</sup>-5<sup>th</sup>**)



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## Roll to 100

**Grade:** 1-5

**Time:** 15-20 minutes

**Objectives:**

- Students will use math skills while performing various motor skills.

**Materials:**

- 5-8 Cones
- 5-8 Foam Dice
- 5-8 Dry Erase Boards (use laminated paper)
- 5-8 Dry Erase Markers
- 5-8 Erasers (paper towels)

**Set Up:**

- Divide students into groups of 5-8.
- Have students stand behind a cone.
- Place one foam die in front of each team.
- Place dry erase board and marker at the other end of the court.

**Directions:**

- The teacher will decide what type of math problem (addition, subtraction, multiplication, division, etc.) will be performed.
- When the music starts the first student in line will roll the dice.
- The student will perform a locomotor skill (skip, gallop, hop, jump, karaoke, etc.) down to the dry erase board to write the number.
- Then return back performing the same locomotor skill to tag the next student in line.
- The next student will roll the dice.
- The student will perform the locomotor skill down to the dry erase board to start the math problem. For example, if the first student rolled a 2 and the second student rolled a 4 the answer is 6.
- Then return back performing the same locomotor skill to tag the next student in line.
- Students will continue to add until a group reaches 100 points.



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**Variations:**

- Incorporate different types of dribbling with a basketball or soccer ball back and forth down the court to the dry erase board.
- For Pre-K-K students, have a number chart 1-6 at the end of the court. When their team rolls a number, they can cross it off of the chart. The first team to complete their chart wins.
- The chart could have images like the dice to match to or could have specific pictures. For example, if they rolled a four the chart could have pictures of four apples. If they rolled a six, the chart could have pictures of six bananas.

**National Physical Education Standards:**

Standard 1

Standard 4

**Oklahoma Academic Standards – Physical Education:**

S1.E1, S1.E2, S1.E3

S4.E1, S4.E2, S4.E4, S4.E5, S4.E6

S5.E1, S5.E2,

S4.M1

**CASEL Competencies:**

Social Awareness

Relationship Skills

Responsible Decision-making

**Resources:**

Daleo, M., Ibarra, N., & McLendon, K. (2019). Texas Association for Health, Physical Education, Recreation, & Dance (TAHPERD) 96<sup>th</sup> Annual Convention. *Educational FUNdamentals*. Arlington, TX.



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# Math Chart Relay

**Grade:** 1-5

**Time:** 15-20 minutes

**Objectives:**

- Students will use math skills while performing various motor skills.

**Materials:**

- 5-8 Cones
- 5-8 Foam Dice
- 5-8 Dry Erase Posters (use laminated paper)
- 5-8 Dry Erase Markers
- 5-8 Erasers (paper towels)

**Set Up:**

- Divide students into groups of 5-8.
- Have students stand behind a cone.
- Place one foam dice in front of each team.
- Place dry erase poster and marker at the other end of the court.
- The poster should be in a T-chart format with the left column consisting of random numbers 1-12 in no particular order. The right column should be blank to start. See example below.

Start	# Rolled	Total
2	3	5
6		
3		
7		
8		
11		
4		
5		
9	2	11
12		
1		
10		



**Directions:**

- The teacher will decide what type of math problem (addition, subtraction, multiplication, division, etc.) will be performed.
- When the music starts the first student in line will roll the dice.
- The student will perform a locomotor skill (skip, gallop, hop, jump, karaoke, etc.) down to the dry erase poster to write the number next to any of the 1-12 on the poster. The student will put the number they rolled in the # Rolled column and complete the math problem by putting the answer in the Total column.
- Then return back performing the same locomotor skill to tag the next student in line.
- The next student will roll the dice.
- The student will perform the locomotor skill down to the dry erase poster choosing any of the 1-12 on the poster not yet used. The student will put the number they rolled in the # Rolled column and complete the math problem by putting the answer in the Total column.
- Then return back performing the same locomotor skill to tag the next student in line.
- Students will continue to add until a group completes their Math Relay Chart.

**Variations:**

- Incorporate different types of dribbling with a basketball or soccer ball back and forth down the court to the dry erase poster. If you want to see their work written out then you could instruct them to do so on the chart.

**National Physical Education Standards:**

Standard 1  
Standard 4

**Oklahoma Academic Standards – Physical Education:**

S1.E1, S1.E2, S1.E3  
S4.E1, S4.E2, S4.E4, S4.E5, S4.E6  
S5.E1, S5.E2  
S4.M1

**CASEL Competencies:**

Social Awareness  
Relationship Skills  
Responsible Decision-making



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**Resources:**

Daleo, M., Ibarra, N., & McLendon, K. (2019). Texas Association for Health, Physical Education, Recreation, & Dance (TAHPERD) 96<sup>th</sup> Annual Convention. *Educational FUNDamentals*. Arlington, TX.



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<b>Start</b>	<b># Rolled</b>	<b>Total</b>
5		
2		
6		
10		
9		
1		
11		
3		
8		
4		
7		
12		



# Bean Bag Bonanza Math & Spelling

**Grade:** 3-5

**Time:** 15-20 minutes

**Objectives:**

- Students will practice letter recognition and spelling while performing overhand/underhand toss.

**Materials:**

- Letter Poly Spots (scrabble pieces)
- Large Bucket
- 5-8 Bean Bags

**Set Up:**

- Divide students into group of 5-8.
- Place large bucket in center of the room.
- Scatter letter poly spots around the playing area. The letters need numbers on them similar to scrabble pieces.
- Place 1 bean bag with each team.

**Directions:**

- The first student in line will stand on a letter poly spot or free space (can be any letter) and toss bean bag in bucket.
- If the bean bag makes it in the bucket, the student must pick up the poly spot then retrieve their bean bag.
- If the bean bag does not make it in the bucket, the student will just retrieve the bean bag taking it back to their team.
- Once all of the letter poly spots are collected from the playing area, students use their dry erase boards to spell as many words as possible with letters.
- Students will also need to add their points.

**Variations:**

- For Kindergarten students provide them with a chart of alphabet to match letters. The next level would be to work on matching upper and lower case.
- Once 2<sup>nd</sup> and 3<sup>rd</sup> grade students have gotten their words have them then use each word in a sentence.
- Once 4<sup>th</sup> and 5<sup>th</sup> grade students have gotten their words have them use their words in a sentence and explain what type of sentence was used (declarative=statement, interrogative=question, exclamatory=exclamation, imperative=commands).



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**National Physical Education Standards:**

Standard 1

Standard 4

**Oklahoma Academic Standards – Physical Education:**

S1.E13

S4.E1, S4.E2, S4.E4, S4.E5, S4.E6

**CASEL Competencies:**

Social Awareness

Relationship Skills

Responsible Decision-making

**Resources:**

Daleo, M., Ibarra, N., & McLendon, K. (2019). Texas Association for Health, Physical Education, Recreation, & Dance (TAHPERD) 96<sup>th</sup> Annual Convention. *Educational FUNDamentals*. Arlington, TX.



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## Clusters Levels 2

**Grade:** 2-5

**Time:** 20 minutes

**Objectives:**

- Students will perform various motor skills while calculating math problems.
- Students will work on strategizing skills.

**Materials:**

- Music
- List of Math Problems
- 6-10 Hula Hoops

**Set Up:**

- Have students start on the parameter of the gym.
- Spread hula hoops around the gym.
- List of math problems for students to complete.

**Directions:**

- Students will be given a locomotor skill (skip, gallop, hop, jump) to perform on the parameter of the gym.
- When the music stops the students will listen for the math problem given by the teacher. For example,  $5 + 2$ .
- To answer students, have to cluster in the amount of the answer with one foot in a hula hoop. For example, 7 would need 7 people with each placing one foot in the hula hoop.
- Once the answer is given, the entire class will do an exercise in the amount of the answer. For example, perform 7 jumping jacks.

**Variations:**

- Use spelling or site words. If the word is frog, then 4 people would need to place a foot in the hula hoop. Then spell the word out loud as a group.

**National Physical Education Standards:**

Standard 3

Standard 4

Standard 5



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**Oklahoma Academic Standards – Physical Education:**

S3.E2

S4.E1, S4.E2, S4.E4, S4.E6

S5.E1

**CASEL Competencies:**

Social Awareness

Relationship Skills

Responsible Decision-making

**Resources:**

Lockridge, S., Risien, J., & Straker, P. (2019). Texas Association for Health, Physical Education, Recreation, & Dance (TAHPERD) 96<sup>th</sup> Annual Convention. *No Budget, No Space, NO PROBLEM!* Arlington, TX.



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# Alphabet Scramble

**Grade:** K-6

**Time:** 25 minutes

**Objectives:**

- To work together in teams/pairs to spell a given word by tossing a ball letter to letter.

**Materials:**

- Alphabet Poly Spots
- Balls (enough for each team/pair to have a ball)
- Word Cards (to be placed under each poly spot)
- Alphabet Cards (one set per team/pair)
- Hula Hoop (one per team/pair)

**Set Up:**

- Scatter alphabet poly spots on ground throughout the playing area.
- Place a word under each letter. The word should start with the letter on the poly spot. For example, A for ant, B for ball, etc.
- Place hula hoops with a ball and a set of alphabet cards in them.
- Group students in teams/pairs and send to a hula hoop.

**Directions:**

- Teams/pairs draw an alphabet card in their hula hoop to see which letter they will go to.
- The students will take the ball and go to the alphabet poly spot with the letter on their card.
- At the alphabet poly spot, teams/pairs lift up the spot and read the word beneath it.
- Teams/pairs must spell the word by successfully tossing and catching the ball for each of the letters in the word.
- Once the word is completed, they will go back to their hula hoop to draw another alphabet card repeating the process.

**Variations:**

- Use grade level words used in current PE unit.
- Use sentences under the alphabet poly spots with a blank word for students to figure out and spell.



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**National Physical Education Standards:**

Standard 1  
Standard 4

**Oklahoma Academic Standards – Physical Education:**

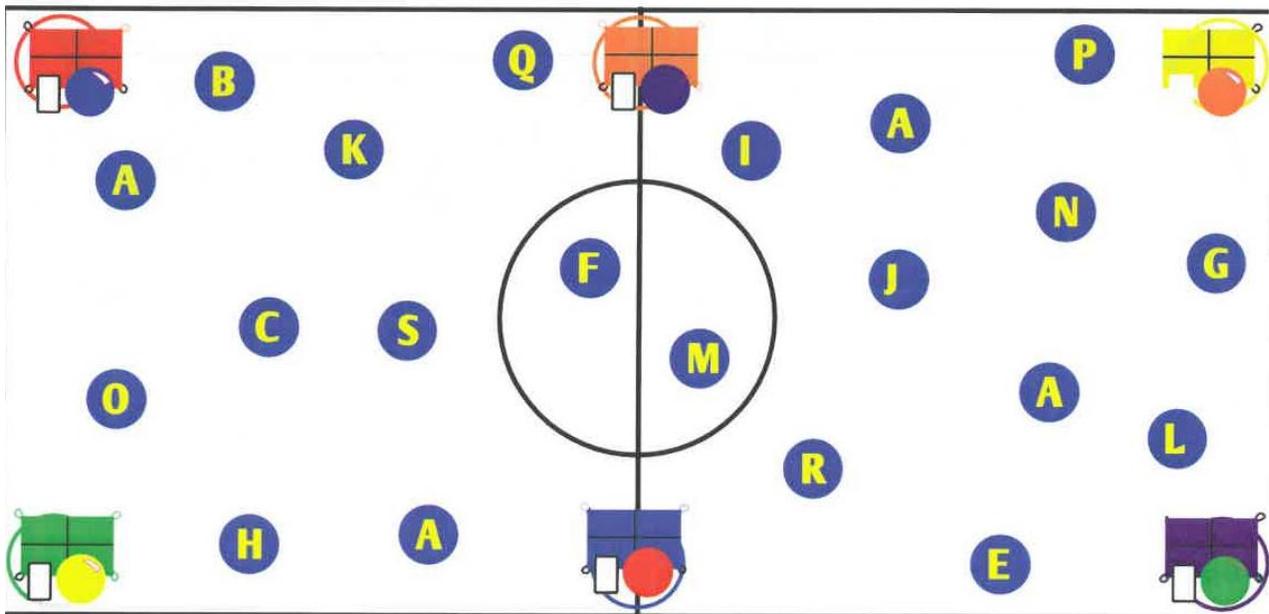
S1.E13  
S4.E1, S4.E2, S4.E4, S4.E5, S4.E6  
S5.E1, S5.E2  
S4.M1

**CASEL Competencies:**

Social Awareness  
Relationship Skills  
Responsible Decision-making

**Resources:**

Zerby, K. (2019). Texas Association for Health, Physical Education, Recreation, & Dance (TAHPERD) 96<sup>th</sup> Annual Convention. *Let's PLAY! Activities to Get Your Students Thinking and Moving*. Arlington, TX.



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# Cardio Spelling

**Grade:** 2-5

**Time:** 25 minutes

**Objectives:**

- Incorporate spelling or site words into physical education.
- Students will practice spelling or site words.
- Students will perform various exercises to complete the spelling or site word.

**Materials:**

- Poly Spots (enough to put 4 spots with 4 students per team)
- Spelling Words on Cards/sheets
- Dry Erase Boards/Laminated Paper
- Dry Erase Markers
- Dry Eraser/Paper Towel
- 6 Hurdles
- 6 Exercise Poly Spots
- 6 Balls
- Alphabet Poly Spots

**Set Up:**

- Divide students into groups of 4.
- At the start of each lane (group), the first student will start on their poly spot.
- The 2nd, 3rd, and 4th students will be spaced out along the gym floor on their poly spot.
- Each spot has a different exercise/activity.

**Directions:**

- To start, the students on the 2nd, 3rd and 4th poly spots start exercising.
- The teacher will give Student 1 the spelling word; they look at the word and put it on the ground.
- Student 1 jogs to Student 2 and tells them the first letter of the spelling word, Student 2 jogs to Student 3 and tells them the letter and Student 3 jogs to Student 4 and tells them the letter.
- Student 4 then writes the letter down on the dry erase board/laminated paper.
- Once each person is told the letter, they do that exercise until they are visited again with the next letter.



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- After Student 4 writes down the letter, they rotate to the beginning to get the next letter and the process begins again. This occurs until the entire word is written.

**Variations:**

- Students say the entire word instead of one letter at a time.
- Student 4 has to use the word in a sentence.

**National Physical Education Standards:**

Standard 1

Standard 4

**Oklahoma Academic Standards – Physical Education:**

S1.E13

S4.E1, S4.E2, S4.E4, S4.E5, S4.E6

S5.E1, S5.E2

S4.M1

**CASEL Competencies:**

Social Awareness

Relationship Skills

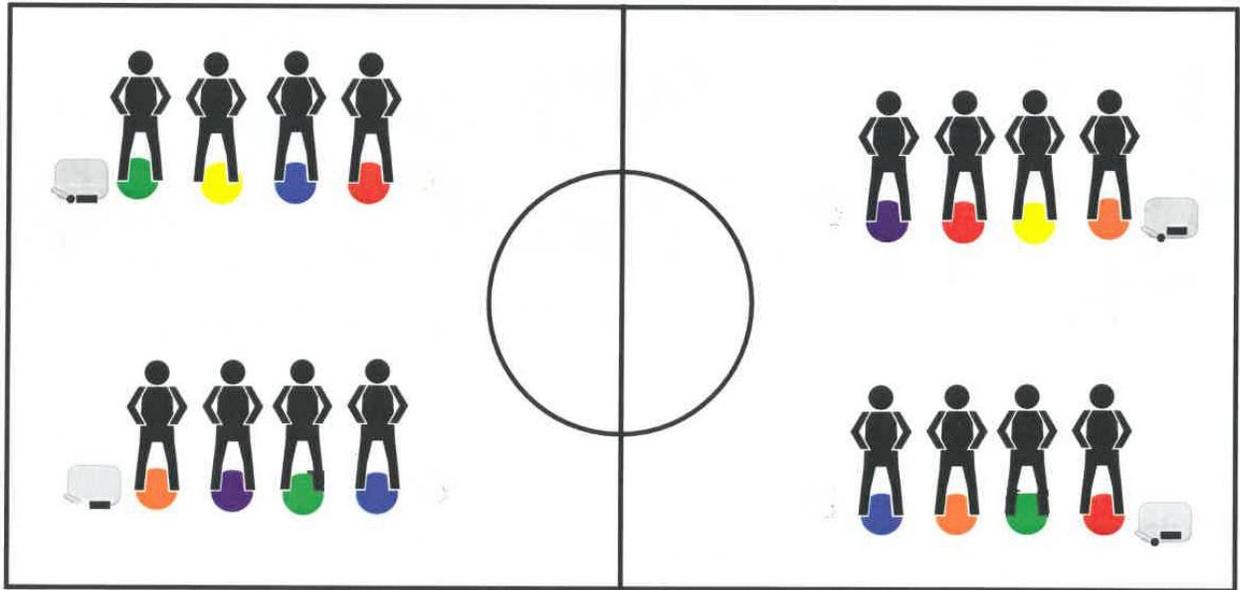
Responsible Decision-making

**Resources:**

Zerby, K., Cortinas, C., and Phillips, B. (2019). Texas Association for Health, Physical Education, Recreation, & Dance (TAHPERD) 96<sup>th</sup> Annual Convention. *Let's PLAY! Activities to Get Your Students Thinking and Moving*. Arlington, TX.



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## Goal 10 BINGO

**Grade:** 2-5

**Time:** 25 minutes

**Objectives:**

- Students will attempt to get 10 spots marked off of their BINGO card.
- Students will integrate cross curricular skills-math and physical activity using throwing skills.

**Materials:**

- Math Problems Bingo Cards
- Hula Hoops (enough for each pair)
- Dry Erase Boards/Laminated Paper
- Dry Erase Markers
- 1 Round Goal
- Numbered Poly Spots

**Set Up:**

- Place the round goal in the center of the gym.
- Scatter the numbered poly spots around the goal.
- Give each student pair a home hula hoop, Math Problem Bingo Card, white board/laminated paper, ball and dry erase marker.

**Directions:**

- Students will choose the 10 math problems to complete collaboratively.
- The students will do the first problem on the Math Problem Bingo Card they chose and find the sum.
- Partner A will then go to the numbered poly spot with the answer to their math problem. For example, if the math problem was  $7 + 4$ , Partner A would go to the 11 numbered poly spot.
- Partner A takes a ball and attempts to score from that number spot.
- Students should watch for personal space when retrieving their ball.
- If the Partner A scores a goal, they have completed that box and can X it out.
- Partner B will do the same for the next math problem.
- Once they have done 10 problems, they have a BINGO.



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**Variations:**

- If you have different bingo cards, you can have them do an X, 2 rows, 2 columns or L shape to make ten. You could have them do a blackout bingo and complete the card.
- You could have the students earn both the numbers and the total to earn the box.

**National Physical Education Standards:**

Standard 1

Standard 4

**Oklahoma Academic Standards – Physical Education:**

S1.E13

S4.E1, S4.E2, S4.E4, S4.E5, S4.E6

**CASEL Competencies:**

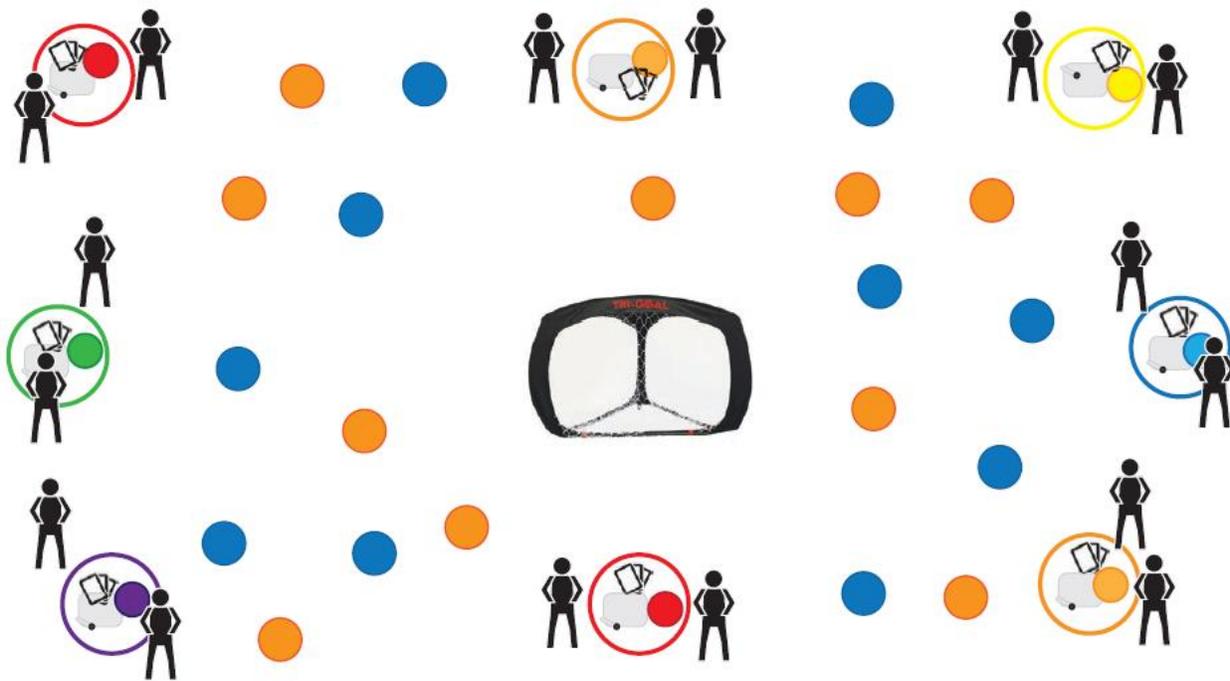
Social Awareness

Relationship Skills

Responsible Decision-making

**Resources:**

Zerby, K., Cortinas, C., and Phillips, B. (2019). Texas Association for Health, Physical Education, Recreation, & Dance (TAHPERD) 96<sup>th</sup> Annual Convention. *Let's PLAY! Activities to Get Your Students Thinking and Moving*. Arlington, TX.



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# Goal 10 BINGO

$\begin{array}{r} 10 \\ +15 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +11 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +5 \\ \hline \end{array}$
$\begin{array}{r} 12 \\ +12 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +18 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ +12 \\ \hline \end{array}$	$\begin{array}{r} 25 \\ +4 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ +12 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +11 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ +11 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$
$\begin{array}{r} 14 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ +13 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ +11 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ +7 \\ \hline \end{array}$
$\begin{array}{r} 19 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ +15 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 20 \\ +10 \\ \hline \end{array}$



## Magic Number Dribble Addition

**Grade:** 3-5

**Time:** 25 minutes

**Objectives:**

- Students will practice dribbling skills.
- Students will solve math problems.

**Materials:**

- 6 Basketballs
- Numbered Poly Spots
- 6 Hula Hoops

**Set Up:**

- Divide students up into 6 groups and send them to a hula hoop.
- Each group gets one ball.
- Numbered spots are spread out in the center of the playing area.

**Directions:**

- Before starting, the teacher will call out a "magic number" for the round.
- The "magic number" is the number that groups are trying to create by adding the numbered poly spots together.
- Groups must use a minimum of 3 poly spots that add up to equal the "magic number".
- When the music starts, the first student from each group dribbles out to the center area, picks up one spot, dribbles back to their group, gives the ball to the next student and places the numbered spot in the hoop.
- Play continues in this fashion until the group has at least 3 spots that, when added together, equal the "magic number".
- After a group wins, have all teams return their spots in the center of the playing area.
- The teacher will call out a new "magic number" and play again.

**Variations:**

- You may have multiple teams win a round. For example, if the "magic number" is 45. A team could get 21, 20, and a 4. Another team might have 16, 15, and 14. If a number a team needs is not available, they can dribble back to their hoop, take a spot out, dribble it back to the middle and take a new one. Remind students to dribble the ball at all times.



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**National Physical Education Standards:**

Standard 1

Standard 4

**Oklahoma Academic Standards – Physical Education:**

S1.E13, S1.E16, S1.E17

S4.E1, S4.E2, S4.E4, S4.E5, S4.E6

S5.E1, S5.E2

S4.M1

**CASEL Competencies:**

Social Awareness

Relationship Skills

Responsible Decision-making

**Resources:**

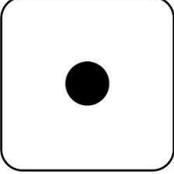
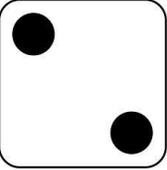
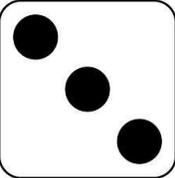
Zerby, K., Cortinas, C., and Phillips, B. (2019). Texas Association for Health, Physical Education, Recreation, & Dance (TAHPERD) 96<sup>th</sup> Annual Convention. *Let's PLAY! Activities to Get Your Students Thinking and Moving*. Arlington, TX.



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## PE Roll a Story-1

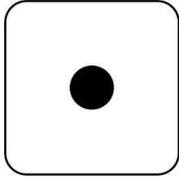
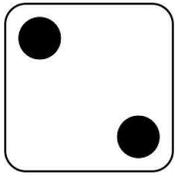
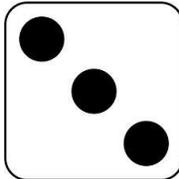
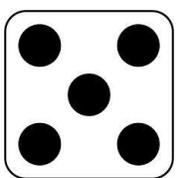
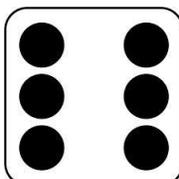
Roll 3 times and act out your story.

Rolled #	Character	Speed/direction	Activity
	Santa Claus	super slow	marching
	Easter Bunny	slow	swimming
	Tooth Fairy	fast	jumping rope
	Ghost	regular speed	bouncing a basketball
	Turkey	zig zag	ice skating
	Reindeer	low level	hula hooping



## PE Roll a Story-2

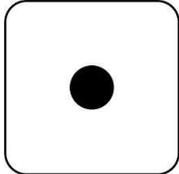
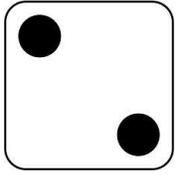
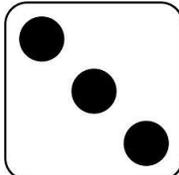
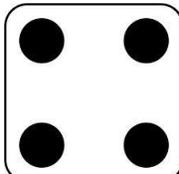
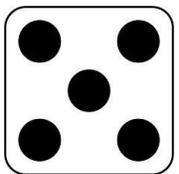
Roll 3 times and act out your story with a partner.

<b>Rolled #</b>	<b>Activity</b>	<b>Time</b>	<b>Talk about</b>
	walking	1 minute	favorite music/group
	skipping	2 minutes	favorite vacations
	galloping	3 minutes	favorite books
	crab walk	an entire song	favorite movie
	lunge walk	until Mrs. Zerby says stop	favorite Summer memory
	jogging	Until Mr. Graham says stop	favorite foods



### PE Roll a Story-3

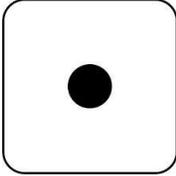
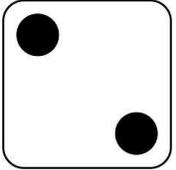
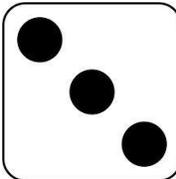
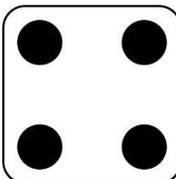
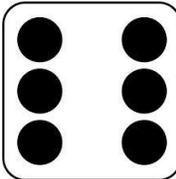
Roll 3 times and act out your story.

<b>Rolled #</b>	<b>Animal</b>	<b>Activity</b>	<b>Problem</b>
	bird	flying	on fluffy pillows
	dolphin	swimming	in a pool of pudding
	frog	jumping	over big anthills
	bear	crawling	under low bridges
	elephant	walking	with loud feet
	horse	galloping	in a crowded forest



### PE Roll a Story-4

Roll 3 times and act out your story.

Rolled #			
			
			
			
			
			
			



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**National Physical Education Standards:**

Standard 1

Standard 4

**Oklahoma Academic Standards – Physical Education:**

S1.E13, S1.E16, S1.E17

S4.E1, S4.E2, S4.E4, S4.E5, S4.E6

S5.E1, S5.E2

S4.M1

**CASEL Competencies:**

Social Awareness

Relationship Skills

Responsible Decision-making

**Resources:**

Zerby, K., Cortinas, C., and Phillips, B. (2019). Texas Association for Health, Physical Education, Recreation, & Dance (TAHPERD) 96<sup>th</sup> Annual Convention. *Let's PLAY! Activities to Get Your Students Thinking and Moving*. Arlington, TX.



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## Roll Six

**Grade:** 2<sup>nd</sup>-4<sup>th</sup>

**Time:** 15-20 minutes

**Objectives:**

- Students will practice identifying numbers and counting

**Materials:**

- 6 dice
- 6 sets of numbered bean bags (#s 1-6)
- 6 cones

**Set Up:**

- Divide students into 6 groups
- Each group will have 1 foam die
- At the opposite end there will be 6 bean bags in front of each team. The bags for each group will be numbered 1-6.

**Directions:**

- Students will play this game as a relay race.
- The first student will roll the foam die
- Once they know the number rolled, they will run down to the bean bags and bring back the bean bag with the number that was rolled on the die.
- This continues until all bean bags are brought back to the teams start line.
- If a student rolls a number that has already been rolled, they must take the bean bag from their start line and run it back to it's original position.

**Variations:**

- Students can do different locomotor skills while running to retrieve their bean bag.

**National Physical Education Standards:**

Standard 1

Standard 2



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**Oklahoma Academic Standards - Health:**

S1.E1, S1.E2

S4.E1, S4.E2, S4.E3, S4.E4, S4.E5, S4.E6

S5.E1, S5.E2

S4.M1

**CASEL Competencies:**

Self-Awareness

Relationship Skills

Decision-Making Skills



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