Factor That

Lesson Overview: Students get a chance to take a movement break while working on reinforcing mathematics skills.

Grade Level: 1st-5th

Lesson Time: 10 + minutes

Prior Knowledge: Basic mathematics depending on grade level.

Materials Needed: Cards with numbers or equations teacher intends to use

Content Integration:
- Mathematics
- Physical Education
- Health Education

Corresponding Standards:
Common Core State Standards for Mathematics
- Operations and Algebraic Thinking
  - Represent and solve problems involving addition and subtraction.
  - Understand and apply properties of operations and the relationship between addition and subtraction.
  - Add and subtract within 20.
  - Work with addition and subtraction equations.
  - Work with equal groups of object to gain foundations of multiplication.
  - Represent and solve problems involving multiplication and division.
  - Solve problems involving the four operations.
  - Gain familiarity with factors and multiples.

Oregon Standards
- Promotion of Physical Activity
  - Acquire knowledge and skills to understand the role physical activity has in promoting health.
- Expressive and Efficient Moving
  - Demonstrate knowledge of a variety of motor skills.

National Physical Education Standards
- Demonstrates competency in a variety of motor skills and movement patterns.
  - Locomotor
- Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

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• Physical activity knowledge
• Fitness knowledge

• Exhibits responsible personal and social behavior that respects self and others.
  • Personal responsibility
  • Accepting feedback
  • Working with others
  • Rules and etiquette
  • Safety

Lesson Objective:
Students get some physical movement while practicing some basic mathematics.

Lesson Description:
1. Lead-in:
   a. Teacher labels each wall of the room with numbers 2, 3, 4, and 5.
   b. Teacher prepares number cards he/she wishes to use depending on level of students.

2. Step by Step:
   a. Students go to any of the four walls.
   b. Teacher calls out a number that is a multiple of 2, 3, 4, or 5.
   c. Students who are on the wall that is a factor of the number called, move to another wall. Move using movements such as the following:
      i. Jump
      ii. Hop
      iii. Skip
      iv. Walk
      v. Lunge

   Example: If teacher calls 6 students on walls 2 and 3 move to a different wall.

3. Closure:
   a. Review mathematic concepts as needed.
   b. Discuss benefits of taking movement breaks during academic time.

Differentiation:
• Advanced: Teacher can give two numbers and students have to add, subtract, multiply, or divide those numbers and then determine if the wall they are on is a factor of that number.
  o Example: 2 + 6 (students on walls 2 and 4 move)
  o Example: 2 x 3 (students on walls 2 and 3 move)

• Struggling or Younger Students: Can do with subtraction or addition.
  o Example: 2 + _______ = 5 (students on wall 3 move)
  o Example: 5 - _______ = 3 (students on wall 2 move)