

## Addition and Subtraction Tag

### Learning Objectives

- I can demonstrate a mature form of skipping, jogging, and galloping.(VAPE2.1d)
- I can demonstrate and differentiate between jogging and running.(VAPE2.1e)
- I can identify physical activities that promote cardiorespiratory endurance (VAPE 2.3f).
- I can demonstrate fluency with addition and subtraction within 20. (VA Math 2.5b)

### Teacher Notes

- Prior to the lesson take cones outside and mark off a playing area that is big enough to participate in a variety of locomotor skills, but not so big that students will not be able to be tagged.
- Materials – addition and subtraction flash cards and cones to mark off playing area.

### Lesson Steps

#### *Step 1 (Engage learners/access prior knowledge)*

- Ask students to volunteer and share what they know about playing tagging games. (ex. Tag with one hand, tag on arms or back, stop when tagged)
- Ask students what locomotor skills could they use when playing tag?( ex. Run, jog, skip, gallop)
- Continue conversation by asking what component of fitness is being used when we run, jog, skip or gallop for a prolong time period. (cardiorespiratory endurance)

#### *Step 2 (New information – direct instruction/teacher-facilitated learning)*

- Tell students that today we will be playing tag, however we will be playing with addition and subtraction flash cards.
- The rules will be a little different than normal tagging games, however, they will still be demonstrating their knowledge between jogging and running, as well as participating in a variety of locomotor skills that they should be efficient in.
- Take students outside and show them the playing area, reminding them that they must stay inside the coned off area.
- Line students up side by side, and hand every other student a flash card. Half the class will be taggers.
- Explain that the students with flash cards will be the beginning taggers. Students without flash cards will be the fleers.
- Tell students that if a student with a flash card tags them they are to stop and attempt to solve the math problem on the card.
- Remind students that are taggers that they can only tag students without flash cards.

- Explain that if they solve the problem correctly, they get that card and then become a tagger.
  - Note: The student that tagged them will be peer assessing them. The answer to the flash card should be able to be seen by the tagger on the back of the card, but not by the tagged student.
- Tell them that if the student gets the problem incorrect, they are given one more opportunity to get it correct. If they still don't get it correct, the tagger will show the student the correct answer and move on to tag another person with that same card. The tagged student will not get the card.
- Have students without cards go into the middle of the playing area.
- Explain that we will begin with walking as the locomotor skill.
- Tell students in the middle to begin walking and then direct the students with the flashcards to start walking after students without cards.
- After a few minutes, stop the activity and have students attempt to find their pulse on their wrist or carotid artery. Have them note how often they feel the pulse.
- Continue the activity, but change the locomotor skill to jogging, but before beginning, have a student explain the difference between jogging and running.
- After a few minutes, stop the activity and have students locate their pulse again.
- Call on a student to share if their pulse seems to be stronger and quicker.
- Explain that the harder your body works at a locomotor skill and the more vigorous it is, the faster the blood pumps to our heart making it stronger and carrying more oxygen to our organs.
- Collect the cards that students have and replace them with different cards.
- Change the locomotor skill to skipping or galloping repeating the above activity.
- Continue until time expires or until satisfied.
- After students have returned to class and are seated, have them try to locate their pulse again to notice that the heartrate has slowed.

*Step 3 (Application – how student will apply/practice new learning)*

### **Assessments**

- Watch students as they exchange cards. If there are select students who do not have cards repeatedly, assist them when they are tagged.
- Have students share what skills they worked on today. Make sure that math as well as cardiorespiratory endurance and locomotor skills are mentioned.

### **Extensions/Connections**

### **Resources/References]**

### **Handout**

No handouts for this activity



Sample Lesson Plan  
Virginia 2020 SOL Edition  
**GR2-HP-4**  
**Physical Education**  
**Math- Estimation and**  
**Computation**  
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## Handout Title

[Insert Handouts]