

General Information

Lesson Parts & Duration

Total Duration: 2 to 2 ½ hours

- Segment 1: Guided Art Activity & Counting Petals (30 Minutes)
- Segment 2: Counting Letters (45 Minutes)
- Segment 3: Patterns: Math Practice #7 (60 Minutes)

Subject(s)

- Counting Objects; Classifying Data; Patterning (K.CC.3) (K.MD.3) (Mathematical Practice 7)

Objective

- Students will draw a chrysanthemum flower and write their name above their drawing.
- Students will count the letters in their own names, find other students with the same number of letters in their names, and write the names of other students who have the same number of letters in their names.
- Students will create an AB or ABB pattern.

Materials

- **Required:** copy of Chrysanthemum by Kevin Henkes for the teacher
- blank paper
- pencil & crayons
- math manipulatives/counters
- document camera or whiteboard
- **Optional:** printable “Exit Slips” (page 14)
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (pages 15-16)

Instructional Setting

- Students should be sitting on carpet or meeting area in front of teacher.
- Students should be seated with or near another student for partner work.

Throughout these lessons, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized* type indicate scripted text
- ☀ **Clarifiers** within scripted text are in orange
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

Instructional Plan: Segment 1: 30 minutes

Subject

- Guided Art Activity & Counting Petals

Objective

- Students will draw a chrysanthemum flower and count the number of petals on their flower.

Materials

- Required:** Copy of Chrysanthemum by Kevin Henkes for teacher
- blank paper
- pencils & crayons
- chart paper, document camera, or whiteboard

Make sure that students are seated in a way that they can enjoy the story and see the pictures.

Introduction

T We are going to read the story Chrysanthemum by Kevin Henkes.

Read Aloud

Read story aloud for students. See notes for read aloud tips!

T We just read a story about a girl named Chrysanthemum.

T What was your favorite part of this story?

T We are going to find a partner to share our story with.

T When I say the magic word, which is “flower”, you will stand up and find someone to be your partner.

T I will be counting backwards from 10, and by the time I get to zero, you need to be sitting respectfully next to your partner.

T Please remember to respectfully ASK your friends if they would like to be your partner.

T By saying, “Would you please be my partner?” vs “You are my partner!”

T Ok, FLOWER!

Note:

When reading a picture book, the pictures are an integral part of the understanding. Show the students each page while reading. Let them take time to enjoy the pictures and synthesize the information.

Note:

Be sure to read with expression and “voices” for each character to make the book come alive for the students!

favorite part of the

Begin counting slowly backwards from 10. You may also need to circulate and help students find a partner and sit together nicely once they have done so.

T Fantastic! Thank you for finding a partner so quickly and respectfully!

T Share your favorite part of the story with your partner.

Call students back to attention by counting backwards from 5

T Eyes on me in 5...4...3...2...1...0. Thank you!

Introduction to Guided Art Activity

T Now we will be creating a pretty drawing of a Chrysanthemum flower.

T This activity is all about following directions!

T We will go step by step.

T I will give you a direction and show you what I want you to do.

T Then I will say a magic word and you will get to complete that step on your paper.

T If you're ready to draw a flower say, “ohhh how pretty!” Model this and listen for students to respond.

- T** It sounds like everyone is ready, so I will pass out a piece of paper to each of you. **Pass out papers.**
- T** Please take it back to your desk and write your name on one side, then flip it over.
- T** Hold your pencil up in the air to show me that you are ready to listen for directions.

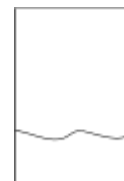
Once most students are holding up their pencil begin a directed draw to make the t-chart on the paper

Setting up the Paper

- T** When I say the magic word, which is CHRYSANTHEMUM, then you can begin, but please do not start until you hear the magic word!

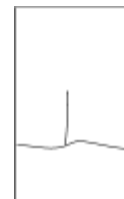
Step #1:

- T** Turn your paper VERTICALLY (show students what this means) and draw a line across the bottom of the paper. **Demonstrate**
- T** This will be the ground.
- T** ... CHRYSANTHEMUM!
- T** Hold your pencil back up when you have finished this step.



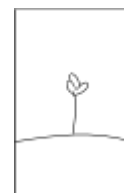
Step #2:

- T** Remember to wait for the magic word "Chrysanthemum" before you start.
- T** Draw a short straight line starting from your "ground" and going towards the top of the paper. **Demonstrate**
- T** ... CHRYSANTHEMUM!
- T** Hold your pencil back up when you have finished this step.



Step #3:

- T** Now let's start the chrysanthemum.
- T** Let's look at the cover page of the book.
- T** The petals of the flower look like little bananas.
- T** Let's make some curvy lines and build the flower. **Demonstrate**
- T** ... CHRYSANTHEMUM!



After they copy 3 or four of your curvy lines, allow them to add on their own. Finish yours quickly to show them to leave room at the top of the page for their name. Walk around to make sure they don't get carried away.

Step #4:

- T** I am going to quickly finish mine so that you can see the finished flower.
- T** Then I am going to walk around to see all the beautiful petals you are drawing.
- T** Once you are finished write your name at the top just like I did.
- T** Then hold your pencil back up to let me know you are finished!
- T** Once I check your flower I will let you get some crayons to color your chrysanthemum.

As students are creating their drawing, be sure to walk around and monitor student progress and help where necessary.

- T** Please put your pencils and crayons down and put both hands on your head and your eyes on me in 5-4-3-2-1-0. Thank you!



Note:

Give the students 5 or 6 minutes to "color" their chrysanthemum and the ground. They can add a leaf as well.



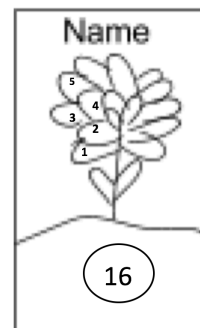
Make sure to “Break Up Your Day!”



Now is a great time to take a break and get students re-energized.
See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see pages 15-16)

Counting Petals

- T* Now it is time for some counting!
- T* Raise your hand if you like to count. **Students should raise their hands.**
- T* We are going to count the petals on our drawings.
- T* Since I didn't tell you exactly how many petals to draw, I bet some people have the same number of petals and some of us have a different number of petals.
- T* Let's see if you can help me count the petals on my chrysanthemum.
- T* I am going to write a number next to or on each of my petals so I know I already counted it.
- T* Ok, let's count them together. **Model writing a number next to each petal and counting your petals out loud.**
- T* Now it is your turn!
- T* When I say the magic word, which is “Count” you can start counting your petals.
- T* You can write the numbers that you know next to or on each petal.
- T* If you don't know how to write the number it is okay to just put a dot so that you know you counted it and just count it out loud.
- T* Once you have counted all the petals write the final number at the bottom of your paper and circle it.
- T* If you need help raise your hand and I can come help you. **You can write the numbers in highlighter and have them trace the numbers.**



Provide time for the class to complete this task. Monitor and provide assistance as needed.

- T* Please put your pencils down and put both hands on your head and your eyes on me.
- T* Please leave your paper, pencil, and crayons at your desk and come back over to the carpet/meeting area.

Collect chrysanthemum drawings with the counted petals. Leave this for the teacher.



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Instructional Plan: Segment 2: 45 minutes

Subject

- Counting Letters

Objective

- Students will count the letters in their own names, find other students with the same number of letters in their names, and write the names of other students who have the same number of letters in their names.

Materials

- blank paper
- pencil & crayons
- math manipulatives per student (various objects - teddy bear counters, red/yellow chips, unifix cubes, etc.)
- document camera or whiteboard
- Optional:** printable “Exit Slip” (page 14)

This lesson references the ELA portion of the Chrysanthemum lessons. If you have not completed the ELA portion skip the first 4 “T” bullets.

Start with all the students on the rug or a meeting spot to review the activity.

Introduction

T We have been reading and thinking about the book Chrysanthemum today.

T We thought about and found lots of things that start with C, just like the title!

T We also made connections to Chrysanthemum and how she was feeling and acting throughout the story.

T We are going to continue using this book to help us with some Math now!

T Who remembers how many letters are in her name? **Call on students.**

T Let's see if you are correct.

If possible put the book under a document camera and cover each letter up and count the letters. You may want to rewrite the name Chrysanthemum on a separate piece of paper in large letters so that you can cover each letter with a single math manipulative.

T Count with me. **Display the cover of the book to the class and count the letters together.**

T I wonder how many letters are in your names. Let's find out!

T Let's start with mine.

Write your name largely on a paper under a document camera or use the whiteboard. Make sure to only capitalize the first letter.

T Now we can use manipulatives to help us count. **If using the whiteboard cross out each letter as you count it.**

T I will put a manipulative on each letter, as I do we will count that letter.

T Give me a thumbs up if you are ready to count with me.

Place a manipulative or an x over each letter as you count out loud. Then write the number and circle it with the final answer.

T So, our final answer is **tell the number you counted** letters in my name.

T I will write that and then draw a circle around it.

T Now let's practice with one of your names. Use equity cards or sticks to randomly choose two more names in order to model the activity.

Write that student's name largely on a paper under a document camera or use the whiteboard. Make sure to only capitalize the first letter.

Place a manipulative or an x over each letter as you count out loud. Then write the number and circle it with the final answer.

T Give me a thumbs up if you are ready to count with me.

T I will put a manipulative on each letter, as I do we will count that letter.

T Ok, when I give you a piece of paper you can go back to your seat.

Give 1 piece of paper to each student to dismiss them back to their seats.

T Now that everyone has their paper, let's all write our name on our paper like we just practiced.

T Put both hands on your head once you have your name written.

Allow students time to complete this task. Monitor and provide assistance as needed.

T Now that you have all written your names, it is time to count the letters.

T I am passing out a few manipulatives to each of you to help you count.

T Remember to put one manipulative on each letter as you count it.

Allow students time to complete this task. Monitor and provide assistance as needed.

T Please put your pencils down and put both hands on your head and your eyes on me in 5-4-3-2-1-0. Thank you!

Differentiation:

Struggling Students: If students cannot write their own name, have them copy from the name tag on their desks OR write their name with a highlighter and have them trace their name.

Early Finishers: If students finish early, ask them to help a friend count and write the number of letters in their name.



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T I would like everyone to come and meet me at the carpet/meeting area with the paper that has your name on it and number written.

Allow time for students to come and sit nicely. Monitor to ensure all students have their paper with their name on it.

T In a second we will be working with a partner to practice comparing and counting the letters in each other's names to see if it is the same number.

T Let me show you what I mean.

T Who would like to help me show the class. Pick a student who is raising their hand and sitting nicely.

T Ok, together my partner and I will count the number of letters in his/her name. Model counting the letters in your partner's name.

- T* My partner has **number** letters in **his/her** name.
- T* Now my partner and I will count the number of letters in my name. **Model counting the letters in your name with your partner.**
- T* We found out that I have **number** letters in my name.
- T* Now we can compare.
- T* Do we have the same number of letters in our names or different number of letters in our names?
- T* You're right, we have **the same/different** number of letters in our names.
- T* If we have the same number of letters we will write our names on the back of each other's papers.
- T* You will keep switching partners.
- T* You want to find as many partners as you can that have the same number of letters as you.

If you had a different number of letters than your partner when demonstrating try to demonstrate again with a partner who has the same number as you. This way you can model writing your names on the back of each other's papers.

- T* We are going to need a partner for this.
- T* When I say the magic word, which is sort, you will stand up and find someone to be your partner.
- T* I will be counting backwards from 10, and by the time I get to zero, you need to be sitting respectfully next to your partner.
- T* Please remember to respectfully ASK your friends if they would like to be your partner.
- T* By saying, "Would you please be my partner?" vs "You are my partner!"
- T* Ok, SORT!

Begin counting slowly backwards from 10. You may also need to circulate and help students find a partner and sit together nicely once they have done so.

- T* Fantastic! Thank you for finding a partner so quickly and respectfully!
- T* Decide whose name you will count first and then begin.
- T* Make sure that then you switch and count the other partners name.
- T* Once you are done, remember to write your name on the back of your partner's paper ONLY if you have the SAME number of letters in your names.
- T* So do not find a new partner until you hear me say "Sort" again.
- T* Ok, start counting!

Call students back to attention by counting backwards from 5

- T* Eyes on me in 5...4...3...2...1...0. Thank you!
- T* ...Sort! Find a new partner and start counting.

Continue having students switch partners until they have had several partners and most students have found at least one student who has the same number of letters as them. 5 or more partners.

Call students back to attention by counting backwards from 5

- T* Eyes on me in 5...4...3...2...1...0. Thank you!
- T* You all did a great job counting!
- T* Now I would like you to come back to the carpet/meeting area and we are going to compare ALL of our names at once!

Allow time for students to come and sit nicely. Monitor to ensure all students have their paper with their name on it.



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Human Bar Graph

You may want to write out numbers on blank paper to lie on the floor to help illustrate the bar graph.



Students line up behind the number cards to make a human bar graph.

- T* We are going to make a human bar graph.
- T* We will do this by lining up with other people who have the same number of letters in their names.
- T* So, we will start with 0, does anyone have 0 letters in their name? Lay down a piece of paper with the number 0 written on it on the floor.
- T* No that would be silly, how can you have a name with no letters?
- T* How about 1 letter? Lay down a piece of paper with the number 1 written on it on the floor, right beside the 0.
- T* No that means their name would just be a letter.
- T* How about 2 letters? Lay down a piece of paper with the number 2 written on it on the floor, right beside the 1.
- T* When I say the number of letters in your name you will make a straight line behind that number.
- T* How about 3 letters? Lay down a piece of paper with the number 3 written on it on the floor, right beside the 2.
- T* How about 4 letters? Lay down a piece of paper with the number 4 written on it on the floor, right beside the 3.
- T* How about 5 letters? Lay down a piece of paper with the number 5 written on it on the floor, right beside the 4.
- T* How about 6 letters? Lay down a piece of paper with the number 6 written on it on the floor, right beside the 5.
- T* How about 7 letters? Lay down a piece of paper with the number 7 written on it on the floor, right beside the 6.
- T* How about 8 letters? Lay down a piece of paper with the number 8 written on it on the floor, right beside the 7.
- T* How about 9 letters? Lay down a piece of paper with the number 9 written on it on the floor, right beside the 8.

Continue this until everyone is lined up behind a letter.

Analyze Data

- T* We are going to record our data on the board so everyone can see. Write on the whiteboard the number of letters followed by a colon and then the students names that have that number.
- T* Did anyone in our class have 13 letters like Chrysanthemum?
- T* I am going to write the number of letters on the left side.
- T* Then on the right side I will list each of your names. Go through number by number asking students their names and recording them on the board.
- T* What was the longest name in our class, or the name that had the most letters? Make sure they are identifying the most letters, not the most students in a group.
- T* Which group had the most students? Make sure they are identifying the most students, not the most letters in a group.

Number of Letters in our Names

0	
1	
2	
3	List students' names next to the correct number
4	
5	
6	
7	
8	

Optional Assessment Piece

*You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 14), or simply have students copy the names on a half sheet of paper.

Name: ANSWER KEY Date: _____

Exit Slip: Segment 2

Counting & Comparing Letters

Directions: Count the letters in each name. Write the number of letters on the line. Circle the 2 names that have the same number of letters.

Jose 4

Michelle 8

Rob 3

Fred 4

Instructional Plan: Segment 3: 60 minutes

Subject

- Patterns: Math Practice #7: Look for and make use of structure

Objective

- Students will explore and discover patterns in the illustrations from Chrysanthemum.
- Students will create their own pattern using manipulatives and/or drawings.

Materials

- Required:** copy of Chrysanthemum by Kevin Henkes for the teacher
- pencil & crayons
- 15-20 math manipulatives per student (various objects - teddy bear counters, red/yellow chips, unifix cubes, etc.)
- document camera or whiteboard
- Optional:** printable “Exit Slip” (page 14)

Introduction

- T* Flowers do two things, blooming and wilting.
- T* When a flower blooms, it opens up and all the petals show.
- T* We are going to “bloom” together.
- T* You are going to stand up, move your arms straight up to the sky and then open them out to the sides like you are “blooming”. **Model moving your arms straight up and then opening them in a circular motion outwards.**
- T* Ok, “bloom” with me! **Model moving your arms straight up and then opening them in a circular motion outwards.**
- T* At the end of the season or as flowers are dying they begin to wilt, or droop over. **Model drooping or hunching over with your body.**
- T* Ok, “wilt” with me! **Model drooping or hunching over with your body.**
- T* Great job boys and girls.
- T* Let’s practice each one more time.
- T* Ok, “bloom” with me! **Model moving your arms straight up and then opening them in a circular motion outwards.**
- T* Ok, “wilt” with me! **Model drooping or hunching over with your body.**

Kinesthetic- Patterns

- T* We are going to practice some patterns with our bodies.
- T* Here is our first pattern, let’s bloom and wilt together! **Do this several times emphasizing the pattern of AB in the movement.**
- T* This was an AB pattern.
- T* Now, we are going to change it up to one bloom and two wilts so that the pattern becomes ABB.
- T* Try it with me, bloom, wilt, wilt. **Do this several times emphasizing the pattern of ABB in the movement.**
- T* What a great job, now what if we switch and do an AAB pattern.
- T* We will do this by doing two blooms and then one wilt. **Model this for students to follow.**
- T* Try it with me, bloom, bloom, wilt. **Model this for students to follow.**
- T* Excellent, let’s all sit back down now.

Open Chrysanthemum to the last 3 pages of the book. If possible, place the book under a document camera so all the students can see the detail in the pictures. Choose one picture that the students can focus on.

- T* Look at this picture very carefully, looking specifically at the illustrations.
- T* Do you notice any patterns in this picture?

Allow time for them to study the picture. Discourage them from shouting out things they notice.

- T* Turn and tell someone sitting next to you any patterns that you notice.

Allow time for students to share. Monitor and ensure everyone has a partner.

- T* Who would like to share a pattern they noticed? Using equity sticks or cards, randomly call on a few students to see what “patterns” they observe
- T* Let’s look at another page and see if we can find any patterns.
- T* Remember to study the illustrations silently you will share with your partner in a moment.

Allow time for them to study the picture. Discourage them from shouting out things they notice.

- T* Turn and tell someone sitting next to you any patterns that you notice.

Allow time for students to share. Monitor and ensure everyone has a partner.

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Patterns All Around Us!

- T* Patterns are all around us!
- T* Let’s go on a pattern hunt to see if we can find patterns in our classroom.
- T* We are going to need a partner for this.
- T* When I say the magic word, which is sort, you will stand up and find someone to be your partner.

- T* I will be counting backwards from 10, and by the time I get to zero, you need to be sitting respectfully next to your partner.
- T* Please remember to respectfully ASK your friends if they would like to be your partner.
- T* By saying, "Would you please be my partner?" vs. "You are my partner!"
- T* Ok, SORT!

Begin counting slowly backwards from 10. You may also need to circulate and help students find a partner and sit together nicely once they have done so.

- T* Fantastic! Thank you for finding a partner so quickly and respectfully!
- T* Stand up with your partners and look around the room for different patterns.
- T* Remember to use quiet walking feet as you hunt for patterns.

Walk around and monitors the students, encouraging them to use complete sentences like "Did you find a pattern? Where is it? Can you say it to me?"

Call students back to attention by counting backwards from 5

- T* Eyes on me in 5...4...3...2...1...0. Thank you!
- T* Now I would like a few of you to share the patterns that you found with the class. Use equity cards or sticks to have 2 or 3 students share their patterns.

Use the document camera or have students sit in a circle so everyone can see the modeling of making patterns with manipulatives.

- T* We are going to use our manipulatives to make patterns on our own.
- T* Please remember that when we are using manipulatives today, we are using them to help us practice our math skills.
- T* They are not toys right now.
- T* They are not for building or playing with.
- T* I will be looking for mathematicians that can use our tools respectfully and responsibly today.
- T* I will show you how to make different types of patterns with the manipulatives. Model making AB, ABB, AAB patterns.
- T* After you make a few patterns, you will choose your favorite one to share with a partner.

Walk around and monitor as the students create patterns. Allow about 5 minutes.

Call students back to attention by counting backwards from 5

- T* Eyes on me in 5...4...3...2...1...0. Thank you!
- T* I saw so many great patterns being made.
- T* It is time to show your favorite pattern you made to a partner.
- T* With someone sitting next to or near you, please share your pattern.
- T* Remember to take turns, decide who will go first and who will go second.
- T* Ok, share! Monitor to ensure all students have a partner.

Walk around and monitors the students, encouraging them to use complete sentences when explaining their pattern to their partner. "My pattern is" "For my pattern I first put... and then ..."

- T* Eyes on me in 5...4...3...2...1...0. Thank you!
- T* It is time to clean up.



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Optional Assessment Component.

Have students draw out their favorite pattern so that their teacher can see when he/she returns!

*You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 14), or simply have students copy the names on a half sheet of paper.

Name: _____ Date: _____

Exit Slip: Segment 2

Counting & Comparing Letters

Directions: Count the letters in each name. Write the number of letters on the line. Circle the 2 names that have the same number of letters.

Jose _____
Michelle _____
Rob _____
Fred _____

Name: _____ Date: _____

Exit Slip: Segment 3

Making Patterns

Directions: Draw your favorite pattern that you made today.

Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.

Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



Break Up Your Day: The Wiggles!



- Let's get our wiggles out before we continue!
- Stand up and shake out your arms (4-5 seconds to shake) Remember! No one should get hurt! ...now FREEZE!
- Now shake the wiggles out of your right leg...FREEZE!
- Now shake the wiggles out of your left leg...FREEZE!
- Now shake all the wiggles out of your whole body...FREEZE!

And sit back down quietly please. Thank you!



Break Up Your Day: Thumbs Up!



- Student is called on to state their favorite number from 1 to 20, use name cards or equity cards if available.
- Other students signify whether they see that number somewhere in the classroom.
- Tally their responses.
- The number with the most votes or Thumbs Up is the winner for the activity!



Break Up Your Day: Pattern Buddy



- Show students letter A in sign (fist with thumb to the side - not in front of knuckles) and the letter B (hand upright and flat, thumb across palm).
- Students repeat letters with teacher until mastered. Students then line up or sit in rows.
- “To remember which letter you are, keep your hand in the sign language letter!”
- Point to first student and say, “A”. Students says letter and shows them the letter in sign.
- Point to next student and say, “B”. Students says letter and shows them the letter in sign.
- Points to next student and say, “A”. (Repeat ABAB pattern until all students have been assigned a letter. If there is an “A” students without a partner you can buddy with them!)

“Break Up Your Day!” continued



Break Up Your Day: Body Stretches!



10 minutes

FORMATION: Standing at desks

- Have students begin the day with a series of simple activities lasting 30 seconds or more: jumping jacks, knee lifts, flap arms like a bird, hopping, scissors (feet apart then cross in front, feet apart then cross in back)...
- Follow each activity with a basic stretching movement:
- Reach for the sky runner's stretch
- Butterfly stretch (sit with bottom of feet together)
- Knee to chest, rotate ankles, scratch your back

Hold stretches for 10 - 30 seconds. Repeat a different simple activity followed by a new basic stretch as many times as desired.