

I Walk the Line

Introduction: Parents and teachers use a variety of tactics to ensure that children learn many basic skills during the child’s developmental years. Usually, when children learn basic geometric shapes, teachers and parents have them color, cut, paste, and draw, etc. to gain mastery of this skill. Do students ever get a chance to walk, run, jump, and hop all over these shapes? Now they will get that chance!

Grade Level and Subject: Kindergarten Math and P.E.

TEKS: Math – 8C, 9C
P.E. – 1A, 1B, 3A, 7A, 7B, 7C

Materials: chalk

Activity: This is a simple activity that the students should enjoy. Before taking the students to the playground, the teacher should use chalk to draw some very large geometric shapes on the playground. The shapes should include a square, a circle, a triangle, and a rectangle. The shapes should be large enough for the entire class to stand on one of them at the same time.

To begin, the teacher should have the students sit quietly on the playground close to, but not on, the shapes. The teacher will call out a shape name, and the students should run to it and stand on one of the lines representing the sides of the shape. The teacher can then call out a physical activity, such as, “Hop around the _____” (whatever shape the students are standing on). The students will then follow the teacher’s instructions. At the teacher’s signal, the students will return to their waiting area to receive another assignment on another shape.

Some physical activities that the students can perform on the shapes include running, galloping, hopping on one foot, hopping on both feet, taking giant steps, etc.

The teacher, if the class is large, might want to divide the students into groups. The groups can run to different shapes but complete the same activity on each shape.

Another option for the students, before completing their physical activity on the shape, is to discuss the shape with the teacher. The questions a teacher might ask include, “How many sides does your shape have?” “Are all of your shape’s sides equal?” “What is the name of your shape?” and so on.

Evaluation: The teacher’s role is to observe and monitor the students’ performance and make corrections when necessary.



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