

Find the Facts

Introduction: All students usually love science, especially the areas of science that deal with living creatures. In this activity, the students get a chance to identify characteristics of living organisms and nonliving objects while running on the playground. The children will enjoy this fast-paced lesson.

Grade Level and Subject: 2nd Grade Science and P.E.

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

Materials: Note cards, two hula hoops (or any large container in which the students can place their note cards)

Resource: *The Ultimate Playground & Recess Game Book* by Guy Bailey. ISBN: 0-9669727-2-4

Activity: This is a lesson that the teacher would want to incorporate as a culminating activity after he or she has taught the characteristics of living organisms and nonliving creatures.

The teacher, once the particular characteristics have been taught, will make note cards (or have the students make them) describing the characteristics of living creatures and nonliving objects. There should be enough cards for every student in the class to have one. If there are not that many cards, the teacher might divide the students into groups and have them complete this activity as group work. Of course, every group will need a set of cards and two containers in which to place the cards.

The teacher will need to set up this activity in an area of the playground or gym in which there is ample room for the students to run. Place the cards randomly on the playground or floor of the gym. On one side of the cards, the teacher should place a hula hoop (or container) marked “Living Organisms.” On the opposite side of the cards, the hula hoop (or container) marked “Nonliving Objects” should be placed on the ground or floor.

The students begin the activity by sitting quietly in an area designated by the teacher, away from the randomly placed cards. When the teacher gives the signal, the students should get up and run to a card. The student will study the information on the card to determine in which container the card should be placed. He or she should run to that container, drop the card in it, and run back to the starting area. The child should then stand quietly. Once all students have placed a card in one of the containers, the teacher will get the containers and read each card. If the card has been placed in the correct container, the children will jump up and down twice. If the card is in the incorrect container, the children should jump up and down once. (The teacher can determine what type of physical activity the students will perform to show correctness and incorrectness;

other examples include skipping, hopping, taking giant steps, etc. The teacher can also decide to have the students perform the activity more times or fewer times. The objective at this point is to have the students moving.)

Once all of the cards have been read, the teacher may place them back on the ground or floor. The activity will be played again. Hopefully, the students will get different cards each time the activity is played.

This activity can be modified in many ways. For example, the teacher may want the students to perform various locomotive skills while going to the cards (hopping, skipping, walking, etc.). Also, it can be a group activity instead of a whole class activity.

Evaluation: The teacher will monitor the activity. If a card has been placed in the wrong container, the teacher will want to explain the information on the card to clarify any confusion.



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