Write to Move

**Introduction:** Fifth grade students are expected to write for a variety of audiences and purposes. During this activity, students will write for their classmates in order to enjoy some physical fun. This is a writing lesson that will provide grins instead of groans!

**Grade Level and Subject:** Fifth Grade Writing and P.E.

**TEKS:** Writing 15C, 15F, 16A-B, 19A-E  
P.E. 1A, 1B, 3A, 7A, 7B

**Materials:** poster board (one for each group), markers/colored pencils, pencil, paper

**Resource:** *201 Games for the Elementary Physical Education Program* by Jerry D. Poppen. ISBN: 0-13-042061-1

**Activity:** To begin the activity, the teacher will divide the students into groups of 3–4 children per group. He or she will then write some different categories on the board. The list of categories is as follows: sports movements, cartoon figures, alien creatures, playing musical instruments, performers in a circus, feelings, and people at work. The teacher will then ask each group to choose a category in which they can create some locomotive skills to match the chosen category. For example, if a group chooses performers in a circus, they might want to include walking on a tightrope, doing acrobatics, and acting like a clown. Once the students have created 3–4 different locomotive skills for that category, they will write a paper explaining how to complete the locomotive skills they have developed. Hence, each student in the group should be responsible for developing a paragraph explaining how to perform a locomotive skill in the group’s chosen category. The paragraphs should be checked by the teacher and put together with a beginning and ending paragraph so the teacher has a completed paper on one of the categories from each group of students.

The students will then be asked to design a poster explaining each movement. The students get a chance to use their creative skills in developing this poster explaining how to perform the locomotive skills described in their paper.

Once all posters have been completed, the teacher will take the posters and tape/tack each one to the wall in the gym. The posters should be placed several feet away from each other to ensure that the students performing the activities will not jostle each other.

The class will then move to the gym. The teacher will place students in their original groups, and the students will begin the activity at their own poster. They will complete the physical activities described on the poster. Once all groups have completed the activities, the teacher will give a signal, and the groups will move clockwise around the gym, completing all locomotive skills described on each poster. The lesson is finished when the students have had a chance to complete all activities on all posters.

**Evaluation:** The teacher will check all posters for accuracy and completeness before placing them in the gym. He or she will monitor all student activity.