Resources for the primary version of Math in Your Feet

This document is a companion to Chapter 7 in the book *Math on the Move: Engaging Students in Whole Body Learning* by Malke Rosenfeld and published by Heinemann, 2016.

www.mathonthemovebook.com | www.mathinyourfeet.com

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The Math in Math in Your Feet

The core mathematical experience of the K-2 Math in Your Feet activity is in children using space and their bodies as tools for making sense of the dance challenge they are given. Students will apply mathematical reasoning (making claims, constructing and proving arguments) and will do this by:

- Working with a partner to make sense of space, pattern, units, and attributes of their moving patterns
- Engaging in the process of mathematically proving how they know they are dancing the same as their partner.
- Use movement, words, and pictures to communicate their reasoning
- Exploring concepts of sameness /congruence

This will happen during our Math in Your Feet activity and in written reflection (see prompts, below).

The specific mathematics include: spatial reasoning, patterning, reasoning with attributes, and a big picture experience with units and unitizing.

Assessment:

- Did students engage in the activity to the best of their abilities?
- Did students map out the location of their feet on each beat in a way that others could read? Did they add more information other than location?
- Did students describe in writing how they knew they were dancing the same as their partner? Did they mention one or more of the categories of pattern properties in their writing?
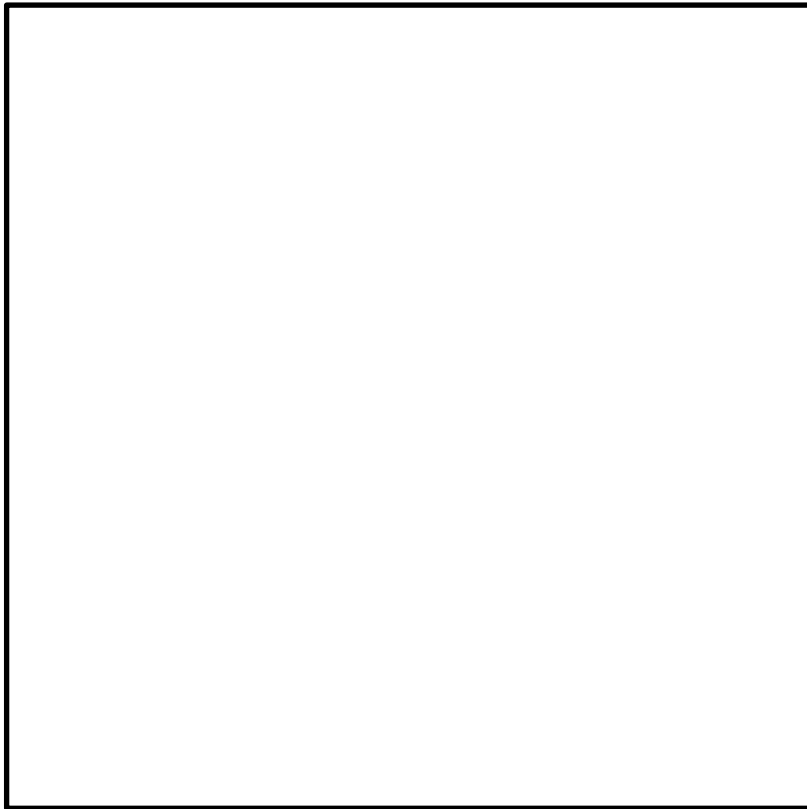

Movement Variables

FEET	Together	Right
	Crossed	Left
	Split	

MOVEMENT	Jump	Turn
	Slide	Touch
	Step	

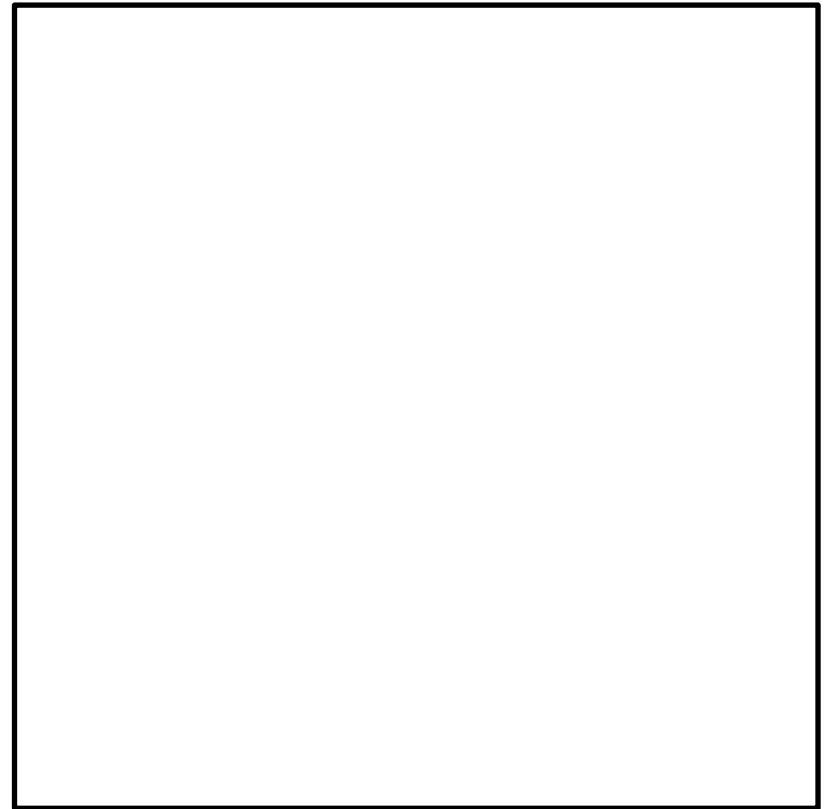| DIRECTION	Forward	Back
	Diagonal	Right
	Center	Left
	Sides	

What did we do today?
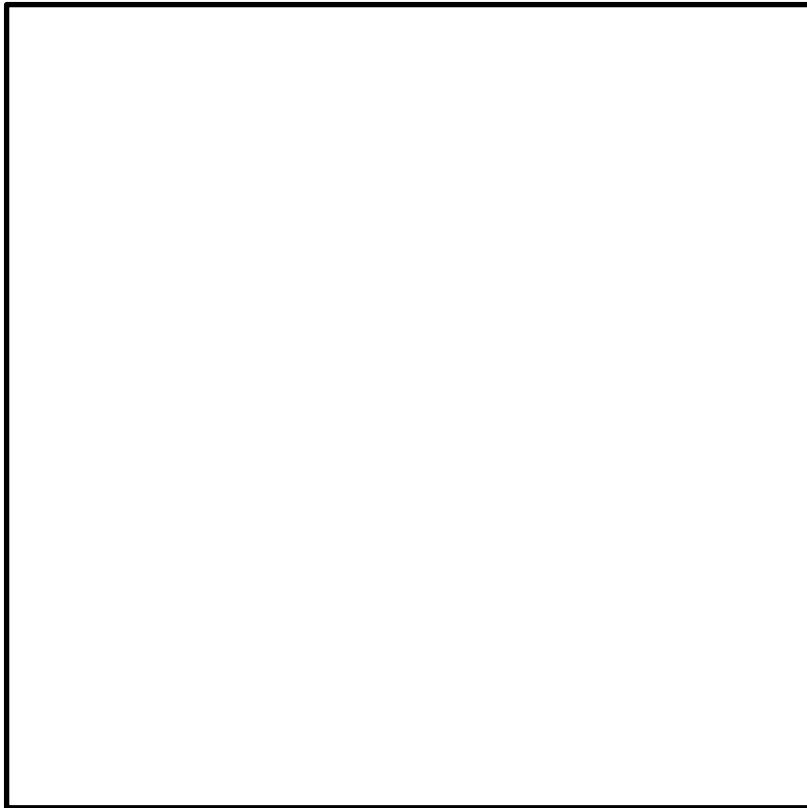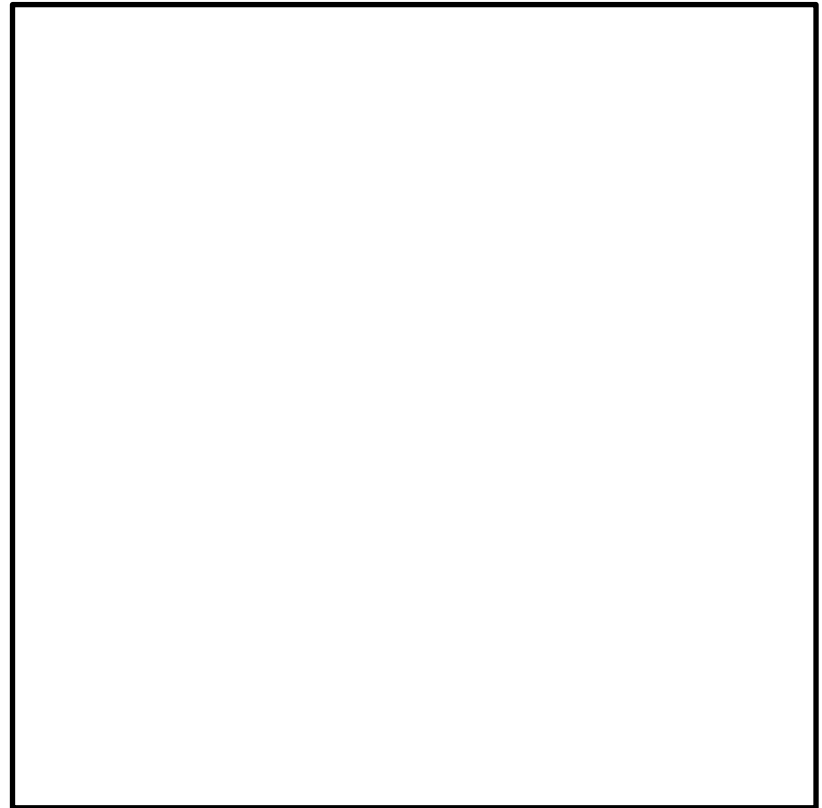
What did it look like? Draw a picture

What words did we use?

What was your favorite dance pattern?

What does your pattern look like? Draw a picture.

What words can you use to describe your pattern?

_____
Name

Where are your feet on each beat?

1	2	3	4