

# Thinking while Moving - English

## Active adverbs

### Syllabus focus area and contents group

- Stage 1 - Learning and using words
- Stage 2 - Learning and using words, defining and analysing words
- Stage 3 - Learning and using words, defining and analysing words

### Suggested outcomes

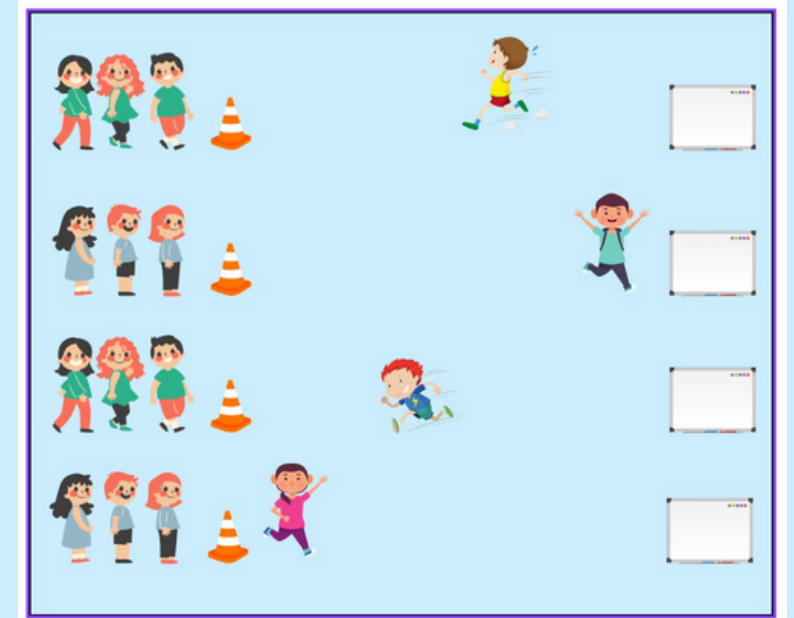
- EN1-VOCAB-01
- EN2-VOCAB-01
- EN3-VOCAB-01

### Activity set-up

- Arrange cones in a straight line, 3 metres apart.
- Arrange student in groups of 4.
- Place a clipboard, pen and hand-out opposite each cone and approximately 20 metres from cone.
- Students line up behind cone.

### Resources

- 1 cone per group
- 1 whiteboard per group
- 1 marker per group



### How to play

- Teacher calls out a verb.
- The first student in the line runs to the white board and records an adverb to describe the how of the verb.
- The first student runs back to the cone and tags the next student in the line.
- Continue the above for all students to have a turn recording an adverb.
- The last runner returns to the cone and his team mates with the white board. As a team, students decide on an adverb to use in a sentence.
- Students record sentence on whiteboard and share with class.
- Teacher starts new game with a new verb.

### Variations

The TREE model is a practical tool designed to support teachers and coaches to adapt and modify an activity to be more inclusive of students with a range of abilities. Below are some examples of how this Thinking while Moving activity could be modified.

#### Teaching style

- Model the activity for students.
- Provide clear, simple instructions to students.
- Encourage players to communicate clearly with their partner.
- Encourage communication with team mates to support the correct spelling of words.

#### Rules

Challenge students to create:

- Rhyming words
- Synonyms
- Antonyms
- Words with the same phoneme
- Words with the same grapheme
- Adjectives
- Nouns

#### Equipment

- Larger grids
- Provide bean bags to throw on letters instead of hopping to spell.

#### Environment

- The floor surface allows smooth running of wheelchairs or other mobility aids.
- Students that experience difficulty standing or walking can participate in activities from the floor.
- Create playing areas that provide more space to negotiate tasks.