

# Thinking while Moving - English

## Captain ball - prefix and suffix challenge

### Syllabus focus area

- Morphological component

### Suggested outcomes

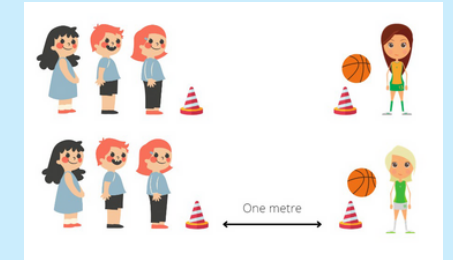
- EN2-SPELL-01
- EN3-SPELL-01

### Resources

- Medium sized ball per group
- Whiteboard and marker for each group
- Cones or markers

### Activity set-up

- Set up 5 cones spaced 3 metres apart.
- Place a basketball at each cone.
- Set up 5 more cones 1 metre directly opposite each cone and basketball for teams to line up behind.



### How to play

- Teams of 5 students line up at the designated cone with the captain of each team standing at the cone with the ball opposite.
- To start the game, teacher calls out a prefix. For example, 'auto'
- The captain throws the ball to the first player in the line who says a word that includes the prefix, then throws the ball back and sits down.
- The captain throws the ball to the next player, who also states a word that includes the prefix, throws the ball back and sits down.
- Play continues in this way until all players have had a turn.
- The last player catches the ball and runs to the captain.
- The captain and the last player record all the words stated by their team.
- The last player becomes the captain and the captain joins the front of the line.
- The teacher states a new prefix and play continues in the same way.
- The new captain now repeats the throwing of the ball to each player.
- The first team to have every player be the captain wins the game.

### 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.
- Use questioning to check student understanding.

#### Rules

- Gradually introduce the rules (one at a time) once students understand the pattern or flow of the activity
- Start with a simpler task – eg a word beginning with the letter “a” or “vowel”, or a “four letter word” before moving to prefix/suffix

#### Equipment

- Modify the ball used: Semi-inflated beach ball / Large soft foam ball / Inflatable spiky ball
- Clipboard/pen/pencil/pad (instead of whiteboard)

#### Environment

- Increase or decrease the distance from the passer and the catcher.
- Students that experience difficulty standing or walking can participate in activities from the floor e.g. from a sitting, kneeling, or side-lying position
- Lighting for vision impaired