

Thinking while Moving - English

Greedy bird grammar

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

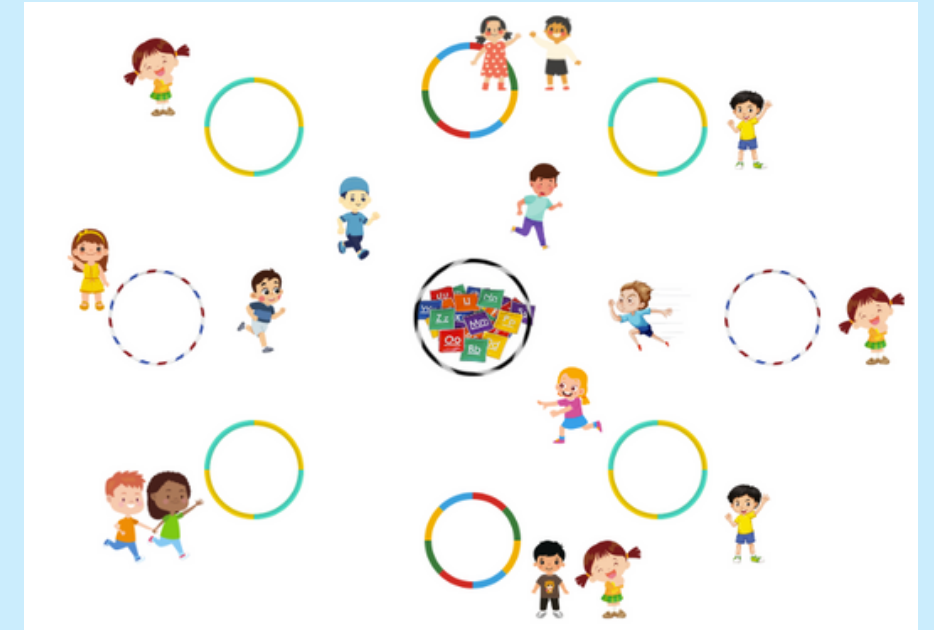
- EN1-VOCAB-01
- EN2-VOCAB-01
- EN3-VOCAB-01

Activity set-up

- Teacher sets up 2 games of greedy bird English for a class of 24 – 30 (same as rob the nest)
- Form student groups of 2 or 3.
- Evenly spread hoops around a center hoop.
- Place 2 sets of bean bags into the center circle.

Resources

- Bean bags with letters A – Z (4 sets)
- Hoops (1 hoop per group of 2 or 3 plus 2 for center 'nests')
- Pencil and paper per group



How to play

- Students stand behind a hoop in group of 2.
- On the whistle, one student from each nest will run to the center circle and collect one bean bag at a time, returning each one back to the nest without dropping or throwing it.
- Once all bean bags have been retrieved from the center, players are then allowed to take bean bags from other nests.
- Blow the whistle at a time when all nests have at least 3 bean bags each.
- Once the whistle has been blown, students must freeze and then arrange their bean bags in alphabetical order
- Students record a verb, adjective and noun that starts with the letters they have collected.
- Once solved, bean bags return to the middle and play resumes on the whistle.

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.

Rules

- Begin activities with only few of the rules
- Use a variety of movements to collect bean bags. For example, hopping, skipping, leaping, jumping.

Equipment

- Use existing playground markings instead of hoops.
- Elevate 'nest' to support students collecting letters.

Environment

- The floor surface allows smooth running of wheelchairs or other mobility aids.
- Create playing areas that provide more space to negotiate tasks.