

# Thinking while Moving - English

## Spelling fitness challenge

### Syllabus focus area

- Integrated spelling components
- Phonological component

### Suggested outcomes

- ENE-SPELL-01
- EN1-SPELL-01
- EN2-SPELL-01
- EN3-SPELL-01

### Resources

- 10 skipping ropes
- 10 basketballs
- Fitness dice
- Spelling list for each station
- Workbook for each student
- 3 cones or markers

### Activity set-up

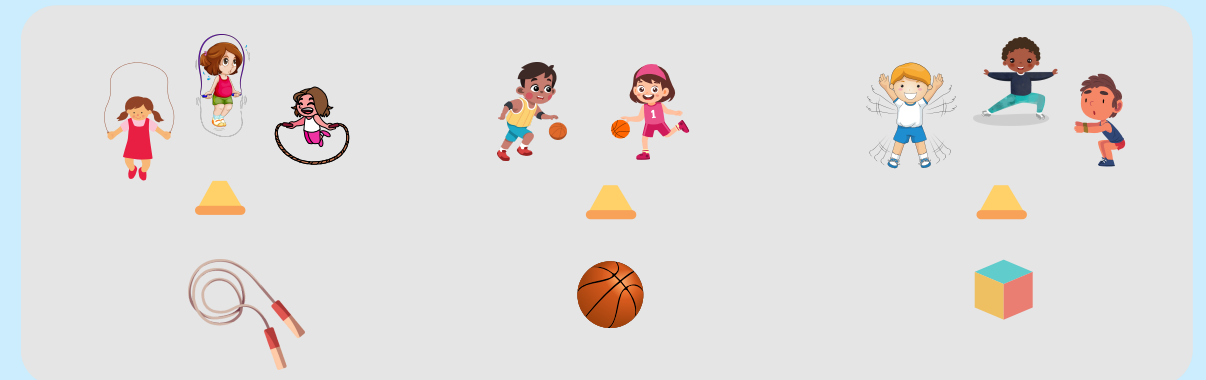
- Divide weekly spelling list into 3 lists, typed and printed on A3 paper.
- Spread out and place 3 markers in a large flat space.
- Place a spelling list at each marker.
- At one marker place skipping ropes, basketballs at another and fitness dice at the third.

### Warm up:

- Teacher reads out spelling words to students.
- Students segment list words using a physically active movement (squats, star jumps, lunges, air punches, high knees etc.) for each phoneme. For example, for the word show, students would perform a squat for each phoneme sh-ow.

### How to play

- Divide students into 3 groups. Send group 1 to skipping ropes, group 2 to basketball and group 3 to fitness dice.
- At skipping rope station, students read the spelling word, write it in their workbook and segment the word aloud while skipping with the rope for each phoneme.
- At basketball station, students read the spelling word, write it in their workbook and segment the word aloud while bouncing the basketball.
- At fitness dice station, students read the spelling word, write it in their workbook, roll the fitness dice and segment the word aloud while completing the physical activity shown on the dice.



### 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.
- Guide students in segmenting list words.
- Use questioning to check student understanding.

#### Rules

- Begin activities with only few of the rules
- Challenge students to segment a certain amount of words in a given time.
- Adapt required movement at stations to support student participation in activity.

#### Equipment

- Modify equipment to suit student needs
- Change basketball to suit ability and needs of students. E.g. Volleyball or soft inflated ball.

#### 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.