

Thinking while Moving - English

Captain vocabulary is coming

Syllabus focus area

- Sentence level grammar
- Word-level language

Suggested outcomes

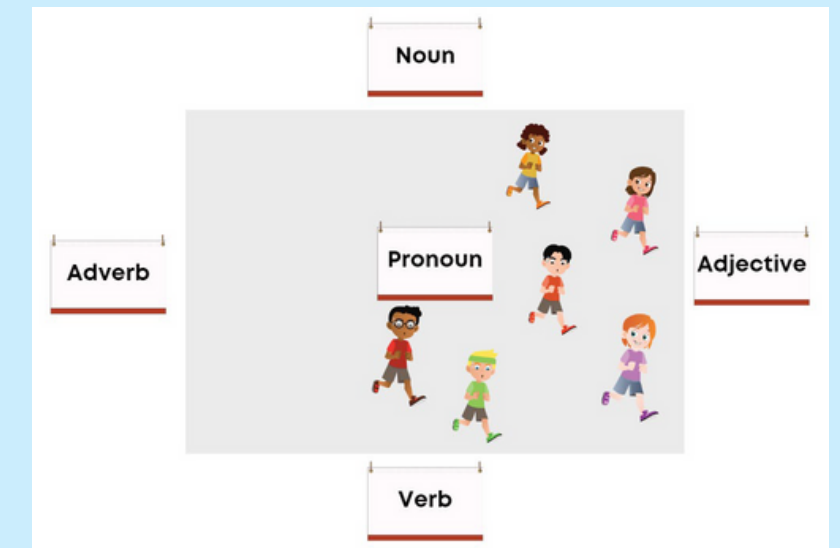
- EN2-CWT-02
- EN2-CWT-03
- EN3-CWT-02

Resources

- Cones or markers
- A4 grammar signs – noun, verb, adjective, adverb, pronoun
- Examples of similes, metaphors and personification

Activity set-up

- Attach each A4 grammar sign to a marker or cone (as shown in activity set-up diagram).
- View the activity set up diagram to place the markers and signs correctly in the playing space.



How to play

The teacher is the 'captain' and will call out 'commands' – words and phrases.

Students stand in the centre of the playing space, ready to respond to the commands with the appropriate movement:

- adjective – run to adjective sign
- verb – run to verb sign
- noun – run to noun sign
- adverb – run to adverb sign
- pronoun – run to pronoun sign
- simile – star jumps
- metaphor – static balance
- personification – plank

Allow students time to practise the movements by calling out words that are either adjectives, nouns, verbs, adverbs or pronouns and phrases that are examples of similes, metaphors or personification.

Once students are confident to respond with the correct movement play the game.

- Teacher calls out words that are either adjectives, nouns, verbs, adverbs or pronouns and phrases that are examples of similes, metaphors or personification.
- Students respond by moving to the corresponding place or performing the movement.
- Play the game until student's heart rates are raised and they are confident in classifying language forms and features.

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.
- Use visual aids for words and phrases.
- Use a whistle to signal when a new word or phrase is to be given.

Rules

- Begin activities with only a few of the grammar types.
- Gradually introduce the grammar types (one at a time) once students understand the pattern or flow of the activity.
- Begin the activity in slow-motion.
- Adapt required movement to support student participation in activity.

Equipment

- Provide benches or chairs at grammar signs for students who have difficulty standing for extended periods.
- Students use scooter boards to move in the playing area.

Environment

- The floor surface allows smooth running of wheelchairs or other mobility aids
- Create playing areas that have more space to negotiate tasks and make them achievable.