

Spelling Tag

Pillar: Active Living

Division: I

Grade Level: 1-2

Core Curriculum Connections: Language Arts

I. Rationale:

Students are involved in an active game of freeze tag to improve their spelling and vocabulary skills. Runners, taggers and 'spelling defrosters' alike will enjoy practicing words that they have learned in class. This is a fun and active way review the weekly spelling list while incorporating DPA!

II. Active Living Focus:

Students will perform the basic movement (locomotion/travelling, manipulation and stability) skills required to participate in daily physical activities.

III. Curriculum Outcomes: Language Arts

4.1 Enhance and Improve

Expand knowledge of language

- experiment with letters, sounds, words and word patterns to learn new words

4.2 Attend to Conventions

Attend to spelling

- use knowledge of sounds of consonants and short vowels to spell phonically
- spell phonically irregular high frequency words
- use phonic knowledge and skills and visual memory to attempt spelling of words

IV. Materials:

- Spelling/activity cards

V. Procedure:

i. Preparation:

1. Prepare cards with words written on the front and physical activities written on the back. Select spelling words being focused on in Language Arts to review and practice words already learned.
2. Students should be wearing proper gym attire and the floor should be free of any obstructions.
3. Explain the activity and rules:
 - Students who are 'It' must only gently tag their classmates.
 - Students cannot push, trip, or grab their classmates.
 - Be sure to demonstrate all the potential activities that a student may have to do to become 'unfrozen' and return to the game.

- Choose 2-3 students to be '*It*' and 2-3 students to be '*Spelling Defrosters*'. Everyone else must run away from the '*It*' students.
- Give each '*Spelling Defroster*' a handful of cards.

ii. Activity:

1. Say "GO" to start the action.
2. When students are tagged, they must freeze and call out for a '*Spelling Defroster*'.
3. The '*Spelling Defroster*' asks the '*frozen*' student to spell out one of the words on the card.
4. The '*frozen*' player gets two attempts to spell the word correctly:
 - If the spelling is correct, the '*frozen*' player returns to the game.
 - If the spelling is still incorrect, the '*Spelling Defroster*' must show the card so the '*frozen*' player can see the correct spelling and then spell it out loud. The '*Spelling Defroster*' then flips the card over to show the '*frozen*' student which activity to perform and how many times before returning to the game (ex: 5 jumping jacks, 8 hops, etc.)
 - After 5 minutes, choose 2-3 new '*Its*' and '*Spelling Defrosters*'.
5. When you've finished, return to the classroom and ask your students to write simple sentences using the '*Spelling Defroster's* words

VI. Extensions and Variations:

1. Create a Sentence.

In addition to spelling it out loud, ask your students to create and say a sentence with the word they're given to rejoin the game.

2. Define the Words.

For older grades, have students define the word they're given in addition to spelling it out loud.