What's My Name Game

<table>
<tr><td>

Pillar: Active Living and Positive Social Environments
Division: I
Grade Level: Kindergarten
Core Curriculum Connections: Language Arts

</td></tr>
</table>

I. Rationale:

The "What's My Name?" game focuses on building early phonetic awareness and spelling skills. Students are encouraged to make connections among letters, sounds, and words while participating in this active game. Students practice printing their own names and then are challenged to learn how to identify and spell the names of other students in their class as well. "What's My Name?" will literally get your students 'hopping' to complete this cooperative task together in teams.

II. Activity Objectives: (physical and social development)

Students will:

- demonstrate the ability to cooperate as a team to complete an assigned task.
- understand and carry out a set of simple instructions.
- practice spatial awareness skills and move safely within the play area.
- participate willingly in creative movement sequences

III. Curriculum Outcomes: Language Arts

ELA Specific Outcomes (Kindergarten)
2.1 Use Strategies and Cues **Use comprehension strategies** - read own first name, environmental print and symbols, words that have personal significance and some words in texts **Use phonics and structural analysis** - begin to make connections among sounds, letters, words, pictures and meaning
4.2 Attend to Conventions **Attend to spelling** - connect letters with sounds in words - hear and identify dominant sounds in spoken words - print own name, and copy environmental print and words with personal significance

IV. Materials:

- Paper and pencils.
- Bean bags with letters on them OR magnetic letters.
- Multiple bean bags/magnets for each letter.
- Picture cards (for accommodation/modification).

V. Procedure:

a. Preparation:

1. Clear the floor of bags, clothing and other obstacles.
2. Divide your students into groups of 4 sitting in a big circle.
3. Place the bean bags or magnetic letters in the centre of the circle.
4. Give each student a piece of paper and a pencil.
5. Ask each student to write his or her name on their piece of paper then place the paper in the centre of the circle.
6. Ask one student from each group to pick one of the names from the paper pile. This is the name that group will have to spell.
7. Explain the activity and rules. Tell your students to gently tag one another when it's another classmate's turn - no hitting or slapping.

b. Activity:

1. When you say, "GO!" one student per group hops to the centre of the circle and gets the first letter of the name they need to spell.
2. That student returns to the group with the letter then gently tags a team-mate in the group. The team-mate then hops to the centre to get the second letter, and so on, until the name has been spelled.
3. Once each group has spelled their group member's name, double check that the name is spelled correctly. If not, ask a member of the group to hop to the letter pile to get the correct letter.
4. Ask your students to return all the letters to the pile once all of the names have been spelled correctly.
5. Ask another student from each group to choose a different name from the paper pile in the centre of the circle.
6. Repeat steps 1-5 using a different activity; for example, skipping or arm circles while walking.

VI. Extensions and Variations:

1. ***Write a Different Name.***
   Ask each student to write a family member's name instead of his or her own name. Be sure to check that the spelling is correct before starting the activity.
2. ***Use Pictures.***
   Give each group a card with simple pictures of things that are easily spelled; for example, "cat", "bat", or "dog". Ask each group to identify their image, write it on a piece of paper, and then perform the activity you specify to get the letters from the centre of the circle.
3. ***Create a Relay Race.***
   Create a race between the groups to encourage an understanding of the alphabet.
   a. Ask your students to get a specific letter; for example, "*I'm looking for the letter 'S'. A word that begins with 'S' is 'snake'. Skip to find the letter 'S'.*"
   b. Have the first student from each line skip to find the letter 'S' and return to the back of their group's line.
   c. Change the activity for the next child in line. Try to make the activity represent the letter, for example, hop to get the letter 'H').