

# Letter Tag

## Equipment

- > Three balls of wool or soft balls.
- > Cones to set boundaries, if needed.
- > 'Letter of the week' cards that students could pin on or wear as a sandwich board.

## Achievement objectives

- > Exploring language: identify and use the common conventions of writing e.g. alphabet. (Reading and Writing Process)

## Learning outcomes

- > Identify words that begin with a specific letter of the alphabet.

## Suggested assessment

- > Listen to students who are asked to give a word that begins with the letter of the day to check they are correct.
- > As a class: Make a list of the words that begin with the letter or sound of the day.

## Notes

- > This game could be played inside or outside.

### Before this lesson

- > Discuss and practise with students how to move safely in set areas.
- > Practise the formation of the letter of the week. Students could practise on large sheets of paper, on a whiteboard, with chalk on the concrete, paint with water on a wall, in groups or trace letters in the sandpit.
- > Work in groups of three: students make the letter shapes using all three bodies.



## Teaching and learning

- > Designate a letter of the week/day. Discuss what that letter looks like and sounds like.
- > Encourage students to give examples of words that begin with that letter. Have a display table where students find objects around the room that start with that letter or bring things from home.
- > Choose three students to be taggers and give them a ball of wool to use to tag the others with. They could wear a sign with the letter of the week on it.
- > Students move in the same direction inside a marked area. Vary the type of movement used, such as walking while clapping or walking like a machine (see reverse for more ideas).
- > If a student gets tagged they must freeze, making the shape of that letter with their body. Students can unfreeze the frozen player by asking them to say a word that begins with the letter of the week.
- > The taggers cannot guard or tag students who are rescuing another.
- > Play for a few minutes then change taggers and movement.

### What next?

- > Students could write about something that starts with the letter of the week or the types of movement used in the game played.

### Ways to adapt

- > Focus on letter combinations such as 'ch' and 'bl', word endings such as 'ing' and 'ed', and rhyming words such as the 'at' family – cat, hat, mat.
- > As a class: Make a list of words that start with the letter of the week. Students who can't think of a word can go to the banner and find a word. Pictures can be added for support.
- > Ask students to say and spell a word that begins with the letter of the week.
- > Tagged students could stand and make the letter in the air with their finger.
- > Students in wheelchairs can be taggers using rolled-up newspaper to tag others.
- > Use more complex initial blends such as 'thr' or word endings such as 'tion'.

## ***Ideas for different ways of moving***

### **Walk or run**

- > Like an animal: kick like a donkey (hands on hip, moving along rocking while kicking backwards and forwards with feet), hop like a rabbit, jump like a frog, gallop like a horse, stomp like an elephant, move slowly like a tortoise, scurry like a scared kiwi.
- > On toes, on heels.
- > Forward, backwards using large and small steps.
- > Sideways.
- > On tiptoe.
- > With a bean bag on head.
- > While bouncing a ball.
- > In funny ways: who is the funniest? can we copy?
- > While clapping: arms above your head, step clap under your legs.
- > Like a machine, like a giant, like a dinosaur, like a television character.
- > At different speeds.
- > To music.
- > To the beat of a drum.
- > As if you are the wind, rain or a dark forest.

### **Jumping**

- > Twisting.
- > Forwards, backwards.
- > Quietly.
- > From one foot to the other.
- > Hop like a rabbit.
- > Jump like a frog.
- > Jump to music, to a clap, to the beat of a drum.

**Notes:**