

<h2>Alphabet Games</h2>	<p><b>Time</b> 20 minutes</p>	<p><b>Facility</b></p> <p><input type="checkbox"/> Classroom                      <input checked="" type="checkbox"/> Multipurpose  <input checked="" type="checkbox"/> Gymnasium                      <input checked="" type="checkbox"/> Outdoors</p>	
<p><b>Equipment</b> Audio equipment (optional); letter cards; north, south, east, west signs</p>		<p><b>Physical Activity Level</b></p> <p><input checked="" type="checkbox"/> Moderate                      <input checked="" type="checkbox"/> Vigorous</p>	
<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>Remind students to be cautious when moving and to be aware of the personal space of others.</li> </ul>			
<p><b>Warm-up: Moving on the Spot</b></p> <ul style="list-style-type: none"> <li>Have students march on the spot, lifting knees high and performing a variety of arm actions.</li> <li>Have students jog on the spot, slowly at first, then faster, lifting knees high in front.</li> <li>Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <p><b>Activity 1: Alphabet Tag</b> (Adapted from: Active Healthy Kids Canada, <i>activ8, Grades 1–3, 2002</i>)</p> <ul style="list-style-type: none"> <li>Give each student in the class a letter (e.g., a card with a letter on it) or have the students remember their letter.</li> <li>Call out a word (e.g., “house”) or a series of letters (e.g., “all vowels”). Students with those letters are “it”. When a student tags another student, the student who is tagged also becomes “it” and tries to tag other students. Call out a wide variety of words and letters so that all students get a chance to play different roles.</li> <li>Call out “alphabet” and have all the students move around the activity area in a variety of ways, waiting for a new word to be called.</li> </ul> <p><b>Activity 2: Alphabet Soup</b> (Adapted from: Ophea, <i>H&amp;PE Curriculum Support Document, Grades 1, 2, and 3, 2000</i>)</p> <ul style="list-style-type: none"> <li>Have students travel around the activity area in a variety of ways (e.g., walking quickly in curved lines).</li> <li>Call out a letter, and have students move around the activity area in the shape of that letter. Encourage students to be creative and think of a unique pathway to make the letter (e.g., bubble letters, cursive).</li> <li>Once the students finish making their letter, have them move around the activity room again. Students can make a series of letters that spell out frequently used words.</li> </ul> <p><b>Cool-down</b> (Adapted from: Ophea, <i>H&amp;PE Curriculum Support Document, Grades 1, 2, and 3, 2000</i>)</p> <ul style="list-style-type: none"> <li>Designate different walls of the activity area as north, south, east, and west.</li> <li>Give movement and direction signals (e.g., walking to the north, hopping to the east, wiggling west, skipping south). It is important to choose progressively less vigorous ways of travelling so that students can cool down.</li> <li>Have students move towards the wall and stop at a designated line a safe distance from the wall.</li> <li>Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul>			
<p><b>Variations</b></p> <ul style="list-style-type: none"> <li>Call out words being used in different subjects or high-frequency words.</li> <li>Substitute numbers for letters, and call out a math equation. The students can solve the equation and form the answer with their bodies.</li> <li>Have students play Alphabet Soup in a limited space by modifying ways of travelling (e.g., replace jogging with walking or marching).</li> </ul>			
<p><b>Notes for Teachers</b></p> <ul style="list-style-type: none"> <li>Discuss with students how using their bodies to spell words can help them to remember how the words are spelled.</li> <li>You could make connections to the Writing strand of the language curriculum.</li> </ul>		<p><b>Planning Notes and Reflection</b></p>	