

**Literacy through Physical Activity**

This workshop will assist teachers to teach literacy and social skills through a range of fun physical activities and games. Participants will develop an understanding of how to incorporate physical activity into their literacy classes and provide the students with a fun, engaging way to learn.

|  |
| --- |
| Active Literacy |
| **Focus (Overview):** |
| This workshop will assist teachers to teach literacy and social skills through a range of fun physical activities and games. Participants will develop an understanding of how to incorporate physical activity into their literacy classes and provide the students with a fun, engaging way to learn.  Participants will be guided through ways to differentiate these activities to cater for a range of student needs. This workshop will have a focus upon Spelling and Grammar, Punctuation and Vocabulary. |

|  |
| --- |
| Hide-and-go-spell – Early Stage 1 /Stage 3 Focus Lesson |
| **Strand/s:** |
| * Movement Skills & Performance |
| **PDHPE Syllabus Outcomes:** |
| **Stage 1**  **PD1-4 -** performs movement skills in a variety of sequences and situations  **PD1-5 -** proposes a range of alternatives to solve movement challenges through participation in a range of activities  **PD1-10 -** describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong |
| **Key Inquiry Questions (KIQ):** |
| **Stage 1**   1. What are the different ways we can move our body? 2. How can we move and improve our involvement in physical activity? 3. How can we participate safely and fairly during physical activity? |

|  |
| --- |
| **Content:** |
| **Stage 1**  **KIQ 1: What are the different ways we can move our body?**   * **Demonstrate movement skills and movement sequences in a variety of contexts, for example:**   + perform locomotor skills using different body parts to travel in different directions, eg walking, running, galloping, hopping, sliding, skipping, jumping, leaping, rolling **M** Numeracy icon Personal and social capability icon   **KIQ 2: How can we move and improve our involvement in physical activity?**   * **Propose a range of alternatives and test their effectiveness when solving movement challenges, for example: (ACPMP031)**   + select and implement different movement skills and concepts to be successful in a game and/or physical activity **S** **M** Critical and creative thinking icon Literacy icon Numeracy icon Personal and social capability icon   + identify appropriate strategies and/or tactics to influence achievement in games and physical activities **S** **M** Critical and creative thinking icon   + persist with more difficult movements in a range of physical activities regardless of success **S** **M** Personal and social capability icon   + reflect on performance and identify and demonstrate ways to perform a skill more successfully **S** **M** Critical and creative thinking icon Personal and social capability icon   + seek and respond to feedback from peers or teachers on their performance **S** **I** **M** Literacy icon Personal and social capability icon * **Use strategies to work in group situations when participating in physical activities, for example: (ACPMP030)**   + work cooperatively with a partner when practising new skills **I** **M** Personal and social capability icon   + communicate positively when working in groups to encourage others and promote inclusion **I** **M** Literacy icon   + describe and/or demonstrate how to include others in physical activity **S** **I** **M** Literacy icon Personal and social capability icon Critical and creative thinking icon   **KIQ 3: How can we participate safely and fairly during physical activity?**   * **identify rules and fair play when participating in physical activities, for example: (ACPMP032)**   + explain why rules are needed in games and physical activities **I** **M** Critical and creative thinking icon Ethical understanding icon   + demonstrate turn-taking and safe sharing equipment when participating in physical activities and minor games **I** **M** Personal and social capability icon   + explain how rules contribute to personal safety and fair play and apply them in group activities **I** **M** Ethical understanding icon Literacy icon Personal and social capability icon   + communicate how and when they and others demonstrate safety and fair play **I** **M** Ethical understanding icon Literacy icon Personal and social capability icon |

|  |
| --- |
| **Suggested Links to other Key Learning Areas:** |
| ***English -*** *Spelling*  *EN1–5A Uses a variety of strategies, including knowledge of sight words and letter sound correspondences, to spell familiar words.*  *EN3-4A draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.*  Depending on Stage level:  **Understand and apply knowledge of language forms and features**  Early Stage 1:   * Know how to use onset and rime to spell words (ACELA1438). * Identify patterns in words leading to the identification of word families. * Use and write beginning and ending sounds of spoken words. * Know that letters are used to represent sounds when writing words.   Stage 1:   * Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471). * Recognise common prefixes and suffixes and how they change a word's meaning (ACELA1455, ACELA1472). * Begin to understand how knowledge of word origins supports spelling and vocabulary.   Stage 2:   * Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1485, ACELA1779). * Recognise homophones and know how to use context to identify correct spelling (ACELA1780). * Understand how knowledge of word origins supports spelling.   Stage 3:   * Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1513, ACELA1514, ACELA1526). |

|  |
| --- |
| **Indicators of Learning:** |
| * Moving with competence and confidence. * Knowledge and context of words. * Spelling of words. * Rhyming words. |

|  |  |  |
| --- | --- | --- |
| **Learning Experience** | **Organisation and Resources** | **Teaching Tips / Strategies** |
| 1. Scatter the cones throughout the designated area and place cards from each set of rhyming words under the cones. 2. Pass out the remaining card to students that are in pairs. 3. Call out a locomotor skill (skip, jump, hop, walk, run). 4. Student 1 does the skill while searching under the markers to find another card in the set – in this case they rhyme with the card they are holding. 5. Return to their partner who verifies they pattern and takes the cards to find the third card for their set. | **Equipment:** 24 cones, 12 sets of 3 cards (in each set of 3, each card should have one word with all 3 cards rhyming. A set of 3 cards should not rhyme with another set of 3 cards).  **Set Up:** Students are scattered through designated area, starting in their personal space.  **Tips:** If you use coloured markers you could put one of each set under a different colour to assist. | Rhyming sets:  1. blue clue flu  2. sun fun run  3. fine line mine  4. rug bug slug  5. time lime rhyme  6. ring sing sling  7. leg beg egg  8. snow show know  9. black crack slack  10. meet treat greet  11. test best guest  12. soon moon bloom. |

|  |
| --- |
| **Assessment:** |
| * Observation of student understanding, participation and skill ability. * This activity is a learning experience which will support the general learning of spelling and language which is assessed in the classroom regularly. * Students could create their own version of the game with a different language rule or focus. |

|  |
| --- |
| **How can this activity be differentiated? (Ideas for inclusion)** |
| * Give the students a choice of the movement skill. * Complete the movement in groups of two. * Put pictures on the cards so lower level readers can practise their rhyming. * Record all words onto a board or a sheet as a reference. |

|  |  |
| --- | --- |
| **How can this activity be adapted to:** | |
| **Early Stage 1** | Words that begin or end with the same letter / sound / blend  Words that follow the same letter pattern c/v/c. |
| **Stage 1** | Words with the same blends (e.g. ch, th) or words using the same digraph (e.g. ee, ea). |
| **Stage 2** | Words that rhyme but do not look the same – homonyms (e.g. sleigh and bay) |
| **Stage 3** | Etymology – find words that derive from the root given the meaning (e.g. geo meaning Earth/soil/ground – geology, geography, geodynamics.  Given a word, find its synonym and antonym (e.g. enormous – gigantic and microscopic). |

|  |
| --- |
| **Other Considerations:** |
| * Choice of pairs / groups. * Three levels of word / language difficulty to cater for various abilities. * Safety – space, equipment, warm up, signals. * Girls and boys – gender equality. * Students learning English as a Second Language. * Gifted and Talented students. |

|  |
| --- |
| **Links to Technology:** |
| * Timer for activity * Students could record photograph their grouped words to annotate later in the classroom and for further extension activities |

|  |
| --- |
| **Supporting Teacher Resources:** |
| [NESA English Syllabus Link](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10)  Word cards / Bank |

|  |
| --- |
| Active Grammar Recognition – Stage 2 Focus Lesson |
| **Strand/s:** |
| Movement Skill & Performance |
| **PDHPE Syllabus Outcomes:** |
| **Stage 2**  **PD2-4 -** performs and refines movement skills in a variety of sequences and situations  **PD2-5 -** applies strategies to solve movement challenges |
| **Key Inquiry Questions (KIQ):** |
| **Stage 2**   1. How can we move our bodies to perform skills in different ways? 2. How can we demonstrate our understanding of movement to solve challenges? 3. How can we include others in physical activity? |

|  |
| --- |
| **Content:** |
| **Stage 2**  **KIQ 1: How can we move our bodies to perform skills in different ways?**   * **Perform and refine movement skills in a variety of movement sequences and contexts, for example:** * adapt movement skills to improve control in a variety of contexts **M**   **KIQ 2: How can we demonstrate our understanding of movement to solve challenges?**   * **Pose questions, test solutions and use problem-solving strategies to solve movement challenges, for example:** * apply movement skills and respond to feedback to solve movement challenges **S** **M** Critical and creative thinking icon   **KIQ 3: How can we include others in physical activity?**   * **Adopt inclusive practices when participating in physical activities, for example: (ACPMP048)**   + use interpersonal skills to complete a movement task, eg a partner balance, partner passing strategy or team strategy **I** **M** Personal and social capability icon Personal and social capability icon   + modify physical activities to ensure that everyone is included, eg rules or playing space **S** **I** **M** Personal and social capability icon * **Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities, for example: (ACPMP050)**   + contribute to fair decision-making in physical activities by applying the rules safely and appropriately **S** **I M** Ethical understanding icon Personal and social capability icon |

|  |
| --- |
| **Suggested Links to other Key Learning Areas:** |
| **English:** Grammar, Punctuation and Vocabulary  Depending on Stage level:  *EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts*  **Understand and apply knowledge of language forms and features**  Early Stage 1:   * Identify statements, questions, commands and exclamations and their functions in texts. * Demonstrate an awareness of nouns, pronouns and conjunctions. * Recognise simple pronoun references to maintain meaning. * Recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432). * Identify features of sentence punctuation, eg question marks and exclamation marks, when reading and composing.   Stage 1:   * Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467). * Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452). * Recognise that time connectives sequence information in texts. * Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449). * Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465).   Stage 2:   * Identify and use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information. * Understand that verbs represent different processes (doing, thinking, saying, and relating) (ACELA1482). * Use apostrophes for contractions.   Stage 3:   * Identify a variety of connectives in texts to indicate time, add information, clarify understanding, show cause and effect and indicate condition/concession. * Understand the uses of commas to separate clauses (ACELA1521). |

|  |
| --- |
| **Indicators of Learning:** |
| * Moving with competence and confidence. * Knowledge of language features. |

|  |  |  |
| --- | --- | --- |
| **Learning Experience** | **Organisation and Resources** | **Teaching Tips / Strategies** |
| 1. Teacher reads a passage from a text – this may be seen or unseen. 2. Each time the teacher reads a particular grammatical or language feature the students must perform an action.   Examples of language features: pronouns, apostrophe of contraction.  Examples of actions: squat, star jump, step up. | **Equipment:** Any text appropriate to the age group.  **Set Up:** Students are standing in their own personal space. | You can identify any action you like for whatever skills you are working on at the time.  Try having the students view the text as you read.  Extension – Singular pronouns = squat, Plural pronouns = star jump |

|  |
| --- |
| **Assessment:** |
| * Observation of the movement at the correct time. * Peer observation – have students read each other a passage and perform the activity. * Students plan their own game – as a leader they must identify the feature in their own passage before playing. |

|  |
| --- |
| **How can this activity be differentiated? (Ideas for inclusion)** |
| * More competent students can help less competent students making connections to correct grammar. * To make this harder for certain students they could be blindfolded or eyes closed to make it more independent. * Students create their own text. * Complete the activity with the text visible to students. |

|  |  |
| --- | --- |
| **How can this activity be adapted to:** | |
| **Early Stage 1** | Identify nouns within simple sentences. |
| **Stage 1** | Identify pronouns with in simple sentences. |
| **Stage 2** | Identify apostrophes of contraction. |
| **Stage 3** | Indicate connectives to make complex sentences.  Focus upon two features at once with two different actions. |

|  |
| --- |
| **Other Considerations:** |
| * Safety – space, equipment, warm up, signals. * Girls and boys – gender equality. * Students learning English as a Second Language. * Gifted and Talented students. |

|  |
| --- |
| **Links to Technology:** |
| Read a text together on the Interactive Whiteboard – the words can be easily highlighted to show students – this can be a self-assessment after the passage is read. |

|  |
| --- |
| **Supporting Teacher Resources:** |
| Source: [NESA English Syllabus Link](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10) |

|  |
| --- |
| Punctuation ‘Question, Statement and Command’  Stage 2 / Stage 3 Lesson Focus |
| **Strand/s:** |
| * Movement Skill & Performance |
| **PDHPE Syllabus Outcomes:** |
| **Stage 2**  **PD2-4 -** performs and refines movement skills in a variety of sequences and situation  **PD2-5 -** applies strategies to solve movement challenges  **PD2-11 -** combines movement skills and concepts to effectively create and perform movement sequences  **PD2-10 -** demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations |
| **Key Inquiry Questions (KIQ):** |
| **Stage 2**   1. How can we move our bodies to perform skills in different ways? 2. How can we demonstrate our understanding of movement to solve challenges? 3. How can we include others in physical activity? 4. How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity? |

|  |
| --- |
| **Content:** |
| **Movement Skill & Performance**  **KIQ1: How can we move our bodies to perform skills in different ways?**  **Perform and refine movement skills in a variety of movement sequences and contexts, for example:**   * + perform activities where locomotor and stability skills are combined to complete a movement sequence eg swerving, sidestepping, running, skipping, hopping, jumping, landing, balancing, rolling **M** Personal and social capability icon   + demonstrate variations of force and speed in movement, eg slow, fast, light, strong, sudden, sustained using the body **M** Critical and creative thinking icon   + perform routines that connect movements, eg using rolling actions, weight transferring, flight, landing and balancing to explore centre of gravity and stability **M** Critical and creative thinking icon Numeracy icon   **Practise and apply movement concepts and movement skills to create and perform movement sequences, for example:**   * + combine elements of space, time, objects, effort and people when performing movement sequences (ACPMP047) **M** Critical and creative thinking icon   + combine locomotor and non-locomotor movement to create and perform movement sequences **M** Critical and creative thinking icon   + vary a simple sequence by applying movement concepts to create a new sequence **M** Critical and creative thinking icon   + create and perform movement sequences that vary in shape, size, direction, level, speed and flow, eg rhythmic and expressive activities, individual/group/team physical activities **M** Critical and creative thinking icon   **KIQ2: How can we demonstrate our understanding of movement to solve challenges?**  **Pose questions, test solutions and use problem-solving strategies to solve movement challenges, for example:**   * apply movement skills and respond to feedback to solve movement challenges **S** **M** Critical and creative thinking icon Personal and social capability icon * participate in physical activities which require problem-solving and persistence to achieve a goal **S** **M** Critical and creative thinking icon   **KIQ3: How can we include others in physical activity?**  **Adopt inclusive practices when participating in physical activities, for example: (ACPMP048)**   * identify situations where it is appropriate to adopt a role and take on responsibilities to solve movement challenges **I** **M** Personal and social capability icon |

|  |
| --- |
| **Suggested Links to other Key Learning Areas:** |
| **English - Grammar, Punctuation and Vocabulary**  EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts.  EN3-6B uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies. |

|  |
| --- |
| **Indicators of Learning:** |
| * Ability to hold balances. * Skill development. * Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449). * Stage 2 and 3 consolidate and build on this content from Stage 1. |

|  |  |  |
| --- | --- | --- |
| **Learning Experience** | **Organisation and Resources** | **Teaching Tips / Strategies** |
| Teacher has a list of sentences to read to the students. after each sentence student must respond accordingly:  Balance Version:  Is it a question? Static Balance on one leg arm in air  Is it a command? Stand to attention  Is it a statement? Tuck shape  Throw and Catch Version:  Is it a question? High lofty pass  Is it a command? Quick flat pass  Is it a statement? Bounce pass | **Equipment:** List of sentences  **Set Up:** Students standing in their own personal space | Examples of sentences include:  Are you going to the disco?  Look out below!  The boy sat on the chair.  Consider the skill level of students – if they are unable to throw and catch proficiently enough with a partner – the continual fetching of a lost ball will detract from the activity  Throw against a wall if available |

|  |
| --- |
| **Assessment:** |
| * Observation of the movement at the correct time. * Peer observation – have students make up their own sentences and perform the activity. |

|  |
| --- |
| **How can this activity be differentiated? (Ideas for inclusion)** |
| * Vary the skill. * Vary the type of ball thrown according to skill level. |

|  |  |
| --- | --- |
| **How can this activity be adapted to:** | |
| **Early Stage 1** | Recognising the where the full stop is to end a sentence |
| **Stage 1** | Use simple sentences and only focus upon two types of punctuation |
| **Stage 2** | Use simple sentences moving to focus upon three types of punctuation |
| **Stage 3** | Read with in the context of a passage rather than isolated sentences. |

|  |
| --- |
| **Other Considerations:** |
| * Safety – space, equipment, warm up, signals. * Girls and boys – gender equality. * Students learning English as a Second Language. * Gifted and Talented students. |

|  |
| --- |
| **Links to Technology:** |
| * Have the sentences on display for the students without the punctuation |

|  |
| --- |
| **Supporting Teacher Resources:** |
| Source: [NESA English Syllabus Link](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10) |

|  |
| --- |
| Double Spell – Stage 1 / Stage 2 Lesson Focus |
| **Strand/s:** |
| * Movement Skills & Performance |
| **PDHPE Syllabus Outcomes:** |
| **Stage 1**  **PD1-4 -** performs movement skills in a variety of sequences and situations  **PD1-5 -** proposes a range of alternatives to solve movement challenges through participation in a range of activities  **PD1-10 -** describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong |
| **Key Inquiry Questions (KIQ):** |
| **Stage 1**   1. What are the different ways we can move our body? 2. How can we move and improve our involvement in physical activity? 3. How can we participate safely and fairly during physical activity? |

|  |
| --- |
| **Content:** |
| **Stage 1**  **KIQ 1: What are the different ways we can move our body?**   * **Demonstrate movement skills and movement sequences in a variety of contexts, for example:**   + combine fundamental movement skills to perform a simple movement sequence **M** Critical and creative thinking icon Numeracy icon * **Apply movement concepts to create and perform movement sequences, for example:**   + perform movements using relationships, eg people **M** Critical and creative thinking icon Personal and social capability icon   **KIQ 2: How can we move and improve our involvement in physical activity?**   * **Use strategies to work in group situations when participating in physical activities, for example: (ACPMP030)**   + work cooperatively with a partner when practising new skills **I** **M** Personal and social capability icon   + communicate positively when working in groups to encourage others and promote inclusion **I** **M** Literacy icon   + describe and/or demonstrate how to include others in physical activity **S** **I** **M** Literacy icon Personal and social capability icon Critical and creative thinking icon   **KIQ 3: How can we participate safely and fairly during physical activity?**   * **identify rules and fair play when participating in physical activities, for example: (ACPMP032)**   + explain why rules are needed in games and physical activities **I** **M** Critical and creative thinking icon Ethical understanding icon   + demonstrate turn-taking and safe sharing equipment when participating in physical activities and minor games **I** **M** Personal and social capability icon   + explain how rules contribute to personal safety and fair play and apply them in group activities **I** **M** Ethical understanding icon Literacy icon Personal and social capability icon   + communicate how and when they and others demonstrate safety and fair play **I** **M** Ethical understanding icon Literacy icon Personal and social capability icon |

|  |
| --- |
| **Suggested Links to other Key Learning Areas:** |
| **English - spelling**  *EN1-5A uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words.*  *EN2-5A uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar.*  Depending on Stage level:  **Understand and apply knowledge of language forms and features**  Early Stage 1:   * Spell unknown words phonetically with closer approximations. * Know how to use onset and rime to spell words (ACELA1438). * Identify patterns in words leading to the identification of word families. * Use and write beginning and ending sounds of spoken words. * Know that letters are used to represent sounds when writing words.   Stage 1:   * Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778). * Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471). * Recognise common prefixes and suffixes and how they change a word's meaning (ACELA1455, ACELA1472). * Begin to understand how knowledge of word origins supports spelling and vocabulary.   Stage 2:   * Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1485, ACELA1779). * Recognise homophones and know how to use context to identify correct spelling (ACELA1780). * Understand how knowledge of word origins supports spelling.   Stage 3:   * Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1513, ACELA1514, ACELA1526). * Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500).   CAPA - Music – Rhythm and Beat. |

|  |
| --- |
| **Indicators of Learning:** |
| * Understand and applies knowledge of language forms and features * Engages in the range of planned physical activities * Interacts with other students |

|  |  |  |
| --- | --- | --- |
| **Learning Experience** | **Organisation and Resources** | **Teaching Tips / Strategies** |
| **Instructions:**   1. Teacher uses the weekly spelling focus or words for this activity. 2. Teacher reads out one of the spelling words and students spell the words in pairs. 3. Student 1 says the first two letters of the word and while they say each letter they give their partners a ‘high 10’ for each letter. 4. Then the partner says the next two letters in the word and return with a pair of ‘low 10s’. 5. The process is repeated until the word is spelt. 6. While the teacher is saying the next word students must find a new partner. | **Equipment:** Weekly spelling focus words.  ***Set Up:*** Students are in pairs scattered around the classroom, facing each other with both hands out in front and their palms facing upwards. | Have students move in and inside and outside circle rotating in opposite directions for each new word. |

|  |
| --- |
| **Assessment:** |
| * Observation of the movement at the correct time and the oral spelling. * Peer observation – have students read each other words and perform the activity. |

|  |
| --- |
| **How can this activity be differentiated? (Ideas for inclusion)** |
| * Students can work within their identified spelling groups so that they use their own list and work at their own pace. * To challenge certain students you could add speed to the game. |

|  |  |
| --- | --- |
| **How can this activity be adapted to:** | |
| **Early Stage 1** | Use Stage appropriate spelling lists and students only say one letter each with a low or high 5 |
| **Stage 1** | Example lesson |
| **Stage 2** | Use Stage appropriate spelling lists and students and students perform a movement such as throwing a ball in the air or bouncing a ball by themselves |
| **Stage 3** | Use Stage appropriate spelling lists and perform spelling with Throw and Catch. If the next letter is a vowel the student must clap before catching their partner’s throw |

|  |
| --- |
| **Other Considerations:** |
| Safety – space, equipment, warm up, signals.  Girls and boys – gender equality.  Students learning English as a Second Language.  Gifted and Talented students. |

|  |
| --- |
| **Links to Technology:** |
| * Tablets to pre-record their focus word list on – especially if students in the same class have a different focus for spelling |

|  |
| --- |
| **Supporting Teacher Resources:** |
| [NESA English Syllabus Link](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10) |

****

|  |
| --- |
| Hop to it – Stage 2 or Stage 3 Lesson Focus |
| **Strand/s:** |
| * Movement Skill & Performance * Healthy Safe & Active Lifestyles |
| **PDHPE Syllabus Outcomes:** |
| **PD2-4 -** performs and refines movement skills in a variety of sequences and situation  **PD2-5 -** applies strategies to solve movement challenges  **PD2-11 -** combines movement skills and concepts to effectively create and perform movement sequences  **PD2-10 -** demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations |
| **Key Inquiry Questions (KIQ):** |
| 1. How can we move our bodies to perform skills in different ways? 2. How can we demonstrate our understanding of movement to solve challenges? 3. How can we include others in physical activity? 4. How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity? |

|  |
| --- |
| **Content:** |
| **Movement Skill & Performance**  **KIQ1: How can we move our bodies to perform skills in different ways?**  **Perform and refine movement skills in a variety of movement sequences and contexts, for example:**   * + perform activities where locomotor, object control and stability skills are combined to complete a movement sequence, activity or game, eg hopping, jumping, landing, balancing **M** Personal and social capability icon   + demonstrate variations of force and speed in movement, eg slow, fast, light, strong, sudden, sustained using the body and objects **M** Critical and creative thinking icon   + perform fundamental movement skills to demonstrate weight transference in different physical activities, eg hopping forwards **M** Critical and creative thinking icon   + perform routines that connect movements, eg weight transferring, flight, landing and balancing to explore centre of gravity and stability **M** Critical and creative thinking icon Numeracy icon   + participate and use equipment in a variety of games and modified sports **M**   + adapt movement skills to improve accuracy and control in a variety of contexts **M** Critical and creative thinking icon   **KIQ2: How can we demonstrate our understanding of movement to solve challenges?**  **Pose questions, test solutions and use problem-solving strategies to solve movement challenges, for example:**   * apply movement skills and respond to feedback to solve movement challenges **S** **M** Critical and creative thinking icon Personal and social capability icon * participate in physical activities which require problem-solving and persistence to achieve a goal **S** **M** Critical and creative thinking icon   **KIQ3: How can we include others in physical activity?**  **Adopt inclusive practices when participating in physical activities, for example: (ACPMP048)**   * + use interpersonal skills to complete a movement task, eg a partner balance, partner passing strategy or team strategy **I** **M** Personal and social capability icon   + work collaboratively with team members to maintain possession in a game **I** **M** Personal and social capability icon   + modify physical activities to ensure that everyone is included, eg changing equipment, rules or playing space **S** **I** **M** Personal and social capability icon   + identify situations where it is appropriate to adopt a role and take on responsibilities to solve movement challenges **I** **M** Personal and social capability icon   **Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities, for example: (ACPMP050)**   * + contribute to fair decision-making in physical activities by applying the rules safely and appropriately **S** **I M** Ethical understanding icon Personal and social capability icon   + recognise fairness and inclusion in a game situation, and propose strategies to promote these actions **S** **I** **M** Critical and creative thinking icon Ethical understanding icon |

|  |
| --- |
| **Suggested Links to other Key Learning Areas:** |
| **English – Spelling**  *EN2-5A uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words.*  *EN3-4A draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.*    Depending on Stage level:  **Understand and apply knowledge of language forms and features.**  Early Stage 1:   * Spell unknown words phonetically with closer approximations. * Know how to use onset and rime to spell words (ACELA1438). * Identify patterns in words leading to the identification of word families. * Use and write beginning and ending sounds of spoken words. * Know that letters are used to represent sounds when writing words.   Stage 1:   * Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778). * Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471). * Recognise common prefixes and suffixes and how they change a word's meaning (ACELA1455, ACELA1472). * Begin to understand how knowledge of word origins supports spelling and vocabulary. |

|  |
| --- |
| Stage 2:   * Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1485, ACELA1779). * Recognise homophones and know how to use context to identify correct spelling (ACELA1780). * Understand how knowledge of word origins supports spelling.   Stage 3:   * Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1513, ACELA1514, ACELA1526). * Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500).   CAPA - Music – Rhythm and Beat. |

|  |
| --- |
| **Indicators of Learning:** |
| * Understand and apply knowledge of language forms and features. * Spells the words. * Hopping and jumping skills. |

|  |  |  |
| --- | --- | --- |
| **Learning Experience** | **Organisation and Resources** | **Teaching Tips / Strategies** |
| **Instructions:**   1. Teacher uses the weekly spelling focus or words for this activity. 2. Teacher reads out one of the spelling words and students take turns to spell the words whilst jumping in and out of the hoop. 3. For a consonant letter they hop on one foot inside the hoop – for a vowel letter they land on two feet outside the hoop. 4. Each person in the group or pair follows in quick succession spelling the same word. | **Equipment:** Weekly spelling focus words.  Hoops / Chalk / Agility ladders.  ***Set Up:*** Hoops for either a pair or group of three  Alternatively you could use chalk to mark the ground. | The repetition of watching and monitoring their partner help with their spelling.  If a child is not a confident speller – don’t make them go first in their group – they will learn from their peers. |

|  |
| --- |
| **Assessment:** |
| * Observation of the correct movement at the correct time and oral spelling * Peer observation – have students read each other words and perform the activity |

|  |
| --- |
| **How can this activity be differentiated? (Ideas for inclusion)** |
| * Students can work within their identified spelling groups so that they use their own list and work at their own pace. * To challenge certain students you could add speed to the game. |

|  |  |
| --- | --- |
| **How can this activity be adapted to:** | |
| **Early Stage 1** | Use a 9 letter grid to help spell simple cvc words  an example grid:  C A N  T O S  M I P |
| **Stage 1** | Use Stage appropriate spelling lists. Use a larger grid which includes blend, digraphs and word endings. |
| **Stage 2** | Use Stage appropriate spelling lists and students hop in a hoop. For a consonant they hop inside the hoop, for a vowel they land on both feet outside the hoop. |
| **Stage 3** | Use Stage appropriate spelling lists and perform spelling words through an agility ladder – as a challenge make ‘inside feet’ for consonant letters and ‘outside feet’ for vowels. |

|  |
| --- |
| **Other Considerations:** |
| Safety – space, equipment, warm up, signals.  Girls and boys – gender equality.  Students learning English as a Second Language.  Gifted and Talented students. |

|  |
| --- |
| **Links to Technology:** |
| * Tablets to pre-record their focus word list on – especially if students in the same class have a different focus for spelling. |

|  |
| --- |
| **Supporting Teacher Resources:** |
| Source: [NESA English Syllabus Link](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10) |

Additional Information:

|  |
| --- |
| Active Grammar / Punctuation Recognition |
| The task for the students is to listen to recognise a particular aspect of grammar or punctuation. When they hear the feature they are looking for they indicate this by complete a physical movement.  e.g.  Passage 1 - when you hear an apostrophe of contraction do a squat  Passage 2 – when you hear an adverb used do a star jump  Take turns to read through the passages out loud to the group. |
| **Discussion Points:** |
| * *What aspects of grammar or punctuation could you use in your classroom?* * *What other physical movements could you use?* * *How does this make it easy to observe which students are having difficulty?* * *How might you adapt the activity in your classroom? e.g. show the passage on the smartboard?* |

|  |
| --- |
| Active Grammar Recognition |
| *Passage with apostrophe of contraction examples*  *Read slowly…*  “Don’t come in here!” Susie shouted. “You aren’t allowed!”  James had tried to sneak into her bedroom again, she hated it when he did that. ​  “But I can’t find my new computer game,” James moaned. “It isn’t in my room and it isn’t in the lounge. You must’ve taken it!”  “What would I do with a computer game?” Susie laughed. “I haven’t got it. And even if I wanted to nick something from your room, I couldn’t get in there if I tried! Your door doesn’t even close properly because of all the stuff on your floor!  “Hmmm. You’re right. I haven’t cleaned it in weeks. Mum keeps moaning at me. I told her I’d cleaned it last week when actually I hadn’t. Now if she sees it she’ll go bonkers!” |

|  |
| --- |
| Statements, Commands and Questions |
| Did you see the Knights game on Saturday against the Warriors?  I watched it at home with my daughter.  She constantly yelled at the screen, “Go Knights!’’  But do you think they could hear?  She yelled, ‘Go Ross-dog!’  He is her favourite player.  We discussed the game plan.  “Why don’t they pass Rossy the ball more daddy?”  I don’t know.  Does Nathan Brown know how to coach?  Yes darling – he just has a young team.  Well do you think he is picking the right players?  Well, I think they should play Gagai on the wing and Sione in the centres.  Are kidding me dad?  You don’t know what you’re talking about!  Well can we agree on one thing?  What’s that?  Go the Knights! |

|  |
| --- |
| Spell and Catch / Double Spell |
| **Game 1:** |
| One person in the group is the quizmaster. Pass the ball around the group to spell the given word (see list). Team members must say the letter before catching the ball. If the letter you are saying is a vowel you must clap before you catch the ball. Take turns at being the quizmaster. |
| **Game 2:** |
| Partner activity – take turns in quizzing each other on words. Throw the ball in the air to yourself every time you say a letter, still clapping for vowels. |
| **Discussion Points:** |
| * *What adjustments could you make for different age groups and abilities? E.g. perhaps the word is written on a mini whiteboard and shown to the team or individual (this makes all people accountable for their spelling)* * *How might you adapt the activity to suit your context? E.g. different sized balls or equipment* |

|  |  |
| --- | --- |
|  | |
| blue | clue |
| flu | sun |
| fun | run |
| fine | line |
| mine | rug |
| bug | slug |
| time | lime |
| rhyme | ring |
| sing | sling |
| leg | beg |
| egg | snow |
| show | know |
| black | crack |
| slack | meet |
| treat | greet |
| test | best |
| guest | soon |
| moon | bloom |
| Bi – two | Circum – around |
| Dec –  ten / tenth | Demo / Dem - People |
| Ex – out / out of | Grad – step |
| Hydr – water | Mono – one |
| Hypo –  too little / under | Hyper –  too much /excess |
| Phon – sound | Pre – before |
| Sol – alone |  |

|  |  |
| --- | --- |
|  | |
| Bilingual | Bicycle |
| Bipolar | Circumference |
| Circumnavigate | Circumvent |
| Decade | Decimal |
| Decathlon | Democrat |
| Demographic | Epidemic |
| Excerpt | Exhume |
| Extort | Graduate |
| Degrade | Gradient |
| Hydrant | Hydrate |
| Dehydration | Hyperactive |
| Hyperbole | Hyperventilate |
| Hypothermia | Hypothesis |
| Hypothetical | Monologue |
| Monotonous | Monogamy |
| Phonograph | Megaphone |
| Phonics | Precede |
| Prejudice | Premonition |
| Solo | Solitude |
| Soliloquy |  |
| Walk | Dawdle |
| Sprint | Beautiful |
| Stunning | Hideous |
| Disappointing | Inadequate |
| Fantastic | Lucky |
| Fortunate | Underprivileged |
| Smart | Intelligent |
| Dim-witted | Young |
| Youthful | Ancient |
| Agile | Nimble |
| Clumsy | Loud |
| Noisy | Quiet |
| Boy | Male |
| Female | Blunt |
| Dull | Sharp |
| Wet | Saturated |
| Dry | Cheerful |
| Happy | Sad |

|  |
| --- |
| Grid Spelling |
| *In teams of 2. Team A identifies a word for the Team B to spell using the grid. Team A must write it on their whiteboard (do not show Team B yet). Team B hops from letter to letter to spell the word. Verify the correct spelling. Swap each turn.* |
| **Scoring Options:** |
| * If a team correctly hops the word they receive 2 points. * If a team misspells a word (either team by hopping incorrectly or writing incorrectly) the other team receives the 2 points. * If the nominated word cannot be spelled because the letters are unavailable the hopping team wins the points. |
| **Discussion Points:** |
| * *What adjustments are being made to cater for different age groups and abilities?* * *What follow up activities could you use in your classroom after playing this game?* * *How might you adapt the activity to suit your context?* |

|  |
| --- |
| Hop to it |
| **Game 1:** |
| One person in the group is the leader. Call out the word you wish for the group to spell. Each person takes turn moving through the agility ladder spelling the same word until the entire team is through (the idea is that the poorer spellers follow the stronger ones if they wish to learn from them).  Make it harder: Hop for the first few words then swap to two feet for consonants and one foot for vowels. |
| **Game 2:** |
| Partner activity (or in three) – take turns in quizzing each other on words. Jump inside and outside the hoop as you say each letter.  Make it harder: Jump outside the hoop for vowels and inside the hoop for consonants.  Put a time on it. How many words can you spell in a minute? |
| **Discussion Points:** |
| * *What adjustments could you make for different age groups and abilities? E.g. perhaps the word is written on a mini whiteboard and shown to the team or individual.* * *How might you adapt the activity to suit your context?* |

|  |  |  |  |
| --- | --- | --- | --- |
| What’s the Name? | | | |
| **A** | Jump up and down 3 times | **N** | Pick up an object without using your hands |
| **B** | Spin around in a circle twice | **O** | Walk backwards in a circle |
| **C** | Hop on one foot 4 times | **P** | Side gallop 5 gallops right and back again |
| **D** | Pretend you are in the starting blocks for a 100m race | **Q** | Bend down and touch your toes 3 times |
| **E** | Bear walk forwards counting to 5 | **R** | Crab crawl counting to 5 |
| **F** | 3 lunges | **S** | Complete 5 squats |
| **G** | 5 jumping jacks | **T** | Pretend to pedal a bike with your hands counting to 10 |
| **H** | Hop like a frog 4 times | **U** | Flap your arms like a bird counting to 10 |
| **I** | Balance on you left foot counting to 10 | **V** | 3 burpees |
| **J** | Balance on you right foot counting to 10 | **W** | Try and touch the clouds 5 times |
| **K** | March like a toy soldier to the count of 10 | **X** | Dance a jig for 5 |
| **L** | Pretend to use a skipping rope for a count of 10 | **Y** | Handstand |
| **M** | Pretend to ride a horse counting to 10 | **Z** | Cartwheel |

|  |
| --- |
| Word Mania Race |
| Take turns in teams to race and create words by tapping each of the cards. One person from the team will run, tap cards and call out the letters. Each time a word is made you must return to the starting point. The other team member will write the words onto the mini whiteboard. Each team has 2 minutes to see how many words they are able to make. |
| **Scoring Options:** |
| * More letter cards used = more points e.g. 1-4 (1 point), 5-9 (2 points), 10+ (3 points) * Use the letters individual points to add up to a team total |
| **Discussion Points:** |
| * *What adjustments could you use to cater for different age groups and abilities?* * *What follow up activities could you use in your classroom after playing this game?* * *How might you adapt the activity to suit your context?* |

Notes: