

FIT-LIT

Promoting positive language
and physical development for
school age children!

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All activities include warm-up and cool-down activities!

Introduction

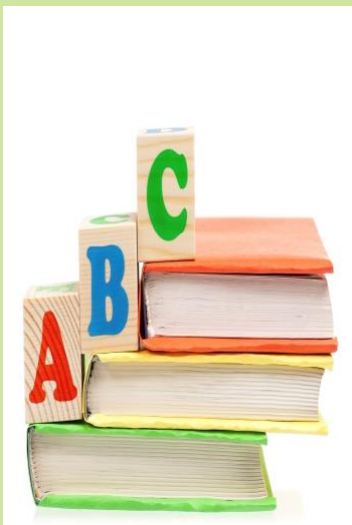


FIT-LIT Background

After completing an undergraduate degree in Physical & Health Education, I understand the importance of daily physical activity, especially for youth! During my experience in undergrad, we had the opportunity to go in to elementary schools and lead Daily Physical Activity (DPA) programs for students. The DPA program is mandated by the Ontario Government, and requires teachers to provide their students with the opportunity to engage in 20 minutes of daily organized moderate-vigorous physical activity. This activity must also be scheduled during instructional time. Unfortunately, DPA is not being implemented in many classrooms due to several perceived barriers by teachers. Barriers include teachers not feeling comfortable instructing physical activity, and the fear of losing instructional time for valued subjects such as language and math (Brown & Elliott, 2015). This is a problem because physical activity has many benefits and helps students learn and thrive in the classroom. Improvements in memory, concentration, problem solving, inter-personal behaviour and self-regulation all result from daily physical activity participation (Pirrie & Lodewyk, 2012). As a future Speech-Language Pathologist, these are ALL areas I want my students to thrive in because they affect language development and learning!

What is the FIT-LIT? (FITness and LITeracy get it!?)

The FIT-LIT is a collaboration of language-based games/activities that can be used for Daily Physical Activity (DPA) programming. It contains activities and games that promote language skill development through engaging in moderate-vigorous physical activity. By incorporating language skill lessons in to physical activities, teachers will maximize instructional time for movement and literacy. Also, students learn language skills best by using multiple modalities and engaging in different learning situations (CAST, 2018). I hope that this resource will be used to keep students, healthy, active and learning in both physical and cognitive domains.




PHONICS



The goal of phonics instruction is to teach common sound-letter relationships so that students can sound out, spell and read words. (Blevins, 2018)



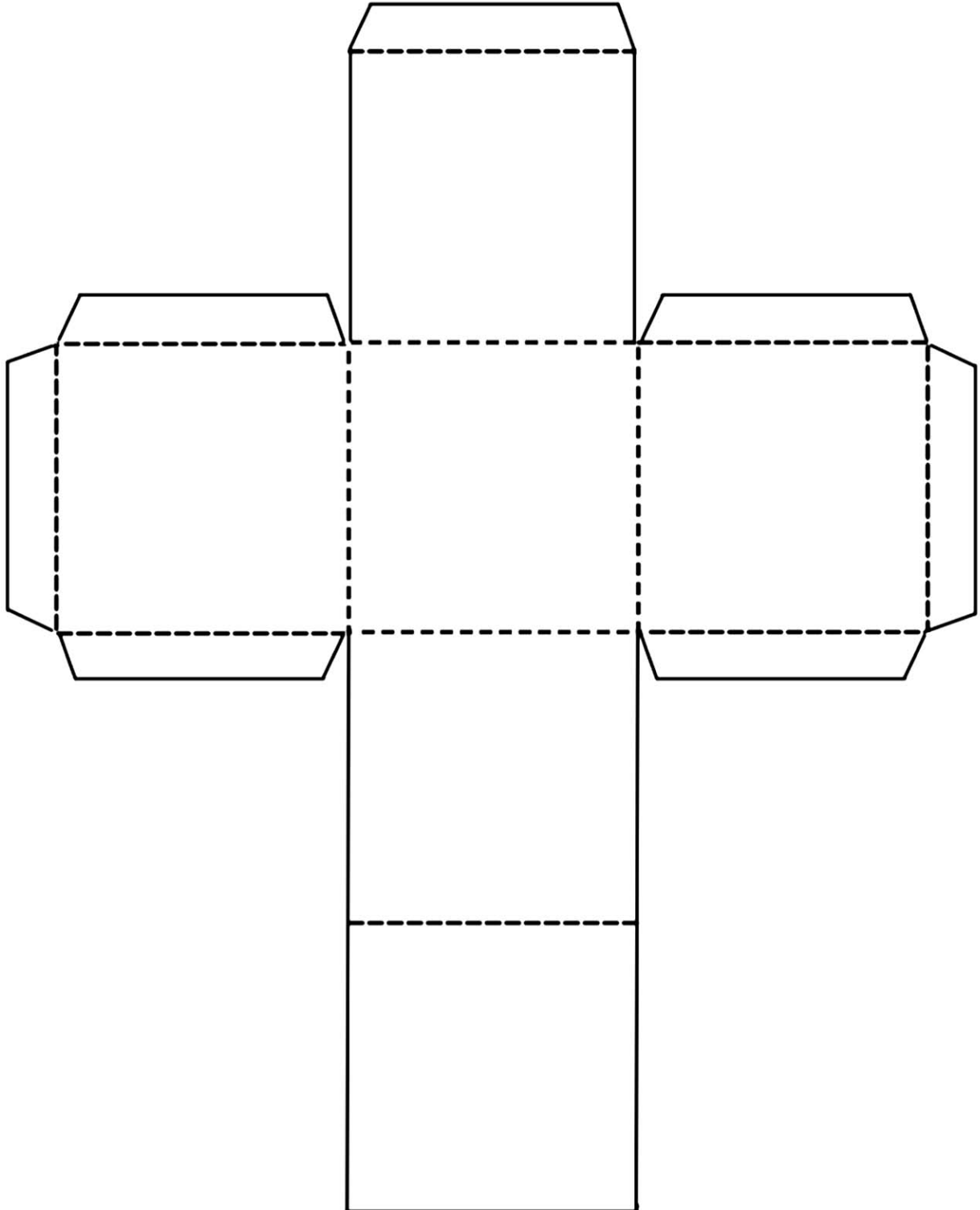
Activity Name: BE THE LETTER		Time: 20 minutes	Facility: Classroom <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Outdoors <input checked="" type="checkbox"/>	
Grade Level: K-2 <input checked="" type="checkbox"/> 3-4			Physical Activity Level: Moderate <input checked="" type="checkbox"/> Vigorous	
Purpose/Goal: <ul style="list-style-type: none">- Introduce sound-to-letter correspondences through a fun and interactive game. Students see letters, hear sounds and act out actions/objects that begin with those sounds.			Skill Focus: <ul style="list-style-type: none">- Physical: locomotor, basic movements- Affective: listening to leader instruction, self-regulation to freeze when the music stops- Phonics	
Organization: <ul style="list-style-type: none">- Spread students out in the space provided with enough room to move- Move any obstacles (desks, chairs, etc.)			Equipment: <ul style="list-style-type: none">- TV/Smartboard for warm up (could also put song on MP3 device)- Music (optional for main activity)- Letter cards or write letters on blackboard	
Warm-Up (5 min): Phonics Song <ul style="list-style-type: none">- https://www.youtube.com/watch?v=BELIZKpi1Zs- Have students march on the spot, twist, lift high knees, etc. while they watch/listen to the video- Encourage students to sing along to the song				
Activity (10 min): Be the Letter <ul style="list-style-type: none">- Students will spread out in the activity area with enough personal space to move freely- Before starting the music, the instructor will hold up a letter card and associate the sound of the letter with an action, thing, etc. (i.e. *Hold up B letter card*... "B, is for.... Bear!")- Students will repeat the phrase with the instructor- The music will then start, and students will act out the association (i.e. crawling and roaring like bears)- When the music stops, students must freeze and wait for another sound/letter to act out- More examples include: A = alligator C = cat D = dog, etc.				
				
Variations/Modifications: Superstep = Hold up a letter and have students independently choose the action that begins with that sound				
Cool-Down (5 min): <ul style="list-style-type: none">- Form a circle for group stretch.- The instructor can use the letter cards again for the stretches (i.e. *Hold up T letter card*... T, Touch your Toes")				
Notes for Teachers: <ul style="list-style-type: none">- Incorporate the Phonics Song multiple times throughout the day to maximize learning. More exposure will also increase engagement in the song (i.e. remembering lyrics) for future sessions!				
Adapted from: http://www.edu.gov.on.ca/eng/teachers/dpa1-3.pdf				

Activity Name: ALPHABET TAG		Time: 20 minutes	Facility: Classroom <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Outdoors <input checked="" type="checkbox"/>	
Grade Level: K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/>			Physical Activity Level: Moderate <input checked="" type="checkbox"/> Vigorous <input checked="" type="checkbox"/>	
Purpose/Goal: <ul style="list-style-type: none">- Practice basic locomotor skills while practicing sound letter correspondences.			Skill Focus: <ul style="list-style-type: none">- Physical: locomotor, basic movements- Affective: listening to leader instruction, self-regulation- Phonics	
Organization: <ul style="list-style-type: none">- Spread students out in the space provided with enough room to move- Move any obstacles (desks, chairs, etc.)			Equipment: <ul style="list-style-type: none">- Letter Cards- Music (optional)	
Warm-Up (5 min): Letter Cube <ul style="list-style-type: none">- Write target letters on the cube (attached)- Students will take turns rolling the cube, and must say the sound that matches with the letter that they roll- Students must then use a locomotor skill (skipping, sliding, etc.) to go and find an object in the room that begins with that sound				
Activity (10 min): Alphabet Tag <ul style="list-style-type: none">- Give each student in the class a letter (i.e. a small card with a letter on it)- Instruct students to move around the activity space doing various movements (skipping, hopping, galloping, etc.) – turn music on (optional)- The instructor will then call out a letter sound (i.e. /s/). Students must identify if they have the letter associated with that sound.- Those who have that letter are then “it”. When a student tags another student, the student who is tagged also becomes “it” and tries to tag other students.- When all students are caught, start again with a new letter/sound!				
Variations/Modifications: <p>Substep = When calling out a sound, call the sound and the letter (i.e. “/s/, the people with s are it!”)</p> <p>Superstep = When a student tags another student, the individual that is it must say the sound associated with the letter of the individual they tagged.</p>				
Cool-Down (5 min): Letter Cube <ul style="list-style-type: none">- Students will gather in a group circle formation- Using the cube again, associate letters on the cube with basic stretches- Ex. A student will roll a “B” → instructor will say “/b/, Bend down and touch your toes”				
Notes for Teachers: <ul style="list-style-type: none">- Preplan letters on the cube to match sounds/letters that you are working on/targeting in class- Students can make their own cubes too!				
Adapted from: http://www.edu.gov.on.ca/eng/teachers/dpa1-3.pdf https://www.oise.utoronto.ca/balancedliteracydiet/Recipe/00007/				

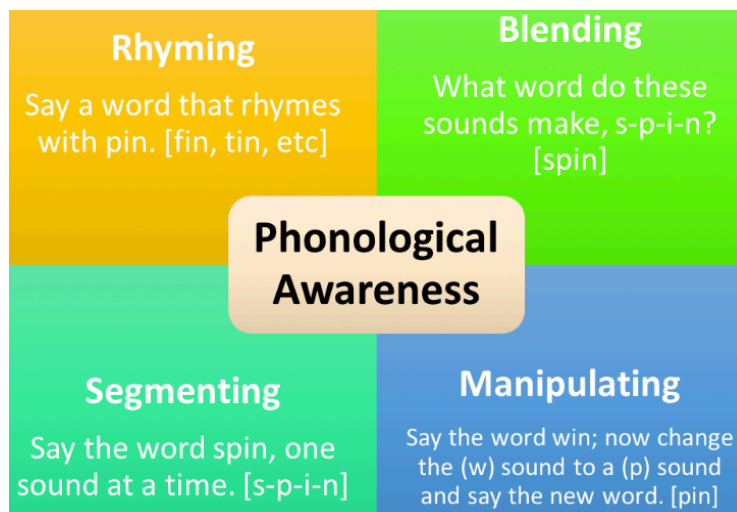
CUBE TEMPLATE

5

1. Color the squares (optional).
2. Cut on solid lines.
3. Fold on dashed lines.
4. Glue it together.



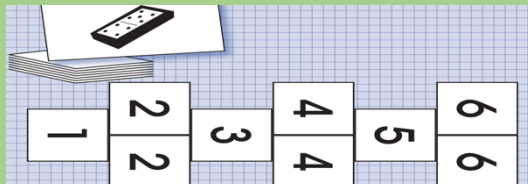
PHONOLOGICAL AWARENESSES



Good phonological awareness skills allow a child to detect and “play” with sounds and words.

These skills are highly predictive of later reading and writing success! (Phillips et al., 2008)



Activity Name: BODY SYLLABLES		Time: 20 minutes	Facility: Classroom <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Outdoors <input checked="" type="checkbox"/>	
Grade Level: K-2 <input checked="" type="checkbox"/> 3-4			Physical Activity Level: Moderate <input checked="" type="checkbox"/> Vigorous	
Purpose/Goal: <ul style="list-style-type: none">- Segment phonemes and/or syllables during a hopscotch game			Skill Focus: <ul style="list-style-type: none">- Physical: locomotor, basic movements- Affective: listening to leader instruction- Phonological Awareness (<i>Segmenting, Rhyming</i>)- Word length awareness	
Organization: <ul style="list-style-type: none">- Spread students out in the space provided with enough room to move- Move any obstacles (desks, chairs, etc.)			Equipment: <ul style="list-style-type: none">- Hopscotch board- Picture cards, word list	
Warm-Up (5 min): Body Syllables <ul style="list-style-type: none">- Use the song/dance “Head Shoulder Knees and Toes” to segment syllables!- Students spread themselves out in front of the instructor with enough space to move freely without hitting one another- The instructor will call out a word (single syllable or multi-syllabic) and students must say the word aloud while segmenting it as follows: i.e. po-ta-to<ul style="list-style-type: none">Hands on head = first syllableShoulders = second syllableHips = third syllableKnees = fourth syllableToes = fifth syllable..... etc. (heels = sixth syllable if needed!)- Repeat as time permits- Encourage students to come up with their own words and movements to segment!				
Activity (10 min): Syllable Hopscotch <ul style="list-style-type: none">- Students segment the number of syllables in a word and hop to the corresponding number- Place the hopscotch board on the floor- Students will select a card, name it, and segment the word into syllables.- After counting the syllables, the student will hop to the corresponding number <div></div>				
Variations/Modifications: <p>Substep = The instructor will tell the student how many syllables there are and verbally sound them out with the student. (i.e. “Domino. Dom-i-no. There are 3 syllables in this word. Say it with me. Dom-i-no. Ok! Now just 3 places”</p> <p>Superstep = Segment each word in to individual phonemes (i.e. /d/-/o/-/m/-/i/-/n/-/o/)</p>				
Cool-Down (5 min): “I’m a Little Teapot” song <ul style="list-style-type: none">- Classic childhood song with movements- Students space themselves out in front of the instructor				

- Go through the song singing slowly at the beginning and getting students to follow long with the movements (Hand on hip = handle, other hand outwards = spout, etc.)
- Emphasize the rhyming words throughout the song (i.e. spout, shout, out, etc.)

SONG:

I'm a little teapot short and **stout**
Here is my handle, here is my **spout**
When you tip me over here I **shout**,
Tip me over and pour me **out**!


Notes for Teachers:

- Promote syllable segmenting with clapping or stomping out the syllables

Adapted from:

<https://pdst.ie/sites/default/files/Phonological%20Awareness%20Infants.pdf>

http://www.fcrr.org/studentactivities/PA_043a.pdf

Activity Name: GET THAT GOLD		Time: 20 minutes	Facility: Classroom Gymnasium <input checked="" type="checkbox"/> Multipurpose Outdoors <input checked="" type="checkbox"/>	
Grade Level: K-2 3-4 <input checked="" type="checkbox"/>			Physical Activity Level: Moderate <input checked="" type="checkbox"/> Vigorous	
Purpose/Goal: <ul style="list-style-type: none">- Bring all the gold pieces back to the pot without getting caught by the dragons. This is done while working on locomotor skills (running, skipping), and using phonological awareness skills (rhyming, etc.)			Skill Focus: <ul style="list-style-type: none">- Physical: locomotor, basic movements- Affective: listening to leader instruction- Phonological Awareness (rhyming, segmenting, manipulation, etc.)	
Organization: <ul style="list-style-type: none">- All students start at one end of the activity space with the gold/word cards (hexagon). Hula-hoops (safe spots) are placed at random throughout the activity area. A “treasure bucket” (square) is placed at the other end.- The instructor is stationed at the “ 			Equipment: <ul style="list-style-type: none">- Hula-hoops- Gold pieces (word cards) = have a variety of words (i.e. teacup, baseball, bat, start, etc.) *These words can be tailored to specific classroom units*- Pinnies to identify “dragons”- If outdoors: use pylons for boundaries	
Warm-Up (3 min): Name Game <ul style="list-style-type: none">- Students will form a circle around the activity space- Each student will perform a certain number of exercises based on how many syllables are in each class members name- Ex. Starting at “Krista”, all students will perform 2 jumping jacks, next with “Tom”, all students will jump as high in the air once, etc.- Continue until all student names have been used in the activity				
Activity (14 min): Get That Gold <ul style="list-style-type: none">- The object of the game is for students to bring all the “gold” (word cards) from one end of the area to the other. They must do so without getting caught by any “dragons” (2-3 students) in the middle of the area. If a “dragon” catches a student, the student must return to the start line and try again- When the instructor says go, each student must attempt to bring ONE piece of “gold” (word card) at a time to the other end and put it in a “treasure bucket”- Safe areas (hula hoops) are placed throughout the space, so if a student enters, a “dragon” cannot tag them for 3 seconds- If student successfully gets to the “treasure bucket” without getting caught by a “dragon”, they must complete a <u>*Challenge*</u> (based on the individual student’s word card) given by the instructor before placing their “gold” into the bucket- If the student completes the challenge, he/she may place their gold into the bucket, if not, they must return to the start line and try again <p>*Challenge examples on next page...</p>				

- Challenge Examples:

1. "Say a word that rhymes with the one on your word card"
2. "Say your word and then say your word without the ____" (Ex. say "baseball" without "base")
3. "Clap for each syllable you have in your word"
4. "What sound do you hear at the end of your word?"
5. "Say your word card, now say the same word with an ____ on the end" (ex. say "cook with an "e" on the end"

Variations/Modifications:

Substep = If students are unable to think of a rhyme, give them 2 choices (i.e. "choose the word that rhymes with your word card (bat)... cat OR dog")

Superstep = Only allow 3-5 seconds for students to answer

Cool-Down (3 min): Phonological Wave

- Students form a circle with one student being the start point of the 'wave'
- The instructor will call out a word (i.e. baseball)
- Starting at the first student, a 'wave' (students raise their arms in the air one by one - similar to what the crowd does at a sports event!) will begin
- Each part of the wave will be associated with one sound of the word (i.e. /b/-/a/-/s/-/b/-/a/-/l/ = 6 students will be part of the wave)
- After the wave is completed, the instructor will say a new word, and the wave will begin where the previous wave ended

Notes for Teachers:

- Assign word building groups prior to starting the activity to improve time efficiency
- Overall, this activity can be tailored to the strengths of each student. For example, harder Challenges can be given to stronger students, while easier ones can be asked to students who have more difficulties.

Adapted from:

- http://www.eworkshop.on.ca/edu/dpa/pdf/DPA_1-3_tag_games.pdf
- <https://www.superduperinc.com/handouts/pdf/172%20Phonological%20Awareness.pdf>

MORPHOLOGICAL AWARENESS

	act	
re	act	
re	act	ing
re	act	ed

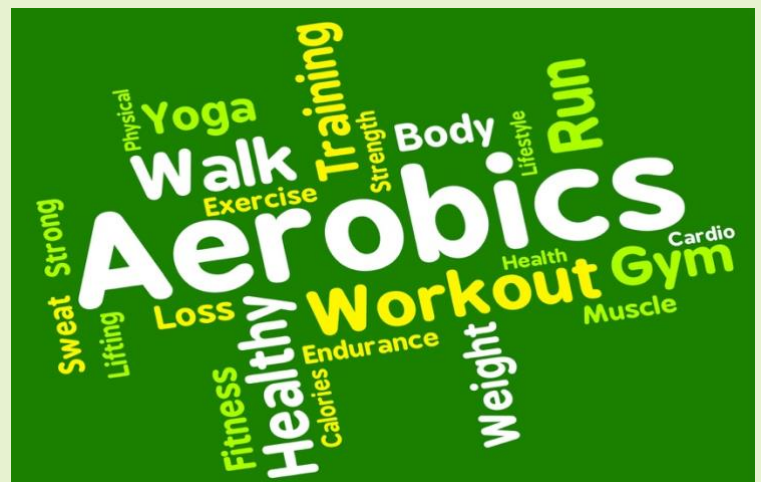
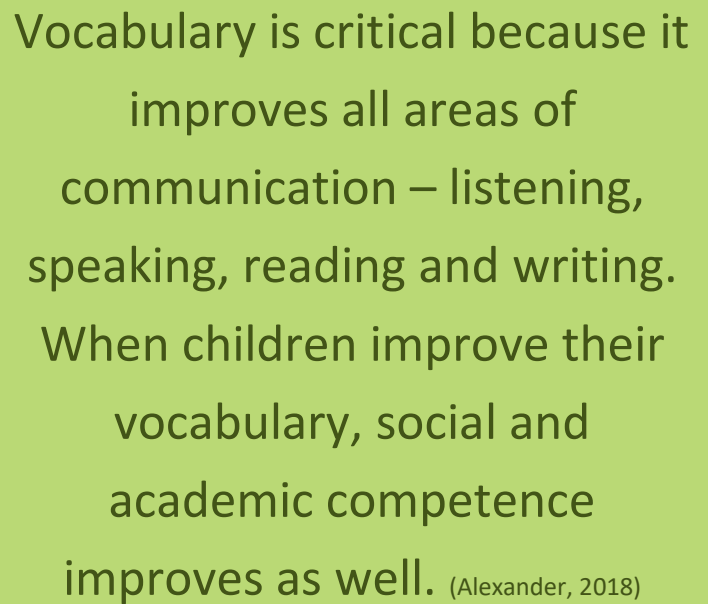
Morphological awareness is an understanding that prefixes and suffixes can be added or taken away to change the meaning of a word (Ebberts, 2017)



Activity Name: MISSION IMPOSSIBLE		Time: 20 minutes	Facility: Classroom <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Outdoors	
Grade Level: K-2 3-4 <input checked="" type="checkbox"/>			Physical Activity Level: Moderate <input checked="" type="checkbox"/> Vigorous <input checked="" type="checkbox"/>	
Purpose/Goal: <ul style="list-style-type: none">- Finish the “mission” as timely as possible with your group, while working on communication, co-operation, and language skills.			Skill Focus: <ul style="list-style-type: none">- Physical: locomotor, basic movements- Affective: listening to leader instruction, teamwork- Morphology (<i>Prepositions, Affixes</i>)- Reading Fluency (reading cards quickly)- Vocabulary	
Organization: <ul style="list-style-type: none">- Students will be separated in to groups of 5 or 6 (depending on numbers)- Students will then travel around the activity area as a group completing each task (nobody gets left behind!)			Equipment: <ul style="list-style-type: none">- Mission Possible Cards- Writing utensils (one per group)	
Warm-Up (5 min): Starting the Mission! <ul style="list-style-type: none">- Students move in a circle around the activity space in whatever form of locomotion is called out by the instructor (i.e. hopping, galloping, skipping, etc.)- The instructor will then call out various ‘spy moves’ which students will have to complete (i.e. crawl in an open window (students pretend they are sneaking in to a building), step over/under the lasers (avoid motion sensors), etc. ~ ensure to emphasize prepositions here- Encourage to be “stealthy” and “sneaky” when completing their spy moves (new vocabulary!)- James Bond spy music is encouraged for this activity!				
Activity (10 min): Mission Possible <p>Each group is given a Mission Possible card with the following directions. Students must complete all tasks:</p> <ul style="list-style-type: none">- Touch six red objects in the room with your knee- Complete one jumping jack for every letter in your name (all team members)- Solve the following problem and circle your answer: “Bill was not patient, he was __patient” (in-, im-, mis-)- Line up in a single file line and pass an object over your head or through your legs until it has been passed all the way down your line- Solve the following problem and circle your answer: “Sue sang loud, she was singing loud__” (-ness, -s, -ly)- Shake hands with 5 people that are not in your group- Solve the following problem and circle your answer: “Lisa missed the scene in the movie, so she wanted to __play it” (un-, re-, de-)- Using your chair, sit down and stand up ten times with hands on your head or hips- Stand in the corner of the classroom and sing a verse of “Row, Row, Row Your Boat”- Do a <u>VICTORY DANCE</u> because you have completed the mission!				
Variations/Modifications: <p>Substep = The instructor can follow student groups closely and provide support, or reduce the number of tasks to be completed</p>				

Superstep = Have students come up with answers independently without having multiple choice options	
Cool-Down (5 min): The Great Escape <ul style="list-style-type: none"> - Students walk quietly around the room waiting for their opportunity to 'escape' after completing their 'secret mission' - On the instructor's cue, the students will perform an action they think a spy would use to escape (i.e. slide down a zip line, hop out of a window, etc.) 	
Notes for Teachers: <ul style="list-style-type: none"> - Reinforce the idea of teamwork and co-operation by encouraging students to work together when completing the secret missions] - Pair stronger skilled students to act as "team leaders" for the groups - Discuss/debrief on any challenges with the affix tasks after the cool down - EXAMPLE: discuss any confusion with the prefix -in vs. -im for impatient. Introduce the topic of ASSIMILATION 	Planning Notes: <ul style="list-style-type: none"> - Write all tasks on cards prior to DPA and ensure the activities can be completed in the appropriate space
Adapted from: http://www.edu.gov.on.ca/eng/teachers/dpa4-6.pdf	

Activity Name: ATHLETE ACT IT OUT		Time: 20 minutes	Facility: Classroom <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Outdoors <input checked="" type="checkbox"/>	
Grade Level: K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/>			Physical Activity Level: Moderate <input checked="" type="checkbox"/> Vigorous <input checked="" type="checkbox"/>	
Purpose/Goal: <ul style="list-style-type: none">- Introduce the use of the -er suffix through various actions. Introduce that -er changes the meaning of a word.			Skill Focus: <ul style="list-style-type: none">- Physical: locomotor, basic movements- Affective: listening to leader instruction- Morphology (<i>Affixes - Suffix</i>)	
Organization: <ul style="list-style-type: none">- Spread students out in the space provided with enough room to move- Move any obstacles (desks, chairs, etc.)			Equipment: <ul style="list-style-type: none">- Music (optional)- Written out list of athletes/actions on the blackboard (optional)	
Warm-Up (5 min): Moving on the Spot/Introduction <ul style="list-style-type: none">- Have students march on the spot, twist, lift high knees, etc.- While they warm up, the instructor may introduce the activates planned ahead.- Introduce that parts can be added on to the end of words (suffixes) and that they change the meaning of the word.				
Activity (10 min): Act it Out <ul style="list-style-type: none">- Create a list of different type of athletes with a corresponding action for each type.- The list could include: A swimmer: walk on the spot while moving arms in a front crawl motion A dancer: dance on the spot A jogger: jog on the spot A runner: run on the spot A rock climber: march on the spot while moving arms up and down- Have the students march around the room and have them perform the action that corresponds to the athlete called out.- Students can also take turns deciding which athlete they want to be! <p>*Throughout the activity, the instructor should put stress/emphasis on the -er suffix. They may also reiterate that adding -er to the means “one who does an action”. (i.e. “Now be a dancer! Let’s be a person who dances”)*</p>				
Variations/Modifications: Substep = use various cues (i.e. underline written -er on the board, etc.) Superstep = Add additional affixes to the movements (i.e. -ly . You are all moving, slowly . Now quickly !”				
Cool-Down (5 min): Group Stretch <ul style="list-style-type: none">- Form a circle for group stretch.- Discuss the various types of athletes the students acted out, and what specific actions they performed.- Reiterate the use of the -er, and how it changes the meaning of a word “One who does an action”				
Notes for Teachers: <ul style="list-style-type: none">- It may be beneficial to explicitly teach/introduce the -er suffix concept prior to beginning the activity				
Adapted from: http://www.edu.gov.on.ca/eng/teachers/dpa1-3.pdf				



Activity Name: BEAN BAG BALANCE		Time: 20 minutes	Facility: Classroom Gymnasium✔ Multipurpose✔ Outdoors✔	
Grade Level: K-2 3-4 ✔			Physical Activity Level: Moderate✔ Vigorous✔	
Purpose/Goal: <ul style="list-style-type: none">- Students must create synonyms to get back in to the fast-paced bean bag game!			Skill Focus: <ul style="list-style-type: none">- Physical: locomotor, basic movements- Affective: listening to leader instruction- Vocabulary (<i>Synonyms, Antonyms, Subject Specific Vocabulary</i>)	
Organization: <ul style="list-style-type: none">- Spread students out in the space provided with enough room to move- Move any obstacles (desks, chairs, etc.)			Equipment: <ul style="list-style-type: none">- Bean bags with word card attached- Word cards (category specific – i.e. have an equal amount of word cards that fall under clothing, travel, food, and sport categories)- Chalk/writing utensils- Music (optional)	
Warm-Up (5 min): Blob <ul style="list-style-type: none">- Every student is given a word card, and then they will begin to travel around the activity space performing an assigned locomotor skill (i.e. skipping, hopping, etc.)- The instructor will change the motor skill every 30 seconds- In the last minute, the instructor will call “BLOB!”, and students must sort themselves in to one of four categories based on their word cards- Ex. students with “t-shirt”, “sweater”, and “turtleneck” cards must find one another				
Activity (10 min): Bean Bag Balance <ul style="list-style-type: none">- Every student will have a bean bag balanced on their head. Each bean bag has a word on it (ex. run).- When the instructor calls out a locomotor skill (i.e. skipping, running, galloping, etc.) the students will do that skill while attempting to keep their bean bag balanced- If the beanbag falls off, students must run to the instructor and give an alternative word/synonym for their word (ex. jog, race, etc.).- Once they identify a synonym, the student may enter the balance game again				
Variations/Modifications: Substep = If a student is not able to identify a synonym, give 2 choices (i.e. jog or skip) and the student can then choose the correct one to re-enter the game Superstep = Students must give a synonym and an antonym for their word				
Cool-Down (5 min): Directioners <ul style="list-style-type: none">- Designate different walls of the activity area as winter, summer, fall, or spring- Give movement and direction signals (i.e. “walk to the summer” or “skip to the spring”)- Students must travel to that area and write down/say word that relates to that area (i.e. swimming for summer, or flowers for spring).				
Notes for Teachers: <ul style="list-style-type: none">- During the Directioners cool down activity, switch up the categories! For example, instead of using seasons, use directions (north, east, south, west). The instructor may choose to tailor this activity to class units (i.e. geography).				
Adapted from: https://physedgamesbinder.weebly.com/bean-bag-frozen-tag.html				

Activity Name: WORD POWER		Time: 20 minutes	Facility: Classroom <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Outdoors <input checked="" type="checkbox"/>	
Grade Level: K-2 3-4 <input checked="" type="checkbox"/> 5-6			Physical Activity Level: Moderate <input checked="" type="checkbox"/> Vigorous <input checked="" type="checkbox"/>	
Purpose/Goal: <ul style="list-style-type: none">- Increase physical activity vocabulary while engaging in physical activities!			Skill Focus: <ul style="list-style-type: none">- Physical: locomotor, basic movements- Affective: listening to leader instruction- Vocabulary	
Organization: <ul style="list-style-type: none">- Spread students out in the space provided with enough room to move- Move any obstacles (desks, chairs, etc.)			Equipment: <ul style="list-style-type: none">- Blank flash cards- Writing materials- Blackboard, or all new vocabulary items written out on a big piece of paper	
Warm-Up (5 min): Introduction to Word Power <ul style="list-style-type: none">- Discuss with students the definitions of <i>Locomotion</i>, <i>Stability</i> and <i>Manipulation</i>- <i>Locomotion</i> = movements used to move the body from one point to another- <i>Stability</i> = movements in which the body remains in place but moves around its horizontal or vertical axis- <i>Manipulation</i> = movements that involve giving force to objects or receiving from objects- During each definition ask students to act out (on the spot) what they think these definitions may look like in practice				
Activity (10 min): Word Power <ul style="list-style-type: none">- Have each student lead the class in one of the movements listed below- Give each student 10 blank cards- Each student must select 10 words from the list below (at least 2 from each category) and print one word on each of his/her cards.- Have one student begin by performing their top card for 30 seconds, then the next student will perform their first card, etc.- This cycle will continue until all students have performed all 10 cards with their classmates.- Locomotion: walk, run, hop, skip, gallop, tiptoe, creep, jump, climb, swim, spring, leap, slide, fly, dash, bear walk, dodge, stroll, crawl, sneak, dance, shake, hurdle, zigzag, march- Stability: crouch, stretch, twist, tuck, freeze, lunge, reach, point, bend over, sit, balance on tiptoe- Manipulation: skip rope, swing a bat, juggle, bounce a ball, bat a balloon, kick a ball, lasso, sweep, play catch, do a slap shot, volley, bump, ski, use a hula hoop, bowl				
Variations/Modifications: Substep = The instructor selects vocabulary for each student depending on their abilities Superstep = Have students give a verbal explanation/step-by-step of their action (i.e. First you... then you...)				
Cool-Down (5 min): Word Power Cool Down <ul style="list-style-type: none">- While doing a group stretch, ask each student one new word that they learned in the session.- Ask students to compare the new ways of moving that they have learned in the game				
Notes for Teachers: <ul style="list-style-type: none">- Help students expand their use of the new vocabulary used in class by asking them to teach these new words/actions to someone at home!				
Adapted from: http://www.edu.gov.on.ca/eng/teachers/dpa4-6.pdf				

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