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.