

# Stop and Scribble

**Level:** All

**Equipment:** One piece of paper and pencil for every two students.

**Purpose:** To review spelling words while incorporating physical activity (See under-fives section for alternatives).

**Formation:** Students stand in pairs by their desks with paper and pencil.

## **Directions:**

1. Teacher calls out a different physical activity;
  - Twisting
  - Jogging
  - Jumping
  - Star jumps
  - Hopping
  - Marching
  - Playing air guitar
2. Both students begin the activity and continue until the teacher calls out a spelling word.
3. Students' freeze and partners work together to spell the word correctly on their piece of paper.
4. After 20 seconds, teacher calls out a new activity.
5. Continue until all spelling words are used.
6. As students cool down, teacher writes down correct spelling words and students check their work.



## **Variations:**

- Work outside with chalk.
- Partners take turns calling out spelling words for each other while the teacher calls the activity. This allows for individual spelling programmes to be used.

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### **For Under-fives:**

This activity could easily be used for teaching a range of things such as the alphabet, colours, body parts, instructions and directions etc.

- Alphabet - call a letter and the children have to think of words they know that start with that letter.
- Colours - call a colour and children have to name things that are that colour, e.g. blue- sky, water.
- Body Parts - children have to join those body parts together.
- Instructions and directions – give an instruction or a direction and the pair have to complete it together.

### **Cross Curricular Links:**

- Te Reo - Play the game using Maori words for activities or for spelling.
- Literacy - improve spelling.
- Could use any curriculum area and ask questions from their current unit.

### **Links to fundamental movement skills:**

This activity will help to develop;

- Locomotor skills- choose from a range of locomotor skills.
- Balance- Instead of locomotor activities you could be getting the children to balance in lots of different ways or on different body parts while they wait for word to be called.
- Manipulative Skills- Partners could be passing, kicking, hitting a ball to each other while they wait for the spelling word.

