

Moving and Matching ABC's

Pillar: Active Living

Division: I

Grade Level: 1

Core Curriculum Connections: Language Arts

I. Rationale: This is an active living lesson that promotes recognition of the letters in the alphabet. The difference between upper and lower case letters is emphasized as students name and match upper case letters forms to their lower case counterparts. Index cards with upper and lower case letters are placed under cones. Students hop, skip, or jump to a designated cone, find a letter, then continue using the locomotor movement to find the student with a match to their letter.

II. Activity Objectives:

The students will be able to:

- perform a variety of locomotor movements such as hopping, skipping, and jumping.
- demonstrate an awareness of personal space by navigating safely in the play area.
- increase letter recognition skills.

III. Curriculum Outcomes: Language Arts

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues

Use references

- name and match the upper and lower case forms of letters

IV. Materials:

- two sets of index cards: one with upper case letters, and one with lower case letters printed on them (one letter per card)
- cones, pylons, or poly spots (at least one for each student in the class)
- activity area
- music (optional)

V. Procedure:

1. Arrange the cones or poly spots throughout the play area and place index cards under each of them prior to the activity.

2. There should be enough spots or cones for each student. Under each spot or cone, there should be approximately 4-8 cards, depending on how many students are in the class. Some of the cards will have an upper case letter printed on them, while others will have a lower case letter.
3. Direct each student to a cone to wait for directions.
4. Call out a specific locomotor movement (skip, hop, gallop, march etc).
5. Once the signal is given (or the music is started), the students look under their cone and pick up an index card.
6. Using the locomotor movement specified, they hold their letter in front of them and attempt to find the person who is holding the correlating letter, matching the lower case with the upper case.
7. Once a match is made, the two students pair up to see if they are correct. Then they return their letters, and move to another cone where they repeat the activity.

VI. Assessment Ideas:

- Check and record to assess whether students are able to recognize and correctly pair upper and lower case letters.
- Have students complete an individual follow up activity on paper to see if they are able to correctly name and match upper and lower case letter pairs.