

## Moving Readers

**Introduction:** Emergent readers need to practice reading words daily. With this activity, the students can have time to get physically fit while making and reading words. It will be a fun activity for the beginning readers in your class.

**Grade Level and Subject:** 1st Grade Reading and P.E.

**TEKS:** Reading – 5J, 6E, 7D, 7E, 8A, 8B  
P.E. – 1A, 1D, 3B, 6A, 6B, 7A, 7B, 7C

**Materials:** A cardboard or paper letter for each player, pins to pin the letters to the students' shirts

**Resource:** *201 Games for the Elementary Physical Education Program* by Jerry D. Poppen.  
ISBN: 0-13-042061-1

**Activity:** The teacher should begin the activity by pinning a large letter of the alphabet to the shirt of every student. Try to avoid the letters of Q, X, and Z as they are uncommon letters in the English language. Also, the teacher might want to make a few extra cards with E, A, S and other more common letters found in words in the English language.

The teacher should take the students to a large playground or gym, and the students should scatter over a large area. The teacher will call out a number, such as three. When the number has been called, the students will search for other players with whom they might make a three-letter word. They are to stay in position (hopping or performing another locomotive skill) while waiting for the teacher to check their word. Once the teacher has checked all letter combinations, the children are to scatter once more. Play resumes with the teacher calling out another number. The teacher should recognize how many letters per word the children are comfortable with and can handle easily.

If a child is unable to form a word with his or her classmates, the teacher can assist that child by placing him or her with students in which a word can be spelled with all letters.

This activity would be great with the students' spelling lists or with practice with word families.

**Evaluation:** The teacher will monitor all activity. Again, if a student needs help, the teacher may assist by adding the student into an existing word, or dismantling one word and making another.



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