

Spelling Handball

Introduction: Students at every grade level are expected to spell age-appropriate words proficiently. This activity will give students practice spelling words with regularly spelled patterns and words with inflectional endings.

Grade Level and Subject: 2nd Grade Spelling and P.E.

TEKS: Spelling – 16A, 16B
P.E. – 2B, 3A, 3B, 3C, 7A

Materials: A tennis ball (or similar sized bouncy ball) for every two students in the class, chalk, a Wall Ball or the side of a building or gym

Resource: *The Ultimate Playground & Recess Game Book* by Guy Bailey. ISBN: 0-9669727-2-4

Activity: The teacher will take students to the Wall Ball (an outdoor wall constructed to bounce balls off of it), to the side of a building, or to the gym. Students will be paired off in groups of two and given a tennis ball. They will practice tossing the ball back and forth in their pairs while the teacher draws a parallel line, with chalk, approximately 16 feet from the wall that will be used for this activity. That will be the “serving line.” Students will stand on this line and face the wall during the activity. Approximately 2-3 feet should be between each pair of students.

The teacher will begin the activity by calling out a spelling word. The student in each pair who has the ball will toss it and have it hit the wall. At that time, the students in each pair will call out the first letter of the spelling word. Once the ball bounces back, the second student in the pair will catch the ball. He or she will throw the ball and have it bounce off of the wall. At that time, the students will call out the second letter of the spelling word, and the first student in the pair will catch the ball. The students will continue alternating throwing the balls and spelling the word called out by the teacher. When they are finished spelling the word, students in each pair will toss the ball back and forth to each other until all pairs have finished spelling the word. The teacher will stop all activity, call out another spelling word, and the bouncing/spelling will begin again. This activity should continue in this manner until all words have been spelled from the spelling list.

Evaluation: The teacher will monitor all activity and aid any student who needs assistance with their spelling skills.



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Updated February 2016