Spelling Tag

**Introduction:** Students usually do not like the repetitive, weekly spelling drill many teachers use to practice their weekly spelling lists. During this activity, the students will enjoy the combination of spelling and running. What a great way to study that spelling list!

**Grade Level and Subject:** Fourth Grade Spelling and P.E.

**TEKS:** Spelling 17A, 17B  
P.E. 1A, 3A, 4B, 7A, 7B, 7C

**Materials:** Identification items for the “its” (vests, arm bands, etc.), spelling list (for the teacher)

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

**Activity:** For every five students in the class, let one of those students be an “it” and wear the distinctive arm band, vest, etc., that the “its” will wear throughout the activity.

The teacher is to take the class to the play area (the gym or the playground). The students are to take a random position on the playing area. When the starting signal is given, the “its” will begin tagging the other students. When a student has been tagged, he or she is to freeze until the teacher comes over to him or her. The teacher will ask that student to spell a word from the list. If the word is spelled correctly, the student may continue playing. If the student spells the word incorrectly, he or she has to stay “frozen” until the teacher comes back to ask him or her to spell another spelling word.

If a child has spelled a word incorrectly, the teacher has the option of when to come back to the student to ask him or her to spell another word. The teacher shouldn’t wait too long as the student will remain inactive for a long period of time.

After a short period of time, the teacher can determine the next set of students who will become “its.” It would be a good idea to rotate the students chosen to be “it” so that all students get a chance to perform this part of the activity.

The teacher can continue to use this activity weekly, if desired, to help the students review their words.

**Evaluation:** The teacher will monitor the students’ spelling proficiency as he or she asks the students the spelling words. He or she may need to complete some additional classroom instruction, if necessary.