LETTERS, LETTERS

The children sit down with legs crossed in a circle. Each child has a yellow or green ball. The teacher calls out a two-letter word (e.g. as). The children who have the balls with letters “a” and “s” stand up, run around the circle and sit down. The first child is the winner.

VARIATION: The teacher implements more difficult words (three, four and five-letter words) and changes the movement exercises.

INTERPRETATION: The children learn about spelling words and enrich their vocabulary. They improve their concentration, perceptiveness, reaction time and movement skills.

VOWELS AND CONSONANTS

The children take a ball and move around the sports hall. When teacher calls “FIND YOUR PARTNER” children pair up according to the letters they have on their balls. The child who has the ball with a consonant makes a pair with the person who has a vowel. They create a syllable and move together. When teacher calls again “FIND YOUR PARTNER(S)” children group into threes or fours and try to create words etc.

INTERPRETATION: The students learn about the consonants and vowels and how to create syllables and words. They enrich their vocabulary and improve their movement skills.

LETTERS RELAY RACES

The teacher divides students into teams of seven players. Each player in each team has a ball with letter (the first seven letters of the alphabet). The students are lined up behind each other in the alphabetic order and sit down with legs crossed about 1 meter apart.

The teacher says a letter and the students in each team, whose the letter on the ball is called, go to designated point and return. The teacher says the movement (e.g. throw and catch a ball, roll a ball between legs, bounce a ball etc.) to go to designated point and return. The first student who returns to start line, gets a point for the team. The team which gets the most points is the winner.

VARIATION I: The teacher calls out a letter and two students run a race – the child with the called letter and the other who has a ball with the letter after them. For example, the teacher calls out a letter “c” so the students with the letters “c” and “d” run a race.

VARIATION II: The teacher calls out a letter and two students run a race – the child with the called letter and the other who has a ball with the letter before them. For example, the teacher calls out a letter “c” so the students with the letters “c” and “b” run a race.

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VARIATION III: The teacher calls out a letter and three students run a race – the child with the called letter and the others who have the balls with the letters before and after them. For example, the teacher calls out a letter “c” so the students with the letters “c”, “b” and “d” run a race.

INTERPRETATION: The students learn about the letters and the alphabet. They also improve their movement skills.

SYLLABLES

The children take a ball and move around the sports hall. They play with the EDUballs, (e.g. bouncing a ball, rolling a ball, throwing and catching a ball) to the music. When the music is stopped, they group to create the syllables. Then the students play again with the partners. When the music is stopped again, they create two and three-syllabic words.

INTERPRETATION: The children learn how to create and read syllables and words. They also improve their movement skills.

WORDS, WORDS

The children take a ball and move around the sports hall. They toss and catch the EDUballs. When the teacher says “WORDS, WORDS”, the children stop and say out loud word (words) starting with the letter on their ball (e.g., the person who has the ball with the letter B might say “ball”). After saying the word, the students perform a movement exercise (e.g. bounce a ball) as many times as the number of letters in the word (when the child says “ball”, they perform the exercise four times). When all students say a word, they exchange the balls between themselves and the exercise continues.

INTERPRETATION: The children enrich their vocabulary and improve their movement skills.

BUILDING SENTENCES

The students group into threes and fours. Each child has a EDUball and they move together around the sports hall. When the teachers say “BUILD A SENTENCE” the students stop, create and write down the three- or four-word sentence starting with the letters on the balls. For example, when they have balls with letters "S", "T", "B" “T”, they might say the sentences: The sun is beautiful. The bird is singing. Brian saw the iceman.

INTERPRETATION: The students revise the fundamentals of building the simple sentences and improve their movements skills. They also develop the cooperation in the group.