



Body Spelling

Early Childhood

Print Awareness, Letter Identification, Letter and Sound Identification, Spelling, Phonemic Awareness, Decoding/Reading High Frequency Sight Words

Learning Outcomes:

Students will be able to:

(Select what is appropriate for your students from the list of progressive skills)

- ◆ identify capital letters
- ◆ identify lower case letters
- ◆ produce the primary sounds of the consonants (letter sound identification)
- ◆ associate the long and short sounds with common spellings (graphemes) for the five vowels
- ◆ blend phonemes, and tell what word they make (/p/ /e/ /t/ pet)
- ◆ orally segment and identify phonemes in a single-syllable word (tell the sounds that are in the word (top /t/ /o/ /p/))
- ◆ read common high-frequency words
- ◆ decode words
- ◆ spell content vocabulary

As demonstrated by...

(Select the performance best matched to the content outcome you identified)

... moving their bodies to represent the shapes of the letters

... moving their bodies to represent the shapes of the letters as they say the letters

... moving their bodies to represent the shapes of the letters as they produce letter sounds



Equipment: capital letters and lower-case letters, spelling words, rhyming words, or high frequency words, personal space, whiteboard, and markers and/or smart-board presentation of words with pictures.

Directions: Students will stand next to or in front of their desks and listen for the teacher to call out or display a letter or word. Students will then make the letter or spell the word using their body based on the shape of the letter. For tall letters or letters written above the line (b, d, f, h, k, l, t) the students will stretch their arms up over their heads. For medium letters or letters written on the line (a, c, e, i, m, n, o, r, s, u, v, w, x, z) the students will put their hands on their hips. For low letters or letters written below the line (g, j, p, q, y) the students will squat to the ground. Students should say the letters or make the primary letter sound for each letter as they represent the shapes of the letters with their bodies.

◆ Example: Spell the word "dog."

d (hands over head), o (hands on hips), g (hands on ground)

◆ This lesson emphasizes the shapes of letters. As a supplement to this lesson, the teacher can cut around her Word Wall words to show the varying heights of the letters used to make up words.

◆ The teacher can use this activity to introduce new letters/words OR practice letter and sound identification OR review spelling words.

◆ When using verbs, let the students perform/act out the movement. For example, if the spelling word is "jump," have the students jump after they spell the word.

Assessment:

1. Prompt for the outcome
2. Student "body spells"
3. Determine if body spelling/phonemes are correct or not
4. Record student responses

Record Keeping for Assessment:

◆ Matrix - list student names vertically, list outcome(s) horizontally, mark all incorrect responses (less recording with this option) or record all correct responses.

◆ Student records own responses on an individually designed score sheet

