

# ACTIVE ALPHABET

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GRADES: K-1

FORMATION: Standing in their own personal space

EQUIPMENT: None

LEARNING OUTCOMES: LANGUAGE ARTS: To promote movement through imagery inspired by words associated with each letter of the alphabet.

SAFETY CONSIDERATIONS: Remind participants to be cautious when moving and to be aware of the personal space of others. Check that the participants have enough space to perform the activities safely.

RULES/DIRECTIONS:

Starting with letter "A", call out each letter of the alphabet and a corresponding word or phrase that begins with that letter. The teacher can expand on the word/phrase to create an image and to promote movement. For example, the teacher might begin by calling out or holding up a letter "A", saying the word "apple", and then asking the children to, "Pretend you're an apple tree; now stretch your branches high into the sky". After each movement, review the letter and the word, and then ask the children to call out the letter that comes next. You can continue through the entire alphabet, or select certain letters each day. Following is a sample list for the entire alphabet:

**A--Apple:** Keep your feet together and stretch your branches high in the sky.

**B--Breeze:** Now a breeze begins blowing, and it blows the apples trees back and forth. (Have the children sway and stretch their trunks while trying to keep their "roots" planted firmly in place.)

**C--Cat:** Let's see if you can get on your hands and knees and arch your back like a scared cat.

**D--Dance:** Now let's dance. Wiggle your body and shake your legs.

**E--Eagle:** Show me an eagle - stand on one foot and then slowly move your arms like a bird with long, graceful strokes.

**F--Frog:** Jump like a frog on your lily pad! Now jump all around the lily pads without touching any of the other frogs.

**G--Gallop** and **H--Horse:** Let me see horses that can gallop gracefully around the general space.

**I--Inchworm:** I want you to be an inchworm -- start with your hands on the floor in front of your feet; "walk" your hands out as far as possible, then "walk" your feet up to meet your hands

**J -- Jumping jacks.** Start with 10, and add one each time you do this exercise.

**K--Kangaroo.** Two-foot jumping. (Again, stress they aren't to touch the other kangaroos!)

**L--Ladder.** Pretend to climb a tall ladder, moving your hands and feet at the same time. (Narrate the climb while you're doing it, "we're almost to the top!". When you reach the top, look around at the "view" and take several deep breaths of the fresh air, etc.)

**M--Missile.** Stand with your feet together. As we count down from 10, slowly lower into a crouch. When we reach "blast off," jump straight up into the air as high as you can.

**N--Newt.** We are all lizards; get down on all fours and crawl around in quick bursts.

**O--Ostrich.** With your long neck, and long stride, move around the room like an ostrich.

**P--Push-ups.** See how many you can do. Try to add one more than last time.

**Q--Quiet tip-toeing.** Pretend you are sneaking into the kitchen to try and get some cookies (which leads to...)

**R--Running.** Once you snatch the cookies, run in place for a while, pretending to make your get-away.(vary the tempos, having them slow down to a trot for a bit, then running hard for a while)

**S--Swimming.** Pretend you are a fish swimming around in the ocean, slowly moving your arms and walking around the area. (Yell "shark!" and they'll all start swimming fast to get away)

**T--Touch your toes.**

**U--Uniforms.** Pretend you are wearing a shiny bright uniform; you are the leader of a marching band. High-step your way around the area.

**V--Vibrate.** Stand in place and "vibrate" (shake) your arms really fast.

**W--Waltz.** You and your imaginary partner are dancing the waltz around the floor.

**X--Make a big X** with your body, stretching out your arms and legs as far as you can.

**Y--You are a Yo-yo.** Make your body go up and down.

**Z--Zig-zag.** Move in a zigzag pathway around the general space.

### **Variations:**

The instructor can adjust this activity from class to class, change some or all of the letters each time, and channel the activity toward specific skills they want to get across. The children also like to try and guess what you're going to have them do with the letters. Ask the children to suggest ideas of active words to put with each letter. Music can be used but is not necessary.