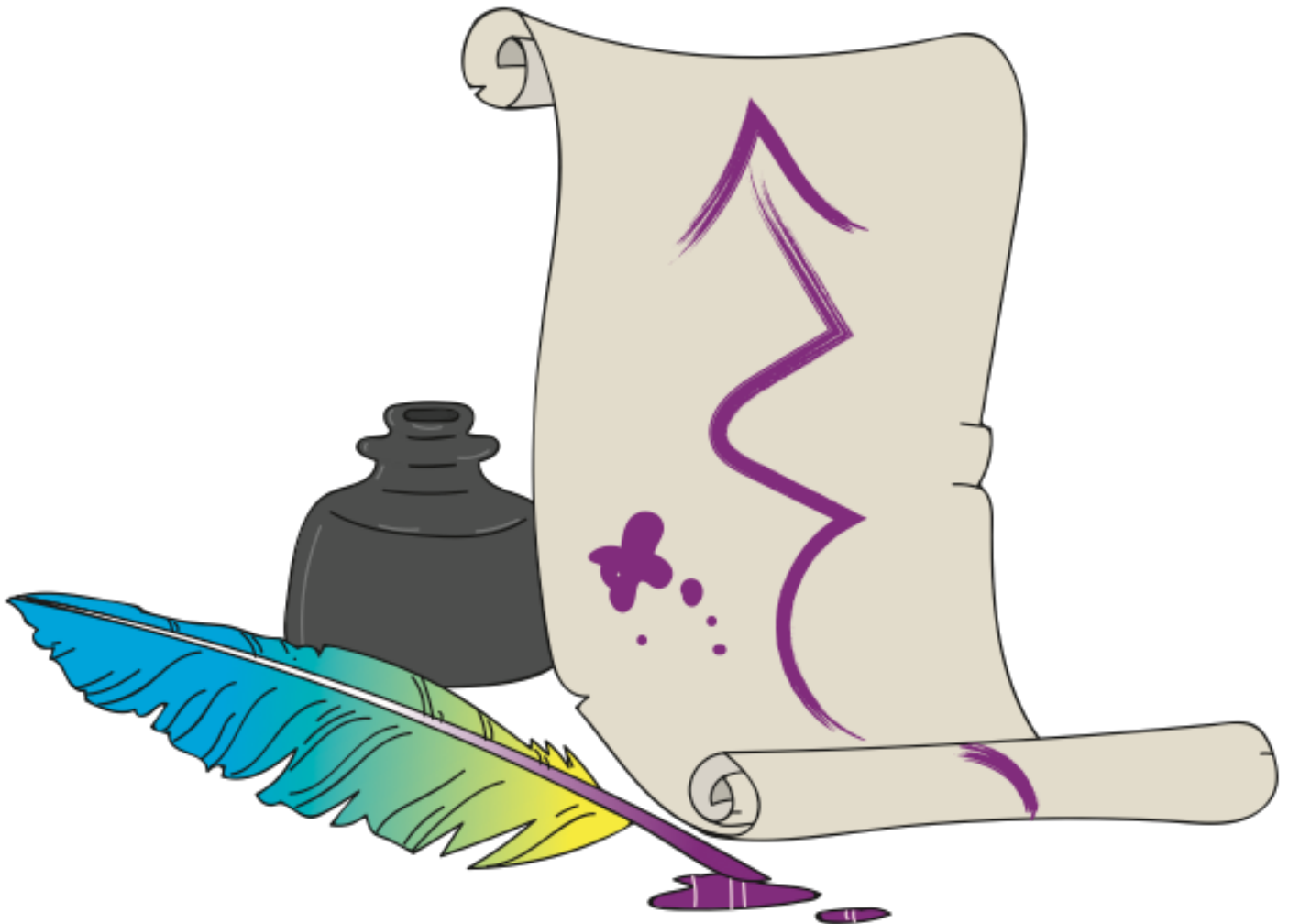




## MARK MAKING and MEANING MAKING

# I LIKE TO MOVE IT...

Games to help explore lines, shapes and directions used in the creation of letter and numbers



Teaching resources that move [Beyond Conventional Wisdom](#). Our resources are designed to support student choice, voice and agency. The resources are ideal for all teaching styles, but particularly suited to inquiry (constructivist) teaching. Our aim is to move beyond conventional teaching tools, consultancy and training by creating tailored resources, strategies and training opportunities that enable teachers to implement supportive, differentiated, challenging and innovative learning experiences.



These activities invite you and your child(ren) to begin investigating the world around them for any natural or created lines, shapes, etc that are present.

It is an opportunity for students to see that lines and shapes are everywhere and this may act as a prompt for them to begin noticing print in the world around them

They may notice how and why letters and numbers can come in a variety of colours, shapes and sizes.

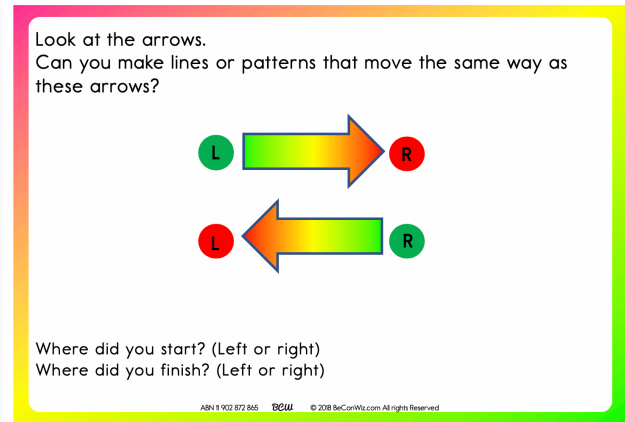
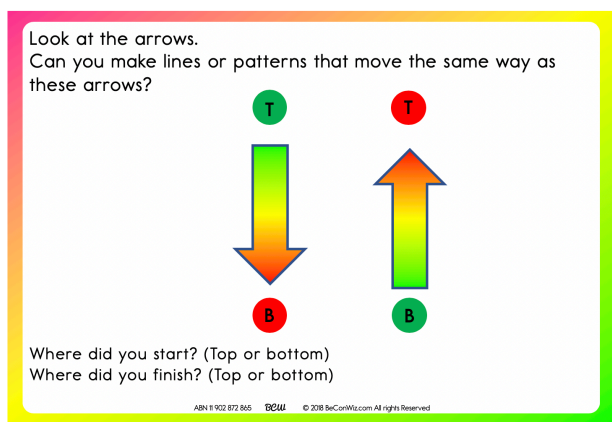
It can encourage your child(ren) students to try making interesting marks, rather than just focusing on 'getting the letters' right.

It develops fine motor skills and increases a prior knowledge bank to be called on in later more formal investigations into letter formation and handwriting.





The following two cards are designed to help your child(ren) think about directions such as top to bottom and left to right. The most common movements used in writing and reading.



Students are being invited to explore how to use various mark making tools to create lines that move from the top to the bottom or the left to the right.



The green dot represents the starting point.



The red dot represents the ending point.

These marks don't have to be straight lines. Any mark that explores and develops the relevant movement should be encouraged.

It is also important to encourage the students to use appropriate directional vocabulary, when describing what they are doing in mark making.

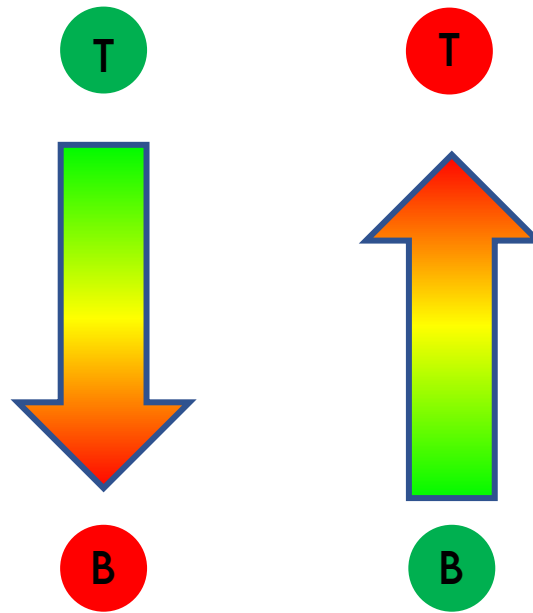
Extension ideas might include more physical activities where students try and move their bodies in different ways that are related to the arrows on the cards.

Teaching resources that move [Beyond Conventional Wisdom](#). Our resources are designed to support student choice, voice and agency. The resources are ideal for all teaching styles but particularly suited to inquiry (constructivist) teaching. Our aim is to move beyond conventional teaching tools, consultancy and training by creating tailored resources, strategies and training opportunities that enable teachers to implement supportive, differentiated, challenging and innovative learning experiences.



Look at the arrows.

Can you make lines or patterns that move the same way as these arrows?

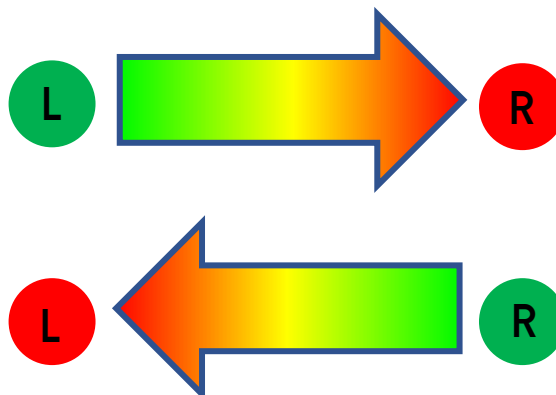


Where did you start? (Top or bottom)

Where did you finish? (Top or bottom)

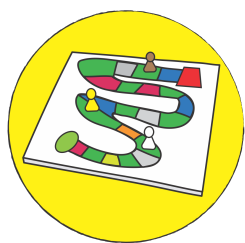
Look at the arrows.

Can you make lines or patterns that move the same way as these arrows?



Where did you start? (Left or right)

Where did you finish? (Left or right)



# I Like To Move It -Games

## SPRAY IT or PAINT IT

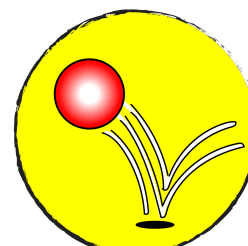
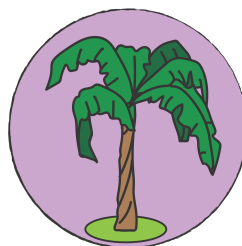
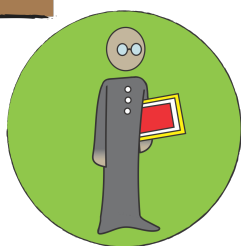
Developing gross motor skills to explore letter creation



Painting tools such as – brushes, sponges, spray bottles, etc.

Containers of water

Brick or concrete walls or a blackboard or a concrete floor



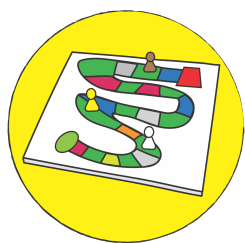
1. Children choose a painting tool to create letters.
2. Once they have their tool they can can practice big lines or shapes using the 'water' paint on a surface that can get wet.

*The advantage of using water as paint, is that a mark becomes visible but disappear when dry. Mistakes or marks that are not liked are not permanent, encouraging greater experimentation. It also means the same surfaces can be reused again and again.*

Encourage the students to observe how they are creating the lines, patterns, shapes or letters.

- *Where they are starting lines, patterns, shapes or letters from? Is it at the the top or the bottom?*
- *Are they creating the lines, patterns, shapes or letters in one movement (no lifting and joining) or is it in more than one movement?*
- *Why might people form lines, patterns, shapes or letters differently?*
- *Which ways of forming lines, patterns, shapes or letters make things that others might recognise?*

*\*BCW will now use 'They – themselves' as a singular, gender-neutral pronoun in all subsequent material generated on our website.*



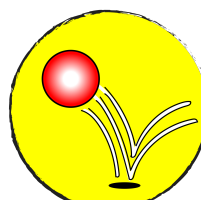
# I Like To Move It -Games

## Wheely fun games

Developing gross motor skills to explore letter creation



- Red and green circles or marks
- Wheeled toy such as scooters, skateboards, bicycles, etc.

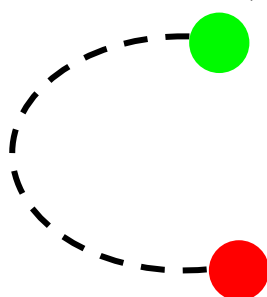


Think about the letters, numbers or other symbols you want your child to investigate.

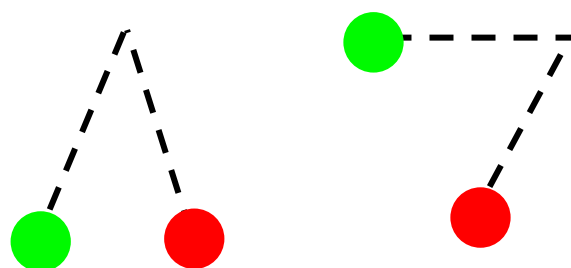
*TODDLER - Experimental mark making or straight and curved lines*

*CHILD - Shapes, letters, numbers*

Think about the lines, shapes and directions connected to things your child is exploring. Design a 'driving' course to based on the the basic lines and shapes you thought about in the above step.



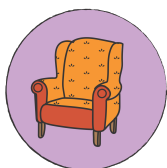
Example course for letters with curved sections such as c, d, e, g, s



Example course for letters with intersecting angles such as A, 4, 7, M

To reinforce writing conventions start at the top moving to bottom, or start at the appropriate side for the letter or number the lines are connected to.

After playing the wheely game ask your child to guess what letters, numbers, shapes, etc might be connected to these lines.



*INSIDE MODIFICATION: Use sand trays or paint and large sheet of paper to play the game. you could even create the game using toy cars and have the child(ren) race the cars through paint in the directions connected to the shapes, numbers or lines being explored.*



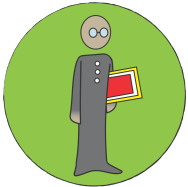
# I Like To Move It -Games

## WALKING ON LETTERS

### Exploring letter shapes



- Chalk
- Floor surface to be drawn on
- Large rectangles or squares for framing the shapes



This game gives your child the chance to explore the directions, shapes, lines and actions needed to create a set of focus letter or number

Draw a series of large squares or rectangles on the floor.

Inside those rectangles draw a faint outline of the letter/number being created.

*(A decision will need to be made if lower or upper or both cases are going to be focused on.)*

Before starting to draw the shapes ask your child(ren) to think about

- *Where the letters might start from? Is it the top or the bottom, left or right?*
- *Will the letters be created in one or more movements (lifting and joining)?*

Let your child(ren)...

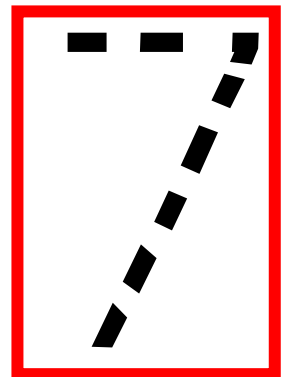
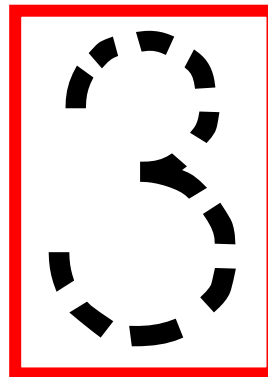
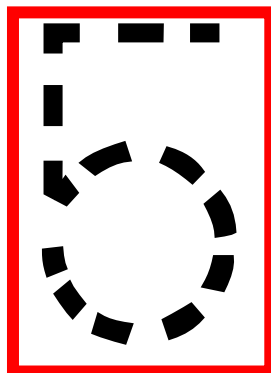
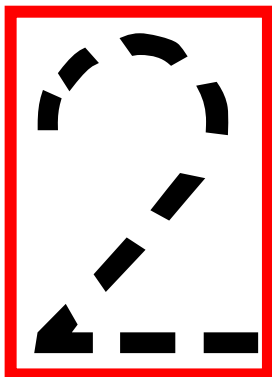
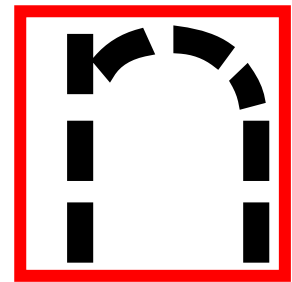
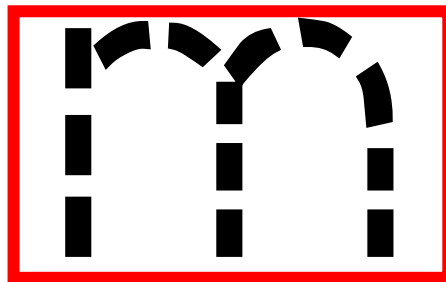
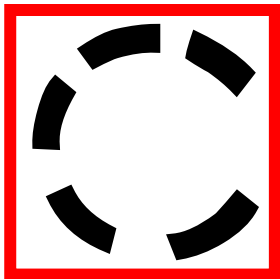
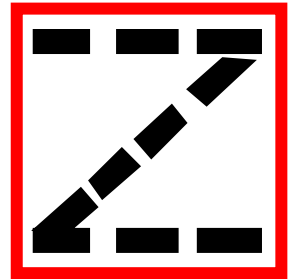
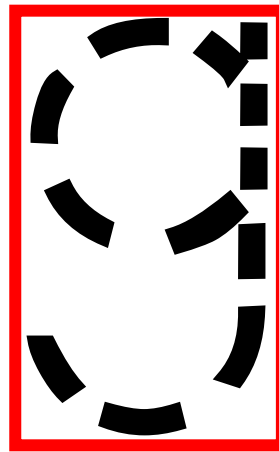
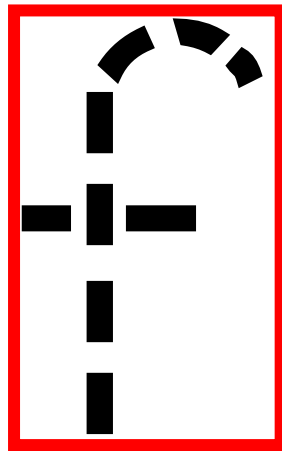
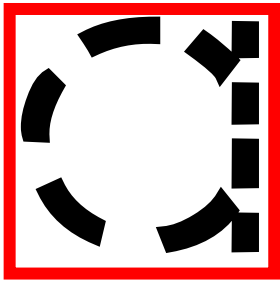
- Walk heel to toe along the letters, making sure that they retrace their steps back up a line where necessary.
- Explore the starting point of each letter
- Ask the students to explain the direction they are moving in in order to create the letter. (e.g. for 'p': *"I am starting at the top of the letter and making a long line straight line that goes straight down. Now I am travelling back up the line until I almost reach the top... I turn to the right and make a circle that joins back with the line in the middle"*).

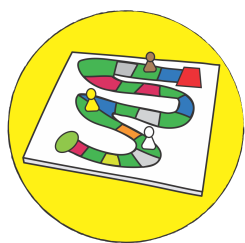
*It is important that the students begin to understand that one action/ movement can be used to create a letter, this can link back to pencil moves, most letters can be made with one pencil move, not a series of lines joined together.*



# I Like To Move It -Games

## WALKING ON LETTERS EXAMPLES





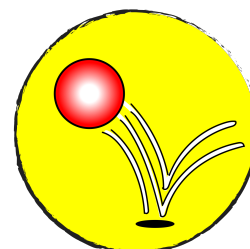
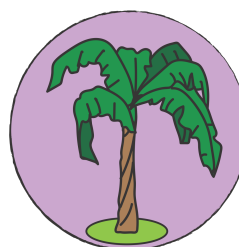
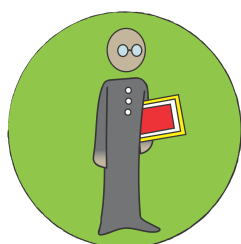
# I Like To Move It -Games

## ZIG ZAG RELAY

Developing directional knowledge and vocabulary



- Chalk or spray chalk
- Concrete or grassed surface



This game gives your child(ren) a chance to play a game that helps them explore directional language. Encourage the use of words like “*top, bottom, left, right, next to, across, etc.*”

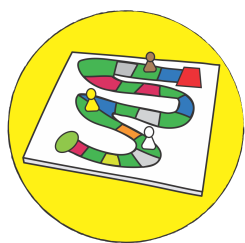
Invite your child(ren) to create a zig zag pattern on the concrete with chalk (or use spray chalk on grass). Let your child(ren) draw each one of the lines in the zig zag pattern to match the full length of their stride. In creating the zig zag pattern themselves your child(ren) are having to think about how to change the direction of a line from one point to another.

The zigzag should move from left to right or top to bottom from start to finish depending on what direction needs reinforcing.

Play the game with your child(ren) in a relay style game. Each leg of the relay might involve the first person walk while balancing something something (e.g. An egg and a spoon, small beanbag on their head, etc.) as they walk along the zigzag line they should be encouraged to talk about the directions they are going in.

*\*BCW will now use ‘They – themselves’ as a singular, gender-neutral pronoun in all subsequent material generated on our website*





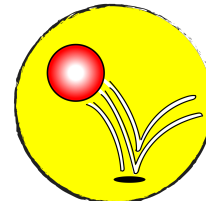
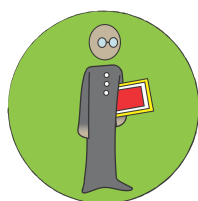
# I Like To Move It -Games

## LETTER JUMP

### Exploring letter shapes



- Non-slip material cut into circle shapes or bathmats you can write on
- Pictures of the letters, numbers or symbols you want to focus on



Let your child(ren) look at the focus letter(s) (lower case or upper case) from a picture or card and discuss what they notice about the letter shape.

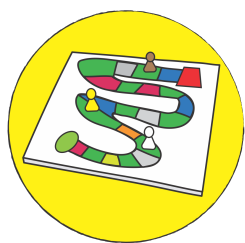
- *Where might the letters start from? Is it the the top or the bottom, left or right?*
- *Will the letters be created in one or more movements (lifting and joining)?*

Then invite your child(ren) to set up the non-slip materials (circles) in the shape of the letter.

- Jump along the dots and back up the same dots where necessary in order to create the letter
- Have them describe out loud the actions in terms of direction as they move to create the letter.

*The physical action, pre-thinking and verbalizing of directions and choices will help reinforce the actions needed to create the letter and create a muscle memory of the directions, lines and movements needed to create the letter.*

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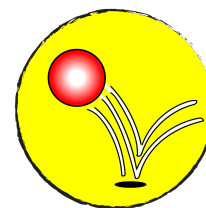
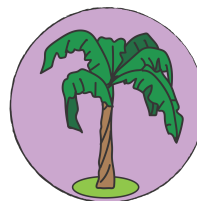
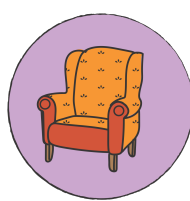
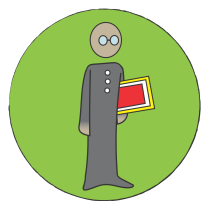
# I Like To Move It -Games

## BEANBAG TOSS

Developing understanding of line, direction and movement



- Mini-beanbags or something similar and soft to throw
- Non-slip circles (green and red), and small hoops or something to act as a target
- Reading & writing compass. (Supplied)



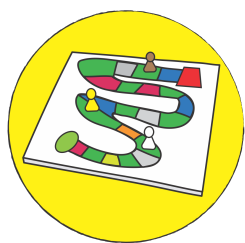
This game will give your child(ren) a chance develop the side to side movement used in reading and writing of the focus writing system. (e.g. *The majority of letters in the modern English alphabets tend to be created from top to bottom and left to right and they are read in the same directions. See list on next page*)

Let your child(ren) set up the course with the targets running from left to right and the toss line set at a distance to suit your child(ren). Your child(ren) can use the reading & writing compass to help them set the direction. The number of targets should be at least 4, but can be increased depending on the needs/interests of your child(ren).

Instructions:

- *Stand at the toss line with the bean bag near them.*
- *Each child(ren) takes turns tossing a bean bag on/into the targets moving from left to right or top to bottom.*
- *As your children toss the bean bags they can talk about what are the letters, numbers or symbols that use the same mark-making movement*
- *After the toss is complete , ask your children to collect the beanbags from the targets and set it up ready for the next child/person.*

*\*BCW will now use 'They - themselves' as a singular, gender-neutral pronoun in all subsequent material generated on our website.*



# I Like To Move It -Games

## READING & WRITING COMPASS

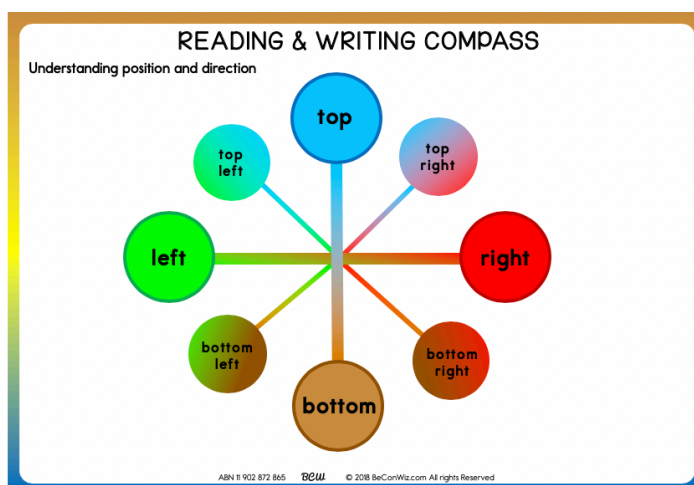
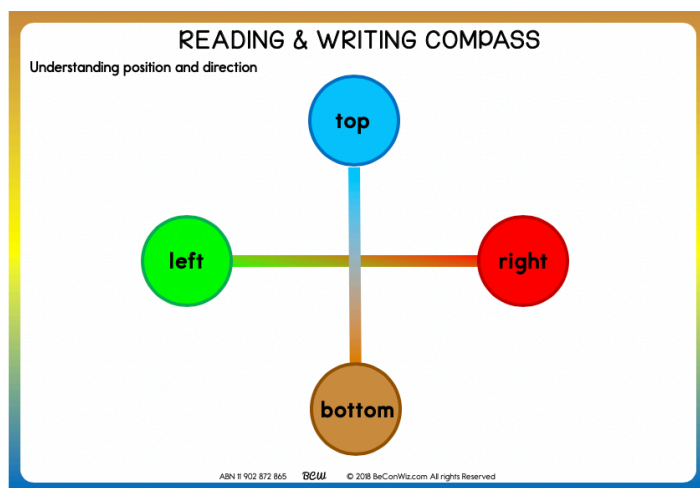
Understanding position and direction

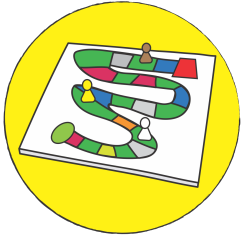
On the following pages is a reading and writing compass. This is a simple diagram to help make visible the common movements and directions used in the reading and writing process.

There is also a more complex eight point compass that shows two movements as well as single movements.

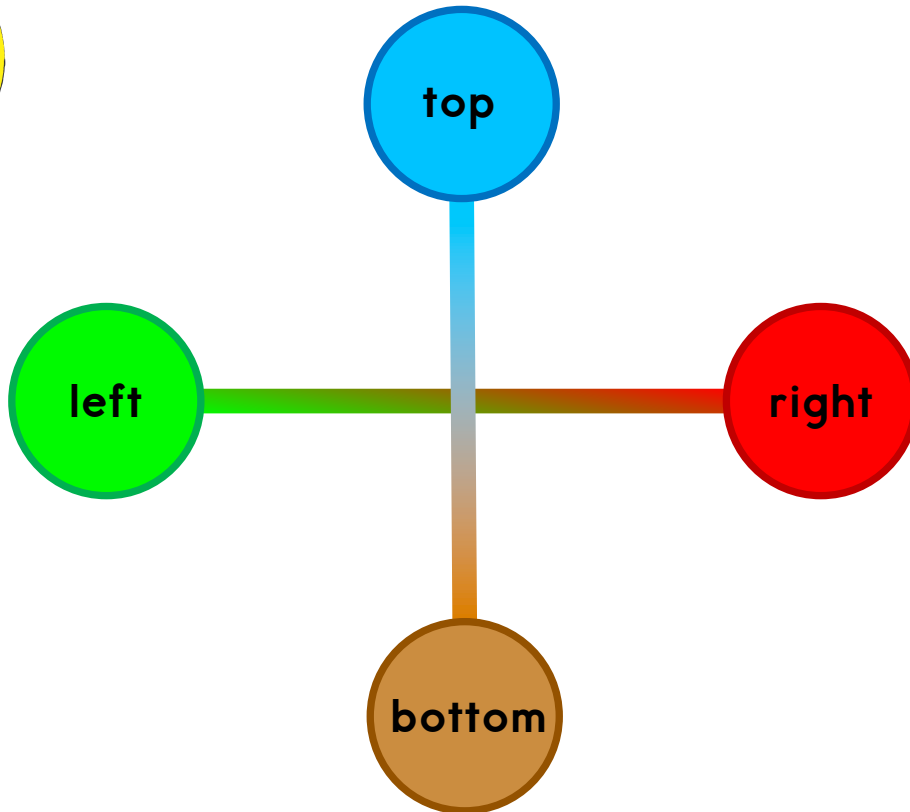
Print the compass out and have it at every 'move it' station or task, to help students explore, develop and understand the directions, positions and actions used in the reading and writing process.

A quick and simple task would be to add a spinner to the compass and play some warm up games by spinning the spinner and having students move their bodies in any way as long as it follows the direction on the reading and writing compass.





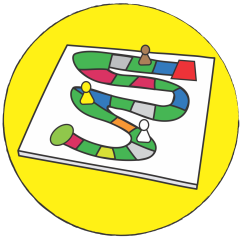
## READING WRITING COMPASSS



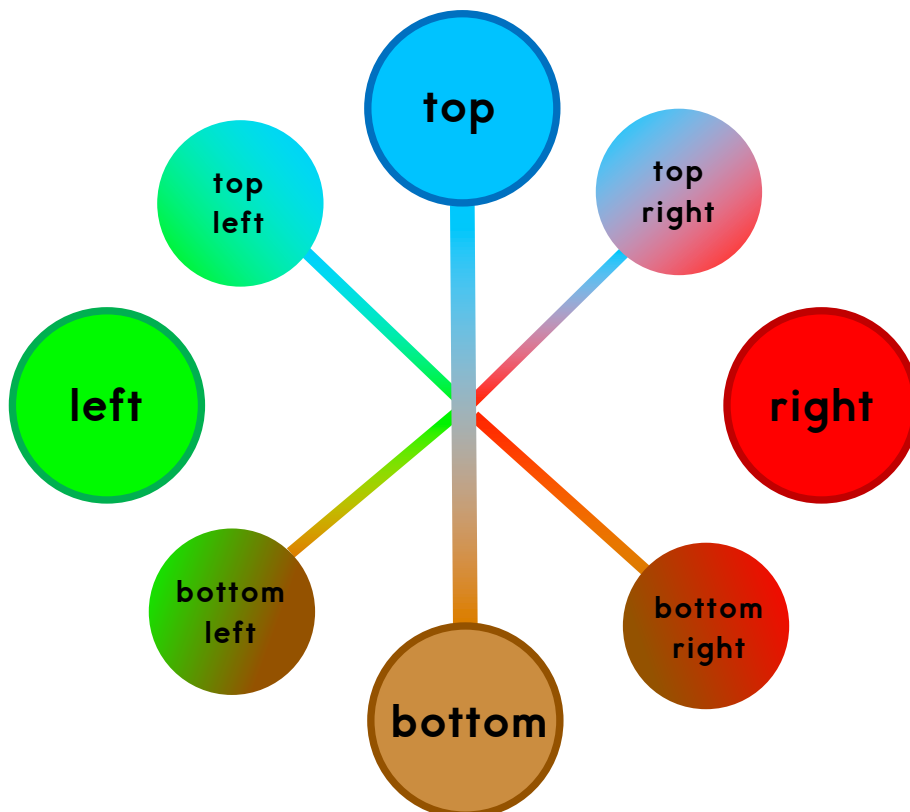
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BCW

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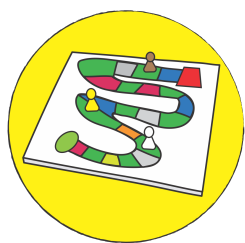
## READING WRITING COMPASSS



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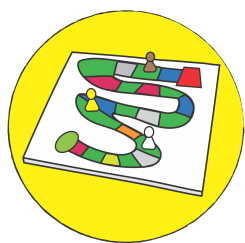
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# I Like To Move It -Games

## BEANBAG TOSS

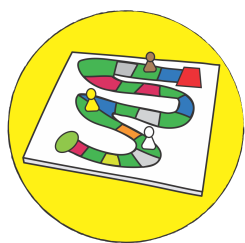
	Start	Direction	Finish	Moves
a	Top right	Left & around	Bottom right	1
b	Top left	Down, around to right	Bottom left	1
c	Top right	Left & around	Mid right	1
d	Top right	Down, up, around to the left	Bottom right	1
e	Centre left	Straight to the right, up and around to the left	Bottom right	1
f	Top right	Curve up to the left and down straight New horizontal line	Centre	2
g	Top right	Around to the left down and curve up to the left	Bottom left	1
h	Top left	Straight down, up and curve over and down to the right	Bottom right	1
i	Top centre	Straight down New dot on top	Centre	2
j	Top centre	Straight down, curve up the left New dot on top	Bottom left	2
k	Top centre	Straight down New line, starts out to the right and comes into the centre left of vertical line before angling down to the right	Bottom right	2
l	Top centre	Straight down	Centre	1
m	Top left	Straight down, trace line back up and curve down to the right, repeat	Bottom right	1
n	Top left	Straight down, trace line back up and curve down to the right,	Bottom right	1
o	Top centre	Centre, curve complete circle around moving left to right	Top centre	1
p	Top left	Straight down, trace line back up curve around to the right and back up at the midway point	Mid way on centre line	1



# I Like To Move It -Games

## BEANBAG TOSS

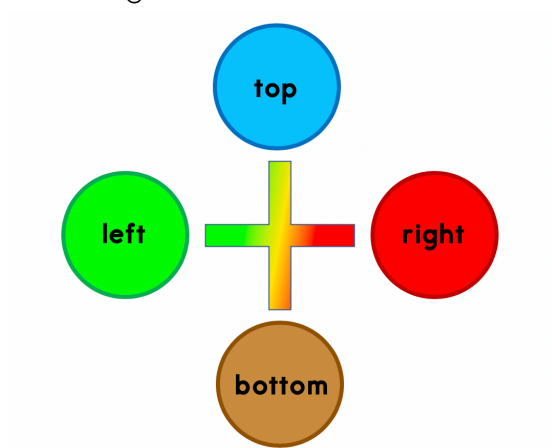
	Start	Direction	Finish	Moves
q	Top right	Curve around to the left, to make a circle, at top right of circle create a downward vertical line, with small tick movement to the right at the bottom.	Bottom right	1
r	Top left	Straight down, retrace line to the top and create a small curve around to the right	Top right	1
s	Top right	Move in soft curve to the left, continue curve around to right hand side and then create a second curve moving back to the left	Bottom left	1
t	Top centre	Straight down New horizontal line, midway across vertical line	Centre bottom Centre right	2
u	Top left	Straight down, curve up to the right continue to full height of letter, trace horizontal line down	Bottom right	1
v	Top left	Straight down on a small angle to the right, sharp corner turn, move straight up, angled to the right	Top right	1
w	Top left	Straight down on a small angle to the right, sharp corner turn, move straight up, angled to the right. Repeat	Top right	1
x	Top left	Straight down on a small angle to the right. Stop. New straight line, from top right angled down to the left.	Bottom right then bottom left	2
y	Top left	Straight down on a small angle to the right, stop midway down letter height. Stop. New straight line, from top right angled down to the left, continuing full length of the letter.	Midway centre, then bottom left	2
z	Top left	Horizontal line to right, sharp corner turn to left, angling down. Sharp corner turn to right, horizontal line.	Bottom right	1



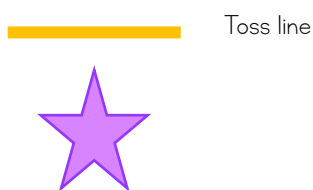
# I Like To Move It -Games

## BEANBAG TOSS

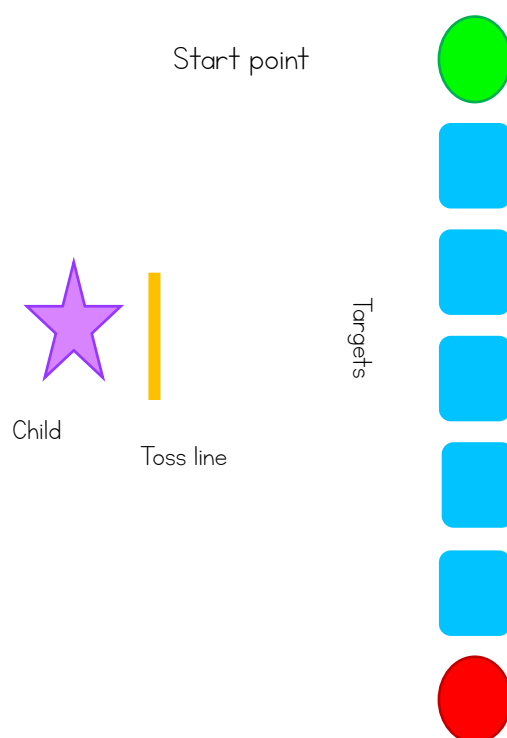
Examples of how the beanbag toss game could be set out to reinforce direction and positions used in reading and writing.



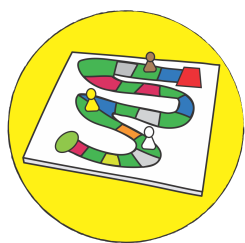
Example beanbag toss course left to right directions



Example course top to bottom







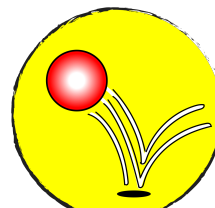
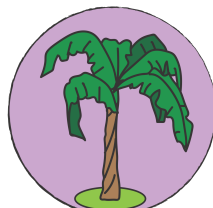
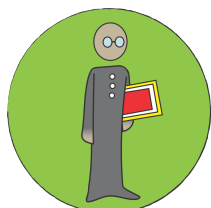
# I Like To Move It -Games

## CATCH and COLLECT

Developing connection between symbols and their meaning



- Materials to create an obstacle course
- several images, objects or other resources connected to the sound(s), Number(s) or symbol(s) being investigated
- Wheeled vehicle (Optional - like scooters, skateboards, bicycles, etc.)



Create an obstacle course for your child(ren) to move around either on foot or on wheeled toys (*for interest and challenge you may want to add a ramp to move up, something to go under and things to go around*).

Decide what symbol or number you and your child/ren want to focus on. It might be one thing or a set of things. For example: There might be a focus on one letter such as p or a set of letters such as p, c, a, t; or a focus on one number such as 7 or a set of numbers such as 1, 3, 5, 7.

See ideas about the sequences letters can be taught in.

Along the obstacle course place several objects, images or other resources that match the letter(s), number(s) or symbols that have been chosen.

Have your child(ren) nominate a letter or number they want to collect pictures, objects to match for each round of the obstacle course.

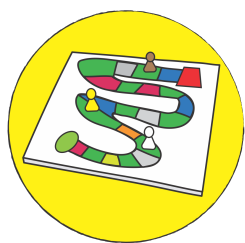
invite your children to race one another by moving around the course, on foot, crawling or on scooter boards collecting objects, images, etc. that are connected to their focus letter/number/symbol.

Check the collected items with your child(ren) to make sure the images, objects, etc. match the nominated letter/number.



*Course can be modified to play the game inside.*

\*We will now use 'They - themselves' as a singular, gender-neutral pronoun in all subsequent material generated on our website.



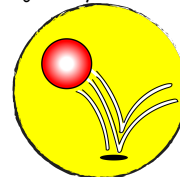
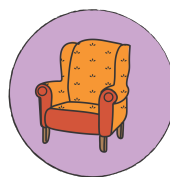
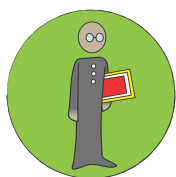
# I Like To Move It -Games

## MATCH and TOSS

Developing connection between symbols and their meaning



- Mini beanbags with letters, numbers or symbols on them
- OR other small objects connected to the focus letter(s), number(s)
- Baskets or hoops to act as targets
- Letter, symbol or number cards to match the inquiry



Create a line of targets. Each target should be connected to one of the target focus letter(s), number(s), symbol(s) of the inquiry.

Each target should have a card showing a letter, symbol or object that defines what can go in that target.

Fill the starting basket with objects or mini-beanbags at the throw line that are connected to the focus letter(s), number(s), symbol(s).

Your child(ren) should stand at the toss line and pick up one object or mini-beanbag at a time.

They need to decide what basket the item will get thrown into and toss it to the matching target.

Your child(ren) continues this until the starting basket is empty Together you and your child(ren) can go through the baskets talking about why they threw the object/beanbag into it.



Targets

Toss line

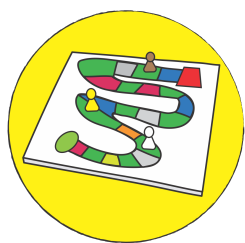


Child



Basket with all objects in it

*\*BCW will now use 'They - themselves' as a singular, gender-neutral pronoun in all subsequent material generated on our website.*



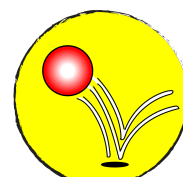
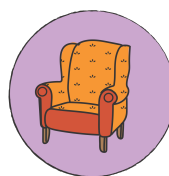
# I Like To Move It -Games

## CATCH and CARRY

Developing connection between symbols and their meaning; Developing fine motor skills



- Mini beanbags with letters, numbers or symbols on them
- OR other small objects connected to the focus letter(s), number(s)
- Chop sticks (one pair per focus symbol, sound or number)
- Spray chalk or sidewalk chalk, baskets or hoops to act as targets.



Create a course that has 4 - 6 lines in it. (See example drawing in next page)  
Each line should be a different colour and cross over one another. Each line is connected to the focus letter(s), number(s) being investigated.

Fill a basket with objects or mini-beanbags at the start of the course that are connected to the focus letter(s), number(s) and place it at the start line.

At the end of each line place a target or basket for objects or mini-beanbags to be dropped into. Mark each target with one of the focus letter(s), number(s) from the inquiry.

Have your child(ren) use chopsticks to carefully collect one item or mini-beanbag at a time from the start basket. Your child(ren) must decide to what target this object or mini-beanbag will be dropped into. They should then try and find the the line connected to this target and follow it while carrying the object or mini-beanbag with chopsticks. *(A challenge can be introduced by defining how a student may move a long a line, such as on tip toes, or in a heel to toe fashion, etc)*

Your child(ren) continues until the starting basket is empty. Together you and your child(ren) can go through the baskets talking about why they placed an object/beanbag into it.

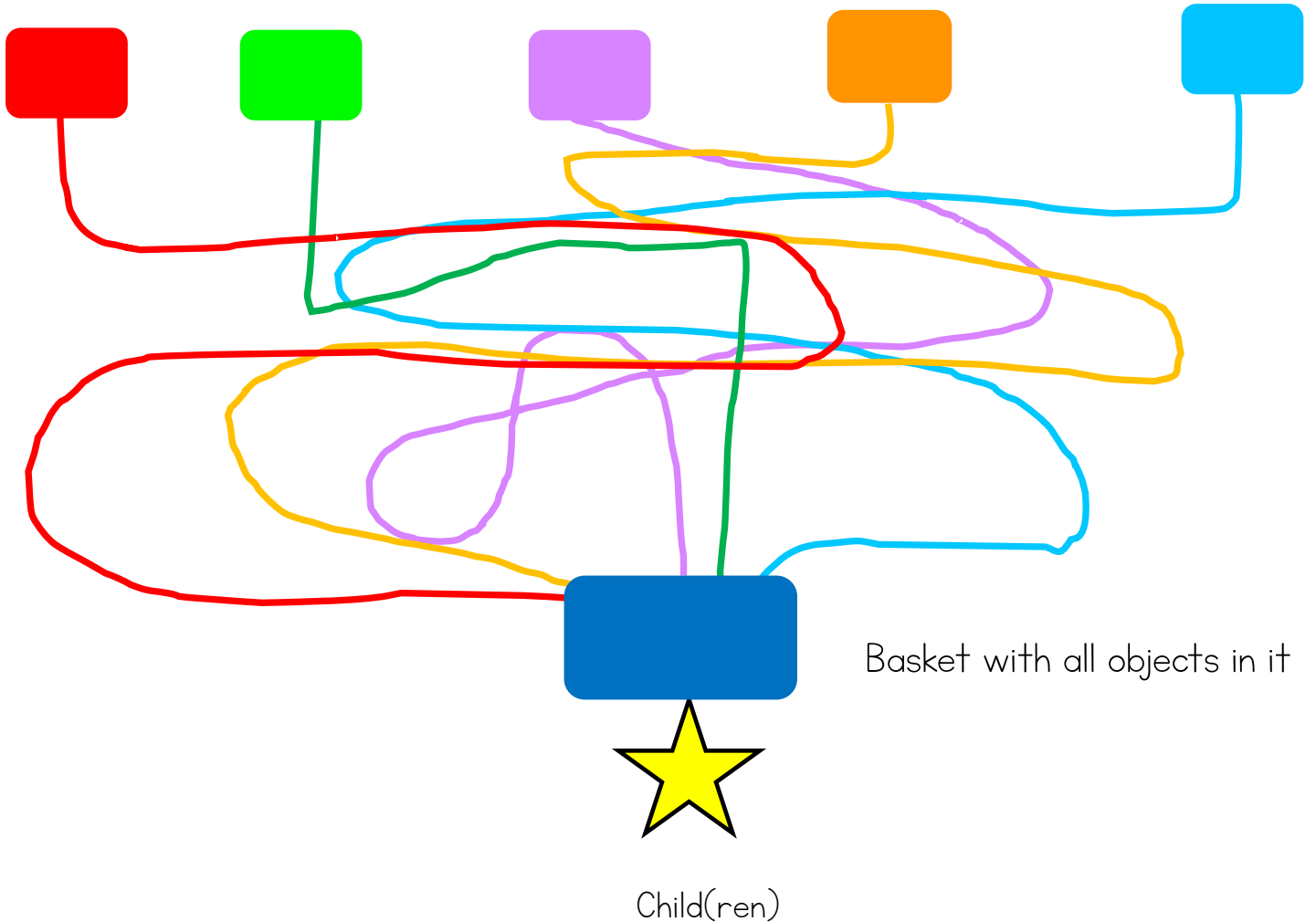


# I Like To Move It -Games

## CATCH and CARRY

Example or Catch and Carry course

Targets each marked with one letter, number or symbol





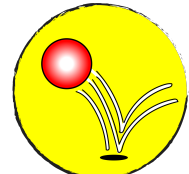
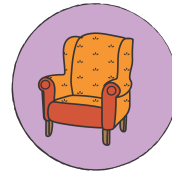
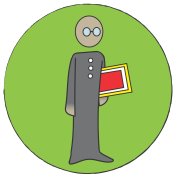
# I Like To Move It -Games

## SOUND-IT-OUT HOPSCOTCH

Developing connection between letters and sounds.



- Hopscotch court
- Markers
- Chalk (or masking tape if inside)



You and your child(ren) can draw a hopscotch court or create a new the hopscotch court.

The number of sections in the court will depend on how many letters the students are focusing on.

Model and show the group how to play the hopscotch if it is a new game for students. (*\* Full game rules included on next page as well as some example hopscotch courts*)

You and your child(ren) can create a rhyme about how letters and sounds connect, to use during the game. *"Every letter makes a sound. F says ffff"*

Every time your child(ren) jump over a letter on the hopscotch court, they should use the rhyme, to help reinforce letter sounds with letter names and letter symbols..

After the game of hopscotch exploring all letters with the sound it makes, you and your child(ren) can draw pictures with chalk to match the letters and their sounds. Remember some words start with sounds that don't always correspond with the starting letters 'core' sound. E.g. C can either say 'c' as in cat or 's' as in circus. You can either let this slide if your child is very young or begin to to explore how some letters can make two sounds.