



A-B-C- MOVE WITH ME!

Theme: Give It a Try

Overview: In this series of activities, students combine movement with the alphabet! In the first activity, they sing the alphabet song and do movements when they hear the first letter of their first name. They also discuss the benefits of movement and learn a song about why movement is good for them. In the second activity, they come up with a movement that starts with the first letter of their first name and teach the rest of the class. They then draw their letter and movement in a fun art project.

Vocabulary:

- Energy: What we need to move, work and play. Some activities require more energy than others.

Activity 1: A-B-C

Type of Activity: Energy to Read, Energy to Perform, Energy to Move

Domain: Cognitive, Language, Social Emotional, Physical

Students will:

- Sing the alphabet song.
- Model a movement when they hear the first letter of their first name.
- Learn and sing about the benefits of exercise.

Materials:

- A-B-C Move With Me! Song [Note: song is included at the end of this activity]
- Pictures of letters that correspond to each student's first name

Time Frame: 20-30 minutes

Directions:

1. Invite students to sit in a circle. One at a time, ask each student to say his or her first name and the letter it starts with. "My first name is _____. It starts with a _____." If students do not know the letter that starts their first name, you can tell them.

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2. Explain that the class is going to sing the alphabet song. When they hear the letter that starts their first name, they should stand up and then sit back down. If they do not recognize the correct letter during the song, point to them when it is their turn.
3. Sing the alphabet song with the class. You will need to sing it more slowly than usual so students have time to stand up and sit back down.
4. Once the song is finished, explain that you will say the ABC's very slowly. This time, when they hear the first letter of their first name, they can stand up and do any movement they want. You may want to show them some examples.
5. When you are finished, ask students if they remember the movements of any of their friends. Give each student a chance to lead the other students in his or her movement.
6. Ask students to give a thumbs up if they think moving is fun. Lead students in counting the number of students who think moving is fun. Explain that moving around is also good for them! Exercise makes our hearts happy. It helps to make us stronger. It uses lots of energy.
7. Teach students the "A,B,C Move With Me" song. Every time they sing the words, "move with me," they should do the movement they came up with. When they say, "healthy," they should make a muscle. When they say, "happy," they should make a big smile.

Optional enrichment: Sing the alphabet song again. Explain that you will form a line. As students hear the first letter of their first name, they can join the line. Once the line is finished, march around the room singing the song one more time!

Activity 2: A is for Airplane

Type of Activity: Energy to Perform, Energy to Move

Domain: Cognitive, Language, Social Emotional, Physical

Students will:

- Learn a song that combines movement with the alphabet.
- Do a movement that starts with the first letter of their first name.

Materials:

- A-B-C Movements [Note: list is included at the end of this activity]
- Art materials (paper, crayons, marker)
- Pictures of letters (optional)

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Time Frame: 20-30 minutes

Directions:

1. Invite students to sit in a circle.
2. Ask students if they remember why moving around is good for them. If they do not remember, ask them to give thumbs up when they hear something they agree with.
 - *Moving around is fun.
 - *Moving around makes us happy.
 - *Moving around makes our hearts happy.
3. Ask students to go around the circle and once again say the first letter of their first name. Invite students who can also make the sound their name starts with to do so.
4. Then, tell them the first letter of your name and come up with a movement that starts with that letter. For example, if your first name is Susan, you will come up with a movement that starts with "S" and teach it to students. One movement could be that you *stretch* your arms way up in the air. As you do your movement, say the following: *"My first name is Susan. It starts with S. I will stretch my arms way up in the air."*
5. Ask students if they have any other ideas for movements that start with the letter "S." You could *slither* like a *snake*, *sit* down, or pretend to *swim*! Every letter has many movements.
6. Ask children to name different ways to move. As they share ideas, connect the suggestions to students' first names. For example, if they say "jump," you can say, "jump" starts with "J" just like Jessica. If students need additional ideas, a list of movements that connect to every letter is attached. Work together to choose a movement that connects to every student's name.
7. Once each student has chosen a movement, go around the circle again. Ask each student to say, *"My name is _____. My name starts with _____. I will _____."*
8. Once you have gone around the circle once, invite students to repeat and lead the rest of the class in the movement they have chosen.
9. Using the art materials, invite all students to draw the first letter of their name along with a picture of them doing their movement. Hang the pictures around the room and give students an opportunity to repeat their movements throughout the week.

Modifications:

Pump It Up for Older Students

- Older students can repeat the game several times, coming up with a new movement each time.
- Older students can recite each friend's name, letter and movement together.

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Cool It Down for Younger Students

- If younger students do not know the first letter of their name or the sound it makes, you can all work together to choose a sound and a corresponding movement for the first letter of their age or school name. For example, if your students are “two,” together you can come up with a movement for the letter “T.”

NAEYC Standards Alignment

- **2.A.10** The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.
- **2.K.01** Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.
- **2.C.04** Children have varied opportunities and are provided equipment to engage in large motor experiences that stimulate a variety of skills; enhance sensory-motor integration; develop controlled movement; enable children with varying abilities to have large-motor experiences similar to those of their peers; range from familiar to new and challenging; help them learn physical games with rules and structure.
- **2.E.07** Children are given opportunities to recognize and write letters.
- **2.J.06** Children are provided many and varied open-ended opportunities and materials to express themselves creatively through (a) music and (d) two- and three-dimensional art.
- **2.L.01** Children are provided varied learning opportunities that foster positive identity and emerging sense of self and others.

Continue Energy Balance Pre-K!

Energy Balance is the balance of calories consumed from foods and beverages (Energy In) with calories burned from physical activity (Energy Out). When we maintain Energy Balance over time, it can contribute to our health in positive ways.

Preschool-aged children are not expected to understand calories or how energy is balanced, but they can begin to learn important concepts related to what they eat and how they move. Energy Balance Pre-K’s flexible activities are designed to introduce and reinforce these concepts, and we encourage you to integrate the rest of the activities in Me and My Choices and Give it a Try! into your existing curriculum. Throughout these activities, children will learn about energy they need to work and play; to make balanced choices about what they eat and

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drink from a variety of food groups; and how to move throughout the day with fun activities that help keep their hearts strong and healthy.

As your students progress to elementary school, the Energy Balance 101 curriculum can help them focus on more rigorous concepts related to self-esteem, decision-making, Energy In, Energy Out, and Energy Balance.

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A-B-C Move With Me!
(Sung to the tune of Mary's Little Lamb)

A-B-C! Please move with me, move with me, move with me.

It takes lots of energy

to make me big and strong! *(Make a muscle)*

A-B-C! Please move with me, move with me, move with me.

It takes lots of energy

to make me laugh and smile! *(Make a big smile)*

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A-B-C Movements

- A- soar like an airplane, crawl like an alligator
- B- bounce like a ball, fly like a bird
- C- catch a ball, clap your hands
- D- dodge to one side, dance
- E- explore a cave, stomp like an elephant
- F- hop like a frog, swim like a fish
- G- gallop, grip your fingers
- H- hop around the room, give yourself a hug
- I- crawl like an inchworm, ice skate
- J- jump high, wiggle like something jiggly
- K- karate kick, soar like a kite
- L- lower your body to the floor, leap
- M- make a muscle, march
- N- nod your head, make your body narrow
- O- step over a log, move your arms like an octopus
- P- pop like popcorn, paint a fence
- Q- be quick, quack like a duck
- R- roll around, pretend to be a robot
- S- swim, clap like a seal
- T- tip-toe, twist your body
- U- go up, open an umbrella
- V- vibrate your body, explode like a volcano
- W- wiggle, walk around
- X- play a xylophone, take a picture like an x-ray
- Y- yank a rope, move up and down like a yo-yo
- Z- zigzag, move like a zebra



Energy at Home

This week, your child moved in fun ways that started with the first letter of his or her first name. We sang a song about how great it is to move around. The children learned that moving makes their hearts happy and helps to keep them healthy and having fun.

Preschool children should be active for at least an hour every day. The hour does not need to be done all at once. Several small bursts of activity are great for children.

Ask your child what movement he or she showed the class. Then, come up with a movement for the first letter of each family member's name. You will have fun and make your hearts happy with every move you make!

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