



**Excerpt from Dr. Rich Allen’s book**

**“Green Light Classrooms”**

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**Lesson #1**

*Using action to teach subject areas not normally associated with movement.*

Topic ..... Spelling

Students ..... All grades

Primary Green Light strategy ..... Movement

Related strategies ..... Socialization, memory, and novelty

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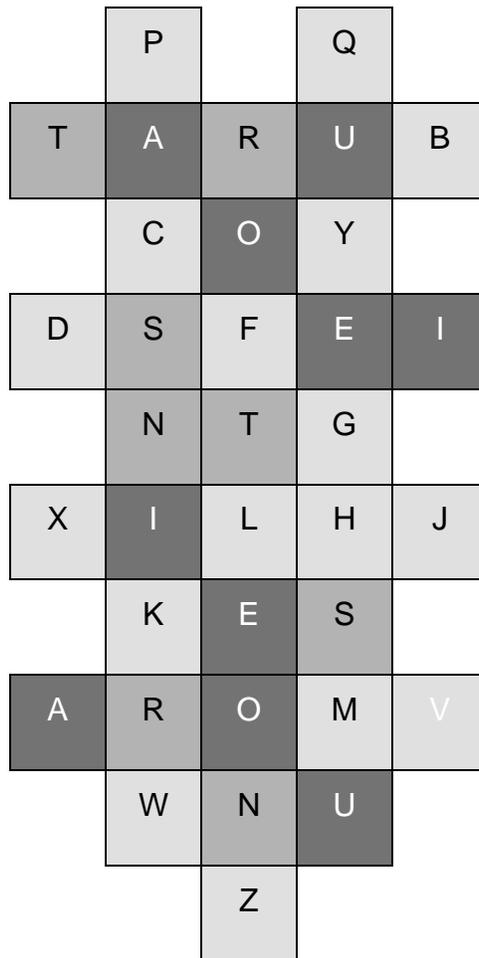
**Red Light.** Traditionally, students are presented with a list of spelling words at the beginning of the week. The teacher then presents a lesson on the spelling pattern. Practice is done in the form of worksheets throughout the week. Students take a spelling test at the end of the week.

**Green Light.** To introduce the week’s spelling words, I write each word on an index card and throw the stack of cards in the air. Students scramble to grab a card. Once they have a card, they get in



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line to “hop” out their word. I draw a 35 letter, 10 row letter hop scotch on my classroom floor (vowels and R,S,T, N are written twice). Each box is approximately 12 inches square.





A partner calls out the letters of the word as the selected student hops them out on the grid. It's important to note that the rest of the students also call out the letters as the student is hopping on the grid. The spelling pattern for the week naturally shows up as each student hops out the word. Throughout the week, we practice the words by hopping on the letters.

**Effectiveness.** Since implementing this method of teaching, Friday spelling tests are now always a success. I often observe students looking at the letter hop scotch to remember how to spell the words.

### **Debrief of Lesson #1**

In this spelling lesson, students were learning the content through muscle movement. In the context of this book, the key learning is that, at first glance, the topic itself *doesn't seem to naturally lend itself to movement*. That will certainly be the case in many teaching situations: the content doesn't appear to be one where movement is a strategy that most teachers would consider using.

Despite this, Green Light teachers constantly search for ways to add movement to their teaching. This lesson, where students are connecting the movements to the spelling patterns, gives us an excellent place from which to start that search. Perhaps we can connect movements to other 'patterns'? These might be simple numerical series like times tables, or more complex ideas such as the order of elements in the periodic table.

