

### Outdoor Learning Experience (3 to 4 years old)

<b>Learning Experience:</b> Outdoor Alphabet Match	<b>Shared by:</b> Karen Tan and Phang Shu Ann
<b>Environment:</b> Immediate outdoor environment of the school with concrete floor space	<b>Estimated time:</b> 40 minutes
<b>Children’s prior knowledge:</b> Children are: <ul style="list-style-type: none"> <li>• familiar with their environment.</li> <li>• able to use simple sentences to communicate their needs.</li> <li>• able to identify the beginning sound of a word with some facilitation.</li> </ul>	
<b>What children will experience (NEL Learning Areas):</b> Motor Skills Development: <ul style="list-style-type: none"> <li>• Children will use different locomotor movements (jumping and hoping) to complete the activity.</li> </ul> Language and Literacy: <ul style="list-style-type: none"> <li>• Children will learn to recognize beginning sounds of words.</li> </ul>	<b>Suitable for:</b> <ul style="list-style-type: none"> <li>• 3 to 4 years old</li> </ul>
<b>What you will need:</b> <ul style="list-style-type: none"> <li>• 1 Chalk</li> <li>• 1 Word list with at least 20 words beginning with sounds children are familiar with</li> <li>• Music player</li> </ul>	<b>Benefit-Risk Assessment:</b>  <u>Benefit:</u> <ul style="list-style-type: none"> <li>• Opportunity for children to practice their locomotor skills.</li> <li>• Support emerging phonological awareness</li> </ul> <u>Risk:</u> <ul style="list-style-type: none"> <li>• Children may wander out of adult sight in the open space.</li> </ul> <u>Management:</u> <ul style="list-style-type: none"> <li>• Teachers are to be familiar with the space.</li> </ul>

- Conduct a briefing with children and involve them in identifying the 'dos' and 'don'ts' in the outdoor environment
- Agree on the boundaries with children by placing cones as a point of reference

**How to make it happen:**

Tune-in activity (10 minutes):

1. Settle the children in the outdoor space.
2. When the educator plays the music, children are to bend and stretch the different parts of their body to get ready to form letters with their partners.
3. Once the music stopped, children are to make the letter called out by the teacher.

Key guiding questions:

- How do they use their body parts to create the letters? (example, bending their knees to form the letter H, etc.)

Main activity (20 minutes):

4. Educator will write letters of the alphabet on the floor with a chalk (need to write each letter more than once and have enough space between them for small groups of children to jump on appropriate letter).
  - (Please ensure that permission was given to do so by the relevant authorities.)
5. When educator reads a word, children are to identify the correct beginning sound and jump towards the letter of the alphabet written on the floor.
6. Once children are clear about how the activity should be played, educator may want to invite the children to be the one reading the word out to the rest.

Closure (10 minutes):

7. Have a discussion with the children on the following:

Key guiding questions:

- Which movements do you like the best? Why?

**Photographs:**



Images sources:  
Google chrome images  
Pinterest.com

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• <i>Which body parts do you use to do the movements?</i></li><li>• If necessary, teachers can make use of this time to share more about the correct movement posture.</li><li>• Please ensure that the letters written on the ground are washed off after the activity.</li></ul> |  |
|--|--|