

M

ove for
thought
Pre - K & K

*Integrated Physical Activities
in the Early Learning
Environment*



TEAM NUTRITION  **IOWA™**

Move for Thought *Pre-K & K*

The Move for Thought Pre-K & K (M4T pre-K & K) was developed mainly for children (3-6 years old) in the preschool environment. However, all activities are developmentally appropriate for children in kindergarten classroom.

Iowa Team Nutrition and the Iowa Department of Education would like to thank you for using the M4T pre-K & K program.

The M4T pre-K & K program can be used to assist in:

- ◆ meeting physical activity needs,
- ◆ improving physical literacy and fundamental gross motor skills,
- ◆ developing the “whole child”, by practicing physical, cognitive, social, and emotional skills.

The kit was developed by Spyridoula Vazou, PhD, Department of Kinesiology, Iowa State University. The activities and supporting files were developed by Dr. Vazou and Jacqueline Krogh, M.S., Department of Human Development & Family Studies, Iowa State University. Music was developed by Elizabeth Stegemöller, PhD, Department of Kinesiology, Iowa State University. Songs were adapted from “You and Me makes We” book by Elizabeth Schwartz.

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Why increasing physical activity?

The percent of children aged 2-5 who are overweight or obese has doubled in 30 years, reaching 21%. In Iowa, about 14.7% of children (2-5 years of age) are obese. Obesity and overweight are defined by a child's body mass index (BMI). BMI in



1 of 7
low-income, preschool-age children is obese



children is calculated based on a child's weight and height and adjusted for age and sex. To learn more about obesity in children and how to calculate it, visit:

<http://www.cdc.gov/growthcharts/>

5x

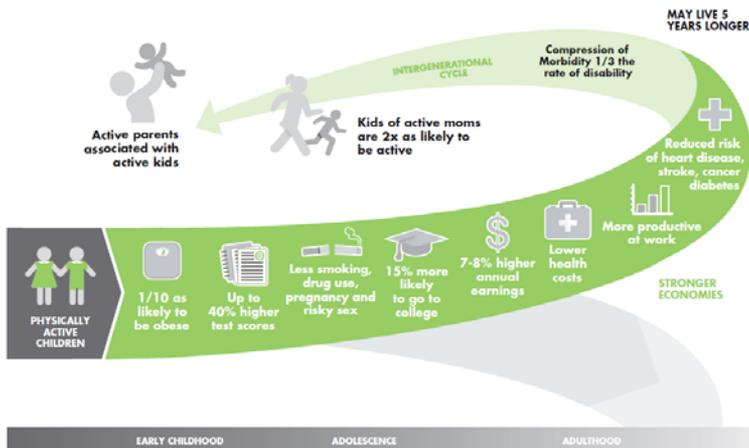
Children who are overweight or obese as preschoolers are 5 times as likely as normal-weight children to be overweight or obese as adults.



vital signs
www.cdc.gov/vitalsigns

The compounding benefits of physical activity over a lifetime

Reaching children early in life is a critical key to breaking the cycle of physical inactivity and grow up to be active for a lifetime.

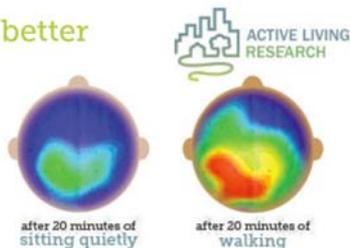


Complete data and references are available in Designed to Move: A Physical Activity Action Agenda, www.designedtomove.org

active kids learn better

BRAIN SCANS OF STUDENTS TAKING A TEST:

Red areas are very active; blue areas are least active.



Learn more about why active kids learn better and how schools can help at activelivingresearch.org/activeeducationbrief.

Why fundamental gross motor skill development?

Fundamental motor skills are the foundation for a child's development. A solid foundation can help children feel confident when they engage in physical activities, have fun, have positive interactions with their peers and eventually adopt a life-long physically active lifestyle. Learning to move confidently and with control in a wide range of activities, is like developing a rich "motor" vocabulary that will help you "read books" fluently and feel successful! Motor skill acquisition is also related to cognitive development. More on fundamental motor skills follow in the next pages.

Why executive functions?

Being able to stay focused, hold and work with information in mind, and easily adjust and switch your focus of attention from one task to another is like having a conductor who directs a big orchestra. In the brain, this orchestra is called executive functions. Executive functions are skills that improve with practice, are key ingredients for school readiness, and can contribute to school success.



Self-control

The ability to stay focused and resist temptations; think before you act.

Working Memory

The ability to hold information in mind while mentally working with it.



Cognitive Flexibility

The ability to easily and quickly switch perspectives or focus of attention.



Executive Function Across the Lifespan

Children are not born with high executive function skills but they have the potential to develop them through the teen years and early adulthood. However, the most radical growth of executive functions is during preschool and early elementary school years.

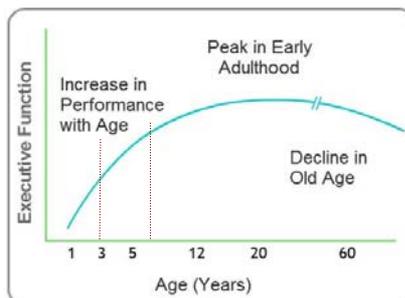


Figure used with permission from Dr. Zelazo, D. & Dr. Weintraub, S.

S

tart with the fundamentals...

There are different ways a body can move, from one place to another, or on a spot. All the ways the body can move are called fundamental motor skills.



The skills that are required in order to move from one place to another are called “**locomotor**” skills. All 8 basic locomotor skills and fun animal moves are presented in the next page.

The skills that require manipulation of an object with some part of the body (e.g., throwing, catching, kicking, dribbling, striking) are called “**manipulative**” and are the most complex and often most difficult for children to learn.

A body can also move from a relatively stable position (**nonlocomotor skills**). Examples include: turning, twisting, pushing, stretching, balancing, shaking, and curling body parts.



When children learn Fundamental Motor Skills

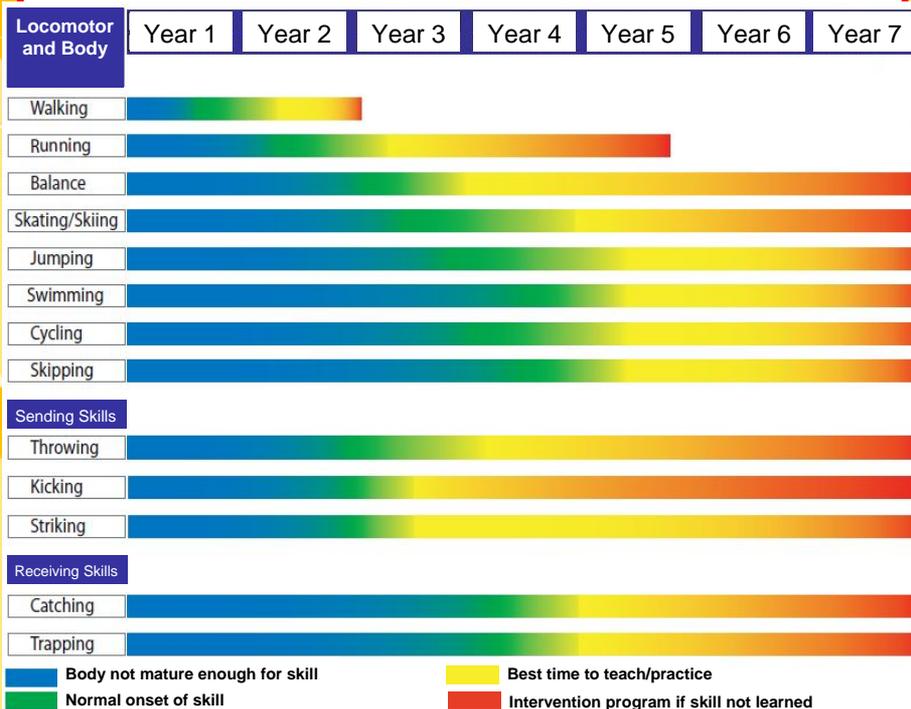


Figure reprinted with permission from the **Canadian Sport for Life** Organization

S

tart with the fundamentals...

To increase the “movement vocabulary” and challenge children, it is important to introduce the movement concepts, which refer to **how** the body can move.

How in the space?

In **personal space** as if you are in a big bubble that you don't want to pop, as well as in **general space**, using different **directions** (forward/backward, R/L), **levels** (low, medium, high), and **pathways** (straight, curved, zigzag).

How related to others?

When we play with **objects** or **people**, we can be near/far, over/under, on/off, around/through them. When we play with people, we can move alone, with a partner or a group, by leading or following, as well as by mirroring or matching moves.

How much effort?

In different **time** (slow/fast), using different **force** (strong, such as jump like an elephant or light, i.e., jump as a kitty), or **flow** (bound or free), which could refer to how easily a move can be stopped (if you are moving like a robot or rolling as a ball).



Oh, the ways my body can move...

Walk	One foot is always in contact with the ground.
March	Is a rhythmic walk accompanied by lifted knees and swinging arms.
Run	Varies from slow jog to sprint. Both feet are off the ground briefly.
Jump	Is taking off from 2 feet and landing on 2 feet with bent knees.
Gallop	Step forward with the other foot following. The same foot always leads.
Slide	Is similar to galloping but the direction is sideways. Feet don't cross.
Hop	Is done from one foot to the same foot. Arms help balance.
Leap	From one foot to the ball of the other foot with a springing action.
Skip	A combination of a long step with a short hop, alternating the lead
Bear walk	Lumbering with hand and foot on the same side going forward together.
Crab walk	On the hands and feet with stomachs pointed toward the sky.
Rabbit	Transfer weight from feet to both arms and jump with both feet close to the arms.
Frog	Jump high and then squat to the floor from 2 feet to 2 feet.
Kangaroo	Small consecutive jumps while holding hands near chest.
Penguin	Feet pointing out and transfer weight from one leg to the other.
Imaginary walk	Walk like a robot, an earthquake, on ice, on fire, like the wind is blowing you etc.

T Teaching Tips

Management

Teaching physical activities in the classroom could be challenging due to the limited space and the sense of losing control when children are moving. However, being prepared, providing clear protocols for what is expected, and being persistent will help children develop self-responsibility and be accountable for their behavior, as with any other activities in the classroom. Some general tips for teaching and management are provided below.

Safety

Safety comes first. Always stop the activity and revisit the rules in order to be safe during practice. Make sure the space is open enough when children are traveling around and use a spot as their home when moving around is not efficient. We can always march, run, jump, or dance in place as well as when moving around. “Stay in your bubble” is a good way to teach personal space and avoid collisions when moving in general space.

Equipment

Scarves, beanbags, poly-spots, and flashcards are common equipment used in the Move for Thought activities. When instructing, explain that we are not allowed to touch the equipment as they can be distracting. Scarves on the floor are very slippery and can cause falls. When using flashcards on the floor, place them on a poly-spot to avoid falls.

Routines

Use clear and consistent protocols for starting and stopping. “When I say go” is a common routine for starting and “1,2,3, freeze (or home)” for stopping. Music can also be used for the same purpose. Returning home after every practice helps children be ready for the next task. This routine is particularly helpful when you are active while reading a book. Children return home and are ready to explore what is in the next page of the book.

Transitions

Warm-up/cool-down activities such as stretching poses and deep breathing help children be mentally prepared for the activity. Several transition activities in this kit are provided, and can be used for a smooth transition to the main activity as well to other instructional tasks. Some transitions can be used as an activity break, to help children refocus and reenergize, whereas some transitions were developed for when children are waiting in line.

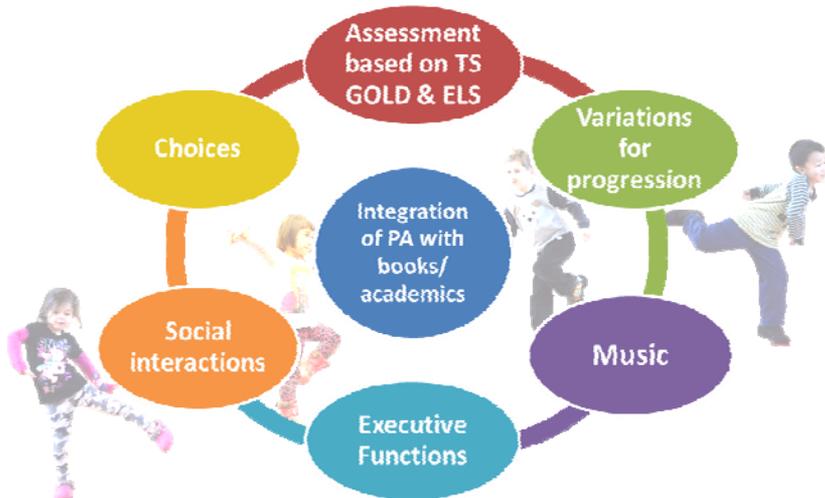
Motivation

Avoid competition among children as it creates negative feelings. Instead, set team or individual goals and emphasize improvement and personal best. To add challenge, ask children to outperform their previous performance. Reward effort and not the outcome. Avoid tangible rewards as they thwart intrinsic motivation for learning. Positive feedback (as well as stickers) work best for young children. Do not use or withheld movement as a punishment.

What is the purpose of each activity?

The “Move for Thought Pre-K & K” activities include content with the goal to help preschool and kindergarten children:

- ◆ **Achieve:** Through modification tips and developmentally appropriate progression, physical activities can be challenging enough to help children experience success, feel competent on their skills, and be intrinsically motivated to (i.e., enjoy) learning. Progress slowly and give time for practice and learning.
- ◆ **Be assessed:** The Teaching Strategies GOLD and Early Learning Standards have been used to assess objectives for development in the physical, cognitive, social-emotional, and academic domain.
- ◆ **Explore music:** Eleven songs were developed to be used with numerous activities and help children explore musical concepts, singing and dancing. Use with activities or alone as activity breaks. Some songs have no words to give you and the children the autonomy to add variations of your preference.
- ◆ **Explore books:** All activities are integrated with popular books for that age for children to develop positive experiences in math, literacy and learning in general. If you don't have the suggested books use books of your choice with similar concept or do the activity without a book.
- ◆ **Feel autonomous:** Choices and perceived control promote children's engagement in the learning process. Tips for autonomy support in teaching are provided. Encourage children to discover new solutions.
- ◆ **Self-regulate:** Every activity practices executive functions skills. Additional modifications are also provided to add challenge in practice.
- ◆ **Relate:** Suggestions for positive interactions with peers and teacher are conducive to learning and social-emotional development.



What is included in each activity

Title

Where the activity can be practiced

Mission: Animal Antics

ORGANIZATION:

Music: Chant: All the children fast asleep, quietly dreaming without a peep, but when they all open their eyes, my oh my, oh my, oh my.
Material: Flashcards
Book: My Dinosaur
Who are We?
Set up: scatter cards around their home

Management tips before starting. Includes music, books, and set-up

Visual formation on the set-up
T = teacher
X = children

Shows if there are supporting files provided

Description of the main activity

VARIATIONS:

Description of progression and tips to adjust the difficulty level

Choices for children and ways to promote autonomy

ASSESS:

Assessment based on Teaching Strategies GOLD and Early Learning Standards

EXTRA TIPS:

Teaching tips to enhance success of the activity

- Academic: Listens, understands
- TSG 8a – listens, understands
 - Early Learning Standard 8.2 Large Motor Development, Benchmark 2
- Physical: travelling skills
- TSG 4b, c – Traveling Skills, runs/gallops/skips
 - Early Learning Standard 8.2 Large Motor Development, Benchmark 1
 - TSG 35 – Dance movement
 - Early Learning Standard 8.2 Large Motor Development, Benchmark 1

Ways to promote positive interactions and feel related to peers and teacher

RELATE:

ENERGIZE THE BRAIN (EF):

How Executive Function skills are practiced in this activity

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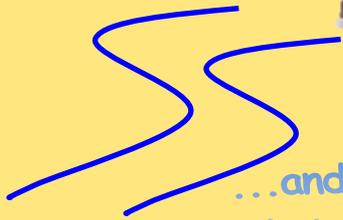
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* activities have supporting files



Let's begin!!!



...and remember... help children
move their body, have fun, and learn lots!!!

Mission:

1. Animal Antics

ORGANIZATION:

Music: *Chant:* All the children fast asleep, quietly dreaming without a peep, but when they all open their eyes, my, oh my, what a surprise, they all act like...

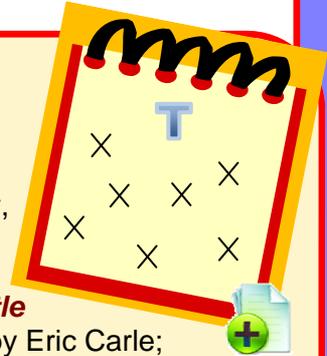
Material: Flashcards with animals

Book: *My Friends* by Tara Gamo; *Ten Little*

Dinosaurs by Pattie Schnetzler; *Animals* by Eric Carle;

Who are We? by Jane Chapman & Alexis Barad-Cutler

Set up: Scattered formation when moving and begin/return to their home (e.g., carpet) to fall asleep.



Read the book, and for every animal picture have children act like that animal. After saying the chant, children open their eyes and act like the animal. When the music stops or the teacher starts the chant, children need to stop and sit down pretending they are asleep until they see the next animal.

VARIATIONS:

First time, read the book and have children do the move related to the animal in every page. Second time, read the chant and shows only pictures of the animals. Children will

need to remember and act out the moves (with the signal) by seeing the picture. Next, say the chant while children are sitting and closing their eyes. When the children open their eyes there is flashcard next to their spot. They move like the animal on that card. When they hear the chant again they go to sleep. While they are "sleeping", switch the cards so that when they "wake up" they have a different animal.

EXTRA TIPS:

When deciding on which animals to choose, look for ones that will allow children a variety of large motor movements. Some suggested animal moves are: gallop like horse, bear walk, tiptoes like kitty, frog jumps, stomp feet like elephant, march like rooster, leap, hop.

Animal Antics

CHOOSE:

Children move around in space in any direction they want while avoiding others. Use one flashcard with an animal (or a question mark) and the children choose what move to do. The question mark card is used as a joker. When they get the joker card they can do any move they want. They can even make up their own animal moves.

ASSESS:

Development and Learning Objectives:

- TSG 8a – Listens, Understands Language
 - Early Learning Standard 11.1 Language Understanding and Use, Benchmark 2
- Physical:*
- TSG 4b, c – Traveling Skills, Runs/Gallops/Skips
 - Early Learning Standard 8.2 Large Motor Development, Benchmark 1
 - TSG 35 – Dance movement
 - Early Learning Standard 13.2 – Music, Rhythm and Movement, Benchmark 2



RELATE:

When children wake up they check their animal card with a friend and ask each other to say what move to do.

ENERGIZE THE BRAIN (EF):

Children are asked to match the move with the animal and then switch to a different animal and remembering the matching moves. Also, children practice inhibition when not doing what other kids are doing (with the individualized cards) and while not picking when they get to be asleep.

Mission:

2. Bear Hunt

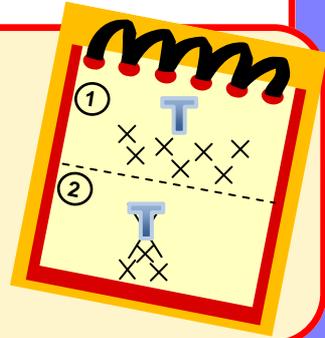
ORGANIZATION:

Music: N/A

Materials: Book, scarves (optional)

Books: *We Are Going On A Bear Hunt*
by Michael Rosen

Set up: Children are paired and stand on their spot facing the teacher.



Read the story, and every time: "We're going on a bear hunt. We're going to catch a big one. What a beautiful day! We're not scared." is read, all children march in place and swing their arms as if brisk walking. When they hear: "Oh, oh!" they freeze. When they hear: "we have to go through it," the teachers open their legs to create a triangle and the children go through. Next, children connect a move with every scenery in the story:

...through the grass - bend knees and swing right and left as if skiing down a hill;

...river – swimming with hands forwards and backwards;

...mud – jump from one leg to the other and lift knees up high

...forest - hop on one foot or jump with both feet;

...snowstorm - balance on one leg at a time with open arms as if the wind is blowing you;

...cave – walk quietly on tiptoes. Repeat in reverse order.

VARIATIONS:

Use scarves during the story. Children swing the scarf as if cutting grass, swim with it, throw and catch it in the air as if

slippery from mud, wave it up in the air like trees, throw it away as if blowing from a storm, and balance it on the head as if being still, respectively.

EXTRA
TIPS:

You can use hula-hoops to go through. Act out the moves with the children and encourage them to use their imagination to describe what they see in each scene.

Bear Hunt

CHOOSE:

Encourage children to think about other ways they can move in each scenery.



ASSESS:

Development and Learning Objectives:

- TSG 8 a, b - Listens, Follows Directions
- Early Learning Standard 11.1 Language Understanding and Use
Physical:
- TSG 4a - Walks
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

RELATE:

Children work with a partner while they take turns in going through each other's legs and learn about self-pace and general space in relationship with others.

ENERGIZE THE BRAIN
(EF):

Ask children to recall parts of the story and which action moves were used. Ask them to do the moves for returning home from memory. Show moves and ask them to name where we went through using that way (e.g., tiptoe– cave).

Mission:

3. Books in Motion

ORGANIZATION:

Materials: Book

Books: *It's a Tiger* by David LaRochelle

Set up: Children are standing on a spot scattered facing the teacher



Read an adventure book with several action words. The first time through demonstrate a move for each action word and one “keyword” (in the *It's a Tiger* book, the keyword is “tiger”). Next, read the book again, and every time an action word is called out the children stay on their spot and act out the moves. Each time the “keyword” is read, they do the preassigned move until you say “reading time” and then all children freeze until they hear the next action word. For the “It's a tiger” book, the keyword is “tiger” and all children run in place as fast as they can. Action words:

HIDE – bend knees, duck head and shake arms above the head.

CLIMB - bring knees up and use arms like climbing a ladder.

FEEL GOOD- take a deep breath and make a big circle while spreading arms up in the sky.

LEAP – make a big leap by jumping from one foot to the other forward. Switch legs.

LAND - jump and land in a big squat.

SLIDE – bend both knees and move body and arms like skiing down a hill.

HOP - jump on one foot.

JUMP – jump with both feet.

SWIM -use arms to swim forward and backwards by making circles.

VARIATIONS:

Let the children act out the word without help. Ask them to add new moves.

EXTRA
TIPS:

For every action word let the children do the move for a few seconds before continuing with the reading. Use the cute “reading time” to help them refocus on the story.

Books in Motion

C

HOOSE:

Ask the children to select a different keyword every time.



A

SSESS:

Development and Learning Objectives:

- TSG 8 a, b - Listens, Follows Directions
- Early Learning Standard 11.1 - Language Understanding and Use, Benchmark 4

Physical:

- TSG 5c - Jumps, Hops
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

R

ELATE:

Have the children turn towards a friend and mirror each other's movement for each action word.

E

NERGIZE THE BRAIN

(EF):

Ask the children to recall parts of the story and which action moves were used. Challenge them by showing them a different move and ask them if it was the right one or not. If not, ask them to show you the move they used while reading the story. Switch the keyword and action words often. After they are familiar with the book, add challenge by having them do an opposite or a different action word to the one described.

Mission:

4. Dance, Dance

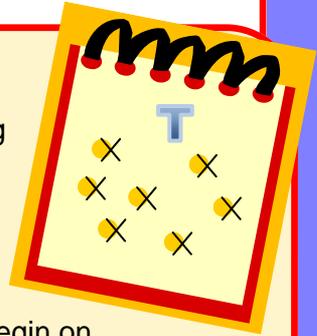
ORGANIZATION:

Music: 6. Tocatta, or 8. Rain if Falling Down

Materials: Open space for dancing, music.

Books: *Duncan the Dancing Duck* by Syd Hoff; *Color Dance* by Ann Jonas; *Dance Tanya* by Satomi Ichikawa

Set up: Make sure when asking children to begin on their carpet spaces/polyspots that they have enough space for dancing.



After listening to a story about dancing, play the music and ask the children to demonstrate how the character in the book danced. For example, when using *Dance Tanya* book, “Tanya” does a series of ballet moves. Begin by doing a picture walk through the book to show how Tanya danced. Show various dance moves, that might include:

Plie’ – with arms extended out to the side and heels together (if children have the balance to do so), squat down slowly and stand back up slowly. **Pas de Daux** – dance with a partner (we hooked elbows and danced in a circle). **Pirouette** – on tippy toes with arms overhead, turn in a circle. **Grand Jete** (or big leaps) – start with one foot in front of the other and leap over their spot.

Arabesque – stand on one foot, arms out to side and lean forward slowly, balance. **Sad Swan** – children lay down on the floor and go to sleep.

VARIATIONS:

The second time point out moves and ask children to perform them. The third time use music along.

EXTRA TIPS:

Props such as ribbon sticks or nylon scarves may be used to accentuate dancing.

Dance, Dance, Dance

CHOOOSE:

Children will have choices regarding the types of dance movements they do.



ASSESS:

Development and Learning Objectives:

- TSG 9a - Expands vocabulary
- Early Learning Standard 11.1 Understanding Language and Use, Benchmark 1 Increase Listening/Speaking
- TSG 18a - Interacts during book conversation
- Early Learning Standard 11.2 - Early Literacy, Benchmark 6

Physical:

- TSG 35 - Explores Dance/Movement Concepts
- Early Learning Standard 13.2 - Music, Rhythm, Movement, Benchmark 2

RELATE:

Children are asked to dance with different peers and explore how dancing changes when dancing with a partner.

ENERGIZE THE BRAIN
(EF):

Children could be asked to name their dance movement and describe or demonstrate it for a peer. You may name or demonstrate various dance movements, then ask children to demonstrate that particular dance movement when they hear the word.

Mission:

5. Emotions Soup

ORGANIZATION:

Music: N/A

Materials: Pictures with noodles.

Books: *The Mean Soup* by Betsy Everitt;

When Sophie Gets Angry-Really Really Angry by Molly Bang

Set up: On self-space.



This is a little routine the children can do when they need to relax or switch negative emotions to positive ones. Using the Mean Soup book about preparing and cooking a noodle soup, first, we are the noodles for our soup. Noodles are stiff and you can't bend them before they are cooked (if you do, they break). Squeeze your hands and make them hard to break. Squeeze your legs as if they are raw noodles. Squeeze hard! Do the same with your whole body! Your shoulders and your face! Now our noodles are in the pot with boiling water. Jump up and down as if your feet are burning! Stir your soup with your hands. Now your noodles are boiled. Boiled noodles are soft and flexible. Move your arms slowly and bend them. Do the same with your legs and your whole body. Serve your noodles on the plate (sit down). Your noodles are still hot so take a deep breath and blow out to make your noodles cool. Repeat until you feel calm. Now your noodle soup is ready to eat!

VARIATIONS:

Ask the children to close their eyes while taking deep breaths and imagine their soup getting colder.

EXTRA TIPS:

Use pictures with uncooked and cooked spaghetti to help them remember the routine.

Emotions Soup

C

HOOOSE:

Explain to the children that it is okay to be angry or have negative emotions but it is very important that we find ways to turn those negative emotions into positive actions.

A

SSESS:

Development and Learning Objectives:

- TSG 2b - Responds to Emotional Cues
- Early Learning Standard 10.2 - Self-regulation, Benchmark 1
Physical:
- TSG 5c, Jumps, Hops
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

R

ELATE:

Encourage them to share with the other children a time that they got upset and how they regulated their emotions. When starting using the “emotions soup” ask them to share when and how they used it and how they felt afterwards.

E

**NERGIZE THE BRAIN
(EF):**

Regulating emotions is a very important component of self-control. Practice the routine regularly to be able to remember it and use it when needed.



Mission:

6. Emotions with Sounds

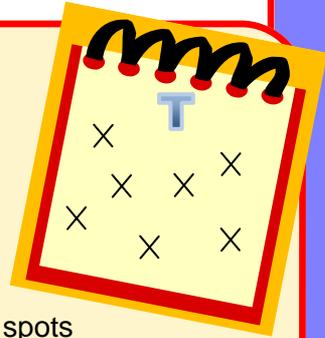
ORGANIZATION:

Music: 6.Tocatta

Materials: N/A

Books: *My Many Colored Days* by Dr. Seuss; or *Today I Feel Silly and Other Moods That Make My Day* by Jamie Lee Curtis; *The Way I Feel* by Cain Janan

Set up: Children begin sitting on their carpet spots with enough room to move around their spot.



This activity can be broken into two different ones. First, read a story and ask children to march when you use calm voice, stomp their feet when you are reading with loud voice, tiptoe when you whisper and dance when you sing. Read any book with different voices. This activity can be combined with feelings. For example, read the story again and have the children move according to the different emotions you read about. For instance, when you read in a loud voice, the children stomp like they are angry or upset; in a whisper, the children tiptoe as if shy, sad or bored, and in a singing voice, the children dance as if happy, silly or excited.

VARIATIONS:

When reading emotions books that have colors as well, children could be asked to use the moves for different emotions based on the color shown in

the book. For instance, if you hold up yellow, the children need to remember it represents happy like a buzzing bee and dance in place. This is more challenging and should be used once children have practiced the sounds and feelings first.

EXTRA TIPS:

Begin by acting out just a few feelings and then add more complex feelings and movements. Combine animals with emotions and moves and ask children to move accordingly, e.g., angry-stomp-elephant .

Emotions with Sounds

CHOOOSE:

Children may be allowed to determine how they move according to the emotion shown, or they may be able to name different emotions and come up with ways to move that reflect those emotions. *How many different ways can you find to move with this emotion?*

ASSESS:

Development and Learning Objectives:

- TSG 2b - Responds to Emotional Cues
- Early Learning Standard 10.2 - Self-Regulation, Benchmark 5
Physical:
- TSG 35 - Explores Dance/Movement Concepts
- Early Learning Standard 13.2 - Music, Arts, Movement, Benchmark 2

RELATE:

Children could be asked to work in pairs and decide together how to act out various emotions. Let the children come and hug you or a friend with the positive emotions and stay in their bubble when moving around with the negative emotions.

ENERGIZE THE BRAIN (EF):

Children will need to use working memory to remember which voice tone or color symbolizes a certain emotion. Children will need to make decisions about how to act out various emotions and switch from one more to another based on the sound while reading.



Mission:

7. Find Your Pair

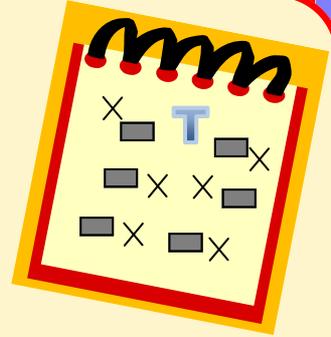
ORGANIZATION:

Music: 4. Clickety Clack

Materials: Flashcards with letters and words or pictures.

Books: *The Letters are Lost* by Lisa Campbell Ernst; *The Monster Who Lost His Mean* by Tiffany Stretletz Haber; *Dr. Seuss's ABC* by Dr. Seuss

Set up: Scattered.



You need two piles of cards, one with the alphabet letters and one with matching pictures. Randomly place the same number of cards as the number of kids on the floor scattered around (half of the cards with the letters and half with the picture). With your signal or music children move around and with your stop signal children collect one card and look for their pair (the child who has the matching card). Once they find them they jump or dance in place to show the teacher that they found their pair. Cards are placed down again and the activity continues by finding a new pair of cards.

VARIATIONS:

While music is playing, have half of the children standing with the matching card and the other half move around. When the music stops,

the moving children pick up a card and walk around to find their pair. Alternate between the standing and moving children.

EXTRA TIPS:

Use two different colors of flashcards, one for the letter and one for the picture to help them identify from which group of cards they will find their pair.

Find Your Pair

CHOOOSE:

The children may be given the choice to select a card from different piles (or leave the card and take another one) based on the level of difficulty we want them to have and how advanced they are. For example, have cards with popular/easy (A, B, C) or less frequent letters (W, Q, V).

ASSESS:

Development and Learning Objectives:

- TSG 16 a, b - Letter Naming letters, Letter Sounds
- Early Learning Standard 11.2 - Early Literacy, Benchmark 4
Physical:
- TSG 5c - Jumps, Hops
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

RELATE:

Children communicate with each other by checking each others' card and finding the child with the matching card.



ENERGIZE THE BRAIN (EF):

Have the kids ask questions to their peers to see if their cards match instead of showing their card. Another task would be to name a matching word instead of showing the card with the letter. Children need to focus on their card, inhibit distractions, switch their attention to different children and cards and remember who they checked with and the content of the cards.

Mission:

8. First, Next, Last

ORGANIZATION:

Music: 3. First, Next, Last

Material: Flashcards with pictures of

story

Book: *Dance Away* by George Shannon;

The Runaway Bunny by Margaret Wise

Brown; *Ready, Get Set, Go!* by Stan &

Jan Berenstain; *We Are Going On A Bear Hunt* by

Michael Rosen; *A Fly Went By* by Mike McClintock

Set up: Scattered or in a row.



Read a book that has a sequence of actions. Have printed flashcards with pictures of the story that are in groups of three, in a random order. Children put the three actions in order by saying what goes first, next, and last. For example, using “The Runaway Bunny” book, the bunny wants to become a fish (first), a rock (next), and a bird (last). Next, children identify moves that relate to the pictures, such as shake body (fish) balance on one foot (rock) and run (bird). When the music starts, children listen to the song and switch between the first, next, and last move based on the music in the song (that has three different sounds that are repeated). The activity continues with the teacher showing three new cards that need to be put in order and played with the music.

VARIATIONS:

Have three hula hoops in a row and ask the children to place the flashcards with the pictures of the story in the right order, with one card next to each

hoop. Then, children take turns and jump in each hoop by listening to the music based on the first, next, last segment. The first child then goes to the end of line and another child starts. This is a good modification for a small group activity.

EXTRA TIPS:

Have 2-3 children in each set of hoops to avoid long waiting time. For the easier version of the activity, start with only one move and switch from one hoop to the other based on the music.

First, Next, Last

CHOOOSE:

Ask the children to identify the moves they want to use for each sound.



ASSESS:

Development and Learning Objectives:

- TSG 22 - Compares/measures
- Early Learning Standard 12.1 - Comparison and Number, Benchmark 3
Physical:
- TSG 5c - Jumps, Hops
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

RELATE:

Group the children based on the color of their shirt so that they will be grouped with different children often.

ENERGIZE THE BRAIN
(EF):

The activity practices all of the executive function skills, by remembering the order of the story, showing self-control based on the lyrics of the song and switching between different moves. To add challenge, once children have learned the game, switch the rule and ask them to start from the last to the first part of the story.

Mission:

9. Jump the Opposites

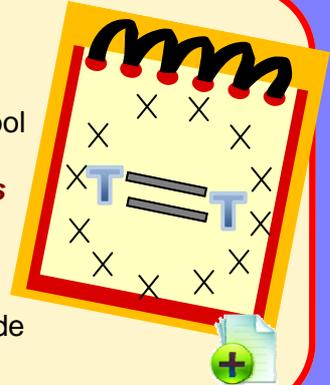
ORGANIZATION:

Music: 1. Wiggly Giggly

Material: 2 stretch bands or large pool noodles (or even hula hoops), flashcards

Book: *Go Dog Go* by Dr. Seuss; *Opposites* by Sandra Boynton; *The Big Road Race* by Stan & Jan Berenstain; *The Foot Book* by Dr. Seuss

Set up: Children in circle. Two teachers inside the circle with noodles.



The children are marching around the two teachers holding the stretch bands (see diagram) while singing the wiggly giggly song. With your signal they stop and they start jumping in and out the stretch bands (all children are moving in the same direction), by calling out loud the opposites (in/out) until the teacher says "now it is time to stop". Then, all children move outside the stretch bands and walk around singing the song with the teacher from the beginning. With the signal, you give them a new combination of opposites (e.g., over, under) and you adjust the stretch bands accordingly. Examples of opposites are provided in the assessment.

VARIATIONS:

Start the activity without the music or the lyrics and let the children practice space awareness, while moving in and out of the stretch

bands in the same direction without bumping into each other. Next, add lyrics and next the music. Modify the moves (e.g., jump, dance) along with the opposites.

EXTRA TIPS:

Identify the direction of movement to avoid collision. Use flashcards with pictures from a book with opposites and ask them what the card shows. Let them find the opposites by themselves.

Jumping the Opposites

CHOOSE:

Use sticks in a jar or cards with the moves and let the kids pick one card that will show the next set of opposites (e.g., in-out) or moves (e.g., jump).

ASSESS:

Development and Learning Objectives:

- TSG 21a – Spatial relationships
- Early Learning Standard 12.3 - Shapes and Spatial Relationships, Benchmark 1
Physical:
- TSG 5c - Jumps, Hops
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 1



RELATE:

Pairing helps the children work on the opposites together. Taking turns while moving around the noodle enhances cooperation and respecting other's space.

ENERGIZE THE BRAIN (EF):

By switching from marching around to identifying and jumping the opposites and follow the music all executive function skills are practiced, To add challenge, children can be asked to do or say the opposite action (e.g., "out") to what the teacher says or shows in the card (e.g., "in"). Switch the moves often. You can challenge them to go backwards!

Mission:

10. Leaf Man

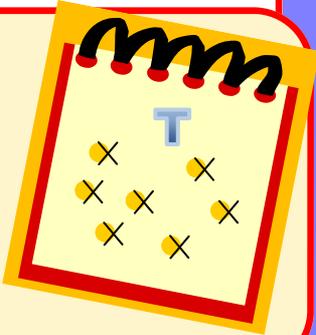
ORGANIZATION:

Music: 8.Rain is Falling Down

Materials: The Leaf Man book, nylon scarves, and music if you want to have children move scarves similar to the sound of the music

Books: *The Leaf Man* by Lois Ehlert

Set up: Children are sitting on their spots at the carpet or large group area with enough space to move.



Begins by reading *The Leaf Man*, asking children to pay close attention to how Leaf Man moves throughout the story. Next hand out scarves, one per child. The second time you read the story encourage children to move their scarves in ways similar to Leaf Man, emphasizing the following words and actions:

- * Blew—wave scarf back and forth in front of body
- * Past—wave scarf once fast across front of body
- * Over—circle scarf over head
- * Out of sight—hide scarf
- * Gliding—wave scarf in gentle waves up and down across front of body
- * Flying—start at top right with two hands holding scarf and wave in a diagonal across front of body left to right; repeat
- * Drifting—hold scarf up high and drop
- * Rustling—rub scarf between palms of hand and listen for rustling sound

VARIATIONS:

Children could be asked to come up with their own words to describe how leaves blow and then act them out with their scarves.

EXTRA TIPS:

Can focus on stretching by reaching and moving arms high, to the sides and low while feet stay still. You may want to demonstrate some of the higher level vocabulary, like “gliding” or “rustle” to make sure children understand the words.

Leaf Man

C HOOOSE:

When acting out how the Leaf Man moves, children may be given choices about how they move or may listen to music and come up with their own decisions about how to move to the music they hear.

A SSESS:

Development and Learning Objectives:

- TSG 9a - Expands vocabulary
- Early Learning Standard 11.1 - Language Understanding and Use, Benchmark 1
Physical:
- TSG 35 - Dance/Movement Concepts
- Early Learning Standard 13.2 - Music, Rhythm, Movement, Benchmark 2



R ELATE:

Children may interact by moving as pairs, i.e., drifting together or flying together with their scarves by mirroring each other. One child can also throw the scarf and a partner tries to catch it.

E NERGIZE THE BRAIN (EF):

As children learn new vocabulary, they must remember both the word and the meaning of the word. Also, they may be asked to remember other ways leaves might move and demonstrate those movements. One child can do a move with the scarf and their partner could try to do the same move in a different direction (forward/backward) or level (high/low).

Mission:

11. Learning Pond

ORGANIZATION:

Music: 2.It's Hot Today

Material: Polyspots or sheets for lily pads. Add bubble wrap for extra excitement.

Book: *Cat's Colors* by Jane Cabrera; *The Letters are Lost* by Lisa Campbell Ernst

Set up: Lily pads are scattered in the center of the room. Children move around outside the lily pads.



Children are outside the area with the “lily pads” or polyspots that can also be called “rocks”. Based on the lyrics of the song, the children travel with specific moves (hop, jump, turn, bend, stretch, shake) outside the lily pad area. When the song stops, children go on one of the lily pads. Every child is standing on a different lily pad. On every lily pad, there is a letter, shape, or color. Ask some of the children to name the letter, shape, or color they are stepping on. Next, the teacher or a student says a number and all the children jump on their lily pads that many times while counting out loud.

VARIATIONS:

The children can jump on the lily pad, over it, or move around it. Use bubble wrap sheet for each lily pad and let the kids enjoy popping the bubble wrap as they jump on their lily pads.

EXTRA TIPS:

The children can start popping the bubble wrap when the teacher says “it is hot today” (so that they all start together).

Learning Pond

CHOOOSE:

Have a child roll a die to identify how many times children should jump on their lily pad.

ASSESS:



Development and Learning Objectives:

- TSG 16a - Letter naming
- Early Learning Standard 11.2 - Early Literacy, Benchmark 4
- TSG 21 Shapes
- Early Learning Standard 12.3 - Shapes and Spatial Reasoning, Benchmark 2
- TSG 20 - Names numerals
- Early Learning Standard 12.1 - Comparison and Number, Benchmark 5

Physical:

- TSG 5c - Jumps, Hops
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

RELATE:

Ask the first child who named a letter (or shape or color) to say the name of a friend as the next person to read his/her lily pad.

ENERGIZE THE BRAIN
(EF):

If you play the game with the shapes, ask the children to do different moves based on the shape. For example, slide around the lily pad if there is a circle, leap over it if there is a triangle and jump with two feet if it is a square. This modification challenges inhibition, working memory and cognitive flexibility.

Mission:

12. Monarch Mania

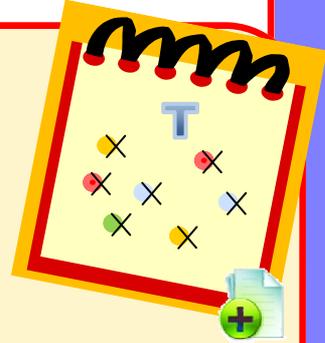
ORGANIZATION:

Music: 7. Freeze

Materials: One butterfly cutout for each child in a variety of colors, stop-and-go music.

Books: *From Caterpillar to Butterfly* by Deborah Heiligman; *Bear Sees Colors* by Karma Wilson; *My Many Colored Days* by Dr. Seuss

Set up: Tape butterflies to the floor (or to polypots) in a large circle.



Place large cutout butterflies in a circle. Children begin by standing either on each butterfly or a step next to each butterfly. Begin by playing music and the children move in a circle. When the music stops, children stop on a butterfly. Then give a direction, such as, "If you are on a blue butterfly, change places." Then, all children on a blue butterfly find a new blue butterfly to stand on. The game continues with the teacher asking children standing on different colors to change places. If you say, "Monarch Mania", ALL children change places.

VARIATIONS:

To add challenge, label butterflies with alphabet letters or numbers instead of colors.

EXTRA
TIPS:

Make sure butterflies are securely attached to the polypots or the floor to avoid children slipping. Practice moving around and stopping on a butterfly before adding the new rule of switching. With the command "Freeze" children may stop where they are.

Monarch Mania

CHOOSE:

Children are allowed to choose the initial color (letter, number, shape) they stand on and what color (letter, number, shape) they move to during the game.

ASSESS:

Development and Learning Objectives:

- TSG 16a - Letter naming
- Early Learning Standard 11.2 - Early Literacy, Benchmark 4
- TSG 20c - Names numerals
- Early Learning Standard 12.1 - Comparison and Number, Benchmark 5
- TSG 21a - Understands shapes
- Early Learning Standard 12.3 - Shapes and Spatial Reasoning, Benchmark 3

Physical:

- TSG 4b, c - Runs, Gallops, Skips
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

RELATE:

Children work together to make sure each child finds the correct new spot when trading places.



ENERGIZE THE BRAIN (EF):

Children show inhibition when starting and stopping to music and by moving only when their color is named. Children also practice working memory and cognitive flexibility when asking children on “numbers” to trade places with children on “colors” (children will need to remember what number they were on and that they are now moving to a color, and vice versa). Switching places also practices cognitive flexibility.

Mission:

13. Mouse Count

ORGANIZATION:

Music: N/A

Materials: One set of cards with coordinating numerals and pictures (i.e., mice on numeral one, tiger on numeral two, fish on numeral three, monkeys on numeral four, and butterflies on numeral five). A second set of cards with numerals only. At least five hula hoops and hula hoop holders.

Books: *Count to Ten with a Mouse* by Margaret Wise Brown; *One Lonely Sea Horse* by Saxton Freymann & Joost Elffers

Set up: Place book and numeral cards in front of group time activity. Place five hula hoops in hula hoop stands in open areas around the room.



Begin by reading the book. Then bring out the two sets of cards with numerals 1-5 and review the motor action that goes with each numeral (1-walk, 2-run, 3-swim, 4-swing, 5-flutter). Next, hold up a numeral and children move according to the numeral/motor action to go through one of the “holes” set up around the room and then return to their spot. The activity continues through each of the motor actions.

VARIATIONS:

Vary the game by using numeral cards and numeral cards with pictures. Also, change the order in which you present the numerals to the children.

EXTRA TIPS:

When beginning the activity, have two to three children demonstrate the activity to make sure all children understand the expectations.

Mouse Count

C

HOOOSE:

Children have choices related to which hoops they choose to move through each time.

A

SSESS:



Development and Learning Objectives:

- TSG 20c - Names Numerals
 - Early Learning Standard 12.1 - Comparison and Number, Benchmark 5
- Physical:*
- TSG 4a - Walks
 - Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

R

ELATE:

Children work together to remind each other of the correct motor action and help each other get through the hula hoops.

E

**NERGIZE THE BRAIN
(EF):**

Children will use working memory by remembering the motor action that coincides with each numeral. You may also challenge children's working memory further by asking them to do two or three numerals at one time (i.e., 4, 2, 3 - swing through a hoop, run through a hoop, and swim through a hoop).

Mission:

14. Move Around

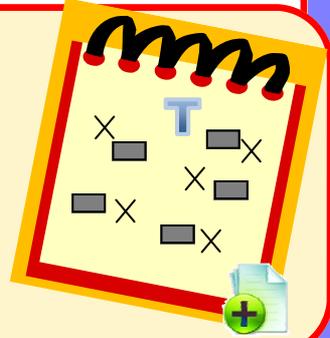
ORGANIZATION:

Music: 11.1 Really Gotta Jump

Materials: A pile of flashcards with 2 different images (e.g., a frog that dances or leaps).

Books: *Hop-Jump* by Ellen Stoll Walsh

Set up: Scattered with cards on floor facing down.



Use a book that has two to three discrete pictures or themes. In our example book, we have frogs that either leap or dance. Have a pile with cards with pictures of frogs that either leap or dance. Place them on the floor scattered. Children start by standing on one card. When music starts, children flip the card, see the picture, and put it back on the floor facing down. If the frog in the picture leaps, then the child has to leap around until the music stops. When the music stops, all children stand on another card. When music starts, flip the new card and move around based on the picture in the card. It might be the same or it might be different! Some kids will leap around and some others will dance around.

VARIATIONS:

This could be done as a small group activity where children line up and move from one side of the room to the other, take one card from the pile, and move back to the starting point based on what image is in the card.

EXTRA TIPS:

Start with only two different themes and once the children learn the game you can add three to four different options.

Move Around

CHOOOSE:

Add one card that is free choice and the child that picks that card can come up with a new move or part of the story in the book. For example, in the frog jump book the frog wants to go skiing could be a new part of the story with a new move that a child might come up with.

ASSESS:

Development and Learning Objectives:

- TSG 13 - Classification skills
 - Early Learning Standard 12.3 - Shapes and Spatial Reasoning, Benchmark 3
- Physical:*
- TSG 4b - Walks
 - Early Learning Standard 8.2 - Large Motor Development, Benchmark 1



RELATE:

Ask the children to look at everyone else and identify at least one other child that does the same move with you. Smile and say “hi” to this friend. Every time identify a different friend who does the same move with you.

ENERGIZE THE BRAIN (EF):

Children practice inhibition by starting and stopping with the signal, working memory by matching the move with the card and cognitive flexibility by randomly picking a new card every time that might have the same or different image. Switch the rules to challenge more children’s cognitive flexibility or add another card with a different image to connect with a move and act it out.

Mission:

15. Napkin Game

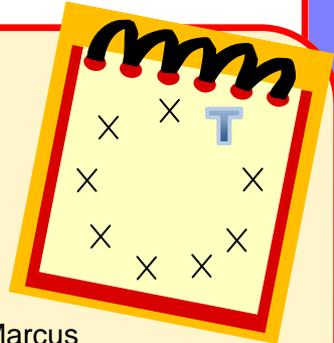
ORGANIZATION:

Music: N/A

Materials: 1 napkin (or scarf) per child, stickers (optional)

Books: *The Crayon Box that Talked* by Shane DeRolf; *The Day the Crayons Quit* by Drew Daywalt; *Bunny Cakes* by Rosemary Wells; *The Rainbow Fish* by Marcus Pfister; *The Glassmakers of Gurven* by Marlys Boddy

Set up: Children begin in a circle at large group time and continue with a designated path around the classroom.



Place a napkin or paper towel on each child's head and have children walk around without it falling off. If the napkin falls, the child "freezes" while another child with a napkin on their head carefully picks up the napkin and places it back on the frozen child's head. *Alternative:* write a letter on each napkin. The child who picks up another child's fallen napkin must identify the letter before placing it back on the child's head who is in the "freeze" position.

VARIATIONS:

Give crayons to each child and ask them to leave their mark on the napkins they pick up. At the end, check what everyone's napkin looks. Use different colors of napkins. Start with white napkins and if the child drops it, he/she has to return the white napkin to a bucket and grab a new blue one. If the blue napkin drops, grab a red one. Then continue with this pattern.

EXTRA TIPS:

Use two or three children to demonstrate before beginning the game to make sure children understand. Emphasize walking slowly and keeping their heads up.

Napkin Game

CHOOOSE:

Children are allowed to decide who they help during the game. Emphasize helping as many different friends as possible.

ASSESS:

Development and Learning Objectives:

- TSG 2c - Peer Interaction and Early Learning
- TSG 16a - Letter Naming
- Early Learning Standard 11.2 - Early Literacy, Benchmark 4
- Early Learning Standard 10.4 - Relationships with Children, Benchmarks 1, 4

Physical:

- TSG 4a - Walks
- Early Learning Standard 8.2 - Large Motor Skills, Benchmark 1



RELATE:

Remind children the purpose is to keep everyone in the game so want to walk carefully and be very helpful in terms of returning the napkins to each other's heads. Refer to the Rainbow Fish book to emphasize this.

ENERGIZE THE BRAIN
(EF):

Children must inhibit walking quickly or bending their head, as well as walking carefully. Children must remember which rules they are using, to switch in helping different friends, and the various names of alphabet letters.

Mission: 16. Rhyme Right with Green Light

ORGANIZATION:

Music: N/A

Material: A list with rhymes or words from the book we are reading.

Book: *Hop on Pop* by Dr. Seuss; *Oh Say Can You Say* by Dr. Seuss

Set up: Line up across from the teacher while keeping personal space between other kids.



First, children play the traditional red light, green light game, while staying on their spot. They dance in place with the “green light” and balance on one foot in different poses with the “red light”. Next, change the colors of the “lights” (e.g., purple light for dance, blue light for balance). Next, introduce rhyming words from a rhyming book. Children dance in place if the word rhymes and freeze in a pose if it doesn’t.

VARIATIONS:

If using large open space, the children begin on one side of the room in a line and move towards the teacher in a predetermined manner

(e.g., skip, hop, jump, gallop) if the word rhymes. To add challenge after several practices) you can add more rules like children move if it rhymes AND the teacher is holding up the green circle but do not move if you are holding up the red circle.

EXTRA TIPS:

After dancing, use a signal for stopping (e.g., say “freeze”) before continuing with another set of words. Start by focusing on only one rule (color or rhyming word) before moving to combining both rules.

Rhyme Right with Green Light

CHOOOSE:

Ask one child at a time to be a helper and find a new word for the game or choose one from a list.

ASSESS:



Development and Learning Objectives:

- TSG 15a – Rhyming
- Early Learning Standard 11.2 - Early Literacy, Benchmark 7
Physical:
- TSG 4 b, c - Runs, Gallops, Skips
- TSG 5 c - Jumps, Hops
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

RELATE:

If you say a word that doesn't rhyme, ask the children to share a rhyming word with a friend standing next to them.

ENERGIZE THE BRAIN
(EF):

Children practice working memory and self-control by freezing based on the rule that changes every time. Cognitive flexibility is practiced when you change the color and instead of red light/green light the rule switches to purple light/yellow light. Switch the rules of the game by asking them to balance if it rhymes and move or dance if it doesn't. Use two rules at the same time (color and rhyming words), as described above.

M

ission:

17. The Snowy Day Walk

O

RGANIZATION:

Music: N/A**Materials:** Painter's tape to create snowy day path**Books:** *The Snowy Day* by Ezra Jack Keats; *Harold and the Purple Crayon* by Crockett Johnson**Set up:** Tape a large path around the whole classroom with additional paths cutting across the middle of the classroom.

This game is played in a similar manner to the old time game "Fox and Goose". One child is designated as "it" (the fox) and must try to tag a peer. The twist is children may only move along the designated path when fleeing from "it" (the fox). Once "it" tags another child, that child becomes "it" and the game continues.

V

ARIATIONS:

Children might be asked to move in different directions on the path.

This game can also be played

outside in the snow by creating a large footprint circle with paths cutting across the circle OR in a gym following the lines on the gym floor as "paths".

E

XTRA
TIPS:

Demonstrate first so the children understand the importance of staying on the path. Also, discuss what happens if they meet someone on the path (either allowed to step around or must turn back and go the other way).

The Snowy Day Walk

CHOOSE:

Children choose which path they follow. Minimize the emphasis on winning and who is tagged or not. Explain the value of playing all together instead of winning and losing.

ASSESS:

Development and Learning Objectives:

- TSG 2c - Peer Interactions
- Early Learning Standard 10.4 - Relationships with Children, Benchmark 1

Physical:

- TSG 4a - Walks
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 1



RELATE:

Children work together to flee “it” by pointing out or finding open pathways. Explain that being “it” or a “fleeer” is part of the game and that we should be gentle when tagging friends. Emphasize taking turns being “it” and thank each other at the end of the game.

ENERGIZE THE BRAIN (EF):

Children must inhibit their first instinct to run anywhere in the room by only moving on the designated paths and only by walking fast. Also, children must remember which direction they have been asked to move, i.e., forward, sideways, or backward.

Mission:

18. Walk with Sounds

ORGANIZATION:

Music: 6.Tocatta

Materials: Music, cards (optional)

Books: *Listening Walk* by Paul Showers;

From Head to Toe by Eric Carle; *My Friends* by Taro Gomi

Set up: Scattered.



Read the book about different sounds that animals, objects, and engines make. Identify two different objects/animals and match them with the sounds they make (for example, this is the sound for the elephant and this is the sound for the cat). Have the children close their eyes and listen to the sounds. While standing in place, have the children show you with different actions when they hear the different sounds (e.g., quietly marching when they hear the cat sound and stomping feet when they hear the elephant sound). Next, have them move around the room using the different moves while the music is playing. Use the cards and ask children to move and make the sound of the object that is in the card.

VARIATIONS:

Use any book that includes different sounds. Ask the children to form a train (i.e., 2-3 children in a row) and

every time the sound changes the first child go to the end of the train and the next child is the leader with the new moves that match the sound.

EXTRA
TIPS:

Start with only two different sounds and give them time before adding extra difficulty. Use clear protocols for starting and stopping. Then add a rule, such as if it is loud you skip and if it is soft you march (for the same sound).

Walk with Sounds

CHOOOSE:

Ask the children to identify moves related to the sounds. How many different moves can you find? Use cards and ask them to choose the cards that best matches the sound.



ASSESS:

Development and Learning Objectives:

- TSG 23 - Patterns
- Early Learning Standard 12.2 - Patterns, Benchmarks 1 & 2

Physical:

- TSG 35 - Dance/Movement Concepts
- Early Learning Standard 13.2 - Arts, Music, Rhythm, and Movement, Benchmark 2

RELATE:

Pair them and have one child make a sound using an instrument or his/her body and the other child finds a move that matches the sound. Then switch roles.

ENERGIZE THE BRAIN
(EF):

Matching the sounds with moves practices working memory and inhibition, as children are asked to do only the move that matches the sound. To add challenge on cognitive flexibility, switch the rules by alternating the sounds with the moves and do the opposite. For example, "We stomp with the sounds for the cat and march with the sound for the elephant." However, this modification is more advanced and should be practiced after children have played the game several times.

Mission:

19. Water Cycle

ORGANIZATION:

Music: 8. Rain is Falling Down

Materials: Pictures from water cycle.

Books: *The Snowy Day* by Ezra Jack Keats

Set up: Scattered.



Discuss the water cycle and have children act out the moves. First, drops of water rise in the air when the sun comes out and warms the water. As the water vapor rises, it is free to travel around (have them move around without touching anyone or making noise, as water is invisible when it vaporizes). Next, up in the sky the air gets cooler and clouds are formed (use hands to make a cloud—a small and big one). Then, when a cloud becomes cool, it rains (in place, run fast as raindrops fall fast from sky). Next, when the air gets much colder we get snowflakes (have them move slowly like a snowflake). When it is very, very cold, the water on the ground becomes ice (have them get in groups of four, hugging each other, and try to move — it is difficult to move like this, as ice is very thick). Last, when the sun comes out the ice melts and becomes water again (have them slowly melt on the floor). Continue by reading the book and making connections.

VARIATIONS:

After the children understand the water cycle, read the book and ask the children to show how they feel on

a hot or cold day and what activities they like doing on a rainy day, warm day, dry day, snowy day, etc.

EXTRA
TIPS:

Connect the concepts with images for better understanding. Ask questions, such as: How is a cloud formed? What happens when a cloud becomes cool? How would you move as rain?

Can you move as a snowflake? What happens to the water when the sun comes out? To the snow? To ice?

Water Cycle

CHOOOSE:

Ask the children to choose their favorite weather condition and describe with moves why it is their favorite weather. Ask them what their favorite activities are on their best weather day.

ASSESS:



Development and Learning Objectives:

- TSG 2c - Peer Interaction
 - Early Learning Standard 10.4 - Relationships with children, Benchmark 4
 - TSG 27 - Knowledge of Earth's Environment
 - Early Learning Standard 12.4 - Scientific Reasoning, Benchmark 1
- Physical:*
- TSG 4a - Walks
 - Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

RELATE:

One child acts out a weather condition or a favorite activity related to that weather and all the other children try to guess the correct answer.

ENERGIZE THE BRAIN
(EF):

Show pictures of a sun, cloud, rain, and snow, and connect a move with each picture. Every time they see a picture they need to do the correct move without talking. Inhibition and working memory are required. To add challenge on cognitive flexibility, change the rules by adding different or opposite moves.

Mission:

20. Yoga Time

ORGANIZATION:

Music: N/A

Materials: Flashcards with animals or yoga poses (optional).

Books: *You Are a Lion and Other Yoga Poses* by Tae-Eun Yoo; *Little Yoga: A Toddler's First Book of Yoga* by Rebecca Whitford; *Barar's Yoga* for Elephants by Laurent de Brunhoff

Set up: Scattered.



Children are standing and are asked to perform the following poses, each for approximately 20-30 seconds (2-3 times each): Mike the **monkey** (reach up the sky and fold over to reach your toes) just woke up. He likes climbing from **trees** (stand on one leg and open arms as if growing branches and wiggle your fingers as if they are leaves). Emma the **elephant** (bring palms together, keep thumbs crossed, reach to the sky and sway from side to side) was passing by. She was thirsty and went for some water (in same position, bend body down and swing up). At the river she saw Fred the **frog** (squat down and twist body to left and right), who turned to say hi to his friend, Daphne the **dog** (put your paws on the ground, stretch legs, lift your tail to the sky and shake it). Daphne was playing with Katia the **cat** (on your knees and palms, arch and round your back). They were both running after a colorful **butterfly** (sit down, bring feet together and flap legs like winds). Now our friends are tired and need to return home (or the classroom). Like **Ethan** the eagle who is flying away (stand up, spread your wings on the side and flap them up and down).

VARIATIONS:

Make different combinations, or just do one animal/pose at a time.

EXTRA TIPS:

Use as often as needed. Good as transition activity. Encourage them to take deep breaths and perform the moves slowly. The activity can be done independently of the books.

Yoga Time

CHOOOSE:

Have images of the animals and let the children select the animal to perform in their own story. Encourage them to combine other stretching poses with different animals of their choice.

ASSESS:

Development and Learning Objectives:

- TSG 11b - Persists
- Early Learning Standard 9.2 - Engagement & Persistence, Benchmark 1 & 2

Physical:

- TSG 5a - Balancing
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

RELATE:

Ask every child to think of their favorite animal and show it to their peers. Then the children need to guess what animal that is. If they are challenged, encourage them to use clues.



ENERGIZE THE BRAIN (EF):

Show a picture and without talking ask the children to perform the moves that matches the picture. This requires working memory. By switching pictures the children refocus on a new combination. To add challenge, show two animals at once and ask them to do the animal based on a rule (how it looks rule, e.g., has no legs, or color rule, e.g., is green). Switch rules regularly. For self-control practice, you could also ask them to hold their pose and wait for your signal in order to stop.

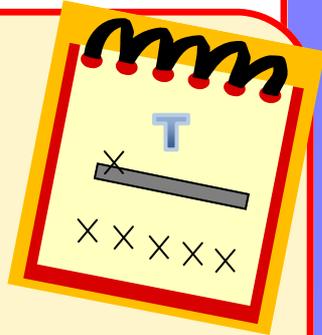
Mission: 21. Across the bridge

ORGANIZATION:

Material: Balance beam or tape, beanbags or flashcards with letters (or any other academic content)

Book: *The Letters are Lost* by Lisa Campbell Ernst; *The Monster who Lost his Mean* by Tiffany Stretetz Haber; *The Three Billy Goats Gruff* by Donna Parnell

Set up: Lines or balance beam from one side of the area to the other. Children are waiting in line for their turn to cross the bridge.



Beanbags with letters are placed on a balance beam or on a straight line in the classroom. Children need to cross the bridge (balance beam or line) without stepping on the beanbags. To go over a beanbag, they have to name the letter and then the troll will let them continue. Once they cross the bridge, they go back to the starting line to start over.

VARIATIONS:

If the children are on the floor walking on a straight line, ask them to hop or jump over the beanbag without moving away from the line (don't want to fall off the bridge). Add multiple lines in different pathways (straight, curved, zig, zag) that overlap and ask more than one child to cross the bridge.

EXTRA TIPS:

Change the number of beanbags (or just cards) and the content of them frequently. Make sure you leave plenty of room between letters. Can use multiple balance beams if it is used with a large number of children. Can use paint tape or existing lines on the floor if beam is not available. Can tape letters on the beams instead of beanbags.

Across the bridge

CHOOOSE:

Children can choose to walk or hop, leap or jump over the beanbag when walking on the straight line. How many different ways can they find to cross the bridge? Can they do it with a specific number of steps?

ASSESS:

Development and Learning Objectives:

TSG 16 - Letter naming

Early Learning Standard 11.2 - Early Literacy, Benchmark 4
Physical:

TSG 5b - Dynamic Balance

Early Learning Standard 8.2 - Large Motor Development,
Benchmark 1

RELATE:

Children can hold hands with a friend off the bean for extra support. When the lines are crossed, children will need to communicate so that they won't fall off the "bridge" and take turns in moving forward on their line.

ENERGIZE THE BRAIN
(EF):

Inhibition is practiced when waiting in line or taking turns. Ask the children to recall the letter in the previous beanbag along with the new one (working memory). Add difficulty by asking them to recall more than one letter (or all of the letters) they have crossed after finishing crossing the bridge. Practice cognitive flexibility by adding new rules to cross the bridge in unpredictable moments. E.g., we walk across and with my signal we slide or find a new way to cross the bridge.



Mission:

22. Alphabet Hop

ORGANIZATION:

Materials: Poly spots with alphabet letters, two dice – one with alphabet letters and one with numerals (or spots to count), tape mark on the floor for starting point and clipboard with letters on dice down the side of the paper to predict numerals.

Books: *The Monster Who Lost His Mean* by Tiffany Strelitz Haber; *Chicka Chicka Boom Boom* by Bill Martin Jr.; *The Letters are Lost* by Lisa Campbell Ernst

Set up: In large motor area, spread out letter poly spots randomly. Several feet from the letters, lay a strip down as the starting point for jumping/hopping. Clip board is placed close to starting spot and dice for rolling.



Given a die and scattered alphabet poly spots, children are asked to roll the die and jump that particular number of times to reach the letter they have chosen (either through a second die with letters or a pile of letter cards). In addition, prior to beginning the game children could be asked to predict the number of times they would roll each letter.

VARIATIONS:

Change locomotor skills (i.e. jump to hop), or change alphabet letters (i.e. uppercase vs. lower case).

EXTRA TIPS:

It is helpful to have a consistent place for children to start their jumps/hops each time as it encourages them to think about how long each jump/hop needs to be to get them to their letter.

Alphabet Hop

CHOOOSE:

Children could be given choices about the locomotor skill they use or if they wanted to roll/name upper or lower case letters. Number the dice. Children could then jump/hop the same number to the alphabet letter.

ASSESS:

Development and Learning Objectives:

- TSG 16a - Letter Naming, 20c - Names Numerals
- Early Learning Standard 11.2 - Early Literacy, Benchmark 4; 12.1 - Comparison of Numbers, Benchmark, 1, 2, 5
- *Physical:*
- TSG 5c - Jumps, Hops
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

RELATE:

Children take turns in rolling the dice by rolling it to each other.

ENERGIZE THE BRAIN (EF):

Children must exhibit self-control by jumping/hopping only the number of jumps/hops on the dice to the alphabet letter and working memory by remembering the number of jumps. Also, if upper and lower case letters were spread out randomly, children would have to remember if they were moving to the upper or lower case alphabet letters. When appropriate, you can add a different move for the upper and a different move for the lowe case letters (cognitive flexibility).



Mission:

23. Alphabet Spinner

ORGANIZATION:

Materials: Exercise wheel/spinner and number spinner.

Books: *Chicka Chicka Boom Boom* by Bill Martin Jr.

Set up: Place spinners on floor in large group area with enough space to perform exercises.



Using an exercise wheel and a number wheel, children spin both – landing on a particular exercise and a particular number. One child names the beginning letter of the exercise and then the group performs the exercise that number of times on the exercise wheel.

VARIATIONS:

Exercises on the wheel are on different colored blocks of paper (i.e. red, yellow, blue). If the child lands on an exercise on a blue background, the child names the first letter of the exercise; if they land on yellow, the last letter of the exercise; and if they land on blue, they name another word that begins with a similar letter.

EXTRA TIPS:

Demonstrate or practice the activity a couple of times as a group before beginning the game to make sure children understand. Cubes can also be used instead of a spinner.

Alphabet Spinner

CHOOOSE:

Have a block that has no exercise on it and let the children choose an exercise of their preference for that block.

ASSESS:

Development and Learning Objectives:

- TSG 16a - Letter Naming
- Early Learning Standard 11.2 - Early Literacy, Benchmark 4
Physical:
- TSG 5c - Jumps, Hops
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 1



RELATE:

Children may be asked to work as partners with one spinning the exercise wheel and one spinning the number wheel.

ENERGIZE THE BRAIN (EF):

Children must remember what each color means and if they will name the first letter, last letter, or name a word that begins with the same beginning letter. The wheel can have two exercises on each block, one that is in black and white color and one that has the same color with the block. Children switch from one rule to the other (color or exercise of the wheel) based on what you show or tell them. If we play the color rule, the child does the exercise that has the same color of the block and if we play the exercise rule, the child does the black and white exercise.

Mission:

24. Balance Puzzle

ORGANIZATION:

Materials: Balance puzzles.

Books: *From Head to Toe* by Eric

Carle

Set up: Children should be in a semi-circle facing you in the large group carpet area with enough room to move and balance in various positions.



You will need to create a number of “balance puzzles” for this activity. Begin by explaining to children the purpose of the balance puzzles, making sure they know each body part the various balance puzzle represent, and demonstrate how the balance puzzles work. Take turns showing the children each balance puzzle and see if children can problem solve to figure out how to balance using the identified parts in the puzzle.

VARIATIONS:

Children might be asked to balance matching various body parts directly to the puzzle or you may

just show the puzzle and children have to decide how to perform the particular balance.

EXTRA
TIPS:

For children who have more difficulty with this puzzle, they will be more successful if they are allowed to match various body parts directly to the puzzle.

Balance Puzzle

CHOOOSE:

Once children have tried out the various balance puzzles, ask them if they can figure out a new way to balance.

ASSESS:

Development and Learning Objectives:

- TSG 11c - Solves Problems
 - Early Learning Standard 9.3 - Problem Solving, Benchmarks 1, 2, 3
- Physical:*
- TSG 5a - Static Balance
 - Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

RELATE:

Two children could be asked to work together to figure out one puzzle or two children could be asked to come up with a new way to balance, then demonstrate it for the group.

ENERGIZE THE BRAIN (EF):

Children will need to problem solve how to balance using the various body parts shown in the balance puzzle, by remembering what each shape represents. The new combinations shown practice working memory and cognitive flexibility.



Mission:

25. Body Bowling

ORGANIZATION:

Materials: At least 8 to 10 cardboard brick blocks OR 8 to 10 bowling pins, a series of pictures (i.e. nursery rhymes, life cycle pictures) with one taped to each block or pin, gymnastics mat or carpeted area for rolling OR ball for bowling.

Books: *Whose Nest* illustrated by Guy Troughton; *Ready, Get Set, Go!* by Stan & Jan Berenstain; *The Carrot Seed* by Ruth Krauss; *From Caterpillar to Butterfly* by Deborah Heiligman; *The Very Hungry Caterpillar* by Eric Carle

Set up: Lay gymnastics mat out flat, put bricks vertically at one end with pictures facing child who is rolling down the mat.



Using cardboard brick blocks, stack blocks vertically (like a wall). Divide a picture of a nursery rhyme, life cycle, or similar picture/puzzle to be reassembled. Blocks/pictures are then stacked at the end of a gymnastic mat or at the end of a four to six foot "lane". Children perform a log roll down the mat and use their body to knock down the blocks/bricks. Once blocks are knocked down, children must reassemble the blocks so pictures (nursery rhymes, life cycles) are in correct order.

VARIATIONS:

Use bowling pins and ball instead of mat and blocks. Vary pictures.

EXTRA TIPS:

If you are using body bowling, encourage children to extend arms and legs so they perform a good log roll while rolling down the mat. The supporting material in this activity were used from: www.preschool.mom.com.

Body Bowling

CHOOOSE:

Children could choose body bowling or regular bowling. Children might also choose a nursery rhyme or life cycle puzzle.

ASSESS:



Development and Learning Objectives:

- TSG 25 - Science and Technology (living things)
- Early Learning Standard 12.6 - Measurement, Benchmark 1
Physical:
- TSG 4a - Rolls/Walks, 6a - Throws
- Early Learning Standard 8.2 - Large Motor Development, Benchmarks 1 & 2

RELATE:

One way for children to interact would be for one child to roll down the mat and then the “roller” and next person in line work together to put puzzle back together (or reset bowling pins in order).

ENERGIZE THE BRAIN
(EF):

Children must wait for their turn, wait until all pins are set up in order, and children must remember the order in which pictures fit together.

Mission: 26. Brown Bear Parachute

ORGANIZATION:

Music: 11.1 Really Gotta Jump

Materials: flashcards with animals cut in halves, cones, parachute (or scarves)

Books: *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. and Eric Carle; *White Rabbit's Color Book* by Alan Baker

Set up: Children around a small parachute and cones around the room with the flashcards.



Use a small parachute with a different color in each slice. Tape one card with an animal on each child's shirt. Don't match the color of the animal with the slice of the chute. Keep the card with the other half of all the animals aside for the destination cones. Slide around with the signal in the direction told (R or L). With stopping signal, announce the color and the name of an animal (e.g., brown bear). The child that has the slice with that animal (but not the color of the chute) needs to take the card and gallop to find the other half of the animal in the general space. In the meantime, everyone else leaves the chute on the floor and sings the song "I really gotta dance" while waiting. Once the child with the animal finds the other half, they return to their original spot at the chute and the activity continues.

VARIATIONS:

Start the game by identifying only the color of the slice of the parachute and go to the cone that has the same color. Once the children are familiar with the game add the animals in the game.

EXTRA TIPS:

If there is no parachute available, use scarves, tie them together on one side, and have the children hold the other side of the scarf. Colored dots can also be used instead of cones.

Brown Bear Parachute

CHOOOSE:

Ask the children to select the way they want to move when going to the cone as well as the moves while waiting with the parachute.

ASSESS:

Development and Learning Objectives: matching, color recognition, half/whole

- TSG 13 - Classification
 - Early Learning Standard 12.3 - Shapes and Spatial Reasoning, Benchmark 4
- Physical:*
- TSG 4c - Gallops, Skips
 - Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

RELATE:

When moving around with the parachute, emphasize the importance of respecting others' personal space. Ask children to help each other identify the child who needs to go to the cone. Let the children switch animals with a friend after a while.

ENERGIZE THE BRAIN
(EF):



Switch the direction of sliding regularly. Switch the rule from the color of the animal to the color of the parachute. Take the cards with the animals and tape them on the back of each child. Ask children to remember the animal they had. If they don't remember, ask a friend to give them a clue to help them.

Mission:

27. Crazy Ball

ORGANIZATION:

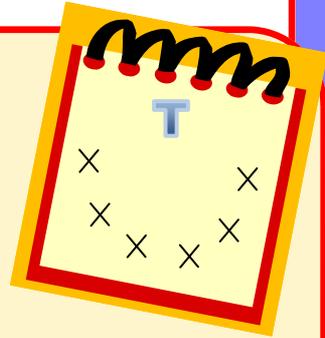
Music: N/A

Materials: One or more balls, one with colors, one with letters, one with shapes, etc.

Books: *Baby Bear Sees BLUE* by Ashley Wolff; *The Monster Who Lost His Mean* by Tiffany Strelitz Haber; *Count to 10*

With a Mouse by Margaret Wise Brown; *Chicka Chicka 1, 2, 3* by Bill Martin Jr.

Set up: Children stand in a semi-circle in front of the teacher



Using a fairly large ball (like a beach ball), tape different colors, letters, objects, or numerals to the ball. While children stand in a circle around you, roll/toss the ball to individual children and ask them to name the color their palm lands on, a word that begins with the letter the child's palm landed on, or what numeral comes before or after the number the child's palm landed on when they caught the ball.

VARIATIONS:

The colors for various food groups could be taped to the ball.

Whichever color the child's palm

lands on means the child needs to name the correct food that goes into that food group color.

EXTRA
TIPS:

This activity could easily be used as a transition activity. It can also be used as a "hot potato" game after some practice time.

Crazy Ball

CHOOOSE:

Ask the children to choose if they want to toss or roll the ball and to whom. Emphasize the importance of passing to everyone and wait for their turn.

ASSESS:



Development and Learning Objectives:

- TSG 20c - Names Numerals
- Early Learning Standard 12.1 - Comparison and Number, Benchmark 5
- TSG 16a - Letter Naming
- Early Learning Standard 11.2 - Early Literacy, Benchmark 4

Physical:

- TSG 6a, b - Throws, Catches
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 2

RELATE:

You might toss the ball to the first child and then let him/her choose who catches the ball next. Ask children to give a warning and make eye contact before throwing the ball to you or a peer.

ENERGIZE THE BRAIN
(EF):

Children must remember the names of the colors, what number is before or after, or what foods go in various color food groups. Tossing the ball in an unpredictable order focuses on cognitive flexibility. Waiting for your turn practices self-control.

Mission:

28. Knock It Down Numbers

ORGANIZATION:

Materials: Five to ten milk jugs (or two-liter bottles or bowling pins) with one numeral per jug, 1-10, and either small balls or bean bags.

Books: *10 Little Rubber Ducks* by Eric Carle; *10 Apples Up on Top* by Theo LeSieg

Set up: Line up.



Begin by setting up five to ten milk jugs (or two-liter bottles or bowling pins) with one numeral, 1-10, on each. Next, explain to the children that they will take turns knocking down the jugs, using a good overhand throw, and then resetting them up in the correct numerical order.

VARIATIONS:

More or less numbers/jugs can be used depending on children's skill level. Children can be asked to

throw versus roll the ball. Children could be asked to sequence numerals or alphabet letters in correct order.

EXTRA TIPS:

For children with less skills, matching numerals/alphabet letters can be placed on the floor so children are matching versus ordering. Also, one advantage to milk jugs is children like the sound it makes when hit with a ball or bean bag. Beans or bells can be added to two-liter bottles for louder sound.

Knock It Down Numbers

CHOOOSE:

Children decide how to order numerals/letters correctly. Children can help set up the pins in different shapes every time.



ASSESS:

Development and Learning Objectives:

- TSG 20c - Names Numerals; 16a - Letter Naming
- Early Learning Standard 12.1 - Comparison and Number, Benchmark 5; 11.2 - Early Literacy, Benchmark 4

Physical:

- TSG 6a - Throws
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 2

RELATE:

Children are asked to work together with one child being the “thrower” and the second child resets knocked down pins in the correct order. The “thrower” may also help the second child if he/she has trouble resetting pins in the correct order.

ENERGIZE THE BRAIN (EF):

Children must make decisions about the correct order of pins. Children could also be asked to reset pins in order by size, either using pictures of various sizes on pins or by varying size of milk jugs or bottles.

Mission:

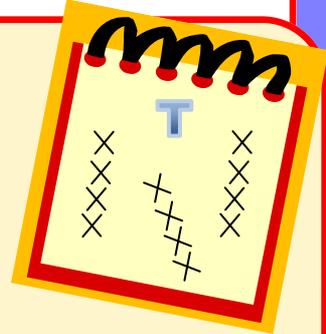
29. Messed Up Train

ORGANIZATION:

Materials: Flashcards with colors, shapes, numbers.

Books: *Chicka Chicka 1, 2, 3* by Bill Martin Jr.; *Blue Hat, Green Hat* by Sandra Boynton; *Dance Away* by George Shannon; *The Little Engine That Could* by Watty Piper

Set up: Children lined-up in small groups.



A small number of children form a line like being a train and move around with a pre-assigned move (e.g., marching). With your signal, children stop and you give each of them a card with a color, shape, or number (in random order). Have equal number of cards and children in each train. Then show them a pattern and ask them (with your help) to change places on the train in order to have the correct pattern. Once ready, ask them to start marching around again while you help another train find its pattern. Next, you stop the train, collect the cards, and give another set of cards to sort using another pattern.

VARIATIONS:

The sorting cards can include different patterns, sorting numbers from smallest to biggest or different

sizes. Challenge the children to walk in different pathways while avoiding obstacles and with different moves.

EXTRA
TIPS:

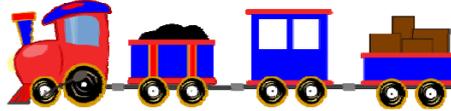
Children are not switching cards with others. Start by having only two types of cards to be sorted. Start with a small group of children before having multiple groups at once.

Messed Up Train

CHOOOSE:

Ask children what was their favorite way to move and why. How many different ways can they find to move?

ASSESS:



Development and Learning Objectives:

- TSG 23 - Patterns
- Early Learning Standard 12.2 - Patterns, Benchmark 1
Physical:
- TSG 4 - Traveling Skills
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

RELATE:

Ask the children to be part of a different group after a few practice times. Emphasize helping each other to find the right order of the cards. Moving around in a line requires respecting each others' personal space. Encourage them to move as a group without bumping into each other or breaking the line.

ENERGIZE THE BRAIN
(EF):

Children work together as a team to find the right pattern of the cards, which requires inhibition and working memory. With the new set of cards, children are asked to switch to a new pattern of cards, and remember the new pattern in order to put their train in the right order.

Mission:

30. Mixed Crossover

ORGANIZATION:

Materials: Tape or chalk (for outside), bean bags (for variation activity).

Books: *Harold and the Purple Crayon* by Crockett Johnson; *Ten Apples Up on Top* by Dr. Seuss; *Caps for Sale* by Esphyr Slobodkina

Set up: Multiple lines of different pathways from one side of the room to the other. Children are free to start from any line.



Using tape, make lines (straight, curvy, zig zag) on the floor that cross each other from one side of the room to the other. Ask children to stand on one line and walk across it without moving off and while avoiding others (e.g., what do you do if you cross with someone?). Engage them by asking what shape or pathway they are walking on, where they are going, and what obstacles they might be having.

VARIATIONS:

Ask them to put a bean bag on top of their head for extra challenge on balancing. Have one pile of bean bags on one side of the room and an empty bucket on the other. How many bean bags can we put in the bucket without dropping them on the way? Can you walk backwards?

EXTRA TIPS:

If the space is limited, ask children to take turns and have two children cross the line at a time. Start the activity by having one child crossing a line at a time. Remind them to keep their head up when walking for better balance.

Mixed Crossover

CHOOSE:

Children choose the line they want to walk on. Let them choose if they want to try balancing with a bean bag or not. Encourage them to try balancing the bean bags on different body parts.

ASSESS:

Development and Learning Objectives:

- TSG 3a - Cooperates
- Early Learning Standard 10.4 - Relationships with Children, Benchmark 4
Physical:
- TSG 5b - Dynamic Balance
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 1



RELATE:

When the lines are crossed, children will need to communicate so they won't fall off the "bridge" and take turns in moving forward on their line. Encourage them to smile or say "hi" to a friend when crossing lines.

ENERGIZE THE BRAIN (EF):

Ask them to recall and show you the pathway they walked on as well as to draw it with their finger in the air. How many pathways did they walk? If the children transfer bean bags from one side to the other, to reinforce self-control, add the rule: "If you drop the bean bag, you start from the beginning of the path."

Obstacle Course Story

CHOOOSE:

Encourage children to find new ways to go through the obstacle course. How many different ways can they find? Drawing their own map lets them choose new and unique paths.



ASSESS:

Development and Learning Objectives:

- TSG 21a - Spatial Relationships
 - Early Learning Standard 12.3 - Shapes & Spatial Reasoning (Math and Science), Benchmark 1
 - TSG 18a - Interacts/Responds to Read Alouds
 - Early Learning Standard 11.2 - Early Literacy, Benchmark 6
- Physical:*
- TSG 4a - Walks
 - Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

RELATE:

Children must work together to decide how to set up the obstacle course and to make sure they have it in correct order. Emphasize waiting for their turn.

ENERGIZE THE BRAIN (EF):

Children must remember the order from the story, or the order in the new obstacle course they have created (working memory) and wait for their turn (inhibition). To add challenge, include the “Simon Says” game. If they hear you say the word “Rosie says... go around” they need to go around their obstacle instead of going over it. If you don’t say anything, they continue according to the story (switching).

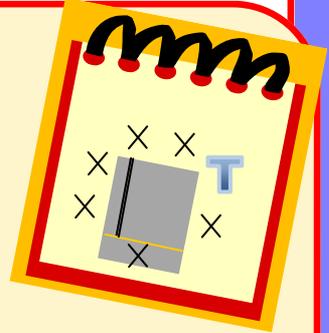
Mission: 32. Standing Long Jump

ORGANIZATION:

Materials: Lightweight gymnastics mat (or safe area for jumping), six foot tape measure, masking tape and marker.

Books: *The Long and Short Of It* by Cheryl Nathan and Lisa McCourt; *Cindy Moo* by Lori Mortensen

Set up: Lay gymnastics mat out flat. Tape the tape measure to the mat leaving enough room so children can comfortably stand on one end of the mat, behind a tape line with both toes touching the line.



In a small group setting children sit around the edge of a gymnastic mat. A tape measure will run the length of the mat with a “starting line” taped to the mat. First, ask children to name some of the numerals they see on the mat, next, ask them to predict how far they will jump, and last, compare actual jumps to their predictions.

VARIATIONS:

Children with higher levels of locomotor skills could be asked to hop on one foot vs. performing a standing long jump with two feet. Children with higher level math skills could be asked to name higher level numerals.

EXTRA TIPS:

When performing the standing long jump, remind children they want to keep two feet together so they take off on two feet and land on two feet. Providing the tape mark as a starting place for two feet together should help.

Standing Long Jump

CHOOOSE:

Children could be given choices regarding which numerals they name or if they hop or jump the farthest. Children can choose how to jump and try different ways of jumping (hop, leap, frog jump).

ASSESS:

Development and Learning Objectives:

- TSG 20c - Names Numerals
- TSG 22 - Compares and Measures
- Early Learning Standard 12.1 - Comparison and Number, Benchmark 5; 12.6 - Measurement, Benchmark 2

Physical:

- TSG 5c - Jumps, Hops
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

RELATE:

If a child has difficulty naming a numeral, the child could ask peers to assist. One child can jump and another can measure the distance. Next, they switch roles.

ENERGIZE THE BRAIN (EF):

When comparing their first jump and second jump, children might be asked which jump is longer, shorter, most, least, or same and different. To increase challenge, ask children to identify jumps in the opposite order (last to first).



Hide the beanbag

C

HOOSE:

Children are allowed to choose which color they want to pick up each time. Let them hide the beanbags and draw their maps to find them.

A

SSESS:

Development and Learning Objectives:

- TSG 13 - Classification
- Early Learning Standard 12.6 - Measurement, Benchmark 1

Physical:

- TSG 4a, b - Traveling skills
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 1



R

ELATE:

Children are encouraged to assist peers in finding the correct bucket in which to put their beanbag. Also, children could be allowed to pick up two beanbags, ONLY if they offer the second one to a peer. If using a map, have children work together to find the treasures.

E

NERGIZE THE BRAIN (EF):

Call out one rule at a time. For example, “now we only collect blue beanbags” and let them place them in the bucket, or when you say “all”, they need to match the color of the beanbags with the correct colored buckets. Switch the position of the buckets regularly and let the children look for the correct bucket. You can also have two rules and switch from one rule to the other. For example, if there is a colored card outside the bucket then sorting is based on the color, if the card has a number then children need to put as many beanbags as the number in each bucket. If you use beanbags or cards with both colors and numbers on them, then the switching between the rules is easier (colors to colors or numbers to numbers).

Mission:

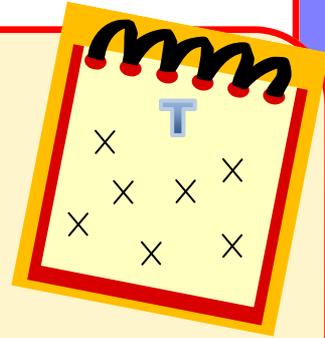
34. Mosquito Tag

ORGANIZATION:

Materials: Each child should have their own sheet of several stickers (dots are recommended)

Books: *The Rainbow Fish* by Marcus Pfister; *The Way I Feel* by CainJanan; *Happy Hippo, Angry Duck* by Sandra Boynton; *My Many Colored Days* by Dr. Seuss; *When Sophie Gets Angry-Really, Really Angry* by Molly Bang

Set up: Children are spread out around the playground.



Each child is given a sheet with several stickers. This is a tag game where children try to tag each other by giving others a “mosquito bite” (sticker). The game continues until all stickers are gone. It can be played with focus on emotions. Use red and green scarves. Each child gets one. Combine green with “good” emotions and red with “not so good” emotions. Say “today I feel” and show a picture of an emotion (e.g., sad). Then, children with the red scarves are giving mosquito bites to the rest of the class. Freeze everyone. Show another picture and continue the game.

VARIATIONS:

Ask children to hold hands with the child they tag and continue together as a team. Every time they tag a child that child is added to the team. Stop when all children are one team.

EXTRA TIPS:

Using garage sale colored sticker “dots” as stickers works well because they are easy for children to remove and they are inexpensive. One half sheet per child works great.

Mosquito Tag

CHOOOSE:

Identify a “friendly corner” where all children can choose to have a short break from running or get back to the game when ready.

ASSESS:



Development and Learning Objectives:

- TSG 2b - Emotional Cues (identifies, responds)
 - Early Learning Standard 10.2 - Self-Regulations, Benchmark 3
- Physical:*
- TSG 4b - Runs
 - Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

RELATE:

Remind all children to be gentle when tagging others. When in the “friendly corner”, ask children to give a “high five” to a friend in order to return to the game.

ENERGIZE THE BRAIN
(EF):

Ask children to give mosquito bites to children with matching color shirts, for instance, red dots could only be given to another child wearing red. When playing the version with the emotions, switch the chasers often. Play the game with more than two emotions. You could use colors that reflect specific emotions and put a scarf on each child’s wrist for a visual demonstration of the emotion he/she has. Match animals with emotions. For example, dolphins are happy, monkeys are silly, gorillas are angry and turtles are sad. Name the emotions and let the children with the matching animal tag others. For visual reminders, use stickers or cards with drawings of the animals to hang around their necks.

Mission:

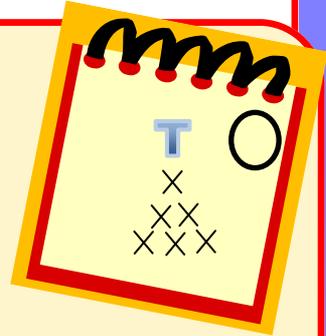
35. Rhyming Rhino

ORGANIZATION:

Materials: (optional) pile of cards with pictures and rhyming words, stickers.

Books: *A Fly Went By* by Dr. Seuss; *Green Eggs and Ham* by Dr. Seuss

Set up: Children are gathered behind the teacher and with signal run toward or away from the teacher in open space.



The teacher is a rhyming rhino who is walking around and children are following quietly. When the rhyming rhino suddenly turns around, children must freeze. Then, the rhyming rhino says two words. If the words rhyme, then the rhino is happy and children run to hug the rhino. If the words don't rhyme, the rhino is angry and children must run away so that they won't get tagged. You can have a safe area (e.g., hula hoop), where children can rest without being chased.

VARIATIONS:

The game can be played with different categories, other than rhyming words, such as, opposites. Further, it can be played with focus on sizes, and you tag them if you are an animal bigger than them, hug them if you are smaller than them, or they freeze if the animal has a similar size with them. Every time you turn you name a new animal.

EXTRA TIPS:

You can have cards ready with rhyming words and pictures you can use from the rhyming books you have read. You can use stickers to identify the children you have tagged and try to tag different children every time. If finding the rhyming words is difficult for the children, use facial expressions to help and give a signal for when to respond (after a few seconds of thought.).

Rhyming Rhino

CHOOOSE:

Have a baby rhino as a helper and ask for help in finding the rhyming words or animals. Change helpers often.

ASSESS:



Development and Learning Objectives:

- TSG 15a - Rhyming
- Early Learning Standard 11.2 - Early Literacy, Benchmark 7
Physical:
- TSG 4b - Runs
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

RELATE:

Ask the children to get help from a friend in finding a word that rhymes. Encourage them to ask a different friend every time. Remind them to respect each other's space and stay in their personal bubble when moving around.

ENERGIZE THE BRAIN (EF):

Children switch between different rules in unpredictable conditions and show self-control by staying in the freeze position until they hear the signal, as well as be quiet when following the rhino. Working memory is practiced by holding the rules in mind. Decision making is required for the rhyming words. Ask then children to remember the rhyming word that were practiced during the game and recall them at the end of the game.

Mission:

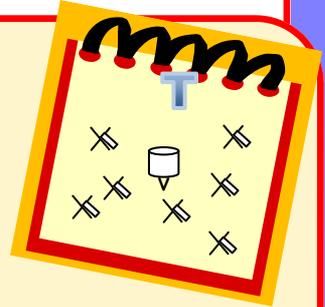
36. Socks

ORGANIZATION:

Materials: Variety of socks – i.e. white, with stripes, various colors, containers for sorting.

Book: *A Pair of Socks* by Stuart J. Murphy

Set-up: Place socks in each child's waist band or back pocket for each reaching. If adding the sorting component, you will need to set out sorting containers in the center of the playing area, several feet apart.



Have children stick an old sock in a back pocket or back of their waist band. Children begin on one side of the large playing area and will need to know where the boundaries are for running during this game. On the “go” signal children chase each other trying to snatch the sock from each other's waist band/pocket. The first time the children play the game, they need to pull one sock at a time and place it in the only bucket available. Next, add rules, such as if you have a white sock you need to pull only white socks from other children. Play continues until all socks have been snatched.

VARIATIONS:

Once a child pulls a sock from his/her peer's waistband, the child must then run to the sorting containers and put it in the right container (white, colors, stripes). One child could become the sock fairy and while peers are pulling socks, the sock fairy retrieves socks from the sorting containers to give back to peers so the game can continue indefinitely. The sock fairy can only give one sock back at a time.

EXTRA
TIPS:

Be sure children understand the boundaries of the play space to contain the running. If a child does not have a sock/waist band, attach the sock with a clothespin.

Socks

CHOOSE:

Once one sock fairy has completed their turn, that child may choose who the next sock fairy is for the next game. Be sure a different child is picked each time.



ASSESS:

Development and Learning Objectives:

- TSG 13 - Classification
- Early Learning Standard 12.6 Measurement, Benchmark 1
Physical:
- TSG 4b - Runs
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

RELATE:

Encourage children to work together to get all of the socks grabbed and sorted. Encourage cooperation of completing the task vs. being a “winner”. Children cooperate when peers get socks pulled and when taking a turn as the sock fairy.

ENERGIZE THE BRAIN (EF):

More challenging rules could be added. For example, if you have a white sock, only chase children with a white sock, and then switch. Alternatively, if you have a white sock, you only pull socks from children with a striped sock.

M

ission:

37. Standing Duck Goose

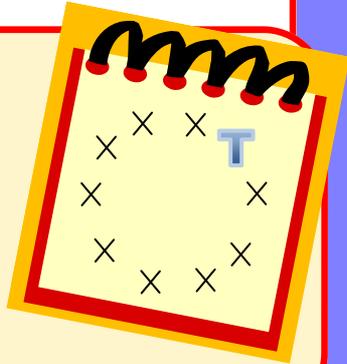
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RGANIZATION:

Materials: No materials needed

Books: *Have You Seen Duck* by Janet Holmes; *10 Little Rubber Ducks* by Eric Carle; *Is There Really a Human Race* by Jamie Lee Curtis

Set up: Arrange children in a large circle in a large open space; children remain standing.



This is the original “Duck, Duck, Goose” game but children remain standing and marching in place. One child is “it” and begins walking around the outside of the circle touching each child’s head while saying “duck, duck, duck”. When the child touches a head and says “goose!” that child must chase the child who is “it” all the way around the circle and back to the open space vacated by the second child. The second child then becomes “it” and the game continues.

V

ARIATIONS:

Depending on the unit you are studying, the chant “duck, duck, goose” could be changed to

something like “drip, drop, splash” for a weather unit and when one child says “splash!” while touching another child’s head in the circle, then that child must chase the tagger around the circle.

E

XTRA
TIPS:

To limit the amount of time children must stand in place and march you can divide the group into two groups and one plays the traditional version and the other the new version; then switch.

Standing Duck Goose

CHOOOSE:

Children have a choice of who they tag when playing the game. Emphasize the value of playing all together instead of winning/losing and who is tagged.

ASSESS:

Development and Learning Objectives:

- TSG 2c - Peer Interaction
 - Early Learning Standard 10.4 - Relationships with Children, Benchmark 1
- Physical:*
- TSG 4b - Runs
 - Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

RELATE:

Children can be reminded we want everyone to have a turn and be successful, so we will encourage both the tagger and the runner. Also, when tagging a child, the child can only choose someone who has not been tagged.

ENERGIZE THE BRAIN (EF):

Children must remember that chant and where they need to run to when being chased. Children must also use working memory to remember if they are doing the “duck, duck, goose” version or the “drip, drop, splash” version of the game. Use a variety of chants by adding different animals and reversing the rules (e.g., instead of chasing with the splash we chase with the drop).



Mission:

38. Storm

ORGANIZATION:

Materials: One fish for each child in a variety of four colors with four hula hoops of matching colors

Books: *The Rainbow Fish* by Marc Pfister

Set up: Each child will need a colored laminated fish; hula hoops are placed in the four corners of the open space with an additional hoop as the teacher's "bucket" of fish.



You are the fisherperson and the children are the little "rainbow fish" (red, blue, green, yellow). Children are asked to swim about their "ocean" and at various times and find their home (matching color of fish with hula hoops around). After the "rainbow fish" have swam about their ocean for a while, you call out "Storm!" and they swim back to their home to take shelter. You (fisherperson) also run for cover and stand near your bucket (hula hoop) near the middle of the open space. When the storm is over and the "rainbow fish" are allowed to swim in the ocean again, you tag various fish to take home and bake in your fish pie. Put them in your hula hoop. As you continue to try to tag the children, the fish's family (meaning all children carrying the same color of paper fish) may try to rescue the fish out of the fisherperson's bucket and return it to their same color home.

VARIATIONS:

Instead of colored fish, shapes, numerals, or letters could be used.

EXTRA TIPS:

Encourage children to swim far and wide, and away from other fish so their "fins" will not bump into each other. You could use small pieces of elastic to make fish into "bracelets".

Storm

CHOOOSE:

Children might be allowed to choose their color of fish or which friends to rescue.

ASSESS:



Development and Learning Objectives:

- TSG 24 - Scientific and Technology (inquiry skills)
- Early Learning Standard 12.6 - Scientific Measurement, Benchmark 1
- TSG 2c Peer Interaction
- Early Learning Standard 10.4 - Relationships with Children, Benchmark 1

Physical:

- TSG 4b - Runs
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

RELATE:

Children are encouraged to rescue fish from their “color” family.

ENERGIZE THE BRAIN
(EF):

Children must use working memory to remember which color they are, and decision making regarding which hoop matches their fish color and which fish they can rescue from the teacher. After playing the game a few times, change the rules, and with the command “storm”, instead of you chasing the children, have the children chase you! For additional practice of the executive function skills, add two rules. If you say “storm—sharks” you chase them and if you say “storm—mama fish” they run towards you to find a shelter close to you or another friend and then you go together to the hoop.

Mission:

39. Swat the Fly

ORGANIZATION:

Materials: 8-10 pool noodles (based on number of children) of various colors, cut in half; equal Frisbees with a fly picture taped on the upside down Frisbee and a short rope attached either by drilling a hole in the side of the Frisbee or duct taped across the top of it. Fly pictures should also be of various colors to match the swatters.

Books: *There Was An Old Lady Who Swallowed a Fly* by Pam Adams

Set up: Children are divided into two groups (swatters and flies); children who are flies line up in a parallel line in front of swatters.



Half the children will be the swatters and half the children will be the flies. Swatters each need one half of a pool noodle, and the other half of the children will need a fly (upside down Frisbee with fly picture taped inside and attached to a short rope). On the signal “go” the flies begin running across a large open area. Within a few seconds, signal “go” for the second group of children (swatters) as they chase flies and attempt to swat the flies using their pool noodle swatters.

VARIATIONS:

Children can be asked to swat only flies who are the same color as their noodle, or they might be asked to

swat flies who are different colors of flies from the swatter. You could also tape various animals from the story inside the Frisbees and on the end of the noodles; then could ask the child with a fly on their noodle to swat the Frisbee that has a fly.

EXTRA TIPS:

An easy way to help children understand who is chasing whom is to ask “flies” to run first and dismiss “swatters” a few seconds later. Can use scarves as flies and tag the scarf with hands.

Swat the Fly

C HOOSE:

Children, depending on the version, will have a choice in which fly they swat or in which color fly they swat.



A SSESS:

Development and Learning Objectives:

- TSG 2c - Peer Interaction
- Early Learning Standard 10.4 - Relationships with Children, Benchmark 1
- Physical:*
- TSG 4b - Runs
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 4
- TSG 6 - Throws (strikes)
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 2

R ELATE:

Emphasize to swatters their goal is to work together and get all of the flies swatted.

E NERGIZE THE BRAIN (EF):

Children must inhibit their desire to hit flies that are not the correct color, and children must use working memory to remember whether they can hit any color, hit the same color, or hit a different color from their pool noodle.

Mission:

40. Wall to wall

ORGANIZATION:

Materials: At least four large circles, each a different color

Books: *Cat's Colors* by Jane Cabrera; *My Many Colored Days* by Dr. Seuss; *White Rabbit's Color Book* by Alan Baker; *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr & Eric Carle; *The Big Road Race* by Stan & Jan Berenstain

Set-up: One large circle taped on each of four walls (or taped to a large cone if playing outside).



Ask the children to move from one wall to another, based on the cues you give. In a large open space, children begin in a line across the center of the area. Prior to playing the game, tape various colors of circles on the wall, one per wall (for instance, red, blue, green, yellow). Hold the same colors of circles in your hands, one color per circle. On the signal "wall to wall", hold up one color circle and have all the children run to touch that wall. Repeat this signal, holding up a different color and have the children run to that wall. Continue playing the game as long as children are interested, or time allows.

VARIATIONS:

Ask children to sort or classify in a different way. For example, have pictures of animals on the circles. Ask the children to decide if the animals

are pets, farm animals, or both. On the walls have pictures of a house, a farm, and both. When you hold up a card, the children decide where the animal belongs and run to that wall.

EXTRA TIPS:

Demonstrate the game in addition to giving verbal directions, prior to the start of the activity, to make sure all of the children understand.

Wall to wall

C

HOOOSE:

Children decide which of the two “pet” circles to choose to run to.



A

SSESS:

Development and Learning Objectives:

- TSG 13 - Classification
- Early Learning Standard 12.3 - Shapes and Reasoning, Benchmark 3
Physical:
- TSG 4b - Runs
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

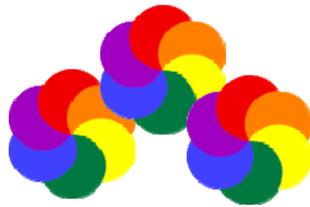
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ELATE:

Children can be encouraged to work together as a team to make sure all children run to the correct wall.

E

NERGIZE THE BRAIN (EF):



Switch the position of the circles regularly so that the children will need to remember the new position of each circle. Start the activity with two colors and reverse the rule. For example, if it's “red” you run to touch the “blue” circle and vice versa.

Mission:

41. Ankles, Elbows, Feet, and Seat

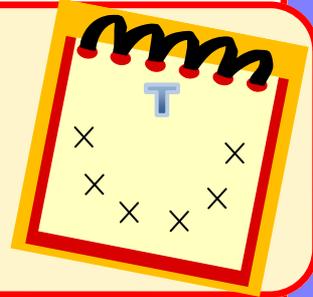
ORGANIZATION:

Music: N/A

Materials: No materials required

Books: *From Head to Toe* by Eric Carle

Set up: Children in a line or semi-circle facing the teacher.



This is another easy action break which could be performed when children get wiggly at group or even while waiting in line in the hallway. Begin by singing and acting out the familiar children's song "Head, Shoulders, Knees and Toes". Once children have sung this song through two or three times, change the version of the song, and sing and act out the following:

"Ankles, elbows, feet and seat, feet and seat,
Ankles, elbows, feet and seat, feet and seat,
Hair and lips and chin and cheeks,
Ankle, elbows, feet and seat, feet and seat."

Begin slowly the first time through, and like the original version, try to increase the speed of the song and actions.

VARIATIONS:

Change body parts a third time and make a new version for the original "Head, Shoulders, Knees and Toes".

EXTRA
TIPS:

Make sure children know where each of the new body parts are, and demonstrate very slowly at first to make sure they can follow the new version.

Mission:

42. As If

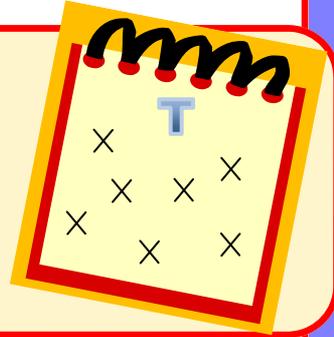
ORGANIZATION:

Music: N/A

Materials: No materials necessary.

Books: *Funny Walks* by Judy Hindley; *The Foot Book* by Dr. Seuss

Set up: Children just need enough space to move and perform actions.



This is a simple imagination activity that allows children to move in different ways when they have been sitting at large group for too long, or just need to release some extra energy. The children are standing and are asked to act out the following scenarios for approximately 30 seconds each:

- move as if a big scary bear is chasing you
- move as if you are walking through a big bowl of chocolate pudding
- jump in place as if you are popcorn popping
- reach up as if you are grabbing balloons out of the air
- march in place and play the drums as if you are in a marching band
- paint as if a paint brush is attached to your head
- swim as if you are in a giant pool of Jell-O
- move your feet as if you are skating

VARIATIONS:

Pair the children and ask them to act out their own imaginary scenario while their partner tries to guess what that might be. Take turns discussing their different scenarios. Change pairs often and let them use the same scenario with a different friend every time. Ask them how many friends guessed their scenario!

EXTRA
TIPS:

Remind them to stay in their self-space (personal bubble) as they might get extra excited.

Mission:

43. Busy Bee

ORGANIZATION:

Music: 7. Freeze

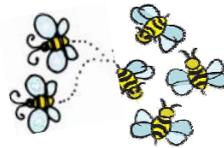
Materials: Music

Books: *From Head to Toe* by Eric Carle

Set up: Children begin on their spots and then will move/dance around the large group area.



During this activity, children will move to music around the carpet by flapping their wings and flying around like bees. When the music stops, children are asked to find a partner and match body part to body part (in some cases, while balancing). For example, match hand to hand, knee to knee, or elbow to elbow, etc.



VARIATIONS:

Vary locomotor movements and vary body parts named to match together.

EXTRA
TIPS:

You could use “body part cards” to show children when they freeze and match body parts. Also, encourage children when matching body parts like “knee to knee” or “foot to foot” to work on one foot balance, as well as match different body parts, such as “elbow to knee”

Mission:

44. Caterpillar

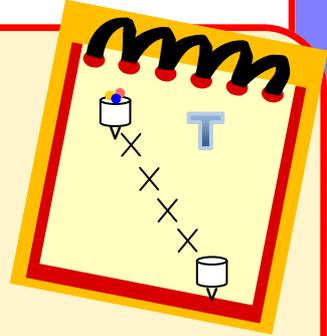
ORGANIZATION:

Music: N/A

Materials: Paper balls or a variety of different little objects, two buckets

Books: *The Very Hungry Caterpillar* by Eric Carle

Set up: A group of children line up with legs and shoulders width apart



Have children line up (in one or multiple lines). Have a bucket with paper balls at the front of the line and an empty bucket at the end of the line. The first child passes the ball to the person behind him/her. The last person puts the ball in the empty bucket. At the end, we count how much food our little caterpillar ate. Passing can be done in different ways (over the head, under the feet, rolling the ball between the feet, by turning to the side).



VARIATIONS:

You can have one line with all the children or multiple lines with fewer children. Ask children to name a different fruit for every ball they pass to the bucket. Ask them if they remember what the caterpillar ate.

EXTRA
TIPS:

Encourage cooperation and respecting personal space when passing the ball to the peers. This is a good activity for children while they are waiting in line.

Mission:

45. Exercise, Exercise

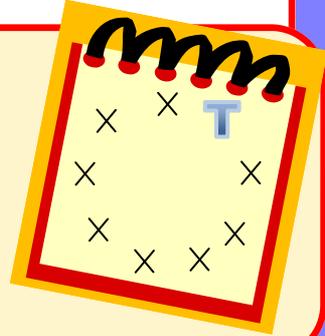
ORGANIZATION:

Music: N/A

Materials: None needed

Books: *Max Exercises* by Guido Van Genechten

Set up: Children form a large circle with enough room to move on their carpet spots



This chant encourages children to think of their favorite exercise and share it with the group. It begins with this simple chant:

“Exercise, Exercise, (show your muscles) let’s see your exercise (stretch arm out and point to group).

Stretch high, (reach high), stretch low, (stretch down low) let’s see how (child’s name) exercise will go.”

A child performs their favorite exercise and peers follow.



VARIATIONS:

A stack of exercise cards could be added and children could choose a card from their pile and perform the exercise they choose.

EXTRA TIPS:

Make sure children have enough room to move, and you may want to make a rule that each child has to perform a different exercise.

Mission:

46. Freeze Dance

ORGANIZATION:

Music: 7. Freeze

Material: Various balance puzzles
(see supporting file)

Book: *From Head to Toe* by Eric Carle

Set up: Children perform this activity on their large group spots, with enough space to move around on their spot.



The Freeze dance is a common activity break or could be used to help prepare children for large group time. This freeze dance, however, has a twist. Children are asked to dance anyway they want to with the music, stop when the music stops, and in this version “freeze” in a position reflected on the balance puzzle shown.

VARIATIONS:

This activity could also be used simply as a follow up activity to the book.

EXTRA
TIPS:

It may be helpful for children to practice balance puzzle poses prior to using it as a large group activity.



Mission: 47. I am getting ready

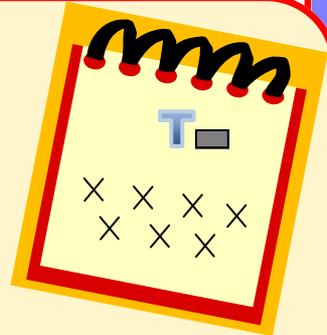
ORGANIZATION:

Music: 9.I am Getting Ready

Material: "I'm getting ready" words and/or music, cards with locomotor movements, one per card.

Book: *Hop Jump* by Ellen Stoll Walsh;
Cindy Moo by Lori Mortensen

Set up: Locomotor movement cards placed near the teacher, children on their spots in the large group area.



You can sing or use music to these simple words: "I'm getting ready, I'm getting ready, I'm getting ready to (jump). Continue repeating the verse until children are at the next activity, are settled into your current activity, or you are ready to change the locomotor movement.



VARIATIONS:

Use the same song but change the locomotor actions; for example: hop, gallop, leap, skip.

EXTRA TIPS:

Emphasize or demonstrate for children how to do each locomotor move correctly. This could be done prior to doing the transition song itself.

Mission:

48. I Say, You Say

ORGANIZATION:

Music: N/A

Materials: Nylon scarves

Books: *Opposites* by Sandra Boynton;
The Foot Book by Dr. Seuss; *Quick As a Cricket* by Audrey Wood

Set up: Children face teacher either in two lines of in a semi-circle (if so desired, add scarves or ribbon sticks).



This action break chant is similar to a cheer. The teacher begins by saying: "I say (up), you say (down), up, down, up, down." The chant continues through various opposites. For example: "I say (in), you say (out), in, out, in, out; I say (over), you say (under), over, under, over, under; I say (high), you say (low), high, low, high, low; I say ((right), you say (left), right, left, right, left" and so on. Children are asked to act out the opposites as you go through the chant.



VARIATIONS:

Children could be asked to come up with their own ideas of opposites, or ribbon sticks could be used versus the scarves when acting out the chant.

EXTRA TIPS:

Make sure children have enough room to move on their spot at large group.

Mission:

49. If You're Happy

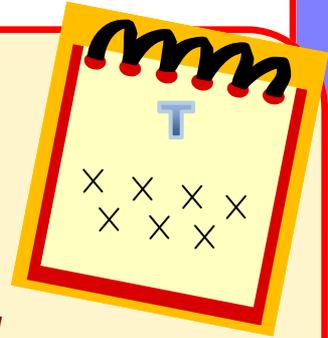
ORGANIZATION:

Music: 5.If You're Happy and You Know It

Materials: Music, pictures with emotions (optional)

Books: *When Sophie Gets Angry-Really, Really Angry* by Molly Bang; *The Way I Feel* by Janan Cain; *Today I Feel Silly: And Other Moods That Make My Day* by Jamie Lee Curtis

Set up: Children will be standing on their carpet spots on the large group carpet with enough room to move around on their spot.



This version of the song adds a variety of feelings and actions:

If you're happy and you know it, skip and smile,

If you're happy and you know it, skip and smile,

If you're happy and you know, then your face will surely show it,

If you're happy and you know it, skip and smile!

Other versions:

If you're sad and you know it, swing your head.

If you're mad and you know it, stomp your feet.

If you're silly and you know it, shake all over.

If you're scared and you know it, bend your knees.

If you're quiet and you know it, tip toe tip.

If you're proud and you know it, march your feet.

If you're shy and you know it, hide your eyes.



VARIATIONS:

Children are asked to name an emotion they think of and show the group how they move when feeling that emotion.

EXTRA TIPS:

This activity could be done in the gym, outside, or in the classroom.

Mission:

50. It's Hot Today

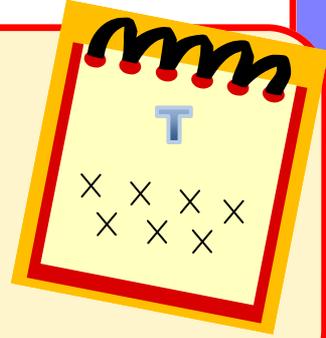
ORGANIZATION:

Music: 2. It's Hot Today

Materials: Music

Books: *Hop Jump* by Ellen Stoll Walsh;
Froggy Learns to Swim by Jonathan
London; *One Hot Day* by Lynette Ruschak

Set up: Children stand in carpet large
group area on their spots while they sing



Sing this song with children and act out the various actions:
Swimming—pretend to do forward or backstroke while
swimming

Jumping in a puddle—pretend to jump in or
over water puddles

What a mess we will make—shake off all
the water



VARIATIONS:

Various books could be used. Also,
you could ask the children what
other activities they might do when
it is hot outside.

EXTRA
TIPS:

Set the stage for the song by talking about
summer when it is very hot and how they
feel or look when they are hot. Then lead
into the song by explaining the song is
about activities children could do to cool off.

Mission: 51. Jump to the door

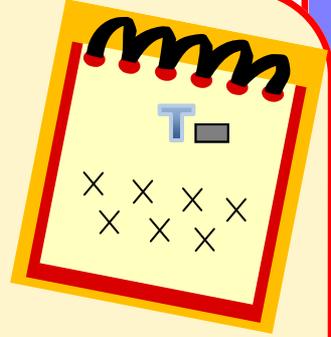
ORGANIZATION:

Music: 11.1 Really Gotta Jump

Materials: Number cards (typically 1-10)

Books: *Measuring Penny* by Loreen Leedy; *Count to Ten With a Mouse* by Margaret Wise Brown

Set up: Children will be sitting in large group spots. Teacher will have number cards lying face down in front of her. The teacher will choose two to three children at a time to choose a number, name the numeral on the card, and then take turns jumping to the door in the correct number of jumps.



Begin by choosing two to three children to go first. Each child will choose one face down number card from a pile of number cards near the teacher. Once they choose the card, they must decide how long each jump will need to be for them to jump the correct number and still reach the door.

VARIATIONS:

The locomotor movement could be changed to giant steps or hops on one foot.

EXTRA TIPS:

You may want to decide ahead of time to only put out number cards which allow a child to successfully jump to the door in that particular number of jumps (for example "one" jump may not be a realistic way to get to the door).



Mission:

52. Letters Are Lost

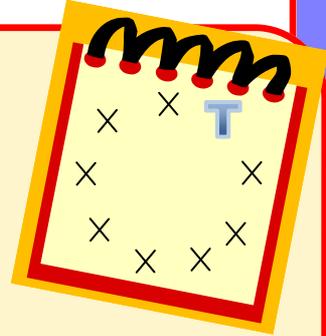
ORGANIZATION:

Music: 4. Clickety Clack

Materials: Letter cards to match the actions, music

Books: *Chicka, Chicka Boom Boom* by Bill Martin, Jr.; *Feelings to Share from A to Z* by Todd & Peggy Snow

Set up: Children could be asked to move in a circle around the large group carpet area OR the teacher can designate a path to move around the whole classroom.



Begin by showing children the various letter cards to match the action words. You will want to emphasize the beginning letter of each word and be sure children understand which action goes with each beginning letter. For instance, when using the “letter movements” song, you will then ask the children to move around the classroom in the following manner: B= balance, F=freeze, G=gallop, H=hop, J=jump, L=Leap, M=march, R=run, S=skip, T=tiptoe, W=walk. Repeat song as many times as you wish.

VARIATIONS:

You could choose different letters to move by and add instrumental music. This is a great activity to

connect with emotions. Ask the children to find their own moves related to different emotions, using the *Feelings to Share* book (i.e., A is for awesome: can you think of your favorite activities you think are awesome? Can you pretend to do this activity?

EXTRA TIPS:

Accentuate the beginning letter of each action word to emphasize letter naming, and make sure children know where to move.

Mission:

53. Magic Key

ORGANIZATION:

Music: N/A

Materials: None necessary;

However, you can copy the key pattern onto poster board, then cover it with aluminum foil to create your own “magic key”

Books: *Animals* by Eric Carle

Set up: No particular set-up required; however, children will need enough room to move freely to their next activity.



This simple activity requires a “magic key” (tangible or imaginary). As children prepare to leave the activity, you use your magic key to wind up the child and turn them into something (one) else that requires them to move in a certain way to the next activity. For example, a bunny who jumps to the next activity, a horse who gallops to the next activity, an elephant who stomps to the next activity, a snake who slithers to the next activity, and so on.

VARIATIONS:

Instead of turning children into animals, you might turn them into various roles, i.e., an astronaut who

blasts off into space, or an airline pilot who flies to the next activity, and so on.

EXTRA
TIPS:

Children enjoy having a “real” magic key.



Mission: 54. Oh, When We March

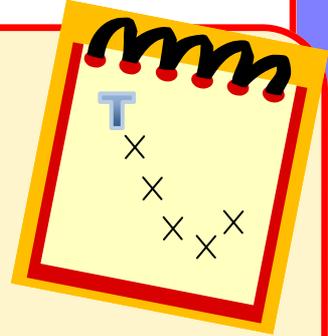
ORGANIZATION:

Music: 10. Saints Go Marching

Materials: None needed

Books: *Funny Walks* by Judy Hindley;
The Little Engine That Could by Watty Piper

Set up: Children follow teacher in a line along an open pathway throughout the room



This is a follow the leader type activity that can be used on a rainy day when children need to move. As you sing the following, children sing along to the turn of “Oh When the Saints Go Marching In” and follow the actions:

Oh, when we march around the room,
Oh, when we march around the room,
Don't you want to march around with us?
When we march around the room.

Additional verses:

Oh, when we clap our hand like this.
Oh, when we walk on our tippy toes.
Oh, when we reach up to the sky.
Oh, when we jump and say “hooray”.



VARIATIONS:

Vary the way the children move around the room or ask children to come up with ideas about how to move around the room. Encourage them to share ideas with friends.

EXTRA TIPS:

Give clear directions about where and how children move around the room so they understand it is a “follow the leader” type activity and they are not bumping into one another.

Mission:

55. Stinky Feet

ORGANIZATION:

Music: N/A

Materials: 10 foam feet cut out of craft foam with a numeral and an exercise picture taped to each foot. You will need one additional foot that is the “stinky foot”. Glue two googly eyes and draw a face on this foam foot to represent the “stinky foot”.

Books: *From Head to Toe* by Eric Carle; *Max Exercises* by Guido Van Genechten

Set up: No particular set-up required; however, children will need enough room to perform the exercises and move freely to their next activity.



Using a shoe box with ten foam feet cut outs (an exercise picture and number on each cut out), you will ask a child to come up, choose a foot from the box, identify the number, and then ask the class how to do that particular exercise. You can either ask the whole class to perform the exercise with the child or send the child onto the next activity. IF a child draws a foam foot that is the “stinky foot”, the child must hold his/her nose and say “stinky feet” before moving onto the next activity.

VARIATIONS:

Vary the exercises on the “feet” or you could use a dice with numerals vs. placing the numeral on each foot.

EXTRA TIPS:

By using a large dice along with the foam feet exercises, you can call up two children at a time to dismiss them so the transition goes more quickly.

Mission:

56. Wiggle Sticks

ORGANIZATION:

Music: N/A

Materials: Cup and ten to fifteen jumbo popsicle sticks with an exercise and numeral on each

Books: *Max Exercises* by Guido Van Genechten

Set up: Children are on their carpet spots in the large group area with enough room to move.



Ask children to stand up on their carpet spots. Choose a child to come up to the front and choose a “stick” from the cup/can. Ask the child to show the group how to perform the exercise/activity on the stick. Have children choose as many sticks as needed to get the wiggles out—then return to your large group activity.

Do 10 arm circles forward, then 10 backward.

Jump and reach as high as you can in the air. Repeat 9 times.

Do 15 windmills, reaching left hand across body to touch right toe.

Toe touches—touch your toes, then reach high. Repeat 13 times.

Stand up/sit down—begin with children on floor, legs crossed. On the signal “1,2,3, GO!” children stand up as fast as they can. Do 8 times.

(See appendix for additional exercises)

VARIATIONS:

Exercises could be changed out so you would have a variety of exercises to do.

EXTRA TIPS:

This is a great activity for when children get wiggly and the best part is you can choose as many or as few of the popsicle stick exercises as children need, depending on how wiggly they are during group.

Mission:

57. Zoom Around A-Z

ORGANIZATION:

Music: 7. Freeze

Materials: Five laminated sheets with 26 alphabet letters divided among the sheets. Exercise cards.

Books: *Dr. Seuss's ABC* by Dr. Seuss

Set up: Tape up alphabet pictures around the classroom. Exercise cards are placed in the middle of the room (possibly in a hoop).



Ask children to spread out. When music begins children move around, and when it stops they must stop by one of the five sheets (e.g., you might have three to four children standing by each sheet). Next, you call out a letter and the children standing by the picture with that letter must all come to the middle of the room and perform the exercise on the exercise card drawn from the pile of cards. Once they complete a specific set of repetitions (or until the next section of the freeze dance stops) they go to sit on their carpet spot or transit to the next area that you have defined. In the meanwhile, the rest of the children move around until the next freeze signal. The activity continues until all children have transited to their spot.

VARIATIONS:

It can be played as a large group activity, in which children return to the game by moving around once they complete their exercise moves.

Ask them to find unique ways to move around every time.

EXTRA TIPS:

It may be helpful to “pause” the song each time it says “freeze” in order to give enough time to figure out if the letter called is on their alphabet sheet. To help, you can show a card with the same letter.



Songs	Lyrics
Wiggly Giggily Car	To keep you safe, safe, safe, put your seatbelt on, on, on, (twice). Wiggly, giggily, here we go, we are in my car (in-out, over-under, through-around). Wiggly, giggily, hippity hop, and now it's time to stop.
It's Hot Today	Swimming at the beach or swimming in the pool. Swimming in the water, I've gotta stay cool. It's hot today. Baby it's hot today. (twice). Jumping in a puddle, jumping in a lake. Jumping in my bathtub, what a mess we will make. It's hot today. Baby, it's hot today. (twice). Repeat verses and replace "Swimming" with "Shaking", "Hopping" and "Stretching".
First, Next, Last	Here's a little song that you might know. You might know. You might know. Here's a little song that you might know. And this is how it goes. First, Next, Last. First is ____ (blank for you to complete), Next is ____ and ____ is last.
Clickety Clack	J, J, J...Clickety clack, jump on the track. Clickety clack from front to back. Clickety clack, jump on the track. Let's go jumping on the train. Repeat and replace J=jump with: M=March, S=Skip, T=Tip toe, W=Walk, G=Gallop, H=Hop, L=Leap, R=Run, B=Balance, F=Freeze.
If You're Happy	If you're happy and you know it, skip and smile...then you face will surely show it... Replace "happy" with: sad-swing your head, mad-stomp your feet, silly-shake all over, scared-bend your knees, quiet-tip toe tip, proud-march your feet, shy-hide your eyes).
Saints Go Marching	Oh, when we march around the room (x2), don't you want to march around with us? When we march around the room. (Oh, when we clap our hands like this; oh, when we walk on tippy toes; oh, when we reach up to the sky; oh, when we jump and say "hooray").
I Really Gotta Jump	"Jump", I really gotta jump, I really gotta reach up high and touch the sky, reach way down and touch the ground, bend my knees, now everybody freeze, I gotta jump. Continues with "skate", "bounce", "fly", "spin", "dance", "shake", "float", "stretch".

Song	Activity (page)
1. Wiggly Jiggly Car	Jump the Opposites (17), Walk With Sounds (35)
2. It's Hot Today	Learning Pond (21), It's Hot Today (90)
3. First, Next, Last	First, Next, Last (15)
4. Clickety Clack	Find Your Pair (13), Letters Are Lost (92)
5. If You're Happy	Emotions with Sounds (11), If You're Happy (89)
6. Tocatta	Dance (7), Emotions with Sounds (11), Walk With Sounds (35)
7. Freeze	Monarch Mania (23), Busy Bee (83), Freeze Dance (86), Zoom Around A-Z (97)
8. Rain is Falling Down	Dance (7), Leaf Man (19), Water Cycle (37)
9. I'm Getting Ready	I'm Getting Ready (87)
10. Saints Go Marching	Oh, When we March (94)
11. I Really Gotta Jump	Move Around (27), Brown Bear (51), Jump to the Door (91)

The beautiful voices in the songs are from Aaron, Adde, and Lucy Stegemöller, and Mindy Phomvisay.

T able of Books - Activities



Book title	Activity (page)
A Fly Went By	First, Next, Last (15), Rhyming Rhino (69)
A Pair of Socks	Socks (71)
Animals	Animal Antics (1), Magic Key (93)
Baby Bear Sees BLUE	Crazy Ball (53) Hide the Beanbag (65),
Barar's Yoga for Elephants	Yoga Time (39)
Bear Sees Colors	Monarch Mania (23), Hide the Beanbag (65)
Blue Hat, Green Hat	Messed Up Train (57)
Brown Bear, Brown Bear, What Do You See?	Brown Bear Parachute (51), Wall to Wall (79),
Bunny Cakes	Napkin Game (29)
Caps for Sale	Mixed Crossover (59)
Cat's Colors	Learning Pond (21), Wall to Wall (79)
Chicka Chicka 1, 2, 3	Crazy Ball (53), Messed Up Train (57)
Chicka Chicka Boom Boom	Alphabet Hop(43), Alphabet Spinner (45), Letters are Lost (92)
Cindy Moo	Standing Long Jump (63), I Am Getting Ready (87),
Color Dance	Dance, Dance, Dance (7)
Count to Ten with a Mouse	Mouse Count (25), Crazy Ball (53), Jump to the Door (91)
Dance Away	First, Next, Last (15), Messed Up Train (57)
Dance Tanya	Dance, Dance, Dance (7)
Dr. Seuss's ABC	Find your Pair (13), Zoom Around A-Z (97)
Duncan the Dancing Duck	Dance, Dance, Dance (7)
Feelings to Share from A to Z	Letters are Lost (92)
Froggy Learns to Swim	It's Hot Today (90)
From Caterpillar to Butterfly	Body Bowling (49), Monarch Mania (23)
From Head to Toe	Walk With Sounds (35), Balance Puzzles (47), Ankles, Elbows (81), Busy Bee (83), Freeze Dance (86), Stinky Feet (95)
Funny Walks	As If (82), Oh When We March (94)
Go Dog Go	Jump the Opposites (17)
Green Eggs and Ham	Rhyming Rhino (69)
Happy Hippo, Angry duck	Mosquito Tag (67)
Harold and the Purple Crayon	The Snowy Day Walk (33), Mixed Crossover (59)

T

able of Books - Activities

(continue)



Book title	Activity (page)
Have You Seen Duck	Hide the Beanbag (65), Standing Duck Goose (73)
Hop Jump	Move Around (27), I Am Getting Ready (87), It's Hot Today (90)
Hop on Pop	Rhyme Light (31)
Is There Really a Human Race?	Standing Duck Goose (73)
It's a Tiger	Books in Motion (5)
Listening Walk	Walk With Sounds (35)
Max Exercises	Exercise, Exercise (85), Stinky Feet (95), Wiggle Sticks (96),
Measuring Penny	Jump to the Door (91)
My Friends	Animal Antics (1), Walk With Sounds (35)
My Many Colored Days	Emotions With Sounds (11), Monarch Mania (23), Mosquito Tag (67), Wall to Wall (79)
Oh Say Can You Say	Rhyme Light (31)
One Hot Day	It's Hot Today (90)
One Lonely Sea Horse	Mouse Count (25)
Opposites	Jump the Opposites (17), I Say, You Say (88)
Quick as a Cricket	I Say, You Say (88)
Ready, Get Set, Go	First, Next, Last (15), Body Bowling (49)
Rosie's Walk	Obstacle Course Story (61)
Ten Apples Up on Top	Knock It Down Numbers (55), Mixed Crossover (59)
Ten Little Dinosaurs	Animal Antics (1)
Ten Little Rubber Ducks	Knock It Down Numbers (55), Hide the Beanbag (65)
The Big Road Race	Jump the Opposites (17)
The Carrot Seed	Body Bowling (49)
The Crayon Box that Talked	Napkin Game (29)
The Day the Crayons Quit	Napkin Game (29)
The Foot Book	Jump the Opposites (17), As If (82), I Say, You Say (88)
The Glassmakers of Gurven	Napkin Game (29)
The Leaf Man	Leaf Man (19)
The Letters are Lost	Find Your Pair (13), Learning Pond (21), Across the Bridge (41), Alphabet Hop (43)

T

able of Books - Activities

(continue)



Book title	Activity (page)
The Little Engine that Could	Messed Up Train (57), Oh When We March (94)
The Long and Short of It	Standing Long Jump (63)
The Mean Soup	Emotions Soup (9)
The Monster Who Lost His Mean	Find Your Pair (13), Across the Bridge (41), Alphabet Hop (43), Crazy Ball (53)
The Rainbow Fish	Napkin Game (29), Mosquito Tag (67), Storm (75)
The Runaway Bunny	First, Next, Last (15)
The Secret Birthday Message	Obstacle Course Story (61), Hide Beanbag (65)
The Snowy Day	The Snowy Day Walk (33), Water Cycle (37)
The Three Billy Goats Gruff	Across the Bridge (41)
The Very Hungry Caterpillar	Body Bowling (49), Caterpillar (84)
The Way I Feel	Emotions With Sounds (11), Mosquito Tag (67), If You're Happy (89)
There Was an Old Lady Who Swallowed a Fly	Swat the Fly (77)
Today I Feel Silly: and Other Moods that Make My Day	Emotions With Sounds (11), If You're Happy (89)
We are Going on a Bear Hunt	Bear Hunt (3), First, Next, Last (15), Obstacle Course Story (61)
When Sophie Gets Angry- Really, Really Angry	Emotions Soup (9), If You're Happy (89), Mosquito Tag (67)
White Rabbit's Color Book	Brown Bear Parachute (51), Wall to Wall (79)
Who are We	Animal Antics (1)
Whose Nest	Body Bowling (49)
You are a Lion and Other Yoga Poses	Yoga Time (39)



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- * *Pictures of the children were taken by Amanda Mischo, with consent from the ISU Child Development Lab school (Spring 2015), Ames, Iowa.*
- * *All clip-arts were downloaded from Office.com or from Clinker.com.*
- * *The "storm" activity was adapted from www.pecentral.org, by Bonello, M.*