



March Week 2, A: Frog Tag

Equipment

1 hula hoop for every 2 children

<i>Set Up</i>	Place pairs of hula hoops on the floor, far apart.
<i>Trans-In</i>	Children are in the Starting Position. Choose 1-2 children to be taggers (witches or warlocks) and 1-2 children to be free-ers (princesses or princes). The rest are the runners.
<i>Intro Qs</i>	How does a frog move? If a frog wants to sit in the middle of the pond, what does he sit on? If a witch turns someone into a frog, how can they be turned back into a person?
<i>Explain The Game: When I say GO!</i>	The warlocks/witches will tag runners, turning them into frogs. Frogs hop to any hoop, and waits for prince/princess to free him by blowing a kiss or giving a high 5. Then, he is free to run again.
<i>Trans-Out</i>	Pick up the hoops and return them to the storage place. Return to the Starting Position.
<i>Change Up</i>	For 3 year olds, have only 1 tagger. For 2s, have the teacher be the tagger.



March Week 2, B: Scooter Board Carnival

Equipment

At least 3 scooter boards with handles, but preferably 1 for every 2 children; Cones for dividing space; One sand bucket per scooter board; One jump rope or piece of rope about 4 feet long per scooter board; Mini playground balls (about 1 per child)

<i>Set Up</i>	Use cones to divide space in half. Use rope to make handle for scooter. Place a bucket upside down on top of the board. Scatter playground balls in the other half.
<i>Trans-In</i>	1 child per scooter board, rest of the children with the playground balls.
<i>Intro Qs</i>	Have you seen the carnival game where people try to knock down ducks?
<i>Explain The Game: When I say GO!</i>	Scooter board children pull the board back and forth while the other children throw playground balls to knock off the buckets, staying behind cones. Switch jobs.
<i>Trans-Out</i>	Return all equipment and go back to the Starting Position.
<i>Change Up</i>	For 3 year olds, have teachers pull the scooters.



March Week 2, C: Roll Dice, Hop Spots

Equipment

15-20 poly spots

2-5 large die with numbers, not spots

<i>Set Up</i>	Lay out the spots in a U shape, starting at one end of the Starting Position, and ending at the other end, 1 hop apart.
<i>Trans-In</i>	Children are in the Starting Position.
<i>Intro Qs</i>	Have you ever seen dice? What do dice have on them?
<i>Explain The Game: When I say GO!</i>	Children roll a die and hop forward that number of spots. Using the same die they will repeat the process until they have moved through all the spots. Then, they go to the end of the line for another turn. With several dice, multiple children can move through the line of spots, one after another.
<i>Trans-Out</i>	Children pick up the spots and dice and return them to their storage space. Move to the center of the room.
<i>Change Up</i>	For younger children, help with number recognition and counting/stopping.



March Week 2, D: Exercise Dice

Equipment

1 die with numbers; 1 die with exercise types

<i>Set Up</i>	Teacher has the dice.
<i>Trans-In</i>	Children are spread out in the middle of the room
<i>Intro Qs</i>	Show numbers on die and ask children to identify. Show exercises on die and ask children to identify.
<i>Explain The Game: When I say GO!</i>	Give each die to a child. On the count of 3, those children toss the die in the air to determine which exercise the class will do, and the number of times they will do it, counting loudly together. Remind the children not to touch the dice when they hit the ground. Give each child a turn to throw one of the dice.
<i>Trans-Out</i>	Return the dice to their storage place and line up to leave.
<i>Change Up</i>	3 year olds can do this game, but may need help with recognizing the numbers and counting.