

September Week 2, A: If You Are Wearing

Equipment

Poly spots, 1 spot per child

<i>Set Up</i>	Spots in a circle, 12 – 18 inches apart.
<i>Trans-In</i>	Children stand on spots.
<i>Intro Qs</i>	What color spot are you standing on? What colors are the spots next to you? Who is standing next to you? Where is the outside of our circle? Is everyone wearing the same clothes and shoes today?
<i>Explain The Game: When I say GO!</i>	When I call out a color, check your clothes and shoes. If you are wearing that color, run around the outside of the circle one time and return to your spot. Run around the circle in the same direction so no one gets hurt.
<i>Trans-Out</i>	Children pick up their spots, balance them on their heads, and return them to the teacher, using their hands to make a pancake stack.
<i>Change Up</i>	Other cues: patterns, letters on their clothes, types of shoes, having long or short hair, wearing a dress, pants, etc.

September Week 2, B: Spot Hop, Name Color

Equipment

6-8 Poly Spots

<i>Set Up</i>	Make a line of spots perpendicular to and extending away from the Starting Position.
<i>Trans-In</i>	Children gather in Starting Position.
<i>Intro Qs</i>	How does a kangaroo hop? What about a rabbit? (Demonstrate jumping from two feet to two feet.)
<i>Explain The Game: When I say Go!</i>	The children take turns hopping on spots, two feet glued together like a kangaroo or a rabbit. Each time they land on a spot, they name the color of the spot. Return to the end of the line in the Starting Position. Repeat game.
<i>Trans-Out</i>	Ask one of the children to pick up the spots and make a pancake stack.
<i>Change Up</i>	For older children, the spots could have letters or numbers on them. For younger children use fewer spots.



September Week 2, C: Number Turnover, Level 1

Equipment

Two sided cards with a different color/symbol combination on each side (See Equipment List)

<i>Set Up</i>	Place two sided cards all over the floor, with one color/symbol side up.
<i>Trans-In</i>	Children gather in Starting Position.
<i>Intro Qs</i>	(For cards with 5 on one side and 2 on the other.) What number do you see on the floor? (Showing the children one of the cards) What number is on this side? What number is on the other side? How can I change every 5 into a 2?
<i>Explain The Game: When I say GO!</i>	Children will flip all the cards, from first side to second side, staying on their feet, not on their knees. Return to the Starting Position. Repeat.
<i>Trans-Out</i>	Children pick up the cards and make a pancake stack in a teacher's hands.
<i>Change Up</i>	For younger children, use the colors as a cue instead of the numbers. Use other symbols: letters, shapes, animals, etc.



September Week 2, D: Brown Bear

Equipment: None

<i>Set Up</i>	Ideas for animals and movements: Birds fly. Bears lumber. Penguins waddle. Elephants stomp. Foxes prance. Snakes slither. Horses gallop. Kangaroos jump. Monkeys swing. Giraffes stretch.
<i>Trans-In</i>	Children gather in Starting Position.
<i>Intro Qs</i>	Have you ever read the book <i>Brown Bear, Brown Bear, What Do You See?</i> Do all animals move in the same way?
<i>Explain The Game: When I say Go!</i>	Children ask, "Brown bear, brown bear, what do you see?" Teacher responds, "I see a bird flying past me!" Children move around the space like birds, careful not to fly into their friends or objects in the room. Repeat with other animals.
<i>Trans-Out</i>	Return to Starting Position.
<i>Change Up</i>	Children supply animal movement. Teacher says, "I see a bird going past me." Children decide how to move.