

# Active Learning Lessons

## About the Active Learning Lessons for Child Care and Early Learning Programs

**Goal:** Encourage children to be more active and promote kindergarten readiness. These activities align with CLASS and ERS quality measures and support cognitive connections and improve health and well-being for children and adults

### Objectives:

- **Make learning active too! Emerging studies demonstrate physical activity facilitates frontal brain development and promotes cognitive skills.** Active Learning Lessons and accompanying Activity Cards provide fun and innovative games and activities to do with preschool children. Each lesson includes information about how the activity promotes fundamental movement skills, educational concepts and connects to select CLASS and ERS quality measures. Integrating intentional and thoughtful physical activity into the class curriculum can enrich existing lessons and foster the acquisition of educational concepts.
- **Meet best practice standards of reaching 2 hours a day of physical activity for children in child care.** The American Academy of Pediatrics recommends that preschool children engage in 90-120 minutes of moderate to vigorous physical activity each day. Activity can be spread throughout the day by adding “quick moves” during transitions and to other curriculum time in addition to more in-depth “skill building activities” facilitated by teachers which children can practice on their own during free play. Collectively the time spent on all of the activities add up, at the end of the day, to meet the recommended amount of time needed to support children’s fitness and healthy development.
- **Build on the Active Play Lessons and use CLASS and ERS connections and opportunities to develop your skills as an ECE teacher.** In addition to supporting physical health through fundamental movement skills development these types of activities promote school readiness. They are designed to provide opportunities for children to develop executive function skills such as: working memory, inhibition control and mental flexibility. Many of the activities help children practice relationship-building and math concepts and enhance language acquisition. These lessons are designed to be used as guidelines for teachers and are not a prescriptive set of directions for games and play. Teachers will want to assess their own spaces and schedules and should be encouraged to revise, enhance and modify the activities to best suit specific classroom goals and needs and to optimize positive outcomes for children.

We encourage you to share the activities with families through progress reports and newsletters. No doubt parents will have already heard from their children about the fun and exciting activity they learned at school.

# Active Learning Lessons

## Contents

### Ladder Moves

This activity promotes locomotor skill development while providing an opportunity for teachers to encourage children to think critically and expand their knowledge.

### FUN Play with Ropes

This activity provides the children an opportunity to learn directional movements, anatomy and animal movements. The added physical movement reinforces the information kinesthetically.

### Balls in the Bucket

This cooperative activity promotes hand-eye coordination while children practice counting and predicting which balls are easier and which are harder to get in the bucket.

### Semut or Gajah (Ant or Elephant)

This activity allows children the opportunity to get up and move while at the same time teaching them a short lesson about a game played in another country. It provides an opportunity for both fine and gross motor movement.

### Ball Toss, Catch, and Kick

This activity allows children to practice coordination and object control with different parts of their body while also learning concepts of high, medium and low.

### Barnyard

This activity allows for staff-child conversations while engaged in fun active play together. Children learn and demonstrate how different animals move and sound. Combining physical activity with dramatic play enriches both aspects of the activity.

### Frog Friendship (Zambia)

This activity allows children the opportunity to get up and move while at the same time teaching them a short lesson about a game played in another country. It provides an opportunity for both fine and gross motor movement.

### Let's Get EGG-cited!

This activity gives the children an opportunity to communicate, via movement, simple items and concepts to their peers.

### Obstacle Course

Participating with children allows for easy supervision of gross motor activities and allows for positive staff-child interactions. This activity provides an opportunity for teaching language focused on spatial relationships.

### MAGIC Word Game

This activity can promote mental flexibility when changing the movement or the "magic word". It can also be as a short quick activity used when children transition from one activity to another.

# Active Learning Lessons

## **Plant a Seed, Grow a Flower**

Using actions which gradually increase in speed helps children practice sequencing, an essential way to learn about patterns and the order of actions, behaviors, ideas, or thoughts.

## **Rope Shapes**

This activity gives children an opportunity to use a tactile method as well as movement to learn various shapes, letters and numbers while working with others in groups.

## **Scarf Toss and Catch**

This activity gives children an opportunity to learn directional movement concepts and counting. The teacher can lead, encourage and then allow children to work independently or as a group practicing various ways to move the scarves in different directions.

## **Silly Walking**

This fun activity provides an opportunity for teaching children anatomy and number concepts.

## **Swat the Ball**

This fun activity allows children to learn math and science – based concepts.

## **Tortilla Soup**

This activity allows children to learn about a popular food eaten in a specific country while practicing a sequencing activity.

## **Agalmata (The Greek Word for Statues)**

This activity encourages children to explore the concept of balance by connecting visual materials with kinesthetic learning.

## **Fun Locomotion Play with Ropes**

This activity gives children an opportunity to practice language skills that focus on directional movement, anatomy and animal movements. The added physical movement reinforces the information kinesthetically.

## **Swat the Fly**

This fun activity provides an opportunity for children to practice hand-eye coordination and learn animal movements.

## **Musical Hoops**

This cooperative activity encourages children to support each other as they move their bodies to different rhythms and work on balance and endurance.

These materials were developed with support and funds from the Seattle Children's Research Institute PLAY (Preschoolers Learning and Active in Play) Study and the Department of Children, Youth and Families (DCYF), Healthiest Next Generation. Download the materials from the [Snohomish Health District, website, Child Care Providers – Physical Activity](http://www.snohd.org/252/Nutrition-Physical-Activity) <http://www.snohd.org/252/Nutrition-Physical-Activity>

Contact: Adrienne Dorf, DCYF, Healthiest Next Generation Program Manager, [Adrienne.dorf@dcyf.wa.gov](mailto:Adrienne.dorf@dcyf.wa.gov)

# Active Learning Lessons

## **References and Resources**

**Washington State Department of Early Learning:** Nutrition & Physical Activity Trainings, Toolkits & Resources: <https://del.wa.gov/development/health/HNGresources>

Note: A compilation of useful websites

**PBS Kids:** ZOOMgames <http://pbskids.org/zoom/activities/games/rocktreebridgerace.html>

Has ideas for fun physical activities. No concrete connection given to Early Achiever's guidelines.

**Let's Move Child Care:** <https://healthykidshealthyfuture.org/>

Many ideas for how to make active play an integral part of your program.

**Iowa Department of Education,** Move for Thought Pre-K and K: <https://www.educateiowa.gov/pk-12/nutritionprograms/quick-links-nutrition/learning-tools-nutrition/move-thought-pre-k-k>

Many excellent ideas for integrating active play into a curriculum. The QRIS monitoring tools in Iowa are easy to make connections to Washington state Early Achiever's guidelines.

**Mighty Minutes,** Carol Aghayan, New Creative Curriculum, TeachingStrategies.com

Cards align to many Early Achievers goals and learning domains.

**Smart Moves website and Application:** <https://gosmart.nhsa.org/>

An innovative app that includes simple instructions for a wide range of activities from babies through preschool age.

# Active Learning Lessons

## LADDER MOVES

**Target Age Range:** 3-5 years (could be modified for 2-year-olds)

### Skill Building Move – Bean Bags

**Materials:** chalk (outside), painter's tape (inside), bean bags

#### Activity

- Children stand in two parallel lines behind a ladder shape (made with chalk or tape) on the floor or ground with "rungs" about 1 foot apart.
- Taking turns, children are instructed to step into the ladder in various ways and get all the way through to the end.
- Instructions include jump, hop, step one foot at a time, etc. Once a child is about half way down, the next child goes while waiting children cheer each other on.
- Once all the children have gone down the ladder following one set of instructions, a new instruction is given.

#### Build on Activity:

- Add bean bags to every other space and instruct children to skip that space.
- Using tape, make number shapes and instruct them to do that many jumping jacks, knee bends, spins, etc., in the space when they get to it.
- Instruct children to walk and balance on the tape or the rope on the sides of the ladder.
- Play music and have children stop when music stops and then change the movement directions.
- Allow children to play follow the leader and give each child a chance to choose a movement to do down the ladder.

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS	ECERS-R FCCERS-R
Locomotor movements of jumping, hopping, stepping and side stepping; balance	Counting spatial awareness	<p><b>Positive Climate</b> Teacher provides an opportunity to enjoy a shared activity with the children that supports positive communication.</p> <p><b>Regard for Student Perspectives</b> Teacher allows children to brainstorm different movements to do on the ladder or alternative ways to get to the end.</p> <p><b>Language Modeling</b> Teacher labels/names the different types of movement (e.g. hop, skip, spin, twirl, zig zag) and/or narrates students movements.</p>	<p><b>Subscales</b></p> <p><b>ECERS-R</b> Gross Motor Skills Math</p> <p><b>FCCERS-R</b> Active Physical Play Math</p>

# Active Learning Lessons

## BALLS IN THE BUCKET

**Target Age Range:** 3-5 years

### Skill Building Move – Balls

**Materials:** Many small, light-weight homemade balls (yarn pom-poms, duck-tape balls, rolled up socks, sponges, newspaper balls or other lightweight balls), plastic buckets or bins

#### Activity

- Create one line with chalk or tape about 20-25 feet long and place three buckets evenly spaced on the line.
- Divide children into two even teams on both sides of the line about 10-15 feet from the buckets on each side (so they are facing each other).
- Turn on music and have children try to throw as many balls as possible into the buckets. Children on either side of the line get to throw the balls into the bucket wherever they land.
- Give children 30 seconds to toss balls and a five-second warning then stop music and help children count to see which bucket has the most balls, then begin again.

#### Build on Activity:

- Ask children which balls are the most difficult to throw, which are easiest and why.
- Sort balls by tossing all of one kind in each different bucket.
- Remove the buckets and have children toss the balls across the line as long as the music plays. The object of this game is to be the team with the least number of balls on your side once the music stops. Children keep trying to get rid of the balls as they land on their side.

**Resource:** Not known.

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS	ECERS-R FCCERS-R
Object control, throwing	Counting, problem solving, cooperation, sorting	<p><b>Instructional Learning Formats</b> Activity uses a variety of modalities to interest students and gain their participation during a lesson.</p> <p><b>Regard for Student Perspectives</b> Children have freedom of movement and placement during this activity.</p> <p><b>Teacher Sensitivity</b> Teacher is aware of children that may need some assistance in overhand or underhand throwing and provides individualized support.</p>	<p><b>Subscales</b></p> <p><b>ECERS-R</b> Art Gross Motor Play Language and Reasoning</p> <p><b>FCCERS-R</b> Art Active Physical Play Language</p>

# Active Learning Lessons

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS	ECERS-R FCCERS-R
		<p><b>Productivity</b> Teacher is prepared with all of the materials necessary so that children are not waiting.</p> <p><b>Concept Development</b> Teacher allows children to analyze and reason by asking them why certain balls are easier to throw than others. Teacher could ask for predictions before the activity such as "which balls do you think will be most difficult/easy to throw and why"?</p>	

# Active Learning Lessons

## SEMUT OR GAJAH (ANT OR ELEPHANT)

**Semut** (pronounced suh-MOOT) **Pinky Finger** or **Gajah** (pronounced gha-jah) **thumb**

**Target Age Range: 3-5 years**

**Quick Move – Group**

**Materials:** None

### Activity

- Children stand in a circle and pump their fist up and down as they count: 1, 2, 3, 4...GO
- On "GO!" they either stick up their pinky finger ("semut," an ant) or their thumb ("gajah," an elephant)
- The teacher counts how many semuts and how many gajahs.
- If more semuts, the children pretend to be ants crawling on the ground.
- If more gajahs, the children pretend to be elephants stomping around the room.
- If there are an equal number children pretending to be both semuts and gajah. when children are ready, they can count number of semuts and gajah again.

### Build on Activity:

Choose a child to count all of the semuts and another to count all of the gajah.

**Resource:** Adapted from a game from Sumatra.

<https://www.parents.com/fun/games/educational/games-from-around-the-world/>

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS	ECERS-R FCCERS-R
Locomotion, strength, balance	Counting, language	<p><b>Positive Climate</b> Teacher provides an opportunity to enjoy a shared activity with the children that supports positive communication.</p> <p><b>Regard for Student Perspective</b> Teacher allows children to lead the activity by being the counter.</p> <p><b>Behavior Management</b> The teacher clearly states the expectations for the game (e.g., we are going to all stand in a circle).</p>	<p><b>Subscales</b></p> <p><b>ECERS-R</b> Group Time Math Language and Reasoning</p> <p><b>FCCERS-R</b> Group Time Math Language</p>

# Active Learning Lessons

## BALL TOSS, CATCH AND KICK

**Target Age Range: 3-5 years**

### Skill Building Move - Balls

**Materials:** Balls of various sizes, textures, weight and color; beach balls, plastic bouncy balls, yarn balls, nerf balls, duct tape balls, rolled up socks or even homemade balls. \*Avoid heavier soccer balls, volley balls, basketballs and footballs.

### Activity

- Give each child a ball. Demonstrate tossing the ball overhead using a low, medium, and high toss. Ask them to count how many catches are made before the ball touches the ground or floor.
- Clap once or twice before catching the ball. Toss, spin and catch.
- With partners, count while throwing/catching the ball. Start close then take steps back while tossing and catching until the ball falls to the floor. Help children ensure partners are ready for the ball by instructing them to watch for the “ready to catch” position. Try a gentle toss, overhead, underhand, bounce pass, etc.
- With partners, each child takes a turn kicking a beach ball or nerf ball traveling across the room to the partner standing on the other side. Change the locomotive movement: kicking while running, jumping, skipping, side sliding

**Resources:** Adapted from [Ball Toss](#), [Cooperative Extension System](#), Hands on Activity Data Base

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS	ECERS-R FCCERS-R
<p>Coordination, balance, jumping, side sliding</p> <p>Throwing, catching and Kicking</p>	<p>Comparisons, counting, tracking</p>	<p><b>Instructional Learning Formats</b> Teacher provides a variety of materials for children to experiment with. Teacher also encourages involvement by encouraging children to try different methods of tossing, kicking and catching.</p> <p><b>Regard for Student Perspectives</b> Providing safe, developmentally appropriate physical activity choices gives all children a chance to explore their ideas and supports their autonomy.</p> <p><b>Quality of Feedback</b> Teacher encourages children to persist and provides specific feedback. For example, “You are trying so hard to throw that ball to your friend!”</p> <p><b>Teacher Sensitivity</b></p>	<p><b>Subscale</b></p> <p><b>ECERS-R</b> Gross motor play Math Language and Reasoning Interaction</p> <p><b>FCCERS-R</b> Active Physical Play Math Listening and Talking Interaction</p>

# Active Learning Lessons

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS	ECERS-R FCCERS-R
		<p>Teachers are aware of children who may be having trouble with one or more activities, or with one of the balls, and provide support to those children.</p> <p><b>Concept Development</b> Teacher asks prediction questions like "Which ball do you think will be easier to catch? Kick? Throw?" Teacher can help the children compare attributes of the different types of balls they are using.</p> <p><b>Language Modeling</b> As children respond to questions, teachers are repeating what children say and elaborating on those responses.</p>	

# Active Learning Lessons

## BARNYARD

**Target Age Range:** 3-5 years

### Skill Building Activity

**Materials:** Large pictures of farm animals to show children, (cows, chickens, pigs, horses, etc.), laminated 3x3 pictures of the adult and baby animals. cones to designate a “barn”

### Activity

- Teacher shows children large pictures of farm animals and asks them about differences and similarities: how they move, the sound they make, what they do, etc. Teacher creates a “barn” with cones at the opposite end of play area.
- Teacher designates children to be various animals handing out 3x3 pictures of adult animals.
- Farmer tells children “A storm is coming and all the animals must hurry to the barn.” They are told to wait until their animal is called. As their animal is called they run to the pen.
- Children move QUICKLY to the pen imitating the animal noise and movement.
- Children take turns being farmer.

### Build on Activity

- Place 3x3 laminated pictures of baby animals throughout play area prior to activity. Adult animals must find their matching baby animal and bring to the barn to get out of the storm.

**Resources:** Adapted from <http://www.kidactivities.net/post/farm-and-harvest-theme.aspx>

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS	ECERS-R FCCERS-R
Endurance, locomotion	Matching, science	<p><b>Instructional Learning Formats</b> Through movement and teacher inquiry, children learn about different animals, the sounds they make and how they move.</p> <p><b>Language Modeling</b> Teacher describes the different sounds and movements of the animals and connects new animals/sounds with familiar words or ideas.</p> <p><b>Concept Development</b> Teacher encourages children to think about the similarities and differences between the types of animals. Teacher also connects the animals in the game to the animals that children may have seen in their real lives. For example, maybe a child has a pet chicken at home.</p>	<p><b>Subscales</b></p> <p><b>ECERS-R</b> Dramatic Play Language and Reasoning (Informal Language) Group</p> <p><b>FCCERS-R</b> Dramatic Play Listening and Talking Group</p>

# Active Learning Lessons

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS	ECERS-R FCCERS-R
		<b>Regard for Student Perspectives</b> Children choose which animal they would like to pretend to be in the game.	

# Active Learning Lessons

## FROG FRIENDSHIP (ZAMBIA)

**Target Age Range: 3-5 years**

**Quick Move – Partners**

**Materials:** None

### Activity

- Children line up across from a partner standing approximately 2 feet away from each other and join palms of hands.
- The teacher instructs them to slightly bend their knees while holding their hands steady against each other.
- Instruct children to slowly keep bending their knees while holding palms steady.
- Instruct them to stand on their toes for balance the lower they get. When they can't get any lower without falling, have them count together up to 5 balancing on their toes and steadying themselves against each other like friendly frogs.

### Build on Activity:

- Have children count to 5 each time they lower themselves further. This helps them to focus on each new posture.
- Alternate one side lowers while other side stands straight and switch.

**Resources:** Adapted from Frog Friendship (Zambia) [www.beafunmum.com](http://www.beafunmum.com)

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS	ECERS-R FCCERS-R
Balance, strength	Problem solving, socialization	<p><b>Positive Climate:</b> Teacher provides an opportunity to enjoy a shared activity with the children that supports positive communication and peer connections.</p> <p><b>Language Modeling:</b> Teacher encourages children to express their thinking about why a certain position is easier or harder to do by asking open ended questions. For example, "How did it feel to stand on your toes?"</p> <p><b>Quality of Feedback</b> Teacher provides encouragement as children work together to lower their bodies. Teacher asks open-ended questions, such as "Why do you think it was harder to stand on your toes as you got lower to the ground?"</p>	<p><b>Subscales</b></p> <p><b>ECERS-R</b> Gross Motor Play Group Time Supervision Interaction</p> <p><b>FCCERS-R</b> Active Physical Play Group Time Interaction</p>

# Active Learning Lessons

## LET'S GET EGG-CITED!

**Target Age Range:** 3-5 years

### Skill Building Activity – Colorful Plastic Eggs

**Materials:** Plastic 2-inch opening plastic eggs, small cue cards or pictures

#### Activity

- Place individual “cue cards” inside each egg. Cue cards are pictures of animals, shapes or numbers.
- Place eggs in a basket in the middle of a large circle area.
- One by one, a child chooses an egg and does the action based on the cue card inside. All children follow. Examples: animals: all children move around like the animal on the cue card; Numbers: child chooses to do a movement that many times: hop up and down, jumping jacks or hold a pose for that number of seconds; Shape: child demonstrates making the shape with the whole body.

#### Build on Activity:

- Use eggs for a treasure hunt. Hide the eggs inside or outside for children to find. When all are in the basket they are opened one by one to do the related action.
- Add sounds to actions, tweets like birds, boom like a drum, etc.

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS	ECERS-R FCCERS-R
Depending on activity can use for: balance, endurance, locomotion	Counting, imagination	<p><b>Positive Climate</b> Teacher provides an opportunity to enjoy a shared activity with the children that supports positive communication and interaction.</p> <p><b>Regard for Student Perspective</b> Children help distribute the eggs one-by-one to their peers.</p> <p><b>Language Modeling</b> Teacher narrates the movements that the children decide to choose.</p>	<p><b>Subscales</b></p> <p><b>ECERS-R</b> Group time Staff-child interactions Math</p> <p><b>FCCERS-R</b> Group time Staff-child interactions Math</p>

# Active Learning Lessons

## OBSTACLE COURSE

**Target Age Range:** 3-5 years (can be adapted for 2-year-olds)

**Skill Building Activity-** Hula Hoops, Cones

**Materials:** Hula-hoops, baskets, towels, cones, chairs, pool noodles, saw horses, other suitable objects

### Activity

- Create an obstacle course that allows children to go around, through, over and under an assortment of obstacles: in/around hula hoops; between/over cones or noodles; in/out of baskets etc.
- Space the obstacles far apart for endurance and encourage use of a variety of locomotor skills such as jumping, hopping, galloping, and movements such as crawling, tip-toeing, log-rolling, etc. as children move between obstacles.
- In doors, use large chairs lined up to create a fast tunnel, tip toe on a tape line, hop through hula hoops held up by an adult, zig-zag inside and out of a line of cones.

### Build on Activity:

- Create homemade spatial relationship cards with stick figures demonstrating over, under, around and through. Review the meaning of the cards prior to doing the course and ask children which obstacles they can “go over” under, around etc.
- Add story “Going on a Bear Hunt” <http://www.thelearninggroove.com/going-on-a-bear-hunt>

**Resource:** Adapted from Craft, Diane H. & Smith, Craig L. (2008). *Active Play! Fun Physical Activities for Young Children*, Cortland, NY: Active Play Books

# Active Learning Lessons

Opportunities to develop fundamental movements skills	Educational Concepts	CLASS	ECERS-R FCCERS-R
<p>Strength, balance, locomotion, jumping and climbing, endurance</p>	<p>Spatial relationships</p>	<p><b>Instructional Learning Formats</b> Children respond positively to learning a variety of concepts through active play. This activity involves sequencing movements.</p> <p><b>Language Modeling</b> Opportunity for teacher to expand on the concepts of over, under, around and through and children can be given the chance to create their own obstacle course.</p> <p><b>Concept Development</b> Children brainstorm what to include in the obstacle course and how to organize the series of obstacles.</p> <p><b>Language Modeling</b> This activity provides a rich environment for promoting language around movement concepts especially spatial relationships, awareness, and effort. The movement concepts take on meaning when linked to children's movements.</p> <p><b>Productivity</b> If the teacher is setting up the obstacle course, the course is set up before children arrive and is accessible to children without wait time.</p> <p><b>Behavior Management</b> Teacher provides clear expectations and clarity of the rules around use of the obstacle course.</p>	<p><b>Subscales</b></p> <p><b>ECERS-R</b> Gross Motor Play Staff-Child Interaction/Supervision</p> <p><b>FCCERS-R</b> Active Physical Play Staff-Child Interaction/Supervision</p>

# Active Learning Lessons

## MAGIC WORD GAME

**Target Age Range:** 3-5 years (can be adapted for 2 year olds)

### Quick Move

**Materials:** none

### Activity

- Children line up on wall waiting to move to designated area across room.
- Teacher references recent learning concepts. Examples: animals, shapes, modes of transportation, numbers.
- Teacher chooses one word among group of related words and designates it the “Magic Word” (animals/horse).
- Call out various related words, children move to designated area when hear “Magic Word.” Movement relates to the word. Teacher moves with children. Examples: animal: move like the animal/ shape, children gallop like a horse or fly like a plane.

### Build on Activity

- This activity can be used for 10-minute lessons changing the movement or the type of word, hence enhancing mental flexibility. It can also be used for short quick activities such as when children transition from one activity to another.
- Children take turns choosing and calling out the magic word.
- Add materials such as scarves to wave or cones to run around or hula hoops to step through.

**Resource:** Center on the Developing Child, Harvard University, Executive Function, Skills for Life and Learning Series. YouTube Link to demonstration <https://www.youtube.com/watch?v=0BchRHbwkWk>

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS	ECERS-R FCCERS-R
Balance, endurance, running, jumping, leaping, skipping	Movement, spatial sense	<p><b>Concept Development</b> Teacher poses questions that expand on the topic of movement.</p> <p><b>Teacher Sensitivity</b> Teacher is aware of the different movements children have yet to master and encourages children to practice those moves.</p> <p><b>Quality of Feedback</b> Teacher queries children about why they think a certain animal moves in a certain way.</p> <p><b>Regard for Student Perspectives</b> Children take turns as the one calling the magic word.</p>	<p><b>Subscales</b></p> <p><b>ECERS-R</b> Group Time Supervision/Staff-Child Interaction Language/Reasoning Math</p> <p><b>FCCERS-R</b> Group Time Supervision/Staff-Child Interaction Listening and Talking</p>

# Active Learning Lessons

## PLANT A SEED, GROW A FLOWER

**Target Age Range: 3-5 years (could be modified for 2-year-olds)**

### Skill Building Activity

**Materials:** seeds, small plants

#### Activity

- Teacher explains that seeds become plants, showing seeds and the plants they become.
- Teacher recites the following story. Children follow teacher's movements.
- "First, we dig up the soil." \*Mimic digging up the soil with a shovel\*
- "Second, we plant a seed." \*Crouch down, plant a seed, stand up and move to left.\*
- "Then we plant another seed." \*Repeat this until you make a full circle.\*
- "Next the sun warms the seeds." \*Make a large circular overhead movement with arms.\*
- "And the rain gives the seeds water to drink." \*Bend arms in front of you and wiggle fingers.\*
- "Finally, the seeds grow into flowers." \*Crouch down and slowly stand, extend arms and jump up high, into flowers.\*

#### Build on Activity

- Repeat story asking children what comes next and why
- Children recite story along with teacher
- Repeat story saying it faster each time as children do the motions faster and faster.

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS	ECERS-R FCCERS-R
Balance	Science, sequencing	<p><b>Instructional Learning Formats</b> Children respond positively to learning a variety of concepts through active play. The activity allows children to learn about plant growth through movement and an auditory sequential story.</p> <p><b>Concept Development</b> Real world concepts about nature allow children to use scientific reasoning to predict sequence of events. Teacher can expand on the concept by asking what other living things need to grow.</p> <p>Teachers can make connections to the real world by asking questions like, "Have you planted seeds?" "Have you grown a garden?" Teachers can help children brainstorm other things that need sun and rain to grow.</p>	<p><b>Subscales</b></p> <p><b>ECERS-R</b> Language and Reasoning Staff-child Interactions Nature/Science</p> <p><b>FCCERS-R</b> Listening and Talking Supervision/Staff-child interactions Nature/Science</p>

# Active Learning Lessons

## ROPE SHAPES

**Target Age Range:** 3-5 years

### Skill Building Activity – Ropes

**Material:** Jump ropes or lightweight nylon or cotton rope cut into seven-foot sections.

#### Activity

- A rope is placed on the ground next to each child. Children are instructed to make the rope into the shape the teacher calls out. Shapes include geometric figures, numbers, letters. Children finish shape and then are asked to do different movements: jump inside, outside, and over their creation or walk along the shape one foot in front of the other keeping balance.

#### Build on Activity

- Change shape to new number, letter, animal etc.
- Build on activity by having children join together in groups of 2 and 3 and use 2 or 3 ropes to make a new structure...house, star, teddy bear.
- Allow children to make their own shape and describe what it is.

**Resource:** SPARK Physical Education

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS	ECERS-R FCCERS-R
Balance, jumping, hopping locomotion	Literacy, math, problem solving	<p><b>Instructional Learning Formats</b> Ropes can be used like a pencil or marker to make the shapes, letters or numbers taught in other areas of the curriculum.</p> <p><b>Concept Development</b> Teacher questions can provide an opportunity to expand on the concepts of shapes. For example, why did you decide to make that?</p> <p><b>Regard for Student Perspectives</b> Children make the shape they choose or children are given a chance to be the one to call out what shape to make.</p>	<p><b>Subscales</b></p> <p><b>ECERS-R</b> Math/Numbers Interactions among Children Group Time</p> <p><b>FCCERS-R</b> Math/Numbers Interactions among Children Group Time</p>

# Active Learning Lessons

## SCARF TOSS AND CATCH

**Target Age Range: 3-5 years**

### Quick Move – Scarves

**Materials:** music, scarves

### Activity

- Lead tossing and catching the scarf. Put on lively music. Start with one hand then add another. Alternate hands with each toss. Clap and try to catch the scarf. Toss it under a leg and catch it. Toss it in the air and spin once before catching. Toss the scarf and watch it land on different body parts (back of hand, head, foot, leg, back) Allow children to come up with own moves.
- Put on some lively music and move the scarf to the beat. Move creatively and introduce concepts like: right, left, high, low, out, in etc. Allow children to take turns leading moves.
- Be a magician. Hide the scarf in the palm of your hand and then say “Abracadabra” as you toss the scarf into the air. Show catching it behind your back.

### Build on Activity:

- Use stop and go cues with music to add element of inhibition control.
- Count tosses or spell words as scarves are tossed in the air.

**Resource:** SPARK Physical Education

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS	ECERS-R FCCERS-R
Gross motor movement, balance, hand-eye coordination	Counting, crossing the midline	<p><b>Instructional Learning Formats</b> This activity uses a variety of modalities including auditory, visual and movement to encourage active participation and creativity.</p> <p><b>Language Modeling</b> Teacher narrates the movement of the children and offers new words to their actions.</p> <p><b>Concept Development</b> Teacher can expand on the spatial concepts of high, low, up and down.</p>	<p><b>Subscales</b></p> <p><b>ECERS-R</b> Math/Number Gross Motor Play Music/Movement Interaction among Children</p> <p><b>FCCERS-R</b> Math/Number Active Physical Play Music Movement Interaction</p>

# Active Learning Lessons

## SILLY WALKING

**Target Age Range:** 3-5 years

### Quick Move

**Materials:** none

### Activity

- Children move from one designated area to another first supporting themselves on four, then three, then two then one different body part.
- Imitate different animals, sea creatures or insects. Ask which move quickly, which move slowly, which ones fly or crawl or slither etc.
- Ask children which muscles they can feel the most with each activity.

### Build on Activity:

- Add cones for children to move around.
- Add jumping, twirling, skipping or leaping.
- Add music for stop and go cues to add element of inhibition control.

**Resource:** Adapted from Mighty Minutes for Preschool, Silly Willy Walking, by Carol Aghayan

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS	ECERS-R FCCERS-R
Locomotion, strength, balance, endurance, side movements, jumping, skipping	Counting, spacial sense, science	<p><b>Instructional Learning Formats</b> The activity provides an opportunity to experience how they use different muscles for different movements. Can possibly connect this to how different animals/items move.</p> <p><b>Concept Development</b> Open-ended movement questions using how and why allows teachers to challenge children to expand their knowledge. For example, why is balancing on two feet easier than one foot?</p> <p><b>Regard for Student Perspectives</b> Providing safe, developmentally appropriate physical activity choices gives all children a chance to explore their ideas and supports their autonomy.</p>	<p><b>Subscales</b></p> <p><b>ECERS-R</b> Group time Movement Gross motor play Math</p> <p><b>FCCERS-R</b> Group time Movement Active Physical Play Math</p>

# Active Learning Lessons

## SWAT THE BALL

**Target Age Range:** 3-5 years

### Skill Building Activity – Balls, Flyswatter

**Materials:** Fly swatters, foam bats or swim noodles and various small balls (crumpled paper, yarn ball, light weight rubber ball etc.)

#### Activity

- Children predict which ball will go farthest when swatted or batted.
- Children swat or bat balls in any directions with fly swatter, run to collect balls and begin again.
- Children toss balls in the air and attempt to swat or bat the balls into buckets placed at a distance.

#### Build on Activity:

- Teacher leads children in measuring distance with measuring tape, footsteps or lunges, and asks them to predict how many measures the distance would be.

**Resources:** Adapted from Cooperative Games and Sport, Terry Orlick:

<https://gosmart.nhsa.org/activities/111>

Opportunities to develop Fundamental Movement Skills	Educational Concepts	CLASS	ECERS-R FCCERS-R
Strength, balance, eye-hand coordination	Spatial sense, curiosity, prediction	<p><b>Concept Development</b> The teacher's questions promote scientific thinking and experimentation. Children respond positively to learning the scientific approach; predicting, data collection and analysis.</p> <p><b>Regard for Student Perspectives</b> Children's use of the scientific process is enhanced through this activity which promotes autonomy as well as group thinking and interactions.</p> <p><b>Behavior Management</b> The teacher is specific with directions prior to the activity for clear behavioral expectations.</p>	<p><b>Subscales</b></p> <p><b>ECERS-R</b> Math Language Staff/Provider-Child Interactions Interaction among Children</p> <p><b>FCCERS-R</b> Math Staff/Provider-child Interactions Language and listening Interaction among children</p>

# Active Learning Lessons

## TORTILLA SOUP

**Target Age Range: 3-5 years**

### Skill Building Activity

#### Materials

Imitation food or pictures of foods that are ingredients in Tortilla Soup: ground beef, tomatoes, onions, red pepper, hot pepper, cheese, beans, broth, corn tortillas, package of taco seasoning; a real, large stew pot and a large wooden spoon. (Enough for each group of children to have one item.) This activity is best done in groups of 10 or less children. Children can get more than one item. Playing in teams makes it more of a competitive relay game.

#### Activity

- Divide children into at least two groups. Children line up at one end of the play area with the pot at the other. Give at least 20 feet in between the line of the children and the pot.
- Children in each group are given one of the ingredients listed above. One child is given the spoon.
- The teacher reads the soup “recipe” and calls out single ingredients. The children with that item are instructed to run to the pot and place it inside. They must run back and tag the person with the next ingredient.
- The last child to be called is the one with the spoon who runs to the pot and stirs the soup.
- Children cheer each other on as they make their way to the pot and back.

#### Build on Activity

- During group time name the foods in Spanish and play the game calling out each ingredient using the Spanish word for each.
- Change the type of locomotion used each time the soup is made: hop to the pot, jump to the pot, walk backwards to the pot, etc.
- Try a soup from another country or read Stone Soup.

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS	ECERS-R FCCERS-R
Endurance, locomotion, directional movement	Sequencing, food identification literacy	<p><b>Concept Development</b> Children learn the concept “parts of a whole” and the teacher can expand on that concept. Children can brainstorm other ingredients that may go into the soup.</p> <p><b>Language Development</b> Children learn the names of a variety of ingredients. Teachers help children make connections between unfamiliar ingredients or offer child friendly definitions.</p>	<p><b>Subscales</b></p> <p><b>ECERS-R</b> Dramatic Play Language and Reasoning (Informal language) Staff-Child Interactions</p> <p><b>FCCERS-R</b> Dramatic Play Language and Listening Staff-Child Interactions</p>

# Active Learning Lessons

**AGALMATA** (The Greek Word for Statues) ə-ˈgal-mə-tə (ah gal mah tah)

**Target Age Range: 3-5 years**

**Quick Move – Independent or Pairs**

**Materials:** Music

**Activity**

- Show children pictures of statues and demonstrate the pose.
- Have children practice the poses.
- Tell the children in Greece statues are called Agalmatas.
- Play music and have children dance around a large room or outside.
- When the music stops, the teacher yells “Agalmatas” and children make a pose and pretend to be one of the statues.

**Build on activity**

- Ask children to form connected statues in pairs.
- Have children take turns standing in center of circle and clap or count, stop, call “Agalmatas” and make pose. Other children must create their statue pose and freeze. The game continues until all children have had a chance to count or clap.

**Resources:** Adapted from the game Agalmata from Greece.

<https://www.parents.com/fun/games/educational/games-from-around-the-world/>

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS	ECERS-R FCCERS-R
Endurance, balance,	Counting, inhibition control	<p><b>Positive Climate</b> Teacher provides an opportunity to enjoy a shared activity with the children that supports positive interactions.</p>	<p><b>Subscales</b>  <b>ECERS-R</b>                      Music/Movement                      Group Time                      Staff/Provider-Child Interactions                      Interactions among Children</p> <p><b>FCCERS-R</b>                      Music/Movement                      Group Time                      Staff/Provider-Child Interactions                      Interactions among Children</p>

# Active Learning Lessons

## FUN LOCOMOTION PLAY WITH ROPES

**Target Age Range: 3-5 years**

### Skill Building Activity - Ropes

**Materials:** Jump rope or lightweight nylon or cotton rope cut into seven-foot sections, music

#### Activity

- A new twist on the game Limbo. Two adults or one child and one adult are the designated rope holders. Children can take turns being the rope holder.
- Children line up on one side of the long rope. Start with the rope about four feet above the ground. Play some lively music and instead of moving the rope lower and lower ask the children to go under the rope in different ways.
- Can add directions for moving forwards, backwards, sideways.
- Lower the rope to four inches above the ground and instruct children to do a locomotion movement over the rope...jump, hop, giant step over, side step, step on top!
- Once children learn game have them take turns being the leader and choosing the motion.
- Different movement suggestions: "Lead with one hand, your foot, your head, your stomach," "Hop on one foot, skip, jump, crawl, etc.," "How would a snake, a frog, a horse, a cheetah move over or under the rope?"

#### Build on activity

- Use two ropes 15 – 20 feet apart. Once children go over or under the first rope, direct them towards the next rope doing a locomotion activity in between. They then circle back to the first rope to prevent them from waiting in line for too long.

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS	ECERS-R FCCERS-R
Gross motor movement, flexibility, endurance, locomotion, balance	Anatomy, literacy, problem solving	<p><b>Instructional Learning Formats</b> Teacher uses a variety of modalities including auditory, visual and movement to engage children in the activity.</p> <p><b>Regard for Student Perspectives</b> The activity provides the opportunity for children to take on a leadership role.</p> <p><b>Regard for Student Perspectives</b> Children can take turns choosing how to go under the rope.</p>	<p><b>Subscales</b></p> <p><b>ECERS-R</b> Gross motor play Encouraging children to communicate and using informal language Supervision of gross motor activities/play and learning Staff/Provider-Child Interactions Interactions among Children</p> <p><b>FCCERS-R</b> Active Physical Play Language and Listening Staff/Provider-Child Interactions Interactions among Children</p>

# Active Learning Lessons

## SWAT THE FLY

**Target Age Range:** 3-5 years

### Skill Building Activity

**Materials:** Foam pool noodles cut in half for swatting, vinyl or plastic plates, lightweight string for pulling plates, picture of fly. (See Active Learning Card)

### Activity

- **Create the fly:** Make two copies of the “fly” to fit each plate. Cut a hole through the plate rim and insert a four-foot length of string and tie a knot under the rim. Tape the image of the fly to each side of the plate with packaging tape.
- **Create boundaries:** Place small cones on each side of the space with at least 20 feet in between.
- **Instructions:** Demonstrate dragging and swatting. Some children get the fly and drag it from one end of the space towards the cones on the other end. Other children chase the flies while swatting at them with the foam swim noodles. All children move in the same direction, some dragging, others swatting. Children trade when they reach the end of the boundary.

### Build on activity:

Have all children skip, hop or gallop like a horse rather than run. Afterwards ask which method was fastest and which is slowest. Ask children how flies usually move and why. In pairs, have one child with fly move like a fly would while another child swats at the fly as they move to the other end of the boundary. Space pairs of children according to speed to avoid collisions.

**Resource:** Adapted from Craft, Diane H. & Smith, Craig L. (2008). *Active Play! Fun Physical Activities for Young Children*, Cortland, NY: Active Play Books

# Active Learning Lessons

Opportunities for developing fundamental movement skills	Educational Concepts	CLASS	ECERS-R FCCERS-R
<p>Locomotor movements of running, hopping, skipping, galloping Endurance Hand-eye coordination when swatting</p>	<p>Science when talking about how flies move and why</p>	<p><b>Instructional Learning Formats</b> Teacher actively engages students in activities encouraging their participation. Teacher uses a variety of modalities to interest student and gain their participation in a lesson.</p> <p><b>Regard for Student Perspectives</b> Opportunities for student talk and expression.</p> <p><b>Positive Climate</b> Teacher provides an opportunity to enjoy a shared activity with the children that supports positive communication.</p> <p><b>Quality of Feedback</b> Teacher asks children to explain why they think a particular method was faster or slower.</p> <p><b>Behavior Management</b> The teacher clearly states the expectations prior to the activity to prevent disagreements.</p>	<p><b>Subscales</b></p> <p><b>ECERS-R</b> Art Nature/Science Staff-Child Interactions</p> <p><b>FCCERS-R</b> Art Nature/Science Staff-Child Interactions</p>

# Active Learning Lessons

## MUSICAL HOOPS

**Target Age Range:** 3-5 years

### Skill Building Activity – Hula Hoops

**Materials:** Hula hoops, music

**Activity:**

- Many hula hoops are placed on the floor throughout the space leaving plenty of room for running around them. To start, one or two children stand inside each hoop.
- Start some lively music and instruct children to jump out of the hoops and run or dance around the room. Teacher removes one or more hoops. When music stops, children must find a hoop and stand inside sharing hoops with each other. Game continues until all children occupy the remaining hoop (or hoops depending on number of children), helping each other stay inside the hoops.

**Build on activity:**

- Each time ask children to count the number of children in their hoop.
- Vary the locomotor movement while moving through room.
- Vary the tempo of music and ask children to move to rhythm of music.

**Resource:** Adapted from Craft, Diane H. & Smith, Craig L. (2008). *Active Play! Fun Physical Activities for Young Children*, Cortland, NY: Active Play Books

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS	ECERS-R FCCERS-R
Locomotion Balance	Counting Music	<p><b>Positive Climate</b> Cooperative game where children are encouraged to assist their peers and support one another.</p> <p><b>Instructional Learning Formats</b> Teacher actively engages students in activities encouraging their participation. Activity lends to active participation.</p>	<p><b>Subscales</b></p> <p><b>ECERS-R</b> Music/Movement Math/Number Interactions among Children</p> <p><b>FCCERS-R</b> Music/Movement Math/Number Interactions among Children</p>