

Name of Activity	Locomotor	Non-locomotor	Manipulative	Movement Concepts	Curricular Concepts
Beginning Running Games	■			Spatial awareness, effort awareness	Language & literacy (colors), numeracy
Catch the Bubble	■	■	■	Spatial awareness, effort awareness	Language & literacy (colors), numeracy
Kick Around	■	■	■		Language & literacy, spatial relationships
Lily Pad Walk	■			Spatial awareness, effort awareness	Language & literacy (colors, fast-slow)
Let's Take a Walk	■			Effort awareness, spatial awareness	
What Do You See?		■		Spatial awareness, body awareness	Language & literacy

Physical Development of Toddlers

Toddlers (age 1-2 years) are beginning walkers. They love to move around to explore their environment. The major gross motor development in this period is associated with locomotion. By age 2 children should be able to run fairly well. They use a wide stance for balance. They enjoy activities that encourage them to move around and are beginning to throw and kick balls. These activities will encourage toddlers to try these developing skills.

Equipment and Loose Parts List

- Bean bags
- Boxes/baskets
- Bubble soap and wand
- Colored floor markers, spots or carpet squares
- Cones
- Chalk
- Foam noodles
- Foot cutouts
- Hula hoops
- Large balls (such as beach balls, foam balls, playground balls)
- Scarves
- Small balls
- Soft toys
- Music
- Natural items (such as sticks, stones, pinecones, etc.)
- Small stuffed animals
- Tape

Online Course

Beginning Running Games

Equipment:

Bubbles, various colored balls

Instructions:

Toddlers love to run. Have them run different places, providing opportunities for children to run.

1. Stand 10 feet away from the child. Tell the child to come and get you. Run and tell the child to catch you. Use noise makers such as bells to attract children's attention.
2. Tag the teacher: Have two or more children run as fast as they can and tag the teacher.
3. Roll or throw different color balls and have children run and get the balls. Specify which color ball they should retrieve.

Tips:

- Be sure to include **all** children in whatever activity you do — do not have children waiting long for a turn.
- Use visuals such as scarves, stuffed animals, etc. to encourage children to run.

Alternatives/Adaptations:

- Have children run in different ways — run in place, run making lots of noise with their feet, run lightly, run with small steps. Play Follow the Leader — run down paths that are straight, curved, or zigzag.
- As you notice children getting tired, change the speed of the movements (jogging or walking) or the distance they travel. This can be for all children or just a few.
- For children with limited mobility, adjust activities. For example, a child can go as fast as possible in his/her wheelchair (an adult will need to push it).
- Promote opportunities for children to run in various outdoor settings such as grassy areas, mud puddles, up and down hills, down pathways, etc.

CUE WORDS

- Fast feet
- Arms out
- Watch
- Heart check

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
Running	—	—	Spatial awareness [pathways], effort awareness	Language & literacy (colors), numeracy

Catch the Bubble

BE ACTIVE KIDS®

Equipment:

Bubble soap, bubble wand

Instructions:

"Bubbles are so much fun. They float in the air. Let's try to catch them."

- Blow bubbles so that they are moving across an area. You can run as you blow the bubbles.
- Have children run with the bubbles and try to "catch (pop) the bubbles."
- Sing songs about bubbles as the children run.
- Have children catch or pop bubbles at different levels (high, medium, low).

CUE WORDS

- Float
- Pop

Tips:

- Count how many bubbles children pop.
- Use a bubble wand that makes large bubbles. Have the children run and pop the big bubbles. You can also use a wand that has multiple holes to simultaneously blow several bubbles.
- Make your own bubble wand from materials that you have around such as cookie cutters, the end of a frozen juice can, a tuna can with the top and bottom removed. Use something that has multiple holes such as a fly swatter to create lots of bubbles
- When outdoors, consider wind and glare from the sun.

Alternatives/Adaptations:

- For a child who is unable to walk or run, these activities can be done while seated. The child can still track the bubbles and pop the bubbles with his/her hands.



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
Running	Reaching, jumping, landing, stretching, bending	—	Spatial awareness [levels], effort awareness	Numeracy, language & literacy

Equipment:

Large balls (such as beach balls), large foam balls, boxes or laundry baskets

Instructions:

Toddlers love to play with balls — they can even start to kick them. Once they get some confidence kicking, you can add targets to kick toward. Toddlers may miss a lot but it is still fun!

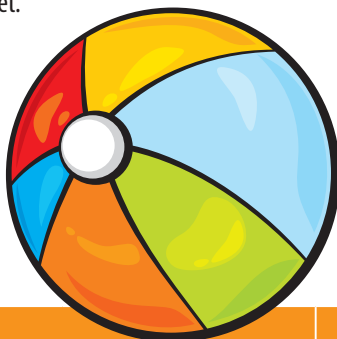
- Have children stand on different color markers. Say the colors of the markers as they stand on them.
- Start with large balls. Have children kick the balls around telling the children the colors of the balls as they kick them.

Tips:

- Young toddlers will do more pushing of the ball with their feet than kicking with a bent knee.
- Have the children take turns kicking and retrieving the balls.
- If children are having difficulty kicking, you can start by rolling the ball.
- Try a slightly deflated ball, which can still be kicked but will not roll as far away from the child.
- When outdoors, try kicking leaves or pine cones.

Alternatives/Adaptations:

- Put bells on a string and tie around child's ankle so they jingle when the child kicks.
- For children with disabilities, use sensory balls that make sounds or light up.
- Place a large ball, such as a beach ball, in front of the child. Place a large box or laundry basket (large enough so ball can go into it) on its side about 2 feet away as a target. **Have several balls and boxes so that multiple children can kick at the same time.**
 - Young children cannot kick very far or straight. **Be sure the box or basket is large enough for success.** Or have the children kick to a target such as a wall.
 - You can start by rolling the ball into the basket.
 - As children achieve success, move the box or basket farther away.
- Outdoors, children can kick into a soccer net or fence if available.



CUE WORDS

- Step
- Kick
- Eye on the ball



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	—	Language & literacy (colors), distance
Running	Balancing	Kicking		

Lily Pad Walk

BE ACTIVE KIDS®

Equipment:

Floor spots (or carpet squares) on floor

Instructions:

"This is Glide the Bird (show picture or puppet). Glide likes to walk around the lily pond but she does not like to get wet. She is going to walk from lily pad to lily pad so that she does not get her feet wet. Sometimes she likes to jump from lily pad to lily pad."

- Set out objects that children can step on — floor spots, carpet squares, stars, squares of paper. Tell children that these are the lily pads on a pond. The children are the frogs going from lily pad to lily pad. If they fall off they will get wet in the water!
- Have children step from spot to spot. Name the colors, shapes, body positions as they walk.
- Turn on music and have children dance on the spots.

Tips:

- Increase the distance between dots as children become more skilled.
- For toddlers, dots may need to be touching to allow for short jumps.
- Read a book such as *Jump* by Scott Fischer or make up a story about the frog going from lily pad to lily pad.

Alternatives/Adaptations:

- Have children walk different ways — fast, slow, high, low, etc. Add music that will give children fast and slow beats.
- Have children jump from dot to dot.
- If outdoors, try using natural materials such as stepping stones to walk or jump between. Jump in puddles!

CUE WORDS

- Step
- Jump
- Eyes on the lily pad



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
Walking, jumping	—	—	Spatial awareness, effort awareness	Colors, language & literacy (fast, slow)

Equipment:

Music

Instructions:

- As an introduction, read a story about beginning walkers such as *First Steps* by Lee Wardlaw and Julie Paschkis.
- Have children walk in a circle or down pathways.
- Have children walk slow, fast, and with knees up.
- Have children walk to the beat of the music.

Tips:

- Young toddlers will follow their own personal timetable as they become proficient at walking at different speeds. Increase the challenge as children get better at walking.
- It will take the children time to get the concepts of "fast" and "slow." Demonstrate by walking with the children.

Alternatives/Adaptations:

- Take it outdoors! Have children walk to different objects that are outdoors (i.e., walk fast to the tree, walk slowly to the bench, walk around a bush, walk on a nature trail).
- Have the children carry something from one place to another — put a bucket in one place, then ask a child to pick up a ball or small stones and put them in the pail.
- Incorporate different walking styles such as fast, slow, sideways, backwards, high knees.

CUE WORDS

- Look
- Fast
- Slow



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
Walking	—	—	Effort awareness [speeds], spatial awareness	Language & literacy (fast, slow)

What Do You See?

BE ACTIVE KIDS®

Equipment:

Various objects to pick up such as stuffed animals

Instructions:

- Line up a number of interesting items that children can pick up. Place a basket some distance away from the children.
- Have children line up with their backs toward the items. Ask the children to bend over, and look through their legs. Have each child name what they see. Then have the child pick up the item they see and run and put the item into a basket.

Tips:

- Some children may have difficulty bending and will fall over. That is fine — just help them try again.

Alternatives/Adaptations:

- For children with limited vision, use something that makes noise or is lighted.
- This is a great way to explore nature. Have various natural items such as a stone, seashell, flower, etc. for the child to bend over, look at, and pick up.

CUE WORDS

- See
- Look
- Pick up

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
—	Bending, balancing	—	Body awareness, spatial awareness	Language & literacy