

Name of Activity	Locomotor	Non-locomotor	Manipulative	Movement Concepts	Curricular Concepts
Ball Buddies		■	■	Relationship awareness, effort awareness	Language & literacy (colors), spatial relationships
Roll through the Goal			■	Relationship awareness, effort awareness	Spatial relationships, turn taking
Bean Bag Target Toss			■	Relationship awareness, effort awareness	Language & literacy (colors), numeracy
Catch It!		■	■	Effort awareness, body awareness	Language & literacy (body parts, colors)
Homerun Derby		■	■	Effort awareness, body awareness	Language & literacy (colors), numeracy, spatial relationships
Blue's Catch and Toss	■	■	■	Effort awareness, body awareness	Language & literacy (vocabulary, colors)
Pop the Bubble	■	■		Effort awareness	Language & literacy
The Duck Walk	■			Spatial awareness, effort awareness	Language & literacy (speeds) numeracy
Dot-to-Dot Side Step	■			Spatial awareness, effort awareness, relationship awareness	Language & literacy (body parts, colors), numeracy
Walk This Way	■			Spatial awareness, effort awareness	Language & literacy
Worm Crawl	■			Body awareness, spatial awareness, relationship awareness	Science

Equipment and Loose Parts List

Bean bags
 Boxes/baskets
 CD with Duck Song (optional)
 Cones
 Chalk
 Floor markers or carpet squares
 Foam noodles
 Foot cutouts
 Hula hoops
 Large balls (such as beach balls, foam balls, playground balls)
 Music
 Natural items (such as sticks, stones, pine cones, etc.)
 Scarves
 Small balls
 Soft toys
 String to suspend soft toys
 Tape

Equipment:

Large ball

Instructions:

"Today we are going to roll balls. Can you get the ball to me?"

- Have the child sit opposite you; both of you have legs spread wide. Have your toes touch the child's toes. Roll the ball to the child. Have the child stop it with his/her hands. Say, *"Good, now roll the (say color of ball) ball back to me."*
- You can also have two children sit next to each other and take turns as you roll the ball to each child.
- *"Now can you roll the ball to your friend?"* Next, have the children line up in two rows sitting opposite one another so each child has a partner. Have the children spread their legs and sit with their toes touching their partner's toes. Have the children roll the ball back and forth to each other.

Tips:

- Increase the distance between partners as they achieve success.
- Rolling a ball is really pushing – what other things can children push? Discuss pushing a shopping cart, a wagon, a sled.

Alternatives/Adaptations:

- Make it a game: Put a box or basket on its side and have the children roll the ball into it. Increase the distance as the children's skill increases.
- Roll the ball to the toddler while he/she is standing across the room and see if he/she can bend over, pick up the ball, and bring it back to you.
- For older children, have them try rolling the ball while kneeling or from a standing position, or crouching down to roll and trap the ball.
- For children who cannot sit on the floor, have partners sit opposite each other at a table and roll the ball across the table.

CUE WORDS

- Watch ball
- Push



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Relationship awareness, effort awareness	Language & literacy (colors), spatial relationships
—	Bending, stretching	Ball rolling		

Roll through the Goal

BE ACTIVE KIDS®

Equipment:

Large ball, cones

Instructions:

"Dart the Dog and Blue the Caring Cub love to play with balls. Today they are going to roll the balls to each other. They also like to roll the balls on the ground to go through the cones. Let's roll the balls like Dart and Blue. We are going to roll the ball through the cones."

Set up a pair of cones about three feet in front of the child. Have the child sit and roll the ball through the cones. Once the child has accomplished this, have the child stand up and roll the ball through the cones while crouching down.

Tips:

- This requires adult direction.
- Increase the distance between the child and the cones as the child's skill in ball rolling increases.
- Vary the size, color, and texture of the balls.
- Take it outdoors – roll balls down paths, down hills, and across the lawn.

Alternatives/Adaptations:

- Pair children and have one child roll the ball while the other child retrieves the ball and brings it back to the starting point. Have children take turns rolling and retrieving the ball.
- Add a chute to roll the ball down – all children love this. Use a carpet tube cut in half along its length, prop it at an angle in front of the children, and have the children roll the ball down toward the target. You can also use tubes such as large paper towels rolls, as long as the opening is large enough for the ball to roll through.
- Go bowling: Set up empty gallon milk jugs (or anything else that is light) and have children roll the ball to knock them over.
- For children using wheelchairs, children can roll the ball either across a table to another child or down the chute.
- Use lights and sounds to make the activity more exciting.

CUE WORDS

- Watch ball
- Push
- Through

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Relationship awareness, effort awareness	Spatial relationships, turn taking
—	Bending, stretching	Ball rolling		

Bean Bag Target Toss

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Equipment:

Hula hoops, boxes, bean bags, hacky sacks

Instructions:

The objective is to have the children throw the bean bags into a target; you can count with the children how many times they hit the target with the bean bag. The target can be anything – a hula hoop, or a box, or a bucket. You can also build a target area shaped like an animal and the child **“feeds the animal”** by tossing the bean bag into the animal’s mouth.

Tips:

- For older toddlers, shape the targets like different sports objects (basketball hoops, football end zone) and have the child toss into these with a bean bag made to look like a sports ball.
- Have children say the color of the bean bag that they are tossing.
- Need more things to toss? Use crumpled paper balls.
- Take it outdoors – find natural things to toss like small stones or pine cones.

Alternatives/Adaptations:

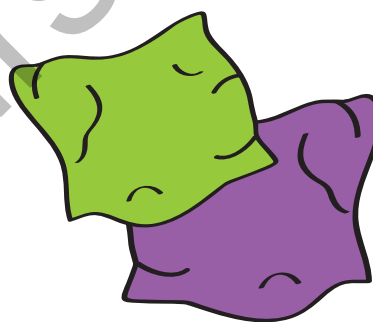
- For younger toddlers, have the child stand in front of the target and drop the bean bag through the hole. As he/she progresses, begin having the child toss the bean bag into the hole from an ever greater distance.
- Increase the distance as the children master the task.
- You can also use a target with multiple holes that are different shapes.

Have the child say the name of the shape that they toss the bean bag into.

- Use different colors and textures of bean bags.
- Children can also sit when tossing the bean bag.
- Children can also play with partners and a hula hoop that is standing up or suspended, taking turns tossing the bean bag.

CUE WORDS

- Toss
- Swing arm



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Relationship awareness, effort awareness	Numeracy, language & literacy (colors)
—	—	Tossing, throwing		

Equipment:

Scarves, bean bags

Instructions:

"Swing the Monkey likes to catch things. He likes to catch scarves because they are soft and he can catch them on different parts of his body. Today we are going to catch different things. Look at the scarves. They are lots of different colors. Watch how I throw the scarf up and catch it. Now let's see you play with the scarves."

1. Start catching with scarves. Give each child a scarf (say color of scarf). Have the children throw the scarves into the air and catch them. Say, "Can you catch the scarf on your hands, with one hand, with two hands, with your elbows, with your head (etc.)?"
2. Move on to bean bags. Stand with the child in front of you with the child's arms extending in front of him/her. Slowly drop the bean bag. Say, "See the bean bag coming toward you. Keep your eyes on the bean bag. Now catch it."

Tips:

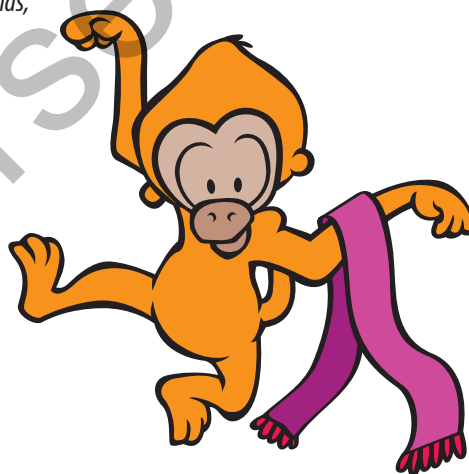
- It may be easier to start with a large, soft ball, then move on to bean bags.
- If you are outdoors, consider wind and glare from the sun.
- Read a book such as *Catch the Ball (Play-And-Read Book)* by Eric Carle.
- Talk about things you can catch outdoors other than a ball — leaves, snowballs, etc.

Alternatives/Adaptations:

- Vary catching objects by size, weight, color, texture, etc.
- Use scarves — have children lie down and drop the scarf to them to catch.
- Add tossing — have the child throw the bean bag or foam noodle into the air and try to catch it.
- These activities can be done sitting for a child with mobility difficulties.
- Use a geoball or Slo-Mo ball for easier gripping.
- Consider a beeper ball or objects that make sounds for the visually impaired.
- To add more difficulty, have children clap or turn while the scarf is in the air.

CUE WORDS

- Watch
- Eyes on scarf or bean bag
- Reach
- Cushion



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
—	Bending, stretching, twisting, turning	Catching, tossing, throwing	Effort awareness, body awareness	Language & literacy (body parts, colors)

Equipment:

Stuffed or rubber animals or ball suspended from string

Instructions:

This activity is progressive, starting with beginning skills and working up to more advanced skills at preschool age. **(Also check out the Strike It activity in the Twos and Preschoolers section of this resource.)** For toddlers, this is a first activity. Talk about games where things are hit – baseball, tennis, hockey, golf, etc.

1. Start by practicing a striking movement but not hitting anything. *“Let’s pretend we are going to hit something. Can you swing up and down and pretend you are hitting a drum? Can you swing using one arm, two arms? Now can you open your hand, swing your arm back and pretend to hit a ball?”*
2. Then have children practice hitting items (stuffed animals, rubber animals, balls, etc.) of different colors. Suspend the items on string and **have children practice hitting with their open hand.** Count how many times they hit the object.

Tips:

- You can suspend anything that children can easily hit.
- Read a book about striking things such as *Hand, Hand, Fingers, Thumb (Bright & Early Books)* by Al Perkins and Eric Gurney
- Take it outdoors – suspend the balls from a climber or other outdoor equipment.

Alternatives/Adaptations:

- Have children hit items into the air to work on eye-hand coordination. For toddlers, have the children progress from hitting with their hands to hitting with a large paddle.
- Suspend balls at differing heights.
- Strike different things such as drums or tables.
- Practice hitting a drum, hammering a pounding toy, swinging a bat.
- Children who are seated can still hit the items. Place each item at a height where children can reach it when they swing.

CUE WORDS

- Watch
- Read
- Swing
- Twist

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Effort awareness, body awareness	Numeracy, language & literacy (colors), spatial relationships
—	Twisting	Striking		

Blue's Toss and Catch

BE ACTIVE KIDS®

Equipment:

Large ball (such as beach ball, playground ball, or a large weighted ball)

Instructions:

NOTE: This is for older toddlers and twos

This is an introduction to overhand tossing and catching. *"Blue the Caring Cub loves to play with balls. He likes to toss and catch them. He is just learning how to toss and catch and is practicing with his Be Active Kids friends. We are going to practice tossing and catching too."*

1. Toss

- Start with throwing a ball with two-hands overhead. Demonstrate tossing the ball with hand and ball above the head. Have the children grab the ball on the back sides.
- Switch to tossing with two-hand underhand with hand and ball by knees.
- Use different color balls and call them by the color name.

2. Catch

- Have child stand in front of you with his/her arms extended.
- Demonstrate ready hands – hands parallel and open next to each other.
- Toss a large, soft ball to the child. Have the child try to catch it.

Tips:

- Read a book about catching and throwing. One suggestion is *Here are My Hands* by Bill Martin Jr. and John Archambault.
- Be sure to start with soft, light balls that cannot scare or hurt the child.
- Children should raise their arms over their heads and bend their elbows to toss the ball.
- Remind the children to keep their eyes on the ball when trying to catch.
- Make it active – have children run after the balls that they do not catch and run to bring the ball back to you for another turn catching

Alternatives/Adaptations:

- Can also have the children toss underhand with one hand or throw overhead with one hand. Have them try with both the right hand and the left hand separately.
- If the child is having difficulty with the ball, have the child start with a stuffed animal or bath scrunchie or sock ball.
- If the child can toss from overhead easily, progress to tossing from chest height.
- For children with mobility or balance difficulties, this activity can be done while seated.

CUE WORDS

- Overhead
- Underhand
- Bend elbows
- Eyes on the ball
- Ready hands
- Cushion



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative		
Running	Twisting, bending	Tossing, throwing, catching	Effort awareness, body awareness	Language & literacy (vocabulary, colors)

Pop the Bubble

BE ACTIVE KIDS®

Equipment:

Bubble wrap, tape, music

Instructions:

"Pop, pop go the bubbles. Can you make the bubbles pop?"

- **Tape** a strip of bubble wrap on the floor.
- Have children remove their shoes and socks.
- Have children jump, run, and hop on the bubble wrap, popping the bubbles.

Tips:

- Bubble wrap with large bubbles works better – it is easier to pop the bubbles.
- Be sure to secure the bubble wrap to the floor so children are less likely to slip or fall.
- **Caution:** Do not allow children to bite or otherwise put their mouths on the bubble wrap, as this could pose a choking hazard.

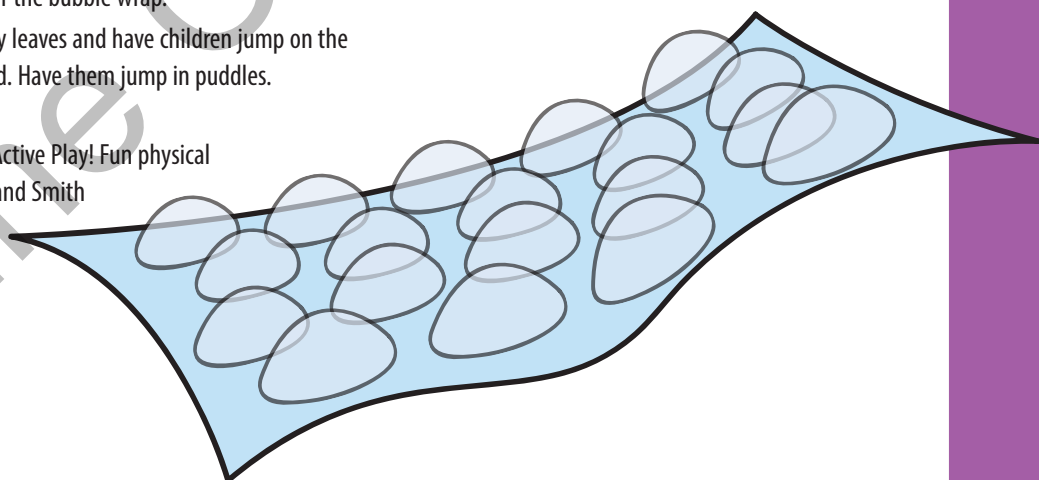
Alternatives/Adaptations:

- Have music playing and have children move feet in time to the music. Use both fast and slow music.
- Children who cannot walk can roll over the bubble wrap in walkers or wheelchairs, or can lie down and roll their bodies over the bubble wrap.
- Be creative outdoors. Put together dry leaves and have children jump on the leaves listening to the crackling sound. Have them jump in puddles.

* A similar active can also be found in Active Play! Fun physical activities for young children by Craft and Smith

CUE WORDS

- Bend knees
- Swing arms
- Explode up
- Jump hard, jump soft



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Effort awareness	Language & literacy (vocabulary [hard, soft])
Running, hopping	Jumping, landing	—		

The Duck Walk: Marching and Walking

BE ACTIVE KIDS®

Equipment:

CD with Duck Song (optional)

Instructions:

- *"Today we are going to walk like a duck with her ducklings following. Follow me and we will be ducks on parade."*
- Have children line up behind you (as the leader) and walk. Model holding arms at sides bent like a duck's wings.

CUE WORDS

- Elbows out
- Knees bent

Let's sing the Duck Song:

Five little ducks
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But only four little ducks came back.

Four little ducks
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But only three little ducks came back
Three little ducks

Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But only two little ducks came back.

Two little ducks
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But only one little duck came back.

One little duck
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But none of the five little ducks came back.

Sad mother duck
Went out one day
Over the hill and far away
The sad mother duck said
"Quack, quack, quack."
And all of the five little ducks came back.

Tips:

- Demonstrate how to waddle like a duck, and have children waddle.
- Take it outdoors and walk on pathways or take a nature walk, adding water and puddles for more fun. Be sure to shake your feathers dry!

Alternatives/Adaptations:

- First walk in a straight pathway, then move in a curved or zigzag pathway. Vary the tempo to include fast and slow beats.
- Put bells on children's hands and feet.
- Children with limited mobility can join in walkers and wheelchairs. Children with limited vision can walk holding the elbow of a partner or teacher.

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness [pathways], effort awareness [speeds]	Numeracy, language & literacy
Walking, waddling	—	—		

Dot-to-Dot Side Steps

BE ACTIVE KIDS®

Equipment:

Dots or cut-out feet shapes

Instructions:

"Leap the Rabbit likes to walk different ways. Sometimes she walks straight ahead, sometimes she walks backwards, and sometimes she walks sideways. Today she wants to walk sideways over the rocks that are in the water. That way she won't get wet."

- Walk sideways
 - Initially stand facing the child and step with the child.
 - Next, stand next to the child and step sideways, having the child follow you.
 - When the children have learned the concept of side stepping, they can stand next to each other and step sideways in a line.
- Tell the children, *"We have to walk from dot to dot because there is water between the dots and you will get wet if you step off"* or *"We are going to pretend we are stepping around gooey peanut butter and don't want to make peanut butter tracks all over the floor. The dots are between the peanut butter. We have to walk sideways from dot to dot to get through the peanut butter."*
- Have the children name the color of the dot that they are standing on.
- Place dots or cut-out feet shapes on the floor close together so the children can step from one dot to another. Do this by having the child place two feet on one dot. Next have the child move one foot to the next dot, and then move the other foot to that dot so that both feet are together. Repeat.

Tips:

- Is a child having difficulty side stepping? Face the child and hold the child's hands. Have the child move sideways with you. Initially allow the steps to be exaggerated; then reduce the size of the steps.
- Put cut-outs of feet on each dot, having the feet face the way the child's foot should go when side-stepping.
- Count the number of steps a child takes on the feet.
- Practice relationship awareness by holding hands and supporting each other.
- Take this activity outdoors — use pathways, walls, stumps, etc. to practice side stepping and sliding.

Alternatives/Adaptations:

- As children master side stepping, progress to putting dots in a zigzag or circle and have them side step dot to dot.
- Increase speed and move into sliding: *"Step, together, step, together."*
- Play follow-the-leader — have the child walk forward, walk fast, side step, or march with knees up.
- Tape lines on the floor like a ladder and have children walk sideways over the lines.

CUE WORDS

- Forward
- Backward
- Step, together



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness, effort awareness, relationship awareness	Language & literacy (body parts, colors), numeracy
Walking, sliding	—	—		

Walk This Way

BE ACTIVE KIDS®

Equipment:

Tape on floor

Instructions:

"Glide the Bird likes to do silly things. Today she wants to walk backwards. She has to be careful not to bump into anything or to trip."

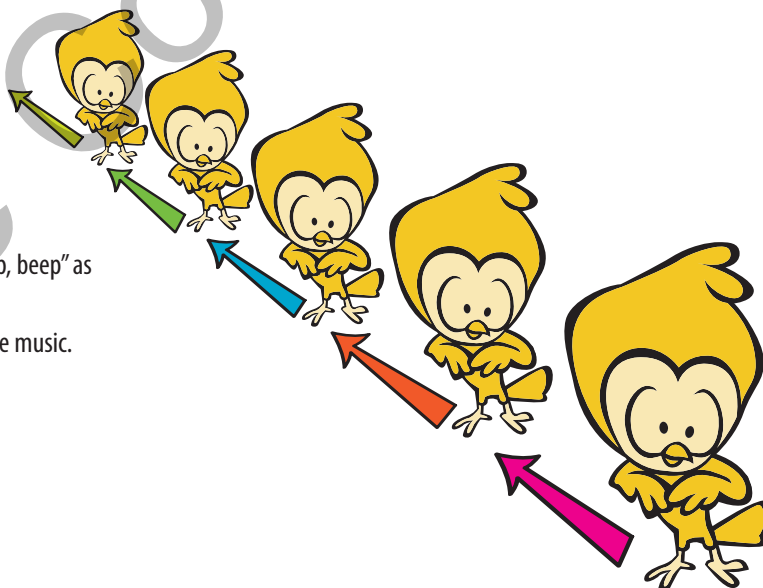
- Start with walking backwards, not on a line, demonstrating how to walk backwards. Say, "Let's walk like I did." Have the child try to walk backwards in general space.
- When the child can walk backwards, try walking backwards on a line on the floor.

Tips:

- Start with walking toe to heel.
- If the child does not understand the concept of backwards, stand behind the child, hands on the child's waist, and walk backwards holding the child.
- Have a goal for the child to walk backwards toward – a toy, a picture, a ball.
- Vary the places where you walk – walk on pathways, around a pile of leaves, around the sandbox, etc.

Alternatives/Adaptations:

- Incorporate walking backwards into a game of different walking styles such as fast, slow, side stepping, backwards, and high knee.
- Walk backwards as part of "Follow the Leader."
- Pretend you are trucks moving backwards. Say "beep, beep" as you move.
- Turn on music – walk backwards slowly or fast to the music.



CUE WORDS

- Arms out
- Head up
- Toe-heel

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness, effort awareness	Language & literacy (vocabulary)
Walking	—	—		

Worm Crawl

BE ACTIVE KIDS®

Equipment:

None

Instructions:

- "Today we are going to move on the ground like a worm or a snake or a caterpillar."
- "Watch how I am moving – first I move my right arm and then I move my left leg."
- "First, let's move like a worm. Let's lay on our stomachs. Now move one arm and leg; now move the other arm and leg."

Tips:

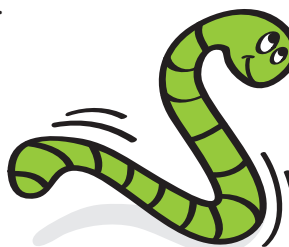
- **Children should move opposite arm and leg.**
- This exercise is important in developing cross-lateral movement. This exercise involves lying on your stomach with head and shoulders off the floor and the weight of the body supported by the elbows. Locomotion involves moving elbows and hips.
- Some children may have difficulty crawling. If they keep their chest on the floor, they are creeping.
- Use words that denote relationship and spatial awareness – over, under, through, around, forward, backward, right, left.
- Can be done outdoors in a grassy area – this will stimulate sense of touch and smell.

Alternatives/Adaptations:

- If you have a large tunnel, have children crawl through it.
- Add obstacles to crawl around for spatial awareness.
- Ask what other animals crawl. Pretend to be a snake or a caterpillar.
- Place foam noodles across two chairs and have children crawl under the noodles.

CUE WORDS

- Left arm, right leg
- Right arm, left leg
- Over, under, through, around
- Tummy off the floor
- Crawl



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Body awareness, spatial awareness, relationship awareness	Science
Creeping, crawling	—	—		