Move More... It's in the Cards

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GROW HEALTHY
toolkit

PHYSICAL ACTIVITY CARD COMPONENTS

ACTIVITY NUMBER #

Activity Title

Props = Props or equipment you may need to do the activity.

Prep = Preparation you may need to do ahead of time or with the children before doing the activity.

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PHYSICAL ACTIVITY CARD COMPONENTS

ACTIVITY NUMBER #

PLAY

- Step-by-Step instructions on how to do the activity with the children.

Extended Play:

Suggestions for ways to alter or add to the activity.

MOVEMENT VOCABULARY

- The movement vocabulary lists key action words for the child care provider.

Source: Activity Reference Information

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Fruit Salad

ACTIVITY NUMBER 1A

Props - Beanbags, scarves or balloons of various colors, actual food models or pictures of fruit

Prep - Assemble the props of your choice.

Music Connection - Play music while children are participating in this activity. Playing slow music will encourage them to move slowly, while fast, lively music will encourage faster movement. Songs about fruit and/or fruit salad will be appropriate as well.

Food Connection - Select fruits by their cut-up shape for fruit salad and eat for a snack or taste test. Encourage children to select at least 3 different shapes for their salad. Triangle - apple pieces; Oval - seedless grapes or kiwis; Circle - cherries or banana slices; Square - pineapple chunks or diced peaches. Fruits may also be categorized by color, rather than shape.

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PLAY

- Ask the children to select their favorite color item.
- Then ask them if they can think of a fruit that is the color of their item.
- Instruct the children to crawl, skip, run, hop, etc. to the fruit bowl to deposit their "fruit" or throw the "fruit" into a "fruit bowl" (large box, basket or trash can) from various distances away.

MOVEMENT VOCABULARY

- Crawling
- Skipping
- Running
- Hopping
- Throwing
- Tossing

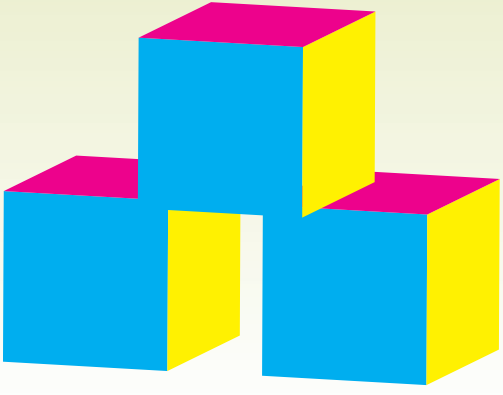
Source: Kansas Nutrition Network & Kansas State Department of Education, Power Panther Preschool Guide

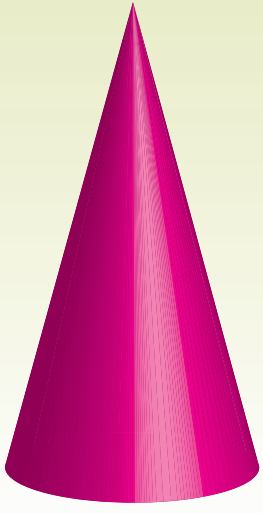
Jack Be Nimble Jumps

ACTIVITY NUMBER 2A

Props - Cones, foam noodles or cardboard blocks

Prep - Read the story/rhyme ***Jack Be Nimble***.





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PLAY

- Ask the children to act out the story by jumping over the "candlestick" without knocking it down.
- As the child jumps, sing the rhyme and insert his or her name.

EXTENDED PLAY: Instruct the children to crawl, skip, run, hop, etc., weaving between and/or over props as you sing the rhyme. Make the "candlesticks" higher and higher asking the children to jump over them again.

MOVEMENT VOCABULARY

- Jumping
- Crawl
- Skip
- Run
- Hop

Source: Iowa Cooperative Extension

Bodies in Motion

ACTIVITY NUMBER 3A

Props - None

Prep - None

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ACTIVITY NUMBER **3B**

PLAY

- Encourage the children to respond to the following action rhyme:

Our bodies are made of special parts
WAVE your arms (child's name)
SHAKE a leg...
NOD your head...
And ***TOUCH*** your chest to feel your heart

STAMP your feet (child's name)
SNAP your fingers...
RUB your belly...
And ***WIGGLE*** your toes...
Now stand very tall and ***TOUCH*** your nose

MOVEMENT VOCABULARY

- Waving
- Shaking
- Nodding
- Touching
- Stamping
- Snapping
- Rubbing
- Wiggling

Source: Kansas Nutrition Network & Kansas State Department of Education, Power Panther Preschool Guide

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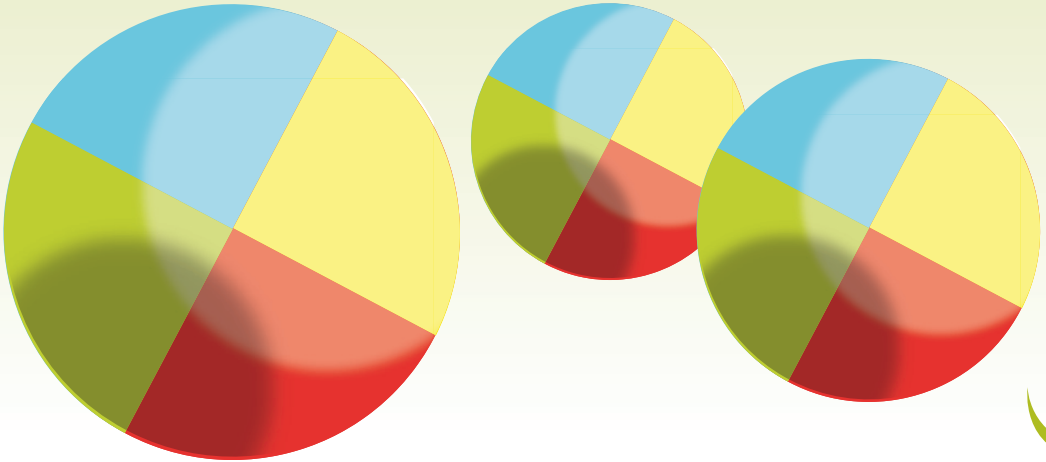
Count Your Kicks

ACTIVITY NUMBER 4A

Props - Large balls such as beach balls

Prep - Scatter the balls throughout the playing area.



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PLAY

- Give the children a time limit, such as one minute, and have them count how many times they kick the ball in that time period.
- Call time and then have them repeat.

EXTENDED PLAY: Substitute hopping for kicking. Have the children work in pairs with one counting while the other kicks or hops.

MOVEMENT VOCABULARY

- Counting
- Kicking
- Hopping

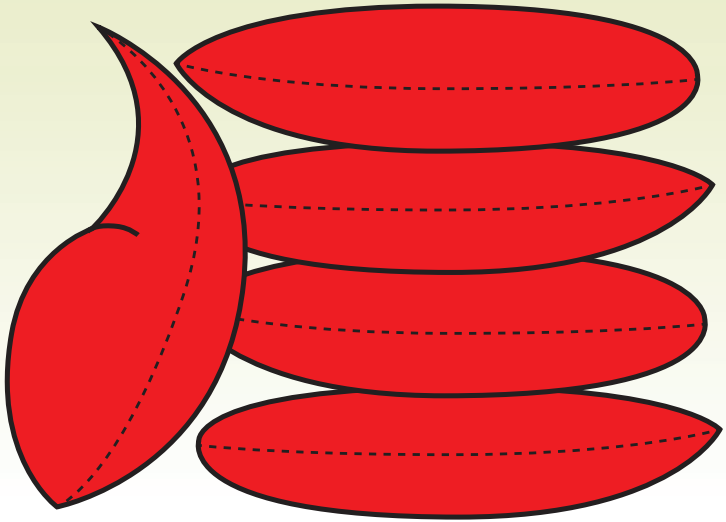
Source: Kansas Nutrition Network & Kansas State Department of Education, Power Panther Preschool Guide

Help Your Neighbor

ACTIVITY NUMBER 5A

Props - Beanbags

Prep - None



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PLAY

- Each child moves around the room with a beanbag on his or her head. If the beanbag should fall off, he or she must "freeze." He or she cannot move until someone can pick up the beanbag and place it on his or her head. Keep encouraging the children to "help their neighbor" and praise them when they do.

MOVEMENT VOCABULARY

- Moving
- Freezing
- Balancing

On My Island

ACTIVITY NUMBER 6A

Props - Something that will help the children identify their own personal space such as hoops, carpet squares, masking tape squares or jump ropes laid to form a circle

Prep - Assign a personal space for each child.

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PLAY

- Ask the children to step inside the space.
- Ask the children to imagine that this is like having their own room or island.
- Challenge the children to move around their space in different ways such as crawling, hopping or skipping.
- Ask them to use the space to show you concepts like inside, outside, beside, around and under. *NOTE: It is important for children to look for different ways to do something and to learn to respect differences and the space of others.*

MOVEMENT VOCABULARY

- Crawling
- Hopping
- Skipping

Source: Kansas Nutrition Network & Kansas State Department of Education, Power Panther Preschool Guide

Musical Space Sharing

ACTIVITY NUMBER **7A**

Props - Lively music and something that will help the children identify their own personal space such as hoops, carpet squares, masking tape squares or jump ropes laid to form a circle

Prep - Arrange the spaces on the floor with two less than the number of children. You will need plenty of space for this activity.

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PLAY

- Have the children count the number of spaces out loud.
- Play music and have children march or take big steps, take little steps, etc. around the spaces.
- When the music stops, children must share the space inside the spaces. That might mean they step into the space, or put one foot or one hand in the space. Have the children tell you how many spaces there are. *NOTE: Children can be creative when discovering how they will share space with each other. No one sits out, everyone moves, and everyone wins by being cooperative.*

MOVEMENT VOCABULARY

- Marching
- Balancing
- Freezing

EXTENDED PLAY: Use different colors of construction paper to designate spaces and play a "Twister" like game.

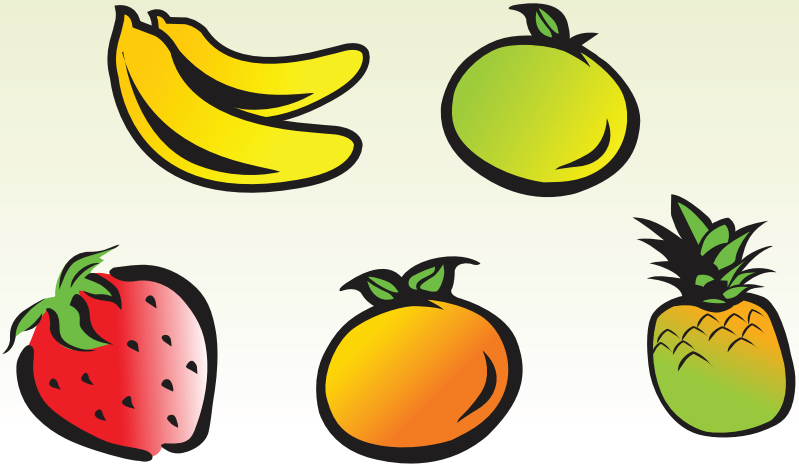
Source: Kansas Nutrition Network & Kansas State Department of Education, Power Panther Preschool Guide

Harvest Time

ACTIVITY NUMBER **8A**

Props - Various vegetables and fruits, books about how fruits and vegetables grow or gardening in general

Prep - None



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PLAY

- Have children pretend to dig for potatoes; pull carrots out of the ground; pick okra, tomatoes or blueberries from bushes; and climb to pick apples, cherries and peaches.
- Give each child the opportunity to name a fruit or vegetable and lead the group in how to harvest that food.

MOVEMENT VOCABULARY

- Digging
- Pulling
- Picking
- Climbing
- High
- Low
- Heavy
- Light

EXTENDED PLAY:

Have children pretend to harvest things from high (apples) or low (cucumber) places or heavy (pumpkins) or light (berries) items. Tape fruit or vegetable pictures cards on the provider or child. Pretend to be the food from planting to harvesting with the others "covering them with dirt" or "pulling them from the ground," etc.

Source: Kansas Nutrition Network & Kansas State Department of Education, Power Panther Preschool Guide

Snakes in the Garden

ACTIVITY NUMBER 9A

Props - Large pictures of fruits or vegetables (1 per child), 2 straw hats, crepe paper streamers and tape

Prep - Cut large pictures of vegetables from magazines, grocery inserts or seed catalogs.

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ACTIVITY NUMBER 9B

PLAY

- Designate two children to be gardeners and give them each a straw hat to wear.
- Tape a picture on the front of the remaining children. Tape a streamer to each child's ankle except for the gardeners. Make sure everyone knows the names of vegetables used in the activity.
- Line up in two lines facing each other with the gardeners in the middle. The children are the snakes, trying to eat the vegetables in the garden. Call out "GO!" The children try to pass the gardeners while the gardeners try to step on the streamers. If a child's streamer gets stepped on, have him or her pretend to be the vegetable on his or her shirt. Continue to play the game until the garden is full of beautiful vegetables. Then appoint new gardeners.

MOVEMENT VOCABULARY

- Running
- Crawling
- Stamping

Source: Kansas Nutrition Network & Kansas State Department of Education, Power Panther Preschool Guide (slightly adapted)

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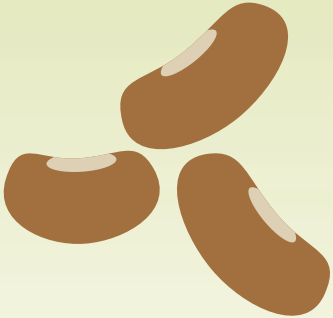
Hello Beans

ACTIVITY NUMBER **10A**

Props - One bag of dry bean soup mix, the book One Bean, by Anne Rockwell or another book about beans



Prep - Glue one of each kind of bean found in the mix to a 3”x5” index card for each bean. Read a book about beans. Place one tablespoon of the dry mix on the table for each child. Show children one bean at a time. Ask them to raise their hands if they have that kind of bean in their mix. Have the children help count the number of different beans in the mix.

Ask These Questions: *Do you know that a bean is a vegetable seed? Pick up one of the beans. Is it hard or soft? How do you think we can make it soft? (soaking in water). We have to make the beans soft before we can eat them. What foods have beans in them? (soup, baked beans, chili, etc.). Have you ever heard of a jumping bean? Remind children* ***NOT TO EAT*** *the beans.*

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PLAY

- Encourage the children to learn the chant. Instruct the children to jump up and down while saying or listening to the chant.
- Chant:
  Norma Jean the jumping bean, she could jump forever it seems. She jumped so high she touched the sky, and didn't come down until the Fourth of July!

MOVEMENT VOCABULARY

- Jumping

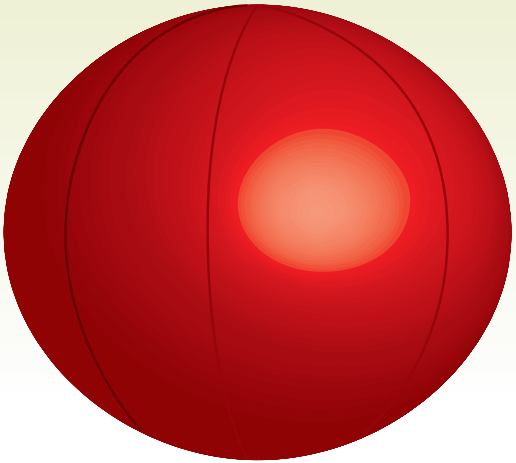
Source: Kansas Nutrition Network & Kansas State Department of Education, Power Panther Preschool Guide (slightly adapted)

Balloon Toss (Age 3 and Above)

ACTIVITY NUMBER 11A

Props - Rubber punch ball balloon (made of latex or a heavier rubber than standard balloons) for each child with large rubber band discarded or large beach ball

Prep - Mark the boundaries for where the children can and cannot move for this activity.



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ACTIVITY NUMBER 11B

PLAY

- Hold the balloon out in front of you with one hand on each side of the balloon.
- Lower the balloon below your waist so that the balloon almost touches your knees.
- Raise both hands into the air and let go of the balloon as it passes your nose.
- Throw the balloon straight up in the air.
- Watch the balloon as it begins to come down.
- When the balloon floats down in front of you, wrap both hands around the balloon and catch it.

MOVEMENT VOCABULARY

- Throwing
- Bouncing
- Catching

EXTENDED PLAY (VARIATIONS COULD INCLUDE):

- throwing the balloon into the air and seeing how many times you can clap your hands before catching it
- dropping the balloon, letting it bounce and catching it
- throwing it high into the air, letting it bounce and catching it
- throwing the balloon high against a wall and catching it

Source: www.pecentral.com

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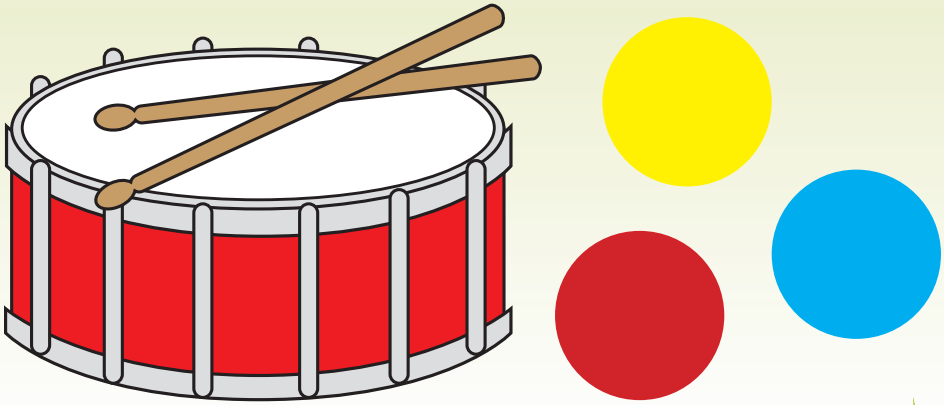
Groundhog Day

ACTIVITY NUMBER 12A

Props - Hoops or poly spots, drum to signal stop and go

Prep - Place hoops or poly spots on floor; secure with tape.



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ACTIVITY NUMBER 12B

PLAY

- Explain to the children the background of Groundhog Day. Instruct them that they will be the "groundhogs". The hoops or spots are the groundhog "holes."
- At the first sound of the drum, the children will move about in the general space.
- When the drum is struck, the children will freeze.
- The teacher will announce "Winter!" or "Spring!" If "Winter," the children will pretend to see their shadows and go back and hide in the holes. If "Spring," the children will continue to move slowly until the drum is sounded again.

MOVEMENT VOCABULARY

- Hopping
- Jumping
- Skipping
- Tiptoeing
- Crawling

EXTENDED PLAY:

- To enhance movement, children can be directed to perform a variety of locomotor skills, such as hopping, skipping, jumping, crawling or tiptoeing throughout the space.

Source: www.pecentral.com

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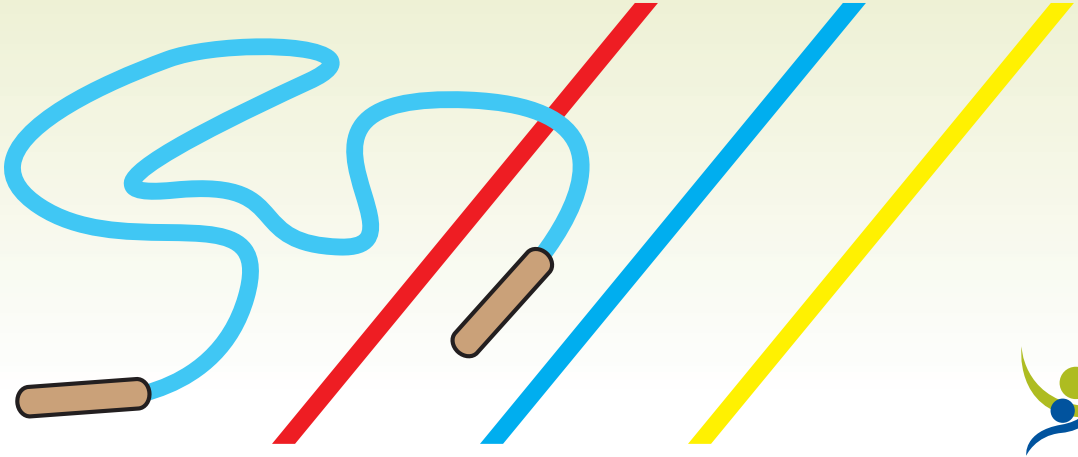
Jump the River

ACTIVITY NUMBER 13A

Props - Jump rope, hoops or tape lines on the floor

Prep - Provide at least one object to jump over per child. Before beginning the activity, scatter the jump ropes or hoops throughout the space so that they lay flat on the floor.



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PLAY

ACTIVITY NUMBER 13B

- Explain to the children that they are taking a walk through the woods and may need to cross a stream or river. Ask the children to walk throughout the space and when they come to a river (a jump rope, or tape on the floor) they need to jump over it without getting their feet wet.
- Special direction should be given for the children to take off on both feet, swinging their arms forward when they jump.
- When landing, the children should land on both feet spread apart at shoulder's width so that they can land in a balanced position without falling.
- For safety reasons, children should not get closer than two giant steps from each other, especially when they are swinging their arms for takeoff and landing.
- After 3-5 minutes of jumping, the children may need a brief rest period (30-60 seconds) before continuing the activity.

MOVEMENT VOCABULARY

- Jumping
- Balancing
- Swinging
- Walking

EXTENDED PLAY:

- Children can be asked how high and how far they can jump when going over the river.
- More experienced children may enjoy the challenge of clapping their hands when jumping over the river, but emphasis should always be placed on landing in a balanced position.
- Children can draw or paint their own rivers to be used.
- Teachers may also choose to integrate this idea with a book they read to the children about rivers or travel.
- Variations in movement can include taking off on one foot and jumping to another.

Source: www.pecentral.com

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Shape Shifters

ACTIVITY NUMBER 14A

Props - Laminated colored shapes, music and player

Prep - Laminate different colored shapes that are 8-10 inches in size.

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ACTIVITY NUMBER 14B

PLAY

- Tape the colored shapes on the floor.
- Play music while the children walk around the different shapes.
- When the music stops, have the children move toward a shape and stand on it.
- Ask, “Who is standing on a square, circle, triangle, etc.?”

MOVEMENT VOCABULARY

- Pathway
- Curved
- Walking
- Skipping
- Backward
- Straight
- Galloping

EXTENDED PLAY:

- Ask the children to change their movements by walking backward or in a curved pathway.
- Another variation would include different types of movement, like galloping or skipping.

Source: www.pecentral.com

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Exploring Pathways

ACTIVITY NUMBER 15A

Props - Ribbon sticks and carpet squares or some other item that would define personal space, music and player

Prep - None

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PLAY

ACTIVITY NUMBER 15B

- Use carpet squares for children to stand on so they are evenly spaced throughout the room and do not get into each other's space.
- Ask the children to hold their sticks tightly as they move their ribbons throughout the space in front of them according to the following directions:
  - Wipers - children move their hands and arms from left to right in the motion of a windshield wiper as the ribbons flow back and forth in curved pathway.
  - Circles - children move the ribbon sticks in circles in front of their bodies, then at their sides and over their heads.
  - Floor sweeps - children pretend they are sweeping the floor by moving the stick from side to side on the floor in front of them.

MOVEMENT VOCABULARY

- Squiggle
- Zigzag
- Sweeping
- Wiping
- Curved
- Circling
- Throwing

EXTENDED PLAY:

- Play music of various tempos while the children do the motions; adjust movement speed accordingly.
- Provide 2 ribbon sticks per child and encourage them to use both hands for motions.

Source: www.pecentral.com

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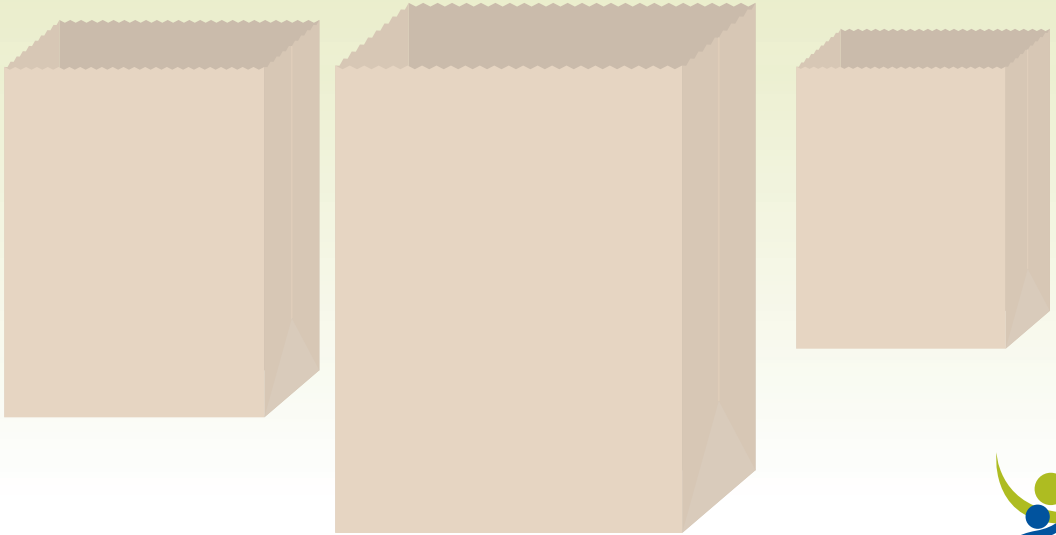
Paper Bag Derby

ACTIVITY NUMBER 16A

Props - One paper grocery bag per child

Prep - None



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ACTIVITY NUMBER 16B

PLAY

- Arrange the children on the paper bags on tile or grass (a slick surface) in small groups.
- Instruct the children to start their engines by making an engine noise.
- When you say "the race is on," the children scoot themselves around the designated race track on their paper bags while holding the sides of the bags and pushing or pulling with their feet.
- If the children become too bunched up, use your hand as the caution flag and restart the race.
- Everyone wins each time they go around the track back to their starting place.

MOVEMENT VOCABULARY

- Racing
- Scooting
- Sliding
- Pushing
- Pulling

Source: www.pecentral.com

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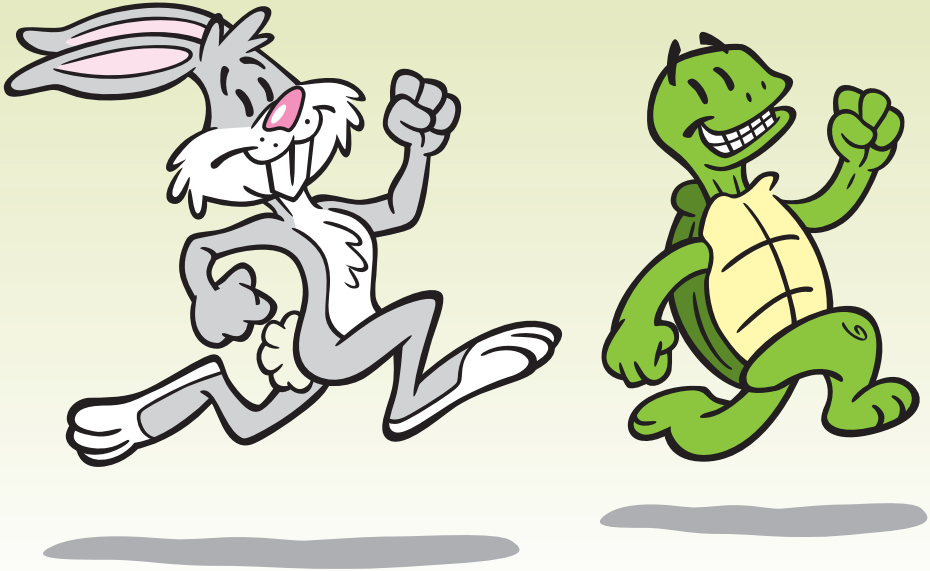
Turtle and Rabbit

ACTIVITY NUMBER 17A

Props - None

Prep - None



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ACTIVITY NUMBER 17B

PLAY

- Arrange the children in a scatter formation.
- Explain to the children that turtles move slowly and rabbits move fast.
- Ask the children to move slowly. Once they have demonstrated slowly, ask them to demonstrate fast.
- Call out "turtle" or "rabbit." When you say "turtle," the children move slowly and continuously until you say "rabbit." When you say "rabbit," the children move fast until you say "turtle."

MOVEMENT VOCABULARY

- Slow
- Crawl
- Fast
- Hop

EXTENDED PLAY:

- You may want to introduce this activity or combine it with reading the story of the ***The Tortoise and the Hare***.
- Children can be directed to hop like a rabbit and crawl like a turtle or use other movements that they think might represent those animals.

Source: www.pecentral.com

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Toss Up

ACTIVITY NUMBER 18A

Props - One 6-8 inch foam ball, poly spots or chalk

Prep - Mark a large circle with a smaller one in the middle.

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ACTIVITY NUMBER 18B

PLAY

- Arrange the children on the small circle with you in the middle.
- Make sure that each child has their own "special spot" on both the large and small circles. Practice moving from the "special spot" on the small circle to the "special spot" on the large circle and then back again.
- Count "1, 2, 3" aloud and then say one of the children's names. As you say the name, toss the ball straight up into the air. The child whose name you called runs to the center to catch the ball.
- The other children run to their special spot on the outside circle. Once the child whose name was called gets control of the ball, the teacher moves to the smaller circle as do all the other children. Play continues until all children have had a chance to be in the center.

MOVEMENT VOCABULARY

- Tossing
- Catching
- Running

Source: www.pecentral.com

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Fitness March

ACTIVITY NUMBER 19A

Props - Marching music and player

Prep - None

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ACTIVITY NUMBER 19B

PLAY

- Arrange the children in 1-2 lines facing forward with the teacher as the leader.
- Play the music and march.
- Encourage high steps with the knees lifted up on each step. Encourage moving the arms vigorously in a pattern opposite to the legs.
- March around the area in various patterns (lines, zigzags, circles, etc.).
- Switch and have a child be the leader so that each child has a turn.

MOVEMENT VOCABULARY

- Marching
- Forward
- Backward
- Sideways

EXTENDED PLAY:

- The teacher may choose to include this activity with a specific holiday or celebration (i.e., July 4th or birthdays).

Source: www.pecentral.com

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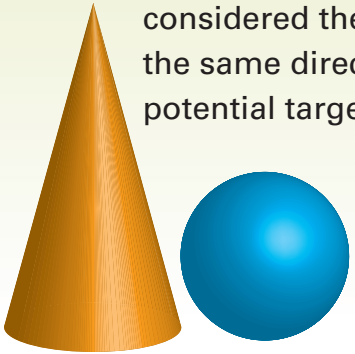
Striking a Ball

ACTIVITY NUMBER 20A

Props - 18 inch high cones, foam paddles, lightweight 6-8 inch ball (smaller balls allow students to hit too much of the cone) and carpet squares to put under the cone to adjust height for those who need it

Prep - Set up an area with the cones spread wide enough apart that the children will not swing and accidently strike another child with the paddle. You may want to put jump ropes or tape in a circle around the cone to be considered the "striker-only" area. Make sure all the strikers are facing the same direction and are on a line with one another so that no one is a potential target for balls that have been struck.



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ACTIVITY NUMBER 20B

PLAY

- Children place the ball on the cone, hold their paddles back to the side of their bodies and then swing as hard as they can to strike the ball.
- Ask the children to focus on (watch) the ball and to stand still when swinging the paddle - moving only at their hips.
- The teacher can instruct the children after observing as to how to adjust holding their paddles, their stance, or their swing.
- Ask that they swing hard or "see how far you can hit the ball" so that they achieve a full range of motion in their swing.

MOVEMENT VOCABULARY

- Swinging
- Striking
- Watching
- Collecting

EXTENDED PLAY:

- If there are not enough cones for every child to swing at once, some of the children may be placed in the outfield (if space allows) retrieving balls. Make sure they are far enough away that they would not be injured by a struck ball.
- If all children are striking at once, the teacher can signal when it is safe for the children to go all at once to retrieve the balls. Children should pick up as many balls as they hit without having to collect the exact same balls that they hit.

Source: www.pecentral.com

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Rainbow Fish to the Rescue

ACTIVITY NUMBER 21A

Props - Poly spots in 4 colors - blue, green, red and yellow; hoop or other item that can serve as the fisher person "bucket"

Prep - Put out enough poly spots so that there is one for each child. These will be the homes of the fish. Place hoop or other item on the edge of boundary line for this activity.

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ACTIVITY NUMBER 21B

PLAY

- The teacher is the fisher person and the children are the rainbow fish.
- Instruct each child to find a home (spot of color) within ocean boundaries.
- The teacher signals for the children to swim about in the general space by asking, “Are you ready to swim - to waggle your tails and fins?” “GO!”
- The children move about in the general space and are encouraged to swim far away from each other so as not to bump into the tail of the other fish.
- After a minute or so, the teacher calls out “Storm!” and the children swim back to their homes to take shelter from the storm. The teacher runs for shelter to the hoop or “bucket” while counting 5,4,3,2,1. By “1” all children have to be back to their homes or they are thrown out onto the land (outside the ocean boundaries).
- Children who are out “on land” then “swim” back home.

MOVEMENT VOCABULARY

- Swimming
- Waggling
- Catching
- Tagging

Source: www.pecentral.com

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Going to the Zoo

ACTIVITY NUMBER 22A

Props - Hula hoops; maps created with laminated index cards (twice as many cards as students playing the game) with a red, blue, yellow, or multi-colored road drawn on the cards in the shape of hoops; stuffed animals; two boxes or buckets

Prep - Arrange hula hoops to make both straight and curvy roads that lead to the zoo. Make a red road, blue road, yellow road and multi-colored road. At the opposite end of the roads, arrange the stuffed animals and place an empty box or bucket. Review colors with the children as well as any special locomotor skills you may want them to use. Also, discuss safety while moving in a one-way direction along the hoops.

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PLAY

- The children start at one end with each child picking up a map from the box or bucket and following that color of road to the zoo.
- Once they reach the zoo, the children put the maps in the empty box, pet the zoo animals and then return to the start by walking along the side to where they pick up a new map.
- Have the children walk, jump, tiptoe, etc. through the roads, being careful not to step on the hoops since they are slippery.

Source: www.pecentral.com

MOVEMENT VOCABULARY

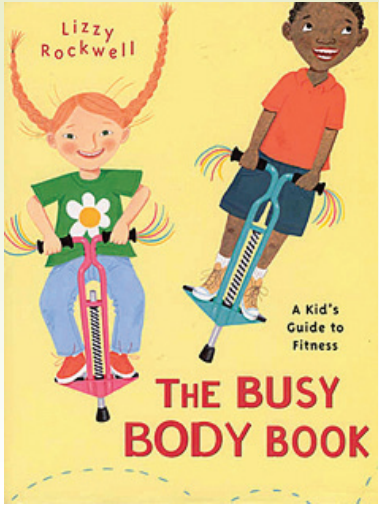
- Straight
- Curvy
- Jumping
- Tiptoeing
- Following
- Walking

Busy Bodies

ACTIVITY NUMBER 23A

Props - The Busy Body Book by Lizzy Rockwell, chairs

Prep - None



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PLAY

- Read The Busy Body Book with the children.
- Ask the children what some of their favorite physical activities are and talk about them. You could also make a list.
- Have the children pretend they are doing the various activities, using a chair for things like riding a bike or swinging on a swing.
- Refer to the pictures at the end of the book if more ideas are needed for activities.

Source: Penn State Cooperative Extension

MOVEMENT VOCABULARY

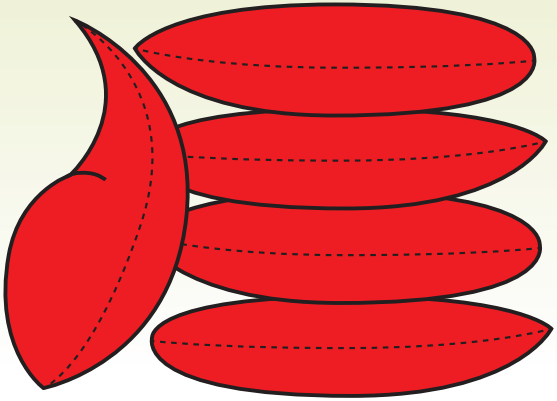
- Paddling
- Throwing
- Catching
- Pedaling
- Stroking
- Stretching
- Lifting
- Jumping
- Swinging
- Dancing

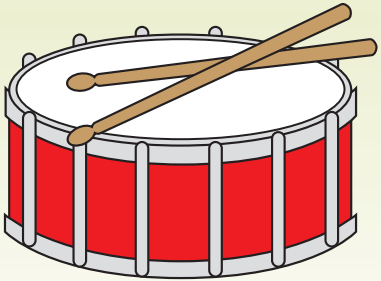
Beanbag Buddies

ACTIVITY NUMBER 24A

Props - Small beanbags or small foam balls (one for each child), whistle or drum

Prep - None





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ACTIVITY NUMBER 24B

PLAY

- Instruct the children to begin by gently tossing the beanbag into the air and catching it.
- Next, have children pair up and try tossing their beanbags underhanded to each other.
- Have children stand back-to-back and try passing one beanbag from side-to-side. Begin by having the children turn to the right with their backs together. The child with the beanbag hands it off to the other one. They then turn to the left and the beanbag is passed back to the first child. They count the number of times they are able to pass before the whistle blows. They then switch directions.
- Next the children are instructed to pass the bean bag to the right with their arms extended above their heads, then to the left with their arms below their waists. They count until the whistle blows and they switch directions.

MOVEMENT VOCABULARY

- Tossing
- Catching
- Throwing
- Sideways
- Over
- Under
- Passing

EXTENDED PLAY: The children can further practice their tossing skills by trying to toss the beanbag onto a poly spot or into a paper bag.

Source: Penn State Cooperative Extension

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Water Bottle Bowling

ACTIVITY NUMBER 25A

Props - Several sets of 15 empty 500 ml water bottles, tennis balls and tape

Prep - Set up empty water bottles with 1 in front, 2 in the next row, then 3, 4 and 5 in the subsequent rows. Each child should have a set.

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PLAY

- Set up empty water bottles in the pattern described above.
- Make a taped line about 15 feet away from the water bottles.
- Demonstrate the proper bowling technique. Instruct each child to stand behind the taped line and roll the tennis ball toward the water bottles.
- Explain that the idea is to knock the pins over with three tries.

MOVEMENT VOCABULARY

- Bowling
- Rolling
- Aiming

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