

Cat and Mouse

Appropriate Play Space:	Outdoor open space, indoor motor room
Purpose of the Game:	The goal is for children (mice) to move from one side of the play space to the other without being tagged by the teacher (cat)
Setup and Instructions:	<ol style="list-style-type: none"> 1. Have children stand on one side of the play space to listen to directions 2. Tell children that they are pretending to be mice and the teacher is pretending to be the cat. The mice's job is to run from one side to the other and the cat's job is to try to tag mice <ul style="list-style-type: none"> • Have children practice running from one side of the room to the other, stopping at cones or other indicator of where to stop 3. Tell children that if they are tagged, they can choose whether to remain a mouse or to become a cat with the teacher. Demonstrate the safe way for the cat to tag a mouse 4. Tell children that when they get to the other side, they should stand still and wait for the cat to ask them to cross again 5. The game continues with children moving from one side of the room to the other and can end at any time
Equipment:	None
Modifying the Game:	<ul style="list-style-type: none"> • Use a rhyme to tell children that it is time to run to the other side (e.g., "Big A (children reach up), Little A (children squat down), Bouncing B (children jump), the cat's in the middle and she can't catch me") • Instruct children to walk, run, skip, hop, or gallop (based on their motor skills) to practice different types of movement • To make the game more challenging, children can wear flag football belts, requiring the cat to pull a flag rather than tagging
Links to School Readiness:	<ol style="list-style-type: none"> 1. Counting (have children count the number of mice and cats after each round) 2. Understanding and following directions 3. Spatial sense (children must navigate around play space) 4. Gross motor development (muscle coordination and control, changing directions when moving, awareness of body in space) 5. Cooperative play (children can work together toward a common goal, such as children who are cats making a plan for tagging all the mice)



Gumball Machine

Appropriate Play Space:	Outdoor open space, indoor motor room, open area in classroom
Purpose of the Game:	The goal is for children to fill containers (machines) with balls (gumballs) quickly before the teacher empties them
Setup and Instructions:	<ol style="list-style-type: none"> 1. While children are seated and listening to instructions, place all balls into a central container and place four smaller containers (gumball machines) in the corners of the play space 2. Give each child a scoop 3. Tell children that when the music starts, they should go to the center container, scoop one ball, move to one of the gumball machines, and drop their ball into the gumball machine 4. As children fill the gumball machines, the teacher (gumball monster) can empty full machines back into the central container 5. Tell children to freeze when the music stops, as this means that the game is over
Equipment:	Central container, 4 smaller containers, scoops (one per child), plastic child golf balls
Modifying the Game:	<ul style="list-style-type: none"> • To avoid the topic of food, rename the game the Ball Sorting Game with the teacher in the role of the ball monster • Adjust directions based on children’s developmental level <ul style="list-style-type: none"> ○ Simple version: allow children to transport any amount of balls in their scoop ○ Complex version: enforce that children only carry one ball at a time, asking them to put back any additional balls they pick up with their scoop ○ Complex version: use balls of different colors (e.g., red and green) and tell children that the balls must be sorted, with red balls in one gumball machine and green balls in others
Links to School Readiness:	<ol style="list-style-type: none"> 1. Understanding and following directions 2. Cooperative play (children can work together toward a common goal) 3. Executive functioning (putting balls in only certain containers requires inhibition and focus) 4. Spatial sense (children must navigate around play space to different containers) 5. Spatial vocabulary (understanding words related to directionality, order, and position of objects such as center, outside, first) 6. Counting (children can count the number of balls in each container when the music stops) 7. Gross motor development (muscle coordination and control, changing directions when moving, awareness of body in space) 8. Fine motor development (children must scoop one ball at a time)



Obstacle Course

Appropriate Play Space:	Outdoor open space, indoor motor room, open area in classroom
Purpose of the Game:	The goal is for children to complete the obstacle course
Setup and Instructions:	<ol style="list-style-type: none"> 1. While children are seated and listening to instructions, set up various obstacles around the room, explaining what each one is 2. Have one child demonstrate the obstacle course while you narrate how to appropriately complete each obstacle 3. Instruct children to line up behind the first obstacle 4. Tell children when it is their turn to start and instruct them to return to the first obstacle when they have completed the course 5. Proceed until each child has had the same number of turns to complete the course
Equipment:	Materials to make a variety of obstacles (e.g., tunnel, cones, hula hoops, rope, hurdles)
Modifying the Game:	<ul style="list-style-type: none"> • Vary the amount and difficulty of obstacles based on children’s developmental level and motor abilities <ul style="list-style-type: none"> ○ Simple: 3 obstacles with movements such as walking, running, and jumping ○ More complex: 5-6 obstacles with movements such as hopping, skipping, and forward rolls ○ More complex: include some obstacles that require two children (e.g., throwing a ball back and forth three times) ○ More complex: make two identical obstacle courses, split the children into groups, and make the activity a relay race
Links to School Readiness:	<ol style="list-style-type: none"> 1. Following complex directions 2. Executive functioning (impulse control is required for turn taking, working memory and focus are required for correctly completing obstacles) 3. Spatial sense (children must navigate around play space to obstacles) 4. Spatial vocabulary (understanding words related to directionality, order, and position of objects such as up, down, first, second, between) 5. Gross motor development (muscle coordination and control, changing directions when moving, awareness of body in space, balance) 6. Cooperative play (children must give each other enough space and time to complete obstacles; children work together on some obstacles)



Parachute Game: Cat and Mouse

Appropriate Play Space:	Outdoor open space, indoor motor room
Purpose of the Game:	The goal for children to shake the parachute while one child (mouse) crawls underneath the parachute while the other child (cat) crawls on top of the parachute, trying to find the mouse
Setup and Instructions:	<ol style="list-style-type: none"> 1. Spread out a parachute and instruct children to find a spot to sit where they can hold one or two handles 2. While children are seated, explain that their job is to shake the parachute using their handle/s 3. Explain that each child will have a turn being the cat and/or mouse. The mouse crawls underneath the parachute and the cat crawls on top of the parachute trying to find the mouse 4. Clearly demonstrate how to tag the mouse (e.g., softly touching shoulder/back; no hitting, kicking, stepping or jumping on the mouse) 5. Tell the children that each time a mouse is found, the cat and mouse should return to their spots on the outside of the parachute and a new cat and mouse will be assigned 6. The game ends when each child has had a turn to be a cat and/or mouse
Equipment:	Parachute
Modifying the Game:	<ul style="list-style-type: none"> • Simple version: for children who may have difficulty safely assuming the role of the cat, have a teacher be the cat and give each child a turn as the mouse
Links to School Readiness:	<ol style="list-style-type: none"> 1. Understanding and following directions 2. Executive functioning (remembering the role of each person during the game) 3. Spatial vocabulary (understanding of words related to directionality, order and position of objects such as up, down, next to, in front of) 4. Gross motor development (muscle coordination and control, awareness of body in space) 5. Cooperative play (children work together to shake parachute and cheer on the cat and mouse)



Parachute Game: Popcorn

Appropriate Play Space:	Outdoor open space, indoor motor room
Purpose of the Game:	The goal is for children to shake the parachute to make the balls bounce and keep them on the parachute
Setup and Instructions:	<ol style="list-style-type: none"> 1. Spread out a parachute and instruct children to find a spot to sit where they can hold one or two handles 2. While children are seated, explain that their job is to shake the parachute using their handle/s while balls (popcorn kernels) bounce on the parachute 3. Tell the children that when the music starts, they can begin shaking the parachute. Remind children not to let go of their handles and not to try to retrieve balls that have fallen off. The teacher's job is to retrieve balls and put them back on the parachute 4. Tell children to freeze when the music stops, as this means the game is over
Equipment:	Parachute and fluffy balls (optional stuffed animal or other small toy)
Modifying the Game:	<ul style="list-style-type: none"> • Give each child a turn being the person who collects the balls from around the room and puts them back on the parachute • To make the activity more complex: <ul style="list-style-type: none"> ○ Provide strategies to keep the balls from falling off the parachute (e.g., holding the parachute high when a ball is close to the edge; lifting one hand higher than the other) ○ Divide children into two sides and have children try to keep the balls off of their side ○ Remove the balls and place a soft object on the parachute. Have each side try to keep the object off of their side
Links to School Readiness:	<ol style="list-style-type: none"> 1. Understanding and following directions 2. Spatial vocabulary (understanding words related to directionality, order, and position of objects such as up, down, next to, in front of) 3. Gross motor development (muscle coordination and control, awareness of body in space) 4. Cooperative play (each team of children works toward common goal of keeping the balls on the parachute or off of their side) 5. Counting (when the game ends, have children count the balls remaining on the parachute and the balls that fell off)



Parachute: Trading Spaces

Appropriate Play Space:	Outdoor open space, indoor motor room
Purpose of the Game:	The goal is for each child to take a turn trading spaces with another child
Setup and Instructions:	<ol style="list-style-type: none"> 1. Spread out a parachute and instruct children to find a spot to sit where they can hold one or two handles and sit on top of the parachute 2. While children are seated, explain that their job is to sit at their spot and wait for their turn to be called. 3. The teacher will call two names at a time. Those two children are to crawl across the parachute to the other child's spot, trading spaces 4. The game ends when each child has had a turn to trade spaces
Equipment:	Parachute
Modifying the Game:	<ul style="list-style-type: none"> • To make the activity more complex: <ul style="list-style-type: none"> ○ Ask children who are waiting for their turn to copy a teacher's motions (e.g., tapping her knees, rocking back and forth, tapping her hands on the floor) ○ Instead of sitting on the parachute, have children hold the handles and lift the parachute on the count of 3. Then, call two children's names and ask them to let go and trade spaces ○ Call out a characteristic rather than children's names (e.g., If you are wearing blue, let go of your handle and trade spaces)
Links to School Readiness:	<ol style="list-style-type: none"> 1. Understanding and following directions 2. Spatial sense (children must navigate around the parachute) 3. Executive functioning (inhibition and attention are required to wait for a turn and determine where to crawl) 4. Gross motor development (muscle coordination and control, changing directions when moving, awareness of body in space)



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Pizza

Appropriate Play Space:	Outdoor open space, indoor motor room, open area in classroom
Purpose of the Game:	The goal is for children to move around the play space and to find a hula hoop or spot matching the description of a pizza topping that the teacher calls out.
Setup and Instructions:	<ol style="list-style-type: none"> 1. While children are seated and listening to instructions, place hula hoops and spots around the play space 2. Tell children that when the music starts, they should skip around the outside of the hula hoops and spots. 3. Explain that when the music stops and the teacher calls out a pizza topping, children should find a hula hoop or spot that is the same color as the pizza topping. Provide an example (“corn is yellow, so I stand on a yellow spot”). Demonstrate how to safely share a hoop 4. The game continues until the teacher calls out “blob of cheese”, at which point children should lay on the ground and move their arms and legs, pretending to be melting cheese. Demonstrate this action.
Equipment:	Hula hoops and spots
Modifying the Game:	<ul style="list-style-type: none"> • Adjust directions based on children’s developmental level <ul style="list-style-type: none"> ○ To support color identification of vegetables, show a picture of each vegetable when calling its name • To avoid the topic of food, call the game the Color Match Game and call out a color name that matches a hula hoop color. <ul style="list-style-type: none"> ○ For children still learning colors, provide feedback on their accuracy of color identification
	<ol style="list-style-type: none"> 1. Understanding and following directions 2. Spatial sense (children must navigate around play space) 3. Color knowledge (children must decide what color a topping is and then find a hula hoop or spot of that color) 4. Spatial vocabulary (understanding words related to directionality, order, and position of objects such as outside, inside, next to) 5. Gross motor development (muscle coordination and control, changing direction when moving, awareness of body in space) 6. Cooperative play (children must cooperate to share spots and hula hoops)



Relay Races

Appropriate Play Space:	Outdoor open space, indoor motor room
Purpose of the Game:	The goal is for each team of children to complete the relay race
Setup and Instructions:	<ol style="list-style-type: none"> 1. While children are seated and listening to instructions, set up any materials necessary for the relay race (e.g., cones, hula hoops) 2. Divide children into two groups and instruct them to stand in a single file line 3. Have one child demonstrate the relay race while you narrate how to appropriately complete it 4. Explain that one child will complete the race at a time. Tell children that when they finish the race, they should tag the next child in their team's line and then sit down to show they are done. Demonstrate the safe way to tag. 5. Instruct the first child in each line to begin and assist the children in waiting for their turn and sitting down when they are done 6. Proceed until each child has had a turn to complete the race
Equipment:	Materials to make a variety of components of the relay race (e.g., tunnel, cones, hula hoops, rope)
Modifying the Game:	<ul style="list-style-type: none"> • Vary the difficulty of the relay race based on children's developmental levels. <ul style="list-style-type: none"> ○ Simple version: simple directions with no materials (e.g., jumping, skipping, or running to the other side and back). ○ More complex version: include complex skills such as skipping, balancing a ball between their legs, using bucket stilts, or jumping over hurdles
Links to School Readiness:	<ol style="list-style-type: none"> 1. Following complex directions 2. Executive functioning (impulse control is required for turn taking, working memory and focus are required for correctly completing obstacles) 3. Spatial sense (children must navigate around play space to obstacles) 4. Spatial vocabulary (understanding words related to directionality, order, and position of objects such as up, down, first, second, between) 5. Gross motor development (muscle coordination and control, changing directions when moving, awareness of body in space, balance) 6. Cooperative play (children must give each other enough space and time to complete obstacles; children work together on some obstacles)



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Snowball Fight

Appropriate Play Space:	Outdoor open space, indoor motor room, open area in classroom
Purpose of the Game:	The goal is for children to keep balls out of their half of the play space
Setup and Instructions:	<ol style="list-style-type: none"> 1. While children are seated and listening to instructions, place cones in a line to divide the play space into two halves 2. Divide children into two groups 3. Place half of the balls on each side 4. Tell children that when the music starts, their job is to throw the balls out of their side and onto the other side. When balls are thrown onto their side, they should retrieve them and throw them back 5. Tell children to freeze when the music stops, as this means the game is over
Equipment:	Small cones, soft balls (at least 20)
Modifying the Game:	<ul style="list-style-type: none"> • To make the game more complex, vary directions for different groups of children (e.g., If you're wearing pants, only throw orange balls and if you're wearing shorts, only throw yellow balls) • Involve children in the clean up process by giving specific directions to children based on a characteristic (e.g., 4-year-olds clean up orange balls and 5-year-olds clean up yellow balls)
Links to School Readiness:	<ol style="list-style-type: none"> 1. Counting (children can count the cones as you lay them out; before cleaning up, have children count the balls on each side) 2. Understanding and following directions 3. Spatial sense (children must navigate around play space to find balls) 4. Spatial vocabulary (understanding words related to directionality, order, and position of objects such as across, close, far, in front of) 5. Gross motor development (muscle coordination and control, throwing, changing direction when moving, awareness of body in space) 6. Cooperative play (each team of children works toward common goal) 7. Executive functioning (working memory, as children must remember where to throw and which side of the room to stay on)



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Squished Like Sardines

Appropriate Play Space:	Outdoor open space, indoor motor room, open area in classroom
Purpose of the Game:	The goal is for children to move around the space and find a hula hoop (sardine can) to stand in when the music stops
Setup and Instructions:	<ol style="list-style-type: none"> 1. While children are seated and listening to instructions, place hula hoops around the play space. 2. Tell children that when the music starts, they should gallop or skip around the outside of the hula hoops. 3. Explain that when the music stops, they should stand in any hula hoop. Demonstrate how to safely share a hoop with other children 4. Each time the music stops, remove one hula hoop from the play space so that more children will need to fit in each remaining hoop 5. Ask children to make a silly “squished sardine” face each time they fit into a hula hoop 6. The game continues until there is only one hula hoop left (or the minimum number of hoops that can fit all of the children)
Equipment:	Hula hoops
Modifying the Game:	<ul style="list-style-type: none"> • To make the game more challenging, give specific directions when the music stops (e.g., “Three children in each hula hoop”, or, “Find a hula hoop that matches the color of your clothes”) • If a child has difficulty sharing personal space, also place spots on the floor and give children the option to stand in a hula hop with peers or on a spot (one child per spot) when the music stops
Links to School Readiness:	<ol style="list-style-type: none"> 1. Understanding and following directions 2. Counting (children can count number of children in each hula hoop each time the music stops) 3. Spatial sense (children must navigate around play space) 4. Spatial vocabulary (understanding words related to directionality, order, and position of objects such as outside, inside, next to, first) 5. Gross motor development (muscle coordination and control, changing direction when moving, awareness of body in space) 6. Cooperative play (children work together to fit everyone in the hula hoops)



Tree Cutters and Tree Planters

Appropriate Play Space:	Outdoor open space, indoor motor room
Purpose of the Game:	The goal is for one group of children is to knock down cones (cut trees) while the goal for the other group is to put cones back up (plant trees)
Setup and Instructions:	<ol style="list-style-type: none"> 1. While children are seated and listening to instructions, place cones around play space with half the cones knocked over and half standing up 2. Divide children into two groups 3. Tell group 1 that their job is to move throughout the play space and gently knock over cones (model appropriate action to knock cone over with hands rather than feet) 4. Tell group 2 that their job is to move throughout the play space and stand cones back up (model appropriate action to stand up cones) 5. Tell children that when the music starts, they can begin their job 6. Tell children to freeze when the music stops 7. After a few minutes, stop the music and instruct children to switch roles when the music starts 8. The game proceeds until the music stops again
Equipment:	Small cones (more cones than the number of children)
Modifying the Game:	<ul style="list-style-type: none"> • Adjust directions based on children’s developmental level <ul style="list-style-type: none"> ○ Simple version: keep directions simple by instructing all children to stand up cones while teachers knock down cones Complex version: use cones of two different colors (e.g., red and yellow). Instruct one group to plant red cones and cut yellow cones and instruct the second group to plant yellow cones and cut red cones
Links to School Readiness:	<ol style="list-style-type: none"> 1. Counting (children can count the cones as you lay them out; before switching roles, children can count in unison the number of cones standing and knocked over) 2. Understanding patterns (place cones following a pattern, such as up, up, down, down, and ask children to identify the pattern) 3. Executive functioning (children must remember to only plant and then switch to only cutting, requiring inhibition and focus) 4. Understanding and following directions 5. Spatial sense (children must navigate around play space to cones) 6. Spatial vocabulary (understanding words related to directionality, order, and position of objects such as up, down, next to, in front of) 7. Gross motor development (muscle coordination and control, changing directions when moving, awareness of body in space) 8. Cooperative play (each team of children works toward common goal)



Uncle Sam

Appropriate Play Space:	Outdoor open space, indoor motor room
Purpose of the Game:	The goal is for children to move from one side of the play space to the other without being tagged by the teacher
Setup and Instructions:	<ol style="list-style-type: none"> 1. Have children stand on one side of the play space to listen to directions 2. Tell children that to start the game, the children will sing a rhyme: Uncle Sam, Uncle Sam, may we cross your river dam? 3. In response to the rhyme, give a description of children who can run across. For example, "If you have letters on your shirt, you can go for free" 4. Children who fit the description should run across to the other side 5. Then say, "One, two, three, go" and then the rest of the children may run across while you try to tag the children 6. Children who are tagged become Uncle Sam with the teacher. Demonstrate the safe way to tag (i.e., gentle touch on shoulder/back) 7. Tell children that when they get to the other side, they should stand still and wait for the teacher to cue them to sing the rhyme again 8. The game continues with children moving from one side of the room to the other and can end at any time
Equipment:	None
Modifying the Game:	<ul style="list-style-type: none"> • Adjust the game based on children's developmental level <ul style="list-style-type: none"> ○ Simple directions: omit the step of listing a characteristic for children to cross and instead, have all children run at once ○ Complex motor movements: instruct children to skip, hop, or jump to practice more complex motor movements ○ Simple language: have children say "May we cross?" instead of the full rhyme
Links to School Readiness:	<ol style="list-style-type: none"> 1. Understanding and following directions 2. Counting (have children count the number of Uncle Sams and children crossing the room after each round; The teacher's description of who gets a free pass can include numbers (e.g., "If you have a 5 on your shirt") 3. Identifying letters (Teacher's description of who gets a free pass can include letters "If you have a B or a C on your shirt") 4. Spatial sense (children must navigate around play space) 5. Gross motor development (muscle coordination and control, changing directions when moving, awareness of body in space) 6. Cooperative play (children can work together toward a common goal, such as children who are Uncle Sam making a plan for tagging children)



Vegetable Soup

Appropriate Play Space:	Outdoor open space, indoor motor room, open area in classroom
Purpose of the Game:	The goal is for children enter the central area (the pot of soup) at the appropriate time based on the teacher's directions
Setup and Instructions:	<ol style="list-style-type: none"> 1. While children are seated and listening to instructions, place hula hoops around the play space. As you place the hoops, discuss the color of each and ask children which vegetables are that color 2. Tell children that they will be asked to stand in a certain hula hoop and pretend to be a vegetable that is that color. The teacher will stand in the middle and pretend to be the chef who is making vegetable soup 3. When the teacher asks a certain vegetable to come into the pot, children standing in that hula hoop move to the middle space near the teacher and jump up and down, pretending to boil in the pot 4. When the teacher says "soup is burning", the children run back to their hula hoop. If they are tagged by the teacher, they get to become the chef with the teacher. Demonstrate the safe way to tag 5. The game ends when all children are tagged or can be ended at any time
Equipment:	Hula hoops (one per every three children)
Modifying the Game:	<ul style="list-style-type: none"> • To avoid the topic of food, call the game the Color Mixing Game, with a painter in the middle who is mixing different colors • To support children's ability to match a color to a vegetable, show pictures of the vegetables when you call each one • For children who do not yet have strong color identification skills, provide feedback after each vegetable is called • To make the game more active, give children a movement to engage in while they are in their hoop (e.g., jumping jacks)
Links to School Readiness:	<ol style="list-style-type: none"> 1. Understanding and following directions 2. Counting (have children count number of children in each hula hoop) 3. Spatial sense (children must navigate around play space) 4. Spatial vocabulary (understanding words related to directionality, order, and position of objects such as across, close, far, in front of) 5. Gross motor development (muscle coordination and control, changing direction when moving, awareness of body in space) 6. Executive functioning (inhibition, attention, and working memory are required to wait to enter the middle space and remember where to return afterward) 7. Cooperative play (children work together toward a common goal, as children who become the chef work to tag all other children)



Warm Up with Spots

Appropriate Play Space:	Outdoor open space, indoor motor room, open area in classroom
Purpose of the Game:	The goal is for children to actively move around the play space and then find a spot that matches the teacher's description
Setup and Instructions:	<ol style="list-style-type: none"> 1. While children are seated and listening to instructions, place spots around the play space 2. Tell children that when the music is playing, they should run/walk briskly around the outside of the spots 3. Tell children that when the music stops, they should listen to the teacher direction and follow it. Directions can include a description of the spot and/or the body part that children should put on the spot (e.g., "Put your foot on a blue spot"). Model an example 4. The game continues until the music stops and the teacher announces that the game is over
Equipment:	Spots
Modifying the Game:	<ul style="list-style-type: none"> • Adjust directions based on children's language abilities <ul style="list-style-type: none"> ○ Consider children's understanding of prepositions, body identification, and colors, and adjust directions accordingly (e.g., "touch blue", "stand on a spot") • For children at a higher developmental level, use more complicated language to provide a challenge (e.g., "put your thumb on a blue spot", "put your foot on a spot that is not red or blue", or, "put your hand and foot on a blue spot")
Links to School Readiness:	<ol style="list-style-type: none"> 1. Counting (children count the spots as you lay them out; children can count the number of children on each spot) 2. Knowledge of shapes 3. Understanding patterns (place spots following a pattern, such as red, yellow, green, and ask children to identify and say the pattern) 4. Executive functioning/working memory (children must remember to find a spot that matches the direction and use the correct body part) 5. Understanding and following directions 6. Spatial sense (knowledge of the position of the body in space) 7. Spatial vocabulary (understanding words related to directionality, order and position of objects such as outside, around, next to) 8. Categorizing objects based on shared attributes (color, shape) 9. Gross motor development (muscle coordination and control, changing directions when moving, awareness of body in space)



Warm Up with Streamers

Appropriate Play Space:	Outdoor open space, indoor motor room, open area in classroom
Purpose of the Game:	The goal is for children to actively move around the play space while waving streamers, following directions to move different body parts
Setup and Instructions:	<ol style="list-style-type: none"> 1. While children are seated and listening to instructions, hand a streamer to each child 2. Tell children that when the music is playing, they should run/walk briskly around the play space, following the teacher 3. Tell children that when the teacher says, “freeze”, they should stop and listen to directions. Directions should focus on moving and warming up different parts of their bodies (e.g., “Wave the streamer over your head”, “Use your other hand and wave it down low”) 4. The game ends when the music stops
Equipment:	Streamers (one per child)
Modifying the Game:	<ul style="list-style-type: none"> • Incorporate movements that match children’s motor skills <ul style="list-style-type: none"> ○ Simpler: walk, run, jump ○ More complex: hop, gallop, skip • Adjust directions based on children’s language abilities <ul style="list-style-type: none"> ○ Consider children’s understanding of prepositions and body identification and adjust directions accordingly (e.g., “wave it high”, or “you do” while modeling)
Links to School Readiness:	<ol style="list-style-type: none"> 1. Understanding and following directions 2. Spatial sense (knowledge of the position of the body in space) 3. Spatial vocabulary (understanding words related to directionality, order, and position of objects such as outside, inside, above, below) 4. Gross motor development (muscle coordination and control, changing directions when moving, awareness of body in space) 5. Counting (children can count the number of times they swing their streamer using each arm)

