

Outdoor Activities

Unit 1 • Week 1

Starfall

Pre K

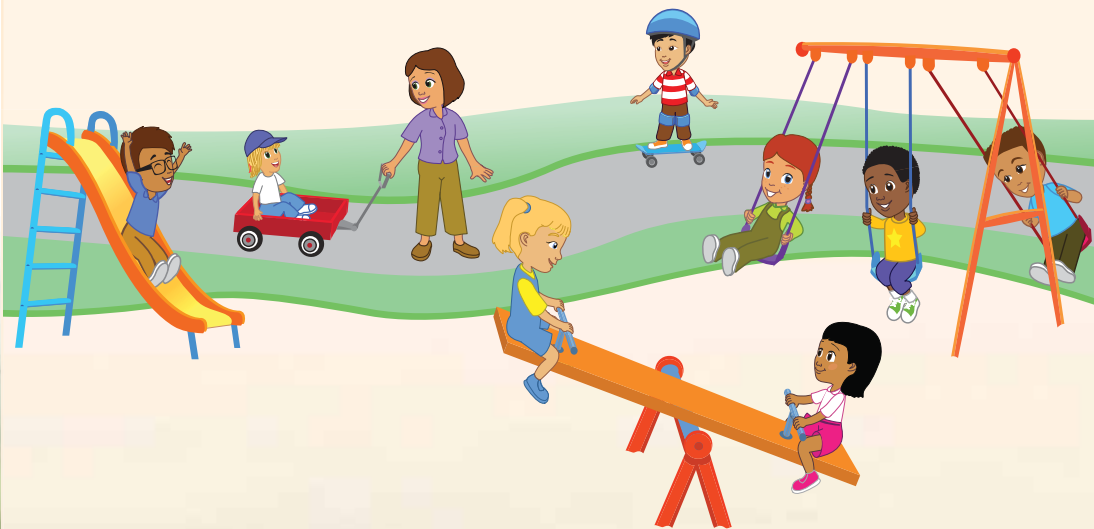
Research has shown that it is essential for young children to participate in free play as it plays a crucial role in their development. Therefore, Starfall encourages the use of a variety of available outdoor equipment such as tricycles, scooter boards, balance beams, and balls to support development.

Play time may be challenging for children with disabilities and those from culturally and linguistically diverse backgrounds. Be sure children bring necessary communication devices and that the playground is easily accessible for everyone. Spend time creating a culture of sensitivity and awareness, and discuss ways the children can help each other on the playground. Directions should be simple and clear to ensure that all children understand them. Consult parents regarding special needs and accommodations during outside play.

The Outside Activities included in this document are suggestions intended to assist children in developing motor skills, cooperative learning, following directions and team building, and are not meant to replace daily free play.

Sun and Safety

Discuss sun and playground safety rules before children have outside free play.



"Fox, Fox, Gingerbread Boy"

Play "Fox, Fox, Gingerbread Boy." All children except one, designated as the fox, sit in a large circle. The fox walks around the circle tapping each child gently on the shoulder, saying "fox" with each tap.

After a few taps, the fox shouts, "Gingerbread Boy!" The child whose shoulder was just tapped becomes the Gingerbread Boy and jumps up to chase the fox around the circle back to the empty space.

If the fox gets back to the empty space without being tagged, the tapped child becomes the next fox and the game continues. If the fox is tagged, he or she continues as the fox.

The fox must choose a classmate who has not yet had a turn to be Gingerbread Boy.

Gross Motor Skills

Demonstrates strength and coordination of large muscles

Health, Safety and Nutrition

Identifies importance of safety practices, rules, and routines

Recognizes dangerous substances and situations

Speaking and Listening

Follows simple and multi-step directions



Simon Says

Prior to Outside Activity, gather the children and play “Simon Says” to reinforce the classroom rule to walk inside the building. Tell children you will give them a direction but they are only to follow that direction if you say “Simon Says” first. Explain that you will ring a bell when it is time to gather for the next “Simon Says” direction. Say:

- Simon Says run around until you hear the bell.
- Hop up and down. (Oops! Simon didn’t say!)
- Simon Says skip until you hear the bell.
- Simon Says walk calmly until you hear the bell.

Ask the children which action shows how we are to move when we are inside. (walk calmly)

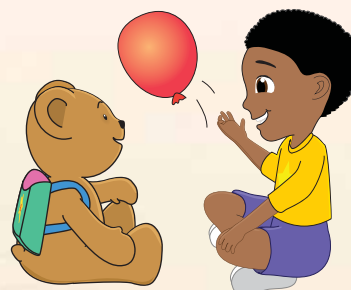


Balloon Volleyball

To encourage new friendships, partner the children and they sit or stand facing each other. Provide 1 inflated balloon to each pair (Have extra balloons available). Explain to the children that at your signal they will change partners.

The children practice tossing the balloon back and forth trying to keep it in the air. Frequently signal them to change partners!

As a variation the children try tossing the balloon to their partners from a variety of positions such as sitting and kneeling. They can also experiment with standing different distances from each other.



Gross Motor Skills

Combines a sequence of large motor skills

Demonstrates strength and coordination of large muscles to engage in skills such as jumping, hopping, and running

Moves with balance and control

Social/Emotional Development

Follows simple rules, routines, and directions

Materials

- Inflated balloons

Fine Motor Skills

Demonstrates hand-eye coordination

Gross Motor Skills

Moves with an awareness of personal space in relationship to objects and others

Science

Observes and describes how objects move

"Move Like a Dragon"

Gather the children together, and explain they will follow your directions as they pretend to be dragons. Give the following directions and allow time for the children to transition between movements.

- Move very slowly
- Move very fast
- Hop on one foot
- Fly around in a circle
- Tiptoe softly
- Stomp loudly
- Go to sleep
- Pretend to climb stairs



Gross Motor Skills

Demonstrates strength and coordination of large muscles to engage in skills such as jumping, hopping, and running

Moves with an awareness of personal space in relationship to objects and others

Moves with balance and control

Speaking & Listening

Follows simple and multi-step directions

"Dragon Relay"

Cut two pairs of dragon wings from poster board. Divide the class into two teams and give each team one set of wings. The children hold the wings on their backs and pretend to "fly" to a designated finish line and back to their teams. They give the wings to the next child in line. The relay race continues until all of the children have had a turn flying.

Materials

- Two pairs of dragon wings



Approaches to Learning

Demonstrates increasing independence and willingness to try new challenges

Creative Arts

Represents fantasy and real-life experiences through pretend play

Gross Motor Skills

Demonstrates strength and coordination of large muscles to engage in skills such as jumping, hopping, and running

Speaking & Listening

Follows simple and multi-step directions

"Bubble Science"

Make bubble solution with the children by having them pour water (distilled works best) into a large bucket and slowly add one cup of dish detergent mixing gently.

Discuss measuring tools and safety practices as the children add three tablespoons of natural glycerin (found in lotion aisles of most drug stores).

The children discuss changes they observe as the ingredients are mixed to create the bubble solution.

Materials

- Bubble-blowing wands
- Fly swatters and/or sand strainers
- Bubble solution (see text for ingredients)

Health, Safety and Nutrition

Recognizes dangerous substances

Math

Becomes familiar with standard and nonstandard measuring tools and their uses

Science

Investigates properties of earth materials including water, soil, rocks, and sand

Observes and describes how objects move



"Duck, Duck, Hen"

Children play "Duck, Duck, Hen," a variation of "Duck, Duck, Goose."

All children except one, designated as the duck, sit in a large circle. The duck walks around the circle tapping each child gently on the shoulder, saying "duck" with each tap. After a few taps, the duck shouts, "hen." The child whose shoulder was just tapped becomes the hen and jumps up to chase the duck around the circle back to the empty space.

If the duck gets back to the empty space without being tagged, the tapped child becomes the next duck and the game continues. If the duck is tagged, he or she continues as the duck.

The duck must choose a classmate who has not yet had a turn to be the hen.



"Dress Up Relay"

Place two laundry baskets at one end of the playground or classroom. Each basket should contain a raincoat or jacket and 1 pair of oversized boots. Use masking tape or a small cone at the other end to mark the "turn around" point.

Divide the class into two teams. The children sit behind the laundry baskets in rows.

On "go" or another signal, the first child on each team puts on the raincoat or jacket AND oversized boots, runs to his or her corresponding masking tape or cone, turns around and runs back to the laundry basket.

The children remove the raincoats or jackets and boots, and the next child in each line puts on the raincoat or jacket and boots, and runs to the masking tape or cone and back.

Materials

- Masking tape or 2 small cones
- 2 laundry baskets each containing a raincoat or jacket, and a pair of oversized boots.



Approaches to Learning

Uses imagination in play and interactions with others

Gross Motor Skills

Combines a sequence of large motor skills

Demonstrates strength and coordination of large muscles to engage in skills such as jumping, hopping, and running

Moves with an awareness of personal space in relationship to objects and others

Gross Motor Skills

Combines a sequence of large motor skills

Moves with an awareness of personal space in relationship to objects and others

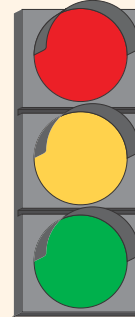
Social/Emotional Development

Demonstrates self-help skills

Follows simple rules, routines, and directions

"Red Light, Green Light"

Play "Red Light, Green Light." To play, the children stand in a line. One child stands some distance away, with his or her back to the group. This child is "it." When this child shouts "Green Light," the children in line walk forward toward the child who is "it." When he or she shouts "Red Light," the children stop. The child who is "it" turns to catch children who may still be moving. Children who are caught return to the start. The game continues until someone tags the child who is "it." That child takes the first child's place. The other children line up, and the game begins again.



Approaches to Learning
Demonstrates increasing independence and willingness to try new challenges

Gross Motor Skills
Combines a sequence of large motor skills

Language Development
Demonstrates the ability to listen, understand, and respond in increasingly complex ways

Social Studies
Recognizes common symbols in the community

"Name Game"

Gather the children in a circle and stand in the center holding a ball. Throw the ball as high as you can and loudly say a child's name. The child you name tries to catch the ball as it comes down. He or she then takes your place in the center of the circle. The game continues until all of the children have a turn.

Materials

Ball



Fine Motor Skills
Demonstrates hand-eye coordination

Gross Motor Skills
Moves with an awareness of personal space in relationship to objects and others

Language Development
Demonstrates the ability to listen, understand, and respond in increasingly complex ways

Math
Understands directionality, order, and position of self and objects in space

"Name It"

Children form a large circle and play "Name It." One child holds a rubber ball and you name a category (numbers, letters, community helpers, girl's names, boy's names, kinds of candy, etc.). The child with the ball identifies an item that fits the category you name, and bounces the ball to another child who does the same. When the children can no longer identify items to fit the category, name a different category and the game continues.

Materials

- Rubber ball



Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Demonstrates hand-eye coordination

Gross Motor Skills

Moves with an awareness of personal space in relationship to objects and others

Language Development

Demonstrates the ability to listen, understand, and respond in increasingly complex ways

"Clean Up Day"

The children use large buckets, baby shampoo, and clean sponges, and work together to clean the playground equipment, tricycles, scooters, tables, chairs, etc.

After the items have sufficiently been "soaped up" an adult rinses them with a hose. The children use towels to help dry the equipment.

Materials

- Large buckets
- Sponges
- Towels
- Baby shampoo



Health, Safety and Nutrition

- Develops awareness of habits that promote physical well being

Social/Emotional Development

Demonstrates self-help skills

Social Studies

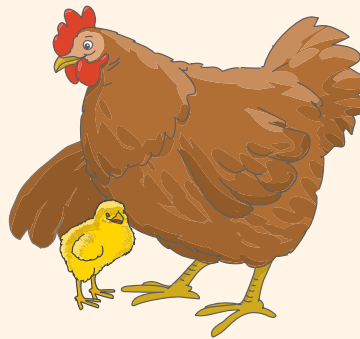
- Recognizes and accepts responsibilities
Recognizes his or her role as a member of a group (class, family, community)

"Hen and Chicks"

Play "Hen and Chicks." Designate two safe points, such as trees or a fence, some distance apart. The children stand at one end of the area. These are the "chicks."

One child is the "hen" and he or she stands in the middle between the two points. When the hen calls for her chicks all of the children run from one point to the other while the hen tries to catch them by tapping them on their shoulders or arms gently.

The children who are caught stay with the hen and help her catch the rest of the "chicks." The last chick to be caught becomes the hen for the next round.



"Old Hen (or Rooster) and Chickens"

Play the "Old Hen (or Rooster) and Chickens." Choose a player to be the "old hen" or "rooster" who leaves the group temporarily. All of the other children sit with their heads bowed. The leader or teacher touches four players on the head and they immediately they become "little chickens."

The old hen or rooster is called back to the group, and when he or she says, "Cluck, cluck" the four little chicks answer, "Peep, peep!" They keep their heads bowed so the old hen or rooster must use his or her ears to listen.

The old hen or rooster tries to locate them by sound. He or she can continue with "Cluck, cluck" until they identify a chick. The chick discovered first becomes the old hen or rooster. The object of the game is to try to keep the old hen or rooster from guessing which chick answers.



Creative Arts - Engages in cooperative pretend play with other children

Gross Motor Skills
Demonstrates strength and coordination of large muscles to engage in skills such as jumping, hopping, and running

Moves with an awareness of personal space in relationship to objects and others

Social/Emotional Development

Recognizes and regulates emotions, attention, impulses and behavior

Creative Arts - Participates in a variety of dance and movement activities with or without props

Engages in cooperative pretend play with other children

Gross Motor Skills
Moves with an awareness of personal space in relationship to objects and others

Social/Emotional Development - Follows simple rules, routines, and directions

"Balance Relay"

Play "Hen and Chicks." Designate two safe points, such as trees or a fence, some distance apart. The children stand at one end of the area. These are the "chicks."

One child is the "hen" and he or she stands in the middle between the two points. When the hen calls for her chicks all of the children run from one point to the other while the hen tries to catch them by tapping them on their shoulders or arms gently.

The children who are caught stay with the hen and help her catch the rest of the "chicks." The last chick to be caught becomes the hen for the next round.

Materials

- 2 Large buckets
- Masking tape or cones
- Construction paper
- 2 balls

Approaches to Learning

Develops increasing ability to find more than one solution to a question, task or problem alone or with others

Uses self-talk as a strategy

Gross Motor Skills

Moves with an awareness of personal space in relationship to objects and others

Moves with balance and control



"Safety Rules Review"

Discuss safety rules and natural consequences of not following them before outside free play and identify adults who help keep them safe at school and on the playground. The children practice following the rules while using available equipment such as tricycles, balance beams, swings, slides, etc.



Health, Safety and

Nutrition - Identifies adults in their communities who keep them safe and healthy

Identifies the importance of personal safety practices, rules, and routines

Gross Motor Skills

Combines a sequence of large motor skills

Moves with balance and control

How Far Can You Jump?

Place a tape measure or yardstick on the grass or a sandy location on the playground. Identify the starting point. The children take turns to practice jumping. Each child then jumps twice and assists you to measure, record, and compare the length of their jumps to determine which jump was longer.

Materials

- Tape measure or yard stick.
- Paper and pencil

Gross Motor Skills

Demonstrates strength and coordination of large muscles to engage in skills such as jumping, hopping, and running

Math - Becomes familiar with standard and nonstandard measuring tools and their uses

Measures length, weight, height, size, or capacity of one or more objects

Uses charts and graphs to collect and analyze data



"Playground Equipment Safety Review"

Review safety rules for your playground equipment (tricycle, balance beam, balls, swings, slide, climbing apparatus). Observe the children as they practice using playground equipment properly, and encourage them to remind each other to play safely.



Gross Motor Skills -

Combines a sequence of large motor skills

Health, Safety and Nutrition -

Identifies importance of safety practices, rules, and routines

Recognizes dangerous situations

Social/Emotional Development -

Engages in and maintains positive relationships and interactions with trusted adults and children

Laundry Basket Relay

Place two laundry baskets on one end of the playground side-by-side with some space between them, and place two additional laundry baskets on the other end of the playground. Place a ball in each of the two laundry baskets at one end.

Divide the children into four groups. The groups stand in lines behind each laundry basket. At your signal, the first child in each line behind the baskets with the balls picks up a ball, runs to the other end, drops the ball in the empty basket, goes to the end of the line behind that basket and sits.

The first child in line behind that basket then picks up the ball, runs to the other end and drops the ball into that empty basket.

Continue all of the children are sitting. Begin again if time permits.

Materials

- Four laundry baskets
- Two balls

Gross Motor Skills

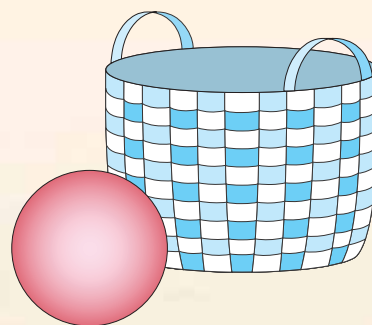
Demonstrates strength and coordination of large muscles to engage in skills such as jumping, hopping, and running

Moves with an awareness of personal space in relationship to objects and others

Math - *Responds to and uses positional words such as in, under, between, down, behind*

Social Studies

Recognizes his or her role as a member of a group (class, family, community)



"How Wind Moves"

Discuss the children's previous experiences with the wind, such as flying kites. Distribute a strip of crepe paper or a streamer to each child as they are standing still. Have them observe and describe them.

The children predict what will happen to the crepe paper strips or streamers if they run while holding them. They test their predictions and experience the effects of the wind as they run around their play area holding strips of crepe paper or streamers. Discuss results.

Partner the children and give each pair a feather. They blow on the feathers to keep them from touching the ground. Explain that when we blow air out of our mouths it is like the wind.



Materials

- Crepe paper strips or streamers
- Feathers

Approaches to Learning
Uses prior knowledge to understand new experiences or problems in new contexts

Science - *Observes and describes how objects move*

Participates in scientific investigations, analyzes, draws conclusions, and communicates results

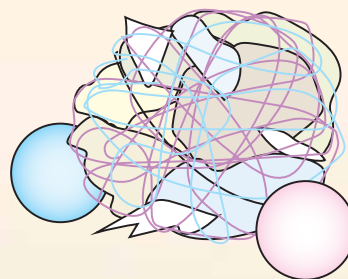
Social Studies
Describes events that happened in the past

"Garbage Ball"

Distribute sheets of paper from your recycling bin for each child to wad up creating "garbage balls."

Create a center line using yarn or string. Divide the children into two teams. One team stands on each side of the center line. The children place their garbage balls on the ground along with available sock and foam balls.

At your signal the children throw balls from their side of the center line to the other side. They continue until you signal them to stop. The team with the least amount "garbage" on their side wins.



Materials

- Recycled sheets of paper
- Sock and foam balls
- Yarn or string

Fine Motor Skills
Demonstrates hand-eye coordination

Math - *Counts and compares groups of objects (more, fewer, less and/or same)*

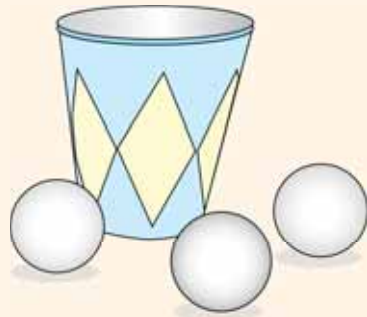
Social/Emotional Development - *Engages in and maintains positive relationships and interactions with trusted adults and children*

Science - *Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)*

"Ping-Pong Ball Toss"

Partner the children. One child tosses a Ping-Pong ball and the other child tries to catch it in a cup. The children change positions at your signal.

Variation: Give each child a cup and a ball. The children place the balls in the cups, toss them into the air, and try to catch them with the cups.



Materials

- Ping-pong balls
- Paper cups

Fine Motor Skills

Demonstrates hand-eye coordination

Demonstrates control, strength, and dexterity to manipulate objects

Gross Motor Skills - Moves with balance and control

Social/Emotional Development - Engages in and maintains positive relationships and interactions with trusted adults and children

"Ball Relay"

Divide the children into two teams. The teams line up, and a child from each team picks up a ball, runs to a circle (hula hoop or drawn in chalk), steps inside the circle, jumps up and down four times, then rolls the ball to the next teammate in line. Play continues until all of the children have a turn.

Materials

- Hula hoops or circles drawn with chalk
- Balls

Gross Motor Skills

Combines a sequence of large motor skills

Moves with an awareness of personal space in relationship to objects and others

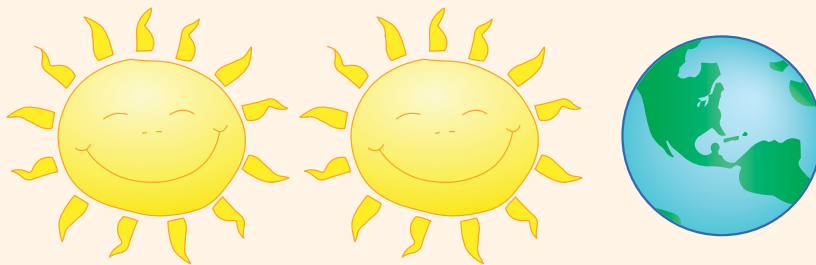
Math - Understands directionality, order, and position of self and objects in space



"Sun, Sun, Earth"

Review sun safety and other outside safety rules.

Play a variation of "Duck, Duck, Goose" by changing it to "Sun, Sun, Earth."



"Rainy Day Obstacle Course"

On rainy days the children may assist in planning and creating an indoor obstacle course using available items in your classroom.

The obstacle course might include:

- Crawling under tables
- Walking around cots
- Climbing over chairs
- Walking a balance beam created with long flat blocks or masking tape
- Hopping in and out of hula hoops

Materials

- Classroom items to create an obstacle course, such as tables, chairs, cots, blocks, hula hoops



Gross Motor Skills

Combines a sequence of large motor skills

Demonstrates strength and coordination of large muscles to engage in skills such as jumping, hopping, and running

Moves with an awareness of personal space in relationship to objects and others

Health, Safety and Nutrition

Identifies importance of safety practices and rules

Approaches to Learning

Demonstrates increasing independence and willingness to try new challenges

Uses self-talk as a strategy

Gross Motor Skills

Combines a sequence of large motor skills

Moves with an awareness of personal space in relationship to objects and others

Science

Designs, builds, analyzes, and modifies structures using blocks or other classroom materials

"Leapfrog"

The children line up in a straight line facing forward in a large open space. They kneel and cover their heads with their hands. The last child in line places his or her hands on the back of the child in front of him or her and leaps over the child, spreading his or her legs like a frog.

The child continues leaping until he or she reaches the front of the line, then kneels with his or her hands overhead. The next player in line becomes the frog, and the game continues until each child has a turn.



"Down Doggie"

Give the following directions for children to play "Down Doggie."

- Get down on your hands and knees.
- Keep your hands flat, your knees under your hips, and look straight down.
- Straighten your legs as you press your heels down toward the ground.
- Return to the starting position.

Have the children repeat the activity several times.



Gross Motor Skills

Combines a sequence of large motor skills

Demonstrates strength and coordination of large muscles to engage in skills such as jumping, hopping, and running

Moves with an awareness of personal space in relationship to objects and others

Math - *Understands directionality, order, and position of self and objects in space*

Gross Motor Skills

Combines a sequence of large motor skills

Moves with balance and control

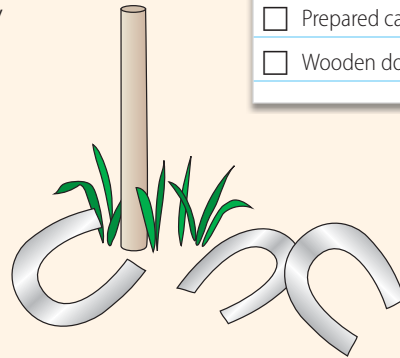
Math - *Responds to positional words such as in, under, between, down, behind*

Speaking and Listening

Follows simple and multi-step directions

"Horseshoes"

Cut horseshoe shapes from sturdy cardboard and wrap them in aluminum foil. Place wooden dowels or rhythm sticks in the ground. The children take turns tossing the horseshoes and trying to ring the sticks.



Materials

- Prepared cardboard horseshoes
- Wooden dowels or rhythm sticks

Fine Motor Skills

Demonstrates hand-eye coordination

Gross Motor Skills - Moves with balance and control

Social/Emotional Development

Demonstrates confidence in own abilities and expresses positive feelings about self

Expresses common courtesy and respects the rights of others (compromises, cooperates, takes turns)

"Opposites / Positional Words Relay"

Write the following opposite pairs on index cards and place them in a basket.

Opposites: up/down, hot/cold, wet/dry, quiet/loud, fast/slow, big/little, day/night, over/under, below/above, black/white, good/bad, boy/girl, top/bottom, empty/full, first/last, go/stop; happy/sad, lost/found, high/low, in/out, left/right, long/short, loss/win, high/low, more/less, old/new; yes/no, on/off, open/close, push/pull, soft/hard, start/finish, wrong/right, forward/backward

Divide the children into four teams. Number them (1 through 4) and designate a beginning and an ending point. The teams line up behind the beginning point.

Draw an index card and say one of the opposites (i.e. little). The child on team one says the opposite (big). Choose an action from the list below for the child to perform. Continue, alternating teams, until all of the children have a turn.

When one team reaches the ending point repeat the game using reverse opposite (i.e. big; response: little).

Actions: 3 big hops forward, 2 giant steps forward, 2 baby steps backward, 3 skips forward, march 1 step backward, tiptoe 2 steps backward

Materials

- Prepared index cards (opposite words)
- Basket

Gross Motor Skills

Demonstrates strength and coordination of large muscles to engage in skills such as jumping, hopping, and running

Language Development
Demonstrates the ability to listen, understand, and respond in increasingly complex ways

Math - Responds to and uses positional words such as in, under, between, down, behind

Understands directionality, order, and position of self and objects in space

Vocabulary - Begins to recognize opposites of familiar words

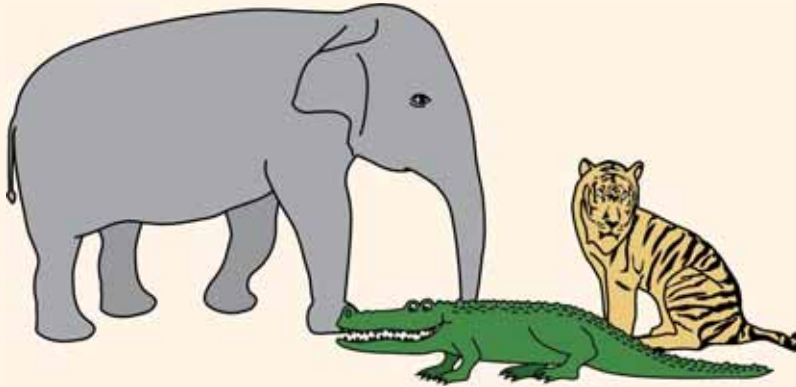


"Run, Hop, Slither"

Designate an area of the playground in which the children will play. They stand side-by-side and face the direction in which they will move. Stand facing the children at the opposite side and name an animal. The children pretend to be the animal as move toward the opposite end of the playground.

When signaled to stop the children run back to the start.

Repeat with animals that move in a variety of ways (elephant, snake, kangaroo, tiger, alligator, rabbit, monkey).

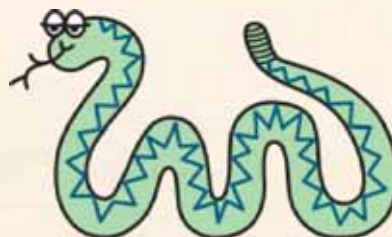


"Slithering Snake"

The children stand in a line with their hands on the waist of the children in front of them to form a snake. The first child in line is the snake's head and the last child in line is the snake's tail.

The object of the game is for the snake to catch its own tail.

The first child in line leads the rest of the snake around the jungle (play area) as he or she tries to catch up to and touch the last player in line. When the head catches the tail, he or she becomes the tail and the next child in line becomes the head. Continue until all children have a turn to be the snake's head.



Approaches to Learning

Uses imagination in play and interactions with others

Creative Arts

Participates in a variety of movement activities with or without props

Gross Motor Skills

Combines a sequence of large motor skills

Demonstrates strength and coordination of large muscles to engage in skills such as jumping, hopping, and running

Approaches to Learning

Uses imagination in play and interactions with others

Gross Motor Skills

Combines a sequence of large motor skills

Moves with an awareness of personal space in relationship to objects and others

Social/Emotional Development

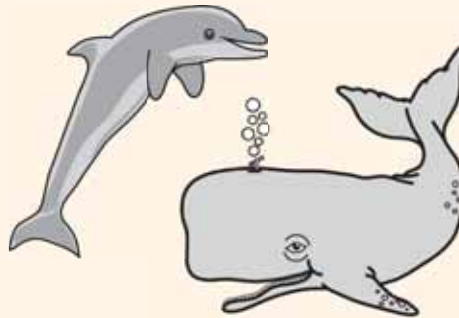
Recognizes and regulates emotions, attention, impulses and behavior

"Dolphins or Whales"

The playground becomes an ocean for the children to play "Dolphins and Whales."

Designate two safe points with some distance between them.

One child (dolphin or whale) tries to round up the rest of the children (calves). He or she calls for the calves and they swim from one point to the other. When they are tagged, the calves swim to join their pods in the middle of the ocean and help the dolphin or the whale. The children take turns as the dolphin or whale.



Materials

Ball

Approaches to Learning
Uses imagination in play and interactions with others

Gross Motor Skills
Combines a sequence of large motor skills

Social Studies - Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations

Vocabulary - Identifies real-life connections between words and their use

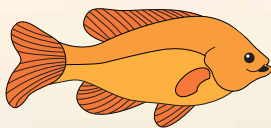
"Lets Go Fishing"

Gather the children in a circle with one child in the middle. He or she becomes the fish.

Demonstrate the proper way to roll a ball.

Give a child in the outer circle a ball. He or she tries to "catch the fish" by gently rolling the ball toward the fish in the middle as the fish tries to avoid the ball.

If the ball touches the fish, the child who rolled it becomes the next fish and the game continues. If the fish avoids the ball, children take turns rolling the ball trying to catch the fish.



Materials

Ball

Approaches to Learning
Uses imagination in play and interactions with others

Fine Motor Skills
Demonstrates hand-eye coordination

Demonstrates control, strength, and dexterity to manipulate objects

Speaking and Listening
Follows simple and multi-step directions

"Move Like a Dinosaur"

Review the characteristics of dinosaurs and the various ways they moved (walked on all fours, walked on two legs, flew, took small steps, big steps, etc.).

Designate an area of the playground in which the children will play. They stand side-by-side and face the direction in which they will move. Stand facing the children at the opposite side of the playground and announce a dinosaur movement. The children pretend to be dinosaurs and move in the way announced toward the other side of the playground.



"Give the Baby Dinosaur a Drink"

Place three open containers with water and a plastic cup in each, on one side of the playground about two feet apart. Place three empty buckets or tubs, which become the baby dinosaurs' water bowls, at the other end of the playground.

Divide the children into three groups. One group lines up behind each of the three open containers of water.

At your signal, the children who are first in each line fill their cups with water. They run to the baby dinosaurs' bowls, dump the water in, return to their water containers, and place their cups in the water.

Continue until all of the children have had a turn.



Approaches to Learning
Uses imagination in play and interactions with others

Gross Motor Skills
Combines a sequence of large motor skills

Science - Describes characteristics in the appearance, behavior, and habitats of animals

Speaking and Listening
Follows simple and multi-step directions

Materials

- Three open containers of water with a plastic cup in each
- Three empty buckets or tubs

Approaches to Learning
Uses imagination in play and interactions with others

Gross Motor Skills - Moves with balance and control

Science - Recognizes living things have similar needs for water, food, and air

Social Studies
Recognizes his or her role as a member of a group

"Follow the Leader"

Line up the children and the first child in line becomes the leader. The leader performs actions of his or her choice such as running, skipping, hopping, jumping, or waving. The other children follow behind the leader and imitate his or her actions..

After a few minutes, blow a whistle. The leader moves to the end of the line and the next child in line becomes the leader. Continue as time permits.



Materials

Whistle

Approaches to Learning
Approaches tasks, activities and problems with creativity

Gross Motor Skills
Demonstrates strength and coordination of large muscles to engage in skills such as jumping, hopping, and running

Social/Emotional Development
Recognizes and regulates emotions, attention, impulses and behavior

Social Studies - Recognizes his or her role as a member of a group (class, family, community)

"Wolf's Dinner Time"

Choose a child to be the wolf and stand about fifteen feet away with his or her back to the other children.

The children ask, "What is the time, Mr. Wolf?" The wolf faces them, shouts a time, and the children take the corresponding number of steps toward him or her.

Play continues until the group gets close to the wolf. Then, instead of a time, the wolf shouts "Dinner time!" and tries to catch a child as he or she chases them back to the starting point. The child the wolf catches becomes the next wolf.



Approaches to Learning
Uses imagination in play and interactions with others

Gross Motor Skills
Demonstrates strength and coordination of large muscles to engage in skills such as jumping, hopping, and running

Moves with an awareness of personal space in relationship to objects and others

Social/Emotional Development
Recognizes and regulates emotions, attention, impulses and behavior

“Rolling Relays”

Review safety rules before the children have outside free play.

Divide the class into several teams and designate a starting and ending point. The children get down on their hands and knees and roll a ball (tennis or other type) with their chins and foreheads, from the starting point to the ending point and back again.

Play continues until all of the children have a turn to roll the ball. The team to finish first may be declared the winner, or the game may end without a designated winner.



Materials

- Tennis or other small ball

Approaches to Learning
Uses imagination in play and interactions with others

Science - *Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)*

Describes characteristics in the appearance, behavior, and habitats of animals

Social Studies - *Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations*

“Ping-Pong Obstacle Course Relay”

Create a side-by-side obstacle course using blocks and or large soup cans. Use tape to designate starting and ending points.

Divide the class into two teams. Half of each team lines up behind the beginning point and the other halves line up behind the ending point. Provide a flyswatter and a Ping-Pong or wiffle ball for each team.

The children take turns to tap the Ping-Pong or wiffle ball with the flyswatter and direct the ball through the obstacle course to the ending point. Once a child hits the ending point, he or she hands the flyswatter to the child at the ending point, goes to the end of the line, and sits. The race continues until all team members are seated after their play.

Materials

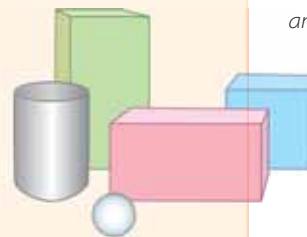
- Blocks
- Large soup cans
- Tape
- Two fly swatters
- Ping-pong or wiffle balls

Approaches to Learning
Develops increasing ability to find more than one solution to a question, task or problem alone or with others

Fine Motor Skills
Demonstrates hand-eye coordination

Gross Motor Skills
Moves with an awareness of personal space in relationship to objects and others

Moves with balance and control



“Exploring Music”

Have the children bring the drums they created this week (and/or other musical instruments) outside where they use them to create a “marching band.” Encourage them to make up their own games and explore a variety of different rhythms and sounds using the instruments.



Materials

- Drums created in class and/or other musical instruments

Approaches to Learning
Approaches tasks, activities and problems with creativity

Creative Arts - *Creates sounds using traditional or handmade instruments*

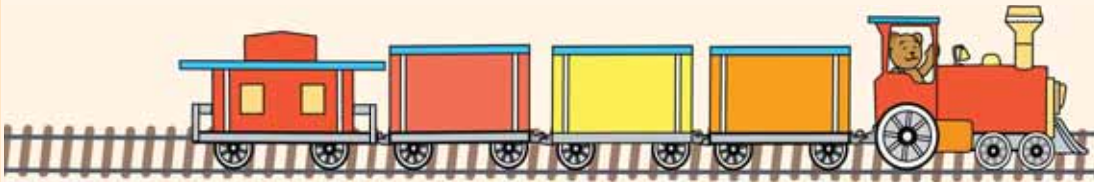
Enjoys participating in a variety of music activities

Experiences different moods, tempos, and rhythms in music activities

"Caboose on the Loose"

Choose a volunteer to become the "caboose." The rest of the children form two or three trains by placing their hands on the waists of the children in front of them.

The trains chug around while the caboose tries to catch up to the end of one of them. When the caboose catches up, the engine (first child in line) of that train becomes the next caboose and play resumes.



Approaches to Learning

Uses imagination in play and interactions with others

Gross Motor Skills

Combines a sequence of large motor skills

Moves with an awareness of personal space in relationship to objects and others

Moves with balance and control

"Humpty Dumpty Egg Race"

Divide the children into 3 teams. Designate a starting point and place small cones or other markers at the ending points.

The first member of each team places a hard boiled egg on a large spoon. On your signal, they walk or run to the cone, circle around it, then return to their teams while balancing the eggs. They hand their eggs and spoons to the next children in line and play continues until all of the children have had a turn..

Materials

- Two small cones (or other markers)
- Hard boiled eggs
- Three large spoons

Fine Motor Skills

Demonstrates hand-eye coordination

Gross Motor Skills

Combines a sequence of large motor skills

Moves with an awareness of personal space in relationship to objects and others

Moves with balance and control



"Alphabet Toss"

The children stand in a large circle. One child tosses a ball to the child on his or her right. Each time the ball is tossed, children chant the next letter of the alphabet. When they have gone through the alphabet, a child tosses the ball to the left and the children begin the alphabet again.

Materials

Ball



Alphabet Knowledge

Recites the alphabet in sequence

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Demonstrates hand-eye coordination

Social/Emotional Development

Expresses common courtesy and respects the rights of others (compromises, cooperates, takes turns)

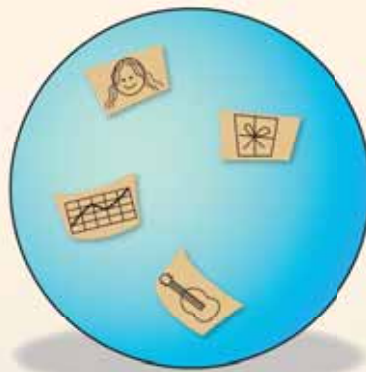
"Ball Toss /g/"

Draw simple pictures of words that begin with /g/ (girl, guitar, graph, game, gate, goat, gift) on pieces of masking tape. Place the masking tape pieces randomly on a large ball.

Materials

Prepared ball

The children stand in a circle. A child tosses the ball. The child who catches the ball looks at the masking tape closest to one of his or her hands and announces the initial /g/ word. The other children repeat the word. The child then tosses the ball and the game continues.



Language Development

Demonstrates the ability to listen, understand, and respond in increasingly complex ways

Fine Motor Skills

Demonstrates hand-eye coordination

Phonological Awareness
Isolates and pronounces the initial sounds in words

Social/Emotional Development

Seeks assistance from adults or classmates (or assists adults or classmates)

"Skip to My Lou"

The children sit in a circle. Choose a volunteer to be the "skipper." He or she skips around the outside of the circle, carrying a handkerchief or beanbag while the group sings "Skip to My Lou."

At the moment the group sings the last word (darling), the skipper drops the handkerchief behind the nearest child and continues skipping around the circle. When the seated child notices that the handkerchief was dropped behind him or her, he or she picks it up and skips around the circle. The original skipper circles around to the empty spot and sits down. The group sings again as the new skipper takes a turn and the game continues.

Lou, Lou, skip to my Lou

Lou, Lou, skip to my Lou

Lou, Lou, skip to my Lou

Skip to my Lou, my darling.

Materials

Handkerchief or beanbag

Creative Arts - Participates in movement using songs

Gross Motor Skills
Combines a sequence of large motor skills

Moves with an awareness of personal space in relationship to objects and others

Moves with balance and control



"Quarter-Spoon Relay"

Divide the children into four teams and designate a starting and a finish line.

The first child on each team places a quarter on a spoon. At your signal the child walks to the finish line as quickly as he or she can, then returns to the team while balancing the quarter. If the quarter falls off, the child retrieves it, places it back on the spoon, and continues. When the child reaches his or her team, he or she hands the quarter and spoon to the next child in line and the game continues.

Materials

- Four quarters
- Four spoons



Approaches to Learning
Focuses attention on tasks and experiences despite interruptions or distractions

Fine Motor Skills
Demonstrates hand-eye coordination

Gross Motor Skills
Moves with an awareness of personal space in relationship to objects and others

Moves with balance and control

"Pack It Up Relay"

Pack a set of oversized clothing (such as a jacket, pants, shoes, boots, etc) in two large paper bags, with a minimum of 3 items in each bag.

Divide the class into two teams and use masking tape to designate a starting line and a finish line. The teams line up behind the starting line. Distribute a paper bag to the first child on each team.

At your signal the children pick up their paper bags, run to the finish line, open the bags, and put the items on over their clothing. They then pick up the empty bags and run back to the starting line. Once there they take off the clothing, pack it back into the bags, and hand them to the next children in line.

Materials

- Two large paper bags with a minimum of 3 oversized clothing items in each bag
- Masking tape



Fine Motor Skills
Demonstrates control, strength, and dexterity to manipulate objects

Gross Motor Skills
Combines a sequence of large motor skills

Social/Emotional Development
Demonstrates self-help skills

Social/Emotional Development
Seeks assistance from adults or classmates (or assists adults or classmates)

"Caterpillars"

Review the life cycle of a butterfly. The children then lie in sleeping bags pretending to be caterpillars inside their chrysalises. They try to move across the grass inside their sleeping bags. At your signal they emerge as butterflies and fly around the playground.

Materials

Sleeping bags



"Caterpillar Tag"

Before playing "Caterpillar Tag" demonstrate and practice how to use a two-fingered tap. Designate one child to be the caterpillar's head.

At your signal the child begins trying to tag other children. Each time a child is tagged he or she becomes part of the caterpillar by placing his or her hands on the waist of the last child in line.

The caterpillar runs after the remaining children. Each child tagged becomes an additional part of the caterpillar until all of the children have been tagged.



Approaches to Learning

Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities

Creative Arts - Expresses concepts, ideas or feelings through movement

Gross Motor Skills - Moves with an awareness of personal space in relationship to objects and others

Science - Describes simple life cycles of plants and animals

Gross Motor Skills

Combines a sequence of large motor skills

Demonstrates strength and coordination of large muscles to engage in skills such as jumping, hopping, and running

Science - Describes characteristics in the appearance, behavior, and habitats of animals

Social/Emotional Development

Recognizes and regulates emotions, attention, impulses and behavior

Outdoor Activities

Unit 7 • Week 25

Starfall

Pre K

"Favorite Games"

The children recall outside games they enjoyed playing throughout the school year. They vote on their favorite games and play one or more each day this week.

