

PITTSBURGH BALLET THEATRE
Department of Education
and Community Engagement



Creative Movement: Activity Curriculum

Quick Course Guide

*= a song is correlated with the activity

8,4,2,1- It's a dance pattern that gets faster each round using 8 counts, 4 counts, 2 and then 1. (Pg 3)

Animal Action- Let's all dance like different animals. How might two animals that do the same movement, do it differently? We will find out! Directly correlates with science instruction. (Pg 3)

Beanbag Balance- How great are you at balancing? Balance a beanbag in multiple ways to find out. (Pg 4)

***Bean bag Pass-** Need help building a community? Using a beanbag, the children will work together to pass the bean bag around changing speeds and direction. (Pg 4)

Body Bubble- Blow up a pretend bubble around your body. Now dance without popping! (Pg 5)

Body Halves- It's like freeze dance with only half your body. In what ways can you cut your body in half and then only move with a designated half? (Pg 5)

Body Steady Beat- Let's use our bodies to find the steady beat of the music. (Pg 6)

Call and Response-(model and mimic) The children will repeat rhythmic patterns by clapping out rhythms. This promotes listening and following directions. (Pg 6)

***Circle Moves-** It's a circle dance that helps us move and work together. (Pg 7)

Classroom Obstacle Course- Develop gross motor skills and patterning all at the same time by setting up different activities to do around the room. (Pg 7)

Dance the Story- It's not just a sitting activity. We get to dance out all the parts of the story to help recall. (Pg 8)

Dance Together- We all have to be creative to make up a pattern of movement to do together! (Pg 9)

Dot Spots- Using a dot spot, we will lead the children practicing gross motor movements and directionality. (Pg 9)

Follow the Leader- We are going to the zoo! Students will pretend they are wild animals being trained by the zoo keeper. This is a gross motor and science instruction activity combined into one. (Pg 10)

Freeze Dance- Dance and Freeze when the music stops! Pretend you are an ice cube and you can't move until the music comes back on. But be careful we might change the rules. (Pg 10)

***Jumping Joe-** While singing a song, children will dance together in partners. (Pg 11)

Matching Moves- Listen closely to the music and match your dance moves to the music that you hear. (Pg 11)

Mirrors- Children watch one another and move like they are a reflection. (Pg 12)

Parachute Play- Use the parachute in a variety of ways to help children learn to work together. (Pg 12-13)

Rhyme Time- The children will dance the different gross motor movements that the teacher sings. This is great for listening and following directions. (Pg 14)

***Row Row Row your Boat-** Singing the song, we will load up our boat with different items to carry down the stream. Depending on their weight, we will row accordingly (Pg 14)

Sculpting Shapes- Let's learn shapes by drawing them with our bodies. A great kinesthetic way to learn shapes. (Pg 15)

Simon Says/ Dracula- Sugar Plum- Have children practice new movements they've learned by playing this classic game. If Sugar Plum says to do it, do it. If Dracula says to do, you better not.... This is a great refocus/re-energizing game that also promotes self-regulation. (Pg 15)

Tunnel/Train- In partners, students will take turns being a tunnel or a train. (Pg 16)

****"Where is ?"-** Let's find all the different ways our bodies can move. We will sing and move one body part at a time increasing our self-awareness. (Pg 16)

***Where O Where-** Children will have to identify their color and move when they hear it called. This activity helps with listening and learning how to follow multiple step directions. (Pg 17)

8, 4, 2, 1

Title: 8, 4, 2, 1

Age range/grade level: PreK- 2

Objectives: To learn sequencing and patterns through movement

PA Standard: Standard 2.8.3 Patterns

Materials: NA

Preparation: NA

Explanation of activity in simple steps: 1. Pick 2 movements, for example head nod and marching feet. 2. Do the first movement 8 times and then the 2nd movement 8 times. 3. Repeat with 4 times, 2 times, and 1 time.

Teacher tips to support executive function: Reverse the sequence. Have the children make up a story line for the sequence. Change the movements but keep the pattern.

Song suggestions: “Steady Hip Hop Drum Loop” on the album “#1 Cool Dance Beats and Hip Hop Drum Loops”

Title: Animal Action

Age range/grade level: PreK-K

Objectives: To identify and perform animal movements

PA Standard: Standard 9.1b.1 Dramatic Expression

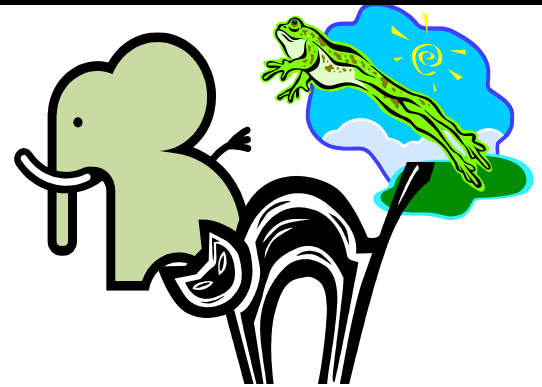
Materials: Animal Visuals, music

Preparation: Teach the students the movement for each animal unless you want them to create it themselves.

Explanation of activity in simple steps: 1. Clap and sing to the chorus of the song. 2. When an animal is named, have the children dance like that animal. You don't necessarily need to use the music once you know the words. If you need your students attention you can start singing and they will follow along!

Teacher tips to support executive function: Reverse the rules. For example, “Dance like an elephant when the cat is called and vice versa.”

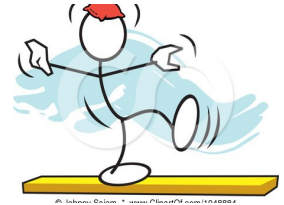
Song suggestions: “Animal Action” by Tumble Tots or Raffi. <https://www.youtube.com/watch?v=F8I2HUU91Ro>



Title: **Beanbag Balance**

Age range/grade level: PreK - 2

Objectives: To help children identify names and places of body parts, as well as build coordination and body awareness.



PA Standard: Standard 10.4.3 Balance and Strength

Materials: Beanbags

Preparation: NA

Explanation of activity in simple steps: 1. Balance the beanbags on different body parts. 2. Next have the students travel while balancing their beanbags. 3. You can incorporate the use of levels high/medium/low. 4. Have the students choose which body part they will balance the bean bag on depending on the level.

Teacher tips to support executive function: Balance while playing freeze dance and have the children change the direction they are walking after each round. Use Pretend Play: Pretend the beanbag is a cup of hot chocolate! They cannot drop it because they would get burned and the cup would break.

Song suggestions: “Bean bag Bop” by Babaloo Music and fun. <https://www.youtube.com/watch?v=TN8aIMGt0js>

Title: **Bean Bag Pass**

Age range/grade level: PreK- K

Objectives: To develop fine motor skills and be able to move their bodies to different tempos.



PA Standard: Standard 10.4.1 Control and Coordination

Materials: Bean bag, music

Preparation: Set children up in a circle

Explanation of activity in simple steps: 1. Have the children pass the beanbag in a circle making sure to pass and not throw. 2. Try passing at different speeds; slow, medium, and fast.

Teacher tips to support executive function: Regularly reverse the direction the beanbag is going or play with different speeds.

Song suggestions: “Pass the Beanbag” by the Tumble Tots. <https://www.youtube.com/watch?v=8prtO3lxHuE>

Title: **Body Bubble**

Age range/grade level: preK - 2



Objectives: To teach children spacial awareness and self-regulation.

PA Standard: Standard 10.4 Physical Activity:Gross motor Coordination 10.4.1 Control and Coordination

Materials: Music

Preparation: NA

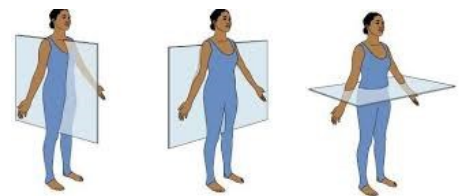
Explanation of activity in simple steps: 1. Have the children blow up a bubble around their body. 2. Have them paint their bubble. 3. Give the children movements to do inside their bubble. For example: march, jump, and move through jello. Don't be afraid to try new movements! 4. Remind them not to pop their bubble (do not touch anyone or any object). You can use this when playing freeze dance as well!

Teacher tips to support executive function: Continue to change the rules throughout the activity. Some ideas would be to change the movements themselves, change how you want them to freeze, or reverse the rules (freeze when music is on, dance when music is off).

Song suggestions: Adam Crawley "Salutations"

Title: **Body Halves**

Age range/grade level: PreK - 2



Objectives: To improve students self-awareness, learn symmetry, and dividing into equal halves.

PA Standard: Standard 2.9.2 Transformations and Symmetry

Materials: NA

Preparation: NA

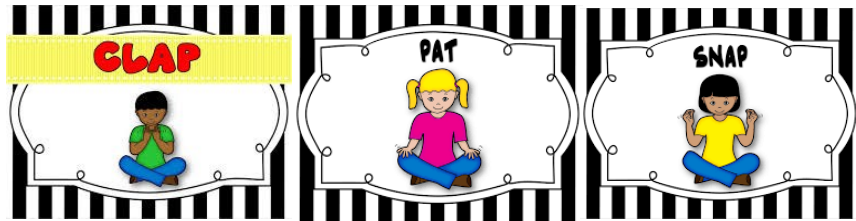
Explanation of activity in simple steps: 1. Explain that our bodies are made up of different halves (top/bottom, right/left sides) 2. Pretend to cut your body in half. 3. Pretend to freeze one half of your body with your magical freezer. 4. Make the unfrozen body half move! 5. Repeat with other halves.

Teacher tips to support executive function: Add in complexities by changing or adding rules like freeze dance. Use creative imagery to help with the concept of dividing in half.

Song suggestions: "Walk and Freeze" by Richard Maddock (Amazon and Itunes stores).

Title: **Body Steady Beat**

Age range/grade level: Prek- 2



Objectives: To keep a steady beat with different body parts.

PA Standard: Standard 9.1a Production, Performance, and Exhibition: Music and Movement

Materials: music

Preparation: NA

Explanation of activity in simple steps: 1. Have the children listen to the music. 2. Tell them what body part you would like for them to move. Have them stay on the beat with that body part. 3. Repeat with different body parts.

Teacher tips to support executive function: You can use different body parts to make a pattern. You can also change the music to practice at different tempos.

Song suggestions: “Drumming: Part IV” by Steve Reich and Musicians. Any song with a strong steady beat will work. <https://www.youtube.com/watch?v=jfbLSvRFqtM>

Title: **Call and Response**

Age range/grade level: PreK-2

Objectives: To listen and repeat different rhythms

PA Standard: Standard 9.1a Production, Performance, and Exhibition: Music and Movement

Materials: Rhythm sticks



Preparation: Explain rules of the rhythm sticks: Your sticks only touch each other. Keep your safe space. When you are not tapping your sticks, they belong in your lap.

Explanation of activity in simple steps: 1. Play a short pattern on the sticks. For example: 4 taps. 2. Have the children respond by playing what you played. 3. Change the pattern once they’ve mastered each one.

Teacher tips to support executive function: As the children get comfortable, you can make the patterns longer or more complicated. Adding in pauses are one way to increase the difficulty. You can also have the children make up the pattern.

Song suggestions: Album “Say It and Play It- Learning Rhythm Patterns through Call and Response” by Rhythm Child

Title: Circle Moves

Age range/grade level: PreK

Objectives: To help students work on self-regulation in a large group setting.

PA Standard: Standard 2.9.1 Definitions, Properties, and Relations

Materials: Music

Preparation: Have the students hold hands in a circle

Explanation of activity in simple steps: Sing, to the tune of “If You’re Happy and You Know It,” – “A Circle is a Shape that goes Around, A Circle is a Shape that goes Around, A Circle is a Shape that goes Round and Round and Round, A Circle is a Shape that goes Around” -- as you walk around in a circle

Teacher tips to support executive function: You can change the words to the song to create more action. For example, “Tip toe round the circle that is round.” Any action word will work such as hop, slide, march, etc. You can also change the size or the circle. They could make a circle with a partner, around themselves, with a body part, etc.

Song suggestions: Instrumental version of “If You’re Happy and You Know It” <https://www.youtube.com/watch?v=R6PaWdhEoOI> or “Move the Circle” by the Tumble Tots. <https://www.youtube.com/watch?v=9VnKoT6KCtc>



Title: Classroom Obstacle Course

Age range/grade level: PreK -2

Objectives: To practice patterns, sequencing, and coordination

PA Standard: Standard 15.2.1 Engagement, Attention and Persistence

Materials: Dots Spots, tape or balance beam, hula hoop

Preparation: Set out Dot Spots in a hopscotch pattern, put tape or balance beam out to go next, and then the hula hoop. Spread them out so that the students have space between each activity.

Explanation of activity in simple steps: 1. Model hopscotch. 2. Model balancing on the beam/tape. 3. Model leaping over the hula hoop.

Teacher tips to support executive function: You can have the students do the obstacle course in different directions like backwards or sideways. Keep the course outline and change the “obstacles.”

Song suggestions: No music is necessary but if you want you can play something quietly in the background use “Traffic” by Adam Crawley.



Title: Dance the Story

Age range/grade level: PreK Beginner

Objectives: To teach students that movement can portray ideas and to help story retention

PA Standard: Standard 1.1.4 Comprehension and Interpretation

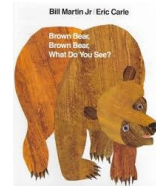
Materials: “Brown Bear Brown Bear” by Bill Martin Jr

Preparation: NA

Explanation of activity in simple steps: 1.As you read the book have the children act out each animal. 2. Emphasize how the animal is doing the movement. 3. Ask open ended questions to get them thinking: What size/weight do you think the animals are? How do the animals move? What are unique qualities about the animals?

Teacher tips to support executive function: Take a moment to reflect on the story at a later time.

Song suggestions: “Brown Bear Brown Bear” read aloud <https://www.youtube.com/watch?v=TA6wi32YpEU>



Age range/grade level: PreK Intermediate

Objectives: To teach students that movement can portray ideas and to help story retention

PA Standard: Standard 1.1.4 Comprehension and Interpretation

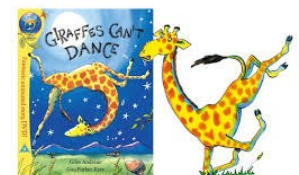
Materials: “Giraffe’s Can’t Dance” by Giles Andreae and a variety of music genres to listen to.

Preparation: N/a

Explanation of activity in simple steps: 1. As you read the book, have the children act/dance out the actions that are happening. 2. Talk about the emotions that Gerald is feeling as you go along. 3. Talk about what types of music inspires them and have different types of music on hand to listen to.

Teacher tips to support executive function: Take a moment to reflect on the story at a later time.

Song suggestions: “Giraffe’s Can’t Dance” read aloud. <https://www.youtube.com/watch?v=Zzb5Acl-n70>





Title: Dance Together

Age range/grade level: PreK-2

Objectives: To work respectfully with a partner and/or small group.

PA Standard: Standard 5.3 How Government Works: 5.3.PK.F Identify appropriate behaviors for responsible classroom citizens.

Materials: Music

Preparation: Come up with four dance movements you will teach the children sequentially. For example: march, roll the arms, twist, and jump.

Explanation of activity in simple steps: 1. Teach the children the dance steps you have prepared. 2. Have them do the steps 4 times each with their partner.

Teacher tips to support executive function: Call out the dance step before they do it but do not show it. See if they can do the dance with out you or reverse the dance. You could also have the children create the dance movements.

Song suggestions: Teacher’s choice! You can dance to any song!!



Title: Dot Spots

Age range/grade level: PreK-2

Objectives: To understand directionality

PA Standard: Standard 10.4.1 Control and Coordination; Standard 2.9.1 Definitions, Properties and Relations

Materials: Dot Spots

Preparation: Set out the dot spots so each children can stand on one with safe space between them.

Explanation of activity in simple steps: 1. Give the students cues on what direction you want them to move off the dot. 2. Have them do different movements to move in the direction like hop, jump, slide, etc.

Teacher tips to support executive function: Take time and repeat each direction multiple times for the children to really understand what to do. Use arrows as the way to give direction. Then have the children go the opposite of the arrow.

Song suggestions: “Jumps” by Jack Morer



Title: Follow the Leader

Age range/grade level: PreK-K

Objectives: To identify and perform animal movements

PA Standard: Standard 9.1b.1 Dramatic Expression

Materials: Animal visuals

Preparation: NA

Explanation of activity in simple steps: 1. Explain to the children that they are wild animals and you are the animal trainer. 2. Show the children a picture of an animal and have them be the wild animal. 3. Tame the wild animal by teaching them what move you want them to do. I use alliteration to have the animals move. Ex: Marching Monkeys, Slithering Snakes, Jumping Joeys

Teacher tips to support executive function: Have the children be creative in making up the movements for each animal.

Song suggestions: “Driving a Jet” Dan Savelli



Title: Freeze Dance

Age range/grade level: PreK-2

Objectives: To increase self-regulation and starting and stopping on cue while working on gross motor movements and/or energy qualities.

PA Standard: Standard 9.1a Production, Performance, and Exhibition: Music and Movement

Materials: music

Preparation: NA

Explanation of activity in simple steps: 1. Tell the children to dance a certain way when the music starts, for instance, “shimmy” or “march” or “hop.” 2. When the music stops, they must freeze.

Teacher tips to support executive function: You can reverse the rules by dancing when the music is off and freezing when the music is on. Adding a way to freeze will help too. For instance, try saying “freeze like a banana the next time the music stops.”

Song suggestions: “Freeze Dance” by the Fresh Beat Band. You can also use any song and pause the music when you want them to freeze. <https://www.youtube.com/watch?v=hMCpkRFadng>



Title: **Jumping Joe**

Age range/grade level: PreK-2

Objectives: To have the children listen and follow directions while working with a partner

PA Standard: Standard 10.4.1 Control and Coordination, Standard 1.6.2 Listening Skills; Standard 25.4.1 Social Identity; Standard 9.1a Production, Performance, and Exhibition: Music and Movement

Materials: Music unless you want to sing the words

Preparation: NA

Explanation of activity in simple steps: The children will start in a circle sitting down. 1. One person will start in the center and do the “Jump, Jim, Joe” dance which goes jump, shake your head, nod your head, tap your toe. Around you go (in a circle) and then choose another partner. 2. The child will pick a partner that is sitting down by putting out their hand to them. 3. Repeat until everyone is picked!

Teacher tips to support executive function: Change the rules of the dance. Have the students make one large circle instead of just with partners.

Song suggestions: “Jump Jim Joe” by New England Dance Masters



Title: **Matching Moves**

Age range/grade level: PreK - 2

Objectives: To improve listening and recall skills while practicing gross motor movements.

PA Standard: Standard 3.2.PK.B5: Create and describe variations of sound

Materials: Music

Preparation: Pick songs that lend themselves to a specific movement

Explanation of activity in simple steps: 1. Review with the students what movements you will be doing to each of the songs you have picked. Examples include march, tip toe, and skip. 2. Have the students listen to the songs. 3. Put on the song and have the students match the movements to the music.

Teacher tips to support executive function: Have the children reverse the circle whenever the music stops. Continue to change the rules March could =tip toe, skip=turn and vice versa.

Song suggestions: “Listen and Move” https://www.youtube.com/watch?v=j24_xH5uvdA



Title: **Mirrors**

Age range/grade level: PreK - 2

Objectives: To improve students self-awareness, self-regulation and the idea of symmetry. To regain focus through non-verbal activities.

PA Standard: Standard 2.9.2 Transformations and symmetry

Materials: Mirror for a visual

Preparation: NA

Explanation of activity in simple steps: 1. Talk about how mirrors make reflections and how the reflections move at the same time as the person looking into the mirror. 2. Have the students follow your slow, simple and repetitive movements emphasizing the importance of moving at the same time. Children can lead each other in this activity as well.

Teacher tips to support executive function: Have the students do the opposite of the teacher. Make sure it is one body part and one rule at a time. For example: When I raise my right hand, you raise your left hand.

Song suggestions: "LRS" by Adam Crawley



Title: **Parachute Play Option 1**

Age range/grade level: PreK-2

Objectives: To improve cooperation in a large group setting.

PA Standard: Standard 25.4.1 Social Identity

Materials: Parachute, music

Preparation: Set out the parachute so that the children can sit around it.

Explanation of activity in simple steps: The parachute is the ocean and the children will move the parachute sequentially as if a storm is coming. 1. It is a nice sunny day. 2. The breeze starts blowing 3. It starts to rain. 4. It rains harder and starts to thunder. 5. There is lightning and thunder, rain and a hurricane 6. Sequentially bring it down to calm again!

Teacher tips to support executive function: Be creative with what the parachute can be. The children can also help with coming up with the idea.

Song suggestions: "Rain Sounds, Ocean Waves and Distant Thunders"

https://www.youtube.com/watch?v=cO_IFJaWmhA



Title: Parachute Play Option 2

Age range/grade level: PreK-2

Objectives: To improve cooperation in a large group setting.

PA Standard: Standard 25.4.1 Social Identity

Materials: Parachute, music

Preparation: Set out the parachute so that the children can stand around it.

Explanation of activity in simple steps: 1. Have the children bring the parachute up 4 counts and down 4 counts, making sure to move it smoothly. 2. Try it with 3 counts, 2 counts, and 1 count.

Teacher tips to support executive function: With the 4 count version, you can have children go under the parachute for 4 counts and then back out to the circle on the way down. You could also try moving in a circle.

Song suggestions: "Mountain High (Instrumental)" by Kimbo



Title: Parachute Play Option 3

Age range/grade level: PreK-2

Objectives: To improve cooperation in a large group setting.

PA Standard: Standard 25.4.1 Social Identity

Materials: Parachute, music

Preparation: Set out the parachute so that the children can stand around it.

Explanation of activity in simple steps: 1. The children will hold the parachute with one hand and put the other on their hip. 2. They will need to dance around in a circle while holding the parachute.

Teacher tips to support executive function: Remind them to keep the circle big so that the parachute does not touch the ground. Regularly reverse the direction of the circle.

Song suggestions: "Ring Around the Rosie." <https://www.youtube.com/watch?v=k2KMnpD46jl> or "The Noble Duke of York." <https://www.youtube.com/watch?v=QRMBwZjuGEU>

Title: Rhyme Time

Age range/grade level: PreK-2

Objectives: To have the children listen and follow directions while working on gross motor movement

PA Standard: Standard 10.4.1 Control and Coordination, Standard 1.6.2 Listening Skills

Materials: NA

Preparation: NA

Explanation of activity in simple steps: Change the words using “Frere Jaques” tune to have the children move in a certain way. Example: Marching, Marching, Marching, Marching. Jump, Jump, jump. Jump, jump, jump. Turning in a circle, turning in a circle. Now we stop, now we freeze.

Teacher tips to support executive function: Change the words to the song to make sure they are always listening and being adaptable.

Song suggestions: “Brother John/Frere Jaques” Karaoke by Pro Sound Karaoke Band. <https://www.youtube.com/watch?v=f35X2IXWCA4>



Title: Row Row Row Your Boat

Age range/grade level: PreK-K

Objectives: To develop critical thinking skills

PA Standard: Standard 3.4e.3 Energy and Power Technologies

Materials: NA **Prop Option:** Scarves as oars

Preparation: Pass out scarves if using them

Explanation of activity in simple steps: 1. Talk about items that you might want to take on a long journey. 2. Decide which items are heavy and which items are light. 3. Put them in the boat one by one and have the children decide how heavy it makes the boat (not much, a little, a lot heavier) 4. Sing the song “Row Your Boat” while using the scarf and match your moves to how heavy the boat is. If it’s not much heavier, row quickly. If it’s a little heavier, row at a medium speed. If it’s a lot heavier, row slowly.

Teacher tips to support executive function: Try rowing through different substances which can make the ride bumpier, faster/slower, etc.

Song suggestions: “Row Row Row the Boat” <https://www.youtube.com/watch?v=fCbCN7Y3OuY>



Title: **Sculpting Shapes**

Age range/grade level: PreK-2

Objectives: To learn straight and curvy lines kinesthetically

PA Standard: Standard 2.9.1 Definitions, Properties and Relations

Materials: Shape Dice or Shape Visuals

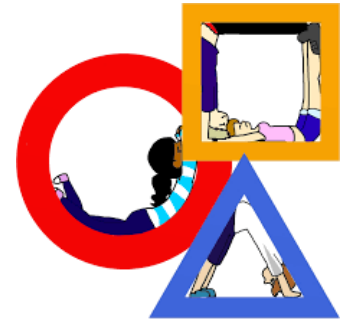


Preparation: NA

Explanation of activity in simple steps: 1. Have the children make a drum roll by patting their knees while you roll the die. 2. Have the children identify the shape. 3. Pick the part of the body you would like the children to make the shape with.

Teacher tips to support executive function: As they get more comfortable with the activity, you can leave out the part of the body and let them pick. You could ask the children to make the shapes on different levels (low, medium, high) or have them make the shapes with a partner/small group. You can also use pretend play as they make the shapes by coming up with items the shapes may be. (Rectangle= table, square= box, etc.)

Song suggestions: NA



Title: **Simon Says - Dracula/Sugar Plum**

Age range/grade level: PreK-2

Objectives: To improve executive function skills

PA Standard: Standard 1.6.2 Listening Skills

Materials: A Dracula puppet and a Sugar Plum puppet

Preparation: Prepare ideas for how you would like the children to move.

Explanation of activity in simple steps: Using a puppet, you will play Simon Says but as Dracula and the Sugar Plum. 1. When Sugar Plum says what to do, the children will do it. 2. When Dracula says what to do, they will not.

Teacher tips to support executive function: Switch the rules on what character they have to follow. After the children have successfully grasped the concept of the 2 puppets, have them play Simon Says.

Song suggestions: NA



Title: Tunnel/Train

Age range/grade level: PreK- K

Objectives: To increase self-regulation, self-awareness and directionality.

PA Standard: Standard 15.1 Constructing and Gathering Knowledge

Materials: NA- music but not necessary

Preparation: Make sure you have enough space.

Explanation of activity in simple steps: 1. One child will be the tunnel with their legs opened into a triangle. Comment on how strong and sturdy a tunnel must be. 2. Another student will be the train. Comment on how a train cannot crash into the tunnel or the goods cannot get where they are going. 3. The teacher is the conductor and tells the train how to get through the tunnel. Use directions such as forward, backwards, around, upside down.

Teacher tips to support executive function: Continue to change the direction the children go through the tunnel.

Song suggestions: "Vintage Train Sound 41" by Train Sounds



Title: Where Is ?

Age range/grade level: PreK-K

Objectives: To develop self-awareness and knowledge of body parts

PA Standard: Standard 3.1a.5 Form and Function

Materials: NA

Preparation: NA

Explanation of activity in simple steps: 1. In the tune of "Frere Jaques," sing about finding body parts and then how to move them. 2. The children should repeat each line you say and do the movement.

For example, Teacher: "Where is head?" Children: "Where is head?"

Teacher: "Here I am" Children: "Here I am"

Teacher: "Shake your head" Children: "Shake your head"

Teacher: "All day long" Children: "All day long"

Teacher tips to support executive function: You can change the body part and how it moves. You can even have the children come up with what body part and how to move it.

Song suggestions: "Brother John/Frere Jaques" Karaoke by Pro Sound Karaoke Band



Title: Where O Where

Age range/grade level: PreK-K

Objectives: To Increase listening skills, learn colors, gross motor skills, and directions.

PA Standard: Standard 15.2.1 Engagement, Attention and Persistence

Materials: Colored Dots Spots or Carpet Squares. Song "Where O Where are my friends on the ___ dot? Where O Where are my friends on the ___ dot? Where O Where are my friends on the ___ dot? Way down yonder in the Paw Paw (or Pumpkin) Patch."

Preparation: Set out Dot Spots in a circle to create a color pattern.

Explanation of activity in simple steps: 1. Explain to the students that when they hear the color they are sitting on, they need to stand up and gallop around the entire circle, then sit back down on their spot. 2. Sing the song going through all the different colored dots.

Teacher tips to support executive function: Change the direction of the circle, or change the movement they need to do around the circle. Add movements to the song for the children who are sitting.

Song suggestions: "Ten Little Indians Instrumental" by Pro Sound Karaoke Band

