Move More...
It’s in the Cards
Activity Title

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

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

MOVEMENT VOCABULARY

# Activity Number

PHYSICAL ACTIVITY CARD COMPONENTS

PLAY

Extended Play:

Suggestions for ways to alter or add to the activity.

Care provider:

Key action words for the child.

The movement vocabulary lists how to do the activity with the children.

Step-by-Step Instructions on
Jack Be Nimble Jumps

**Props** - Cones, foam noodles or cardboard blocks

**Prep** - Read the rhyme *Jack Be Nimble.*
Read the rhyme Jack Be Nimble to the children.

Jack be nimble, Jack be quick, Jack jump over the candlestick.

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

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

MOVEMENT VOCABULARY

- Skip
- Crawl
- Run
- Jumping
- Hop

Read the rhyme Jack Be Nimble to the children.

Source: Iowa Cooperative Extension
Bodies in Motion

**Props** - None

**Prep** - None
Encourage the children to respond to the following action rhyme:

**Waving**

*Your body is made of special parts.*

**WAVE** your arm (child’s name)

**Shaking**

**SHAKE** a leg...

**Nodding**

**NOD** your head...

**Touching**

**TOUCH** your nose...

**Stamping**

**STAMP** your feet (child’s name)

**Snapping**

**SNAP** your fingers...

**Rubbing**

**RUB** your belly...

**Wiggling**

**WIGGLE** your toes...

**Shaking**

And **SHAKE** a leg...

Our bodies are made of special parts.

Now stand very tall and **TOUCH** your nose.

And **WIGGLE** your toes...

**RUB** your belly...

**SNAP** your fingers...

**STAMP** your feet (child’s name)

**WAVE** your arms (child’s name)

And **TOUCH** your chest to feel your heart.

**Nod** your head...

**Stamp** your feet (child’s name)
Count Your Kicks

Props - Large balls such as beach balls

Prep - Scatter the balls throughout the outdoor playing area.
Give the children a time limit, such as one minute, and have them count how many times they kick the ball in that time period. Call time and have them repeat. Substitute hopping for kicking. Have the children work in pairs with one counting while the other kicks or hops.

MOVEMENT VOCABULARY

- Counting
- Kicking
- Hopping

Help Your Neighbor

Props - Beanbags
Prep - None
Each child moves around the room with a beanbag on his or her head. If the beanbag should fall off, he or she "freeze." He or she cannot move until someone can pick up the beanbag and place it on his or her head. Keep encouraging the children to "help their neighbor" and praise them when they do. Movements Vocabulary:

- Moving
- Balancing
- Freezing
On My Island

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

Prep - Assign a personal space for each child.
Ask the children to step inside the space.
Ask the children to imagine that this is like having their own room or island.
Ask the children to imagine that this is like inside, outside, beside, around and under.

NOTE: It is important for children to look for different ways to do something and to learn to respect differences and the space of others.

Challenge the children to move around their space in different ways such as crawling, hopping or skipping.

Crawling
Hopping
Skipping

MOVEMENT VOCABULARY

PLAY

Hello Beans

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

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

**Ask These Questions:** Do you know that a bean is a vegetable seed? Pick up one of the beans. Is it hard or soft? How do you think we can make it soft? (soaking in water). We have to make the beans soft before we can eat them. What foods have beans in them? (soup, baked beans, chili, etc.). Have you ever heard of a jumping bean? Remind children **NOT TO EAT** the beans.
Encourage the children to learn the chant. Instruct the children to jump up and down while saying or listening to the chant. Norma Jean the jumping bean, she jumped so high she touched the sky, and didn’t come down until the Fourth of July!
**Balloon Toss** (Age 3 and Above)

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

**Prep** - Mark the boundaries for where the children can and cannot move for this activity.
Activity Number 7B

Hold the balloon out in front of you with one hand on each side of the balloon. Lower the balloon below your waist so that the balloon almost touches your knees. Raise both hands into the air and let go of the balloon as it passes your nose. Throw the balloon into the air and see if you can clap your hands before catching it.

When the balloon floats down in front of you, wrap both hands around the balloon and catch it.

Extended Play (Variations Could Include):

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

MOVEMENT VOCABULARY

Throwing
Catching
Bouncing

Source: www.pecentral.com
Groundhog Day

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

**Prep** - Place hoops or poly spots on floor; secure with tape.
Activity Number 8B

Explain to the children the background of Groundhog Day. Instruct them that they will be the "groundhogs." The hoops or spots are the groundhog "holes.

At the first sound of the drum, the children will move about in the general space. The teacher will announce "Winter!" or "Spring!" If "Winter," the children will pretend to see their shadows and go back and hide in the holes. If "Spring," the children will continue to move slowly until the drum is sounded again, when they will freeze.

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

Extended Play:

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

MOVEMENT VOCABULARY

- Hopping
- Skipping
- Crawling
- Jumping
- Tiptoeing

Explanation to the children: The background of Groundhog Day. Instruct them that they will be the "groundhogs." The hoops or spots are the groundhog "holes.

Source: www.pecentral.com
Jump the River

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

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

9B

Explain to the children that they are taking a walk through the woods and may need to cross a stream or river. Ask the children to walk throughout the space and when they come to a river (a jump rope, or tape on the floor) they need to jump over it without getting their feet wet. Special direction should be given for the children to take two giant steps when jumping over the river, one right after the other, but emphasis should always be on landing in a balanced position.

More experienced children may enjoy the challenge of clipping their hands when jumping over the river, but emphasis should always be on landing in a balanced position.

Children can be asked how high and far they can jump when going over the river.

After 3-5 minutes of jumping, the children may need a brief rest period (30-60 seconds) before continuing the activity.

For safety reasons, children should not get closer than two giant steps from each other, especially when they are swinging their hands in the air. When landing, the children should land on both feet spread apart at shoulder’s width so that they can land in a balanced position.

Activities:

• Jumping
• Swinging
• Walking
• Balancing

Extended Play:

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

MOVEMENT VOCABULARY

Jumping
Swinging
Walking
Balancing

Source: www.pecentral.com
Shape Shifters

Props - Laminated color shapes (at least one per child), music and player.

Prep - Laminate different colored shapes that are 8-10 inches in size.
Tape the colored shapes on the floor. Play music while the children walk around the different shapes. When the music stops, have the children move toward a shape and stand on it. Ask, "Who is standing on a square, circle, triangle, etc.?"

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

Source: www.pecentral.com

Movement Vocabulary:
- Skipping
- Galloping
- Walking
- Curved
- Straight
- Pathway
- Backward

Activity Number: 10B
Exploring Pathways

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

**Prep** - None
Provide 2 ribbon sticks per child and encourage them to use both hands for motions.

- Play music of various tempos whilst the children do the motions; adjust movement speed accordingly.

**Extended PLAY:**

- Play music of various tempos whilst the children do the motions; adjust movement speed accordingly.

- Provide 2 ribbon sticks per child and encourage them to use both hands for motions.

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**MOVEMENT VOCABULARY**

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

**Play**

- Use carpet squares for children to stand on so they are

- Encourage children to use both hands for motions.

**Activity Number**

- Provide 2 ribbon sticks per child and encourage them to use both hands for motions.

- Play music of various tempos whilst the children do the motions; adjust movement speed accordingly.

**Extended PLAY:**

- Provide 2 ribbon sticks per child and encourage them to use both hands for motions.

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**MOVEMENT VOCABULARY**

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

**Play**

- Use carpet squares for children to stand on so they are

- Encourage children to use both hands for motions.
Turtle and Rabbit

Props - None
Prep - None
Activity Number 12B

Arrange the children in a scatter formation. Children can be directed to hop like a rabbit and crawl like a turtle or use other movements that they think might represent those animals.

The Tortoise and the Hare:

You may want to introduce this activity or combine it with reading the story of The Tortoise and the Hare.

Extended Play:

You may want to introduce this activity or combine it with reading the story of The Tortoise and the Hare.

Source: www.pecentral.com

MOVEMENT VOCABULARY

MOVEMENT VOCABULARY

MOVEMENT VOCABULARY

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Fitness March

Props - Marching music and player

Prep - None
Arrange the children in 1-2 lines facing forward with the teacher as the leader. Play the music and march. Encourage high steps with the knees lifted up on each step. Encourage moving the arms vigorously in a pattern opposite to the legs. March around the area in various patterns (lines, zigzags, circles, etc.). Switch and have a child be the leader so that each child has a turn.

EXTENDED PLAY:

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

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

Prep - Set up an area outdoors with the cones spread wide enough apart that the children will not swing and accidently strike another child with the paddle. You may want to put jump ropes or tape in a circle around the cone to be considered the “striker-only” area. Make sure all the strikers are facing the same direction and are on a line with one another so that no one is a potential target for balls that have been struck.
Children place the ball on the cone, hold their paddles back to the side of their bodies and then swing as hard as they can to strike the ball.

Ask the children to focus on (watch) the ball and to stand still when swinging the paddle - moving paddles back to the side of their bodies and then swing as hard as they can to strike the ball.

If all children are striking at once, the teacher can instruct the children on how to adjust holding their paddles, their stance, or their swing.

The teacher can then instruct the children after observing as to how to adjust holding their paddles, their stance, or their swing.

If there are not enough cones for every child to swing at once, some of the children may be placed in the outfield, (it space allows) retrieving ball. Make sure they are far enough away that they would not be injured by a struck ball.

Extended Play:

- If there are not enough cones for every child to swing at once, have some of the children retrieve the balls if space allows.
- If all children are striking at once, the teacher can signal when it is safe for the children to go all at once to retrieve the balls. Children should pick up as many balls as they hit without having to collect the exact same balls that they hit.

Source: www.pecentral.com
Busy Bodies

Props - The Busy Body Book by Lizzy Rockwell, chairs

Prep - None
Read The Busy Body Book with the children.

Ask the children what some of their favorite physical activities are and talk about them. You could also make a list of the various activities you are doing. Have the children pretend they are doing the activities.

Refer to the pictures at the end of the book if more ideas are needed for activities.

Source: Penn State Cooperative Extension

**Movement Vocabulary**

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

**Play**

15B

Activity Number
Beanbag Buddies

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

Prep - None
Instruct the children to begin by gently tossing the beanbag into the air and catching it. Next, have children pair up and try tossing their beanbags underhanded to each other. Have children stand back-to-back and try passing one beanbag from side-to-side. Begin by having beanbags underhanded to each other. Next, have children pair up and try passing their beanbags to the right with their arms extended above their heads, then turn to the left with their arms below their waists. They count the number of times they are able to pass before the whistle blows. Then the children are instructed to pass the beanbag to the right with their arms extended above their heads, then turn to the left with their arms below their waists and they switch directions. The children can further practice their tossing skills by trying to toss the beanbag onto a poly spot or into a paper bag.

**Movement Vocabulary**

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

**Extended Play:** The children can further practice their tossing skills by trying to toss the beanbag into the air and catching it.

Source: Penn State Cooperative Extension
**Water Bottle Bowling**

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

**Prep** - Set up empty water bottles with 1 in front, 2 in the next row, then 3, 4 and 5 in the subsequent rows. Each child should have a set.
Set up empty water bottles in the pattern described above. Make a taped line about 15 feet away from the water bottles. Demonstrate the proper bowling technique. Instruct each child to stand behind the taped line and roll the tennis ball toward the water bottles. Explain that the idea is to knock the pins over with three tries.