

Kindergarten Non-Equipment Activities

Table of Contents

▪ Show-n-Share	2
▪ Name The Geometric Figure	2
▪ Active Alphabet (Alphabet Actif)	3
▪ Alligator Chomp	4
▪ Rain is Falling Down	4
▪ Let's Alphabecise	5
▪ Move to the Alphabet	6
▪ Alphardy	8
▪ Alphabet in Motion	9
▪ The Animal Hokey Pokey	10
▪ Let's Make Words	12
▪ Workout to the Letter Sounds	13
▪ Hello Everybody	14
▪ I Woke Up in the Morning	15
▪ The Mr. Man Game	15
▪ Walk to School	16
▪ The Shape Up Song	17
▪ I Can	18
▪ Wiggles	18
▪ Old MacDonald	19
▪ 1, 2, 3, 4	19
▪ Movement through Rhyme	20
▪ Two Little Hands	22
▪ One Can Stand Very Nicely	22
▪ I'm Tall, I'm Small	23
▪ I Had a Little Engine	23
▪ The Caterpillar Song	24
▪ What To Play	25
▪ Up, Down, Stop, Go	25
▪ One, Two, Three – Four – Five	26
▪ Counting 1 to 20	26
▪ Five Little Seashells	27
▪ Follow Along	28
▪ The Number March	29
▪ Stone Soup	31
▪ Start This Day with a Song	32
▪ Can Cockatoos Count by Twos	33

Show-n-Share

(By Ms. O'Brien's Kindergarten class, Holy Cross Elementary)

Formation: Standing

Equipment: None

Learning Outcomes: Locomotor skills, sharing

Rules/Directions:

1. Students stand in their own personal space.
2. The teacher chooses a specific movement, i.e. hopping, skipping, and marching. (See Appendix A for more types of movements)
3. When the music starts students begin moving around the room, doing the suggested movement.
4. When they music stops, students freeze, find another classmate and share something they learned or something about themselves.

Name The Geometric Figure

(By Mme. Dohey's Kindergarten class, Vanier Elementary)

Formation: Standing

Equipment: None

Learning Outcomes: Geometry, listening skills, movement

Rules/Directions:

1. Have all students stand up.
2. The teacher then says the name of a geometric shape and students have to either mime the shape or make the shape using their bodies with several students.

Suggestions:

1. Say a geometric shape and have the students jump the same number of times as the shape has sides.

Active Alphabet (Alphabet Actif)

(By Mme. Dohey's Kindergarten class, Vanier Elementary)

Formation: Standing in your own personal space.

Equipment: None

Learning Outcomes: Letter recognition, listening skills, movement, vocabulary building

Rules/Directions:

1. Have students stand in their own personal space.
2. As you say the alphabet together, say a word for each letter and have students act out that word.

For example:

- A** - avion (fly like an airplane)
- B** - brise (blow around like a breeze of wind)
- C** - courir (run on the spot)
- D** - danser (dance)
- E** - elephant (move around like an elephant)
- F** - frapper (clap your hands)
- G** - galoper (gallop on the spot)
- H** - homard (act like a lobster)
- I** - inondation (act like a flood of water)
- J** - jeter (pretend to toss a ball)
- K** - kangourou (act like a kangaroo)
- L** - lasso (pretend to throw a rope)
- M** - missile (pretend to take off like a missile)
- N** - nager (pretend to swim)
- O** - onduler (fluctuate back and forth)
- P** - pousser les bras (push your arms up and down)
- Q** - quilles
- R** - rire (laugh)
- S** - sauter (jump)
- T** - toucher les orteils (touch your toes)
- U** - uniforme
- V** - violon (pretend to play the violin)
- W** - waltz
- X** - faire un X (make an X)
- Y** - yo-yo
- Z** - zigue-zague

Alligator Chomp

Formation: Standing in personal space

Equipment: None

Learning Outcomes: Math skills - greater than and less than

Rules/Directions:

1. Have students stand in their own space.
2. Together rhyme the following song doing the corresponding actions.

Alligator, alligator sitting in the swamp (students sit)

How many pizzas do you want to chomp? (have students stretch their arms out front and “chomp” them together)

1 or 3 (students hold up 1 finger, then 3 fingers)

“Hmm...I’m a very very hungry alligator. (students rub their tummy to show they are very hungry)

So I’ll eat whichever one is greater” (students stretch their arms out to show greater means bigger)

Rain is Falling Down

Formation: Standing

Equipment: None

Learning Outcomes: Movement

Rules/Directions:

1. Have students stand in their own personal space.
2. As you say the following rhyme, have students do the corresponding movements.

Rain is falling down, SPLASH! (pretend you are raindrops, stand on your tip toes with fingers wiggling and slowly going down to the floor. On splash, jump)

Rain is falling down, SPLASH! (pretend you are raindrops, stand on your tip toes with fingers wiggling and slowly going down to the floor. On splash, jump)

Pitter, patter, pitter, patter, (clap hands)

Rain is falling down, SPLASH! (pretend you are raindrops, stand on your tip toes with fingers wiggling and slowly going down to the floor. On splash, jump)

Let's Alphabecise

Formation: Standing in personal space

Equipment: None

Learning Outcomes: Alphabet recognition

Rules/Directions:

1. Have students stand in their own personal space.
2. Say or sing the following rhyme and do the corresponding actions.

With your body you can do most anything
Anything you want to do
You can RUN and JUMP and even SING
It's all up to you.
Now you tell me that you want to learn your ABC's
When we give it a try it's so easy you'll see
We're gonna learn 'em now from A to Z
Come on and Alphabecise

A B C D – TWIST your body
E F G - To the b-b-b-beat
H I J K – BEND your waist
L M N O P – and TOUCH your feet
Q R S – STRAIGHTEN UP now
T U V – and CLAP your hands
W X – PLAY guitar now
Y & Z – You're in the b-b-b-band

Now I know my ABC's
Next time won't you sing with me?
Now you tell me that you can learn your ABC's
And when you give it a try it's so easy to be
Learning all about them A to Z
Come on and Alphabecise

Move to the Alphabet

Formation: Standing or sitting

Equipment: None

Learning Outcomes: Letter recognition

Rules/Directions:

1. Have students either stand in their own space or sit around in a circle.
2. Say the following rhyme, having the students do the actions as you go.

The letters of the alphabet

There are 26 in all.

The letters of the alphabet

Are tall, small and fall.

When I say the letters of the alphabet

You move like this:

Hands up high if the letters are tall,

Hands down low if the letters are small,

Hands behind your back if the letters seem to fall.

Move to the alphabet:

“a” – small

“b” – tall

“c” – small

“d” – tall

Hands up high if the letters are tall,

Hands down low if the letters are small,

Hands behind your back if the letters seem to fall.

Move to the alphabet:

“e” – small

“f” – tall

“g” – fall

“h” – tall

Hands up high if the letters are tall,

Hands down low if the letters are small,

Hands behind your back if the letters seem to fall.

Move to the alphabet:

“i” – small

“j” – fall

“k” – tall

“l” – tall

Hands up high if the letters are tall,

Hands down low if the letters are small,

Hands behind your back if the letters seem to fall.

Move to the alphabet:

“m” – small

“n” – small

“o” – small

“p” – fall

Hands up high if the letters are tall,

Hands down low if the letters are small,

Hands behind your back if the letters seem to fall.

Move to the alphabet:

“q” – fall

“r” – small

“s” – small

“t” – tall

Hands up high if the letters are tall,

Hands down low if the letters are small,

Hands behind your back if the letters seem to fall.

Move to the alphabet:

“u” – small

“v” – small

“w” – small

“x” – small

Hands up high if the letters are tall,

Hands down low if the letters are small,

Hands behind your back if the letters seem to fall.

Move to the alphabet:

“y” – fall

“z” – small

Alphardy

Formation: Standing in personal space

Equipment: None

Learning Outcomes: Letter recognition

Rules/Directions:

1. Have students stand in their own personal space.
2. Say the following having students repeat the letter sounds as they do the corresponding actions.

A for apple a-a-a (pretend to eat an apple)

B for bounce b-b-b (pretend to bounce a ball)

C for cut c-c-c (stretch arms out and pretend you are a big pair of scissors)

D for dance d-d-d (dance)

E for elbow e-e-e (raise elbows out to the side 5X)

F for fan f-f-f (fan self with both hands)

G for gallop g-g-g (gallop in place)

H for hop h-h-h (hop on one foot)

I for itch i-i-i (scratch yourself like you itch all over)

J for jump j-j-j (jump on the spot)

K for kick k-k-k (little kicks with foot)

L for laugh l-l-l (pretend to laugh with your whole body)

M for march m-m-m (march on the spot)

N for nod n-n-n (nod head)

O for opera o-o-o (stretch out arms and pretend to sing like an opera singer)

P for paddle p-p-p (pretend to paddle a canoe)

Q for quiet q-q-q (tiptoe on the spot quietly)

R for run r-r-r (run on the spot)

S for skip s-s-s (skip on the spot)

T for turn t-t-t (turn around once)

U for under u-u-u (pretend to crawl under a table)

V for volley v-v-v (pretend to volley a ball)

W for wiggle w-w-w (wiggle your body)

X for x-ray x-x-x (make an x with your body – arms and legs stretched out)

Y for yawn y-y-y (stretch and yawn)

Z for zigzag z-z-z (move in a zigzag)

Letters and sounds are all you need. (put two palms up)

Put them together and you can read! (put palms together like a book)

Alphabet in Motion

Formation: Begin by sitting on the floor

Equipment: None

Learning Outcomes: Movement, alphabet

Rules/Directions:

1. Have the students begin by sitting on the floor. They will not be there long.
2. Say or sing the following rhyme having students do the actions.

Learn the abc's with ease
 While getting fit and having fun
 Alphabetize your exercise
 And do your moves one by one
 At the store or in the park
 You'll cause a small commotion
 If you suddenly stand and start (student stand)
 The alphabet in motion

A arch (slightly arch over) **B** bend (bend at waist)
C clap (clap hands) **D** droop (drop shoulders, droop body)
E expand (move your body like you are a balloon)
F flop (flop on the floor) **G** grow (stand back up)
H hop (hop on one foot) **I** itch (scratch)
J jog (jog on the spot) **K** kick (little kicks)
L leap (pretend to be a frog leaping)
M march (march on the spot) **N** nod (nod your head)
O open (open your arms wide) **P** prance (prance around)
Q quake (shake your whole body) **R** rock (rock back and forth)
S squat (do a squat) **T** turn (turn around once)
U uncurl (curl in a ball and then uncurl)
V vibrate (vibrate your whole body) **W** walk (walk on the spot)
X make an X shape **Y** yawn (stretch)
Z zigzag (zigzag to the floor)

Now do some letters from your name
 Sharing them with someone
 It's a friendly way to end
 The alphabet in motion

The Animal Hokey Pokey

Formation: Standing in a circle

Equipment: None

Learning Outcomes: Movement

Rules/Directions:

1. Have students stand in their own personal space.
2. Sing the following song to the tune “The Hokey Pokey” having students do the actions as you go.

All the animals are ready to sing and move
And do the Hokey Pokey at the animal zoo

Go elephants go!
You sing your big trunk in
You swing your big trunk out
You swing your big trunk in
Then you shake it all about
You do the Hokey Pokey
Then you swing your trunk around
That’s what it’s all about.
You stomp one big leg in
You stomp one big leg out
You stomp one big leg in
Then you shake it all about
You do the Hokey Pokey
Then you stomp all around
That’s what it’s all about
You stomp the other leg in
You stomp the other leg out
You stomp the other leg in
Then you shake it all about
You do the Hokey Pokey
Than you stomp it all around
That’s what it’s all about

Go Gorillas go!
You pump one big arm in
You pump one big arm out
You pump one big arm in
Then you flex it all about
You do the Hokey Pokey
Thump your chest all around
That’s what it’s all about
You pump the other arm in

You pump the other arm out
You pump the other arm in
Then you flex it all about
You do the Hokey Pokey
Thump your chest all around
That's what it's all about

Now snakes!
You wiggle your tongue right in
You wiggle your tongue right out
You wiggle your tongue right in
Then you slither all about
You do the Hokey Pokey
And you ssss all around
That's what it's all about
You rattle your tail right in
You rattle your tail right out
You rattle your tail right in
Then you slither all about
You do the Hokey Pokey
And you ssss all around
That's what it's all about

Cheetahs Go!
You prowl with one paw in
You prowl with one paw out
You prowl with one paw in
Then you shake it all about
You do the Hokey Pokey
And you growl all around
That's what it's all about
You run, run right in
You run, run right out
You run fast like a cheetah
Then you shake it all about
You do the Hokey Pokey
And run fast all around
That's what it's all about

Sloths go – slow
You move slowly in
You move slowly out
You move slowly in
Then you shake it all about
You do the Hokey Pokey
Then you slowly move around

That's what it's all about

Dolphins do the Hokey Pokey!
You flap your flippers in
You flap your flippers out
You flap your flippers in
Then you shake them all about
You do the Hokey Pokey
And you swim all around
That's what it's all about

Let's Make Words

Formation: Standing in personal space

Equipment: None

Learning outcomes: Beginning sounds

Rules/Directions:

1. Have students stand in their own personal space.
2. Say the following rap with the students doing the movements.

Hip-Hop with your hands (Teacher says while waving arms in the air)
What! (Students say while waving arms in the air)
Hip-Hop with your head (Teacher says while waving arms and bopping head)
Yo! (Students say while waving arms and bopping head)
Hip-Hop with your hips (Teacher says while waving arms, bopping head, swinging hips)
What! (Students say while waving arms, bopping head, swinging hips)
Hip-Hop and make words (Teacher says while waving arms, bopping head, swinging hips)
Like this! (Students say while waving arms, bopping head, swinging hips)
Put your hands in the air
Boys and Girls
Left to Right
Let's make words
When I say "d"
You say "uck"
When I say "d"
You say "uck"
D – uck
D – uck
Together we've got the word "duck".
When I say ...

Workout to the Letter Sounds

Formation: Standing

Equipment: None

Learning Outcomes: Letter sounds, movement

Rules/Directions:

1. Have students stand in their own personal space.
2. You might want to have the poem on chart paper until the students learn it.
3. As you say the poem together, have students do the actions as they go.

Stretch up high to the sky (stretch up as high as they can)

Workout! Workout!

Tap you knees to the beat (tap knees with your hands as you say the words)

Workout! Workout!

Twist your hips, just like this (twist hips to the floor)

Workout! Workout!

Everybody workout to the letter sounds

Now, stretch to the left for the letter (stretch up to the left as if reaching for the letter)

Stretch to the right for the sound (stretch up to the right)

A (stretch to the left while saying the letter name)

/a/ (stretch to the right while saying the sound)

(continue on with the letters and sounds up to h)

Stretch up high to the sky (stretch up as high as they can)

Workout! Workout!

Tap you knees to the beat (tap knees with your hands as you say the words)

Workout! Workout!

Twist your hips, just like this (twist hips to the floor)

Workout! Workout!

Everybody workout to the letter sounds

Hands on your shoulders for the letter (put your hands on your shoulders)

Hands on your waist for the sound (put your hands on your waist)

I (hands on shoulders)

/i/ (hands on hips)

(continue on with the letters and sounds up to p)

Pump both arms up for the letter (raise the roof)

Pump both arms down for the sound (biceps curl)

Q (raise the roof)

/q/ (biceps curl)

(continue on with the rest of the alphabet)

Stretch up high to the sky (stretch up as high as they can)

Workout! Workout!

Tap you knees to the beat (tap knees with your hands as you say the words)

Workout! Workout!

Twist your hips, just like this (twist hips to the floor)

Workout! Workout!
Everybody workout to the letter sounds
That was great!
I'm feeling good, feeling fine.
Working out to the letter sounds
Can help you read and write.

Hello Everybody

Formation: Standing

Equipment: None

Learning Outcomes: Movement

Rules/Directions:

1. Have students stand in their own personal space.
2. Sing the following song to the tune "Skip to my lou", having students do the movements mentioned.

Hello everybody and yes indeed, (wave hand to say "hello", switch hands on "yes indeed")

Yes indeed, yes indeed!

Hello everybody and yes indeed,

Yes indeed my darling.

Come on everybody and tap your head, (tap your head gently)

Tap your head, tap your head!

Come on everybody and tap your head,

Tap your head my darling.

Note: continue on inserting different actions such as, touch your toes, stomp your feet, wiggle your nose, clap your hands, roll your head, etc.. (See Appendix A for a variety of movements)

I Woke Up in the Morning

Formation: Laying on the floor

Equipment: None

Learning Outcomes: Rhyming words, movement

Rules/Directions:

1. Have students lay on their backs quietly on the floor.
2. Say the following rhyme as students do the corresponding movements.

I woke up in the morning (**students yawn and raise arms**)
And I jumped out of bed (**jump up**)
Put some clothes on my body (**pretend to get dressed**)
And a hat on my head (**pretend to put a hat on**)
Took a leap to the kitchen (**large step**)
And I ate my toast (**pretend to eat**)
Listened to the news (**hand on ear**)
From coast to coast (**arm from one side to the other**)
Looked out the window (**hand shielding eyes**)
To check the sun
Ran out the door (**run on the spot**)
To have some fun. (**do a fun jumping jack**)

The Mr. Man Game

Formation: Standing in personal space.

Equipment: None

Learning Outcomes: Body awareness, locomotor skills, listening skills

Rules/Directions:

1. Have students stand in their personal space.
2. Call out the following commands and have the students perform the corresponding actions.

Mr. Slow - move slowly around the room.

Mr. Rush - move fast on the spot.

Mr. Jelly - shake your whole body.

Mr. Muddle - take three steps backward slowly.

Mr. Bounce - jump up and down on the spot until the next command is called.

Mr. Small - crouch low and waddle around.

Mr. Strong - move flexing your muscles.

Mr. Tall - stretch up as high as you can.

Walk to School

Formation: Standing in a circle

Equipment: None

Learning Outcomes: Listening Skills, movement

Rules/Directions:

1. Have students stand in a circle.
2. Say the following song having students perform the appropriate actions.

Walk, walk, walk to school (**walk around in a circle**)
Walk to school together.
Walk, walk, walk to school
Walk to school and stop. (**students freeze on the word stop**)

Run, run, run to school (**students run on the spot**)
Run to school together.
Run, run, run to school
Run to school and stop. (**students freeze on the word stop**)

Hop, hop, hop to school (**students hop in a circle**)
Hop to school together.
Hop, hop, hop to school
Hop to school and stop. (**students freeze on the word stop**)

Skip, skip, skip to school (**students skip in a circle**)
Skip to school together.
Skip, skip, skip to school
Skip to school and stop. (**students freeze on the word stop**)

Jog, jog, jog to school (**students jog on the spot**)
Jog to school together.
Jog, jog, jog to school
Jog to school and stop. (**students freeze on the word stop**)

Tiptoe, tiptoe, tiptoe to school (**students tiptoe on the spot**)
Tiptoe to school together.
Tiptoe, tiptoe, tiptoe to school
Tiptoe to school and stop. (**students freeze on the word stop**)

The Shape Up Song

Formation: Standing

Equipment: None

Learning Outcomes: Movement

Rules/Directions:

1. Have students stand in their own personal space.
2. Sing the following song to the tune “Farmer in the Dell” having students perform the actions as you go.

We're jumping up and down
We're jumping up and down
We're getting lots of exercise
We're jumping up and down.

We bend and touch our toes
We bend and touch our toes
We're getting lots of exercise
We bend and touch our toes.

We kick our legs up high
We kick our legs up high
We're getting lots of exercise
We kick our legs up high.

We wiggle our whole body
We wiggle our whole body
We're getting lots of exercise
We wiggle our whole body.

We stretch up to the sky
We stretch up to the sky
We're getting lots of exercise
We stretch up to the sky.

I Can

Formation: Standing

Equipment: None

Learning Outcomes: Rhyming, movement

Rules/Directions:

1. Have students stand in their own space or in a circle.
2. Say the following poem, having students perform the appropriate actions.
3. Do the actions faster and faster as the poem is recited more quickly each time.

I nod my head and clap my hands
And then I turn around
I stretch up high, I bend down low
Then I sit upon the ground
I touch my toes while sitting down
Then jump up in the air
I walk around on tippity toes
Then sit quietly on my chair.

Wiggles

Formation: Standing at desks

Equipment: None

Learning Outcomes: Coordination

Rules/Directions:

1. Jog in place, while doing the following activities.
2. On teacher's signal, the students begin to wiggle their fingers.
3. Then their fingers and wrists.
4. Then their fingers, wrists, and forearms.
5. Then their fingers, wrists, forearms, and elbows.
6. Then their fingers, wrists, forearms, elbows, and shoulders.
7. Then their fingers, wrists, forearms, elbows, shoulders, and rib cage.
8. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, and hips.
9. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, and knees.
10. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, knees and head.

Suggestions:

1. Start from your toes and work your way up (toes, knees, hips, etc.).
2. Repeat activity without jogging as a cool down.
3. Play the song "Head, shoulders, knees and toes". Do the actions.

Old MacDonald

Formation: Standing together

Equipment: None

Learning Outcomes: Strength, balance, coordination, creativity

Rules/Directions:

1. All students sing and each person adds another activity action.
2. As they sing out the activity, have each student perform the movement (at the same time).

Old MacDonald had a farm,
E-I-E-I-O,
and on that farm, he liked to (activity),
E-I-E-I-O.

With an (activity) here and an (activity) there,
everywhere an (activity),
Old MacDonald had a farm
E-I-E-I-O.

"He liked to do..."

- *Knee lifts*
- *Small kicks*
- *Heel taps*
- *Side steps*
- *A March*
- *Jumps*

Suggestion:

1. Use any other movements found in Appendix A in the back of this manual.

1, 2, 3, 4

Formation: Standing

Equipment: None

Learning Outcomes: Rhyming skills, movement, listening skills.

Rules/Directions:

1. Students will sing the following song doing the actions it states.
 - One is a giant who stamps his feet.
 - Two is a fairy light and neat.
 - Three is a tiny mouse oh so small (students tip toe)
 - Four is a great big bouncing ball.

Movement through Rhyme

Formation: Standing

Equipment: None

Learning Outcomes: Body awareness, movement

Rules/Directions:

1. Have students stand in their own personal space.
2. Read the following poems and have the students perform the corresponding actions. You may do one, a few or all the poems. You chose.

1.) Thin as a pin (arms close in to the body)

Wide as a barn (**spread arms out**)

Small as a house (**stretch tall**)

2.) My hands upon my head, I'll place

On my shoulders, on my face,

On my hips and at my side,

Then I'll lift them up so high

Make my fingers swiftly fly,

Hold them out in front of me,

And clap them -1-2-3

3.) Jack-in-the-box jumps up like this (jump up)

Jack-in-the-box jumps down (**crouch down**)

BANG goes the lid and up he pops (**jump up**)

Wagging himself around.

Can you see me I'm so tall (**stretch tall**)

Now I'm like a tiny ball (**make yourself into a ball**)

Now I'm spinning like a toy (**turn around**)

And into my seat I pop (**sit down**)

4.) Buster Brown, turn around

Buster Brown, touch the ground

Buster Brown, touch your toes,

Thank you Buster, that will do.

5.) Elbows close, arms parting make,

Then a breath we slowly take,

On your toes we stretch up high

And our hands reach for the sky.

6.) Two little Girl Guides dressed in blue,

Let us see what they can do!

Stand at attention, stand at ease

Hands on your hips and bend your knees.

Hands on your neck, touch your toes,
Slap your sides and home you go.

7.) This is my right hand - raise it up high
This is my left hand - I'll touch the sky
Right hand, left hand, twirl them around
Left hand, right hand, pound, pound, pound.
This is my right foot, tap, tap, tap
This is my left foot, pat, pat, pat.
Right foot, left foot, run, run, run
Left foot, right foot, jump, jump, jump.

8.) I have ten little fingers and they all belong to me
I can make them do things - would you like to see?
I can shut them tight, I can open them wide
I can put them together, I can make them all hide,
I can make them jump high, I can make them jump low,
I can fold them quietly and hold them just so!

9.) Head and shoulders, knees and toes
Knees and toes, knees and toes
Head and shoulders, knees and toes
Eyes, ears, mouth and nose.

10.) 1 - can bend over nicely
2 - can jump very high
3 - can hop like a bunny
4 - like a swallow can fly
5 - can stretch like a policeman
6 - can stride over a gate
7 - can ride a see-saw
8 - can bang a can
9 - can stand and wait

11.) These are grandmother's glasses
This, grandmother's cap
This is the way she folds her hands
And puts them on her lap.

12.) 1-2-3-4 feet flat upon the floor
5-6-7-8 everybody sit up straight

13.) Scarecrow, Scarecrow bend your knees
Scarecrow, Scarecrow flop in the breeze
Scarecrow, Scarecrow nod your head
Scarecrow, Scarecrow flop into bed (into chairs)

Two Little Hands

Formation: Standing

Equipment: None

Learning Outcomes: Listening skills, locomotor skills

Rules/Directions:

1. Have students stand in their own personal space.
2. Sing the following verse and do the corresponding actions.
Two little hands go clap, clap, clap.
Two little feet go tap, tap, tap.
A quick little leap up from the chair.
Two little arms fly up in the air.
Two little feet go jump, jump, jump.
Two little fists go thump, thump, thump.

One Can Stand Very Nicely

Formation: Standing

Equipment: None

Learning Outcomes: Listening skills, balance

Rules/Directions:

1. Have students stand in their own personal space.
2. Say the following poem and have the students perform the corresponding actions.

“One can stand very nicely -each student stands beside his/her desk.
Two can jump very high -One high jump on the spot.
Three can sit like a bunny -Crouch with hands up from heads
Four can fly up to the sky” -Gradually stand, waving arms at side.
“Five can ride on horseback, -One foot in front, sit on your back heel
Six can jump over the gate -Vault over your side/or to the side
Seven can ride on a see-saw -Change slowly from crouch to stand
But no one can run like eight.” -Run on the spot.

I'm Tall, I'm Small

Formation: Standing

Equipment: None

Learning Outcomes: Listening skills

Rules/Directions:

1. One student stands in front of the group as the leader.
2. Another person is chosen as the guesser and has to turn around and close their eyes tight.
3. All students repeat the following verses.
"I'm tall, very tall - all students stand tall on their tip toes.
I'm small, very small - all students crouch very low
Sometimes I am tall - all students stand on tip toes.
Sometimes I am small - all students crouch low.
Guess what I am now" - the leader either stands tall or goes small and all students follow their lead.
4. The guesser must now guess whether the class is tall or small.
5. If he/she guesses correctly they become the new leader, if not then pick a new guesser and the leader stays the same.

I Had a Little Engine

Formation: Standing

Equipment: None

Learning Outcomes: Listening skills, coordination

Rules/Directions:

1. Have everyone stand up in their own personal space.
2. Say the following poem together doing the actions as you go.
"I had a little engine (**Imitate train movements**)
But it would not go.
I had to push and push and push (**Make big, slow pushing movements**)
But it would still not go."

"I had a little motor car (**Pretend to hold and turn a steering wheel**)
But it would not go.
I had to wind and wind and wind (**Make big, slow winding movements**)
But it would still not go."

"I had a little airplane (**Crouch with your arms out at sides**)
My airplane could fly (**Gradually rise up, follow the leader walking around**)
I jumped right in, away I flew
Right up to the sky.

The Caterpillar Song

Formation: Standing

Equipment: None

Learning Outcomes: To help students remember the orderly changes of a butterfly by performing physical motions to a song.

Rules/Directions:

1. Sing verse one. Sing it again and have the class sing verse one with you. Sing verse two. Have the class sing verse two with you. Sing verse three. Have the class sing verse three with you.
2. Demonstrate the motions for verse one. Have the class do the same. Demonstrate the motions for verse two. Have the class do the same. Demonstrate the motions for verse three. Have the class do the same.
3. Sing the entire song using the motions a few times through. Have the students do it once by themselves.

Song: Three verses to the tune of "Mary Had a Little Lamb"

First Verse: "I'm a fuzzy caterpillar, caterpillar, caterpillar. I'm a fuzzy caterpillar about to make a cocoon."

Second Verse: "I'm wrapped in a cocoon, a cocoon, a cocoon. I'm wrapped in a cocoon about to spread my wings."

Third Verse: "I'm a pretty butterfly, butterfly, butterfly. I'm a pretty butterfly about to fly away."

Motions:

First Verse: Hold out your left arm, bending your elbow so your forearm is parallel to your chest.

Use your right hand to imitate a caterpillar crawling along the ground (your left forearm).

Second Verse: Wrap your arms around yourself as if you were giving yourself a hug. Twist your torso right and left just to add more motion.

Third Verse: Spread your arms out to your sides and "flap" them up and down as if you are flying.

What To Play

Formation: Standing with the leader in the front

Equipment: None

Learning Outcomes: Singing, various movements

Rules/Directions:

1. The class sings: (to the tune: Mary Had a Little Lamb)
Mary show us what to play,
what to play, what to play,
Mary show us what to play,
show us what to pla-ay.
2. When the class stops singing, the leader says, "Play this," and does an action, such as hopping, jogging in place, etc. (See Appendix A for a variety of movements)
3. The entire class imitates the motion until the leader says, "Stop."
4. The leader chooses another player to take his or her place, and switches places.
5. The game continues with the new leader.

Suggestions:

1. If the leader is a boy substitute the name Billy for Mary.

Up, Down, Stop, Go

Formation: Standing in personal space

Equipment: None

Learning Outcomes: Listening skills, locomotor skills, opposites

Rules/Directions:

1. Have students stand in their personal space.
2. Next, explain to the students that they must listen very carefully and use their opposites.
3. The caller calls out the following commands while the students perform the corresponding actions.
Go - student must STOP.
Stop - students must run on the spot.
Up - students SIT down.
Down - students jump up to the ceiling.

One, Two, Three - Four – Five

Formation: Standing

Equipment: None

Learning Outcomes: Movement

Rules/Directions:

1. Say the following verse and teach students the corresponding actions.

2. The more familiar the students are the less you will have to lead.

“One, Two, three-four-five” -Clap hands, touch toes, knees, shoulders, head
Once I caught a fish alive -Several quick steps backward on your heels, arms moving as if pulling in a fishing line.

Six, seven, eight-nine-ten -Repeat the action for the first line.

Then I let him go again. -Move forward, arms moving as if letting out the fishing line.

Why did you let him go? -Teacher says this line

Because he bit my finger so -Shake one hand vigorously.

Which finger did he bite? -Asked by the teacher.

The little finger on the right.” -Hop on one foot around in a circle while shaking your hand.

Counting 1 to 20

Formation: Standing in personal space

Equipment: None

Learning Outcomes: Counting skills, movement

Rules/Directions:

1. Have students stand in their own personal space.

2. Say the following poem acting out as you go.

Let's count numbers from 1-20 (**march on the spot**)

Ready, let's go

1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20 (**clap your hands as you count**)

1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20 (**slap you thighs as you count**)

Counting numbers up high (**stretch arms up high**)

Counting numbers down low (**touch your toes**)

Counting numbers up high (**stretch arms up high**)

Counting numbers – all right! (**give two thumbs up**)

Five Little Seashells

Formation: Sitting in a circle

Equipment: None

Learning Outcomes: Fine motor skills

Rules/Directions:

1. Have students sit together in a circle.
2. Together say the following poem doing the appropriate finger movements.

Five Little Seashells (**hold out five fingers**)

Lying on the shore (**hold out palms**)

Swish went the waves (**open one hand and pass it over the other five fingers**)

And then there were four (**hold up four fingers**)

Four little seashells (**hold up four fingers**)

Pretty as can be (**flutter both hands like a butterfly**)

Swish went the waves (**open one hand and pass it over the other five fingers**)

And then there were three (**hold up three fingers**)

Three little seashells (**hold up three fingers**)

All pearly new (**rub hands together as if you were shining something**)

Swish went the waves (**open one hand and pass it over the other five fingers**)

And then there were two (**hold up two fingers**)

Two little seashells (**hold up two fingers**)

Lying in the sun (**hold out hands palms up**)

Swish went the waves (**open one hand and pass it over the other five fingers**)

And then there was one (**hold up one finger**)

One little seashell (**hold up one finger**)

Lying all alone (**hold out hands palms down**)

I picked it up (**point one finger in the air**)

I took it home (**put your finger in your pocket**)

Follow Along

Formation: Standing in personal space

Equipment: None

Learning Outcomes: Pattern recognition, counting, coordination

Rules/Directions:

1. Have students stand in their own personal space.
2. Say the following pattern slowly at first until students are use to it, then begin to speed up.

Step in place, step again
Shake your hands high over your head
Step in place, step again
Shake your hands so high
(Pick it up, quicker now, ready set go!)

Step, step, shake your hands
Step, step, shake your hands
Step, step, shake your hands
Join the joyful song
Now let's count to sixteen
With the moves you've just seen
Following a pattern as we go:
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Touch your knees, touch your shoulders
Touch your head and clap your hands
Touch your knees, touch your shoulders
Touch your head and clap
(Pick it up, quicker now, ready set go)

Knees, shoulders, head and clap
Knees, shoulders, head and clap
Knees, shoulders, head and clap
Join the joyful song

Now let's count to twenty, tiptoeing for the first three
Running every fourth beat as we go
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Now this time it is your turn, you create a pattern
Something we could follow as we go.

The Number March

Formation: Standing in a circle

Equipment: None

Learning Outcomes: Movement, counting

Rules/Directions:

1. Have students stand in a circle.
2. Say the following rhyme, having students march on the spot until you select them to march around the circle counting as they go.

One person march around the circle; **(select one person)**
March, march, march. **(everyone is marching on the spot)**
One person march around the circle
Now, let's have two **(select another person)**

Two people march around the circle;
March, march, march **(make sure everyone is marching on the spot)**
Two people march around the circle,
Now let's have three. **(choose a third person)**

Three people march around the circle;
March, march, march **(make sure everyone is marching on the spot)**
Three people march around the circle,
Now let's have four. **(choose a fourth person)**

Four people march around the circle;
March, march, march **(make sure everyone is marching on the spot)**
Four people march around the circle,
Now let's have five. **(choose a fifth person)**

There are five people marching,
Round and around,
1, 2, 3, 4, 5 people march
There are five people marching,
Round and around,
1, 2, 3, 4, 5 people march.

Five people march around the circle;
March, march, march.
Five people march around the circle,
Now let's have four. **(take one person away)**

Four people march around the circle;
March, march, march **(make sure everyone is marching on the spot)**
Four people march around the circle,

Now let's have three. **(take another person away)**

Three people march around the circle;

March, march, march **(make sure everyone is marching on the spot)**

Three people march around the circle,

Now let's have two. **(take another person away)**

Two people march around the circle;

March, march, march **(make sure everyone is marching on the spot)**

Two people march around the circle,

Now let's have one. **(take another person away)**

One person march around the circle;

March, march, march

One person march around the circle

Now there is none.

There were five people marching

Round and around

Now there is none.

Now there is none.

Stone Soup

Formation: Sitting or standing in a circle

Equipment: None

Learning Outcomes: Movement

Rules/Directions:

1. Have students sit or stand in a circle.
2. Say or sing the following poem having students act out the words as you go.

We're making stone soup,
We're making stone soup,
Well, you mix it up, you mix it up
You stir it around
We're making stone soup.

You take a clean stone and put it in a pot;
You take some water and you fill it to the top;
Cut up some carrots and some onions, too;
Throw them in the pot,
You know what we're going to do.

We're making stone soup,
We're making stone soup,
Well, you mix it up, you mix it up
You stir it around
We're making stone soup.

Now take some potatoes and chop them up;
Find some barley and throw them both in the pot;
Take a little salt and some pepper too;
Throw them in the pot,
You know what we're gonna do.

We're making stone soup,
We're making stone soup,
Well, you mix it up, you mix it up
You stir it around
We're making stone soup.

You can take a little taste now;
Isn't that really good?!
Invite all your friends in the neighborhood.
We'll have a feast fit for a king or queen;
With soup from a stone;
Isn't that amazing?!

'Cause we made stone soup
Yes we made stone soup,
Well, we mixed it up, we mixed it up,
We stirred it around,
Yes, we made stone soup.

Start This Day with a Song

Formation: Standing

Equipment: None

Learning Outcomes: Movement

Rules/Directions:

1. Have students stand in their own personal space.
2. Say the following song which students do the movements you say.

Let's start this day
Everybody CLAP your hands
Let's start this day
Everybody SHAKE your hips
Let's start this day
Everybody SWING your arms
Let's start this day with a song.

Let's start this day
Everybody TWIST your feet
Let's start this day
Everybody LIFT your arms
Let's start this day
Everybody WIGGLE your body
Let's start this day with a song

Let the music make you SWAY and say
Thanks for this day
Let the music make you TWIST and say
I'll do my best
So let's start this day!

Can Cockatoos Count by Twos?

Formation: Standing in personal space

Equipment: Copy of poem

Learning Outcomes: Number patterns, counting by twos, count backwards, movement

Rules/Directions:

1. Have students stand in their own personal space.
2. Say the following rhyme, having students perform the corresponding actions.

Can a tree chase a flea? **(pretend to be a tree chasing a flea)**

Can a pig dance a jig? **(dance on the spot)**

Can a car travel far? **(pretend to drive a car)**

Can cockatoos count by twos?

Two, four, six, eight, ten, twelve **(clap your hands as you count)**

Fourteen, sixteen, eighteen, twenty

Can a cat catch a rat? **(pretend to be a cat catching a rat)**

Can a mouse lift a house? **(pretend to lift something heavy)**

Can a child run wild? **(run on the spot)**

Can little red hens count by ten's?

Ten, twenty, thirty, forty, fifty, sixty, **(tap your toes as you count)**

Seventy, eighty, ninety, one hundred

Can a fish wash a dish? **(pretend to wash dishes)**

Can a wall crack and fall? **(crumble to the ground)**

Can a snail read the mail? **(move around slowly like a snail)**

Can a rocket ship hop and skip?

Ten, nine, eight, seven, six, five, **(hop and skip as you count)**

Four, three, two, one, zero.