



Ready

- 1 spot marker per child
- 4 cones for boundaries
- Musical ASAPs – #3 and #4
- SPARK EC Music CD and player

Set

- Create activity area.
- Scatter spot markers within area.
- Review personal space and boundaries.
- Send children to stand on spot markers.



GO!

1. **“Motion Memory Goodbye Game”** (Teach Musical ASAP #3.)
2. **Starting and Stopping on Cue**
 - When you hear, “Go!” (or music starts) walk around your spot. (Start with verbal cues, then introduce music cues.)
 - When you hear, “Freeze,” (or music stops) show that you can stop quickly and freeze like a statue.
3. **Travel! Go Home!**
 - Let’s play *Travel! Go Home!*
 - The spot you’re standing on is called your home. Your home is 1 of many in our neighborhood. On the count of 3, can you shout the color of your home?
 - The cones show the sides of our neighborhood. We are going to move within our neighborhood without popping our bubbles.
 - Turn and wave to a neighbor near you. Turn the other way and wave to a different neighbor.
 - When you hear, “Travel!” take your bubble with you and safely walk in our neighborhood.
 - When you hear, “Go Home!” walk back to your home.
 - Travel! Go Home! (Practice several times, each with longer exploration periods.)
 - Can you walk with your hands way up high stretched to the sky? Travel! Go Home!
 - Can you walk with your hands on your knees? Travel! Go Home!
4. **“Dance Freeze”** (Teach Musical ASAP #4.)
5. **Wrap It Up**
 - Can you reach to the sky, out front, to the side, and down?
 - When you stand on your spot, where are you? (Home)
 - When you hear the color of your “home,” bring it to me.

STARTING AND STOPPING

ADAPTATIONS

Limited Space

- * Give children a non-locomotor movement on “Travel!” cue and march in place on “Go Home!” cue.

Variation

- * Play *Travel! Go Home!* using musical stop and start signals in place of verbal cues. This can be especially helpful to children having difficulty shifting attention from action to listening, or moving to stopping.

Inclusive Strategy

- * Praise children who “go home” on cue to encourage others to do the same.



OBJECTIVES

- ✓ Starting and stopping
- ✓ Auditory discrimination
- ✓ Spatial relationships

YOUR STATE STANDARDS



ACADEMIC

Social Studies

Lead a discussion about the many different things found in a neighborhood (e.g., houses, apartments, mobile homes, gas stations, markets, parks, or neighbors).



TEACHER TIPS

- When giving instructions, tell children **when** you want to do something before telling them **what** you want them to do (*i.e.*, “**When** you hear ‘Go!’ **walk** around your spot.”).
- When children show they can move safely in the neighborhood, prompt them to walk faster.

NOTES



FAMILY FUN

Freeze Dance

Dance with your child to lively music. Stop the music every 10-20 seconds and freeze like a statue until the music starts again.