



## 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

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## 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

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### 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.