

Travelling and Responding to Signals

Activity

Resource: Early Learning Resource

Grade(s): Early Learning

Curriculum Expectations

7.1, 8.1, 8.2

Refer to the [Kindergarten Program 2016](#) for details on the specific expectations.

Activity Learning Goals

By the end of the activity children will be able to:

- participate actively in daily physical activities
- demonstrate spatial awareness in activities that require the use of large muscles
- demonstrate control of large muscles without equipment

Equipment

- Music
- Audio equipment
- Tambourine
- [Early Learning Anecdotal Recording Chart](#)

Safety

Inspect activity area for safe traction and eliminate potential hazards. Clearly outline the boundaries for the activity making sure there is a safe distance between the activity area and the furniture/walls. Remind children to be cautious when moving, and to be aware of personal space.

Assessment Opportunity

EL-K Team observation of children's demonstrated application of active participation, spatial awareness and muscle control can be recorded on the Anecdotal Recording Chart.

Moving to Music

- Children travel in various ways (skip, jog, walk, hop, side shuffle, run etc.). Have children travel and freeze on signal. Review what stopping and freezing looks like.
- Repeat above, but children stop and start responding to music or a tambourine. Use various types and tempos of music (e.g., slow, fast, loud, soft, etc.) so children can move in different ways to different music. When the music stops, the children freeze.

Paint the Alphabet

- Children spread out in the activity area. Ask them to draw various letters from the alphabet in the air around them and try to make every letter as big as they can to start.
- After children have explored different letters, call out specific letters which children draw in the air. Prompt children to change the letters' size from small to large and to change what part of the body is the paintbrush (e.g., knee, below, toe, nose).

Notes to EL-K Team

- Remind children of stop and go signals.
- Reinforce stopping immediately when the music stops.
- If using a carpet area in the classroom for moving activities the carpet must be flat and secured to the floor and not present a tripping hazard.

- Remind children to move carefully without bumping into each other.

Connection Questions to Expand and Enhance Play

- What can you do to make sure you don't bump into anyone while travelling?
- How does the beat of the tambourine change the types of movements you perform?
- How many different ways can you travel?