



## Indoor Games

Indoor games provide another great opportunity for learning and developing social skills and usually involve the whole class. The ideas that follow came from the wonderful women on my yahoo email lists [childcareland2](#) and [shelleylovettssecprintables](#).

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Two of our favorite indoor games:

**Show Me** - this is a fun game that gets the children thinking. We start by sitting on the floor together and I call out a child's name and tell him/her something to find ... for example ... "Sara ... show me something in the room that is red" .... the child then gets up shows everyone the red item that she has found. I then call on another child with a different color until all the children have had a turn. You can use this game for colors ... shapes (show me something shaped like a circle) ... counting (show me five books) ...

and letters (show me something that stars with the letter A).

Hide and Tell - this is another fun game. Before the children arrive I hide cards around the room. They can be cards with letters ... color... numbers ... shape ... sight words ... pictures etc. We sit down together and I tell the children that I have hidden cards around the room ... I tell them what the cards are about (letters for example) and how many they are to find. I usually have them find two cards each. Once the children have found two cards they come back and sit down and I call on each child to come up and tell what cards they have found.

Shelley Lovett  
childcareland.com

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We have two favorite games we play. One is using a standard deck of cards and we play a modified game of FISH. Each child is dealt five cards. You look at your hand and if you have two red or two black cards you put them together and lay them down. Now they only have one or three cards to deal with. Next they pick a person and ask if they have either a red card or black card. If they get that requested card they lay down their match. If they don't get the one they ask they pick from pile. You don't get to keep going like in the real game. The object is to get a lot of pairs, not going out first. As they get older I select cards with the numbers they can identify and use two or more decks of cards and play the same way.

Then the other game we play is with a bell and dice. The bell is that type that you clang with your palm. I have no idea what it is called. They used to use them at hotel lobbies when you wanted assistance. Anyway, the kids take turns rolling five dice. They scan the dice and if they have a match or pair they get to ring the bell and roll again. If there is no match the next child gets a turn. As they get better they yell out "Pair of Twos" and ring the bell two times. The kids love it.

caring4young

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Our favorites include:

**Sleeping Animals:** They pick an animal. Ex. cat. I'll say "All cats go to sleep." They lay down and pretend to sleep. After a little bit I'll say "All cats wake up." They wake up and act like cats - crawling around and meowing. Then they pick another animal.

**Variation of Doggie, Doggie, Where's your bone?** I use anything theme related. Ex. easter eggs at easter, feathers for birds, a plastic insect for insects etc. I choose a child to be "it". They hide their eyes while I give someone the object (everyone is sitting with their legs crossed and hands in their lap). They hide the object then the child that is "it" has three chances to guess who has the object.

**Variation of Simon Says** - They each choose a stuffed animal. Then they follow the direction I give. Put your animal in the air. Spin your animal round and round. Put your animal on your foot. ETC. Great way to teach positional words as well. Put your animal above your head. Put your animal under a chair. Put your animal behind the couch.

Each month we have a new shape. I cut whatever that shape is out of poster board - make it as big as possible. Then they toss beanbags on it.

Tina Clower

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The biggest hit this year was started by two children- Called make a letter.(one or more children at time) The kids use their bodies to make letters, shapes, numbers ect. you can make cards and have the children try to make what ever is on the card right now my kids are just shouting out letters or getting together in groups and making a shape or letter for everyone to guess. This has been the best literacy game i have come across.

Cathy

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## Shape Musical Chairs

We put 10 chairs in the middle of our classroom which is equal to how many children may be in the room that day. Ahead of time, I place a shape (square, triangle, circle, etc.) on each chair and tape it down. We

make ahead of time during our creative art activities, painted bracelets out of paper towel rolls, cutting them down to bracelet and making sure each child gets one. After they dry, we place shape stickers on the bracelets, one for each bracelet.

Music is turned on and the child with the circle bracelet searches for a circle chair, and the child with the square bracelet on, searches for the chair with the square on it. (make sure the chairs equal the shapes bracelets that they make on shapes so each child can be successful.

When a child is not matched up right perhaps if they sit in the wrong shape because they don't know their shapes yet, other children guide them to their correct chair, therefore learning their shapes.

We don't make it competitive, we leave all the chairs in the center and repeat. They love this, then the children wear the bracelets home and the parents ask why their is a shape on their bracelet and they tell them how much fun they have had during musical shapes chair time. This can also be advanced by adding colors to the shapes, using names or even starting vocabulary words. Have fun, we are.

Lisa Layton  
Layton's Daycare and Preschool

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I think a favorite indoor game here is follow the leader, Every one takes turns being the leader and doing fun things like standing on one foot making monkey noises etc. Musical chairs is another fun game.

Angie

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I have 2 games my kids love but they are board games. The first is Charades, which we borrowed from Resource and Referral and I am thinking of making my own by scanning pictures, printing it on cardstock and laminating it. Also I would make a game board with shapes glued to a piece of cardboard. Then I would just need dice and markers.

The second one is "Positions Match Me game". It is a game I bought from a teacher supply store and is good for those kindergarteners who have trouble with directions.

Peggy

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I have infant up to school age and one game that they seem to really love to play over and over, is a hide and seek of anything. I try to use theme related items. For Valentines Day we hid hearts, different colors. For Easter, we hunted eggs. Farm animal theme this week, so we will have animals to hide, etc.

Follow the leader is another - they follow me, or an older child, either around the daycare/house doing a variety of things, or just standing or sitting in a circle - one little boy use to call it the 'repeat' game as they would 'repeat' what I did. lol

Another thing they like to do, is I will use masking tape and make shapes on the carpet for them to jump in and out of, or I will tape down coloring shapes, or use hoola hoops (although with crawlers - tape works best - they can't pick them up and move them as easily as hoola hoops. Or we will throw bean bags into the shapes on the floor.

another favorite of my toddlers, is blanket riding. They sit in the middle of a large blanket and we gently pull them around the room.

Anything that involves movement, my kiddos love.

Colleen (KS)  
Colleen's Country Kids Childcare

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If your daycare children like candy then this is one way you can teach colors to them.

1. Save baby juice bottles (Beachnut is best for storage) or small bottles with lids.

2. Start by putting a color, shape, or color word tile inside each bottle. (counting bears or color beads work well)

3. Then give each child a bottle and have them open it, when they open it have them tell you the color or color word tile.

4. When they have done so then they will get the same color candy (Kissables, Skittles, or M&M's are the best ones for color matching)

Exp.

A red bear would get a red kissable etc.

A blue bead would get a blue kissable etc.

Have fun with it,  
Laurie

A Child's World Childcare

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SUGAR, SUGAR, TOOTHBRUSH - play like  
DUCK, DUCK, GOOSE. "The "toothbrush" tries to catch the "sugar" before it gets around the circle to where the "toothbrush" was sitting.

Hat Bean bag Toss- lay several hats on the floor. encourage the children to stand about 2 feet from the hats and try to throw the beanbags into the hats.

TIFFANY

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I just like a matching game that I heard about at a state childcare meeting. They said not to bombard Home DePot all at once. But

apparently Home DePot has paint picture samples you can collect and make it into a matching game. The ones she had were Mickey Mouse shaped. So it must be Disney color paint. She said the sample's were free and already laminated!! LOL!! I just have not had time to go by Home DePot and shop their paint aisle yet! She said to be creative with these paint samples cards. She also talked about dice....buying big dice from a dollar store and making the kids throw one and having the children count the dots. It helps with math skills. It is also fun to say....which number is this going show us? Just fun things to do.

Thanks,  
Maureen

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Cat and mouse- make a circle holding hands choose several people to be inside the circle. The children raise their arms and the teache says the cat is away the mice will play the children go in and out underneath the childrens raised arms. The teacher says drop and the children drop their arms. Anybody in the circle joins the circle, and the game continues until all the children have joined the circle. Then you choose other children to do the same thing until everybody has had a turn.

Sunshyne318

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My absolute favorite is Hide the Timer:

One child or more if you have more timers is given a timer set to go off ringing in a few min. Other children hide eyes. When hider child comes back the rest of children or a designated few by teacher get up to find timer. Goal is to find it before it stops ringing. It is great to see the looks on their faces when it starts to ring and they use their hearing to localize where in the room the ringing is coming from. Great auditory discrimination. You can play with an auditory ticking kitchen timer or the battery operated ones that just ring when the set time elapses. Older children will begin to use their listening skills to localize where the hider went last and go to that area first. If they are finding it to fast. A teacher can assist with the hiding by walking to several areas in the room after hiding it. This will eliminate the giving of

to many clues. Key is to set the timer so it will go off after the hider has it hid. If it goes off to soon just reset and tell hider to have a place in mind to hid it and go quickly.

I have a friend but I don't know what their name is. I'll tell you what they have on and you tell me their name.

Teacher then names clothing for example: This friend has on a blue shirt with white sandels and a purple hair bow.

Good for visual discrimination, color awareness, learning names of friends

Fergie is a friendly frog, He lives behind an old gray log

His friend comes knocking oh yes siree

His friend comes knocking saying "It is me".

One child is blindfolded as the frog and sits in a chair. Teacher chooses other child to be friend knocking. They gently tap shoulder and say last line "It is me". Blindfolded child guesses who tapped before removing blindfold. You can change the animal to almost anything and make up your own rhyme. Good auditory discrimination and learning friends names.

Sara Kreutz

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We do lots of learning games in my daycare. Everyday we are doing something that has to do with the ABC's, Numbers, Shapes and colors. Alot of my favorites are file folder games found at [childcareland.com](http://childcareland.com) (of course!)

We also do a bean bag toss (my bean bags have ABC and Numbers on them) and they race to get to a letter/number and whoever gets to the right letter/number gets to toss it into a bucket.

I also have on poster board squares with letters/numbers inside of it and the kids roll a die and whatever letter/number is rolled, the child has to guess what it is and if they are correct they get to hop to that square (or I sometimes make it so they land on the corresponding letter/number and whoever reaches z or 10 first wins (they eventually all win the prize- which is usually a candy treat).

Christine Patzer

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"Jump Cards": Use to reinforce colors, shapes, numbers, alphabet recognition, etc. For example to make "Shape Jump Cards" - Create and cut out construction paper shapes. Glue each shape onto it's own cardstock square. Laminate. On other cardstock squares draw a stick figure person to look like he is jumping. When completed - shuffle the cards together. Have the children sit in a circle and use the cards like flash cards. The children call out the shapes as they are shown but when they come to the "Jump Guy" - they can jump up and down. (You may wish to have a designated number of jumps or it can get out of hand). Use this idea to make color cards, alphabet cards, number cards, name recognition cards, etc.... With older children, you could use the cards to write down words from the Word Wall, simple addition, etc.

Hokey Pokey Numbers: Decide on the numbers you would like to review. Give each child the number cards, either made from index cards or use flashcards. Have the children lay them face up on the floor in front of them. Sing the Hokey Pokey song using the numbers. "Put your "3" in, take your "3" out. Put you "3" in and shake it all about." You may wish to review positional words by having the children place their number cards on their head, behind their knees, under their foot, etc. Suggestion: Have the children make their own set of number cards. Provide children with 11 cards and have them write or trace the numbers 0-10 onto the cards, one number per card. Have the children place corresponding number of stickers onto the cards. Place in a personalized Ziploc baggie, keep them near group area to have on hand when you have a couple minutes to do the activity. You can do this activity with other basic concepts you would like to reinforce.

Geri Giraffe Finds Her Colors: Create a large Geri Giraffe out of yellow felt. Place on felt board. Cut out 8-10 different colors of felt spots. Put the spots in an envelope that has the words, "Give this to Geri" on it. Put Geri on the felt board. Ask the children what animal they think it is and what is wrong with the animal. Then tell them this story.

"Yesterday when I was leaving school/child care, Geri stopped me. She was very upset, for she had lost all her spots. I told her that I hadn't seen them, but that I would look for them. I didn't find them so I told Geri I would continue looking tomorrow and then, I

turned out the lights and went home. The next day, I woke up from a good night sleep. I stretched and yawned (Let the children do it). I got ready to come to school/child care. I opened the front door and went to my car. I got in and was buckling my seatbelt when I saw this envelope next to me. (Hold up the envelope). I was so surprised. On the front said, "Give this to Geri." At first I couldn't imagine what it might be, then I remembered what Geri had said to me before I left school. (Talk with the children about what might be in the envelope.) I rushed into school with the envelope and walked right up to Geri and said to her, "Look what was on the front seat of my car. It is an envelope addressed to you. Can I open it for you?" Geri said, "Yes, yes!" I opened the envelope, looked inside and said! "You'll be SO happy! But so surprised!" (Open the envelope and slowly pull out one spot at a time... asking the children what color it was and placing it on Geri. After Geri has all her spots, ask her,) "Well, Geri, what do you think of all your new spots?" She was so excited, that all she could say was, "Thank you!, I love my new colors. I'll look so bright when I walk around!"

- Have Geri up early in the week with brown spots and one night take them off and see how long it takes for the children to notice. When they do, use this activity, changing the story accordingly. You may wish to hide the spots around the room and have the children find them and bring them to Geri, naming the color as they put the spot on her.
- For more color review, think of other animals that have spots or stripes and create a story about what happened to their spots/stripes. Zebra, leopard, dog (to go with the book: Dog's Colorful Day), etc.

Amber D.  
Play 'n' Learn Family Childcare

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The following ideas were submitted by Dottie F. and were created by the teacher's she works at CTI Inc.

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# WATCH MY HANDS

## MATERIALS NEEDED:

- ❖ Your hands



## ACTIVITY:

1. Discuss the different movements your hands can make.
2. You can clap, snap, wave, shake and pound your fist together.
3. Ask the children to watch and to copy what your hands do.
4. Clap several times then switch to another movement.
5. After the children have learned the game, let a child be the leader.

## SKILLS BUILT:

- ◆ Using small muscles
- ◆ Recall a sequence of events
- ◆ Interact with others



## LET'S PLAY A GAME

**Active games are ideal for out-of-doors because you have the space needed and the noise will not be bothersome.**

**Remember outside time should be mostly the children's own, truly free time. You might find it helpful to introduce a game when things seem to be getting dull and the children are at "loose ends" on the playground. Games can be a good change of pace that bring the children back together. As the children engage in the activity they become conscious of such things as space and speed. They also expend energy and have the opportunity to use muscles in forceful ways, often not possible in quiet play indoors.**



# LISTENING GAME

## MATERIALS NEEDED:

- ❖ Book
- ❖ Ball
- ❖ Block



## ACTIVITY:

1. Place the three objects on a table.
2. Select three children to pick an object.
3. Ask where is the book and the child with the book will answer here is the book.
4. Ask where is the ball and the child with the ball will answer here is the ball.
5. Ask the question with a different tone of voice. Try a loud voice, soft voice, whisper etc.
6. Let the children think of ways to change their voice.

## SKILLS BUILT:

- ◆ Improves concentration.
- ◆ Demonstrate in sounds.
- ◆ Participate in-group discussions.

# BOWLING



## Things Needed

- Wooden or cardboard blocks, plastic soda bottles
- Large or medium-sized rubber ball

## Activity

Bowling requires a combination of block building and ball rolling. Most of the children probably never bowled, so the fun of this is letting them set up the blocks in many original patterns. Some may line the blocks up, while others may group them or build towers to knock down. Start rolling the ball in a position not too far from the blocks, and as the children get better they can move farther back.

## Skills Built

- Use gross motor skills with confidence
- Roll a ball in the intended direction
- Participate in group activities

# ART MUSEUM

## MATERIALS NEEDED:

- ◆ Clay or Playdough
- ◆ Crayons/Markers
- ◆ Color straws
- ◆ Color construction paper/Poster board
- ◆ Optional: Water colors or finger paint



## ACTIVITY:

1. Set up an empty small room or hallway.
2. Children will create sculptures out of Clay or Playdough using color straws (place sculptures on color plates).
3. Provide children with markers, crayons, construction paper and poster board and ask them to draw pictures (Place pictures around area of drawing for children to use as a guide).
4. After children go home, place drawings and sculptures (set up a small table to place the sculptures) in room or hallway.
5. Draw a sign that says Children's Art Museum, When children arrive the next morning provide them with a tour of their own museum.

## SKILLS BUILT:

- ◆ Creativity
- ◆ Using motor skills
- ◆ Interact with others



# GUESSING GAME

## MATERIALS NEEDED:

❖ None

## ACTIVITY:

1. Have the children sit in a circle.
2. You can sit in front of the children and say "I'm thinking of a person who..."
3. Add clues about this child.
4. Describe his clothes, the colors he is wearing, something that he is good at, any kind of positive observation.
5. The rest of the children guess his identity.

## SKILLS BUILT:

- Recognize colors
- Socialization (getting to know each other)
- Visual discrimination



# BLOCK GAMES

## MATERIALS NEEDED:

- ◆ Wooden blocks of any size
- ◆ Color stickers
- ◆ Scratch and smell stickers



## ACTIVITY:

1. Talk about our five senses! Explain each sense and demonstrate each sense for younger children.
2. Have children point to the areas as you mention them (eyes, ears, nose, and fingers).
3. Place stickers on wooden blocks.
4. Provide each child with two wooden blocks. Explain that the blocks will help us discover our senses.
5. Suggestions: **Sense of sight**-Use your sight to play "Follow the Leader". Balance a block on the back of your hand! Pick a block only using two fingers. Put a block on your head! Each child can think of something to do with the blocks. Have children find the color stickers and name the colors.

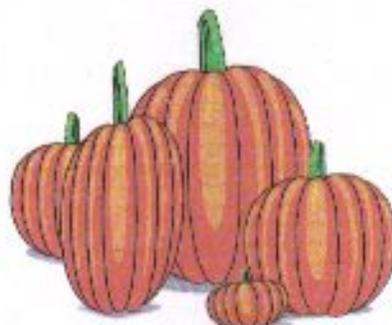
**Sense of hearing**-Bang the two blocks together. Bang them loudly. Bang them softly. Rub them together. Drop one of them on the rug. Ask who can hear it hit the rug?

**Sense of smell**-Smell the blocks! They have a good smell. Ask what do the blocks smell like? Have them place a block by their ear. Ask can you smell it?

# PUMPKINS

## MATERIALS NEEDED:

- ◆ Poem: "Five Little Pumpkins"
- ◆ Your fingers



## ACTIVITY:

1. Hold up one finger at a time as you say the following poem:  
One little pumpkin sitting by the door,  
Mother bought another one at the grocery store.
2. Repeat for 2, 3, 4 and 5 pumpkins, changing the name of the person who went to the store.  
Daddy bought another one...  
Sister bought another one...  
Brother bought another one...
3. End the poem with the following:  
Five little pumpkins sitting by the door,  
Mother said, "That's enough, we don't need anymore!"

## SKILLS BUILT:

- ◆ Teaches about family members
- ◆ Increase counting skills
- ◆ Control finger movements

# JACK BE NIMBLE

## MATERIALS NEEDED:

- ◆ Several unlit candlesticks different sizes
- ◆ Nursery Rhyme: Jack Be Nimble

## ACTIVITY:

1. Place several unlit candlesticks around the room.
2. Help the children learn "Jack Be Nimble."  
    Jack be nimble, Jack be quick,  
    Jack jump over the candlestick.
3. Choose one child to be "Jack."
4. Jack tries to jump over a candlestick while the others recite the rhyme.
5. Choose another child to be "Jack."
6. Repeat the game with a taller candlestick.

## SKILL BUILT:

- ◆ Promotes coordination
- ◆ Recall words in finger play
- ◆ Use gross motor skills



# SHAPE THROW

## Materials needed:

- ❖ Construction paper
- ❖ Ribbon
- ❖ Scissors
- ❖ Tape



## ACTIVITY:

1. Cut out shapes one for each child.
2. Tape one strip of ribbon to each shape.
3. Give each child a shape to hang around their neck.
4. Be sure the child knows the shape they have.
5. Have the children tap each other on the back and call them by their shape.
6. You can direct the children by saying "circle tap the square"

## SKILLS BUILT:

- ◆ Identify and name objects.
- ◆ Make believe with objects.
- ◆ Follow simple directions.

# SNOWMAN EMOTION GAME

## MATERIALS NEEDED:

- ❖ Snowman props ( top hat scarf)

## ACTIVITY:

Show the children a snowman prop such as a top hat or scarf. Tell the children that they are going to play an emotions game. Select one child to be the snowman and give him the prop. Whisper an emotion in his ear and ask him to act it out while the rest of the children guesses how he is feeling. Allow other children to portray other emotions.

## SKILLS BUILT:

- Auditory discrimination
- Following direction
- Taking turns
- Imagination



# WHAT'S BENEATH THE BOWL



## MATERIALS NEEDED:

- ❖ Three to five bowls or cups of different sizes and colors.
- ❖ One small object to place under the bowl or cup like a pom-pom or small ball.

## ACTIVITY:

1. Place the bowls upside down where all the children can see.
2. Have the children shut their eyes.
3. Tuck the object under one of the bowls or cups.
4. Have the children open their eyes and let each child have a turn to guess which bowl the object is under.
5. Have the children describe the color or the shape that the object is under.

## SKILLS BUILT:

- ◆ Use words to describe the characteristics of objects. ( color shape, size )
- ◆ Demonstrate confidence in one's growing abilities.
- ◆ Participate in routine activities.

# Pouring Experiments

## Materials needed:

- ◆ Various sizes of plastic bottles with small and large openings
- ◆ Containers to pour sand into
- ◆ Small plastic pitchers
- ◆ Funnels

## Activity:

1. Allow the children to fill the pitchers with sand, and then try to pour it into the bottles without the funnels. Talk about what happens.
2. Show the children how to use the funnel and let them experiment on their own for awhile.
3. The children will discover that they don't need the funnel to pour the sand back into the pitcher from the bottle.

## Skills built:

- ✓ Helps children with their fine motor skills.
- ✓ Demonstrates an interest in exploring.
- ✓ Observes and make discoveries.



# Scoop Ball



## Materials Needed:

- ◆ A nerf ball, tennis ball, or badminton birdie
- ◆ Empty and washed gallon plastic bleach bottle

## Activity:

1. Make a scoop out of the plastic container by cutting it off at an angle, starting below the handle.
2. Start by having the children move the ball in the scoop, without dropping the ball.
3. Let the children throw the ball into the air and using the scoop let them catch the ball.

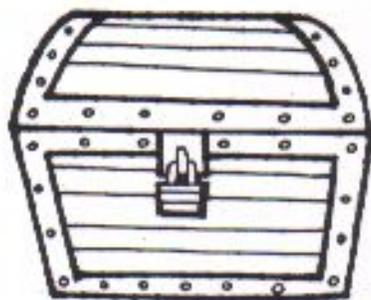
## Skills Built:

- ✓ Coordinate eye hand movement.
- ✓ Throw an object in the intended direction.
- ✓ Work cooperatively with others.

# **treasures**

## **Things Needed**

- Masking tape



## **Activity**

Tie a piece of masking tape around your children's wrists with the sticky side out. Tie a piece of masking tape around your wrist also. Go on a walk. As you walk along, talk about what you see - the grass, the leaves. Pick up a leaf and stick it on your masking tape bracelet. Soon your child will be picking up leaves and sticking them on your bracelet and their bracelet also. Talk about how the leaves feel and smell.

## **Skills Built**

- Interact with other children
- Discriminate differences in texture
- Use small muscles for self-help skills
- Use words to describe the characteristics of objects
- Observe and make discoveries

# FOOTSIE POP

## Things Needed

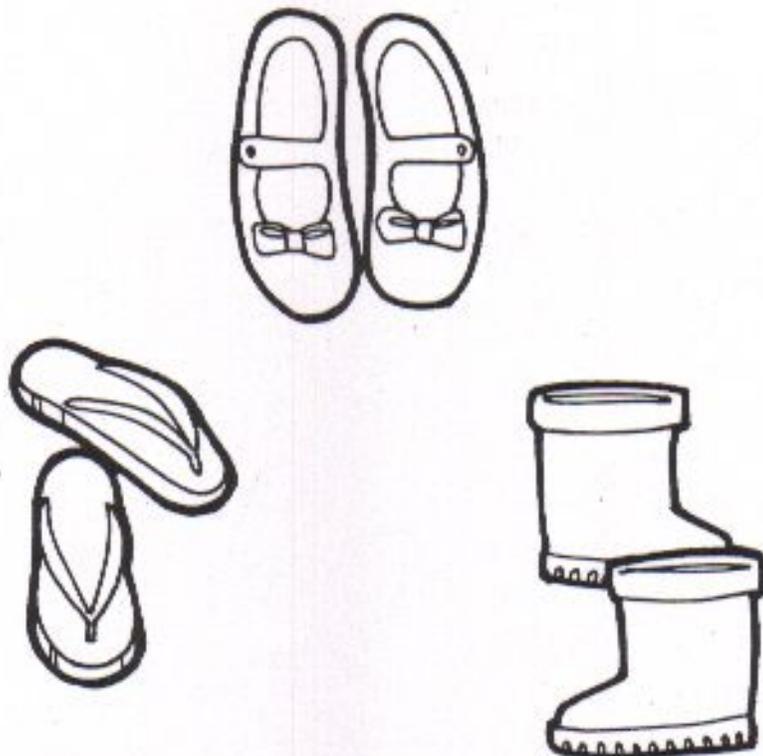
- Barefeet
- Open grassy area

## Activity

Young children and many adults love to take off their shoes. This is a good barefoot game to play in the grass. Both you and a child take off your shoes. Lay down on the ground with your feet facing one another. Say the following, "One, two, three and footsie pop!" On the words "footsie pop," lift your legs in the air and touch the soles of your child's feet with the soles of your feet. Once your child gets the idea, they will absolutely love this game. An enjoyable variation is to let your child put a sticker on the bottom of each foot. Change the words from "footsie pop" to "footsie dog" or whatever is on the sticker.

## Skills Built

- Interaction with adults and peers
- Recall words in a song
- Use gross motor skills with confidence



# HOOPS

\* Traditional hula hoops are good, inexpensive pieces of equipment to have on the playground. They have many play uses, and can also be brought inside for indoor gross motor play. You can store them easily in your shed by hanging them on a large hook or peg. The following are ways to use these hoops.

## Things Needed

- Large outdoor space
- Hula hoops

## Activity



*Forward and back.* Place the hoop on the ground and have the children walk forwards and backwards around the outside of it.

*In and out.* Have the children jump in and out of it as it lays flat on the ground.

*Spin.* Hold the hoop vertical, with one spot touching the ground, and spin it around.

*Body spin.* Let the children spin the hoop on various parts of their bodies - arm, leg, neck, torso.

*Jump rope.* Show the children how to use the hoop like a jump rope. Have them jump while walking forward.

*Longest spin.* Give each child a hoop. See who can make their hoop spin on the ground the longest.

# CAN YOU DO WHAT I DO?

## Things Needed

- A small group of children

## Activity

Sit or stand in a circle. Pick a leader to be in the middle of the circle. All chant or sing together:

*Can you do what I do, I do, I do  
Can you do what I do, just like me?*

The leader then performs some action, and all the other children imitate it. Then pick a new leader and repeat.

As well as practicing different motor skills, the children are participating in a sequencing activity. doing the activity in unison strengthens the children's sense of being part of a group.



# TRIP TO THE MOON

## MATERIALS NEEDED:

- ◆ Small paper bags
- ◆ Variety of moon objects (gourd, an eggplant, a wire, whisk, an interesting rock, funny looking stuffed animal, a rubber glove, a candle, a small box, with plastic small balls in it).

## ACTIVITY:

1. Have children sit on the floor and pretend to put on space suits and take a trip to the moon by pushing a button.
2. Tilt back as the spaceship takes off.
3. While approaching the moon have children look out the window and ask them "What can you see"?
4. While landing on the moon count to ten and pass out paper bags.
5. Leave the spaceship and collect moon objects, since is no air in the moon, walk in slow motion.
6. Go back to spaceship and blast off by counting to ten, when you land take off space suits and take turns showing the moon objects.

## SKILLS BUILT:

- ◆ Discovering and exploring the sense of touch
- ◆ Encouraging imagination and memory
- ◆ To increase listening skills



# THE SPINNING DREIDLE

## Things Needed

- ◆ Dreidles
- ◆ Dreidle song
- ◆ Floor area

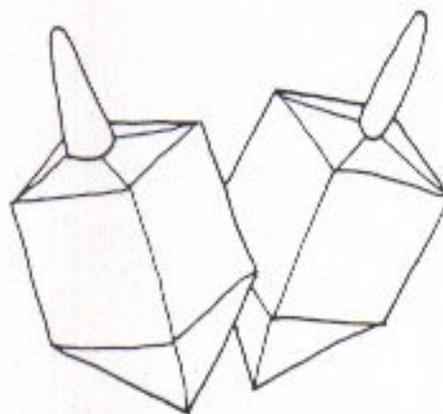
## Activity

During the week of Hanukkah, work continues as usual but evenings are filled with songs, puzzles, riddles and games. Games of cards and "dreydl" (dreidl) are all part of the entertainment.

Song: Let's spin, spin, spin  
The dreidle top  
And try to guess  
Where it will stop.  
On Gimmel, Hay,  
Shin or Nun.  
The spinning dreidle  
Spins Hanukkah fun.

## Skills Built

- ◆ To feel proud of one's heritage and background
- ◆ To understand and respect differences
- ◆ Use planning skills
- ◆ To match one to one



# PIZZA PLAY

## MATERIALS NEEDED:

- ◆ Reusable pizza boxes
- ◆ Cardboard circles
- ◆ Large pictures of pizza from coupons or magazines
- ◆ Round cake pans
- ◆ Oven mitts, spatulas
- ◆ Paper plates



## ACTIVITY:

1. Cut out large circles from cardboard to fit into pizza boxes.
2. Glue pictures of whole pizzas from advertisements on the circles.
3. Give each child a paper plate and pictures of different kinds of pizza toppings to make their pizza.
4. Encourage children to prepare their pizza with the special toppings of their choice.
5. Encourage children to bake fresh pizza and serve each other pieces of pizza. Talk about how tasty the warm, cheesy pizza tastes.

## SKILLS BUILT

- ◆ Engage in imaginative play
- ◆ Enhance social skills
- ◆ Enhance fine motor skills

# BEAR HUNT

## MATERIALS NEEDED:

- ◆ 1 Teddy Bear for each child



## ACTIVITY:

1. Keep all children in one room while one-child hides his own bear.
2. Ask oldest child to hide bear so child could role model for younger children.
3. Ask child to come back to room and have each child take turns in hiding their own bear.
4. When all children hide their own bear have children hunt for each other bears around the house.
5. When child finds a bear that is not his or her own bear, the BEAR HUNT is over.

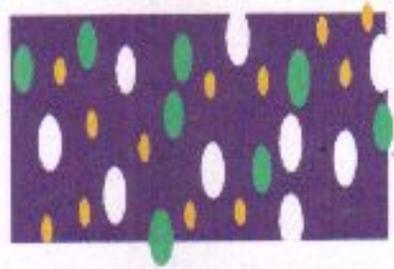
## SKILLS BUILT:

- ◆ Follow directions
- ◆ Sustain play
- ◆ Using gross motor

# COLOR GAME

## MATERIALS NEEDED:

- ❖ Large colorful circles



## ACTIVITY:

- ❖ Have the children sit in circle on the floor.
- ❖ Place on the floor in front of the children large colorful circles
- ❖ Select a child to pick up a color that matches the color they may be wearing
- ❖ Have each child take a turn selecting a color they may be wearing

**Variations:** Have the children select their favorite color, and the have children select the color of the day. Walk around the circle and say, “ I am wearing blue today, Sarah are you wearing green today?” Have the children identify colors around the room.

## SKILLS BUILT:

- Visual discrimination
- Recognize colors
- Socialization (learning to take turns)

# IMAGINATION GAMES

## MATERIALS NEEDED:

❖ None

## ACTIVITY:

1. Start the game by gathering the children all together in a circle.
2. Start the game off by saying, "I wish I could take a trip to Disneyland."
3. Ask every child to repeat the sentence, substituting a place they would like to go for Disneyland.

(This can be a great game to play when you only have a few free minutes. Other wishes can include:

*I wish I could give a \_\_\_ to my mom for her birthday.*  
*I wish I could buy a \_\_\_.*  
*I wish I could go to the \_\_\_.*

## SKILLS BUILT:

- Creative imagination.
- Language development.
- Socialization(getting to know each other)

