



hop

Rainbow scatter

Physical activity links: Vigorous play (building strong bones and muscles); developing body control and movement skills

Language/literacy links: Support activity with talk and sign (sequenced directions); vocabulary (letter, colour, and number identification, negation terms)

Equipment: Coloured cards or felt squares with a number, a letter, a colour word or shape on each card (Note. these can be made by the children)

Where: Indoors or outdoors

Let's play

- ❖ Start a conversation about colours by reading the "Spring Song" poem. Have the children identify and categorize other colours in their environment. For example: colours they can find inside or outside; colours that are bright or pale; winter, fall, summer, and spring colours.
- ❖ Scatter cards around area. Call out a sequence of colours to move to. For example: "red, blue, then green." Then extend this activity to numbers or letters.
 - If a child has difficulty identifying the colours, letters, numbers, or remembering the sequence, do the activity together. For example, ask the child to identify the red card. Point to red and then move to the red card together. Then identify the blue card, and so forth.

SPRING SONG

Have you ever seen
such green, such green?
Have you ever seen
such blue
as the woods in April
when they blink
and a bit of the sky
looks through?
And the light — the light
is tiny and bright
in every blob
of dew?
Have you ever seen
such green, such green?
Have you ever seen
such blue?

- Jean Kenward

Excerpt from the HOP Early Learning Practitioners Resource (Decoda Literacy Solutions)



Try this way

- ❖ Call out different ways for the children to move to the cards - e.g. hop, skip, jump, leap, gallop, crawl, stay low.
- ❖ Give letter cues: "move to a letter that's in your name"; "move to a letter that makes the sound a snake makes"; "move to a letter that the word 'Dad' starts with"; etc.
- ❖ Add challenge by including negatives. For example:
 - "Run and touch four cards, but DON'T touch the number 3."
 - "Walk between the cards, when I clap my hands land on any card EXCEPT a blue one."
 - "Jump around two different cards, which DON'T have the letters B or G on them."



Encourage children to watch where they are moving to avoid collisions. Using duplicates can provide more options so they all don't go to the same card.



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