Read the story Rosie’s Walk. Then ask the children to assist you in setting up an obstacle course that requires children to move through the course in the same order Rosie went for her walk. Next, ask the children to move through the obstacle course in the same order Rosie did.

**ORGANIZATION:**
- **Music:** N/A
- **Materials:** A variety of large hollow blocks (may also want to include word cards for the various position words from the story)
- **Books:** *Rosie’s Walk* by Pat Hutchins; *We Are Going On a Bear Hunt* by Michael Rosen; *The Secret Birthday Message* by Eric Carle
- **Set up:** Read story to small group of children in large group/carpet area with a stack of large hollow blocks available for set up as the obstacle course.

**VARIATIONS:**
You could choose another similar type book asking children to remember a different sequence of events. Children could be asked to create their own “walk” and obstacles, and then remember that correct sequence as they move through a new obstacle course.

**EXTRA TIPS:**
With the help from the children, draw a map with the obstacle course for children to use. When setting up the obstacle course, check for safety before allowing children to proceed through the course, i.e., when going “under” are the blocks carefully stacked (for safety)?
**Obstacle Course Story**

**CHOOSE:** Encourage children to find new ways to go through the obstacle course. How many different ways can they find? Drawing their own map lets them choose new and unique paths.

**ASSESS:**

Development and Learning Objectives:

- TSG 21a - Spatial Relationships
- Early Learning Standard 12.3 - Shapes & Spatial Reasoning (Math and Science), Benchmark 1
- TSG 18a - Interacts/Responds to Read Alouds
- Early Learning Standard 11.2 - Early Literacy, Benchmark 6

**Physical:**

- TSG 4a - Walks
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

**RELATE:** Children must work together to decide how to set up the obstacle course and to make sure they have it in correct order. Emphasize waiting for their turn.

**ENERGIZE THE BRAIN (EF):**

Children must remember the order from the story, or the order in the new obstacle course they have created (working memory) and wait for their turn (inhibition). To add challenge, include the “Simon Says” game. If they hear you say the word “Rosie says… go around” they need to go around their obstacle instead of going over it. If you don’t say anything, they continue according to the story (switching).