

Obstacle Course Story

CHOOOSE:

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).