

Simon Says

Activity: Children will play Simon Says by following directions and moving an item as directed.



Objective

The children will follow directions to move through space and find places in the learning environment.

V. Mathematical Thinking

V.A.1. Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)

http://www.floel.org/standardsresource/standards.html#d=V&a=four_year_olds

Lesson

1. Ask the children if they have ever played the game *Simon Says*. Explain that you are going to play the listening game *Simon Says* and you will ask them to follow directions to move around the classroom or playground.
2. Provide each child with a small ball and explain that they will move the ball as directed in the game.
3. Begin the game by using simple positional words (e.g., **up, down, over, under, on, off**) in your directions, (e.g., “Simon says . . . “hold your ball **up** in the air”, “put the ball **down** on the table”, “hold the ball **over** your head”). The teacher will expand the game and review positional words by providing additional opportunities for children to demonstrate success.
4. Continue the game by repeating step two and using different positional words (e.g., **above, below, next to, beside, on top of, inside, outside**).

Materials Needed

Small ball for each child

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- following directions that include positional words to move through space and find places in the learning environment
- using positional words correctly in conversation.

Scaffolding

-In small groups or with individual children play Simon Says additional times with additional verbal support.

Extensions

-Encourage children to play *Simon Says* during center time or while on the playground.