

■ CORE ACTIVITY 3: Red Light, Green Light

Structure: Small group

Total time: 3-5 minutes

Focus on these objectives:

- Motor control: stop/go, fast/slow
- Following directions
- Walking: walk, speed walk, walk backward, sidestep, lunge, tiptoe
- Running: jog, run

Key Vocabulary:

- jog, lunge, sidestep, speed walk, tiptoe, walk
- fast/slow, forward/backward, red/yellow/green light, stop/go

1. MOVE: Motor Movements

- Children stand/start on a numbered floor marker (1-8) for lanes 1-8. At the opposite end of their lane is the finish, designated by a numbered cone, matching the number on their floor marker/lane, as shown in Figure U2.3.
- Tell children which movement they will use. *First we will walk! Now we will speed walk/tiptoe, etc.*
 - **Walk, speed walk, walk backward**
 - **Sidestep**
 - **Jog or run**
 - **Lunge**
 - **Tiptoe**
- Tell children: *When I say “Green light,” you go! When I say “Red light,” you stop (freeze in place)! Let’s practice! Remember to stay in your lane! When you get to the cone, pick up your card and drive back home!* (Children use the number card as a steering wheel as they walk back home.) Use **stop/go** visual supports.
- Repeat with different movements.

2. ADAPT: UDL Strategies

Adapt the activity to meet the needs of the children with whom you work. See the suggestions in the following table; for additional ways to adapt, use the UDL Suggestions for Unit 2.

Engagement	Representation	Action & Expression
Create a challenge by using “yellow” for “slow down” or using very short intervals between saying “stop” and “go.”	<ul style="list-style-type: none"> • Show a picture of green for “go,” yellow for “slow down,” and red for “stop.” See Visual Support Cards. • Use verbal prompts to describe movements. See the Glossary of Verbal Prompts. • Use visual supports. See Visual Support Cards for stand, stand in circle, sit, freeze, walk backward, sidestep, lunge, tiptoe, jog, and run. 	<ul style="list-style-type: none"> • Vary response options by using only “stop” and “go.” • Use animal movements: Tiptoe like mouse, stomp like elephant.

3. SUPPORT: School Readiness

Choose one to three school readiness skills to focus on. See the suggestions in the following table; for additional ways to support school readiness, turn to Page 79.

Language	Science	Social	Approaches to Learning
Discuss transportation and traffic rules.	Make predictions with children (e.g., how many steps from start to finish line?).	<ul style="list-style-type: none"> • Have children play cooperatively. • Have children share space. 	Have children follow directions and listen for “stop,” “go,” and “slow down.”

4. LESSON VARIATIONS

If children learn these activities quickly and need no further practice, or if you want to vary activities for review days, see Lesson Variations on Page 85.