



Bank of games and activities  
of logical thinking in children –  
post-workshop materials.  
2019-2022



# BOWLING



## What is needed?

Prepare six empty beverage bottles and a ball about 10 cm in diameter. Place the bottles just like bowling on the bowling alley. On the floor, glue the tape or mark the line with chalk at a distance of about 1 meter from the nearest bowling for a three-year-old (up to 2 meters for a 4-year-old).

## Let's play:

Play with children 3 – 4 years old bowling in kindergarten. Encourage parents to have such fun at home. Show your child how to roll the ball on the floor to knock down as many bowling as possible. 1 to 2 children can take part in the fun to start with, so that they do not wait too long for their queue. As a child mastering the turning of the ball you can increase the number of children playing bowling. Talk to your child while playing. At the end of the game, be sure to congratulate the acquired skills and give your child a „effort coupon” this way, you motivate the child to continue playing. When he collects a few coupons, he is waiting for a nice surprise ... go on a trip to your favorite place.

## How it helps to learn?

Every time you count the bowling, that's how we introduce your child to the world of mathematics and You develop intelligence. motor, interpersonal aa, visually - spatial, linguistic

# TASK GAME



## What is needed?

bristol boards-colorful sheets of paper (yellow, red, blue) sequentially numbered from 1 to 30, worksheets with tasks in the same colours, 4 dice, 4 pawns – tenpin bowling, sticky notes to draw groups in 4 colors, magnetic board, pens, cards, 3 musical instruments (drum, tambourine, door knocker), pouches, geometrical figures, worksheets (table to refill with figures), elements for composing the image, pictures of animals, worksheets (draw the same picture).

## Let's play:

We divide the children into 4 groups - the children draw cards in four colors, sit in the designated place. We choose a child from the group who will move a pawn on the sidewalk. The children in the group take turns rolling the dice. The game is started by the group that rolls 6 pips first.

On the carpet we arrange the pavement: START/FINISH LINE, coloured cards: yellow, blue, red. We set the rules of the game - we throw the dice and move our pawns along the pavement from the START to the FINISH LINE - what colour we find we read from a piece of paper and perform the task.

- The yellow pages contain language and speech therapy tasks (e. g. hiss like a snake, Monkey says: scratch your head, say the alphabet in English, count to 10 in Polish/English, introduce yourself in English, say your friends' names in syllables, etc. ).

- On the blue cards there are movement tasks (imitate a hippopotamus, drink a few sips of water, jump up 5 times on one leg, do 4 jumping jacks, turn to the right 2 times, do a swallow, etc. )

- On the red cards there are artistic tasks - (dance a crazy dance, say a rhyme like a robot, draw a house on a card, sing a song, etc. )

The game ends when the last team reaches the finish line. The game can be started again - a rematch. Next time, another team might win.

## How it helps to learn?

- will count the dots on the die,
- moves the pawn forward of a specific number,
- patiently waiting for their turn,
- cooperates in the group,
- expresses its emotions and the joy of play,
- can accept the loss.

## PLAYING WITH ELASTIC RUBBER

### What is needed?

cut out circles of different sizes (paper, sponge, polar fleece), knitting wool, ribbons, teddy bear pattern, glue stick, vikol glue, markers, crayons.

Prepare: a piece of cloth of different patterns, colors and textures; cut out several small and large circle.

### Let's play:

The teacher slowly removes an elastic rubber (about X meters) from the bag. She gives it to the children and asks questions: What do you think it is? . . . . . What is it for? Where can we find/spot this? Is the rubber short or long? She shows the length with a gesture. Each child gets a piece of gum and plays with it for a while. Children stand up and each grasps the rubber with one hand. When all children hold on to the rubber, the teacher sings a song and children march behind the teacher to the rhythm of „There goes Jhonny, There goes Stanley". The teacher ties the two ends of the elastic rubber together and form a circle. Changing direction, children march around the circle singing the song.

Problem Question: "How can you play with that elastic rubber?" . . . . . When we step back, what happens? . . . . ., and when we get back to the site, it's . . . . .

The play: "My little balloon". A few games with rubber, e.g.:

- Children grab the elastic rubber with both hands and lift it up or down at the teacher's signal;
- They put the elastic rubber on the floor and go inside the circle. They go outside the circle at the signal of the tambourine;
- They walk one behind the other on a rubber laid out in the shape of a circle;

Finally, everybody pull and let go the elastic rubber.

### How it helps to learn?

- It facilitates adaptation, 3 year old children do not always want to shake hands with another child, holding on to the rubber it takes part in the play.
- Makes it easier for the child to understand the teacher's instructions: line up one behind the other, make a circle, walk around the carpet.
- The child gathers experiences, uses situational learning and non-verbal messages (gestures, facial expressions, motor sensations, through touch).
- To make the child aware of the relationship "Me and my environment".
- Develops spatial orientation.



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# ADVERTISE YOUR TEDDY BEAR

## What is needed?

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## Let's play:

The teacher arranges the teddy bear from circles according to the content of the poem: „Teddy Bear” by B. Szurowska.

*I'll give you a couple of wheels today  
And you're gonna make a bear.  
Head first,  
Now the tummy,  
Hands, feet,  
A pair of ears.  
Is the bear here yet?  
Show me where?  
He's laughing beautifully!*

And now the children are arranging the teddy bear according to the poem. They choose the colour and type of material to make a teddy bear. They decorate it according to their own idea. Each child comes up with a name for its teddy bear. Finally, the children present their teddy bear in such a way as to "Advertise it to others": Tell about your teddy bear, what it is made of, what's its name, what is special in it.

- You can sketch a character and paste it with different materials, e. g. rice, groats, tissue paper, pasta, cotton wool, cut knitting wool, plasticine. A teddy bear can be made of salt dough (mould slices of various sizes and combined in one, decorate, put on piece of face details, facial expressions, elements of clothing).
- You can create friends of a teddy bear out of different shapes (triangles, squares, rectangles) and give them names connected with geometrical figures according to the child's idea. The figure of a teddy bear or a doll can be made out of tights (cut off one part, using an elastic band or hair tie, you can form the figure, tying in the right places with an elastic band, hair from knitting wool, eyes from buttons). he mascot toy can be used for theatre play: How does the teddy bear feel? What's his mood? Through the mascot, the child tells about himself – a good play for shy children.

## How it helps to learn?

Develops spatial imagination and the sense of touch, teaches the principles of composition, stimulates creativity, provokes speech.



# DANCING LEAVES

## What is needed?

Felt-tip pens, crayons, gray paper, CD music, glue scissors

## Let's play:

Exercises of a graphic or manipulative nature, performed rhythmically with optimal movement of the whole body. Free action using a variety of artistic techniques. The rhythm accompanying the exercises facilitates the performance of activities, increases general motor coordination, which affects the integration of the sensory system. The alternating movement improves the work of both hemispheres of the brain, ensuring the possibility of better receiving and interpreting stimuli that build knowledge.

Rhythmic one-handed exercises (exercises for lateral stabilization):

- rhythmic hand, finger tapping on the card,
- rhythmic tapping e. g. with a chestnut, a cork, a bead on a card.

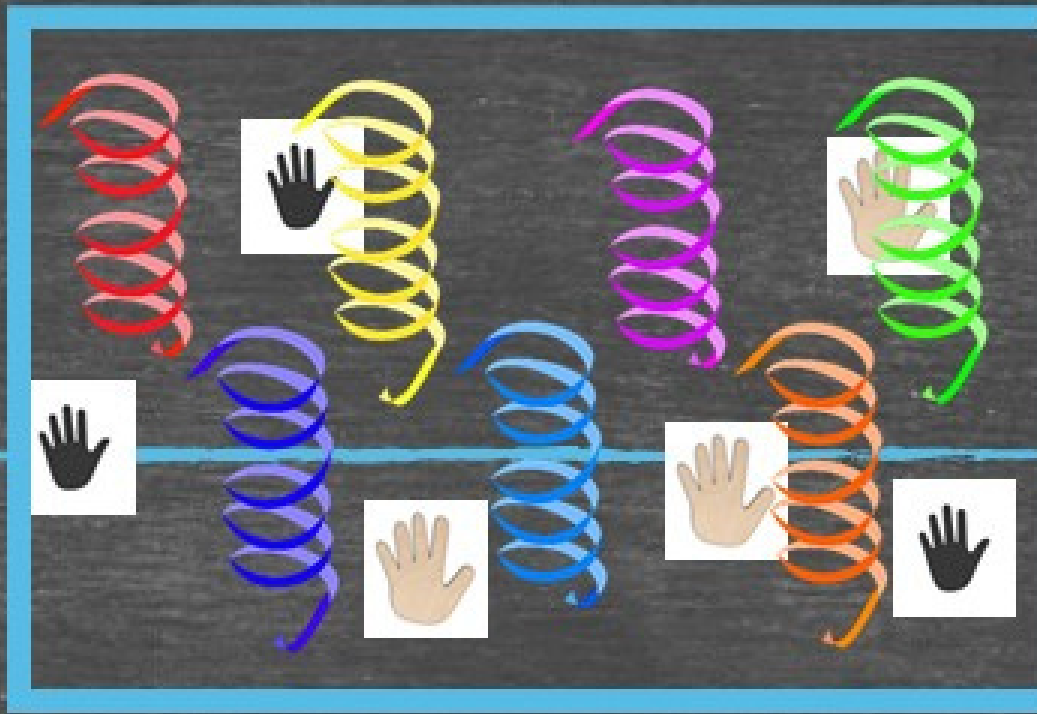
We do the same thing to the music: I COLLECT AND LOOK FOR BADAM -NR 12 Denis Murphy Ryan Polka

We lay down a grey paper on the table, fasten to the table, turn on the music, then we draw streamers with the use of marker pen or crayon. When the music stops, we change a colour. Repeat action several times. Then you do an open hand drawn (a picture) on coloured paper and cut out it.

Stick coloured paper hands on the card-paper with streamers.

## How it helps to learn?

The rhythm accompanying the exercises simplifies actions, increases overall motor coordination which affects the sensory integration system. All children are successful. Children feel the joy of work done.



## THE MEETING AT FLOWERBED IN THE GARDEN

### What is needed?

Thematic newsletter, props of a gardener: watering can, bucket, shovel, rake, paper flowers models in different colours: blue, red, green, yellow, butterflies for kids in the same colors, crayons, pictures of a flower for the children, CD, a coupon for the effort - smiley.

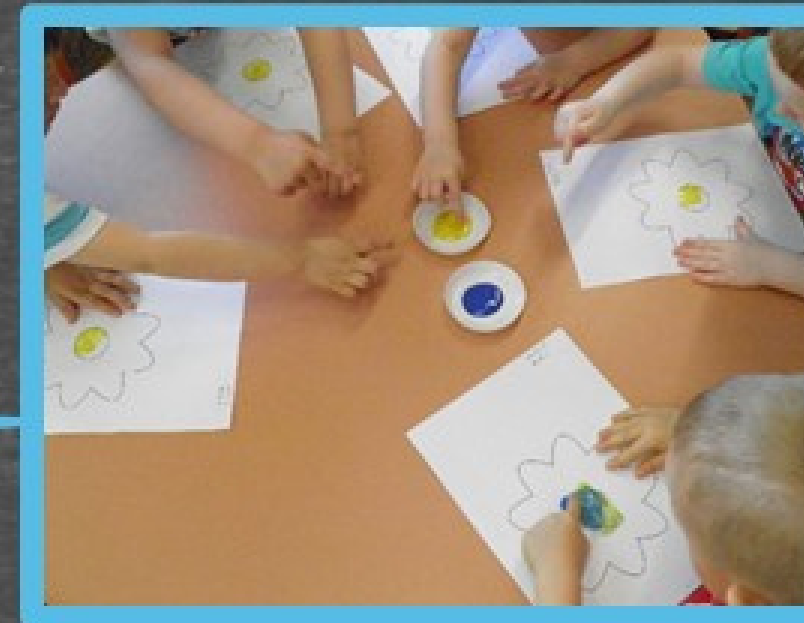
### Let's play:

Spring has come and the gardener goes to his garden. He tooks the tools that he needs to work in the garden: shovel, rake, bucket and watering can (Mr. Gardener shows objects and children name them and count the tools) He prepare flower beds and planted flowers: blue, red, green, yellow. He was satisfied, so he went home. The next day, the butterflies have come to the garden. Each Butterfly was looking for the flower in its color. To be continued..... Music and children – butterflies flies among flowers. When the music stops they look for its flowers. Repeat it 2 times. Continued ..... At night, the strong wind has come, and blew and blew so hard that transplant all flowers. In the morning, butterflies came and had to find a flower at the same color as them. Repeat it 3 times. Mr. Gardener plants other flowers (we put sheets of flower drawings) Eager children count flowers in a specific color. E.g. 5 red, 4 green etc. Sometimes there appear flowers in different color (e.g. pink) than before to make children confused. – Who will notice this difference? Each butterfly choose one flower in its color, what is missing to the flower? (the flower has not colored petals) How many petals are not colored? The teacher invite children to sit down at the table and ask them to draw the missing part of a flower and stick a butterfly next to the flower.

Composing flowerbeds – creating a situation to count. Dancing to the sound of a music – relaxation.

### How it helps to learn?

- can express an opinion about a specific topic
- finds a flower in a specific color
- counts objects within the scope of one's skills
- notices differences during counting objects
- can make a presentation of oneself picture or work.





# UMBRELLA

## What is needed?

coloured pencils, paper, glue, sticks or straws  
Play for children at the age of 5 and 6.

## Let's play:

Rhythmic exercises with song; rhythmic steps around the classroom, with passing the umbrella, jumping over puddles.

Rhythmic drawing of dots with one hand: in the air, over the paper, on the paper - raindrops. Changing crayons while drawing dots in a group.

Creating a worksheet. Gluing the circle bent in half (umbrella), decorating the umbrella, gluing a straw or stick as an umbrella handle.

Walking around the classroom to the rhythm of music, looking for the same umbrella by colour, shape, size, quantity.

Thematic play with the worksheet using a rhyme (poem) or song.

Craft work exhibition.

## How it helps to learn?

- Rhythm, increases overall motor coordination, which affects the integration of the sensory system.
- Gives meaning to actions, gives meaning to objects.
- Exercises spatial orientation.
- Improves numeracy skills.



# MONTESSORI MATHEMATICS



## What is needed?

Montessori materials- children work with specific scientifically developed materials that are key to exploring the world and developing basic cognitive skills, and are designed so that they can recognize the error themselves and take responsibility for their own learning.

## Let's play:

When children arrive in the classroom, they sit in a circle. The session is developed in 3 parts. 1st, we play a game of silence, where the children concentrate and relax. We share a bell, a music box or a glass of water and dye. They pass it by and make the object sound or look at it. After this first part, we present new material, review the use of a game already presented, or explain a variant of an already known material. During the presentation we show how the game is called, how we take it, how we use it, the necessary vocabulary and how we tidy it up. Then, we remember the rules: calm down, grab the carpet to play the game of your choice, and emphasize the importance of picking up the material before changing your game. Afterwards, the children go to look for a carpet and individually or in small groups take the material that attracts them at that moment and play with it. At the end of the session, it is said individually or in small groups that it is time to pick up. Thus, the activity of collecting is done gradually. Once everything is in place, we get back in a circle and talk about the activities they have done.

## How it helps to learn?

- It allows you to individually develop the child's personality.
- It helps the child to get closer to the social and emotional world.
- Helps the child to develop full intellectual, physical and mental abilities,
- Increases the independence and autonomy of the child and develops the potential of the five senses, including mathematical concepts in a simpler, friendly and more dynamic way.

# MANDALAS



## What is you needed?

hoops of various sizes, chestnuts, leaves, sticks, stones ... used to create classifications and series, and themed songs, short poems,

## Let's play

The children sit in the stands, while the teacher presents the material and the aim of the activity: to create mandalas. The material is presented in different trays, focusing on different concepts such as: hard / soft, many / few, large / small, open / closed, long / short... Psychomotor hoops are offered to help you navigate the space. Wrapping paper will be provided as a support to create the different mandalas that children can create. Once the activity, the different types of materials and the supports have been explained, the teacher will allow the children the freedom to move according to their interests and needs. The child's role will be active, moving and looking for trial / error for the best result. The role of the teacher will be to guide, offering her help when needed and guiding the children during the process.

## How it helps to learn?

Learning about natural meters from the immediate surroundings and their features.

Developing creativity - manipulating different elements.

Expressing interest and establishing cooperation with the rest of the group.

Verbalizing the process and level of motivation.

# ACTIVITIES TO A SONG

## „Geometric rap”

### What will we need:

music (song about geometric figures), geometric figures (plastic, wooden or paper), long elastic rubber (about 5 m length), plastic/wooden rims (one for each child), set of geometric figures (one for each child), paper geometric figures (with different colors and sizes), glue, big cardboard sheet for each team.

### Let's start with the fun:

**ACTIVITY 1** - I know geometric figures. Teacher places the figures on the floor (if there is 15 children, teacher needs 15 circles, 15 squares, 15 triangles, 15 rectangles). Children listen to the song and every time they hear the name of one of the figures, they have to lift the figure from the ground and lift it over the head.

**ACTIVITY 2** – We are a figure . Children make a circle. Everybody grab the rubber and hold it with their hands. Children listen to the song and when they hear the name of the figure, they have to put the rubber in the right shape.

**ACTIVITY 3** – Geometric mandalas. Teacher places rims and sets of geometric figures on the floor. The children's task is to arrange the figures in the circle according to their own ideas and conception. The teacher's job is to observe the children's work (if they do this randomly, classifying, rhythmically etc.). The teacher doesn't interfere in the children's work.

**ACTIVITY 4** – Geometric wild animals – small team work. The teacher divides the children into small teams about – 3-4 children each (it forms a different composition each time to counteract social exclusion). Each team takes a table, where they find cardboard sheet (A3 or bigger).

The teacher asks for one person from each team who represents the team to pick a picture with a one of wild animals.

The teacher presents elements (paper geometric figures in different colors and sizes). Each team must choose elements they need to create picked animal on the cardboard. They can use only geometric figures.

**ACTIVITY 5** – My body is a figure . The teacher asks children to form the geometric figures from their bodies – one after another: circle, square, triangle, rectangle.

### How it helps your child to learn:

- develops geometric intuition,
- determining the names and appearance of basic geometric figures



# THE POWER OF A MAGNET



## What will we need:

Various types of magnets: bar, fridge, blackboard, notebook magnet, magnetic block, neodymium magnet, horseshoe magnet, ruler, two office paper clips, table

## Let's start with the fun:

Children use the code and throw the dice to guess the password, learn what can help find a lost needle in the carpet. The MAGNET is an object that has permanent magnetic properties. The teacher asks the children a question: Where do you think we can find a magnet in our homes? (Fridge, toys, cupboard, headphones, magnetic boards, washing machine, dishwasher, doorbell, telephone).

The fun is to check with what strength magnesia attracts. The teacher shows the children different types of magnets: bar, fridge, blackboard, notebook magnet, magnetic block, neodymium magnet, horseshoe magnet. Children experiment for a while and test the strength of individual magnets. After a short game, the teacher asks the children a question:

What do you think which magnesium has the greater power of attraction and which is weaker? After listening to the answers of the children, we put two magnets ("fridge" and "neodymium") on the table at such a distance from each other that they do not attract each other. At a distance, we put a ruler and two paperclips in front of it. By bringing the ruler close to two paper clips, we will make one of the paper clips jump to a stronger magnet.

Then the teacher spreads iron filings on a sheet of paper. The child places a magnet under a piece of paper filled with iron filings and moves the magnet. We observe what is happening: the iron filings follow the magnet and arrange themselves in a characteristic way. The arrangement of the iron filings shows the magnetic field lines that arise around the magnet.

## How it helps your child to learn:

- The child learns the properties of the magnet.
- Develops logical thinking and perceptiveness.
- Develops imagination.

# FIND THE LETTERS OF THE SECRET WORD

## What is you needed?

Ozobots; large format paper; pens: green, red, blue, yellow and black - strong colors; visual programming language OzoBlockly.

## Let's play

The children take a seat around the table and draw a black line in front of them. The Ozobot visits each child, and each child says their name. Using strips of paper, the children create the black line and the color coding of the Ozobot on the floor. The children play with the robot and move on the line. The children then copy the route from the floor on cardboard paper and place the Ozobot on the cardboard paper to walk.

Mission – Find the letters of the secret word

1. The children experiment on the screen of the ipad. They try to write their name using the color coding of the Ozobot.
2. The children write the first letter of their name on a piece of paper using as many color codes of the Ozobot as possible.
3. They mention the color codes they have used, for example, nitrobust, tornado etc. and at the same time move their body accordingly.
4. They put the letters in order but.... It is not the message they were expecting.

Children pretend to be robots that have landed on the ground with a flying saucer. Children walk and talk like robots while the background music plays. Robots (children) describe the function of ozobot by asking them questions. One of the questions asked is "why did you land on the ground?" The answer to this question is that Ozobot commissioned them to deliver a message.

1. On a map of Europe, the children add the appropriate color coding on a route that goes through the three countries –Greece, Poland and Spain depending on how they want the Ozobot to be programmed. The Ozobot visits each country and collects a letter from each country in order to complete the puzzle and find the secret word. For example, the letter "P" from Poland, the letter "A" from Spain, the letter "E" from Greece etc. The secret word that is formed is "PEACE".
2. After the secret word is formed, our little robot dances sirtaki "zorba the greek" through the Ozoblockly application together with the children and the adults.
3. As an alternative, the children suggested collecting traditional food from each country and offer it to the children of the countries that are at war, like Ukraine.

## How it helps to learn?

- can recognize the first letter of their first name and improve their reading and writing skills,
- train the mind by making predictions and examining different cases and they use critical thinking,
- can recognize colors and color combinations and they understand the concepts of cause and effect.



# THE TRAIN OF FRIENDSHIP

## What is you needed?

Lego education toys (Coding Express, BEABOT) old toys, use of circuits, directional toys, worksheets, interactive board and an iPad

## Let's play

The children create a 3d model including landmarks of the countries participating in the program. This is done by using mainly LEGO blocks, various materials and vivid imagination. The Coding Express is programmed to make stops at the three countries. The train collects children and plasticine colored beads from each stop. The colors of the beads represent each country's national colours. The train corresponds to the action blocks placed on the train track. After the journey finishes, the beads are used to create the "friendship necklace".

Next, using the LEGO application, the train is transformed into a caterpillar whose feelings are controlled by the action blocks on the train track. The caterpillar moves around in an amusement park created with LEGO blocks. With the help of the Good Fairy and the caterpillar's friends, Mr. Grinch, a monster who wants to ruin the children's play, is turned into Mr. Kind. At the end, people of all ages dance for peace.

## How it helps to learn?

- are capable of building and create scenarios using their imagination
- describe the sequences, narrate stories, and make assumptions and predictions
- comprehend the concepts of peace and cooperation
- learn to be persistent and self-reflect



# THE CATERPILLAR AT THE AMUSEMENT PARK

## .What is you needed?

Lego education toys (Coding Express, BEABOT) old toys, use of circuits, directional toys, worksheets, interactive board and an iPad

## Let's play

Using the LEGO digital application, the children transform the train into a caterpillar and make up their own story with the heroes displayed in the application. They form the caterpillar's body with their bodies and move around the classroom expressing the feelings which are dictated by the action blocks. The children have constructed an amusement park where they can play with the children that arrived in Greece on Coding Express. Using the action blocks, the children program the caterpillar, its feelings and its location in the amusement park. Then, they mimic the caterpillar's feelings when, suddenly, they are interrupted by "Mr Grinch" who desperately wants to ruin children's play. So, children call out the caterpillar's friends for help: the rooster, the sheep, the snake, the duck and the elephant (these are all found on LEGO application).

Thanks to the good fairy, "Mr Grinch" is transformed into "Mr Kind". They all, then, enjoy themselves by playing the musical instruments that are displayed in the application. In the end, both children and grown-ups dance and sing the song-poem "If all the children of the world..".

## How it helps to learn?

- 1.Acquire skills of how constructions are made and learn to use the digital application and new technologies in general.
- 2.Recognize and express various feelings.
- 3.Understand that their actions can influence others.
- 4.Learn to cooperate and learn about the benefits of cooperation and peace.
- 5.Describe the sequence of events and recognize the notions of cause and effect, make predictions and assumptions.





# GYMNASTIC EXERCISES ON AN INTERACTIVE FLOOR

## What will we need:

-Fun Floor Project . Great mood, a ball as a bowling ball, cards with numbers for the drawing of groups and pairs.

## Let's start with the fun:

1. Warm-up "Stars,- The children position themselves on the board.

There are stars on the board that follow the children when they make the moves we have presented.

2. Running fun "Bursting balloons,- Let's divide the children into five-person teams.

There are colorful balloons on the game board. You have to step on the balloon to pierce it.

Children must be careful not to run into a friend.

3. Fun with the element of competition "Pulling the rope"

We divide children into two-person teams. A rope with a knot in the middle is stretched across the board. The players stand opposite each other on both sides of the rope. The player who pulls the rope to his side is the winner. The players drag the rope as fast as possible from button to button (green player from green to green button, blue player from blue to blue button).

4. The game "Bowling,- Children stand in line. The first competitor gets the ball. The game is about throwing the ball and smashing all the bowls.

Everyone has 3 chances. Children can count the remaining and knocked bowls and read the results.

5. Relaxing game "Fish,- Children lie on the board on their stomach.

They rest, listen to the sounds of the water and observe fish swimming around them.

## How it helps your child to learn:

- orientates in space,
- trains the coordination of the whole body, agility and dexterity,
- copes with emotions in case of failure or success,
- learns how to relax, keep quiet and wait for your turn.



# HAPPY FACES



## What will we need:

Fun Floor Project . Great mood

## Let's start with the fun:

The game is dedicated for one child (player) or a whole group of children who exchange after a definite time. On the board game there are disposed cheerful faces among which one is sad. The child's job is to find the upset expression on the face and turn it into a cheerful face.

To break a spell, the child has to jump on a sad face. The game consists of catching as many upset faces as possible within 30 seconds. After the end of the game, the player is changed. The teacher writes each player's score on the table, and the one who catches the most sad faces is rewarded with a huge applause.

## How it helps your child to learn:

1. It develops visual and motor coordination.
2. It develops logical thinking and perception.
3. It develops great motor skills.

# PING-PONG

## What will we need:

Fun Floor Project . Great mood

## Let's start with the fun:

The game is dedicated for one child (player) or a whole group of children who exchange after a definite time. This game is about breaking the wall with a ball that bounces off the bat. The child moves the racket by his or her foot and says the colour of the breaking wall. If the player doesn't hit the ball back, he or she loses one of three chances. After a while the ball accelerates, making the game more and more difficult. The game ends when the ball breaks all the elements of the wall or when the player loses his or her three chances.

## How it helps your child to learn:

It consolidates names of colours.

It develops visual and motor coordination.

It develops logical thinking and perception.

It develops child's imagination.

It develops great motor skills.



# RHYTHM, MOVEMENT, MUSIC, DANCE



## What is needed?

rebuses, crayons, yogurt cups (two for each), interactive TV or computer, music "An Irish Party In Third Class - John Ryans Polka", music "Disco dance it makes sense", a dance game "Dance like this" on baamboozle.com website, foil, tape, paints, song "We pat to the beat - Edumuz", hand washing instructions, soap, wheel of fortune on genial.ly website - <https://view.genial.ly/6283db95b7d4d30011dbaa9f/interactive-content-co-by-bylo-gdyby>

## Let's play:

1. Work in small groups "We solve rebuses": The children are divided into small groups and sit on the carpet. We give children rebuses to solve. When all the groups are done, they give their answers. We mention that the rebuses are about what the children will do in the classroom.
2. Rhythmic play with music with cups "On the Irish melody": We give the children two plastic cups. We turn on the music and tap the rhythm to the Irish melody with the children.
3. Brain gymnastics as elements of Paul Dennison's educational kinesiology: We present exercises for crossing the center line of the body, and the children follow us, e.g. alternating movements, Cook position, elephant.
4. Dance game "Dance like that": We turn on background music and a dance game on an interactive TV or computer. The selected child goes to the ICT or computer and dials the given number for the dance move that the children must perform.
5. Sensory integration with the "Colorful Paws" music: We invite children to a previously prepared table with paints. Preschoolers make movements in accordance with the rhythm of the song, smearing paint at the same time.
6. Hygiene activities - hand washing: After play, the children go to the bathroom and wash their hands. We pay attention to the observance of the stages of hand washing.

## How it helps to learn?

- develops personal, social and learning skills and is able to cooperate in a group,
- trains eye-ear-hand coordination and is aware of the schema of his body and space,
- perceives and thinks logically while solving rebuses,

# SUDOKU



## What will we need:

1. A square-shaped piece of paper divided into 9 equal parts (3 rows and 3 columns) with flowers drawn in some places
2. Silhouettes of the same flowers

## Let's start with the fun:

Children receive cards (sudoku) and flower silhouettes. The task is to arrange colorful flowers on a sheet of paper in such a way that they do not repeat either vertically or horizontally.

## How it helps your child to learn:

- develops analytical and mathematical skills,
- trains memory and concentration,
- allows you to derive satisfaction from solving logical puzzles.

# FLOWER RHYTHMS

## What is you needed?

1. A set of flowers in four colors
2. A white sheet of paper.

## Let's play:

The teacher divides the group into teams.

Then she gives out sets of colorful flowers to the children.

The task of the children is to arrange the received flowers to a rhythm according to the pattern given by the teacher.

## How it helps to learn?

- focuses and focuses on the rhythms,
- - allows you to catch repeated sequences and continue them,
- - develops concrete thinking,
- - teaches team work.



IF YOU WANT,  
WE CAN BE YOUR PARTNER  
AND WE WILL ORGANIZE JOB SHADOWING  
**FOR YOU.**

WE DEVELOP FOR CHILDREN  
BECAUSE IT IS THE MOST IMPORTANT FOR US.  
CHILDREN ARE OUR FUTURE.

*Believe in yourself*