The MultiGradeMultiLevel-Methodology

and

Early Childhood Education

Ladders of Learning

for

children from 3 to 4 years

and

children from 4 to 5 years

Teacher’s Manual
Introduction

Dear Teachers in Early Childhood Education,

In 2006 the National Council of Educational Research and Training published a Position Paper on Early Childhood Education. It points out significant aspects in early childhood education and offers a frame to realize curriculums for the education of the youngest.

One of the central intentions of the Position Paper is to realize a curriculum for early childhood education that is “activity based, child-centred, age appropriate, aiming at all-round development, adapted to context, and flexible” (NCERT, 2016, 33).

All these aspects can be found in its best in the MultiGradeMultiLevel-Methodology that was developed by the Rishi Valley Institute for Educational Resources (RIVER) 30 years back. The MGML-Methodology and its Ladders of Learning originally were developed for Primary School Education. Meanwhile more than 10,000,000 children in India on more than 250,000 primary schools benefit from this Methodology. RIVER has extended its methodology some years back to the middle school level and many countries in the world have adopted the Methodology and developed variations of it.

Since 2012 RIVER is in an intense cooperation with the Chair of Pedagogy at Behavioral and Emotional Disorders at the University of Wuerzburg, Germany. In this cooperation it was possible to create and test out a large number of activities for early childhood education – following the principles of the MGML-Methodology and the intentions of the Position Paper of the NCERT. With the support of many students of teacher education two ladders of learning for preschool-children could be realized.

The first ladder of learning is addressed to 3 to 4 year old children and contains 61 activities. The second ladder of learning is addressed to 4 to 5 year old children and contains 105 activities. The activities follow the domains of development that were identified by the NCERT. Mainly they are categorized in to the motor domain, the sensory domain and the cognitive domain. The domains of language, emotional and social development as well as the so called personal domain (cp. NCERT, 2006, 37) are integrated into the activities. They are an inherent part of them.

The idea to create an activity based learning that can be guided by the children themselves is realized by overtaking central aspects of the MGML-Methodology. Symbols and colours on the activity cards, on the learning materials and on the Ladders of Learning help children to structure their learning processes and to guide them successfully in their own pace – also the very young children.

Priv.-Doz. Dr. phil. habil. Thomas Müller

Wuerzburg, Germany / Rishi Valley, India 2017
EXPLANATIONS OF THE ICONS

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<td><strong>basic senses</strong>: tactile system, balance</td>
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<td><strong>visual sensory</strong>: perception of constancy, viso-motoric coordination, figure-ground-relationship, room-position-perception</td>
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<td></td>
<td>🕶️</td>
<td><strong>auditive sensory</strong>: sound differentiation, sound localization, sound interpretation, feel rhythm</td>
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<td>🕉️</td>
<td><strong>olfactory sensory</strong>: smelling</td>
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<td><strong>gustatory sensory</strong>: tasting</td>
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<td>Motor</td>
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<td><strong>fine motor skills</strong>: skills, dosing strength, body tension, tactile system, eye-hand-coordination</td>
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<td><strong>gross motor skills</strong>: feelings of movements, cross the middle line, body structure, body tension, position of movement, balance, coordination</td>
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<tr>
<td>Cognitive</td>
<td>🐘</td>
<td><strong>identification</strong>: identify equal objects</td>
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<tr>
<td></td>
<td>🦒</td>
<td><strong>generalization/ classification</strong>: build different categories</td>
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<tr>
<td></td>
<td>🔪</td>
<td><strong>discrimination</strong>: distinguish items along a specific feature</td>
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1 The domains of language, emotional and social development as well as the so called personal domain from the NCERT-Position-Paper are integrated into the activities.
Ladder of Learning Preschool: 3 to 4 year old children

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The Ladder of Learning for the 4 to 5 year old children can be found starting from page 66.
Make animal sounds

**Material:**
animal cards

**How to do it:**
The children’s task is to make animal sounds. One child takes one of the animal cards and shows it to its peer. The other child has to make the proper animal sound. After that the children swap roles. Maybe the children know some further animals and their proper animal sounds.

**Exercised skills:**
improvement of mouth motoric; sound differentiation; sound localization; sound interpretation
Name Animals after sounds

Material:

different animal cards

How to do it:
The child’s task is to listen to its peer and name animal sounds. One of the children takes one of the animal cards and makes the respective animal sound. The other child has to tell the name of the animal. Then the children swap roles.

Exercised skills:
sound interpretation; sound localization
Peeping Peer

Material:
-

How to do it:
This game is quite easy. Usually two children play it together. One child has to search and one child is the ‘peeping peer’. The searching child closes its eyes or gets blindfolded with a scarf. The other child hides somewhere. When the hiding child is ready, it says ‘peep’. Now the searching child tries to find the hidden one just by listening to the ‘peep’. It can ask the hidden child to make ‘peep’ as often as necessary, but the less it has to ask, the better it has done.

Exercised skills:
- sound differentiation; sound localization; sound interpretation
Clapping Games 1

Material:
-

How to do it:
The children’s task is just to do some clapping games. They can do already known clapping games or do games where one child has to imitate and repeat the other child’s clapping sequences.

Exercised skills:
sound differentiation; sound localization; body structure; body tension

Variations:
This activity can be easily done by three or even more children.
**Walk like animals 1**

**Material:**
memory cards

**How to do it:**
The children’s task is to make animal sounds. One child takes one of the animal cards and shows it to its peer. The other child has to make the proper animal movements. After that the children swap roles. Maybe the children know some further animals and their proper movements.

**Exercised skills:**
motor skills; cross the middle line; balance; dosing strength
Balance along a rope

Material:
rope

How to do it:
The children’s task is to balance over the rope. The rope can be put on the ground in any way. If it has many curves, it will get more difficult. Maybe the children can change the shapes of the rope several times, so it will be more fun.

Exercised skills:
gross motor skills; balance
Fingers on the arm

Material:
-

How to do it:
The child’s task is to walk with its fingers on the arm of his/her partner. The partner has to close his eyes and has to say “Stop” when reaching the crook of the arm. Change roles.

Exercised skills:
tactile system
Memory

Material:
memory cards with animals, original

How to do it:
The child's task is to find pairs. They put the memory cards with animals to the same animal on the original.

Exercised skills:
fine motor skills; generalization; discrimination
Sort animals to colours

Material:
rubber foam animals

How to do it:
The children’s task is to make different categories. It has to sort the rubber foam animals to the different colors. One category is blue, one is yellow and one is pink.

Exercised skills:
generalization; identification; discrimination
**Colour Circle 1**

**Material:**
colour circle, clothespins

**How to do it:**
The children's task is to clip the clothespin which fits to the same colour on the colour circle.

**Exercised skills:**
fine motor skills; dosing strength; eye-hand-coordination
Stone pictures

Material:

task cards, stones, chalk

How to do it:

The teacher draws a symbol seen on the task card on the floor. The child’s task is to put the stones on the written lines.

Exercised skills:

tactile system; eye-hand-coordination
Find marbles in the touching box

Material:
touching box, 10 marbles

How to do it:
The child’s task is to find the marbles that are hidden in the touching box without looking at the content of the box.

Exercised skills:
fine motor skills; dosing strength; tactile system

Variations:
As the activity is teacher supported, the child can also count the marbles it has found.
Puzzle Elephant

Material:
wooden puzzle „Elephant“

How to do it:
The child’s task is to find the parts of the puzzle to an elephant.

Exercised skills:
identification; discrimination; figure-ground-relationship
**Domino**

**Material:**
parts of the domino, task card

**How to do it:**
The child’s task is to find the parts of the domino that belongs together. It starts with the card with the arrow. The second part of the card with the arrow is there a second time. The child looks for that card and puts the two similar parts together. Now it has to find the further proper card. At the end there will be a big row of cards. The end is signalized with a smiley.

**Exercised skills:**
identification; generalization; fine motor skills
Geometric foam rubber forms 1

**Material:**
papers with patterns of geometric forms, geometric foam rubber forms

**How to do it:**
The child’s task is to attach the foam rubber forms to the right patterns on the paper.

**Exercised skills:**
identification; discrimination; visual sensory; fine motor skills

**Additional information:**
Sometimes attaching the foam rubber forms to the right patterns is not that easy for children. The challenge is to differ between big and small geometric forms und to find the right pattern. Some children might need help with the different kinds of rectangles.
Clapping games 2

Material:
-

How to do it:
The children’s task is just to do some clapping games. They can do already known clapping games or do games where one child has to imitate and repeat the other child’s clapping sequences.

Exercised skills:
sound differentiation; sound localization; body structure; body tension

Variations:
This activity can be easily done by three or even more children.
Scales

Material:
tins with different weights; scale

How to do it:
The children’s task is to experiment with weights. It can just try out what happens if the tins are put in the middle or on the brink of the scale. There are three pairs of weights. Because of that the child can also try to balance the scale.

Exercised skills:
fine motor skills; body tension; balance; dosing strength; eye-hand-coordination
Sort sizes

Material:
size box

How to do it:
The child’s task is to sort the material by its size.

Exercised skills:
identification; discrimination; figure-ground-relationship
Little snake

Material:
-

How to do it:
The children’s is to stand on a row with their hands on the shoulders of the person in front of him/her. After some meters of walking the first child changes his/her position to the end of the “snake”. This goes on for some changes.

Exercised skills:
room-position-perception; tactile system; balance
Beading pearls

Material:
plastic pearls, task card

How to do it:
The child’s task is to bead pearls just like the sequence that can be seen on the task cards. It is important that the child differs between different colors. When all pearls are used (beading pearls 4), the child also has to differ between different kind of pearls.

Exercised skills:
tactile system; viso-motoric coordination; eye-hand-coordination; remembrance
Threading pattern

Material:
chenille stem, threading pattern

How to do it:
The children's task is to thread the chenille stem through the threading pattern as they want.

Exercised skills:
fine motor skills; skills; eye-hand-coordination
Putting and sticking geometric figures

**Material:**
geometric figures which can be stuck

**How to do it:**
The children’s task is just to stick the geometric forms. The sticking train on the picture is just an example. It’s just important that the child can stick different forms.

**Exercised skills:**
fine motor skills; eye-hand-coordination; tactile system; dosing strength
Matching pieces

Material:
- task cards

How to do it:
The child’s task is to find the matching pieces.

Exercised skills:
- figure-ground-relationship
Puzzle Parrot

Material:
wood puzzle „parrot“

How to do it:
The child’s task is to find the parts of the puzzle to a parrot.

Exercised skills:
identification; discrimination; figure-ground-relationship
Colour Circle 1

**Material:**
colour circle, clothespins

**How to do it:**
The children’s task is to clip the clothespin which fits to the same colour on the colour circle.

**Exercised skills:**
fine motor skills; dosing strength; eye-hand-coordination
Easy false friends

**Material:**
task cards

**How to do it:**
The child’s task is to find the symbol which is not similar to the others shown on the task cards.

**Exercised skills:**
perception of constancy
Tangram

Material:
„Kinder Tangram”

How to do it:
The child's task is to build the correct forms and pictures that are shown on the book (p. 98-120). At these pages the child can see every single tangram piece on the bookside. That makes it quite easy to put the pieces correctly. The child can control the figure in the book (p. 6-97). For higher difficulty the child can start with the control figure (p. 6-97) and control the figure with every single tangram pieces (p. 98-120).

Exercised skills:
fine motor skills; dosing strength; identification; discrimination

Variation:
At first the child can do this exercise with the pattern of tangram.
Match figures 1

**Material:**
match figure cards, matches

**How to do it:**
The children's task is to lay down the matches as it is shown on the card. On the backside of them you can see numbers in an uprising order. They show you the difficulties of the single cards. The children start with the smallest number and end with the highest.

**Exercised skills:**
fine motor skills; tactile system; eye-hand-coordination
Forms on the nail board
Copy forms on the nail board

Material:
forms on the nail board: nail board, twist, task cards

How to do it:
forms on the nail board: this activity can be done alone. The child's task is to copy the forms which are shown on the task cards with the red pattern. They have to put the twist in the nail board like it is shown in the picture.

Exercised skills:
fine motor skills; dosing strength; generalization; discrimination
Wire figures 1

Material:
wire figure cards, wire

How to do it:
The children's task is to bend the wire as it is shown on the cards. They start with the green cards, followed by the orange ones and end with the red cards. The different colours show the difficulties of the cards: easy (green) to difficult (red).

Exercised skills:
fine motor skills; dosing strength; eye-hand-coordination
Jumping Jacks 1

Material:

- 

How to do it:

The children's task is to jump as it is shown on the photos above. Important is to move the arms and legs at the same time.

Exercised skills:

gross motor skills; coordination; body structure
Chalk pictures

Material:
cards with forms, small blackboard, chalk

How to do it:
The child's task is to draw the forms seen on the ring binder on the blackboard.

• First chalk pictures: The child draws forms on its blackboard many times
• Second chalk picture: The child draws forms on the ground as big as possible
• Third chalk picture: The child looks at the pictures, puts the ring binder away and draws the memorized forms on its blackboard.

Exercised skills:
remembrance; fine motor skills; dosing strength; feelings of movement; tactile system; eye-hand-coordination
Connect the points

Material:

task cards

How to do it:

The child’s task is to connect the points with a pencil by following the arrows to complete the figure.

Exercised skills:

perception of constancy; viso-motoric-coordination
Fill out the forms

Material:

task cards, little paper-balls

How to do it:

The child’s task is to build little paper balls and to fill out the geometric forms on the task cards.

Exercised skills:

tactile system; eye-hand-coordination; figure-ground-relationship

Variation:

The child’s task is to put the little paper-balls on the lines of the geometric picture forms.
Mandala

**Material:**
white pages with mandala or figure with quite bold patterns, pens

**How to do it:**
The child’s task is just coloring the pattern. Which kind of pens the child uses is up to you. Every kind of pen can be used. Depending to the child’s fine motor skills, you can encourage it to color the very whole mandala. Children with good fine motor skills can be encouraged to color so well that no white spot can be seen anymore. The claims always belong to the child’s skills.

**Exercised skills:**
fine motor skills; dosing strength

**Variations:**
Every kind of picture or figure can be used to colour. Just use pictures or figures with clear patterns. Variations of patterns will be fun!

**Additional information:**
If the pattern has quite bold lines, it’s easier to draw within the lines. Especially for younger children and children with less fine motor skills it’s helpful to use patterns with bold lines. Thin lines make it more difficult – this can be a challenge for children with very good fine motor skills.
What belongs together?

Material:

disk with items

How to do it:

The child’s task is to find the same items that belong together. The inner disk has to be turned until the right item appears.

The activity has to be done teacher supported.

Exercised skills:

fine motor skills; dosing strength; genereralization; discrimination

Additional informations:

The disk with items can be used for crocodil-square-2-55 (second year preschool) and crocodil-3-36 (first year preschool)
Ring binder

Material:
disk with different colour shades

How to do it:
The child’s task is to find the item on the right that belongs to the item on the left. If there is a star on the left, it has the choice between moon and table. As the moon is also an object in the sky, it has to choose the moon. Now the child can put the clothespin to the right item on the right. If it turns the current page, the clothespin should be near a smiley. That’s the self control.

Exercised skills:
fine motor skills; generalization; discrimination
Differentiate in forms 1

Material:
row of cards with trees and heards, two different colours of clothespins (blue and purple)

How to do it:
The child’s task is to differentiate the forms. To fix its solution, it pins purple clothespins to the tree cards and blue clothespins on cards with hearts. If the child is ready, the row of cards can be turned around and the child can control itself. There are purple stickers at the back of the tree cards and blue stickers on the back of the heard cards.

Exercised skills:
fine motor skills; dosing strength; generalization; discrimination

Additional information:
has to be done with the help of a teacher
Item shadows Front and back Full and empty items
Counting to six Cutouts
Attach colours to items Hidden items Find pairs Position of items Rotated items Combinations Differentiate designs
Identify equal syllables

Material:
Bandolino „Formen und Muster“ or „Ich kenne schon die Zahlen“ or „Groß und Klein: Gegensaetze“

How to do it:
The child's task is to connect the right pairs with the help of the teacher.
The beginning is at the first picture on the top on the left („START“) according to the current task subject, it connects the first picture in the left with the correct picture in the second row. After this the child connects the second picture in the first row with the correct picture. The child makes this exercise until every picture is connected. The exercise is finished when the threat is on the arrow on the right side („ZIEL“). In the end the child can control on the backside.

Exercised skills:
fine motor skills; dosing strength

Variation:
The child can do a different number of exercises.
Geometric foam rubber forms 2

Material:
papers with patterns of geometric forms, geometric foam rubber forms

How to do it:
The child’s task is to attach the foam rubber forms to the right patterns on the paper.

Exercised skills:
identification; discrimination; visual sensory; fine motor skills

Additional information:
Sometimes attaching the foam rubber forms to the right patterns is not that easy for children. The challenge is to differ between big and small geometric forms und to find the right pattern. Some children might need help with the different kinds of rectangles.
Which colour is missing?

**Material:**

task cards

**How to do it:**
The child’s task is to find the difference between the two pictures. The picture on the left is the original one. On the other picture something has changed. The child has to find out which color, form or item on the right is missing compared to the picture on the left.
The possibility for self-control is on the back.

**Exercised skills:**

remembrance
Which colours have changed?

Material:

explanation card, task card

How to do it:

The child’s task is to find the difference between the two pictures. The picture on the left is the original one. On the other picture something has changed. The child has to find out which two colors, forms or items on the right have changed their places compared to the picture on the left.

The possibility for self-control is on the back.

Exercised skills:

perception of constancy; remembrance; room-position-perception
Walk like animals 2

Material:
memory cards

How to do it:
The children’s task is to make animal sounds. One child takes one of the animal cards and shows it to its peer. The other child has to make the proper animal movements. After that the children swap roles. Maybe the children know some further animals and their proper movements.

Exercised skills:
motor skills; cross the middle line; balance; dosing strength
Find the animals

**Material:**
laminated picture, erasable (non-permanent) overhead marker

**How to do it:**
The child’s task is to find every animal in the picture. The found animals can be marked with the overhead marker. As the picture is laminated, it can easily be cleaned with water and be used many times.

**Exercised skills:**
fine motor skills; dosing strength; identification; discrimination
Differentiate in forms 2

**Material:**
row of cards with trees and heards, two different colours of clothespins (blue and purple)

**How to do it:**
The child’s task is to differentiate the forms. To fix its solution, it pins purple clothespins to the tree cards and blue clothespins on cards with hearts. If the child is ready, the row of cards can be turned around and the child can control itself. There are purple stickers at the back of the tree cards and blue stickers on the back of the heard cards.

**Exercised skills:**
fine motor skills; dosing strength; generalization; discrimination

**Additional information:**
has to be done with the help of a teacher
Smuggler Game 1

Material:
task cards

How to do it:
The child’s task is to look at the colours, forms or items and then to decide which colour, form or item doesn’t fit to the others. If there are four body parts and one shoe, it has to pin the clothespin to the shoe, because the shoe isn’t a part of the body. The child can also control itself by turning the task card around. The clothespin should be near a smiley.

Exercised skills:
generalization; discrimination; fine motor skills
Domino

Material:
parts of the domino, task card

How to do it:
The child’s task is to find the parts of the domino that belongs together. It starts with the card with the arrow. The second part of the card with the arrow is there a second time. The child looks for that card and puts the two similar parts together. Now it has to find the further proper card. At the end there will be a big row of cards. The end is signalized with a smiley.

Exercised skills:
perception of constancy; visual sensory
Puzzle

Material:
parts of the puzzle

How to do it:
The child’s task is to find the parts of the puzzle that belong together. If all parts are put together correctly, there will be a picture.

Exercised skills:
identification; discrimination; figure-ground-relationship

Variations:
If one child has big problems with doing one puzzle, there is the possibility to do the next one peer-supported. By doing the activity peer-supported it will simplify the task and train social skills simultaneously.

Additional information:
Sometimes it may be quite difficult to find the parts that belong together. But the parts of the puzzles can always be allocated definitely, because the details like cats, trees or clouds are parted into at least two parts. As the child will do five puzzles during the learning ladder and will start with an easy version, it will be able to do also the more difficult ones.
Jumping Jacks 2

Material:

How to do it:
The children's task is to jump as it is shown on the photos above. Important is to move the arms and legs at the same time.

Exercised skills:
gross motor skills; coordination; body structure
Item shadows Front and back Full and empty items
Counting to six Cutouts
Attach colours to items Hidden items Find pairs Position of items Rotated items Combinations Differentiate designs
Identify equal syllables

Material:
Bandolino „Formen und Muster“ or „Ich kenne schon die Zahlen“ or „Groß und Klein: Gegensaetze“

How to do it:
The child’s task is to connect the right pairs with the help of the teacher.
The beginning is at the first picture on the top on the left („START“) according to the current task subject, it connects the first picture in the left with the correct picture in the second row. After this the child connects the second picture in the first row with the correct picture. The child makes this exercise until every picture is connected. The exercise is finished when the threat is on the arrow on the right side („ZIEL“). In the end the child can control on the backside.

Exercised skills:
Fine motor skills; dosing strength

Variation:
The child can do a different number of exercises.
Wire figures 2

**Material:**
wire figure cards, wire

**How to do it:**
The children's task is to bend the wire as it is shown on the cards. They start with the green cards, followed by the orange ones and end with the red cards. The different colours show the difficulties of the cards: easy (green) to difficult (red).

**Exercised skills:**
fine motor skills; dosing strength; eye-hand-coordination
Smuggler Game 2

**Material:**
task cards

**How to do it:**
The child’s task is to look at the colours, forms or items and then to decide which colour, form or item doesn’t fit to the others. If there are four body parts and one shoe, it has to pin the clothespin to the shoe, because the shoe isn’t a part of the body. The child can also control itself by turning the task card around. The clothespin should be near a smiley.

**Exercised skills:**
generalization; discrimination; fine motor skills
Item shadows  Front and back  Full and empty items  
Counting to six  Cutouts  
Attach colours to items  Hidden items  Find pairs  Position of items  Rotated items  Combinations  Differentiate designs  
Identify equal syllables

Material:
Bandolino „Formen und Muster“ or „Ich kenne schon die Zahlen“ or „Groß und Klein: Gegensat-ze“

How to do it:
The child’s task is to connect the right pairs with the help of the teacher. The beginning is at the first picture on the top on the left (“START“) according to the current task subject, it connects the first picture in the left with the correct picture in the second row. After this the child connects the second picture in the first row with the correct picture. The child makes this exercise until every picture is connected. The exercise is finished when the threat is on the arrow on the right side (“ZIEL“). In the end the child can control on the backside.

Exercised skills:
fine motor skills; dosing strength

Variation:
The child can do a different number of exercises.
Mirror games

**Material:**

- 

**How to do it:**
Stand in opposite to each other. One child performs movements and the other child's task is to follow his/her movement as in a mirror.

**Exercised skills:**
viso-motoric coordination; viso-motoric perception; kinaesthetic system; balance
Memory

**Material:**
memory cards

**How to do it:**
The children’s task is to turn around two cards. If there’s a matching pair, save the cards as 1 point and repeat.

**Exercised skills:**
visual sensory; perception of constancy
**Match figures 2**

**Material:**
match figure cards, matches

**How to do it:**
The children's task is to lay down the matches as it is shown on the card. On the backside of them you can see numbers in an uprising order. They show you the difficulties of the single cards. The children start with the smallest number and end with the highest.

**Exercised skills:**
fine motor skills; tactile system; eye-hand-coordination
Clapping Games 2

Material:
-

How to do it:
The children’s task is just to do some clapping games. They can do already known clapping games or do games where one child has to imitate and repeat the other child’s clapping sequences.

Exercised skills:
sound differentiation; sound localization; body structure; body tension

Variations:
This activity can be easily done by three or even more children.
**Tangram**

**Material:**
„Kinder Tangram”

**How to do it:**
The child's task is to build the correct forms and pictures that are shown on the book (p. 98-120). At these pages the child can see every single tangram piece on the book side. That makes it quite easy to put the pieces correctly. The child can control the figure in the book (p. 6-97). For higher difficulty the child can start with the control figure (p. 6-97) and control the figure with every single tangram pieces (p. 98-120).

**Exercised skills:**
fine motor skills; dosing strength; identification; discrimination

**Variation:**
At first the child can do this exercise with the pattern of tangram.
Touching different surfaces

Material:
colour binoculars

How to do it:
The child’s task is to touch and explore different surfaces. By touching every little part of the color binoculars, it will find many different surfaces. It is important that the child names the surfaces (e.g. smooth or rough). Maybe it can name some objects that have the same surfaces.

Exercised skills:
fine motor skills; dosing strength; tactile system
Family Portrait

Material:

paper, pens

How to do it:

The child’s task is just to draw a picture of its family. It has to mind the proportions of the different family members.

Exercised skills:

remembrance; generalization; discrimination; fine motor skills; dosing strength
Halli Galli

**Material:**
Halli Galli Junior

**How to do it:**
The children's task is to find a pair of clowns with the same face and colour.
The bell is in the middle of the player and every player has the same amount of cards as a pile in front of themselves. The cards are laying on the backside. When turning over a card it is important that the player turns the card towards the other players and not towards oneself. The other players should see the face of the card first. The card is laying before the own pile.
The players have to turn over the cards in the same time and very quickly until two happy or sad clowns of the same colour can be seen. If this happens, each player must try to ring the bell as fast as possible, no matter if it is his (her) turn or not. The player who has rung the bell first wins all the face-up piles of cards, including his (her) own. The cards he (she) has won are put, clown’s face down, under his (her) own face-down pile. The fastest player starts the next round by turning over a new card. It is important that the hands of the player are during the game near the players own cards.
If one player has rung the bell at the wrong moment the player must give a card to each of the other players from his (her) face-down pile. The other players put the cards under their face-down piles.
If one player can’t turn over anymore cards, the player is out of the game. The other players go on playing until one player has all the cards. The player with the all cards has won the game.

**Exercised skills:**
dosing strength; identification; discrimination; concentration; speed

**Additional informations:**
This game is for two to four players. It is teacher supported!
Beading pearls 1

Material:
- beading pearls 1: plastic pearls; task card
- beading pearls 2: flowers; task card
- beading pearls 3: rubber foam pearls; task card
- Beading pearls 4: all pearls; task card

How to do it:
The child’s task is to bead pearls just like the sequence that can be seen on the task cards. It is important that the child differs between different colours. When all pearls are used (beading pearls 4), the child also has to differ between different kind of pearls.

Exercised skills:
tactile system; viso-motoric coordination; eye-hand-coordination; remembrance
Building Blocks

Material:
building blocks, task card

How to do it:
The child’s task is to build building block formations just as it is shown on the task cards. The child has to differ between and mind different shapes, sizes and colors.

Exercised skills:
fine motor skills; tactile system; dosing strength; eye-hand-coordination

Variations:
The building blocks should also be used for playing times. Children train their social skills and their motor skills while playing with the blocks and building imaginative formations.
Stone Pictures 1

Material:

task cards, stones

How to do it:
The teacher has to draw the figure on the ground with chalk. The child’s task is to build the figure with stones as it is shown on the task cards.

Exercised skills:
tactile system; eye-hand-coordination
Mandala

Material:
white pages with mandala or figure with quite bold patterns, pens

How to do it:
The child’s task is just coloring the pattern. Which kind of pens the child uses is up to you. Every kind of pen can be used. Depending to the child’s fine motor skills, you can encourage it to color the very whole mandala. Children with good fine motor skills can be encouraged to color so well that no white spot can be seen anymore. The claims always belong to the child’s skills.

Exercised skills:
fine motor skills; dosing strength

Variations:
Every kind of picture or figure can be used to colour. Just use pictures or figures with clear patterns. Variations of patterns will be fun!

Additional information:
If the pattern has quite bold lines, it’s easier to draw within the lines. Especially for younger children and children with less fine motor skills it’s helpful to use patterns with bold lines. Thin lines make it more difficult – this can be a challenge for children with very good fine motor skills.
Putting and sticking geometric figures

**Material:**
geometric figures which can be stuck

**How to do it:**
The children’s task is just to stick the geometric forms. The sticking train on the picture is just an example. It’s just important that the child can stick different forms.

**Exercised skills:**
fine motor skills; eye-hand-coordination; tactile system; dosing strength
Geometric foam rubber forms 1

Material:
papers with patterns of geometric forms, geometric foam rubber forms

How to do it:
The child’s task is to attach the foam rubber forms to the right patterns on the paper.

Exercised skills:
identification; discrimination; visual sensory; fine motor skills

Additional information:
Sometimes attaching the foam rubber forms to the right patterns is not that easy for children. The challenge is to differ between big and small geometric forms und to find the right pattern. Some children might need help with the different kinds of rectangles.
Bandolino

Material:
pattern, task card, solution card for self control

How to do it:
The child’s task is to connect the right pairs. The task card is put in the plastic cover on the front before starting. The solution card for self control is put in the plastic cover on the back. Then the child takes the wool and starts with the first picture on the left. According to the current task subject, it connects the first picture on the left with the correct picture on the right. To connect the pictures, it puts the wool to the indentations next to the pictures. Then it connects the second picture on the left with the correct picture on the right. It’s just important that the hierarchy of the picture on the left is maintained.

If the child has connected the last picture on the left with the correct picture on the right, the wool is put to the last indentation at the bottom side. After that the child turns the pattern around. If the model of the wool strings is equal to the model of the self control, the child’s solution is right.

Exercised skills:
fine motor skills; dosing strength

Variations:
The principle of the pattern with the wool can be used for every kind of task and subject, also for mathematics or language.
Draw figures on the back of a peer

Material:
memory cards

How to do it:
The children’s task is to draw easy figures on the back of its peer. The peer tries to say what has been drawn on its back. After some time the children swap roles.

Exercised skills:
balance; tactile system; fine motor skills
Touching different surfaces

Material:
colour binoculars

How to do it:
The child’s task is to touch and explore different surfaces. By touching every little part of the color binoculars, it will find many different surfaces. It is important that the child names the surfaces (e.g. smooth or rough). Maybe it can name some objects that have the same surfaces.

Exercised skills:
fine motor skills; dosing strength; tactile system
Draw different colour shades

Material:
paper with chameleon pattern, green pen (no felt pen)

How to do it:
The child’s task is to colour the chameleon with different shades of green with just one green pen. To get different shades of green, the child has to draw with little and high pressure. The higher the pressure is, the darker the green will get. This exercise is very important to train fine motor skills. It prepares the child for learning to write.

Exercised skills:
fine motor skills; dosing strength

Variations:
There’s no need to take the chameleon pattern. This is just an example. Every animal or item pattern can be used to colour.
Chalk pictures 1

Material:
coloured wires; task; just at the first and third time: small blackboards

How to do it:
The child’s task is to draw the pictures seen on the ring binder either on blackboards or on the ground.

- Chalk pictures 1: The child draws the easy pictures on its blackboard many times.
- Chalk pictures 2: The child draws the pictures on the ground as big as possible.
- Chalk pictures 3: The child looks at the pictures, puts the ring binder away and draws the memorized pictures on its blackboard.

Exercised skills:
fine motor skills; dosing strength; feelings of movement; tactile system; eye-hand-coordination; remembrance
Identify animals by touching

Material:
touching box, 10 animals

How to do it:
The child’s task is to find the animals that are hidden in the touching box without looking at the content of the box. If the child has found one of the animals, it has to find out which animal it has found just by touching. Every animal has a characteristic body part. The giraffe has a very long neck, the elephant has a beak and the bull has horns.

Exercised skills:
fine motor skills; dosing strength

Variations:
As the activity is teacher supported, the teacher can tell something about the current animal. Therefore the child has the possibility to learn something about the animals.
**Match figures 1**

**Material:**
match figure cards, matches

**How to do it:**
The children's task is to lay down the matches as it is shown on the card. On the backside of them you can see numbers in an uprisning order. They show you the difficulties of the single cards. The children start with the smallest number and end with the highest.

**Exercised skills:**
fine motor skills; tactile system; eye-hand-coordination
Sort animals to colours

Material:
rubber foam animals

How to do it:
The children’s task is to make different categories. It has to sort the rubber foam animals to the different colours. One category is blue, one is yellow and one is pink.

Exercised skills:
generalization; identification; discrimination
Family Potrait

**Material:**
paper, pens

**How to do it:**
The child’s task is just to draw a picture of its family. It has to mind the proportions of the different family members.

**Exercised skills:**
remembrance; generalization; discrimination; fine motor skills; dosing strength
Ring binder

Material:
disk with different colour shades

How to do it:
The child’s task is to find the item on the right that belongs to the item on the left. If there is a star on the left, it has the choice between moon and table. As the moon is also a object in the sky, it has to choose the moon. Now the child can put the clothespin to the right item on the right. If it turns the current page, the clothespin should be near a smiley. That’s the self control.

Exercised skills:
fine motor skills; generalization; discrimination
Differentiate in creatures and items 1

**Material:**
row of cards with creatures and items, purple and blue clothespins

**How to do it:**
The child’s task is to differentiate in creatures and items. To fix its solutions, it pins purple clothespins to the item cards and blue clothespins on the creature cards. If the child is ready, the row of cards can be turned around and the child can control itself. There are purple stickers at the back of the item cards and blue stickers on the back of the creature cards.

**Exercised skills:**
fine motor skills; dosing strength; tactile system; generalization; discrimination
Geometric forms with matches

Material:
matches, paper with patterns of geometric forms

How to do it:
The child’s task is to attach the matches like patterns.

Exercised skills:
identification; discrimination; visual sensory; fine motor skills
Smuggler Game 1

Material:
task cards

How to do it:
The child’s task is to look at the colours, forms or items and then to decide which colour, form or item doesn’t fit to the others. If there are four body parts and one shoe, it has to pin the clothespin to the shoe, because the shoe isn’t a part of the body. The child can also control itself by turning the task card around. The clothespin should be near a smiley.

Exercised skills:
generalization; discrimination; fine motor skills
Balance with a ball on a spoon 1

**Material:**
spoon, ball

**How to do it:**
The child’s task is to walk around the school with a spoon in its hand which has a ball on it. It’s not that easy to balance. Also any other route can be taken. If the route is rough and bumpy, it will even get more difficult.

**Exercised skills:**
fine motor skills; dosing strength; balance; eye-hand-coordination
Balance along a rope

Material:
rope

How to do it:
The children’s task is to balance over the rope. The rope can be put on the ground in any way. If it has many curves, it will get more difficult. Maybe the children can change the shapes of the rope several times, so it will be more fun.

Exercised skills:
gross motor skills; balance
Sort weights 1

Material:
different heavy tins

How to do it:
The children’s task is to do a command structure. Every tin has a different weight. The child has to find out which is the lightest one and which is the most heavy one. The weights in between have also to be sorted. If the child is ready, it can control itself by looking at the bottom side of the tins to control itself.

Exercised skills:
remembrance; generalization; discrimination; body tension
Dobble

Material:

game „dobble“

How to do it:

The child’s task is to find the same animals on different cards.

First of all put one card in the middle. After that divide all cards and lay the cards on the backside. Every player gets the same amount of cards. At the beginning of the game all players turn their first card around at the same time and search one pair of animals, no matter which. When the player founds a pair of animals he has to cry the name of that animal and put the card in the middle on the pile. Now the new card in the middle is validing to search a new pair of animals. Every player has to turn a new card from his own pile around after he has put a card in the middle. The winner of the game is the player, who had put all cards in the middle.

Exercised skills:

identification; generalization; discrimination

Additional informations:

You can play this game with two or more persons.
Differentiate in creatures and items 2

Material:
row of cards with creatures and items, purple and blue clothespins

How to do it:
The child’s task is to differentiate in creatures and items. To fix its solutions, it pins purple clothespins to the item cards and blue clothespins on the creature cards. If the child is ready, the row of cards can be turned around and the child can control itself. There are purple stickers at the back of the item cards and blue stickers on the back of the creature cards.

Exercised skills:
fine motor skills; dosing strength; tactile system; generalization; discrimination
Puzzle Parrot

Material:
wooden puzzle “parrot”

How to do it:
The child’s task is to find the parts of the puzzle to a parrot.

Exercised skills:
identification; discrimination; figure-ground-relationship
Tangram 1

Material:
tangram parts, task cards

How to do it:
The child’s task is to build the correct forms and pictures that are shown on the task cards. The first two times (tangram 1, tangram 2) the child can see every single tangram piece on the task cards. That makes it quite easy to put the pieces correctly. The third time (tangram 3) there are just patterns on the task cards. The child has to find out which tangram pieces it has to take to build the correct form. To build e.g. a big square the child has to put two big triangles together.

Exercised skills:
fine motor skills; dosing strength; identification; discrimination
Which colours have changed?

**Material:**
explanation card, task card

**How to do it:**
The child’s task is to find the difference between the two pictures. The picture on the left is the original one. On the other picture something has changed. The child has to find out which two colors, forms or items on the right have changed their places compared to the picture on the left.
The possibility for self-control is on the back.

**Exercised skills:**
perception of constancy; remembrance; room-position-perception
Item shadows 1 - Front and back

Material:
pattern, task card, solution card for self-control

How to do it:
The child’s task is to connect the right pairs. The task card is put in the plastic cover on the front before starting. The solution card for self control is put in the plastic cover on the back. Then the child takes the wool and starts with the first picture on the left. According to the current task subject, it connects the first picture on the left with the correct picture on the right. To connect the pictures, it puts the wool to the indentations next to the pictures. Then it connects the second picture on the left with the correct picture on the right. It’s just important that the hierarchy of the picture on the left is maintained.

If the child has connected the last picture on the left with the correct picture on the right, the wool is put to the last indentation at the bottom side. After that the child turns the pattern around. If the model of the wool strings is equal to the model of the self control, the child’s solution is right.

Exercised skills:
fine motor skills; dosing strength

Variations:
The principle of the pattern with the wool can be used for every kind of task and subject, also for mathematics or language.
Build Patterns

Material:
coloured wires, task cards

How to do it:
The child’s task is to build or to bound the figures with coloured wires as it is shown on the task cards.

Exercised skills:
eye-hand-coordination; viso-motoric coordination
False friends

Material:

task cards

How to do it:

The child’s task is to identify the symbol which is not similar to the others.

Exercised skills:

perception of constancy
Labyrinths 1

**Material:**
labyrinth cards, erasable (non-permanent) overhead marker

**How to do it:**
The child’s task is to find the way through the labyrinths. The beginning and the goal are definitely tagged. After solving this task, the labyrinth cards can be cleaned with water, so that they can be used many times.

**Exercised skills:**
fine motor skills; dosing strength; tactile system; eye-hand-coordination; discrimination
**Labyrinth with marbles 1**

**Material:**
labyrinth, marbles

**How to do it:**
The children’s task is to move the marble through the labyrinth by moving the labyrinth. The marble shouldn’t fall out of the labyrinth. The labyrinths on the pictures are just examples.

**Exercised skills:**
tactile system; body tension; eye-hand-coordination
Forms on the nailboard – copy

Material:
- Forms on the nail board: nail board; wool; task cards
- Copy forms on the nail board: two nail boards

How to do it:
- Forms on the nail board: This activity can be done alone. The child’s task is to copy the forms which are shown on the task cards. If there is a square on the task card, the child has to build a square on the nail board with wool.
- Copy forms on the nail board: This activity is done peer supported. One child has to think up a form or figure and put the wool on the nail board in that special way. If it is ready, the other child has to copy the invented nail board picture to its own nail board. After that the kids swap roles.

Exercised skills:
fine motor skills; dosing strength; generalization; discrimination
Memory

Material: memory cards

How to do it:
The children’s task is to find pairs. They put the memory cards the other way around on the ground, so that they can’t see the colours or pictures. Now one child starts to turn two cards. If it has found a pair of pictures or colours, it gets the cards and is allowed to turn two new cards. Otherwise it has to turn the cards again and it’s the other child’s turn. When all cards are gone, the children count their cards and the child, which has more cards, is the winner.

Exercised skills:
remembrance; generalization; discrimination

Variations:
Also more than two children can play the game. The two memories can also be put together to make it more difficult. The activity will also last longer then.
Coloured wire forms

Material:
coloured wires, task cards

How to do it:
The child’s task is to make and bound figures and patterns as it is shown on the task cards. Minding the correct colours of the wire is also important.

Exercised skills:
fine motor skills; dosing strength; tactile system; eye-hand-coordination; remembrance
Which colour is missing?

Material:
task cards

How to do it:
The child’s task is to find the difference between the two pictures. The picture on the left is the original one. On the other picture something has changed. The child has to find out which color, form or item on the right is missing compared to the picture on the left.
The possibility for self-control is on the back.

Exercised skills:
remembrance
Bandolino

Material:
pattern, task card, solution card for self-control

How to do it:
The child’s task is to connect the right pairs. The task card is put in the plastic cover on the front before starting. The solution card for self control is put in the plastic cover on the back. Then the child takes the wool and starts with the first picture on the left. According to the current task subject, it connects the first picture on the left with the correct picture on the right. To connect the pictures, it puts the wool to the indentations next to the pictures. Then it connects the second picture on the left with the correct picture on the right. It’s just important that the hierarchy of the picture on the left is maintained.

If the child has connected the last picture on the left with the correct picture on the right, the wool is put to the last indentation at the bottom side. After that the child turns the pattern around. If the model of the wool strings is equal to the model of the self control, the child’s solution is right.

Exercised skills:
fine motor skills; dosing strength

Variations:
The principle of the pattern with the wool can be used for every kind of task and subject, also for mathematics or language.
Beading pearls 2

Material:

- beading pearls 1: plastic pearls; task card
- beading pearls 2: flowers; task card
- beading pearls 3: rubber foam pearls; task card
- Beading pearls 4: all pearls; task card

How to do it:
The child’s task is to bead pearls just like the sequence that can be seen on the task cards. It is important that the child differs between different colors. When all pearls are used (beading pearls 4), the child also has to differ between different kind of pearls.

Exercised skills:
viso-motoric coordination; eye-hand-coordination; remembrance
Use the colour binoculars

Material:
disk with different colour shades

How to do it:
The child’s task is just to look through the colour binocular. It will see different colours. The teacher asks for the seen colours and objects that have the same colour. Maybe the child even knows objects that have two colours.

Exercised skills:
fine motor skills; dosing strength; viso-motoric-coordination
Stone Pictures 2

Material:
task cards, stones

How to do it:
The teacher has to draw the figure on the ground with chalk. The child’s task is to build the figure with stones as it is shown on the task cards.

Exercised skills:
viso-motoric coordination; tactile system
**Twist 1**

1. **start**

2. Jump to the left with both legs!

3. Jump to the middle with both legs!

4. Do the same with only one leg!

**Material:**
- twist

**How to do it:**
The children’s task is to jump the choreographies which are shown on the photos above. For this task you need three players. Two of them are standing approximately three metres away of each other holding the twist on their ankles as you can see on the photos. The child who is doing this activity on his ladder of learning is the person who has to jump the choreography.

**Exercised skills:**
- gross motor skills; balance; coordination; vestibular system; position of movement

**Variations:**
If this task is to easy for the child, the players can put the twist higher, for example on their knees. The children can crawl under the twist like different animals also.
Beading pearls 3

Material:

- beading pearls 1: plastic pearls; task card
- beading pearls 2: flowers; task card
- beading pearls 3: rubber foam pearls; task card
- Beading pearls 4: all pearls; task card

How to do it:
The child’s task is to bead pearls just like the sequence that can be seen on the task cards. It is important that the child differs between different colours. When all pearls are used (beading pearls 4), the child also has to differ between different kind of pearls.

Exercised skills:
tactile system; viso-motoric coordination; eye-hand-coordination; remembrance
Forms on the nailboard

Material:

- Forms on the nail board: nail board; wool; task cards
- Copy forms on the nail board: two nail boards

How to do it:

- Forms on the nail board: This activity can be done alone. The child’s task is to copy the forms which are shown on the task cards. If there is a square on the task card, the child has to build a square on the nail board with wool.
- Copy forms on the nail board: This activity is done peer supported. One child has to think up a form or figure and put the wool on the nail board in that special way. If it is ready, the other child has to copy the invented nail board picture to its own nail board. After that the kids swap roles.

Exercised skills:

fine motor skills; dosing strength; generalization; discrimination
Labyrinths 2

Material:
labyrinth cards, erasable (non-permanent) overhead marker

How to do it:
The child’s task is to find the way through the labyrinths. The beginning and the goal are definitely tagged. After solving this task, the labyrinth cards can be cleaned with water, so that they can be used many times.

Exercised skills:
fine motor skills; dosing strength; tactile system; eye-hand-coordination; discrimination
Domino

Material:
the game „Domino“

How to do it:
The child’s task is to find cards with patterns which belong together. There are three possibilities: 1. animal – pattern of the same animal, 2. animal-animal, 3. pattern-pattern of the same animal. The card can be connected on both sides.

Exercised skills:
identification; generalization; fine motor skills

Variations:
The game can be played alone and also with more kids.
Find the Mouse

**Material:**

picture „Find the mouse“

**How to do it:**

The child’s task is to find the mouse in the picture and make a circle around it with a pen.

**Exercised skills:**

identification; generalization, discrimination
Puzzle Duo

Material:
the game „Puzzle Duo“

How to do it:
The child’s task is to find the right puzzle part. The number of the animals has to fit with the number.

Exercised skills:
identification; generalization, discrimination, figure-ground-relationship

Additional informations:
The colour will help to find the other part of the puzzle.
Puzzle

Material:
pattern, task card, solution card for self control

How to do it:
The child’s task is to connect the right pairs. The task card is put in the plastic cover on the front before starting. The solution card for self control is put in the plastic cover on the back. Then the child takes the wool and starts with the first picture on the left. According to the current task subject, it connects the first picture on the left with the correct picture on the right. To connect the pictures, it puts the wool to the indentations next to the pictures. Then it connects the second picture on the left with the correct picture on the right. It’s just important that the hierarchy of the picture on the left is maintained.
If the child has connected the last picture on the left with the correct picture on the right, the wool is put to the last indentation at the bottom side. After that the child turns the pattern around. If the model of the wool strings is equal to the model of the self control, the child’s solution is right.

Exercised skills:
fine motor skills; dosing strength

Variations:
The principle of the pattern with the wool can be used for every kind of task and subject, also for mathematics or language.
Shadow animals

Material:
shadow animal cards

How to do it:
The children’s task is to find out which animal the teacher shows just by looking at its ‘shadow’. As the activity is teacher supported, the child can also tell something about the current animal.

Exercised skills:
figure-ground-relationship; room-position-perception
Item shadows 2 – Hidden items

Material:
Pattern, task card, solution card for self control

How to do it:
The child’s task is to connect the right pairs. The task card is put in the plastic cover on the front before starting. The solution card for self control is put in the plastic cover on the back. Then the child takes the wool and starts with the first picture on the left. According to the current task subject, it connects the first picture on the left with the correct picture on the right. To connect the pictures, it puts the wool to the indentations next to the pictures. Then it connects the second picture on the left with the correct picture on the right. It’s just important that the hierarchy of the picture on the left is maintained.
If the child has connected the last picture on the left with the correct picture on the right, the wool is put to the last indentation at the bottom side. After that the child turns the pattern around. If the model of the wool strings is equal to the model of the self control, the child’s solution is right.

Exercised skills:
fine motor skills; dosing strength

Variations:
The principle of the pattern with the wool can be used for every kind of task and subject, also for mathematics or language.
Matching pieces

Material:

task cards

How to do it:
The child’s task is to find the matching pieces.

Exercised skills:

figure-ground-relationship
Tangram

Material:
task book („Mein kleines Kinder-Tangram“), wooden Tangram-pieces

How to do it:
The child’s task is to build the figures as shown in the task book.

Exercised skills:
tactile system; viso-motoric coordination; figure-ground relationship
Chalk pictures 2

Material:
coloured wires; task; just at the first and third time: small blackboards

How to do it:
The child’s task is to draw the pictures seen on the ring binder either on blackboards or on the ground.

- Chalk pictures 1: The child draws the easy pictures on its blackboard many times.
- Chalk pictures 2: The child draws the pictures on the ground as big as possible.
- Chalk pictures 3: The child looks at the pictures, puts the ring binder away and draws the memorized pictures on its blackboard.

Exercised skills:
fine motor skills; dosing strength; feelings of movement; tactile system; eye-hand-coordination; remembrance
Smuggler Game 2

Material:
task cards

How to do it:
The child’s task is to look at the colours, forms or items and then to decide which colour, form or item doesn’t fit to the others. If there are four body parts and one shoe, it has to pin the clothespin to the shoe, because the shoe isn’t a part of the body. The child can also control itself by turning the task card around. The clothespin should be near a smiley.

Exercised skills:
generalization; discrimination; fine motor skills
What belongs together?

Material:
disk with items

How to do it:
The child’s task is to find the same items that belong together. The inner disk has to be turned until the right item appears.
The activity has to be done teacher supported.

Exercised skills:
fine motor skills; dosing strength; generalization; discrimination

Additional informations:
The disk with items can be used for crocodil-square-2-55 (second year preschool) and crocodil-3-36 (first year preschool)
Forms on the nailboard

Material:

nail board, twist, task cards

How to do it:

This activity can be done alone. The child's task is to copy the forms which are shown on the task cards with the red pattern. They have to put the twist in the nail board like it is shown in the picture.

Exercised skills:

fine motor skills; dosing strength; generalization; discrimination
Item shadows Front and back Full and empty items Counting to six Cutouts
Attach colors to items Hidden items Find pairs Position of items Rotated items Combinations Differentiate designs Identify equal syllables

Material:
„Bandolino Kindergarten“

How to do it:
The child’s task is to connect the right pairs. The beginning is at the first picture on the top on the left („START“) according to the current task subject, it connects the first picture in the left with the correct picture in the second row. After this the child connects the second picture in the first row with the correct picture. The child makes this exercise until every picture is connected. The exercise is finished when the threat is on the arrow on the right side („ZIEL“). In the end the child can control on the backside.

Exercised skills:
fine motor skills; dosing strength

Variation:
The child can do a different number of exercises.
**Boccia 1**

**Material:**
1 big stone, a few small stones (depends on the number of the players)

**How to do it:**
The children's task is to throw the small stones as near as possible to the big stone. Before starting the game the children have to mark, for example with branches, where they stand for throwing. After that one person has to throw the big stone. Now all of the players throw their small stones one after the other. The winner is the person, who has thrown that one, which is the nearest to the big stone.

**Exercised skills:**
position-room-perception; viso-motoric coordination
Item shadows 3 – Position of items

Material:
Pattern, task card, solution card for self control

How to do it:
The child’s task is to connect the right pairs. The task card is put in the plastic cover on the front before starting. The solution card for self control is put in the plastic cover on the back. Then the child takes the wool and starts with the first picture on the left. According to the current task subject, it connects the first picture on the left with the correct picture on the right. To connect the pictures, it puts the wool to the indentations next to the pictures. Then it connects the second picture on the left with the correct picture on the right. It’s just important that the hierarchy of the picture on the left is maintained.
If the child has connected the last picture on the left with the correct picture on the right, the wool is put to the last indentation at the bottom side. After that the child turns the pattern around. If the model of the wool strings is equal to the model of the self control, the child’s solution is right.

Exercised skills:
fine motor skills; dosing strength

Variations:
The principle of the pattern with the wool can be used for every kind of task and subject, also for mathematics or language.
Boccia 2

Material:
1 big stone, a few small stones (depends on the number of the players)

How to do it:
The children's task is to throw the small stones as near as possible to the big stone. Before starting the game the children have to mark, for example with branches, where they stand for throwing. After that one person has to throw the big stone. Now all of the players throw their small stones one after the other. The winner is the person, who has thrown that one, which is the nearest to the big stone.

Exercised skills:
position-room-perception; viso-motoric coordination
Wire figures 1

Material:
wire figure cards, wire

How to do it:
The children's task is to bend the wire as it is shown on the cards. They start with the green cards, followed by the orange ones and end with the red cards. The different colours show the difficulties of the cards: easy (green) to difficult (red).

Exercised skills:
fine motor skills; dosing strength; eye-hand-coordination
Sort animals to forms

Material:
memory cards

How to do it:
The children’s task is to build a hierarchy. It has to sort the animal foam rubbers to the animals’ real size. It has to start with the chicken, because it is the smallest animal.

Exercised skills:
identification; generalization; discrimination
**Which colours have changed?**

**Material:**
explanation card, task card

**How to do it:**
The child’s task is to find the difference between the two pictures. The picture on the left is the original one. On the other picture something has changed. The child has to find out which two colors, forms or items on the right have changed their places compared to the picture on the left.
The possibility for self-control is on the back.

**Exercised skills:**
perception of constancy; remembrance; room-position-perception
Tangram

**Material:**
„Kinder Tangram”

**How to do it:**
The child's task is to build the correct forms and pictures that are shown on the book (p. 98-120). At these pages the child can see every single tangram piece on the book side. That makes it quite easy to put the pieces correctly. The child can control the figure in the book (p. 6-97). For higher difficulty the child can start with the control figure (p. 6-97) and control the figure with every single tangram pieces (p. 98-120).

**Exercised skills:**
fine motor skills; dosing strength; identification; discrimination

**Variation:**
At first the child can do this exercise with the pattern of tangram.
Puzzle

Material:
parts of the puzzle

How to do it:
The child’s task is to find the parts of the puzzle that belong together. If all parts are put together correctly, there will be a picture.

Exercised skills:
identification; discrimination; figure-ground-relationship

Variations:
If one child has big problems with doing one puzzle, there is the possibility to do the next one peer-supported. By doing the activity peer-supported it will simplify the task and train social skills simultaneously.

Additional information:
Sometimes it may be quite difficult to find the parts that belong together. But the parts of the puzzles can always be allocated definitely, because the details like cats, trees or clouds are parted into at least two parts. As the child will do five puzzles during the learning ladder and will start with an easy version, it will be able to do also the more difficult ones.
Find noise material

Material:
variable – search for material in your environment

How to do it:
The child's task is to find any material and explore the different sounds of beating other objects/materials.

Exercised skills:
sound differentiation; sound interpretation; sound localisation
Talk like ...

Material:

task cards

How to do it:

The child's task is to imitate the way the person speaks as shown on the task cards.

Exercised skills:

sound differentiation; sound interpretation
Sound Memory

Material:
smelling-memory-tins, sound-memory-tins

How to do it:
The child’s task is to find pairs. It has to find the two tins that sound or smell equal. At the smelling memory there’s a need to open the tins. The child can control itself by looking at the bottom side. If two tins fit together, they have the same symbol in the same color on the bottom side.

Exercised skills:
• Sound memory: sound localization, sound interpretation; generalization; discrimination
• Smelling memory: olfactory sensory; generalization; discrimination
Clap dance

Material:
-

How to do it:
The child's task is to do some clapping games. They can do already known games or do games where one child has to imitate and repeat the other child's clapping sequences.

Exercised skills:
sound differentiation; sound localisation

Variations:
This activity can easily be done by three or even more children. They can use hands and feet and make a clapping dance.
**Clapping games 1**

**Material:**
- 

**How to do it:**
The children’s task is just to do some clapping games. They can do already known clapping games or do games where one child has to imitate and repeat the other child’s clapping sequences.

**Exercised skills:**
sound differentiation; sound localization; body structure; body tension

**Variations:**
This activity can be easily done by three or even more children.
Which colour is missing?
Which form is missing?
Which item is missing?

Material:
- task cards

How to do it:
The child's task is to find the difference between the two pictures. The picture on the left is the original one. On the other picture something has changed. The child has to find out which colour, forms or item on the right is missing compared to the picture on the left.
The possibility for self control is on the back.

Exercised skills:
- Remembrance
Forms on the nail board
Copy forms on the nail board

Material:
forms on the nail board: nail board, twist, task cards

How to do it:
forms on the nail board: this activity can be done alone. The child's task is to copy the forms which are shown on the task cards with the red pattern. They have to put the twist in the nail board like it is shown in the picture.

Exercised skills:
fine motor skills; dosing strength; genereralization; discrimination
Chalk numbers and letters

Material:
cards with numbers or letters, small blackboards and chalk

How to do it:
The child's task is to write the number or letter seen on the ring binder on the blackboard.

- First chalk pictures: The child writes the number/ letters on its blackboard many times
- Second chalk picture: The child writes the numbers/ letters on the ground as big as possible
- Third chalk picture: The child looks at the pictures, puts the ring binder away and writes the memorized numbers/ letters on its blackboard.

Exercised skills:
remembrance; fine motor skills; dosing strength; feelings of movement; tactile system; eye-hand-coordination
Beading pearls 4

Material:

- beading pearls 1: plastic pearls; task card
- beading pearls 2: flowers; task card
- beading pearls 3: rubber foam pearls; task card
- Beading pearls 4: all pearls; task card

How to do it:

The child’s task is to bead pearls just like the sequence that can be seen on the task cards. It is important that the child differs between different colors. When all pearls are used (beading pearls 4), the child also has to differ between different kind of pearls.

Exercised skills:

- tactile system; viso-motoric coordination; eye-hand-coordination; remembrance
Labyrinth with marbles 2

Material:
labyrinth, marbles

How to do it:
The children’s task is to move the marble through the labyrinth by moving the labyrinth. The marble shouldn’t fall out of the labyrinth. The labyrinths on the pictures are just examples.

Exercised skills:
tactile system; body tension; eye-hand-coordination
Scales

Material:
tins with different weights, scale

How to do it:
The children’s task is to experiment with weights. It can just try out what happens if the tins are put in the middle or on the brink of the scale. There are three pairs of weights. Because of that the child can also try to balance the scale.

Exercised skills:
fine motor skills; body tension; balance; dosing strength; eye-hand-coordination
Clapping games 2

Material:
-

How to do it:
The children’s task is just to do some clapping games. They can do already known clapping games or do games where one child has to imitate and repeat the other child’s clapping sequences.

Exercised skills:
sound differentiation; sound localization; body structure; body tension

Variations:
This activity can be easily done by three or even more children.
Domino

Material:
pats of the domino, task cards

How to do it:
The child's task is to find the parts of the domino that belong together. The child can start with one card chosen by itself and can continue to put the cards in both directions. There are two possibilities to find the correct card: either the written number or the number of points. At the end there will be a big row of cards.

Exercised skills:
identification; generalization; fine motor skills
**Puzzle**

**Material:**
parts of the puzzle

**How to do it:**
The child’s task is to find the parts of the puzzle that belong together. If all parts are put together correctly, there will be a picture.

**Exercised skills:**
identification; discrimination; figure-ground-relationship

**Variations:**
If one child has big problems with doing one puzzle, there is the possibility to do the next one peer-supported. By doing the activity peer-supported it will simplify the task and train social skills simultaneously.

**Additional information:**
Sometimes it may be quite difficult to find the parts that belong together. But the parts of the puzzles can always be allocated definitely, because the details like cats, trees or clouds are parted into at least two parts. As the child will do five puzzles during the learning ladder and will start with an easy version, it will be able to do also the more difficult ones.
Find the mistakes

**Material:**
picture „Find the mistakes“

**How to do it:**
The child's task is to find the differences between the two pictures.
On the right side is the original picture. On the left side are some mistakes which have to be found.
On the backside of the picture is the solution to control.

**Exercised skills:**
identification; discrimination; dosing strength
Bandolino

**Material:**
Pattern, task card, solution card for self control

**How to do it:**
The child’s task is to connect the right pairs. The task card is put in the plastic cover on the front before starting. The solution card for self control is put in the plastic cover on the back. Then the child takes the wool and starts with the first picture on the left. According to the current task subject, it connects the first picture on the left with the correct picture on the right. To connect the pictures, it puts the wool to the indentations next to the pictures. Then it connects the second picture on the left with the correct picture on the right. It’s just important that the hierarchy of the picture on the left is maintained.
If the child has connected the last picture on the left with the correct picture on the right, the wool is put to the last indentation at the bottom side. After that the child turns the pattern around. If the model of the wool strings is equal to the model of the self control, the child’s solution is right.

**Exercised skills:**
fine motor skills; dosing strength

**Variations:**
The principle of the pattern with the wool can be used for every kind of task and subject, also for mathematics or language.
Jumping games 1

Material:
chalk

How to do it:
The children’s task is to do the jumping games that are shown above. These are just examples! The contours have to be drawn on the ground with chalk. The numbers show the order of the zones. The child always starts at ‘1’ and has to jump on every number until it arrives the zone with the highest number. It can be varied between jumping on one foot and jumping und two feet.

Exercised skills:
position of movement; cross the middle line; coordination; balance; body tension

Variations:
This activity can also be done peer supported. Then it might be even more fun.
**Wire figures 2**

**Material:**
wire figure cards, wire

**How to do it:**
The children's task is to bend the wire as it is shown on the cards. They start with the green cards, followed by the orange ones and end with the red cards. The different colours show the difficulties of the cards: easy (green) to difficult (red).

**Exercised skills:**
fine motor skills; dosing strength; eye-hand-coordination
Forms on the nail board

Material:
- nail board, wool, task cards

How to do it:
This activity can be done alone. The child’s task is to copy the forms which are shown on the task cards. If there is a square on the task card, the child has to build a square on the nail board with wool.

Exercised skills:
- fine motor skills; dosing strength; generalization; discrimination
What belongs together?

Material:
disk with items

How to do it:
The child’s task is to find the same items that belong together. The inner disk has to be turned until the right item appears.
The activity has to be done teacher supported.

Exercised skills:
fine motor skills; dosing strength; generalization; discrimination

Additional informations:
The disk with items can be used for crocodil-square-2-55 (second year preschool) and crocodil-3-36 (first year preschool)
Item shadows Front and back Full and empty items Counting to six Cutouts
Attach colors to items Hidden items Find pairs Position of items Rotated items Combinations Differentiate designs Identify equal syllables

Material:
„Bandolino Kindergarten“

How to do it:
The child’s task is to connect the right pairs. The beginning is at the first picture on the top on the left („START“) according to the current task subject, it connects the first picture in the left with the correct picture in the second row. After this the child connects the second picture in the first row with the correct picture. The child makes this exercise until every picture is connected. The exercise is finished when the threat is on the arrow on the right side („ZIEL“). In the end the child can control on the backside.

Exercised skills:
fine motor skills; dosing strength

Variation:
The child can do a different number of exercises.
Freeze and change

Material:
-

How to do it:
The child's task is to freeze in a movement. Another child has to keep in mind his/her correct position and then close his/her eyes for a few seconds. Then the “freezed child” has to change something in his/her position and the other one has to recognise it.

Exercised skills:
viso-motoric coordination; viso-motoric perception; kinaesthetic system
Blind partners

**Material:**

scarf to cover the eyes

**How to do it:**

The child's task is to guide the blind child through the area. Give verbal advices and take care of the blind partner. Change roles afterwards.

**Exercised skills:**

viso-motoric coordination; viso-motoric perception; kinaesthetic system; balance; position-room-perception
**Mirror games**

![Image of two individuals performing mirror games]

**Material:**
- 

**How to do it:**
Stand in opposite to each other. One child performs movements and the other child's task is to follow his/her movement as in a mirror.

**Exercised skills:**
viso-motoric coordination; viso-motoric perception; kinaesthetic system; balance
Match figures 2

Material:
match figure cards, matches

How to do it:
The children's task is to lay down the matches as it is shown on the card. On the backside of them you can see numbers in an uprising order. They show you the difficulties of the single cards. The children start with the smallest number and end with the highest.

Exercised skills:
fine motor skills; tactile system; eye-hand-coordination
**Boccia 3**

**Material:**

1 big stone, a few small stones (depends on the number of the players)

**How to do it:**

The children's task is to throw the small stones as near as possible to the big stone. Before starting the game the children have to mark, for example with branches, where they stand for throwing. After that one person has to throw the big stone. Now all of the players throw their small stones one after the other. The winner is the person, who has thrown that one, which is the nearest to the big stone.

**Exercised skills:**

position-room-perception; viso-motoric coordination
**Balance with a ball on a spoon 2**

**Material:**
spoon, ball

**How to do it:**
The child’s task is to walk around the school with a spoon in its hand which has a ball on it. It’s not that easy to balance. Also any other route can be taken. If the route is rough and bumpy, it will even get more difficult.

**Exercised skills:**
fine motor skills; dosing strength; balance; eye-hand-coordination
Tangram 2

Material:

tangram parts, task cards

How to do it:
The child’s task is to build the correct forms and pictures that are shown on the task cards. The first two times (tangram 1, tangram 2) the child can see every single tangram piece on the task cards. That makes it quite easy to put the pieces correctly. The third time (tangram 3) there are just patterns on the task cards. The child has to find out which tangram pieces it has to take to build the correct form. To build e.g. a big square the child has to put two big triangles together.

Exercised skills:

fine motor skills; dosing strength; identification; discrimination
Sort weights 2

**Material:**

different heavy tins

**How to do it:**
The children’s task is to do a command structure. Every tin has a different weight. The child has to find out which is the lightest one and which is the most heavy one. The weights in between have also to be sorted. If the child is ready, it can control itself by looking at the bottom side of the tins to control itself.

**Exercised skills:**

remembrance; generalization; discrimination; body tension
Labyrinths 3

Material:
labyrinth cards, erasable (non-permanent) overhead marker

How to do it:
The child’s task is to find the way through the labyrinths. The beginning and the goal are definitely tagged. After solving this task, the labyrinth cards can be cleaned with water, so that they can be used many times.

Exercised skills:
fine motor skills; dosing strength; tactile system; eye-hand-coordination; discrimination
Puzzle duo

Material:
the game „Puzzle Duo“

How to do it:
The child’s task is to find the right puzzle part. The number of the animals has to fit with the number.

Exercised skills:
identification; generalization; discrimination; figure-ground-relationship

Additional informations:
The colour will help to find the other part of the puzzle.
Smell Memory

Material:
smelling-memory-tins, sound-memory-tins

How to do it:
The child’s task is to find pairs. It has to find the two tins that sound or smell equal. At the smelling memory there’s a need to open the tins.
The child can control itself by looking at the bottom side. If two tins fit together, they have the same symbol in the same colour on the bottom side.

Exercised skills:
- Sound memory: sound localization, sound interpretation; generalization; discrimination
- Smelling memory: olfactory sensory; generalization; discrimination
Sort different kind of taste

Material:
ring bender with different kinds of taste

How to do it:
The child’s task is to name different kinds of taste. If it sees e.g. a chili, it has to say that it is spicy. Maybe the child can also list some other spicy or hot food.

Exercised skills:
gustatory sensory
Collage with taste

Material:
paper with examples of taste, pens

How to do it:
The children’s task is to find further examples of taste and draw them near the right given example of taste. Hot food will be drawn near the chili, sour food near the lemon, bitter food near the blood orange and sweet food near the mango.

Exercised skills:
fine motor skills; dosing strength; gustatory sensory

Variations:
This activity can also be done alone, but it might be more fun if the children work together.
Jumping games 2

**Material:**
chalk

**How to do it:**
The children’s task is to do the jumping games that are shown above. These are just examples! The contours have to be drawn on the ground with chalk. The numbers show the order of the zones. The child always starts at ‘1’ and has to jump on every number until it arrives the zone with the highest number. It can be varied between jumping on one foot and jumping on two feet.

**Exercised skills:**
position of movement; cross the middle line; coordination; balance; body tension

**Variations:**
This activity can also be done peer supported. Then it might be even more fun.
Twist 2

Material:
twist

How to do it:
The children's task is to jump the choreographies which are shown on the photos above. For this task you need three players. Two of them are standing approximately three metres away of each other holding the twist on their ankles as you can see on the photos. The child who is doing this activity on his ladder of learning is the person who has to jump the choreography. The children have to jump a special choreography: left side out, right side out, middle, one leg left out and one leg right out, start again...

Exercised skills:
gross motor skills; balance; coordination; vestibular system; position of movement

Variations:
If this task is too easy for the child, the players can put the twist higher, for example on their knees. The children can crawl under the twist like different animals also.
**Stone pictures 3**

**Material:**
stones (or other natural material), ring binder with patterns, chalk

**How to do it:**
The child’s task is to put stones on the chalk patterns on the ground, after the teacher has drawn the patterns of the ring binder on the ground. The patterns on the ground can vary in their size.

**Exercised skills:**
fine motor skills; tactile system; coordination; viso-motoric coordination

**Variations:**
If it isn’t too difficult for the child, it can draw the patterns on the ground itself.
Coloured wire forms

**Material:**
coloured wires, task cards

**How to do it:**
The child’s task is to make and bound figures and patterns as it is shown on the task cards. Minding the correct colours of the wire is also important.

**Exercised skills:**
fine motor skills; dosing strength; tactile system; eye-hand-coordination; remembrance
Which colour is missing?

Material:
task cards

How to do it:
The child’s task is to find the difference between the two pictures. The picture on the left is the original one. On the other picture something has changed. The child has to find out which color, form or item on the right is missing compared to the picture on the left.
The possibility for self-control is on the back.

Exercised skills:
remembrance