

Acorn Sorting

Contents: laminated tree; 30 acorn erasers; red, yellow and orange silicone sorting cups; armband

For Variations: 1 set (1 color) UNO cards or laminated number cards; number erasers, dry erase marker

Setup:

- Place the silicone cups at one end of crawling/creeping area.
- Place the tree at the other end of the crawling/creeping area.
- Cover the tree with acorn erasers.

Instructions:

- Client crawls/creeps to get acorns.
- Using the armband, move the acorns one at a time from the tree to the matching color cup.
- Repeat until the tree is bare.

Variations:

- Incorporate subtraction facts by putting a certain number of acorns on the tree and having the child remove them as needed. Ex: $10-6=?$ Place 10 acorns on the tree. Have the child move 6 acorns to the cups. Count how many acorns are left on the tree to solve the problem.
 - Write math problem on the tree with the dry erase marker.
 - Use laminated number cards or UNO cards to create math problem.
 - Use number erasers to add the solution to the tree.
- Do the activity in reverse...have a pile of acorns and have the child carry them to the tree to decorate it.



Clean the Fishbowl

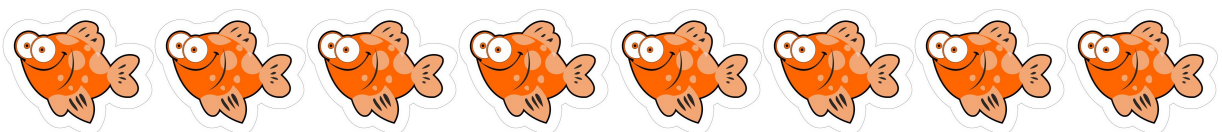
Contents: Laminated fishbowls (2); laminated fish (multicolored) (at least 12); armband; dry erase marker; color die

Setup:

- Put the fish on one fishbowl at one end of the crawling/creeping area (use a lot of fish or only a few, so as not to overwhelm your child).
- Put the 2nd fishbowl at the other end of the crawling/creeping area.

Instructions:

- The story behind this game is that the fishbowl is dirty and needs to be cleaned. (You can scribble on it with the dry erase marker to make it look dirty if you want). All the fish need to be moved from the “dirty” fishbowl to the clean one, so you can clean it.
- Roll the color die. Whichever color you roll is the color of fish to be moved from one bowl to the other.
- Using the armband, transport the fish one at a time and place it on the clean fishbowl.
- Repeat until all fish have been moved to the clean fishbowl.
- Your child can use a tissue to “clean” the fishbowl and then roll the color die to move the fish back to their home.



Color “Yatzee”

Contents: 10 colored dice, 5 of each color

Setup:

- Place one set of dice at each end of crawling or creeping area.

Instructions:

- The goal is to get all 5 dice of one set to show the same number.
- Roll all 5 dice. Pick a number to be the goal for that set of dice.
- Crawl/creep to the 2nd set of dice.
- Roll all 5 dice. Pick a number to be the goal for that set of dice.
- Crawl/creep back and forth between the 2 sets of dice, rolling the remainder of the dice until one color “wins”.
- For added incentive: Attach a small “prize” or “reward” to each color.
 - Could be a daily prize, or keep track of each color’s “score” and give the prize at the end of the week, or after 7 days of crawling...or you can mix it up, depending on the desirability of your prizes.
 - The prize could be a snack or money or something they are collecting as part of a higher goal.



Decorate the Tree

Contents: Laminated tree; acorn erasers; armband

For Variations: Dry eraser marker, number erasers

Setup:

- Scatter the acorn erasers around the crawling/creeping area.
- Make note of how many acorns were scattered (so you know when the game is complete).

Instructions:

- Using the armband, bring one acorn at a time to the tree to decorate it with acorns.

Variations:

- Hide the acorns around the room, much like an Easter egg hunt so that they are relatively difficult to find.
- To increase difficulty, designate which color of acorn has to be found/completed first, second, and last.
- Use other items from your game kit or from around the house as tree decorations.
- Use dry erase marker to write math problems on the tree and have your child bring either the correct number of acorns or the correct eraser number to solve the problem.



Disc Counting and Sorting

Contents: 40 colored disks; 1 set (one color) UNO cards or laminated number cards; silicone cups; grid pages; armband

Setup:

- Place the silicone cups at one end of crawling/creeping area.
- Place a number card with each cup.
- Scatter the disks at the opposite end of the crawling/creeping area.

Instructions:

- Client crawls/creeps to get disks.
- Using the armband, carry the disks to the silicone cups.
- Repeat until the correct number of disks is in each cup.
- Colors can match the cups or be random.

Variations:

- Cups and number cards can be used for addition/subtraction facts.
- You can simply use the disks and silicone cups as a sorting activity without the number cards.
- Draw a circle on the floor; drop a small handful of disks; the child only transfers and sorts the ones that landed inside the circle.
 - For extra motivation, you can attach a small prize to the “winning” color (the one that had the most that landed inside the circle)
 - The prize could be a snack or money or even something they are collecting as part of a higher goal.
 - Guess how many disks of each color landed in the circle. Sort them into the cups to see if you guessed correctly. Attach prizes.
- Use the 20-grid page. Carry one disc at a time and create patterns on the grid page.
- Roll a die to see how many discs to carry at a time. Fill the grid page and then un-fill the grid page. Repeat as necessary. Be creative. You can create many different games using the disks and grid pages.

1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

Fish Bowl Math

Contents: Laminated fishbowls (6); laminated fish (multicolored) (12); number erasers; armband; dry erase marker

Setup:

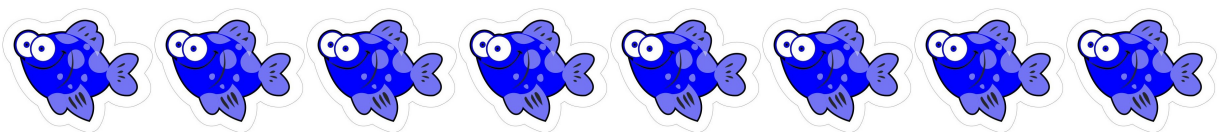
- Using a dry erase marker, write addition math problems on the backs of the fish. (Ex: $2+8$ or $1+5$, etc.)
- Write possible answers on the fish bowls (or use the number erasers to represent the answers).

Instructions:

- Client crawls/creeps to the fish and flips one over.
- Using the armband, transport the fish to place it in the fishbowl with the correct answer.
- Repeat until all fish have been matched to the correct fishbowls.

Variations:

- If you need the game to be self-checking, color code the fish so that all the fish of each color have the same answer and therefore all go in the same fishbowl.
- Do the same activity, but with subtraction facts.



Fish Sorting

Contents: Laminated fishbowls (6); laminated fish (multicolored) (4 sets); armband; dry erase marker

For Variations: number erasers

Setup:

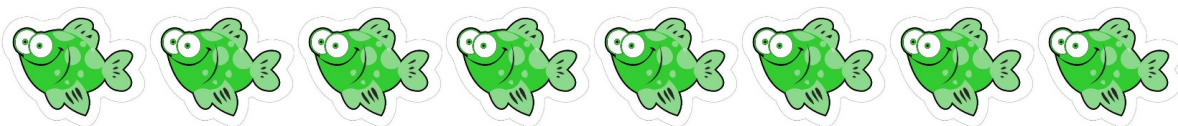
- Using a dry erase marker, write a color on each fishbowl or place one color fish on each fishbowl to indicate which color fish belongs in that fishbowl.
- Scatter the colored fish around the crawling/creeping area.

Instructions:

- Client crawls/creeps to the fish.
- Using the armband, transport one fish at a time to the matching fishbowl.
- Repeat until all fish have been matched to the correct fishbowls.

Variations:

- Mix up the number of fish that you scatter. After they have all been sorted, have the client count the number of fish in each bowl and bring the corresponding number eraser to the fishbowl.
- Write alphabet letters on the fish and designate the fishbowls to be either vowels or consonants.
- Write words on the fish and designate the fishbowls to be nouns, adjectives, verbs, adverbs, etc.
- Write alphabet letters on the fish and designate the fishbowls to be uppercase vs. lowercase letters.
 - You can easily use this game for any category sorting that you need to work on.



Follow the Footprints

Contents: 12 laminated paper footprints (either human, animal, or both); 1 color die

For Variations: dry erase marker, pocket armband

Setup:

- Place footprints randomly around the crawling area.

Instructions:

- Roll the color die.
- Crawl to a footprint of that color.
- Roll again.
- Crawl to next footprint.
- Repeat.

Variations:

- Layout the footprints in a path around the room. Have your child follow the path of footprints. Have a small prize or treat at the end of the path.
- Use dry erase marker to write numbers on the footprints and have child crawl to the footprints in numerical order.
- Use dry erase marker to write letters on each footprint which would spell a favorite word and have the child crawl to each letter in order to spell the word.
- Use dry erase marker to write words on the footprints that would make a sentence. As the child reaches each word, he/she puts it in the pocket. After all the words have been collected, see if the child can create the sentence.
- For fun, make the sentence as silly as possible...maybe even Mad-Libs style.



Infestation!

Contents: Laminated tree; bug eraser; silicone sorting cups; 100-grid board; armband

For Variations: Number erasers or laminated number cards

Setup:

- Place laminated tree at one end of crawling/creeping path.
- Place the silicone cups at the other end of the crawling/creeping path.
- Cover the tree with bug erasers (use few or many so as not to overwhelm your child)
- The story behind this game is that our tree is infested with bugs and we are the pest control people.

Instructions:

- Pick a bug to remove from the tree.
- Using the armband, choose one bug at a time, and transport them to the silicone cups at the other end of the crawling/creeping area. You can use the cups to sort the bugs by their type.
- Crawl/creep back to the tree and get another bug. Continue until you have completely rid the tree of all the bugs.
- Use the 100-grid board to put the bugs on to see how “infested” the tree was at the beginning and to make the answer more visual. You can also make it a guessing game.

Variations:

- Simply put a handful of bugs on the tree each session (not all the bugs). After the tree has been emptied and sorted, count how many bugs are in each cup and place the correct number beside it. Prizes can be awarded to the winning bug of the day.
- Roll a number die or draw a number card. Carry that number of bugs to the sorting cups. (This can be done to shorten the game if it is taking too long or is getting frustrating).
- Use the 100-grid board to create a pattern or design of bugs.



Multiplying Bugs

Contents: UNO cards (one color only)(or 2 sets of number cards); number erasers; bug erasers (144); 100-grid board; armband

Setup:

- Place UNO cards at one end of crawling/creeping path.
- Place bug erasers and number erasers at the other end of the crawling/creeping path.

Instructions:

- Turn over 2 cards. This is your math problem (i.e. if you turn over a 2 and a 6, your math problem is 2×6).
- Crawl/creep to the erasers. Count out one set of bugs. Using the armband, transport them to the other end of the crawling/creeping track. Put them in a pile.
- Crawl/creep back to the erasers and get another set. Continue until you have the right number of sets to solve your math problem. (In our 2×6 example, you could count out 6 bugs and transport them 2 times, or you could count out 2 bugs and transport them 6 times).
 - Note: If you already know the answer to the math problem, skip carrying the bugs and bring the number erasers to the problem.
- When you are finished, count all the bugs to solve the math problem. (You can use the 100-grid board to put the bugs on to make the answer more visual). Crawl/creep back to the other side and get the appropriate number erasers for the answer to your problem. (In our case, the numbers 1 & 2 to make 12). Put the 12 with your bug erasers.
- Reset the tools and turn over 2 more cards to start over. Repeat as needed.

Variations: You can use this concept and these tools to do several different types of math problems. If you are working on word problems, read the problem and then work out the problem by carrying erasers from one side to the other until the problem is solved. Repeat as needed.



Spelling Pencils

Contents: 12 laminated paper pencils; dry erase marker; letter tiles (52); armband

Setup:

- Write words that your child would like to learn to spell on a laminated pencil. (Try to think of fun words. For example, if your child likes dinosaurs, words to use might be Tyrannosaurus Rex, or Iguanodon or Velociraptor...or you could use Pokemon characters, the names of the planets, or school spelling words, etc. Be creative.)
- Place the letter tiles needed at one end of the crawling/creeping area.
- Place the word pencils at the other end of the crawling/creeping area or scatter them around the room.

Instructions:

- Using the armband, the client takes one letter tile at a time from the letter pile to the appropriate pencil until he can spell the word.

Variations:

- To make it more difficult: Have more letters in the letter pile than is needed to spell the word. Your child will attempt to only move the needed letters across the room.
- Have the child choose which letters to move at random. Once all letters have been transferred to the word area, see if he/she can put them in the correct order.
- Put the letters for the words in separate piles. Have your child transport one pile at a time to the pencil words and see if they can find the word that goes with their letters and then unscramble the letters to make the word.



Star Rewards

Contents: 12 laminated paper stars (red, green, blue, yellow, purple, orange); color die

Setup:

- Place stars at different points around the crawling area.

Instructions:

- Roll the die. Crawl to that color star.
- Repeat.
- As your child arrives at each color, keep a “score card” with tick marks of which colors they have rolled.
- Attach a “prize” or “reward” to each color and set a date for when they will receive the winning prize.
 - Could be a daily prize, or at the end of the week, or after 7 days of crawling...or you can mix it up, depending on the desirability of your prizes.
 - The prize could be a snack or money or something they are collecting as part of a higher goal.

Variation:

- Make a Star Scavenger Hunt – hide the stars around the room (crawling/creeping area). Roll the color die and have the child try to find and crawl/creep to that color star...you can make it as easy or as difficult as you want and/or have prizes attached to the stars (or to one particular star once it is found).

