

Adapting Activities for Early Childhood Classes

The University of Virginia & The Virginia Department of Education
Health and Physical Activity Institute
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Health Education Program Alignment to Virginia's Strategic Priorities

- **Priority 1. To set and help every learner meet high expectations**
 - **Developmentally Appropriate Strategies:** By examining and sharing strategies that are tailored to young children's developmental stages, we aim to ensure that educators are equipped to help every child reach their full potential.
 - **Use of the UVA ECE Resource Hub:** The ECE Resource Hub provides free, evidence-based resources that help educators implement best practices in early childhood classrooms.
 - **Alignment with ELDS and Health/Physical Development:** Focusing on the Virginia Early Learning and Development Standards (ELDS), especially the Health and Physical Development domain, ensures that physical activity is not just an add-on but an integral part of holistic child development.

Setting Purpose: Why are we here?

- To empower teachers with up-to-date, developmentally appropriate strategies and resources that support high expectations for every child.
- To encourage the integration of physical activity into daily routines in ways that are meaningful and aligned with learning standards.
- To contribute to the broader mission of the Virginia Board of Education by ensuring that early childhood educators are prepared to deliver high-quality, standards-based instruction that supports all areas of child development.

Impact Expected

- **Health and Physical Educators will:**
 - gain practical, research-backed strategies for adapting activities
 - become familiar with the ECE Resource Hub, expanding their toolkit with free, high-quality materials
 - better understand how to align physical activity with learning goals and the ELDS

Session Overview

As a result of this presentation, participants will:

1. Examine developmentally appropriate strategies
2. Explore free resources from the UVA-developed ECE Resource Hub,
3. Discuss how to align physical activity with learning goals.



Health and Physical Development

ELDS Areas of Development

Approaches to Play and
Learning

Social and Emotional
Development

Communication,
Language and Literacy
Development

Health and Physical
Development

Cognitive Development

Health and Physical Development (HPD)

The sub-area Health and Physical Development describes how children develop motor skills, self-care skills, and healthy lifestyle habits.

HPD1. Using Senses

- HPD1.1 Learning through all senses

HPD2. Gross Motor

- HPD2.1 Developing large muscle control
- HPD2.2 Exploring the environment

HPD3. Fine Motor

- HPD3.1 Using eyes and hands together
- HPD3.2 Developing small muscle control

HPD4. Physical Health and Self-Care

- HPD4.1 Taking care of daily health needs
- HPD4.2 Adopting safe behaviors
- HPD4.3 Eating with healthy habits
- HPD4.4 Developing healthy habits for rest and sleep

Using Senses (HPD1.)

Children use all their senses to experience, understand, and explore their environment.

**HPD1.1 Learning
through all senses**

Examples of Learning Through All Senses

- Infants use their senses to explore objects and people in the environment.
- Toddlers use the information received from their senses to guide interactions with the environment.
- Preschoolers use sensory information to guide motions and interactions with objects and other people.

Gross Motor (HPD2.)

Through their physical activities, children develop and strengthen their large muscles to become increasingly capable of walking, climbing, running, dancing and other large motor movements.

HPD2.1. Developing large muscle control

Examples of Developing Large Muscle Control

- Infants explore new body positions and movements, such as rolling over, sitting, scooting, crawling, hitting, or kicking at objects while lying on their back.
- Toddlers develop strength, balance, and coordination by repeating movements (e.g., walks up and down stairs while holding on, climbs onto furniture, and begins to run).
- Preschoolers move their bodies in space with good coordination (e.g., running, hopping in place, galloping)

HPD2.2. Exploring the environment

Examples of Exploring the Environment

- Infants use each new position (raising head, rolling onto back, sitting) to learn new ways to explore the environment, (e.g., sits up to be able to reach for an object)
- Toddlers show enjoyment of active play and engage in regular and sustained movement (e.g., pushes toys around, goes up and down slide over and over, dumps items out of containers)
- Preschoolers choose to participate in simple games and other structured motor activities (indoor and outdoor) that enhance physical fitness, such as songs with movement, and throwing and catching balls.

Fine Motor (HPD3.)

Building, drawing, cutting, and taking care of daily activities provide practice and refine small muscle strength and coordination.

HPD3.1. Using eyes and hands together

Examples of Using Eyes and Hands Together

- Infants coordinate hands and eyes when reaching for and holding items.
- Toddlers play with objects such as putting together and taking apart toys.
- Preschoolers play with smaller objects with increasing control.

HPD3.2. Developing small muscle control

Examples of Developing Small Muscle Control

- Infants use single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around.
- Toddlers use hands and fingers to build a tall block tower, turns single book pages, twist toy nuts and bolts, and use one hand to hold and drink from a cup.
- Preschoolers use scissors to cut along a straight line and circle, with some precision (within 1/2" to 1/4" of line).

Physical Health and Self Care (HPD4.)

Participation in daily routines of self-care, health, safety, rest and physical activity lays the foundation for a healthy lifestyle

HPD4.1. Taking care of daily health needs

Examples of Taking Care of Daily Health Needs

- Infants cooperate in care routines (e.g., diapering, hand-washing, dressing, and brushing gums).
- Toddlers cooperate and help with care routines (e.g., dental care, hand washing).
- Preschoolers take more responsibility for personal hygiene and self-care skills (e.g., washing hands independently).

HPD4.2. Adopting safe behaviors

Examples of Adopting Safe Behaviors

- Infants cry to indicate stress and to seek help.
- Toddlers cooperate with safety instructions and warnings (e.g., holding a caregiver's hand).
- Preschoolers show awareness of a growing number of personal safety practices and routines; look to adults for support in enacting these; participate in safety drills.

HPD4.3. Eating with healthy habits

Examples of Eating with Healthy Habits

- Infants suck and swallow liquids from breast or bottle.
- Toddlers show interest in new foods that are offered.
- Preschoolers make healthy eating choices both independently and with support.

HPD4.4. Developing healthy habits for rest and sleep

Examples of Developing Healthy Habits for Rest and Sleep

- Infants begin to sleep well and show alertness when awake.
- Toddlers sleep more consistently and show alertness when awake.
- Preschoolers, with increasing independence, start and participate in sleep routines to calm the body and prepare for sleeping.

ELDS Areas of Development

Approaches to
Play and Learning

Social and
Emotional
Development

Communication,
Language and
Literacy
Development

Health and
Physical
Development

Cognitive
Development

Interacting with Others

- Social development is a process that occurs because of interactions between people and their environment. The development of children is especially dependent on social interaction.
- In the earliest stages of life, babies learn best through one-on-one interactions with their caregivers.
- When children get older, they begin to depend on the adults and peers in their life for social interaction because they learn best by observing and imitating the people around them.
- Children who have a variety of opportunities to interact with their peers develop better communication skills, conflict resolution skills, and emotional intelligence.





Supporting with the ECE Resource Hub

ECE Resource Hub



eceresourcehub.org

HPD1. Using Senses



Gross Motor

Move



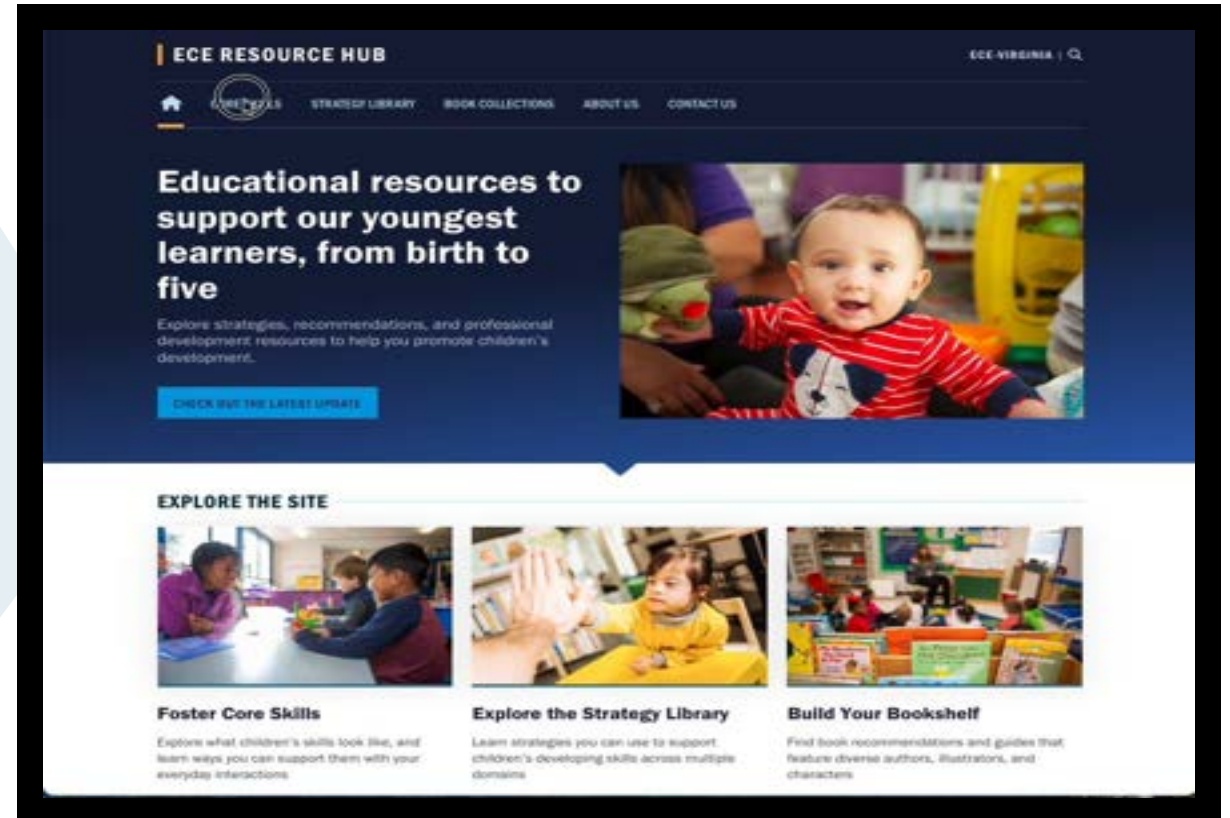
Active Exploration

Think



**Supporting
Children's Behaviors**

Regulate



HPD1. Using Senses

Classroom Strategies

Explore resources to modify environments and activities to maximize children's engagement.

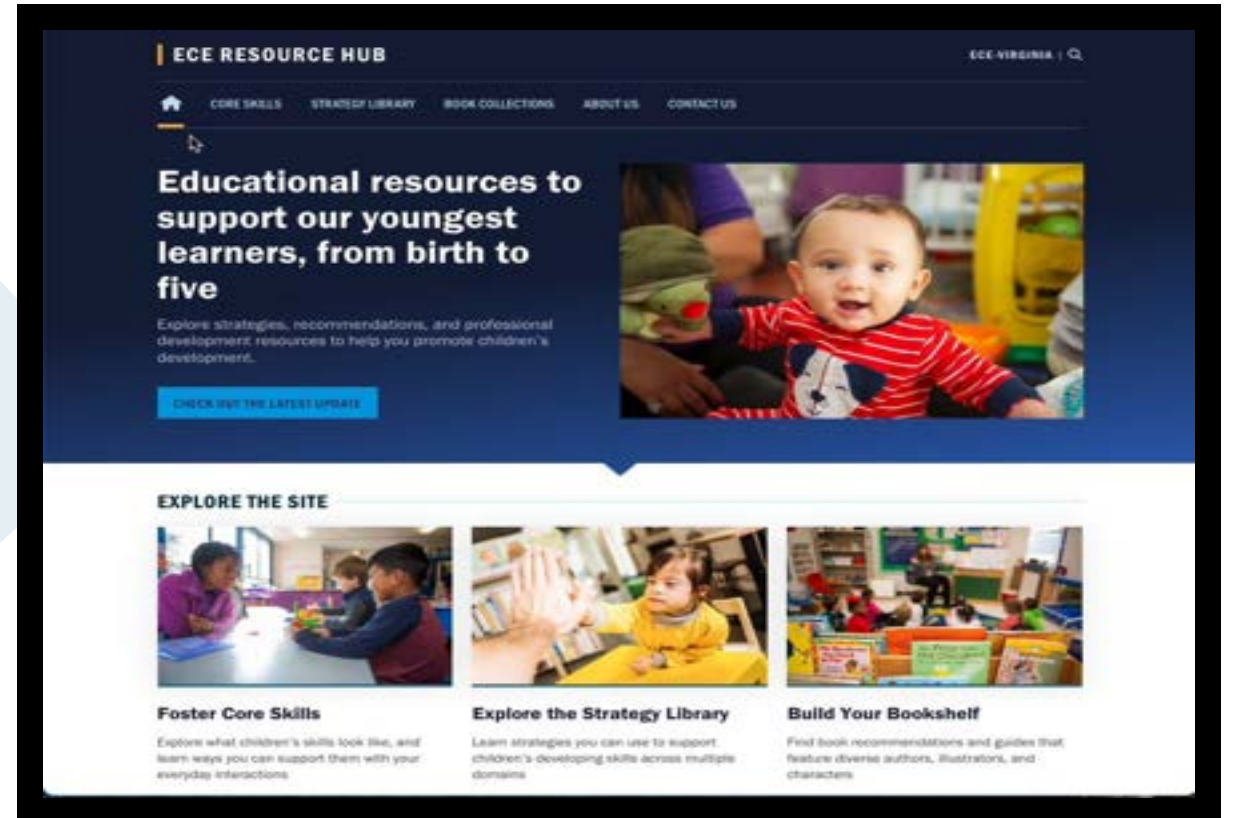


HPD2. Gross Motor



Move

Gross Motor

A screenshot of the ECE Resource Hub website. The header is dark blue with the text "ECE RESOURCE HUB" and "ECE VIRGINIA" with a search icon. A navigation bar includes links for Home, Core Skills, Strategy Library, Book Collections, About Us, and Contact Us. The main content area has a large heading "Educational resources to support our youngest learners, from birth to five" and a subtext "Explore strategies, recommendations, and professional development resources to help you promote children's development." Below this is a button "CHECK OUT THE LATEST UPDATE". To the right is a photo of a baby. The "EXPLORE THE SITE" section features three cards: "Foster Core Skills" with a photo of two children at a table, "Explore the Strategy Library" with a photo of a child's hand being held up, and "Build Your Bookshelf" with a photo of a bookshelf. Each card has a brief description of the resources available.

ECE RESOURCE HUB ECE VIRGINIA


HOME CORE SKILLS STRATEGY LIBRARY BOOK COLLECTIONS ABOUT US CONTACT US

Educational resources to support our youngest learners, from birth to five

Explore strategies, recommendations, and professional development resources to help you promote children's development.


[CHECK OUT THE LATEST UPDATE](#)

EXPLORE THE SITE




Foster Core Skills

Explore what children's skills look like, and learn ways you can support them with your everyday interactions.



Explore the Strategy Library

Learn strategies you can use to support children's developing skills across multiple domains.



Build Your Bookshelf

Find book recommendations and guides that feature diverse authors, illustrators, and characters.

HPD2. Gross Motor

Read Aloud Lesson Plans

Pause and encourage children to imitate the movements they see.



HPD4. Physical Health and Self-Care



Move

Self-Care
Healthy Habits



HPD4. Physical Health and Self-Care

Take Home Strategies

Share activity ideas with families to promote self-care and healthy habits at home.





Using The ELDS to Adapt Activities

OPENPhysEd



Appropriate



Instruction



Movement-Based



TOOLS FOR TEACHING PHYSICAL EDUCATION

Pre - K MODULE LISTING



MOVEMENT EXPLORATION



BEAN BAG



SCARVES



ROPES



HOOPS



ABC'S OF MOVEMENT



RHYTHM AND MOVE

Physical Activity **Rules**



Active
Eyes & Ears



Helpful
Hands



Follow
Directions



Move
Safely

OPENPhysEd.org

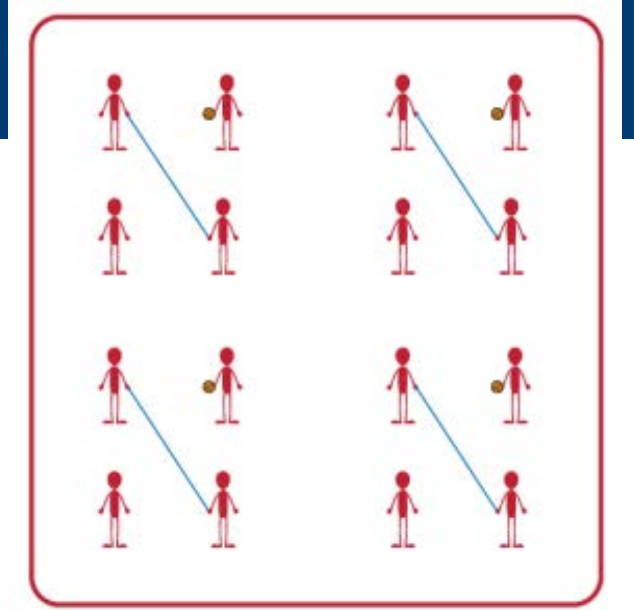
Safety First



Let's Play!

"Helpful Net"

- The **object** of this activity is to rally the (beach) ball as long as you can.
- Two players will **hold the (rope)** net and two players will **hit the ball** back and forth as many times as they can.
- The players holding the (rope) net will move it up or down depending on what the other players need.



Student Learning Objectives

- **Skill:** I will work with my teammates to volley back and forth as long as possible.
- **Cognitive:** I will identify strategies and tactics needed to volley continuously with my teammates.
- **Fitness:** I will remain actively engaged throughout the lesson.
- **Personal & Social Responsibility:** I will work together with my teammates for maximum possible success during this activity.



Let's Play! "Balancing Act"

- The **object** of this activity is to balance the beanbag as you move from point to point.



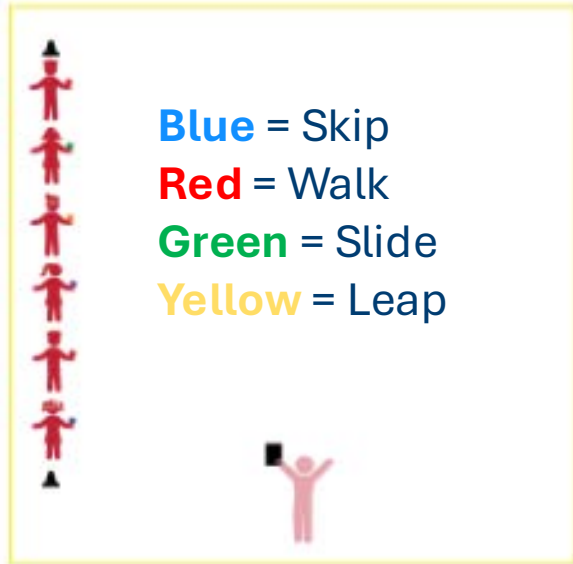
Student Learning Objectives

- **Skill:** I will use focused control to balance the beanbag on the paddle while I walk .
- **Cognitive:** I will demonstrate growth mindset by allowing myself to fail fast and try again
- **Fitness:** I will remain actively engaged throughout activity
- **Personal & Social Responsibility:** I will use positive and encouraging communication with my team.



Let's Play!

"Color Move"



- The **object** of this activity is to practice using various **locomotor movements**.
- When I call out or show a **color**, look at your beanbag and **do the movement** aligned with your color to the other side.

Student Learning Objectives

- I will listen to and follow the directions of the teacher
- I will remember the colors and skills the teacher asks me to perform and use my body to perform them well.
- I will wait patiently for my color to be called.

"Color Move"

Blue = Skip

Red = Walk

Green = Slide

Yellow = Leap

Let's Reflect

**How Did
it Go?**



Let's Adapt



Considerations for Adaptations



Additional Resources and Closing

Learn More about Early Childhood Learning

Learn more about available early childhood resources by visiting the [Classroom Learning webpage](#).



The screenshot shows the Virginia Department of Education (VDOE) website. The header includes the VDOE logo, navigation links (A-Z Index, SOWS Login, Contact Us, Translate), and social media icons. A search bar is also present. The main navigation menu includes 'Parents & Students', 'Teaching, Learning & Assessment', 'Programs & Services', 'State Board, Data & Funding', and 'About VDOE'. The left sidebar lists various resources, with 'School Readiness and Early Childhood Classroom Learning' highlighted. The main content area features the title 'School Readiness and Early Childhood Classroom Learning', an overview paragraph, and sections for 'Virginia's Definition of School Readiness', 'Virginia's Early Learning and Development Standards (ELDS), Birth to Five Learning Guidelines (Spanish)', and a list of standards.

School Readiness and Early Childhood Classroom Learning

Overview

In Virginia, School Readiness means preparing all children for kindergarten by supporting learning in classrooms serving children ages birth to five in all site types: schools, child care centers, and family day homes.

Virginia's Definition of School Readiness

Virginia's definition of school readiness describes the capabilities of children, families, schools and communities that promote student success in kindergarten and beyond.

Virginia's Early Learning and Development Standards (ELDS), Birth to Five Learning Guidelines (Spanish)

Virginia's ELDS articulate the skills and knowledge young children need to demonstrate by the end of preschool in order to be successful in kindergarten, and act as a foundational set of classroom guidelines supporting the Commonwealth's unified quality measurement and improvement system: **VQBS**.

The standards are intended to help early childhood educators, families, and stakeholders:

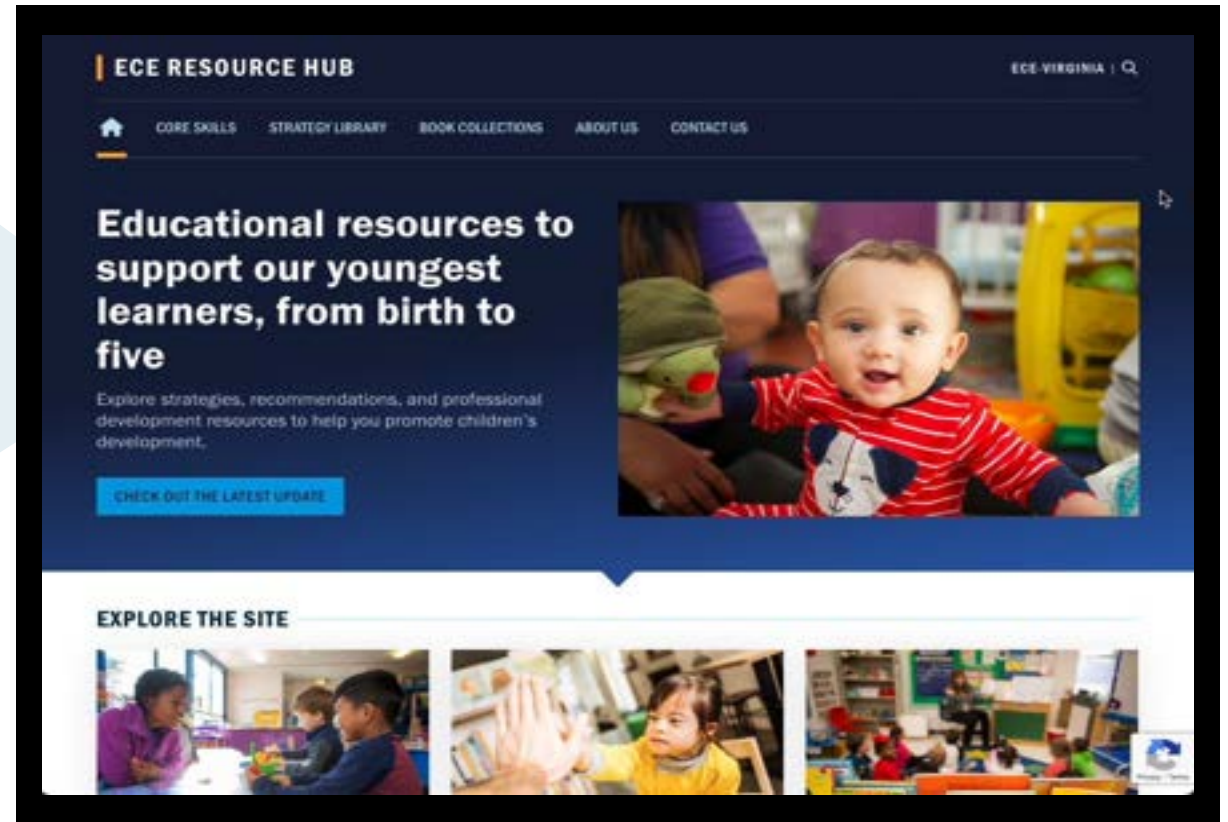
- understand the basics of child development,
- implement effective classroom activities,
- and engage in high-quality teacher child interactions.

ECE Resource Hub Newsletter

Subscribe to the Hub's newsletter to get updates and highlights sent directly to you!



NEWSLETTER SIGN-UP



www.eceresourcehub.org

Contact the Presenters

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