

The following list of games and activities were taken directly from the book "Thinking Goes to School," and show reference to it by game number in order to facilitate complimentary use. Game numbers that are followed by a letter(s) are game variations created by practitioners in the field. Others show reference by name of the particular source. The games and activities are designed to improve efficiency in the use of one's eyes and vision integrated with the rest of the body's senses and overall movement. The intention is to provide educators with an intervention tool that identifies and seeks to build upon each child's developmental thinking and movement capacity.

Game Number	Game Name	Level	Description	Learning Skill Targeted
General Movement			Improve upon the 5 components of movement thinking: 1)REFLEX CONTROL, 2)BODY BALANCE, 3) MENTAL MAP OF BODY, 4)COORDINATION & INTEGRATION OF BODY AXES, 5)COORDINATED ACTIONS	Coordination of Body Axes-appropriate movements at appropriate times. Integration of Body Axes-control different body movements. Relate one body side to the other (Laterality). Recognize letters, numbers & word patterns such as b vs. d (Directionality).
001	Grasping	1	The student lies prone on a ladder. One teacher takes the student's hands and places them firmly but kindly around a rung of the ladder. Another teacher raises the ladder at a slant. The first teacher attempts to release his hold of the student's hands. The student should continue grasping the ladder to keep himself from sliding to the floor.	Develop Reflex Control - Strengthen reflexes and coordinate movements (ability to control particular joints) NYS Pre-K Math Standard PK. CM.2 - Share mathematical ideas through the manipulation of objects, drawings, pictures.
001-A	Grasping Hula	1	The student is asked to lay prone on a scooter board or in a swing while using two hands to hold onto a hula hoop pulled by a peer or adult.	Develop Reflex Control - Strengthen grip reflexes and bimanual coordination.
002	Pushing	1	The student lays supine (face up) on the floor or Foof chair. The teacher presses student's legs into chest and student resists. The student is encouraged to resist by straightening his legs.	Develop Reflex Control - Strengthen reflexes and coordinate movements (ability to control particular joints). NYS Pre-K Physical Development Standard: Participate in a series of large motor movements or activities. Awareness of spatial
002	Pushing	2	The student lays supine (face up) on a floor mat or in a Foof chair. Teacher presses student's legs into chest. The procedure is continued until the student is able to exert the proper force and movement control to propel his body away from the teacher. A scooter board can also be used to propel himself away from his teacher or a wall.	Develop Reflex Control - Strengthen reflexes and coordinate movements (ability to control particular joints) NYS Pre-K Physical Development Standard: Participate in a series of large motor movements or activities. Awareness of spatial

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Game Number	Game Name	Level	Description	Learning Skill Targeted
002	Pushing	3	The student propels his body in space using his hands and/or feet, such as by swinging or moving himself on a scooter board through an obstacle course.	Develop Reflex Control - Strengthen reflexes and coordinate movements (ability to control particular joints) NYS Pre-K Physical Development Standard: Participate in a series of large motor movements or activities. Awareness of spatial boundaries and ability to work within them. Use sensory information to plan and carry out
003	Cross-legged walk	1	The teacher places a 3/4" strip of masking tape on the floor so that it forms a straight line, six feet long. The student is asked to place his right foot on the left side of a line, his left foot on the right side of line, and walk forward alternating feet.	Mental Map of the Body - Develop internal reference by coordinating vision, hearing, smell, and touch. NYS Pre-K Physical Development Standard: Awareness of spatial boundaries and ability to work within them. Use sensory information to plan and carry out
003	Cross-legged walk	2	The teacher places a 3/4" strip of masking tape on the floor so that it forms a straight line, six feet long. The student is asked to place his right foot on the left side of a line, his left foot on the right side of line, and walk forward, then backward alternating feet.	Mental Map of the Body - Develop internal reference by coordinating vision, hearing, smell, and touch. NYS Pre-K Physical Development Standard: Awareness of spatial boundaries and ability to work within them. Use sensory information to plan and carry out
004	Wheelbarrow	1	The student places both hands on the floor and walks freely about the room; forward, backward, and sideways while legs are held up by another person. The goal of this game is knowledge of the arms and hands: knowledge of their placement with respect to body, knowledge of their relation to each other, and knowledge of the extent of their reach.	Mental Map of the Body - Develop internal reference by coordinating vision, hearing, smell, and touch. NYS Pre-K Physical Development Standard: Awareness of spatial boundaries and ability to work within them. Use sensory information to plan and carry out

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Game Number	Game Name	Level	Description	Learning Skill Targeted
004	Wheelbarrow	2	Student walks cross-handed forward, backward, and sideways, while legs are held up by another person. The goal of this game is knowledge of the arms and hands: knowledge of their placement with respect to body, knowledge of their relation to each other, and knowledge of the extent of their reach.	Mental Map of the Body - Develop internal reference by coordinating vision, hearing, smell, and touch. NYS Pre-K Physical Development Standard: Awareness of spatial boundaries and ability to work within them. Use sensory information to plan and carry out
004	Wheelbarrow	3	Student crosswalks hands, or walks forward on hands, through a maze or puzzle track while legs are held up by another person. The goal of this game is knowledge of the arms and hands: knowledge of their placement with respect to body, knowledge of their relation to each other, and knowledge of the extent of their reach.	Mental Map of the Body - Develop internal reference by coordinating vision, hearing, smell, and touch. NYS Pre-K Physical Development Standard: Awareness of spatial boundaries and ability to work within them. Use sensory information to plan and carry out
004	Wheelbarrow	4	Student walks on hands and picks up and drops objects in buckets or designated spot while legs are held up by another person. The goal of this game is knowledge of the arms and hands: knowledge of their placement with respect to body, knowledge of their relation to each other, and knowledge of the extent of their reach.	Mental Map of the Body - Develop internal reference by coordinating vision, hearing, smell, and touch. NYS Pre-K Physical Development Standard: Awareness of spatial boundaries and ability to work within them. Use sensory information to plan and carry out
004	Wheelbarrow	5	Student walks on hands and draws simple figures at a spot while legs are held up by another person. The goal of this game is knowledge of the arms and hands: knowledge of their placement with respect to body, knowledge of their relation to each other, and knowledge of the extent of their reach.	Mental Map of the Body - Develop internal reference by coordinating vision, hearing, smell, and touch. NYS Pre-K Physical Development Standard: Awareness of spatial boundaries and ability to work within them. Use sensory information to plan and carry out

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Game Number	Game Name	Level	Description	Learning Skill Targeted
005	Where did I touch you?	1	The teacher asks the student to stand facing a lined, front facing body diagram that has been drawn on the whiteboard or piece of poster board. The student is asked to point to the spot on the diagram where he thinks he was touched. For example, the teacher says, "I'm going to touch you" then touches the student's nose and says, "Point to the diagram to show me where I touched you." For verification, a bit of masking tape can be pressed onto the child's back to designate "the spot" for later comparison.	Mental Map of the Body - Develop internal reference by coordinating vision, hearing, smell, and touch. NYS Pre-K Physical Development Standard: Awareness of spatial boundaries and ability to work within them. Use sensory information to plan and carry out
005	Where did I touch you?	2	The teacher draws a back facing body diagram on the whiteboard or piece of poster board. The student stands facing the diagram and is asked to draw an "X" on the spot of the diagram where h/she was touched. For example, the teacher says, "I'm going to touch you" then touches the student's back and says, "Show me where I touched you." For verification, a bit of masking tape can be pressed onto the child's back to designate "the spot" for later comparison.	Mental Map of the Body - Develop internal reference by coordinating vision, hearing, smell, and touch. NYS Pre-K Physical Development Standard: Awareness of spatial boundaries and ability to work within them. Use sensory information to plan and carry out
005	Where did I touch/What did I draw?	3	The student is shown simple line designs which have been sketched on cards. (These same cards are used in Game 89 where they are described in detail.) While he views them, the teacher or another student draws one of the designs on the first student's back. The first student points to the card representing what he felt was drawn on his back. The complexity of the drawings on the cards should depend on the first student's level of success on the task (from simple line drawings to complex overlapping curves and angles).	Mental Map of the Body - Develop internal reference by coordinating vision, hearing, smell, and touch. NYS Pre-K Physical Development Standard: Awareness of spatial boundaries and ability to work within them. Use sensory information to plan and carry out
005	Where Did I touch/What did I draw?	4	The student is asked to draw on a diagram of his body the design that he feels has been drawn on his back. No cards are used. In his drawing, size, accuracy of placement, and accuracy of design are all significant. The complexity of the design is dependent on the student's developmental level (from simple line drawings to complex overlapping curves and angles).	Mental Map of the Body - Develop internal reference by coordinating vision, hearing, smell, and touch. NYS Pre-K Physical Development Standard: Awareness of spatial boundaries and ability to work within them. Use sensory information to plan and carry out

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006	Broomstick Straddle	1	The student is asked to straddle one broomstick, grasping it with one hand in front and one hand behind. The goal is to get the broomstick out from between his legs without letting go with either hand.	Mental Map of the Body - Develop internal reference by coordinating vision, hearing, smell, and touch. NYS Pre-K Physical Development Standard: Awareness of spatial boundaries and ability to work within them. Use sensory information to plan and carry out
006	Broomstick Straddle	2	Two students stand face to face and encase themselves in a trap by holding broomsticks behind each other with their arms intertwined. One student has his right arm between the other student's left arm and body; his left arm, however, is outside the other student's right arm. The other student's position would be the reverse of this one. Can they escape without letting go of the broomsticks? The answer is no, but unless the student has a good mental map of his body and can cooperate with his partner he will not understand why this is so.	Mental Map of the Body - Develop internal reference by coordinating vision, hearing, smell, and touch. NYS Pre-K Physical Development Standard: Awareness of spatial boundaries and ability to work within them. Use sensory information to plan and carry out
007	Body Lifts	1	The student is asked to move the one body part that has been touched while seated, standing, or laying in any position. If the student lifts multiple body parts, repeat the direction by encouraging him to lift "just this" while tapping or rubbing (to give more input) the one area that he should lift. If he still lifts multiple body parts, make a note.	Mental Map of the Body - Develop internal reference by coordinating vision, hearing, smell, and touch. NYS Pre-K Physical Development Standard: Awareness of spatial boundaries and ability to work within them. Use sensory information to plan and carry out
007	Body Lifts	2	The student is asked to lay in supine position on a floor mat. The student is then instructed to lift the one body part that has been touched. If the student lifts multiple body parts, repeat the direction by encouraging him to lift "just this" while tapping or rubbing (to give more input) the one area that he should lift. If he still lifts multiple body parts, make a note.	Mental Map of the Body - Develop internal reference by coordinating vision, hearing, smell, and touch. NYS Pre-K Physical Development Standard: Awareness of spatial boundaries and ability to work within them. Use sensory information to plan and carry out

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007	Body Lifts	3	The student is asked to lay in prone position on a floor mat. The student is then instructed to lift the one body part that has been touched. If the student lifts multiple body parts, repeat the direction by encouraging him to lift "just this" while tapping or rubbing (to give more input) the one area that he should lift. If he still lifts multiple body parts, make a note.	Mental Map of the Body - Develop internal reference by coordinating vision, hearing, smell, and touch. NYS Pre-K Physical Development Standard: Awareness of spatial boundaries and ability to work within them. Use sensory information to plan and carry out
007	Body Lifts	4	The student is asked to lay in prone position on a floor mat. The student is then instructed to lift two same side body parts simultaneously when touched. If the student lifts other body parts along with the parts that were touched, repeat the direction by encouraging him to lift "just these" while tapping or rubbing (to give more input) the areas that he should lift. If he still lifts multiple body parts, make a note.	Mental Map of the Body - Develop internal reference by coordinating vision, hearing, smell, and touch. NYS Pre-K Physical Development Standard: Awareness of spatial boundaries and ability to work within them. Use sensory information to plan and carry out
007	Body Lifts	5	The student is asked to lay in prone position on a floor mat. The student is then instructed to lift two opposite side body parts simultaneously when touched. If the student lifts other body parts along with the parts that were touched, repeat the direction by encouraging him to lift "just these" while tapping or rubbing (to give more input) the areas that he should lift. If he still lifts multiple body parts, make a note.	Mental Map of the Body - Develop internal reference by coordinating vision, hearing, smell, and touch. NYS Pre-K Physical Development Standard: Awareness of spatial boundaries and ability to work within them. Use sensory information to plan and carry out
007	Body Lifts	6	The student is asked to lay in supine position on a floor mat. The student is then instructed to lift body parts in the same sequence that they were touched (i.e., R arm, then L leg, then head). Sequences become increasingly more challenging (i.e., R arm and L leg, then head and L arm, then both legs).	Mental Map of the Body - Develop internal reference by coordinating vision, hearing, smell, and touch. NYS Pre-K Physical Development Standard: Awareness of spatial boundaries and ability to work within them. Use sensory information to plan and carry out

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007	Body Lifts	8	The student is asked to lay in prone position on a floor mat. The student is then instructed to lift specific body parts (targeting both gross and fine muscle groups) in the same and then reverse sequence they were touched (i.e., R arm and L leg, then head and L arm, then both legs). Sequences become increasingly more challenging (i.e., R elbow and L knee, then head and L fingers, then both hands).	Mental Map of the Body - Develop internal reference by coordinating vision, hearing, smell, and touch. NYS Pre-K Physical Development Standard: Awareness of spatial boundaries and ability to work within them. Use sensory information to plan and carry out
007	Body Lifts	7	The student is asked to lay in prone position on a floor mat. The student is then instructed to lift body parts in the same sequence that they were touched (i.e., R arm, then L leg, then head). Sequences become increasingly more challenging (i.e., R arm and L leg, then head and L arm, then both legs).	Mental Map of the Body - Develop internal reference by coordinating vision, hearing, smell, and touch. NYS Pre-K Physical Development Standard: Awareness of spatial boundaries and ability to work within them. Use sensory information to plan and carry out
007-A	Bug on its back	1	The student is asked to lay on their back with their arms and feet up and knees bent toward their belly in a "dead bug" position. The teacher then asks the student to stretch and hit a target using each hand and foot. For example, the teacher would hold a bean bag in his hand and say, "Kick the bean bag with your foot, now with your other foot, now with your hand, now with your other hand."	Can follow a pattern of body movements under controlled conditions
007-B	Bug on its back	2	The student is asked to lay on their back with their arms and feet up and knees bent toward their belly in a "dead bug" position. The teacher then asks the student to stretch and hit a target using a specific hand or foot. For example, the teacher would hold a bean bag in his hand and say, "Kick the bean bag with your right foot, now with your left foot, now with your right hand, now with your left hand."	Can follow a pattern of body movements under controlled conditions

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Game Number	Game Name	Level	Description	Learning Skill Targeted
007-C	Bug on its back	3	The student is asked to lay on their back with their arms and feet up and knees bent toward their belly in a "dead bug" position. The teacher then asks the student to stretch and hit a target using a specific hand or foot in a specific sequence. For example, the teacher would hold a red bean bag in one hand and a blue in the other hand and say, "Kick the red bean bag with your right foot, then the blue bean bag with your left foot, then the red with your right hand, and blue with your left hand."	Can follow a pattern of body movements under controlled conditions
008	Body Questions	1	The student is asked questions related to the size, positioning, movements, placement and location of his body in space such as: "How high can you reach?" "How close must you come to the wall before you can touch it with your arm outstretched?" "Sitting there, could you reach that object with your foot?" "Lying on your back, can you touch your right shoulder with your left hand in three different ways while keeping your left hand in contact with the floor at all times?" "What position should you be in to be able to crawl under that chair?" There are many possible variations.	Mental Map of the Body - Develop internal reference by coordinating vision, hearing, smell, and touch. NYS Pre-K Physical Development Standard: Awareness of spatial boundaries and ability to work within them. Use sensory information to plan and carry out
010	Angels in the Snow	1	The student lies in supine position on the floor with his arms down to his sides and legs together. He is then asked to make "angels in the snow." If the student is unsure how to make the movements, the teacher can initially help move the student's arms or legs. Sometimes it is necessary to restrict the passive movement to only arms or only legs until the student discovers the rules of the game. Using only his legs or arms, the student is asked to open them as wide as possible and then close them in a slow, synchronized motion to the pace of a count of five. The key is for the movements to be slow and controlled.	Coordination and Integration of Body Axes. NYS Pre-K Physical Development Standard: Participate in a series of large motor movements or activities. Awareness of spatial boundaries and ability to work within them.
010	Angels in the Snow	2	The student lies in supine position on the floor with his arms down to his sides and legs together. He is then asked to make "angels in the snow" by slowly opening his arms (until they are stretched out straight on the floor above his head), and legs as wide as possible, and then closing them in a slow, synchronized motion to the pace of a count of five. The key is for the movements to be slow and controlled (i.e, opening to the count of five and then closing to the count of five).	Coordination and Integration of Body Axes. NYS Pre-K Physical Development Standard: Participate in a series of large motor movements or activities. Awareness of spatial boundaries and ability to work within them.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
010	Angels in the Snow	3	The student lies in supine position on the floor with his arms down to his sides and legs together. To develop immediate response, the student is verbally instructed to stop or to start moving a specific leg or an arm. If necessary, the teacher can also point to, touch, or label the designated limb. The goal is for the student to respond as quickly as possible-first to a single limb command, then to a two limb command, then to a three or four limb command. The instructions may include directions for stopping, starting, or stopping and starting simultaneously.	Coordination and Integration of Body Axes. NYS Pre-K Physical Development Standard: Participate in a series of large motor movements or activities. Awareness of spatial boundaries and ability to work within them.
010	Angels in the Snow	4	The student lies in supine position on the floor with his arms down to his sides and legs together. He is then asked to make "angels in the snow" according to written instructions. The instructions can be printed on cards which are then held up for the child to read. These cards can be preprinted or written on a portable, hand-held chalkboard by a leader in the group. The instructions may include directions for stopping, starting, or stopping and starting specific limbs simultaneously. The goal is to be able to stop or start movement in all limbs as rapidly as possible upon a command such as, "Now!"	Develop reflex control - integrate retained Spinal Galant reflex. NYS Pre-K Physical Development Standard: Participate in a series of large motor movements or activities. Awareness of spatial boundaries and ability to work within them.
010	Angels in the Snow	5	The student lies in supine position on the floor with his arms down to his sides and legs together. He is then asked to make "angels in the snow" in a sequential rather than a simultaneous action. He is told, for example, "First that arm, then this leg, next move this arm" and so on. Both immediate response and delayed recall are utilized at this level.	Develop reflex control - integrate retained Spinal Galant reflex. NYS Pre-K Physical Development Standard: Participate in a series of large motor movements or activities. Awareness of spatial boundaries and ability to work within them.
011	Crawling	1	In homolateral (same side) crawling, the student lies face down, stomach on the floor. When the effect of gravity is minimized, the student can concentrate on the body movements of crawling. He is then encouraged to reach out with his right arm while bending his right leg. His head is turned toward his right hand. The student pulls himself forward as far as possible with his right arm and leg and then comes to a complete stop. The student then reverses the procedure bringing the left arm and leg forward while turning his head toward his extended left hand. He pushes with his left foot to propel himself forward. The movement is continued-alternating between right and left sides - for a short, predetermined distance. The goal is to help the student develop synchrony between the right and left	Coordination and Integration of Body Axes. NYS Pre-K Physical Development Standard: Participate in a series of large motor movements or activities. Awareness of spatial boundaries and ability to work within them.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
011	Crawling	2	In contralateral (opposite side) crawling, the student lies face down, stomach on the floor. When the effect of gravity is minimized, the student can concentrate on the body movements of crawling. He is then encouraged to reach out with his right arm while bending his left leg. His head is turned toward his right arm. The student pulls himself forward as far as possible with his right arm and left leg and then comes to a complete stop. The student then reverses the procedure bringing the left arm and right leg forward while turning his head toward his extended left arm. He pushes with his left foot to propel himself forward. The movement is continued-alternating between right and left sides - for a short, predetermined distance. The goal is to help the student develop synchrony between the right and left sides.	Coordination and Integration of Body Axes. NYS Pre-K Physical Development Standard: Participate in a series of large motor movements or activities. Awareness of spatial boundaries and ability to work within them.
011-A	Scooter Crawl	1	The student is asked to sit or lay on a scooter board. The student is then asked to use her hands (and feet or legs) to slowly move around obstacles in her environment.	Develop Reflex Control - Strengthen reflexes and coordinate movements (ability to control particular joints)
011-B	Scooter Crawl	2	The student is asked to lay prone on a scooter board. The student is then asked to use his hands (and feet or legs) to scooter crawl to a specific target area or object, and then touch the object or a specific target (i.e., Crawl to the blue block. Crawl to the teacher and tap her foot).	Develop Reflex Control - Strengthen reflexes and coordinate movements (ability to control particular joints)
011-C	Scooter Crawl	3	The student is asked to lay prone on a scooter board. The student is then asked to scooter crawl toward and pick up various objects and place them into specific containers or on, under particular areas (i.e., Crawl to the blue block, pick it up and then place it on the blue square).	Develop Reflex Control - Strengthen reflexes and coordinate movements (ability to control particular joints)

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012	Creeping	1	The student is asked to get into crawling position on their hands and knees and then slowly crawl while moving his right/left hand in synchrony with his right/left knee (i.e., right hand moves forward and back with right knee). His head should always be turned toward his forward arm. He should try to lift the arm and knee simultaneously, and to place them forward on the floor simultaneously.	Coordination and Integration of Body Axes. NYS Pre-K Physical Development Standard: Participate in a series of large motor movements or activities. Awareness of spatial boundaries and ability to work within them.
012	Creeping	2	The student is asked to get into crawling position on their hands and knees, and then crawl while moving his right/left hand in synchrony with his right/left knee (i.e., right hand moves forward and back with right knee). His head should always be turned toward his forward arm. The student is encouraged to vary both the pattern and the timing of his crawl (i.e., slow to medium to fast zig zag pace or around obstacles). He may also creep to the fast or slow beats of a metronome or a flashing light.	Coordination and Integration of Body Axes.
012	Creeping	3	Markers with "R" or "L" printed on them are placed along the floor in a stepping stone pattern. The student is asked to get into crawling position on their hands and knees. He is then asked to crawl while placing his right hand on the "R" markers and his left hand on the "L" markers. If he has not learned the labels "right" and "left," he can be told to touch the markers with "this" hand or "the other." Combining rhythm and markers is an even more advanced variation of the creeping game.	Coordination and Integration of Body Axes.
012	Creeping	4	Once the student has mastered Level 3 creeping, you can bump up the challenge by asking him to crawl to, and then touch, a target area or object (i.e., Crawl to the blue block. Crawl to the teacher and tap her foot). The student can then be asked to crawl and pick up various objects to be placed in specific containers or areas (i.e., Crawl to the blue block, pick it up and then crawl over and place it on the blue square).	Coordination and Integration of Body Axes.

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014	Rolling	1	The student is asked to roll his body like a log for 8-10 feet.	Coordination and Integration of Body Axes. NYS Pre-K Physical Development: Use sensory information to plan and carry out movements.
014	Rolling	2	The student is asked to roll his body along a specified track, such as a strip of masking tape on the floor, for 8-10 feet in a straight line.	Coordination and Integration of Body Axes. NYS Pre-K Physical Development - Uses sensory information to plan and carry out movements.
014	Rolling	3	The student is asked to roll his body along a specified track for 8-10 feet in a straight line, then makes a 90 degree turn onto another track in both directions pivoting head and feet. Note: If the student has difficulty rolling around corners, he/she should be encouraged to play the pinwheel game #15.	Coordination and Integration of Body Axes. NYS Pre-K Physical Development - Uses sensory information to plan and carry out movements.
015	Body Pinwheel	1	Draw or mark with tape about a one foot square or circle on floor. Student lies supine on floor with head within designated area and moves clockwise, then counterclockwise with head as pivot point. Head should not move outside area.	Coordination and Integration of Body Axes. NYS Pre-K Physical Development - Uses sensory information to plan and carry out movements.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
015-A	Swinging Ball Dodge	1	A ball that is approximately 4 inches in diameter is suspended from the ceiling (a wiffle ball works well). A hula hoop or designated area is placed on the floor beneath the ball. The student is asked to stand and remain inside the hula hoop or designated area while moving his/her body in a way that avoids getting hit by the ball as the teacher lowers and swings the ball toward the student from different angles.	Develop body balance and awareness of his body sides, and how they relate to each other and objects in space. Match visual thinking (locates an object) with movement thinking (ability to deal with this object).
016	Bat the Ball	1	Student holds a long rounded stick with one hand on each end and then bats a ball suspended from the ceiling.	Coordination and Integration of Body Axes. NYS Pre-K Physical Development - Uses sensory information to plan and carry out movements.
016	Bat the Ball	2	A stick is marked with colored tape. Student is instructed to stand inside a hula hoop or designated area drawn on the floor beneath a ball that is suspended from the ceiling. The student is then asked to hit the ball with the taped section of the bat.	Coordination and Integration of Body Axes. Match visual thinking (locates an object) with movement thinking (ability to deal with this object). NYS Pre-K Physical Development - Uses sensory information to plan and carry out movements.
016	Bat the Ball	3	Student is instructed to stand inside a hula hoop or designated area drawn on the floor beneath a ball that is suspended from the ceiling. The student is then asked to hit the ball with only the taped section of the bat, and try to make the ball move in particular direction.	Coordination and Integration of Body Axes. Match visual thinking (locates an object) with movement thinking (ability to deal with this object). NYS Pre-K Physical Development - Uses sensory information to plan and carry out movements.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
016-A	Ball Play	1	The student is asked to throw, catch or kick a ball to hit a specific target or cross over a specific mark (i.e., to a particular person, into a hoop, over a line, inside a goal).	Develop bimanual control and directionality; awareness of body sides and how they relate to each other and objects. NYS Pre-K Physical Development Standard: Throws, catches, or kicks a large, light-weight ball (8"-10").
017	Bimanual Circles on whiteboard	1	Student stands facing a template of two large circles drawn at arms length, body width apart. The student is asked to trace the circles with a marker in each hand, or trace with his finger, moving both arms in rhythmic circular movements, simultaneously drawing circles on board (remind student that his shoulders need to be moving and his arms moving together at the same time). The goal is for the student to develop bilateral coordination with ability to move from the shoulder (using the whole arm) and not from the wrist.	Coordination and Integration of Body Axes. NYS Pre-K Physical Development - Uses sensory information to plan and carry out movements. NYS Pre-K Writing Standard - "Write" by using painting, drawing, letters, and some words.
017	Bimanual Circles on whiteboard	2	Student moves both arms in rhythmic circular movements clockwise and then counterclockwise while simultaneously drawing circles on the board. The circles should be large enough so that the student's shoulders are moving and his arms moving together at the same time. The goal is for the student to develop bilateral coordination with ability to move from the shoulder (using the whole arm) and not from the wrist.	Coordination and Integration of Body Axes. NYS Pre-K Physical Development - Uses sensory information to plan and carry out movements. NYS Pre-K Writing Standard - "Write" by using painting, drawing, letters, and some words.
017	Bimanual Circles on whiteboard	3	The student is asked to seamlessly switch between clockwise and counter clockwise circles on the board without stopping. The student is then asked to interrupt the circular movement by dropping one arm to the side and continuing the same movement off board as the other hand circling on the board. The goal is for the student to develop bilateral coordination with ability to move from the shoulder (using the whole arm) and not from the wrist.	Coordination and Integration of Body Axes. NYS Pre-K Physical Development - Uses sensory information to plan and carry out movements. NYS Pre-K Writing Standard - "Write" by using painting, drawing, letters, and some words.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
017	Bimanual Circles on whiteboard	4	Student holds two erasers or sponge against board with fingers pointed toward ceiling and rotates arms in circular motion without letting parquetry block fall. Two students can then compete to see who can make bimanual circles the longest without letting the block fall off the eraser.	Coordination and Integration of Body Axes. NYS Pre-K Physical Development - Uses sensory information to plan and carry out movements. NYS Pre-K Writing Standard - "Write" by using painting, drawing, letters, and some words.
017	Bimanual Circles on whiteboard	5	Student stands facing the board, with a marker in each hand, and is asked to move both arms in rhythmic circular movements while simultaneously drawing circles on the board that follow the "A,B,C, D" template of movements. The student's shoulders should be moving, and arms moving together at the same time. The student should be able to change his movements according to the letter template called out by the teacher, and then be able to follow and switch between letter patterns independently.	Coordination and Integration of Body Axes. NYS Pre-K Physical Development - Uses sensory information to plan and carry out movements. NYS Pre-K Writing Standard - "Write" by using painting, drawing, letters, and some words.
017-A	Hand to Hand Circles	1	The teacher asks the student to stretch his arms out straight in front of him, fingers pointed up, and place his palms against hers. The teacher then begins to move her hands clockwise and then counterclockwise. After a few movements the teacher asks the student to continue and lead the movement clockwise and then counter clockwise.	
017-B	Lazy 8s	1	Student stands facing the board, then traces the infinity sign (or horizontal 8) template using a his/her finger, then with a marker.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
017-C	Lazy 8s	2	Student stands facing the board holding a marker in either hand and then traces an infinity sign (or horizontal 8) large enough so that his arm fully extends in each direction as it crosses the midline of his body.	
017-D	Lazy 8s	3	Student stands facing the board holding a marker in either hand and draws an infinity sign on the whiteboard that is no longer in length than the width of his body.	
017-E	Lazy 8s	4	Student sits at a desk and draws an infinity sign to match the size drawn by his teacher on an 8.5 x 11 sheet of paper. First, by making an infinity sign the width of a horizontal sheet of paper, then the width of a vertical sheet of paper, then on a piece of lined paper while making sure only four points of the infinity sign touches the lines.	
018	Walking Rail	1	Provide student with a fixation point in front of him as he proceeds to walk across the length of the beam forward, backward and sideways on the four-inch side.	Helps the child develop integration of vision input with knowledge of how to control placement of the feet to maintain vertical balance in a spatially limited off-the-floor activity.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
018	Walking Rail	2	Provide student with a fixation point in front of him as he proceeds to walk across the length of the beam forward, backward and sideways on the two-inch side.	
018	Walking Rail	3	Student will follow the leader (teacher or another student) walking forward, backward and sideways from one beam to another in a prescribed sequence and then reverse direction	
018	Walking Rail	4	Student completes more complicated tasks such as stepping over obstacles placed on or between beams, balancing things on head or hands, bouncing, throwing or catching balls.	
018	Walking Rail	5	Student completes more complicated tasks such as stepping over obstacles placed on or between beams, balancing things on head or hands, bouncing, throwing or catching balls while wearing semi-black-out glasses.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
020	Trampoline	1	Students is asked to jump up and down on both feet, then on one foot, fall into a sitting position and jump back to feet, and then do jumping jacks.	Can understand and follow directions. Develop balance and body coordination/control.
020	Trampoline	2	Student is asked to catch and throw a small ball while jumping up and down.	Can understand and follow directions. Develop balance and body coordination/control.
020	Trampoline	3	Student is asked to perform specific trampoline tasks for a specific number of times. For example, "Do 5 jumping jacks and then stop. Do 10 jumps and then jump off at the front of trampoline."	Can understand and follow directions. Develop number sense, body coordination/control and balance.
020	Trampoline	4	Student is asked to perform more complex trampoline tasks such as switching on command between jumping jacks, jumping jills, and strides (skiing motion).	Can understand and follow directions. Develop number sense and body coordination/control.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
020-A	Stop-Go	1	Visual and Auditory. Student is asked to stand at one end of the hall or room with his/her teacher standing at the opposite end. The teacher will hold up and alternate between visuals (i.e. Go and Stop sign) while verbalizing the directive.	Can understand and follow directions. Develop body coordination/control.
020-B	Stop-Go	2	Visual only. Student is asked to stand at one end of the hall or room with his/her teacher standing at the opposite end. The teacher will hold up and alternate between visuals (i.e. Go and Stop light). The student will move or stop according to the sign shown until he/she reaches the teacher.	
020-C	Stop-Go	3	Auditory only. Student is asked to stand at one end of the hall or room with his/her teacher standing at the opposite end. The teacher will verbalize stop, go - fast and slow directives. The student will follow directive until he/she reaches the teacher.	
020-D	Stop-Go	4	Visual only. Student is asked to stand at one end of the hall or room with his/her teacher standing at the opposite end. The teacher will hold up or signal a red, yellow or green light at a hallway intersection. The student will move according to light changes, as well as look left and right and adjust for oncoming traffic as simulated by an assistant teacher or peer.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
A1=Chapter 20 - ICDL Clinical Practice Guidelines 11	Animal Walks	1	The student is asked to do an animal walk (e.g., bear walk, crab walk, duck walk, inchworm, rolling worm, horse, elephant, bunny) to a specified location. For example saying, "Do a bear walk from the door to the window."	Develop Reflex Control - Strengthen reflexes and coordinate movements (ability to control particular joints)
A2=Chapter 20 - ICDL Clinical Practice Guidelines 12	Animal Walks	2	The student is asked to do an animal walk (e.g., bear walk, crab walk, duck walk, inchworm) to a specified location while turning his/her head side to side looking at targets to his/her left and right.	Develop Reflex Control - Strengthen reflexes and coordinate movements (ability to control particular joints)
A3=Chapter 20 - ICDL Clinical Practice Guidelines 12	Animal Walks	3	The student is asked to do an animal walk (e.g., bear walk, crab walk, duck walk, inchworm) through an obstacle course.	Develop Reflex Control - Strengthen reflexes and coordinate movements (ability to control particular joints)
C1=Chapter 20 - ICDL Clinical Practice Guidelines 1	Cat and Cow	1	Student is asked to get on their hands and knees and then tuck his head down and between arms while arching the back upward, and then bends head backward and arches back downward. This is repeated several times until the student can eventually perform the procedure rapidly and vigorously.	Develop Reflex Control - Strengthen reflexes and coordinate movements (ability to control particular joints)

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Game Number	Game Name	Level	Description	Learning Skill Targeted
Ch.4-Greenspan, S. (2009). Overcoming ADHD (Kindle edition).	Evolution Game	1	Slithering movements, like worms or reptiles, uses all parts of the body - arms, tummy, legs - in a coordinated fashion. The student is asked to slither along the ground; first in a copycat game with you, then with peers, and then with music in the background.	Improve motor skills
Ch.4-Greenspan, S. (2009). Overcoming ADHD (Kindle edition).	Evolution Game	2	Crawling on all fours facilitates bilateral integration (using both sides of the body and brain together) along with improving muscle strength and stability, visual-spatial and motor coordination and planning skills. Students can engage in a variety of games such as crawling through simple to more complex obstacles, races with peers, and/or scavenger hunts. You can also make it more interesting by doing it with music.	Improve motor skills
Ch.4-Greenspan, S. (2009). Overcoming ADHD (Kindle edition).	Evolution Game	3	Walking with nice, coordinated arm movements can be fostered through a variety of copy cat or follow the leader type games. You can have students switch from walking like robots or soldiers or ballerinas to walking like an elephant or a monkey. Or from walking slowly in a heel toe fashion to cross-walking or to having speed walking races.	Improve motor skills
Ch.4-Greenspan, S. (2009). Overcoming ADHD (Kindle edition).	Evolution Game	4	Running, skipping, jumping and then hopping - which ever is easier for the student. It is often easier to start with jumping with both legs, then hopping on one leg at a time, and then skipping. These motor skills can be fostered through a variety of copy cat or follow the leader type games, in obstacle courses, chase games or races, or sports activities.	Improve motor skills

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Game Number	Game Name	Level	Description	Learning Skill Targeted
Ch.4-Greenspan, S. (2009). Overcoming ADHD (Kindle edition).	Evolution Game	5	Agility drills such as sidestepping left and right, learning different dance steps, athletic steps (i.e., stopping a soccer ball with one foot, using side of the foot to pass the ball to the left or right), or crossing legs over one another are some examples of activities that help the student develop more advanced motor skills.	Improve motor skills
Ch.4-Greenspan, S. (2009). Overcoming ADHD (Kindle edition).	Evolution Game	6	Rhythmic activity is added at the level the student shows the highest level of competency (walk, run, skip, jump, or hop to the beat), and then on to more complex movements such as a combination of dance moves. The key is to do it together and rhythmically to the music (some slow, methodical beats, some faster beats, etc.).	Improve motor skills
Ch.4-Greenspan, S. (2009). Overcoming ADHD (Kindle edition).	Modulation	1	The goal of modulation activities is to help students learn to regulate and modulate activity in all ways - with hands, legs, whole bodies, coordinated activities, voices and so forth. Start by having students walk or move fast and then slower and then super slow and then super-super slow and then back up to fast, faster and super fast. Most time should be spent on facilitating progress at the highest level in which the student can show coordinated action.	
Ch.4-Greenspan, S. (2009). Overcoming ADHD (Kindle edition).	Modulation	2	The goal of modulation activities is to help students learn to regulate and modulate activity in all ways - with hands, legs, whole bodies, coordinated activities, voices and so forth. Once students can regulate and modulate different levels of walking and moving, add the challenge of clapping hands fast and then slower and then super slow and then super-super slow and then back up to fast, faster and super fast. Most time should be spent on facilitating progress at the highest level in which the student can show coordinated action.	

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Ch.4-Greenspan, S. (2009). Overcoming ADHD (Kindle edition).	Modulation	3	The goal of modulation activities is to help students learn to regulate and modulate activity in all ways - with hands, legs, whole bodies, coordinated activities, voices and so forth. Once students can regulate and modulate different levels of walking and moving and clapping; try the challenge of using your voices (making sounds or singing songs loud, soft, super soft, and back up to loud) while playing the drums (which could be the table or a bongo drum) fast and then slower and then super slow and then super-super slow and then back up to fast, faster and super fast. Most time should be spent on facilitating progress at the highest level in which the student can show coordinated action.	
Ch.4-Greenspan, S. (2009). Overcoming ADHD (Kindle edition).	Body Awareness Game	1	The student is asked to move in, out, above, below and through physical objects in relationship to other moving bodies. You can use your hands or some physical structure you've created such as a little platform they have to crawl under or over, or a tunnel they have to crawl through.	Gain an awareness of where their bodies begin and where their bodies end. Enhance the ability to act in a focused way.
Ch.4-Greenspan, S. (2009). Overcoming ADHD (Kindle edition).	Body Awareness Game	2	While the student moves in, out, above, below and through physical objects such as a little platform they have to crawl under or over, or a tunnel they have to crawl through; you can increase the challenge by adding moving hands or other objects (balloons, people, etc.). The game is to avoid being touched while going through, under, around (left and right), and over objects.	Gain an awareness of where their bodies begin and where their bodies end. Enhance the ability to act in a focused way.
Ch.4-Greenspan, S. (2009). Overcoming ADHD (Kindle edition).	Body Awareness Game	3	Once the student develops the effortless ability to move in, out, above, below and through physical objects while avoiding being touched by moving objects, you can bump up the challenge by creating activities that integrate different parts of the body with sights and sounds: hand-eye, leg-eye, sound-leg, and sound-hand movement patterns. Begin with simple things like throwing a ball with both hands, then with one hand. Play copycat games in which the student has to touch his left hand to his right shoulder, right hand to left shoulder, right hand to left knee, left hand to right knee and so forth. You can vary this in many ways, as long as the student is coordinating the left and right sides of his body, starting off using both hands, then one hand at a time in relation to the other side of the body.	Gain an awareness of where their bodies begin and where their bodies end. Enhance the ability to act in a focused way.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
Ch.4-Greenspan, S. (2009). Overcoming ADHD (Kindle edition).	Body Awareness Game	4	Once the student shows effortless ability to coordinate the left and right sides of his body, you can focus on activities that require the use of both feet and hands and different sides of the body. Exercises can involve the upper part of the body and the lower part, such as bringing hands down to knees, or legs up to waist, and so forth. More such exercises can be found in Brain Gym: Simple Activities for Whole Brain Learning (Dennison and Dennison 1992).	Gain an awareness of where their bodies begin and where their bodies end. Enhance the ability to act in a focused way.
Ch.4-Greenspan, S. (2009). Overcoming ADHD (Kindle edition).	Body Awareness Game	5	Once the student shows effortless ability to use both feet and hands and different sides of the body, you can focus on coordinating hand-eye, hand-leg, sound-eye and sound-leg. Playing catch can involve throwing and catching with both hands, then with the left hand, and then with the right hand. Then the student can throw and try to catch the ball herself with her left hand, with her right hand, with both hands. This can be combined with kicking a soft rubber ball or a Nerf ball.	Gain an awareness of where their bodies begin and where their bodies end. Enhance the ability to act in a focused way.
Ch.4-Greenspan, S. (2009). Overcoming ADHD (Kindle edition).	Body Awareness Game	5	Once the student shows effortless ability to catch and throw and kick, you can bump up the challenge by throwing it higher, and then into a basket; first using both hands, then with one hand, the other hand. You can then move the basket so that the student has to throw the ball and anticipate where the basket will be as it is moving. Then have the student first kick the ball to a fixed goal and then to a moving goal.	Gain an awareness of where their bodies begin and where their bodies end. Enhance the ability to act in a focused way.
Ch.4-Greenspan, S. (2009). Overcoming ADHD (Kindle edition).	Body Awareness Game	6	After completing the moving-goal game, you can move on to sound-hand and sound-leg exercises in which you keep changing direction for the student - "Kick it left, kick it right." You can have two goals and tell the student to kick it to the right goal and then the left goal, throw it to the basket on the right, to the basket on the left, so it is not just sight and movement but sight, movement and sound that the student is coordinating.	Gain an awareness of where their bodies begin and where their bodies end. Enhance the ability to act in a focused way.

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Ch.4-Greenspan, S. (2009). Overcoming ADHD (Kindle edition).	Balance Game	1	Basic balance and coordination activities begin with some simple exercises. You can use Koosh pads (round pads, about a foot in diameter, with air foam in them) that you can stand on (You can also use a balance beam, which could be a piece of wood with enough width for the student's shoe, and stabilized so it doesn't tip over). Start with the student standing on two of these Koosh pads (one foot on each) and see if he can balance and for how long. If he can do this effortlessly, have him do it with his eyes closed. Then see if you can increase the time he can do this by a few seconds each day. Then do the same activity standing on one Koosh pad - eyes open, then eyes closed. Then throw a foam ball to the student and have him catch it and throw it back to you while balancing.	Strengthen coordination and balance skills. Enhance the ability to act in a focused way.
Ch.4-Greenspan, S. (2009). Overcoming ADHD (Kindle edition).	Balance Game	2	Once the student has mastered basic balancing activities you can advance up the ladder by having the student do the same basic balancing activities but on one leg - right leg, and then left leg while balancing on a Koosh pad. Then do the same with eyes opened, eyes closed, throwing, catching, singing songs, making silly sounds, or just having a general chitchat. You can complicate things further by having the student catch a ball thrown a little higher so he has a little harder time catching it, while on one leg. The student can then throw the ball into a basket while balancing.	Strengthen coordination and balance skills. Enhance the ability to act in a focused way.
Ch.4-Greenspan, S. (2009). Overcoming ADHD (Kindle edition).	Balance Game	3	Once the student has mastered basic balance and coordination activities on the Koosh pad, you can try the same activities on the balance board (a board resting on a ball). While on the balance board - eyes open, eyes closed, throwing, catching, adding vocalizations - see if the student can throw, catch, and talk all at the same time. If this goes well and the student is a pro at it, you can throw balloons at the student while he tries to avoid the balloons by moving back and forth.	Strengthen coordination and balance skills. Enhance the ability to act in a focused way.
Ch.4-Greenspan, S. (2009). Overcoming ADHD (Kindle edition).	Balance Game	4	Once the student has mastered balance and coordination activities on the balance board, you can move up onto the balance beam. You can play games in which the student is like a gymnast walking on the balance beam but while balloons are coming at him. He has to duck, catch, and throw balloons while balancing.	Strengthen coordination and balance skills. Enhance the ability to act in a focused way.

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Ch.4-Greenspan, S. (2009). Overcoming ADHD (Kindle edition).	Treasure Hunt	1	The first level of difficulty is to just show the student where to look, all while saying what you are doing while doing it. Look in one place, then two places, and then three places; and the prize is in one of those three places. The student has to absorb what you are doing and saying and then copy your actions.	Improve motor activity, sequencing and planning skills.
Ch.4-Greenspan, S. (2009). Overcoming ADHD (Kindle edition).	Treasure Hunt	2	Once the student is able to consistently find an object when shown where to look, you can use just verbal directions. For example, "It could be anywhere in the room, and here is your clue - it may be in the basket, but it isn't in the basket, it will be in your cubby or in your coat (which is hung on a hook in the far corner of the room)." See if the student can look in all three places with verbal sequencing. Then you can go up to four, five, six, or seven options. The clues can be outside the classroom, upstairs and downstairs, so that would take the treasure hunt into the whole school.	Improve motor activity, sequencing and planning skills.
Ch.4-Greenspan, S. (2009). Overcoming ADHD (Kindle edition).	Treasure Hunt	3	Once the student has mastered the level of verbal clues, you can use visual clues in which you point to the different places the prize could be, first with one or two places, and the student can take a look. Then point to three, then four, five, six and seven places; upstairs, downstairs, outside and so on. Eventually, the visual clues can be pictures of where the prize could be. You can then make a map and number the different options where they can look from 1 to 10. You can set up a system where children lose points if they look somewhere that is not marked, and they get to keep the prize if they follow the road may and check all the different places marked.	Improve motor activity, sequencing and planning skills.
Ch.4-Greenspan, S. (2009). Overcoming ADHD (Kindle edition).	Treasure Hunt	4	Once the student has mastered the level of visual clues, you can combine visual and verbal clues. For example, step 1 is a visual clue that leads them to step 2, a verbal clue, which leads them to step 3, and so forth.	Improve motor activity, sequencing and planning skills.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
HELP Strand 3-7F	Catching/Throwing	1	The student is asked to catch a large ball (at least 10 inches in diameter) thrown (tossed gently underhand) from 5 feet using hands/arms. This game requires timing and a knowledge of the relative thrust of both arms.	Develop bimanual control and directionality;awareness of body sides and how they relate to each other and objects. HELP Strand 3-7F, skill no. 3.147: Catches a large ball thrown from 5 feet using hand/arms
HELP Strand 3-7F	Catching/Throwing	2	The student is asked to bounce and catch (on the upward movement) a large ball (at least 10 inches in diameter). This game requires timing and a knowledge of the relative thrust of both arms.	Develop bimanual control and directionality;awareness of body sides and how they relate to each other and objects. HELP Strand 3-7F, skill no. 3.152: Bounces and catches a large ball.
HELP Strand 3-7F	Catching/Throwing	3	The student is asked to throw a ball (that is easily held in one hand) overhand; not at any specific target. This game requires timing and a knowledge of the relative thrust of both arms.	Develop bimanual control and directionality;awareness of body sides and how they relate to each other and objects. HELP Strand 3-7F, skill no. 3.172: Throws a ball ten feet overhand
S1=Chapter 20 - ICDL Clinical Practice Guidelines 2	Starfish	1	Starfish is a simulated in-utero procedure. The student is asked to hold a stuffed animal in their arms and between knees. The student then squeezes and maintains this position for a count of ten. The student is then asked to thrust both arms and legs apart as he/she leans backward, again for a count of ten.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
S2=Chapter 20 - ICDL Clinical Practice Guidelines 2	Starfish	2	Starfish is a simulated in-utero procedure. The student is asked to cross one leg over the other leg and one arm over the other arm (grasping each shoulder), with body and head leaning forward. While holding two stuffed animals in their arms and between knees, the student then squeezes and maintains this position for a count of ten. The student is then asked to thrust both arms and legs apart as he/she leans backward, again for a count of ten.	
S3=Chapter 20 - ICDL Clinical Practice Guidelines 2	Starfish	3	Starfish is a simulated in-utero procedure. The student, in a sitting position, is asked to cross the right leg over the left leg and the right arm over the left arm (grasping each shoulder), with body and head leaning forward. The student squeezes and maintains this position for a count of ten. The student is then asked to thrust both arms and legs apart as he/she leans body and head backward, again for a count of ten. The student then repeats the movement, each time switching legs and arms (left leg over right, left arm over left leg, then right leg over left, and right arm over left).	Develop Reflex Control - Strengthen reflexes and coordinate movements (ability to control particular joints)
T1=Chapter 20 - ICDL Clinical Practice Guidelines 8	Toes in/Toes Out	1	The student is asked to sit on the floor, legs straight out in front of him and flat on the floor with hands hanging by side, and then turn his feet inward in "pigeon-toed" position, then outward in "Charley Chaplin" position.	
T2=Chapter 20 - ICDL Clinical Practice Guidelines 9	Toes in/Toes Out	2	Student is asked to sit up straight in a chair with his feet flat on the floor, hands hanging by side, and then point his toes in and then out.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
T3=Chapter 20 - ICDL Clinical Practice Guidelines 10	Toes in/Toes Out	3	Student is asked to stand erect, hanging hands by side, and then turn point his toes in and then out. The student is then asked to walk forward and backward with toes in and then with toes out.	
W1=Chapter 20 - ICDL Clinical Practice Guidelines 3	Wall Walk	1	The student is asked to stand more than an arm's length from a wall, the distance forcing a stretch to reach the wall. With feet stationary, the child walks both hands up and down the wall, as high and as low as possible.	Develop Reflex Control - Strengthen reflexes and coordinate movements (ability to control particular joints)
W2=Chapter 20 - ICDL Clinical Practice Guidelines 4	Wall Walk	2	The teacher uses 3/4 inch masking tape to make a vertical line on the wall. The student is asked to walk both hands up and down the wall as high and as low as possible while crossing hands alternatively on either side of the vertical line.	Develop Reflex Control - Strengthen reflexes and coordinate movements (ability to control particular joints)
W3=Chapter 20 - ICDL Clinical Practice Guidelines 5	Wall Walk	3	The teacher uses masking tape to mark a vertical line on the wall The student is asked to walk both hands up and down the wall as high and as low as possible while crossing hands alternatively on either side of the vertical line to the beat of a metronome.	Develop Reflex Control - Strengthen reflexes and coordinate movements (ability to control particular joints)

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Game Number	Game Name	Level	Description	Learning Skill Targeted
W4=Chapter 20 - ICDL Clinical Practice Guidelines 6	Wall Walk	4	The teacher uses masking tape to mark a vertical line on the wall The student is asked to walk both hands up and down the wall as high and as low as possible while turning hands and feet outward and inward opposite to the assumed position of the feet reflex.	Develop Reflex Control - Strengthen reflexes and coordinate movements (ability to control particular joints)
W5=Chapter 20 - ICDL Clinical Practice Guidelines 7	Wall Walk	5	The teacher uses masking tape to mark a vertical line on the wall The student is asked to walk both hands up and down the wall as high and as low as possible while turning hands and feet outward and inward opposite to the ATNR (Asymmetric Tonic Neck Reflex).	Develop Reflex Control - Strengthen reflexes and coordinate movements (ability to control particular joints)
Discriminative Movement			EYE MOVEMENT THINKING (Focus, Mental Map of Eye, Ocular Tracking, Ocular Jump Fixation, Ocular Convergence) HAND FINGER MOVEMENT THINKING LIP & TONGUE MOVEMENT THINKING	To improve the efficiency of the subsystems of eye, lip-tongue and finger movements. Develop use of precision "tools" that enable us to explain our thoughts to others-by talking and writing-and to receive thoughts from others-by observing and reading.
010-A	Rainbow	1	The student is asked to lay in supine position on a floor mat. The teacher holds an object within arms reach of the student. As the teacher slowly moves the object from the extreme left side of the student's body to the extreme right side, the student is asked to reach for and follow the object with his finger as it moves across his body in a rainbow like motion. The teacher then switches and moves the object from the student's extreme right side to the left side as the student follows with his right arm. The match between the eye's "map" and the body's "map" determines how each of us moves in our space world.	Coordination and Integration of Body Axes. Match visual thinking (locates an object) with movement thinking (ability to deal with this object). NYS Pre-K Physical Development - Uses sensory information to plan and carry out movements
025	See Me Clear	1	The student is encouraged to focus alternatively on a target held close to his eyes and then on a target across the room from him. The target can be letters, numbers, geometric shapes, or a group of dots. He may focus with either eye covered or with both eyes viewing the target in binocular fashion. There are many possible variations; in all of them, the student follows the same procedure, rapidly shifting focus from a near target to a far and vice versa.	Increase ability to focus from a near point to a far point and from a far point to a near point with a minimum of strain. This helps with goals that require student to look from the whiteboard to the paper on his desk and back again without straining.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
027	Open Eye Stretch (eye swings/saccadics)	1	The teacher holds an object (or can use hands or a picture) in each hand. The student is instructed to move their eyes (not heads) between the two objects held to the student's extreme right, extreme left, up, down and then diagonals for a count of ten. Having student tap a target with a pointer or their finger may be helpful.	
029	Crossing the Eyes	1	The student is instructed to cross and uncross eyes with eyes open	
029	Crossing the Eyes	2	The student is instructed to cross and uncross eyes with eyes closed	
030	Head Swing	1	Student is instructed to move head from side to side, up and down, diagonally, clockwise and then counterclockwise while eyes remain fixed on an object	Develop Ocular fixation control by sustaining focus on specific persons, places or things.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
031	Keep Looking at Me	1	The teacher holds the student's hand with his index finger against the student's index finger. The teacher then moves the student's hand and asks the student to fix his gaze on his own finger (a finger puppet or mark on student's fingernail may increase interest).	Ocular Tracking: Develop purposeful eye movement control - hand leads, eyes follows. NYS Pre-K Writing Standard: Show interest in sharing writing and drawing with others.
031	Keep Looking at Me	2	The teacher holds and slowly moves an object from left to right, up and down in front of student. The student is asked to follow the object with his eyes and then touch a particular spot on the object such as the nose of a doll, or poke his finger through a ring.	Ocular Tracking: Develop purposeful eye movement control - eyes lead, hand follows. HELP Reading Readiness Strand 1-9, Skill No. 1.198: Points to a word in a story being read - anticipate word, point voluntarily.
032	Swinging Ball	1	A solid rubber ball, about four inches in diameter, with various shapes or letters printed on it, is suspended from the ceiling. Maintaining equilibrium, the child stands, sits, or lies on the floor and watches the ball as it swings; "tracking" it with the eyes only.	Match visual thinking (locates an object) with movement thinking (ability to deal with this object).
032	Swinging Ball	2	A solid rubber ball, about four inches in diameter, with various shapes or letters printed on it, is suspended from the ceiling. Maintaining equilibrium, the child stands, sits, or lies on the floor and watches the ball as it swings. He is then asked to use his hand or finger to track and follow the ball as it swings.	Match visual thinking (locates an object) with movement thinking (ability to deal with this object).

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Game Number	Game Name	Level	Description	Learning Skill Targeted
032	Swinging Ball	3	A solid rubber ball, about four inches in diameter, with various shapes or letters printed on it, is suspended from the ceiling. Maintaining equilibrium, the child stands, sits, or lies on the floor and watches the ball as it swings. As the letters on the ball appear in his view, he is asked to search for and identify the letters spelling his name.	Match visual thinking (locates an object) with movement thinking (ability to deal with this object).
035	Flashlight Fight	1	The teacher asks the student to try and "catch" her flashlight beam on the wall by using his flashlight beam to try and tag hers. Roles are then switched.	Develop purposeful eye movement control by increasing ability to fixate eyes on moving objects (eye pursuit/ocular tracking skills).
037	Marble Tracking	1	The student follows a marble with his eyes as it rolls around in a shallow pan held horizontally at eye level.	
038	Follow the Bug	1	The student is asked to track an imaginary bug (facilitated by the teacher using a laser pointer) along the ceiling-wall border, down the corner, across the floor-wall border, and so on. When the student or teacher commands, the "bug" stops or rests, and then reverses its path, or changes direction.	Ocular Tracking: Develop ocular movement tracking (object leads, eyes follow). NYS Pre-K Reading Standard: Follow left-to-right and top-to-bottom direction when reading English.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
038	Follow the Bug	2	The student is asked to track an imaginary bug using a pointer to trace/track along the ceiling-wall border, down the corner, across the floor-wall border, and so on. When the teacher commands, the "bug" stops or rests, and then reverses its path, or changes direction.	Ocular Tracking: Develop purposeful eye movement control (student directed - eyes lead, hand follows). NYS Pre-K Reading Standard: Follow left-to-right and top-to-bottom direction when reading English.
038	Follow the Bug	3	The student is asked to track an imaginary bug along the ceiling-wall border, down the corner, across the floor-wall border, and so on. When the teacher commands, the "bug" stops or rests, and then reverses its path, or changes direction. Initially, it may be helpful for the teacher to narrate the "path" of the bug (i.e., I see your bug is in the corner of the ceiling, now its moving toward the door, now it's going down, down, down to the floor) and encourage the student to stay on the path (i.e., Uh oh, get your bug back up to the ceiling it didn't crawl all the way across).	Ocular Tracking: Develop purposeful eye movement control (student directed - eyes lead). NYS Pre-K Reading Standard: Follow left-to-right and top-to-bottom direction when reading English.
040-A	Object Tap	1	The teacher holds a different object in each hand (i.e., a blue block in one hand and a red block in the other). The student is asked to tap the object specified as it is moved up high, down low, to student's extreme left, right and diagonals.	Develop ocular jump fixation - the ability of the individual to direct his eyes so that they can jump from point to point smoothly and efficiently with stops at the proper times and without overshooting or undershooting a specific point in space.
041	Chalkboard Fixation	1	Numbers (or pictures for non-readers) are written on the chalkboard in random or sequential order. Student is asked to fixate his eyes on a specific number or picture on the board and then point to it. For example, the teacher could say "Find number two, point to number two; find number six, point to number six.	Eyes lead hands. Develops eye fixation accuracy. NYS Pre-K Reading Standard: Point to print as individual words are spoken. Distinguish between print and pictures.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
041	Chalkboard Fixation	2	Numbers (or pictures for non-readers) are written on the chalkboard in random or sequential order. Student is asked to fixate his eyes on a specific number or picture on the board and then point to it, without touching it, at increasingly faster paces.	Eyes lead hands. Develops eye fixation accuracy. NYS Pre-K Reading Standard: Point to print as individual words are spoken. Distinguish between print and pictures.
041	Chalkboard Fixation	3	Numbers (or pictures for non-readers) are written on the chalkboard in random or sequential order. Student is asked to fixate his eyes on a specific number or picture combination on the board and then synchronize his pointing to the beat of a metronome using a flashlight or laser pointer .	Eyes lead hands. Develops eye fixation accuracy. NYS Pre-K Reading Standard: Point to print as individual words are spoken. Distinguish between print and pictures.
041-A	Egg Crate	1	The teacher cuts an egg crate so that there are only 4 cups. The teacher then paints each cup a different color. The student is given a marble or other small item and asked to place it in a specified cup. For example, "Put the marble in the blue cup, now in the red cup, now in the green cup."	Eyes lead, hands follow. This matching of eye and hand movement provides maximum feedback to develop fixation accuracy.
042	Flashlight Tag	1	The teacher indicates or places various targets around the room (i.e., specific children, pictures on walls, signs) and then asks the student to jump their flashlight beams from target to target in a designated sequence.	Ocular Jump Fixation (saccadic): Develop ability to direct and focus eyes from one particular stationary object to another. NYS Pre-K Reading Standard: Point to print as individual words are spoken. Distinguish between print and pictures.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
042-A	Word Wall	1	The teacher presents the student with a picture board containing nine items (words, people, places or things). The student is asked to find and point to an item.	Eyes lead, hands follow. Develop fixation accuracy. NYS Pre-K Reading Standard: Point to print as individual words are spoken. Distinguish between print and pictures.
042-B	Word Wall	2	The teacher presents the student with a picture board containing nine pictures of items (people, places or things). The teacher calls out a sequence (2-5) of items (see word wall template). The students is asked to find and point to the items in proper sequence. For example, the teacher may say "Find and point to the dog, then the cat, then the shoe." The student responds to "wh" questions by using a flashlight or laser pointer to identify the answer on the word wall (see word wall template).	Eyes lead, hands follow. Develop fixation accuracy. NYS Pre-K Reading Standard: Point to print as individual words are spoken. Distinguish between print and pictures.
042-C	Word Wall	3	The teacher presents the student with a picture board containing nine pictures of items (people, places or things). The student responds to "wh" questions by using a flashlight or laser pointer to identify the answer on the word wall (see word wall template).	Eyes lead, hands follow. Develop fixation accuracy. NYS Pre-K Reading Standard: Point to print as individual words are spoken. Distinguish between print and pictures.
043	Look and Touch	1	Numbers, shapes or similar target are arranged in a circle on top of table. Duplicate targets are placed across from each other. Student alternatively touches duplicate target with index finger. Roles are then reversed.	Develop ability to direct and focus eyes from one particular stationary object to another (ocular jump fixation or saccadics skills).

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Game Number	Game Name	Level	Description	Learning Skill Targeted
043-A	Pencil Stab	1	Cover the top of a paper cup with foil. Student is given a pencil. The student is asked to keep his back flat against a chair or wall. The student then tries to make a hole in the foil as the teacher moves the cup from one side of his body to the other, forcing the student's arm to cross the midline of his body.	
043-B	Cap the Marker	1	The student is given a marker, while the teacher holds the cap. The student is asked to keep his back flat against a chair or wall. The student then tries to put the marker in its cap as the teacher moves the cap from one side of his body to the other, forcing the student's arm to cross the midline of his body.	
043-C	Stick in Straw	1	The student is given a stick and asked to hold it up behind their head (as if going to throw a ball). The teacher then holds a straw at arms distance from student's nose and asks the student to put the stick through the straw 5-10 times with each hand.	Ocular Jump Fixation - Eyes lead, hand follows. Develops fixation accuracy.
043-D	Stick in Straw	2	The student is given a stick and asked to hold it up behind their head (as if going to throw a ball). The teacher then holds a straw at arms distance from student's nose and slowly moves the straw closer to the student's nose while the student tries to put the stick through the straw.	Eyes converge as straw gets closer. Develops fixation accuracy.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
043-E	Search Sequence	1	The teacher tapes number or letter cards to walls and/or objects around the room. The student is asked to find the numbers or letters in numerical and then reverse order.	
043-F	Search Sequence	2	The teacher tapes number or letter cards to walls and/or objects around the room. Students race to see who can collect the numbers and/or letters in order the fastest.	
044	Catch My Thumb	1	The teacher thrusts his thumb upward and within reach of the student. The student is asked to try and catch the teacher's thumb while he attempts to quickly tuck it away, and at the same time thrusts his other thumb up for the student to catch.	Ocular Jump Fixation (saccadic): Develop ability to direct and focus eyes from one particular stationary object to another. HELP Reading Readiness Strand 1-9, Skill No. 1.198: Points to a word in a story being read - anticipate word, point voluntarily.
046	Far and Near Eye Jumps	1	A flexible 4-5 foot rope such as string, cord, white shoelace, nylon or plastic clothes line is marked at equal distanced intervals with knots, buttons, small clothes pins or ink (see picture example). The student is to change his fixation by jumping his eyes from marker to marker - from the nearest marker to the farthest and back again while the teacher or a peer calls out commands such as "Closest, furthest, middle, closest."	Develop far to near and near to far eye fixations.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
046	Far and Near Eye Jumps	2	A flexible 4-5 foot rope such as string, cord, white shoelace, nylon or plastic clothes line is marked at equal distanced intervals with knots, buttons, small clothes pins or ink (see picture example). The student is to change his fixation by jumping his eyes from marker to marker - from the nearest marker to the farthest and back again while the teacher or a peer calls out commands such as "Closest, furthest, middle, closest." Rhythmic movements are then introduced by having student fixate eyes to accompany beat of metronome (a regulated aural, visual or tactile pulse).	Develop far to near and near to far eye fixations.
047	Paper Tearing	1	A broad, straight line is drawn on a piece of unlined paper. Student is instructed to hold paper in the air and tear along the line using thumbs and forefingers.	Develop accurate and efficient hand/finger movements and control for improved drawing, writing, manipulative work, play and nonverbal communication.
047	Paper Tearing	2	Angle, curved and various other combinations are drawn on a piece of paper. Student is instructed to hold paper in the air and tear along the lines.	Develop accurate and efficient hand/finger movements and control for improved drawing, writing, manipulative work, play and nonverbal communication.
047	Paper Tearing	3	Columns are made on the board designating patterns to be torn from paper, from simple to more difficult patterns based on each student's learning capacity. Student is given one of the patterns on a 3-inch square piece of paper. The student is asked to tear the pattern and then place it under the appropriate column on board. The student and teacher then evaluate the student's torn pattern by comparing it to the one on the board. If the teacher determines that the pattern is accurately torn, the student attempts the next, more challenging pattern.	Develop accurate and efficient hand/finger movements and control for improved drawing, writing, manipulative work, play and nonverbal communication.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
047-A	Paper Crumple	1	The student is asked to hold one piece of paper in each hand. The student is then asked to crumple each piece of paper into a ball using only the hand holding the paper.	Develop accurate and efficient hand/finger movements and control for improved drawing, writing, manipulative work, play and nonverbal communication.
047-B	Paper Crumple	2	The student is asked to crumple one ball of paper in each hand simultaneously. The student is then asked to uncrumple each ball of paper using only the one hand holding the paper.	Develop accurate and efficient hand/finger movements and control for improved drawing, writing, manipulative work, play and nonverbal communication.
048	Folding Paper	1	Students are instructed to fold their paper using fore-finger and opposing thumb to make simple designs such as a triangle or a small square	Develop accurate and efficient hand/finger movements and control for improved drawing, writing, manipulative work, play and nonverbal communication.
048	Folding Paper	2	Students are instructed to fold their paper using fore-finger and opposing thumb to make more complex designs such as a hat, airplane or sail boat.	Develop accurate and efficient hand/finger movements and control for improved drawing, writing, manipulative work, play and nonverbal communication.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
048	Folding Paper	3	Students are instructed to fold their paper using fore-finger and opposing thumb to make complex designs such as a flower or fortune teller box	Develop accurate and efficient hand/finger movements and control for improved drawing, writing, manipulative work, play and nonverbal communication.
049	Mental Map of Fingers	1	Student and teacher face each other across a table with palms down on table. Teacher directs student to "follow me" and then taps fingers on table alternating with fingers on one or both hands. The student copies.	Learn placement and control of their fingers include working with clay, finding things in sand, and working with finger paints
049	Mental Map of Fingers	2	The student and teacher face each other across a table with palms down on table. Teacher directs the student to watch as he taps his fingers. The student is asked to wait until the teacher stops and then perform the same tapping movements in the same sequence.	Learn placement and control of fingers. Develop accurate and efficient hand/finger movements and control for improved drawing, writing, manipulative work, play and nonverbal communication.
049	Mental Map of Fingers	4	Student is asked to extend, cross arms and clasp hands palm to palm intertwining his fingers. Keeping fingers clasped, he is asked to rotate his arms down and toward himself with fingers pointing up. Teacher points to , but does not touch one of his fingers. Student moves what he thinks is the correct finger.	Learn placement and control of their fingers include working with clay, finding things in sand, and working with finger paints

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Game Number	Game Name	Level	Description	Learning Skill Targeted
049	Mental Map of Fingers	3	The student's nails are colored with water colors. The student is then asked to point certain fingers or to match fingers to corresponding color spots on paper.	Learn placement and control of their fingers. Develop accurate and efficient hand/finger movements and control for improved drawing, writing, manipulative work, play and nonverbal communication.
049-A	Finger Lifts	1	Student places hands on the table, palms down. Teacher touches a finger and instructs student to lift it.	Learn placement and control of fingers.
049-B	Finger Lifts	2	Student places hands on the table, palms down. The teacher points to a finger and instructs student to lift it.	Learn placement and control of fingers.
050	Finger-String Play	1	Finger string games can easily be found on the internet and in books such as "Cat's Cradle" which help children develop mental map of fingers	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
050-A	Hand Play	1	Hand play activities support the motor development of the hand and fingers to include development of arches in the hand (concave surface of palm that allows it to shape itself around objects), wrist extension, thumb-index-middle finger coordination, open index finger-thumb web space (ability to make an "O" with thumb and index finger), and ability of back side of the hand to provide stability and strength for finger movements (Reference attached literature). Examples of hand play activities include using spray bottles to water plants or paint, stringing beads, finding small items hidden in putty, rolling and molding play dough or clay into different sized balls, lacing and sewing activities, making pictures or creating stories on felt boards.	HELP Fine Motor Strand 4-6: Skill No. 4.101 - Places small pegs (at least 6) in holes on board, Skill No. 4.94 - Puts together simple puzzles, Skill No. 4.98 - Strings small beads (at least 8), spheres, cubes, and cylinders based on a simple pattern.
051	Pincher	1	Student is asked to pick up small objects, such as plastic bottles, pegs or small pins and drop them into a bucket	Develop refined thumb and index finger control.
051-A	Alligators on a Log	1	Student is asked to clip several clothes (alligators) pins onto a moving ruler (log) that is moved up and own, left to right by a teacher or a peer.	Develop refined thumb and index finger control.
054	Point with your tongue	1	Student is instructed to point to a specific spot or target with his tongue (i.e., point to your nose).	Relating sound to sight symbol of that sound. Develop lip/tongue control and oral space knowledge (up, down, left, right, in, out) for articulation, spelling, and diction.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
054	Point with your tongue	2	Student points his tongue rhythmically by following the beat of a metronome (a regulated aural, visual or tactile pulse).	
056	Comic Faces	1	Student stands in front of a mirror and is directed to make specific, but unusual, lip movements.	Develop lip/tongue control and oral space knowledge (up, down, left, right, in, out) for articulation, spelling, and diction.
059	Straw Carry	1	Student holds a straw in his mouth and places other end on a piece of paper. He then sucks the straw so his breath draws in the paper. He is then instructed to carry the paper to another place in the room.	Develops an awareness of breath control. Develop lip/tongue control and oral space knowledge (up, down, left, right, in, out) for articulation, spelling, and diction.
060	Straw Polo	1	Student propels a ping-pong ball by blowing against it through a straw. Children can race to see who crosses finish line first.	Develops an awareness of breath control. Develop lip/tongue control and oral space knowledge (up, down, left, right, in, out) for articulation, spelling, and diction.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
Visual Thinking Games			PARQUETRY BLOCKS GAME#61-70 PEGBOARD GAMES GAME#71-74 TACHISTOSCOPE (rapid viewer) GAME#75-85 MISCELLANEOUS MATERIALS GAME#86-92	To develop visual thinking concepts of parts-whole, figure-ground (discrimination between a design and its background), and time perception.
061	Block Match	2	Student is asked to select and stack 5 square blocks on the broad side and then on the narrow side. Once the student is able to stack blocks on the narrow side, the teacher constructs a simple 2 or 3 block design such as a "T" or a bridge. The student is then asked to construct a design that matches.	Develop concept of same-not-same, and "reach-grasp-hold-release" cycle. NYS Math Standard K.G.3 - Explore vertical and horizontal orientation of objects. K.G.4 - Manipulate two and three dimensional shapes to explore
061	Block Match	3	The teacher creates a block pattern design using various shapes (Note: use of diamond shapes are typically more difficult for children than a square or a triangle because of its diagonal construction. Rotated shapes are also more difficult for children to match such as a tilted square). Blocks may be placed on the table or floor in the horizontal plane or on top of one another in the vertical plane. The student is asked to build a block design to match the teacher's design. Two or three blocks are initially used; as the student becomes more proficient, additional blocks are added.	Visually develop the concept of space or separation. Understand spatial relationships (position and direction) and concepts (top, bottom, between, behind, under). NYS Math Standard K.G.3 - Explore vertical and horizontal orientation of objects. K.G.4 -
061	Block Match	4	The teacher presents the student with a picture of a pattern block design in which the blocks have been separated slightly, and placed in the horizontal plane or on top of one another in the vertical plane. The student is asked to build a block design to match the pattern pictured. Two or three blocks are initially used. As the student becomes more proficient, increasingly wider spaces are left between the blocks, and additional blocks are added (see attached picture sample).	Visually develop the concept of pause or separation. Understand spatial relationships (position and direction) and concepts (top, bottom, between, behind, under). NYS Math Standard K.G.3 - Explore vertical and horizontal orientation of objects. K.G.4 -
061	Block Match	1	A pile of blocks is placed between the student and teacher. The teacher selects and holds up a block, then asks the student to select another block which matches (i.e. Can you find one that is the same as mine? Same color as mine? Same shape as mine?).	Develop concept of same-not-same. NYS Math Standard K.G.3 - Explore vertical and horizontal orientation of objects. K.G.4 - Manipulate two and three dimensional shapes to explore symmetry.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
062	Take Away and Add On	5	The teacher uses parquetry blocks to construct a design. The student is asked to match the design using his blocks. With teacher design and student's copy on the table, the teacher then shields her design from the student while she adds or removes one block. The student determines what change has been made and matches his design to the teacher's.	Understand spatial relationships (position and direction) and concepts (top, bottom, between, behind, under). NYS Math Standard K.G.3 - Explore vertical and horizontal orientation of objects. K.G.4 - Manipulate two and three
063	Picture Match	7	Student selects a color picture of a 2-4 block design. Student then selects actual blocks of equal size, shape and color and places them on top of the picture to match the design.	Develop concept of same-not-same. Understand spatial relationships (position and direction) and concepts (top, bottom, between, behind, under). NYS Math Standard K.G.3 - Explore vertical and horizontal orientation of objects. K.G.4 -
063	Picture Match	6	Student is asked to match a color picture of a block design where the blocks have been separated slightly by first placing blocks of equal size, shape and color on top of the design, and then by constructing a duplicate design on the table or floor to match the picture in horizontal or vertical planes. Student is then asked to match block designs with increasingly wider spaces left between the blocks.	Understand spatial relationships (position and direction) and concepts (top, bottom, between, behind, under). NYS Math Standard K.G.3 - Explore vertical and horizontal orientation of objects. K.G.4 - Manipulate two and three
063	Picture Match	8	The student is shown an illustration of a design constructed from parquetry blocks. The student then uses actual blocks to match the illustration; the blocks he uses in his reconstruction should be of the same color, shape, and size as those in the pictured design. The student is asked to construct a duplicate design on the table beside the picture. The picture may be placed in various locations around the room, while the student remains at the table and reconstructs the design.	Understand spatial relationships (position and direction) and concepts (top, bottom, between, behind, under). NYS Math Standard K.G.3 - Explore vertical and horizontal orientation of objects. K.G.4 - Manipulate two and three

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Game Number	Game Name	Level	Description	Learning Skill Targeted
063-A	Picture Board	1	The teacher presents the student with a picture board containing nine pictures of people, places or things. Start with simple, black and white pictures, then move to more detailed, color photos. The teacher then shows the student one of the pictures and asks him/her to point to the picture on his board that looks the same.	Develop concept of same-not-same
063-B	Picture Board	2	The teacher presents the student with a picture board containing nine pictures of people, places or things. The teacher then shows the student a picture that differs in some way, such as by color or size, and asks him/her to point to the picture that is the best match.	Develop concept of same-not-same
063-C	Picture Board	3	The teacher presents the student with a picture board containing nine categories (i.e., foods, transportation). The teacher then shows the student a picture and asks him/her to point to the category that the picture belongs to.	Develop concept of same-not-same
064	Memory	9	Student is shown a block design and then it is covered. Student is to recall and reconstruct the hidden design.	Understand spatial relationships (position and direction) and concepts (top, bottom, between, behind, under). NYS Math Standard K.G.3 - Explore vertical and horizontal orientation of objects. K.G.4 - Manipulate two and three

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Game Number	Game Name	Level	Description	Learning Skill Targeted
065	Outline	10	Student matches a block outline design in which the individual blocks have been clearly demarcated by placing his blocks on top of the drawing.	Develop parts-whole concept. Understand spatial relationships (position and direction) and concepts (top, bottom, between, behind, under). NYS Math Standard K.G.3 - Explore vertical and horizontal orientation of objects. K.G.4 -
065	Outline	11	Student matches outline design without demarcation by placing his blocks on top of the drawing.	Develop parts-whole concept. Understand spatial relationships (position and direction) and concepts (top, bottom, between, behind, under). NYS Math Standard K.G.3 - Explore vertical and horizontal orientation of objects. K.G.4 -
065	Outline	12	Student matches an outline drawing without demarcation, constructing blocks on the table beside the drawing and then when drawing is placed in various locations. It may be helpful to draw or print an outline on a laminate sheet so that the student can check their work by placing the outline on top of their design.	Develop parts-whole concept. Understand spatial relationships (position and direction) and concepts (top, bottom, between, behind, under). NYS Math Standard K.G.3 - Explore vertical and horizontal orientation of objects. K.G.4 -
066	Reversals	13	Using 3-4 block pattern design created on a transparency, the student is asked to rotate patterns in 3-dimensional space by reversing along the horizontal axis (transposing top and bottom of pattern), vertical axis (transposing sides of pattern), transverse (or "Z") axis (rotating clockwise and counterclockwise), and diagonal axis (transposing upper left to lower right).	Understand spatial relationships (position and direction) and concepts (top, bottom, between, behind, under). NYS Math Standard K.G.3 - Explore vertical and horizontal orientation of objects. K.G.4 - Manipulate two and three

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Game Number	Game Name	Level	Description	Learning Skill Targeted
066	Reversals	14	Using 5-6-block pattern design, student is asked to rotate patterns in 3 dimensional space by reversing pattern along the horizontal axis (transposing top and bottom of pattern), vertical axis (transposing sides of pattern), transverse (or "Z") axis (rotating clockwise and counterclockwise), and diagonal axis (transposing upper left to lower right).	Understand spatial relationships (position and direction) and concepts (top, bottom, between, behind, under). NYS Math Standard K.G.3 - Explore vertical and horizontal orientation of objects. K.G.4 - Manipulate two and three
067	Chalkboard (Whiteboard) Block Match	15	A block design is drawn on the whiteboard. Student reconstructs design by drawing the design on paper. The purpose of this game is successful transfer from activities which take place on a vertical plane to desktop or tabletop activities which take place on a horizontal plane.	
068	How Would It Look From There?	16	This is the first game that deals explicitly with the student's development of visual perspective. The student is asked to sit at a table in the center of which a two-block pattern has been placed. A square and a triangle are used because of the arrow-like directional attribute of the apex of the triangle. The student is to determine how the design would appear to a person sitting somewhere else around the table; then, on a tray in front of himself, he constructs the pattern the way the other person would see it. He can evaluate his decision by picking up the tray, holding it in an unchanging position in front of himself, and walking over to the other location.	Strengthen and further enhance integration of movement and visual thinking. NYS Math Standard K.G.3 - Explore vertical and horizontal orientation of objects. K.G.4 - Manipulate two and three dimensional shapes to explore
069	Me and Minutes	17	Student is asked how long he thinks it will take him to solve any of the previous thinking games; how long it will take him to solve the problem, how much he thinks he can get done in this amount of time, and if he thinks he can solve the problem having had only a glimpse of it. The purpose of this game is to develop the student's judgment of the speed with which he works and his perception of time.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
070	Communication	18	Teacher draws a block design which student has to then construct with actual blocks.	Understand spatial relationships (position and direction) and concepts (top, bottom, between, behind, under). NYS Math Standard K.G.3 - Explore vertical and horizontal orientation of objects. K.G.4 - Manipulate two and three
070	Communication	19	Teacher verbally describes a simple block design, visible to her but hidden from the student; the student constructs the design according to the description.	Understand spatial relationships (position and direction) and concepts (top, bottom, between, behind, under). NYS Math Standard K.G.3 - Explore vertical and horizontal orientation of objects. K.G.4 - Manipulate two and three
070	Communication	20	Teacher gives the student written directions that describe a block design which is visible to her but hidden from the student; the student constructs the design according to the directions.	Understand spatial relationships (position and direction) and concepts (top, bottom, between, behind, under). NYS Math Standard K.G.3 - Explore vertical and horizontal orientation of objects. K.G.4 - Manipulate two and three
071	Peg Match	1a	Using a five-inch square pegboard with ten rows of ten holes, pegs of the same color are placed along a single row, one after another across the upper area of the board. Student is encouraged to duplicate the model by selecting the same colored pegs and placing them one after another into lower area of the board from left to right. Maximum Clue: The model is placed on a drawn line and a duplicate line is drawn for the student's reproduction.	To acquire the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists (figure-ground).

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Game Number	Game Name	Level	Description	Learning Skill Targeted
071	Peg Match	1b	Using a five-inch square pegboard with ten rows of ten holes, pegs of the same color are placed along a single row one after another across the upper area of the board. Student is encouraged to duplicate the model by selecting the same colored pegs and placing them one after another into lower area of the board from left to right. Intermediate Clue: The line is erased from the model, but a duplicate line is left for the student's reproduction.	To acquire the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists (figure-ground).
071	Peg Match	1c	Using a five-inch square pegboard with ten rows of ten holes, pegs of the same color are placed along a single row one after another across the upper area of the board. Student is encouraged to duplicate the model by selecting the same colored pegs and placing them one after another into lower area of the board from left to right. Minimum Clue: no lines are drawn on the board for the model or reproduction.	Reading requires the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists (figure-ground).
071	Peg Match	2a	Using a five-inch square pegboard with ten rows of ten holes, pegs of different colors are placed along a single row one after another across the upper area of the board. Student is encouraged to duplicate the model by placing the pegs one after another into lower area of the board from left to right. Maximum Clue: the model is placed on a drawn line and a duplicate line drawn for the student's reproduction.	Reading requires the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists (figure-ground).
071	Peg Match	2b	Using a five-inch square pegboard with ten rows of ten holes, pegs of different colors are placed along a single row one after another across the upper area of the board. Student is encouraged to duplicate the model by placing the pegs one after another into the lower area of the board from left to right. Intermediate Clue: the line is erased from the model, but left on for the student's reproduction.	Reading requires the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists (figure-ground).

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Game Number	Game Name	Level	Description	Learning Skill Targeted
071	Peg Match	2c	Using a five-inch square pegboard with ten rows of ten holes, pegs of different colors are placed along a single row one after another across the upper area of the board. Student is encouraged to duplicate the model by placing the pegs one after another into lower area of the board left to right. Minimum Clue: no lines for model or reproduction are used.	Reading requires the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists (figure-ground).
071	Peg Match	3a	Using a five-inch square pegboard with ten rows of ten holes, pegs of different color are placed on the board in a more complicated pattern that involves 3 rows. The teacher then places pegs one after the other in a single line which traverses these three rows in an irregular up and down pattern (see Pegboard Example). The student is encouraged to duplicate the model by placing pegs one after the other into the lower area of the board (below the model) from left to right with minimum clue. Maximum Clue: the model is placed on a drawn line and a duplicate line drawn for the student's reproduction.	Reading requires the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists (figure-ground).
071	Peg Match	3b	Using a five-inch square pegboard with ten rows of ten holes, pegs of different color are placed on the board in a more complicated pattern that involves 3 rows. The teacher then places pegs one after the other in a single line which traverses these three rows in an irregular up and down pattern (see Pegboard Example). The student is encouraged to duplicate the model by placing pegs one after the other into the lower area of the board (below the model) from left to right with minimum clue. Intermediate Clue: the line is erased from the model, but left on for the student's reproduction.	To acquire the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists (figure-ground).
071	Peg Match	3c	Using a five-inch square pegboard with ten rows of ten holes, pegs of different color are placed on the board in a more complicated pattern that involves 3 rows. The teacher then places pegs one after the other in a single line which traverses these three rows in an irregular up and down pattern (see Pegboard Example). The student is encouraged to duplicate the model by placing pegs one after the other into the lower area of the board (below the model) from left to right with minimum clue. Minimum Clue: no lines for model or reproduction are used.	To acquire the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists (figure-ground).

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Game Number	Game Name	Level	Description	Learning Skill Targeted
074	Pegboard Communication	4	Teacher gives verbal instructions such as "Place a blue peg in the first hole in the first row on the right." After the student places peg another instruction is given.	To acquire the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists.
075	Digit or Letter	1	A transparency is placed on the working surface of a tachistoscope or overhead projector. A translucent screen may also be used where children sit on one side of the screen watching the image flashed on the other side. 3-5 numbers, or letters, or a combination of both are flashed on the screen. Student is asked to copy them, say them aloud or arrange them in proper numerical or alphabetical order. The student is encouraged to continue watching the spot where the image appeared which will help them retain the image.	To develop concepts of span and combination. Also to develop retention skills.
075	Digit or Letter	2	A transparency is placed on the working surface of a tachistoscope or overhead projector. A translucent screen may also be used where children sit on one side of the screen watching the image flashed on the other side. Numbers, or letters, or a combination of both (up to 5) are flashed on the screen. Student is asked questions such as "What is the third number in that row?" "What is the second from the last?" The student is encouraged to continue watching the spot where the image appeared which will help them retain the image.	To develop concepts of span and combination. Also to develop retention skills.
075	Digit or Letter	3	A transparency is placed on the working surface of a tachistoscope or overhead projector (flash by covering and uncovering flashed image). A translucent screen may also be used where children sit on one side of the screen watching the image flashed on the other side. The student is encouraged to continue watching the spot where the image appeared which will help them retain the image. The teacher then flashes numbers, letters or combination of both (up to 10). The student then writes down the sequence of numbers/letters that were flashed.	To develop concepts of span and combination. Also to develop retention skills and higher levels of concentration.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
075	Digit or Letter	4	A transparency is placed on the working surface of a tachistoscope or overhead projector (flash by covering and uncovering flashed image). A translucent screen may also be used where children sit on one side of the screen watching the image flashed on the other side. The student is encouraged to continue watching the spot where the image appeared which will help them retain the image. The teacher then flashes numbers, letters or combination of both (up to 10). Students are asked to create noise such as by repeating their own name or banging on a table as they record on paper the letters or numbers they see on the screen. This helps the student develop higher levels of concentration by being working to disregard the presence of "noise."	To develop concepts of span and combination. Also to develop retention skills and higher levels of concentration.
077	Forms and Shapes	1	A transparency is placed on the working surface of a tachistoscope or overhead projector. A translucent screen may also be used where children sit on one side of the screen watching the image flashed on the other side. Complete and incomplete forms are flashed on the screen. Student is asked to draw an exact copy of them on paper in the same sequence and position they have been flashed. The student is encouraged to continue watching the spot where the image appeared which will help them retain the image.	To acquire the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists.
077	Forms and Shapes	2	A transparency is placed on the working surface of a tachistoscope or overhead projector. A translucent screen may also be used where children sit on one side of the screen watching the image flashed on the other side. The student is encouraged to continue watching the spot where the image appeared which will help them retain the image. Incomplete forms are flashed on the screen. Student is asked to draw only the missing part.	To acquire the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists.
078	Whiteboard Tach	1	A transparency is placed on the working surface of a tachistoscope or overhead projector. A translucent screen may also be used where children sit on one side of the screen watching the image flashed on the other side. The student is encouraged to continue watching the spot where the image appeared which will help them retain the image. A form is flashed on the whiteboard. Student is asked to draw on the whiteboard, in the exact spot where it was flashed, the form identical in size, shape and position.	To acquire the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
078	Chalkboard Tach	1	Using a tachistoscope or projector, a simple, single form such as line or shape is flashed onto a whiteboard and the student is asked to draw a mark on the the exact spot where it was flashed. The form is then re-projected onto the whiteboard so that the student can self-evaluate. The student is then asked to trace the projected image on the whiteboard.	Provides feedback for improvement of visual spatial positioning and of graphic responding.
078	Chalkboard Tach	2	Using a tachistoscope or projector, a simple form such as a shape, is flashed onto a whiteboard and the student is asked to draw the form, identical in size, shape, and position, on the exact spot where it was flashed. The form is then re-projected onto the whiteboard so that the student can self-evaluate. The student is then asked to trace the projected image on the whiteboard.	Provides feedback for improvement of visual spatial positioning and of graphic responding.
078	Chalkboard Tach	3	Using a tachistoscope or projector, multiple forms are flashed onto a whiteboard and the student is asked to draw the forms, identical in size, shape, and position, on the exact spot where it was flashed. The form is then re-projected onto the whiteboard so that the student can self-evaluate. The student is then asked to trace the projected image on the whiteboard.	Provides feedback for improvement of visual spatial positioning and of graphic responding.
078	Chalkboard Tach	4	Using a tachistoscope or projector, overlapping forms are flashed onto a whiteboard and the student is asked to draw the form, identical in size, shape, and position, on the exact spot where it was flashed. The form is then re-projected onto the whiteboard so that the student can self-evaluate. The student is then asked to trace the projected image on the whiteboard.	Provides feedback for improvement of visual spatial positioning and of graphic responding.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
078	Chalkboard Tach	5	Using a tachistoscope or projector, multiple forms in different positions are flashed onto a whiteboard and the student is asked to draw the form, identical in size, shape, and position, on the exact spot where it was flashed. The form is then re-projected onto the whiteboard so that the student can self-evaluate. The student is then asked to trace the projected image on the whiteboard.	Provides feedback for improvement of visual spatial positioning and of graphic responding.
079	Arrow	1	A transparency is placed on the working surface of a tachistoscope or overhead projector. A translucent screen may also be used where children sit on one side of the screen watching the image flashed on the other side. The student is encouraged to continue watching the spot where the image appeared which will help them retain the image. This game requires acute visual discrimination. The student is given a copy of arrow patterns ranging from 2 or 3 arrows with arrowheads but no tail feathers in horizontal or vertical arrangement, to 4 or 5 arrows in random arrangement (see template "A" pattern example). A pattern is flashed on a screen and the student is asked to select the correct picture after the flash.	To acquire the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists.
079	Arrow	2	A transparency is placed on the working surface of a tachistoscope or overhead projector. A translucent screen may also be used where children sit on one side of the screen watching the image flashed on the other side. The student is encouraged to continue watching the spot where the image appeared which will help them retain the image. This game requires acute visual discrimination. The student is given a copy of arrow patterns ranging from 2 or 3 arrows in horizontal or vertical arrangement, to 4 or 5 arrows in random arrangement. The direction of the tail feathers is constant with the arrowhead in each arrow (see template "B" pattern example). A pattern is flashed on a screen and the student is asked to select the correct picture after the flash.	To acquire the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists.
079	Arrow	3	A transparency is placed on the working surface of a tachistoscope or overhead projector. A translucent screen may also be used where children sit on one side of the screen watching the image flashed on the other side. The student is encouraged to continue watching the spot where the image appeared which will help them retain the image. This is the most complex pattern requiring acute visual discrimination. The student is given a copy of arrow patterns ranging from 2 or 3 arrows in horizontal or vertical arrangement, to 4 or 5 arrows in random arrangement. The direction of the tail feathers and arrows point in various directions (see template "C" pattern example). A pattern is flashed on a screen and the student is asked to select the correct picture after the flash.	To acquire the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
079	Arrow	4	A transparency is placed on the working surface of a tachistoscope or overhead projector. A translucent screen may also be used where children sit on one side of the screen watching the image flashed on the other side. The student is encouraged to continue watching the spot where the image appeared which will help them retain the image. This game requires acute visual discrimination. The student is given a copy of arrow patterns ranging from 2 or 3 arrows in horizontal or vertical arrangement, to 4 or 5 arrows in random arrangement. The direction of the tail feathers is constant with the arrowhead in each arrow (see template example). A pattern is flashed on a screen and the student is asked to draw the picture after the flash.	To acquire the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists.
081	Bead Positions	1	Create a pattern on a transparency sheet such as one with a circle in the middle of it, or divided into quarters by vertical and horizontal lines. The transparency is then placed on the working surface of a tachistoscope or overhead projector. 5 or 6 beads are placed in a pattern on the sheet which is then flashed to the student. Student is provided with 5 or 6 small wooden beads and a pattern drawn on paper to match the background of the transparency. The teacher then flashes (for a fraction of a second) a bead pattern design. The student is encouraged to continue watching the spot where the image appeared which will help them retain the image. The student is asked to match the pattern. When completed, the teacher presents the image again for confirmation.	Reading requires the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists (figure-ground).
081	Bead Positions	2	Create a pattern on a transparency sheet such as one with a circle in the middle of it, or divided into quarters by vertical and horizontal lines. The transparency is then placed on the working surface of a tachistoscope or overhead projector. 5 or 6 beads are placed in a pattern on the sheet which is then flashed to the student. Student is provided with 5 or 6 small wooden beads and a pattern drawn on paper to match the background of the transparency. The teacher then flashes a bead pattern design (for a fraction of a second). The student is encouraged to continue watching the spot where the image appeared which will help them retain the image. The student is asked questions such as "How many beads are inside the circle?" or "How many beads are on a line?" When completed, the teacher	To acquire the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists.
082	Mosaic Tile Flash	1	A transparency is placed on the working surface of a tachistoscope or overhead projector. A translucent screen may also be used where children sit on one side of the screen watching the image flashed on the other side. Small mosaic tiles or parquetry blocks are placed on the transparency. Students have matching tiles or blocks and are asked to match the flashed design. The student is encouraged to continue watching the spot where the image appeared which will help them retain the image. When completed, the teacher presents the image again for confirmation.	Reading requires the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists (figure-ground).

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Game Number	Game Name	Level	Description	Learning Skill Targeted
082	Mosaic Tile Flash	2	A transparency is placed on the working surface of a tachistoscope or overhead projector. A translucent screen may also be used where children sit on one side of the screen watching the image flashed on the other side. Students are asked to match the design in which a block or tile has been secretly added or taken away. Additional challenges such as reversals and changes of position are possible. The student is encouraged to continue watching the spot where the image appeared which will help them retain the image.	Reading requires the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists (figure-ground).
083	Flash Fog	1	A transparency is placed on the working surface of a tachistoscope or overhead projector. A translucent screen may also be used where children sit on one side of the screen watching the image flashed on the other side. The student is encouraged to continue watching the spot where the image appeared which will help them retain the image. A simple, familiar target picture (i.e., a cat, bird, clock) is periodically flashed on the screen as it is then gradually brought into focus. The first person to identify the target correctly is best at "seeing through the fog."	To acquire the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists.
083	Flash Fog	2	A transparency is placed on the working surface of a tachistoscope or overhead projector. A translucent screen may also be used where children sit on one side of the screen watching the image flashed on the other side. The student is encouraged to continue watching the spot where the image appeared which will help them retain the image. A more detailed target picture (i.e., a scene with several animals, objects) is periodically flashed on the screen as it is then gradually brought into focus. The teacher asks the students to identify a specific part of the picture such as asking what animal they see. The first person to identify the target correctly is best at "seeing through the fog."	To acquire the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists.
083	Flash Fog	3	A transparency is placed on the working surface of a tachistoscope or overhead projector. A translucent screen may also be used where children sit on one side of the screen watching the image flashed on the other side. The student is encouraged to continue watching the spot where the image appeared which will help them retain the image. A detailed target picture such as of a baseball game or restaurant kitchen is periodically flashed on the screen as it is then gradually brought into focus. The teacher asks the students questions such as where the picture takes place or what is going on in the picture. The first person to identify the target correctly is best at "seeing through the fog."	To acquire the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
083-A	Bingo Flash	1	A transparency is placed on the working surface of a tachistoscope or overhead projector. A translucent screen may also be used where children sit on one side of the screen watching the image flashed on the other side. The student is encouraged to continue watching the spot where the image appeared which will help them retain the image. Each student is given a bingo card with various pictures in each box (i.e., a bunny in one box, a bird in another). The teacher then flashes 2-3 different pictures which the students are asked to call out as they see them. The students then check and mark their bingo cards accordingly.	To acquire the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists.
083-B	Bingo Flash	2	A transparency is placed on the working surface of a tachistoscope or overhead projector. A translucent screen may also be used where children sit on one side of the screen watching the image flashed on the other side. The student is encouraged to continue watching the spot where the image appeared which will help them retain the image. Each student is given a bingo card with various pictures in each box (i.e., a bunny in one box, a bird in another). The teacher then flashes 5 different pictures which the students are asked to call out as they see them. The students then check and mark their bingo cards accordingly.	To acquire the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists.
084	Dominoes	1	A transparency is placed on the working surface of a tachistoscope or overhead projector. A translucent screen may also be used where children sit on one side of the screen watching the image flashed on the other side. The student is encouraged to continue watching the spot where the image appeared which will help them retain the image. Domino images are flashed - single or double, and the student must arrange his actual dominos in the same or reversed position.	To acquire the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists.
085	Dominoes	2	A transparency is placed on the working surface of a tachistoscope or overhead projector. A translucent screen may also be used where children sit on one side of the screen watching the image flashed on the other side. The student is encouraged to continue watching the spot where the image appeared which will help them retain the image. Increasingly more challenging domino images are flashed, such as from 3-4 dominos on a page to 3-4 dominos with two touching, one vertically placed on page and one horizontally placed. Student must recall and duplicate placement.	To acquire the knowledge to discriminate between an object or pattern and the background on which the object or pattern exists.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
086	Construct-O-Line	1	The teacher marks a transparent sheet with X's to correspond with the hole pattern on the peg board. The teacher then punches holes in some of the marked places. The student is asked to put pegs into the board to correspond to the holes that have been punched into the sheet. The student then checks for accuracy by placing the plastic sheet over the pegs on the board.	Student understands basic number concepts because he must move "so many" holes over from "such and such" a side in the row "this many" up from the bottom.
086	Construct-O-Line	2	The teacher draws lines on a transparent sheet to fill spaces between punched holes. The student is asked to duplicate the line pattern by looping one end of a rubber band around the first appropriate peg and then twist the one band from peg to peg until the design is completed. The student then checks for accuracy by placing the plastic sheet over the peg design.	
086	Construct-O-Line	3	The teachers draws many colored overlapping lines or patterns on the sheet. The student is asked to duplicate the patterns by looping colored rubber bands around the appropriate pegs until the design is completed. The student then checks for accuracy by placing the plastic sheet over the peg design.	Understand sequencing (be able to determine which colored band goes on top, middle and bottom)
091	Memory X's	1	Each student is given a copy of the "student memory x" game template. The teacher tapes a copy of "teacher memory X" template to the wall. Student is asked to draw lines connecting three X's on their paper in the same temporal sequence as the X's drawn or tapped by the teacher.	Develops understanding of spatial-temporal relations (SPATIAL refers to the placement and relations of the parts within the total pattern in a specific configuration) for academic skill acquisition, especially in reading and math. For example, the spatial

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Game Number	Game Name	Level	Description	Learning Skill Targeted
091	Memory X's	2	Each student is given a copy of the "student memory x" game template. The teacher tapes a copy of "teacher memory X" template to the wall. Student is asked to draw lines connecting four X's on their paper in the same temporal sequence as the X's drawn or tapped by the teacher.	Develops understanding of spatial-temporal relations (SPATIAL refers to the placement and relations of the parts within the total pattern in a specific configuration) for academic skill acquisition, especially in reading and math. For example, the spatial
091	Memory X's	3	Each student is given a copy of the "student memory x" game template. The teacher tapes a copy of "teacher memory X" template to the wall. Student is asked to draw lines connecting five X's on their paper in the same temporal sequence as the X's drawn or tapped by the teacher.	Develops understanding of spatial-temporal relations (SPATIAL refers to the placement and relations of the parts within the total pattern in a specific configuration) for academic skill acquisition, especially in reading and math. For example, the spatial
091	Memory X's	4	Student is asked to draw lines connecting five X's in the same temporal sequence, but at a more rapid pace. The student is then asked to draw lines connecting the same five X's drawn or tapped by his teacher, but in reverse sequence. The student is then asked to draw lines connecting the same sequence of five X's drawn or tapped by his teacher, but connect in a different way without going to the same X more than once.	Develops understanding of spatial-temporal relations (SPATIAL refers to the placement and relations of the parts within the total pattern in a specific configuration) for academic skill acquisition, especially in reading and math. For example, the spatial
092	Size blocks	1	From a stack of two inch blocks that vary in thickness, the student is asked to build ascending and descending steps and is asked questions such as "Which two blocks put together make one of these?" "How many of these small blocks do you see?" "Which block is bigger, heavier or longer?"	Concept of matching, sequencing, rearranging and ordering values or objects.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
092	Size blocks	2	From a stack of two inch blocks that vary in thickness and size, the student is asked to arrange them vertically and then horizontally and asked questions such as "How many different ways can you arrange these blocks?" "Are there more, less or the same number of blocks when stacked this way?"	Concept of spatial ordering and conservation
Auditory Thinking Games			Code and decode both written and verbal sounds and symbols. Develop ability to discriminate variations of several basic components: (1) pitch - high or low sounds (2) intensity - loudness or softness sounds (3)duration - how long sound lasts (4)pause - length of time between sounds (5) elements - variations in sound components	Develop ability to focus attention on, and derive information from, auditory stimuli. Develop an adequate interpretation and utilization of sound sequencing - a prerequisite for reading and spelling.
096	High-Low	1	A nonsense word such as "BO" is chosen for the code word. Student is asked to discriminate a high "BO" from a low "BO" The teacher's mouth should always be hidden from the view of the student to help student rely solely on auditory input. For expressive evaluation, the student is asked to respond by vocal imitation. For receptive evaluation, the student is asked to place or point to a mark above a line for the high or below the line for the low, or by raising their hand high or low, or by placing a peg in box marked high or low, etc.	Pitch discrimination - recognize variation of a sound from high to low and decoding of symbols. NYS PreK Listening Standard: Listen for the tone of voice and content that signal friendly communication. Attend to sounds in language (e.g., recognizes
096	High-Low	2	Student is asked to discriminate several "BO" sounds (at least 3) of high and low pitch presented in random order (i.e, low, low, high, low, high). The teacher's mouth should always be hidden from the view of the student to help student rely solely on auditory input. For expressive evaluation, the student is asked to respond by vocal imitation. For receptive evaluation, the student is asked to place or point to a mark above a line for the high or below the line for the low, or by raising their hand high or low, or by placing a peg in box marked high or low, etc.	Pitch discrimination - recognize variation of a sound from high to low and decoding of symbols. NYS PreK Listening Standard: Listen for the tone of voice and content that signal friendly communication. Attend to sounds in language (e.g., recognizes
096	High-Low	3	The syllable "BO" in varying combinations of high and low pitch is presented in sentence-like formation. Each formation unit is given a number. The teacher's mouth should always be hidden from the view of the student to help student rely solely on auditory input. The teacher reads aloud one of the "BO" units (see Figure 31 template). The student is asked to give the proper numerical designation.	Pitch discrimination - recognize variation of a sound from high to low. Acquire the basic foundation of written communication: encoding and decoding skills. NYS PreK Listening Standard: Listen for the tone of voice and content that signal friendly

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Game Number	Game Name	Level	Description	Learning Skill Targeted
096	High-Low	4	The syllable "BO" in varying combinations of high and low pitch is presented in sentence-like formation. Each formation unit is given a number (see Figure 31 template). The teacher's mouth should always be hidden from the view of the student to help student rely solely on auditory input. Student is given the numerical designation and asked to respond by giving the appropriate "BO" response verbally.	Pitch discrimination - recognize variation of a sound from high to low. Acquire the basic foundation of written communication: the encoding and decoding skills which are used in the process of reading. NYS PreK Reading Standard:
097	Loud-Soft	5	The teacher verbalizes various monosyllabic sounds. The teacher's mouth should always be hidden from the view of the student to help student rely solely on auditory input. Student represents loud sounds by drawing wide marks or thin pegs, and soft sounds by drawing narrow lines or thick pegs. For sensory motor reinforcement, students can also tighten fists for loud sounds and relax/open hands for soft sounds.	Intensity discrimination - recognize the loudness or softness of a sound Decoding of written symbols
098	Duration	6	The teacher verbalizes various monosyllabic sounds presented in random order. The teacher's mouth should always be hidden from the view of the student to help student rely solely on auditory input. The student is asked to express duration graphically by drawing elongated marks to represent the longer sounding pitch or intensity.	Duration discrimination - recognize differences in how long a sound lasts Decoding of written symbols
099	Pause	7	The teacher verbalizes various monosyllabic sounds presented in random order. The teacher's mouth should always be hidden from the view of the student to help student rely solely on auditory input. The student is asked to indicate the length of the pause by leaving longer or shorter spaces between the marks or objects representing the sounds.	Pause discrimination - recognize the different length of time between sounds. Decoding of written symbols

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Game Number	Game Name	Level	Description	Learning Skill Targeted
100	Elements	8	The teacher's mouth should always be hidden from the view of the student to help student rely solely on auditory input. Two nonsense code words are used such as "BO" and "BEE." The student is asked to create a written symbol to represent each word such as a straight line for "BO" and a wiggly line for "BEE." These two elements are then combined with the previous auditory discrimination games (Pause, Duration, Loud-Soft, High-Low) to form a graphic representation of the sequence. For example, starting with a long, loud, high "BO"....a short pause...and then a long, soft, high "BEE"....a long pause....and then a short, loud, low "BEE."	Decode written symbols. Acquire the basic foundation of written communication: encoding and decoding. NYS PreK Listening Standard: Attend to sounds in language (e.g., recognizes rhymes; hears alliteration; identifies initial sounds
102	Rhythm	1	Following the pattern set by a metronome, the student is asked to perform rhythmic activities such as clapping hands, stomping feet, nodding heads, blinking, sticking out the tongue, and tapping their hands on a surface with visual support (such as blinking light or moving object).	Develop internal timing process. HELP Language Strand 2-7, Skill No. 1.170: Moves body to music - sway, clap, or any physical movement that indicates a "feel" for the music. NYS Pre-K Listening Standard: Listen attentively for different
102	Rhythm	2	The student is asked to perform rhythm activities (hand clap, foot tap, head bob) to a faster, more advanced metronome beat without visual support	Develop internal timing process. HELP Language Strand 2-7, Skill No. 1.86: Makes hand/foot rhythmic movements - moves to the rhythm using at least two different body parts (e.g., hands, fingers, arms, legs).
103	Clap Patterns	1a	Auditory Visual - The student and teacher sit facing each other. The teacher claps her hands in two successive simple patterns (clap, clap - short pause - clap). For receptive evaluation, the student responds by stating whether the patterns were same or not same.	Develop receptive language skills - recognition of rhythm-pause-duration of sound patterns. NYS Pre-K Reading Standard: Count or tap the number of words in a spoken sentence. NYS Pre-K Listening Standard: Listen respectfully without

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Game Number	Game Name	Level	Description	Learning Skill Targeted
103	Clap Patterns	1b	Visual Only - The student and teacher sit facing each other. The teacher moves her hands as though clapping in two successive simple patterns (clap, clap - short pause - clap), but stops just prior to hands striking. For receptive evaluation, the student responds by stating whether the patterns were same or not same.	Develop receptive language skills - recognition of rhythm-pause-duration of sound patterns. NYS Pre-K Listening Standard: Listen respectfully without interrupting others. NYS Pre-K Speaking Standard: Take turns when speaking in a
103	Clap Patterns	1c	Auditory Only - The teacher's hands are hidden from the student's view. The teacher claps hands in two successive simple patterns (clap, clap - short pause - clap). Initially, it may help to have two teachers, or a teacher and a student, create the two patterns. For receptive evaluation, the student responds by stating whether the two patterns were the same or not same.	Develop receptive language skills - recognition of rhythm-pause-duration of sound patterns. NYS Pre-K Reading Standard: Count or tap the number of words in a spoken sentence. NYS Pre-K Listening Standard: Listen respectfully without
103	Clap Patterns	2	Auditory Only - The teacher's hands are hidden from the student's view. The teacher then claps hands in more complex patterns (clap - short pause - clap, clap, tap). The student is asked to duplicate the pattern.	Develop receptive and expressive language skills - recognition of rhythm-pause-duration of sound patterns. NYS Pre-K Reading Standard: Count or tap the number of words in a spoken sentence. NYS Pre-K Listening Standard:
103	Clap Patterns	3	Auditory Only -Teacher claps hands in a more complex pattern (clap, clap - short pause - clap, clap, clap - long pause - clap, clap - short pause - clap) and student duplicates pattern.	Develop receptive and expressive language skills - recognition of rhythm-pause-duration of sound patterns. NYS Pre-K Reading Standard: Count or tap the number of words in a spoken sentence. NYS Pre-K Listening Standard:

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Game Number	Game Name	Level	Description	Learning Skill Targeted
103	Clap Patterns	4	Symbolic representation is introduced by having the child draw marks on paper or the chalkboard or place objects such as chips, sticks, or blocks. For example, the symbol / // represents "clap-moderate pause-clap, clap." For receptive evaluation, the teacher creates a clap pattern and the students shows a symbolic representation. For expressive evaluation, the teacher creates a symbolic representation and the student performs the clap pattern.	Develop receptive and expressive language skills - recognition of rhythm-pause-duration of sound patterns. NYS Pre-K Writing Standard: Use left-to-right and top-to-bottom direction when writing. Use spacing between letters and
105	Sound Patterns	1	Teacher instructs student to listen for a particular sound, such as the "L" sound. Teacher vocally presents nonsense words such as "BAL, LOM, ILZ." Student must designate the location of the specified sound in the word (beginning, middle, end) either verbally or by placing a peg or block in the appropriate place.	
105	Sound Patterns	2	Teacher vocally presents a nonsense word first, and gives the sound to be listened for afterward. Student is asked questions such as was the "Z" sound in the beginning, middle or end of the word. What sounds preceded it? What sounds followed?	
105	Sound Patterns	3	Teacher vocally presents a nonsense word and the student is asked what sound was heard in the beginning, middle and end. NOTE: Student should respond with phoneme, not the letter label.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
105	Sound Patterns	4	Student is asked to compose his own nonsense word with a specified sound in a specified location.	
105	Sound Patterns	5	Student is asked to say the nonsense word with a specified part added, removed, or substituted. For example, SPLIMIK: What would be left if the sound "IM" is removed? Add the sound "ER" between the "S" and the "P" Substitute "UB" for "IK").	
107	Number and Letter Recall	1	A series of 2-5 numbers or letters are orally presented to the student. The student is asked to repeat them in the same sequence.	Improve ability to focus attention on, recall and organize information from auditory stimuli. NYS PreK Reading Standard: Retell a story from a read-aloud, attending to main characters, sequence of events, and main ideas.
107	Number and Letter Recall	2	A series of 2-5 numbers or letters are orally presented to student. The student repeats the sequence in the same and then reverse order.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
107	Number and Letter Recall	3	A series of 2-5 numbers or letters are orally presented to student. Student is asked to "draw" the numbers or letters in the air in front of him, then point to the imagined letters or numbers in random order, forward or reverse sequence.	
107	Number and Letter Recall	4	Numbers and letters are mixed and the student is asked questions such as; "What letters did I name? What numbers followed the letter ____? What were the last 3 letters I said? What did I say between ____ and ____?"	
107-A	Magic Buttons	1	The teacher presents the student with a 1-2 step directive consisting of specific "buttons" that the student has to press in order to "activate" the teacher to respond to his/her request. For example saying, "If you touch my hand then my foot I will give you a piggy back ride." Or by taping various colored sticky notes to a wall and saying, "If you touch the blue then the red, I will give you tickles."	NYS PreK and K Listening Standard #1 - PreK: Follow a one-step direction. K: Follow a two-step direction.
107-B	Magic Buttons	2	The teacher presents the student with a 3-4 step directive consisting of specific "buttons" that the student has to press in order to "activate" the teacher to respond to his/her request. For example saying, "If you touch my hand then my foot I will give you a piggy back ride." Or by taping various colored sticky notes to a wall and saying, "If you touch the blue then the red, I will give you tickles."	Follow multi-step directions

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Game Number	Game Name	Level	Description	Learning Skill Targeted
109	Do What I say	1	The student is given a series of 1-2 step commands to move body parts, manipulate blocks, place pegs, draw forms, etc. Instructions can be repeated. For example, "Touch the green spot, then the blue spot. Touch my hand and then my foot."	NYS Pre-K Listening Standard: Understand and follow oral directions.
109	Do What I say	2	Student is given a series of 3-4 step commands to move body parts, manipulate blocks, place pegs, draw forms, etc. Instructions are presented only once. For example, "Give the blue block to John, the red block to Amy, and then draw a line on the whiteboard."	NYS Pre-K Listening Standard: Understand and follow oral directions.
109	Do What I say	3	Student is given more complex, multistep instructions that includes tasks such as folding a piece of paper so that the left corner meets the upper right corner, and then tear it in half.	NYS Pre-K Listening Standard: Understand and follow oral directions.
110	Hidden Sound	1	The student is asked to listen for a given word, number, or sound as the tape is played along with a visual clue (ex, teacher raises hand or moves an object). Whenever they hear the specific sound, they are to respond by making a mark on a paper or dropping an object into a container.	Discriminate a specific sound from a background of sounds and from an overlapping sound

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Game Number	Game Name	Level	Description	Learning Skill Targeted
110	Hidden Sound	2	The student is asked to listen for a given word, number, or sound as the tape is played. Whenever they hear the specific sound, they are to respond by making a mark on a paper or dropping an object into a container.	
Hand Thinking Games			UTILIZE TACTILE AND PROPRIOCEPTIVE-KINESTHETIC SENSORY INPUTS IN CONJUNCTION WITH VISUAL AND AUDITORY INPUTS.	Direct hands and fingers purposefully to manipulate or construct an object for meaningful communication (Serves as reinforcer for integration of visual and auditory thinking).
111	What Am I Where?	1	The teacher places a 1-3 block pattern on top of the feel-find-box. The student is asked to reproduce the pattern while his hands are inside the uncovered side of the box by pressing the block(s) into the clay tablet as shown on top of the box. When finished, the student removes the tablet and compares to pattern on top of box.	Recognize forms and spatial relations
111	What Am I Where?	2	The teacher places a 3-5 block pattern on top of the feel-find-box. The student is asked to reproduce the pattern while his hands are inside the covered end of the box by pressing the blocks into the clay tablet as shown on top of the box. When finished, the student removes the tablet and compares to pattern on top of box.	
111	What Am I Where?	3	The teacher places a picture of a 3-5 block pattern on top of the feel-find-box. The student is asked to reproduce the pattern while his hands are inside the covered side of the box by pressing the blocks into the clay tablet as shown in the picture. When finished, the student removes the tablet and compares to pattern on top of box.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
111	What Am I Where?	4	The teacher places a photograph of a 5 block pattern on top of the feel-find-box. The student is asked to reproduce the pattern while his hands are inside the covered side of the box by pressing the blocks into the clay tablet as shown in the photograph. When finished, the student removes the tablet and compares to pattern on top of box.	concept of perspective
111-A	Domino Match	1	1-3 dominos are placed inside a feel-find-box. The teacher places a picture of a domino on top of the box and asks the student to find the domino that matches.	Develop concept of number sense (how many) and knowledge of figure-ground discrimination.
112	Dominos Touch	1	The teacher places 1-3 dominos into a clay tablet to form a pattern that is then placed on top of a feel-and-find box. The student is asked to insert both hands into the uncovered side of the box and then reproduce the exact pattern while keeping his hands inside the box.	Develop concept of number sense (how many) and knowledge of figure-ground discrimination.
112	Dominos Touch	2	The teacher places 1-3 dominos into a clay tablet to form a pattern that is then placed on top of a feel-and-find box. The student is asked to insert both hands into the covered side of the box and then reproduce the exact pattern while keeping his hands inside the box.	Develop concept of number sense (how many) and knowledge of figure-ground discrimination.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
112	Dominos Touch	3	The teacher places 3-5 dominos into a clay tablet to form more advanced patterns (some vertical, diagonal, horizontal, far apart, close together) that is then placed inside a feel-and-find box. The student is asked to insert both hands into the covered side of the box and then reproduce the exact pattern on top of the box.	Develop concept of number sense (how many) and knowledge of figure-ground discrimination.
112	Dominos Touch	4	The teacher places 5 dominos into a clay tablet to form advanced patterns (some vertical, diagonal, horizontal, far apart, close together) that is then placed inside a feel-and-find box. The student is asked to insert both hands into the covered side of the box and then reproduce the exact pattern on top of the box. The pattern inside the box is then rotated by the teacher, and the student is again asked to reproduce the pattern on top of the box.	Develop concept of number sense (how many) and knowledge of figure-ground discrimination.
112	Dominos Touch	5	The teacher places a pictorial representation of an advanced 5 domino pattern (some vertical, diagonal, horizontal, far apart, close together) on top of a feel-and-find box. The student is asked to insert both hands into the covered side of the box and then reproduce the exact pattern by placing them into a clay tablet.	Develop concept of number sense (how many) and knowledge of figure-ground discrimination.
112	Dominos Touch	6	The teacher places 5 dominos into a clay tablet to form an advanced pattern (some vertical, diagonal, horizontal, far apart, close together) that is then placed inside a feel-and-find box. The teacher then presents the student with several pictorial representations, one being an exact match of the pattern inside the box. The student is asked to insert both hands into the covered side of the box and examine the pattern with his hands. The student is then asked to select the pictorial representation that matches.	Develop concept of number sense (how many) and knowledge of figure-ground discrimination.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
113	Feel-and-Find Beads	1	3-5 large beads of various shapes are placed inside the feel-and-find box. The student is given a lace and asked to insert his hands into the uncovered side of the box and string beads to match a model string of beads that has been placed on top of the box.	Develop recognition of shapes and temporal relations. Integrate vision with hand thinking.
113	Feel-and-Find Beads	2	3-5 large beads of various shapes are placed inside the feel-and-find box. The student is given a lace and asked to insert his hands into the covered side of the box and string beads to match a model string of beads that has been placed on top of the box.	Develop recognition of shapes and temporal relations. Integrate vision with hand thinking.
113	Feel-and-Find Beads	3	A string of 5 or more beads is placed inside the feel-and-find box. The student is asked to insert his hands into the covered side of the box, handle the strand and then string together a similar strand outside of, or on top of the box.	Develop recognition of shapes and temporal relations. Integrate vision with hand thinking.
113	Feel-and-Find Beads	4	A string of beads is placed inside the feel-and-find box along with loose, assorted beads and a piece of string. Without removing his hands from the box, the student is asked to reproduce the pattern of strung beads by composing a new string of beads.	Develop recognition of shapes and temporal relations. Integrate vision with hand thinking.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
114	Form Board	1	A form board with 6 removable shapes (triangle, oval, diamond, rectangle, cross, circle) is placed inside a feel-find-box. The shapes are placed on top of the box. While keeping his hands within the uncovered side of the feel-and-find box, the child is asked to place the cutout forms into the correct spaces.	
114	Form Board	2	A form board with 6 removable shapes (triangle, oval, diamond, rectangle, cross, circle) is placed inside a feel-find-box. The shapes are placed on top of the box. While keeping his hands within the feel-and-find box, the child is asked to fit the cutout forms into the correct concealed spaces.	
114	Form Board	3	A form board with 6 removable shapes (triangle, oval, diamond, rectangle, cross, circle) that have been cut irregularly in half (making 12 total pieces) is placed inside a feel-find-box. Half of the pieces are placed on top of the box, the other half remain in their proper space in the form board. While keeping his hands within the uncovered side of the feel-and-find box, the child is asked to fit the remaining pieces into their correct spaces.	
114	Form Board	4	A form board with 6 removable shapes (triangle, oval, diamond, rectangle, cross, circle) that have been cut irregularly in half (making 12 total pieces) is placed inside a feel-find-box. Half of the pieces are placed on top of the box, the other half remain in their proper space in the form board. While keeping his hands within the feel-and-find box, the child is asked to fit the remaining pieces into their correct concealed spaces.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
114	Form Board	5	A form board with 6 removable shapes (triangle, oval, diamond, rectangle, cross, circle) that have been cut irregularly in half (making 12 total pieces) is placed inside a feel-find-box. The pieces are placed on top of the box. While keeping his hands within the feel-and-find box, the child is asked to fit the pieces into their correct concealed spaces.	
116	Familiar Objects	1	2-3 pairs of familiar objects such as a comb, toothbrush, crayon or block are placed inside a box. One of the objects is placed on top of the box. The student is asked to reach in the box and feel-and-find its mate.	NYS Math Standard: PK.RP.3 - Explore guesses, using a variety of objects and manipulatives.
116	Familiar Objects	2	5 pairs of objects such as a rock, marble, or cotton ball are placed inside a box. One of the objects is placed on top of the box. The student is asked to reach in the box and feel-and-find its mate.	
116	Familiar Objects	3	5 pairs of objects such as a letters, numbers or shapes are placed inside a box. One of the objects is placed on top of the box. The student is asked to reach in the box and find its mate.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
117	Construct-O-Line Hidden	1	The teacher marks a transparent sheet with X's to correspond with the hole pattern on a 4x4 sized peg board. The teacher then punches holes in some of the marked places, and places the sheet on top of a feel-and-find box. The teacher then places a peg board and pegs inside the feel-and-find box and asks the student to put pegs into the board to correspond to the holes that have been punched into the sheet. The student then checks for accuracy by removing the board from the box and then placing the plastic sheet over the pegs on the board.	Concepts of number, figure-ground, temporal and spatial sequencing, and linear recognition
117	Construct-O-Line Hidden	2	The teachers draws lines on a transparent sheet to fill spaces between punched holes and places it on top of the box. The teacher then places a peg board and pegs inside the feel-and-find box and asks the student to duplicate the line pattern by looping one end of a rubber band around the first appropriate peg and then twist the one band from peg to peg until the design is completed. The student then checks for accuracy by removing the board from the box and then placing the plastic sheet over the peg design.	
117	Construct-O-Line Hidden	3	The teacher draws many colored overlapping lines or patterns on a transparent sheet and places it on top of the box. The teacher then places a peg board and pegs inside the feel-and-find box and asks the student to duplicate the line pattern by looping one end of a rubber band around the first appropriate peg and then twist the one band from peg to peg until the design is completed. The student then checks for accuracy by removing the board from the box and then placing the plastic sheet over the peg design.	
118	Hidden Draw Me	1	Using a material such as "Plaster of Paris", the teacher carves various geometric or simple linear patterns (i.e., triangle, square, letters, numbers) into a template that can fit into a feel-and-find box. The student is asked to insert both hands into the feel-and-find box. One hand holds the template while the other hand traces and explores the design. When the child thinks he has interpreted the design, he attempts to duplicate it on a sheet of unlined paper. It is important that he make size, shape, and position the same. When finished, the student removes the template and compares to his drawing by placing his drawing on top of the template and using his finger along the grooves of the template design. If the student's drawing is accurate, the drawn lines will correspond to the indentations in the	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
118	Hidden Draw Me	2	Using a material such as "Plaster of Paris", the teacher carves more advanced patterns (i.e., house, letter/number combination) into a template that can fit into a feel-and-find box. The student is asked to insert both hands into the feel-and-find box. One hand holds the template while the other hand traces and explores the design. When the child thinks he has interpreted the design, he attempts to duplicate it on a sheet of unlined paper. It is important that he make size, shape, and position the same. When finished, the student removes the template and compares to his drawing by placing his drawing on top of the template and using his finger along the grooves of the template design. If the student's drawing is accurate, the drawn lines will correspond to the indentations in the paper.	
118	Hidden Draw Me	3	The teacher places a picture of a simple pattern on top of or near a feel-and-find box, and a piece of clay rope inside the box. The student is asked to insert both hands into the feel-and-find box and duplicate the design by shaping the clay.	
118	Hidden Draw Me	4	The teacher places a picture of a complex pattern (i.e., house, letter/number combination) on top of or near a feel-and-find box, and a sheet of unlined paper and pencil inside the box. The student is asked to insert both hands into the feel-and-find box and duplicate the design on the paper. When finished, the student removes his drawing and compares to the picture	
118	Hidden Draw Me	5	The teacher places a clay rope inside the feel-and-find box. The student is then asked to insert both hands into the feel-and-find box and shape the clay in a specified design or inscribe a design in a flat piece of clay using a stylus.	Concentrate on instructions in order to interpret the object(s) he is to use

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Game Number	Game Name	Level	Description	Learning Skill Targeted
Graphic Thinking Games			MATCH VISION AND MOVEMENT THINKING	Develop eye, arm, hand, finger efficiency and coordination (ocular movement control that is well integrated with digital movement control). Be able to look and predict the beginning and end of a line or space.
119	Graphic Tracking	1	Initially, to minimize body stress, the student is asked to stand approximately 2 feet from the chalkboard, and should work on a plane surface that is tilted. The student is given a piece of chalk (A Polychromatic Alphasite (triple sized) chalk is preferred for this task) or similar sized writing implement, held between the thumb and inside of the first joint of the index finger, (see Writing Support template). Using his preferred hand and placing his other hand on the writing surface (for support and to emphasize bilateral coordination), the student is asked to trace along a solid, straight path approximately one-inch wide and eight-inches long. He is encouraged to draw a line through the solid path from one end to the other without going beyond its lateral borders.	Develop knowledge of how to trace on, or track along, a line. NYS PreK Literacy Competency: Student will demonstrate print awareness (i.e., follow left-to-right and top-to-bottom direction. Distinguish between letters and words, print and pictures).
119	Graphic Tracking	2	Initially, to minimize body stress, the student is asked to stand approximately 2 feet from the chalkboard, and should work on a plane surface that is tilted. The student is given a piece of chalk (A Polychromatic Alphasite (triple sized) chalk is preferred for this task) or similar sized writing implement, held between the thumb and inside of the first joint of the index finger, (see Writing Support template). The student holds the chalk or marker in his preferred hand (placing his other hand on the board for support to emphasize bilateral coordination). The student is asked to trace along an angled or curved path approximately one-inch wide and eight-inches long, (solidly chalked in on a chalkboard or colored in on a whiteboard) by drawing a line through the solid path from one end to the other without going	
119	Graphic Tracking	3	Initially, to minimize body stress, the student is asked to stand approximately 2 feet from the chalkboard, and should work on a plane surface that is tilted. The student is given a piece of chalk (A Polychromatic Alphasite (triple size) chalk is preferred for this task) or similar sized writing implement, held between the thumb and inside of the first joint of the index finger, (see Writing Support template). The student holds the chalk or marker in his preferred hand (placing his other hand on the board for support to emphasize bilateral coordination). The student is asked to trace along an angled or curved path, that is gradually decreased in width, by drawing a line through the solid path from one end to the other without going beyond its lateral borders.	
119	Graphic Tracking	4	The student is asked to trace along a single, thin line from one end to the other without going beyond its border.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
119	Graphic Tracking	5	The student is asked to trace along an angled or curved line from one end to the other without going beyond its border.	
119	Graphic Tracking	6	The student is asked to trace along a single, intersecting line from one end to the other without going beyond its border (see attached example).	
119	Graphic Tracking	7	The student is asked to trace an overlapping spiral from one end to the other without going beyond its border (see attached example).	
119	Graphic Tracking	8	The teacher highlights a path on a road map from point A to point B. The student is asked to trace the same path on his map. Alternatively, the teacher can draw a map and ask the student to draw a map that is the same.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
120	Dots	1	The student is asked to draw a straight line in a direct path between two dots.	
120	Dots	2	The student is asked to draw a straight line in a direct path (from start to finish without lifting pen off of the paper) between three dots in a triangular position, and then four dots in a diamond-shaped fashion.	
120	Dots	3	Without lifting his pen off of the paper, the student is asked to draw a straight line in a direct path that connects 4 points with at least one intersecting line (see attached example).	
121	Hare and Hound	1	The teacher (the "hare"), attempts to place "X's" on the whiteboard faster than the student (the "hound") can connect them by drawing a line from "X" to "X." When the "hound" catches the "hare", the teacher and student change roles.	Develop ability to use vision to direct movement (arm-hand-finger-vision match); to know when and where to start and stop the total body; to match movements for accuracy and efficiency of skills such as writing, drawing, cutting and folding.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
122	Dot Picture	1	The teacher draws "X's" on the board in the form of a picture such as three to form a triangle or many to form a circle. The student is asked to guess the picture and then connect the "X's" to discuss the form created.	Develop graphic thinking and preplanning skills
122	Dot Picture	2	The teacher draws "X's" on the board in the form a more complex picture such as a fish or a house. The student is asked to guess the picture and then connect the "X's" to discuss the form created.	
122	Dot Picture	3	The student is asked to draw "X's" on the board in the form of a picture. The teacher will then guess the picture and then connect the "X's" to discuss the form created.	
123	Templates	1	The student is asked to hold the circle template against the whiteboard and trace (or track) the form several times without stopping. The template is then removed and the student is asked to then draw the same form directly under the template tracing - without using the template. He repeats the procedure three times so that there are three template tracings along with three free-form drawings. He is then asked to evaluate his free-form drawings by indicating which he likes best, next best, and least. The student is then asked to use a different color marker and trace the template over his free-form drawing to check his previous evaluation.	Develop kinesthetic-proprioceptive knowledge of how a particular form is graphically constructed.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
123	Templates	2	The student is asked to hold the square template against the whiteboard and trace (or track) the form several times without stopping. The template is then removed and the student is asked to then draw the same form directly under the template tracing - without using the template. He repeats the procedure three times so that there are three template tracings along with three free-form drawings. He is then asked to evaluate his free-form drawings by indicating which he likes best, next best, and least. The student is then asked to use a different color marker and trace the template over his free-form drawing to check his previous evaluation.	
123	Templates	3	The student is asked to hold the triangle template against the whiteboard and trace (or track) the form several times without stopping. The template is then removed and the student is asked to then draw the same form directly under the template tracing - without using the template. He repeats the procedure three times so that there are three template tracings along with three free-form drawings. He is then asked to evaluate his free-form drawings by indicating which he likes best, next best, and least. The student is then asked to use a different color marker and trace the template over his free-form drawing to check his previous evaluation.	
123	Templates	4	The student is asked to hold the rectangle template against the whiteboard and trace (or track) the form several times without stopping. The template is then removed and the student is asked to then draw the same form directly under the template tracing - without using the template. He repeats the procedure three times so that there are three template tracings along with three free-form drawings. He is then asked to evaluate his free-form drawings by indicating which he likes best, next best, and least. The student is then asked to use a different color marker and trace the template over his free-form drawing to check his previous evaluation.	
123	Templates	5	The student is asked to hold the diamond template against the whiteboard and trace (or track) the form several times without stopping. The template is then removed and the student is asked to then draw the same form directly under the template tracing - without using the template. He repeats the procedure three times so that there are three template tracings along with three free-form drawings. He is then asked to evaluate his free-form drawings by indicating which he likes best, next best, and least. The student is then asked to use a different color marker and trace the template over his free-form drawing to check his previous evaluation.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
123	Templates	6	The student is asked to compare the rectangle to the square and discuss the similarities and differences.	
125	Electro-trace	1	A flexible, but sturdy wire is connected to flashlight batteries which operate a light and/or buzzer. The student holds a loop which surrounds the wire. He attempts to move the loop along a straight line from one end of the wire to the other without allowing the loop to touch the wire.	Develop hand-eye skills
125	Electro-trace	2	A flexible, but sturdy wire is connected to flashlight batteries which operate a light and/or buzzer. The student holds a loop which surrounds the wire. He attempts to move the loop along a bent and curved line from one end of the wire to the other without allowing the loop to touch the wire.	
125	Electro-trace	3	A flexible, but sturdy wire is constructed into a small form (such as a triangle) that is connected to flashlight batteries which operate a light and/or buzzer. The student is given a pair of tweezers and asked to remove the small objects placed within the wire form without allowing the tweezers to touch the wire.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
128	Graphic Puzzles	1	The teacher gives the student a drawing of two intersecting lines; one thick and one thin line. The student is shown the beginning of the line (starting point) and asked to find the end of the line by tracing the line with his eyes only, a flashlight, or using wipe-off markers or crayons on transparent paper placed over the drawing.	
128	Graphic Puzzles	2	The teacher gives the student a drawing of four intersecting lines; one thick, one thin and two different colored lines. The student is shown the beginning of the line (starting point) and asked to find the end of the line by tracing the line with his eyes only, a flashlight, or using wipe-off markers or crayons on transparent paper placed over the drawing.	
128	Graphic Puzzles	3	The teacher gives the student a drawing of several equally thick or thin intersecting lines. The student is shown the beginning of the line (starting point) and asked to find the end of the line by tracing the line with his eyes only, a flashlight, or using wipe-off markers or crayons on transparent paper placed over the drawing.	
128	Graphic Puzzles	4	The teacher gives the student a drawing of several equally thick or thin intersecting lines with curves and angles. The student is shown the beginning of the line (starting point) and asked to find the end of the line by tracing the line with his eyes only, a flashlight, or using wipe-off markers or crayons on transparent paper placed over the drawing (see attached example).	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
129	Prewriting Sequences	1	Before attempting this game, the child should be fairly proficient in the preceding graphic thinking games. Initially, to minimize body stress, the student should work on a plane surface that is tilted. The student is asked to duplicate all of the design drawings in the attached Game 129A template. The teacher encourages the student to make exact and specific reproductions of the intersections, sizes of loops, positions of angles, sections and spaces. The teacher then helps the student discover where their drawings differ (not same) by questioning them or by coloring a section of his own drawing and having the student do the same to theirs.	Promote flexibility that will help the student to print, write, or draw.
129	Prewriting Sequences	2	The student is asked to duplicate all of the design drawings in the attached Game 129B template. The teacher encourages the student to make exact and specific reproductions of the intersections, sizes of loops, positions of angles, sections and spaces. The teacher then helps the student discover where their drawings differ (not same) by questioning them or by coloring a section of his own drawing and having the student do the same to theirs.	
129	Prewriting Sequences	3	The students is instructed to duplicate all of the designs in Game 129B template while holding a screen (ex, piece of oak tag) over his drawing hand to exclude visual confirmation which will help him to internalize graphic thinking so that it becomes an intuitive mental process.	
WACHS Manual 1	Graphic Design	1	The teacher asks the student to draw a circle on specific spot on the paper (i.e., say, "draw a circle here" and then point to the right hand corner of the paper). The teacher then asks the student to draw a square, then a triangle and then a cross. The shapes must be drawn in the above order one at a time.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
WACHS Manual 2	Bisectors	1	The teacher asks the student to draw a rectangle. The student is then asked to draw a line to cut the rectangle in half. The student is then asked to draw another line to cut the half in half	
Logical Thinking Games				
			Interiorize the system of classification and other systems of logical reasoning such as seriation, combination, and quantification.	Explore a task by mentally moving within the thinking system that has been internalized, and apply it to the task at hand.
130	Matching Properties	1	The student is given objects that differ only in two or more attributes within one obvious dimension (i.e., different colors or textures). He is then asked to sort them by placing each given item into its respective container (ex., placing red objects into a red bucket, rough objects into a rough cup, wooden objects into a wooden box).	understand concept of same and different and of a variety of attributes (i.e., concept of roundness).
130	Matching Properties	2	The student is asked to find things according to a specific attribute and place them into their respective containers (ex, a bucket labeled "round things").	
130	Matching Properties	3	The student is given a variety of objects that can differ in two or more attributes (color, size, shape) and asked to independently sort them by class.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
131	Class Sorting	1	The student is given a variety of pictures or items to sort into a container of any nature (i.e., putting objects of one class onto a sheet of paper, within a circle, or to one side of the table). The teacher specifies what types of things go where (ex, things that move go here, things that stay stationary go there).	Sort within a variety of dimensions when there is not matching of properties.
131	Class Sorting	2	The student is given a variety of pictures or items and asked to verbalize the class into which he sorts the objects (i.e, These are crunchy foods, and those are soft foods).	
131	Class Sorting	3	The student is given a variety of pictures or items and asked to sort out one class from the rest of the items (i.e., put all things that are round into this box and leave the other things (NOT round) on the table).	
131	Class Sorting	4	The student is asked to collect things of one class and bring them to the classroom. If appropriate, the objects collected can be further subdivided according to some dimensions, such as leaves sorted into various shapes.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
132	Class Discovery (2 attributes)	1	The student is presented with nine geometrical cutouts: 3 triangles, 3 circles and 3 squares, of three colors, blue, yellow, and red. The student is asked to sort them into three classes.	Understand principle of classifying - its arbitrary characteristic
132	Class Discovery (2 attributes)	2	The student is presented with nine geometrical cutouts: 3 triangles, 3 circles and 3 squares, of three colors, blue, yellow, and red. The student is asked to sort them as seems natural and best to them. Once sorted, ask them to sort in a different way.	
133	Class Discovery (3 attributes)	1	The student is given objects that differ in three attributes simultaneously (i.e., size, shape, color, weight, length, height, width). He is then asked to sort them by placing each given item into its respective container (ex., placing a small, round block into the tall, red bucket.").	Sort objects into more than one obvious attribute (i.e., objects that differ in shape and at the same time color and size).
133	Class Discovery (3 attributes)	2	The student is given objects that differ in three or more attributes simultaneously (i.e., size, shape, color, weight, length, height, width). He is then asked to independently sort them.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
134	Overlapping Circles	1	The teacher places two hoops side by side on the table or floor. The student is then given a variety of pictures or items and asked to sort them by color (i.e., yellow items in hoop #1, red in hoop #2, while all others remain outside of the hoops).	
134	Overlapping Circles	2	The teacher places two hoops side by side on the table or floor. The student is then given a variety of pictures or items and asked to sort them by a color and size (i.e, yellow items in hoop #1, small items in hoop #2, while all others remain outside of hoops) .	
134	Overlapping Circles	3	The teacher places two hoops side by side on the table or floor. The student is then given a variety of pictures or items and asked to sort them by a color and size (i.e, yellow items in hoop #1, small items in hoop #2, while all others remain outside of hoops). The student is then asked where to place items that match both the size and the color? The teacher can provide support by intersecting the two hoops.	
134	Overlapping Circles	4	The teacher intersects three hoops on the table or floor. The student is then given a variety of pictures or items and asked to sort them by a color, shape and size (i.e, yellow items in hoop #1, small items in hoop #2, round items in hoop #3). The student is then asked to sort the items into each hoop and overlapping areas.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
134	Overlapping Circles	5	The student is given a variety of pictures or items and is asked to sort them by placing onto a two-part Venn diagram that shows differences between two or more items and then write or verbalize differences and similarities (i.e., the item is a triangle and also thin).	
134	Overlapping Circles	6	The student is given a variety of pictures or items and is asked to sort them by placing onto a three-part Venn diagram and then write or verbalize similarities and differences (i.e., item #1 is a triangle that is also thin and blue, item #2 is a triangle and is thin, but not blue).	
135	Discovery of Overlapping Classes	1	The teacher displays a variety of objects or pictures, and begins to put a certain number of them into the respective spaces of overlapping hoops or circles. The student is then asked to continue the sorting and is corrected by the teacher until they discover the appropriate principle of classification. For example, the teacher could place a thin, blue triangle into the triple intersection. The student then determines that hoop #1 should contain triangles, #2 thin shapes, and #3 blue shapes.	infer from the given display the underlying principle
136	What Can a Thing Be	1	The teacher shows a certain object or picture of a person or thing, and asks the student to name two uses. For example, the teacher could hold up a pen and ask, "What can this be used for?" Answer = to write or poke a hole.	Be able to switch dimensions on the same object (ie, understanding a man can be a dad and a brother).

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Game Number	Game Name	Level	Description	Learning Skill Targeted
136	What Can a Thing Be	2	The teacher shows a certain object or picture of a person or thing, and asks the student to name three or more uses. For example, the teacher could hold up a pen and ask, "What can this be used for?" Answer = to write, poke a hole, measure.	
136	What Can a Thing Be	3	The teacher shows a certain object or picture of a person or thing, and asks the student to name three or more uses and classification. For example, the teacher could hold up a pen and ask, "What can this be used for?" Answer = to write, to poke a hole, to measure something. It belongs in the class of writing utensils.	
138	Seriation	1	The student is presented with ten sticks of different lengths and asked to properly arrange them (i.e., tallest and shortest as opposed to making an outline of a figure with them).	Recognize that if A is bigger than B, and B is bigger than C, then A is bigger than C.
138	Seriation	2	The student is presented with ten discs of different size and asked to properly arrange them.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
138	Seriation	3	The student is presented with ten sticks of different lengths and asked to arrange them in ascending and then later in descending order.	
138	Seriation	4	The student is presented with various items to be seriated such as circles of different sizes, sandpaper of different roughness, colors of differing shades, or blocks of different thickness.	
138	Seriation	5	The student is presented with seven sticks and asked to arrange them in ascending or descending order. The teacher has kept back three of the sticks, which are now handed to the student to be placed in the appropriate spots within the series.	Interpolate the sticks by perceptual trial and error or by logical preconception.
139	Lining Up	1	If there are not enough people available, the student is presented with at least five cardboard cutouts or outlines of persons of various heights, and asked to line them up. He is the asked to place himself in the appropriate spot within the series.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
139	Lining Up	2	If there are not enough people available, the student is presented with at least five cardboard cutouts or outlines of persons of various heights, and asked to line them up in alphabetical order of first names, then by hair color, and by chronological order of birthdates. Each time he is asked to place himself in the appropriate spot within the series.	
140	Arrangements	1	The teacher introduces three different objects, colors or numbers to arrange. The student is then asked how many different ways he thinks he can arrange them ($3 \times 2 \times 1 = 6$ ways). The student then investigates his hypothesis by making different arrangements while the teacher keeps record. After the student has determined that no more arrangements can be made, the final result is recorded for future analysis (i.e., last time we played this game you made 3 different arrangements and this time you made 4).	Discover a systematic method of achieving a complete set of possible arrangements for a fixed number of items (intro to permutations).
140	Arrangements	2	The teacher introduces three different objects, colors or numbers to arrange, which can be used more than once. The student is then asked how many different ways he thinks he can arrange them in pairs of two only ($3 \times 3 = 9$ ways). The student then investigates his hypothesis by making different arrangements while the teacher keeps record. After the student has determined that no more arrangements can be made, the final result is recorded for future analysis (i.e., last time we played this game you made 3 different arrangements and this time you made 4).	Discover a systematic method of achieving a complete set of possible arrangements for a number of items that are NOT fixed (intro to permutations).
140	Arrangements	3	The teacher marks four sides of a table by placing a different color tape on the top of each side. The student, along with three of his peers, are asked to write their name or initials on a piece of paper and place it on the table beside each color (concrete objects, colors or numbers can also be used in place of peers). The student is then asked how many different ways they can arrange themselves or the objects ($4 \times 3 \times 2 \times 1 = 24$ ways). The student then investigates his hypothesis by making different arrangements that he must keep track of. After the student has determined that no more arrangements can be made, the final result is recorded for future analysis.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
140	Arrangements	4	The teacher introduces five different objects, colors or numbers to arrange, which can be used more than once. The student is then asked how many different ways he thinks he can arrange them in pairs of two only (5x5=25 ways). The student then investigates his hypothesis by making different arrangements that he must keep track of. After the student has determined that no more arrangements can be made, the final result is recorded for future analysis (i.e., last time we played this game you made 3 different arrangements and this time you made 4).	
141	Graphic Permutations	1	The teacher puts a short sequence of items on the board, such as, LXOTU (colored lines or geometrical forms can be substituted for letters or numbers), and draws a line under it. The teacher then leaves the group of students alone to play the permutation game. Their task is to take turns and write as many different permutations of the given items as they can think of.	
142	Matrix	1	The teacher presents the student with numerous items having two dimensions (i.e., different shapes of different colors). The teacher completes a matrix with one free choice. For example, the teacher places a yellow triangle into space 1, a blue triangle into space 2, and a blue circle into space 4. The student is asked to make the logical choice for space 3 (answer would be yellow circle - see "matrix" tab for example).	Classify items according to two or more dimensions at the same time
142	Matrix	2	The teacher presents the student with numerous items having two dimensions (i.e., different shapes of different colors). The teacher completes a matrix with two items given that share the attribute of one dimension and differ in the other dimension. For example, the teacher places a yellow circle into space 1, a blue circle into space 2. The student must determine the designation of column 2 by putting in spaces 2 and 4 a yellow and blue triangle, square or diamond.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
142	Matrix	3	The teacher presents the student with numerous items having two dimensions (i.e., different shapes of different colors). The teacher completes a matrix with two items that differ in two attributes. For example, the teacher places a big triangle into space 2, a little square into space 3. The student is asked to make the logical choice for space 1 and 4 (determining the dimension of columns as shapes (triangle and square) and rows as size (big and little).	Symbol-object relation
146	Marble Probability	1	The student sits around a dish in which eight yellow and four blue marbles are placed. The student is asked to guess which color he is most likely to find. The dish is then screened from the student's eyes while he reaches in to remove a marble. The marble is then replaced in order to give the student opportunity to play with odds that stay invariant.	Understand probability of pulling out a yellow is greater because there are more yellow than blue marbles.
146	Marble Probability	2	The student sits around a dish in which eight yellow and four blue marbles are placed. The student is asked to guess which color he is most likely to find. The dish is then screened from the student's eyes while he reaches in to remove a marble. After one or two turns some other odds are presented (8 to 2, 7 to 4, 6 to 5). Each time, the marble is replaced to give the student the opportunity to play with invariant odds.	Understand that the closer the odds are to 50-50, the more difficult the task of guessing the probability.
146	Marble Probability	3	The student sits around a dish in which eight yellow and four blue marbles are placed. The student is asked to guess which color he is most likely to find. The dish is then screened from the student's eyes while he reaches in to remove a marble. This time the marbles are not replaced so that the odds are continuously changing.	Make the more reasonable prediction

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Game Number	Game Name	Level	Description	Learning Skill Targeted
146	Marble Probability	4	The student sits around a dish in which eight yellow and four blue marbles are placed. The student is asked to guess which colors he is most likely to find when reaching in to grab two marbles (2 yellow more reasonable than 1 yellow and 1 blue). The dish is then screened from the student's eyes while he reaches in to remove the marbles.	Make the more reasonable prediction
146	Marble Probability	5	The student is presented with marbles of two colors (i.e., 10 blue and 10 red). The marbles are then hidden in a bag. The student is asked to reach into the bag and guess what color he is most likely to pull out. The student must keep track of the changing odds by recording the color of marbles that are taken out successively as he predicts the color each time.	Make the more reasonable prediction
146	Marble Probability	6	The student is presented with marbles of two or more colors. The marbles are then hidden in a bag. The student is asked to reach into the bag and guess what color he is most likely to pull out. The student must keep track of the changing odds in his head as he predicts the color each time.	Make the more reasonable prediction
147	Spinner Proportion	1	The teacher presents the student with a spinner of two different sized and colored parts of a circle (i.e., 3/4 red, 1/4 green). The student is asked to predict on what color the spinner will stop (red is most likely).	Make the more reasonable prediction

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Game Number	Game Name	Level	Description	Learning Skill Targeted
147	Spinner Proportion	2	The teacher presents the student with a spinner of three different sized and colored parts of a circle (i.e., 1/2 red, 1/8 green, 3/8 blue). The student is asked to predict on what color the spinner will stop (red is most likely).	Make the more reasonable prediction
147	Spinner Proportion	3	The teacher presents the student with two different spinner circles with different color sectors. For example, 3/4 black and 1/4 white versus 2/3 blue and 1/3 red. The student is then asked to predict which is more likely; the white on circle 1 or the red on circle 2 (red is most likely).	
147	Spinner Proportion	4	The teacher presents the student with two different spinner circles; each with two different color sectors. For example, 3/4 black and 1/4 white versus 2/3 white and 1/3 black. The student is then asked to predict which is more likely; the black on circle 1 or the white on circle 2 (black is most likely).	Make the more reasonable prediction
148	Prediction	1	The teacher presents the student with a variety of everyday situations or objects to exercise intelligent probability thinking. For example, questions such as; how many out-of-state cars will pass by in the next minute or five minutes? How many cabs will pass by before we see a bus? How many words will be on a page before one finds a specific word such as "the, and, is, a but"? What is the first letter on a page of a book randomly opened? How many kids will be in the school next year?	Make reasonable prediction in "natural" situations

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Game Number	Game Name	Level	Description	Learning Skill Targeted
149	Object Perspective	1	Four students, A,B,C,D, sit around a square table on which an open doll house with various rooms and furniture is placed. Each student has a cardboard tray and duplicate pieces of furniture. Student A is asked to arrange the position of the furniture for one room on his cardboard tray the way B sees it; child B is to arrange the furniture of another room the way C sees it, and so on. Once they have done so, each student takes a turn carrying his tray over to the respective student to evaluate their construction from the other student's position.	Understand position and spatial transposition
149	Object Perspective	2	Three pieces of furniture; a lamp, a sofa and a television set are lined up against the wall of a doll house. The student, who views this arrangement from the side, has to reconstruct on his tray the proper sequence of the furniture. He confirms his construction by carrying his tray to the position where he has a front view of the furniture.	Understand the perspective of partially hidden objects.
149	Object Perspective	3	The teacher presents a piece of cardboard on which is painted a simple landscape: a lake (blue), a road, and a wooded area (green). A car and a cow are then placed on this scene. The scene is set in the middle of a table where it is viewed by several students at different positions. Each student has a duplicate cardboard scene. The student is asked to place the cow and the car on their cardboard as seen from another student's perspective. The student then checks his placement by carrying his board over to the respective student's position.	Demonstrate understanding of perspective
150	Picture Perspective	1	A simple scene is concretely presented, such as one with a large building in the middle, a tree on its right side, and a factory in the rear left-hand corner. The student, viewing the scene from the front, is to choose from one of four schematic drawings that show this scene from the opposite perspective. The four drawings include the correct perspective, a view of the front perspective, and two other drawings that do not have the appropriate left-right or front-behind reversal. After making a choice, the student compares the drawing with the actual view from the other side.	Understanding opposite perspectives

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Game Number	Game Name	Level	Description	Learning Skill Targeted
150	Picture Perspective	2	A simple scene is concretely presented, such as one with a large building, a tree, and a factory. The scene includes a reversal perspective of a partial or complete overlap, due to reversal of front-behind such as when a tree is seen in front of a building but would be hidden if seen from behind. The student, viewing the scene from the front, is to choose from one of four schematic drawings that show this scene from the opposite perspective. After making a choice, the student compares the drawing with the actual view from the other side.	Study and predict perspective and relate to real life
150	Picture Perspective	3	A simple scene is concretely presented, such as one with a large building, a tree, and a factory. The student, viewing the scene from the front, is to choose from a set of schematic drawings the one that shows the scene from the left and then the right perspective. After making a choice, the student compares the drawing with the actual view from the other side.	Understand other than opposite perspectives
150	Picture Perspective	4	A simple scene is concretely presented, such as one with a large building, a tree, and a factory. The student, viewing the scene from the front, is to choose from a set of schematic drawings the one that shows the scene from each of the four corners demonstrating diagonal perspective. After making a choice, the student compares the drawing with the actual view from the other side.	Understanding perspectives other than from the midpoint of four sides
150	Picture Perspective	5	The student is asked to make a schematic drawing of a scene of his choice. He is then asked to re-draw the scene from different perspectives, including visual overlap.	Understand perspectives

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Game Number	Game Name	Level	Description	Learning Skill Targeted
Social Thinking Games			DEVELOP A MATURE SOCIAL PERSONALITY	Be able to experience another person's viewpoint.
151	Blindfold Hello	1	Child A is blindfolded. Child B stands before him and says, "Hello (name of blindfolded child), who am I?" Child A may make three guesses, each guess preceded by the "Hello" question. Child B is the next to be blindfolded and another child comes before him.	Recognize peers by name and sound of their voice.
152	Touch Hello	1	Child A is blindfolded and must touch the face and head of Child B to discover his identity. As in Game 151 each child may make three guesses. Child B is then the next to be blindfolded.	Recognize peers by name and facial features.
153	Listening	1	Students are asked to sit with their eyes closed and listen to the sounds: a: Outside the building (example follows), b: Outside the room (hall, other rooms), c: Inside the classroom The students are then asked to describe the sounds they heard. Where did the sound come from? What made the sound? Can you make that sound?	
153	Listening	2	Students are asked to sit with their eyes closed and concentrate on only one sound they hear from: a: Outside the building (example follows), b: Outside the room (hall, other rooms), c: Inside the classroom The students are then asked to imagine and name a person connected with one of the sounds.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
153	Listening	3	Students are asked to close their eyes and concentrate on only one sound they hear. The students are then asked questions such as: Where did the sound come from? What made the sound? Can you make that sound? Did anyone else hear that sound? Did someone hear another sound?	
154	Sounds	1	The student is asked to identify pre-recorded sounds that are familiar to the student's environment such as rain or running water, footsteps, dog bark or car horn.	
154	Sounds	2	The student is asked to identify pre-recorded sounds that are less familiar to the student's environment such as an elevator bell, street drill, subway car or emergency vehicle siren which could be used with students from rural areas.	
154	Sounds	3	The student is asked to identify pre-recorded sounds from particular professions such as an adding machine, printer, cash register, dentist drill, hammering, etc.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
154	Sounds	4	The student is asked to identify pre-recorded sounds that belong to a particular classification such as water sounds that would include a drippy faucet, water going down a tub drain, a hose on full force, etc.	
154	Sounds	5	Each student is asked to bring to class recorded sounds for others to identify	
156	Mirror	1	The student sits in front of a mirror. The teacher then asks the student to perform certain tasks, such as pretending to brush his hair or his teeth, or to throw a ball. The student then directs the teacher to perform a task in front of the mirror (if the student is non-verbal, he/she can select a picture representation of a task).	
156	Mirror	2	Two children sit facing each other. One is the mirror, the other is the person using the mirror (Figures 43A, 43B). The player using the mirror should have a definite chore to perform in front of the mirror, such as getting dressed to go to a party, getting ready for bed, getting a haircut (Figure 43C). The teacher facilitates discussion such as - Tell me some of the things the person using the mirror did and if the mirror reflected those things. If you had been the person using the mirror would you have done anything he did not do? What? Why?	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
157	What Am I doing	1	The teacher pantomimes a simple activity such as frying an egg, hitting a baseball, going down a slide. The student is asked to name the activity.	
157	What Am I doing	2	A student is asked to pantomime a simple activity for others to guess such as kicking a field goal, playing Frisbee, mowing the lawn.	
157	What Am I doing	3	The teacher selects a student to pantomime a simple activity. The teacher then asks others to join the student one at a time and do the same activity. When all students are doing the pantomime the teacher asks them to "freeze." The teacher then goes around to each student, beginning with the most recent joiners, and asks what activity he/she is doing (some may not be doing the original activity but rather one that uses a similar motion).	
158	What Are We Doing	1	A student is asked to pantomime a simple activity such as catching a ball. The teacher then asks volunteers to join the first player one at a time and do a related activity (throwing a ball). Students are asked questions such as - Do you do that the same way he did? How else could it be done? Who else might have been in that scene and what would he have been doing?	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
159	Mates	1	The class is divided into two teams. Each member of Team A is given a different activity card. The same list of activities is given to members of Team B. No one knows what anyone else's activity is. Team A spreads out in a line or circle and begins to pantomime their activities. As a member of Team B recognizes his assigned activity, he joins his mate from Team A and they do their activity standing together. The teacher facilitates a discussion by asking questions such as - Did your mate do you activity the same way you did? What did he do that made you recognize that he was your mate? Is there another way to do the activity?	
161	From Here to There	1	Students are asked to stand at one end of the room. The teacher then describes an imaginary space that they will cross to get to the other side of the room such as crossing a field, a street, a river, and ice-covered pond, and so on. Students will be given ample time to react to obstacles, objects, and weather conditions along the way. For example, the teacher could say, "Let's pretend we are walking through a field on a sunny day. Start walking slowly. The sun is really hot. There is a big puddle in front of you, try to cross without getting too wet. There are some flowers, touch one. See its color. You can pick it if you want."	
162	Walking	1	The teacher leads the students into an imaginary environment by suggesting noises, objects, temperature changes, etc., to which the players respond as individuals. Students are asked to put the rest of the class out of their mind and pretend they are all alone, being careful not to touch anyone and break the concentration. The teacher should be directing the players to help them tune into the environment of the particular game such as an underwater walk where players are searching for something of their choosing in a sunken ship.	
163	Celebration	1	Students are asked to act out the roles of participants of a social occasion such as a wedding, birthday party, christening, or ethnic festival. The teacher leads a discussion about what roles were acted out, why it is done that way, how others celebrate in their family, or how it could be done differently.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
163	Celebration	2	Students are asked to reconstruct a place they or the class has visited such as the playground, library, or park. The teacher leads a discussion by asking questions such as - What did you have to do there? Did you have any problems? What could you have done differently? Who else was there? What were they doing?	
164	Story Clap	1	The teacher asks students to come up with a story title, or may suggest a story that deals with a particular topic such as illness, danger, or anger. The teacher then asks for a volunteer to begin the story. One at a time, students add sentences or phrases to make a story. Between each sentence everyone does a rhythmic clap-clap-clap (or can pass a ball). After the story has been told (the teacher may need to decide when to end the story), the students are given roles and act out the story.	
165	Tell Me What Happened	1	A volunteer is asked to tell the group about a particular subject (fieldtrip, vacation) or true happening he has experienced - yesterday, last month, last year, anytime. When he has finished the group acts out the story, while the originator of the story narrates. The teacher leads a discussion by asking questions such as - What did you do when that happened? Would anyone else have done something different?	
166	Who Does This at Home	1	A student is asked to pantomime a member of his family performing an activity at home. The player secretly tells the teacher what he will be doing so that the teacher can facilitate the game. The viewers guess who the player is (mom, dad, sister) and what the activity is. The teacher then leads a discussion by asking questions such as - Does anyone else's mom do that? Can you do it?	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
167	Who Does This at Work	1	A student is asked to pantomime an activity of a paid occupation. The player secretly tells the teacher what he will be doing so that the teacher can facilitate the game. The viewers guess who the player is (dentist, doctor, policeman) and what the activity is. The teacher then leads a discussion by asking questions such as - Does anyone else's know something different the person does? Can you do it?	
168	Pairs with Problems	1	The teacher presents two students with a problem that they have to solve such as a mailman trying to deliver a package that the recipient does not want or a person who has misplaced the keys to his house. Once they have arrived at a probable solution or determined that the problem cannot be solved, the teacher leads a discussion with the group about whether the problem can be solved other ways or how it could have been avoided.	
171	Experience Picture Story	1	The teacher presents 5-6 photographs of an interesting situation such as a baseball game. The student or students are asked to capture the important events and put them in a 3-part sequence (first the boy hit the ball, then he ran down the baseline, then the first baseman tagged him out) to tell the story.	Show interest and understanding in the chronological order of events and develop their vocabulary
171	Experience Picture Story	2	The teacher presents approximately 10 photographs of an interesting situation. The student or students are asked to capture the important events and put them in a sequence (begin, middle, end) to tell the story.	relate visual to social thinking

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Game Number	Game Name	Level	Description	Learning Skill Targeted
171	Experience Picture Story	3	The teacher presents photographs of multiple interesting situations. The student or students are asked to capture the important events in each situation and put them in a sequence to tell the story.	
172	Unusual Pictures	1	The teacher presents an unusual picture such as a landscape from an uncommon perspective or distance, a street after snowfall, or a familiar spot in a fog. The student is asked to discover what the picture represents.	Compare usual with unusual, familiar with the unfamiliar in the social and personal experiences which the pictured events illustrate
173	Make an Illustrated Story	1	The teacher asks the students to look at 5-10 photographs taken by the class, decide on a theme, and come up with a story that is illustrated by the pictures.	Experience a variety of possible viewpoints - what is most important - and express own personal bias and interest.
174	Picture Arrangement	1	Selected photographs of a particular event familiar to the student or students are presented in random order. The student is asked to sequence them correctly.	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
174	Picture Arrangement	2	The student is asked to take several photographs of an act or event as it progresses. The student later presents his pictures to other students who have to put them in proper arrangement. The teacher then asks the student who took the photographs if the sequence is correct.	Understand the importance of logical thinking for the expresser as well as the receptor
176	Picture Poetry	1	The student is asked to take photographs of something that is interesting to them on account of some unique, beautiful, or fascinating aspect that they want to share with the group. The teacher attempts to bring out the poet in the student by asking him to relate to other students their feelings about the object that prompted their taking its picture.	
177	Let's Take a Walk	1	The student or entire class spends fifteen to twenty minutes walking around the outside of the school building. The student or students are requested to seek out various things such as a leaf, something living, something not living, a little thing, something interesting. They then return to the classroom to discuss their object or interest as it relates to area of study such as mathematics, ecology, history, biology, etc.	
178	Let's Learn About	1	Students choose an event or place in the community that is accessible and cooperative. The students then experience what will occur by playing social thinking games in the classroom prior to the excursion. After the excursion takes place the teacher leads a discussion about what students thought would occur versus what did occur. Did anything unexpected occur?	

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Game Number	Game Name	Level	Description	Learning Skill Targeted
179	Show and Tell	1	Each student is asked to bring an object to school that has qualities which lead to the student's discussion of its function, its various uses, how it came to be, where it could be obtained, its shape, its aesthetic value, the feelings it evokes, and why it was chosen.	
179	Peer Directions	1	A student is asked to give a peer directions on how to accomplish a given task such as how to get from Point A to Point B.	
Eye Power-Volume One	What Am I Thinking	1	The student is shown a picture (start with simple black and white, then colored or more detailed photos) and asked to describe how the person or character is feeling (happy, sad, mad, worried, excited, scared). The teacher facilitates by commenting on the different facial indicators (i.e., eyebrows curved up or down, tears, smile, frown). The teacher and student then take turns practicing these faces and pretending to feel the same way, or a different way (It may be helpful to use a mirror).	Increase awareness of thoughts that people have. Learn that the face can show how others feel.
Eye Power-Volume One	What Am I Thinking	2	The student is shown a picture (start with simple black and white, then colored or more detailed photos) and asked to select the word that best describes how the person or character is feeling. The student is encouraged to look at their facial expression and direction of their eyes (i.e., a person or character is looking at the lollipop and feeling happy). The teacher and student then take turns practicing these skills and guessing how the other feels.	Increase awareness of thoughts that people have. Learn that eyes and face can show what others are thinking and how they feel.

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Game Number	Game Name	Level	Description	Learning Skill Targeted
Eye Power-Volume One	What Am I Thinking	3	The student is shown a picture (start with simple black and white, then colored or more detailed photos) and asked to select the thought bubble with the sentence that best describes how the person or character is feeling. The student is encouraged to look at their facial expression, direction of their eyes and gestural cues (i.e., the person or character is looking and pointing to the candy jar and feeling happy). The teacher and student then take turns practicing these skills and guessing how the other feels.	Increase awareness of thoughts that people have. Learn that the face, eyes and gestures can show what others are thinking and how they feel.
Eye Power-Volume One	What Am I Thinking	4	The student is shown a picture (start with simple black and white, then colored or more detailed photos) and asked to fill the thought bubble with a sentence that best describes how the person or character is feeling. The student is encouraged to look at their facial expression, direction of their eyes and gestural cues (i.e., the person or character is looking and pointing to the candy jar and feeling happy). The teacher and student then take turns practicing these skills and guessing how the other feels.	Increase awareness of thoughts that people have. Learn that the face, eyes and gestures can show what others are thinking and how they feel.