



# Springtime Fun

## Circle: Activity – Act Like It's Spring

### Objective:

This activity reinforces pattern and symbol recognition, categorization, and decision-making skills to complete a collaborative identification and role-playing task.

### Materials:

- Sequence strip or large sequence panels (provided)
- Spring activity cards (provided)
- Bag
- Music
- Scissors

### Preparation:

1. Print, laminate, and cut out:
  - a. Sequence strip or large sequence panels
  - b. Spring activity cards
2. Choose to prepare the traditional-sized sequence strip, or use the large sequence panels to create a larger sequence strip by arranging the images in order, taping them together, and laminating.
3. Place the spring activity cards in a bag.
4. Prepare the music.
5. Have the sequence strip or sequence panels on hand, and refer to them throughout the activity to guide the students.

### Instructions:

1. Lead a discussion about sports and activities that occur in spring, and explain that students will play a game acting out different spring activities. Tell students they will pull a card from the bag, wait to hear the music start, and then the class will act out the activity on the card. As you walk students through each step of the activity, point to its corresponding step on the sequence strip. Indicate the spring activity cards.
2. Hold up the spring activity cards one at a time, and have the class discuss what the activity is and what it would look like. Place all cards back into the bag.
3. Model the activity by first pulling a card from the bag and having students help you identify it. Next, turn on the music. Demonstrate acting out the spring activity on your chosen card. Then stop the music, and model sitting down.
4. Choose a student to pull a spring activity card. Have the student show the card to the class, and encourage them to identify the spring activity.
5. Start the music. Model acting out the activity on the pulled card, and encourage the class to do the same along with you. Stop the music after 30–40 seconds.
6. Repeat Steps 4–5 until everyone has had a turn drawing a card.

## Suggestions for Differentiation:

### Level 1:

- Provide the cue “do this,” and model the action.
- If needed, model requesting help, and encourage the student to imitate using their mode of communication.

### Level 2:

- Explain the activity using one-step directions, and teach the student to reference the sequence strip when needed.

### Level 3:

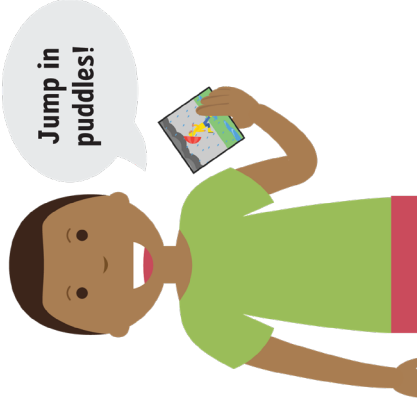
- Explain the activity using multi-step directions.
- Consider having the student read the action cards for other students when they request assistance.



**Pick a card**



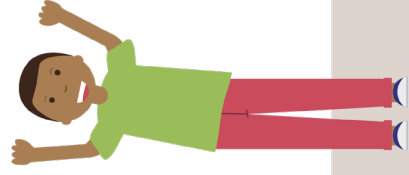
**Say the spring activity**



**Listen for music to start**



**Act out the spring activity**



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**Sit down when the music stops**



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**Pick a card**



**Say the spring activity**



**Listen for music to start**



**Act out the spring activity**





**Sit down when the music stops**





**Smell a flower**



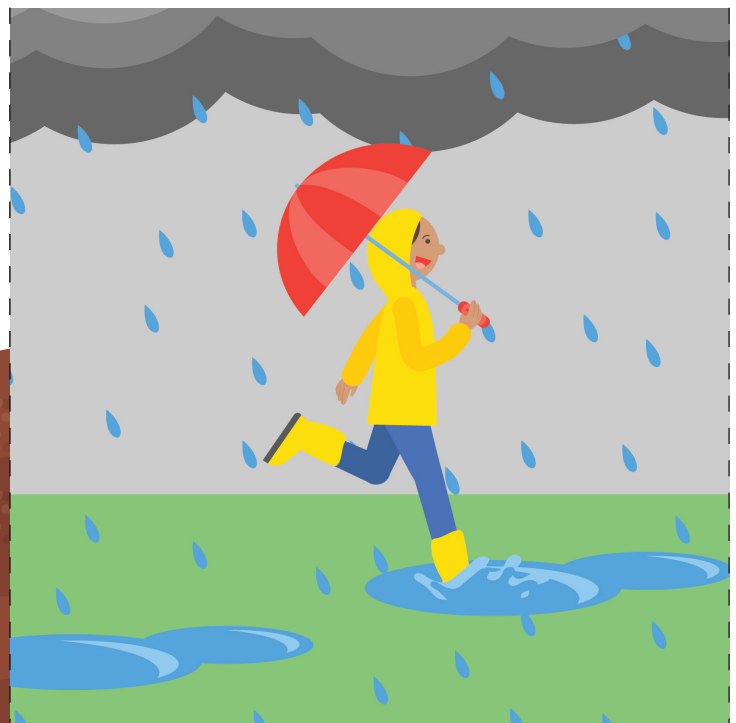
**Catch a butterfly**



**Water a garden**



**Jump in puddles**





**Mow the lawn**



**Hop like a rabbit**



**Use a shovel to dig in your garden**



**Put on your rain boots**

