



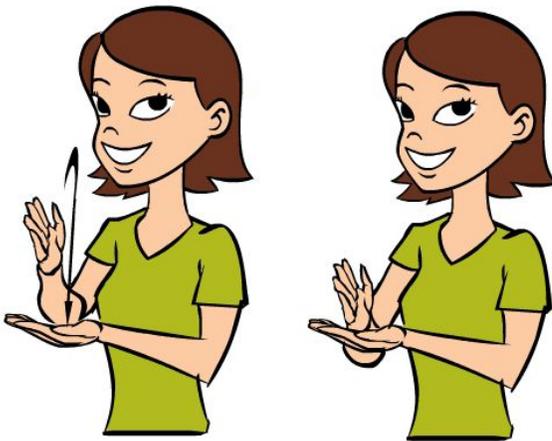
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ACTIVITY NAME: Stop, Go, Fast, Slow

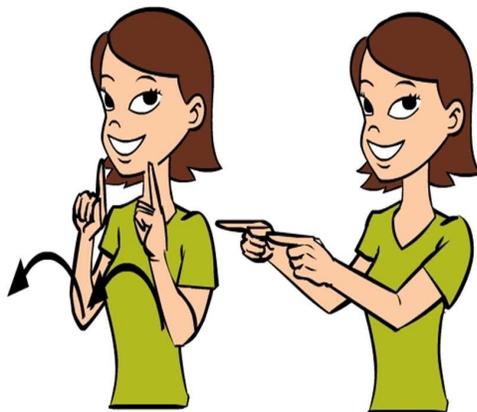
In our preschool classroom, we like to practice learning the concepts of stop/go and fast/slow when it is embedded into our daily activities. These concepts are important for our kids to know as they can be words used to keep us safe. When we hear the word “stop”, we usually stop what we are doing. When we hear the word “slow”, we might remember to walk instead of run. When we hear the word “go” we know it is safe to move.

Materials: You can use sign language:

SIGN FOR “STOP”

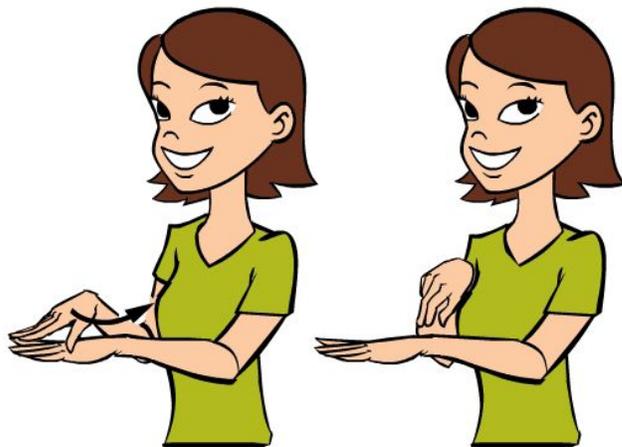


Sign for "Go"

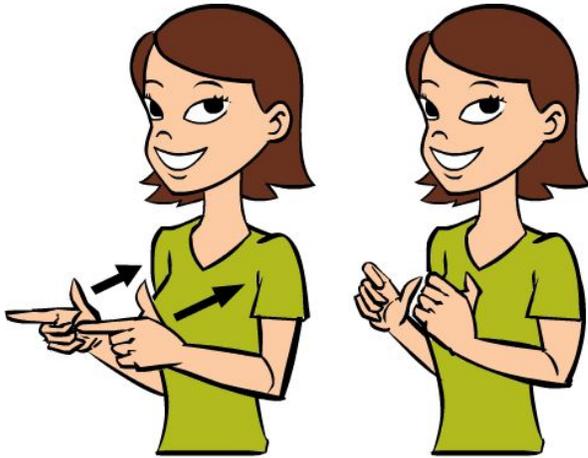


www.babysignlanguage.com

SIGN FOR "SLOW"



SIGN FOR "FAST"



You can also use different color paper with with word written on it. I like to use red for **STOP**, green for **GO**, yellow for **SLOW** and blue for **FAST**.

Directions:

Here are a couple ways that we learn the concepts of FAST/SLOW/STOP/GO at Anchor Center:

- Requesting STOP/GO or FAST/SLOW while being pulled in a wagon. Say “GO!” and pull the wagon forward, say “STOP” and stop wagon. Then demonstrate going FAST and SLOW to help your child understand the difference. Give your child the opportunity to make choices: offer a choice to go fast or slow, stop or go.
- Singing songs. Sing a favorite song once at normal speed. Let your child know that you will be singing the song FAST or SLOW. Show them the sign language sign for the words FAST/SLOW or the colorful paper cues that you made for FAST/SLOW.

I like to sing part of the song both fast and then again slow to help children hear the difference.

Present your child with paper or other cue you choose to represent these concepts and ask your child whether they want to sing the song FAST or SLOW. After they make a choice (ex.”You chose slow! We’re going to sing SLOW”), sing the song. Repeat and repeat. Repetition is a great way to learn!

Target Areas: O&M, Sound discrimination, Choice-making, Self-Determination, Compensatory Skills, concept development