

Don't Burn Your Feet

Shape Names

Parts of Shapes

Shape Attributes

Whole Group

Small Group

Center Time

Summary of Activity Adaptations

This is a summary of all the available adaptations to make Don't Burn Your Feet easier or harder to accommodate the needs of your students. Whether the adaptation is easier or harder depends on each student's math or executive function (EF) skills.

	Make It Easier	Make It Harder
Math	<ul style="list-style-type: none"> ■ Use familiar shapes (such as circles, triangles, squares, rectangles). ■ Use only easier examples and non-examples (such as triangles vs. circles and squares) for shapes. ■ Draw or show and name additional examples of the target shape. 	<ul style="list-style-type: none"> ■ Use less familiar shapes (such as hexagons, trapezoids). ■ Use more challenging examples and non-examples. ■ Challenge children to explain exactly why the shape they chose is an example of that kind of the shape by describing or naming some of the attributes of the shape class (for example, <i>I know it's a triangle because it has three sides</i>).
EF	<ul style="list-style-type: none"> ■ Before jumping, have children point to which shape(s) they will jump on and which will "burn their feet." ■ Use Stop and Go Mediator Cards to separate "planning" time (when children state the rule) from "action" time (when children start to move to shapes). Hold up the red stop card while children plan their next move to their next shape, and hold up the green card to cue children to move. 	<ul style="list-style-type: none"> ■ In addition to giving a rule about what shape to jump on, tell children to move in a certain way (for example, <i>Tiptoe to the circles</i> or <i>Hop on the squares</i>).
Math & EF	<ul style="list-style-type: none"> ■ Draw a few examples of shapes to jump on (that fit the rule) and some to avoid jumping on (that don't fit the rule) on a white board, and have children tell you whether or not the drawn shapes fit the description. 	