

School Specialty

Lesson Plan: November Week 2

TIME: Approximately 20 minutes to do all 4 activities

ACTIVITIES



A: Healthy Choices



B: Throw Balls at Yoga Cards



C: Helicopter to the Zoo



D: Painters Tape Run

EQUIPMENT	Description and Alternatives	Purchase
<p>Poly spots At least 1 spot (preferably more) in each of these colors: red, yellow, blue and green</p>	<p>Vinyl circles, about 9 inches in diameter, in a variety of colors. They are versatile and durable, sticky enough to stay put on the floor and hefty enough to use as a steering wheel or a pretend tray. If you have the funds, these spots are worth the investment.</p> <p>Alternative for this week’s game: colored poster board, construction paper, paper plates, or trays</p>	<p>Amazon School Specialty</p>
<p>Sponge balls 3-5 per child</p>	<p>Sponge balls should be small, lightweight and come in a variety of colors.</p> <p>Alternative: Rolled up socks.</p>	<p>Oriental Trading</p>
<p>Pop, Hop, & Rock™ Yoga Cards, November Set and Garden Set</p>	<p>Laminate the card for durability.</p>	<p>Downloadable cards: See <i>Curriculum Downloads for October</i></p>
<p>Painters tape At least 3 different colors</p>	<p>Painters tape in various colors: blue, green and yellow are the easiest to find.</p> <p>Note: do not use masking tape on almost any flooring. It is very challenging to remove.</p>	<p>Amazon Amazon Amazon Any home improvement store</p>

DEVELOPING SKILLS	Lesson Plan Activities			
	A Healthy Choices	B Throw Balls at Yoga Cards	C Helicopter to the Zoo	D Painters Tape Run
Perceptual Motor Skills				
Body Awareness	X	X	X	X
Directional Awareness	X		X	X
Spatial Awareness	X		X	X
Temporal Awareness		X	X	
Sensory Skills				
Auditory Processing	X	X	X	X
Proprioceptive Development		X	X	
Vestibular Development		X	X	X
Visual Processing	X	X		X
Strength				
Aerobic Strength	X		X	X
Core Strength		X	X	X
Grip Strength		X		
Upper Body Strength		X	X	
Lower Body Strength	X	X	X	X
Other Skills				
Crossing the Midline		X		X
Eye-Hand Coordination		X	X	X
Motor Planning		X	X	
Bilateral Movement		X	X	
Balance		X	X	

See REFERENCE: Skills, Strengths, Motor Movements for more information

ACTIVITY A: Healthy Choices

Ages 2-6

GOALS

Children will get aerobic practicing colors and healthy food options.

SKILLS

Perceptual Motor Skills

Body awareness

Directional awareness

Spatial Awareness

Sensory Skills

Auditory processing

Visual processing

Strength

Aerobic strength

Lower body strength

EQUIPMENT

At least 1 poly spot (preferably more) in each of these colors: yellow, red, blue and green (See Equipment List for alternatives.)

HOW TO

- Set Up* Put the red spot in one corner of the room, yellow in another, blue in the third corner and green in the last corner.
- Transition In* Children are in their Starting Position.
- Introductory Questions* We are going to play a game called Health Choices. Is a banana a healthy choice? Is a cookie a healthy choice? Is a salad a healthy choice? Is a candy bar a healthy choice? Are lima beans a healthy choice?
- Pointing at each corner of the room ask them what colors they see. What color are bananas? Tomatoes? Blueberries? Green beans?
- Explain The Game When I say GO!* We are going to run in a big circle in the same direction. If I say bananas we are going to run to the yellow corner. Then we will run again, and if I say green beans where do you think we will run? Then we will run again and if I say tomatoes where will we run? What if I say blueberries?
- Transition Out* Children collect the spots and make a pancake stack in a specified place.
- Change Up* For younger children, start with calling the colors rather than the food. If they respond well, try calling the food. For older children, place cones in the middle of the room. These are treats. If they knock over a treat on their way to a healthy choice, then they go to the side of the room and do 5-10 jumping jacks before rejoining the game.

ACTIVITY B: Throw Balls at Yoga Cards
Ages 2-6

GOALS

Children will practice throwing skills as well as yoga poses.

SKILLS

Perceptual Motor Skills

Body awareness
Temporal awareness

Sensory Skills

Auditory processing
Proprioceptive development
Vestibular development
Visual processing

Strength

Core strength
Grip strength
Upper body strength
Lower body strength

Other Skills

Crossing the midline
Eye-hand coordination
Motor planning
Bilateral movement
Balance

EQUIPMENT

Pop, Hop & Rock™ Yoga Cards, November Set and Garden Set
Painters tape
Sponge balls, about 3-5 per child

HOW TO

- Set Up* Tape the cards with the paintings that correspond to the yoga poses to the wall, about 5 feet up. Keep the cards with the photos of children doing the poses for your reference. Scatter sponge balls on the floor.
- Transition In* Children are waiting in their Starting Position.
- Introductory Questions* Have you ever done Yoga poses?
Do you see all the pictures I have taped to the walls?
- Explain The Game When I say GO!* Today we are going to practice our throwing AND our yoga poses. These pictures represent yoga poses.
I am going to call out a pose and you will get a ball, find the picture of the pose and throw a ball at it. Then we are all going to do the pose together.
For example: If I say "Tree," you will get a ball, find the tree picture, throw the ball at the tree and then we will all do tree pose.
- Transition Out* Return all the balls to their container.

ACTIVITY C: Helicopter to the Zoo
Ages 2-5

GOALS

Children will use their imaginations and bodies in this game.

SKILLS

Perceptual Motor Skills

Body awareness
Directional awareness
Spatial awareness
Temporal awareness

Sensory Skills

Auditory processing
Proprioceptive development
Vestibular development

Strength

Aerobic strength
Core strength
Upper body strength
Lower body strength

Other Skills

Eye-hand coordination
Motor planning
Bilateral movement
Balance

EQUIPMENT

None needed.

HOW TO

<i>Set Up</i>	No set-up required.
<i>Transition In</i>	Ask children to come to the middle of the room and spread out so they have plenty of room.
<i>Introductory Questions</i>	Would you like to go to the zoo? Would you like to fly your own helicopter to the zoo?
<i>Explain The Game When I say GO!</i>	Explain that we are going to fly their own helicopter to the zoo to see the animals. We are going to go through all the steps for a helicopter trip, pairing the steps with big body movement. See <i>Helicopter to the Zoo Prompts</i> for all the details.
<i>Transition Out</i>	Children return to the Starting Position.

Helicopter to the Zoo Prompts and Actions

Use these prompts as a guide for playing Helicopter to the Zoo. Feel free to improvise!

First, open our helicopter door. *(Pretend to pull open a big door.)*

Then, climb in and sit in the pilot's seat. *(Lean down, climb into the helicopter and sit on the ground.)*

When we drive helicopters we sit with our knees bent and our heels on the floor in front of our bodies. *(Demonstrate.)*

Now, close their helicopter door. *(Reach up and close the door.)*

Helicopters can be dangerous, so we will need two seat belts. *(Reach up with your left hand to your right shoulder to pull the first seatbelt across your body. Then repeat on the other side.)*

We must also wear a helmet which is sitting on the dashboard. *(Reach up and get the helmet then put it on.)*

Put on the chin strap and flip down the microphone so they can talk to the people in the control tower. *(Pretend to put the chin strap on and flip down the microphone, maybe even tapping the end of the microphone and saying, "Testing? Testing?")*

Get the keys off the dashboard and put them in the ignition. *(Pretend to put them in the ignition and start the engine.)*

Ready to take off? *(Stand up and put arms straight out, making their helicopter wings. Spin in your helicopter as you move slowly around the room.)*

Do you see the zoo below?

Do you see bears? Let's be bears! *(Bear crawl and make bear growls.)*

Let's get back into our helicopters and spin the opposite direction.

Do you see the giraffes? Let's be giraffes! *(Tiptoe and reach hands way up to the ceiling.)*

Repeat, getting in the helicopter and spinning around, changing direction each time, having the children be the animals in between: birds (flapping wings), elephants (stomping feet), penguins (walking on heels), crabs (crab walking), zebras (galloping), kangaroos (hopping with two feet), orangutans (swinging from tree to tree), etc.

It is time to head back home, so we need to land our helicopters. *(Sit down, heels down and knees bent, repeating the steps in the opposite order: keys back on the dashboard, helmet comes off and back on the dashboard, taking off both seat belts, opening the door and getting out.)*

What a great trip to the zoo! High 5s for everyone!

ACTIVITY D: Painters Tape Run
Ages 4-7

GOALS

Children will get aerobic practicing their colors.

SKILLS

Perceptual Motor Skills

Body awareness
Directional awareness
Spatial awareness

Sensory Skills

Auditory processing
Vestibular development
Visual processing

Strength

Aerobic strength
Core strength
Lower body strength

Other Skills

Crossing the midline
Eye-hand coordination

EQUIPMENT

Painters tape in at least three different colors

HOW TO

- Set Up* Make lines on the floor using painters tape. The lines should be parallel to each other and about 3 feet apart. For these instructions, assume the lines are green, blue and yellow.
- Transition In* Children form a line, parallel to the tape lines, facing the tape lines.
- Introductory Questions* Do you see the lines of tape on the floor?
What color is this line? (Repeat with each line of tape.)
- Explain The Game* I am going to say a color. Your job is to go to that color, touch it with your hand, and return to where you are now.
- When I say GO!* Green!
Blue!
Yellow!
Repeat several times.
- Transition Out* Children return to the Starting Position.
- Change Up* Make it harder by stringing two colors together, calling, “Green! Blue!” or “Yellow! Blue!” Once they get the hang of two colors, try three or four in a set.