



Lesson Plan: September Week 1

TIME: Approximately 20-25 minutes to do all 5 activities

ACTIVITIES



A: Freeze and Melt



B: Speed Racer



C: Horse and Crab



D: Limbo



E: Lorax versus the Once-ler, Level 1

EQUIPMENT	Description and Alternatives	Purchase
Music	<p>The Limbo Song, the theme song from the old Speed Racer TV show, and Move It from the Madagascar movie.</p> <p>Alternative: Any fast-paced songs will do.</p>	Can be found online to download
<p>Poly Spots</p> <p>1 for each child in your class, plus 5-10 extra (at least 20)</p> <p>You will need 1 red, 1 yellow and 1 green spot for Speed Racer.</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. If you have the funds, these spots are worth the investment.</p> <p>Alternatives: For spots to use on the floor, you can cut circles out sheet vinyl, cheap placemats, shelf liner or non-skid rug liner. Or, you can mark places on the floor with colored masking tape.</p> <p>For spots you use in your hands (like in Speed Racer), you can use paper plates or circles cut from poster board, preferably laminated.</p>	<p>Amazon</p> <p>School Specialty</p>
Limbo Stick	<p>An old broom handle, long dowel or yard stick. You can have the kids paint it for you.</p>	Craft or hardware store
<p>Plastic Cones</p> <p>3-4 cones per child in your class</p>	<p>Cones come in different sizes and weights. Cones are repeatedly stepped on, so durable cones with some flexibility are preferable for the long term. A 7-10" cone works best.</p> <p>Alternative: You can use large plastic cups.</p>	<p>Amazon or Dollar Tree, but they aren't as durable</p>

DEVELOPING SKILLS	Lesson Plan Activities				
	A Freeze and Melt	B Speed Racer	C Horse and Crab	D Limbo	E Lorax/ Once-ler
Perceptual Motor Skills					
Body Awareness			X	X	
Directional Awareness		X	X	X	
Spatial Awareness				X	
Temporal Awareness		X	X		
Sensory Skills					
Auditory Processing	X	X			X
Proprioceptive Development	X		X	X	
Vestibular Development			X	X	
Visual Processing		X			
Strength					
Aerobic Strength	X	X			X
Core Strength	X		X	X	
Grip Strength			X	X	X
Lower Body Strength	X			X	
Upper Body Strength	X		X	X	X
Other Skills					
Crossing the Midline		X			
Eye-Hand Coordination					X
Motor Planning				X	
Bilateral Movement					

See Reference: Skills, Strengths, Motor Movements for more information.

ACTIVITY A: Freeze and Melt
Ages 3-7

GOALS

Children should be able to move from spot to spot while the music is playing. When it stops, they should be able to respond appropriately to instructions given at the beginning of the game, including lying down on the floor and getting back up to standing.

SKILLS

Sensory Skills

Auditory processing
Proprioceptive development

Strength

Aerobic strength
Core strength
Lower body strength
Upper body strength

EQUIPMENT

Poly spots. There should be a few more spots than children.

Music (*Move It* from the Madagascar movie works well, but any upbeat song will work.)

HOW TO

- Set Up* Before the children arrive, lay the spots in a circle spaced about one preschool stride length apart.
- Transition In* Ask the children to choose a spot to stand on.
- Introductory Questions* Have you ever had an ice cream cone before?
Is the ice cream frozen?
What happens if you don't eat the ice cream fast enough?
- Explain The Game: When I say GO!* When the music starts, walk on the spots in a circle.
When the music stops, they are to freeze like an ice cream cone, then melt all the way to the ground until their belly buttons are on the ground.
When the music starts again, they are to get up and start walking on the spots again.
- Transition Out* Ask the children to pick up the spot they are standing on at the end of the game. It will become their steering wheel for the next game - Speed Racer.
- Change Up* Vary how long the music plays and how long they stay on the ground. For older kids make the transitions very quick, then alternate between quick and slow.

ACTIVITY B: Speed Racer
Ages 2-7

GOALS

Children should be able to keep moving in the same direction, reacting to the traffic light colors, without running into each other or objects in the room.

SKILLS

Perceptual Motor Skills

Directional awareness

Temporal awareness

Sensory Skills

Auditory processing

Visual processing

Strength

Aerobic strength

Other Skills

Crossing the Midline

EQUIPMENT

Poly spots or paper plates for steering wheels

Red, yellow and green items to indicate the colors of a traffic light (poly spots, scarves, construction paper, paper plates)

Music (The theme song from the old Speed Racer TV show is perfect, but any fast paced song will do.)

HOW TO

Set Up The children are holding their steering wheels from Freeze and Melt. Pick up the unused spots.

Transition In Have children go to the Starting Position.

Introductory Questions How did you get to school today? (Or, if children don't arrive by car: What makes all that traffic on the street?)

Can you drive a car? What is the big circle the driver holds?
(Holding up each of the red, yellow and green items, one at a time)
What color is this? When drivers come to a traffic light and see this color, what do they do?

Explain The Game: When I say GO! They now have a steering wheel and they are going to drive race cars. They must run in the same direction, and they must pay attention to the traffic light (teacher).

Remind them that red means stop, yellow means slow down, green means go.

Transition Out Everyone freezes with their spots. Those same spots will become saddles for the next game - Horse and Crab.

Change Up Add crossing the midline. When they go slow, they turn the wheel all the way to the right and left, keeping their hands on the same place on the circle.

ACTIVITY C: Horse and Crab
Ages 3-6

GOALS

Children should be able to crawl around the space on their hands and knees. They should also be able to crab walk in the space and be able to get their bottoms off the floor while doing so. They should be able to respond to the directions of attempting to balance the spot on their backs or bellies.

SKILLS

Perceptual Motor Skills

Body awareness
Directional awareness
Temporal awareness

Sensory Skills

Proprioceptive development
Vestibular development

Strength

Core strength
Grip strength
Upper body strength

EQUIPMENT

Poly spots or some flat item that is heavy enough to rest on the body without slipping off.

HOW TO

- Set Up* Children will already be holding a poly spot they have just used in Speed Racer.
- Transition In* Have children spread out around the room.
- Introductory Questions* Have you ever seen a horse before?
If you were going to ride a horse, what would you sit on?
- Explain The Game: When I say GO!* The poly spot is now going to be a saddle and the children will be the horses.
They are going to balance the saddle on their backs and walk around on their hands and knees. They can add horse sounds, too.
- Transition Out* Ask the children to put the poly spots on their heads and see if they can walk while balancing it on their head. Bring the spot to the teacher and use their hands to make a pancake stack of spots.
- Change Up* Introductory questions for Crab: Have you ever seen a crab before? What if you were going to ride a crab and it needed a saddle?
The poly spot is now going to be a saddle for a crab. The children will start by sitting on the floor and placing their hands behind them, their feet in front, and placing the spot on their bellies. They will lift their bottoms off the floor, balancing the spot on their bellies while moving their hands and feet like a crab.

ACTIVITY D: Limbo
Ages 2-6

GOALS

Children should be able to follow directions, moving their bodies in multiple planes and directions.

SKILLS

Perceptual Motor Skills

Body awareness
Directional awareness
Spatial awareness

Strength

Core strength
Grip strength
Lower body strength
Upper body strength

Sensory Skills

Proprioceptive development
Vestibular development

Other Skills

Motor planning

EQUIPMENT

Limbo stick, dowel or yard stick

Limbo music preferred, but any upbeat music will work.

HOW TO

- Set Up* Two teachers hold the ends of the stick.
- Transition In* Have the children form a line facing the limbo stick.
- Introductory Questions* Have you ever played Limbo before?
Do you know the object of the game? (To go under the stick without touching it.)
- Explain The Game: When I say GO!* Children will go under the limbo stick, go around behind the teacher, and get in line again for another turn to go under the stick.
For each round, lower the stick making it harder to go under.
1. Walk under the stick.
 2. Waddle like a duck.
 3. Crawl like a bear, with straight legs.
 4. Crawl like a puppy, on hands and knees.
 5. Walk like a crab, with belly toward the ceiling and hands behind.
 6. Slither like a snake, with belly buttons on the ground.
 7. Now, take stick to mid-shin height and have them step over it.
 8. Finally, place the stick on the floor, hold it down with your fingers, and have them to jump over the stick with two feet.
- Transition Out* Have the children move to the Starting Position for the next activity.

ACTIVITY E: Lorax versus the Once-ler, Level 1

Ages 2-7

GOALS

Children should be able to follow the directions of knocking cones over or returning them to their standing position with their hands. They should be able to follow the directions to return to their Starting Position, demonstrating self and body control.

SKILLS

Sensory Skills

Auditory processing

Strength

Aerobic strength

Grip strength

Upper body strength

Other Skills

Eye-hand coordination

EQUIPMENT

Medium sized cones, at least 3-4 per child

HOW TO

- Set Up* Set up cones on the opposite side of the room from the Starting Position. Make sure the cones are fairly far away from each other.
- Transition In* Have the children move to the Starting Position.
- Introductory Questions* What do you think these cones could be? Could they be hats? Giant ice cream cones? Trees? (Trees)
Have you ever read the book or seen the movie *The Lorax*?
In the book does the Lorax love trees or hate trees? (Love)
In the book does the Once-ler love trees or hate trees? (Hate)
- Explain The Game: When I say GO!* The children are to pretend they are the Once-ler first. They are to hold up one hand to show their tree-chopping hand. They will use that hand to chop down the trees, while staying on their feet.
When all the trees have been knocked down, they are to return to the Starting Position.
For the second round, they are the Lorax. Their job is to plant all the trees by standing them all up again. When they have completed that task, they are to return to the Starting Position.
- Transition Out* Children pick up the cones and stack them in the teacher's hands.
- Change Up* For 2 year old children, just have them knock down the cones and the teachers stand them back up again.
For older children, have them try being the Lorax and Once-ler while bear crawling (with straight legs), or as a rabbit, or an elephant, etc.