



Lesson Plan: September Week 3

TIME: Approximately 20 minutes to do all 4 activities

ACTIVITIES



A: Cape Capture



B: Bridge Building



C: Color Run



D: Frog Pond

EQUIPMENT	Description and Alternatives	Purchase
<p>Scarves At least 2 per child in your class</p>	<p>Scarves should be lightweight and come in a variety of solid colors.</p> <p>Alternative: You can make your own from durable, lightweight, solid fabric, such as flag-making fabric. Use pinking shears to minimize unraveling.</p>	<p>Amazon</p>
<p>Poly Spots 14 spots</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>Amazon School Specialty</p>

DEVELOPING SKILLS	Lesson Plan Activities			
	A Cape Capture	B Bridge Building	C Color Run	D Frog Pond
<i>Perceptual Motor Skills</i>				
Body Awareness	X		X	X
Directional Awareness	X	X	X	
Spatial Awareness			X	
Temporal Awareness				X
<i>Sensory Skills</i>				
Auditory Processing			X	
Proprioceptive Development				X
Vestibular Development		X		
Visual Processing				
<i>Strength</i>				
Aerobic Strength	X		X	
Core Strength		X		
Grip Strength	X			
Lower Body Strength				X
Upper Body Strength				
<i>Other Skills</i>				
Crossing the Midline		X		
Eye-Hand Coordination	X	X		
Motor Planning		X		X
Bilateral Movement		X		X

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

ACTIVITY A: Cape Capture
Ages 3-8

GOALS

Children should be able to demonstrate self control and following directions.

SKILLS

Perceptual Motor Skills

Body awareness

Directional awareness

Strength

Aerobic strength

Grip strength

Other Skills

Eye-hand coordination

EQUIPMENT

One scarf per child to be used as a cape, plus plenty of extra scarves for replacement capes.

HOW TO

<i>Set Up</i>	Have scarves ready to go.
<i>Transition In</i>	Have children gather in the Starting Position. Have the children turn around with their backs facing the teacher. Tuck one scarf in the back of each child's shirt, creating a cape.
<i>Introductory Question</i>	What do superheroes wear on their backs? (Capes) What happens when superheroes lose their capes? (They get another one.)
<i>Explain The Game: When I say GO!</i>	Children will attempt to capture a cape off each other's backs without having their cape captured by another child. If a cape is captured, then the child should come to come get a new cape from the teacher. As the game continues, gather the captured capes from the kids who have them so they can be reused. They must run in the same direction while playing. Reassure children that it is no big deal if their cape is captured because there are plenty of replacement capes available. The teacher providing the replacement capes should stand in the middle of the room.
<i>Transition Out</i>	Have the children pull their capes off their backs and hold on to them to prepare for Bridge Building.
<i>Change Up</i>	Older children can manage this game without running in the same direction. It is an excellent way for them to practice body, space and directional awareness.

ACTIVITY B: Bridge Building

Ages 4-7

GOALS

Children should be able to follow directions and understand directional cues: forward, backward, around, front, behind.

SKILLS

Perceptual Motor Skills

Directional awareness

Sensory Skills

Vestibular development

Strength

Core strength

Other Skills

Crossing the midline

Eye-hand coordination

Motor planning

Bilateral movement

EQUIPMENT

Two scarves per child. Each child should have two different colored scarves.

HOW TO

Set Up

When Cape Capture is over, children return to the Starting Position and remove their capes, holding the scarves in their hands. Spread out remaining set of scarves on the ground close to the Starting Position.

Transition In

Ask the children to hold the scarf they have and to pick up a second scarf off the floor that is a different color. Then, they return to the Starting Position.

Introductory Questions

If we pretend the floor is a river, and we don't want our feet to get wet, what do we need to get across? (a bridge)

Explain

Children are going to use the scarves to build a bridge from the Starting Position all the way across the room.

The Game:

When I say GO!

To keep their feet dry, they must keep their feet on the scarves, not on the floor, as they move across the room.

Demonstrate how to build a bridge with Scarf 1 and Scarf 2:

Place Scarf 1 on the floor right in front of you. Step on top of Scarf 1.

Place Scarf 2 in front of Scarf 1 and step on top of Scarf 2.

Reach around behind you and grab the Scarf 1. Pull it around in front of Scarf 2. Step onto Scarf 1.

Repeat this process (Reach around, grab scarf, place scarf, step on scarf) until you get across the room.

Having two different colored scarves is critical because it makes it much easier to coach the children on what to do next.

Transition Out

Have all the children pick up their scarves and go back to the Starting Position.

ACTIVITY C: Color Run
Ages 3-6

GOALS

Children should know their colors and be able to follow directions.

SKILLS

Perceptual Motor Skills

Body awareness

Directional awareness

Spatial awareness

Sensory Skills

Auditory processing

Strength

Aerobic strength

EQUIPMENT

Two different colored scarves per child.

HOW TO

Set Up

Each child should have two different colored scarves.

Transition In

Gather children in the Starting Position. If there is a large group of children, they can be split in half, standing on opposite sides of the room facing each other.

Introductory Questions

Do you know what color scarves you are holding?

Explain

The teacher calls out a color.

The Game:

If you are holding that color scarf, run to the other wall.

When I say GO!

Each time the teacher calls a color they are holding, they must run to the opposite wall.

Remind the children that many children will be running at the same time. If you have split the group and put them on opposite sides of the room, there will be children running in opposite directions. So, they must be careful and watch where they are going.

Remind them they must not look over their shoulder when they run. They must not look down when they run. They must not look at the teacher when they run. They must ONLY look forward when they run.

Demonstrate each of these mistakes and run into a wall or another teacher to show the danger of not watching where they are going.

Transition Out

Ask the children to put the scarves back in their storage container.

Change Up For younger children who are just learning their colors, use one scarf per child.

ACTIVITY D: Frog Pond
Ages 3-7

GOALS

Children should be able to hop from two feet to two feet, or be in the process of learning to hop. They should be able to recognize their colors.

SKILLS

Perceptual Motor Skills

Body awareness

Temporal awareness

Sensory Skills

Proprioceptive development

Strength

Lower body strength

Other Skills

Motor planning

Bilateral movement

EQUIPMENT

14 poly spots

HOW TO

Set Up Place the spots on the floor in front of the Starting Position, 4 in one row, then three, then 4, then three.

Transition In Children move to the Starting Position as you set up the spots.

Introductory Questions If you were green and you lived by a pond, what would you be?

If you are a frog, how do you move?

If you were a frog and you wanted to sit in the middle of the pond, what would you sit on?

Explain The spots are lily pads. The children are on one side of the pond.

The Game:
When I say GO! Each child will take a turn hopping across the pond, from two feet to two feet, from lily pad to lily pad, until they have reached the other side of the pond.

Once all children have crossed the pond, then they will take turns hopping back.

Transition Out Have the children pick up all the spots, and bring them to you balancing them on their heads. Using their hands, have them make a pancake stack in the teacher's hands.

Change Up For older children, after they have hopped across the pond, tell them there are frog-eating spiders on all the green spots. When they hop back across the pond, they will have to avoid the green spots. Each time the children come across the pond, explain that the frog-eating spiders are spreading to other lily pads. So, the second time there

may be frog-eating spiders on the green spots AND the yellow spots.
Then, the green ones, the yellow ones AND the red ones.