



Presenting...
Let's Get Moving!

Presented By:
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The SPARK Programs
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OBJECTIVES

Rules and safety, spatial awareness, movement exploration, locomotor and non-locomotor skills, listening skills

EQUIPMENT

1 poly spot per child, 4 cones

ACTIVITY	ORGANIZATION	TEACHING CUES
Orientation/ Expectations	<p>-INDIVIDUAL DAY-</p> <p>-Children scattered within play area standing on poly spots.</p> <p>-Poly spots should be spread out so children standing on them cannot touch others.</p> <p>-Express your participation and behavioral expectations of children.</p>	<p>-Do you see those colored spots? They are called poly spots.</p> <p>-When I say, "GO," walk to a poly spot and stand on it.</p> <p>-During movement class we have some things we have to remember:</p> <ol style="list-style-type: none"> 1. Be good listeners. 2. Stay within our play area. 3. Don't bump into other, be a careful mover. <p>-We want everyone to be safe, have fun, and be active! Everybody has the right to practice and play, so let's play carefully with our friends.</p>
Establish Learning Environment: Personal Space	<p>-Explain <u>personal space</u> (area around them as far as they can reach. Wherever they go, their personal space is with them.</p> <p>-Blow bubbles to reinforce concept and capture imaginations.</p> <p>-Allow appropriate time for practice then signal to stop activity.</p>	<p>-The space you occupy is your <u>personal space</u>. To find your personal space, let's blow up a pretend bubble. Do it with me! (Pretend to blow up a bubble around body.) Now pretend you are inside of a bubble. Touch everywhere. What happens to bubbles that touch things? That's right. They go pop! Let's try not to pop our bubble.</p> <p>-Wherever you go, you take your personal space with you. So move carefully and try not to bump into others.</p> <p>-Let's play something now. When I say, "GO," everyone walk <u>around</u> their poly spot. Ready, GO.</p> <p>-When I say, "STOP," get back on your poly spot.</p>

(Continued on next page)

ACTIVITY	ORGANIZATION	TEACHING CUES
Establish Learning Environment: Personal Space (Continued)	<p>-Gradually increase the distance children walk around their poly spots. Begin with a small circle (size of poly spot), then progress to a medium sized circle (2-3 feet circumference), and finally a large sized circle (8-10 feet circumference).</p> <p>-Have children check the color and position of their poly spot so they will return to the correct spot. Prompt children to verbally say the color of their poly spot for added reinforcement.</p>	<p>-Great job! This time make a bigger circle as you walk around your poly spot. Watch me and I'll show you how. Now it is your turn!</p> <p>-Super! Now we can walk even farther. As you walk, be careful, don't pop your bubble!</p> <p>-Before we go, look at your poly spot and see what color it is. Will you remember to get back to the right poly spot?</p> <p>-Now let's try to walk anywhere (inside our play area/cones) and not bump into anyone. Remember to get back to your poly spot safely.</p> <p>-Did you move safely? Did you remember where your poly spot was? Super job!</p>
Personal Space Challenges	<p>-Praise those who move carefully, begin and stop on cue, and show movement creativity.</p> <p>-Give cues for children to practice <u>non-locomotor movements</u> (e.g., stretching, twisting, turning, bending, swinging, pushing, pulling, rocking, swaying).</p>	<p>While in your personal space, how:</p> <p>-Small can you make yourself? Tall? Wide?</p> <p>Can you:</p> <p>-Stretch and touch the sky? Bend and reach to touch your shoes?</p> <p>-Turn and smile at a friend while still facing forward? Do your feel twisted. Turn and twist the other way?</p> <p>How would you move your body if you were:</p> <p>-Pushing something away from you?</p> <p>-Pulling something towards you?</p>
Closure	<p>-While balancing on 1 foot, talk about the lesson's activities.</p>	<p>-Let's stand on one foot and remember what we did today.</p> <p>-What are those spots we used today called?</p> <p>-How did we start/stop moving?</p> <p>-Were you a careful mover today? Give yourself a hug!</p>

UNIT: BEANBAG BONANZA

LESSON: 1

OBJECTIVES

Object manipulation, spatial awareness, fine/gross motor development, balance, social skills

EQUIPMENT

1 beanbag per child, 1 poly spot per child, 4 cones

ACTIVITY	ORGANIZATION	TEACHING CUES
Introduction-Orientation	<p>-INDIVIDUAL DAY-</p> <ul style="list-style-type: none">-Children scattered in play area (ensure personal space by placing poly spots well spaced apart).-Explain expectations to children prior to playing with new manipulative.-Have children walk to a beanbag that has been placed on a poly spot.	<ul style="list-style-type: none">-We will begin playing with something new today; we will be playing with beanbags.-It is important we know when to play with our beanbag and when to stop and listen. Let's practice.-On START cue, <u>walk</u> over to a beanbag. Stand on your poly spot and balance your beanbag on your shoulder.-Now we are ready to do some fun things!
Try This!	<ul style="list-style-type: none">-Children as above.-Reinforce body identification with beanbag play.-Children can trace shapes in the air while manipulating their beanbag.▶ Instructors may use the visual-aid cards located in the appendix for children to see the correct shape to draw.-Remember to practice both sides of the bodies, dominant and non-dominant sides.	<p>Can you balance your beanbag on:</p> <ul style="list-style-type: none">-Your head? Knee? Foot? Back? Tummy?-Your elbow? Now make your elbow go up and down. Great job. Try your other elbow.-Your head and <u>walk</u> around your poly spot?-Your shoulder and <u>walk</u> around your poly spot?-Your hand? Now have your hand make little circles. Big circles. Squares. Triangles.-A foot and raise your leg up and down. If your beanbag falls off, pick it up and continue on.-Now try putting the beanbag on the other foot and go up and down.-Look how well you are balancing, super work!

ACTIVITY	ORGANIZATION	TEACHING CUES
Oopsies... I Need Help	<ul style="list-style-type: none"> -Each child with a beanbag balanced on their shoulder. -Discuss social skills on helping others. -Praise all who say, "Thank you." -Try other body parts to balance the beanbag on. -Balancing on the head will be very challenging. 	<ul style="list-style-type: none"> -I have a new game called, "Oopsies...I Need Help." So let's get ready, put your beanbag on your shoulder. -On my START cue, start <u>walking</u> in our play area. If your beanbag falls off your shoulder you must freeze and yell, "Oopsies...I Need Help!" -Someone will help you by picking up your beanbag and placing it back on your shoulder. They have to keep their beanbag on their shoulder and not let it fall off. -Don't forget to say, "Thank You." (After a few minutes of play...) -Now let's try it on our heads. This will be tricky. -You all did a great job today on trying your best.
Beanbag Close	<ul style="list-style-type: none"> -While collecting beanbags, call out one color at a time. Have children walk/gallop/side-slide over to you. -Discuss some positive social skills with children (i.e., saying, "Thank you" and "Please.") 	<ul style="list-style-type: none"> -When I call the color of your beanbag, walk/gallop/side-slide over to me. Listen carefully. -When you get to me, I'll take your beanbag and say, "Thank You." What should you say? That's right, "You're welcome." -What a great day!

UNIT: SILLY SCARVES AND STREAMERS

LESSON: 1

OBJECTIVES

Hand-eye coordination, laterality, tracking,
Rhythmic and creative expression

EQUIPMENT

1 scarf per child
1 poly spot per child

ACTIVITY	ORGANIZATION	TEACHING CUES
Establishing Personal Space	<p>-INDIVIDUAL DAY-</p> <p>-Children scattered on poly spots listening to behavioral and safety expectations.</p> <p>-Prompt children to brainstorm safety considerations and positive social interactions.</p> <p>-Discuss with children other delicate items they have ventured across (i.e., a butterfly, a flower petal, egg shells, etc.)</p>	<p>-Today we will begin a new unit called, Silly Scarves and Streamers. We are going to use scarves on one day and streamers the next day. On Friday we will have a surprise.</p> <p>-Today we will play with our scarves. Do you think we have to be careful with scarves? Why? (<i>Prompt possible answers.</i>) We have to be careful not to step on the scarves because they are slippery and can make us fall. We also want to be gentle with them so we don't tear them, they are very delicate.</p>
Silly Exploration	<p>-Children explore with their scarf. Watch children as they problem solve, avoid giving suggestions at this point.</p>	<p>-When I say, "Go," <u>walk</u> at a high level to get a scarf and return to your poly spot. You have a few minutes to explore.</p>
Can You?	<p>-Prompt cues and allow children time to practice.</p> <p>▶ Refer to the visual aid cards (shapes) located in the appendix.</p>	<p>Can you lay your scarf on the ground and:</p> <p>-Make a square? How many sides does a square have?</p> <p>-Make a triangle? How many corners does a triangle have?</p> <p>-Make a smaller triangle?</p> <p>-Make even a smaller triangle?</p> <p>Can you make giant circles:</p> <p>-In front of you?</p> <p>-To the side of you?</p> <p>-Over your head?</p> <p>-Now try it all again with the other hand.</p>


ACTIVITY	ORGANIZATION	TEACHING CUES
SSS Time	<p>-Scarves should be placed on ground so children can watch the demonstration with full attention.</p> <p>-Teachers may want to discuss where the palm is and how to make it face downward. It may help to pretend that a face is drawn on the palm for reference.</p>	<p>-All scarves on the ground in front of you and eyes on me please.</p> <p>-Let me show one way to hold the scarf so you can toss it and catch it. Lay the scarf on your hand that doesn't color/write/paint. With the other hand, pick up the scarf in the middle, using your thumb and pointer finger first. Keep your palm facing down. Gently lift the scarf up and flick your wrist when you are ready to let it fly.</p> <p>-Keep your eyes on it and catch it when you are ready. The tricky part is to catch it on the way down, keep your palm facing downward.</p> <p>Can you toss your scarf and:</p> <p>-Make it land on your hand? Arm? Head? Foot? Back? Let the other hand toss it up now and see how you do catching it on different parts.</p>
Scarf Closure	<p>-Review with the children what you did today. Prompt with questions! Who can tell me...</p> <p>-Have the children help with cleanup.</p>	<p>-Who can name one thing we did with our scarf today?</p> <p>-When I count to 3 tell me the color of your poly spot. When I call out your color bring me your poly spot (have the children do a locomotor skill when cleaning up) and scarf.</p>

OBJECTIVES

Locomotor and non-locomotor skills,
listening, creativity

EQUIPMENT

4 cones

ACTIVITY	ORGANIZATION	TEACHING CUES
I See, I See	<p>-INDIVIDUAL DAY-</p> <p>-Children scattered within play area.</p> <p>-Answer question with task for the class to perform.</p> <p><u>Variation:</u> -Encourage children to create possible prompts.</p>	<p>-The name of our game today is, "I See, I See."</p> <p>-I will say, "I SEE, I SEE." Everyone will ask, "WHAT DO YOU SEE?"</p> <p>-I will tell you what I see, then you make it happen!</p> <p><u>Possible responses:</u></p> <p>I See, I See:</p> <p>-Wonderful children walking fast with big smiles on their faces.</p> <p>-Rabbits jumping over fallen trees.</p> <p>-Butterflies flying gracefully from flower to flower.</p> <p>-Kangaroos springing about in the outback.</p> <p>-Autumn leaves falling to the ground.</p> <p>-Fairies leaping slowly through the air.</p> <p>-Bears lumbering through the forest.</p> <p>-Deer skipping happily through the forest.</p> <p>-Crabs moving sideways on the beach.</p>
	<p> <i>Literature Tip:</i> BROWN BEAR, BROWN BEAR, WHAT DO YOU SEE? or POLAR BEAR, POLAR BEAR, WHAT DO YOU HEAR? by Bill Martin Jr. and Eric Carle.</p>	