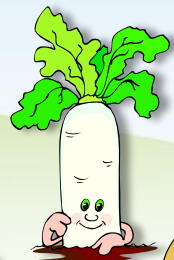
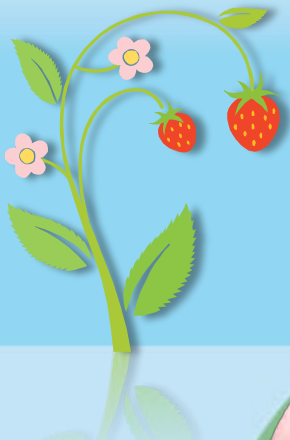


52 Weeks of Fun!



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52 Weeks of Fun!

Credits:



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52 Weeks of Fun!

Introduction

Welcome to 52 Weeks of Fun! This program was designed to provide adults (teachers, parents, caregivers) who work with young children, 3 to 5 years old, simple and quick physical activity lessons and nutrition lessons in thematic units. The units include: Letters, Traveling Skills, Object Control Skills and Themes. Young children learn best when they are moving and learning in their or secure daily environment. Children who are actively engaged and have opportunities to practice in a positive, non-threatening environment develop stronger motor skills, body awareness and coordination and build self-esteem!

Including movement throughout the day is easy when you plan for movement both indoors and outdoors. These lessons were written to make teaching easier and are short (5-10 minutes) in length. We hope you look at movement as an activity that can be interjected at anytime of the day. Add more excitement when you transition from one area to another, promote healthy messages as children follow your lead, and enjoy music that will energize you and your young children. Simply select a lesson that ties in with your weekly plan, grab a couple of props, and you are ready to move!

Each lesson is designed to take advantage of developmentally appropriate activities without overwhelming children or instructors. Each lesson includes:

Daily Activities: Activity names written into a weekly schedule.

Props: Equipment or homemade props needed for activities.

Music: Unique songs that compliment and enhance every lesson.

Notes: Additional information on items that may compliment the activities and books that enhance the theme.

Indoor Activities: Age-appropriate activities designed for indoor use with transitional suggestions and school readiness skills.

Outdoor Activities: Age-appropriate activities designed for maximum engagement and fun using the outdoor play area.

Skills and Tips: Information on skill progression and tips.

52 Weeks of Fun!

The Need for Play

Due to decreasing physical activity levels in children and adults, our country faces an epidemic of individuals affected by overweight and obesity. The National Association of Sports and Physical Education (NASPE) states, "All children should engage in daily physical activity that promotes health-related fitness and movement skills."

NASPE promotes:

- ◆ At least 60 minutes of daily structured (adult guided) physical activity
- ◆ At least 60 minutes of daily unstructured (self selected free play) physical activity
- ◆ Develop competence in movement skills
- ◆ Safe indoor and outdoor areas
- ◆ Teachers and families need to be information so they can enhance the child's movement skills

The importance of physical activity for young children is critical. Young children should develop competency in fundamental movement skills that are building blocks for more complex movement tasks. These complex movement tasks in turn become a necessary component of a healthy lifestyle. Share the need for movement with everyone: your children, your staff and your families. Studies have shown that children are more active when there is an active adult model. Be a positive role model and play along too!

School Readiness and Play

Young children learn as they move. The development of the brain occurs rapidly in young children. As they hear, see, touch, and feel their surroundings, they process information and learn a multitude of skills. They learn skills that will help prepare them for school. There are many opportunities to integrate school readiness skills during play. Such areas include:

- ❖ Color identification: recognizing colors on objects and in the community
- ❖ Shape identification: recognizing shapes on objects and in the community
- ❖ Letter and sound recognition: saying/hearing/writing letters and sounds
- ❖ Patterns: exploring with various objects that will develop math skills
- ❖ Problem solving: exploring various situations and making predictions
- ❖ Rhythms: hearing various tempos and beats and moving expressively
- ❖ Creativity: using the imagination to explore and create new ideas
- ❖ Positive social skills: learning to share, taking turns, waiting, etc.

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Safety

The activities in these lessons were developed with the safety of young children in mind. With all activities, young children must be supervised at all times, whether indoors or outdoors. Be watchful that children do not modify a prop or piece of equipment that would create a choking hazard or a hazard of any kind. Always check the environment for possible hazards. Provide areas where it is safe to play. All adults, including volunteers, should be versed in all matters of safety. While safety has been considered in these activities, we can not anticipate how this information will be used; therefore, we disclaim liability for its improper or negligent use.

Nutrition

Healthy eating is essential to good health. Learning about food and nutrition at a young age (preschool) can promote a lifetime of good health. Nutrition education has always been a basic part of early childhood education. Integrating good foods and nutrition into the curriculum is fun and easy. Nutrition can be used to teach skills in counting, math, language, art, music, physical development, science, social development and social studies. Nutrition education can help to celebrate cultural diversity with the inclusion of foods and customs from around the world. Every time the children eat a snack or a meal, it is an opportunity to learn about good foods and nutrition.

52 Weeks of Fun is just a taste of how food and nutrition and physical activity can be integrated into learning throughout your day.

The objectives of the nutrition activities are as follows:

Children will:

1. Love and appreciate their healthy body.
2. Appreciate the messages from their stomach, knowing when they are hungry or full.
3. Learn how eating healthy foods will help to make their body's healthy.
4. Practice choosing foods that are healthy.
5. Learn where foods come from and how foods grow.
6. Slow down and taste, smell, cook, and feel healthy foods.
7. Eat with friends, teachers and family, turning off all other distractions, like the TV.
8. Try new foods, appreciate the foods from other cultures and traditions.

52 Weeks of Fun!

Nutrition (Continue)

Cooking Instruction...Cooking Abilities of Young Children

Helping prepare and cook foods is a great way for children to learn, have fun and try nutritious foods. The activities your child will be able to help with will depend on his or her age. Keep the following in mind when including young children in cooking activities.

Two-year-olds are learning to use the large muscles in their arms. Try activities such as:

- ❖ **scrubbing** vegetables
- ❖ **dipping** food
- ❖ **washing** and tearing lettuce and salad greens
- ❖ **breaking** bread into pieces
- ❖ **carrying** unbreakable items to the table

Three-year-olds are learning to use their hands. Try activities such as:

- ❖ **pouring** liquids into batter (you measure first)
- ❖ **mixing** batter or other dry and wet ingredients together
- ❖ **shaking** a drink in a closed container
- ❖ **spreading** butter or spreads
- ❖ **kneading** dough
- ❖ **washing** vegetables and fruit
- ❖ **serving** foods
- ❖ **putting** things in the trash after cooking or after a meal

Four and Five-year-olds are learning to control small muscles in their fingers. Try activities such as:

- ❖ **juicing** oranges, lemons, and limes
- ❖ **peeling** some fruits and vegetables (bananas and even onions)
- ❖ **mashing** soft fruits and vegetables

- ❖ **scrubbing** vegetables (potatoes, mushrooms)
- ❖ **cutting** soft foods with a plastic knife (mushrooms, hard-boiled eggs)
- ❖ **pressing** cookie cutters
- ❖ **measuring** dry ingredients
- ❖ **cracking** open/breaking eggs
- ❖ **beating** eggs with an egg beater
- ❖ **setting** the table
- ❖ **wiping** up after cooking
- ❖ **clearing** the table after a meal

Safety...Tips for Cooking with Children

1. Prevent food poisoning by:
 - ◆ Always wash hands before cooking.
 - ◆ Do not eat raw eggs or raw meats, do not sample uncooked foods.
2. Have children stand at the level of the activity. Use a stool if necessary.
3. Use cooking supplies that will not break like plastic measuring cups and stainless-steel bowls.
4. Use plastic knives or butter knives for cutting. Put a strip of red to peon non-serrated edge.
5. Provide constant supervision.
 - ◆ Always watch children when they use knives, mixers, or the stove.
 - ◆ Supervise the use of ovens, stoves, and other kitchen appliances.

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Music

Music brings every lesson to life! Provide children with opportunities to explore their world and how they move. Tap into the basic urges of children and provide situations where they can experiment with how their bodies move through space and learn object control skills. Although music is not necessary, each lesson contains wonderful songs written by Angela Russ. The songs selected for each lesson is tied in with the theme. If other music will complement the theme, include it. Children love music and exposing them to a variety of music genres is important. The CDs used in 52 Weeks of Fun! are:

Animal Romp & Stomp
Hoppin' & Boppin'
Movin' & Shakin'

Smart Moves 1
Smart Moves 2
Smart Moves 3

Bugsters
Smart Songs 1
Smart Songs 2

Smart & Yummy 1
Smart & Yummy 2
Smart & Tasty 1
Smart & Tasty 2

Visit ABridgeClub.com and download song lyrics written by Angela for free!

www.AbridgeClub.com
Russ InVision Company
562-421-1836

BASIC EQUIPMENT

Basic equipment and props are needed to provide children with “time-on-task” and successful movement experiences. Each child should have prop or piece of equipment in order to learn how to move and explore in their environment. The goal should be that every child has something to play with, no waiting for equipment! Equipment may be purchased or homemade. See the next page for a listing of equipment and prop substitutes.

52 Weeks of Fun!

Equipment and Prop Information

Item Description	Suggestions and/or Alternatives	Store	Appr. Cost
Beach balls (14"+) 1/child	Balloons, 15" or larger, place inside of pantyhose leg with ends cut off or placed inside of a grocery bag and knotted	Party supply store	\$3-\$5/bag of balloons, 72 count
Beanbags 1/child	Colorful material sewn into 4" x 4" beanbags, filled with beans	Fabric store	\$2-5/yard of material, one yard makes 12-18 bags
Cones – 6" or 12" 12+	Plastic bottles filled with sand or water (add colored drops for variety) or Styrofoam cones spray painted various colors	Bring from home Styrofoam available at craft store	Empty bottles – free Styrofoam cones \$3-\$6 each
Fluff balls 1/child	Yarn balls tied with a zip tie	Craft store	\$3/skein makes 3-4 yarn balls
Hoops 1/child	Flexible tubing with a cork insert, colored electrical tape spaced around to give a hoop color identity	Home Improvement store	\$1-3/yard Colored electrical tape \$3-\$5
Nylon ropes (4') 1/child	Cut 100 foot nylon rope into 4' sections, melt ends over candle or tape with colored electrical tape	Home Improvement store	\$10/100' cord, available in red, yellow, orange, green, blue, purple
Playground balls, 1/child	Cheap, light weight balls, 12"-20", old tennis balls, nerf balls, hobbie balls	Various places	Various
Rhythm sticks 2/child	PVC may be cut in 12" lengths and colorful duct tape placed over the ends	Home Improvement store	3/8" pipe, 3 8' sections approximately \$20 Colored duct tape \$5
Ropes (2') 1/child	Colorful shoelaces, single crochet rope line, or clothesline with colored electrical tape at end	Various stores	Shoelace prices vary, crochet line from of yarn, colored electrical tape \$3-\$5
Scarves 1/child	Wedding netting/tulle cut into 18" x18" squares or light weight material	Craft or fabric store	\$1-\$2/yard
Streamer 1/child	Gripper stamps (item # AE-56-/2324) and tie a 6' ribbon around the neck of the stamp, seal ends of ribbon with "Fray Block" to prevent fraying.	Oriental Trading Company Fabric store	Gripper stamps are \$7 for a dozen Fray block is \$4 for a tube
Spots 1/child	Foamie sheets cut into various shapes, widths or diameter	Craft store or large	\$8.50 for 12 sheets, or \$15 for mega pack
Swim Noodles 6+	Swim noodles available during summer season, 6' long, cut in half	Various stores	\$3-\$6/each

52 Weeks of Fun!

Skills Chart

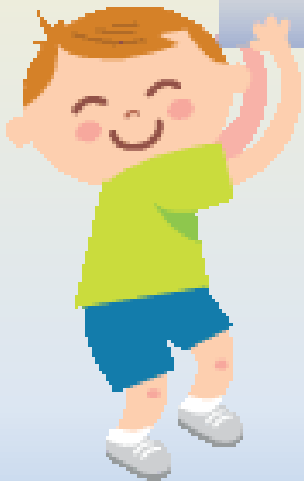
Lesson Title	Traveling Skills							Stabilizing Skills					Object Control Skills					
	Walk	Run/ Jog	Jump	Gallop	Hop	Slide	Skip	Twist Turn	Push Pull	Stretch	Swing Sway	Squat Kneel	Bal .	Roll	Throw	Catch	Bounce	Kick
Letters:																		
B										✓	✓						✓	
C															✓			
F	✓	✓	✓	✓					✓	✓		✓						
L	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓					
R	✓	✓								✓				✓				
S	✓	✓	✓	✓	✓		✓			✓					✓	✓		
T	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓			
W	✓									✓		✓	✓					
Object Control:																		
Rolling	✓			✓						✓				✓				
Throwing	✓	✓		✓						✓		✓			✓			
Catching	✓														✓	✓		
Bouncing	✓	✓	✓	✓	✓	✓	✓										✓	
Kicking		✓							✓	✓			✓					✓
Traveling:																		
Running		✓												✓				
Jumping			✓							✓								
Galloping	✓			✓						✓					✓			
Hopping					✓								✓					
Sliding	✓		✓		✓					✓			✓		✓			
Skipping	✓				✓		✓			✓			✓	✓				
Thematic Units:																		
Animal Actions	✓	✓	✓	✓		✓				✓	✓	✓	✓					
Colors	✓	✓	✓	✓	✓	✓	✓			✓			✓					
Insects	✓	✓	✓	✓		✓	✓	✓	✓	✓					✓			
My Body	✓	✓	✓							✓			✓					
Planting a Garden	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓				
Shapes	✓	✓	✓	✓	✓	✓	✓			✓			✓					
Transportation	✓	✓						✓					✓					

52 Weeks of Fun!

Things to Remember

- ❖ Depending on the age and ability levels of children, progress at an appropriate pace. Repetition is important and needed at this age. Observe level of class; some children may become frustrated but encourage all to attempt the activities.
- ❖ Observe children as they process information and produce a product. Do not correct what they have created, rather enjoy watching their level of understanding and how they process information.
- ❖ Look for activity! Scan the area frequently, check to make sure children are moving or aren't in need of assistance.
- ❖ To help children listen to instructions, have them place equipment or props between their knees or on the ground in back of them.
- ❖ Use visual cue cards for children to view during school readiness activities. For a free set, visit www.pkimbrell.com and download. It is recommended to laminate the cards for added durability.
- ❖ Nylon ropes are suggested, 2' in length:
 1. Nylon ropes of various rainbow colors are recommended for "long ropes".
 2. Laundry rope or home made ropes of yarn (single crochet) are recommended for "short ropes".
- ❖ Additional items may be used for target practice, cardboard boxes, crates, and clean trash buckets. For an inclusion lesson, provide a variety of targets for children to choose their favorite.
- ❖ To maintain the life of a hoop, avoid stepping on hoops or pushing/pulling on them. It is recommended to use 24-inch hoops, next line young children.
- ❖ Music offers opportunities for children to increase their heart rate as a warm-up and closing activity.
- ❖ Balls of all sizes and textures hold intrigue for many children. Since balls of any type invoke excitement, expect balls to be everywhere. Advise children to leave stray balls alone, someone will be by to pick it up very soon. Otherwise, a child may end up chasing a ball all over the play area.
- ❖ Fluff balls provide a unique prop. that develops the overhead throw without incurring any fears. Begin with larger sized fluff balls that are brightly colored; 90 mm(3 1/2 to 4 inch) is recommended. Fluff balls can be washed in a washing machine if needed. Place them in a lingerie bag, wash them, then air dry.
- ❖ Homemade yarn balls can be used also since they are light weight and inexpensive. Simply cut a piece of cardboard that is the same size as a CD jacket, wrap yarn around it 200 times, pull the yarn off, cinch the yarn in the middle with a zip tie, trim zip tie and cut all loops to make a yarn ball.
- ❖ Beach balls will need to be blown up prior to first lesson, store in mesh bags or large trash bags. Once unit is over, deflate balls for easy storage.
- ❖ Children need to be taught how to track a ball and to toss and catch, to self or to a partner. Since many of these skills are in their infancy stage, the practice will prepare children for more hand-eye skills to come, as well as prepare the eyes for tracking (a prerequisite for reading).

LETTERS



- 1) Letter "B"
- 2) Letter "C"
- 3) Letter "F"
- 4) Letter "L"
- 5) Letter "R"
- 6) Letter "S"
- 7) Letter "T"
- 8) Letter "W"



Theme of the Week

The letter "B"

Monday

The Letter 'B'
Baboon Fun
♪ *Baboon Bananas*
Body Bubbles
Bubbles Start with 'B'

Tuesday

The Letter 'B'
Baboon Fun
♪ *Baboon Bananas*
Bubbles Start with 'B'
Bounce A Ball

Wednesday

Beanstalk Climbing
♪ *Jack Climbed the Bean Stalk*
Bodies Can Bounce
Bounce A Ball
Count and Bounce

Thursday

Beanstalk Climbing
♪ *Jack Climbed the Bean Stalk*
Bodies Can Bounce
Long Rope Letters
Count and Bounce

Friday

The Letter 'B'
♪ *Baboon Bananas*
Baboon Fun
Count and Bounce
Long Rope Letters

Props

1 rope (2')/child
1 nylon rope (4')/child
Several playground balls

Music

Baboon Bananas
CD: *Smart & Yummy 2*

Jack Climbed the Bean Stalk
CD: *Smart & Yummy 2*

Additional Items

Bubble mix and wands

Notes

Books

Read *Jack in the Beanstalk*
Read books about bubbles, baboons or books that emphasize 'B' words
Bb
Kelly Doudna



Theme of the Week

The letter



The Letter 'B': With two foot ropes or shoelaces (one per child), have children make the shape of the letter. Hold up a card that illustrates a capital and lower case 'B/b'. Ask the children: What is the letter's name? What does the letter 'B/b' sound like? What are some words that begins with 'B/b'? Can you make your body into the letter 'B/b'? Do you see any 'B/b' letters in our room?

Body Bubbles: Blow bubbles to demonstrate how bubbles pop when they touch something. Explain to the children that they have a bubble around their body, it is called personal space. Pretend to blow up a bubble around yourself and travel safely in the room. Don't let your bubble pop!

Bodies Can Bounce: During circle time, take a quick break and pretend to be a ball, bounce up and down. Feel your heart rate when you stop. Is it beating fast? Then your heart is saying, "Thank you, thank you."

Beanstalk Climbing: Pretend to be Jack climbing a giant beanstalk, reach up high to climb the steps. Then put on the song and climb to the beat of the music. Fe Fi Fo Fum!

Baboon Fun: Pretend to be a baboon. Begin with swinging different body parts (arms, legs, etc.), then pretend to shake bananas from the trees as the song plays in the background.

Indoor

Skills Bouncing Tips

Make sure the ball is not too heavy for a young child. Push the ball down with finger pads rather than slap it with a loose wrist. Keep the ball from bouncing higher than waist height. Bouncing may be a challenging task.

Personal Space is defined as the space where one can reach and not touch anything else. While traveling inside or outdoors, children should be careful not to pop their own personal bubble. Travel safely!

Bubbles Start with 'B': Bubbles excite most children; blow bubbles outside and have the children try and pop them. Remind children how to travel safely and not pop their own personal body bubble.

Bounce a Ball: Provide a variety of balls for those who want to practice bouncing a ball. Remind children to push the ball down as it bounces up to their hand and try not to have the ball bounce higher than their waist.

Count and Bounce: Practice counting as an adult bounces a ball and the children count. Once a child is proficient, have one child bounce a ball while the other children count their bounces.

Long Rope Letters: Using nylon ropes (4' in length), children can make the letter 'B/b' on the sidewalk or grass. Encourage children to say the sound as they are making the letter and think of words that begin with 'B/b'.

Outdoor



Theme of the Week

The letter "C"

Monday

The Letter 'C'

Cats Crawl

'C' in Sand

Tuesday

The Letter 'C'

♪ *Clap One to the Left*

Catch a Yarn Ball Inside

Catch a Beach Ball

Wednesday

Catch a Scarf

♪ *Clap One to the Left*

Crabs Crawl

Catch a Beach Ball

Thursday

The Letter 'C'

Cats Crawl

♪ *Clap One to the Left*

Catch a Yarn Ball Outside

Friday

Catch a Scarf

Crabs Crawl

'C' in Sand

Catch a Yarn Ball

Props

1 rope (2')/child
1 scarf/child
1 yarn ball/child
Several beach balls
Sandbox

Music

Clap One to the Left
CD: Smart Songs 1

Additional Items

Additional soft props/equipment may be substituted for tossing and catching (i.e., sock balls, stuffed animals, etc.)

Notes

Books

Read books that emphasize 'C' words
Cc
Kelly Doudna



Theme of the Week

The

letter



The Letter 'C': With two foot ropes or shoelaces (one per child), have children make the shape of the letter. Hold up a card that illustrates a capital and lower case 'C/c'. Ask the children: What is the letter's name? What does the letter 'C/c' sound like? What are some words that begins with 'C/c'? Can you make your body into the letter 'C/c'? Do you see any 'C/c' letters in our room?

Clap One to the Left: Play this interactive song to strengthen listening skills. Be ready to clap up high, down low, to the side, in the front, etc. Be ready to listen and respond!

Catch A Scarf: Place scarf on non-dominant hand, with a pincher grasp from the dominant hand, pinch the scarf and toss it in the air. Toss and catch with two hands. Toss and catch with one hand. Toss and catch from side to side. Toss over like a rainbow. Can you toss and catch a new way?

Catch a Yarn Ball Inside: Yarns balls will offer more of a challenge to self toss and catch, but worth a try. If too much frustration is evident, use beach balls instead. (See Intro for instructions on how to make yarn balls.)

Cats Crawl: Encourage children to be small cats that need to crawl around the area. Crawling is an excellent cross-lateral skill that can be practiced often with young children.

Crabs Crawl: A crab crawl is the opposite of cat crawl, with stomachs facing upward. Crab crawl in different directions, going sideways, forward and backwards.

Indoor

Skills Catching Tips

Encourage self toss and catch before any partner tossing and catching.

Use soft, easy to catch props/equipment (bean bags, beach balls, balloons in protective covers, etc.)

Teach children to watch any object they are trying to catch as it lands in their hands; often times they look away or close their eyes.

Catch a Beach Ball: Provide as many beach balls as possible for those who want to practice tossing and catching a beach ball. Move children away from fences so beach balls aren't lost.

Catch a Yarn Ball Outside: Yarns balls will offer more of a challenge to self toss and catch, but worth a try. If too much frustration is evident, return to beach balls.

'C' in Sand: Write the letter 'C/c' in the sand box. How many Cs can be written? Make them big and small. Can you make your body into a 'C'?

Outdoor



Theme of the Week

The letter "F"

Monday

The Letter 'F'

♪ *Act Like You Are on a Farm*

Frogs Jump High

Out on the Farm

Tuesday

The Letter 'F'

♪ *Farm Animals on the Move*

To Market, To Market

Find a Farm Animal

Wednesday

♪ *There's a Farmer Milking*

Farm Animal Detective

Flick a Fly

Thursday

♪ *Act Like You Are on a Farm*

To Market, To Market

Out on the Farm

Find a Farm Animal

Friday

♪ *Act Like You Are on a Farm*

Frogs Jump High

Frogs and Lily Pads

Flick a Fly

Props

1 rope (2')/child

1 spot (or foam circle)/child

2-4 swim noodles (3')

Farm animal cards
(see attached)

6-8 cones

Music

Act Like You Are on a Farm
CD: *Movin' & Shakin'*

There's a Farmer Milking
CD: *Smart & Yummy 2*

To Market, To Market
CD: *Smart & Yummy 2*

Additional Items

Various pictures of farm animals

Paper plate with a picture of a fly on it

Paper towel rolls

Notes

Books

Read a book on farm animals or frogs, look for action words so children can move.



The letter



The Letter 'F': With two foot ropes or shoelaces (one per child), have children make the shape of the letter. Hold up a card that illustrates a capital and lower case 'F/f'. Ask the children: What is the letter's name? What does the letter 'F/f' sound like? What are some words that begins with 'F/f'? Can you make your body into the letter 'F/f'? Do you see any 'F/f' letters in our room?

Act Like You Are on a Farm: Discuss farm animals and the many ways they move. For added cognitive development, pictures are a great visual tool for children. Prompt the children to think of animals they would see on a farm and then move like that animal. Use the prompts in the song (duck, pig, horse, and cow) to move around the room.

Farm Animals on the Move: This is a great activity to do while transitioning: waddle like a duck, jump like a frog, gallop like a horse, run like a dog, etc.

There's a Farmer Milking: Children often do not know where milk comes from. Explain how milk makes it from the farm to the store. Then act out the song.

To Market, To Market: Move around the room as the children act out farm animals. A great transitioning song!

Farm Animal Detective: Scatter the various farm animal cards around the room and go on a detective hunt. Describe various parts of the farm animal and see if the children can figure it out which farm animal you are describing.

Frogs Jump High: This is a good activity to do during circle or while transitioning. Spread children around the room/area, begin in a squat position, jump straight up, then return to a squat. Repeat a couple of times. "Ribbit, ribbit."

Indoor

Skills Jumping Tips

There are many ways to jump. You can jump up and down, to the side, and going forward. You can jump in and out of a hoop or a chalk circle drawn on the sidewalk. Remember that jumping is a two foot take-off onto a two foot landing, land softly with bent knees. What other ways can you jump?

Out on the Farm: Prompt the children to think about animals who live on a farm, then act them out with movements and sounds (eg., a galloping horse that neighs around the play area, chickens clucking and strutting, etc.)

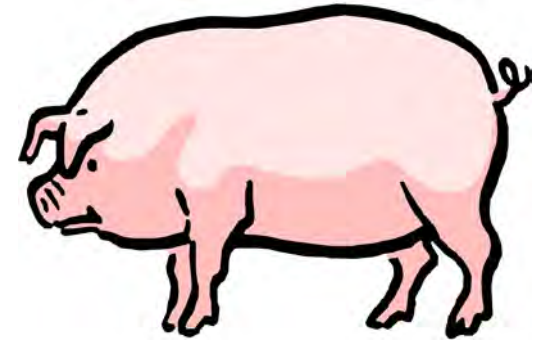
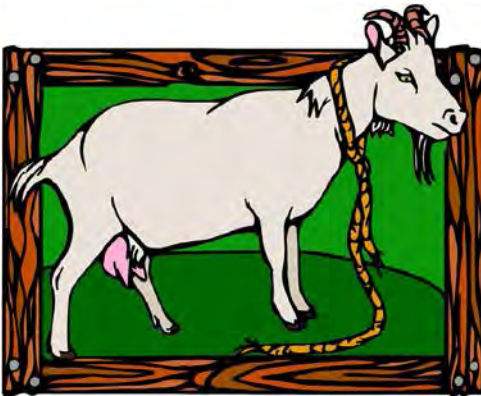
Find a Farm Animal: Using several cones, hide a picture of a farm animal under different cones. See how quickly a specific animal can be found by the children. Cue children to move with different traveling skills—jog, gallop, jump, etc.

Frogs and Lily Pads: Using spots or foam circles as lily pads, cue children to jump like a frog to a new lily pad.

Flick the Fly: The teacher holds a 6' string/rope that is connected to a paper plate that has a picture/drawing of a fly on it. The other children have a 3' swim noodle or paper towel roll. As the teacher walks around the area children try to flick the fly with their striking prop. They can also tell the fly to shoo away!

Outdoor





Theme of the Week **The letter** 

Theme of the Week

The letter "L"

Monday

The Letter 'L'

🎵 *Shake a Leg*

Long Steps

'L' in Sand

Tuesday

The Letter 'L'

🎵 *Shake a Leg*

Look How I Can Move

Leap the Creek

Wednesday

Long Steps

Look How I Can Move

Leap the Creek

Look For...

Thursday

The Letter 'L'

🎵 *Shake a Leg*

'L' in Sand

Look For...

Friday

Long Steps

Look How I Can Move

Leap the Creek

Look For...

Props

1 rope (2')/child
6+ nylon ropes (4')
Sandbox

Music

Shake a Leg
CD: *Movin' & Shakin'*

Additional Items

Small items to hide
outdoors

Notes

Books

Read books that
emphasize 'L' words



Theme of the Week

The letter



The Letter 'L': With two foot ropes or shoelaces (one per child), have children make the shape of the letter. Hold up a card that illustrates a capital and lower case 'L/l'. Ask the children: What is the letter's name? What does the letter 'L/l' sound like? What are some words that begins with 'L/l'? Can you make your body into the letter 'L/l'? Do you see any 'L/l' letters in our room?

Look How I Can Move: Spread all the children out around the room and begin with one child who says, "Look how I can move." Then the whole group moves in the same way. Children may be reminded to move with traveling skills or stabilizing skills.

Shake a Leg: Stand on one foot and shake the other leg for five seconds trying to maintain balance. Try the other leg. Get ready to move the a song. Song prompts include: shake a leg, shake the other, count up 1-2-3, strut around, do a little jig (we suggest jump in place), and lift and slap each knee. Second verse is the same but you walk the plank with arms held high instead of strut around .

Long Steps: Here is an activity of opposites. Explain the difference between short and long. Call out the type of step (loonnnggg, short, quick, even make a pattern) you want the children to do as they move around the room.

Indoor

Skills Blancing Tips

Balance can be tricky for young children but it is a good skill to practice. While balancing on one foot, the muscles of that foot send direct communication to the brain on what it is doing. This helps children to recognize their extremities and how to gain control of them.

Leaping is a difficult skill for young children. To leap is to step from one foot and land on the opposite. As the step occurs there is a spring involved that elevates the body off the ground for a second.

'L' in Sand: Write the letter 'L/l' in the sand box. How many Ls can be written? Make them big and small. Can you make your body into a 'L'?

Leap the Creek: Place two 4' nylon ropes in a V-shape. Children may choose to leap over the widest part of the V or self adjust and leap over a less wide area. Either choice is fine.



Look For...: This activity is like "I Spy" but the children go and "Look For" something the teacher wants them to find. The items to look for may be found in the play area or they can be placed items by the teacher (eg., a small stuffed animal or a puzzle piece).

Outdoor



Theme of the Week

The letter "R"

Monday

The Letter 'R'

🎵 *Row, Row, Row Your Boat*

Run or Roar

Roll a Goal

Tuesday

The Letter 'R'

🎵 *We Are Rolling*

Run or Roar

Run an Obstacle Course

Wednesday

We Are Rolling

🎵 *Row, Row, Row Your Boat*

Roll a Goal

Thursday

The Letter 'R'

🎵 *We Are Rolling*

Run or Roar

Run an Obstacle Course

Friday

We Are Rolling

🎵 *Row, Row, Row Your Boat*

Run an Obstacle Course

Props

1 rope (2')/child

6-8 spots

5 hoops

5 cones

Music

Row, Row, Row Your Boat
CD: Hoppin' & Boppin'

We Are Rolling
CD: Smart Moves 2

Additional Items

Pictures of words that
begin with 'R'

Plastic bowling pins or bottles

Notes

Books

Read books about that
emphasize 'R' words

Rr
Kelly Doudna



Theme of the Week

The letter



The Letter 'R': With two foot ropes or shoelaces (one per child), have children make the shape of the letter. Hold up a card that illustrates a capital and lower case 'R/r'. Ask the children: What is the letter's name? What does the letter 'R/r' sound like? What are some words that begins with 'R/r'? Can you make your body into the letter 'R/r'? Do you see any 'R/r' letters in our room?

Row, Row, Row Your Boat: Use the song to simulate rowing and the other prompts children will enjoy doing in a seat or around the classroom.

Run or Roar: This quick activity is for auditory discrimination. Begin by saying loudly the 'R' sound, "Rrrrrrrrrrrrr", and then finish with either saying the word "Run" or "Roar". For run, the children run in place; for roar, the children roar like a big lion.

We Are Rolling: Using a small ball (eg., small nerf balls or tennis balls), have the children roll the balls around the classroom using their fingerpads. Use the song as background music. Keep the ball within three inches of hand reach, if possible. Caution children not to stop balls rolling past them since someone will be looking for it.

NOTE: A variety of obstacle courses may be designed by combining outdoor playground with play equipment to add excitement and novelty. An example could be to start by jumping through hoops, go down a slide, run around 4 cones set up like a square and finish by crawling through a tunnel. Be creative!

Indoor

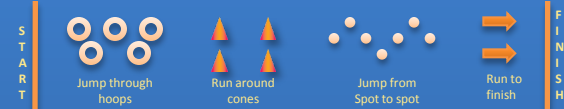
Skills Rolling Tips

"Toddler Push" - Squats down, places ball on ground, pushes ball forward with fingers.

"Exaggerated Swinger" - May step in opposition, bends over, straight legs, does an over exaggerated wind up, releases ball so it bounces.

"Rolling Star" - Steps in opposition, bends knees to lower body, swings hand down and back, trunk faces target, releases ball smoothly.

Run an Obstacle Course: Set up a mini-obstacle course with a few cones and hoops. Children may run through the course and perform a few tasks. A sample course could look like:



Roll a Goal: Set up two cones approximately 10 feet away (cones should be four feet apart), try to roll a small ball through the goal. Another adult or child can stand behind the goal to stop the ball rolling further or set up the cones near a wall/fence. As children become successful, move farther away and make the goal area smaller.



Outdoor



Theme of the Week

The letter "S"

Monday

The Letter 'S'

🎵 *First I'm Stretching*

Stretching to the Sun

Long Rope Letters

Tuesday

The Letter 'S'

🎵 *First I'm Stretching*

Stretching to the Sun

The Slide

Wednesday

Silly Scarves

🎵 *Two Carrot Sticks*

Skip Around a Hoop

Soaring Scarves

Thursday

Spring Time

🎵 *Two Carrot Sticks*

Skip Around a Hoop

The Slide

Friday

Silly Scarves

🎵 *First I'm Stretching*

Long Rope Letters

Soaring Scarves

Props

- 1 scarf/child
- 1 rope (2')/child
- 1 nylon rope (4')/child
- 2 rhythm sticks/child
- 6+ hoops

Music

First I'm Stretching
CD: Movin' & Shakin'

Two Carrot Sticks
CD: Smart & Yummy 2

Additional Items

- Pictures of words that begin with 'S'
- Playground slide

Notes

Books

- Read books that emphasize 'S' words
- Ss
- Kelly Doudna



Theme of the Week

The letter



The Letter 'S': With two foot ropes or shoelaces (one per child), have children make the shape of the letter. Hold up a card that illustrates a capital and lower case 'S/s'. Ask the children: What is the letter's name? What does the letter 'S/s' sound like? What are some words that begins with 'S/s'? Can you make your body into the letter 'S/s'? Do you see any 'S/s' letters in our room?

First I'm Stretching: Using the song, lead the children through a stretch. Stretch up high to the ceiling, then slowly forward, followed by reaching for one foot and then the other. Add more stretches by practicing stabilizing skills listed in the Tips section.

Spring Time: When you say, "Spring Time" everyone springs/jumps up high from a squat position.

Two Carrot Sticks: Using two rhythm sticks per child, use the following song cues: carrot sticks-tap the sticks on the floor and then together; peas that roll-roll sticks hand over hand; summer squash-tap sticks together in a big circle.

Silly Scarves: Each child has a scarf and practices tossing and catching with one or two hands. Sometimes the scarves are silly and they float all the way down to the ground. This is great for hand-eye coordination.

Indoor

Skills Stretching Tips

'S' is great for stretching. Although young children don't need formal stretching before they exercise, working on stabilizing skills can imitate a stretch action. Stabilizing skills include: twisting, turning, pushing, pulling, bending, stretching, swinging, swaying, standing, squatting, kneeling, and balancing.

Traveling skills include walking, jogging, running, jumping, galloping, hopping, skipping and sliding.

Stretching to the Sun: Lead the children in a group stretch before they go off and play. Use stabilizing skills to develop their balance too.

Long Rope Letters: Have a pile of nylon ropes (4' in length) so children can make the letter 'S/s' on the sidewalk or grass.

Skip Around a Hoop: Children may skip around a hoop placed on the ground. Skip high and low, slow and fast. Skip to a new hoop and jump in and out of it.

Soaring Scarves: Each child can use a scarf and move around the play area as the scarf is held overhead soaring in the fresh air. Encourage children to use different traveling skills.

The Slide: Children love to slide, each time they slide they can skip or do other movements as they travel back to the slide again.

Outdoor



Theme of the Week

The letter "T"

Monday

The Letter 'T'

♪ *I'm a Little Teapot*

Take a Walk

Tip Toe and Touch

Tuesday

The Letter 'T'

Tip Toe

♪ *I'm a Little Teapot*

Tea Party Fun

Wednesday

Tip Toe

♪ *Pull Those Turnips*

Take a Walk

Tip Toe and Touch

Thursday

The Letter 'T'

♪ *Pull Those Turnips*

Touch and Tell

Tip Toe and Touch

Friday

The Letter 'T'

♪ *I'm a Little Teapot*

Touch and Tell

Tea Party Fun

Props

1 rope (2')/child
6+ cones

Music

I'm a Little Teapot
CD: Smart & Yummy 1

Pull Those Turnips
CD: Smart & Yummy 1

Additional Items

Tea party items

Notes

Books

Read books that emphasize 'T' words

Tt
Kelly Doudna



Theme of the Week

The

letter



The Letter 'T': With two foot ropes or shoelaces (one per child), have children make the shape of the letter. Hold up a card that illustrates a capital and lower case 'T/t'. Ask the children: What is the letter's name? What does the letter 'T/t' sound like? What are some words that begins with 'T/t'? Can you make your body into the letter 'T/t'? Do you see any 'T/t' letters in our room?

Tip Toe: Tip toe around the room as you transition. Practicing tip toe walking helps to develop body awareness. Tip toe slowly, quietly, quickly. Tip toe at a high level, at a low level. Try tip toeing on different pathways: straight, curved, or zigzag.

Pull Those Turnips: Pretend everyone is a farmer as they spread out around the room. Discuss where foods grow. Practice the following prompts: pulling down low, twisting, and grabbing up high. Add music and get ready to pull those turnips!

I'm a Little Teapot: This old favorite is a classic. Prepare the children with the song prompts: short and stout, handle, spout, tip over and pour out, straighten up, drop in the sugar, pour in the cream, stir with spoon, and take a sip.

Indoor

Skills Stabilizing Tips

Although young children don't need formal stretching before they exercise, working on stabilizing skills can imitate a stretch action. Stabilizing skills include: twisting, turning, pushing, pulling, bending, stretching, swinging, swaying, standing, squatting, kneeling, and balancing.

Tea Party Fun: Scatter items related to a tea party outside. Children have to move with different traveling skills to retrieve an item and set up a tea party area. Once they have all the items (tea pot, cups, saucers, spoons, sugar bowl, etc.) they can sit and enjoy a tea party.

Tip Toe and Touch: Set up several cones in a zigzag pathway approximately 2-3 feet apart. Children have to tip toe to each cone and then touch each cone with their toes (keep shoes on please).



Take a Walk: Find a friend and take a walk outside. Can you find things that start with the sound of 'T'?

Touch and Tell: Explore the outside and find unique things that you can touch and then find an adult and tell.

Outdoor



Theme of the Week

The letter “W”

Monday

The Letter ‘W’

♪ *Walk, Walk*

Rope Toss

Tuesday

The Letter ‘W’

♪ *Wiggle Noodles*

Waddle to the South Pole

Rope Toss

Wednesday

♪ *Walk, Walk*

Wall Toss

Whack the Willow Spider

Thursday

The Letter ‘W’

♪ *Wiggle Noodles*

Waddle to the South Pole

Friday

♪ *Walk, Walk*

Wall Toss

Whack the Willow Spider

Props

- 1 rope (2’)/child
- 1 nylon rope (4’)/child
- 1 streamer/child
- 1 yarn ball/child
- 2-4 swim noodles (3’)
- 6-8 cones

Music

Walk, Walk

CD: Smart Moves 3

Wiggle Noodles

CD: Smart & Yummy 1

Additional Items

- Paper plate and 6’ string
- Paper towel rolls
- Old sheet

Notes

Simple nets can be made by connecting plastic beverage containers together with yarn or zip ties. You can make the net as long as you want or as high as you want.

Books

Read books that emphasize ‘W’ words
Ww
Kelly Doudna



Theme of the Week

The

letter



The Letter 'W': With two foot ropes or shoelaces (one per child), have children make the shape of the letter. Hold up a card that illustrates a capital and lower case 'W/w'. Ask the children: What is the letter's name? What does the letter 'W/w' sound like? What are some words that begins with 'W/w'? Can you make your body into the letter 'W/w'? Do you see any "W/w" letters in our room?

Walk, Walk: Using the song, walk around the classroom. Use all the space and experience the many types of walking (walking high, low, struttin', criss-cross', zigzagin', high fivin' hand jivin', and tickling elbows). Share the joy of walking with families for healthy heart benefits.

Wiggle Noodles: Using streamers, one per child, make the letter V with the streamer on the floor. Say the sound, identify words that begin with V, etc. Join two Vs together to make a W. Name words that begin with W. Can you wiggle your body, wave a hand or walk? Then practice the cues in the song, touching the streamer to various locations.

Indoor

Skills Walking Tips

Walking is a basic motor skill that many children master at a young age. The challenge is to add tasks to walking that will develop additional motor competence. Can they walk at a high level (hold arms overhead), at a low level? Can they walk on different pathways: straight, curved, zigzag? Can they walk with different tempos: quickly, slowly, half speed? Can they multi-task: walk at a high level on a curved pathway, quickly?

Waddle to the South Pole: Pretend to be a penguin and waddle around the cones (6-8 cones) randomly scattered in the play area making a journey to the South Pole.

Rope Toss: This activity requires adult help. Using a nylon rope of 4' or more in length held by two adults, place children on both sides of the rope, each with a yarn ball. On GO, children toss the yarn balls over the rope. Begin with the rope two feet high and keep raising.

Wall Toss: Using the same format as above, place an old sheet over the rope so children can't see the oncoming yarn balls. Begin at a low level and raise the wall.

Whack the Widow Spider: The teacher holds a 6' string/rope that is connected to a paper plate that has a picture/drawing of a spider on it. The other children have a 3' swim noodle or paper towel roll. As the teacher walks around the area children try to whack the spider.

Outdoor





OBJECT CONTROL



- 1) Bounce
- 2) Catch
- 3) Kick
- 4) Roll
- 5) Throw





Theme of the Week

“Bouncing”

Monday

Boing, Boing

Does it Bounce?

Bouncing a Ball

🎵 *Bounce That Ball to Me*

Tuesday

The Letter ‘B’

Boing, Boing

Bouncing a Ball

Bounce in a Hoop

Wednesday

Does it Bounce?

🎵 Bounce That Ball to Me

Bouncing a Ball

Bounce and Count

Thursday

The Letter ‘B’

Boing, Boing

Bounce and Count

Bounce to a Friend

Friday

Boing, Boing

Bounce in a Hoop

Bounce to a Friend

🎵 *Bounce That Ball to Me*

Props

Various balls (beach balls, playground, nerf, tennis, etc.)

1 rope (2’)/child

6 hoops

Music

Bounce That Ball to Me

CD: Smart Moves 2

Additional Items

Additional Items:

An assortment of objects that bounce and don’t bounce

Notes

Bouncing is challenging for many young children. Appropriate balls for young children are large (5-8.5”), brightly colored and not hard (soccer and basketballs are not appropriate balls to use since they evoke fear).

Books

Read: Sometimes I like to Curl Up in a Ball by Vicki Churchill.

Bounce

Doreen Cronin and Scott Menchin





Object Control

Theme of the Week

Bouncing

Skills

Bouncing Tips

Emerging: "Slap and Chase" - Slaps at ball with stiff wrist typically close to ground (no push)

Transitioning: "High Bouncer" - Pushes ball more which produces a higher bounce, some wrist flexion, can only do 1-2 consecutive bounces

Mature: "B-ball Star" - Pushes ball with dominant fingerpads toward middle of body to appropriate height for 3-4 consecutive bounces.

The Letter 'B': With two foot ropes or shoelaces (one per child), hold up a card that illustrates a capital and lower case 'B/b'. Ask the children: What is the letter's name? What does the letter 'B/b' sound like? What are some words that begins with 'B'? Can you make your body into the letter 'B/b'? Do you see any 'B/b' letters in our room?

Boing, Boing: During circle time, take a quick break and pretend to be a ball, bounce up and down.

Does it Bounce?: To demonstrate the bounce factor, gather a few objects (eg., bean bag, tennis ball, stuffed animal, a wooden block, hackey-sack, plastic bucket, spoon, deflated playground ball, etc.) to demonstrate how much bounce an object has. Have the children guess whether an item will bounce. Have the children guess how high an object might bounce.



Indoor

Bouncing a Ball: Provide a variety of balls for those who want to practice bouncing a ball.

Bounce and Count: Practice counting as an adult bounces a ball and the children count. Once a child has proficiency, have a child bounce while other children count.

Bounce That Ball to Me: Play this song outdoors and follow the prompts on the song.

Bounce to a Friend: Find a friend or adult and bounce the ball back and forth. Bounce gently so everyone can catch the ball. If no one is available, try to bounce against a wall.

Bounce in a Hoop: Scatter 6 hoops, each with a ball inside of it, on the sidewalk in the play area. Children may use different traveling skills to travel to a hoop, pick up a ball, bounce it 5 times and then travel to the next hoop.

Outdoor



Theme of the Week

“Catching”

Monday

Catch a Scarf
♪ *Toss, Clap, Catch a Scarf*
Catch a Beach Ball

Tuesday

Catch a Scarf
♪ *We Toss the Apples*
Toss and March
Catch a Bean Bag

Wednesday

♪ *Toss, Clap, Catch a Scarf*
Yarn Ball Catching
Toss, Clap, Catch

Thursday

Yarn Ball Catching
♪ *We Toss the Apples*
Toss and March
Catch a Beach Ball

Friday

♪ *We Toss the Apples*
Yarn Ball Catching
Catch a Yarn Ball
Toss, Clap, Catch

Props

1 scarf/child
1 yarn ball/child
1 bean bag/child
Several beach balls

Music

We Toss the Apples
CD: Smart & Tasty 2



Additional Items

Light weight and soft objects
for tossing and catching

Notes

Books

When reading books with action words, have
children move when the action words are
read aloud for an enriched lesson.



Object Control

Theme of the Week

Catching



Skills

Catching Developmental Levels

Classic Preschool Catch/Trap (arms are scoops)
Hands touch ball but still traps
Hands reach and catch ball

Catching is a difficult skill for many young children. Begin with large, soft objects like beach balls, then work with smaller light weight objects. Check area to make sure errant tosses won't result in lost items.

Catch a Scarf: Place scarf on non-dominant hand, with a pincher grasp from the dominant hand, pinch the scarf and toss it in the air. Toss and catch with two hands. Toss and catch with one hand. Toss and catch from side to side.

Toss, Clap, Catch a Scarf: Toss a scarf to self, clap one time, then catch the scarf. As proficiency increases, clap 2 times. Keep adding on claps.

Yarn Ball Catching: During circle time, take a quick break and catch a yarn ball. Do a demonstration of what low, medium, and high tosses look like. Catching is important with this activity so encourage children to only toss as they can catch. Begin with small tosses to self, then medium tosses, then toss at a high level. Catches can be done while seated and then practiced standing.

We Toss the Apples: As the songs plays, children gently toss and catch a yarn ball to them self. You can pretend they are apples, when apples fall to the ground they bruise so encourage to focus on catching.

Toss and March: With the music playing in the background, march around the room while catching low level tosses.

Indoor

Catch a Beach Ball: Provide as many beach balls as possible for those who want to practice tossing and catching a beach ball.

Catch a Bean Bag: Bean bags don't roll which makes it easier to toss and catch outside. Prompt children to toss and catch at all levels: low, medium, and high. Ensure ample space is available and fences or high areas are not near by.

Catch a Yarn Ball: Yarns balls will offer more of a challenge to self toss and catch, but worth a try. If too much frustration is evident, return to beach balls.

Toss, Clap, Catch: Toss a ball, clap one time, then catch the ball. As proficiency increases, clap 2 times. Keep adding on claps.

Outdoor



Theme of the Week

“Kicking”

Monday

♪ *I Can Stand by Myself*

Pretend Kickers

Run and Kick

Kick the Box

Tuesday

Pretend Kickers

Run and Kick

Kick the Box

Wednesday

♪ *I Can Stand by Myself*

Pretend Kickers

Run and Kick

Kick a Goal

Thursday

Yarn Ball Kicks

Run and Kick

Kick a Goal

Friday

♪ *I Can Stand by Myself*

Yarn Ball Kicks

Run and Kick

Kick to the Wall

Props

1 yarn ball/child

Various balls (nerf, playground, and beach balls)

2+ cones

Music

I Can Stand by Myself

CD: Smart Moves 1

Additional Items

Empty cardboard boxes of various sizes

Large homemade yarn balls

Notes

Books

K is for Kick: a Soccer Alphabet
Brad Herzog and Melanie Rose-Popp





Object Control

Theme of the Week



Kicking

Skills

kicking Developmental Levels

“Run – Stop - Kick” – Runs up to the ball, stops completely, bends knee to lift leg backward then kicks with toe.

“Lil Kicker” – Runs up to the ball, small planting action seen, begins to kick with instep or shoelaces.

“Kicking Star” – Rapid approach to ball, stride/plant evident slightly even with or slightly behind ball, kicks with instep or shoelaces.

NOTE: Kicking activities should always be supervised, have ample space free of hazards and be away from fences.

I Can Stand by Myself: Using this song will help children to be aware of balance and body control, skills needed in kicking.

Pretend Kickers: Scatter children around the room to develop the skill of kicking, following these step:

- ❖ Balance on one foot with kicking knee bent
Say, “1-2-3 Kick” and do a pretend kick
- ❖ Take a step forward with the non-kicking foot
Swing kicking leg forward in pretend kick
- ❖ For the final step, there must be ample space so a child does not fall and make contact with a table/chair/etc.
- ❖ Do a couple of short, quick steps; plant non-kicking foot and do a big kick

Yarn Ball Kicks: Scatter children around the room, each with a yarn ball placed on the floor. Repeat the above steps for kicking using a yarn ball. Yarn balls won't roll all over the place and are soft in case they are kicked toward someone.

NOTE: Large homemade yarn balls can be easily made that are easy for young children to kick or catch. Simply cut a piece of cardboard that measures 9" x 9", wrap yarn around it 400 times, pull the yarn off, cinch it in the middle with a zip tie then trim zip tie and cut all loops to make a yarn ball.

Run and Kick: Using light weight balls (nerf, playground, or beach balls) that are a minimum of 6-8" in diameter, have children run up to a ball, kick it and then run after it. Make sure ample space is available and hazards are not evident (sprinkler's, holes in the ground, etc.)

Kick the Box: Children need large targets, so empty boxes are a great prop for children to kick a ball and hit the box. For variety, use different size boxes and have children tell you which box is easier to hit.

Kick a Goal: Using two cones, set up 10' apart, children can run up to a ball and kick through the cones. This activity may be a little frustrating for some, if so, widen the space even more between the cones for a higher success ratio.

Kick to the Wall: If a wall is available, children may kick a ball to the wall. Children should be at least 6' away from the wall so the ball does not rebound too quickly and hit them.

Indoor

Outdoor



Theme of the Week

“Rolling”

Monday

Careful Rolling

♪ *We Are Rolling*

Rolling Pins

Tuesday

Rolling Pins

♪ *Shake, Mix, Pound, Roll*

Bowl-A-Rama

Wednesday

Careful Rolling

♪ *We Are Rolling*

Log Rolls

Bowl-A-Rama

Thursday

Rolling Pins

♪ *Shake, Mix, Pound, Roll*

Roll A Goal

Friday

Log Rolls

♪ *Shake, Mix, Pound, Roll*

Roll A Goal

Props

Small balls
Medium size balls
6+ cones

Music

We Are Rolling
CD: Smart Moves 2

Shake, Mix, Pound, Roll
CD: Smart & Tasty 1



Additional Items

Rolling Pin
Plastic Bowling Pins

Notes

Books

Walter the Baker by Eric Carle
Oscar and the Cricket: a Book About
Moving and Rolling
Geoff Waring



Object Control

Theme of the Week



Rolling

Skills

Rolling Developmental Levels

“Toddler Push” - Squats down, places ball on ground, pushes ball forward with fingers.

“Exaggerated Swinger” - May step in opposition, bends over, straight legs, does an over exaggerated wind up, releases ball so it bounces.

“Rolling Star” - Steps in opposition, bends knees to lower body, swings hand down and back, trunk faces target, releases ball smoothly.

Careful Rolling: Using a small ball (eg., small nerf balls or tennis balls), have the children roll the balls around the classroom using their fingerpads. Keep the ball within three to five inches of hand reach, if possible. Caution children not to stop a ball rolling past them since someone will be looking for it.

We Are Rolling: Use the song as background music as children roll a small ball around the room. Speed may gradually increase with this activity, remind children to watch out for others around them and to stop their ball if it starts rolling too fast.

Rolling Pins: If possible, show children what a rolling pin is/and, how it is used what its use. Demonstrate how to roll out dough. Then have children pretend to be bakers and roll out some dough. Since dough can be used for a variety of staples ask the children what they like best (bread, tortillas, pita bread, pizza crust, etc.)

Shake, Mix, Pound, Roll: This lively song can be done with or without a scarf. The song prompts are: shake=shake both hands from high to low; mix=hold a pretend bowl with one arm and mix with the other; pound=alternate giant pounding actions with arms going up and down; roll=roll out the dough.

Log Rolls: If mats or a padded area is available, children can roll like logs across the mat or padded area. This activity is great for helping the body decipher where it is in space. CAUTION: Always allow for ample space and take shoes off.

Indoor

Bowl-A-Rama: Set up some cones (or plastic bowling pins) in area that has a smooth surface. Use a medium size ball for children to roll and try to knock down cones/pins. Once knocked over, children have to gallop over and re-set them.

Roll a Goal: Set up two cones approximately 10 feet away (cones should be four feet apart) and try to roll a small ball through the goal. Another adult or child can stand behind the goal to stop the ball from rolling further or set up the cones near a wall/fence. As children become successful, move the cones further away and make the goal area smaller.



Outdoor



Theme of the Week

“Throwing”

Monday

Ding-a-Ling

♪ *It's Time to Clean*

Throw and Get It

Tuesday

Ding-a-Ling

Circle Target

Target Practice

Wednesday

Ding-a-Ling

Circle Target

Target Practice

Thursday

♪ *It's Time to Clean*

Throw and Get It

Can You Throw Over?

Friday

♪ *It's Time to Clean*

Throw and Get It

Can You Throw Over?

Props

1 yarn ball/child
1 rope (2')/child
1 bean bag/child
6+ hoops

Music

It's Time to Clean
CD: Smart Songs 2

Additional Items

A variety of small balls for throwing
Outdoor play area

Notes

Homemade yarn balls can be easily made. Simply cut a piece of cardboard that is the same size of a CD jacket, wrap yarn around it 200 times, pull the yarn off, cinch it in the middle with a zip tie then trim zip tie and cut all loops to make a yarn ball.

Books

Watch Me Throw the Ball
Mo Willems





Object Control

Theme of the Week

Throwing



Skills

Throwing Developmental Levels

- Classic Preschool Throw (elbow high, no legs)
- Same Sided Step & Throw
- Step and Throw in Opposition
- Trunk rotation

Give each child a fluff ball. Have children hold the fluff ball in their dominant hand. The children will point the shoulder that does not have the ball toward a target.

Ding—a Ling. Pretend a phonies ringing. With the hand holding the ball, swing the arm down to the hip and pretend to answer the phone, putting the fluff ball to the ear and say “hello.” Then turn hips toward the target and say, “its for you.” Pretend to throw the fluff ball like a baseball player by stepping towards the target.

It’s Time to Clean: Randomly toss a dozen fluff balls (or use homemade yarn balls) around the room. Say, “IT’S TIME TO CLEAN,” and have the children throw all the fluff balls they can find to another area of the room. Have children search continue to fluff balls and throw them again. Music may be used in the background.

Circle Targets: Have children take your rope and make a circle some where in the room. Have them gallop over to get a fluff ball out of the middle of the room and gallop back to the circle. Take three steps away from the circle and throw the ball into the circle. If is lands in your circle, shout “Yahoo!”

Indoor

Throw and Get It: Children love to throw, make sure the space outside is not too close to a fence or wall where props can be lost. Remind children to do the “Ding-a-Ling” drill to throw with as much power as possible. Different props may be used: yarn balls, bean bags, light weight plastic balls, small beach balls, etc.

Target Practice: Using a hoop outside, place the hoop on the ground or set it up leaning against a wall or fence. From three or more feet away from the hoop, throw your bean bag into the circle. It is lands in your circle, shout “Yahoo!”

Can You Throw Over?: Using the playground area, ask a child if they can throw over something. Possible places may be: a swing, over the slide, over a tunnel, over a tricycle, etc. Let your imagination soar!

Outdoor



TRAVELING



- 1) Galloping
- 2) Hopping
- 3) Jumping
- 4) Running
- 5) Skipping
- 6) Sliding





Theme of the Week

“Galloping”

Monday

♪ *A Horse of Course*

Rope Writing

Step-Chase

Follow Me

Tuesday

♪ *A Horse of Course*

Rope Writing

Step-Chase

Horse Corral

Wednesday

♪ *A Horse of Course*

Horses in the Classroom

Toss and Gallop

Thursday

Rope Writing

Horses in the Classroom

Make a Little ‘g’

Friday

♪ *A Horse of Course*

Step-Chase

Follow Me

Toss and Gallop

Props

6+ Bean bags

6+ hoops

6+ nylon ropes (4’)

6-12 cones

Music

A Horse of Course

CD: Animal Romp and Stomp

Additional Items: Horse items

Notes:

Books

Read a book about horses, cowboys or cowgirls.

Horses!

Gail Gibbons

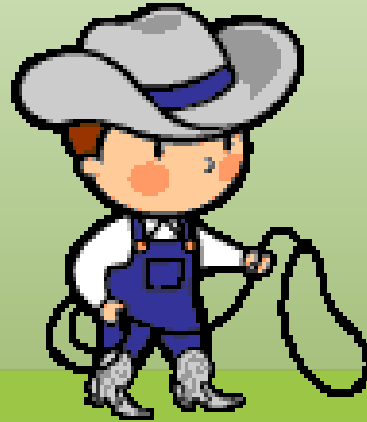


Theme of the Week

“Galloping”



Traveling



Skills

Jumping Developmental Levels

“Whoa Horsey” - Uncoordinated arms and legs, non rhythmical, arms held in front like reins, front foot is forward, back foot is sideways, some times on toes only.

“Intentional Pattern” - Appears choppy and stiff, arms may hang or be bent at waist, intentional step-chase pattern, can only do one foot.

“Smooth Galloper” - Smooth rhythmical pattern, arms bent at waist, lead foot steps with trailing foot chasing, both feet off ground momentarily, can do either foot.

Rope Writing: Using 2' ropes, practice making the following letters: H/h for horse and G/g for gallop. Ask the children what other words relate to horse and gallop and practice those letters too.

Step—Chase: As children transition around the classroom they can practice a slow gallop, encourage them to say and do “Step, Chase” as they move.

A Horse of Course: This lively song will bring out the horse in everyone. Get ready to gallop safely around the room—yee haw!

Horses in the Classroom: During transition time, pretend to be a horse and gallop to a new area. Yee-haw!

Gallop to a New Bean Bag: Spread the bean bags around the room so there is ample space to gallop. Begin with a child at every bean bag and on your cue (song, hand clap, etc.) Help children to plan their route mentally before they begin to gallop, you might say, “Point to another bean bag in the room.” If someone is pointing to the same bean bag a new bean bag may need to be sought or sharing may be a theme to explore.

Indoor

Follow Me: Be a role model, gather a couple of children and gallop around the play area. Say aloud, “Step, Chase” to help children talk to their legs.

Horse Corral: Set up several cones in a circle, like a horse corral, children gallop around inside the cones.

Toss and Gallop: Children toss (underhand) a bean bag a little distance away then they gallop to pick up the bean bag and repeat as many times as they wish.

Make a Little ‘g’: Using a hoop as the circle of a lowercase ‘g’ and a nylon rope as the tail of the ‘g’, children can create little ‘g’s around the play area. Encourage them to say the sound of ‘g’ once they complete their letter and then gallop around it.

Outdoor



Theme of the Week

“Hopping”

Monday

Watch Me Balance

🎵 Mary Did the Bunny Hop

Hop in Place

Hop Over the Line

Tuesday

Watch Me Balance

🎵 *Mary Did the Bunny Hop*

Hop to Someplace

Hopscotch

Wednesday

Hop in Place

🎵 *Mary Did the Bunny Hop*

Hop to Someplace

Thursday

Watch Me Balance

🎵 *Mary Did the Bunny Hop*

Hop to Someplace

Hoop Hops

Friday

Hop in Place

🎵 *Mary Did the Bunny Hop*

Hoop Hops

Hopscotch

Props

5+ nylon ropes (4')

Several hoops

Chalk(4')

6-12 cones

Music

Mary Did the Bunny Hop

CD: Hoppin, Boppin

Additional Items	Notes	Books
Whistle		Who Hops? by Katie Davis <u>Hop, Skip, Run</u> Marcia Leonard

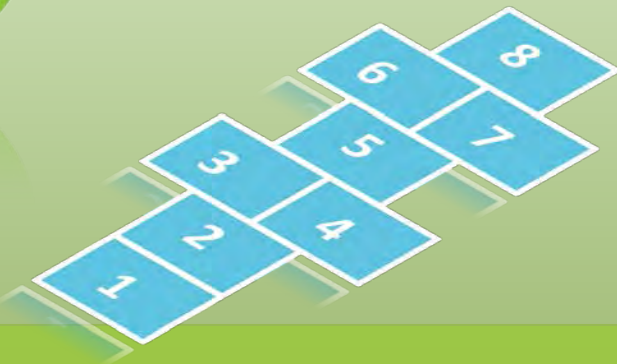




Traveling

Theme of the Week

“Hopping”



Skills

Hopping Developmental Levels

“Weebles Wobble” – Balance is easily lost, body upright, non-support leg raised, arms flail, limited height attained, lands heavily, 1-2 hops

“Short and Quick” – Balance is poor, non-support leg bent, some flexing in hip upon landing, number of consecutive hops limited

“Hopping Star” – Arms bent and swing, non-support leg swings like a pendulum but does not go past support leg, rhythmical action evident, able to hop on either foot.

NOTE: Hopping is fatiguing, don't hop for too long. If children need a little rest, take a short break.

Watch Me Balance: Stand up tall, balance on one foot. The non-supporting leg may be out to the side, to the back or to the front. Balance for 5 seconds or more. Make sure to try the other foot too. Ample space is needed since balance can be challenging for young children.

Mary Did the Bunny Hop: Get ready to hop to this song. If children fatigue, pause the song for a short rest.

Hop in Place: Demonstrate to the children how to hop in place. The non-support leg should be bent with the foot resting by the knee of the support leg. Hop upward and land softly. Hop three times in place, then try the other foot.

Hop to Someplace: When transitioning from an area in the classroom to outside or another room, have the children in a single file line and release one child at a time, for safety, to hop a few times as they move to their new destination (eg. restroom area, outside to play, etc).

Indoor

Hop Over the Line: Place several nylon ropes (4') in a row approximately six inches apart from each other. Children then hop over each line without losing their balance.



Hoop Hops: Set up several hoops outside with a child standing in a single hoop. Using a whistle, blow one time, this mean to hop out of the hoop. Another whistle means to hop back in the hoop. Keep repeating. This is a great activity for audio discrimination and body control.

Hopscotch: Draw a hopscotch on the ground with chalk. Show children how to hop and jump through the squares. A hopscotch made of chalk can be very long for added practice of jumping and hopping, a great activity for muscle memory.

Outdoor



Theme of the Week

“Jumping”

Monday

- Kangaroos in the Classroom
- 🎵 *Kangaroos A Go-Go*
- Follow Me
- Chalk Circles

Tuesday

- 🎵 *Kangaroos A Go-Go*
- Jump to a New Bean Bag
- Chalk Circles

Wednesday

- Circle Jumping
- Circle Switcheroo
- Hoop Circles

Thursday

- 🎵 *Kangaroos A Go-Go*
- Jump to a New Bean Bag
- Chalk Patterns

Friday

- Circle Jumping
- Circle Switcheroo
- Follow Me
- Hoop Circles

Props

- 1 rope (4')/child
- 6-12 hoops
- 6-8 Cones

Music

Kangaroos A Go-Go
CD: Animal Romp and Stomp

Additional Items:

Books or cards of animals that jump
Chalk

Notes:

Books

“Hop, Jump” by Ellen Stoll Walsh.
When an action word is read, children move accordingly.





Traveling

Theme of the Week

“Jumping”



Skills

Jumping Developmental Levels

“What’s Up?” – No take off evident, arms not involved, little extension of body, lands heavily and may step backward.

“Half Way There” – Initial take off begins to be seen, arms reach shoulder height during jump, legs partially straighten, lands on two feet in a semi-tuck.

“Blast Off” – Take off position fully seen (deep squat, arms swing backward and up), body extends, arms overhead in flight stage, lands on two feet simultaneously in a deep squat.

NOTE: Jumping is fatiguing, don’t jump for too long. If children need a little rest, take a short break.

Kangaroos a Go-Go: Follow the prompts to this lively song as children pretend to jump like a kangaroo in the room.

Kangaroos in the Classroom: During transition time, pretend to be a kangaroo and jump to a new area. Boing, boing!

Circle Jumping: Using a 4’ rope, make a circle on the floor. Jump in and jump out of the circle when a cue is given, cues may be voice, clapping, a drum beat, or a train whistle.

Circle Switcheroo: Jump up and down in one circle made with a 4’ rope. Say the color of that circle. On cue “GO”, jump to another circle. Look at the color of the new circle and say it out loud, jump up and down. Repeat several times.

Jump to a New Bean Bag: Spread the bean bags around the room so there is ample space to jump. Begin with a child at every bean bag and on your cue (song, hand clap, verbal cue like “Boing”, etc.) Help children to plan their route mentally before they begin to jump, you might say, “Point to another bean bag in the room.” If someone is pointing to the same bean bag a new bean bag may need to be sought or sharing may be a theme to explore.

Indoor

Follow Me: Be a role model, gather a couple of children and jump back and forth over a line in a sidewalk.

Chalk Circles/Hoop Circles: Draw various sizes of circles (or use hoops) on the ground with chalk, then jump in and out of the circle. Make a path of circles that leads to the play area or classroom.

Chalk Patterns: Children can draw a pattern of shapes (eg., circle, square, circle, square,...) in a line and then jump from shape to shape. Encourage children to say the shape they are jumping to for language development. For older children, help them to make a more complex pattern (eg., circle, circle, square, circle, circle, square,...)



Outdoor



Theme of the Week

“Running”

Monday

Running Rules
Learn to Jog
Dance Freeze
Jog in Place

Tuesday

Jog in Place
Start and Stop Signals
Dance Freeze
Jog to a Spot

Wednesday

Jog in Place
Start and Stop Signals
Room to Run
Run Just So Far
& Then Stop

Thursday

Jog in Place and Sit
Down
Jog to a Spot
Run Just so Far
& Then Stop

Friday

Dance Freeze
Jog in Place and Sit
Down
Room to Run
Chase a Hoop

Props

1 spot/child
2-3 hoops

Music

Run Just So Far & Then Stop
CD: Movin' and Shakin'

Dance Freeze
CD: Smart Moves 2



Additional Items:

Auditory signals (whistle,
drum, tambourine, music, etc.)

Notes:

Books

Hop, Skip, Run
Marcia Leonard



Theme of the Week

“Running”



Skills:

Running Developmental Levels

Legs are stiff or stride is uneven, arms swing out horizontally or have a short swing, wide base of support

Limited by observable flight phase, stride increases, arms swing, base of support narrows, non-support leg bent

Flight stage easily seen, increased speed with heel-toe pattern, narrow foot placement, elbows bent and arms move in opposition

Running Rules: Running has appropriate and inappropriate places. Discuss places where it is appropriate for children to run safely.

Jog in Place: Instruct children to stand on a spot. Spread spots (or foam circles) out so they are not too close to others or objects (desks, tables, etc.) Turn on some music and jog in place. After 20 seconds, change spots for variety and ask children what color they are standing on. While on a spot, turn around before jogging to see the other side of the room. For advanced learners, jog and clap in place. While jogging, clap over head (high level) or clap near knees (low level). This activity promotes crossing the cephalocaudal midline. Get the knees up high and arms pumping for healthy hearts!

Dance Freeze: Young children need to practice starting and stopping. The children can jog in place and freeze when the music stops. Once they are more competent, they can jog in a small area and then around the room.

Run Just So Far & Then Stop: Using the song, modify the activity to jog rather than run and follow the prompts on the song.

Jog in Place and Sit Down: Once children look competent at jogging in place, have them jog in place and then on a signal (hand clap, sound of a tambourine), children sit down on their spot. Keep repeating watching children in their ability to listen and respond with their body.

NOTE: Use caution when prompting children to run or jog, whether inside or outside. Observe possible hazards and safeguard children always.

Indoor

Room to Run: Ensure there is plenty of space to run/jog. Be a role model and jog along with the children.

Jog to a Spot: Spread out the spots randomly around the play area. On cue, children run to a new spot. If someone is there already, find a different spot.

Start and Stop Signals: On your start signal (whistle, portable drum, music, etc.) children begin to run within a safe and open space. On your stop signal (two whistle blows, two drum beats, music off, etc.) children freeze. Since children are top heavy, stopping is not easy but practicing starting and stopping is necessary to master such an important skill.

Chase a Hoop: An adult pushes a hoop so it rolls into open space while the child chases after it. Ensure plenty of safe space to run, only roll one hoop at a time, try to roll a hoop so it has a stopping point (wall, fence, etc.)

Outdoor



Theme of the Week

“SKIPPING”

Monday

Elephant Trunk Touches

🎵 *Here We Go Loopty Lou*

Skip to a Cone

Tuesday

Elephant Trunk Touches

Skipping S

Follow Me

Pathway Skipping

Wednesday

🎵 *Ring Around a Rosy*

Step—Hop

Pathway Skipping

Skip to a Cone

Thursday

Step—Hop

🎵 *Here We go Loopty Lou*

Follow Me

Stop, Ball, Stop

Friday

🎵 *Ring Around a Rosy*

Skipping S

Skip to a Cone

Stop, Ball, Stop

Props

1 nylon rope (4')/child
Various playground balls
6-8 Cones

Music

Here We Go Loopty Lou
CD: Movin' & Shakin'

Ring Around a Rosy
CD: Movin' & Shakin'

Additional Items
Chalk

Notes

Books
Hop, Skip, Run
Marcia Leonard





Traveling

Theme of the Week

“Skipping”



Skills:

Skipping Developmental Levels

“One Side At A Time” – Action of Step – Hop seen only on one side.

“Deliberate Step-Hop” – Focused step-hop action, may have a double hop or step, arms not used.

“Intentional Skipping” – Step-Hop becomes coordinated, arms help with momentum, lands flat footed, exaggerated vertical lift.

“Skipping Star” – A rhythmical step-hop on alternate feet with non-support foot near body, arms swing in opposition to legs at waist level.

NOTE: Skipping is difficult for many preschoolers but practice helps to build muscle memory and coordination.

Elephant Trunk Touches: Spread children around the room to do alternating knee touches (outstretch arms, place one hand over the other, lift one knee up and touch with hand, lower leg and lift the other knee, alternate touching knees). This activity is great for crossing the midline and creating motor memory.

Here We Go Loopty Lou: Skip around the room and follow the prompts in the song. This song is similar to the Hokey Pokey but children can do the prompts individually. Prompts are: put both arms in, take them out, and shake them about; put right foot in, take it out, give it a shake and turn about; put left foot in, take it out, give it a shake and turn about; put whole self in, take out, and give a shake, shake and turn all about.

Step—Hop: As children transition around the classroom they can practice a slow skip, encourage them to say the words as they step and hop.

Skipping S: Using a nylon rope (4'), make a large letter 'S' on the floor. Children skip around their letter 'S/s' and say the sound of 'S'. Matching can also be worked on as they skip around another letter that is the same color as their rope.

Ring Around a Rosy: Ring Around the Rosy is usually done with hands joined and walking in a circle. This can be a challenge for young children so they can walk around in a circle by them self. Practice how to sit down, walk, skip, march, and wiggle.

Indoor:

Follow Me: Be a role model, gather a couple of children and skip around the play area.

Skip to a Cone: Set up several cones in a scattered area (or like the letter 'S'), children skip and touch cones. Background music may be used to liven up the activity.

Pathway Skipping: Draw various pathways on the ground with chalk, children skip on top of the pathways. Pathways can be: straight, curved, zigzagged, etc.

Stop, Ball, Stop: Roll a ball in an area free of obstacle and hazards, children skip to retrieve the ball and give the ball back to the adult.



Outdoor:



Theme of the Week

“Sliding”

Monday

♪ *We're Moving Around*

Step to the Side and Touch

Slide and Touch 3 Things

Tuesday

♪ *We're Moving Around*

Step, Touch, Jump

Slide With Me

Slide to the Slide

Wednesday

♪ *We're Moving Around*

Throw and Slide

Step to the Side and Touch

Slide to a New Place

Thursday

Slide to a New Place

Slide and Touch 3 Things

Slide With Me

Slide to the Slide

Friday

♪ *We're Moving Around*

Throw and Slide

Step, Touch, Jump

Slide to the Slide

Props

1 yarn ball/child

6+ cones

Music

We're Moving Around

CD: Smart Moves 1

Additional Items
Playground slide

Notes

Books
Slide, Already
Kit Allen

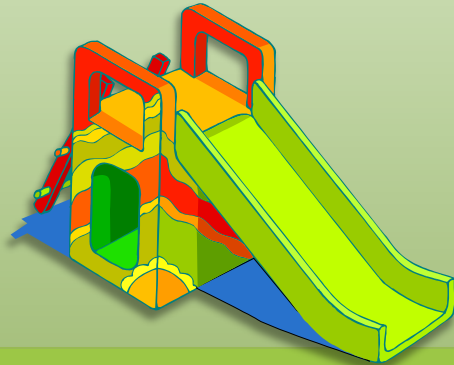




Traveling

Theme of the Week

“Sliding”



Skills

Sliding Developmental Levels

“Step – Touch” – Choppy movement with intentional steps, trailing foot may cross in front/behind of lead foot, hips may rotate in direction of movement pathway, not rhythmical

“Choppy Slider” – Choppy but rhythm becomes evident, trailing leg still uncertain in placement, exaggerated vertical lift, arms inconsistent

“Master Slider” - Body is kept perpendicular to movement pathway, a step sideways followed by trailing foot, short flight time, able to slide to the right or to the left

We're Moving Around: Feel the beat as you practice traveling skills embedded in this song. Prompts include: marching knees, slide feet sideways, hop along, gallop around, kick feet to the kicking sound, tip toe softly, stomp moving around, stand in place and sit down.

Step to the Side and Touch: During transition time or a quick break from circle time, children practice stepping to the side (keep tummies facing forward while stepping directly sideways) then touching with the trailing foot. Try different tempos, say it: slowly, quickly, with a silly voice, with a deep voice.

Step, Touch, Jump: With children randomly scattered around the room, demonstrate how to step to the side, touch with the trailing foot and then immediately jump in place. Repeat to the opposite side. As children become proficient, increase the speed.

Throw and Slide: Each child has a yarn ball and ample space in the room. Children gently toss their yarn ball and then slide to pick it up and repeat process.

Slide to a New Place: This activity can be used anytime. Tell the children that you will say, “Slide to a new place.” Everyone slides to a new place in the classroom, watch out for traffic jams. Repeat the command several times always moving to a new place. You may want to add the number of slides to do so counting can be practiced.

Indoor

Slide With Me: Lead the children down the sidewalk as you slide down and back. Make sure to slide on both sides. Example: Slide 3 times with one foot leading then 3 with the other.

Slide and Touch 3 Things: Give each child a yarn ball with the directions that they have to touch three different things in the play area and then return. Upon their return they have to say the three things they touched in order. Once proficient, increase the number of things to be touched.

Slide to the Slide: Set up 6+ cones approximately five feet apart that leads to the playground slide. Children begin at the first cone and slide in and out of the cones making their way to the playground where they climb up and slide down. Repeat as many times as the children want.

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Outdoor

SPECIAL THEMES



- 1) **Animal Actions**
- 2) **Colors**
- 3) **Insects**
- 4) **My body**
- 5) **Planting a Garden**
- 6) **Shapes**
- 7) **Transportation**



Theme of the Week

“Animal Actions”

Monday

♪ *Move Like an Animal*
Roar and Snore
Jump Like a Kangaroo
Animals In the Zoo

Tuesday

♪ *Act Like You Are in a Zoo*
Where is the Animal?
Animals In the Zoo
Zookeeper

Wednesday

♪ *Move Like an Animal*
Roar and Snore
Where is the Animal?
Zookeeper

Thursday

♪ *Act Like You Are in a Zoo*
Jump Like a Kangaroo
Zookeeper
Find a Zoo Animal

Friday

♪ *Move Like an Animal*
Roar and Snore
Where is the Animal?
Find a Zoo Animal

Props

Animal cards
(see attached)
12+ cones

Music

Move Like an Animal
CD: Animal Romp & Stomp

Act Like You Are in a Zoo
CD: Smart Moves 3

Additional Items

Bell

Notes

Books

Read books about animals
Slither, Slide, Hop, and Run
Katherine Kenah



Theme of the Week

“Animal Actions”



Move Like an Animal: Discuss a few animals the children are interested in and how they move. Then practice the prompts in the song and begin to move around the room. Song prompts include: prowl like a lion, slither like a snake, be a gorilla, a big bird of prey, stomp like an elephant, and jump like a kangaroo.

Act Like You Are in a Zoo: Pretend to be visiting a zoo and discuss why animals are kept in enclosures. Song prompts include: elephants march, flamingos tip toe, zebras gallop, kangaroos jump, cheetahs run, move like your favorite animal, and then rest.

Roar and Snore: Get ready to be a lion! On “Roar” everyone gets on all fours and roars like a lion. On “Snore” everyone quickly collapses into a tight ball on the floor and pretends to be asleep snoring loudly.

Where’s the Animal?: This activity involves using stabilizing skills, see *Tips* section, while everyone pretends to search for animals. Prompts may be: Can you reach up high to touch an eagle? Can you bend over and stroke a snake? Turn to see a cheetah. Pretend to be a monkey and swing in a tree. Stand on one foot like a flamingo.

Jump Like a Kangaroo: As you transition in the room or on your way to outdoors, jump (on two feet) like a kangaroo. Boing, boing!

Indoor

Skills Tip

Animal movements allows children to move and feel in different ways. Encourage them to use their whole body and imagination as they pretend to be different animals. Don’t forget the animal noises too!

Stabilizing skills include: twisting, turning, pushing, pulling, bending, stretching, swinging, swaying, standing, squatting, kneeling, and balancing.

Animals in the Zoo: Set up a few squares in the play area with cones, pretending this is the zoo. Prompt the children to act like different animals they may see in a zoo. Ring a bell and let all the animals out to run around.

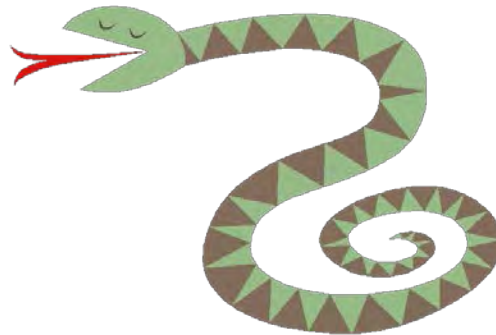
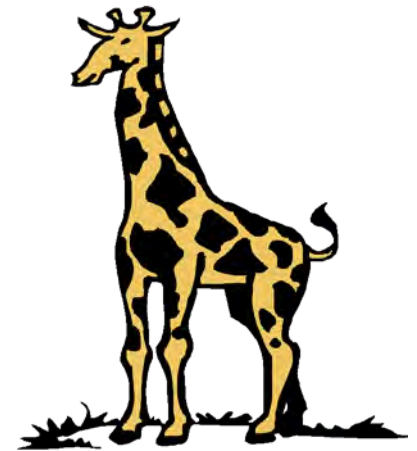
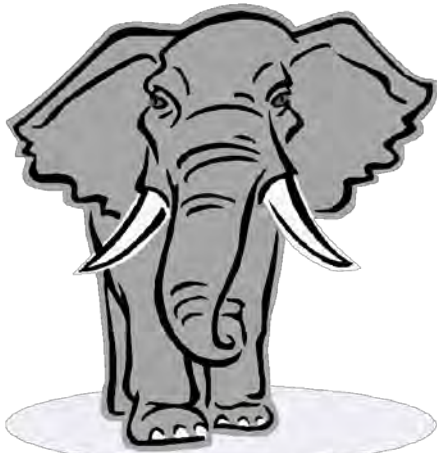
Zookeeper: Line children up on a line facing you approximately 15’ away. Give each child a 3x5 card with an animal picture on it (see next page). When you call out the animal and the movement you want them to use, they move towards the zookeeper in an attempt to get past without being caught by the zookeeper. If you catch an animal/child, you just give them a hug.

Find a Zoo Animal: Using several cones, hide a picture (see attached) of an animal under one cone. See how quickly the animal can be found by the children. Cue children to move with different traveling skills as they try to find the animal hidden under a cone.

Outdoor

Animal Cards

Directions: Copy enough pages and cut so each child has one card. Laminate cards for repeated use.



Theme of the Week **Animal Actions**



Theme of the Week

“Colors”

Monday

Find the Color
 🎵 *Can You Find the Color?*
 I Spy
 Red Light, Green Light

Tuesday

Find the Color
 🎵 *Can You Find the Color?*
 Hoop Patterns

Wednesday

🎵 *Can You Find the Color?*
 Foam Circles
 I Spy
 Streamer Colors

Thursday

🎵 *Can You Find the Color?*
 Rope Circles
 Streamer Colors

Friday

🎵 *Can You Find the Color?*
 Rope Circles
 I Spy
 Red Light, Green Light

Props

Color cards (see attached)
 1 rope (2')/child
 1 streamer/child
 12+ colored hoops

Music

Can You Find the Color?
 CD: Smart Moves 1

Additional Items

Foam circles

Notes

Books

Read books where colors are displayed
Red Orange Yellow Green Blue Purple
 Eliza Salzmann



Theme of the Week

“Colors”



Can You Find the Color?: While playing this song, children move around the classroom finding items that are mentioned in the song and moving to the prompts (blue=shake, green=run in place, yellow=move slow, black=climb up, white=jump, red=stop).

Find the Color: Using the color cards attached to this lesson, prepare several copies of each page and cut individually. Place many circles around the room. Use physical activity to find a color asked for. An example may be “Jump and find a green circle” or “Hop on one foot to find purple.”

Foam Circles: Using foam sheets cut into circles (5-7” diameter), ask the children to identify the colors as you hold them up. Leaving an assortment of colored circles on the floor, children can construct a simple pattern using two colors (eg., red, blue, red, blue). Once simple patterns are learned, try a more complex pattern.

Rope Circles: Make a circle with a 2’ colored rope (or shoelace) on the floor. Depending on the color of the rope, children have to find items in the classroom that matches the color of the rope and place it in the circle. Ask each child what color they brought and does it match the rope color. Then they can return the item to its place and choose to find another item which may be the same color or they can choose to move to a new circle.

Indoor



Skills Tip

Foam sheets are easy and inexpensive to use, they can be cut to any size or shape. It is suggested to have a set of foam circles (5-7 inches in diameter) to use in the classroom. Foam circles may be used for color identification, used to make patterns for math, create pathways to jump from one to the other, practice balancing, or as personal space markers to place children around the room. Foam sheets may be purchased at your local craft store.

I Spy: Play I Spy with the children, the only thing different is that the children have to touch the item they think you are describing. This adds physical activity! Change the way they travel by having them gallop, jog, skip, etc.

Hoop Patterns: Using a variety of colored hoops, children can create a path with the hoops. Then they jump from hoop to hoop saying the color each hoop they jumped in.

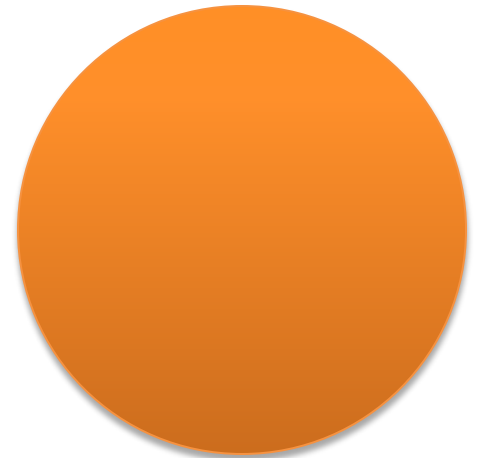
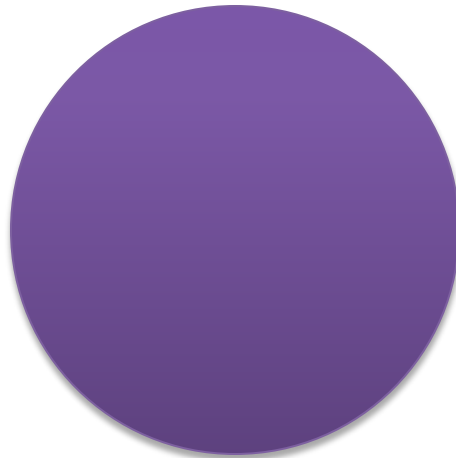
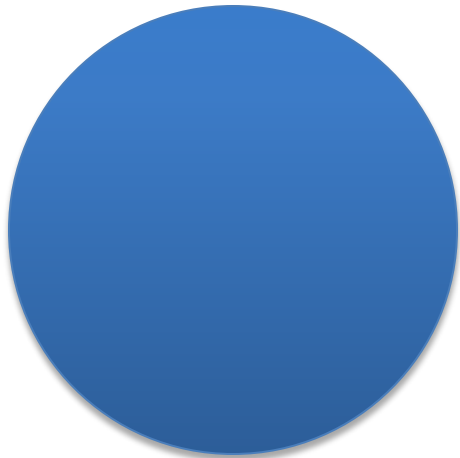
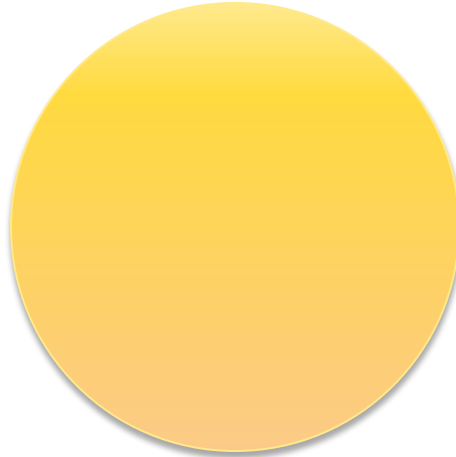
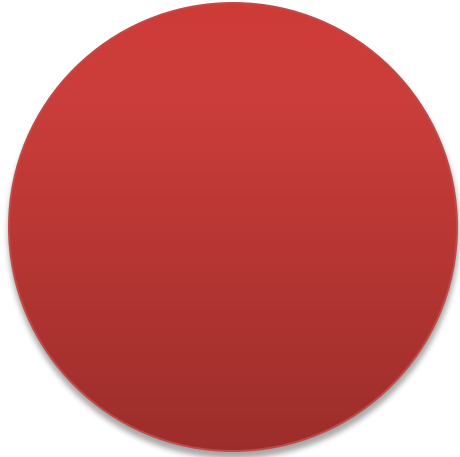
Streamer Colors: Each child may choose which color streamer they want, identify that color and then travel around the play area saying, “I have the color ____.” They can switch streamers and then repeat their travels.

Red Light, Green Light: Using a red foam circle and a green foam circle, line children up facing the adult. When you hold up the green circle, the children move forward beeping like a car. When you hold up the red circle, the children stop.

Outdoor

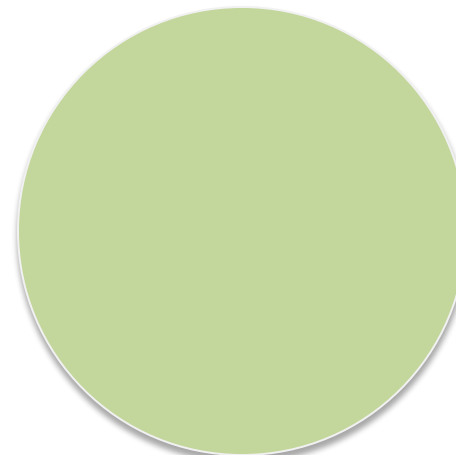
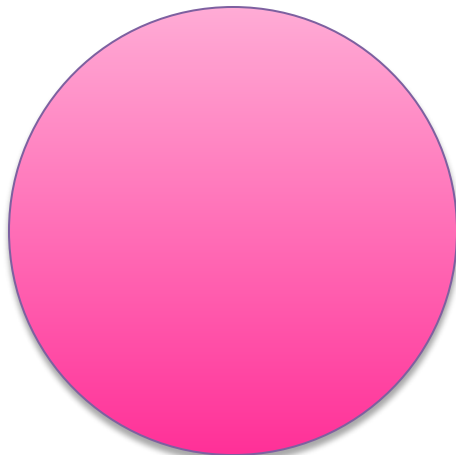
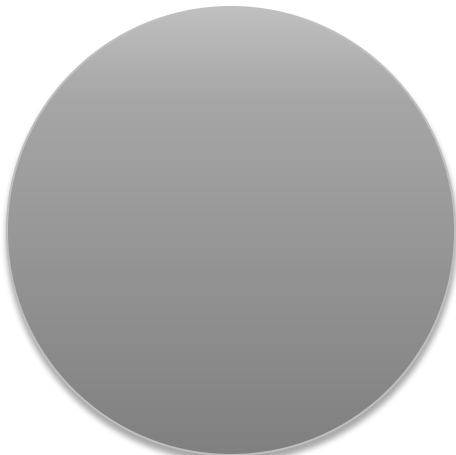
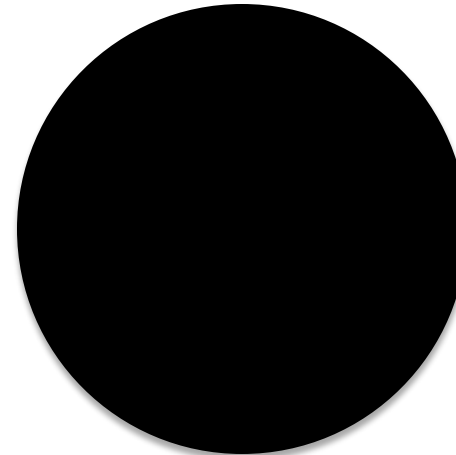
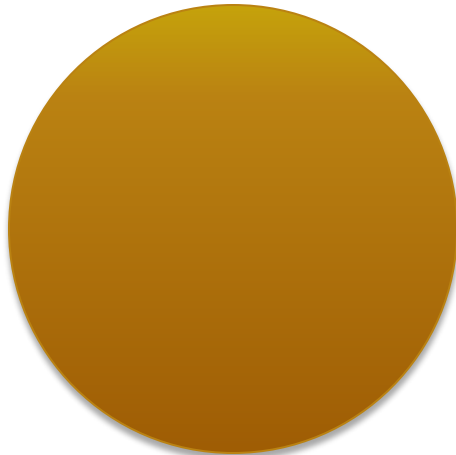
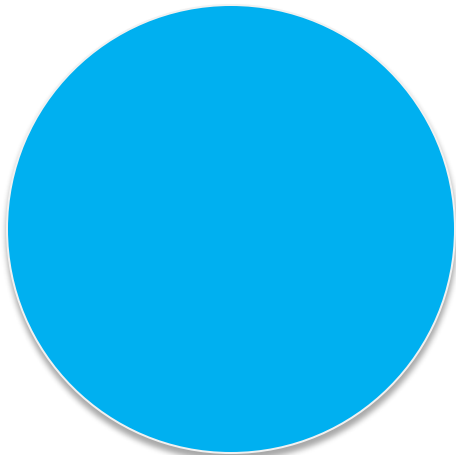
Color Cards

Directions: Copy, cut and laminate cards as needed.



Color Cards

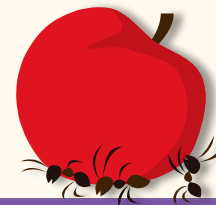
Directions: Copy, cut and laminate cards as needed.





Theme of the Week

“Insects”



Monday

- 🎵 Insect Acts
- Itch & Scratch
- Insect Detective
- Get the Mosquito

Tuesday

- 🎵 Insect Acts
- Itch & Scratch
- Find an Insect
- Clean Out the Insects

Wednesday

- Insect Detective
- 🎵 Army Ants
- Insect Hunter
- Clean Out the Insects

Thursday

- 🎵 Insect Acts
- Itch & Scratch
- Find an Insect
- Flick a Fly

Friday

- Itch & Scratch
- 🎵 Army Ants
- Insect Hunter
- Flick a Fly

Props

- Insect cards (see attached)
- 1 streamer/child
- 12 yarn balls
- 1 nylon rope (4')
- 2-4 swim noodles (3')
- 6+ cones

Music

Insect Acts
CD: Smart Songs 1

Army Ants
CD: Bugsters

Itch & Scratch
CD: Bugsters



Additional Items

Paper plate and 6' string, Paper towel rolls
Plastic insects can be used in lieu of insect pictures for an activity

Notes

Books

Read books about bubbles, baboons
or books that emphasize 'B' words

Bugs
Valerie Davies



Theme of the Week

“Insects”



Insect Acts: Discuss the many species of insects, use the insect pictures on the following pages to how insects move (crawling on the ground, flying around, biting or stinging). Then put the song on and move like insects!

Itch and Scratch: During this lively song, children will be prompted to scratch various body parts indicated in the song. This is a great review for body part identification.

Insect Detective: Scatter the various insect cards around the room and go on a detective hunt. Describe various parts of an insect and see if the children can figure it out which insect you are describing.

Army Ants: Form a long line, each child with a streamer, and follow the leader around the room as the song plays in the background. If more than adult is in the room, form a separate line. If children are ready to lead, they can the leader for 30 seconds and then a new leader can lead.

Clean Out the Insects: Using 12 yarn balls and nylon ropes in the middle of an area, toss several yarn balls on each side. Divide the children in half and place on both sides of the rope. On your cue to “CLEAN” children toss the yarn balls to the other side, basically cleaning their side. On “STOP” gather all the yarn balls in the middle and count them all up. Begin again.

Get the Mosquito: This activity involves stabilizing skills. Pretend a mosquito is somewhere on the body and you have to twist to flick it away, bend low, or push it off an arm. Buzz!

Indoor

Skills Tip

The insect world offers an opportunity to explore traveling skills and stabilizing skills. Move slowly and gracefully for added body control and awareness.

Tossing can be practiced in the activity named “Clean Out the Insects”. Only do this activity with light weight yarn balls or fluff balls. Toss may be done underhand or throwing once children are proficient.

Insect Hunter: Line children up on a line facing you approximately 15’ away. Give each child a 3x5 card with an insect picture on it (see next page). When you call out the insect and the movement you want them to use, they move towards you in an attempt to get past you without being caught by the insect hunter. If you catch an insect/child, give them a pat them on their head and send them on their way.

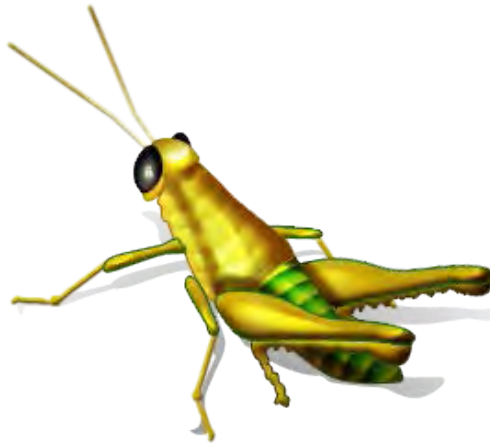
Find an Insect: Using several cones, hide a picture (see attached) of an insect under one cone. See how quickly the insect can be found. Children can move with different insect motions while they find the insect hidden.

Flick a Fly: The teacher holds a 6’ string/rope that is connected to a paper plate that has a picture/drawing of a fly on it. The other children have a 3’ swim noodle or paper towel roll. As the teacher walks around the area the children try to flick the fly on the paper plate.

Outdoor

Insect Cards

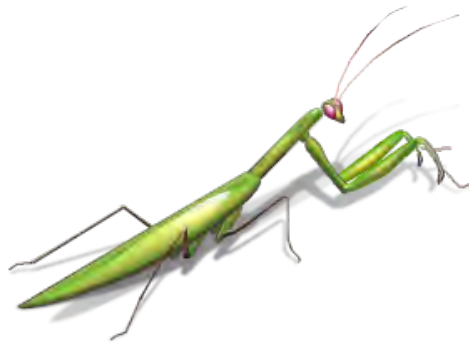
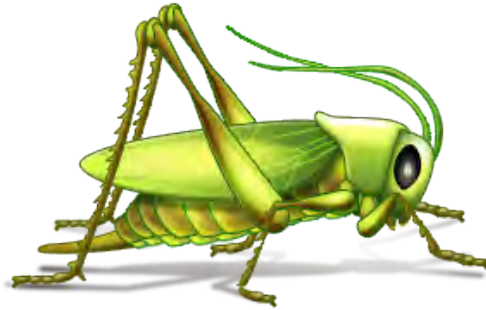
Directions: Copy, cut and laminate cards as needed.



Theme of the Week **Insects**

Insect Cards

Directions: Copy, cut and laminate cards as needed



Theme of the Week **Insects**



Theme of the Week

“My Body”

Monday

My Body Can Move

♪ *My Face, My Face*

Rope Faces

Sand Bodies

Tuesday

My Body Can Move

♪ *My Face, My Face*

Rope Faces

Work Your Body

Wednesday

♪ *In My Body*

Rope Bodies

Healthy Bodies

Prop Bodies

Thursday

♪ *In My Body*

Rope Bodies

Work Your Body

Prop Bodies

Friday

My Body Can Move

♪ *My Face, My Face*

Chalk Hearts

Healthy Bodies

Props

1 rope (2')/child

1 nylon rope (4')/child

Hoops

Yarn balls

Music

My Face, My Face
CD: Smart Moves 1

In My Body
CD: Smart Moves 1

Work Your Body
CD: Smart Moves 1

Additional Items

Games or puzzles that emphasize body parts

Notes

Books

Read books about healthy bodies

[My Body=Mi Cuerpo](#)
Gladys Rosa-Mendoza



Theme of the Week

“My Body”



My Body Can Move: Ask children to move body parts in different ways. Possible prompts may be: stomp a foot, tap a nose, blink eyes, draw a circle with an elbow, tilt head from side to side, rub your belly, touch both knees at the same time, touch two of the same body parts simultaneously (ears, feet, shoulders), touch two different body parts simultaneously (head and foot, shoulder and nose), etc.

My Face, My Face: Use this interactive song to identify facial parts.

In My Body: Use this interactive song to move two body parts simultaneously. Use the following prompts for the main chorus: In my body - touch both hands to upper chest; My body—turn in a full circle while hands are overhead; So great to be in my body—make any pose you like.

Rope Faces: Using 2’ ropes, children can draw a face on the floor. Add yarn balls for eyes and a nose or find things around the room that could be used to make face parts.

Rope Bodies: Using 4’ ropes, children can draw a body on the floor. This is a great activity to see where children are developmentally. For advanced learners they can work cooperatively to build a body.

Indoor

Skills

Running Developmental Levels

Becoming aware of body parts, their names and functions is an important concept for young children. Discuss body parts and what their functions are. Encourage children to touch and say the body parts aloud developing language skills.

Healthy bodies are important and children are never too young to hear about taking care of their bodies. Healthy bodies like to move and eat healthy. When hearts beat fast, they are saying, “Thank you, thank you!”

Work Your Body: Before going to play outside, follow the prompts on the song for a stretching activity.

Sand Bodies: Draw whole bodies in the sand. Once completed find a friend and show them what you have drawn.

Healthy Bodies: Healthy bodies like to have physical activity, run around the play area, climb some stairs, and go down a slide. Run to an adult and check your heart rate, can you feel it beating in your chest? Then your heart is saying, “Thank you, thank you.”

Chalk Hearts: Draw hearts made of chalk on the sidewalk. Happy hearts like to beat fast from physical activity. Jump up and down and then feel your heart!

Prop Bodies: Using hoops, yarn balls and nylon ropes, construct a body on the sidewalk or grass. Find an adult and name the body parts.

Outdoor



Theme of the Week

“Planting A Garden”

Monday

Be A Plant

♪ *I'm Growing*

Roll the Bugs Away

Dig A Hole

Tuesday

Plant Types

♪ *Balancing in the Garden*

Sunlight

Name The Seed

Wednesday

Dig A Hole

♪ *Balancing in the Garden*

Sunlight

Name The Seed

Thursday

Plant Types

♪ *I'm Growing*

Sunlight

Hoop Planting

Friday

Dig A Hole

♪ *Balancing in the Garden*

Roll the Bugs Away

Hoop Planting

Props

1 yarn ball/child
6-12 Colored hoops
6+ cones

Music

I'm Growing
CD: Smart & Yummy 1

Balancing in the Garden
CD: Smart and Yummy 1

Additional Items

Small shovels
Various seeds
(real or pictures of)

Notes

Books

Growing Colors by Bruce McMillen
Growing Vegetable Soup by Lois Ehlert
Flowers
Elaine Pascoe and Dwight Kuhn





Theme of the Week

“Planting A Garden”

Skills Tip

Imitating the motions needed to plant a garden requires stabilizing skills which works on balance and body weight transference. Ensure space is needed for the children as you take them on the journey of planting.

Stabilizing skills include: twisting, turning, pushing, pulling, bending, stretching, swinging, swaying, standing, squatting, kneeling, and balancing.

I’m Growing: Discuss how seeds grow. They need to be planted, watered, given sunlight and then harvested. Act out the cycle of a seed: dig a hole, squat down to imitate a seed, stretch slowly upward, sway gently in the breeze, begin to wilt and shrink back down to lay on the ground. Use the song to enhance the growing experience.

Plant Types: Discuss how seeds look different and how they grow into plants in a variety of ways. Some plants grow underground, as vines, and some grow to be big and strong. How can bodies represent the different types of plants/flowers/bushes/trees/?

Sunlight: For seeds to grow and thrive, sunlight is important. As you transition around the classroom, periodically call out “Plants needs sunlight!” The children then move their bodies to find sunlight and lift their shiny faces to feel the warmth of the sun. Remind children to move in different traveling skills.

Balancing in the Garden: As you step carefully through the pretend garden, follow the prompts in the song to practice stabilizing skills. Prompts are: Balancing, turn around, balance on one foot then the other, hands at side, arms spread wide, step through the garden carefully.

Roll the Bug Away: Some bugs help plants grow and some eat the plants, pretend yarn balls are bugs that want to eat the plants in the garden or find a yarn ball scattered in the room and roll it away.

Indoor

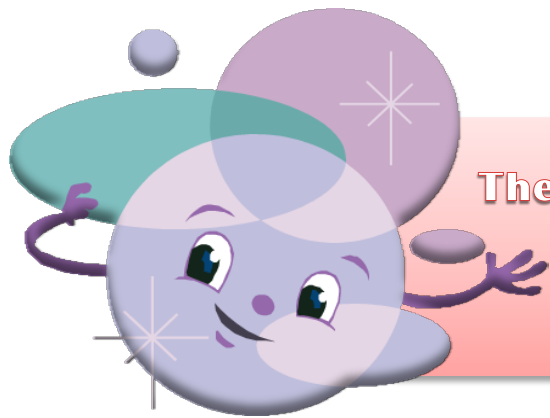
Dig a Hole: Get out some shovels and dig a hole or two. Make sure children do not throw dirt in the defecation of other children. If you have a garden area, plants some real seeds and watch the growing process.

Name the Seed: Randomly scatter several cones in the play area. Underneath each cone place a few seeds that are the same (eg., sunflower seeds, apple seeds, etc.), children pick up a seed and bring it back to you to name the type of seed. Prompt children to move in different ways (gallop, side-slide, jog, etc.) as they move about the play area.

Hoop Planting: Scatter a variety of colored hoops around the play area. Give a child a seed (real or pretend) to plant in the correct hoop. Each colored hoop represents what color the fruit or vegetable will grow from the seed given to the child (eg. Plant a zucchini seed in a green hoop, plant a tomato seed in a red hoop, etc.)

Outdoor





Theme of the Week

“Shapes”

Monday

♪ *Can You Find the Shape?*

Find the Shape

Sand Shapes

Tuesday

♪ *Can You Find the Shape?*

Find the Shape

Chalk Shapes

Wednesday

♪ *I Spy*

Foam Shapes

I Spy Outside

Chalk Shapes

Thursday

♪ *I Spy*

Foam Shapes

Shape Drivers

I Spy Outside

Friday

♪ *Can You Find the Shape?*

Shape Drivers

Sand Shapes

Props

Shape cards (see attached)
Foam shapes
Chalk

Music

Can You Find the Shape?
CD: Smart Moves 2

I Spy (Shapes)
CD: Smart Songs 1

Additional Items

Sandbox

Notes

Books

Read books where shapes are displayed
Shapes & Opposites
Richard Scarry





Theme of the Week

“Shapes”

Skills Tip

Foam sheets are easy and inexpensive to use; they can be cut to any size or shape. It is suggested to have a set of foam shapes (approximately the size of a sheet of paper) to use in the classroom. Foam shapes may be used to identify colors, make patterns for math, create pathways to jump from one to the other, practice balancing, or as personal space markers to place children around the room. Foam sheets may be purchased at your local craft store.

Can You Find the Shape?: While playing this song, children move around the classroom finding shapes that are mentioned in the song and moving to the prompt (triangle=jump, slide, slide; oval=shuffle, shuffle, spin; square=hop, skate, skate; diamond=kick, kick, turn; star=waddle, waddle, pause; rectangle=leap, stomp, stomp; circle= run, run, freeze).

I Spy: Play song. When prompted in the song, children move to touch the shape in the room. This adds physical activity! For variety, the shape cards (see attached) can be scattered on the floor and the children move in different traveling skills to touch the shape mentioned in the song.

Find the Shape: Using the shape cards attached to this lesson, prepare several copies of each page and cut individually. Place many shapes around the room. Use physical activity to find a shape asked for. An example may be “Slide to find a square” or “Hop on one foot to find an oval.”

Foam Shapes: Using foam sheets cut into various shapes, ask the children to identify the shapes as you hold them up. Leaving an assortment of shapes available on the floor, children can construct a simple pattern using two shapes (eg., circle, square, circle, square). Once simple patterns are learned, try a more complex pattern.

Shape Drivers: With an assortment of foam shapes, children may choose a shape they like, say the shape, and then take a drive around the room pretending to be shape drivers.

Indoor

I Spy Outside: Play I Spy with the children outside; the only thing different is that the children have to touch the item they think you are describing. This adds physical activity! Change the way they travel by having them gallop, jog, skip, etc.

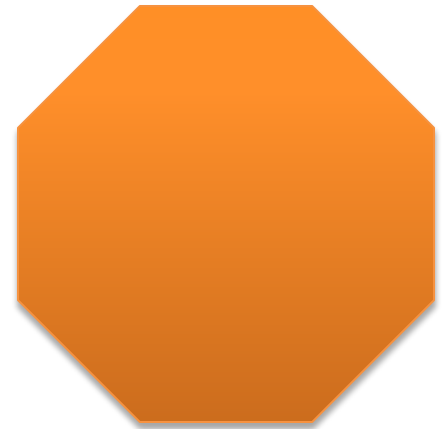
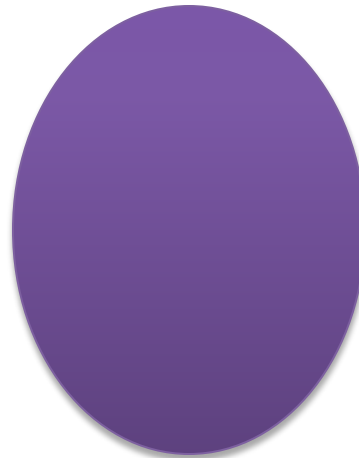
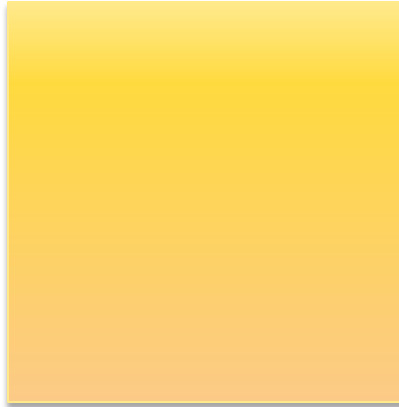
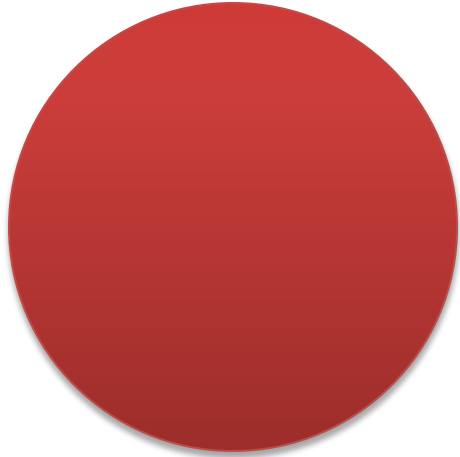
Sand Shapes: Draw different shapes in the sand. Try and find the same shape some where in the environment.

Chalk Shapes: Using sidewalk chalk, children can draw big shapes and then travel around them. Can they skip around an oval, march around a rectangle, hop in and out of a circle?

Outdoor

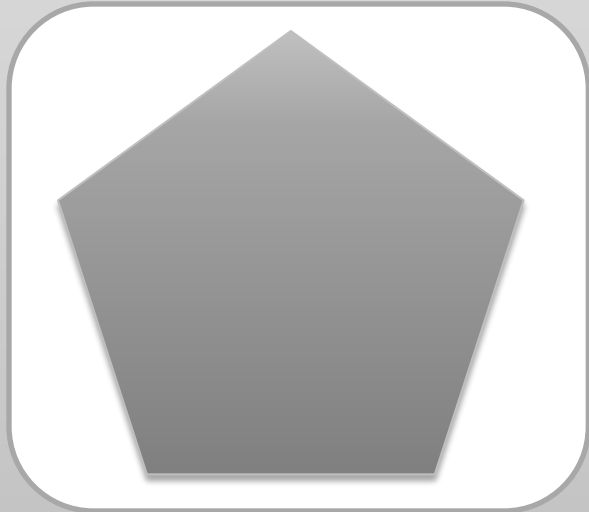
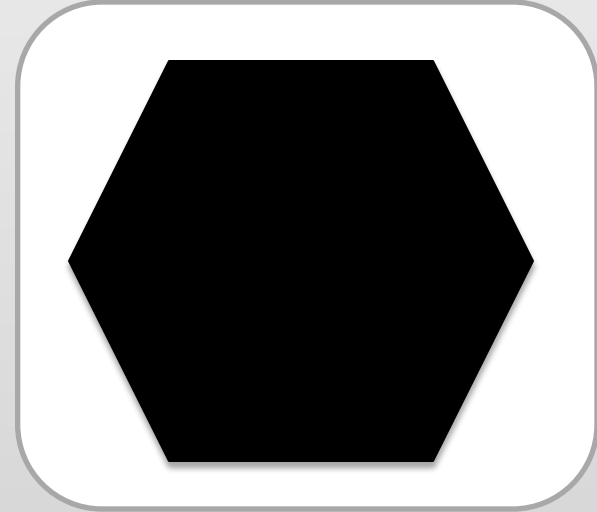
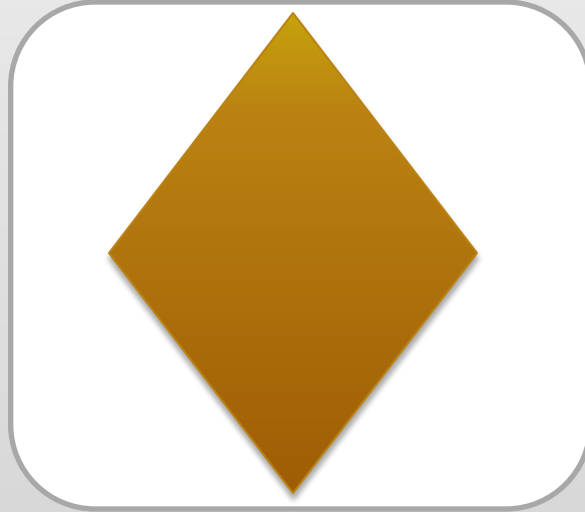
Color Cards

Directions: Copy, cut and laminate cards as needed.



Color Cards

Directions: Copy, cut and laminate cards as needed.





“Transportation”

Monday

♪ *Transportation*

Airplanes

Drive A Car

Tuesday

♪ *Transportation*

Airplanes

Red Light,

Green Light

Wednesday

Chuggin’ Down the Track

Choo-Choo

Drive A Car

Thursday

Chuggin’ Down the Track

Choo-Choo

Drive a Race Car

Friday

♪ *We Drive A Car*

Red Light, Green Light

Drive a Race Car

Props

Several cones
Whistle

Music

Transportation
CD: Smart Songs 1

We Drive A Car
CD: Smart Songs 2

We Drive A Car
CD: Smart Songs 2

Additional Items

Transportation pictures
Various signs used with
transportation (stop signs, lights)

Notes

Books

Read a book on transportation, find one that
has action words in it so children can move.
On the Move
Mandy Stanley





Stability

Theme of the Week

“Transportation”



Skills

Transportation is a unique time to discuss safety, not only for drivers but for pedestrians too. Discuss rules for your transportation area so children remain safe.

Always supervise children when speed is increased (eg., the activity *Drive A Race Car* should not be done recklessly).

Increasing speed when children are ready is an appropriate activity to learn how to start and stop one’s body.

Transportation: Discuss modes of transportation with the children and how safety is an important aspect of transportation, especially in the classroom. Pictures are great visuals. Once discussed children can move about the classroom with the song playing as background music.

Airplanes: Get your wings stretched out, pretend to be a plane flying around the room. Be careful, no mid-air collisions.

We Drive a Car: Put your seat belts and travel safely around the room. Be safe drivers and stop if someone is too near. Beep, beep!

Choo-Choo: Gather all the children and get in a choo-choo line (single file line). Follow the conductor as he/she leads the group around the room. Don’t forget the choo-choo noise.

Chuggin’ Down the Track: Put on the slow paced song and chug around the room. Get everyone in a line as you chug, turn right, turn left, blow the horn, swerving and curving, through the tunnel, moving faster, backing up slowly (do carefully), slowing down, and stopping on the track.

Indoor

Red Light, Green Light: This is an old childhood favorite. Line children up facing forward approximately 15’ away. Turn your back to the group and yell, “Green Light” then yell, “Red Light” and turn to face the group quickly. Who ever is still moving goes back to the starting place. Repeat. Who ever reaches the teacher first becomes the new person to help the teacher yell, or yell themselves.

Drive a Car: Children can pretend to drive a car around the area. Pretend to get in the car, put on the seat belt, put the keys in the ignition, check the mirrors and pull out slowly. Brake noise can be used to indicate that someone is stopping and blinker sounds are always encouraged.

Drive a Race Car: Set up a mini track with cones in a large open space free of obstacles or hazards. On “Racers start your engine...” children may run around the race track all going in the same direction. Use a whistle to indicate the race cars have to come into the pit area to refuel.

Outdoor