



Preparation Describe organization of instructional materials prior to the start of class (i.e. equipment set up). 3:45-4:10	Name tag for each child with purple or brown dot. Poly spots in scattered formation with locomotor signs underneath each. Design cone classroom. First 30 minutes have Student Assistants greet assigned child(s) and spend time: (1) class rules; (2) completing any formal testing; (3) performing informal testing; (4) discussing favorite activities and getting to know child better. At 4:10 Meet at bulletin board and review class rules quickly. Discuss start (move) and stop signal (child freezes, clap hands twice & put hands on knees). Place class in two groups younger and older children.
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Activities/Topic and Allotted Time	Methods, Organization and Content Include Skill Progressions and Diagrams as Needed	Instructional Cues, Skill Modifications and Concepts
Activity #1 4:15-4:20 Objs 1 & 2	Warm-up- Moving your Body Children in scattered formation on poly spot in self-space provide different nonlocomotor movement challenges -twist, bend stretch, push, pull- make it more challenging adding body parts Body Part Balance -balancing on various body parts provide different challenges: children balance on one, two or three body parts	Stay on your poly spot Play Oldies Music Student Asst. nearby assess informally- movement ability of assigned child(s) Add challenges depending on ability of groups and children
Transition	Stop Signal- Stay on Poly Spot	
Activity #2 4:20-4:30 Obj 2, 3 & 4	Moving in General Space Name the Movement Have children move around their own poly spot performing different locomotor movements (walk, run, slide, etc.) Extend to General Space around room Different locomotor movements found under poly spots on cards (power walk) Stay in cone classroom (cones in 4 corners) Freeze signal power walk back to different spot (self space) and perform different locomotor	Discuss Space Have child identify locomotor movement by calling out name of movement In Cone Classroom explain general space and locomotor skills under poly spots cards Name the movement
Transition	Stop Signal Power walk to your Poly Spot	
Activity #3	Cooperative Musical Hoops teacher states	

<p>4:30-4:40 Obj 2 & 5</p>	<p>different locomotor skills in cone classroom with hoops on floor. For example, power walk, gallop etc around room. When music stops student is to find a hoop and high five another person in hoop. Tell person your name. Each time music strops remove a hoop until there is only one hoop and the entire class is in that hoop</p> <p>Play Peanut Butter and Jelly Power walk around room and when teacher says Peanut Butter and Jelly - children must hug or shake hands with a partner who is either Peanut Butter (brown Tag) or Jelly (purple tag) to make sandwich</p>	<p>Encourage each child to find a person and greet them with a high five and tell partner their name. With more children in hoop put only your foot in hoop</p> <p>Have name tag with purple or brown on tag find the jelly, find the peanut butter</p>
<p>Transition</p>	<p>Freeze Signal sit on Poly spot</p>	
	<p>Children lay in supine position, close eyes & tummy breath while they take an imaginary trip to Pride Rock the home of the Lion King</p>	<p>Play Lion King CD Make your tummy move up & down</p>