

Sample lesson plan for Crookneck Squash Row

(Grow It, Try It, Like It! Book 2)

Weekly Group Planning Form

	Monday	Tuesday	Wednesday	Thursday	Friday
Question of the Day <ul style="list-style-type: none"> • Discussion • Webbing • Charting • Voting 	Mystery Box/Bag Activity: Feel That Curvy Shape (A1, p.2-3)	Growing Activity: Crookneck Squash Starts as Seeds (B1, p.8-9)	Growing Activity: Plant a Crookneck Squash Seed (B2, p.10-11)	Growing Activity: Plant a Crookneck Squash Seed or Start Outdoors (B3, p.12-13)	Food Group Activity: Savor the Flavor of Squash – Different Types of Squash (D1, p.20-21)
Read-Aloud Book Related to the study					
Large Group (Songs, Rhymes, Books, Activities, Music & Movement, etc.)	Craft Activity: Gardening Gloves	Teach & Report CATCH Class	Craft Activity: Decorated Garden Bags	Teach & Report CATCH Class	Craft Activity: Garden Scene Note Cards
Small Group Activities Rotated Daily <ul style="list-style-type: none"> • Early Math • Language & Literacy • Science • Creative Art • Dramatic Play 	Tasting Activity: Crookneck Squash – A Look Inside (A2, p.4-5)	Tasting Activity: Crookneck Squash “Sandwiches” (A3, p.6-7)	Movement Activity: Crookneck Squash Skip (D1, p.24-25)		Movement Activity: Old MacDonald Had a Farm, Crookneck Squash Style (C3, p.18-19)

Extra Activities:

- Recipe: Squash Quickbread, Squash Vegetable Soup
- Activity Sheets
 - Squash Are Fun To Color!
 - What Crookneck Squash Needs to Grow
 - Counting Crookneck Squash Seeds

Complementary themes:

- Summer
- Vegetables
- Colors white and yellow
- Alphabet letters ‘C’ and ‘S’

Go Fitness: Hearty Heart

203

NAME OF ACTIVITY: Touch It

EQUIPMENT: cones to designate activity area and 20-24 colored poly spots and/or colored hoops

SKILL THEMES: traveling within a large group; following directions; color recognition; body-part recognition

ORGANIZATION:

1. Designate a safe activity area.
2. Scatter the hoops or poly spots randomly throughout the activity area.

DESCRIPTION:

1. Tell the children you are going to call out a body part and a color.
2. Their job is to run and touch a hoop/poly spot of the correct color using that body part
3. Combine all the colors of the hoops/poly spots with all different body parts. For example:
 - Touch RED with your KNEE.
 - Touch GREEN with your TOE.
 - Touch BLUE with your HAND.
 - Touch YELLOW with your ELBOW.

TEACHING SUGGESTIONS:

1. Remind children that they're to touch hoop/poly spot gently and to not touch other people.
2. Model and demonstrate when necessary.
3. Have children perform a different locomotor skill (skip, hop, jump, walk, and run) between each "touch" challenge.

Go Fitness: Hearty Heart

204

NAME OF ACTIVITY: Touch It

NOW TRY THIS:

1. Use poly spots with different shapes, numbers, and or letters on them. Tell children to touch:
 - the numbers 1, 2, 3, etc.
 - the letters a, b, c, etc.
 - something square, round, triangular, etc.
2. Try the activity outside. Have children touch different objects (e.g., a tree trunk or fence), or textures (smooth, rough, hard, soft, etc.).

ADAPTED IDEAS:

1. Children who use mobility devices may travel with their devices with adult supervision for safety and adult assistance.
2. Children with visual impairments may participate with a sighted guide. Emphasis may be placed on the body part instead of the color.
3. Children with auditory impairments will require modeling for success. Alternate forms of communication such as sign language or pictures may be used for clearer communication.

Go Fitness: Mighty Muscles

88

NAME OF ACTIVITY: In & Out

EQUIPMENT: 1 hoop per child and *CATCH Me Movin'*, *CATCH Me Groovin'* music CD or *Ribbons and Rhythms: Movement Activities for Learning* (by Michael Plunkett)

SKILL THEMES: locomotor skills (jumping & hopping); positional words (in, out, around, in front, in back, on the side); following directions

ORGANIZATION:

1. Children are scattered throughout the area, each standing outside a hoop.

DESCRIPTION:

1. Use "Jump & Hop" (track #11) from the *CATCH Me Movin'*, *CATCH Me Groovin'* music CD or "Days of the Week" (track #3) from *Ribbons and Rhythms: Movement Activities for Learning* (by Michael Plunkett).
2. The music signals the children when to begin the jumping challenge.
3. Demonstrate and call out the following positional words and have the children practice them with you.
 - in
 - on the side
 - out
 - forward and backward
 - around
 - sideways
 - in front
4. Stop the music after a brief period during which children walk in place.
5. When the music starts again, encourage children to jump a different direction.

Go Fitness: Mighty Muscles

89

NAME OF ACTIVITY: In & Out

TEACHING SUGGESTIONS:

1. Assure the children that they don't have to jump far into or out of the hoop, just over the edge.
2. Remind children that the music is the signal to "jump." When the music stops; stand still and listen for instructions.

NOW TRY THIS:

1. Challenge children to jump in and out of the hoop in the following ways:
 - toward the front of the hoop.
 - toward the back of the hoop.
 - all the way around the hoop.
 - in a sideward direction.
 - in a sideward direction, all the way around the hoop.
2. Challenge the children to try the activity by hopping instead of jumping.

ADAPTED IDEAS:

1. Children who use mobility devices such as gait trainers or walkers may place one foot inside the hoop to indicate in and return the foot to starting position to indicate out. In some cases, children may be able to jump in and out with the use of their devices. An adult should supervise closely for safety.
2. A child who uses a mobility device such as a wheelchair may be allowed to use a deck ring on his wheelchair lap tray. He may indicate directions by placing his hands in the indicated position if appropriate.
3. Children with visual impairments may need to feel the hula hoop with their hands. A verbal explanation and assistance may be allowed if appropriate.
4. Children with auditory impairments will require modeling for success. Sign language and/or pictures may be used for clearer communication.