

## Sample lesson plan for Cantaloupe Corner

(Grow It, Try It, Like It! Book 5)

### Weekly Group Planning Form, Week of July 24-28

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Question of the Day</b> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Webbing</li> <li>• Charting</li> <li>• Voting</li> </ul>	<b>Mystery Box/Bag Activity:</b> Can You Tell What's Hiding? (A1, p.2-3)	<b>Growing Activity:</b> Cantaloupe Start as Seeds (B1, p.8-9)		<b>Growing Activity:</b> Plant a Cantaloupe Seed (B2, p.10-11)	<b>Growing Activity:</b> Plant a Seed or Start Outside (B3, 12-13)
<b>Read-Aloud Book Related to the study</b>	<i>The Cantaloupe Cat</i>				
<b>Large Group</b> (Songs, Rhymes, Books, Activities, Music & Movement, etc.)	<b>Craft Activity:</b> Garden Bookmarks	<b>Teach &amp; Report CATCH Class</b>	<b>Craft Activity:</b> Make a Scarecrow	<b>Teach &amp; Report CATCH Class</b>	<b>Movement Activity:</b> Old MacDonald Had a Farm, Cantaloupe Style (C3, p.18-19)
<b>Small Group Activities Rotated Daily</b> <ul style="list-style-type: none"> <li>• Early Math</li> <li>• Language &amp; Literacy</li> <li>• Science</li> <li>• Creative Art</li> <li>• Dramatic Play</li> </ul>	<b>Tasting Activity:</b> Cantaloupe—A Look Inside (A2, p.4-5)		<b>Movement Activity:</b> Cantaloupe Curl-ups (D1, p.24-25)	<b>Food Group Activity:</b> Meet Cantaloupe's Melon Friends (D1, p.20-21)	

#### Extra Activities:

- Recipes: Cantaloupe Melon Kabobs, Cantaloupe Soup
- Visit a local farm or nursery and see how cantaloupes grow
- Activity Sheets
  - What Do Cantaloupe Look Like?
  - Story of How a Cantaloupe Grows
  - Cantaloupe Cuisine

#### Complementary themes:

- Summer
- Fruits
- Color orange
- Alphabet letter 'C'

## Warm-Up Activities

76

**NAME OF ACTIVITY:** Turn and Freeze

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

**SKILL THEMES:** non-locomotor movement (turning and swaying); rhythmic awareness; working in self-space

**ORGANIZATION:**

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

**DESCRIPTION:**

1. Pose the following challenges:
  - Turn yourself around in one direction.
  - Turn yourself in the other direction.
  - Turn yourself around very, very slowly.
  - Turn while making yourself as tall as you can.
  - Turn while making yourself as small as you can.
2. Allow the children to try each challenge for a few seconds and then call out "freeze!"
3. The children try to see if they can hold the pose without moving or losing their balance even though they might be a little dizzy.

- Turn while sitting on your bottom.
- Turn while on your knees.
- Turn on just one foot.
- Turn and jump at the same time.

**TEACHING SUGGESTIONS:**

1. Remind children that they must turn and move inside the hoop—don't step out of the hoop.
2. Have children hold the pose for only a few seconds and then call out the next challenge.
3. It is okay if the children are unable to hold the "freeze" pose. They will giggle and have lots of fun trying.
4. Use landmarks in the room to help children identify direction; e.g., "toward the windows" or "toward the door."

## Go Activity: Locomotor & Non-Locomotor Skills

280

**NAME OF ACTIVITY:** Rainbow Fish Game

**EQUIPMENT:** 1 hoop per child and a fish puppet (optional)

**SKILL THEMES:** locomotor skills; color recognition; traveling in general space

**ORGANIZATION:**

1. Scatter plastic hoops on the floor with enough space in between each to travel around.
2. Each child is inside his own hoop.

**DESCRIPTION:**

1. Call out a locomotor movement and a color. For example, "skipping and red!"
2. Use the fish puppet to say "swim, fishes, swim."
3. Children "swim" through the activity area using the given locomotor movement.
4. After 30-45 seconds, use the fish puppet to say "shark!"
5. The children quickly find a hoop of the color you announced earlier.
6. The children are allowed to share the hoops.

**TEACHING SUGGESTIONS:**

1. Remind the children that it is okay to share the hoops.
2. Do not choose running as one of the locomotor skills.
3. This is a great first large group game.
4. If the children have difficulty remembering the colors, call out the colors before you say "shark." (e.g., "Red Shark").

**ADAPTED IDEAS:**

1. Children who use mobility devices may participate with their devices. Walking may be substituted for other locomotor skills if appropriate. A child who uses a wheelchair may propel his/her wheelchair independently if appropriate or may perform an alternate motor skill while an adult pushes his/her wheelchair.
2. Children with visual impairments may participate with a sighted guide. Verbal instructions should precede the activity and continue as needed. Physical assistance may be needed for teaching purposes.
3. Children with auditory impairments will require modeling for success. Sign language and/or pictures may be used for clearer communication.

## Warm-Up Activities

77

**NAME OF ACTIVITY:** Turn and Freeze

**NOW TRY THIS:**

1. Challenge children to hop and turn at the same time, and turning in the air (coming just slightly off the floor).
2. Children each hold a ribbon stick while turning so they can see the pathway the ribbon makes in the air.

Add music CD's to the activity:

*CATCH Me Movin' CATCH Me Groovin'*

- "Sway" (track #21)
- "Peace" (track #22)

*Ribbons and Rhythms: Movement Activities for Learning* (by Michael Plunkett)

- "Shake Your Ribbon" (track #1)
- "Ribbon Dance" (track # 5)

**ADAPTED IDEAS:**

1. Children who use mobility devices such as walkers and gait trainers perform walking skills with their devices with adult modeling and assistance if needed.
2. Children who use wheelchairs may perform the same activities while seated.
3. Children who cannot grasp a ribbon stick may have the stick attached to an arm extender such as an empty paper towel roll. The paper towel roll may be used as an arm extender by putting a sock over the child's hand and forearm and using VELCRO® to secure the paper towel roll to child's arm. Tape or VELCRO® may be used to keep the stick in place on the end of the paper towel roll.
4. Children with visual impairments may participate with a sighted guide.
5. Children with auditory impairments will require modeling for success. Sign language and/or pictures may be used for clearer communication.