

Sample lesson plan for Cucumber

(Based on *Grow It, Try It, Like It!* Book 3 – Spinach Lane)

Weekly Group Planning Form, Week of August 14-18

	Monday	Tuesday	Wednesday	Thursday	Friday
Question of the Day <ul style="list-style-type: none"> • Discussion • Webbing • Charting • Voting 	Mystery Box/Bag Activity: One Touch, One Guess (A1, p.2-3)	Growing Activity: Cucumbers Start as Seeds! (B1, p.8-9)	Growing Activity: Plant a Cucumber Seed (B2, p.10-11)	Growing Activity: Plant Seeds or a Seed Tape Outdoors (B3, p.12-13)	Food Group Activity: Different Ways to Eat Cucumber
Read-Aloud Book Related to the study					
Large Group (Songs, Rhymes, Books, Activities, Music & Movement, etc.)	Craft Activity: Row Markers	Teach & Report CATCH Class	Movement Activity: Old MacDonald Had a Farm, Cucumber Style	Teach & Report CATCH Class	Movement Activity: Cucumber Stretch (D1, p.24-25)
Small Group Activities Rotated Daily <ul style="list-style-type: none"> • Early Math • Language & Literacy • Science • Creative Art • Dramatic Play 	Tasting Activity: Cucumber with Ranch Dip		Craft Activity: Garden Stones		Tasting Activity: Cucumber Wrap

Go Fitness: Mighty Muscles

NAME OF ACTIVITY: Jump!

EQUIPMENT: cones to designate activity area

SKILL THEMES: locomotor skill (jumping); traveling within a large group; pathways; force and flow

ORGANIZATION:

1. Children are scattered throughout the activity area.

DESCRIPTION:

1. Challenge children to jump in place in the following ways:
 - with their feet barely coming off the floor
 - with their feet coming way off the floor
 - making their knees go higher
 - very quickly
 - very slowly

TEACHING SUGGESTIONS:

1. Explain that a jump goes up off of two feet and lands on two feet.
2. Landings should occur toe-ball-heel, with both knees bent (i.e., quiet, like a cat).

NOW TRY THIS:

1. Scatter the cones throughout the activity area and play a game of "Jack Be Nimble." As you recite this nursery rhyme, the children walk throughout the area. When you say "Jack jump over the candlestick," children jump over the nearest cone. Words: "Jack be nimble, Jack be quick, Jack jump over the candlestick."

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Go Fitness: Mighty Muscles

NAME OF ACTIVITY: Jump!

ADAPTED IDEAS:

1. Children who cannot move their lower bodies may participate by using their hands in their laps or on a lap tray while seated.
2. Children with visual impairments may participate with verbal prompting and physical assistance for teaching purposes. To physically assist an individual with visual impairment, explain what you are going to do before touching them for clearer communication and safety.
3. Children with auditory impairments will require modeling for success. Sign language and/or pictures may be used for clearer communication.

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Go Fitness: Hearty Heart

NAME OF ACTIVITY: Hoops

NOW TRY THIS:

1. Instead of moving around the outside of the hoops, children travel throughout the activity area performing the designated locomotor skill. At your stop signal they jump into the closest hoop and perform the designated non-locomotor skill. It is okay if two children are sharing a hoop.

ADAPTED IDEAS:

1. Children who use mobility devices may participate with their devices. Allow stopping behind, beside, or in front of instead of standing inside the hoop.
2. Children who use wheelchairs may substitute locomotor skill by propelling their wheelchairs around the hoops. A child who cannot propel his own wheelchair may be given arm movements to perform while an adult assistant pushes his wheelchair.
3. Children who use mobility devices such as walkers may participate in non-locomotor skills while seated on the floor or in a chair if appropriate. Children who use wheelchairs may perform non-locomotor skills while seated in their wheelchair.
4. Children with visual impairments may participate while assisted by a sighted guide.
5. Children with auditory impairments will require modeling for success. Sign language and/or pictures may be used for clearer communication.

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Go Fitness: Hearty Heart

NAME OF ACTIVITY: Hoops

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

SKILL THEMES: locomotor and non-locomotor skills; following directions; positional words (inside/outside); pathways

ORGANIZATION:

1. Scatter hoops throughout the designated activity area.
2. Each child stands outside a hoop.

DESCRIPTION:

1. Use "Loop-T-Lou" (track #13) from the *CATCH Me Movin'*, *CATCH Me Groovin'* music CD or "You've Got the Rhythm" (track #9) from *Ribbons and Rhythms: Movement Activities for Learning* (by Michael Plunkett).
2. On your signal, children perform a designated locomotor skill (e.g., walking, running, hopping, galloping) around the outside of the hoop.
3. At your stop signal, each child jumps into her or his hoop and performs a non-locomotor skill you've designated (e.g., stretching, bending, turning, twisting, pulling, pushing, etc.).

TEACHING SUGGESTIONS:

1. Encourage children to explore many different ways to perform each skill, i.e., "How many ways can you twist your body without coming out of the hoop?"

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