

Sample lesson plan for Sweet Potato Hill

(Grow It, Try It, Like It! Book 4)

Weekly Group Planning Form, Week of August 28-September 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Question of the Day <ul style="list-style-type: none"> • Discussion • Webbing • Charting • Voting 	Mystery Box/Bag Activity: “Eye” Wonder What This Is? (A1, p.2-3)	Growing Activity: Sweet Potatoes Grow From Eyes and Slips (B1, p.8-9)	Growing Activity: Start a Sweet Potato Slip (B2, p.10-11)	Growing Activity: Make a Pretend Sweet Potato Hill (B3, p.12-13)	Food Group Activity: A Sweet Ending with Sweet Potatoes (D2, p.26-28)
Read-Aloud Book Related to the study					
Large Group (Songs, Rhymes, Books, Activities, Music & Movement, etc.)	Craft Activity: Make a Scarecrow	Teach & Report CATCH Class	Movement Activity: Old MacDonald Had a Farm, Sweet Potato Style (C3, p.18-19)	Movement Activity: Potato Sack Hop (D2, p.24-25)	Teach & Report CATCH Class
Small Group Activities Rotated Daily <ul style="list-style-type: none"> • Early Math • Language & Literacy • Science • Creative Art • Dramatic Play 	Tasting Activity: Sweet Potato – A Look Inside (A2, p.4-5)	Tasting Activity: Mashed Sweet Potatoes (A3, p.6-7)	Craft Activity: Tasty Acres Mobile	Craft Activity: Produce Placemats	Tasting Activity: Sweet Potato-Oatmeal-Chocolate Chip Bars

Extra Activities:

- Recipe: Sweet Potato Wedges
- Activity Sheets
 - Sweet Potato Number Match
 - Sweet Potatoes Grow From Eyes/Start a Sweet Potato Slip
 - Make a Sweet Potato Windsock

Complementary themes:

- Summer, Fall
- Vegetables
- Color orange
- Alphabet letters ‘S’ and ‘P’

Go Activity: Body Management

NAME OF ACTIVITY: Me & My Hoop

EQUIPMENT: 1 hoop per child

SKILL THEMES: transferring weight; balancing; positional words (front/back, inside/outside, and near/far)

ORGANIZATION:

1. Children are scattered throughout the activity area.

DESCRIPTION:

1. Challenge children to do the following:
 - Stand beside the hoop.
 - Stand with the hoop behind them.
 - Stand with the hoop in front of them.
 - Stand near the hoop.
 - Stand far from the hoop.
 - Walk around the hoop.
 - Stand with one foot inside the hoop and one foot outside the hoop.
 - Lie across the hoop.

TEACHING SUGGESTIONS:

1. Demonstrate if necessary.
2. Have the children move about the room performing a given locomotor skill after 2-3 challenges.

NOW TRY THIS:

1. Challenge children to find a way to be both inside and outside the hoop at the same time (e.g., feet on the outside and hands on the inside). Once they've achieved this, ask them to find another way. Continue in this manner.

ADAPTED IDEAS:

1. Children who use mobility devices may participate with their devices. If children cannot stand they can participate while seated by using a smaller hoop in their laps or on a lap tray to indicate relationships with objects with their hands.
2. Children with visual impairments may be assisted by 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. Sign language and/or pictures may be used for clearer communication.

Go Fitness: Hearty Heart

NAME OF ACTIVITY: Race Track

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

SKILL THEMES: traveling within a large group; following directions

ORGANIZATION:

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

DESCRIPTION:

1. Use "Dancing Body Parts" (track #3), "Grooving On" (track #5), or "Moving On" (track #6) from the *CATCH Me Movin'*, *CATCH Me Groovin'* music CD. Or, "Feels Good" (track #12) from *Ribbons and Rhythms: Movement Activities for Learning* (by Michael Plunkett).
2. Children hold the hoop waist high pretending they're inside a car. Remind them to buckle up!
3. When the music starts, children travel quickly throughout the area, pretending they're driving cars while avoiding the rest of the traffic.
4. Periodically call out a command such as "turn." Children then turn and move in a different direction.

TEACHING SUGGESTIONS:

1. Remind the children that drivers always try to avoid other cars.

NOW TRY THIS:

1. Play "Follow the Leader" beginning with slow movements and gradually increasing the tempo until you're going as fast as the children can handle.

ADAPTED IDEAS:

1. Children who use mobility devices may participate with their devices. Children who use devices such as walkers and gait trainers may participate without the hoop.
2. Children who use wheelchairs may propel their own wheelchairs if supervised and assisted by an adult. A child who requires an adult to propel his wheelchair may participate with a hula hoop over his wheelchair or can use a smaller object such as a deck ring as a steering wheel.
3. Children with visual impairments may participate with a sighted guide and without a hula hoop for safety.
4. Children with auditory impairments will require modeling for success. Sign language and/or pictures may be used for clearer communication.

Go Activity: Locomotor & Non-Locomotor Skills

NAME OF ACTIVITY: Walk & March

EQUIPMENT: a line designating the perimeter of the activity area, drum or bell, *CATCH Me Movin'*, *CATCH Me Groovin'* music CD

SKILL THEMES: locomotor skills (walking and marching); traveling in general space; pathways; speed and direction; moving to a beat

ORGANIZATION:

1. Children stand on a line around the perimeter of the activity area with enough space to travel without bumping others.

DESCRIPTION:

1. Use "Walking" (track #8) and "Marching" (track #9) from the *CATCH Me Movin'*, *CATCH Me Groovin'* music CD.
2. Remind the children they will travel in a line. Use the words, "We are going to travel around the space." This means they cannot pass others or touch the child in front of them.
3. Explain that they are going to practice marching and walking. Running is something they will practice another day.
4. As the children begin walking around the perimeter of the room, ask them to:
 - walk on tiptoes
 - walk with giant steps
 - walk with baby steps
 - walk with hands up high
 - walk with hands on knees
 - walk while doing arms circles at the side
5. Introduce the locomotor skill of marching. See if they can perform some of the walking challenges above.