

Sample lesson plan for Zucchini

(Based on *Grow It, Try It, Like It!* Book 2 – Crookneck Squash Row)

Weekly Group Planning Form, Week of September 4-8

	Monday	Tuesday	Wednesday	Thursday	Friday
Question of the Day <ul style="list-style-type: none"> • Discussion • Webbing • Charting • Voting 	Mystery Box/Bag Activity: (A1, p.2-3)	Growing Activity: Zucchini Starts as Seeds (B1, p.8-9)	Growing Activity: Plant a Zucchini Squash Seed (B2, p.10-11)	Growing Activity: Plant a Zucchini Squash Seed or Start Outdoors (B3, p.12-13)	Food Group Activity: Gosh, I Love Squash! — Different Ways to Serve Zucchini Squash in Combination Foods (D2, p.26-27)
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, Zucchini Squash Style (C3, p.18-19)	Teach & Report CATCH Class	Movement Activity: Zucchini Squash Skip (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: Zucchini – A Look Inside (A2, p.4-5)	Tasting Activity: Zucchini “Sandwiches” (A3, p.6-7)	Craft Activity: Garden Scene Note Cards	Food Group Activity: Savor the Flavor of Squash – Differences Between Zucchini and Crookneck Squash (D1, p. 20)	Tasting Activity: Zucchini Quick Bread

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 green
- Alphabet letter ‘Z’

Go Activity: Body Management

247

NAME OF ACTIVITY: The Tightrope Walker

EQUIPMENT: floor tape (or jump rope), 1 poly spot and hoop per pair of children; *CATCH Me Movin'*, *CATCH Me Groovin'* music CD

SKILL THEMES: balance; transferring weight; directions; levels

ORGANIZATION:

1. Group the children in pairs.
2. Each pair needs a straight line approximately 6 feet long. Use tape on the floor, jump ropes, or permanent lines on gym floor, if available. Make sure the lines are far enough apart so children won't interfere with each other.
3. Place a poly spot at the end of each line.

DESCRIPTION:

1. Use "Circus Time!" (track #18) from the *CATCH Me Movin'*, *CATCH Me Groovin'* music CD.
2. Position each pair one behind the other at a poly spot. This is the start of the "tightrope."
3. Invite children to imagine they're "tightrope walkers" in the circus, balancing high above the crowd. Show children a picture of a tightrope walker.
4. One partner walks the "tightrope" while the partner waits for them to finish. Then the other child walks the "tightrope."
5. As each child reaches the end of the tape, he returns to the starting poly spot and begin again.

TEACHING SUGGESTIONS:

1. Explain to the children that there is a net below a real tightrope and that tightrope walkers extend their arms out to the sides for better balance.

Go Activity: Body Management

248

NAME OF ACTIVITY: The Tightrope Walker

NOW TRY THIS:

1. Once children are able to move across the tightropes by walking, challenge them to find other ways they can move forward across the tightropes (tiptoe, heels, knees slightly bent, etc.).
2. Invite children to try moving sideward and backwards down the tightrope.
3. Challenge the children to balance a beanbag on various parts of their bodies as they travel across the tightrope.
4. Balance on one foot before getting to the end of the tightrope.
5. Balance on one foot and touch the floor with one hand before getting to the end of the tightrope.
6. Have one partner hold a hula hoop so that the child on the tightrope can step through it.

ADAPTED IDEAS:

1. Children who use mobility devices may participate with their mobility devices. A child who uses a wheelchair may participate with the goal of propelling his wheelchair in a straight line.
2. Children with visual impairments may participate with a sighted guide. Thread a rope through a cut piece of PVC pipe or a replacement roller for a painting roller. Two adults can hold the rope straight while the child holds onto the PVC pipe or replacement roller and travels down the rope.
3. Children with auditory impairments will require modeling for success. Sign language and/or pictures may be used for clearer communication.

Go Activity: Body Management

259

NAME OF ACTIVITY: Moving Up & Down

EQUIPMENT: *CATCH Me Movin'*, *CATCH Me Groovin'* music CD

SKILL THEMES: bending and stretching; muscular strength; transferring body weight

ORGANIZATION:

1. Children are scattered throughout the activity area.

DESCRIPTION:

1. Pose the following challenges:
 - Show me with your body what "up" and "down" mean.
 - Show me how you can make your body go all the way down to the floor.
 - Show me how you can make your body go all the way up. How high up can you get?
 - Show me with your body how you can make yourself so tiny I can hardly see you.
 - Show me with your body how you can become as huge as a giant.
 - Show me with your body if you can shake like thunder.
 - Pretend your feet are glued to the floor. Move your body up and down without moving your feet.

TEACHING SUGGESTIONS:

1. Demonstrate and model at first if necessary.
2. Move about the room and teach from different sides so all the children have a chance to work near the teacher.

Go Activity: Body Management

258

NAME OF ACTIVITY: Me and My Beanbag

TEACHING SUGGESTIONS:

1. Do not stay on any one task for too long. Watch children for cues for when to move on. Keep things moving and challenging.
2. Acknowledge the children who are having success and those who are using creativity.
3. Have the children balance their beanbags on a given body part while finding a new space after 2-3 challenges.

NOW TRY THIS:

1. Try other objects. Hoops, yarn balls, and paper plates can be lots of fun (just change the name of the game).

ADAPTED IDEAS:

1. Children who use mobility devices may participate with their devices while seated in a chair or alternating between both with assistance
2. Children with visual impairments may participate with a sighted guide. Verbal instructions and 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.

Go Activity: Body Management

257

NAME OF ACTIVITY: Me and My Beanbag

EQUIPMENT: 1 beanbag per child

SKILL THEMES: traveling with in a large group; balancing, transferring weight; locomotor skills (jumping and landing)

ORGANIZATION:

1. Children are scattered in their own self-space in a designated area, each with a beanbag.

DESCRIPTION:

1. Tell the children to place their beanbags on the floor and challenge them with the following:
 - Move over your beanbag. Get in front of your beanbag. Now behind it. To the left of your beanbag. Now to the right of it.
 - Jump around the beanbag. Hop on one foot around it. Hop over it. Leap over it. Jump backward over it. Jump forward.
 - Touch the beanbag with one body part and move in a circle around it. Try a different body part and move in a different direction around the beanbag.
 - Pick up the beanbag without using your hands. Try another way.
 - Put the beanbag on top of your foot and try to "toss" it to yourself and catch it. Can you make it go higher and still catch it? Can you do it using your knees? How about your elbow?