

# Motor Group

*The motor activities are highly motivating and easily executed by anyone, no matter what their experience or training. The fast paced activities keep the children moving and attentive while they develop these skills. We have seen skills develop and attention increase, as they must listen to follow directions.*

## Curriculum/State Standard

To provide motor skills learning and experiences which are essential to all subsequent learning.

## Overview

Lesson plans were developed with the help of a physical therapist in order to focus on the skills necessary for the development of "school essential" fine and gross motor skills. The students were given a pre-test to identify those that would benefit from the training. The materials were purchased, classes of six to eight students were arranged and the program was ready to go. The students still experiencing difficulty are able to repeat the class as the sessions are six weeks in length and at least six different sessions can be offered during a school year.

## Objectives

- The student will develop body awareness skills to include: balance, coordination, muscle strengthening and stabilization, directionality, eye/hand and eye/foot coordination, and bilateral coordination.
- The student will improve his/her body scheme and increase motor planning while exploring cause and effect.
- The student will improve listening and following directions skills while reinforcing colors and ability to name the numbers one to ten and count from one to ten.

## Materials

Scooter boards, hula hoops, bean bags, playground balls, hippity hop, parachute, tennis balls, koosh balls, beach balls, yarn balls, small hoops, weighted ball, gym mat, balance beam, flippers, goggles, ribbon wands, "Kids in Motion" CD, CD player

*Continued on the back...*

# K-2

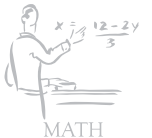
GRADE LEVEL



ARTS



LANGUAGE



MATH

# Misc

MISCELLANEOUS



SCIENCE



HISTORY



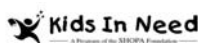
SOCIAL STUDIES

# 9

MONTHS

# \$700

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

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# “Motor Group” project continued...

## **Readiness Activity**

The lesson begins with a warm up activity set to music. The students listen to a song and follow the directions to strengthen various muscle groups. The songs were chosen to specifically relate to the theme of the lesson. The warm up songs are: “Under the Sea,” “Body Talk,” “Animal Action” “BeanBag Boogie I,” “Freeze,” and “The Balancing Act.”

## **Strategies/Activities**

The lessons are built around the following themes: Under the Sea, Body Talk, Down on the Farm, Circus, Going “Bug”gy, and the Olympics. The teacher then directs the students through thematic activities, such as scooter board swimming; hula hoop islands; herding sheep (yarn balls) through a barnyard maze; using a parachute as a circus tent while identifying colors; flying like a variety of different insects around a garden of flowers; and performing different Olympic events by tumbling and somersaulting on the gym mat and walking across a balance beam.

For Under the Sea the students use ribbon wands as they move through the ocean walking, taking baby steps, giant steps, making large circles, small circles, above their heads, along the ground. Next they do a series of relays:

- Using flippers, Hawaiian shirts, goggles, leis to dress and then walk to the next student
- Using scooter boards to swim across the room laying on stomach
- Using scooter boards to crab walk across room while in a sitting position moving forward
- Using scooter boards to crab walk across room while in a sitting position moving backward

The cool down for this lesson is “Have you ever seen a (\_\_\_\_\_) go this way?” (fish, dolphin, whale, turtle, sea horse, etc.) As the students move you give them another aquatic animal to and refocus before going back to class.

## **Culminating Activity**

At the end of each session the students participate in a cool down time set to music to help the students refocus and return to the classroom. The cool down songs are: “Have you ever seen a (\_\_\_\_\_) go this way?” (fish, dolphin, whale, turtle, sea horse, etc.); “Tummy Tango,” “The Chicken Dance,” “BeanBag Boogie II,” “Bringing Home a Baby BumbleBee,” and “The Body Rock.”

## **Evaluation**

The students were given a pre-test conducted by the PE teacher and another teacher. The regular class teachers were consulted with the results and were able to give input before the students were placed into the sessions. After a session concluded, the students were given a post-test. If they needed additional training, they were placed into another session.