**Incorporating Movement into Classroom Instruction - Fall 2015**

MOVEMENT-BASED LESSON PLANNING – LANGUAGE ARTS

**Preschool: Literacy: Color Identification**

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| **FINAL DRAFT** (PLEASE WRITE LEGIBLY SO WE CAN ADD THIS TO THE LESSON PLAN COLLECTION) | | | | |
| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Animal Walks   * Crab Walks * Bear Walks * Cheetah * Monkey Run | Read Brown Bear, Brown Bear What do you See?   * Talk about different colors * Students Color Different Animals   Talk about color of the day and hunt for objects that are the color of the day. | Sing a color song with motions | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: | Student will identify 6/6 colors on 4/5 opportunities  Checklist/Flashcards individual assessment  During centers, primary preschool teacher will assess individual student’s knowledge before, during (4 weeks), and after (8 weeks) |

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**Preschool: Goal: Learn 8 Basic Shapes – Circle, Square, Rectangle, Star, Oval, Triangle, Diamond**

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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Walk in the shape of a circle – entire class.  Change the shape each week.  Hokey Pokey – General Warm Up | Shape Stand Up:   * If you have a circle stand up * If you have a square stand up * Start with a few shapes and increase until mastery.   Modified – musical chairs with shapes:  When the music stops stand on the shape called. | Shape echo/rap/chant  Jump one time for each side of the shape - For the circle turn around | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: | The student will identify 8 basic shapes ¾ times.  Individual Assessment – Checksheet/Flashcards  Pre Instruction, during instruction (4 week), after instruction (8 weeks) by primary classroom teacher during center time |

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**Pre K: Print Concept - ID Environmental Print**

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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Red Light, Green Light Game – Teacher manipulatives or monitoring | Letter Hunt | Add movement to letter song/alphabet song | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: | Academic Achievement able to match/ID letter  Participation – attention to task |

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**Pre K: Math: Counting, numerical recognition, 1:1 correspondence, More/less:**

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| **WARM-UP ACTIVITY** | **CURRICULUM ENHANCEMENT** | **INSTRUCTIONAL BREAK** | **PROGRESS MONITORING** | |
| Movement Songs | Jump as they count  Roll Dice, 1:1 correspondence then clap or jump | Rhythm Song to regroup (move from centers to large group)  “123… clap, clap, clap” | Define the behavioral or functional knowledge, action/skill, or ability that will be measured :  Describe the data collection method/tool:  Describe how often, what time of day, where, and by whom student progress will be assessed: | Academic Achievement – Able to count designated numbers  Participation – attempt 2/3 tasks |