

Ideas for follow-up	Movements	Target Skills
<p><b>Activity 1:</b></p> <ol style="list-style-type: none"> <li>Materials for each child:           <ul style="list-style-type: none"> <li>Chair.</li> <li>3-goat pictures (small, medium, &amp; large goat - pictures are provided).</li> <li>Number cards: 1, 2, 3.</li> </ul> </li> </ol>	<p><b>Activity 1:</b></p> <p>Modified Wheelbarrow</p> <ul style="list-style-type: none"> <li>Child lays on chair with both hands on the floor.</li> <li>Goat pictures are placed in reach of each child.</li> <li>Number cards: 1, 2, 3 are placed on floor in front of each child's hands.</li> <li>Teacher says, "Which goat went across the bridge first?"</li> <li>Each child finds the picture of the small goat.</li> <li>Teacher says, "Place the small goat on #1."</li> <li>Once all the goats are placed on the numbers, children are told to walk forward on their hands until only toes are on chair and then get off of chair without falling.</li> </ul>	<p><b>Activity 1:</b></p> <ul style="list-style-type: none"> <li>Relates to story.</li> <li>Identification of small, medium, large.</li> <li>Number recognition.</li> <li>Understanding of 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>.</li> <li>Strengthening.</li> <li>Motor planning.</li> <li>Balance.</li> </ul>

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<p><b>Activity 2:</b> Materials for each child:</p> <ul style="list-style-type: none"> <li>• 3-goat pictures (small, medium, large goats - pictures are provided).</li> </ul> <p>Materials for group:</p> <ul style="list-style-type: none"> <li>• Balance beam (constructed from lining up blocks end-to-end)</li> <li>• Number cards: 1 - 3.</li> <li>• Large empty box (Troll).</li> </ul>	<p><b>Activity 2:</b> Walking Across Bridge (Child pretends to be the large goat). Set-up: start at balance beam, large box (Troll) placed at end of balance beam, end with number cards.</p> <ul style="list-style-type: none"> <li>• Child takes all 3 of his goat pictures &amp; walks forward on balance beam.</li> <li>• When he gets to the "Troll", child "butts" it out of the way.</li> <li>• Child steps off the balance beam and walks past the "Troll" to place goats in proper sequence on number cards.</li> </ul>	<p><b>Activity 2:</b></p> <ul style="list-style-type: none"> <li>• Relates to story.</li> <li>• Identification of small, medium, large.</li> <li>• Number recognition.</li> <li>• Understanding of 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>.</li> <li>• Strengthening.</li> <li>• Motor planning.</li> <li>• Balance.</li> </ul>

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