

Early Learner Fitness



**COLLABORATIVE APPROACH TO DEVELOPING LITERACY AND
FITNESS SKILLS IN EMERGENT LEARNERS**

Authors: Emily Sobczuk, Lisa Vance and Karen Cowan
Reviewer: Robert Lutz, MD, MPH



Copyright © 2012 by Focused Fitness

Revised April 2015

Focused Fitness, LLC
FAB 5 Early Learner Fitness (ELF)
All Rights Reserved

No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system without the written permission of the authors, except where permitted by law.
Printed in the United States of America

Preface

Research has demonstrated that students with improved fitness perform better on state standardized tests. Physical activity improves the ability of children to manage the demands of being academically successful. Research has also shown a link between fundamental movement skills (crossing the midline) and the ability to become proficient at reading and writing.

FAB 5 Early Learner Fitness (ELF) brings together the importance of being academically successful and the need to be physically active in a program that is designed to educate the whole child – the body and the mind.

FAB 5 ELF is a solution for school systems across America. Using planned and coordinated lessons, students learn healthy habits, fitness, nutrition concepts, as well as academic skills needed for becoming a reader, writer and mathematician, while engaged in fun activities. Movement with a purpose!

Lessons are designed to engage both the body and the mind. When the brain and the body are asked to do two separate skills the brain is challenged. By doing two tasks at once students learn both tasks faster and skills become automatic. Students simultaneously grow physically and academically and their brains begin to function at a higher level.

Besides providing a comprehensive, written curriculum FAB 5 ELF offers a unique user friendly format. These 30-45 minute lessons are designed sequentially. Each lesson builds on previously learned content so students are successful at internalizing the information and skills they are learning. Lessons are intentionally taught based on ongoing assessments which ensure that students are always learning at their individual levels. The design of the program naturally lends itself towards differentiated instruction.

The FAB 5 ELF program was written in collaboration with Health and Fitness Specialists and Classroom Teachers. It was created to be a fun and motivating activity-based curriculum for delivering essential content in fitness, nutrition, and motor skills as well as literacy and mathematics. Activities can be taught in the gym as well as reinforced in the classroom. Join us in teaching FAB 5 ELF, a dynamic, kid-tested, teacher-approved program to educate the bodies and minds of today's children.

FAB 5



Early Learner Fitness

Table of Contents

Preface

Unit One: Exercise Your Brain, Getting Started

Unit One Guidelines	1.2
Day One	Routine Building: Crossing the Midline and Calming/Focusing 1.5
Day Two	Adding Whole Body Handwriting to Routine 1.13
Day Three	Adding More Crossing the Midline Exercises 1.21
Day Four	Adding Final Crossing the Midline and Calming/Focusing 1.29
Day Five	Adding Leg Stretches to Crossing the Midline Routine 1.37

Unit Two: Big Movements for Big Improvements, Moving Towards Stations

Unit Two Guidelines	2.2
Day One	Mat Exercises 2.6
Day Two	Adding One More Mat Exercise 2.17
Day Three	Adding One More Mat Exercise 2.26
Day Four	Practicing Sequential Order of Mat Exercises 2.36
Day Five	Gross Motor Patterns 2.44
Day Six	Sight Word Circle 2.55
Day Seven	Balance Challenges 2.67

Unit Three: Strong Foundations Through Station Rotation

Unit Three Guidelines	3.2
Day One	Station Rotation With Basic Stations 3.7
Day Two	Adding Sight Words to Sight Word Circle 3.18
Day Three	Balance Beam Station 3.31
Day Four	Food Sorting 3.44
Day Five	Pattern Rings Station 3.58
Day Six	Adding Frog Hop to Mat Exercises 3.69
Day Seven	Balancing Rope Station 3.79
Day Eight	Food Group Recognition 3.90
Day Nine	Pattern Boxes Station 3.104
Day Ten	Shapes on the Wall Station 3.116
Day Eleven	Striking Station 3.127
Day Twelve	Sometimes Foods/Everyday Foods 3.138
Day Thirteen	Balancing Domes Station 3.152
Day Fourteen	Over/Under Obstacle Course Station 3.164
Day Fifteen	Tossing to a Target Station 3.176
Day Sixteen	Health Mind, Healthy Body 3.189
Day Seventeen	Strong Foundations 3.202

FAB 5



Early Learner Fitness

Unit Four: Acceleration, Adaptation and Variation, Station Progressions

Unit Four Guidelines	4.2
Part One..... Variations for Sight Word Circle	4.6
Part Two..... Variations for Balance Beam Station	4.8
Part Three..... Variations for Pattern Rings Station.....	4.10
Part Four..... Variations for Balancing Rope Station	4.12
Part Five..... Variations for Pattern Boxes Station.....	4.13
Part Six..... Variations for Shapes on the Wall Station	4.15
Part Seven..... Variations for Striking Station	4.17
Part Eight..... Variations for Balance Domes Station	4.18
Part Nine..... Variations for Over/Under Obstacle Course Station	4.20
Part Ten..... Variations for Tossing to a Target Station	4.22
Part Eleven..... Variations for Feet Patterns Station.....	4.24

Assessments: The More YOU Know, The More THEY Grow

Assessment Guidelines	A.2
Recommended Crossing the Midline Exercises Checklist.....	A.7
Recommended Following Multi-Step Directions Checklist	A.10
Recommended Classroom Teacher's Daily Activities Log.....	A.13
Optional Academic Assessments.....	A.15
Optional Basic Fitness Assessment.....	A.24
Optional Motor Skills Assessment	A.27
Optional Nutrition Assessment.....	A.32



FAB 5

Early Learner Fitness



Unit One

Exercise Your Brain, Getting Started



Exercise Your Brain

Unit One Guidelines

Getting Started

Grade Level: Pre K-2

Time Frame: 5 lessons (30 minutes each), If using program in a twice a week time frame repeat each lesson twice to reinforce concepts and increase rate of automaticity.

Unit Goal: Combining fitness and physical movement with academic content prepares the brain to assimilate new information.

Essential Questions:

- How does moving help me learn?
- How does fitness affect all other parts of our life?



Key Vocabulary Words:

Circle, Down, Freeze, Gallop, Go, Hop, Midline, Opposition/Opposites, Run, Signal Word, Space, Straight Line, Switch, Top, Up, Walk

Teacher Responsibilities:

Physical Education Teacher:

Understand the concepts and deliver the content of the unit on a consistent basis

- Read lesson introduction
- Follow lesson format for delivery
- Collaborate with Classroom Teacher
- Use ongoing assessments to monitor and adjust instruction

Classroom Teacher:

Understand the concepts taught in the lessons and reinforce them through transition activities

- Read lesson introduction and lesson variations for ideas on reinforcing concepts in the classroom
- Provide assistance as needed during lesson delivery
- Practice transitions and reinforce concepts daily using FAB 5 DVD
- Collaborate with Physical Education Teacher
- Use ongoing assessments to monitor and adjust instruction

Lessons:

A detailed lesson plan for each day follows this Unit Guideline.

Student Assessment:

Reflective Questioning

FAB 5



Subject Integration (Math, Reading, Writing):

- Crossing the Midline Exercises
 - Math – Patterns, Counting
 - Reading and Writing – Print direction, Processing information efficiently, Eye fitness
- Whole Body Handwriting
 - Writing – Proper letter formation, Helps with automatic and fluent writing
- Calming and Focusing Exercises
 - Reading and Writing – Processing information efficiently, Eye fitness, Attention
- Kinesthetic, Auditory and Visual integration for whole body development

SHAPE Standards:

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Common Core State Standards (CCSS) Alignment:

English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects

Anchor Standards for Reading:

- 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Anchor Standards for Speaking and Listening:

- 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Anchor Standards for Language:

- 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Safety:

- Review the following safety cues before beginning an activity:
 - Check your personal space before starting an activity
 - Maintain control of your body at all times
 - Respect equipment, others and yourself
 - Always follow directions

Equipment Needed:

- Music CDs from Equipment List (see Resource CD)
- Crayons
- Copies of letters for Whole Body Handwriting (see Resource CD)
- If painted lines and circles on a gym floor are not available, poly spots, agility rings, hula-hoops, poly lines, floor tape, or jump ropes to create lines and circles may be used.
- “I Can” Statements for each lesson (see Resource CD)

FAB 5





Routine Building: Crossing the Midline and Calming/Focusing Lesson Plan

Goal: Combining fitness and physical movement with academic content prepares the brain to assimilate new information.

Introduction/Warm-Up:

- Finding a straight line and a circle (8 min)
- Introducing center circle (2 min)

Lesson Focus:

- Introducing First 3 Crossing the Midline Exercises (10 min)
- Big Motor Movements with teacher selected song from the Music CDs from Equipment List (see Resource CD) (5 min)

Wrap-Up/Cool Down:

- Meeting back at center circle
- Dots, Squeezies and Pretzel Arms for calming (5 min)



Key Vocabulary Words:

Circle, Freeze, Gallop, Go, Hop, Jump, Midline, Opposite, Opposition, Run, Straight Line, Transitions, Walk

Method of Assessment: Reflective Questions

- How many circles did you find in the gym?
- Were you able to find a straight line?
- What is one exercise you can do to exercise your brain? Calm your body?

Equipment:

- Music CDs from Equipment List (see Resource CD)
- If painted lines and circles on a gym floor are not available poly spots, agility rings, hula-hoops, poly lines, floor tape, or jump ropes may be used.



Content Introduction to Students:

Exercise is important to maintain a healthy life style, but it is also important for your brain. Certain exercises or activities can help your brain focus better and calm your body so you will be ready to learn. They can also help train your body and your brain to work together.

Crossing the Midline Exercises – The **midline** is the imaginary line that splits your body in half. These exercises will help the right side of your body and the left side of your body work together.

Calming and Focusing Exercises – These exercises will help your body slow down so your brain can focus and be ready to learn new information or a new skill.

Instructions to Teacher (To do prior to lesson):

- Choose an appropriate song based on students' age and skill development from the Music CDs from Equipment List (see Resource CD)
- Post student-friendly "I Can" Statements for today's lesson
- Set up circles and lines, if they are not pre-painted

Management Tips:

- Consistency and vocabulary are important. Constantly remind students to "slow down and train their brains." Vocabulary should be consistent in both the classroom and the gym.
- In order to help students move safely during transitions use "Freeze" and "Go." Teach the students when you say "Freeze" the expectations are they will stop, sit down, and look at the speaker. They need to stay "frozen" until they hear the signal word. The signal word is "Go." When giving directions start by saying, "When I say go..." This may need to be practiced several times to ensure all students understand the expectations.
- To ensure students are moving safely from space to space tell students **how** you want them to move. For example, "When I say go, I want you to **walk** (gallop, skip, hop) to the center circle."
- To help students understand learning expectations for the day post "I Can" Statements and refer to them during the lesson. A whiteboard with key vocabulary words can also be used.

CCSS:

SL.2

Gr K, 1, 2

FAB 5



Warm-Up**Grade:** Pre K-2**Objectives:**

Students will be able to locate a circle and a straight line.

Students will be able to show safe spacing during fitness and physical movement activities.

Students will be able to respond quickly to “Freeze” and “Go” signal words.

CCSS:

RI.4

Gr K, 1, 2

SL.2, 6

Gr K, 1, 2

L.5

Gr K, 1, 2

Straight Lines and Circles**“I Can” Statements:**

- I can find a straight line.
- I can find a circle.
- I can freeze.



Activity

Equipment: If painted lines and circles on a gym floor are available no equipment is needed. If no lines are available use poly spots, agility rings, hula-hoops, poly lines, floor tape, or jump ropes.

Explanation: When surrounded by others it is important to move safely, while keeping enough space between you and another so no one gets hurt. You always need to be aware of your body and where it is in space.

Directions:

1. Before entering the gym, teach what a circle looks like by using the Shape Card.
2. Direct students to sit inside any circle in the gym.
3. Ask them how many circles they found.
4. While the students are still sitting teach the “Freeze” and “Go” signals. When they hear “Freeze” they stop, sit down, and look at the teacher and do not move until they hear “Go.”
5. Teach students how to recognize a straight line.
6. On “Go” students find a straight line and walk on it until they hear “Freeze.”
7. Practice this several times or until the majority of the students respond quickly to the signal words.
8. On “Go,” students find the big center circle.
9. Teach the students safe spacing by having them put their toes on the curved line of the center circle and then step back three big steps.
10. Students should have enough room to spread their feet apart and have their arms stretched out without touching the students next to them. (This is also called the “Ready Position.”)

Variation/Teaching Tip:

Based on age and skill development add hop, skip, and gallop as movements to do along straight lines.

Reflective Question:

What could happen if you didn’t have safe spacing during fitness and physical movement activities?



Lesson Focus**Grade:** Pre K-2**Objectives:**

Students will understand safe spacing in a circular formation.

Students will be able to perform 3 basic crossing the midline exercises (possibly with support) following a rhythmic pattern.

CCSS:

RI.4

Gr K, 1, 2

SL.2, 6

Gr K, 1, 2

L.5

Gr K, 1, 2

Crossing the Midline – Brain Exercises**“I Can” Statements:**

- I can gallop.
- I can hop.
- I can show I know opposite.
- I can move safely in a large space.



Activity

Equipment: Song selection from Music CDs from Equipment List (see Resource CD)

Explanation: Your muscles and your brain work together to help you perform a task correctly. Slowing your body down and thinking about what you are doing helps you learn the task more quickly.

Directions:

1. The students should be in “Ready Position” 3 big steps away from the center circle with safe spacing before beginning crossing the midline exercises.
2. Use a slow controlled rhythm that emphasizes the act of crossing the midline. The goal is to stay with the teacher. Count the repetitions by saying, “ready, 1, ready, 2, ready, 3, ready, 4...”
 - a. **Toe Touches** – Begin at the “Ready Position”. Using your right hand, bend down at the waist and touch your left toe. Return to the “Ready Position”. Now using your left hand, bend down at the waist and touch your right toe. Do ten repetitions.
 - b. **Knee Taps** – Begin at the “Ready Position”. Lift your left leg, bending at the knee. Using your right hand, tap your left knee with leg still raised. Return to the “Ready Position”. Now raise your right leg, bending at the knee. Using your left hand, tap your right knee with leg still raised. Do ten repetitions.
 - c. **Standing Opposites Crunches** (SOCs for short) – Begin at the “Ready Position”. Lift your left leg, bending at the knee. Using your right elbow, crunch down to touch your left knee. Return to the “Ready Position”. Lift your right leg, bending at the knee. Using your left elbow, crunch down to touch your right knee. Do ten repetitions.
3. On “Go,” students find a straight line with safe spacing for the song.
4. Play the selected song. Students move according to the directions in the song.
5. Students meet back at the center circle sitting with their legs crossed.

FAB 5



Crossing the Midline – Brain Exercises (continued)

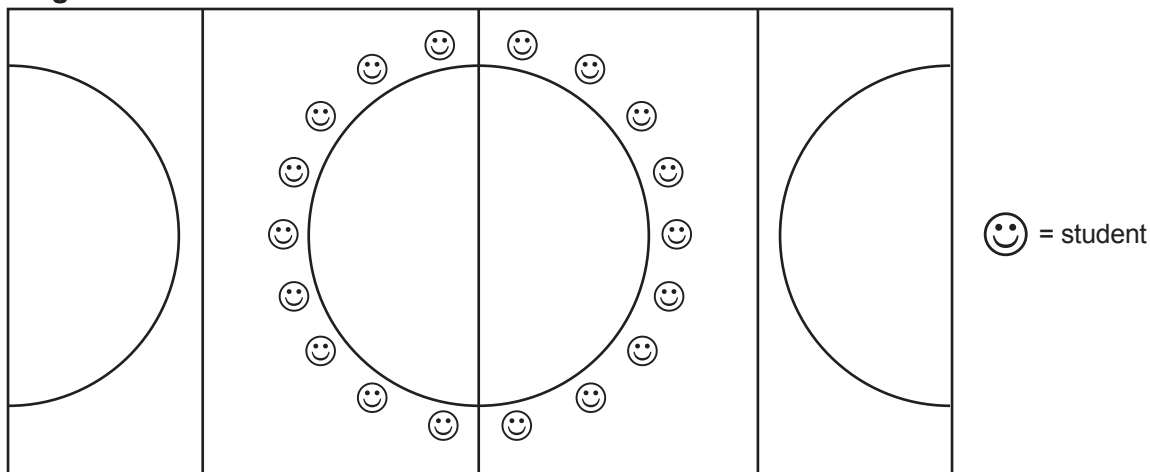
Variations/Teaching Tips:

1. Language is important during crossing the midline exercises. Stress the phrases “opposite” and “slow down and train your brain” as you are introducing the exercises as well as when doing them.
2. Some students may be unable to cross their midline without physical assistance and modeling by an adult. Do not let them practice the exercises wrong. If they cannot perform the movement they should be corrected to ensure proper brain development.
3. There is usually a developmental reason why students cannot cross the midline; however, if students are struggling and to insure they understand the vocabulary, you can have a specific lesson that is designed to teach them the vocabulary words “opposite” and “same”. Have the students sit on the floor with their legs out in front of them in a “V”. Using their right hand students reach down and touch their right leg saying “same” then still using the right hand students reach across their body to touch their left leg and say “opposite”. Repeat this several times using both hands.
4. Crossing the midline exercises can be performed in the classroom around a carpet or in an area large enough to provide safe spacing.
5. If there is no center circle for the students to stand on, teach them to form a circle by having them all grab hands and step out until they can barely hang on to one another’s hands. From this position they can release their hands and take 2 big steps backwards.
6. To stress academic concepts counting from one to ten can be varied. Counting starting from a different number, counting backwards, skip counting or counting in a different language are examples of different academic concepts that can be reinforced during crossing the midline exercises.

Reflective Questions:

- What could happen if you didn’t have safe spacing during fitness and physical movement activities? During crossing the midline exercises?
- How did slowing down help you during the crossing the midline exercises?
- How does slowing down help train your brain to learn and practice a new skill?

Diagram:



FAB 5



Early Learner Fitness

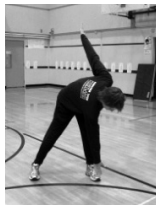
Crossing the Midline – Brain Exercises (continued)

Diagram:

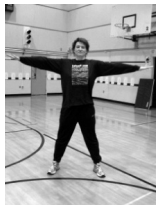
TOE TOUCHES:



Ready



Left



Ready



Right

KNEE TAPS:



Ready



Left



Ready



Right

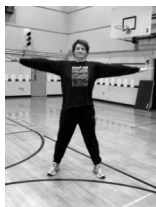
STANDING OPPOSITES CRUNCHES:



Ready



Left



Ready



Right

FAB 5



Wrap-Up/Cool Down**Grade:** Pre K-2**Objectives:**

Students will be able to locate the center circle and have safe spacing during calming and focusing exercises.

Students will be able to follow teacher directions to correctly perform calming and focusing exercises.

CCSS:

RI.4

Gr K, 1, 2

SL.2, 6

Gr K, 1, 2

L.5

Gr K, 1, 2

Dots, Squeezies, and Pretzel Arms – Calming and Focusing Exercises

“I Can” Statement:

- I can use exercise as a strategy to calm and focus myself.

Equipment: no equipment is needed

Explanation: There will always be times when we feel wiggly or like a volcano about ready to explode. We can use exercises to help calm our bodies and focus our minds.

Directions:

- Students sit around the center circle with their legs crossed for calming and focusing exercises.
- Teach students to put the tip of their tongue on the roof of their mouth. This will help with focus as well as create a quiet environment. Do the following exercises in order at a slow, steady pace.
 - Dots** – Students put their left hand out palm facing up. Using their right thumb students push dots into their palm slowly in a circular formation. The teacher can count slowly to 10 as the students are pushing into their palm, but the students should remain silent with their tongue on the roof of their mouth. Repeat with the other hand.
 - Squeezies** – Students use their right hand to squeeze slowly ten times up their left arm starting from their wrist and going all the way up to their shoulder. Then using the same slow, controlled motion they squeeze their arm ten times on the way back down to their wrist. Again, the teacher can count slowly to 10 as the students are squeezing, but the students should remain silent with their tongues on the roof of their mouths. Repeat with the other arm.
 - Trap Squeezies** – Students grab and squeeze their left trapezius (trap), the muscle that runs from your neck to your shoulder with their right hand. Their arm should be across their body. While squeezing the trap muscle, the teacher leads the students by slowly saying in a melodic tone, “look over your right shoulder, look over your left shoulder, look up and look down.” Repeat with the other hand.
 - Pretzel Arms** – Students stretch both arms out in front of themselves with their thumbs facing down. Then students make an “X” with their arms keeping their thumbs facing down. Students then clasp their hands together and bring their hands down and towards their body turning them inside out. Keeping their hands clasped the students bring their hands into their chest and rest their chin on their hands as they take 3 slow, big deep breaths.



FAB 5



Dots, Squeezies, and Pretzel Arms – Calming and Focusing Exercises (continued)

Variations/Teaching Tips:

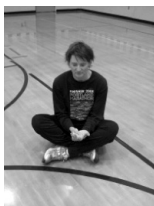
1. Calming and focusing exercises can be performed in the classroom around a carpet or in an area large enough to provide safe spacing.
2. Calming and focusing exercises can be used at anytime during the school day when the need arises.
3. For younger students who may not know their left and right, use the words, “Look over your opposite shoulder, look over your same shoulder.” This will reinforce vocabulary as well as ensure they are not learning their left and right incorrectly.
4. As students become proficient at the calming and focusing exercises they may be cued to use these exercises when needed.

Reflective Questions:

- How does your body feel after doing “Dots, Squeezies and Pretzel Arms?”
- What other times during the day might you use “Dots, Squeezies and Pretzel Arms” to help calm and focus yourself?

Diagram:

DOTS:



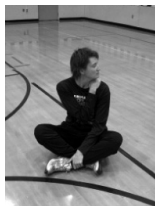
SQUEEZIES:



TRAP SQUEEZIES:



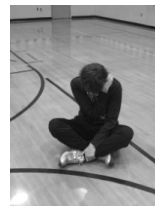
Opposite



Same



Up



Down

PRETZEL ARMS:



Thumbs Down



Cross and Grab



Twist to the Inside

FAB 5



Lesson Focus Two**Grade:** Pre K-2**Objectives:**

Students will use their whole body to practice forming letters correctly.

Students will match their body movements with their words.

CCSS:

RI.3

Gr K, 1, 2

SL.2, 6

Gr K, 1, 2

L.1

Gr K, 1

L.4

Gr K, 1, 2

Whole Body Handwriting**“I Can” Statements:**

- I can slow down and stay on the line.
- I can start the letter at the top.
- I can make my words and my body match.

Equipment:

- Class set of large letter “I” (see Resource CD) posted in a straight line in the room with enough space to fit a student at each letter.
- Crayons
- Teacher selected song from Music CDs from Equipment List (see Resource CD)



Explanation: Your muscles and your brain work together to help you perform a task correctly. Slowing your body down and adding big movements and words that match your body movements when learning to write letters helps you learn them quicker.

Directions:

1. Students gather around the posted large letter “I”s. Read the “I Can” Statements with the students. Tell them they are going to be working on how to form letters correctly so they can become better writers.
2. Before they start on letters, have them practice on a straight line. (Although today they will be using the letter “I” it is important they refer to it just as a straight line, because they will be going up and down on the line and when making the letter “I” they will just be going down.)
3. Teach the students to always start their letters at the top. Use a poem or song to help reinforce this concept. (For example, “we start our letters at the top, at the top, at the top. We start our letters at the top every time.” Sung to *London Bridge is Falling Down*.)
4. Tell the students the words they will be using when tracing the line (“down, up”).
5. To help students learn the procedures, they will start by tracing the line with their fingers only.
6. Demonstrate using your whole body to trace the line with your finger. As you are tracing the line slowly say, “down, up” (matching your words with your finger). To emphasize, use your whole body, make sure you bend your knees as you go down.
7. On “Go,” students find a line. They should put their finger on the dot and be ready, but they should not start until everyone is ready. Teach the students when they hear the signal word “Go” they begin to slowly trace down the line with their finger (they should be using the same hand they write with) and then back up the line to the dot. Their words and their bodies need to match. When they are done, they wait for the rest of the class. Stress that it is not a race and that the goal is to stay on the line.

FAB 5



Whole Body Handwriting (continued)

8. Have them move one over to the right and the student on the end runs to the first paper on the left hand side of the line (the beginning). It is important that the students are moving from left to right; it simulates the direction in which print moves across a page.
9. On "Switch," students move to the next paper and are ready on the dot until you say "Go." Repeat this several times until you see that the students are beginning to understand the rotation process as well as how to trace the line slowly while matching their words and their bodies.
10. When you think they are ready, give each student a crayon and continue in the same fashion for up to 10 more rotations.
11. Collect the crayons and have students find a straight line in the gym with safe spacing.
12. Play a teacher selected song from Music CDs. When the song is over, have the students meet back on the center circle.

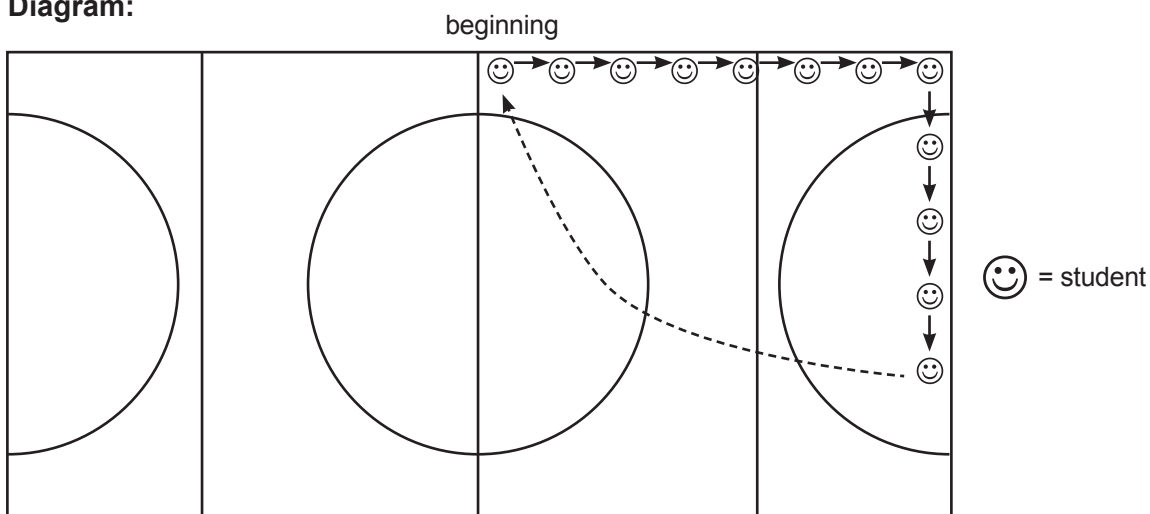
Variations/Teaching Tips:

1. Before having the students trace the lines, have them walk in a line in the rotation pattern. They can touch each piece of paper and then say "next" before moving to the next one. This will help them become more automatic with the rotation process so that their brain can focus on the letter formation.
2. When everyone is done, have them point to the next paper. By having them point, you are helping them plan in their brains what their bodies are going to do next.
3. To help maintain high levels of engagement as students are practicing letters, have them say the words to the letters in different voices (like you're mad or sad, like you're a baby or a giant, etc.).

Reflective Questions:

- How did slowing down help you stay on the line?
- How does slowing down help train your brain to learn and practice a new skill?
- How does using your whole body help you to learn letters more quickly?

Diagram:



FAB 5



Early Learner Fitness

**Lesson Focus
Three****Grade:** Pre K-2**Objectives:**

Students will be able to move through a lazy eight type pattern with proper form.

CCSS:

RI.3, 4

Gr K, 1, 2

SL.2

Gr K, 1, 2

L.5

Gr K, 1

Gross Motor Patterns**“I Can” Statements:**

- I can walk a Gross Motor Pattern.
- I can make my body match my words.
- I can show the definition of Flexibility.



Activity

Word of the Day: Flexibility

Definition in Motion: Flexibility is **bending** (*bend down at the waist*), **twisting** (*twist body from the waist left to right and then back*), and **stretching** (*stretch both arms up in the air as high as they will go*).

Equipment:

- Selected mat(s) formed to make a lazy eight type pattern.
- If mats are not available, use floor tape to create a large Lazy Eight, Hour Glass or Chain Link (see diagram) on the floor.

Explanation: When both sides of your brain work together you can process information more effectively. Moving in a lazy eight type pattern will help both sides of your brain learn to work together.

Directions:

1. Have students sit in front of the selected Gross Motor Pattern (Lazy Eight, Hour Glass, Chain Link).
2. Model moving through the pattern saying words that will help them remember which way to go. For instance, if using the lazy eight say, “Up and around, cross up and around and out.”
3. Students walk the lazy eight type pattern one at a time and then skip back.
4. Repeat this at least two times.
5. On the signal “Word of the Day,” students return to the center circle.

Variations/Teaching Tips:

1. Create two lazy eight type patterns and divide the students into two “teams”. Having two “teams” will help with the pace of the lesson and give students more opportunity to practice walking the pattern.
2. You may walk some students who struggle through the pattern in a “follow me” fashion until they are able to do it on their own.
3. If students are struggling with the pattern, it may be helpful for them to trace the pattern in the air or on a piece of paper (draw the selected pattern ahead of time) with their finger before walking the pattern.
4. For more proficient or older students add optional gross motor movements to the pattern such as hopping, skipping, galloping, crawling, bear walking, or crab walking.

FAB 5



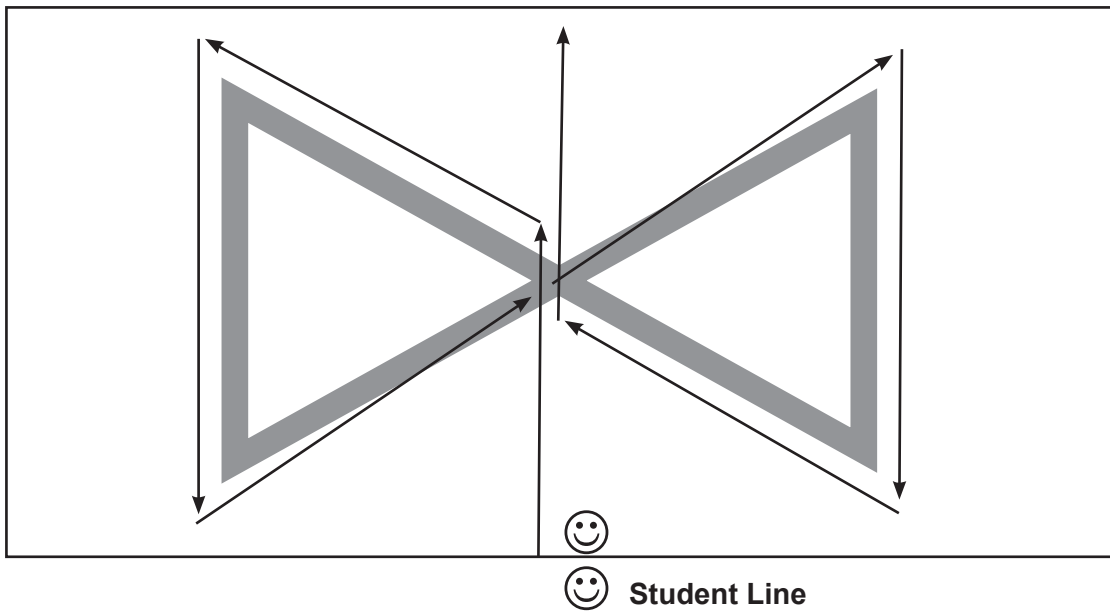
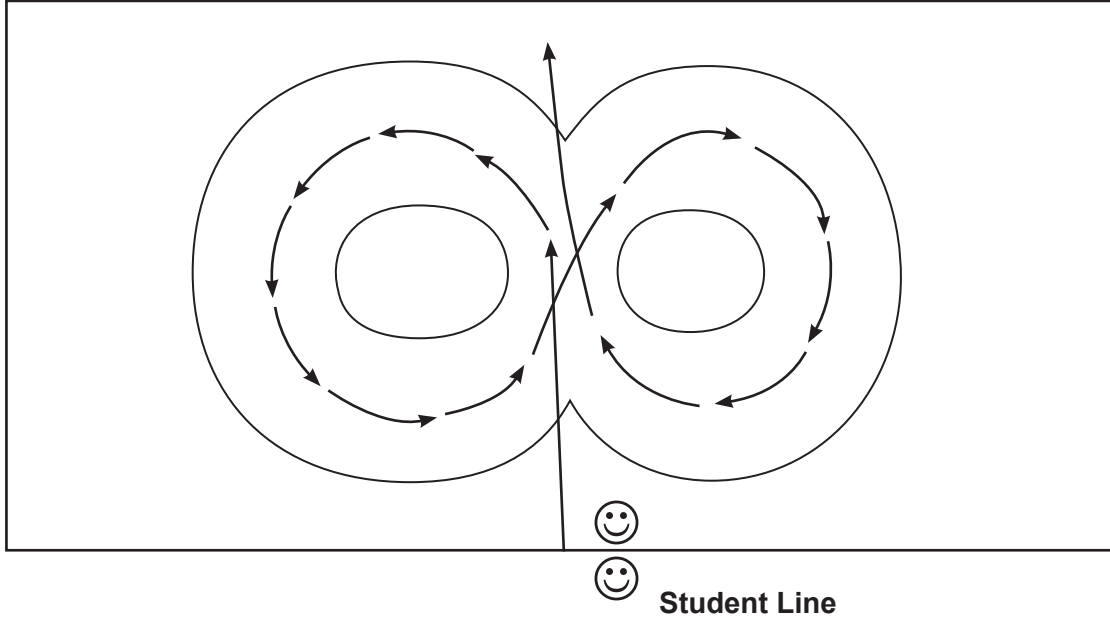
Early Learner Fitness

Gross Motor Patterns (continued)

Reflective Questions:

- How did slowing down help you during the Gross Motor Patterns station?
- How does slowing down help train your brain to learn and practice a new skill?

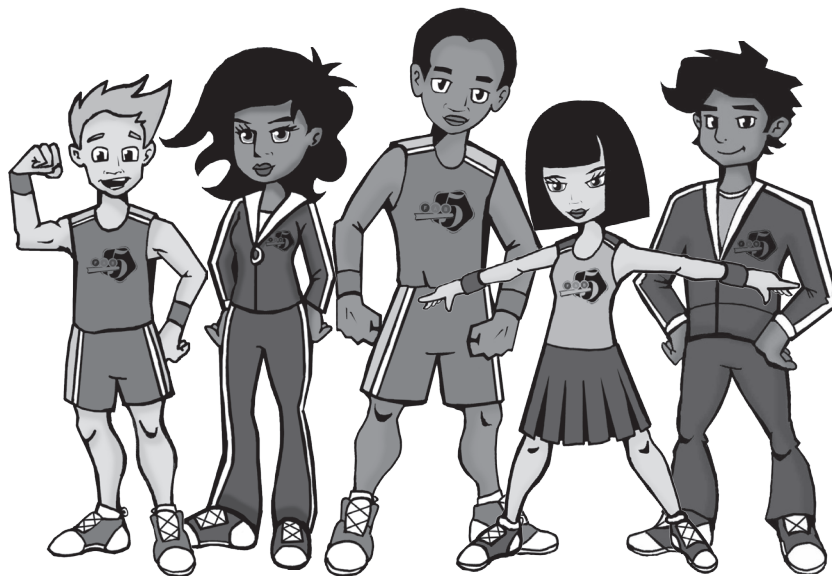
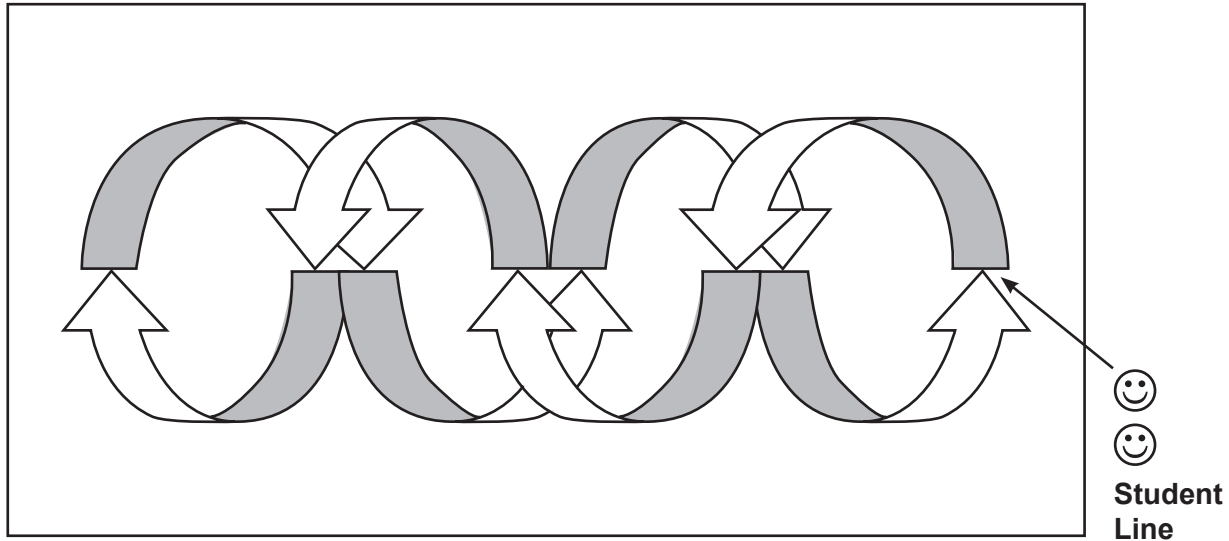
Diagram:



FAB 5



Gross Motor Patterns (continued)



Lesson Focus Two**Grade:** Pre K-2**Objectives:**

Students will be able to move in a circular pattern using a two feet jump.

Students will understand the safety and performance expectations when doing Sight Word Circle.

Students will be able to say (possibly with support) the word on the Sight Word Circle Cards while moving safely around the Sight Word Circle.

CCSS:

RI.4

Gr K, 1, 2

SL.2, 6

Gr K, 1, 2

L.5

Gr K, 1, 2

Adding Sight Word Cards to Sight Word Circle**“I Can” Statements:**

- I can do a two jump feet jump.
- I can move slowly and concentrate while jumping around the Sight Word Circle.
- I can say the Sight Words quickly.
- I can keep my eyes on the Sight Word Cards.
- I can show the definition of Balance.

**Word of the Day:** Balance

Definition in Motion: Balance is **maintaining equilibrium** (*stand up straight and tall with arms stretched out to the sides*) **while in motion** (*move arms and legs in a running motion*) **or at rest** (*clasp hands together resting right ear on them and close eyes*).

Equipment:

- Poly spots
- Sight Word Cards

Explanation: When your brain and your body are asked to do two separate skills your brain is challenged! By doing two tasks at once you will be able to learn both tasks quicker and they will both become automatic.

Directions:

1. Students meet at the center circle.
2. Tell the students that today you added Sight Word Cards to the Sight Word Circle and have students sit in front of the station.
3. Demonstrate using a two feet jump to move around the Sight Word Circle safely. Model jumping on the outsides of the poly spots with legs spread apart and saying the word on the card that is in the middle of the poly spot.
4. Demonstrate coming to a Sight Word Card you do not know. When this happens, eyes must remain on the card, point to the card with one hand and raise the other hand. Tell students this is the signal they want the teacher to tell them the word. They repeat the word and then continue to use a two feet jump to move around the Sight Word Circle saying the words.
5. On the “Signal Word of the Day,” students practice moving safely around the Sight Word Circle and saying the words on the Sight Word Cards.
6. Remind the students to go slowly, stop at each card and concentrate on saying the word.
7. When they get to the end, they skip back to the end of the line.
8. On the “Signal Word of the Day,” students return to the center circle.



Adding Learning Cards to Sight Word Circle (continued)

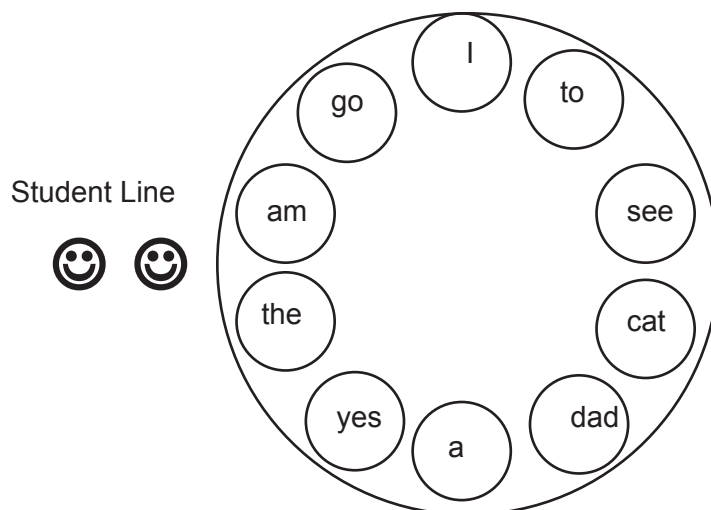
Variations/Teaching Tips:

1. It is very important that there is a teacher or an adult at the Sight Word Circle in order to keep students from learning content incorrectly. If there is not an adult available have an older student who knows the words on the cards help at this station. If no one is available, only put out Sight Word Cards students have mastered. This will allow them to work towards quicker recognition and automaticity, as well as prevent them from learning information incorrectly.
2. It is very important students keep their eyes on the Sight Word Cards. This will help with eye fitness as well as concentration. One of the most common behaviors of struggling learners is when they come to words they do not know they look away. This station will help retrain this behavior. Do not tell the students the word until their eyes are on the card.
3. When a student struggles with the word on the Sight Word Card the adult should simply say it to the student. This is not a time to work on strategies for decoding the word. The student should always repeat after the adult.
4. For younger students or students who are not ready for Sight Words, cards featuring pictures, colors, letters, numbers or shapes can be used.
5. See Unit 4 for additional adaptations and variations for the Sight Word Circle.
6. Students will tend to want to rush around the Sight Word Circle. The key here is to have them go slowly. Do not let them rush.

Reflective Questions:

- What did you have to do to be able to stay balanced while saying the words on the poly spots?
- What did you have to do to do a two feet jump and say the words at the same time?
- What made this task hard or easy for you?

Diagram



FAB 5



**Lesson Focus
Three****Grade:** Pre K-2**Objectives:** Students will understand safe spacing and the rotation process during Stations.

Students will be able to move through several stations while independently working on balancing, crossing the midline and concentration skills.

CCSS:

RI.3, 4, 7

Gr K, 1, 2

SL.2, 6

Gr K, 1, 2

L.1, 5

Gr K, 1, 2

Station Rotation**“I Can” Statements:**

- I can slow my body down and train my brain.
- I can stay with my team and rotate through Stations in the right direction.
- I can follow Station expectations.
- I can show the definition of Balance.

**Word of the Day:** Balance

Definition in Motion: Balance is **maintaining equilibrium** (*stand up straight and tall with arms stretched out to the sides*) **while in motion** (*move arms and legs in a running motion*) **or at rest** (*clasp hands together resting right ear on them and close eyes*).

Equipment:

- Floor mats (each 8 feet long)
- Floor tape
- Cones
- Directional arrow signs
- Station Cards for Mat Exercises
- Station Cards for Balance Challenges
- Poly spots
- Sight Word Cards

Explanation: Your muscles and your brain are working together to help you perform a task correctly. Slowing your body down and thinking about what you are doing helps you to learn the task more quickly. Practicing skills like crawling and balancing can help you move better and become a better learner.

Directions:

- The following stations should be set up in a circular pattern (see diagram):
 - Mats** (see Unit 2, Day 4, Lesson Focus 2 for complete description of station expectations and set up).
 - Gross Motor Patterns** (see Unit 2, Day 5, Lesson Focus 3 for complete description of station expectations and set up).
 - Sight Word Circle** (see Unit 2, Day 5, Lesson Focus 4 with added Sight Word Cards from Unit 3, Day 2, Lesson Focus 2 for complete description of station expectations and set up).
 - Balance Challenges** (see Unit 2, Day 7, Lesson Focus 5 for complete description of station expectations and set up).
 - Balance Beam** (see Unit 3, Day 3, Lesson Focus 2 for complete description of station expectations and set up).

FAB 5



Station Rotation (continued)

2. Model each station one at a time restating that station's expectations and reminding the students that it is important they go slowly and do the stations correctly. At the same time you are modeling each station's expectation, you are also modeling the direction (clockwise) in which the students will change stations. Use words such as, "After the Mat Station you will go to the Gross Motor Patterns." Model until you have made a complete rotation through all of the stations.
3. Divide the students into different "teams" (academically homogeneous groups) and have them sit in front of their assigned station.
4. Remind the students that they must stay with their "team."
5. On "Go," students are to follow their assigned station's expectations. Allow the students to stay at each station for 3-5 minutes, making sure each student has the opportunity to perform the tasks of the station before rotating.
6. When you are ready to have the students switch to a new station say, "Switch". Students move to their next station and get started.
7. Continue with Station Rotation until all students have completed all stations.
8. On the signal "Word of the Day," have the students return to the center circle.

Variations/Teaching Tips:

1. Add more stations into the rotation by creating two stations for Mat Exercises, Gross Motor Patterns and Balance Challenges.
2. The word "team" directs the students easily through the rotation process. Using a phrase such as "you have to stay on the same team" is a concept easily grasped by younger students and helps with management.
3. If your students are struggling with moving in a clockwise direction from station to station, you will want to stop between each station change. Have the students point to their next station as a team before having them switch. On the signal word "Switch" students move to their next station and begin. This management technique should be used until it appears that the students understand what it looks like to change stations and know which station they are to go to next. When students understand Station Rotation, the teacher should be able to simply say "Switch" without stopping.

Reflective Questions:

- How does slowing down help train your brain to learn and practice a new skill?
- How does practicing skills repeatedly help you get better at skills?

FAB 5



Station Rotation (continued)

Diagram:

