Ready
• 1 spot marker per child
• 4 cones for activity area boundaries
• 1 nylon rope per child
• Pathway Skill Card – Straight (SPARKfamily.org)
• Musical ASAPs – #31 and #24
• SPARK EC Music CD and player

Set
• Create activity area.
• Scatter spot markers within area.
• Place ropes outside boundaries.
• Send children to stand on spot markers.

GO!
1. “Farmer’s Garden” (Teach Musical ASAP #31.)
2. Rope Selection and Exploration (Allow 2 minutes for exploration time.)
   • Today we will play with ropes. Ropes can hurt if they hit you or someone else.
   • When you hear the color of your home, walk to get a rope, then place it on the floor in front of your home. (Send children by spot color to get a rope.)
   • When the music starts, play safely with your rope. Stay on your home and keep your rope inside your bubble.
   • When it stops, place your rope on the floor and listen.
3. Straight Line Challenges – Can you…
   • Follow me and use your magic chalk to draw a straight line? (Show Pathway Skill Card.) Change hands? Make your rope into a straight line on the ground?
   • Follow me and walk beside your rope to the end and walk back? Walk heel-toe, heel-toe beside your rope, down and back? Hop on one foot down one side of your rope? (Demonstrate.) Switch feet to hop back down the other side? (Vary locomotor skills.)
   • Jump forward and back over your rope? Jump from side to side over your rope with your feet together like a skier?
4. Return Ropes (Send children to return ropes by rope color and walk home.)
5. “Letter Movements” (Teach Musical ASAP #24.)
6. Wrap It Up
   • Who will tell us something we did with our ropes today?
   • What could you use at home to do that?
INTRODUCTION TO ROPES

ADAPTATIONS

Limited Space

* Play *Friend to Friend* to pair children. Have one partner perform an activity with a rope while the other partner mirrors it (without a rope). Switch roles after each activity.

Variation

* Have children transition from one activity to the next using different pathways.

Inclusive Strategies

* Bright or shiny colors can be especially helpful to a child with a visual impairment.
* Use lines for children who cannot jump over ropes.

OBJECTIVES

✓ Behavioral expectations
✓ Object manipulation
✓ Pathway recognition

YOUR STATE STANDARDS

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_____________________
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ACADEMIC

Literacy

Read Richard Scarry’s *Shapes & Opposites* by Richard Scarry.

TEACHER TIPS

• Share your behavioral and safety expectations with the children before *Exploration Time*.
• Have children create straight lines with short lengths of string or yarn before using ropes.
• Make sure there is ample space for safe movement around ropes.

NOTES

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