

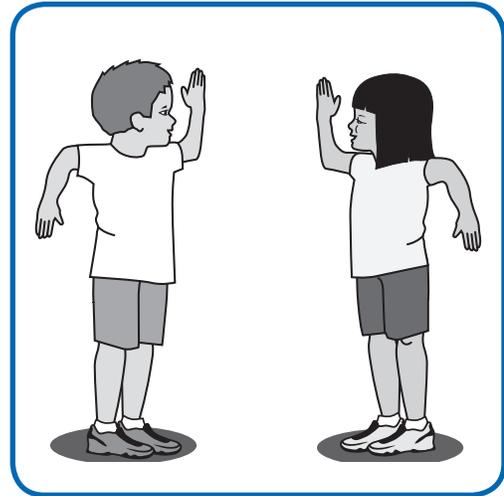


Ready

- 1 spot marker per child
- 4 cones for boundaries
- Musical ASAPs – #2 and #3
- SPARK EC Music CD and player

Set

- Create activity area.
- Scatter spot markers within area.
- Review expectations and personal space. (*Refer to Lesson 1.*)
- Send children to stand on spot markers.



GO!

1. **“Work Your Body”** (*Teach Musical ASAP #2.*)
2. **Spatial Relationship Challenges** – Can You...
 - Step forward off your spot? Step back onto your spot?
 - Stand behind your spot? Step forward onto your spot?
 - Step sideways off your spot? Step to the other side? Step back onto your spot?
 - Walk around your spot? Walk around on your heels? Tiptoe around your spot?
 - Straddle (put 1 foot on each side of) your spot and face me? Face the other way?
 - Stretch and reach for the sky? Bend and reach to touch your toes?
3. **Mirror, Mirror!**
 - What do you see when you look in the mirror?
 - Let’s play *Mirror, Mirror!* Pretend I am a mirror and follow me!
 - When I wave with this hand, which hand would you wave? (*Change hands.*)
 - Whatever I move, (*nod your head, raise your shoulders, or make a silly face*) you move the same way. (*Gradually add fluidity and speed.*)
4. **“Motion Memory Goodbye Game”** (*Teach Musical ASAP #3.*)
5. **Wrap It Up**
 - Can you reach to the sky, out front, to the side, and down?
 - Who will raise their hand and tell us a way we moved off our spots?
 - What game did we play today?
 - What color is your spot marker? When you hear the color of your spot marker, please bring it to me.

SPATIAL RELATIONSHIPS

ADAPTATIONS

Limited Space

- * *Mirror, Mirror!* may be played seated.

Variation

- * Let children take turns being leaders (*Mirror, Mirror!*).

Inclusive Strategy

- * Allow children in wheelchairs to move their arms only. An eye gaze or head nod might be used from a mobile stander.



OBJECTIVES

- ✓ Spatial relationships
- ✓ Auditory discrimination
- ✓ Body part identification
- ✓ Directionality

YOUR STATE STANDARDS



ACADEMIC

Literacy

Use children as models to teach relationship concepts (e.g., near, far, over, under, on, off, in, out, around, between, through, and mirror).



FAMILY FUN

Mirror, Mirror!

Face your child and pretend to be a mirror. When you make a movement, your child should move exactly as you do – like your reflection. Move slowly at first then pick up the pace. Take turns being the leader.



TEACHER TIPS

- Continue to review expectations.
- Use a puppet, doll, or other objects to demonstrate movement concepts.
- Ensure children understand movement concepts by assessing at various times during the day.

NOTES
