HOW TO USE IT

Units of Instruction

The SPARK EC manual contains 10 instructional units, one for each month of the school year, and aligns with the SPARK Sample Yearly Plan. SPARK recommends teaching these units in the order presented, beginning with Building Blocks. This unit is designed to help teachers create a positive learning environment and introduces children to class protocols, movement basics, social skills, and behavioral expectations.

There are additional ways to integrate SPARK concepts and methods into the preschool day. For example:

1. Transition times
2. Center time
3. Circle time
4. Recess play
5. Music time

Contact SPARK for more ideas on how to effectively utilize SPARK content to meet the needs of preschoolers.

SPARK Sample Yearly Plan

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EC Introduction: How to Use It
**Table of Contents**

The first page of each unit contains an informative table of contents.

The 1st column provides a brief description of each lesson. The 2nd column helps you find the lesson by giving a page number. The 3rd column identifies the two Musical ASAPs used in the lesson.

<table>
<thead>
<tr>
<th>Type</th>
<th>Lesson</th>
<th>Page</th>
<th>Musical ASAPs</th>
<th>Academic Integrations</th>
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<tr>
<td>Lessons</td>
<td>Lesson 1 – Animal Movements I</td>
<td>1</td>
<td>• Follow The Leader</td>
<td>• Bunny Jump</td>
</tr>
<tr>
<td></td>
<td>Children move like cats, elephants, ostriches, rabbits, frogs, and fish.</td>
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<tr>
<td></td>
<td>Lesson 2 – Animal Movements II</td>
<td>3</td>
<td>• Bunny Jump</td>
<td>• I Can Jump Like A Big Green Frog</td>
</tr>
<tr>
<td></td>
<td>Children share their spot markers while practicing animal movements.</td>
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<tr>
<td></td>
<td>Lesson 3 – I Want a Home</td>
<td>5</td>
<td>• I Can Jump Like A Big Green Frog</td>
<td>• The Chicken Dance</td>
</tr>
<tr>
<td></td>
<td>Children leave their “homes” to explore general space and return to a new spot marker each round.</td>
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<tr>
<td></td>
<td>Lesson 4 – Animal Movements III</td>
<td>7</td>
<td>• The Chicken Dance</td>
<td>• Move Like An Animal</td>
</tr>
<tr>
<td></td>
<td>Children move like lions, horses, bees, seals, crocodiles, penguins, ducks, and spiders.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lesson 5 – Single-Leg Balances</td>
<td>9</td>
<td>• Move Like An Animal</td>
<td>• Act Like You Are In A Zoo (Upright)</td>
</tr>
<tr>
<td></td>
<td>Children learn and practice single-leg balances.</td>
<td></td>
<td></td>
<td>• Penguin Waddle</td>
</tr>
<tr>
<td></td>
<td>Lesson 6 – Creative Stunts I</td>
<td>11</td>
<td>• Act Like You Are In A Zoo (Upright)</td>
<td>• Penguin Waddle</td>
</tr>
<tr>
<td></td>
<td>Children pretend to be Jack-in-the-Boxes, stars, elevators, rubber bands, fluttering leaves, and balloons.</td>
<td></td>
<td></td>
<td>• Bunny Jump</td>
</tr>
<tr>
<td></td>
<td>Lesson 7 – Creative Stunts II</td>
<td>13</td>
<td>• Penguin Waddle</td>
<td>• Bunny Jump</td>
</tr>
<tr>
<td></td>
<td>Children pretend to be flat tires, pancakes, pogo sticks, and spinning tops.</td>
<td></td>
<td></td>
<td>• Circus Dance</td>
</tr>
<tr>
<td></td>
<td>Lesson 8 – Line Walking</td>
<td>15</td>
<td>• Bunny Jump</td>
<td>• Circus Dance</td>
</tr>
<tr>
<td></td>
<td>Children practice a variety of moves using lines on the floor.</td>
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</tbody>
</table>

The 4th column notes one of 6 types of Academic Integrations included in each lesson. Use integrations as academic enrichment tools before or after a SPARK lesson or during circle time.
Super Stunts are important components of a child’s physical activity experience. Super Stunts are primarily designed to increase abilities such as coordination, flexibility, agility, and strength. In addition to these physical elements, children learn important personal lessons such as self-confidence and initiative; and as many stunts are not mastered immediately, perseverance and dedication.

Lessons presented in this unit include animal movements, single-leg balances, line walking, creative stunts, and simple partner activities – which also foster cooperation and trust. Key academic areas addressed include art, literacy, mathematics, and music.

**Safety**
- Ensure there is sufficient space for children to perform and move without obstructing or endangering others.
- Share your behavioral and safety expectations with the children before beginning activities.
- Watch for child fatigue. Attempting a stunt when overly tired may increase the risk of an accident.

**Teaching Tips**
- Skill Cards and Visual Aid Cards (SPARKfamily.org) accompany several lessons in this unit and are referenced in the Ready section.
- Begin teaching lessons in the order presented. While teaching, assess children’s ability to perform activities and adjust accordingly. If an activity is too difficult, slow down, simplify the cues, and provide extra practice time. Feel free to repeat lessons.
- Move children start new activities by walking. Increase tempo after safety expectations and stop and start signals are established.
- During inclement weather, use the lessons from this unit to turn your classroom into a circus, jungle, or zoo.

**What You Need**
Provides a list of equipment, materials, music, and instructional media needed to teach the unit.

<table>
<thead>
<tr>
<th>EQUIPMENT</th>
<th>QUANTITY</th>
<th>INVENTORY</th>
<th>NEED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spot Markers</td>
<td>1 per child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cones</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPARK EC Music CD</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Player</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrow Markers (optional)</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPARK INSTRUCTIONAL MEDIA (SPARKfamily.org and/or SPARKfolio)</td>
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</tbody>
</table>

**SUPER STUNTS WHAT YOU NEED**

**EQUIPMENT**

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</table>

**FACILITIES**

- An indoor or outdoor area with a smooth surface is recommended (20X20 paces).
- Move classroom furniture to increase floor space.
- Half the class participates in the activity while the other half marches in place.
Lesson Pages

Each SPARK Lesson Front Page includes the following:

- **States the name of the lesson.**
- **States which unit the activity came from.**
- **A diagram showing equipment placement, where children should be, or modeling the skill.**
- **Teacher-oriented instructions are provided in italicized text within parentheses.**
- **Lists the equipment and materials needed.**
- **Describes set-up prior to beginning instruction.**
- **A Ready-to-Read description stating objectives, instructions, and directions.**
- **Designates the grade level of SPARK Program.**
- **Shows the type of Academic Integration.**
- **States the page number within the unit. Note: Page numbers begin again with each unit.**

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**SPARK Lesson 1**

**ANIMAL MOVEMENTS I**

**Ready**
- 1 spot marker per child
- 4 cones for activity area boundaries
- Animal Movement Skill Cards (SPARKfamily.org)
- Musical ASAPs #16 and #17
- SPARK EC Music CD and player

**Set**
- Create activity area.
- Scatter spot markers within area.
- Send children to stand on spot markers.

**GO!**

1. “Follow The Leader” (Teach Musical ASAP #16.)
2. Introduction to Animal Movements:
   - Today we will practice moving like different animals. When you move, stay near your home and try not to pop your bubble.
   - When you hear, “Go Home,” go back to your home. (After each animal movement, cue children to “Go Home.”)
3. Animal Movements Challenges - Can you...
   - **Cat:** Move like a cat! Put your hands on the floor and bend your arms and legs? (Knees do not touch the floor.) Stop? Stretch like a cat? (Show Animal Movement Skill Cards.)
   - **Elephant:** Move like an elephant? Bend forward and put your hands together to make a trunk like an elephant? Walk slowly with straight legs and swing your trunk side to side?
   - **Ostrich:** Stand like an ostrich? Bend at the waist and hold your ankles with your hands? Move like an ostrich? Walk forward and hold your ankles?
   - **Rabbit:** Move like a rabbit? Squat with your hands on the floor inside your knees? Reach forward with your hands? Bring both feet forward to the outside of your hands? Prompt the children by repeating, “Hands first, feet next.”
   - **Frog:** Move like a frog? Squat with your hands on the floor outside your knees? Jump forward so your hands and feet leave the floor at the same time? Finish in a frog squat? (Encourage children to lift their hands and feet off the floor at the same time.)
   - **Fish:** Move your mouth like a fish? Swim like a fish? (As children demonstrate ability to follow directions, have them leave their homes and move in the neighborhood.)
4. “Bunny Jump” (Teach Musical ASAP #17.)
5. Wrap it up (Lead a stretch, pose debriefing questions, and clean up.)
   - Who will tell us what animal moves they will practice at home?
EC Introduction: How to Use It

Lesson Pages
Each SPARK Lesson Back Page includes the following:

Adaptations include limited space suggestions, activity variations, and inclusive strategies for children with diagnosed developmental delays and disabilities.

Indicates the objectives this lesson addresses with room to write in your state’s standards.

ANIMAL MOVEMENTS I

ADAPTATIONS

Limited Space
- Have children perform challenges on or around spots.

Variation
- Play Circus Animals. Identify a group of children by spot color to move around the “animal keepers,” the other children. The “animal keepers” pretend to fork hay out of the cages.

Inclusive Strategies
- Simplify instructions for children with language delays or English language learners (e.g., “hold your ankles” paired with modeling).
- For non-English speaking children or those with a hearing impairment, show the Animal Movement Skill Cards (SPARKfamily.org) along with verbal instruction.

OBJECTIVES

✓ Role playing
✓ Upper body strength
✓ Lower body strength
✓ Agility
✓ Balance

YOUR STATE STANDARDS

ACADEMIC

Literacy
Read “Stand Back,” Said the Elephant, “I’m Going to Sneeze!” by Patricia Thomas.

TEACHER TIPS

- Ensure your activity area is well-marked and safe to keep children inside the boundaries.
- Encourage children to make animals sounds while practicing movements.

NOTES

Family Fun Activities promote physical activity at home.

Use as academic enrichment tools before or after a SPARK lesson, or during circle time.

Art
Literacy
Mathematics
Music
Nutrition
Science

Pointers from SPARK Early Childhood specialists who have taught the lesson. Read prior to instructing for the “inside scoop.” Space included for notes.
Use Performance Rubrics to document learning, guide teaching, and to determine progress toward program goals. Fill in children’s names, and use to assess their skill levels.

<table>
<thead>
<tr>
<th>Performance Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
</tr>
<tr>
<td><strong>Motor Development</strong></td>
</tr>
<tr>
<td><strong>Cognitive Development</strong></td>
</tr>
<tr>
<td><strong>Affective Development</strong></td>
</tr>
<tr>
<td><strong>Social Development</strong></td>
</tr>
<tr>
<td><strong>Personal Development</strong></td>
</tr>
</tbody>
</table>

Score children based on the number of skill cues they demonstrate.
Skill and Visual Aid Cards

Use Skill and Visual Aid Cards (created in an 8.5" X 11" format) to enhance children’s understanding. Print from SPARKfamily.org, copy onto card stock, and laminate for durability.

Station Cards

Use Station Play Activity Cards (created in an 8.5" X 11" format) as visual aids during Station Play. Print from SPARKfamily.org, copy onto card stock, and laminate for durability.