



## Ready

- 1 spot marker per child
- 4 cones for activity area boundaries
- 1 parachute
- Musical ASAPs #2 and #12
- SPARK EC Music CD and player

## Set

- Create activity area.
- Scatter spot markers within area.
- Place parachute outside boundaries.
- Send children to stand on spot markers.



## GO!

1. **“Work Your Body”** (*Teach Musical ASAP #2.*)
2. **Transition to Parachute**
  - When you hear the color of your home, come help me open the parachute.
  - When you hear your color, **hop** to sit by the edge of the parachute.
3. **Umbrella**
  - It’s another rainy day! Let’s make an umbrella!
  - When you hear, “Up!” stand up straight and pull the parachute up as high as you can.
  - When you hear, “Down!” bring the chute slowly down to your waist.
4. **Guppies**
  - Let’s pretend our parachute is a pond and make small waves.
  - How do your arms move when you are swimming?
  - When you hear the color you are touching, let go and “swim” under the water.
  - When you hear, “Go Home, Guppies!” leave our pond and return to your place on our chute. (*Allow those fearful of going under the chute to perform activities outside, off of it.*)
5. **Chute Roll-up** (*Have children help roll up the chute, put it away, and **hop** home.*)
6. **“Step On The Stones (Colors)”** (*Teach Musical ASAP #12.*)
7. **Wrap It Up**
  - When you hear me clap, say the color of your home. Did you have the same color when you were a guppy?
  - Who will tell us if you’ve ever been swimming? It’s fun to swim.

# GUPPIES

## ADAPTATIONS

### Variations

- \* Play *Octopus in the Ocean* without a parachute. Identify children by spot color and have them swim around the other children (e.g., green – swim). The other children move their arms like octopi.
- \* Play *Guppies* several times varying the type of ocean creature (e.g., shark: hand on top of head simulating dorsal fin; whale: large movements; turtle: slow movements; crab: crab walking).

### Inclusive Strategy

- \* Enlist the help of a volunteer to join a child in need of assistance.



## OBJECTIVES

- ✓ Cooperation
- ✓ Creative expression
- ✓ Upper-body strength

### YOUR STATE STANDARDS

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## ACADEMIC

### Science

Baby fish are called minnows. Use pictures of other baby animals as visual aids and prompt a discussion on what different types of babies are called (e.g., foal: horse, lamb: sheep, cub: bear, puppy: dog).



## FAMILY FUN

### Fish Market

When your child goes with you to the market, find varieties of fish and creatures that live in rivers, lakes, and oceans.



## TEACHER TIPS

- While playing *Guppies*, reinforce that the children are moving at a **low** level while traveling under the “water.”

### NOTES

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