LET’S MOVE: Tier II Sample Lesson

LESSON TITLE:
CLOUDS

IN THIS LESSON  Children are engaged in a shared reading experience of Little Cloud by Eric Carle. The children identify movement qualities, patterns, and directions in discussing story elements (e.g., setting, characters). Children perform locomotor, nonlocomotor, and manipulative activities while creating and implementing a movement activity station.

GOALS
CHILDREN WILL:
- Use physical activity while participating in shared reading
- Use contextual and conceptual understanding, and employ tools and resources to acquire new vocabulary
- Use comprehension strategies
- Apply reading and writing strategies as they make signs for the motor activity stations
- Engage in research to plan one or more motor activity stations
- Develop oral, visual, and motor communication by listening, viewing, speaking, and moving
- Follow simple directions

ACTIVITIES
LITERATURE-BASED STRATEGY: SHARED READING AND WRITING
MOVEMENT-BASED STRATEGIES: MOVEMENT ACTIVITY STATIONS

LESSON:

STEP 1: PLANNING
To decide if a book is suitable for movement activity stations, look for one that has a variety of characters with different types of locomotor, nonlocomotor, or manipulative movements.

Little Cloud by Eric Carle is suitable for involving children in an interactive movement experience during shared reading, followed by writing activities to create labels, signs, or posters for motor activity stations. The story suggests movement activities. As the story begins, Little Cloud is with many other clouds. The clouds slowly float through the sky, with Little Cloud lagging behind. As the other clouds push skyward, Little Cloud pushes the opposite way. Little Cloud changes into a sheep, an airplane, a shark, trees, a rabbit, and a clown. Little Cloud sails back to join the others when called. They all form one big cloud, and it begins to rain.
**BEFORE READING**

Show the children the cover of the book.

Invite the children to trace the shape of Little Cloud on the cover and in the air. (Lead the children to see that Little Cloud has eyes, a nose, and a mouth.)

Share the title *(Little Cloud)*, author, and illustrator (in this case, Eric Carle is both the author and the illustrator).

Show the cover page and identify the character Little Cloud.

Invite the children to predict what the story is about.

Show pictures, and identify the story elements.

Present two to four vocabulary words.

Discuss the concept of change and changing shapes.

Discuss the concept of movement qualities, such as “drifted slowly,” “trailed behind,” “across the sky,” “pushed upward.”

Let children experience a brief motor activity that is connected to the book while they are seated with legs crossed (e.g., “changing into one big cloud and raining” by sitting in a close circle and making “rain” sounds by patting knees in rhythm).

Let children experience a brief motor activity that is connected to the book while they are standing (e.g., “airplanes flying through the clouds” with a variety of movement patterns and levels of airplanes taking off, flying, and landing).

**DURING READING**

Read the story, and encourage children’s engagement with discussions, prompts, questions, and movement. (“Have you ever watched clouds?” “Have you seen clouds drifting apart and drifting back together?”)

Read the story, pausing to invite children’s participation. (“What shape is Little Cloud in this picture?”)

Stop and reinforce the new vocabulary you want children to learn and use *(airplane, big clouds, clown, downward, eyes, funny face, houses, jet, little cloud, mouth, nose, rabbit, shark, tree, upward, whiskers, etc.)*.

**AFTER READING: PLAN FOR MOVEMENT ACTIVITY STATION**

Engage children in a discussion of the characters and the movements performed in the text (focusing especially on Little Cloud’s different shape changes and the movements they evoke).

Use verbal, nonverbal, and nonlocomotor movement cues to make connections to vocabulary. (“How does a rabbit move?” “Can you balance like one of the tree shapes that Little Cloud made?”)
Step 3: Interactive Movement

 Invite children to create signs or posters or items for signs or posters to designate each character that will be used in each station (make one sign for each cloud shape in the story).

Provide children with materials to replicate the style of illustration in the text as closely as possible. (E.g., children paint on construction with white tempera paint, cut out Little Cloud shapes, glue shapes onto blue construction paper.)

Step 4: Motor Activity Station

Review safety considerations. Talk about personal space as “the way I move without touching anyone else.” Discuss the rules for entering and exiting the group. Review the command for stopping play (changing into various shapes) and returning to the circle or sitting down (coming to join the other clouds to form one big cloud).

Problem-solve with the children the best area(s) for the station(s). (Children begin in a circle, move to the areas, and return to the circle to first “huddle together” as a big cloud and then rain.)

Set up movement activity stations by posting signs or posters. (For example, you might place posters around the room to designate areas where children will move to change into Little Cloud’s various shapes.)

Children engage in gestures and movement exploration:
- Movement related to settings
- Movement related to characters
- Actions or gestures that complement sounds (for example, a child decides to change Little Cloud into a jet airplane by using actions to represent the jet and making “engine” noises)

Children explore different movement qualities:
- Movement with varying force
- Movement with varying time
- Movement with varying levels
- Movement with varying flow

Children explore different movement directions:
- Moving forward
- Moving backward
- Moving upward
- Moving sideways

Children explore different movement patterns:
- Moving in a straight line or shape
- Moving in a curved line or shape
- Moving in a zigzag line or shape
- Moving in a spiral line or shape
EVALUATION

To assess children, individually or in groups, you can create a rubric based on the goals and objectives of the lesson and on the appropriate standards. Use the evaluation to plan for future experiences.

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Discusses appropriate behaviors for safe participation in a motor activity station

Examples (Anecdotal Records)

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### Extension

Revisit the book to discuss motor experiences.
Reinforce the vocabulary already presented, and introduce new words.
Invite children to identify other objects or animals that Little Cloud can change into.
Have children make a circle, move away from the circle and become a shape, come back to the circle, and discuss the different shapes made by each Little Cloud.
Let children create additional signs or posters for the movement activity stations to develop motor patterns.

Add props or equipment to the movement activity stations. (E.g., if one of the stations includes parachute play with Little Cloud, the teacher can make clouds by blowing air into a plastic grocery bag and binding the end. Then the children can bounce the clouds around on the parachute.)