

Reading Assignment

Toddler Group Time Example: Movement & Music



Group Time With Movement and Music

From *Lesson Plans for a Strong Start: The First 30 Days for Toddlers* by Christine M. Snyder

Activity

Stretching and naming body parts

KDIs

- 6. Relationships with adults
- 12. Moving parts of the body
- 16. Listening and responding
- 17. Nonverbal communication

COR Advantage items

- F. Building relationships with other children
- I. Gross-motor skills

Materials

A soft, comfy space (carpet, blanket, pillows, etc.)

Bring children to a space with lots of room to move and let them know that they are going to be doing some moving, stretching and touching parts of their body. Start by saying, “We’re going to stretch our arms way up!” Model this action by lifting your arms up above your head. Continue stretching legs and arms and helping children find various body parts such as eyes, belly, ears, and hands. After modeling a few examples, ask children for ideas. Children may respond using words, gestures, or simply moving their bodies. After children have had several experiences moving in different ways, you can help children to cross the midline, (e.g., crossing arms and touching fingers to opposite toes). This supports children using both sides of the their body together — an important skill for coordination — eventually learning to read as well as other cognitive and motor skills.

Group Time With Movement and Music (continued)

Scaffolding Learning at Each Developmental Level		
Earlier	Middle	Later
<p>Children may Point to body parts as they copy the adults' movements or imitate the movements of the other children.</p>	<p>Children may Name a few basic body parts; volunteer ideas by physically pointing to body parts and copy the ideas of others.</p>	<p>Children may Name several of their body parts, suggest ideas of ways to stretch and move by physically showing and/or verbally describing, and try out the ideas of others.</p>
<p>Adults can Comment on how children move and follow movements of others; point out the imitation (for example, the adult might say, "You heard me say 'nose' and then you touched my nose!").</p>	<p>Adults can Scaffold children by commenting on their actions, acknowledging their verbal suggestions, and trying out their ideas.</p>	<p>Adults can Scaffold children by naming any body parts they are unfamiliar with, acknowledging their expression of ideas and trying out their suggestions.</p>

As children start to lose interest by turning or moving away, let them know that the stretching activity is over and let them know what will be happening next.