

Parent Participation

November 25th- December 7th

Introduction: Hello Song

Ground Rules:

Pictures are welcomed, but please let a coach know when you need to step off for a phone call. Please do not hesitate to take your student to the bathroom and come back, especially when potty training.

Any student disruptions or tantrums, please step off until your student is ready.

Ensure safety of your student by following them and bringing them back to class.

Warm-up:

Week 1: None this week. Leave enough time for the end activity.

Week 2: Tuck, straddle and pike. *Instructions:* review the body positions with your parents. And then have them practice them with their students.

End of Class

Week 1: Dance, Freeze, melt. *Instructions:* ask Alexa to play the song “Dance, Freeze, Melt” explain to your students that we have to pay attention to the song and follow it. When it says dance- dance and freeze- when it says freeze, and melt to the ground when its melt.

Week 2: Circle time with little booklets. (I will leave a them in the baskets)

Circuit:

1. **2 dominos/ 2 triangle rumblers/ 2 puppets/ 2 cones. Working on locomotor skills**
 - a. **Play Gym-** students will grab a puppet and crawl though the wobbly to dominos placing the puppets onto the other side.
 - b. **Tyke Gym-** students will do the same, put they will walk through the wobbly.
2. **Teeter totter. Stimulates spacial awareness.**
3. **Ninja block/ rock wall. Emphasis on gripping.**
 - a. Both groups will climb up the rock wall and slide on the other side. Play gym should be spotted by their parents.
4. **Colorful panel mat/ 4 poly spots/ 4 skill cards. Body part recognition/ mind to body connection.**
 - a. **Play gym-** remove the cards and place puppets instead. Students will try and gallop across the mat placing the puppet onto some cones.
 - b. **Tyke gym-** students will pick a color and flip over the square and try to match the picture, with aid from their parents.
5. **Red trap/ squeaky spot. Upper arm strength/ body recognition**
 - a. **Play gym-** students will put their hands on the squeaky spots and lay on their bellies on the trap. Think of a handstand drill.
 - b. **Tyke gym-** students will begging the concept of safety jumps. Have parents stand in front of them to “catch them”. They are trying to land on the squeaky spot.

6. **Bosu ball/ 3 hula-hoops/ matching bean bags (bean bags that match the hula hoop colors). Color recognition/ multi-tasking/ hand to eye-coordination.**
 - a. **Play gym-** students will sit on the bosu ball and toss the bean bags onto the matching hula-hoop.
 - b. **Tyke gym-** students will stand on the bosu ball and try to toss the beanbags into the hula-hoops.
7. **Trampoline**
8. **Single beam/ squeaky spots/ ribbon scrunchies/ matching cones. mind to body connection/.**
 - a. **Play gym-** students will place their hands on the beam, and try to step onto each squeaky spot. Think of bear walks.
 - b. **Tyke gym-** students will place hands on the beam, and will jump from one squeaky spots to the next, all the way down the beam.

