

SUGGESTIONS FOR ACTIVITIES FOLLOWING GRADE TWO SCREENING

(for Grades 2-4)

Compiled by Ingun Schneider,

To maintain integrity of main lesson, most of *the following are best for practice/games periods later in school day or can be part of transitions*. Remember it is important to individualize the work to meet varying needs in a class. Underlined below=described in The Extra Lesson.

Developmental Movements: (p110-113)

Eagle (prone extension)—start w/only head up (as in Baby Eagle or Crocodile series or both as needed).

Roly-poly (supine flexion)

Seal roll: *slowly*—only one or just a few turns; do in both directions.

Seal-on-land ('slide')

Caterpillar w/head lift before changing directions (two directions=away and towards the feet).

Lizard

Wrestle

Grand Crawl

Stubborn cow;

'Wall push-off tunnel' (for tense/tonic neck)--can be done in combo with Grand Crawl as "drying wings" of a butterfly.

Vertical Midline & Bilateral (Left/Right) Integration:

Check & adjust posture at desk/in chair.

Check & adjust placement of books/papers on desk.

Handclap & string games

Marbles between toes (EL 103)

Move in Time (MIT) #6

Jump rope w/crossover.

Cross-walk & jump w/feet *crossing the line*—forward & backward + side-stepping;

Erase blackboard (while standing on 'island'—chalk circle, pad or stool) & clean erasers.

Sweep (teach how so that they repeatedly cross the vertical midline).

Running & mirrored form drawings;

Eye-Hand painting (EL 171) using L-to-R unbroken brushstrokes.

Counting Star (EL150-153);

Skein Twisting (EL102-103);

Left-Right ball/beanbag (EL105-106)—start with 1 bean bag (=pancake toss & turn/flip over).

'Canadian Paddle Song' with copper rods

At age: 9 years: Mirroring Exercise (EL 61-62) (make sure forearms cross).

Horizontal Midline (Above-Below) Integration:

Body geography exercises with head in 'upside down world'.

Horizontal Rod (EL 114)

Above-Below ball/bean bag (EL 106-107)

Chicken scratches/donkey kicks

Upside-down aiming between legs: bean bags into basket or ball rolled.

Dominance:

Dominance Form (EL 130)

Hop on R foot (if R-sided)

Write with R foot (if R-sided; use L foot if L-sided).

Colored glass lens to support development of eye dominance: Blue lens for L eye to support R eye dominance; Red lens for R eye to support L eye dominance.

Also--Vertical Midline activities listed above.

Therapeutic Eurythmy

Extra Lesson sessions— focus: for individual or small group

Vestibular: Static Balance/Spatial Orientation/Gross Motor:

‘Upside down world’—various activities, incl. ‘Tall Trees in the Forest’;

Line work progressing to balance beam work—challenge with:

- going slowly forward & backward
- heel-to-toe walking forward & backward & stop/stand still while moving arms.
- side-step with cross-over, alternating feet

Balance board activities: stand still while doing:

- MIT#1-3
- Skein Twisting
- Wool Winding
- Finger Walking on Rod
- mini-rod-roll
- handclap games

MIT#1-8

EL exercises (105-108) done with grace & control:

- Above-Below Ball/Beanbag Exercise
- Left-Right Ball/Beanbag Exercise
- Forward-Back Rod

Lifting One’s Weight (EL 135-136)—start w/ toe-wiggling + lean forward & back.

Tumbling (somersault/cartwheel/wheelbarrow walk, and more).

Hopscotch & ‘statues’ & individual jump rope (turning own rope).

Sit on 1-legged stool--maximum 10 minutes each time.

Hop/skip/jump far & high—forward & backward.

Climb/slide/swing/monkey bars

Balance on one foot & walk forward & backward slowly lifting each knee high.

Form drawing—mirrored.

Also see lists above & below this one.

Therapeutic Eurythmy

Extra Lesson sessions—focus: for individual or small group

Tactile:

Avoid seating child in middle of (especially front) row.

Form draw: ‘erase blackboard,’ trace on back, then dominant foot draws the form. Also ‘Write’ letters/words/numbers/math for dominant foot to draw.

Write in sand w/ dominant hand/foot.

‘Criss-cross Applesauce’ & other touch games w/ firm + gentle touch.

Obstacle courses, incl. through narrow/tight spaces;

‘Sardine hide & seek’

‘Sock game’ & ‘feely bag’ & weighted, soft lap-bag.

Mat work: slow rolling & crawling & ‘sandwich’ game & ‘barges’;

Back-to-back or wall stand up-sit down.

At home: Cocoon wrap; gently firm pressure massage for arms & hands, legs & feet.

Proprioception/Body Geography/Fine Motor:

Body Geography (EL 96-98)

Thumb-twirl (EL 147-149)

Skein Twisting (EL 102)

Hand Expansion-Contraction (EL 140-141)

Wool Winding (EL 100-102)

Finger Walking on Rod (EL 100)

Marbles-Between-Toes (EL p103-104)

Weighted lap-bag &/or ankle weights—maximum 10 minutes each time.

Hands:

- Check & review pencil grasp for physiologically correct pencil grasp--use imaginations & friendly reminders.
- Correct formation of letters + numbers.
- Weight on hands: crab/wheelbarrow, donkey kicks, swing-through, sit on hands.
- Finger tug-o-war, 'chain links'
- String games—knot-tying; finger games
- Paper-folding & tearing
- cutting with scissors
- beeswax & clay

Feet:

- Pick up objects with toes
- **Mini-copper-rod exercises**
- Toe/heel/outside of feet walks—forward & back
- Write/draw with dominant foot
- MIT#6
- Lifting One's Weight (EL 135-136)—first toe-wiggles + lean forward & backward.
- Jump forward & backward with feet together (straight/zigzag)
- Jump into drawn feet.

Oral Motor--for mouth breathing, speech challenges, or 'overflow' movements in tongue/lips/jaw:

Humming, whistling, playing kazoo, **'water-bird' whistle**;

Mouth—lips & tongue games:

- lips purse/smile/pop/smack/'fish'
- lip/tongue roll r's
- tongue clicks
- blowing soap bubbles

Use crazy straw at middle of mouth & straws in middle of mouth to suck up small items onto end of straw & drop into basket (warning—items should not fit inside the straw to avoid choking)

Cotton ball ping-pong/soccer or back-and-forth on rods

Chew carrot sticks/celery/hard tack

At home: lick plate spread w/butter/coconut oil & honey.

Visual Capacity:

Eye-Hand Painting (EL 171) using long unbroken brush strokes left to right.

Form draw with eye movement sequence (EL 145)—check & assist eyes.
Aiming games: ring toss onto stick held by partner & aiming upside-down.

Visual games:

- Remember form drawn on board until next day.
- Notice change in posture of 'it'
- Find hidden pin.
- 'I spy' game.
- 'Eraser gnome game' with sentences on blackboard.
- At home: 'flashlight tag' & flashlight writing.

Auditory:

Give *instructions once* (+use mime to clarify).

"What did you hear me say?" – check before proceeding.

Teacher plays flute & gives instructions/rhythms w/back turned and/or from behind class.

Mental math—including variety of easy & more challenging ones to meet everyone's needs.

Body geography exercises with students' eyes closed.

Blindfold games.

Individualize as students step forward & backward while speaking tables, spelling, sentences—start with only step + speak, then step + clap, to step + clap + speak. Next use bean bags/copper rods with Above-Below beanbag & Forward-Back Rod (EL 106 & 108).

Games:

- Whisper numbers, etc.
- Give sequences of movement instructions for student(s) to follow.
- Give sentence/word/list at end of day—each child tells teacher when shaking hands the next morning.

NOTES:

Proprioception=sense of self-movement

Vestibular=sense of equilibrium/balance