

## Suggestions for a Home Motor Lab

Refer to Ready Bodies, Learning Minds; Cultivating the Complete Child, p. 161-269

If the number is not there, it may require equipment the family does not have, OK to skip those.

### Key Activities

Able to do any/all of them at home. Send out 2 per week to be done daily.

### Tactile Activities

- T1 – **Bed of Balls**. p. 169: *roll on couch cushions and pillows.*
- T3 – **Swim and Dry**. p. 181: *swim across floor.*
- T4 – **'Ball Buddy' Body Roll**. p. 182: *with siblings.*
- T5 – **Finger Ball Roll**. p. 183: *with tennis ball or playground ball.*

### Vestibular Activities

- V1 – **Spinning Board**. p. 185: *can use home tire swing if available.*
- V2 – **Rolling, Rolling, Rolling**. p. 186: *can do.*
- V3 – **Rock and Row**. p. 187: *can do.*
- V4 – **Tummy Roll**. p. 188: *can do on large ball if available.*
- V5 – **Bowls and Balls**. p. 189: *possible with basketball and bowls full of items.*
- V7 – **Scooter Drills**. p. 191: *scooters or on stomach on skateboards.*

### Proprioceptive Activities

- P1 – **Mini Trampoline**. p. 197: *if mini tramp is available. If not, jump up and down on floor.*
- P3 – **Jump Rope**. p. 199: *can do.*
- P4 – **Skip and Hop**. p. 200: [Make One! Click here for how to do the ankle skip ball toy challenge. Here's another example. And here's another DIY option.](#)
- P5 – **Twirl and Jump**. p. 201: *Make One! [Click here for DIY \(instead of attaching to ring, attach to a stick\).](#)*
- P8 – **Left/Right Hand Jump**. p. 204: *can do with or without mini trampoline.*

### Eye-Hand-Foot Activities

- E1 – **Flip and Catch**. p. 209: *Make One! [Click here \(attach a 20-inch string from the jug to the ball\).](#)*
- E3,5,6 – **Ball Tap: On Back, With Hands** (p. 211), **Standing, With Hands** (p. 213), **Standing, Using Stick** (p. 214): *Make One! String + ball or nerf football, or other items, hung from doorway or other space.*
- E4 – **Hole Punch**. p. 212: *can do.*

### Locomotor Activities

- L1 – **Dog Walk (Or Creep)**. p. 219: *can do*.
- L2 – **Retriever**. p. 220: *use any ball available*.
- L3 – **Lame Dog Walk**. p. 221: *can do*.
- L5 – **Rabbit Hops**. p. 223: *can do*.
- L6 – **Hop and Stop**. p. 224: *can do*.

Balance Activities – can use tape on the floor or line in the tile instead of balance beam. Or can use curb as balance beam if you think they are able

- B1 – **Balance Beam**. p. 229: *can do*.
- B2 – **Balance Beam Drop**. p. 230: *can do*.
- B3 – **Bean Bag Balance**. p. 231: *can do using bean bags or Sticky note pads or ?*
- B5 – **Half Angel Balance**. p. 233: *can do*.

#### Motor Control Activities

- M1 – **Box Scotch**. p. 239: *Make One!*
- M2 – **Hula Hoop**. p. 240: *if you have a hula hoop*.
- M4 – **Handy Elbows**. p. 242: *Make One! Use a cardboard box*.
- M5 – **Symbol Scotch**. p. 243: *Make One! Use chalk on a driveway or sidewalk*.
- M6 – **Team Shapes**. p. 244: *Make One! Use long string or elastic and siblings or friends*.
- M7 – **Monkey Hop**. p. 245: *can do*.

#### Ball Work Activities

- BW1 – **Downhill Ball**. p. 249: *can do*.
- BW3 – **Ball Bouncing**. p. 251: *can do*.
- BW4 – **Dribble and Dance**. p. 252: *can do*.
- BW5 – **Ball Crawl**. p. 253: *can do*.
- BW7 – **Wall Ball**. p. 255: *can do*.

#### Handwriting Activities

1. If no whiteboard or blackboard is available, paper can be taped onto wall, and a one-inch crayon used.
2. If student is young, can use a bucket of water and paintbrush on the side of the house.
3. If student is older, and has homework, it can be taped to wall to allow student to stand and write. This will often decrease 'desk fatigue'.
  - H1 – **Chalk in the Hand**. p. 263: *can do*.
  - H2-H7 – **Jumping Rainbows, Tornadoes, Vertical Waves, Horizontal Waves, Spider Webs, Webs and Tornadoes**. p. 264-269: *can do*.

## Suggestions for Pre-K Motor Lab

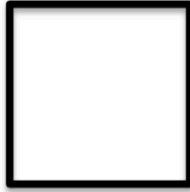
### Key Activities

If your students have been taught to do these, they will be able to do any/all of them at home. Send out 2 per week to be done daily.

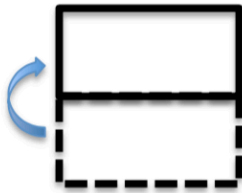
For the Pre-K Activity List on Page 165, all of the Pre-K activities listed (excepting PD: Can Stilts p. 196) are easily adaptable at home. I'm sure the parents would enjoy the activities sent home for these children. The only instructions needed might be for EC: Plastic Grid p. 207. Those instructions are found below (pages 4 and 6). Scroll to the bottom.

## Vinyl Grid Instructions

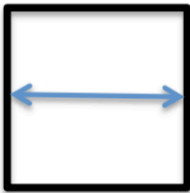
*Two people make this a simple job. Grab a buddy and both make one!*



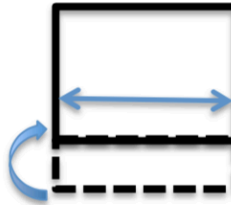
1. Open the vinyl out on a smooth surface. A large table, or a bed works well, allowing each person to stand on opposite sides of the square.



2. Fold the vinyl in half, marking the middle of the square with your thumb, or with a marker, and re-open the vinyl to a full square.

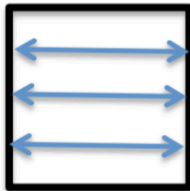


3. One person will hold the tape roll, while the other grabs the end and pulls out a length of tape that will span the vinyl. Together gently lay the tape to the surface of the vinyl at one time. This tape line should divide the vinyl in half.

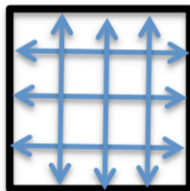


4. Now fold the bottom HALF in two, folding the outer edge of the vinyl square to your tape line in the middle. This will give you the middle of the bottom HALF.

Mark this from one side to the other with a marker, or by holding it with your thumb. Together gently lay the tape to the surface of the vinyl at one time. This tape line should divide the bottom half.



5. Continue this process on the other half.



6. Repeat this process from the other two sides. You will have a grid divided into 16 equal squares.

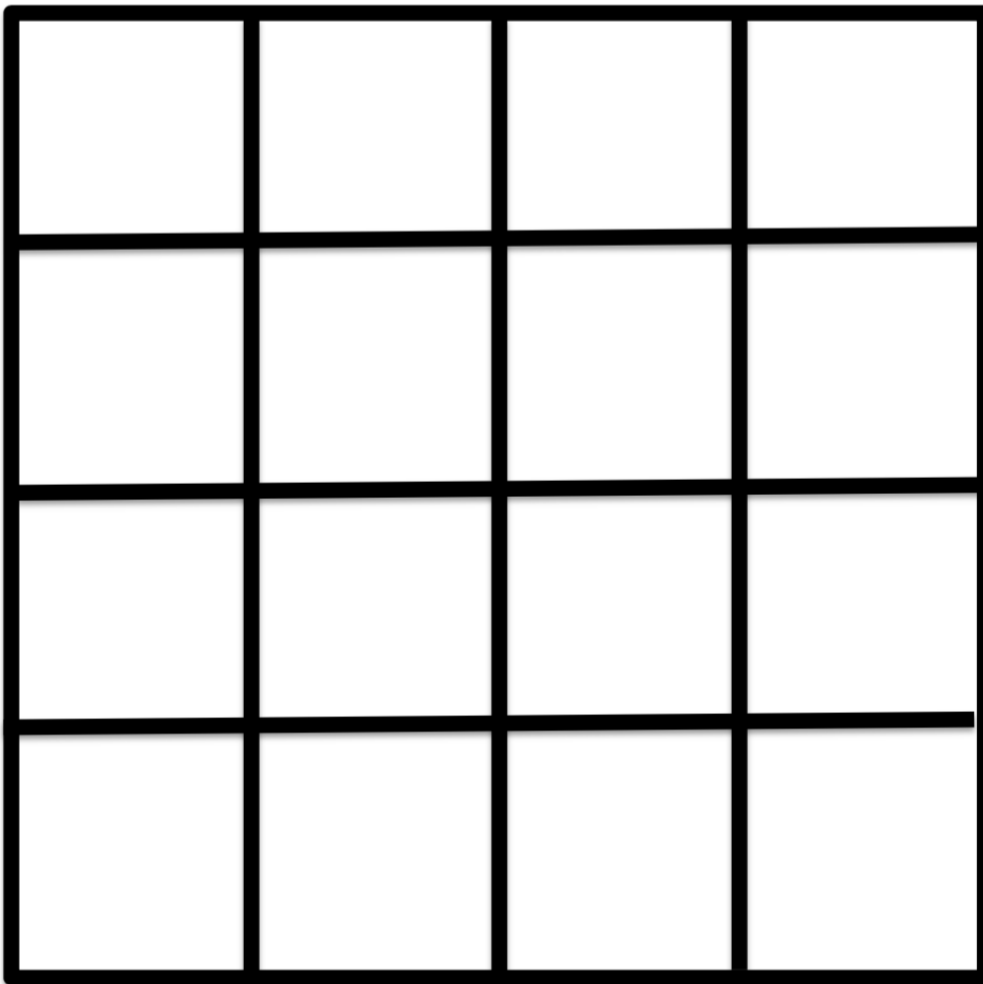
OVER ->

IT IS NOW IMPORTANT TO COVER THE OUTER EDGES WITH TAPE. DO THIS BY THE SAME METHOD.

Two people will stand on opposite sides, pulling a length of tape that will span the vinyl. Together gently lay the tape to the surface of the vinyl at one time.

IT IS BEST TO LAY THIS OUTER LINE ON THE SURFACE OF THE VINYL. DO NOT TRY TO PUT HALF OF THE TAPE ON THE TOP SURFACE AND FOLD THE OTHER HALF OF THE TAPE TO THE BOTTOM SURFACE. It is very difficult to do so, and will create a visual line that is half the size of the other lines.

Your finished product should look like this, with all lines the same width.



Put it on the floor and place *under* each square a symbol, number, or concept you are trying to teach. If necessary, or desired, discreetly tape a page protector under each square to hold the paper. They can step from letter to letter to spell “cat”, or step from 4 stars to 3 circles, or from “red fish” to “blue fish”, or from “1” to “10”.

*The possibilities are endless!*