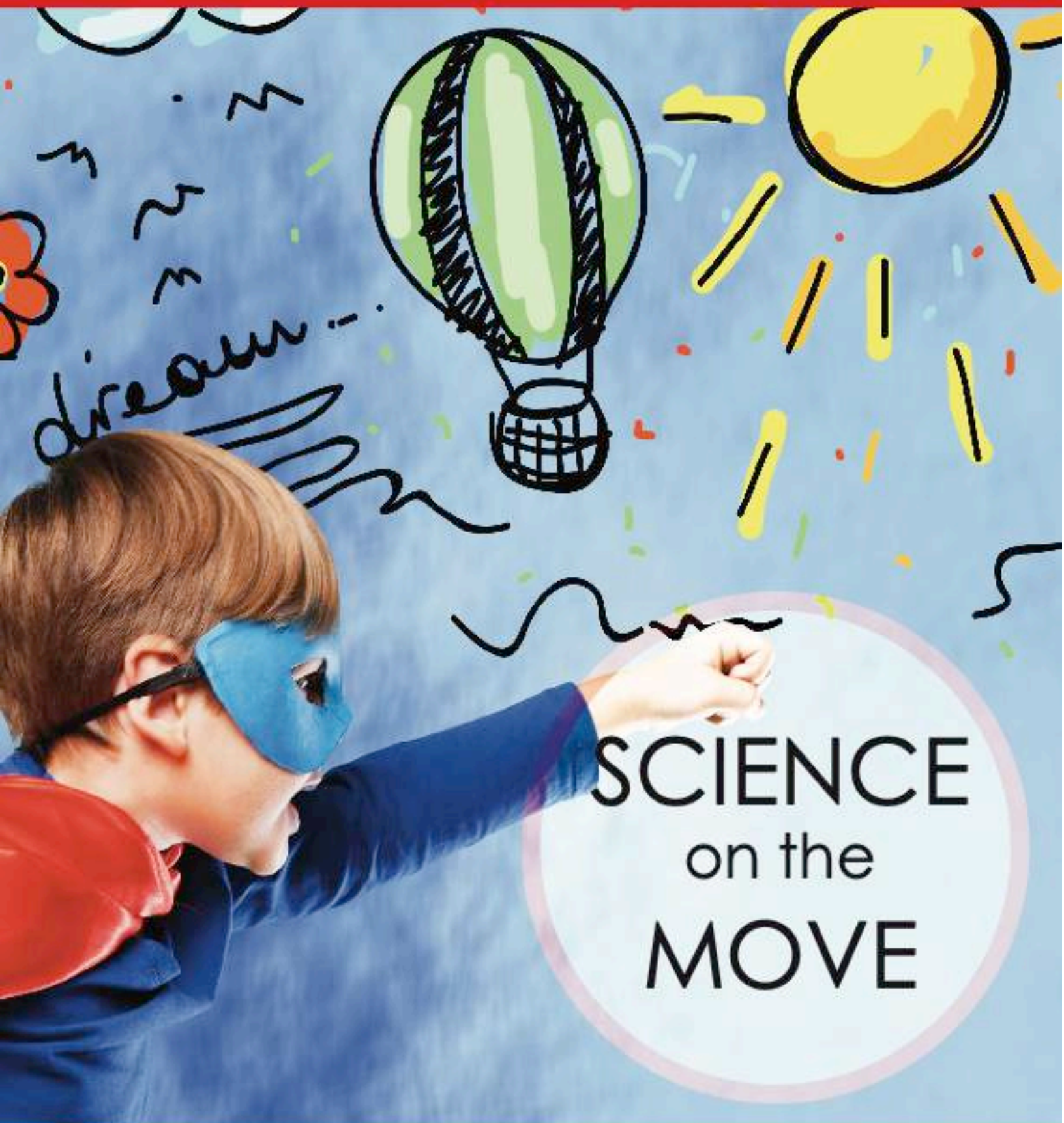


# Science and Anatomy



By: Jean Moize

# WHERE DO BALLOONS GO?

## LINKING MOVEMENT TO LITERATURE COORDINATION

### **ABL FOUNDATION:**

BODY IN SPACE, VISUAL DEVELOPMENT, CEREBELLUM, EYE- HAND COORDINATION

### **TYPES OF MOVEMENT:**

Transition

### **OBJECTIVE:**

Students act out the story in the book, *Where do Balloons Go?* By Jamie Lee Curtis, while strengthening eye muscles and eye hand coordination.

### **ACADEMIC CONCEPTS:**

Solids, liquids, gas, reading readiness

### **EQUIPMENT:**

A balloon for each student

A book about balloons

Slow soothing music like *Up, Up and Away* by the Fifth Dimension

### **ORGANIZATION:**

Students are scattered throughout the play area with enough room to move

### **INTRODUCTION:**

Read the story about balloons. "Here's a balloon for each of you. Let's discover what balloons can do."

### **ACTIVITY:**

- Allow students to play with their balloons in their own space. Ask for different ways to move the balloon around.
- Suggest keeping the balloon in the air by striking it with different body parts: arms, elbows, knees, shoulders, heads, and backs.
- Challenges: "Who can keep their balloon in the air the longest?" "Who can hit their balloon into the air the highest?" "Who can blow their balloon up into the air?" "Who can hit their balloon into the air and turn around before catching it?"
- Balloon Dance: Perform the movements created by classmates to create a dance.

- Use the balloons to create groups or categories. “When the music stops, find all the other balloons that are the same COLOR as yours.”
- Balloon Tag: While hitting your balloon in the air, travel around the play area trying to knock another student’s balloon down. If your balloon hits the ground, retrieve it, squat down, and yell “Deflated!” One of your classmates will rescue you by touching you on the shoulder and saying, “Inflated!”
- Balloon Sit-Down Volleyball: Divide the class into two teams. Students sit in rows in volleyball style. Create a net for volleyball. Each person starts by hitting his balloon across the net. The object is to keep all balloons in the air. If a balloon hits the ground, it is dead and no longer in play. At the signal, each student catches moving balloons. The team with the least number of balloons on the ground wins

**CELEBRATE:**

Balloon Cheer: Pretend to blow up a balloon and let it go. “You’re reaching new heights in learning!”

**PROCESS:**

“Keeping your eye on the balloons as you hit them makes your eye muscles stronger for reading. Show me your favorite way to keep the balloon in the air.”

**APPLICATION: CLASSROOM RELEVANCY:**

If a student struggles with hand-eye coordination, he/she has a hard time with balance and coordination, focusing his/her eyes on hand movements, poor handwriting, playing sports, and trouble gripping their pencil. Poor Eye-Hand Coordination impacts reading making it difficult to move the eyes along a line of print.

**BRAIN LINK:**

Eye tracking strengthens the muscles needed to see words left to right on a page.

**BRAIN REGION:**

Parietal Lobe, Occipital Lobe, Cerebellum

