

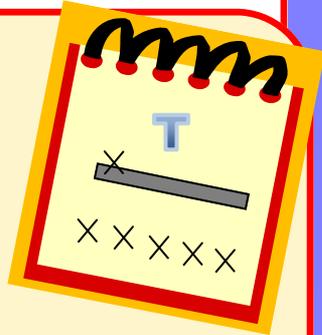
Mission: 21. Across the bridge

ORGANIZATION:

Material: Balance beam or tape, beanbags or flashcards with letters (or any other academic content)

Book: *The Letters are Lost* by Lisa Campbell Ernst; *The Monster who Lost his Mean* by Tiffany Stretetz Haber; *The Three Billy Goats Gruff* by Donna Parnell

Set up: Lines or balance beam from one side of the area to the other. Children are waiting in line for their turn to cross the bridge.



Beanbags with letters are placed on a balance beam or on a straight line in the classroom. Children need to cross the bridge (balance beam or line) without stepping on the beanbags. To go over a beanbag, they have to name the letter and then the troll will let them continue. Once they cross the bridge, they go back to the starting line to start over.

VARIATIONS:

If the children are on the floor walking on a straight line, ask them to hop or jump over the beanbag without moving away from the line (don't want to fall off the bridge). Add multiple lines in different pathways (straight, curved, zig, zag) that overlap and ask more than one child to cross the bridge.

EXTRA TIPS:

Change the number of beanbags (or just cards) and the content of them frequently. Make sure you leave plenty of room between letters. Can use multiple balance beams if it is used with a large number of children. Can use paint tape or existing lines on the floor if beam is not available. Can tape letters on the beams instead of beanbags.

Across the bridge

CHOOOSE:

Children can choose to walk or hop, leap or jump over the beanbag when walking on the straight line. How many different ways can they find to cross the bridge? Can they do it with a specific number of steps?

ASSESS:

Development and Learning Objectives:

TSG 16 - Letter naming

Early Learning Standard 11.2 - Early Literacy, Benchmark 4
Physical:

TSG 5b - Dynamic Balance

Early Learning Standard 8.2 - Large Motor Development,
Benchmark 1

RELATE:

Children can hold hands with a friend off the bean for extra support. When the lines are crossed, children will need to communicate so that they won't fall off the "bridge" and take turns in moving forward on their line.

ENERGIZE THE BRAIN
(EF):

Inhibition is practiced when waiting in line or taking turns. Ask the children to recall the letter in the previous beanbag along with the new one (working memory). Add difficulty by asking them to recall more than one letter (or all of the letters) they have crossed after finishing crossing the bridge. Practice cognitive flexibility by adding new rules to cross the bridge in unpredictable moments. E.g., we walk across and with my signal we slide or find a new way to cross the bridge.

