

Theme: Car Wash

Lesson Plan (Quick view)

1. **Warm-Up:** Action song "Riding in My Car"
2. **Vestibular:** Scooter board "car wash"
3. **Proprioception:** Bolsters "car wash brushes" with spray rinse cycle
4. **Balance:** Tape "road" balance game
5. **Eye-Hand Coordination:** Paper towel toss
6. **Cool-Down:** Car wash book
7. **Fine Motor:** Construction paper Car with decorations
Optional: Car snack

1. Warm-Up

Have the children pretend to get in their car – open the door, sit down on the floor, put on their seatbelt, put the key in and start the car. Give each child a paper plate and practice steering and driving the car. "Riding in My Car", found on the Greg and Steve CD, *Rockin Down the Road*, is a good song to use for this activity.

2. Vestibular

Have the children sit on the scooter using their paper plate to steer with and "drive" under a hula hoop(s) cut in half that has been stuck into two cones. Tape crepe paper streamers onto the edge of the hula-hoop to simulate the car wash apparatus. The children can follow a taped line on the floor for a "road" to drive to the car wash. Then they park the car in a parking lot with slots designated by masking tape for the next child to begin.

***Curriculum Suggestions:** This is a perfect opportunity to instruct children in grades K-2 how to navigate around an analog clock. *Math standards and benchmarks require children to read and tell time to the hour, half-hour, and five-minute interval using analog and digital clocks.* Given that students who take drivers' education classes are taught that a steering wheel should be thought of as a clock, it makes sense to teach these children that too. While pretending to drive, students can be using a pretend steering wheel made from a paper plate. The paper plate should be fashioned into an analog clock and spoken of as such. When the vestibular activity above is completed, be sure everyone has a "steering wheel clock." As students are sitting at their desks (which can be called the driver's seat) the teacher should announce that they will be driving somewhere. Give directions for them to turn at certain points. Announce it in the manner an adult would give directions: "Turn west on Topeka, Ave., left on 3rd street, etc." When they do this they can be shown how to turn the "steering wheel clock" in a 'hand-over-hand' motion grasping the wheel at the 10 o'clock and 2 o'clock positions whenever returning to straight driving.

Following this activity practice cardinal directions (north, south, east, west) thereby integrating a social studies benchmark into the lesson as well.

3. Proprioception

Explain to the children that at the car wash, large brushes rub against the car to soap and suds it. You may even show pictures to illustrate this. Use two big bolsters for the children to squeeze through by rolling on their tummies sandwiched between two big bolsters. Then after the car is washed, a rinse cycle washes off the soap. Two children can stand at the sides of the bolsters spraying lightly with mist or spray water bottles.

4. Balance

Place a piece of tape on the floor for a pretend "road". Have the children walk on the taped line heel to toe. Challenge them by saying that they have to drive very carefully on

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the road, careful not to make a wrong turn or have wreck less driving, or they might get a ticket from the policeman!

5. **Eye-Hand Coordination**

The children wipe down their pretend car with paper towels. Then they toss the paper towel into a wastebasket from a short distance.

* **Curriculum Suggestions:** Many young primary students have not mastered spatial relationship between two concrete objects using appropriate vocabulary such as left, right, above, below, behind, on, under, clockwise, and counterclockwise. Prepare a cutout of a life-sized small car on a bulletin board. Instruct students to stand in different positions around the car as you call them out. Following that tell them they will be waxing a car. To simulate this and continue practicing spatial relationship directionality, use a dry erase marker to be wax. "Smear" the wax on a car drawn on a large white board. Give the students a sponge and direct them to "wipe off" the wax using a clockwise motion or a counterclockwise motion. Another similar activity would be to arrange a group of chairs in the classroom as if they were the interior of a car. Have children sit in the different chairs. Ask each student to explain to the others where they are sitting in the "car." They should describe positions such as: front seat, back seat, left side, right side, behind the driver, or in front of the passenger, etc. Each child could be given a turn to be in the "driver's seat" until all have completed it

6. **Cool-Down**

Have the children smell an "air freshener". Explain that when cars get washed, sometimes a scented air freshener is used to make it smell clean.

Read a car wash theme book. Suggestions are:

The Scrubbly-Bubbly Car Wash by Irene O'Garden (Harper Collins Publishers, 2003)

Five Little Monkeys Wash the Car Car by Eileen Christelow (Reed Business Information, Inc 2000)

Overall Genre: Fiction

Skills: Cause & Effect

Content Topics & Themes: Animals, Relationships & Families

Interest Level: K-2

Reading Level: 2.1

Guided Reading Level: I

Lexile Level: 140L

Word Count: 541

Sluggers' Car Wash by Stuart J. Murphy and Barney Slatzberg (American Library Association, 2002)

7. **Fine Motor**

Using a simple, bold outline pattern of car on heavy construction paper have the children color and cut the car out. For a more challenging activity have the children trace a car template or draw their own. Then have a variety of decorating materials such as buttons, foam shapes, or pasta to glue on for wheels. If desired one can extend the activity to make a collaborative classroom project on mural paper. The children can either drive or glue their cars on roads drawn on the paper that incorporate signs and other transportation concepts. Another idea might be having the child "drive their car" through a paper/pencil maze worksheet trying to stay on the road.

Extension option: The children could make a snack consisting of graham crackers and gummy Lifesaver candy to make an edible car.

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***Curriculum Suggestions:** To address coin identification, grouping coins, counting like and unlike coins, a difficult concept for many children in grades K-2; provide them with practice doing this in the context of a car. Explain, or better yet—model using a real car, that sometimes money gets lost down between the seats of a car. Tell them that they work at a carwash and are in charge of cleaning all the cars that come into the shop each day. One job will be to search the cars interior for loose change! Throw a pile of large floor pillows in one area of the room. *"Hide"* several real coins under some of the cushions and instruct the students to locate them, identify them, sort them, and finally count the coins they find. Kids will be getting a real life experience while practicing an abstract skill and using their fine motor skills to pick up and count the money.

Materials

- Music CD Greg and Steve *Rockin Down the Road*
- Scooter boards
- Two bolsters
- Hula-hoop cut in half and cones to support it. Attach crepe paper streamers (prepare ahead)
- Colored masking tape for the road and parking lot (prepare ahead)
- Paper plates for steering wheels
- Mist spray bottles with water
- Scented air freshener
- Paper towels and waste basket
- Car wash book (See book suggestions under Cool-Down)
- Copies of car outline on heavy construction paper to cut out or car template
- Scissors, glue, crayons, pencils, as well as buttons, pasta, and foam pieces divided into trays
- Optional: large mural paper and/or prepared maze worksheets
- Optional: Snack items of graham crackers and gummy Life Savers

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