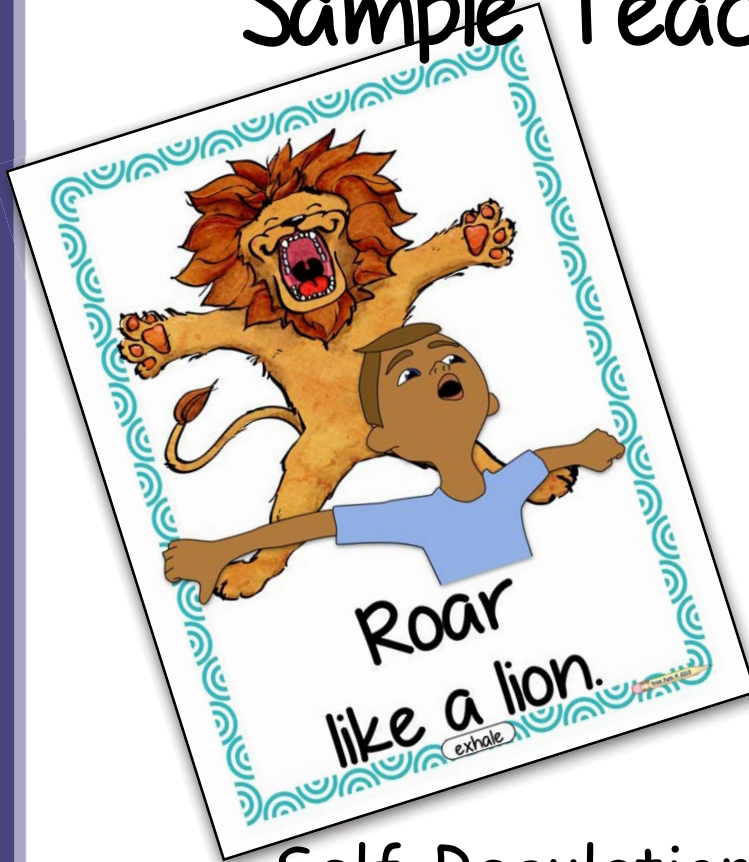
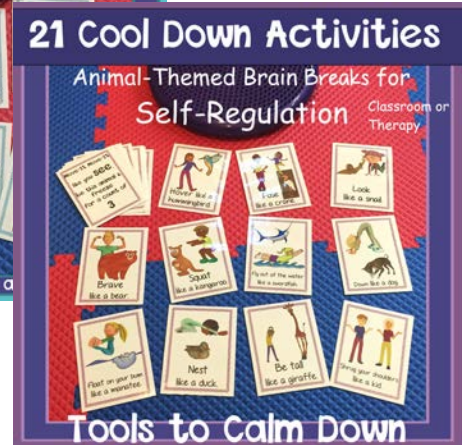
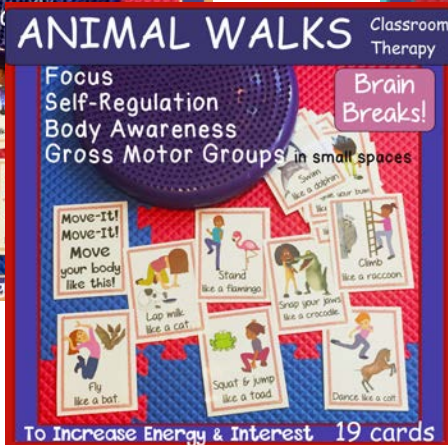
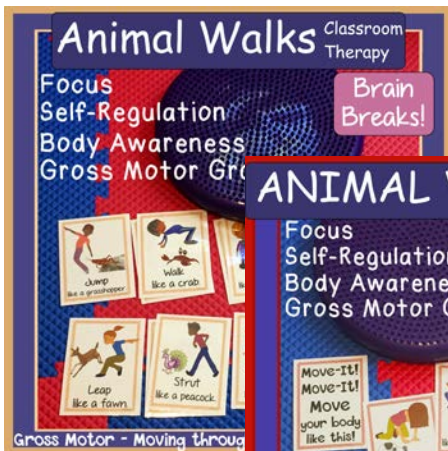


# ANIMAL WALKS BRAIN BREAKS

## FREE: 7 Cards & 2 Posters Sample Teachers Guide



### Self-Regulation & Gross Motor Skills Free Sample from



# Teaching Guide



## Activity Options

- No-plan grab-and-go gross motor activity.
- Gross motor groups within a small space.
- Classroom brain breaks.
- Individual therapy sessions.
- After learning a new animal walk, post cards on the wall at eye level to practice during free choice times. This will help your students get extra practice, gain confidence, and stay excited to learn new cards.

## Objectives

- Improve body strength, stability, and endurance.
- Improve self-regulation.
- Improve body awareness, body control, and motor planning.
- Improve breath awareness and ability to make long, slow inhalations & exhalations.
- Provide appropriate movement options for students who need to fidget.
- Use self-regulation tools to transition to a new task.
- Use self-regulation tools to calm down.
- Use self-regulation tools to increase energy and maintain attention.

## Establishing Routines and Getting Started

- As always, foreshadow the new activity. Clearly state your expectations. For example: "We are going to do six animal walks today. Tomorrow we'll do six more. Please stay on your circle spot unless I say we will move around the room. Keep your hands to yourself. If the animal card tells us to use our voice, we will use indoor voices. When we are done with all ten cards, everyone can take a turn telling us your favorite animal."
- Be sure to have a signal like a chime or a simple call & response, so all of your students know when it is time to stop one animal and make the next one. OR Use the Move-It poem to signal it is time to move on to the next animal pose.
- By expecting a few seconds of quiet voices and bodies before moving to the next letter, you help your students to gain body awareness, strength, and gross motor control.
- For a well-rounded movement time, incorporate cards from all four categories. Start with red and finish with violet, allowing your students to be ready to transition to the next task.
- To decrease transitions, present groups of standing poses &/or groups of floor poses.
- After students have learned the animal walks, you might have them put on a show. For instance, if you have 12 students, pass out two cards to each student. Each student in turn acts out one of the animal walks and the other students guess which animal they are.

## Color-Coded Bundle Contents

- |        |   |
|--------|---|
| Red    | Cards to increase energy and interest               |
| Orange | Cards to increase energy while moving through space |
| Aqua   | Cards to improve breath awareness and control       |
| Violet | Cards to calm down, transition, or focus            |

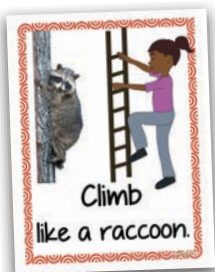
## Size Options

- Large 8½" X 11" for groups.
- Small 8" X 5½" for transitions or individuals.

# Animal Walks for Increasing Energy & Interest



- Consider expanding on each card activity by asking children to first identify the animal on the card.
- For instance, ask, "What does a rabbit do? Right. They hop or jump on both feet."
- Then introduce each card movement, e.g., "We are going to hop staying in our circle spots."
- Be sure to have a signal like a chime, a simple call & response, or simple clap pattern so all of your students know when to stop.
- After everyone in the group can do the movement, give more specific directions. "Lets try to hop together now. Let's hop at the same time and make 4 hops and stop. Remember the challenge is only 4 hops, not 5."
- Expand the difficulty, e.g., "Now try hopping on one foot."
- By expecting 2-3 seconds of quiet voices and bodies before moving to the next card, you help your students gain self-control. You might say, "I will know everyone is ready when I see your signal. The signal will be to put your pointer finger at your lips, without any sound."
- To decrease transitions, present groups of standing poses &/or groups of floor poses.
- For a well-rounded movement time, incorporate cards from all four categories. Start with red (movement cards) and finish with violet (static poses) to help your students be ready to transition to the next classroom task.
- Line up all the completed cards and give everyone a turn saying what their favorite animal walk was.



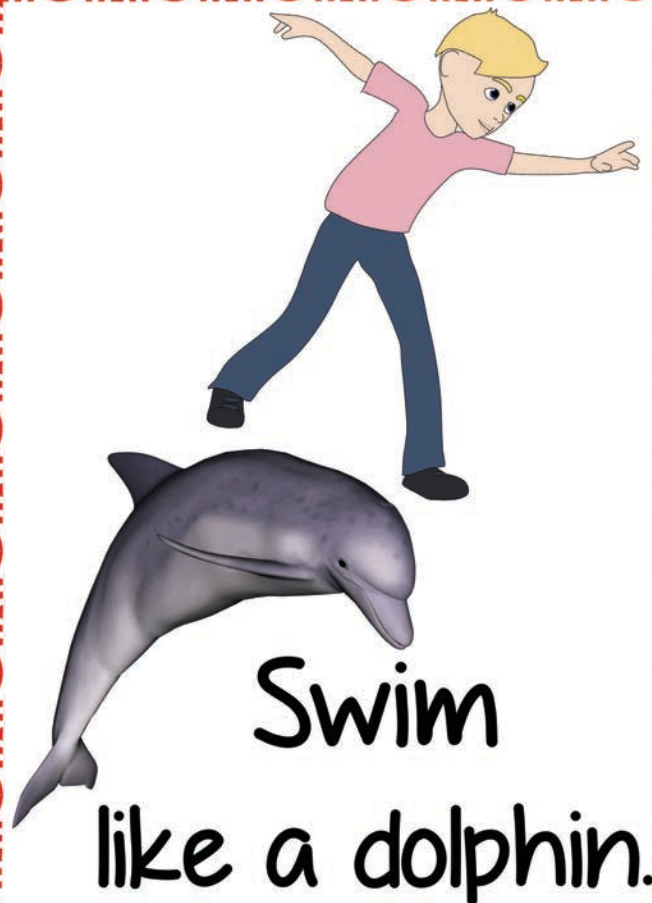
- The climbing card can be acted out or if preferred, can be done on equipment.
- Children can be encouraged to keep their arms wide while using their trunk and hips to gently sway.
- After learning "Pretty bird" or "Polly wants a cracker," children can turn to their neighbor to take turns sounding like a parrot.

**Move-It! Move-It!**  
**Animal Walks**  
for  
**Increasing**  
**Energy and**  
**Interest**

**Move-It!**  
**Move-It!**  
**Move**  
**your body**  
**like this!**



**Stand**  
**like a flamingo.**



**Swim**  
**like a dolphin.**

Move-It! Move-It!  
**Animal Walks**  
for  
**Increasing  
Energy and  
Interest  
While Moving  
Through Space**



**Jump**  
like a grasshopper.

Move-It! Move-It!  
**Animal Walks**  
for  
**Improving  
Breath  
Awareness &  
Control**



Breathe in deep to get  
**BIG**  
like a pufferfish.

Inhale

Move-It! Move-It!  
**Animal Walks**  
for  
**Calming Down**

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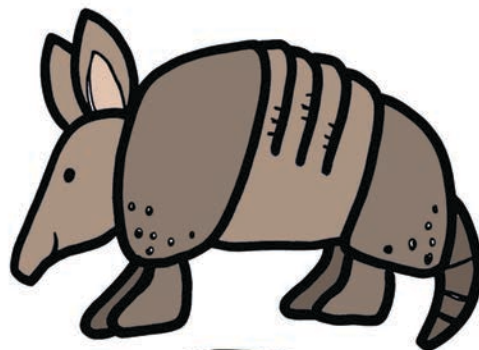
Twist  
like an otter.

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Brave  
like a bear.

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Tuck in  
like an armadillo.

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Walk  
like a porcupine.



Roar  
like a lion.

exhale



# Print Path OT

Making occupational therapy tools user-ready  
for your classroom, homeschool, and clinic.



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As a school-based Occupational Therapist, I have worked extensively in classrooms to optimize the learning of both SPED and regular education children. Handwriting instruction and tools to support self-regulation are the heart of [my store](#). My products exemplify universal design and make it easy for teachers and parents to implement researched-based educational principles. Find out more on [my blog](#).

I want to thank you for your purchase and hope that you LOVE your new resource! Please take a moment to [follow my store](#) so that you will hear of new and discounted products.

Best Wishes, Thia

Contact Me: [Info@PrintPath.org](mailto:Info@PrintPath.org)

Customer service is a top priority. If you have any questions or comments, please feel free to email me!

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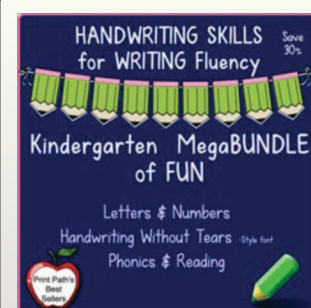
## Handwriting Tools:

Sequence of handwriting instruction:

- [Capitals First!: Book One](#) [PreSchool / Kindergarten]
- [Capitals First!: Book Two](#) [PreSchool / Kindergarten]
- [Numbers Next Bundle](#) [PreSchool]
- [Numbers Next Practice Book](#) [Kindergarten]
- [Lowercase at Last!: Book One](#) [Kindergarten/ 1st Grade]
- [Lowercase at Last!: Book Two](#) [Kindergarten/ 1st Grade]
- [Winged Writers](#) [First Grade]
- [Handwriting Superstars](#) [Second Grade]
- [Raise the Roof](#) [Third- Fifth Grade]

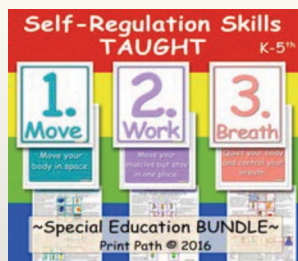


[Handwriting Mega Bundle](#)  
[PreSchool - Fifth Grade]



[Kindergarten Bundle](#)

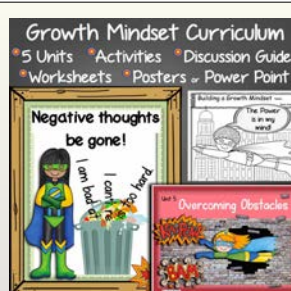
## Self-Regulation tools:



[Self-Regulation Skills TAUGHT](#)



[Visual Supports: Self-Regulation & Classroom Participation](#)  
212 Visual Supports BUNDLED



[GROWTH MINDSET](#)



[Visual Supports: Self-Regulation & Classroom Participation](#)  
212 Visual Supports BUNDLED

## SPED tools:



[Fine Motor Baseline Data: Developmental Stages 3-5 years](#)



[Sequenced Interventions for Reversals](#)



for [Boys](#)  
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