Reach

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Introduction: This segment focuses on self-esteem, individuality, and believing in your dreams.

Introduce: Write the word UNIQUE on the board – have children repeat it after you – tell children that to be unique means to be different from everyone else, to be special.

Activity: You will need inkpads, construction paper, and colored pencils for this activity. With children sitting together in a circle on the floor, have each child make a thumbprint on their paper using the inkpad. Tell the children to compare their thumbprints with their neighbor’s. Are they all the same? Or are they all different?

Discussion: What else about me is unique?

Activity: After discussing, have each child draw on their thumbprint to make their favorite animal. Show the attached examples of a thumbprint animal. Have each child stand up in front of the class to talk about why they chose a particular animal.

Put in the “You’ve Gotta Move” DVD and play the “Reach” song (Learn the Lyrics version)
Introduction: This segment focuses on self-esteem, individuality, and believing in your dreams.

Introduce: Explain to students that they will play a version of Simon Says in which only some students will respond to each command. Tell students that they must watch carefully as they play the game because at the end, each student must tell one new thing they learned about a classmate.

Activity: Lead a game of Simon Says. Provide such directions as
Simon says “Everyone with brown eyes, stand up.”
Simon says “Everyone who has a dog as a pet, put your right hand on your head.”
Simon says “Everyone whose favorite sport is soccer, stand on one foot.”
Simon says “Everyone who speaks more than one language, jump up and down.”
Choose categories appropriate for your students.

At the end of the game, have students sit in a circle. Ask each student to name one way in which he or she and another student are alike. The trait they share must be something they didn’t know before playing the game. Students might say, for example, “I didn’t know that Katie spoke Spanish” or “I didn’t know that Jose was left-handed.”

Put in the “You’ve Gotta Move” DVD and play the Reach song (Learn the Lyrics version)

Activity: Now have students focus on their own unique qualities. Point out that students are sons, daughters, brothers, friends, etc. Do they play soccer or baseball?
Have students illustrate 2 unique qualities they have on the “When I look in the Mirror I see…” worksheet.
Introduction: This segment focuses on self-esteem, individuality, and believing in dreams.

Introduce – Put in the “You’ve Gotta Move” DVD and play the “Reach” song (Learn the Lyrics version) to introduce the concept of reaching for your goals. After children have watched the video – begin the activity.

Activity: This lesson should be modeled for the children by the teacher. You will need a number of current magazines, (ask children in the week ahead to bring in magazines that can be cut up.) Poster Board – enough for each child to have piece, scissors, glue, markers, etc.

Children are to cut out pictures of people they look up to (athletes, singers, etc.), things representing what they want to be when they grow up (e.g. a picture of a stethoscope for a doctor), and words that describe themselves. Using these cutouts, they are to make a collage about their future goals.

Each child should share with the class their finished collages, explaining what their dreams are.
Kindergarten

Language Arts
1. The student will use word recognition and vocabulary (word meaning) skills to communicate.
   a. The student will apply knowledge of concepts about print.
   b. The student will apply knowledge of phonological and phonemic awareness.
   c. The student will use word recognition skills.
   e. The student will develop and apply knowledge of words and word meanings to communicate.
   g. The student will use pictures and context to understand the meaning of a word.

3. The student will express, communicate, evaluate, or exchange ideas effectively.
   b. The student will compose a description of a person, place, or thing.
   c. The student will compose a personal story or narrative.
   d. The student will compose informational text about a familiar topic (e.g., families, animals, etc.).

Social Studies
1. Develop an understanding of self/home in relationship to the expanding horizon theme.
   a. Identify the student’s role in his/her immediate family.
   e. Identify student responsibilities at home and school

1st Grade

Language Arts
3. The student will express, communicate, or evaluate ideas effectively.
   b. The student will compose a description of a person, place, or thing.

Social Studies
1. Develop an understanding of family/school in relationship to the expanding horizon theme.
   c. Identify student responsibilities at home and school (e.g., completing homework, following procedures, etc.).
2nd Grade

Social Studies
1. Develop an understanding of school/neighborhoods in relationship to the expanding horizon theme. (C, H, G, E)
   a. Specify roles of different community helpers
   b. Represent the relationship among people, places, and environments
2. Identify student responsibilities at home, school, and in the neighborhood
   d. Recognize responsibilities of the individual

Language Arts
2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.
   a. The student will use text features, parts of a book, text structures, and genres to analyze text.
   b. The student will analyze texts in order to identify, understand, infer, or synthesize information
REACH!

FOR YOUR DREAMS
BELIEVING EVERYTHING IS POSSIBLE
EVEN WHEN IT SEEMS, IT’S OUT OF
REACH
THE DREAM IS ON ITS WAY
BY MAKING HEALTHY CHOICES EACH DAY.

REACH!
FOR THE STARS
BELIEVING NOTHING IS IMPOSSIBLE
NO MATTER WHO YOU ARE, YOU’VE GOT TO
REACH
AND SOMEDAY SOON YOU’LL SAY:
“MY DREAMS ARE COMING TRUE TO-DAY!”

MAKING HEALTHY CHOICES MEANS TO “STOP, THINK, AND CHOOSE”
WILL THIS HELP ME WIN? – OR WILL THIS CAUSE ME TO LOSE?
EATING BALANCED MEALS – AND DAILY EX-ER-CISE –
HELPS TO KEEP ME FOCUSED AND MY EYES ON THE PRIZE!

IT’S TIME TO REACH
FOR YOUR DREAMS
BELIEVING EVERYTHING IS POSSIBLE
EVEN WHEN IT SEEMS IT’S OUT OF
REACH
THE DREAM IS ON IT’S WAY
MY DREAMS ARE COMING TRUE TODAY!

REACH!
FOR YOUR DREAMS
BELIEVING EVERYTHING IS POSSIBLE
EVEN WHEN IT SEEMS, IT’S OUT OF
REACH
THE DREAM IS ON ITS WAY
BY MAKING HEALTHY CHOICES EACH DAY.

MAKING HEALTHY CHOICES MEANS TO “STOP, THINK, AND CHOOSE”
WILL THIS HELP ME WIN? – OR WILL THIS CAUSE ME TO LOSE?
EATING BALANCED MEALS – AND DAILY EX-ER-CISE –
HELPS TO KEEP ME FOCUSED AND MY EYES ON THE PRIZE!
REACH!
(cont’d)

SO REACH!
FOR YOUR DREAMS
BELIEVING EVERYTHING IS POSSIBLE
EVEN WHEN IT SEEMS, IT’S OUT OF
REACH
THE DREAM IS ON ITS WAY

MY DREAMS ARE COMING TRUE TODAY!
MY DREAMS ARE COMING TRUE TODAY!
MY DREAMS ARE COMING TRUE TODAY!

Lyrics by Michael Earl - Music by Randy Klein

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When I look in the mirror I see.....

and

and
Me and My Friends

I love basketball!

I want to be a teacher when I grow up!

I love basketball!