



Send completed CEU homework to:
Carrie Stott
6510 Old Main Hill
Logan, UT 84322

CEU Homework Cover Sheet

Course Title School Readiness, Course 3: Physical Readiness

Course Dates _____

Name _____

Mailing Address _____

City _____ State _____ Zip _____

Home Phone _____ Work Phone _____

Please complete this form and submit it with your completed CEU homework assignments.

The cost of 1 CEU is \$15. Please make **check** or **money order** payable to UACCRRRA (no cash please). Payment for CEU credit **MUST** be submitted with completed homework assignments in order for CEU credit to be awarded.

Homework assignments must be complete in order to be considered for credit. Incomplete assignments will be returned. You can re-submit a homework assignment for credit, as long as it is still before the due date. You **MUST** include a CEU Homework Cover Sheet with all requests.

Homework due dates will be strictly enforced. Homework is due 3 weeks after the last session of class. In order for homework to be considered for credit it needs to be postmarked on or before that date. There are no exceptions to this policy. Classes you are earning CEU credit for must be completed in full. If you make up a session in order to complete the course, the CEU homework is due 3 weeks from the make-up session date.

Please allow 2 weeks for processing of your certificate. If you have any questions, please contact Carrie Stott at 435-232-2981 after 5:00 pm, Monday-Friday or email me at carrie.stott@usu.edu.

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CEU Homework
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UACCRRA

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From Preschool to Kindergarten: School Readiness

Course 3 – Physical Readiness

Instructions:

- Choose and complete four of the following assignments.
- Answer all parts of the assignments that you choose.
- Represent what you learned from your participation in School Readiness, Course 3.
- Please write in depth, but try to contain your answers to one page per question.

1. Young children should engage in unstructured physical activity up to several hours daily and not be sedentary more than one hour at a time unless sleeping. Write down your daily schedule noting how many times during the day children can engage in unstructured physical activity.
2. Plan a day when you will focus on the gross motor skills of walking, running and marching. Write a plan for specific things you will do; see Session 2 Handouts for ideas. Describe what you did, what the difference in skill levels were among the children and skills you need to focus on with individual children in the future. Identify children by age not name.
3. Plan a day when you will focus on the gross motor skills of jumping and hopping. Write a plan for specific things you will do; see Session 2 Handouts for ideas. Describe what you did, what the difference in skill levels were among the children and skills you need to focus on with individual children in the future. Identify children by age not name.
4. Plan a day when you will focus on the gross motor skills of throwing and catching. Write a plan for specific things you will do; see Session 2 Handouts for ideas. Describe what you did, what the difference in skill levels were among the children and skills you need to focus on with individual children in the future. Identify children by age not name.
5. Plan a day when you will focus on the gross motor skills of kicking and striking. Write a plan for specific things you will do; see Session 2 Handouts for ideas. Describe what you did, what the difference in skill levels were among the children and skills you need to focus on with individual children in the future. Identify children by age not name.
6. Plan a day when you will focus on fine motor skills through: finger plays, drawing, painting, buttoning, zipping, snapping, puzzles, playdough, lacing, legos, etc. Write a plan for specific things you will do; see Session 4 Handouts for ideas. Describe what you did, what the difference in skill levels were among the children and skills you need to focus on with individual children in the future. Identify children by age not name.
7. Make a list of **10** active games you can play with children. Write the name and a brief description of the games and any materials you need. Make a copy of this and keep it handy to use when you can see children are getting tired and need to move; see Session 3 Handouts.
8. Create a “Take Home Backpack” for fine motor skills as explained in Session 4, Handout #9. Send it home with a child you think might benefit. Describe the things you put in your backpack and what response you got back from the parent when the backpack was returned.