

Lesson Plan: February Week 1

TIME: Approximately 15 minutes to do all 3 activities

ACTIVITIES



A: Spot Tag



B: Battleship



C: Surfing

| EQUIPMENT | Description and Alternatives | Purchase |
|--|---|---|
| <p>Poly spots 3 dozen</p> | <p>Vinyl circles, about 9 inches in diameter, in a variety of colors. They are versatile and durable, sticky enough to stay put on the floor and hefty enough to use as a steering wheel. If you have the funds, these spots are worth the investment.</p> <p>Alternatives: You can cut circles out sheet vinyl, cheap placemats, shelf liner or non-skid rug liner. Or, you can use painters tape to mark spaces on the floor.</p> | <p>Toledo PE Supply</p> |
| <p>Small playground balls 12 balls</p> | <p>5" playground balls are better for smaller hands, rather than the traditional larger size.</p> <p>You can use beach balls as an alternative, but they do not throw as well as the heftier playground balls. You can also get balls at the dollar store, but they do not last very long and tend to get lumpy. If you have the funds, it is worth the investment to get the higher quality playground balls.</p> | <p>Amazon</p> |
| <p>Bowling pins 8 pins</p> | <p>These should be lightweight enough that they can be easily knocked over by a ball thrown from a moderate distance.</p> <p>An alternative are cones, cardboard bricks or empty plastic bottles.</p> | <p>Amazon</p> |

Pop, Hop & Rock™ Curriculum February Week 1

| DEVELOPING SKILLS | Lesson Plan Activities | | |
|-----------------------------------|------------------------|-----------------|--------------|
| | A Spot Tag | B Battleship | C Surfing |
| <i>Perceptual Motor Skills</i> | | | |
| Body Awareness | X | | X |
| Directional Awareness | X | | |
| Spatial Awareness | X | | |
| Temporal Awareness | | X | |
| | | | |
| <i>Sensory Skills</i> | | | |
| Auditory Processing | X | | X |
| Proprioceptive Development | X | X | X |
| Vestibular Development | X | | X |
| Visual Processing | X | X | |
| | | | |
| <i>Strength</i> | | | |
| Aerobic Strength | X | | |
| Core Strength | X | | X |
| Grip Strength | | X | |
| Upper Body Strength | | X | X |
| Lower Body Strength | | | X |
| | | | |
| <i>Other Skills</i> | | | |
| Crossing the Midline | | X | |
| Eye-Hand Coordination | X | X | |
| Motor Planning | | X | |
| Bilateral Movement | | X | |
| Balance | | | X |

See REFERENCE: Skills, Strengths, Motor Movements for more information

ACTIVITY A: Spot Tag
Ages 3-7

GOALS

Children will get aerobic while practicing colors, along with body and spatial awareness.

SKILLS

Perceptual Motor Skills

Body awareness
Directional awareness
Spatial awareness

Strength

Aerobic strength
Core strength

Sensory Skills

Auditory processing
Proprioceptive development
Vestibular development
Visual processing

Other Skills

Eye-hand coordination

EQUIPMENT

Poly spots in a variety of colors. At least a dozen - the more the better.

HOW TO

- | | |
|--|---|
| <i>Set Up</i> | Scatter spots all around the room. |
| <i>Transition In</i> | Children are waiting in their Starting Position. |
| <i>Introductory Questions</i> | What do you see on the floor? Are they all the same color? Do you think you can be the first one to touch them all and come back to where you are now? |
| <i>Explain The Game When I say GO!</i> | Children will touch each spot individually and return to the Starting Position. Remind them to stay on their feet, not their hands and knees. They will have to work hard to avoid running into anyone after they have touched a spot. |
| <i>Transition Out</i> | Children return to their Starting Position. |
| <i>Change Up</i> | For older children, give them a set amount of time, maybe a minute, and ask them to count the spots as they go. How many can they touch in a minute? Or, ask them to touch a series of specific spots like only the blue, green and yellow ones. How fast can they do it and return to their Starting Position? How many times can they touch just those colors in a set time frame? For younger children, ask them to only touch the red spots and return to the Starting Position. Then ask them to only touch the blue spots. |

ACTIVITY B: Battleship

Ages 4-8

GOALS

Children will practice eye-hand coordination in a cooperative game.

SKILLS

Perceptual Motor Skills

Temporal awareness

Sensory Skills

Proprioceptive development

Visual processing

Strength

Grip strength

Upper body strength

Other Skills

Crossing the midline

Eye-hand coordination

Motor planning

Bilateral movement

EQUIPMENT

Spots or tape to mark rectangles; 12 small playground balls; 8 bowling pins (cardboard bricks, small cones, or plastic bottles are substitutes)

HOW TO

Set Up

Make two large rectangles with spots or tape - large enough fit half of the children. The two rectangles are long side parallel to each other and approximately 4-5 feet apart. Place 6 balls in each rectangle. Place 1 pin in the corner of each rectangle.

Transition In

Half of the children are assigned to each rectangular space which is now their battleship.

Introductory Questions

Have you ever played the game Battleship? Do you think it is possible to knock down the pin in the corner of the other battleship using a playground ball?

Explain The Game When I say GO!

The goal is for each battleship team to use the balls to knock down the 4 pins on the other team's battleship. If the pin is accidentally knocked down by a shipmate, it stays down, so shipmates must be careful of their own pins. Children are allowed to step one foot off their battleship to throw a ball at the opposing team targets, but they cannot step two feet off or they will drown. A drowned child comes to the sidelines, does 10 jumping jacks to swim to the surface, and returns to their battleship. One shipmate is designated as the life-preserver to collect the balls and return them to the battleship. When one ship has all 4 pins knocked over, that sinks the ship. The entire team comes to the sidelines, does 10 jumping jacks to swim to the surface, and returns to their ship. Set up the pins and start again with a new life-preserver.

Transition Out

Children will put all equipment away.

Change Up

Younger children can do the same game with only one ship. All children would be on the same ship, attempting to stay on the ship while trying to knock down pins that are lined up about 3-4 feet away. Teachers would act as the life-preservers.

ACTIVITY C: Surfing

Ages 3-7

GOALS

This creative game works many body parts as well as imagination.

SKILLS

Perceptual Motor Skills

Body awareness

Sensory Skills

Auditory processing

Proprioceptive development

Vestibular development

Strength

Core strength

Upper body strength

Lower body strength

Other Skills

Balance

EQUIPMENT

None

HOW TO

Set Up

No set-up needed.

Transition In

Children spread out in the middle of the room.

Introductory Questions

Have you ever been surfing? Have you ever ridden a wave in the ocean? Are you ready to try with an imaginary surfboard?

Explain

Children grab their imaginary surf boards on both sides and place them on the water. You will narrate and demonstrate the game as you play.

The Game

When I say GO!

“Sometimes you have to wait a really long time for a wave.”

Show how to sit, knees bent, heels down, leaning back slightly, hands up off the floor, about chest high.

“When the wave comes, we will lie down on our bellies, paddle our hands and kick our feet. We will jump up on our feet and ride!” Look around for a wave and announce, “It is getting choppy!”

Bounce around in the choppy surf.

“Here comes a BIG wave! This is the one! Time to surf!”

Lie belly down, paddle hands and kick (without touching the floor).

Hop up onto feet, one in front of the other like a surfer, squatting fairly low to balance. Pretend you are working hard to balance, coming close to falling. Ride the wave all the way to the beach, get off and suggest that you go again. Repeat. After the last ride,

have everyone give each other a High 5.

Transition Out

Have children line up.