

Lesson Plan: January Week 1

TIME: Approximately 25 minutes to do all 5 activities

ACTIVITIES



A: Naked Porcupine



B: Crocodile



C: Jellyfish



D: Hoop Body Part Movement



E: Hoop Ring Toss

EQUIPMENT	Description and Alternatives	Purchase
Poly spots, 1 per child	<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 or balance on a hand. If you have the funds, these are worth the investment.</p> <p>Alternatives: You can cut circles out of sheet vinyl, cheap placemats, shelf liner or non-skid rug liners. Or you can mark places on the floor with painters tape.</p>	Amazon School Specialty
Clothespins 5 per child with some extras	Traditional wooden spring-loaded clothespins	Dollar Tree
Hula hoops, 1 per child, in a variety of colors	<p>The best hoops are the Pull Buoy Hoops. They are sturdy and not likely to bend when two children pull the sides. They are expensive, but worth the investment.</p> <p>An alternative is Dollar Tree, but you will be buying new ones frequently and they are fairly seasonal.</p>	
Adult sized, fairly heavy, chairs 1 for every 3 children	Whatever chairs you have handy.	

DEVELOPING SKILLS	Lesson Plan Activities				
	A Naked Porcupine	B Crocodile	C Jellyfish	D Hoop Body Part Movement	E Hoop Ring Toss
<i>Perceptual Motor Skills</i>					
Body Awareness	X	X	X	X	
Directional Awareness		X	X		X
Spatial Awareness	X	X	X	X	
Temporal Awareness	X				X
<i>Sensory Skills</i>					
Auditory Processing		X	X	X	
Proprioceptive Development	X				X
Vestibular Development		X			
Visual Processing	X	X	X	X	X
<i>Strength</i>					
Aerobic Strength	X	X	X	X	
Core Strength	X			X	X
Grip Strength	X				X
Upper Body Strength	X				X
Lower Body Strength					
<i>Other Skills</i>					
Crossing the Midline	X				X
Eye-Hand Coordination	X				X
Motor Planning	X				X
Bilateral Movement	X				X
Balance					

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

ACTIVITY A: Naked Porcupine

Ages 3-7

GOALS

Children will practice both gross and fine motor skills in this game, while getting aerobic.

SKILLS

Perceptual Motor Skills

Body awareness

Spatial awareness

Temporal awareness

Sensory Skills

Proprioceptive development

Visual processing

Strength

Aerobic strength

Core strength

Grip strength

Upper body strength

Other Skills

Crossing the midline

Eye-hand coordination

Motor planning

Bilateral movement

EQUIPMENT

1 poly spot per child

At least 5 clothespins per child

HOW TO

Set Up

Make a line of poly spots one end of the room. Spread out clothespins on the floor at the opposite end of the room.

Transition In

Ask children to stand on a poly spot.

Introductory Questions

What do porcupines have all over their bodies? What would they look like if they didn't have any quills?

Explain The Game When I say GO!

You are standing on porcupines. Your porcupines are naked because they don't have any quills. The clothespins are their quills. Your job is to get the porcupine's quills back on him. Run across the room, pick up 1 clothespin, run back to your spot and attach the clothespin to the spot. Keep going until all the quills are on porcupines.

Make sure you know what color your spot is and what friends are next to you so that you can find your porcupine easily.

Transition Out

Children will take the quills off the spots and return spots and clothespins to their containers.

Change Up

For younger children: Clothespins might be tricky, so you can play the game with post-its on the wall as the quills.

For older children, it could become a game of tag where one or two children are guarding the clothespins. If a child gets tagged while trying to get a clothespin, he would go to the side of the room and do 10 jumping jacks before trying again.

ACTIVITY B: Crocodile

Ages 3-9

GOALS

Children will get aerobic while practicing listening skills and body awareness.

SKILLS

Perceptual Motor Skills

Body awareness
Directional awareness
Spatial awareness

Strength

Aerobic strength

Sensory Skills

Auditory processing
Vestibular development
Visual processing

EQUIPMENT

One hula hoop per child

HOW TO

Set Up Distribute hoops around the floor, at least 1 foot apart - farther apart if you have the space.

Transition In Children find a hoop to stand in, one hoop per child.

Introductory Questions Where does a crocodile live? Could there be islands in that swamp?

Explain The Game When I say GO! The room is now a giant swamp and each one of the hoops is a safe island. When the teacher says "RUN," the children will get off their islands and run in the same direction around all the hoops. They will continue to run until the teacher says "CROCODILE!" Now, the swamp is filled with crocodiles and the safest place to be is on an island. Each child must run to the closest island as quickly as possible while the teacher/crocodile tries to catch them. Play several rounds.

Transition Out Children remain in their hoops and wait for the next game, Jellyfish.

Change Up For younger children, the idea of crocodiles can be scary, so the game can become Pickles instead. Yell "PICKLES" as the signal to find a hoop.
For older children, after they have played a few rounds of the game, change the game by removing some hoops while they run. Then, if they can't find a hoop island to stand in, they do jumping jacks until it is time to run again. Being in an island hoop is safer than doing jumping jacks, so they need to be sure there are no hoops before starting their jumping jacks.

ACTIVITY C: Jellyfish

Ages 4-10

GOALS

Children will practice a great deal of self-control while playing this game.

SKILLS

Perceptual Motor Skills

Body awareness
Directional awareness
Spatial awareness

Strength

Aerobic strength

Sensory Skills

Auditory processing
Visual processing

EQUIPMENT

3-5 hoops fewer than the number of children

HOW TO

Set Up

If you played Crocodile with the Change-Up of removing hoops, you are ready to start. If not, remove 3-5 hoops and have those children stand to the side to start Jellyfish.

Transition In

Children will already be in their hoops after Crocodile.

Introductory Questions

Have you ever seen the movie *Finding Nemo*? Do you remember that part where Dory has to swim through all the jellyfish?

Explain The Game When I say GO!

The room is now an ocean full of jellyfish and the only safe place to be is inside a hoop. When the game starts, the children without a hoop are going to look for a hoop for safety. When they come to a hoop, they say "Jellyfish!" and the person in that hoop has to leave and look for a new hoop. Two main rules: (1) Don't touch the person in the hoop. Just say "Jellyfish!" and that person will leave. (2) Never leave a hoop unless someone gets in the hoop with you, which takes a great deal of self-control.

Transition Out

Children leave the hoops on the floor and return to the Starting Position.

Change Up

Because this game takes so much self-control, it is not appropriate for 2 and 3 year olds.

ACTIVITY D: Hoop Body Part Movement

Ages 3-6

GOALS

Children will practice colors and knowing their body parts.

SKILLS

Perceptual Motor Skills

Body Awareness

Spatial Awareness

Sensory Skills

Auditory Processing

Visual processing

Strength

Aerobic strength

Core strength

EQUIPMENT

Multiple hoops of different colors

HOW TO

Set Up

If you just played either Crocodile or Jellyfish, hoops should already be on the floor. Be sure there are several hoops of each color.

Transition In

Children are in the Starting Position.

Introductory Questions

Can you point to your nose?
Can you point to your elbow?
Where is your thumb?

Explain The Game When I say GO!

For each round, the teacher will tell the children to put a body part on a hoop of a specific color, sharing the hoops with the friends. For example, round 1 could be to put a thumb on a blue hoop. Then, they return to the Starting Position. Round 2 could be to put an elbow on a yellow hoop. Play multiple rounds, changing the body part and hoop color and returning to the Starting Position between each round.

Transition Out

Children stand in a hoop and wait for directions.

Change Up

For younger children (2s), you can focus on just colors. Have them go stand in a blue hoop, return to the Starting Position, then go stand in a yellow hoop. Or, you can focus on just body parts. Have them put a thumb on a hoop, return to the Starting Position, and then put an elbow on a hoop.

ACTIVITY E: Hoop Ring Toss

Ages 4-8

GOALS

Children will work on building upper body strength and eye-hand coordination in this carnival favorite.

SKILLS

Perceptual Motor Skills

Directional awareness

Temporal awareness

Sensory Skills

Proprioceptive development

Visual processing

Strength

Core strength

Grip strength

Upper body strength

Other Skills

Crossing the midline

Eye-hand coordination

Motor planning

Bilateral movement

EQUIPMENT

One hoop for each child

Enough poly spots to divide the space in half

Several sturdy, heavy, adult sized chairs, at least one for every 3 children

HOW TO

Set Up

Divide the space in half using poly spots. Parallel to the line of spots and about 4-6 feet away, make a row of chairs with the back of the chair facing the children.

Transition In

Children bring their hoops stand in the empty half of the space, facing the backs of the chairs.

Introductory Questions

Have you ever been to the fair or a carnival? Have you ever seen the game ring toss?

Explain

The Game

When I say GO!

Children will be playing a giant ring toss game, tossing their hoops and trying to get them to land on a chair. They must not cross the line of spots to throw, but they can cross the line to go retrieve their hoop and try again.

Transition Out

Return the hoops to their container and line up to leave.

Change Up

Note: We allow children to continually throw and retrieve hoops, which means that there is a risk of being hit by a hoop. This is typically not a problem because preschoolers don't throw hard enough to hurt anyone. And, it is great body awareness practice to dodge the hoops. But, if you are uncomfortable with the constant retrieval, just have everyone retrieve the hoops at the same time. For younger children: Use bean bags instead of hoops and have the children try to land the beanbag in the seat of the chair from closer range.