

Lesson Plan: January Week 2

TIME: Approximately 20 minutes to do all 4 activities

ACTIVITIES



A: Ice Skating Tag



B: Bulldozers and Builders



C: Solo Cup Catching



D: Stack Attack Bowling

| EQUIPMENT | Description and Alternatives | Purchase |
|--|---|------------------|
| Paper plates, salad sized 2 per child | Any paper plate will do. The more durable they are the longer they will last. Smaller, salad sized plates work best for small feet. | Dollar Tree |
| Solo-type Cups At least 9 per child | 12 oz plastic cups | Dollar Tree |
| Sponge Balls 1 per child | Sponge balls should be small, lightweight, and come in a variety of colors. Alternative: Small light balls that will fit inside a 12 oz cup above. | Oriental Trading |
| Small playground balls 2 per child | Smaller versions of the playground balls. Alternative: bean bags | Amazon |
| Poly spots 8-10 | Or something else to delineate the space like cones or painters tape. | |

Pop, Hop & Rock™ Curriculum January Week 2

| DEVELOPING SKILLS | Lesson Plan Activities | | | |
|-----------------------------------|-------------------------|-------------------------------|---------------------------|------------------------------|
| | A Ice Skating Tag | B Bulldozers & Builders | C Solo Cup Catching | D Stack Attack Bowling |
| <i>Perceptual Motor Skills</i> | | | | |
| Body Awareness | X | | X | X |
| Directional Awareness | | | X | X |
| Spatial Awareness | | X | X | X |
| Temporal Awareness | X | X | X | X |
| | | | | |
| <i>Sensory Skills</i> | | | | |
| Auditory Processing | | | | |
| Proprioceptive Development | X | X | X | X |
| Vestibular Development | X | | | |
| Visual Processing | | X | X | X |
| | | | | |
| <i>Strength</i> | | | | |
| Aerobic Strength | | | | |
| Core Strength | X | | | X |
| Grip Strength | | X | X | X |
| Upper Body Strength | | X | X | X |
| Lower Body Strength | X | | | |
| | | | | |
| <i>Other Skills</i> | | | | |
| Crossing the Midline | | X | X | X |
| Eye-Hand Coordination | | X | X | X |
| Motor Planning | | | X | X |
| Bilateral Movement | | X | X | X |
| Balance | X | | | |

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

ACTIVITY A: Ice Skating Tag

Ages 3-7

GOALS

Children will get their heart rates up playing a more challenging form of tag.

SKILLS

Perceptual Motor Skills

Body awareness

Temporal awareness

Sensory Skills

Proprioceptive development

Vestibular development

Strength

Core strength

Lower body strength

Other Skills

Balance

EQUIPMENT

Two paper plates per child

HOW TO

Set Up

Place plates in stacks of two all around the room.

Transition In

Children go stand on a stack of plates.

Introductory Questions

What happens to water when it gets really cold?

What can you do on top of frozen water?

Explain

The Game

When I say GO!

This is a form of Everybody's It where everyone is tagging AND ice skating at the same time. Children separate their plates and put one plate under each foot. Children will attempt to tag each other while skating. If tagged, they must do 5 toe touches to get warm and then they can start skating and tagging again.

Transition Out

Children return the plates to their container and go to the Starting Position.

Change Up

For younger children, skating with two skates can be challenging. Give them 1 plate so they have one foot available to push with. Or, they can just pretend to be skating while a teacher tried to tag them.

ACTIVITY B: Bulldozers and Builders
Ages 3-7

GOALS

Children will practice patience, listening, and eye hand coordination.

SKILLS

Perceptual Motor Skills

Spatial awareness

Temporal awareness

Sensory Skills

Proprioceptive development

Visual Processing

Strength

Grip strength

Upper body strength

Other Skills

Crossing the midline

Eye-hand coordination

Bilateral movement

EQUIPMENT

12 oz Solo-type cups, 9 per child

HOW TO

Set Up

Distribute the cups around the room. Half of the cups are stacked in 3-cup pyramids with two cups on the bottom one on the top. The rest are in nested 3-cup stacks.

Transition In

Children are divided into two teams on opposite sides of the room.

Introductory Questions

Has anyone ever heard of Bob the Builder? Can you name some equipment Bob the Builder might use?

Explain The Game When I say GO!

Children on one side of the room are going to be the Builders. Their job is to find the stacks of three cups and turn them into a pyramid by putting two cups on the bottom row and one on the top.

The other group of children are the bulldozers. Their job is to take the pyramids apart and make a nested stack of the three cups together.

Children will switch jobs for the second round.

Transition Out

Children return the cups to their container and return to the Starting Position.

Change Up

For younger children, they can do this activity as one group, rather than two. Start with the cups in nested stacks of three. First, all of the children are Builders and they build the 3-cup pyramids and return to the Starting Position. Then they are all Bulldozers and they collapse the pyramids into nested stacks of 3 cups.

ACTIVITY C: Solo Cup Catching
Ages 4-7

GOALS

Children will practice catching and throwing.

SKILLS

Perceptual Motor Skills

Body awareness
Directional awareness
Spatial awareness
Temporal awareness

Strength

Grip strength
Upper body strength

Sensory Skills

Proprioceptive development
Visual processing

Other Skills

Crossing the midline
Eye-hand coordination
Motor planning
Bilateral movement

EQUIPMENT

One Solo-type cup per child
One sponge ball per child

HOW TO

- Set Up* Spread out 1 Solo cup per child and 1 sponge ball per child all over the room.
- Transition In* Children are in the Starting Position.
- Introductory Questions* What do you see all over the floor?
- Explain The Game When I say GO!* Demonstrate how to gently toss a sponge ball underhanded, with the palm up, straight up in the air. Demonstrate catching it with a cup. Every child will get one cup and one ball, then spread out all over the room. They will use their favorite hand to toss the ball straight up into the air and then catch the ball with the solo cup. Remind them that they must look at the ball all the time in order to catch it.
- Transition Out* Children return cups and balls to their containers.
- Change Up* For older children: If this becomes easy, have children switch the jobs their hands are doing. Or, play the game with a partner, tossing the ball back and forth and trying to catch it with the cup.
For younger children: Each child has a cup. The teacher rolls a sponge ball out into the middle of the room, and the child catches the ball by covering it with the cup, and brings the ball back to the teacher. Do this one child at a time.

ACTIVITY D: Stack Attack Bowling

Ages 3-7

GOALS

Children will practice eye-hand coordination.

SKILLS

Perceptual Motor Skills

Body awareness
Directional awareness
Spatial awareness
Temporal awareness

Strength

Core strength
Grip strength
Upper body strength

Sensory Skills

Proprioceptive development
Visual processing

Other Skills

Crossing the midline
Eye-hand coordination
Motor planning
Bilateral movement

EQUIPMENT

- 24 Solo cups
- 1-2 Rubber balls or bean bags per child
- 8-10 Poly spots, cones or painters' tape to delineate space

HOW TO

Set Up

Divide the space in half using a line of poly spots, cones or tape. Between the line and the wall, make a row of cup pyramids fairly close to the wall. Use 3-cup pyramids for younger children, up to 10-cup pyramids for older ones. Balls or bean bags are on the opposite side of the line from the cups, close to the line and far from the children.

Transition In

Children stand on the side of the room with the balls/bean bags.

Introductory Questions

Have you ever been bowling? Have you ever stacked cups?

Explain

Children will bowl with the balls or bean bags to knock the cup pyramids down. When all the pyramids are down, children will restack them and return the balls to their side of the line to repeat the bowling.

The Game

When I say GO!

Children will bowl with the balls or bean bags to knock the cup pyramids down. When all the pyramids are down, children will restack them and return the balls to their side of the line to repeat the bowling.

Transition Out

Cups and balls are returned to their containers. Children line up to leave.

Change Up

For younger children: Children will typically just walk up to the pyramids and knock them down. Try putting two tables side by side, long sides touching. Put the pyramids along one long edge. Children roll the balls on the table to knock down the pyramids. They will need help chasing down the cups and restacking them.