

Lesson Plan: January Week 4

TIME: Approximately 20 minutes to do all 4 activities

ACTIVITIES



A: Newspaper Run



B: Parachute If You Are Wearing



C: Merry Go Round



D: Popcorn

EQUIPMENT	Description and Alternatives	Purchase
Newspaper	1 full sheet of newspaper per child for older children. For younger children, 3-4 sheets for the class is enough.	
Parachute	<p>A large parachute with enough space for each child.</p> <p>An alternative that we use is a king sized sheet. This could actually be better than a parachute for some of these activities.</p> <p><b>A SAFETY NOTE ABOUT USING PARACHUTES AND SHEETS: :</b></p> <p>Sheets and parachutes are extremely slippery if they are on linoleum or other hard, uncarpeted floors. Slipping can be a huge risk if children do not follow directions. For this reason, whenever you are using a parachute/sheet on a hard floor, start the activity by reminding children that they are not to walk ON the parachute/sheet. They are to walk AROUND the parachute/sheet, keeping their feet on the floor.</p> <p>We have success hammering that message home by explaining that if they do walk on the sheet, two things will probably happen. First, they will probably fall and hit their heads really hard. Second, they will scare the teachers so much that we will scream in fear. Make a silly, dramatic, loud scream - one that is just funny enough not to scare them, but serious enough that they don't want to hear it again.</p>	
Sponge balls 2-3 dozen	<p>Sponge balls should be small, lightweight, and come in a variety of colors.</p> <p>Alternative: Beach balls or balled up socks</p>	

Pop, Hop & Rock™ Curriculum January Week 4

DEVELOPING SKILLS	Lesson Plan Activities			
	A Newspaper Run	B Parachute If You Are Wearing	C Merry Go Round	D Popcorn
<i>Perceptual Motor Skills</i>				
<b>Body Awareness</b>	X	X	X	X
<b>Directional Awareness</b>	X		X	
<b>Spatial Awareness</b>	X		X	
<b>Temporal Awareness</b>		X		X
<i>Sensory Skills</i>				
<b>Auditory Processing</b>		X	X	X
<b>Proprioceptive Development</b>	X	X	X	X
<b>Vestibular Development</b>	X	X	X	X
<b>Visual Processing</b>			X	X
<i>Strength</i>				
<b>Aerobic Strength</b>	X			
<b>Core Strength</b>		X	X	X
<b>Grip Strength</b>		X	X	X
<b>Upper Body Strength</b>		X	X	X
<b>Lower Body Strength</b>			X	
<i>Other Skills</i>				
<b>Crossing the Midline</b>				
<b>Eye-Hand Coordination</b>				X
<b>Motor Planning</b>				
<b>Bilateral Movement</b>				
<b>Balance</b>			X	

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

ACTIVITY A: Newspaper Run

Ages 2-6

GOALS

Children will get aerobic while practicing a lot of body and spatial awareness.

SKILLS

**Perceptual Motor Skills**

**Body awareness**

**Directional awareness**

**Spatial awareness**

**Strength**

**Aerobic strength**

**Sensory Skills**

**Proprioceptive development**

**Vestibular development**

EQUIPMENT

One full sheet of newspaper per child for older children. 3-4 sheets for the class for younger children.

HOW TO

- |  |   |
|--|---|
| <i>Set Up</i>                          | Have newspaper ready to go.   |
| <i>Transition In</i>                   | Children are in the Starting Position.  |
| <i>Introductory Questions</i>          | Do you believe in magic?<br>Do you believe it is possible to get this piece of newspaper to stick to your tummy?  |
| <i>Explain The Game When I say GO!</i> | Demonstrating is important in this activity. <ol style="list-style-type: none"><li>1. Hold the unfolded piece of newspaper on your belly.</li><li>2. Start running as fast as you can.</li><li>3. Hold your hands in the air and the newspaper will stay on your belly like magic as long as you are running quickly.</li><li>4. Keep running until it falls off. Then, pick it up and start again.</li></ol>                 |
| <i>Transition Out</i>                  | Children return to the Starting Position.   |
| <i>Change Up</i>                       | For younger children: Send then one child at a time. Have them run from one teacher (who helps get the newspaper in place) to another teacher (who turns them around, puts the newspaper back in place and sends them back).<br>For older children: Once you have demonstrated how it works, they can do it as a group, all running in the same direction. Or, if your space is smaller, send them running in smaller groups. |

ACTIVITY B: Parachute If You Are Wearing

Ages 3-7

GOALS

Children will practice self-awareness and control.

SKILLS

**Perceptual Motor Skills**

**Body awareness**

**Temporal awareness**

**Strength**

**Core strength**

**Grip strength**

**Upper body strength**

**Sensory Skills**

**Auditory processing**

**Proprioceptive development**

**Vestibular development**

EQUIPMENT

Parachute or King-sized sheet (See safety note in equipment list)

HOW TO

*Set Up*

Lay the parachute (or sheet) out on the floor.

*Transition In*

Note: Emphasize to the children that they are NOT to walk on the parachute. They are to walk *around* the edge of the parachute, keeping their feet on the floor, not on the parachute.

Have the children spread out evenly around the edge of the parachute. They may need some help spreading out evenly.

*Introductory Questions*

Do you remember how to do push-ups? Can you do three push-ups and count them really loudly? Show me.

*Explain*

*The Game*

*When I say GO!*

Children will pick up the parachute, holding tightly to the edge and pulling it taut. The teacher will call out a clue. If that clue is true about you, you go under the parachute and do three push-ups, counting loudly. The rest of the class will shake the parachute. You then return to the edge of the parachute and wait for the next clue. For example, the teacher could call out, "If you are wearing anything blue, go under the parachute and do 3 push-ups." Anyone wearing blue will go under the parachute and do the push-ups while everyone else shakes the parachute.

Ideas for clues: colors, stripes, letters on clothes, boots, etc.

*Transition Out*

Children remain around the parachute, placing it on the floor.

*Change Up*

For younger children, have them go under when their name is called, crawl through to the other side, and then return to their place.

For older children, clues can include birth months or letters in their names.

ACTIVITY C: Merry Go Round

Ages 4-8

GOALS

Children will practice patience, grip strength and vestibular development in this game.

SKILLS

**Perceptual Motor Skills**

**Body awareness**  
**Directional awareness**  
**Spatial awareness**

**Strength**

**Core strength**  
**Grip strength**  
**Upper body strength**  
**Lower body strength**

**Sensory Skills**

**Auditory processing**  
**Proprioceptive development**  
**Vestibular development**  
**Visual processing**

**Other Skills**

**Balance**

EQUIPMENT

Parachute or King-sized sheet (See safety note in equipment list)

HOW TO

- Set Up* Parachute is on the floor.
- Transition In* Note: Emphasize to the children that they are NOT to walk on the parachute. They are to walk *around* the edge of the parachute, keeping their feet on the floor, not on the parachute.  
Children are standing spread out evenly around the parachute.
- Introductory Questions* Have you ever been to the fair? Have you ever seen a merry go round? Have you ever ridden a merry go round?
- Explain The Game When I say GO!* Children will be taking turns giving their friends a ride on the parachute merry go round. Choose one child to sit cross-legged in the middle of the parachute. They must sit cross-legged for safety and to work on core strength and balance. The rest of the children will walk in a circle pulling the sheet out as they walk for about 3-4 rotations. They will need reminders about pulling the parachute outward to keep it taut. Be sure to switch direction frequently.
- Transition Out* Children will stay where they are around the parachute.
- Change Up* For younger children, do a fireman's pull using a sheet, instead of a merry-go-round. Two to four children sit cross-legged in a line along one edge of the sheet, facing away from the center of the sheet. Again, this is for safety and balance work. The rest of the children hold tightly to the opposite side of the sheet and pull their friends across the room.

ACTIVITY D: Popcorn

Ages 3-6

GOALS

Children will practice self-control while building grip strength.

SKILLS

**Perceptual Motor Skills**

**Body awareness**

**Temporal awareness**

**Sensory Skills**

**Auditory processing**

**Proprioceptive development**

**Vestibular development**

**Visual processing**

**Strength**

**Core strength**

**Grip strength**

**Upper body strength**

**Other Skills**

**Eye-hand coordination**

EQUIPMENT

Parachute or King-sized sheet and 2-3 dozen sponge balls

HOW TO

- Set Up* Parachute is on the floor. (See safety note in equipment list)
- Transition In* Children are spread out evenly around the parachute.
- Introductory Questions* Have you ever watched popcorn pop? What does it do?
- Explain The Game When I say GO!* We are going to get the popcorn (sponge balls) to pop up into the air by shaking the parachute up and down. Glue your feet to the floor and your hands to the parachute.
- For older kids: Start by having them hold the parachute taut. See if they can keep a few balls touching the parachute without rolling off the edge, gently raising the edge to keep the balls on the parachute. The children shake the parachute as you add more balls. Throw balls that have popped onto the floor back onto the parachute.
- Transition Out* Once all the balls have been popped out, ask the children if they would like to go camping. When you count to three, they will lift the sheet up in the air, step under the sheet, have a seat on the floor and pull the sheet behind their backs to make a tent. Once they are under the sheet, ask them camping questions like: Did you bring a sleeping bag? Did you bring marshmallows to roast? Did you bring a toothbrush? Then pull the sheet off of them and ask them to collect all the balls and return them to their container.
- Change Up* For older children: Add a rubber chicken to the popcorn balls. The older kids think the chicken is funny, but the younger kids don't like it. For younger children, have teachers shake the parachute and the kids add the balls.