

**Lesson Plan: June Week 3**

TIME: Approximately 10 minutes to do Teacher Activities, 10 minutes to do Family Activities

ACTIVITIES



**Teacher A: High Cones v. Low Cones**



**Teacher B: Wall Bounce Pass and Catch**



**Family A: Brick Knock Down**



**Family B: Body Mimic**

**Family Activities are in a separate download for you to send home to parents.**

EQUIPMENT	Description and Alternatives	Purchase
High cones	<p>9” cones are a versatile toy with many uses for games and delineating space.</p> <p><b><u>Play with a purpose offers a 10% discount to Pop, Hop &amp; Rock subscribers with this code: P10-PopRockHop</u></b></p>	<p><a href="#">Play with a Purpose</a></p>
Low cones	<p>Low cones are also great for delineating space and can be used in many different games and activities.</p>	<p><a href="#">Amazon</a></p>
Small Playground Balls, 1 per child	<p>Small-sized playground balls are ideal for small hands. Dollar Tree is always an option when available, but sometimes they are misshapen and don't roll properly.</p> <p><b><u>Play with a purpose offers a 10% discount to Pop, Hop &amp; Rock subscribers with this code: P10-PopRockHop</u></b></p>	<p><a href="#">Play with a Purpose</a></p>

*\*Pop, Hop and Rock does not receive any money from Play with a Purpose for sales. They simply support our mission and want to help our subscribers gain access to quality equipment.*

DEVELOPING SKILLS	Lesson Plan Activities			
	Teacher A High Cones v. Low Cones	Teacher B Wall Bounce Pass and Catch	Family A Brick Knock Down	Family B Body Mimic
<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		X
<b>Temporal Awareness</b>		X	X	
<i>Sensory Skills</i>				
<b>Auditory Processing</b>				
<b>Proprioceptive Development</b>	X	X	X	
<b>Vestibular Development</b>				X
<b>Visual Processing</b>	X	X	X	X
<i>Strength</i>				
<b>Aerobic Strength</b>				
<b>Core Strength</b>	X		X	X
<b>Grip Strength</b>	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>		X	X	
<b>Eye-Hand Coordination</b>	X	X	X	
<b>Motor Planning</b>		X	X	
<b>Bilateral Movement</b>	X	X	X	X
<b>Balance</b>				X

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

ACTIVITY A: High Cones v. Low Cones  
Ages 3-6

GOALS

Children will use eye-hand coordination while getting aerobic in this game.

SKILLS

**Perceptual Motor Skills**

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

**Sensory Skills**

**Proprioceptive development**  
**Visual processing**

**Strength**

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

**Other Skills**

**Eye-hand coordination**  
**Bilateral movement**

EQUIPMENT

Regular sized cones, about 3 per child

Low cones, about 3 per child

HOW TO

- Set Up* Place all the high cones in the play space, spread out, at least 1-2 feet apart. Place half of the low cones on top of the high cones and the other half on the floor, at least 1-2 feet apart.
- Transition In* Divide the children in two groups, and have them stand on opposite sides of the play space with the cones between them. If needed, place poly spots on the floor for children to stand on.
- Introductory Questions* What do you see all over the floor?  
Are the cones the same height?  
Are the cones lying on the floor in different ways?
- Explain The Game When I say GO!* One group of children will be the High Cones Team. Their job is to make sure all the low cones are on top of the high cones. The other group of children will be the Low Cones Team. Their job is to make sure all the low cones are on the floor.  
After a minute or two have all the children run back to where they started the game. Then, say GO! again. After several rounds, switch the jobs of the teams.
- Transition Out* Children return all the cones to their storage bins.
- Change Up* For older children, have them play the game while bear crawling.  
For younger children, have them all work together on one team, rather than in two teams.

ACTIVITY B: Bounce pass to wall and catch

Ages 4-7

GOALS

A great reaction game of eye-hand coordination.

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 small playground ball per child  
A big, empty wall with no windows  
Poly spots, one per child

HOW TO

- Set Up* Place poly spots about 3 feet from the wall and about 2-4 feet from each other, so they are in a line parallel to the wall. Place a ball on each poly spot.
- Transition In* Children stand on a poly spot and hold the ball.
- Introductory Questions* What happens if you throw the ball at the wall? Do you think you could catch it after it bounces against the wall?
- Explain The Game When I say GO!* Children will bounce the ball on the floor in front of the wall and try to catch the ball. If they miss, they return to their spot and try again. As they begin to master this skill, have them move their spots back a little bit and try throwing at the wall and catching the ball as it bounces on the return. Then have them try catching with no bounces.
- Transition Out* Return spots and balls to their storage places.
- Change Up* For children older than 7, create teams with 4-5 children in each team. The team lines up behind the poly spot and the first child bounces the ball on the floor to the wall, then runs to the back of the line. The next child in the line then catches the ball and bounces it to the wall, running to the back of the line so the next child can catch. How many times in a row can their team accomplish this without missing? If they master this, have them try catching on the return bounce, and then taking out the bounces altogether. For children younger than 4 have them play the game by just rolling the ball against the wall and trying to catch it.