

Lesson Plan: March Week 1

TIME: Approximately 20 minutes to do all 4 activities

ACTIVITIES



A: Switch Tag



B: Brooklyn Bridge in a Circle



C: Foot Placement



D: Scarf Catching From the End of the Room

Pop, Hop & Rock™ Curriculum March Week 1

EQUIPMENT	Description and Alternatives	Purchase
1 - 3 Playground Balls	We love mini playground balls. They are smaller than a regular playground ball and easier for a preschool hand to grip. For older children, a bigger ball is better, it will keep them from throwing too hard.	Amazon
Pop, Hop & Rock™ Foot and Hand Cards	Small, colorful hands and feet help children with directional and spatial awareness. Make your own or use ours!	Link in curriculum to the PHR collection.
Painters Tape	Any cheap painters tape will do.	
1-2 Scarves	Scarves should be light and float to the ground slowly.	Amazon

Pop, Hop & Rock™ Curriculum March Week 1

DEVELOPING SKILLS	Lesson Plan Activities			
	A Switch Tag	B Brooklyn Bridge	C Foot Placement	D Scarf Catching
<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			
Proprioceptive Development	X	X		
Vestibular Development		X		X
Visual Processing	X	X	X	X
<i>Strength</i>				
Aerobic Strength	X			
Core Strength		X		X
Grip Strength				
Upper Body Strength		X		X
Lower Body Strength	X	X		X
<i>Other Skills</i>				
Crossing the Midline				
Eye-Hand Coordination	X	X	X	X
Motor Planning		X	X	X
Bilateral Movement		X		
Balance		X	X	X

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

ACTIVITY A: Switch Tag

Ages 3-8

GOALS

Children will get aerobic while practicing their auditory and visual skills.

SKILLS

Perceptual Motor Skills

Body awareness
Directional awareness
Spatial awareness

Strength

Aerobic strength
Lower body strength

Sensory Skills

Auditory processing
Proprioceptive development
Visual processing

Other Skills

Eye-hand coordination

EQUIPMENT

None needed

HOW TO

Set Up

None needed

Transition In

Children are in their Starting Position.

Introductory Questions

Do you know what switch means?

If Ms. Smith and I were to switch places what would that mean?

Explain The Game When I say GO!

Children will be on one team and teachers are on the other team. Children will start out tagging the teachers. When tagged, a teacher will do 5 jumping jacks before running again. When a teacher calls "SWITCH," the teachers become the taggers.

Transition Out

Children go to the middle of the room, holding hands and making a circle to prepare for the next game.

Change Up

For older children, make two teams of children, and give each team a name. The teacher calls out the name of one team, and that team is the tagger team. Then, switch by calling the name of the other team. Make it harder by having 3 or more teams. Or, give the teams numbers. The teacher never speaks, just holds up the number of fingers of the team that is to be the tagging team. When the teacher changes the number of fingers being held up, a new team will be taggers.

ACTIVITY B: Brooklyn Bridge in a Circle

Ages 4-5

GOALS

Children will work on self control as they conquer several other skills.

SKILLS

Perceptual Motor Skills

Body awareness
Spatial awareness
Temporal awareness

Strength

Core strength
Upper body strength
Lower body strength

Sensory Skills

Proprioceptive development
Vestibular development
Visual processing

Other Skills

Eye-hand coordination
Motor planning
Bilateral movement
Balance

EQUIPMENT

1-3 playground balls

HOW TO

Set Up

None needed

Transition In

Children form a circle in the center of the room, putting their feet out a little wider than their hips so they are forming a “bridge” with their legs, with feet touching the feet of their neighbors.

Introductory Questions

What is a bridge used for? Do you see that your legs have made a bridge? Do you see that everyone in the circle has made a bridge with their legs?

Explain The Game When I say GO!

Your goal in this game is to hit a ball through someone else’s legs. The key is that we are not throwing the ball and we are not catching the ball. We are hitting the ball so it rolls along the ground. You will hit the ball to keep it from going through your own legs, and you will try to hit it through someone else’s legs.

It is very important that you never ever move your feet while playing the game unless the goes through your legs. Then you are in charge of retrieving the ball and bringing it back to the game.

Transition Out

Return the ball to its storage place and go to the Starting Position.

Change Up

For older children, continue to add balls to make it more challenging.

For children younger than 4, or 4 year olds who are struggling with the circle, make two lines of children facing each other. Each side makes a bridge with their own feet (it helps to do this over a poly spot which is a good target). Let the children take turns trying to roll the ball through the feet of the child opposite them.

ACTIVITY C: Foot Placement

Ages 3-8

GOALS

Children will work on body position and understanding their body's relationship to cues.

SKILLS

Perceptual Motor Skills

Body awareness
Directional awareness
Spatial awareness

Other Skills

Eye-hand coordination
Motor planning
Balance

Sensory Skills

Visual processing

EQUIPMENT

Pop, Hop and Rock™ Foot and Hand cards, Painters tape

HOW TO

Set Up

Place 2 lines of foot cards on the floor, taping them down with painters tape, with left foot only about 3 inches from matching right foot. Put pairs of feet a preschool-stride apart, so children can jump from one set of feet to the next. Then put feet down so children can step right-left-right-left. And then, put several lefts in a row, and several rights in a row for hopping.

Transition In

Ask the children to make a line at the beginning of the line of cards.

Introductory Questions

Do you see the footprints of the floor? Can you point to your big toe? Can you point to your pinkie toe? Are they on different sides of your feet?

Explain The Game When I say GO!

Children will move through the pattern of feet attempting to put the correct foot on the card on the floor. While this seems simple, it is actually very challenging, so perfection is not the goal. This is a good assessment of where children are with their body awareness and motor planning. A few 5 year olds will get this perfectly. Most 4 year olds will struggle, but it is a good processing challenge for them. Elementary age children should be able to transfer their knowledge of which foot looks like the foot on the floor to moving over the cards.

Transition Out

Ask children to gently pull the cards off the floor and return them to their storage place.

Change Up

For older children: Add hand cards so they bear crawl along the lines of cards.

For younger children: Just have them jump from two feet to two feet.

ACTIVITY D: Scarf Catching Across the Room

Ages 2-6

GOALS

Children will practice reaction skills as they practice eye-hand coordination.

SKILLS

Perceptual Motor Skills

Body awareness
Directional awareness
Spatial awareness
Temporal awareness

Strength

Core strength
Upper body strength
Lower body strength

Sensory Skills

Vestibular development
Visual processing

Other Skills

Eye-hand coordination
Motor planning
Balance

EQUIPMENT

1 - 2 scarves

HOW TO

Set Up

Teacher has a scarf for tossing. If you have a large group, have two teachers participate, each with a scarf.

Transition In

Children are in their Starting Position, lined up facing the teachers.

Introductory Questions

Do you think a scarf will fall slowly or quickly if I throw it up in the air? Do you think you can catch it before it hits the floor if I throw it in the air?

Explain The Game When I say GO!

Teacher will start at one end of the line and toss the scarf into the air for that child to catch. (If using two teachers, they can start at either end of the line and move toward the center.) Give a 1-2-3-GO warning before tossing the scarf.

Start standing about 1 foot away from the line of children. Try again 2 feet away, then 3 feet, etc, increasing the distance each round.

Transition Out

Children return to the Starting Position.

Change Up

For older children, start further back in the first round.

For younger children, start 1 foot away, and just practice that distance several times.