

Lesson Plan: November Week 4

TIME: Approximately 20 minutes to do all 4 activities

ACTIVITIES



A: Downward Facing Dog Tag



B: Wall Tracing



C: Solo Cup Turnover



D: Color Tag

EQUIPMENT	Description and Alternatives	Purchase
<p>Pop, Hop, &amp; Rock™ Shape Cards</p> <p>1 per child plus 4-5 extra</p>	<p>Cards with colored shapes on them, one shape per card, preferably laminated.</p> <p>You can make your own or download ours.</p>	<p>Download Pop, Hop, &amp; Rock™ Shape Cards. See downloads in November Curriculum</p>
<p>Poly Spots</p> <p>1 per shape card</p>	<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. If you have the funds, these spots are worth the investment.</p> <p>Alternatives: For spots to use on the floor, you can cut circles out sheet vinyl, cheap placemats, shelf liner or non-skid rug liner. Or, you can mark places on the floor with colored masking tape.</p>	<p><a href="#">Amazon School Specialty</a></p>
<p>Painters Tape</p>	<p>Any inexpensive painters tape will do. Do not use masking tape - it can damage walls.</p>	<p>Home improvement store or Dollar Tree</p>
<p>Large plastic cups</p> <p>About 4 per child</p>	<p>Cheap Dollar Tree cups are fine.</p>	<p>Party store or Dollar Tree</p>
<p>Sponge balls, variety of colors, one for each child</p>	<p>Sponge balls should be small, lightweight and come in a variety of colors.</p> <p>Alternative for this week: a small (about 3"x5") piece of colored paper.</p>	<p><a href="#">Oriental Trading</a></p>

Pop, Hop & Rock™ Curriculum October Week 4

DEVELOPING SKILLS	Lesson Plan Activities			
	A Downward Facing Dog Tag	B Wall Tracing	C Solo Cup Turnover	D Color Tag
<b>Perceptual Motor Skills</b>				
Body Awareness	X	X		X
Directional Awareness	X		X	X
Spatial Awareness	X	X	X	X
Temporal Awareness				
<b>Sensory Skills</b>				
Auditory Processing				
Proprioceptive Development	X	X	X	X
Vestibular Development	X			X
Visual Processing		X	X	X
<b>Strength</b>				
Aerobic Strength	X	X	X	X
Core Strength	X	X	X	X
Grip Strength	X		X	X
Upper Body Strength	X	X	X	X
Lower Body Strength	X	X	X	X
<b>Other Skills</b>				
Crossing the Midline		X	X	
Eye-Hand Coordination	X		X	X
Motor Planning		X		
Bilateral Movement		X	X	X
Balance	X			X

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

ACTIVITY A: Downward Facing Dog Tag  
Ages 4-7

GOALS

Children should know how to execute downward facing dog pose.

SKILLS

**Perceptual Motor Skills**

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

**Strength**

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

**Sensory Skills**

**Proprioceptive development**  
**Vestibular development**

**Other Skills**

**Eye-hand coordination**

EQUIPMENT

None

HOW TO

<i>Set Up</i>	No set up required
<i>Transition In</i>	Children begin in the Starting Position. Choose 1 child to be It. Explain that this is a tag game when only one person can tag.
<i>Introductory Questions</i>	Do we push when we tag? Hit? Slap? Do we touch gently when we tag? Who is the only person tagging today? Can you show me how we do Downward Facing Dog?
<i>Explain The Game When I say GO!</i>	Children will run in the same direction. If tagged by It, the child who was tagged must stop and do Downward Facing Dog. The child must stay in the pose until another child who is not It crawls underneath and frees them to run again.
<i>Transition Out</i>	Children return to the Starting Position.
<i>Change Up</i>	More than one child can be It at a time, particularly if you have a large group of children.

ACTIVITY B: Wall Tracing  
Ages 3-7

GOALS

Older children should know their shapes and colors.  
Younger children should know their colors.

SKILLS

**Perceptual Motor Skills**

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

**Sensory Skills**

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

**Strength**

**Aerobic strength**  
**Core strength**  
**Upper body strength**  
**Lower body strength**

**Other Skills**

**Crossing the midline**  
**Motor planning**  
**Bilateral movement**

EQUIPMENT

Pop, Hop, & Rock™ Shape Cards, one shape per card. Laminate them for durability.  
(See Equipment List to download Pop, Hop & Rock™ Shape Cards.) You need 1 card per child, plus 4-5 extras.

Poly Spots, 1 per card with colored shapes  
Painters tape

HOW TO

- Set Up** Before the children arrive, tape the shapes to two opposite walls, about 1 foot off the floor and about 2-3 feet apart. Put a poly spot on the floor in front of each shape.
- Transition In** Have the children stand in the middle of the room so they can see both walls where the shapes are taped. Teacher stands in front of one shape.
- Introductory Questions** What do you see taped to the walls?  
What is this shape? What color is it?
- Explain The Game When I say GO!** Children go sit on a spot in front of a shape. While sitting down, they take one foot and trace the edge of the shape with that foot. Then, repeat with the other foot. Then, they yell out the color and the shape, jump up, run to the opposite wall and pick a different shape and do it again. Try do all the shapes taped to the walls.
- Transition Out** Children will come to the middle of the room.
- Change Up** For younger children, who may not know the names of the shapes, they can just yell the color.

ACTIVITY C: Solo Cup Turnover  
Ages 4-7

GOALS

Children should know the difference between right side up and upside down.

SKILLS

**Perceptual Motor Skills**

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

**Strength**

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

**Sensory Skills**

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

**Other Skills**

**Crossing the midline**  
**Eye-hand coordination**  
**Bilateral movement**

EQUIPMENT

Large solo cups, about 4 per child

HOW TO

- |  |   |
|--|---|
| <i>Set Up</i>                          | Solo cups are all over the floor, half are right-side up, half are upside down.   |
| <i>Transition In</i>                   | Divide the group in half by going down the line of children, placing a hand on each child's shoulder. Tell every other child to stay here and the others to go to the opposite side of the room.                                  |
| <i>Introductory Questions</i>          | What have I put all over the floor? Are they all right-side up? Are they all upside down? (Demonstrate so children know the difference.)  |
| <i>Explain The Game When I say GO!</i> | Children on one side of the room will be turning all the cups right-side up. Children on the opposite side of the room will be turning the cups upside down. Children must stay on their feet, with no knees touching the ground. |
| <i>Transition Out</i>                  | Children will stack all the cups then return to the Starting Position.  |
| <i>Change Up</i>                       | Perform the whole game while bear crawling.   |

ACTIVITY D: Color Tag

Ages 3-7

GOALS

Children will get aerobic while practicing grip strength and self control.

SKILLS

**Perceptual Motor Skills**

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

**Strength**

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

**Sensory Skills**

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

**Other Skills**

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

EQUIPMENT

Sponge balls, a variety of colors, one ball for each child

HOW TO

- Set Up* No set-up needed.
- Transition In* Children are in their Starting Position.  
Give each child one ball, making sure to hand out a variety of colors.
- Introductory Questions* Do you know what color ball you are holding? Does everyone know what it means to play tag? Who does the tagging? (only the person who is It.) When we tag do we push? Hit? Shove? Touch gently?
- Explain The Game When I say GO!* Choose a color to be It, saying, "Blue is IT. If you are holding a blue ball, you are now a tagger. Hold your blue ball up for everyone to see. When you tag someone, yell out BLUE so they know they have been tagged. GO!" Children all run in a big circle in the same direction. If tagged, the tagged child goes to the middle of the room and does 5 jumping jacks and then returns to the game.  
After a period of time the teacher calls out FREEZE and chooses a different color to be It.
- Transition Out* Children return to their Starting Position.
- Change Up* For 2 year olds and younger 3s, running is the main point of this game. Have a teacher be It, tag a child and then keep running.