



Pop, Hop & Rock™ Curriculum

Lesson Plan: October Week 2

TIME: Approximately 20 minutes to do all 5 activities

ACTIVITIES



A: Yoga Review



B: Freeze and Melt with Jacks and Stars



C: Red Light/Green Light Run



D: Ladder Walking

Pop, Hop & Rock™ Curriculum October Week 2

EQUIPMENT	Description and Alternatives	Purchase
Pop, Hop & Rock™ Garden Yoga Cards	Laminate the card for durability.	Download cards <i>here</i>
Poly spots A few more spots than children in your group	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. Alternatives: 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	Amazon
Poly Stars 6 stars	About 9" each, in various colors. Alternatives: You can cut stars from sheet vinyl, cheap placemats, shelf liner or non-skid rug liner. Or, you can mark places on the floor with colored masking tape	Amazon
Music	"Move It" from the <i>Madagascar</i> movie or any fast paced song	
1 red sand bucket 1 green sand bucket 1 other colored bucket	Any cheap, plastic buckets, bins or large bowls will do. Or, you can wrap colored paper around bins to get the colors you need. If purchasing buckets, 9" buckets are great. It is very difficult to find a RED one for some reason! Buckets are seasonal so keep your eyes peeled!	Amazon Dollar Tree Craft Store
Laminated Food Cards 15 cards	Pictures of sweets and treats (cotton candy, gum, chocolate, candy, chips, soda) and fruits and vegetables Have the kids help you make these cards by cutting out pictures from magazines and advertisements - a great fine motor activity.	Newspaper advertisements, food magazines, seed catalogs, internet clipart

Wooden Ladder	<p>Wooden ladders that lean, not that stand on their own, and often found as towel racks or some rustic decorative item. Check vintage and junk stores. Check them for loose splinters, and paint or sand as necessary.</p> <p>Alternatives are two 2x4s (also check for splinters and paint or sand as needed) and the narrow cardboard bricks.</p>	Amazon
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Pop, Hop & Rock™ Curriculum October Week 2

DEVELOPING SKILLS	Lesson Plan Activities			
	A Yoga Review	B Freeze/Melt Jacks/Stars	C Red Light/Green Light	D Ladder Walking
<i>Perceptual Motor Skills</i>				
Body Awareness	X	X		X
Directional Awareness	X			
Spatial Awareness	X			X
Temporal Awareness		X		
<i>Sensory Skills</i>				
Auditory Processing	X	X		
Proprioceptive Development	X	X		
Vestibular Development	X			
Visual Processing	X		X	X
<i>Strength</i>				
Aerobic Strength		X	X	
Core Strength	X	X		X
Grip Strength	X			
Upper Body Strength	X	X		
Lower Body Strength	X	X		X
<i>Other Skills</i>				
Crossing the Midline	X			
Eye-Hand Coordination	X			
Motor Planning	X	X		X
Bilateral Movement	X	X		X
Balance	X			X

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

ACTIVITY A: Yoga Review
Ages 2-7

GOALS

Children should be able to remember some if not all of the yoga poses learned in Garden Yoga, October Week 1.

SKILLS

Perceptual Motor Skills

Body awareness
Directional awareness
Spatial awareness

Sensory Skills

Auditory processing
Proprioceptive development
Vestibular development
Visual processing

Strength

Core strength
Grip strength
Upper body strength
Lower body strength

Other Skills

Crossing the midline
Eye-hand coordination
Motor planning
Bilateral movement
Balance

EQUIPMENT

Pop, Hop & Rock™ Garden Yoga Cards (See October Equipment list to download cards)

Poly spots, a few more than you have children in your group.

Poly stars, approximately 6.

HOW TO

- Set Up* Before the children arrive, lay the spots and stars in a circle spaced about one preschool stride length apart.
- Transition In* Ask the children to choose a spot or star to stand on.
- Introductory Questions* Do you remember the garden we built with yoga poses?
Do you remember the poses we learned?
- Explain The Game When I say GO!* Review and practice the poses using the Garden Yoga Cards: tree, downward facing dog, dead bug, bridge, cat, fish, flower, butterfly, turtle, snake, gate, rabbit.
- Transition Out* Children remain on their spot or star as they wait for Freeze and Melt with Jacks and Stars

ACTIVITY B: Freeze and Melt with Jacks and Stars
Ages 4-7

GOALS

Children should be able to move from spot to spot while the music is playing. When it stops, they should be able to respond appropriately to instructions given at the beginning of the game, including lying down on the floor and getting back up to standing and performing jumping jacks.

SKILLS

Perceptual Motor Skills

Body awareness
Temporal awareness

Sensory Skills

Auditory processing
Proprioceptive development

Strength

Aerobic strength
Core strength
Upper body strength
Lower body strength

Other Skills

Motor planning
Bilateral movement

EQUIPMENT

Poly spots, a few more than you have children in your group.

Poly stars, approximately 6.

Music ("Move It" from the *Madagascar* movie works well, but any upbeat song will work.)

HOW TO

- Set Up** Lay the spots in a circle spaced about one preschool stride length apart, as you have them for Yoga Review.
- Transition In** If children are just arriving, ask them to choose a spot or star to stand on. (They will already be there from Yoga Review.)
- Introductory Questions** Do you remember the game we played where the music was turned on and we stepped from spot to spot? What did you do when the music stopped? (melted until belly button was on the ground) What did you do when the music started again? (got up and stepped from spot to spot again)
There are spots on the floor, and what else? (stars)
- Explain The Game When I say GO!** Like Freeze and Melt, the children will move around the circle. When the music stops, if they are on a spot, they melt until their belly buttons are on the ground. If their feet are on a star when the music stops, they do jumping jacks until the music starts again. They do not need to do perfect jumping jacks - any attempt is good enough.
- Transition Out** Children take spots and stars, balancing them on their heads and make a pancake stack. Children then move to the Starting Position.

ACTIVITY C: Red Light/Green Light Run
Ages 3-7

GOALS

Children should be able to recognize pictures of Stop Foods (treats or sweets) and Go Foods (fruits or vegetables).

SKILLS

Sensory Skills
Visual processing

Strength
Aerobic strength

EQUIPMENT

Red bucket filled with laminated pictures of sweets and treats (soda, candy, chips, etc.)

Green bucket filled with laminated pictures of healthy foods (fruit, vegetables, water, etc.)

HOW TO

Set Up Children should be in the Starting Position.

Transition In Show the children the buckets and that they are filled with pictures.

Introductory Questions What do you see in these buckets? What color are these buckets? What does a red light mean? (stop) What does a green light mean? (go)

Explain The Game When I say GO! Remind the children that when they were babies all they ate was special milk. But because they got bigger, they needed to eat lots of other foods to help them grow.

All of the food in the green bucket are Go Foods. They can eat lots of these foods to help them get bigger, stronger, faster and smarter. Doesn't everyone want to be bigger, stronger, faster and smarter? Show the foods in the green bucket.

All the foods in the red bucket are Stop Foods. They don't help you get bigger, stronger, faster or smarter. If you eat too many of these foods, they just make you want to sit and do nothing. Show the foods in the red bucket.

Mix up the cards in a third bucket.

Children run in the same direction. A teacher pulls out a food card. If it is a Go Food, children continue to run. If it is a Stop Food, children are to stop.

Transition Out Children return to the Starting Position.

ACTIVITY D: Ladder walking
Ages 2-7

GOALS

Children should be able to follow the directions given and attempt to balance in a number of different ways.

SKILLS

Perceptual Motor Skills
Body awareness
Spatial awareness

Sensory Skills
Visual processing

Strength
Core strength
Lower body strength

Other Skills
Motor planning
Bilateral movement
Balance

EQUIPMENT

A flat wooden ladder or two 2x4s (for the rails) and some narrow cardboard bricks (for the rungs)

HOW TO

Set Up The ladder should be in front of the children laying on the ground

Transition In Children should be in the Starting Position.

Introductory Questions Does anyone know what these are? (point to the rungs)
What are these? (point to the rails)

Explain The Game When I say GO! Children are going to take turns walking on the ladder in various ways:

- step between the rungs
- step on the rungs.
- step on the side rails with one foot on each rail.

Transition Out Children return to the Starting Position.

Change Up For older children, walk with both feet on one side rail.
Younger children may need to hold an adult's hand for extra balance. Start with holding hands, then move to having the child hold only your finger. Then, try holding only the child's finger to stretch their balancing skills.