



Pop, Hop & Rock™ Curriculum

Lesson Plan: October Week 1

TIME: Approximately 20-25 minutes to do all 4 activities

ACTIVITIES



A: Clothespin Tag



B: Metronome Movement



C: Yoga Garden



D: Brick Bowling

Pop, Hop & Rock™ Curriculum October Week 1

EQUIPMENT	Description and Alternatives	Purchase
Clothespins 5 per child with some extras	Standard wooden spring-loaded clothespins	Dollar Tree
Metronome App	<p>The Gismart Metronome - BPM Beats Counter & Tap Tempo App is easy to use, with a dial interface that allows quick up or down tick in beat.</p> <p>A traditional metronome, a drum or even clapping will work as an alternative.</p>	The App Store
Pop, Hop & Rock™ Garden Yoga Cards	Laminate the card for durability.	Download cards <i>here</i>
Sticky back Velcro or magnet tape	<p>Put scratchy Velcro on the back of the Yoga Garden Cards to use with a felt board or magnet tape on the back to use with a magnet board.</p> <p>Alternative: Use painter's tape to tape them to the wall.</p>	
Felt board or magnet board	<p>Large enough to hold the Yoga Garden Cards.</p> <p>Alternative to a felt board: Make a felt board with a scrap of wood or a large piece of foam core (from the dollar store) and some felt (from the fabric store). Or, buy a large frame from a thrift shop and wrap the backboard of the frame in felt.</p> <p>For a DIY magnet board, use a large metal cookie sheet (not aluminum) or a metal door. You can get sheets of metal from the hardware store. Like the felt board, you can cut the sheet metal down to fit inside a thrift store frame to protect fingers from the sharp edges.</p> <p>Alternative: Use painter's tape to tape them to the wall.</p>	Amazon
Garden Bucket	Any bucket large enough to hold the Yoga Garden Cards will work.	

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<p>Cardboard bricks 2 per child</p>	<p>Worth the investment if you have the funds. These bricks can often be found at thrift shops. Alternatives: Empty sturdy cardboard boxes or blocks of dense styrofoam</p>	<p>Amazon</p>
<p>Mid-size cones 8-10 cones</p>	<p>Cones come in different sizes and weights. Cones are repeatedly stepped on, so durable cones with some flexibility are preferable for the long term. A 7-10” cone works best. Alternative: You can use large plastic cups.</p>	<p>Amazon or Dollar Tree, but they aren't as durable</p>
<p>Mid-size rubber balls 2-3 per child</p>	<p>Alternative: small soccer balls or small beach balls</p>	<p>Amazon Or Dollar Tree</p>

Pop, Hop & Rock™ Curriculum October Week 1

DEVELOPING SKILLS	Lesson Plan Activities			
	A Clothespin Tag	B Metronome Movement	C Yoga	D Brick Bowling
<i>Perceptual Motor Skills</i>				
Body Awareness	X		X	
Directional Awareness	X		X	
Spatial Awareness	X		X	X
Temporal Awareness		X		X
<i>Sensory Skills</i>				
Auditory Processing		X	X	
Proprioceptive Development	X		X	X
Vestibular Development			X	
Visual Processing	X		X	
<i>Strength</i>				
Aerobic Strength	X	X		
Core Strength	X		X	X
Grip Strength	X		X	X
Upper Body Strength	X		X	X
Lower Body Strength			X	X
<i>Other Skills</i>				
Crossing the Midline	X		X	X
Eye-Hand Coordination	X			X
Motor Planning	X		X	X
Bilateral Movement	X		X	X
Balance			X	

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

ACTIVITY A: Clothespin Tag
Ages 3-7

GOALS

Children should be able to run in the same direction while working to capture clothespins off other children's backs. Children should be familiar with the operation of a clothespin and older children should be able to attach a clothespin to their own clothes.

SKILLS

Perceptual Motor Skills

Body awareness
Directional awareness
Spatial awareness

Sensory Skills

Proprioceptive development
Visual processing

Strength

Aerobic strength
Core strength
Grip strength
Upper body strength

Other Skills

Crossing the midline
Eye-hand coordination
Motor planning
Bilateral movement

EQUIPMENT

Clothespins, enough for each child to have 5, plus extras

HOW TO

- Set Up* Teachers attach 5 clothespins to the back of each child's shirt.
- Transition In* Children gather in the Starting Position.
- Introductory Questions* Do you know how a clothespin works? What animal has quills?
Do you feel like a porcupine? What do you think a porcupine feels like?
- Explain The Game When I say GO!* Children attempt to capture clothespins off other children's backs and add the clothespins to their own shirt. Use extra clothespins for children who get all of their own clothespins captured.
Children must run in the same direction while playing the game.
- Transition Out* Children return clothespins to the storage container, being sure to check their friends' backs for any missed clothespins.
Children return to the Starting Position.
- Change Up* Younger children need assistance getting the clothespin secured to their own shirts. Encourage older children to secure the captured clothespins to their own backs. For the oldest children, have them kneel to put the clothespin on their clothes. Inform the children that they are not allowed to capture a clothespin off the back of a child who is kneeling.

ACTIVITY B: Metronome Movement
Ages 2-5

GOALS

Children should be able to recognize the difference in rhythms and move their bodies in response.

SKILLS

Perceptual Motor Skills
Temporal awareness

Strength
Aerobic strength

Sensory Skills
Auditory processing

EQUIPMENT

A metronome app, metronome, or drum to provide a rhythm

HOW TO

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|--|--|
| <i>Set Up</i> | Children are in their Starting Position. |
| <i>Transition In</i> | Using your drum, metronome or metronome app, play a slow rhythm. Then, play a very fast rhythm. |
| <i>Introductory Questions</i> | How would you move to each rhythm, fast or slow? |
| <i>Explain The Game When I say GO!</i> | Children will move to the rhythm, going around the room in the same direction. Change the rhythm frequently during the game. |
| <i>Transition Out</i> | Children will come to the middle of the room. |
| <i>Change Up</i> | Instead of walking or running, children could tiptoe, hop, stomp, gallop or skip to the beat. |

ACTIVITY C: Garden Yoga

Ages 2-7

GOALS

Children will learn the basics of yoga using cards showing things found in a garden.

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

Crossing the midline
Motor Planning
Bilateral movement
Balance

EQUIPMENT

Garden Bucket

Laminated Pop, Hop and Rock™ Yoga Garden Cards (See *October Equipment Suggestions* to download cards.)

A place to display the cards - felt board, white board and tape, magnetic board and magnets

HOW TO

- Set Up** Have the bucket with the laminated Pop, Hop and Rock™ Yoga Garden Cards and a place to display them ready
- Transition In** Children sit on the floor with plenty of space around them.
- Introductory Questions** Have you ever heard of yoga?
What is this? (bucket) How would you use a bucket in a garden?
- Explain The Game When I say GO!** Explain that yoga is a kind of exercise where you get your body into twisted positions called poses, and every pose has a name. Explain that we are going to build a garden by doing yoga poses. Children will take turns choosing an item from the bucket and showing it to the other children before putting it in the garden (felt board or magnet board). Discuss what each item does in the garden and then do the yoga pose with the children.
- Transition Out** Children return to the Starting Position.

ACTIVITY D: Activity D: Brick Bowling

Ages 3-7

GOALS

Children will practice knocking down bricks by bowling.

SKILLS

Perceptual Motor Skills

Spatial awareness

Temporal awareness

Sensory Skills

Proprioceptive development

Strength

Core strength

Grip strength

Upper body strength

Lower body strength

Other Skills

Crossing the midline

Eye-hand coordination

Motor planning

Bilateral movement

EQUIPMENT

Cardboard Bricks (2-3 per child)

8-10 Cones

Mid-sized rubber balls (2-3 per child)

HOW TO

Set Up

Line up cardboard bricks a few inches in front of a wall. Make a line of cones, parallel to the bricks, about 5 feet away from the bricks.

Transition In

Children will stand behind the line of cones, facing the bricks. Put the balls on the floor behind the children.

Introductory Questions

Have you ever been bowling? What do you use to bowl?

Explain

The Game

When I say GO!

Children roll one ball at a time, trying to knock down the bricks, staying behind the cones. If they run out of balls behind them, they can go get a ball from the other side of the cones, but they must return to the proper side of the cones before bowling again.

Transition Out

The children return the balls, bricks and cones to their storage containers.

Change Up

Older children: once they have gotten the hang of it, teachers can guard the cones to make it more challenging.

Younger Children (2 years old): Put the bricks along one edge of a table and have children throw the balls to knock down the bricks. The table keeps the children from getting too close to the bricks and uses more upper body strength.