



Pop, Hop & Rock™ Curriculum

Lesson Plan: September Week 2

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

ACTIVITIES



A: If You Are Wearing



B: Spot Hop, Name Color



C: Number Turnover, Level 1



D: Brown Bear

EQUIPMENT	Description and Alternatives	Purchase
<p>Poly Spots</p> <p>1 for each child in your class, plus 5-10 extra (at least 20)</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>For spots you use in your hands (like in Speed Racer), you can use paper plates or circles cut from poster board, preferably laminated.</p>	<p>Amazon School Specialty</p>
<p>Two-sided cards with colors/symbols</p> <p>5-10 more cards than children in your class</p>	<p>Two-sided cards made from half sheets of colored card stock. For this set, one side should have one color and one symbol (maybe blue with number 5) and the other side should have a different color and different symbol (maybe pink and number 2). You can customize the colors and symbols. For example, instead of blue and pink, you could use yellow and green. And, instead of numbers, you could use letters, pictures of animals, shapes. The key is for one side of the set to all match and the other side of the set to all match. Make the cards, put them back-to-back, and (if possible) laminate them.</p>	<p>Made by teacher</p>

DEVELOPING SKILLS	Lesson Plan Activities			
	A If You Are Wearing	B Spot Hop, Name Color	C Number Turnover, Level 1	D Brown Bear, Brown Bear
<i>Perceptual Motor Skills</i>				
Body Awareness				
Directional Awareness	X			
Spatial Awareness	X			
Temporal Awareness				
<i>Sensory Skills</i>				
Auditory Processing	X		X	
Proprioceptive Development		X		X
Vestibular Development				X
Visual Processing				
<i>Strength</i>				
Aerobic Strength	X		X	
Core Strength		X	X	X
Grip Strength				
Lower Body Strength		X		X
Upper Body Strength				X
<i>Other Skills</i>				
Crossing the Midline				
Eye-Hand Coordination			X	
Motor Planning		X		
Bilateral Movement				

See Reference: Skills, Strengths, Motor Movements for more information.

ACTIVITY A: If You Are Wearing
Ages 4-7

GOALS

Children should be able to follow directions, recognize colors, patterns of things associated with themselves, be able to orient their direction for running.

SKILLS

Perceptual Motor Skills

Directional awareness

Spatial awareness

Sensory Skills

Auditory processing

Strength

Aerobic strength

EQUIPMENT

Poly Spots, 1 for each child

HOW TO

- Set Up* Before the children arrive, place the spots in a circle, about 12 - 18 inches apart.
- Transition In* Ask the children to find a spot and stand on it.
- Introductory Questions* What color spot are you standing on? What colors are the spots next to you? Who is standing next to you? Where is the outside of our circle?
Is everyone wearing the same clothes and shoes today?
- Explain* Look carefully at the spot you are standing on. Remember what color it is and what color the spots next to you are. Remember who is standing next to you and where you are in the circle. You will have to return to this spot in the game.
- The Game:*
When I say GO! We are all going to run around the circle in the same direction so no one gets hurt.
When I call out a color, check your clothes and shoes. If you are wearing that color, run around the *outside* of the circle one time and return to your spot.
Remember: Listen to the color, run around the *outside* of the circle, in the *same* direction, only *one* time, and return to *your* spot.
- Transition Out* Ask the children to pick up their spots, balance them on their heads and return them to the teacher, using their hands to make a pancake stack.
- Change Up* Other cues to run can be patterns, letters on their clothes, types of shoes, having long or short hair, wearing a dress, pants, shorts, etc.

ACTIVITY B: Spot Hop, Name Color
Ages 3-6

GOALS

Children should be able to recognize colors, be able to hop with two feet (older children), or have the beginning mechanics of hopping (younger children).

SKILLS

Sensory Skills

Proprioceptive development

Strength

Core strength

Lower body strength

Other Skills

Motor planning

EQUIPMENT

Different colored poly spots (about 6-8) (see Equipment List for alternatives)

HOW TO

- Set Up* Make a line of spots perpendicular to and extending away from the Starting Position.
- Transition In* Gather children at the Starting Position.
- Introductory Questions* How does a kangaroo hop? What about a rabbit? (Demonstrate jumping from two feet to two feet)
- Explain*
The Game:
When I say GO! The children are going to take turns hopping on spots, two feet glued together like a kangaroo or a rabbit. Each time they land on a spot, they are to name the color of the spot.
When they finish, they are to go to the end of the line in the Starting Position.
- Transition Out* Ask one of the children to pick up the spots and make a pancake stack.
- Change Up* For older children, the spots could have letters or numbers on them. For younger children use fewer spots, maybe only 4.

ACTIVITY C: Number Turnover, Level 1
Ages 3-6

GOALS

Children should be able to recognize colors (younger children) or numbers (older children) and be able to follow directions.

SKILLS

Sensory Skills
Auditory processing

Strength
Aerobic strength
Core strength

Other Skills
Eye-hand coordination

EQUIPMENT

Two sided cards with one color/symbol combination on one side, and a different color/symbol combination on the other side. (See Equipment list for details.)

HOW TO

- Set Up* Place two sided cards all over the floor, with one color/symbol side up.
- Transition In* Gather children in the Starting Position.
- Introductory Questions* (For these questions, assume the cards have number 5 on one side and number 2 on the other side. Modify to fit your cards.)
What number do you see all over the floor?
(Showing the children one of the cards) What number is on this side?
What number is on the other side?
Did you notice that on the back of every 5 there is a 2?
If I wanted every one of the 5s out there to turn into 2s, what would I need to do?
- Explain The Game: When I say GO!* Children will turn all the cards over from the number that is up to the number on the back-side until the back-side of every card is up. The children are to stay on their feet, not on their knees. When they are finished, they are to return to the Starting Position. Repeat this several times.
- Transition Out* Have the children pick up the cards and make a pancake stack in a teacher's hands.
- Change Up* For younger children, use the colors as a cue instead of the numbers. Ask the same introductory questions, but ask them about colors instead. Then repeat the game several times having them turn the cards over to show the other color. Or, you can use other symbols instead of numbers: letters, shapes, animals, etc.

ACTIVITY D: Brown Bear, Brown Bear
Ages 2-5

GOALS

Children should be able to move like animals.

SKILLS

Sensory Skills

Proprioceptive development
Vestibular development

Strength

Core strength
Lower body strength
Upper body strength

EQUIPMENT

None

HOW TO

Set Up

Have a list of animals and how they move in your head. Some ideas: Birds fly. Bears lumber. Penguins waddle. Elephants stomp. Snakes slither. Foxes prance. Horses gallop. (See Activity Cards.)

Transition In

Have children gather in the Starting Position.

Introductory Questions

Have you ever read the book *Brown Bear, Brown Bear, What Do You See?*

Do all animals move in the same way?

Explain

The Game:

When I say GO!

The children are to collectively ask the teacher, “Brown bear, brown bear, what do you see?”

The teacher will name an animal and its movement in response. For example, “I see a bird flying past me!”

Then the children will move around the space like birds, being careful not to fly into their friends or objects in the room.

Each time the children ask, the teacher will name a new animal that is moving by: a bear, penguin, giraffe, elephant, snake, etc.

Transition Out

Have children return to the Starting Position.

Change Up

See if the children can come up with the locomotor movement that matches the named animal without any prompting. When responding, say, “I see a bird going past me.” Let the children decide how the bird would move.