



Pop, Hop & Rock™ Curriculum

Lesson Plan: September Week 4

TIME: Approximately 20 minutes to do all 4 activities

ACTIVITIES



A: Everybody's It



B: Birds' Nest, Level 1



C: Sorting



D: Trash

EQUIPMENT	Description and Alternatives	Purchase
<p>Poly Spots 10 spots</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>Amazon School Specialty</p>
<p>Sponge Balls 5-6 balls per child in your class</p>	<p>These should be small, light weight, and come in a variety of colors.</p> <p>Alternative: Balled up colored paper, rolled up socks</p>	<p>Amazon Oriental Trading</p>
<p>Plastic buckets To match the colors of the sponge balls</p>	<p>For the Sorting game in Week 4, you will need buckets that match the colors of the sponge balls. Any cheap, plastic buckets, bins or large bowls will do. Or, you can wrap colored paper around bins to get the colors you need.</p>	<p>The Dollar Tree or other similar store</p>
<p>Plastic Cones 10 - 15 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.</p> <p>Alternative: You can use large plastic cups.</p>	<p>Amazon or Dollar Tree, but they aren't as durable</p>

DEVELOPING SKILLS	Lesson Plan Activities			
	A Everybody's It	B Birds' Nests, Level 1	C Sorting	D Trash
Perceptual Motor Skills				
Body Awareness		X	X	X
Directional Awareness		X	X	
Spatial Awareness		X	X	X
Temporal Awareness				X
Sensory Skills				
Auditory Processing				
Proprioceptive Development	X			
Vestibular Development		X	X	X
Visual Processing				
Strength				
Aerobic Strength	X	X	X	
Core Strength				
Grip Strength				
Lower Body Strength				
Upper Body Strength				
Other Skills				
Crossing the Midline				
Eye-Hand Coordination	X	X	X	
Motor Planning				
Bilateral Movement				

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

ACTIVITY A: Everybody's It
Ages 3-9

GOALS

Children should be able to follow directions and control their bodies enough to tag softly.

SKILLS

Sensory Skills
Proprioceptive development

Strength
Aerobic strength

Other Skills
Eye-hand coordination

EQUIPMENT

None

HOW TO

- | | |
|---|---|
| <i>Set Up</i> | No set-up needed |
| <i>Transition In</i> | Children will be corralled on in the Starting Position. |
| <i>Introductory Questions</i> | When you play tag, what is the tagger called? (It)
How many kids are usually It? (One) |
| <i>Explain The Game: When I say GO!</i> | In this game, everybody is It. Because everybody is It, everybody gets to tag. Everybody can get tagged, too.
Remind the children how to tag: tagging doesn't mean hitting or pushing. It means touching <i>gently</i> .
Children must run in the same direction while tagging each other.
When a child gets tagged, the tagged child goes to the center of the room and does 3 jumping jacks.
Once three jumping jacks have been completed, the child rejoins the game and begins tagging friends again. |
| <i>Transition Out</i> | Children return to the Starting Position. |
| <i>Change Up</i> | You can use a different aerobic movement, like hopping in place, instead of the jumping jacks. Younger children will not be able to execute a jumping jack, and some of the older children will struggle too. That is ok. This is really an elementary school movement. Demonstrate how to do one and let them make their best attempt, laying the neural wiring needed to be successful down the road. |

ACTIVITY B: Birds' Nests Level 1
Ages 3-5

GOALS

Children should be able to follow directions.

SKILLS

Perceptual Motor Skills

Body awareness

Directional awareness

Spatial awareness

Sensory Skills

Vestibular development

Strength

Aerobic strength

Other Skills

Eye-hand coordination

EQUIPMENT

10 poly spots

30 sponge balls

HOW TO

Set Up

Lay out a line of 5 poly spots approximately three feet in front of the Starting Position, in a line parallel to the children. On the other side of the room, parallel to the first line of spots, place another line of 5 spots. On this second line of spots, furthest away from the children, place all the sponge balls in piles of 6 balls on each spot.

Transition In

Children gather in the Starting Position.

Introductory Questions

If all of these spots are nests, what do you think you might be? (Birds)
If you are birds, what do you think the balls might be? (Eggs)
Are eggs fragile?

Explain

The Game:

When I say GO!

The eggs are in nests that are in trees that are falling apart. The trees are not strong enough to hold the nests anymore.

The children's job is to save the eggs and move them to the empty nests in stronger trees (the row of empty spots close to them).

But because eggs are fragile, the children must move the eggs one at a time, very carefully.

The goal is to move the eggs as quickly as possible and place them carefully in the empty nests. The eggs can go in any of the empty nests.

Transition Out

Children go back to the Starting Position. Balls can stay where they are. Collect all of the spots.

Change Up

Pretend to fix the first trees. Then, repeat the game by having the children return the eggs to the newly-repaired first trees.

ACTIVITY C: Sorting
Ages 2-5

GOALS

Children should know their colors and understand the concept of sorting.

SKILLS

Perceptual Motor Skills

Body awareness

Directional awareness

Spatial awareness

Sensory Skills

Vestibular development

Strength

Aerobic strength

Other Skills

Eye-hand coordination

EQUIPMENT

Assorted sponge balls of different colors, 5-6 balls per child in your class

Buckets that match the colors of the sponge balls

HOW TO

Set Up

If you have just played Birds' Nest, line up the buckets in a row parallel to the children on the side of the room opposite where the sponge balls are at the end of that game.

If you haven't just played Birds' Nest, line the buckets up on the side of the room opposite the Starting Position. Put the sponge balls out on the floor between the children and the buckets.

Transition In

Children gather in the Starting Position.

Introductory Questions

As you place each bucket on the floor, asks the children what color the bucket is.

Explain

The children will be sorting the balls into the buckets based on color.

The Game:

All the red balls will go in the red bucket, all the blue balls in the blue bucket, etc.

When I say GO!

The children can only carry one ball at a time. They must stay on their feet, not on their knees.

Transition Out

The children will go back to the Starting Position. The teacher will pick up each bucket and ask the children what color should be in the bucket before pouring the sponge balls into their storage container.

Change Up

Older children could be asked to perform this entire game as bears, (bear crawling with straight legs), or kangaroos (hopping on two feet).

ACTIVITY D: Trash
Ages 3-6

GOALS

Children should be able to recognize delineation of space and understand the concept of throwing.

SKILLS

Perceptual Motor Skills

Body awareness

Spatial awareness

Temporal awareness

Sensory Skills

Vestibular development

EQUIPMENT

Sponge balls, about 5-6 balls per child in your class

10-15 cones

HOW TO

- Set up* Between the children and the opposite side of the room, make a row of cones to divide the space in half.
- Transition In* Children are corralled in the Starting Position. Divide the class in half and send one half to the opposite side of the room. You can do this by tapping the head of each child and alternately telling each child to either “Stay here” or “Go there.”
- Introductory Questions* Do we want trash in our backyard?
Do we throw trash in our neighbor’s yard?
- Explain The Game:*
When I say GO! Explain to the children that they are in their backyards and they must stay in their backyards. The cones are the wall between the two backyards and the wall is so long, they can’t go around it, so high they can’t go over it and so thick they can’t go through it.
Pour the sponge balls on the floor, about half on each side of the wall, explain that the balls are trash.
The children must clean up their backyards by throwing the trash over the wall into their neighbor’s yard until there is no trash left in their yard. Demonstrate how to throw, stepping forward with the leg opposite the throwing hand.
- Transition Out* Have all the children pick up the balls, returning them to their storage container, and stack the cones.
- Change Up* Explain that they now live in the world of backwards, and they must throw the balls backwards over their shoulders. Demonstrate.
Now, they live in the world of upside down and backwards, so they must throw the balls backwards between their legs like a football player. Demonstrate.