

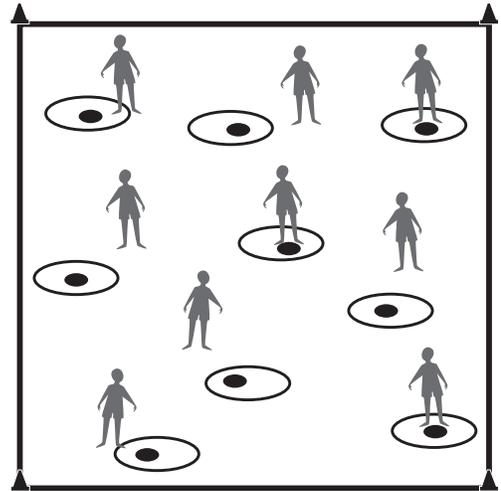


## Ready

- 1 spot marker per child
- 4 cones for activity area boundaries
- 1 hoop per child
- Musical ASAPs – #24 and #19
- SPARK EC Music CD and player

## Set

- Create activity area.
- Scatter spot markers within area.
- Place hoops outside the boundaries.
- Send children to stand on spot markers.



## GO!

1. **“Letter Movements”** (*Teach Musical ASAP #24.*)
2. **Hoop Selection and Exploration** (*Allow 2 minutes for exploration time.*)
  - When you hear the color of your home, **side-slide** to get a hoop, then **side-slide** home.
  - When the music starts, play safely with your hoop.
  - When it stops, set your hoop down and listen.
3. **Here Comes the Fox**
  - Let’s pretend to be rabbits! Your hoop is your rabbit hole.
  - When the music starts, (*or you hear, “Go!”*) rabbit jump happily in our forest.
  - When you hear, “Here comes the fox!” jump back to your rabbit holes! (*Prompt children by repeating, “hands first, feet next.”*)
4. **Musical Hoops**
  - Let’s play *Musical Hoops*. When the music starts, leave your hoop and walk around our neighborhood. Show that you can walk without stepping on or in any hoops.
  - When the music stops, stand in an empty hoop. It doesn’t have to be your own!
  - Who will tell us what to do when the music starts? Who will tell us what to do when the music stops? (*Repeat. Vary locomotor skills.*)
  - This time there will be fewer hoops. If you don’t have a hoop to stand in when the music stops, share a hoop with a friend.
  - Don’t forget to say, “Thank you.” (*Repeat. Remove a few hoops each round, encouraging children to share.*)
5. **Hoop Return** (*Send children to return hoops by hoop color and **side-slide** home.*)
6. **“Move Like An Animal”** (*Teach Musical ASAP #19.*)
7. **Wrap It Up**
  - Did you invite someone in to your hoop? Did it make you feel good to share?

# MUSICAL HOOPS

## ADAPTATIONS

### Limited Space

- \* Play the activities using spot markers.

### Variations

- \* For advanced learners, remove additional hoops and challenge the children to form groups of 3 or more.
- \* Make a specific hoop color off limits (e.g., “Stay away from yellow”).
- \* Play *Here Comes the Zoo Keeper*. Change the animal movements.

### Inclusive Strategies

- \* Some children are uncomfortable with close proximity. It is acceptable for them to observe the activity until they are ready to be active.
- \* If a child with autism is reluctant to change hoops, have an adult move the hoop with the child each round.



## OBJECTIVES

- ✓ Sharing
- ✓ Auditory discrimination
- ✓ Creative imagery
- ✓ Lower body strength

### YOUR STATE STANDARDS

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## ACADEMIC

### Literacy

Read *Fox in Socks* by Dr. Seuss.



## TEACHER TIPS

- Encourage the behavior you want to see by using positive, specific praise statements (e.g., “**Child’s name**, you found a new hoop very quickly. Good job!”).
- When children understand how to play *Musical Hoops*, change the locomotor skill to increase intensity and develop cardiovascular endurance.

### NOTES

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## FAMILY FUN

### Switcheroo!

When the family is sitting and being inactive call, “Switcheroo!” Everyone quickly moves to a new place. Have everyone take turns calling “Switcheroo!”