A Hop, Skip and a Jump!

Activities for Teaching Spatial Awareness, Body Coordination, and Locomotive Movements

SPACE
GOLDILOCKS AND THE THREE BEARS
(MUSIC OPTION: BEAR NECESSITIES)

Remind the students of the story of Goldilocks and the Three Bears. Begin the story by setting the scene with “my” space, “our” space, and “empty” space. Have them then dance each encounter with an object. 1st object is the bowl of porridge (too big, too small, medium = just right). Then the 2nd object is the chair (too tall, too short, average = just right). March up the stairs to the bed (too high, too low, middle = just right). Repeat as the bears encounter each object. In the beds have them look over the bed and under the bed and all around the bed. Feel free to add different movement concepts to each term such as jumping, crouching, and spinning. Utilize words such as “next to” or “beside” to aid in cognitive development of spatial awareness.

MAJOR CONCEPTS

MY SPACE – OUR SPACE – EMPTY SPACE

<table>
<thead>
<tr>
<th>Papa Bear</th>
<th>Big</th>
<th>Tall</th>
<th>High</th>
<th>Over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mama Bear</td>
<td>Medium</td>
<td>Average</td>
<td>Middle</td>
<td>Around</td>
</tr>
<tr>
<td>Baby Bear</td>
<td>Small</td>
<td>Short</td>
<td>Low</td>
<td>Under</td>
</tr>
</tbody>
</table>

Developed by Michelle Summers
Gluck Fellow Fall 2013
A Hop, Skip and a Jump!

Activities for Teaching Spatial Awareness, Body Coordination, and Locomotive Movements

**BODY**

**THE SKELETON DANCE**
**(MUSIC OPTION: DEM BONES)**

Help students learn to isolate individual body parts and learn how they connect. Have them explore and name different body parts they already know, and then see how many methods they can develop for moving them (bend, straighten, shake, twist, side to side, up and down, etc.) For a variation, you can have them glue their hands to the ground and then wiggle different body parts. Have them dance like a skeleton, bending at multiple joints. Then play the skeleton dance where they move each successive body part below.

### MAJOR CONCEPTS

<table>
<thead>
<tr>
<th>Toes</th>
<th>Feet</th>
<th>Ankles</th>
<th>Legs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knees</td>
<td>Thighs</td>
<td>Hips</td>
<td>Back</td>
</tr>
<tr>
<td>Neck</td>
<td>Head</td>
<td>Fingers</td>
<td>Hand</td>
</tr>
<tr>
<td>Arm</td>
<td>Shoulders</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Developed by Michelle Summers*  
*Gluck Fellow Fall 2013*
**A Hop, Skip and a Jump!**

Activities for Teaching Spatial Awareness, Body Coordination, and Locomotive Movements

---

**LOCOMOTION**

**A DAY AT THE BEACH**

*(MUSIC OPTION: WIPEOUT)*

Students begin by walking to the beach and testing out the water with their toes. They jump into the water to get wet, and swim out into the ocean. They practice leaping over waves, and then swim down to the bottom of the ocean to see what creatures they can find. They dance a jellyfish that hops from tentacle to tentacle, a seahorse that gallops, a starfish that opens and closes, and a crab that slides along the bottom of the ocean floor. Then they float about the ocean like seaweed.

Finally, they swim to the top and exit the water in order to skip along the beach on their way home.

---

**MAJOR CONCEPTS**

<table>
<thead>
<tr>
<th>Locomotor</th>
<th>Walk</th>
<th>Jump</th>
<th>Hop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slide</td>
<td>Skip</td>
<td>Gallop</td>
<td>Leap</td>
</tr>
</tbody>
</table>

_Developed by Michelle Summers_  
Gluck Fellow Fall 2013