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?
**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.

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**Objective**

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

**YOUR STATE STANDARDS**

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**Academic**

**Literacy**
Read *Fox in Socks* by Dr. Seuss.

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**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.

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**Notes**