

DAILY MOTOR SKILLS
for Young Children

Volume 2 - CD 866

EYE-HAND COORDINATION

1. THE BEANBAG *From Easy Does It by Hap Palmer*

Skills: Eye-hand coordination, body image, balance, posture

Materials: One beanbag for each child

Setting: Children scattered around room

Lyrics: Throw the beanbag, and catch

Turn around, turn around, stamp, stamp, stamp

Throw the beanbag, and catch

Turn around, turn around, stamp, stamp, stamp

Put it on your head and walk around the room

Put it on your head and walk around the room

Repeat

Put it on your shoulder – Put it on your elbow

Put it on your knee – Put it on your back now

Put it on your stomach – Put it on your fingers

Put it on your foot – Put it on your arm now

Put it on your head and walk around the room

Put it on your head and walk around the room

Throw the beanbag, and catch

Turn around, turn around, stamp, stamp, stamp

Repeat 3 times

Explanation: Children perform challenges heard in the song.

Increasing the challenge: Older children may work in partners, try to throw bean bags higher, try to throw and catch with one hand, or try to throw and catch bean bag 2 or 3 times each time they hear the challenge.

2. MANIAC *Introductory Activity*

From Synchronized Ball Skills by Helene Hampton Hughes

Besides stressing ball handling skills, this activity can be used to enhance any lesson dealing with spatial awareness, right and left discrimination, air patterns and body control. This activity, which is done in scatter formation, is especially good for introducing ball skills to the early grades.

DIRECTIONS

	Counts		
1. Begin by holding the ball with two hands straight in front of the body.	1-16	6. Take 4 steps diagonally forward while holding the ball, alternating to the right and the left.	1-32
2. Move the ball to the left side of the body.	1-4	Rest.	33-36
Move the ball to the middle of the body.	5-8	7. Bounce the ball with both hands, catch and hold.	1-8
Move the ball to the right side of the body.	9-12	Repeat actions 3 times.	9-32
Move the ball back to the middle of the body.	13-16	Rest.	33-36
3. Pull the ball into the abdomen area.	1-4	8. Take 4 steps diagonally forward while bouncing and catching the ball.	
Push the ball up overhead.	5-12	Alternate steps beginning with the right foot.	1-32
Pull the ball down to the abdomen area.	13-20	Rest.	33-36
Turn in a complete circle to the left.	21-28		
Rest.	29-32	9. Again, take 4 steps diagonally forward while bouncing and catching the ball.	1-32
4. Push the ball up overhead.	1-4	Alternate steps beginning with the right foot.	33-36
Sway to the left and then to the right 4 times with the ball held straight overhead.	5-12	Rest.	
Pull the ball down into the abdomen area.	13-16	10. Push the ball straight up overhead.	1-8
Rest.	17-20	Sway to the left, and then to the right 4 times with the ball held straight overhead.	9-16
5. Bounce the ball with both hands, catch and hold.	1-8	Pull the ball down into the abdomen area and freeze.	17-24
Repeat actions 3 times.	9-32		
Rest.	33-36		

EYE-FOOT COORDINATION

3. TREE FELL DOWN *From Easy Does It by Hap Palmer*

Skills: spatial awareness: moving over and under a stick

Materials: 1 stick (long dowel, broom handle, etc.)

Setting: one large circle

Lyrics: As I was walking homeward bound
One cold and windy day
I heard a crack; a tree fell down
and there it lay blocking my way
So I went over, over
I made it home by going over the tree
As I was walking homeward bound
One cold and windy day
I heard a crack; a tree fell down
And there it lay blocking my way
So I went under, under
I made it home by going under the tree
As I was walking homeward bound

One cold and windy day
I heard a crack; a tree fell down
And there it lay blocking my way
So I jumped over, over
I made it home by jumping over the tree
Suppose you're walking homeward bound
On a cold and windy day
You hear a crack; a tree falls down
Now find a way to get home today
Show us your way, your way
Show us your way to get by the tree

Explanation: One child stands just inside circle holding stick vertically. Children walk around the circle. When the tree "cracks", the child holding the stick lets it drop across the path of the children moving around the circle. Children in the circle then move past the stick in the ways suggested by the lyric. The last time, children choose their own way to move past the "tree".

Increasing the challenge: Raise stick for children to go over, lower stick for going under. Have children limbo under the stick .

4. AROUND THE ROPE *From Silly Willy Pre-Jump Rope Skills by Brenda Colgate*

Children stand with rope in a straight line on the ground in front of their body. Walk, skip, hop around the rope for agility, two feet coordination and leg strength.



This is a song for jump rope fun,
Now we're making a number that looks like one.
Start at the top and you will hear,
All the words that you'll need to move in top gear.

Let's skip around our rope once or twice-
Step hop, step hop - that looks so nice!
Let's walk around our rope once or twice
Listening closely like very quiet mice.

Let's put our knees and ankles together
Hop down to the end and back. . .
Hopping down and hopping back,
Be careful to stay on your own track!

Now show me how you can hop over the rope
Hopping quickly without touching the rope
Hopping down to the end of the line
Move side to side no touching, that looks fine

Let's skip around our rope once or twice,
Step hop, step hop - that looks so nice
Let's walk around our rope once or twice,
Listening closely like very quiet mice.

FORM PERCEPTION

5. ONE SHAPE, THREE SHAPES *From Learning Basic Skills Through Music Vol. II by Hap Palmer*

Purpose: Form perception; seeing likenesses and differences.

Materials: A collection of various shapes in pairs. These can be designed for use on a felt board, or made of a stiff material so they can be placed in the tray of the chalk board and easily manipulated by the children.

Setting: Three shapes are displayed in the front of the class. Three participants are given a shape identical to one of these shapes. During the vocal part of the song, the teacher points to the three shapes in front of the class and then to the one shape that each child holds.

During the instrumental part the three participants go to the front of the class and point to the shape that looks the same as theirs.

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6. TRIANGLE, CIRCLE OR SQUARE *From Learning Basic Skills Through Music Vol. II by Hap Palmer*

Purpose: Recognition of three basic shapes; triangle, circle and square. Perception of things with the hands.

Materials: A triangle, circle and square made of a stiff material so they can be manipulated. A box or bag.

Action: To start with, the three shapes are placed in full view. The children take turns pointing to the shapes described in each verse. Next, the three shapes are put in a box or bag. The child may feel the shapes but he may not see them. This can also be an activity involving intersensory training. The child is shown a picture of the shape described in a given verse, and then tries to find that shape in the box or bag without looking. In this activity, we have the transfer of a perception based upon one kind of sensory input (vision) with a perception depending upon another kind of sensation (tactile Kinesthetic input.)

RHYTHM

7. HAND JIVE (*Swingin' Gently*) *From Clap Snap and Tap by Ambrose Brazelton*

Objectives: Unilateral and Bilateral Arm experiences
Mental sequencing
Awareness and coordination of body parts

Starting Position: Sitting or standing

Variations: Teachers should feel free to modify or change the suggested sequence and movements. The creative abilities of children can be stimulated by permitting free exploration of movement possibilities leading to the discovery of a personalized routine. "There IS Another Way".

The activity sequence for Hand Jive is as follows:

PART 1

CLAP HANDS TWICE

PAT KNEES TWICE

STRIKE FISTS TWICE, ONE ATOP
THE OTHER

STRIKE FISTS TWICE AGAIN
THE OTHER ONE ON TOP

POUND FIST INTO THE OPPOSITE PALM TWICE

POUND THE OTHER FIST INTO THE OPPOSITE
PALM TWICE

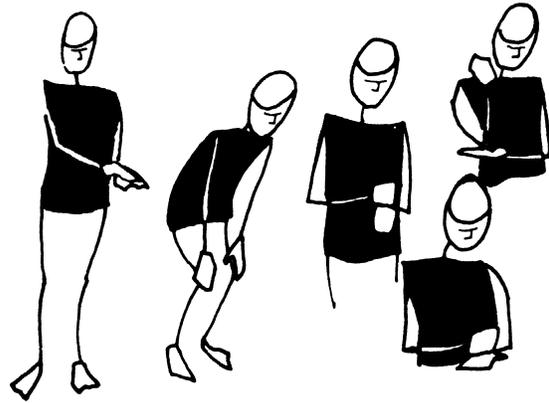
NOW, TOUCH ONE ELBOW TWICE

AND TOUCH THE OTHER ELBOW TWICE

NOW PART 1 SLOWLY WITH MUSIC

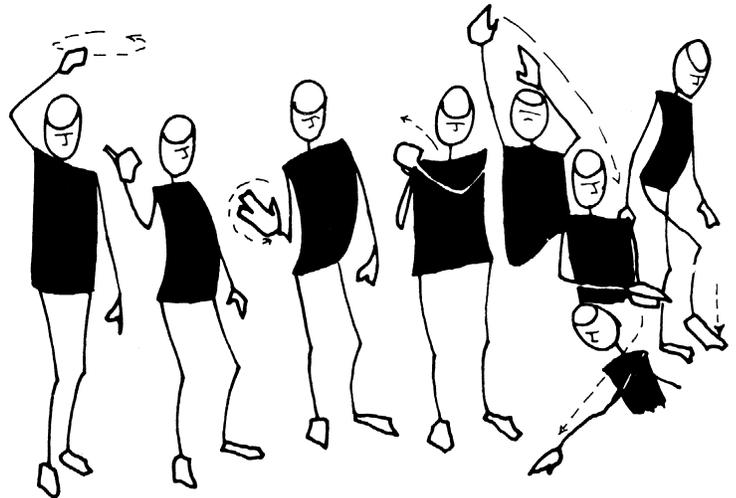
READY AND

CLAP	CLAP	<i>KNEES</i>	
PAT	PAT	<i>FIST</i>	
STRIKE	FIST	<i>CHANGE</i>	
STRIKE	FIST	<i>NOW</i>	
FIST IN	PALM	<i>AGAIN OTHER</i>	
FIST IN	PALM	<i>NOW ELBOW</i>	
TOUCH	ELBOW	<i>CHANGE</i>	
TOUCH	ELBOW	<i>REPEAT</i>	
CLAP	CLAP	<i>KNEES</i>	
PAT	PAT	<i>FISTS</i>	
STRIKE	FIST	<i>CHANGE</i>	
STRIKE	FIST	<i>NOW FIST IN PALM</i>	
AGAIN	OTHER	<i>FIST IN PALM</i>	
NOW	ELBOW	<i>TOUCH ELBOW</i>	
CHANGE	TOUCH	<i>ELBOW FASTER</i>	
CLAP	CLAP	PAT	PAT
STRIKE	FIST	STRIKE	FIST
FIST IN	PALM	FIST IN	PALM
ELBOW	TOUCH &	ELBOW	TOUCH
CLAP	CLAP	PAT	PAT
STRIKE	FIST	STRIKE	FIST
FIST IN	PALM	FIST IN	PALM
ELBOW	TOUCH	ELBOW TOUCH	



AND NOW PART TWO

CIRCLE AN IMAGINARY LASSO OVERHEAD FOUR TIMES
 REPEAT WITH THE OTHER ARM --
 MOVE ONE ARM IN THE HITCHHIKE PATTERN FOUR TIMES
 REPEAT THE HITCHHIKE WITH THE OTHER ARM
 NOW, COOL WAVE FOUR TIMES WITH ONE HAND
 (ROTATE HAND IN SMALL CIRCLES,
 WAIST HIGH PALM FORWARD)
 COOL WAVE FOUR TIMES WITH OTHER HAND
 NOW, INTERLOCK FINGERS AND PERFORM
 THE VICTORY SIGN TWO TIMES OVER
 ONE SHOULDER NOW, THE VICTORY SIGN
 TWICE OVER THE OTHER SHOULDER
 FINALLY, REACH HIGH AND CATCH A FLY,
 SLAP HIM INTO THE PALM OF THE OTHER
 HAND THUMP HIM AWAY AND
 STAMP ON HIM WITH ONE FOOT



AND NOW WITH MUSIC, REGULAR SPEED

READY - AND

LASSO	2	3	4	OTHER ARM
LASSO	2	3	4	HITCHHIKE
1	2	3	4	OTHER ARM
1	2	3	4	COOL WAVE
1	2	3	4	OTHER HAND
1	2	3	4	VICTORY SIGN
				TWICE
1	2			

OTHER SHOULDER 3 4

CATCH THE FLY - SLAP HIM - THUMP HIM - STAMP HIM

LASSO	2	3	4	LASSO
1	2	3	4	HITCHHIKE
1	2	3	4	HITCHHIKE
1	2	3	4	COOL WAVE
1	2	3	4	COOL WAVE
1	2	3	4	VICTORY
				SIGN TWICE
1	2			

DO IT AGAIN 3 4

CATCH THE FLY - SLAP HIM - THUMP HIM - STAMP HIM

AND NOW PART 1

CLAP	CLAP	PAT	PAT
POUND	FIST	POUND	FIST
FIST IN	PALM	FIST IN	PALM
ELBOW	TOUCH	ELBOW	TOUCH
CLAP	CLAP	PAT	PAT
POUND	FIST	POUND	FIST
FIST IN	PALM	FIST IN	PALM
ELBOW	TOUCH	ELBOW	TOUCH

NOW PART 11

LASSO	2	3	4	
LASSO	2	3	4	HITCHHIKE
1	2	3	4	HITCHHIKE
1	2	3	4	COOL WAVE
1	2	3	4	COOL WAVE
1	2	3	4	VICTORY SIGN
				TWICE
1	2			

DO IT AGAIN 3 4

CATCH THE FLY - SLAP HIM - THUMP HIM - STAMP HIM

NOW PART 1

CLAP	CLAP	PAT	PAT
POUND	FIST	POUND	FIST
FIST IN	PALM	FIST IN	PALM
ELBOW	TOUCH	ELBOW	TOUCH
CLAP	CLAP	PAT	PAT
POUND	FIST	POUND	FIST
FIST IN	PALM	FIST IN	PALM
ELBOW	TOUCH	ELBOW	TOUCH

AND NOW PART 11

AND	LASSO	2	3	4	
	LASSO	2	3	4	<i>HITCHHIKE</i>
	1	2	3	4	<i>HITCHHIKE</i>
	1	2	3	4	<i>COOL WAVE</i>
	1	2	3	4	<i>COOL WAVE</i>
	1	2	3	4	<i>VICTORY</i>
					<i>SIGN TWICE</i>

DO IT AGAIN 3 4

CATCH THE FLY - SLAP HIM - THUMP HIM - STAMP HIM

AND PART 1

CLAP	CLAP	PAT	PAT
POUND	FIST	POUND	FIST
FIST IN	PALM	FIST IN	PALM
ELBOW	TOUCH	ELBOW	TOUCH
CLAP	CLAP	PAT	PAT
POUND	FIST	POUND	FIST
FIST IN	PALM	FIST IN	PALM
ELBOW	TOUCH	ELBOW	TOUCH

AND NOW PART 11

LASSO	2	3	4	
LASSO	2	3	4	<i>HITCHHIKE</i>
	2	3	4	<i>HITCHHIKE</i>
	2	3	4	<i>COOL WAVE</i>
	2	3	4	<i>COOL WAVE</i>

GET READY FOR THE BIG ENDING

VICTORY SIGN 1 2 DO IT AGAIN

3 4

CATCH THE FLY - SLAP HIM - OH YOU MISSED HIM

TRY AGAIN NOW

A LITTLE HARDER

A LITTLE SOFTER

DON'T MISS NOW

BEE U TI FUL

UH HUMMMMMMM



8. JOHNNY WORKS WITH ONE HAMMER

From *Finger Plays and Foot Plays* by Rosemary Hallum, Ph.D. and Henry "Buzz" Glass

1. Johnny works with one hammer,
One hammer, one hammer,
Johnny works with one hammer,
Then he works with two.
(Hammer one fist lightly on leg)
2. . . . Two hammers (Hammer both fists on legs)
3. . . . Three hammers (Hammer both fists on legs and one foot on the floor)
4. . . . Four hammers (Hammer both fists on legs and both feet on the floor)
5. Johnny works with five hammers,
Five hammers, five hammers,
Johnny works with five hammers
(Hammer both fists on legs, both feet on floor, and nod head down and up)
Then he goes to sleep.
(Rest head on joined palms, pretending to go to sleep)

Repeat



LARGE MUSCLE ACTIVITIES

9. THE BOUNCER

MUSIC: Hey Look Me Over

MOTOR SKILLS VALUES: Aural motor coordination, Laterality, Balance, Body image, Movement sequencing, Locomotor coordination

FORMATION: Informal, scattered

MOVEMENTS: There are six basic movement elements included in the sequence:

1. Slapping and clapping
2. Marching
3. Jumping in place
4. Jumping and turning around in place
5. Hopping
6. Running in place

DIRECTIONS:

Measures

Slap knees once, slap stomach area once, and clap hands twice overhead. Do this sequence 6 times.	1-6
March in place 8 times (LRLR, LRLR).	7-8
Jump in place 8 times (like a bouncing ball) with hands placed on hips.	9-10
Jump 8 times making a complete turn (clockwise) in place thusly: twice facing R wall, twice facing rear wall, twice facing L wall, twice facing front.	11-12
Hop 4 times on LF and 4 times on RF.	13-14
Hop 2 times on LF and 2 times on RF.	15
March 4 counts in place (LRLR).	16
Repeat entire sequence.	

Variations:

DIRECTIONS:

1. Snap fingers instead of clapping hands.
2. Use partners in the first sequence

Measures

- 1-6
1-8

Examples: Slap knees once - Clap right hands - Clap left hands - Clap both hands with partner

3. Let children create their own movement pattern in the second sequence, e.g., bouncing and jumping in their own individual style.

10. ONE,TWO,THREE JUMP

From Silly Willy Pre-Jump Rope Skills by Brenda Colgate

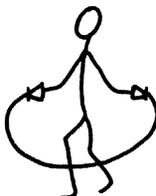
Children stand with ample spacing holding their own jump rope. The rope is in back of their body, elbows out to side. Upper/lower body coordination, agility, listening skills and control of large muscles as children learn how to jump rope.

This is it we're ready
We're going to jump rope
Listen closely to the words and count

We're gonna make it easy
You can do it, yes you can
Set your mind to reach your goal, you're right on plan!

Bend your knees, get ready
Feel your heart begin to pump
1, 2, 3 JUMP!!!!
1, 2, 3 JUMP!!!!
1, 2, 3 JUMP!!!!

You did it now stay steady
We're gonna jump some more
You've got the rhythm and the moves today
Keep lookin' straight ahead
Bend your arms and breathe in deep
Turn the rope and listen for the beat



Bend your knees, get ready
Feel your heart begin to pump
1,2,3 JUMP!!!!
1,2,3 JUMP!!!!
1,2,3 JUMP!!!!

Look at you, you've done it!
You've learned how to jump rope
Practice now and keep on going strong

You made it look so easy
You didn't miss a beat
You used your arms, your legs, your heart, your feet.

Bend your knees, get ready
Feel your heart begin to pump
1,2,3 JUMP!!!!
1,2,3 JUMP!!!!
1,2,3 JUMP!!!!

FINE MUSCLE DEVELOPMENT



11. PENGUINS

From Finger Plays and Foot Plays

by Rosemary Hallum, Ph.D. and Henry "Buzz" Glass

Verse 1. *One little penguin said to another,*
(With hands in fist position, wag fingers down and up)

Tell your sister, tell your brother,
(Wag fingers of both hands)

We're going to go for a walk today,
(Point to self)

Won't you come and play?
(Do beckoning motion with hands)



Chorus: *Walk and walk and do some walking,
Walk and walk and do some walking,
Walk and walk and do some walking,
(With arms at sides and wrists lifted, lean from side to side)
That's the way to do it.
(Clap 6 times)*

Verse 2. *Rabbit. . . hop*
(Place hands by head like rabbit ears and bounce body as if hopping)

Verse 3. *Elephant. . . run*
(Interlock fingers and swing arms like an elephant trunk)

Verse 4. *Turtle. . . swim*
(Do swimming motion with arms)

Teacher:

To do this as a footplay, sit with knees bent and feet flat on the floor. Feet do appropriate actions on each verse:

1. Walk
2. Hop (actually a jump with feet together)
3. Moderate running steps
4. Lift alternate knees and step

Also do this standing, as a circle action game.

Lines 1-2: Stand, all facing center and doing the actions.

Lines 5-8: Do the actions moving counterclockwise around the room.

Continue.

When doing this activity without the recording, children may add verses of their own, for example:

Butterfly—fly
Kangaroo—jump
Horsie—trot
Spider—crawl

Children also enjoy extending this as a sound game, reminiscent of Old MacDonald. insert the name of a different animal on each verse (doggie, kitten, chicken, lion, etc.) and the animal's sound in the chorus.

Ex: One little piggy said to another,
Tell your sister, tell your brother,
We're going to do some oinks today,
Won't you come and play?
Oink, oink, oink-oink-oink, etc.



12. TWO LITTLE BLACKBIRDS

From Finger Plays and Foot Plays by Rosemary Hallum, Ph.D. and Henry "Buzz" Glass

Two little blackbirds sitting on a hill,
(Hold up both fists, thumbs raised; move hands rhythmically down and up)
One named Jack (Wiggle L thumb)
And the other named Jill. (Wiggle R thumb)
Fly away Jack, (Wiggle fingers of LH as RH hides behind back)
Fly away Jill, (Repeat action with RH)
Come back Jack, (Wiggle fingers of LH as it returns to original position)
Come back Jill, (Repeat action with RH)
Two little blackbirds sitting on a hill, (Repeat action of line 1)
One named Jack (Wiggle L thumb)
And the other named Jill (Wiggle R thumb)

Teacher:

- To make the fingerplay more active, do this:
 - Line 1:** Hold up both hands, palms forward, fingers together and thumb separate from fingers, mimicking a bird shape
 - Line 2:** Wiggle LH up in air and down again
 - Line 3:** Repeat action with RH
 - Line 4:** Wiggle whole hand as LH flies behind back
 - Etc.
- To do the song as an action game, divide the class into two groups: "Jack" and "Jill."
 - Line 1:** Groups sit facing each other
 - Line 2:** "Jack" stands up, then sits again
 - Line 3:** "Jill" stands up, then sits again
 - Line 4:** "Jack" flies away to predetermined location (or just back a few steps)
 - Line 5:** "Jill" flies away
 - Line 6:** "Jack" flies back to place
 - Line 7:** "Jill" flies back to place
 - Lines 8-10:** Repeat actions of lines 1-3.

GAMES

13. MOVING GAME

From Creative Movement and Rhythmic Exploration by Hap Palmer

Hey, let's play the moving game
Can you move like the things that I name?
Loosen up and don't be afraid
When you move do it in your own way

Can you move like a tree in the wind,
a tree in the wind, a tree in the wind?
Can you move like a tree in the wind,
a tree in the wind, a tree in the wind?

Can you move like a big jet plane,
a big jet plane, a big jet plane?
Can you move like a big jet plane,
a big jet plane, a big jet plane?

Can you move like you're riding a horse,
riding a horse, riding a horse?
Can you move like you're riding a horse,
riding a horse, riding a horse?

Can you move like a rocket ship,
a rocket ship, a rocket ship?
Can you move like a rocket ship,
a rocket ship, a rocket ship?