

We're
Going on a
Picnic

By
Pat Hutchins



Books and Movement – A Magical Mix

Ask Mr.
Bear

By
Marjorie Flack



B.A.M.M.M.!

August 2005 – July 2006

Silly Sally

By
Audrey Wood



Jump, Frog,
Jump!

By
Robert Kalan

B.A.M.M.M.!

Books and Movement – A Magical Mix

Learning Activity #1	I Can Move My Body in Many Ways	Book: <i>From Head to Toe</i> By Eric Carle
Learning Activity #2	I Can Dance	Book: <i>Giraffes Can't Dance</i> By Giles Andreae Illustrated by Guy Parker-Rees
Learning Activity #3	I Can Walk	Book: <i>We're Going on a Picnic</i> By Pat Hutchins
Learning Activity #4	I Can Run	Book: <i>The Gingerbread Man</i> Retold by Jim Aylesworth Illustrated by Barbara McClintock
Learning Activity #5	I Can Crawl	Book: <i>Inch by Inch</i> By Leo Lionni
Learning Activity #6	I Can Balance	Book: <i>Silly Sally</i> By Audrey Wood
Learning Activity #7	I Can Dance Colors	Book: <i>Color Dance</i> By Ann Jonas
Learning Activity #8	I Can Bounce	Book: <i>Bouncing Time</i> By Patricia Hubbell Illustrated by Melissa Sweet
Learning Activity #9	I Can Play Sticks	Book: <i>Thump, Thump, Rat-a-Tat-Tat</i> By Gene Baer Illustrated by Lois Ehlert
Learning Activity #10	I Can Jump!	Book: <i>Jump, Frog, Jump!</i> By Robert Kalan
Learning Activity #11	I Can Travel Through an Obstacle Course	Book: <i>We're Going on a Bear Hunt</i> By Michael Rosen Illustrated by Helen Oxenbury
Learning Activity #12	I Can Travel in Many Ways	Book: <i>Ask Mr. Bear</i> By Marjorie Flack

Books and Movement – A Magical Mix

B.A.M.M.M.!

Introduction

This learning activity is one in a series of twelve that will be available from the Division of Child Care and Early Childhood Education. Each activity begins with a children's book, extends to movement activities that are suggested in the book, and expands to include related curriculum activities and ideas for enhancing the learning environment.

Through these twelve learning activities, teachers and caregivers of preschool children are provided the tools that can:

- instill in children a desire to become lifelong readers
- give children the skills and motivation to become physically active for life
- enrich the curriculum and learning environment

Implementation

The following sections of the learning activity are to be included in one group session:

- ✓ Introduce the Activity
- ✓ Present the Story
- ✓ Extend the Story
- ✓ Conclude the Session

The Benchmarks listed at the beginning of the learning activity apply to the group session. Movement skills that are the focus of many of the activities are also listed. If a program does not have access to the featured book, use one of the other books listed and make necessary adjustments to the activities while focusing on the listed movement skills. Teachers and caregivers are invited to include, where appropriate for their children, the additional activities.

Individual programs may need to adapt the movement activities so each child can participate as independently and successfully as possible. Consider having children who are prone to injury wear eye and/or head protection.

Space

Each program will have to determine the space that is available for a movement program. Providing sufficient space for the children in the group to move safely is a key component of a successful movement education program.

Rules

Establish with children some rules for your movement program that include the following:

- how children are to enter and leave the space used for movement activities
- space children are to stay within during movement activities (boundaries)
- stop and go signal such as clapping hands, striking drum or striking two rhythm sticks together (children freeze when they hear the signal)
- self-space, which is the space that immediately surrounds each child's body (carpet squares or personal marker spots help define self-space)
- safe ways to move during activities such as walking, running and galloping (move without touching anyone else, not getting too close to others)

Consider creating an illustrated rules chart with the children. When beginning a movement program with a new group of children, review the chart at the start of each session, then review later as needed. Here is a sample of a rules chart.

Rules for Safe Movement

- ✓ Walk into the activity room and sit on your carpet square.
- ✓ Respect everyone's self-space.
- ✓ Stop when you hear the drum beat
- ✓ Move around the room without touching anyone.
- ✓ Stay in the boundaries.

Teacher/Caregiver Support

Before beginning a movement education program, consider reviewing the two books by Stephen W. Sanders that are listed under **Resources**. These books provide a solid foundation for developing a safe and developmentally appropriate movement education program for preschool children.

To enhance your techniques for reading aloud and for conducting successful small group activities with children, the Division of Child Care and Early Childhood Education has two videos available for check-out and viewing. The video titles are listed under **Resources**.

Resources

Movement Education Books

Active for Life: developmentally appropriate movement programs for young children by Stephen W. Sanders, published by National Association for the Education of Young Children, Washington, D.C. in cooperation with Human Kinetics Publishers, Champaign, IL (2002)

Designing Preschool Movement Programs by Stephen W. Sanders, published by Human Kinetics, Champaign, IL (1992)

Videos

Read it Again! Experience the Joy of Reading Aloud with Children

Math and Science Experiences for Preschool Children: Hands on Learning in Small Groups

Videos can be checked out from the Arkansas Department of Human Services, Division of Child Care and Early Childhood Education

Developers Dot Brown, President, Early Childhood Services, Inc.
Beverly C. Wright, Education Consultant

Artists Laverne Nelson – line drawings
Ellen Voyles – story telling figures

Reviewers Terri Helms, Early Childhood Consultant
Kalani Sarver, Director, First United Methodist Church Child Development Center, Hot Springs

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Learning Activity #1 – I Can Move My Body in Many Ways

Book: *From Head to Toe* by Eric Carle

Benchmarks	<p>3.1 Shows enjoyment of books and stories and discussion of them</p> <p>4.1 Identifies body parts and understands their functions</p> <p>4.9 Freely participates in gross motor activities</p> <p>4.12 Shows balance and coordination</p>
Stability Skills	<ul style="list-style-type: none"> ➤ Turning ➤ Twisting ➤ Bending
You will need:	<ul style="list-style-type: none"> ✓ Book: <i>Head to Toe</i> by Eric Carle ✓ Bean Bags – 1 per child (stored in basket) ✓ Bean Bag Activities (CD or Cassette by Kimbo) ✓ CD or Cassette Player ✓ Carpet squares or personal space markers
Introduce the Activity	<ul style="list-style-type: none"> • Introduce “<i>Head, Shoulders, Knees, Toes</i>” • Teacher(s) and children stand and follow the words and touch correct body parts as they go <p style="text-align: center;"><i>My head, my shoulders, my knees, my toes, My head, my shoulders, my knees, my toes, My head, my shoulders, my knees, my toes, Let’s all clap hands together.</i></p> <ul style="list-style-type: none"> • Repeat words, changing the last line as follows: <i>We all sit down together.</i> (All sit down) <p>Teacher Note: You may choose to substitute the song, “Head and Shoulders, Knees and Toes” as the introductory activity.</p>
Present the Story	<ul style="list-style-type: none"> • Prepare to read the book, <i>From Head to Toe</i>. • Show the cover, give title and author (Explain that author is person who writes the book) • Ask children to look at cover and predict what story is about. • Read book with children sitting so all can see the book. • Follow up with questions such as: “<i>Were your predictions about the story correct?</i>” “<i>Which was your favorite animal?</i>” and “<i>Why was it your favorite?</i>”
Extend the Story	<ul style="list-style-type: none"> • Have children help put carpet squares or personal space markers in circle, one for each child and for each adult. • Reread the story with children participating in movement activities that are pictured in the book. <ul style="list-style-type: none"> ○ Ask children to stand on carpet squares or personal space markers, then to move back and expand the

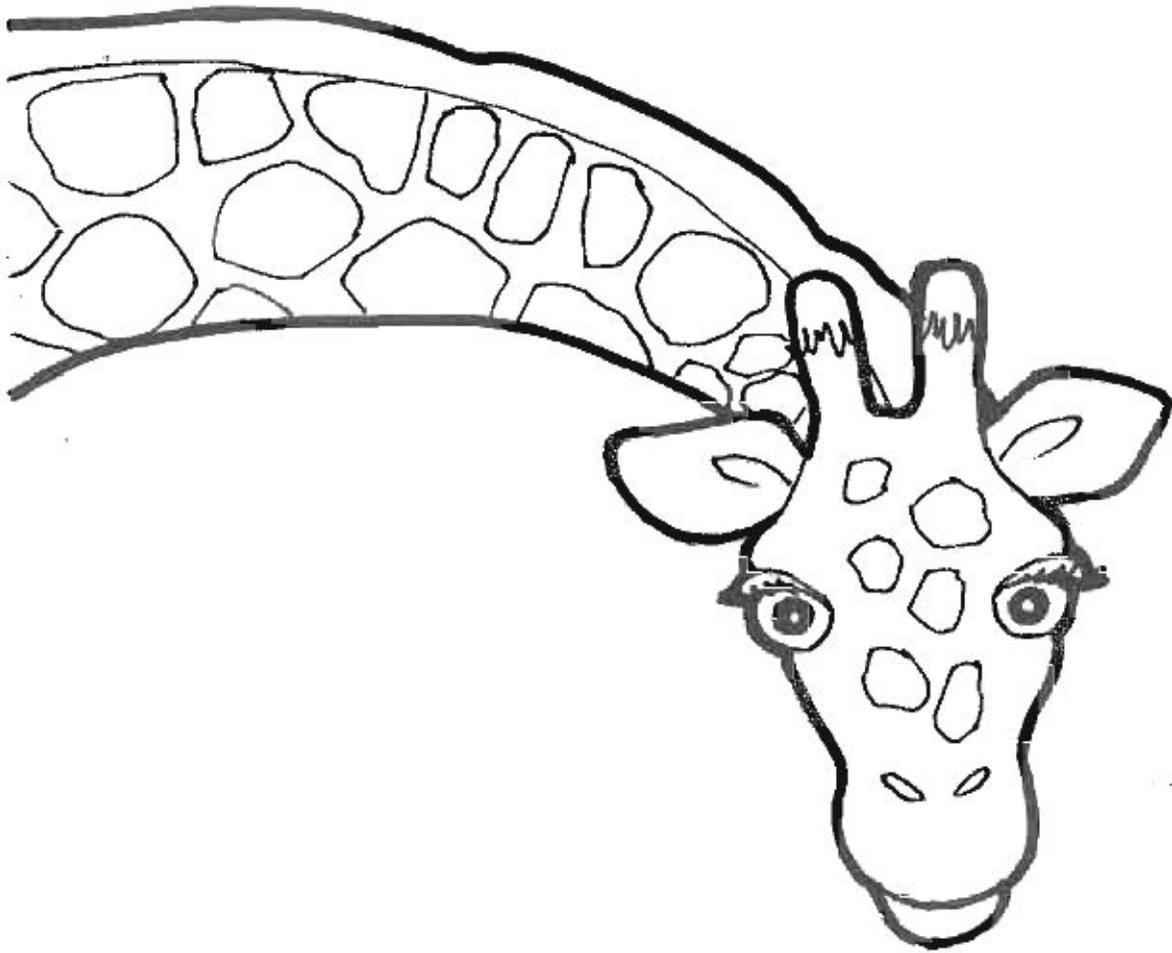
	<p>circle so each child has self space (room to move without touching others)</p> <ul style="list-style-type: none"> ○ Explain to children that you will read the story again and they can move like the animals in the book ○ Stand in the middle of the circle and read the story while children do movements <ul style="list-style-type: none"> ● Ask children, two at a time, to get a bean bag from the basket and return to their carpet square or personal space marker. ● Play “Bean Bag Rock” from the CD or Cassette Tape and ask children to follow directions. <p>Note: If CD or Cassette is not available, give directions such as the following to children:</p> <p><i>“Hold the bean bag on your head.”</i> <i>“Hold the bean bag on your knees.”</i> <i>“Hold the bean bag on your tummy.”</i> <i>“Hold the bean bag way down low.”</i> <i>“Hold the bean bag way up in the air.”</i> <i>“Hold the bean bag on your elbow.”</i> <i>“Hold the bean bag on your toes.”</i> <i>“Hold the bean bag on your ear.”</i> <i>“Hold the bean bag behind your back.”</i></p> <p>Invite children to suggest other body parts or activities for beanbags.</p>
<p>Conclude the Session</p>	<ul style="list-style-type: none"> ● Lead the children in a finger play: <p><i>I wiggle my fingers, I wiggle my toes, I wiggle my shoulders I wiggle my nose. No more wiggles are left in me. Now I’m just as still as I can be.</i></p> <ul style="list-style-type: none"> ● Ask the children, two at a time, to return the beanbags to the basket and to stack the carpet squares or personal space markers in a designated area.
<p>Try these additional activities</p>	<p style="text-align: center;">Storytelling</p> <ul style="list-style-type: none"> ● Make storytelling figures of animals from the book, <i>From Head to Toe</i>, plus a figure of a barefoot boy. Animals are: penguin, giraffe, buffalo, monkey, seal, gorilla, cat, crocodile, camel, donkey, elephant and parrot. <ul style="list-style-type: none"> ○ Tell story, <i>From Head to Toe</i>, using the figures. ○ Place the figures and storyboard in book area for children to use independently.

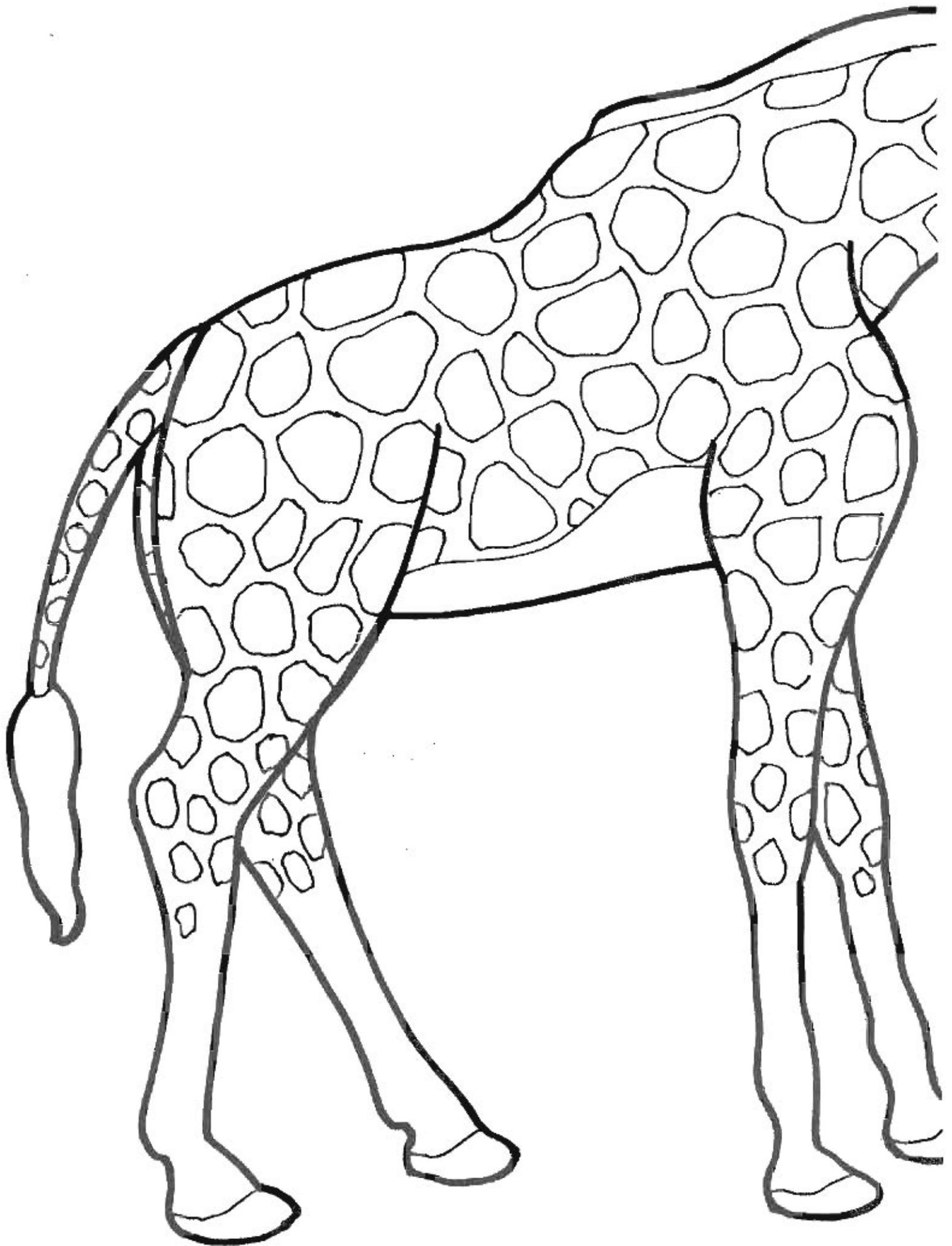
	<p style="text-align: center;">Body Parts</p> <ul style="list-style-type: none"> • Read the book, <i>Wee Sing & Learn My Body</i> by Pamela Conn Beall and Susan Hagen Nipp, Illustrated by Winky Adam, Price Stern Sloan (2003) <ul style="list-style-type: none"> ○ Involve the children in answering the questions and demonstrating the actions featured in the book. ○ Refer to the last page of the book, "Point to your own body parts" for ideas for the next activity which is to "Draw and label each child's body parts." ○ Review the tape that accompanies this book and select appropriate songs and activities to do with your children. <p style="text-align: center;">Draw and Label Each Child's Body</p> <ul style="list-style-type: none"> • Lay a large roll of newsprint paper on the floor and have children, one at a time, lay down on their backs. • Trace each child's body and cut out. • Ask children if they would like to label some of their body parts; write the names of the body parts as children direct you. • Display the figures in the classroom at children's eye level. <p style="text-align: center;">"We Can Move" Book</p> <ul style="list-style-type: none"> • Begin a class "We Can Move" book. Use a photo album or scrapbook with adhesive pages. <ul style="list-style-type: none"> ○ Include one page per child in the group. Label that page with the child's name. ○ Take photos of individual children as they participate in movement activities. Allow children to select the photos to include on their individual pages. ○ Invite children to dictate what he or she is doing in the activity. For example, "<i>Aaron is jumping.</i>" Or "<i>Jamie is dancing.</i>" ○ Add photos over a period of time. ○ Place the photo album in the library area where children can look at and "read" it.
<p style="text-align: center;">Try these finger plays</p>	<p>(Follow directions as rhyme indicates)</p> <p style="text-align: center;"><i>Hands on Shoulders</i> <i>Hands on shoulders, hands on knees, Hands behind you, if you please. Touch your shoulders, now your nose, Now your chin and now your toes. Hands up high in the air, Down at your side, then touch your hair. Hands up high as before, Now clap your hands, One, two, three, four.</i></p>

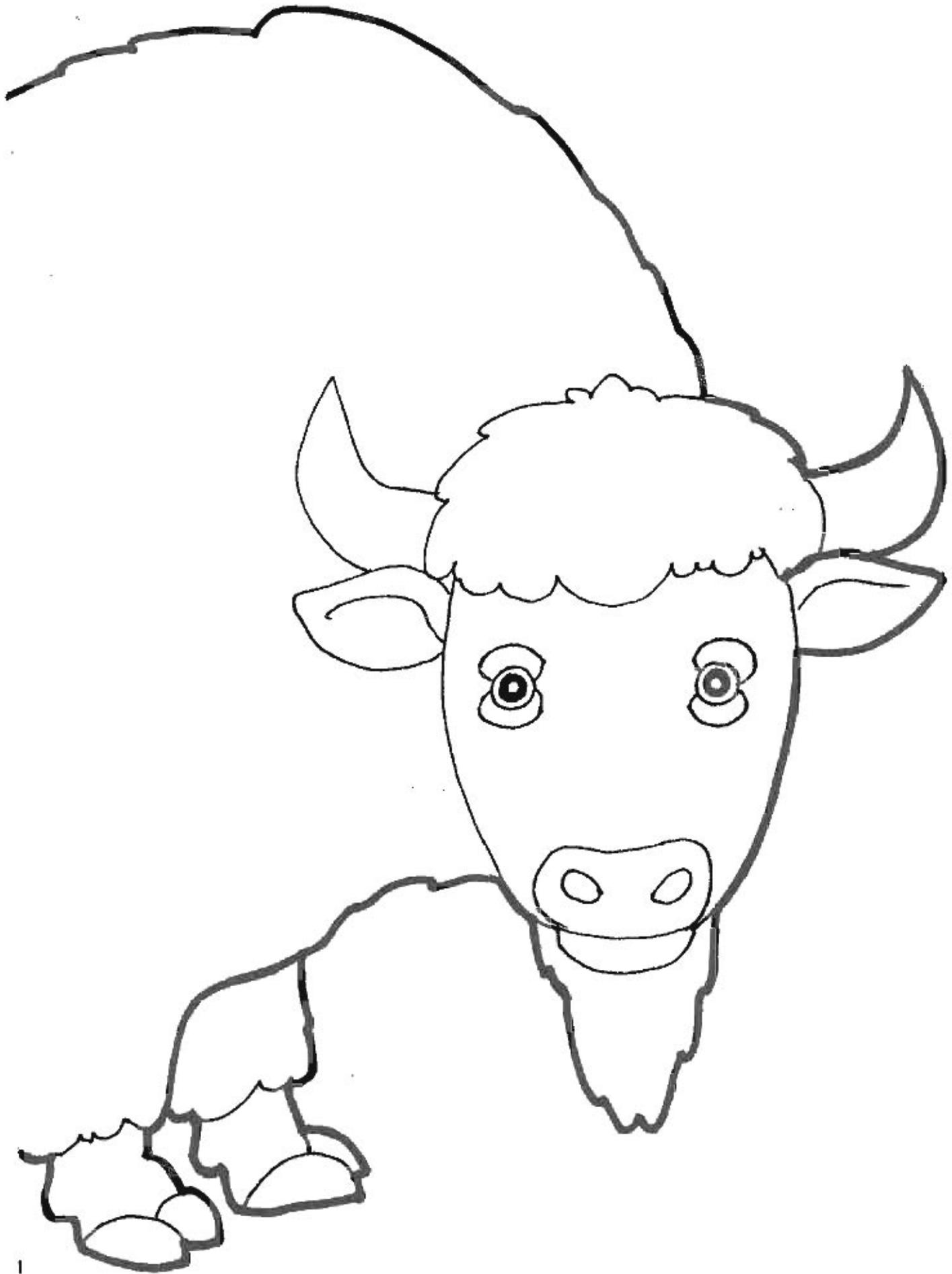
	<p style="text-align: center;">Touch</p> <p style="text-align: center;"><i>Touch your nose. Touch your chin. That's the way this game begins. Touch your eye. Touch your knees. Now pretend you're going to sneeze. Touch your hair. Touch your ear. Touch your two red lips right here. Touch your elbows where they bend. That's how this touch game will end.</i></p> <p style="text-align: center;">Animal Moves</p> <p style="text-align: center;"><i>Can you hop like a rabbit? Can you jump like a frog? Can you walk like a duck? Can you run like a dog? Can you fly like a bird? Can you swim like a fish? Can you be very, very still? As still as this.</i></p>
Additional Books	<ul style="list-style-type: none"> ❑ <i>Hello Toes! Hello Feet!</i> by Ann Whitford Paul, illustrated by Nadine Bernard Westcott ❑ <i>Here Are My Hands</i> by Bill Martin, Jr. and John Archambault, illustrated by Ted Rand ❑ <i>My Feet</i> by Alikei ❑ <i>My Hands</i> by Alikei ❑ <i>My Hands Can</i> by Jean Holzenthaler, illustrated by Nancy Tafuri
Resources	<ul style="list-style-type: none"> ✓ Bean Bag Activities CD or Cassette can be ordered from school supply catalogs ✓ Personal space markers can be ordered from equipment companies or from school supply companies ✓ <i>Wee Sing & Learn My Body</i> (book and cassette) by Pamela Conn Beall and Susan Hagen Nipp, Illustrated by Winky Adam, Published by Price Stern Sloan, a division of Penguin Young Readers (2003)

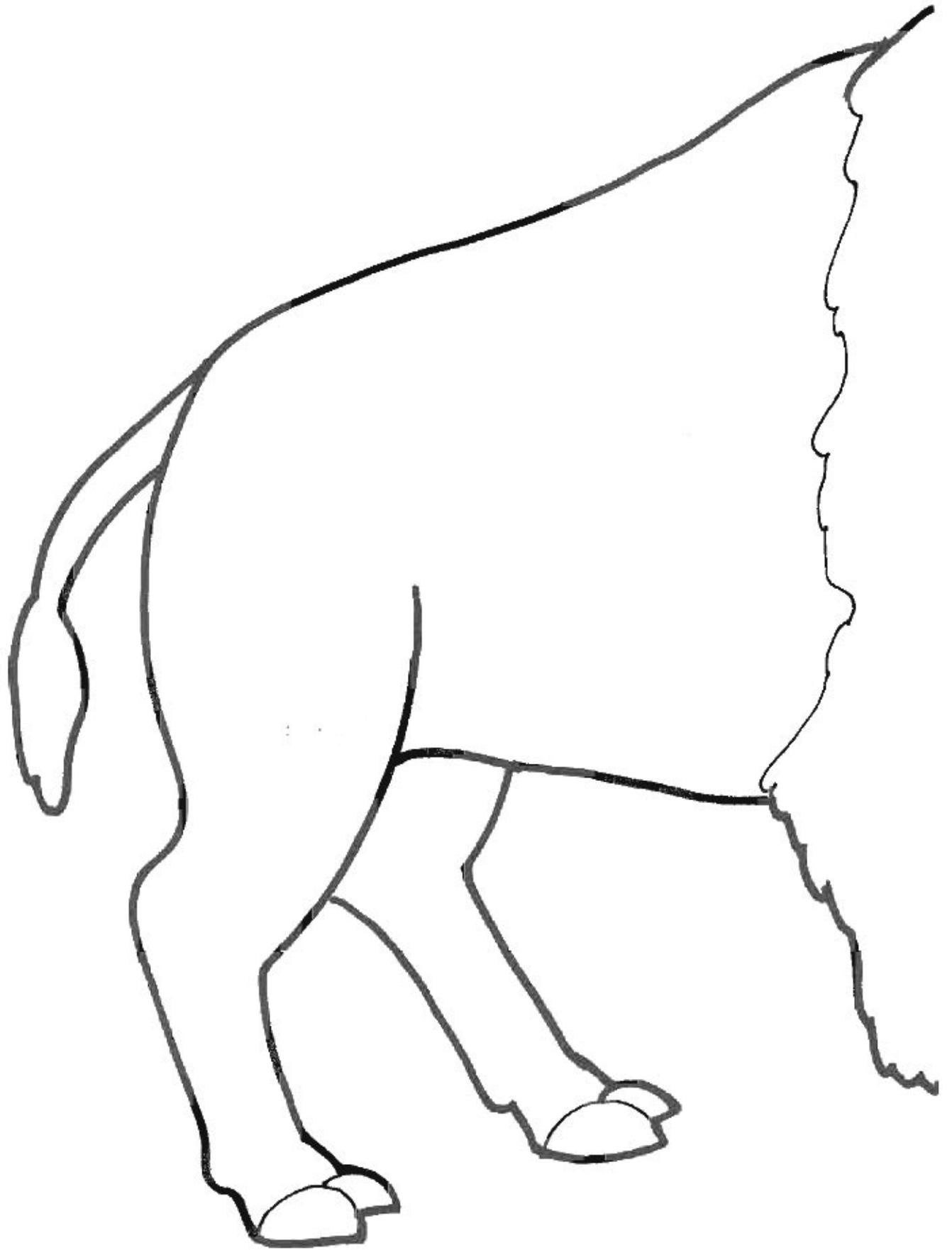
<p>Teacher Notes:</p> <ul style="list-style-type: none"> ➤ Children need to hear the same story read to them several times. ➤ Children also need frequent opportunities to repeat and practice movement activities. ➤ Plan to reread the book, <i>From Head to Toe</i> by Eric Carle, and include a variety of the suggested movement activities. ➤ It is important that stories and activities be repeated with children at different times throughout the year.









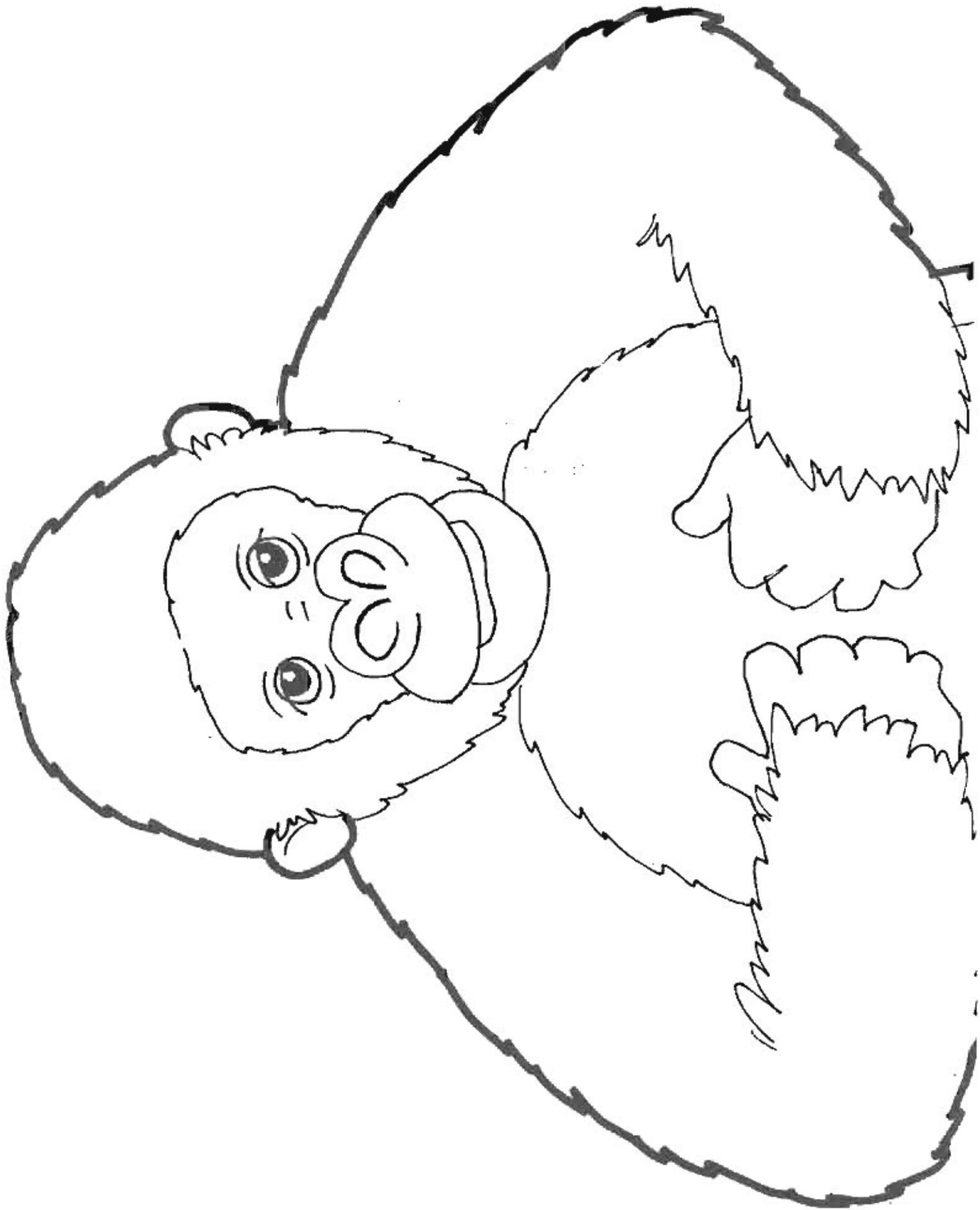




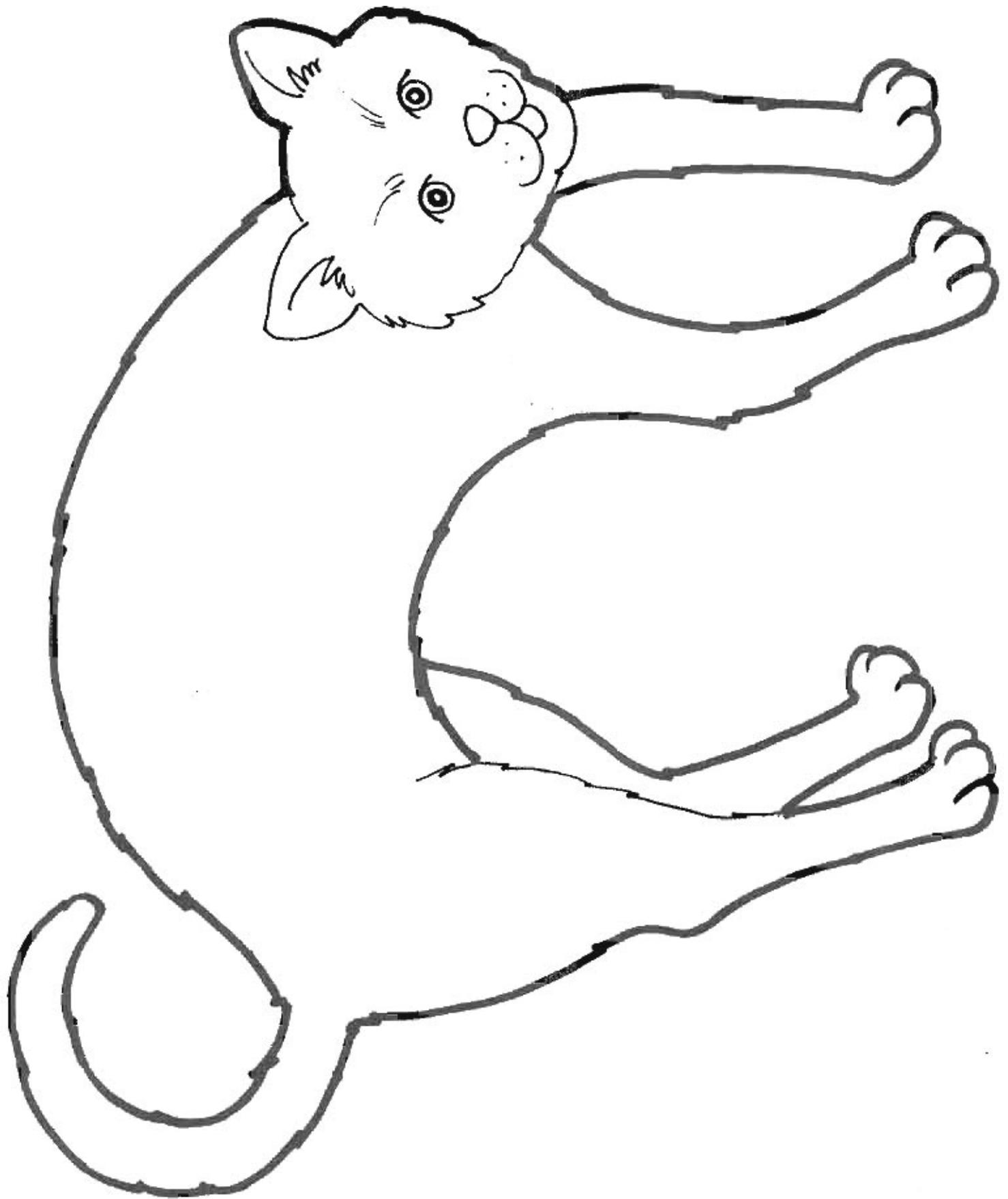


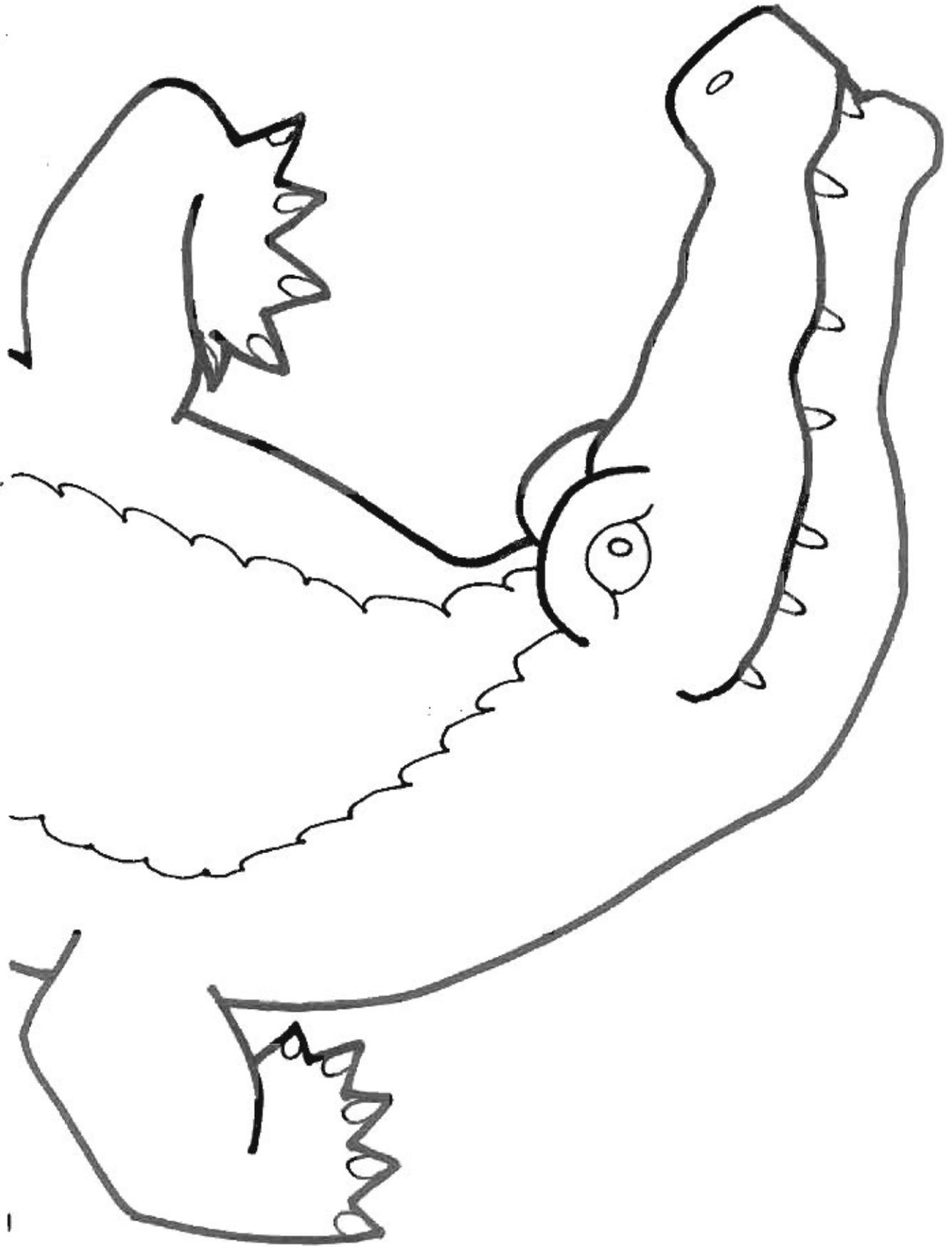


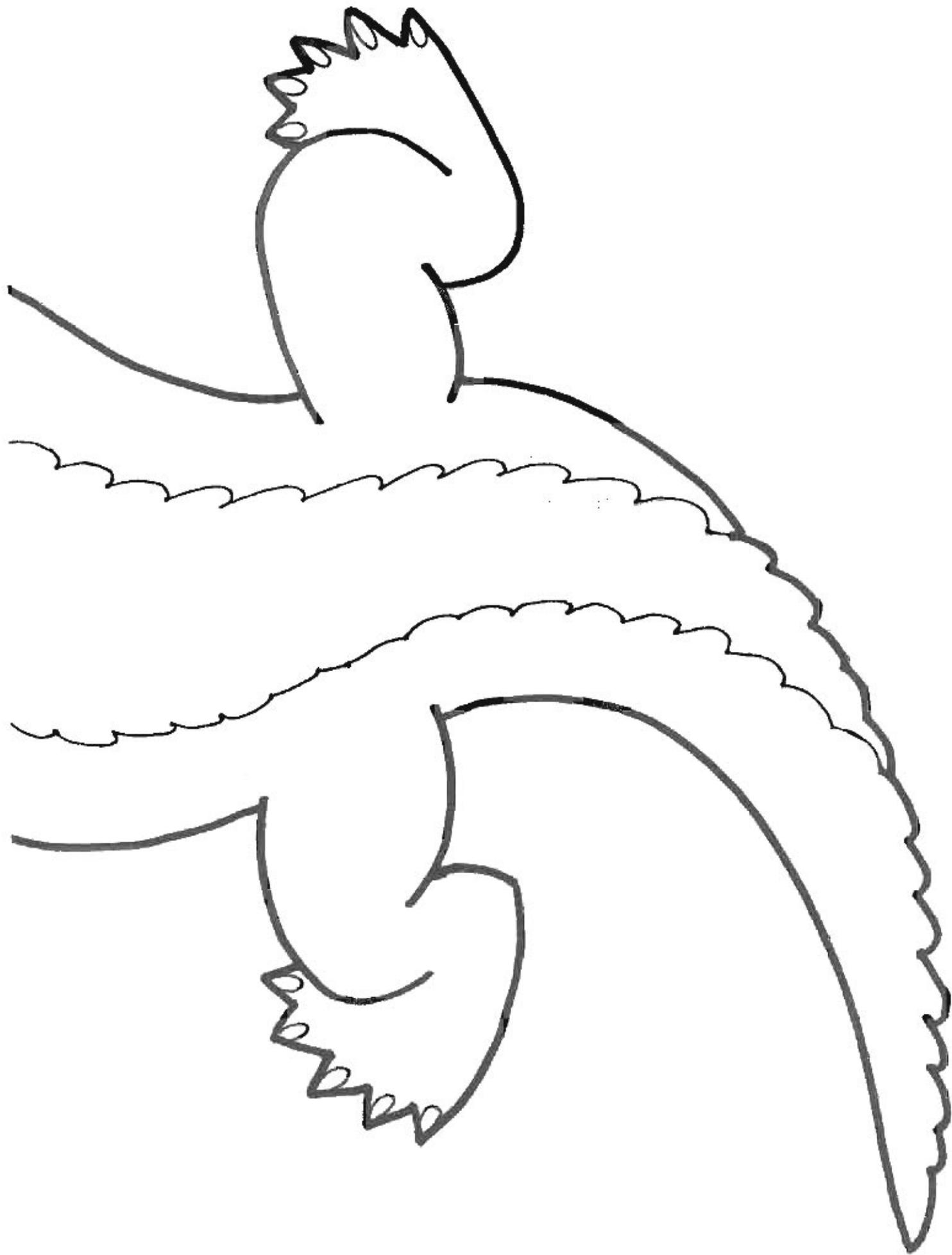


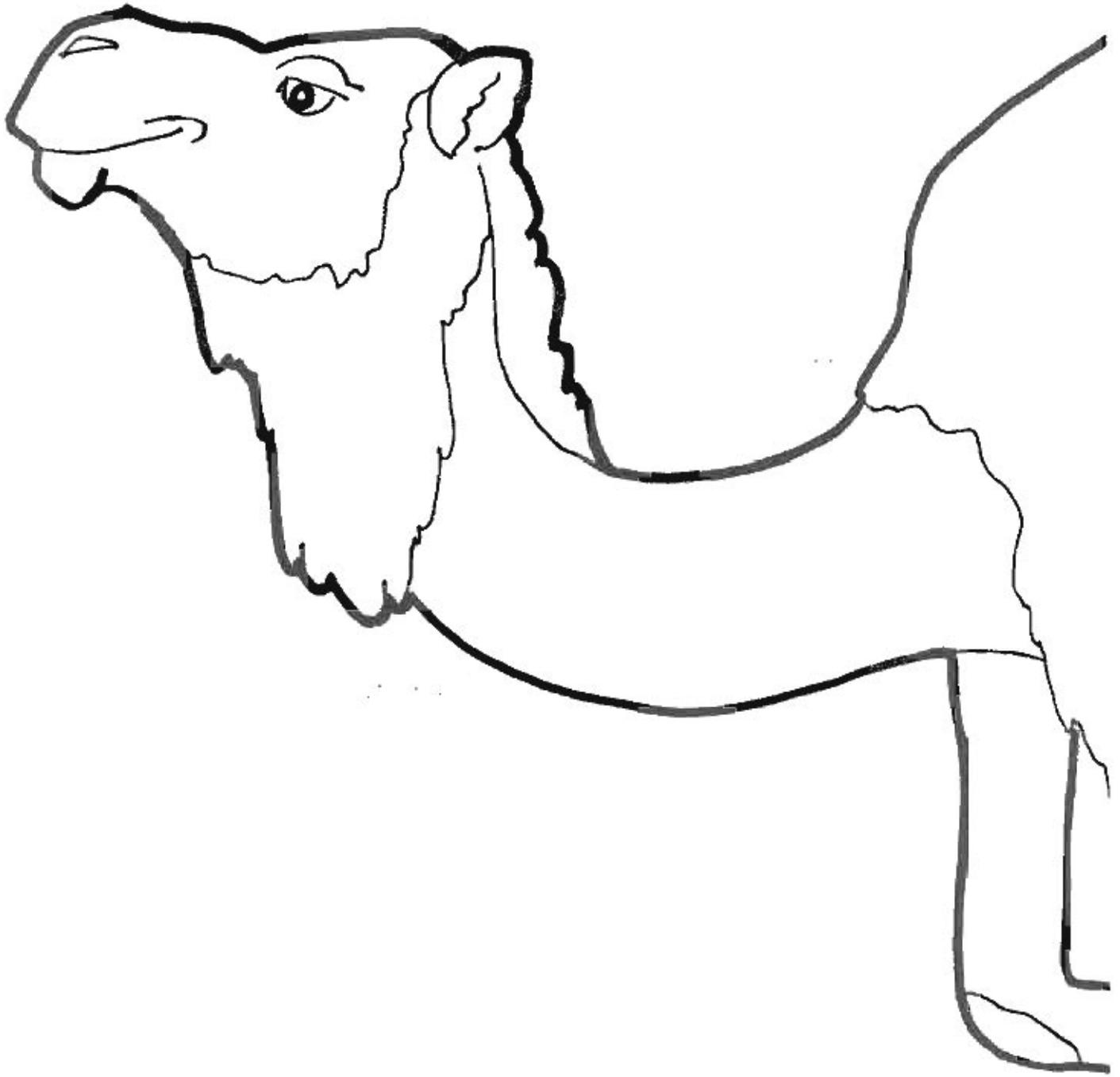


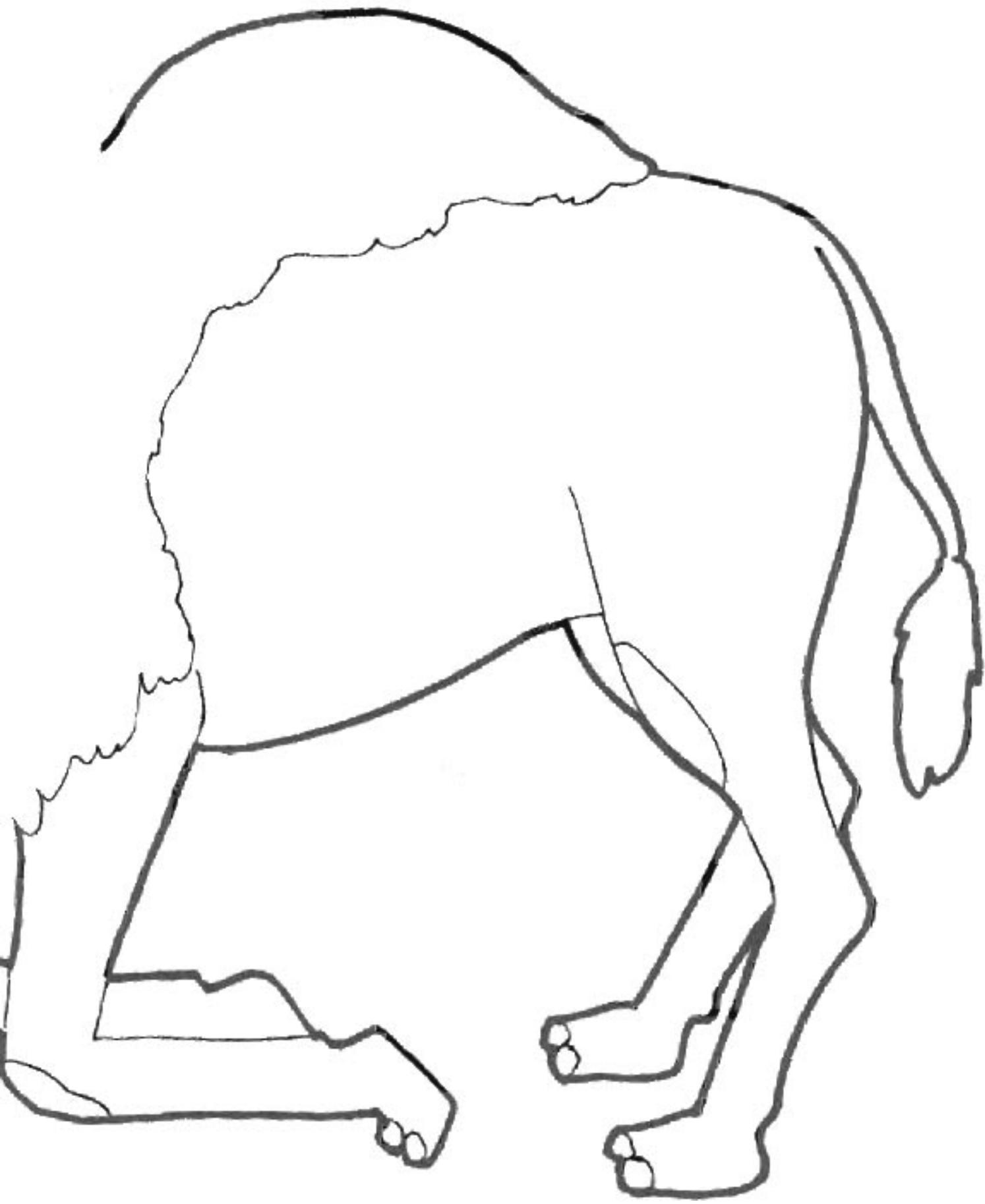


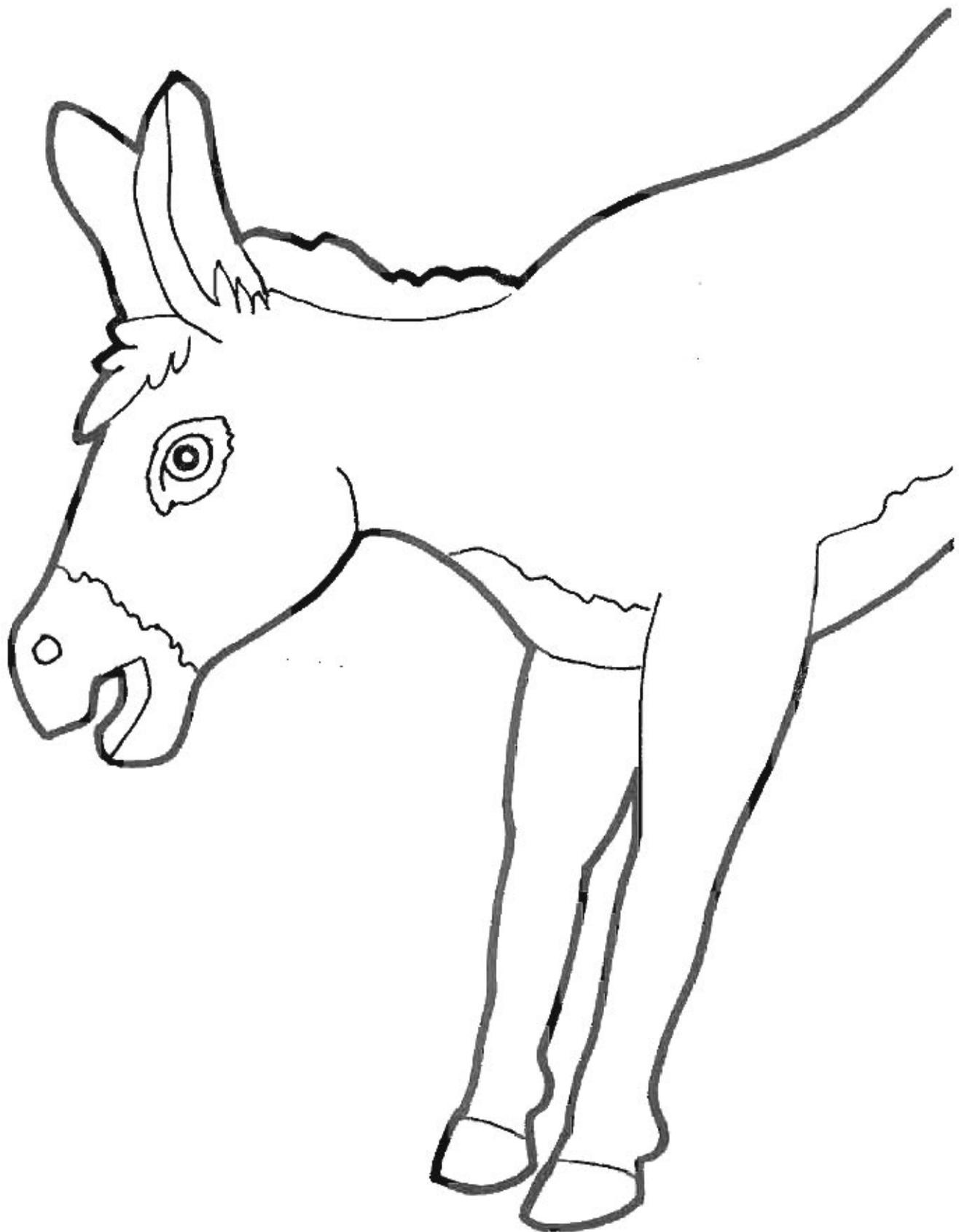


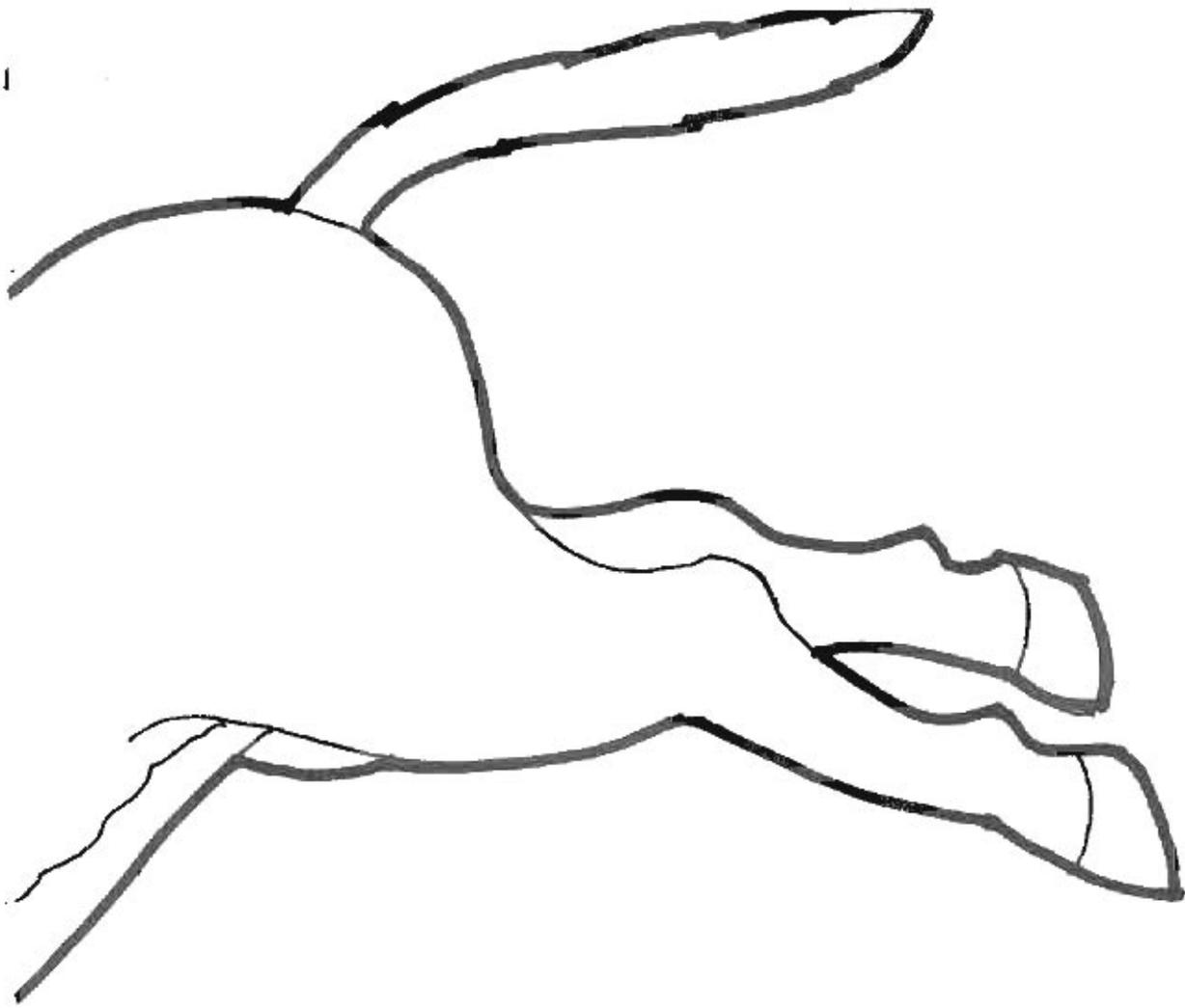




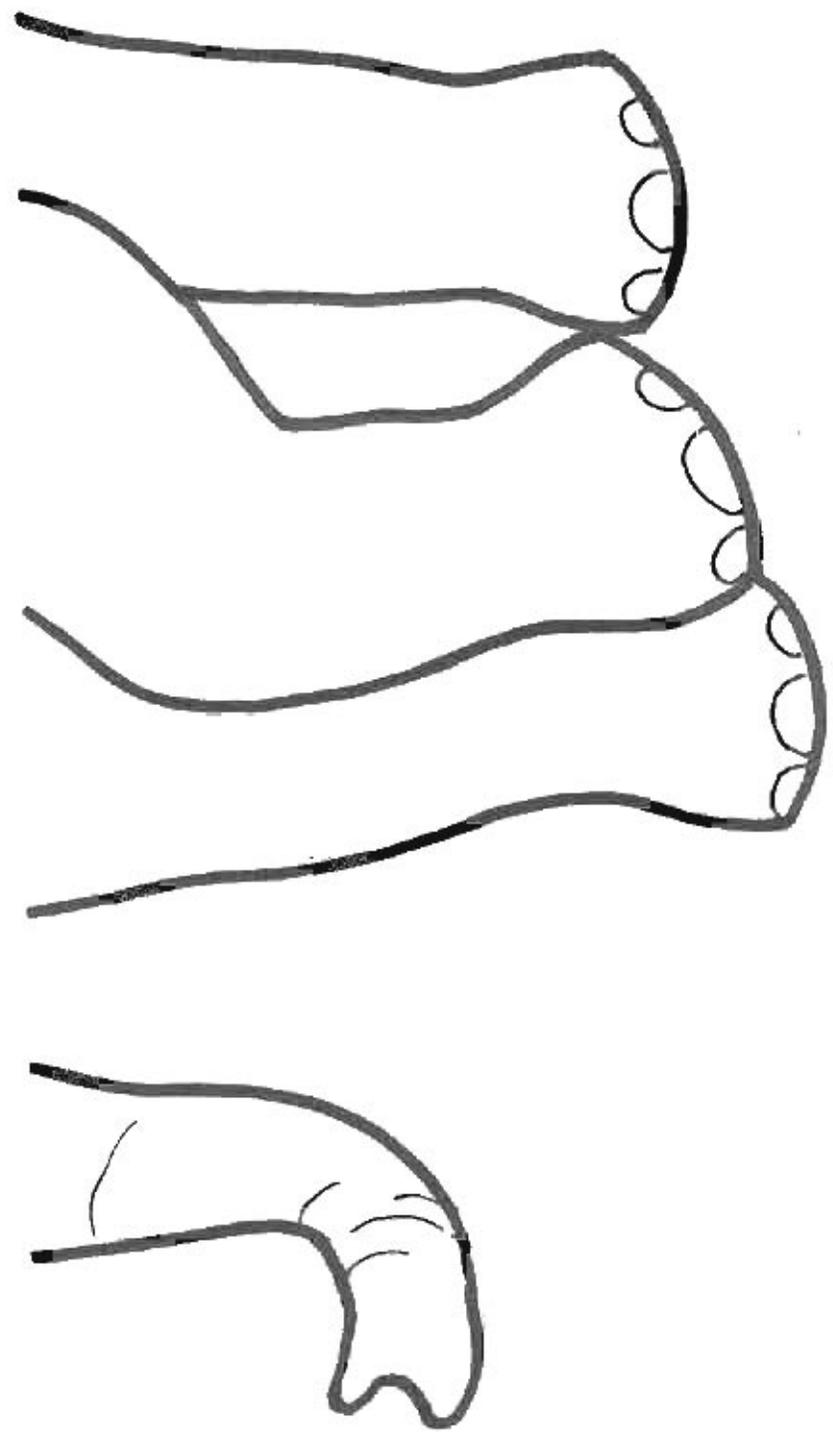




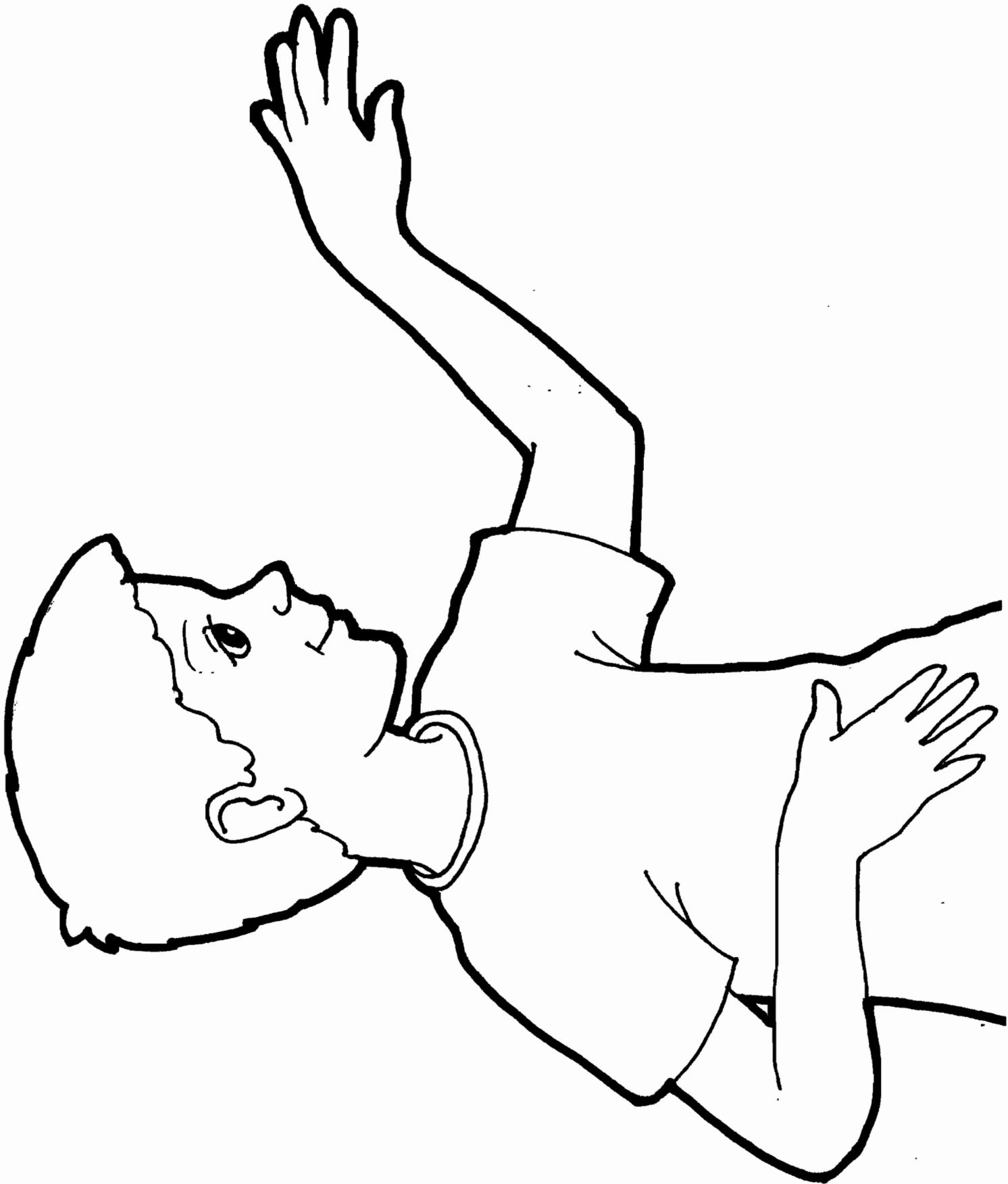


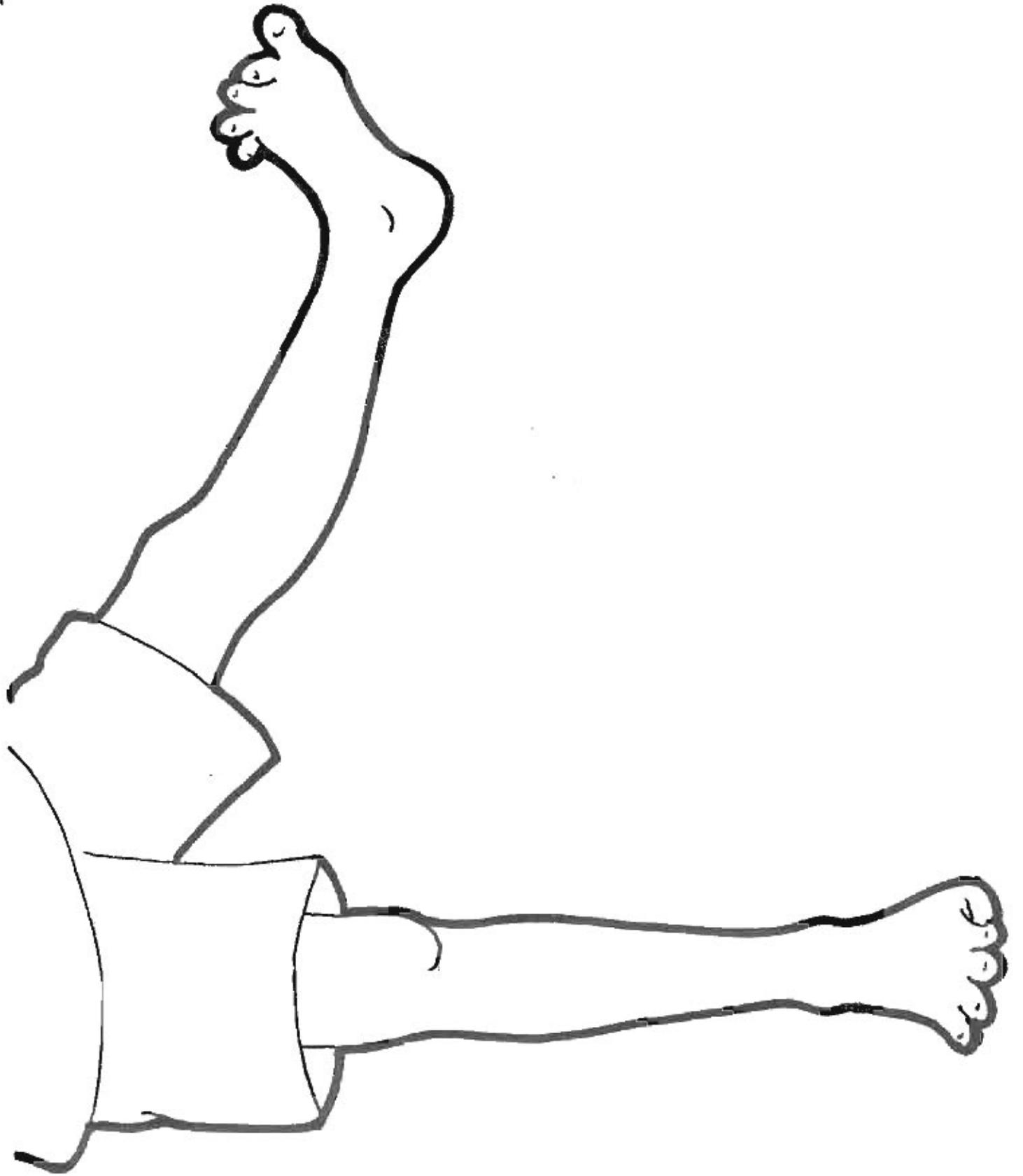












Learning Activity #2 – I Can Dance

Book: *Giraffes Can't Dance* by Giles Andreae
 Illustrated by Guy Parker-Rees

Benchmarks	<p>2.6 Shows through movement what is felt and heard in various musical tempos and styles</p> <p>3.1 Shows enjoyment of books and stories and discussion of them</p> <p>4.9 Freely participates in gross motor activities</p> <p>4.12 Shows balance and coordination</p>
Stability Skills	<ul style="list-style-type: none"> ➤ Turning ➤ Twisting ➤ Bending ➤ Stretching ➤ Swinging and swaying
You will need:	<ul style="list-style-type: none"> ✓ Poem: "The Giraffe" ✓ Picture of a giraffe (locate using a web search for "giraffe") ✓ Book: <i>Giraffes Can't Dance</i> by Giles Andreae, illustrated by Guy Parker-Rees ✓ CD or tape such as Dance Party Fun or All Time Favorite Dances or CDs or tapes that have music such as waltz, boogie, Latin music, reggae and Irish jig ✓ CD or tape of lullaby or soft music
Introduce the Activity	<p>Say the poem, "The Giraffe." As you say the last line, show the children the picture of the giraffe.</p> <p style="text-align: center;">"The Giraffe"</p> <p style="text-align: center;">I went walking one sunny day And guess what I saw coming my way?</p> <p style="text-align: center;">I saw an animal walking toward me Eating the leaves off the top of a tree.</p> <p style="text-align: center;">He had the longest neck I've ever seen As he ate the leaves that were so very green.</p> <p style="text-align: center;">This animal I saw was really quite tall With legs so thin I thought he might fall.</p> <p style="text-align: center;">This strange looking animal was a sight to behold. This very tall animal was a giraffe, I'm told.</p> <p style="text-align: center;">-Dot Brown</p>

<p style="text-align: center;">Present the Story</p>	<ul style="list-style-type: none"> • Prepare to read the book, <i>Giraffes Can't Dance</i> • Invite children to tell you what they know about giraffes. Ask questions such as, “<i>Have you ever seen a giraffe?</i>” “<i>Where did you see a giraffe?</i>” “<i>What are some things you noticed about the giraffe?</i>” “<i>How tall do you think a giraffe might be?</i>” • Show cover of the book, give title, author and illustrator. (Explain that author is person who writes the book and illustrator is person who draws the pictures) • Ask children if they think giraffes can or can't dance and to explain their answers. • Read book with children sitting so all can see the pictures. • Follow up with questions such as, “<i>Were you right?</i>” “<i>Could Gerald the giraffe dance?</i>” “<i>What music did Gerald dance to?</i>” “<i>How do you think Gerald felt when the other animals called him clumsy and weird?</i>” “<i>How do you think Gerald felt when he danced and the animals said, ‘Gerald’s the best dancer that we’ve ever seen?’</i>”
<p style="text-align: center;">Extend the Story</p>	<ul style="list-style-type: none"> • Explain to the children that it's now time for them to dance. Ask them to stand, hold hands and make a circle. Then drop hands. • Tell the children that you're going to play some music and invite them to listen to it and move like the music tells them to move. Say, for example, “<i>This is a waltz.</i>” • Play one dance tune and observe the children. Do they seem to be responding to the tempo they are hearing? • Tell the children you're going to play a different tune and invite them to listen to this one and move like the music tells them to move. Say, for example, “<i>This is reggae.</i>” • Observe the children to see if they respond differently to the second tune than they did the first one.
<p style="text-align: center;">Conclude the Session</p>	<ul style="list-style-type: none"> • Ask children to sit in a circle and listen as you play a tune just for listening. Play a calming tune such as a lullaby or soft music.
<p style="text-align: center;">Try these additional activities</p>	<p style="text-align: center;">Play Different Music</p> <ul style="list-style-type: none"> • On other days play different types of music. • Observe to see if the children respond to the different musical tempos and styles. • Ask the children to identify their favorite tunes.

Take a Listening Walk

- Reread the book, *Giraffes Can't Dance*, before going on the walk.
- Discuss the sounds Gerald heard in the jungle: grass and trees swaying, cricket playing the violin.
- Explain that you are going on a listening walk. This means you will need to be really quiet so you can hear all the sounds around you.
- Ask the children to predict what sounds they might hear on their walk.
- Take a walk around the playground, the neighborhood or the school grounds.
- Return to the classroom after the walk and ask children to recall all the sounds they heard on their walk. Were their predictions correct?
- Record on marker or chalkboard all the sounds the children heard. Here is an example of how to write what the children might say.

Our Listening Walk

John said, "I heard birds singing."
Andrea said, "I heard airplanes."

- Read their dictation back with the children.
- Invite children to draw pictures of what they heard on their listening walk.
- Write on their drawing their dictation about their walk if they request this.

Add Music to the Learning Environment

- Play lively dance music as children are playing in learning centers. Have the volume loud enough so children can hear the music, but not so loud that it interferes with their conversations.
- Observe to see if any of the children are responding to the music as they play.

Enrich the Learning Environment

- Add castanets and tambourines to the music center
- Add dance costumes and ballet and tap shoes to the dramatic play area

	<p style="text-align: center;">Invite a Guest</p> <ul style="list-style-type: none"> • Invite a parent or a dance teacher to come in and demonstrate different types of dances. Involve the children in the dances. • Seek out dance groups in the community who might come in. For example, a square dance group or a group at the local school who can demonstrate an Irish jig or clogging are possibilities.
Additional Books	<ul style="list-style-type: none"> ❑ <i>Barn Dance</i> by Bill Martin, Jr. & John Archambault, illustrated by Ted Rand ❑ <i>Dance Away</i> by George Shannon and Jose Aruego ❑ <i>The Listening Walk</i> by Paul Showers, illustrated by Alike ❑ <i>The Moon Jumpers</i> by Janice May Udry, illustrated by Maurice Sendak ❑ <i>Rap A Tap Tap – Here’s Bojangles – Think of That</i> by Leo & Diane Dillon
Resources	<ul style="list-style-type: none"> ✓ CDs and tapes can be ordered from school supply companies

<p>Teacher Notes:</p> <ul style="list-style-type: none"> ➤ Children need to hear the same story read to them several times. ➤ Children also need frequent opportunities to repeat and practice movement activities. ➤ Plan to reread the book, <i>Giraffes Can’t Dance</i> by Giles Andreae several times and include a variety of the suggested movement activities. ➤ It is important that stories and activities be repeated with children at different times throughout the year.

Learning Activity #3 – I Can Walk

Book: *We're Going on a Picnic* by Pat Hutchins

Benchmarks	<p>3.1 Shows enjoyment of books and stories and discussion of them</p> <p>4.9 Freely participates in gross motor activities</p> <p>4.11 Runs, jumps, hops, skips</p> <p>4.12 Shows balance and coordination</p> <p>5.8 Participates in group discussion</p>
Locomotor Skills	<p>➤ Walking</p>
You will need:	<p>✓ Book: <i>We're Going on a Picnic</i> by Pat Hutchins</p> <p>✓ Carpet squares or personal space markers</p> <p>✓ Picnic Basket</p>
Introduce the Activity	<ul style="list-style-type: none"> • Children sitting on carpet squares or personal space markers. • Show children picnic basket and ask if they know what kind of basket it is. • Depending on answers, label it a "picnic basket. Lead children to briefly discuss their picnic experiences. <i>Where did they go? Who went with them? What did they have to eat? What else did they take?</i> • Invite children, one at a time, to tell you one thing they would put in the basket to take on a picnic. Encourage each child to say something different than other children. As each child names the item, ask him/her to pretend to place it in the basket. • When last child has put a "pretend" item in basket, say, "<i>Our picnic basket was empty. Now it's full and we're going on a picnic.</i>"
Present the Story	<ul style="list-style-type: none"> • Prepare to read the story, <i>We're Going on a Picnic</i>. • Show the cover, give title and author. (Explain that author is person who writes the book.) • Ask children to look at the cover and name who they think is going on a picnic. (hen, duck, goose) • Ask children to name the other animals they see on the cover (mouse, rabbit, squirrel) and what they think these animals are going to do. • Say, "<i>Let's read and find out.</i>" • Read book with children sitting so all can see the pictures. • Pause while reading the story to allow children time to observe what is happening with the picnic basket. Ask questions to focus their observations. "<i>What do you think the mouse is doing in the basket?</i>" "<i>The squirrel?</i>" "<i>The rabbit?</i>" Say, "<i>Were you right?</i>" as you turn to the next page which shows the animals eating the fruit in the basket. • Follow up with questions such as "<i>Why was the picnic basket empty?</i>" "<i>Who ate the strawberries, apples and pears?</i>"

<p style="text-align: center;">Extend the Story</p>	<ul style="list-style-type: none"> • Explain to children that they will now take a walk around the room. • Remind children to move safely and not get too close to other children. • Reinforce the stop and go signal you have established: clapping hands, striking a drum, striking two rhythm sticks together are examples. • When children hear this signal, they are to freeze like a statue. • Say, “<i>Can you walk around the room and stay as far from your friends as you can?</i>” • Observe children to make sure they are walking without bumping into other children. • Sound the stop signal. • Say, “<i>Can you walk sideways without bumping into others?</i>” • Sound the stop signal. • Say, “<i>Can you walk backwards without bumping into others?</i>” • Sound the stop signal. • Say, “<i>Can you walk very slowly to your carpet square and sit down?</i>” <p>Teacher Note: Consider playing music as children walk around the room. Keep music at a level that allows children to hear stop and go signals.</p>
<p style="text-align: center;">Conclude the Session</p>	<ul style="list-style-type: none"> • Lead the children in a finger play. <p><i>Open, shut them, open, shut them, Give a little clap. Open, shut them, open, shut them, Put them in your lap.</i></p> <p><i>Walk them, walk them, walk them, walk them Right up to your chin. Open up your little mouth, But do not let them in.</i></p> <p><i>Walk them, walk them, walk them, walk them Right down to your toes. Let them fly up in the air and Tap you on the nose.</i></p> <p><i>Open, shut them, open, shut them, Give a little clap. Open, shut them, open, shut them, Put them in your lap.</i></p>



Walking through the Woods

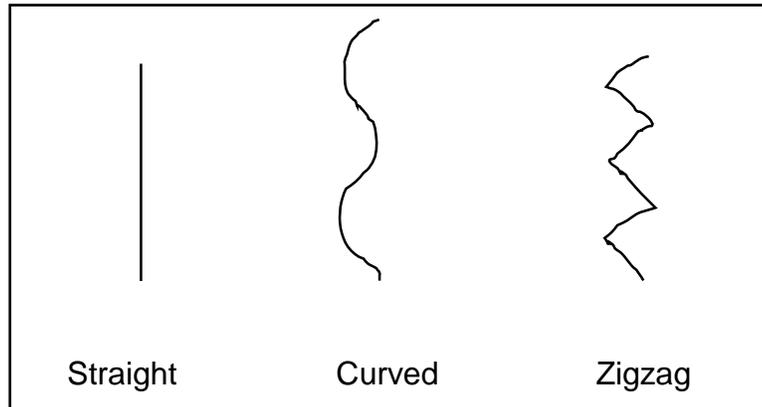
Try these additional activities

- Create an indoor or outdoor woods (obstacle course). Use cones or two-liter soda bottles weighted with sand or gravel to represent trees. Tape the caps on the bottles to avoid spills.
- Reread the book, *We're Going on a Picnic* by Pat Hutchins. Review with the children some of the places the characters in the story walked: across the field, up the hill, down the hill, down the path, around the lane.
- Explain to children that they are going on a picnic and there are some trees they will have to walk around to get to the picnic site.
- Remind children to stay away from their friends as they are walking. Review the stop and go signal you have established.
- Say, "Can you walk slowly through the woods?"
- Observe children to make sure they are able to walk without hitting barriers.
- Sound the stop signal.
- Say, "Can you walk faster?"
- Sound the stop signal.
- Say, "Can you walk to the picnic spot?" Children walk to carpet squares or to a designated place on the playground if this activity takes place outdoors.

Pathways for Movement

- Introduce pathways for movement as follows:
 - o Use hand movements to create and explain a straight, curved and zigzag pathway.
 - o Demonstrate walking in a straight, curved and zigzag pathway telling children what each pathway is.
 - o Walk each pathway again and ask children to name the pathway you're walking.

- Remind children to stay away from their friends as they are walking. Review the stop and go signal you have established.
- Say, “*Can you walk forward in a straight pathway?*”
- Sound the stop signal.
- Say, “*Can you walk in a curved pathway?*”
- Sound the stop signal.
- Say, “*Can you walk in a zigzag pathway?*”
- Sound the signal.
- Have children walk to their carpet squares.



Fruit Tasting Feast

- Prepare for fruit tasting experience. You will need apples, pears and strawberries, a way to wash the fruit, a knife, and plates or paper towels.
- Prepare a graph to record children’s fruit preferences.
- Reread the book, *We’re Going on a Picnic*, by Pat Hutchins.
- Ask children to name the fruit in the story. Comment that all are fruit and good for your body. These fruits are healthy foods.
- Have children wash hands.
- Wash the fruit and cut it into small pieces and place a piece of each fruit on each child’s plate or paper towel.
- Invite children to taste the fruit and compare the tastes.
- Complete a tasting graph of the children’s favorite fruit they tasted.
- Write a story about the experience.

Teacher Note: Be aware of food allergies and make any necessary adjustments.

Our Favorite Fruit

6	Shane		
5	Reginald		Ethan
4	Hayden	Kelly	Jose
3	LaTonya	Susana	Ashley
2	James	Antonio	Lupe
1	Maria	Frank	Sarah
0	 Apple	 Pear	 Strawberry

Our Story:

Our Favorite Fruit

The favorite fruit of our class is the apple. Six people liked apples best.

Picnic Prop Box

- Develop a Picnic Prop Box for dramatic play. Include a picnic basket, a tablecloth or large towel, plastic plates, glasses, cups and spoons, cloth napkins which can be washed, clean cold drink liter bottles, empty water bottles.
- Place the picnic basket in the home living/dramatic play center or take it outdoors. Observe children to see what props they add to their play.

Plan a Picnic

- Involve children in planning a picnic. The picnic can be held on the playground, in a nearby park or in the classroom. You may want to invite parents to the event.
- Involve children in planning the menu. Keep it healthy and simple with children having choices of type of sandwiches, fresh fruit and/or vegetables, for example.
- Record the menu on chart paper and post it in the room where children can see it. Allow children to illustrate the menu with pictures they draw or cut from magazines.
- Involve children in preparing for the picnic. Each child can make his/her own sandwich, for example.

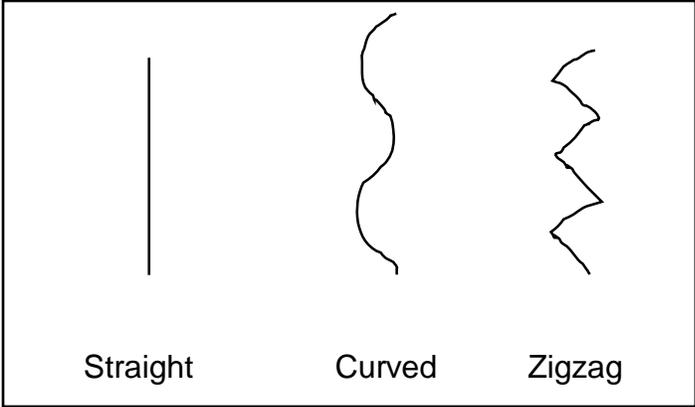
<p>Additional Books</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>The Little Red Hen</i> by Paul Galdone <input type="checkbox"/> <i>I Went Walking</i> by Sue Williams <input type="checkbox"/> <i>Rosie's Walk</i> by Pat Hutchins <input type="checkbox"/> <i>The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear</i> by Don and Audrey Wood <input type="checkbox"/> <i>Make Way for Ducklings</i> by Robert McCloskey <input type="checkbox"/> <i>Have You Seen My Duckling</i> by Nancy Trafuri <input type="checkbox"/> <i>Five Little Ducks</i> by Raffi, illustrated by Jose Aruego and Arienne Dewey
<p>Resources</p>	<ul style="list-style-type: none"> ✓ Refer to A Story a Month, October 2002, The Little Red Hen ✓ Personal space markers can be ordered from equipment companies or from school supply companies.

<p>Teacher Notes:</p> <ul style="list-style-type: none"> ➤ Children need to hear the same story read to them several times. ➤ Children also need frequent opportunities to repeat and practice movement activities. ➤ Plan to reread the book, <i>We're Going on a Picnic</i> by Pat Hutchins, and include a variety of the suggested movement activities. ➤ It is important that stories and activities be repeated with children at different times throughout the year. 	
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Learning Activity #4 – I Can Run

Book: *The Gingerbread Man*, retold by Jim Aylesworth,
Illustrated by Barbara McClintock

Benchmarks	<p>3.1 Shows enjoyment of books and stories and discussion of them</p> <p>4.9 Freely participates in gross motor activities</p> <p>4.11 Runs, jumps, hops, skips</p> <p>4.12 Shows balance and coordination</p> <p>5.6 Participates in songs, finger plays, rhyming activities and games</p>
Locomotor Skills	<ul style="list-style-type: none"> ➤ Running
Stability Skills	<ul style="list-style-type: none"> ➤ Stopping
You will need:	<ul style="list-style-type: none"> ✓ Book: <i>The Gingerbread Man</i>, retold by Jim Aylesworth, illustrated by Barbara McClintock ✓ Carpet squares or personal space markers ✓ Picture of a Gingerbread Man
Introduce the Activity	<ul style="list-style-type: none"> • Children sitting on carpet squares or personal space markers • Show children picture of the Gingerbread Man. Ask if they know who this is. If not, say, “<i>This is the Gingerbread Man. We’ll be reading a story about him.</i>” • Introduce “The Bakery”. Make appropriate motions. <p style="text-align: center;">The Bakery</p> <p style="text-align: center;"><i>Five little gingerbread men in a bakery shop (hold up five fingers) Short and fat with raisins on the top. Along came (boy/girl or insert child’s name) With a penny to pay.</i></p> <p style="text-align: center;"><i>He/she bought that gingerbread man And he took it away.”</i></p> <ul style="list-style-type: none"> • Repeat the rhyme, taking one gingerbread man away each time, until the last verse. <p style="text-align: center;"><i>No little gingerbread men in a bakery shop Short and fat with raisins on the top. Along came (boy/girl or insert child’s name) With a penny to pay.</i></p> <p style="text-align: center;"><i>He saw no gingerbread men So he ran away.</i></p> <p>Teacher Note: Adjust this activity so that each child’s name is used in the rhyme.</p>

<p style="text-align: center;">Present the Story</p>	<ul style="list-style-type: none"> • Prepare to read the story, <i>The Gingerbread Man</i>. • Show the cover, give title, author and illustrator. (Explain that author is person who writes the book and illustrator is person who draws the pictures.) • Ask children to look at cover and predict what story is about. Ask, “<i>Why do you think the Gingerbread Man is running?</i>” “<i>Let’s read and find out.</i>” • Read book with children sitting so all can see the pictures. • Review the story by showing the pages and letting children tell the story in their own words. On pages where Gingerbread Man says rhymes, read those with children. Encourage them to join in. • Explain to children that in just a few minutes they will have an opportunity to run like the Gingerbread Man.
<p style="text-align: center;">Extend the Story</p>	<ul style="list-style-type: none"> • Introduce pathways for movement as follows: <ul style="list-style-type: none"> ○ Use hand movements to create and explain a straight, curved and zigzag pathway. ○ Demonstrate running in a straight, curved and zigzag pathway. ○ Run each pathway again and ask children to name the pathway you’re running. <div style="text-align: center; border: 1px solid black; padding: 10px; margin: 10px 0;">  <p style="display: flex; justify-content: space-around; margin-top: 5px;"> Straight Curved Zigzag </p> </div> <ul style="list-style-type: none"> • Provide enough space so that children can run without touching other children. • Explain to children how different parts of their body work when they are running: <ul style="list-style-type: none"> ○ Say, “<i>Bend your elbows, then swing your arms when running.</i>” ○ Say, “<i>Pick up your feet and move forward as fast as you can.</i>” • Remind children to be careful, to watch where they’re going and to avoid running into their friends.

- Reinforce the stop and go signal you have established.
- Say, “*Can you run around the room without bumping into anyone?*”
- Sound the stop signal.
- Say, “*Now run in a curved pathway.*”



- Sound the stop signal.
- Say, “*Can you run in a zigzag pathway?*”
- Sound the stop signal.
- Say, “*Can you walk slowly to your carpet square?*”

Conclude the Session

- Sing this song to the tune of “The Muffin Man.”

The Gingerbread Man

*Oh, have you seen the Gingerbread Man,
The Gingerbread Man, the Gingerbread Man?
Oh, have you seen the Gingerbread Man?
He ran right down the lane.*

*Oh, yes, I've seen the Gingerbread Man,
The Gingerbread Man, the Gingerbread Man.
Oh, yes, I've seen the Gingerbread Man,
He ran right down the lane.*

Try these additional activities

Who Chased the Gingerbread Man?

- Make a set of cards with all of the characters from the book, *The Gingerbread Man*.
- Reread the book, *The Gingerbread Man*.
- Review the story, stressing the order in which the characters chased the Gingerbread Man.
- Gather six children together and give each one a story card. Have the children tell the story, presenting the characters who chased the Gingerbread Man in the correct order: man and woman, butcher, cow and sow.
- Ask children “*What happened when the Gingerbread Man met the fox?*”

Compare Two Stories

- Read the book, *The Gingerbread Man*, by Jim Aylesworth. Then read *The Gingerbread Boy* by Paul Galdone
- Involve children in a discussion about the differences and similarities between the two stories.
- Ask each child to state which is his/her favorite of the two stories. Create a graph with their choices. Review the graph with the children. Count the number of children who like each story best. Write a story that is a summary of the graph.

6	Ryan	
5	Trey	
4	Sydni	Tam ka
3	Brooke	Isabelle
2	Jacob	Manuel
1	Tyrone	Savanah
	<i>The Gingerbread Man</i>	<i>The Gingerbread Boy</i>

Example of the summary story:

*Six children like The Gingerbread Man the best.
Four children like The Gingerbread Boy the best.
More children liked The Gingerbread Man story.*

Run from the Wolf

- Create an indoor or outdoor woods (obstacle course). Use cones or two-liter soda bottles weighted with sand or gravel. Tape the caps on the bottles to avoid spills.
- Arrange to have the obstacle course set up ahead of time so children do not have to wait.
- Reread the book, *The Gingerbread Man*, with the children.
- Explain to children that they will run through the woods to get away from the fox.

- Remind children to avoid running into their friends or the trees as they are running. Review the stop and go signal you have established.
- Say, *“The fox is chasing you. Run around the trees so he can’t catch you.”*
- Sound the stop signal.
- Repeat running sequence several times.
- Say, *“Can you run some more? The fox is still after you.”*
- Sound the stop signal.
- Say, *“The fox has quit chasing you. Now you can walk back home and rest.”*

Create a Bakery Prop Box for Dramatic Play

- Begin to collect items for a bakery prop box.
 - small cake pans, cookie sheets and muffin tins
 - plastic measuring cups and spoons
 - small plastic mixing bowls
 - spatulas and whisks
 - empty boxes (flour, sugar, mixes)
 - pot holders and dish towels
 - apron and baker’s hat
 - sifter
 - small rolling pin
 - illustrated recipe cards (laminated)
- Allow children to play with bakery prop box in home living/dramatic play center.

Smelling Spices

- Let children smell ginger and cinnamon.
- Use a cotton ball to pick up a small amount of each spice. This allows children to experience the fragrance without the threat of inhaling the powdered spices.

Scented Play Dough

- Make brown play dough. Scent half with ginger and half with cinnamon. Hint: red + yellow + blue food coloring = brown
- Add a child size rolling pin and gingerbread man shaped cookie cutters.

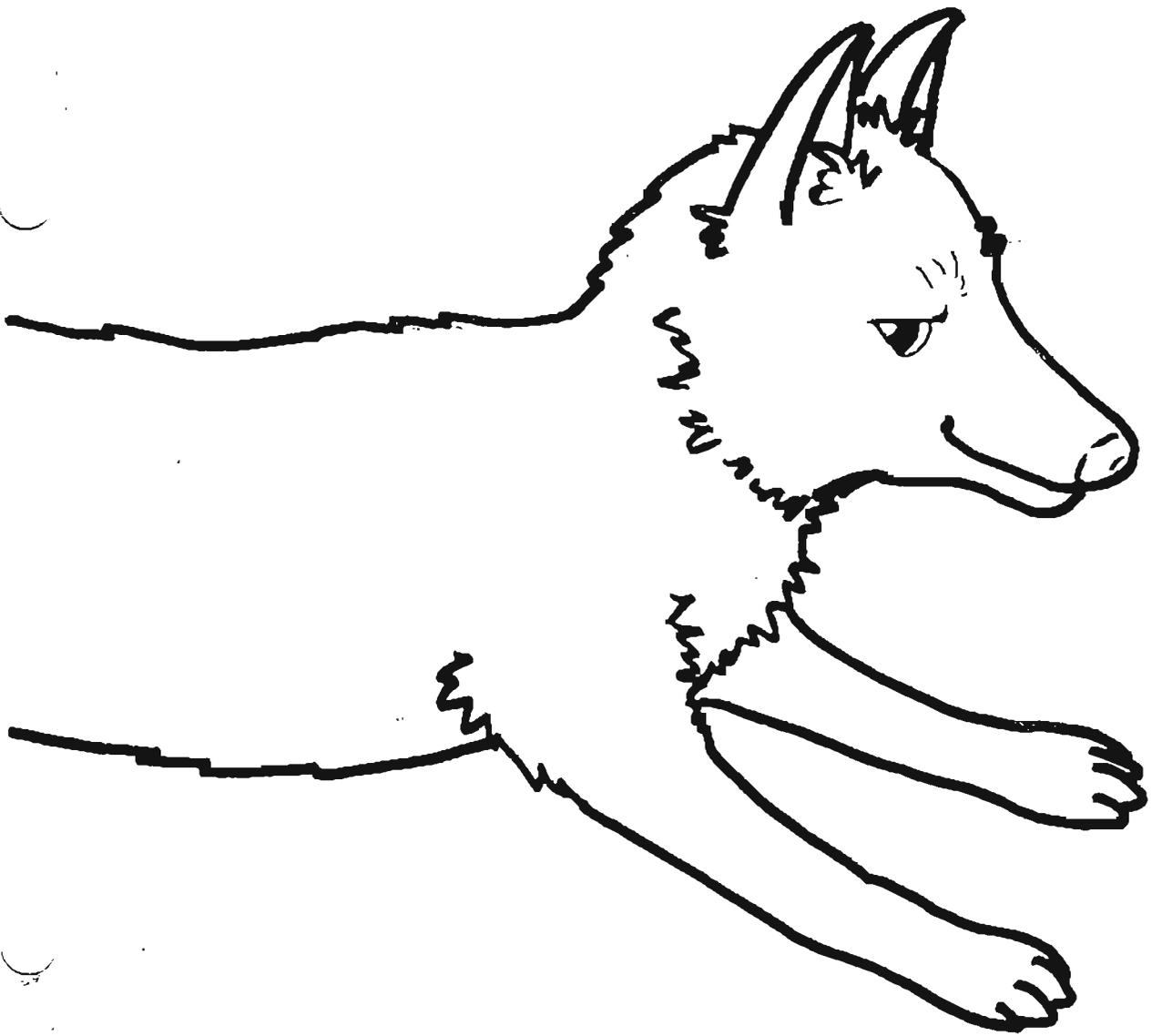
Printmaking

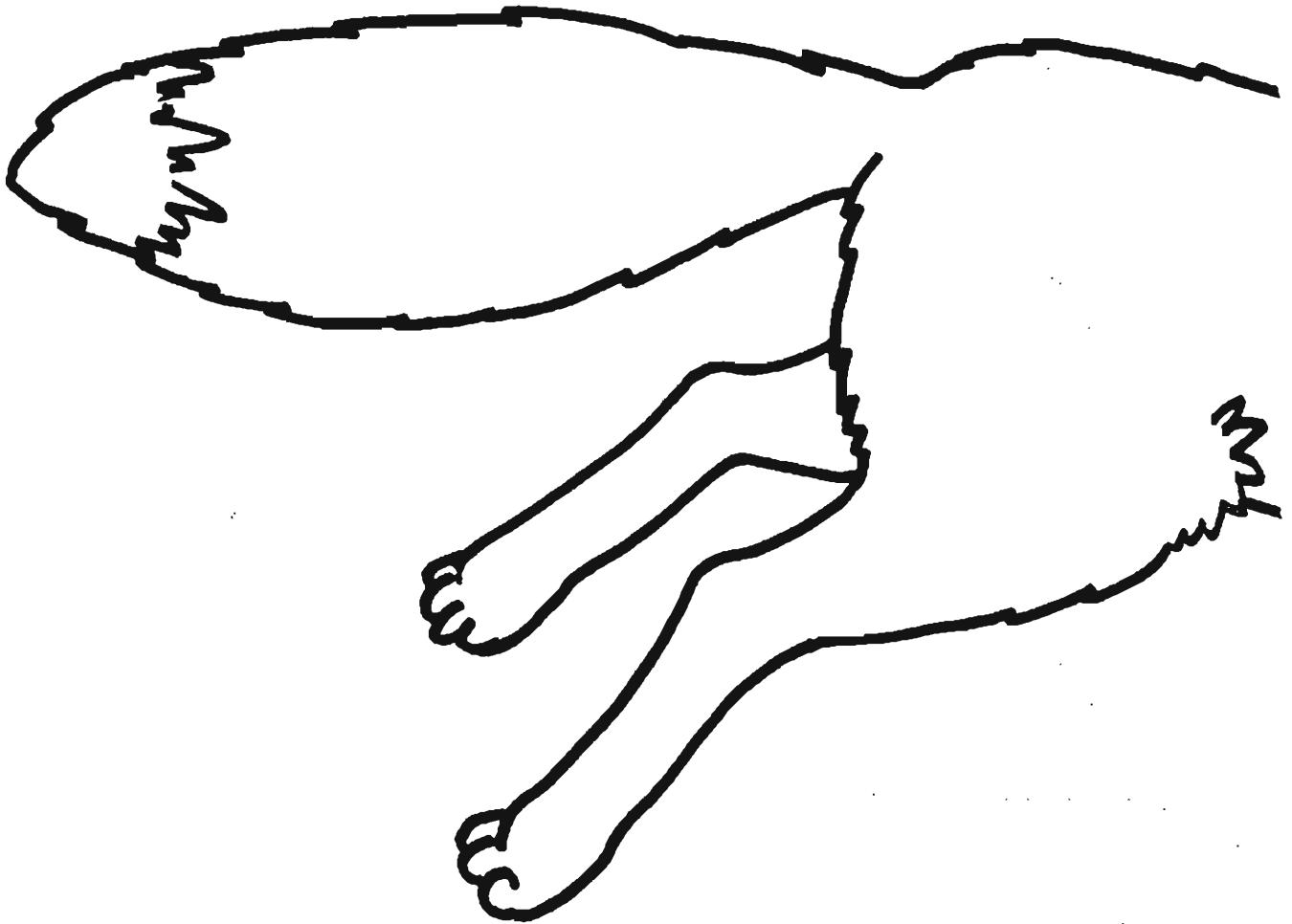
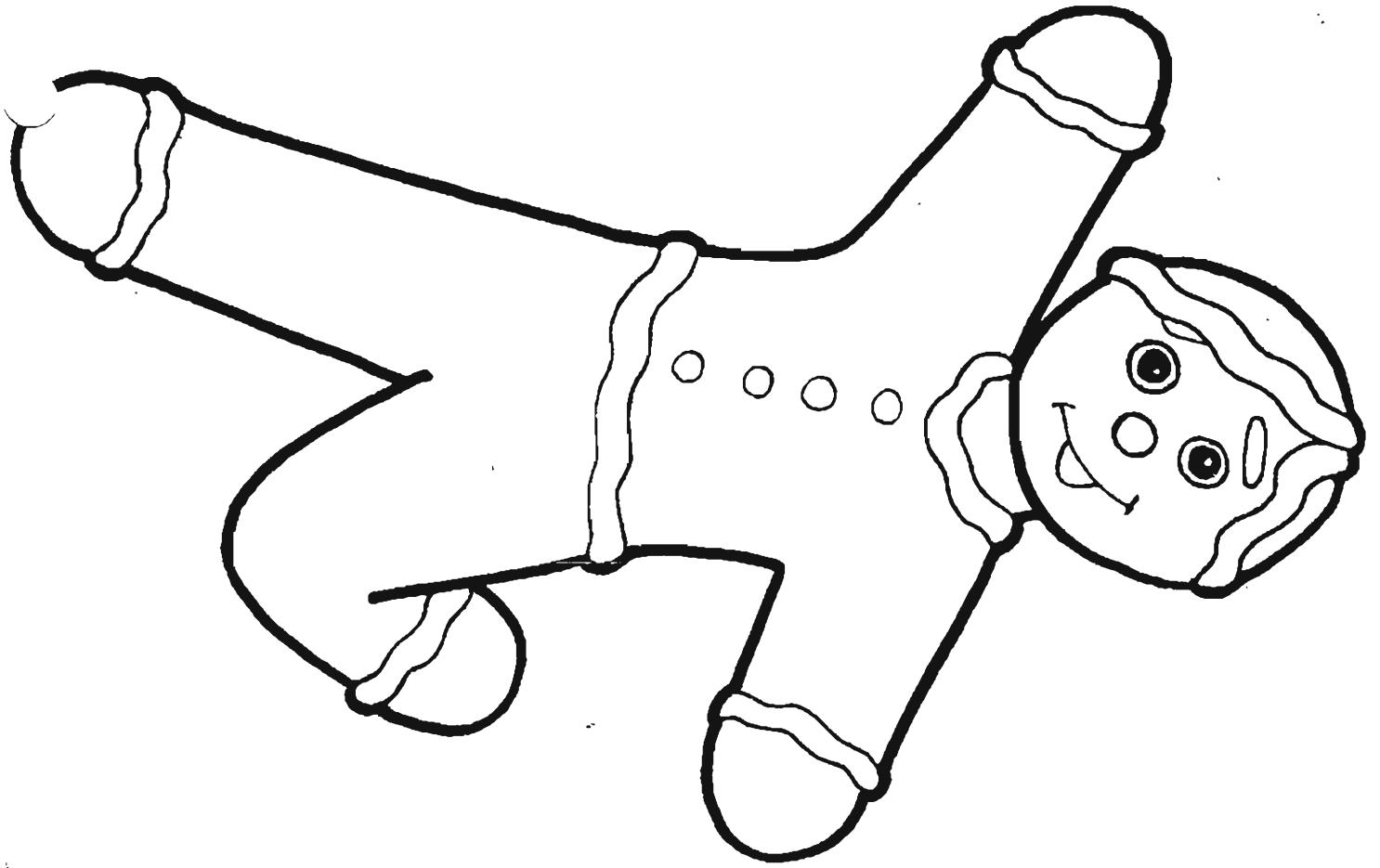
- Use gingerbread man shaped cookie cutters for printmaking projects.
- Cut sponges into gingerbread man shapes for printmaking.

	<p style="text-align: center;">Make Gingerbread Man Cookies</p> <p> ¼ cup margarine 2 teaspoons baking soda 1 cup sugar 1 teaspoon cinnamon 1 egg slightly beaten 1 teaspoon cloves ¼ cup molasses 1 teaspoon ginger 2 ½ cups flour </p> <p> Cream the margarine and cup of sugar. Beat in the egg and molasses. Sift the flour with soda and spices, and mix with the wet ingredients. Chill the dough. Roll chilled dough on a lightly floured board to 1/8" thickness. Cut out gingerbread men shapes with cookie cutter. Bake on oiled baking sheet for 8 to 10 minutes at 350 degrees F. Decorate with raisins. </p> <p>Teacher Notes:</p> <ul style="list-style-type: none"> • Allow the children to do as much of this process as possible. They can help measure, sift, use cookie cutters and decorate with raisins. • Serve the gingerbread man cookies while they are still warm so children can experience the wonderful aroma. • Serve with milk. • Make an illustrated recipe chart before beginning this food experience. • Read the directions from the chart as you and children are preparing the cookie dough. • Make recipe cards to send home to families.
<p style="text-align: center;">Additional Books</p>	<ul style="list-style-type: none"> ❑ <i>The Gingerbread Boy</i> by Paul Galdone ❑ <i>The Gingerbread Baby</i> by Jan Brett ❑ <i>The Gingerbread Man</i> by Eric A. Kimmel
<p style="text-align: center;">Resources</p>	<ul style="list-style-type: none"> ✓ Refer to A Story a Month, December 2003, The Gingerbread Boy ✓ Personal space markers can be ordered from equipment companies or from school supply companies. ✓ See back cover of the book, <i>The Gingerbread Man</i>, for another gingerbread cookie recipe.

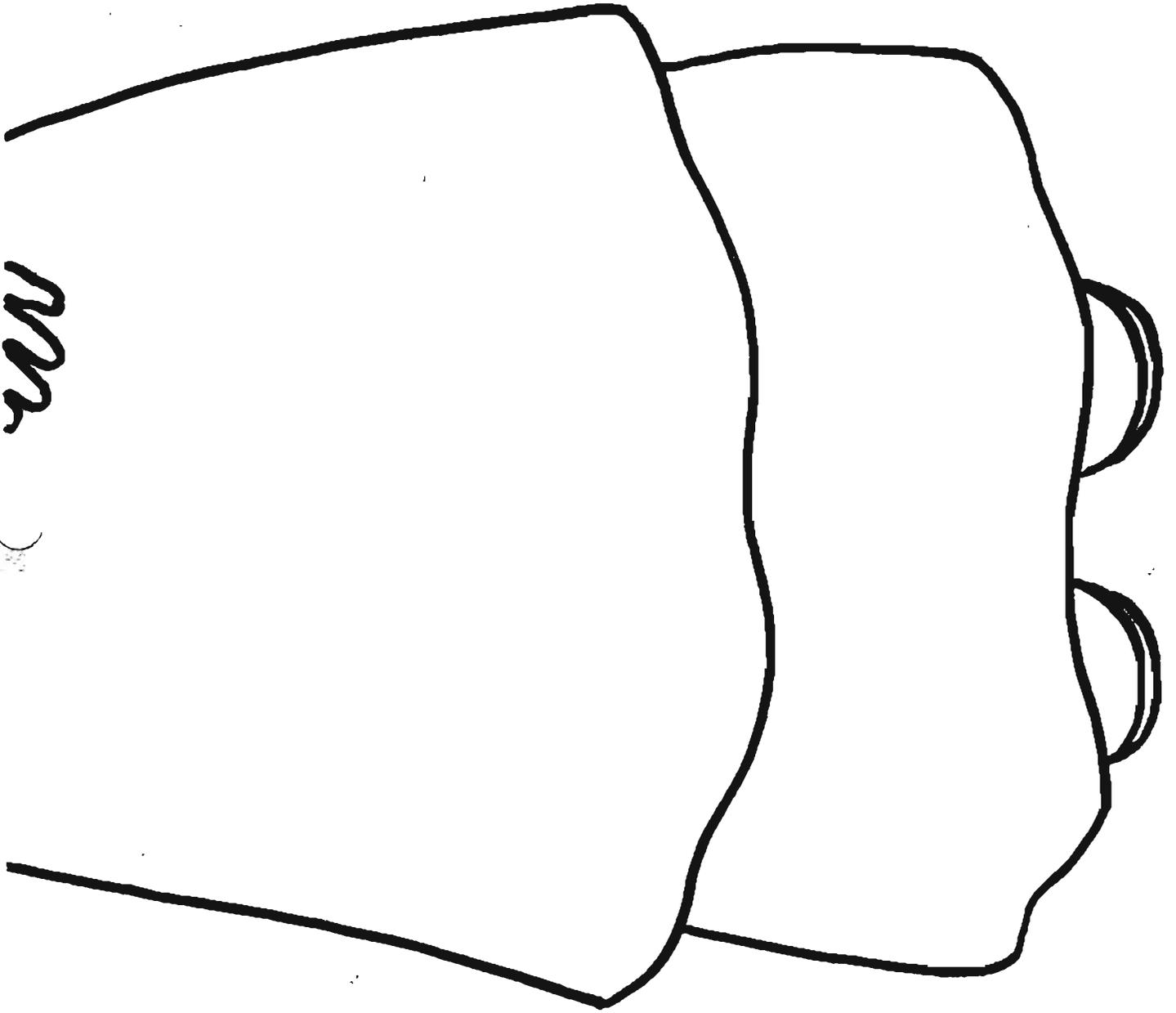
Teacher Notes:

- Children need to hear the same story read to them several times.
- Children also need frequent opportunities to repeat and practice movement activities.
- Plan to reread the book, *The Gingerbread Man* by Jim Aylesworth and include a variety of the suggested movement activities.
- It is important that stories and activities be repeated with children at different times throughout the year.

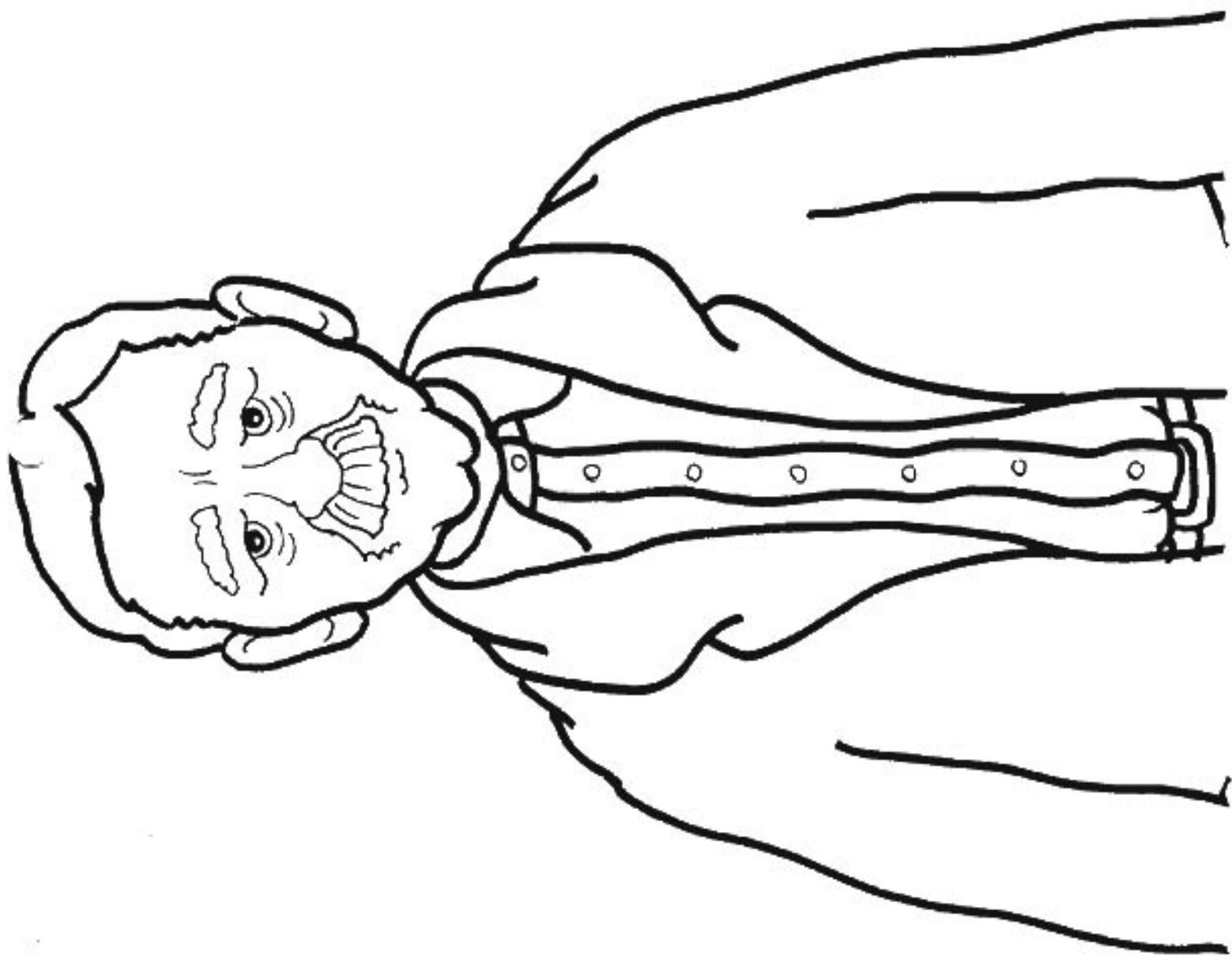






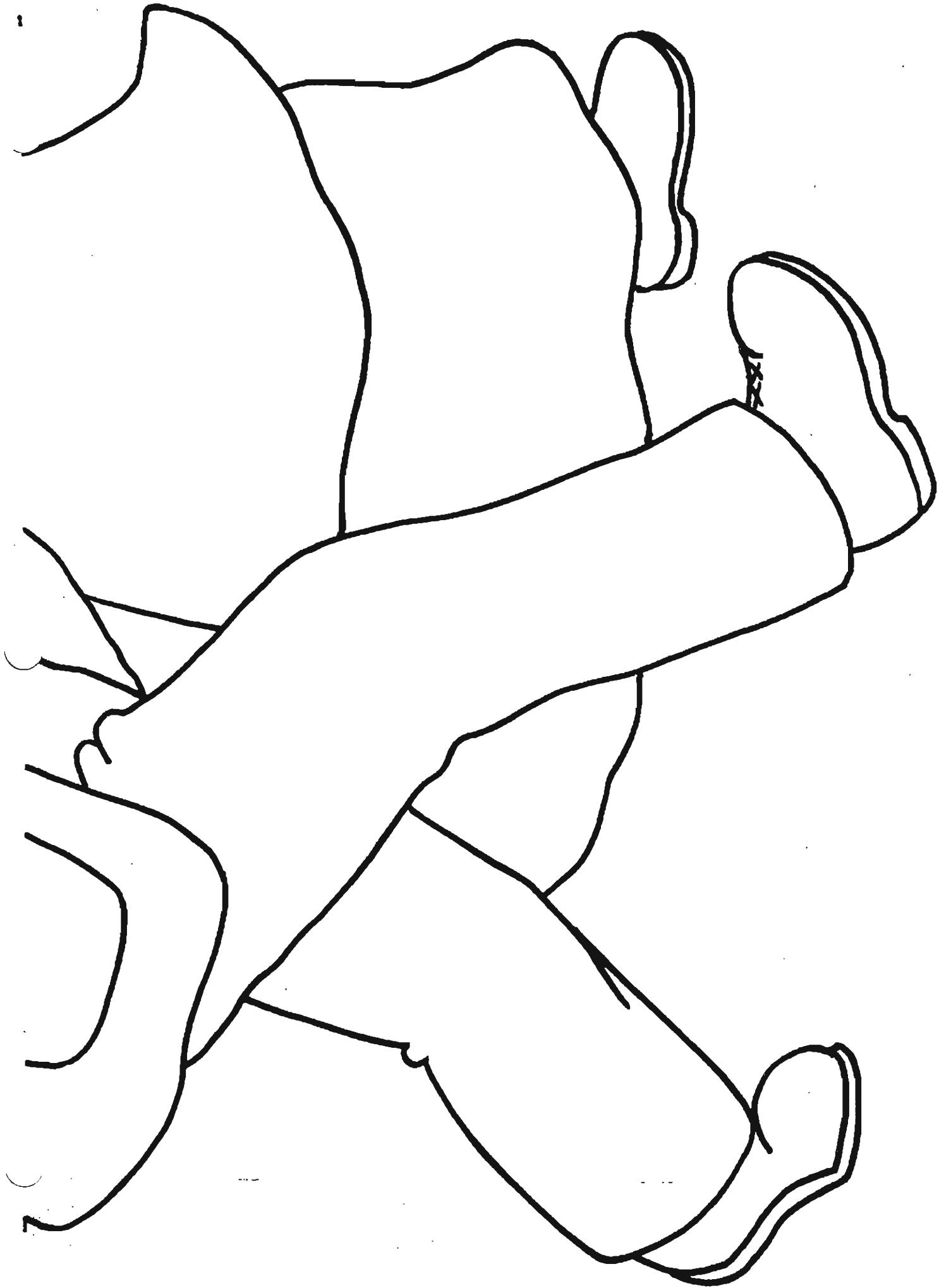


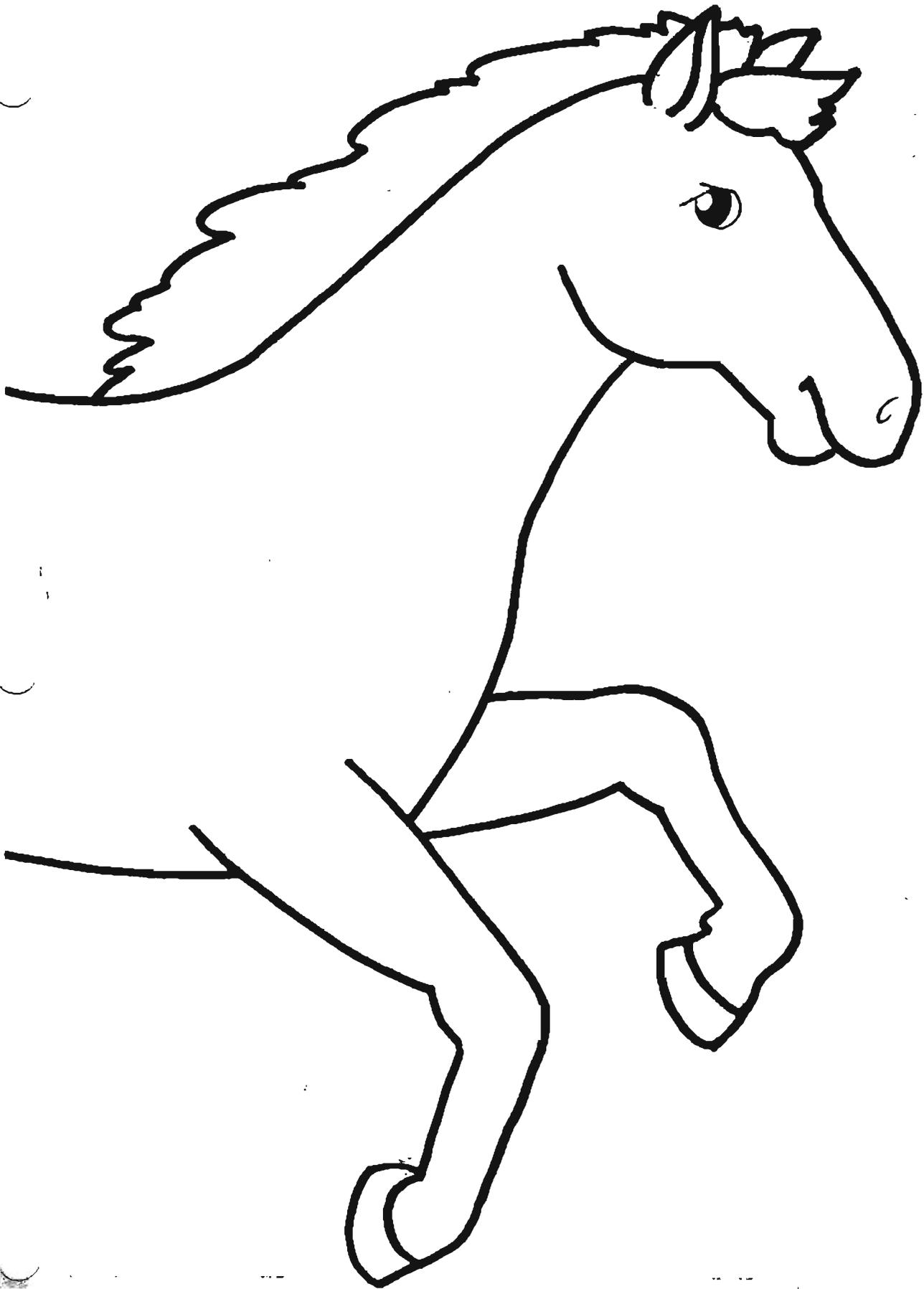
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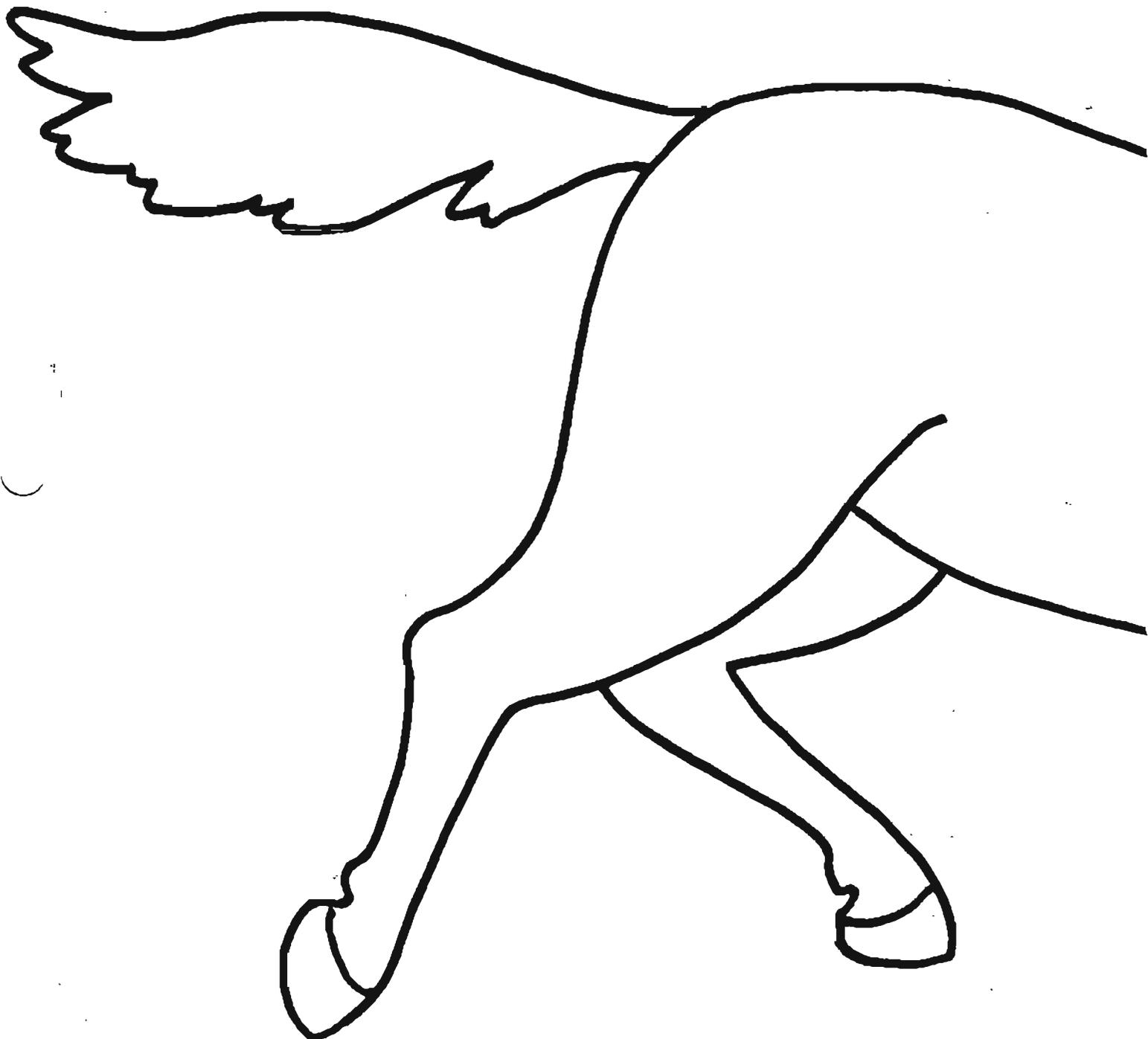


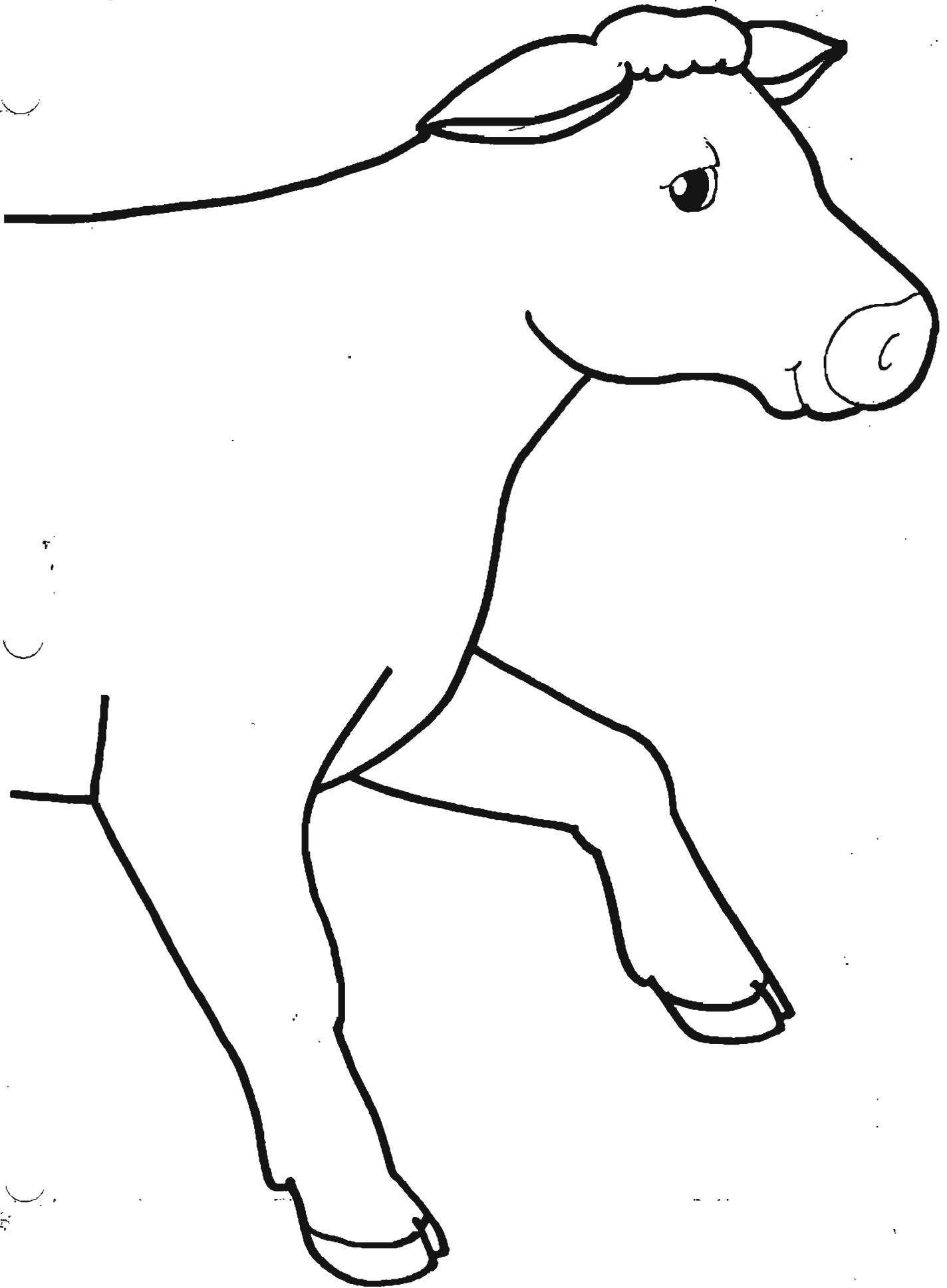


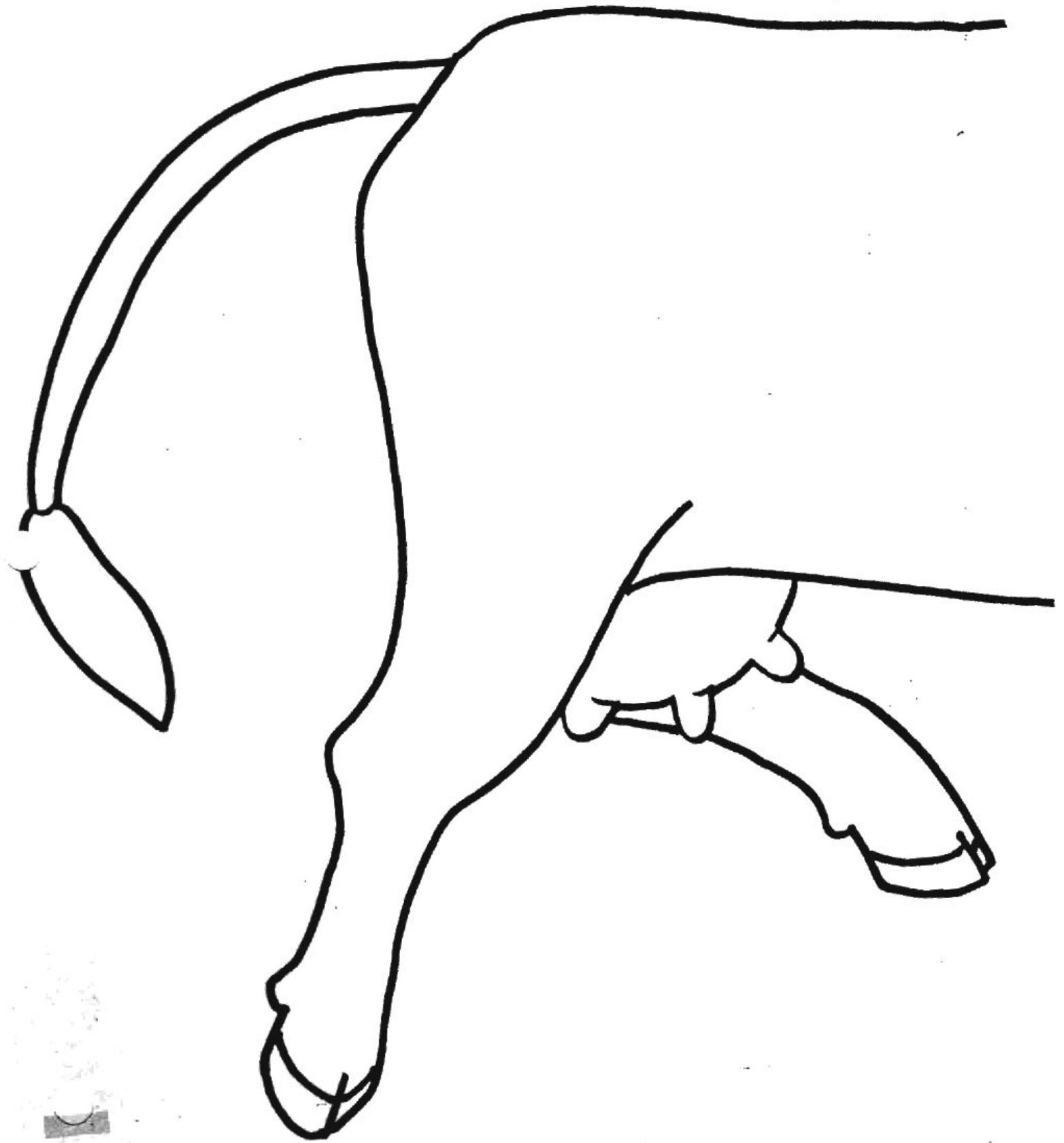




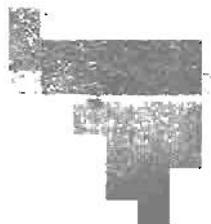




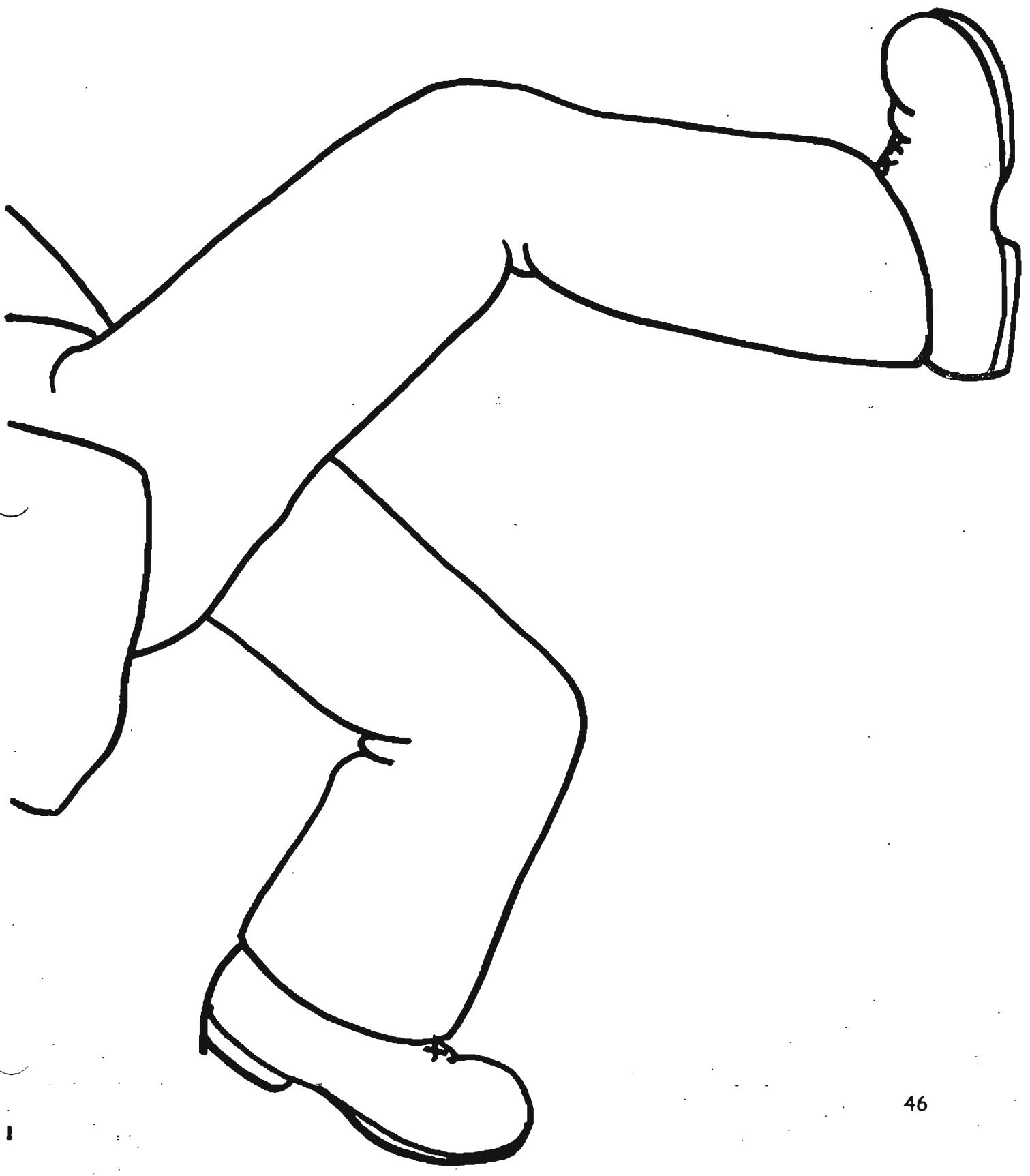




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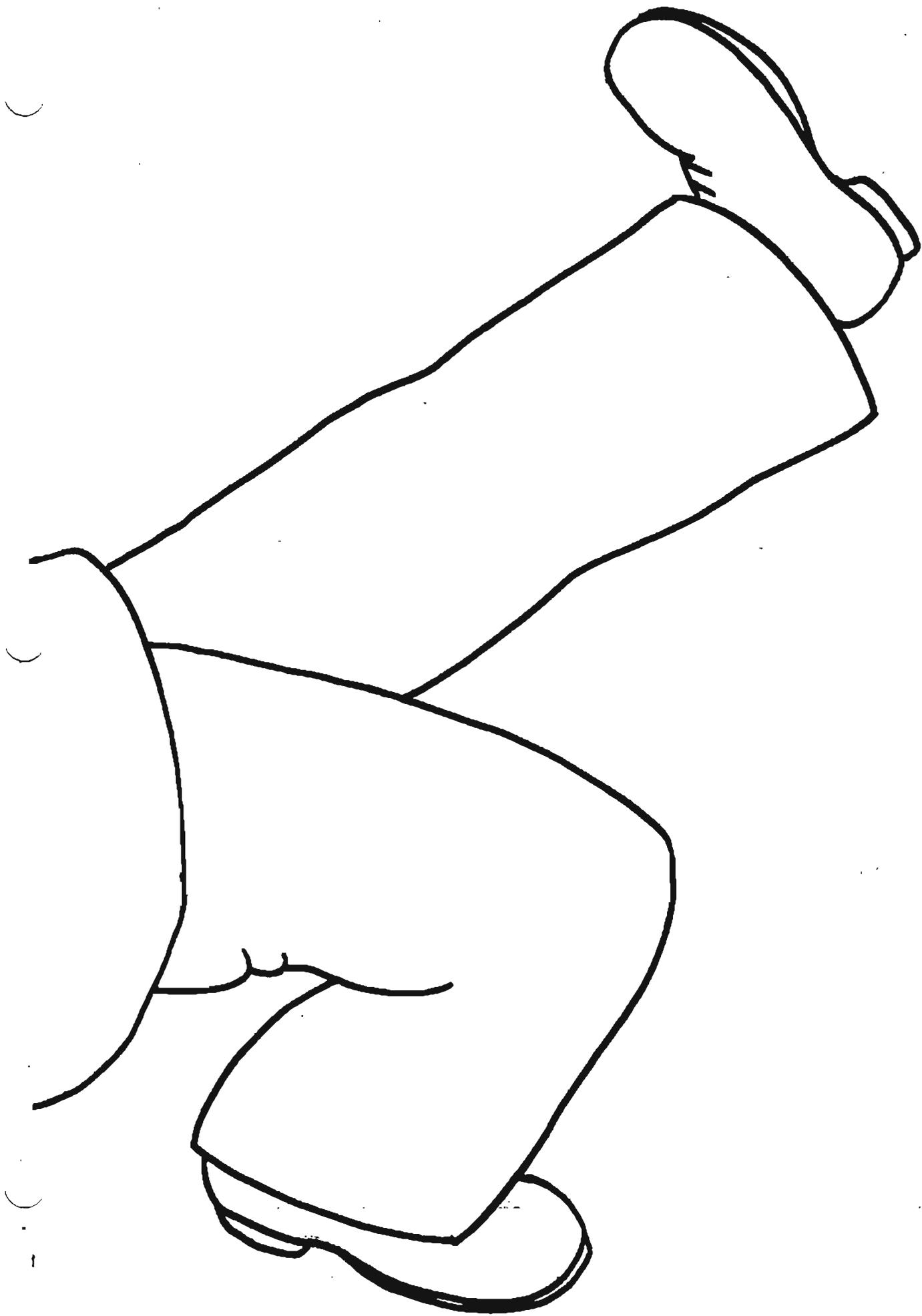


MAN#1



MAN #2



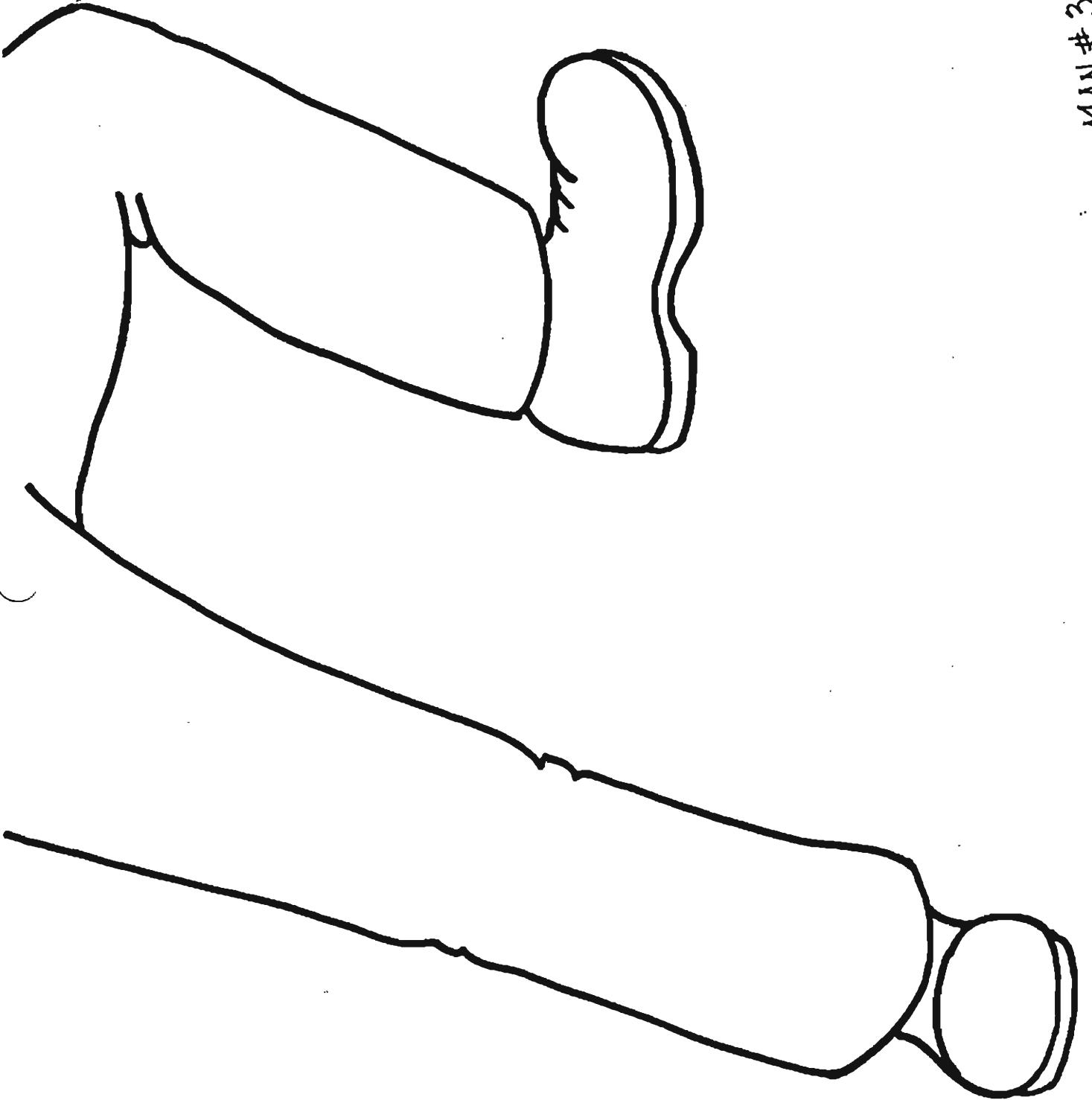


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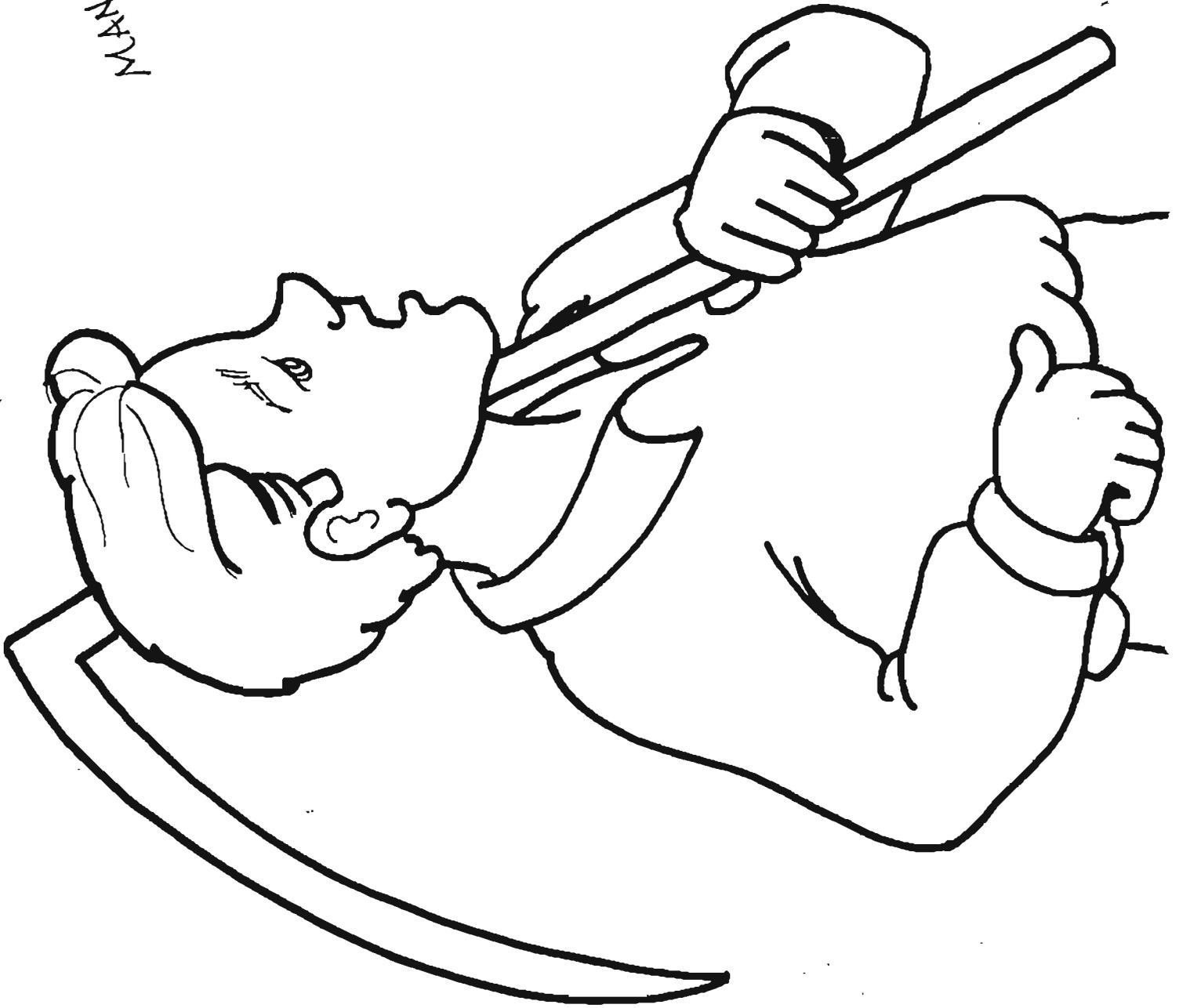
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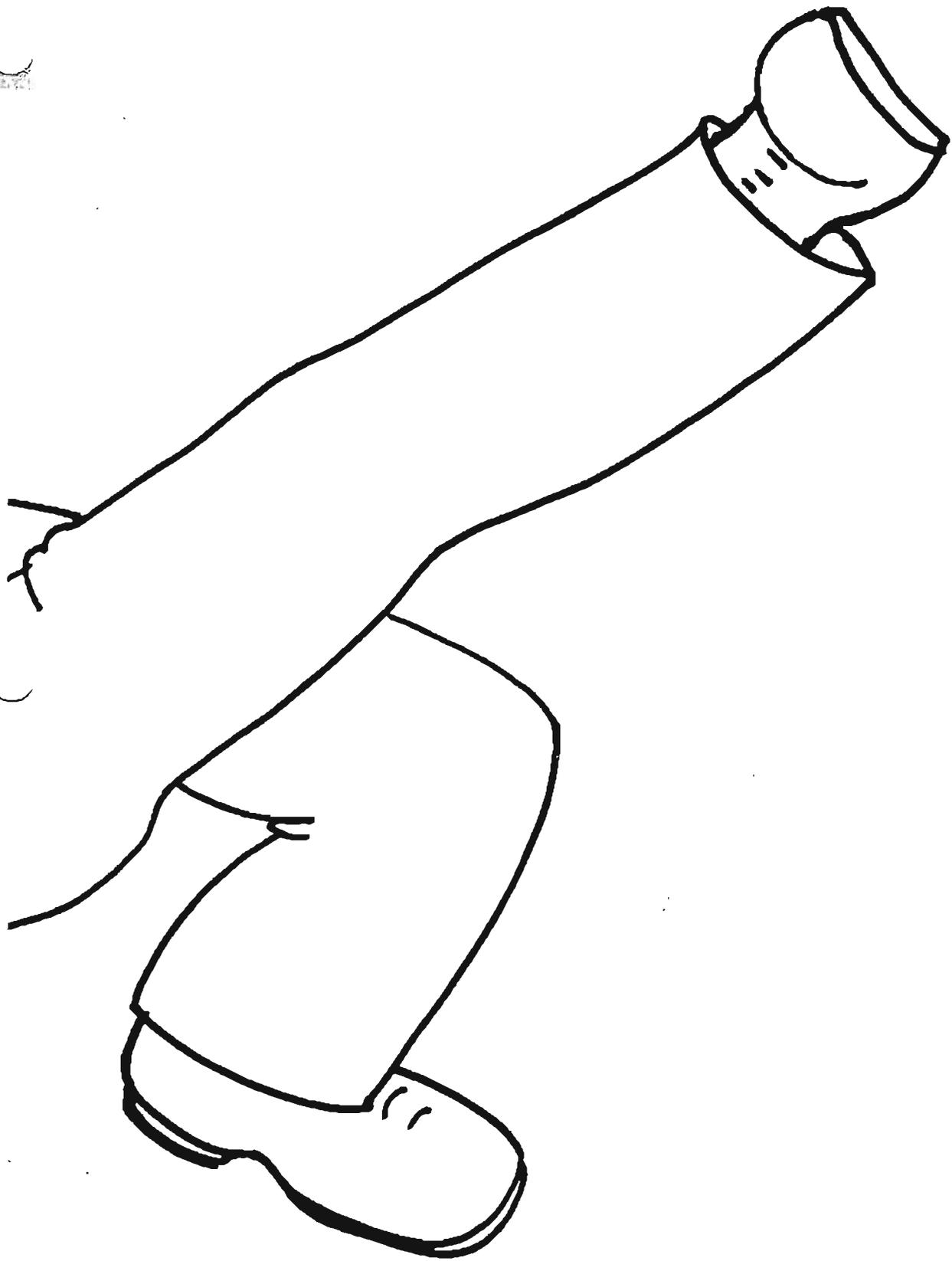


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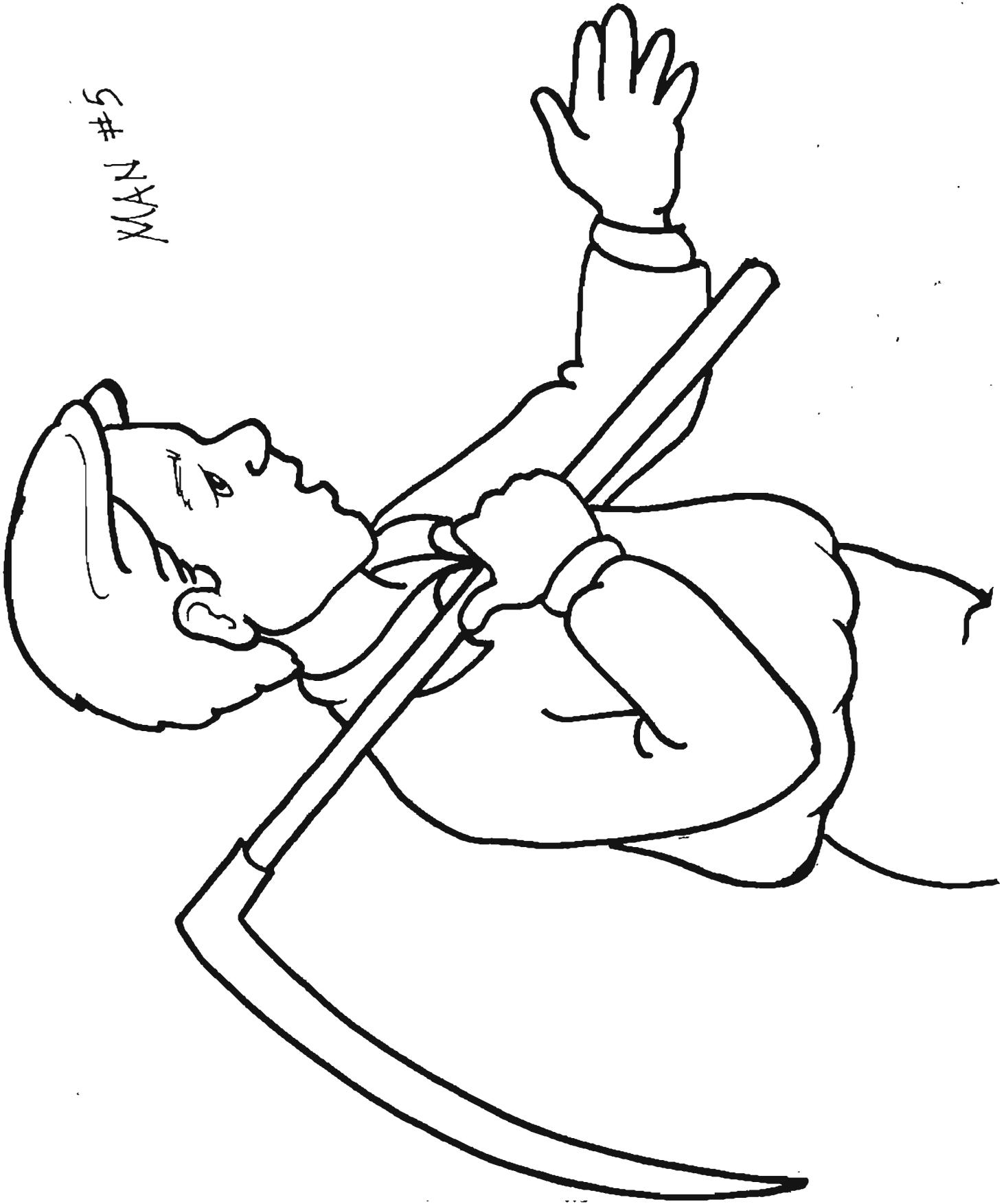
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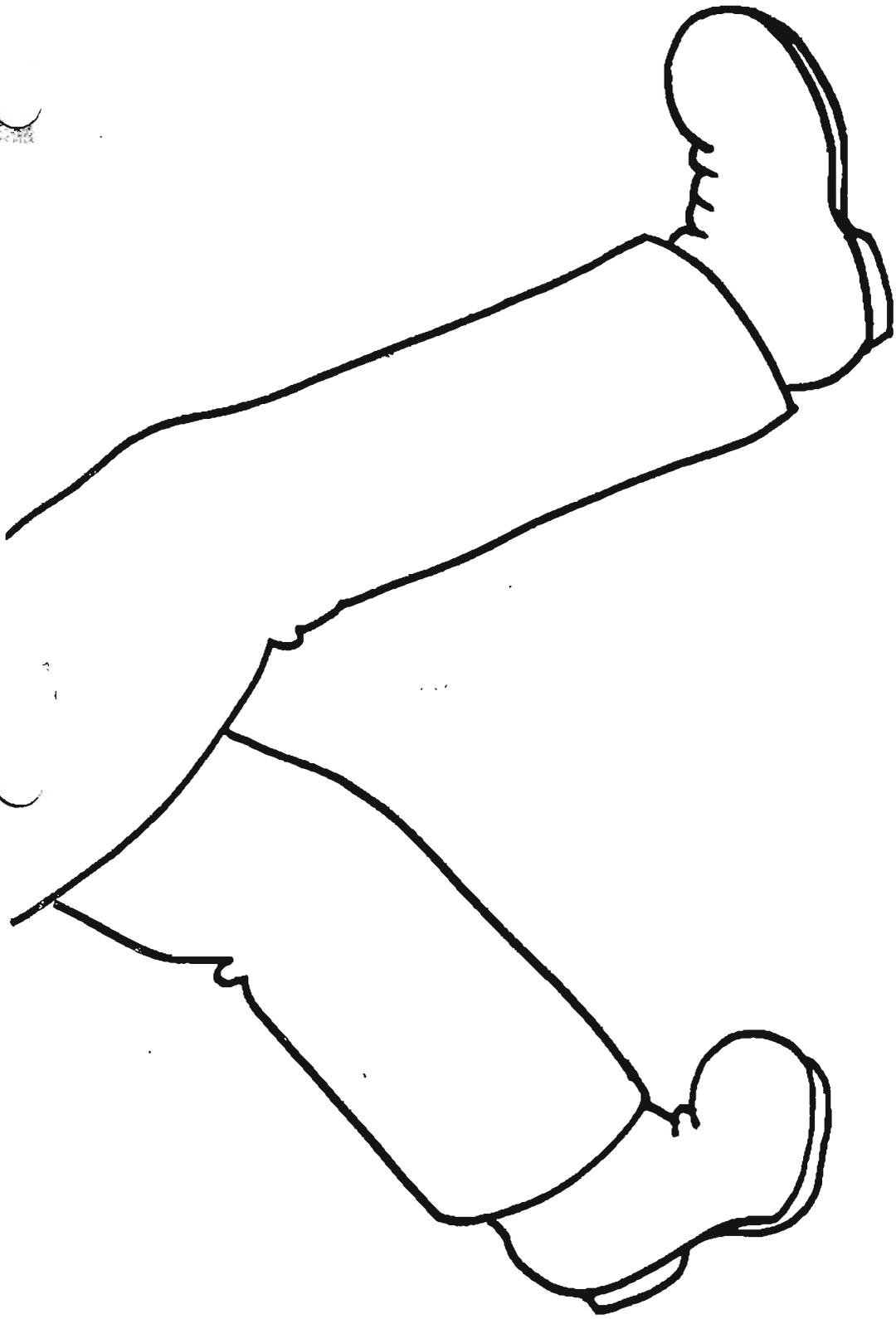




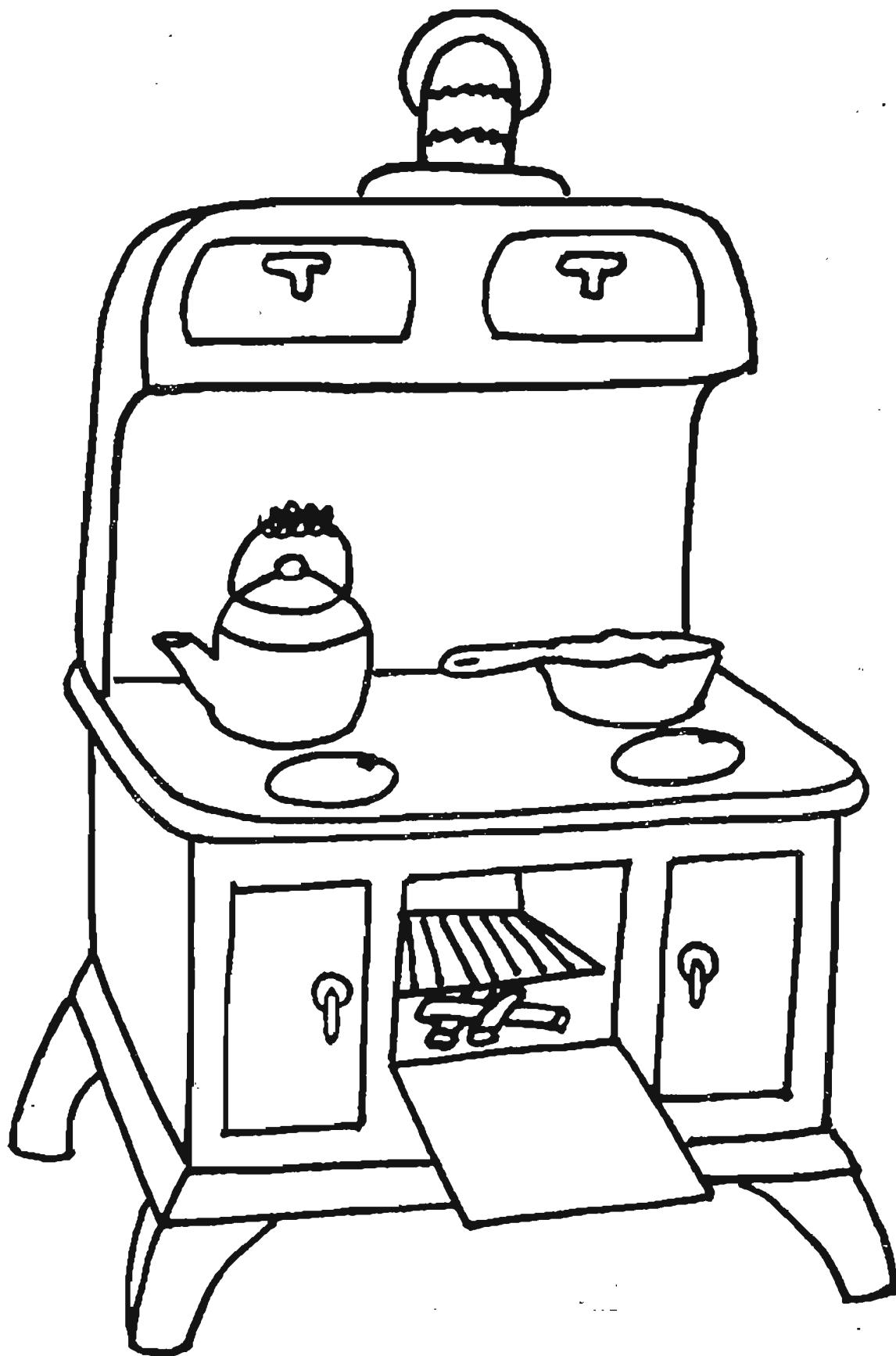
MAN #4

MAN #5





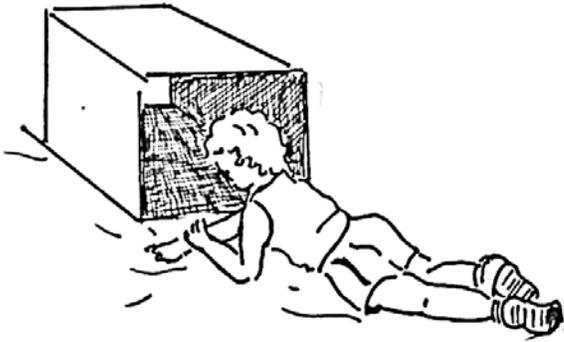
MAN #5



Learning Activity #5 – I Can Crawl

Book: *Inch by Inch* by Leo Lionni

Benchmarks	<p>3.1 Shows enjoyment of books and stories and discussion of them</p> <p>3.15 Shows an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)</p> <p>3.17 Shows understanding of different relationships of objects in space (spatial relations)</p> <p>4.9 Freely participates in gross motor activities</p> <p>4.11 Runs, jumps, hops and skips</p>
Locomotor Skills	<p>➤ Crawling</p>
You will need:	<ul style="list-style-type: none"> ✓ Book: <i>Inch by Inch</i> by Leo Lionni ✓ Measuring tools: rulers, yardstick, cloth measuring tape, metal measuring tape ✓ Carpeted area for crawling ✓ Obstacle course for different types of crawling: box to move through on stomach, chair to crawl under, geometric crawl-through shapes or large cardboard boxes with shapes cut out of sides (circle, triangle, square) for children to crawl through, hula hoop ✓ Song: “I’ve Been Crawling” ✓ Carpet squares or personal space markers
Introduce the Activity	<ul style="list-style-type: none"> • Have children select carpet squares or personal space markers to sit on. • Place rulers, yardstick, cloth measuring tape and metal measuring tape on floor in front of children. • Allow children to examine the measuring tools. • Listen to their comments and ask questions to determine what they know about the tools. Can they name the tools? If not, name them for the children. Have they seen the tools used? If so, where and who used them? For what purpose? How are the tools alike? How are they different? • Use the words “measure” and “measuring” as you and the children explore and discuss the tools. • Explain to children that all of the tools are used for measuring things and that they will have opportunities to use some of these measuring tools in their learning centers. • Put the tools out of reach of children as you present the story.
Present the Story	<ul style="list-style-type: none"> • Prepare to read the book, <i>Inch by Inch</i>. • Remind the children that they just saw some tools that are used for measuring things. Now they will see a different way to measure. • Show the cover, give title and author. (Explain that author is person who writes the book.)

	<ul style="list-style-type: none">• Ask children to look at the cover and describe what they see. Call attention to the inchworm if children don't notice it.• Read book with children sitting so all can see the pictures.• Make sure children can see the inchworm on each page, especially as he escapes from the nightingale.• Review the book with children by showing them pages and involving them in naming the things the inchworm measured.• Ask children which of the things the inchworm measured is the longest? Which is the shortest?• Ask children why they think the inchworm couldn't measure the nightingale's song. Accept all answers.• Involve children in discussing what the inchworm did to prevent the nightingale from eating him for breakfast. <p>Teacher Note: Look for a picture of a pheasant to show children. (Locate using a web search for "pheasant") Only the tail shows on the page. Also, most children may have never seen a pheasant.</p>
<p>Extend the Story</p>	<ul style="list-style-type: none">• Explain to children that they will now have an opportunity to crawl like the inchworm.• Have children complete the following crawling obstacle course:<ul style="list-style-type: none">o Scoot on their tummies through a cardboard box without touching the sides.  <ul style="list-style-type: none">o Crawl on hands and knees under a chair without touching the sideso Crawl through a hula hoop as you hold it vertically with it touching flooro Crawl through geometric crawl-through shapes or cardboard boxes with shapes cut out of sides

	 <ul style="list-style-type: none"> • Observe children to determine when they begin to tire and ask them to stop crawling and return to their carpet squares.
<p>Conclude the Session</p>	<ul style="list-style-type: none"> • Lead the children in singing “I’ve Been Crawling” to tune of “Are You Sleeping?” <p><i>I’ve been crawling, I’ve been crawling</i> (make crawling motions with hands) <i>On my hands</i> (show hands), <i>On my knees</i> (point to knees) <i>Crawling is such hard work, so I need to rest now</i> <i>If you please, if you please</i> (Place hands on side of head and rest head on them)</p> <ul style="list-style-type: none"> • Invite children to join you in singing the song again and making motions as they sing.
<p>Try these additional activities</p>	<p style="text-align: center;">More Crawling</p> <ul style="list-style-type: none"> • Include additional crawling activities such as these: <ul style="list-style-type: none"> o Provide a tunnel for children to crawl through. Tunnels can be placed indoors or outdoors. o Provide large snap-together cubes for children to crawl through. o Involve children in moving through obstacle courses that include opportunities for crawling. o Have children crawl backwards. o Have children do a crab walk. o Involve children in crawling around barriers such as cones or liter bottles without touching them.

Measure in the Block Center

- Introduce measuring in the block center.
 - o Join children in the block center as they build with unit blocks. Guide them to see that each block is a unit of another block. For example, if a child says she needs all of the long blocks to make her house large enough, show her how several blocks can be put together and be the same length as the long block.
 - o Add rulers and cloth measuring tapes to the block center. Observe to see if children use the tools to measure blocks, for example. Listen to their conversation about what they are doing. Provide paper and pencil so they can “write” down their measurements or ask you to record them.

Measure Other Things

- Introduce measuring in the water table/tub
 - o Add measuring utensils such as plastic measuring cups and measuring spoons in the water table/tub. Provide liter drink bottles, bowls and funnels.
 - o Allow children to explore the materials. Observe what they do and say.
 - o Ask questions such as, “*How many cups of water will it take to fill the bottle?*”
 - o Call attention to the markings and writing on the cups and spoons.
- Place kitchen scales in home living center for weighing fruits and vegetables.
- Involve children in using their feet for measuring.
 - o Help children trace around a foot on a piece of cardboard or tagboard. Have them cut out the foot.
 - o Show children how to use their own cardboard foot to measure the length of the table or the length of a storage shelf.
 - o Observe to see if children use their foot to do additional measuring.

Food Experiences

- Involve children in measuring during snacks and food experiences.
 - o Use a measuring cup to measure the amount of juice or milk each child is served. Say, *"I'm giving everyone one cup of milk."*
 - o Put dry cereal in a serving bowl. Allow each child to use a measuring cup with a handle to measure cereal into their individual bowl. Say, *"Measure ½ cup of cereal into your bowl."*
 - o Involve a small group of children (4 to 6) in preparing Trail Mix for snack.

Prepare an illustrated recipe card for making Trail Mix.

Trail Mix

2 cups Chex or other cereal with large pieces
¼ cup dried fruit bits
¼ cup raisins
¼ cup yogurt-covered carob pieces

Measure ingredients and empty into reusable bag
Close bag and shake to mix

Teacher Note: Because of their potential choking hazard, raisins should be served only to children who are 4 years or older.

How Tall Am I?

- Involve children in a "How Tall Am I?" activity.
 - o Prepare strips of adding machine tape approximately 6" longer than the child is tall (one per child).
 - o Tape the strip of tape vertically to the wall.
 - o Write the child's name and the date on the tape. As the child stands next to the wall, make a mark on the tape, indicating the child's height.
 - o Use a measuring tape and help child measure his/her height. Record the child's height next to the mark.
 - o Repeat this procedure for each child.
 - o Display the tapes in the classroom for a few days, then store in the child's portfolio or folder.
 - o Repeat this activity every 4 to 5 months to show how much the child has grown. Compare the two tapes.

Teacher's Note: Do not compare the children's heights.

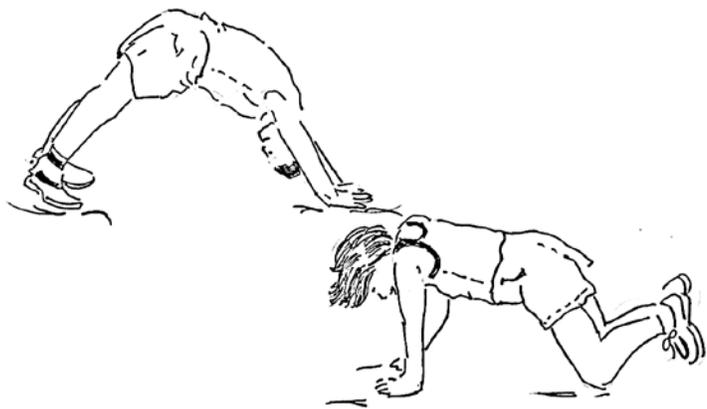
<p>Additional Books</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Who Sank the Boat?</i> by Pamela Allen <input type="checkbox"/> <i>The Biggest Boy</i> by Kevin Henkes (1995), Greenwillow <input type="checkbox"/> <i>Heavy Is a Hippopotamus</i> by Miriam Shlein (1954) Scott Publishing <input type="checkbox"/> <i>The Biggest Bear</i> by Lynd Ward (1952) Houghton Mifflin <input type="checkbox"/> <i>The Enormous Turnip</i> by Kathy Parkinson. Greenwillow
<p>Resources</p>	<ul style="list-style-type: none"> ✓ Personal space markers can be ordered from equipment catalogs and from school supply catalogs. ✓ Tunnels can be ordered from equipment catalogs and from school supply catalogs. ✓ Geometric crawl through shapes can be ordered from equipment catalogs.

<p>Teacher Notes:</p> <ul style="list-style-type: none"> ➤ Children need to hear the same story read to them several times. ➤ Children also need frequent opportunities to repeat and practice movement activities. ➤ Plan to reread the book, <i>Inch by Inch</i> by Leo Lionni, and include a variety of the movement activities. ➤ It is important that stories and activities be repeated with children at different times throughout the year.

Learning Activity #6 – I Can Balance

Book: *Silly Sally* by Audrey Wood

Benchmarks	<p>3.1 Shows enjoyment of books and stories and discussion of them</p> <p>4.1 Identifies body parts and understands their functions</p> <p>4.12 Shows balance and coordination</p>
Stability Skills	<p>➤ Balancing</p>
You will need:	<p>✓ Book: <i>Silly Sally</i> by Audrey Wood</p> <p>✓ Hula hoops or carpet squares, one per child</p>
Introduce the Activity	<ul style="list-style-type: none"> • Sing “If You’re Happy and You Know It” – A silly version <p style="margin-left: 40px;"><i>If you’re happy and you know it, say boo hoo.</i> (Rub eyes, pretend to cry)</p> <p style="margin-left: 40px;"><i>If you’re happy and you know it, say boo hoo.</i> (Rub eyes, pretend to cry)</p> <p style="margin-left: 40px;"><i>If you’re happy and you know it,</i> <i>Then your face will surely show it. (Sad face)</i></p> <p style="margin-left: 40px;"><i>If you’re happy and you know it, say boo hoo.</i> (Rub eyes, pretend to cry)</p> <p style="margin-left: 40px;"><i>If you’re sad and you know it, smile like this. (Big smile)</i></p> <p style="margin-left: 40px;"><i>If you’re sad and you know it smile like this. (Big smile)</i></p> <p style="margin-left: 40px;"><i>If you’re sad and you know it,</i> <i>Then your face will surely show it. (Happy face)</i></p> <p style="margin-left: 40px;"><i>If you’re sad and you know it, smile like this. (Big smile)</i></p> <ul style="list-style-type: none"> • Did children notice anything different about the song? Explain to children that you were singing the song silly. • Invite children to join you in singing “If You’re Happy and You Know It”, the silly version.
Present the Story	<ul style="list-style-type: none"> • Prepare to read the book, <i>Silly Sally</i>. • Show the cover, give title and author. (Explain that author is person who writes the words.) • Ask children what they think the word “silly” means. • Ask, “<i>Why do you think Sally is called silly? What are some silly things you think Sally will do?</i>” Accept all answers. Say, “<i>Let’s read and find out if you were right.</i>” • Read book with children sitting so all can see the pictures. • Review the book by showing pictures and inviting children’s comments. Call attention to all of the things Sally does “backward”: walking, dancing, leaping, singing and sleeping.

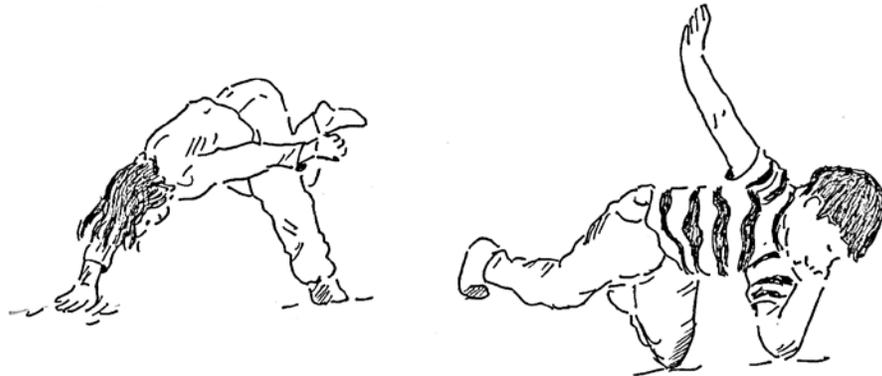
<p>Extend the Story</p>	<ul style="list-style-type: none"> • Ask children, two at a time, to get a carpet square or hoop and put it on the floor, leaving space between them. Help as needed. • Explain to children that they will be balancing on different parts of their bodies. Explain that balancing means “not falling over.” • Involve the children in balancing different body parts with wide bases of support. <ul style="list-style-type: none"> ○ “Can you balance on your hands and your feet at the same time?” ○ “Can you balance on two hands, two feet and two knees at the same time?” ○ “Can you balance on your head, hands and feet at the same time?” ○ “Can you balance on your knees and your elbows at the same time?”  <ul style="list-style-type: none"> • Observe and assist children who are having a difficult time balancing on body parts. • Allow children to practice balancing. <p>Teacher Safety Note: Avoid including headstands in your movement program for three and four year old children. These children do not have enough strength and balance to perform a headstand.</p>
<p>Conclude the Session</p>	<ul style="list-style-type: none"> • Lead children in a finger play. Suit actions to words. <p><i>I've been so busy balancing, Now I'm tired as I can be. I'll cross my legs, I'll close my eyes So I can't see.</i></p>

*I will not move my body.
I'll be like Raggedy Ann.
My head won't move,
My arms won't move.
I'll just be still
Because I can.*

More Balancing

- Reread the book, *Silly Sally* by Audrey Wood.
- Review the book by looking at pictures and discussing how each of the characters in the book is balancing.
- Explain to children that they are going to be balancing on different parts of their bodies.
- Observe children as they balance on wide bases to know when they are ready for these balancing activities on narrow bases.
- Involve children in balancing body parts on narrow bases.
 - *"Can you balance on your head and feet at the same time?"*
 - *"Can you balance on one foot and one hand at the same time?"*
 - *"Show me that you can you can balance on your head and one foot at the same time."*
 - *"Can you balance on one knee and one elbow at the same time?"*
 - *"Show me that you can balance on your bottom without letting any other part of your body touch the floor."*

**Try these
additional
activities**



Teacher Safety Note: Avoid including headstands in your movement program for three and four year olds. These children do not have enough strength and balance to perform a handstand.

Walking on a Balance Beam

- Involve the children in walking on a low balance beam.
- Begin with balance beams placed only slightly above floor level.
- Allow only one child at a time to walk on the beam.
- Have children step up on one end of the balance beam.
- Tell children *“Walk across the balance beam just like you would walk across the floor.”* Say, *“Step with one foot, now step with the other foot.”*
Say, *“Hold your arms straight out to your side.”*
- Hold the hand of a child who may need this support.
- Allow children many opportunities to practice walking across the board until they have gained the skills and confidence to move to a higher board.
- Be aware that children will vary in their development of this skill.
- Vary the difficulty of the skill according to the development of the children. Some may be able to walk sideways or backward on the beam.

Teacher note: Modify this activity for children who may be having difficulty balancing on a beam. For example, have them balance on a taped line on the floor or on a chalk line on the sidewalk outdoors.



Balance Boards

- Add balance boards and balance board activities to your movement education program.
- Refer to *Designing Preschool Movement Programs* for information on how to construct and use balance boards with children.

Balancing with Bean Bags

- Prepare for this activity by having the following available:
 - ✓ Bean Bag Activities CD or tape, song "How Many Ways?"
 - ✓ CD or tape player
 - ✓ one bean bag per child
- Ask children to hold hands, make a circle and drop hands.
- Have two children at a time get a bean bag from the container and return to their spot.
- Allow children to experiment with holding the bean bags in different positions such as in one hand, then the other, on their shoulder and on their head.
- Stand in the center of the circle with a bean bag and participate with the children.
- Explain that the bean bag song tells them many different things to do with the bean bag. *"Listen carefully and do what the song tells you."*

Bean Bag Parade

- Prepare for this activity by having the following available
 - ✓ one bean bag for each child
 - ✓ Bean Bag Activities CD or tape, song "Bean Bag Parade"
 - ✓ CD or cassette player
- Help children form a line for marching. Give each child a bean bag.
- Play "Bean Bag Parade"
- Begin by having children hold the bean bag on their head while marching.
- Increase the difficulty as children become more skilled at balancing bean bags. For example, see if children can stand in place without moving as they balance the bean bag on their head. Some children may be able to balance the bean bag on their head while marching.

Teacher note: Find a way for each child to be successful.



Balancing Baskets

- Provide baskets for children to try and balance on their heads.
- Provide safe objects such as bean bags or socks for children to place in the baskets.
- Look for pictures of people balancing baskets on their heads. Show pictures to the children and discuss with them. Use the word “balance.”



Balancing in the Science/Discovery Center

- Plan a guided small group activity for three to five children.
- Place a balance scale and rocks of various weights and sizes on the table in the science/discovery center.
- Allow children to examine the rocks and the scale. Observe to see what the children do with the items. If necessary, suggest that they place some of the rocks in the pans.
- Guide children to see how they can use the scale to determine which of two rocks is the heaviest (balance pan goes down), and which is the lightest (balance pan goes up.)
- Guide children to see how they can balance the pans. This means that the rocks in both pans weigh the same.
- Allow children to experiment with weighing and balancing other items such as counting bears and paper clips.

	<p style="text-align: center;">Tightrope Walker</p> <p>Locate or draw a picture of a tightrope walker in a circus and show it as you and the children say the following finger play:</p> <p style="padding-left: 40px;">While the band is playing, Back and forth I go. High above the people, Sitting far below.</p> <p style="padding-left: 40px;">While the crowd is cheering, I sway from side to side. Now my act is over, Down the pole I slide.</p> <p>Teacher Note: The picture can also be used to illustrate a chart to show as children are saying the finger play.</p>
<p>Additional Books</p>	<ul style="list-style-type: none"> ❑ <i>Harold's Circus</i> by Crockett Johnson ❑ <i>Mirette on the High Wire</i> by Emily Arnold McCully
<p>Resources</p>	<ul style="list-style-type: none"> ✓ Balance beams can be ordered from equipment catalogs or from school supply companies. ✓ Bean Bag Activities CD or tape can be ordered from school supply companies. ✓ Balance scales can be ordered from school supply companies. ✓ Refer to <i>Designing Preschool Movement Programs</i> by Stephen W. Sanders for information on how to construct balance beams and balance boards. This book also provides additional information on using balance beams and balance boards with children. ✓ Refer to A Story a Month, December 2002, Silly Sally

<p>Teacher Notes:</p> <ul style="list-style-type: none"> ➤ Children need to hear the same story read to them several times. ➤ Children also need frequent opportunities to repeat and practice movement activities. ➤ Plan to reread the book, <i>Silly Sally</i> by Audrey Wood, and include a variety of the movement activities. ➤ It is important that stories and activities be repeated with children at different times throughout the year.

Learning Activity #7 – I Can Dance Colors

Book: *Color Dance* by Ann Jonas

Benchmarks	<p>3.1 Shows enjoyment of books and stories and discussion of them</p> <p>3.10 Classifies objects by physical features such as shape or color</p> <p>3.23 Shows an awareness of cause-effect relationships</p> <p>4.5 Coordinates eye and hand movements to complete tasks</p> <p>4.10 Throws, kicks, bounces, and catches</p>
Manipulative Skills	<ul style="list-style-type: none"> ➤ Throwing ➤ Catching
You will need:	<ul style="list-style-type: none"> ✓ Book: <i>Color Dance</i> by Ann Jonas ✓ Play dough – Make two batches of play dough. Color one batch with red food coloring and one with yellow. ✓ Scarves of different colors (solid colors rather than patterned) stored in a basket
Introduce the Activity	<ul style="list-style-type: none"> • Give each child two small play dough balls, one red and one yellow. • Ask children to name the two colors of play dough they are holding. • Allow children to mix the two colors of play dough. • Observe and listen to their comments as they create “orange” play dough. • Ask children to recall the two colors they started with and the color they now have. • Explain that they will have more opportunities to experience mixing colors at a later time.
Present the Story	<ul style="list-style-type: none"> • Prepare to read the book, <i>Color Dance</i>. • Recall with children what just happened when they mixed two colors of play dough together. • Show the cover, give title and author. (Explain that author is person who writes the book) • Ask children to identify the colors they see on the cover. • Ask children to look closely at what is happening when colors on the cover overlap. If children need prompting, call attention to color overlap in title and in scarves. • Read book with children sitting so all can see the pictures. • Read the story slowly, allowing children to absorb and comment about what is happening. • Review the story by asking children to recall the three colors that were introduced at the beginning of the story as you show them the first two pages with red, blue and yellow.

	<ul style="list-style-type: none"> • Ask children to recall some of the colors that were created as red, blue and yellow are mixed. Show them the pages on which orange, green and purple are created. • Name and show some of the colors that may be unfamiliar to children. • Suggest that children look at their own clothing and name some of the colors they see.
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<p>Extend the Story</p>	<ul style="list-style-type: none"> • Explain to children that they will now have an opportunity to throw and catch scarves of different colors. • Invite two children at a time to select a scarf from the basket and name the color of scarf they chose. • Ask children to hold hands and form a circle, then drop hands and take two steps back. • Demonstrate and explain throwing and catching a scarf. <i>“Hold the scarf in your hand and down to your side.”</i> <i>“With an underhand motion, raise your arm and throw the scarf into the air.”</i> <i>“Throw hard so your scarf goes high.”</i> <i>“Now reach out and catch the scarf.”</i> • Allow children to practice throwing and catching scarves. • Assist children who may be having difficulty throwing the scarf. • Ask children, two at a time, to return scarves to the basket. 
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<p>Conclude the Session</p>	<ul style="list-style-type: none"> • Lead the children in a finger play <p><i>First we had play dough that was yellow,</i> (Hold out and cup your right hand) <i>Then we had play dough that was red.</i> (Hold out and cup your left hand) <i>Then we mixed them together,</i> (Bring 2 hands together in mixing motion) <i>Now we have orange play dough instead.</i> (Hands together, palms up)</p>
<p>Try these additional activities</p>	<p style="text-align: center;">Dancing With Scarves</p> <ul style="list-style-type: none"> • Reread the story, <i>Color Dance</i>, with the children. • Call attention to the movements of the dancers in the story. • Explain to children that they will now have an opportunity to create their own color dance. • Allow two children at a time to select a scarf from the basket. • Remind children that, as they dance, they are to stay in their own space. (Move without touching others) • Play a classical piece of music such as a waltz. • Join children as they dance around the room. • Observe to see if they attempt to put two colors of scarves together to make a third color. <p>Activities with Scarves or Ribbon Sticks</p> <p>Provide each child with either a scarf or a ribbon stick for these activities. If ribbon sticks are used, make sure children understand they need to avoid hitting others with the ribbon.</p> <p style="text-align: center;">Be Windshield Wipers</p> <ul style="list-style-type: none"> • <i>“Hold scarf by one corner and move it in front of your body from right to left, back and forth, like a windshield wiper.”</i> <p style="text-align: center;">Make Circles</p> <ul style="list-style-type: none"> • <i>“Move the scarf in a large circle in front of your body.”</i> • <i>“Move the scarf in a large circle at your side.”</i> • <i>“Move the scarf in a circle over your head.”</i> <p style="text-align: center;">Sweep the Floor</p> <ul style="list-style-type: none"> • <i>“Move the scarf back and forth as though you were sweeping the floor.”</i> <p style="text-align: center;">Wave the Flag</p> <ul style="list-style-type: none"> • Play march music such as “Yankee Doodle” while children march around the room waving a scarf in the air like a flag.

Wheels on the Bus

Sing "Wheels on the Bus" and use scarves or ribbon sticks to incorporate movement into the song. For example, move scarf from right to left, back and forth, for "wipers on the bus", make circles for "wheels on the bus", and move scarf up and down for "people on the bus go up and down."

Bean Bag Toss and Catch

- You will need the Bean Bag Activities CD or Cassette by Kimbo, a CD or tape player and a bean bag for each child. Song: "Make Friends with Your Bean Bag"
- Ask two children at a time to select a bean bag from the container.
- Have children join hands and form a circle, drop hands and move back two steps.
- Explain to children that they will be tossing their bean bags in the air and catching their own bean bags. They are to toss not too high, not too hard, and not to anyone else.
- Allow children time to practice tossing and catching so they will understand limits on height, velocity, and to toss and catch their own bean bag.
- Play "Make Friends with Your Bean Bag" and participate with children.
- Ask two children at a time to return their bean bags to the container.

Enrich the Environment

Home Living Center

- Add scarves, large pieces of sheer fabric in different colors and ballet slippers.

Music Center

- Add scarves and a classical CD or tape with music that invites dancing with scarves.

Art Center

- Add one-inch squares of tissue paper of different colors to the collection of collage materials.
- Add specialty color packs of crayons that include more than the classic or standard eight and twelve pack colors. Tropical colors and fluorescent colors are two examples.
- Give children two colors of finger paints such as red and yellow, blue and yellow, or blue and red. Observe the children and listen to their comments as they combine the colors and create new colors.
- Place only blue and yellow tempera paint at the easel. Allow the children to experiment with the two colors. Observe the children and listen to their comments as they combine the

two colors and discover green. After a couple of days, change the colors to yellow and red, then to red and blue.

Science and Discovery Center

Color Paddles and Cellophane

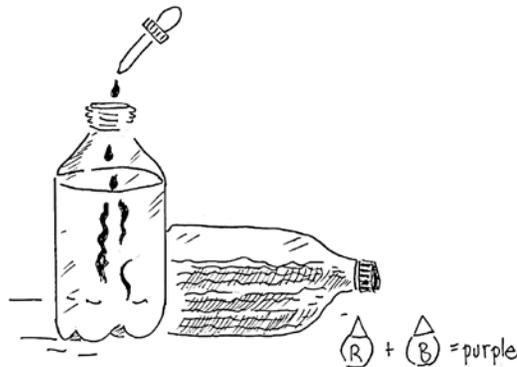
- Place teacher made or purchased color paddles and sheets of colored cellophane on the science/discovery table
- Allow the children to experiment with the color paddles and colored cellophane and discover different color combinations.

Mixing Colors in a Tube

- Plan this activity as a guided activity which you will facilitate with a small group of children (3 to 5).
- Use a piece of clear plastic tubing that is at least ½ inch in diameter and from 24" to 30" in length.
- Put a cork in one end of the tube.
- Allow children to help you fill the tube with water and add a few drops of red food coloring. Cork the other end of the tube.
- Remove the cork from the opposite end and let children help you add a few drops of yellow food coloring. Replace the cork.
- Guide the children to take turns wiggling the tube or turning it end over end until the color from each end works to the center, mixes, and creates orange.
- Experiment with mixing of other colors.

Mixing Colors in a Bottle

- Plan this activity as a guided activity which you will facilitate with a small group of children (3 to 5).
- Let the children help you fill liter size plastic bottles with water.
- Invite children to drop a few drops of blue food coloring into the bottle. Cap the bottle well.



	<ul style="list-style-type: none"> • Allow the children to roll the bottle back and forth across the table and watch the color diffuse through the water. • Uncap the bottle and invite children to drop a few drops of red food coloring into the bottle. Cap the bottle well and allow the children to repeat the rolling process and watch the creation of a new color – purple. • Involve the children in experimenting with the mixing of other colors.
Additional Books	<ul style="list-style-type: none"> ❑ <i>Little Blue and Little Yellow</i> by Leo Lionni ❑ <i>Mouse Paint</i> by Ellen Stoll Walsh
Resources	<ul style="list-style-type: none"> ✓ Bean Bag Activities CD or Cassette by Kimbo, scarves, bean bags, ribbon sticks and color paddles can be ordered from school supply catalogs ✓ Directions for making ribbon sticks can be found in <i>Designing Preschool Movement Programs</i> by Stephen W. Sanders ✓ Musical Scarves & Activities CD or tape can be ordered from school supply catalogs

Teacher Notes:

- Children need to hear the same story read to them several times.
- Children also need frequent opportunities to repeat and practice movement activities.
- Plan to reread the book, *Color Dance* by Ann Jonas, and include a variety of the suggested movement activities.
- It is important that stories and activities be repeated with children at different times during the year.

Learning Activity #8 – I Can Bounce

Book: *Bouncing Time* by Patricia Hubbell,
Illustrated by Melissa Sweet

Benchmarks	<p>3.1 Shows enjoyment of books and stories and discussion of them</p> <p>4.9 Freely participates in gross motor activities</p> <p>4.10 Throws, kicks, bounces and catches</p> <p>5.5 Participates in songs, finger plays, rhyming activities and games</p>
Manipulative Skills	<ul style="list-style-type: none"> ➤ Catching and collecting ➤ Dribbling
You will need:	<ul style="list-style-type: none"> ✓ Book: <i>Bouncing Time</i> by Patricia Hubbell, illustrated by Melissa Sweet ✓ Finger play: Five Little Monkeys Bouncing on the Bed ✓ 10 inch rubber ball (one per child) ✓ Carpet squares or personal space markers
Introduce the Activity	<ul style="list-style-type: none"> • Say “Five Little Monkeys Bouncing on the Bed” and match actions to words. <i>Five little monkeys bouncing on the bed (hold up & bounce 5 fingers) One fell off and broke his head. (hold up 1 finger and put hand on side of head) Mama called the doctor (pretend to dial telephone) And the doctor said (shake finger) That’s what you get for bouncing on the bed.</i> • Repeat words and actions for first verse, changing the number of monkeys to 4, then to 3, then to 2, then 1, holding up the correct number of fingers. After last monkey falls off, ask children, “<i>Now how many monkeys are bouncing on the bed?</i>”
Present the Story	<ul style="list-style-type: none"> • Prepare to read the book, <i>Bouncing Time</i>. • Show the cover, give title, author and illustrator. (Explain that author is person who writes the words and the illustrator draws the pictures.) • Ask children to name the things they see bouncing on the cover. Say, “<i>Let’s read and see who else is bouncing.</i>” • Read book with children sitting so all can see the pictures. • Review by asking children to recall who was bouncing in the story. Show the pages and help children name who was bouncing.

<p>Extend the Story</p>	<p style="text-align: center;">Drop and Catch the Ball</p> <p>You will need to provide one 10-inch rubber ball per child for this activity. If there is not one ball for each child, have other activities for children without a ball.</p> <ul style="list-style-type: none"> • Give the children the following instructions: <i>“Hold the ball out in front of your body. Drop the ball and catch it.”</i> Allow children to practice dropping and catching the ball. Say, <i>“Can you bounce the ball hard and catch it?”</i> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Children need lots of practice dropping and catching the ball before they are ready to begin dribbling.
<p>Conclude the Session</p>	<ul style="list-style-type: none"> • Lead children in a finger play. (You and children stand up and bounce in place) <p><i>I’m bouncing, bouncing everywhere. I bounce and bounce into the air. I’m bouncing, bouncing like a ball. I bounce and bounce until I fall.</i> (Children sit on floor)</p>
<p>Try these additional activities</p>	<p style="text-align: center;">Bounce the Ball to a Buddy</p> <ul style="list-style-type: none"> • Demonstrate bouncing a ball to a child. • Stand about 8 feet from the child. • Give children the following instructions: <i>“Watch the ball. Get your hands and arms ready to catch. Reach for the ball as it bounces to you. Now bounce the ball back to me.”</i> • Provide one ball for two children who will be “bouncing buddies.”

- Give the following instructions about bouncing.
“One good bounce to your buddy, but not over his/her head. You want your buddy to catch the ball”
- Allow the children to bounce the ball back and forth to each other.

Observe and assist children who are having a difficult time bouncing and catching the ball.

Dribbling

- Demonstrate and explain dribbling to the children.
“Stand with your feet slightly apart and knees bent. Hold the ball in front of your body. Drop the ball. Push the ball down with the tips of your fingers. (Not palms of hand) When the ball bounces back up, use your fingertips to gently push the ball back to the floor. Let’s see if we can bounce the ball once.”
Repeat bouncing the ball once until children are successful.
“Now let’s see if we can bounce the ball two times without stopping.” (Repeat)
“Let’s see if we can bounce the ball three times without stopping.” (Repeat)
Practice with the children.
Allow children to practice on their own.
Remind children to *“Keep the ball no higher than your knees.”*



Teacher Note: Pushing the ball gently and keeping the ball no higher than knees helps children better control the ball.

Move and Dribble

- Allow children many opportunities to practice dribbling the ball as they stand in one place.
- Challenge children to dribble while walking.

Teacher Note: Some children may be able to dribble while walking while others will not.

Parachute/Blanket Bouncing

- Provide either a purchased parachute or large sheet or blanket and a light weight ball (beach ball or whiffle ball).
- Space the children evenly around the blanket. Have them stand and hold onto the blanket.
- Say, *“I’m going to put a ball in the middle of the blanket. You are to move the blanket so that the ball bounces on the blanket without falling off.”*
- Participate with the children.

Teacher’s Note: It is very important that you participate with the children in this activity. They will need your guidance and modeling to prevent this activity from becoming difficult for you to manage. When you see that the children are tiring, stop the activity, put away the parachute/blanket and ball, and involve children in a calming activity. Beach balls or whiffle balls work well for this activity.

Bubble Bouncing

- Reread the book, *Bouncing Time*, with the children.
- Ask children if they think bubbles bounce. Accept their answers.
- Say to children, “Let’s find out if bubbles bounce.”
- Involve children in making bubble soap mix. Allow them to measure and mix the following ingredients:

Bubble Soap

1 teaspoon glycerin
½ cup liquid detergent
½ cup water

- Provide bubble wands or plastic rings from a six pack of drinks
- Go outdoors with the children and observe them as they make bubbles and chase them. Ask, *“Were you right? Can bubbles bounce?”*

	<p style="text-align: center;">Silly Putty</p> <ul style="list-style-type: none"> • Involve children in making Silly Putty. <p style="text-align: center;">Silly Putty</p> <p>1 cup white glue (Elmer’s Glue-All, not Elmer’s School Glue) 1 cup cornstarch Combine ingredients in a bowl</p> <p>Challenge children to see if Silly Putty bounces.</p> <p style="text-align: center;">Bouncy Playdough</p> <ul style="list-style-type: none"> • Make Bouncy Playdough for the children <p style="text-align: center;">Bouncy Playdough</p> <p>2 cups baking soda 1 ½ cups water 1 cup cornstarch</p> <p>Place ingredients in bowl and mix with fork. Place mixture in a saucepan. Bring to a boil on medium heat. Cook, stirring constantly with wooden spoon until thick Let cool.</p> <p>Teacher’s Note: Bouncy Playdough can be reused. Store it in an airtight container.</p>
<p style="text-align: center;">Additional Books</p>	<ul style="list-style-type: none"> ❑ <i>Bubble, Bubble</i> by Mercer Mayer ❑ <i>Clifford Counts Bubbles</i> by Norman Bridwell
<p style="text-align: center;">Resources</p>	<ul style="list-style-type: none"> ✓ Recipes for art materials can be found in <i>The Cooking Book</i> by Laura J. Colker, published by the National Association for the Education of Young Children, Washington, DC (2005). ✓ Refer to <i>Designing Preschool Movement Programs</i> by Stephen W. Sanders for more information on how to help children develop ball-handling skills. ✓ Parachutes can be ordered from equipment catalogs or from school supply companies.

<p>Teacher Notes:</p> <ul style="list-style-type: none"> ➤ Children need to hear the same story read to them several times. ➤ Children also need frequent opportunities to repeat and practice movement activities. ➤ Plan to reread the book, <i>Bouncing Time</i> by Patricia Hubbell, and include a variety of the movement activities. ➤ It is important that stories and activities be repeated with children at different times throughout the year.
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Learning Activity #9 – I Can Play Sticks

Book: *Thump, Thump, Rat-a-Tat-Tat* by Gene Baer,
Illustrated by Lois Ehlert

Benchmarks	<p>3.1 Shows enjoyment of books and stories and discussion of them</p> <p>2.7 Experiments with a variety of musical instruments and sound sources</p> <p>3.12 Recognizes patterns and can repeat them (patterning)</p> <p>4.1 Coordinates eye and hand movement to complete tasks</p>
Manipulative Skills	<ul style="list-style-type: none"> ➤ Striking with sticks
You will need:	<ul style="list-style-type: none"> ✓ Book: <i>Thump, Thump, Rat-a-Tat-Tat</i> by Gene Baer, illustrated by Lois Ehlert ✓ Rhythm sticks (2 per child) ✓ Carpet squares or personal space markers
Introduce the Activity	<ul style="list-style-type: none"> • Children sitting on carpet squares or personal space markers. • Begin an auditory pattern and invite children to join in. For example: -clap, clap, pat – clap, clap, pat (Clap your hands twice, pat your knees once) • Continue this simple auditory pattern, adding counting to the pattern -one, two, three – one, two, three (Clap your hands twice, pat your knees once)
Present the Story	<ul style="list-style-type: none"> • Prepare to read the story, <i>Thump, Thump, Rat-a-Tat-Tat</i>. • Show the cover, give title, author and illustrator. (Explain that author is person who writes the book and illustrator is person who draws the pictures.) • Ask children to predict what they think the book is about. • Say, “<i>Let’s read and find out if your predictions are correct.</i>” • Read book with children sitting so all can see the pictures. • Vary your voice level and inflection to match the words. • Emphasize the rhythm of “Thump, Thump” and “Rat-a-tat-tat.” • Follow up by allowing the children to discuss the story and share their personal experiences with marching bands. • Call attention to the bus on the next-to-last page and read to the children the sign on the side of the bus. Say, “<i>This sign says Marching Band.</i>”
Extend the Story	<ul style="list-style-type: none"> • Help children enlarge the circle before beginning this activity. • Ask two children at a time to get two rhythm sticks each from the container and return to their carpet squares or personal space markers.

	<ul style="list-style-type: none"> • Explain to children that these are rhythm sticks. • Ask, “<i>Can you use your rhythm sticks like drum sticks and play the drum?</i>” Demonstrate striking the floor as if playing a drum and invite children to do the same. • Ask, “<i>Can you play the drum loud?</i>” “<i>Now, can you play the drum soft?</i>” • Allow children to practice “hard” and “soft” until they begin to understand and put into practice this concept. 
<p>Conclude the Session</p>	<p>Explain to children that they will play the rhythm sticks to the song “Ten Little Drummers.” Tune: “Ten Little Indians”. Strike the sticks where underlined.</p> <p><u>One</u> little, <u>two</u> little, <u>three</u> little <u>drummers</u>. (strike) (strike) (strike) (strike)</p> <p><u>Four</u> little, <u>five</u> little, <u>six</u> little <u>drummers</u>. (strike) (strike) (strike) (strike)</p> <p><u>Seven</u> little, <u>eight</u> little, <u>nine</u> little <u>drummers</u>, (strike) (strike) (strike) (strike)</p> <p><u>Ten</u> little <u>drummer</u> <u>boys and girls</u>. (strike) (strike) (strike)(strike)(strike)</p>
<p>Try these additional activities</p>	<p style="text-align: center;">Creating a Rhythm Pattern with Sticks</p> <ul style="list-style-type: none"> • Reread the story, <i>Thump, Thump, Rat-a-Tat-Tat</i>. • Review the introductory rhythm stick activity where children play the sticks on the floor like drum sticks. • Introduce striking sticks together. Allow children a brief time to practice this activity. • Say, “<i>Now we’re going to put the drum beat and striking the sticks together in a pattern. Strike the sticks down, then together, down, together, down, together</i>” • Allow children to practice this pattern.

- Explain to children that they will repeat this pattern as you reread the story. They will play the drum on the floor when you read “Rat-a-tat-tat” and will strike the sticks together when you read “*Thump, Thump.*”

Rat-a-tat-tat - Rat-a-tat-tat
(down down) (down down)

Thump, Thump - Thump, Thump
(together together) (together together)

- Practice this sequence with the children before reading the story.
- Read the book slowly as children play the sticks.
- Repeat this activity if children seem to enjoy it and need the practice repeating patterns.

Teacher Note: Multicultural Rhythm Stick Fun CD or tape by Georgianna Stewart, Kimbo, is an excellent resource for additional rhythm stick activities.

Identifying Instruments by Sound

- Group children in a circle.
- Place three rhythm instruments together (rhythm sticks, maracas and castanets, for example)
- Sound and help children name each instrument.
- Ask children to close their eyes.
- Sound one instrument and return it to its spot in the group.
- Ask children to open their eyes and name the instrument they heard.
- Continue this activity until children can identify each instrument by sound.

Identify Sounds in Sequence

- Group three or four children together for this activity which increases the level of difficulty of the previous activity.
- Provide three rhythm instruments and allow the children to experiment with the sounds each instrument makes. Children should know the names of each instrument.
- Ask children to close their eyes while you sound each instrument.
- Ask one child to repeat the order of the sounds.
- Vary the order of sounds for each child in the group.
- Increase the number of instruments as children are ready for this.

Teacher Note: Children may be able to participate in this activity without an adult present. Help children take turns being leader and in varying the order of sounds.

Marching with a Baton

- Play lively march music.
- Allow children to use a rhythm stick for a baton as they march around the room.



Expand Children's Musical Experiences

- Invite a guest(s) to your classroom to play band instruments such as drum, tuba or trombone.
- Take children to watch a school marching band.

Enrich the Learning Environment

- Add marching band props to the home living/dramatic play center. Batons and hats are examples.
- Add a CD or cassette tape of marching music to the music center.
- Take batons and the marching music outdoors.



- Add a container of the following collage materials to the art center: rectangles, circles and squares of different sizes and colors, and stars of different colors. Allow children to create their own collages with the materials.
- Collect discussion pictures of musical instruments such as side drum, bass drum, flute, trumpet, trombone and tuba. Mount each picture on poster board, label, laminate and post on the wall at a child's eye level or use in group discussion.
- Purchase CD or cassette tapes such as **You'll Sing a Song and I'll Sing a Song** and/or **Play Your Instruments and Make a Pretty Sound** by Ella Jenkins and incorporate these into the music experiences you provide for children.

Create Visual Patterns

- Create a visual pattern with Unifix Cubes, stringing beads, color links or counting bears, for example.
- Begin with a two-color pattern such as blue, yellow, blue, yellow.
- Invite children to "*make a pattern like this one.*"
- Increase the complexity of the pattern as children are ready for this.
- Observe children to see if they create patterns on their own.

Make Rhythm Instruments

- Rhythm sticks – Use wooden dowel sticks 5/8 inch in diameter. Cut each stick 12 inches long. Sand so there are no splinters.
- Bottle maracas – Place rice or gravel in an empty, clear plastic bottle. Glue lid on for safety.



- Drums – Use empty coffee cans with plastic lid or empty oatmeal boxes.

Additional Books	<ul style="list-style-type: none"> <input type="checkbox"/> <i>The Ants Go Marching</i> illustrated by Jeffrey Scherer <input type="checkbox"/> <i>The Little Drummer Boy</i> by Ezra Jack Keats <input type="checkbox"/> <i>Drummer Hoff</i> by Barbara Emberly, illustrated by Ed Emberly <input type="checkbox"/> <i>This Old Man</i> by Pam Adams <input type="checkbox"/> <i>Parade</i> by Donald Crews
Resources	<ul style="list-style-type: none"> ✓ Rhythm sticks (lumi sticks) can be ordered from equipment catalogs and from school supply catalogs. ✓ Personal space markers can be ordered from equipment catalogs and from school supply companies. ✓ Ella Jenkins CDs and cassette tapes can be ordered from school supply companies. ✓ Multicultural Rhythm Stick Fun CD or tape by Georgianna Stewart, Kimbo, can be ordered from school supply catalogs.

<p>Teacher Notes:</p> <ul style="list-style-type: none"> ➤ Children need to hear the same story read to them several times. ➤ Children also need frequent opportunities to repeat and practice rhythm stick activities. ➤ Plan to reread the book, <i>Thump, Thump, Rat-a-Tat-Tat</i> by Gene Baer and include a variety of the suggested rhythm stick activities. ➤ It is important that stories and activities be repeated with children at different times throughout the year.
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Learning Activity #10 – I Can Jump!

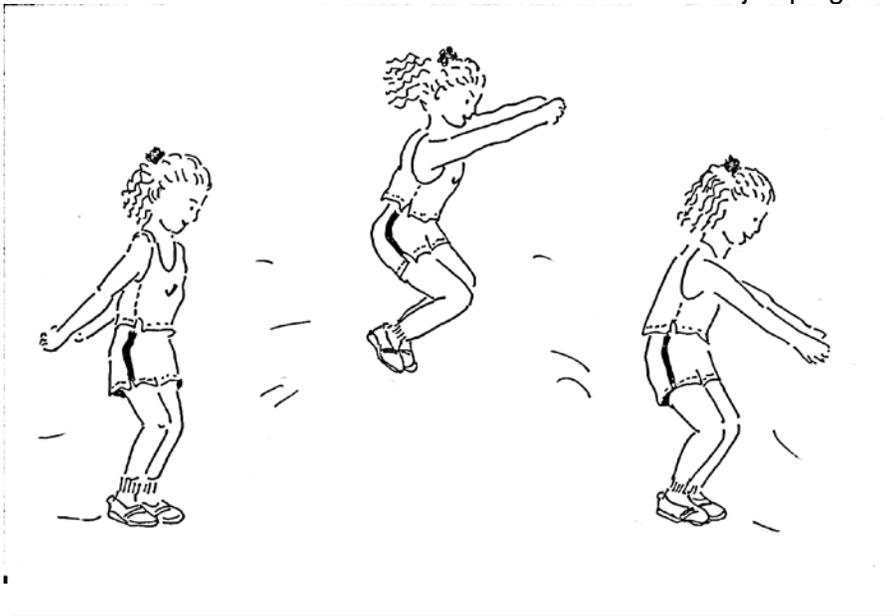
Book: *Jump, Frog, Jump!* By Robert Kalan

Benchmarks	<p>3.1 Shows enjoyment of books and stories and discussion of them</p> <p>4.9 Freely participates in gross motor activities</p> <p>4.11 Runs, jumps, hops and skips</p> <p>4.12 Shows balance and coordination</p>
Stability Skills	<p>➤ Jumping and landing</p>
You will need:	<ul style="list-style-type: none"> ✓ Book: <i>Jump, Frog, Jump!</i> By Robert Kalan ✓ Finger play/song: Five Little Speckled Frogs ✓ Hula hoops – 24” to 30” in diameter ✓ Personal space markers
Introduce the Activity	<ul style="list-style-type: none"> • Introduce the song “Five Little Speckled Frogs” • Teacher and children sing and hold up correct number of fingers as they go. <p style="text-align: center;"><i>Five little speckled frogs sitting on a speckled log</i> (Hold up 5 fingers) <i>Eating a most delicious bug. Yum! Yum!</i> (Pat tummy) <i>One jumped into the pool</i> <i>Where it was nice and cool</i> (First finger jumps into pool) <i>Then there were four little speckled frogs.</i> (Hold up 4 fingers) <i>Glub! Glub!</i></p> <ul style="list-style-type: none"> • Repeat lyrics and actions for first verse, changing the number of frogs to 4, then to 3, then to 2, then to 1, holding up the correct number of fingers. <p style="text-align: center;"><i>One little speckled frog, sitting on a speckled log</i> (Hold up 1 finger) <i>Eating a most delicious bug. Yum! Yum!</i> (Pat tummy) <i>He jumped into the pool</i> <i>Where it was nice and cool</i> (Last finger jumps in pool) <i>Then there were no little speckled frogs</i> <i>Glub! Glub!</i></p> <ul style="list-style-type: none"> • Whisper the last two lines: <i>Then there were no little speckled frogs.</i> <i>Glub! Glub!</i>
Present the Story	<ul style="list-style-type: none"> • Prepare to read the book, <i>Jump, Frog, Jump!</i> • Show the cover, give title, author and illustrator. (Explain that author is the person who writes the book and illustrator is person who draws the pictures.) • Ask children to look at the cover and predict what the story is about. • Call attention to all of the animals on the cover.

- Ask children if they know what the frog is sitting on. Introduce “lily pad.”
- Read book with children sitting so all can see the pictures as you read.
- Review the book by showing children each page and letting them tell what is happening on that page. Encourage them to “read” the pages that say “*Jump, frog, jump!*”

- Ask children to stand and hold hands to form a circle.
- Next, ask children to drop hands and take three steps back so each child has self space (room to move without touching others).
- Explain to children that they are going to practice jumping. They will jump off two feet and land on two feet.
- Stand in the middle of the circle and demonstrate jumping.

Extend the Story



Step 1 – Take off

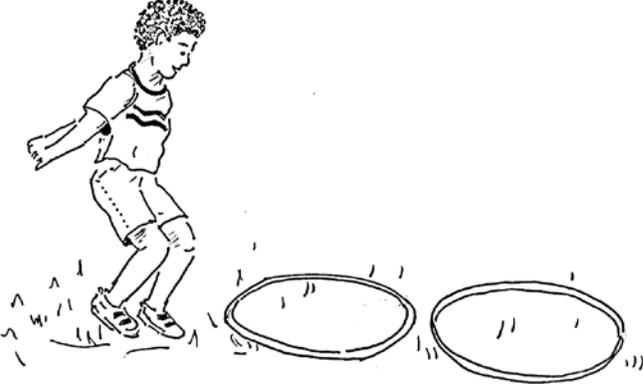
- Bend knees and crouch body, ready to jump.
- Swing arms forward and upward to take off from the ground.

Step 2 – Flight

- Extend arms into the air as feet leave the floor.

Step 3 – Landing

- Land on both feet. Land with feet apart and body over feet.

	<ul style="list-style-type: none"> • Allow children to practice jumping, following the steps listed. • Observe children to determine those that need additional help with jumping. • Notice when children are becoming tired and invite them to sit down for the concluding activity.
<p>Conclude the Session</p>	<ul style="list-style-type: none"> • Lead the children in a finger play <p><i>“Glub, glub, glub” said the little green frog one day. “Glub, glub, glub” said the little green frog. “Glub, glub, glub” said the little green frog one day. As he jumped, jumped, jumped away. (Jump fingers three times.)</i></p>
<p>Try these additional activities</p>	<p style="text-align: center;">Be A Frog</p> <ul style="list-style-type: none"> • Repeat the song, “Five Little Speckled Frogs” with the children. • Allow five children at a time to be speckled frogs and take turns jumping into the pool. • Allow all children a turn. If a child does not want a turn, respect that decision. <p style="text-align: center;">Jumping Into Ponds</p> <ul style="list-style-type: none"> • Allow children to practice jumping into ponds which can either be made from circles of yarn or can be hula hoops. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> o Place a row of six hoops flat on the floor in a straight line. To begin, leave approximately six inches between hoops. o Challenge children to be speckled frogs. Explain that hoops are ponds and they are to jump from one pond to the next. o Stress taking off from two feet and landing on two feet. Demonstrate if necessary.

- o Allow all children a turn. Give extra attention to children who are having difficulty jumping.
- o Allow children additional opportunities to continue to practice jumping.
- o Vary the difficulty by extending the space between the hoops from six inches to twelve inches.

Jumping the Creek

- Place two pieces of rope (5 to 6 foot lengths) parallel on the floor or ground. Explain to the children that this is a creek and that they are to jump over it.
- Stress taking off from two feet and landing on two feet.
- One at a time have children jump over the creek.
- Vary the difficulty by increasing the distance between the two ropes.

Lily Pad Jump

- Use personal space markers as lily pads or cut out the pads from green construction paper.
- Place the personal space markers or lily pads on the floor and have the children jump from one to the other.

Teacher Safety Note: If using construction paper lily pads, tape them securely to the floor to prevent slipping.

Jack Be Nimble

- Include this activity as a transition activity from circle time to learning center time, for example.
- Place a block that children can safely jump over in the center of the circle.
- Ask one child at a time to jump over the block while you and the children chant the following, substituting the child's name for "Jack":

Joshua be nimble,

Joshua be quick.

Joshua jump over the candlestick.

Literacy and Math Activities

Storytelling

- Make story telling figures (felt, magnetic, etc.) of animals from the book, *Jump, Frog, Jump!* plus figures of two boys, a net, a basket, and lily pads. Animals are: frog, fly, fish, snake, turtle.
- Tell story, *Jump, Frog, Jump!* using the story telling figures.
- Place the figures and storyboard in book area for children to use independently.

	<p style="text-align: center;">Frogs on a Log</p> <ul style="list-style-type: none"> • Make 10 smaller frogs and a log that is long enough for the ten frogs to sit upon. Make these so they can be used on a magnetic board. • Use the smaller frogs and log to sing the song “Five Little Speckled Frogs.” • Gather a small group of children (3 to 5). You will need a magnetic storyboard, the log, the ten small frogs and magnetic numerals (Begin with the numeral 1 and go as high as your children are ready for, up to 10.) • Place the log on the board and add a numeral under it. • Invite one child to place the correct number of frogs on the log. • Allow each child a turn. • Vary the difficulty of this activity for individual children.
Additional Books	<ul style="list-style-type: none"> ❑ <i>Frog Went A Courtin’</i> by John Langstaff & Fedor Rojankovsky ❑ <i>Hop, Jump</i> by Ellen Stoll Walsh ❑ <i>In the Small, Small Pond</i> by Denise Fleming ❑ <i>Frog on His Own</i> by Mercer Meyer ❑ <i>No Jumping on the Bed</i> by Tedd Arnold ❑ <i>Five Little Monkeys Jumping on the Bed</i> by Eileen Christelow ❑ <i>Frogs</i> by Gail Gibbons
Resources	<ul style="list-style-type: none"> ✓ Refer to A Story a Month, May 2003, Jump, Frog, Jump! ✓ Personal space markers can be ordered from equipment catalogs or from school supply catalogs ✓ Refer to A Story a Month, July 2004, Jack Be Nimble

<p>Teacher Notes:</p> <ul style="list-style-type: none"> ➤ Children need to hear the same story read to them several times. ➤ Children also need frequent opportunities to repeat and practice movement activities. ➤ Plan to reread the book, <i>Jump, Frog, Jump!</i> by Robert Kalan and include a variety of the suggested movement activities. ➤ It is important that stories and activities be repeated with children at different times throughout the year.

Learning Activity #11 – I Can Travel Through an Obstacle Course

Book: *We're Going on a Bear Hunt* by Michael Rosen,
Illustrated by Helen Oxenbury

Benchmarks	<p>3.1 Shows enjoyment of books and stories and discussion of them</p> <p>4.9 Freely participates in gross motor activities</p> <p>4.11 Runs, jumps, hops and skips</p> <p>4.12 Shows balance and coordination</p>
Locomotor Skills	<ul style="list-style-type: none"> ➤ walking ➤ crawling
Stability Skills	<ul style="list-style-type: none"> ➤ balancing ➤ jumping and landing
You will need:	<ul style="list-style-type: none"> ✓ Book: <i>We're Going on a Bear Hunt</i> by Michael Rosen, illustrated by Helen Oxenbury ✓ Obstacle course that includes some of the following: balance beam or taped line on floor, rope to jump over, table to crawl under, chair to walk around, box to move through on stomach, hula hoop or circle of yarn to hop into and out of, cones or two liter bottles weighted with sand or rocks for children to zigzag through
Introduce the Activity	<ul style="list-style-type: none"> • Introduce “Teddy Bear, Teddy Bear” • Teacher and children stand and follow the words. <p><i>Teddy bear, teddy bear, turn around.</i> <i>Teddy bear, teddy bear, touch the ground.</i> <i>Teddy bear, teddy bear, touch your shoe.</i> <i>Teddy bear, teddy bear, that will do.</i> <i>Teddy bear, teddy bear, turn around.</i> <i>Teddy bear, teddy bear, sit right down.</i></p>
Present the Story	<ul style="list-style-type: none"> • Prepare to read the story, <i>We're Going on a Bear Hunt</i>. • Show the cover, give title, author and illustrator. (Explain that author is person who writes the book and illustrator is person who draws the pictures.) • Ask children to look at cover and predict what the story is about. • Read book with children sitting so all can see the pictures. • Follow up with questions such as: “<i>Were your predictions about the story correct?</i>” “<i>What were some of the obstacles they had to go through on their bear hunt?</i>” If necessary, help children understand that an obstacle is something that gets in the way of where you want to go.

<p>Extend the Story</p>	<ul style="list-style-type: none"> • Explain to children that you have created an obstacle course that they will have to travel through to get back to their home (carpet square or personal space marker). • Children travel through the obstacle course and return home.
<p>Conclude the Session</p>	<ul style="list-style-type: none"> • Lead the children in “The Bear Went Over the Mountain” <p><i>The bear went over the mountain,</i> (walk in place, then fingertips together) <i>The bear went over the mountain,</i> <i>The bear went over the mountain</i> <i>To see what he could see!</i> (hand over eyes)</p> <p><i>To see what he could see,</i> <i>To see what he could see.</i></p> <p><i>The other side of the mountain</i> (walk in place, then fingertips together) <i>The other side of the mountain,</i> <i>The other side of the mountain</i> <i>Was all that he could see!</i> (hands out, palms up)</p>
<p>Try these additional activities</p>	<p style="text-align: center;">Outdoor Obstacle Course</p> <ul style="list-style-type: none"> • Create an outdoor obstacle course for children to travel through: walk around the climbing structure, crawl through a box or large snap together cube, walk on a balance beam, zigzag around cones or two-liter bottles weighted with sand or rocks. • Create an obstacle course for children to steer tricycles through. Use cones or two-liter bottles weighted with sand or rocks to create the course. <p style="text-align: center;">Reread <i>We’re Going on a Bear Hunt</i></p> <ul style="list-style-type: none"> • Reread the book, <i>We’re Going on a Bear Hunt</i>. Show the cover and ask children how they think the people on the cover are feeling as they start out on their bear hunt. • Follow up with questions such as “<i>How did they feel when they saw the bear?</i>” “<i>How did they feel when they got into bed under the covers?</i>” “<i>Why do you think they said ‘We’re never going on a bear hunt again?’</i>”

We're Going on a Bear Hunt (Action Story)

*Let's go on a bear hunt. (Tap hands on thighs like walking)
All right, let's go.*

Oh-oh, there's long, wavy grass.

Can't go over it,

Can't go under it.

Let's go through it.

Swishy swashy!

(Rub hands together like swishing through grass)

Swishy swashy! Swishy swashy!

Oh-oh, there's a deep, cold river.

Can't go over it,

Can't go under it.

Let's go through it.

Splash, splosh, splash splosh, splash splosh!

(Pretend to swim)

Oh – oh, there's thick, oozy mud.

Can't go over it.

Can't go under it.

Let's go through it.

Squelch, squerch!

(Move hands up and down as though walking through mud)

Squelch, squerch! Squelch, squerch!

Oh –oh, there's a big, dark forest.

Can't go over it.

Can't go under it.

Let's go through it.

Stumble trip! Stumble trip! Stumble trip!

Oh, oh, there's a swirling, whirling snowstorm.

Can't go over it.

Can't go under it.

Let's go through it.

Hooo wood! (Pretend to shiver)

Hooo wood!

Hooo wood!

Oh, oh, there's a narrow, gloomy cave.

Can't go over it.

Can't go under it.

Let's go through it.

Tip toe! Tip toe! Tip toe! (Tip toe fingers)

Oh, oh, I feel a shiny wet nose!

I feel two furry ears!

I see two big, big eyes.

It's a bear!

(Retrace steps)

Whew! We made it.

Under the covers, safe in bed!

Make a Class Book

- Involve children in writing a class book about things that scare them. Allow one page per child. A possible title might be “Things That Scare Me”
- Help each child develop his/her individual page. Ask children to say one thing they are scared of and record their comments. An example is,

Erin said, “I got scared when I couldn’t find my money. We were at the store.”

- Invite children to draw a picture on their special page of the thing that scares them. They may want to write their name on their page.
- Use rings or staple pages together to make a book.

Make Another Class Book

- Make a “Bear Hunt” class book.
- Involve children in writing a class book about going on a bear hunt. A possible title might be “If We Went On a Bear Hunt”.
- Help each child develop his/her individual page. Ask children to say one thing they might see if they go on a bear hunt and record their comments. An example is: “Trey said, “I would see a skunk.”
- Encourage children to say something other than what is in the book or that another child says.
- Invite children to draw a picture on their special page of the thing that they might see. They may want to write their name on their page.
- Use rings or staple pages together to make a book.

	<p style="text-align: center;">Make Clean Mud</p> <p>1 bar soap (Dove recommended) 1 roll toilet paper Warm water</p> <p>Tear up toilet paper into small pieces and place in bowl Grate soap into bowl Mix using hands Fill pitcher with warm water and gradually add small amounts of water to bowl, remixing after each addition of water Mud is ready when it feels like whipped cream</p> <p style="text-align: center;">Make Gak Mud</p> <p>1 cup liquid starch 1 cup white glue Brown food coloring (red + yellow + blue = brown)</p> <p>Pour glue and food coloring into bowl Mix thoroughly Add starch slowly, and mix in Knead</p> <p>Gak can be reused. Store it in an airtight container.</p> <p style="text-align: center;">Make Slimy Mud</p> <p>1 cup liquid starch 2 cups white glue Brown food coloring (red + yellow + blue = brown) Pour glue and food coloring into bowl Mix thoroughly Add starch slowly, and mix</p> <p>Slime can be reused. Store it in an airtight container.</p>
<p style="text-align: center;">Additional Books</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Ask Mr. Bear</i> by Majorie Flack <input type="checkbox"/> <i>Corduroy</i> by Don Freeman <input type="checkbox"/> <i>Blueberries for Sal</i> by Robert McCloskey <input type="checkbox"/> <i>The Biggest Bear</i> by Lynd Ward <input type="checkbox"/> <i>Brown Bear, Brown What Do You See?</i> by Bill Martin, Jr., illustrated by Eric Carle <input type="checkbox"/> <i>The Three Bears</i> by Paul Galdone <input type="checkbox"/> <i>The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear</i> by Don and Audrey Wood <input type="checkbox"/> <i>In the Tall, Tall Grass</i> by Denise Fleming

Resources	<ul style="list-style-type: none">✓ Refer to A Story a Month:<ul style="list-style-type: none">▪ April 2002, <u><i>The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear</i></u>▪ September 2001, <u><i>Corduroy</i></u>▪ August 2002, <u><i>The Three Bears</i></u>▪ May 2002, <u><i>Ask Mr. Bear</i></u>✓ <i>The Cooking Book</i> by Laura J. Colker (2005), published by National Association for the Education of Young Children, contains a number of art recipes.
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<p>Teacher Notes:</p> <ul style="list-style-type: none">➤ Children need to hear the same story read to them several times.➤ Children also need frequent opportunities to repeat and practice movement activities.➤ Plan to reread the book, <i>We're Going on a Bear Hunt</i> by Michael Rosen and include a variety of movement activities.➤ It is important that stories and activities be repeated with children at different times throughout the year.
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Learning Activity #12 – I Can Travel in Many Ways

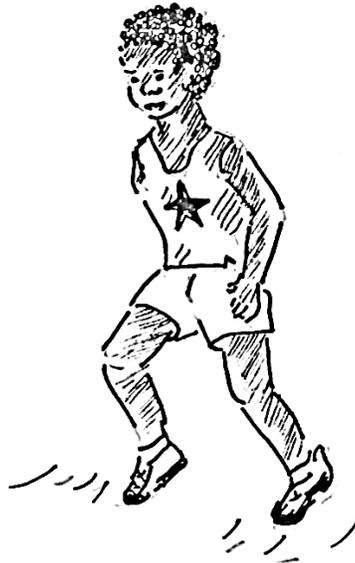
Book: *Ask Mr. Bear* by Marjorie Flack

Benchmarks	<p>3.1 Shows enjoyment of books and stories and discussion of them</p> <p>4.9 Freely participates in gross motor activities</p> <p>4.11 Runs, jumps, hops, skips</p> <p>4.12 Shows balance and coordination</p> <p>5.8 Participates in group discussion</p>
Locomotor Skills	<ul style="list-style-type: none"> ➤ Walking ➤ Hopping ➤ Galloping ➤ Skipping ➤ Running
You will need:	<ul style="list-style-type: none"> ✓ Book: <i>Ask Mr. Bear</i> by Marjorie Flack ✓ Carpet squares or personal space markers ✓ Gift box (not wrapped)
Introduce the Activity	<ul style="list-style-type: none"> • Children sitting on carpet squares or personal space markers. • Show empty box to children and say, “<i>Pretend that it’s your mother’s birthday and you want to give her a gift to go in this box. What would you put in the box to give to your mother?</i>” • Allow each child who wants to a turn to tell you what he/she would put in the box. Accept all answers. • Say, “<i>We’re going to read a story about a little boy and his gift for his mother.</i>”
Present the Story	<ul style="list-style-type: none"> • Prepare to read the story, <i>Ask Mr. Bear</i>. • Show the cover, give title and author. (Explain that author is person who writes the book.) • Tell children, “<i>The boy on the cover is named Danny. Can you name the animals you see on the cover? Where do you think they’re going?</i>” • Read book with children sitting so all can see the pictures. • Pause after Mr. Bear whispers a secret into Danny’s ear and ask, “<i>What do you think Mr. Bear whispered in Danny’s ear?</i>” • Allow children to predict what the bear whispered to Danny. Continue the story. • Follow up with questions such as “<i>Were your predictions about the secret Mr. Bear whispered in Danny’s ear correct?</i>” “<i>Why do you think the animals didn’t want to go with Danny to meet Mr. Bear?</i>” “<i>How do you think Danny’s mother felt about her birthday gift from Danny?</i>” • Show the empty box to the children and ask, “<i>Do you think Danny’s gift to his mother can be put in this box?</i>” Allow children to explain their answers.

Extend the Story

- Recall with children that Danny, the hen, the goose and the goat galloped.
- Ask children what other animal gallops. (horse)
- Explain that they are going to gallop like a horse.
- Introduce galloping to the children as follows:
“Start with a step and slide the other foot behind the lead foot. The lead foot is the leader and the other foot never goes in front of it.”
- Remind children to move safely and not get too close to other children.
- Reinforce the stop and go signal you have established: clapping hands, striking a drum, striking two rhythm sticks together are examples. When children hear this signal, they are to freeze like a statue.
- *“Pretend you’re riding a horse, so hold on to the reins. You’re going to gallop in a straight line. Start with a step on the leader foot and slide the other foot behind it. Now go faster.”* (When children increase speed it will automatically become a gallop.)
- Allow children to practice galloping.
- Observe children and assist those who are having difficulty galloping.

Teacher Note: Play the song “She’ll Be Coming Round the Mountain” as children are galloping.



<p>Conclude the Session</p>	<ul style="list-style-type: none"> • Lead the children in a finger play. <p style="text-align: center;">My Legs <i>My legs like to walk. My legs like to run. My legs think walking And running are fun.</i></p> <p style="text-align: center;"><i>My legs like to gallop. My legs like to hop. But when my legs get tired, My legs say STOP!</i></p>
<p>Try these additional activities</p>	<p style="text-align: center;">Hopping</p> <ul style="list-style-type: none"> • Reread the story, <i>Ask Mr. Bear</i>, with the children. • Recall with children that Danny, the hen and the goose all hopped along. • Explain to children that they are going to practice hopping. • Introduce hopping as follows: <i>“When you hop, you hold one leg off the floor and hop up and down on the other. Can you hold one leg off the floor and hop up and down on the other? Now switch legs and hop on that one.”</i> • Allow children to practice hopping frequently. Keep practice brief. • Practice hopping in place, then hopping from one spot to another. <p>Teacher Notes:</p> <ul style="list-style-type: none"> o Children may have difficulty hopping because they lack the strength and balance to hold one leg in the air while hopping on the other. o If children are having a difficult time hopping, try this: Have them lean against a wall with one hand, lift one foot in the air and hop on the other foot. o Children must be able to hop before they can begin skipping, which is the most difficult motor skill to develop. <div style="text-align: center;">  </div>

Skipping

- Reread the story, *Ask Mr. Bear*, with the children.
- Review with the children the different ways Danny and the animals traveled: walking, skipping, hopping, galloping and running.
- Explain to children that today they will practice skipping.
- Introduce skipping as follows:
"Take a step forward and hop on that foot.
Now, take a step forward on the other foot and hop on it.
Continue to step and hop on one foot, then the other."
- Play the song, "Skip to My Lou" as children skip around the room.
- Allow children to practice skipping regularly.

Teacher Notes:

- o Remember that children must be able to hop before they can skip and that skipping is the most difficult motor skill to develop. Only introduce skipping if you think children are ready for this.
- o Avoid frustrating children if they are unable to skip. Some five year olds will be able to skip while others will not develop this skill until later.



Going to See Mr. Bear

- Reread the story, *Ask Mr. Bear*, with children.
- Review the ways that Danny and the animals moved: walking, hopping, galloping, skipping and running.
- Explain to children that they will move around the room like Danny and the animals.

- Remind children to move safely and not get too close to others.
- Reinforce the stop and go signal you have established: clapping hands, striking a drum, striking two rhythm sticks together are examples. When children hear the signal they are to freeze like statues.
- Say, *“Can you walk around the room and stay as far from your friends as you can?”*
- Sound stop signal.
- Say, *“Can you gallop around the room without bumping into others?”*
- Sound the stop signal.
- Say, *“Can you hop on one foot? Now hop on the other foot.”*
- Sound the stop signal.
- Say, *“Now skip around the room without bumping into others.”*
- Sound the stop signal.
- Say, *“Can you run around the room in a curved path without bumping into others?”*
- Sound the stop signal.
- Say, *“Can you walk safely back home?”*

Birthday Prop Box

- Develop a birthday prop box for dramatic play. Suggested items to include: party invitations, birthday party plates, napkins, tablecloth, hats, gift sacks, wrapping paper, birthday cards and books about birthdays.
- Consider placing the birthday prop box in the home living/dramatic play center when a child is celebrating a birthday.

Birthday Graph

- Complete a birthday graph with the children.
- Include a column for each month.
- Involve children in putting their names in the column that is their birth month.
- Count with the children the number of children born in each month.
- Discuss with children months with most birthdays, least birthdays and same number.
- Review the graph at the beginning of each month and identify children who will have birthdays during the month. Count the number of children with birthdays for that month.

Our Birthday Graph

January					
February	Trey				
March	Tyrone	Lupe	LaTanya		
April	Sydni				
May	Steve				
June	Jacob	Tamika			
July					
August	Sarah				
September	Isabelle	Bradley			
October	Manuel				
November	Savanah	Faye	Brooke		
December	Ryan				
	1	2	3	4	5

Make a Class Birthday Book

- On each page include the child's name, their birthday and a picture that represents a birthday celebration.



Sarah's birthday is August 11.

- The children will enjoy "reading" their page of the birthday book when it is read to the class.

Teacher Note: Be sensitive to children whose families do not celebrate birthdays.

Wrapping Gifts

- Collect boxes of different sizes, gift-wrapping paper and ribbon (recycled). Add tape and blunt-tip scissors.
- Allow children to wrap gifts.
- Observe to see if children can accurately judge the amount of paper needed to wrap a certain size box. Do they add "gifts" to the box before wrapping?

	<p style="text-align: center;">Surprise Birthday Gift</p> <ul style="list-style-type: none"> • Place an item such as a small ball, a block or a small car in a decorated box with a lid. • Pass the box around the circle and ask children to guess what is in the box. Allow them to shake the box. • Give hints if children do not guess correctly. For example, “<i>It’s round and we can throw it to each other.</i>” (ball) “<i>It has four wheels and we can roll it along the floor.</i>” (car) • Say, “<i>Let’s open the box and see if your guesses were correct.</i>” • Open the box and pass it around for children to see the contents. <p style="text-align: center;">Gift and Animal Match</p> <ul style="list-style-type: none"> • Use the patterns to make a set of cards with animals and corresponding “gifts.” • Involve children in matching the animal card with the gift card. <p style="text-align: center;">Clothesline Story</p> <ul style="list-style-type: none"> • Tell the story, <i>Ask Mr. Bear</i>, as a clothesline story. • Attach characters from children’s left to right as they appear in the story. • Allow children to attach characters in order as they appear in the story.
<p style="text-align: center;">Additional Books</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>A Birthday for Frances</i> by Russell Hoban <input type="checkbox"/> <i>Albert’s Birthday</i> by Leslie Tryon <input type="checkbox"/> <i>Happy Birthday, Moon</i> by Frank Asch <input type="checkbox"/> <i>Happy Birthday</i> by Gail Gibbons <input type="checkbox"/> <i>It’s My Birthday</i> by Pat Hutchins <input type="checkbox"/> <i>Max’s Birthday</i> by Rosemary Wells
<p style="text-align: center;">Resources</p>	<ul style="list-style-type: none"> ✓ Personal space markers can be ordered from equipment catalogs and from school supply catalogs. ✓ Go to the Division website for A Story a Month for May 2004 for story patterns for Ask Mr. Bear.

<p>Teacher Notes:</p> <ul style="list-style-type: none"> ➤ Children need to hear the same story read to them several times. ➤ Children also need frequent opportunities to repeat and practice movement activities. ➤ Plan to reread the book, <i>Ask Mr. Bear</i> by Marjorie Flack, and include a variety of the suggested movement activities. ➤ It is important that stories and activities be repeated with children at different times throughout the year.
