



Active Education Early Childhood

Linking Short Activity Burst to Ohio Department of Education
Standards and Benchmarks

Hamilton County Public Health
Health Promotion and Education
First Edition
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We
THRIVE!SM
*Community Wellness in Action*SM





Background

The obesity rate for pre-school children has doubled over the past few decades and has tripled for adolescents during the same time period¹.

Children learn to initiate, sustain, and terminate social interactions through activity and play².

Physical activity improves a youth's perceptual skills, intelligence quotient, achievement, verbal tests, mathematic tests, developmental level and academic readiness².

The social skills learned through play, are foundational to successful relationships and interactions that a child engages in not only now, but through out his or her life.³

Establishing healthy eating and exercise habits early in life can lead to long term healthy behavior in adulthood³.

The goal of this handbook is to provide ideas for short burst of physical activity within the center. The activities are designed to make the center an active learning environment.

Directions

- All exercises have been linked to the Ohio Department of Education's Benchmarks and Indicators according to subject
- The subject at the top of each session. Benchmarks are in bold.
- The name of the game will be bold, followed by the name of the indicator.
- The approximate amount of time needed for each activity is provided.
- Each activity can be adapted to be shorter or longer in duration depending on the amount of time available.
- Rules and directions are listed along with materials or supplies you need for each activity.

Acknowledgments

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¹ <http://www.cdc.gov/obesity/childhood/index.html>

² <http://www.indiana.edu/~nca/leisureed/play6.html>

³ <http://www.apa.org/topics/children/healthy-eating.aspx>



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English Language Arts

Early Childhood

Phonemic Awareness, Word Recognition and Fluency

Time to Rhyme

Indicator: Identify matching sounds and recognize rhymes in familiar stories, poems, songs and words (e.g., cat/hat, dog/frog)

Time: 10-15 minutes

Materials: None

Directions:

1. The teacher will say the following poem line by line, allowing the children to respond in movement to each movement prompt.

I like to walk and step over the rock.

I like to march right under the arch.

I like to jump and land with a thump.

I like to learn how to turn.

I like to run – it's so much fun.

I like to freeze and bend my knees.

I like to hop then quickly stop.

2. Repeat the activity, and instead of saying the action word, give the rhyming word and encourage the children to fill in the blank with the appropriate motor skill. For example, say, "I like to _____, it's so much fun." Once the children guess the action word, they respond in movement.
3. Vary this activity for a larger space. Ask the children to think of rhyming words for the following additional motor skills: crawl, slide, gallop, prance
4. For children who are five and six, add skips and leaps to the list of motor skills for a large space

*This activity can be done in a small space, with the children standing far enough apart that they can move around themselves in a small circle. For walking, they should make a small circle around their own space. All of the rest of the movements can be performed in place.



Sounds in My Name

Indicator: Hear sounds in words by isolating the syllables of a word using snapping, clapping or rhythmic movement (e.g., *cat*, *ap-ple*)

Time: 10 minutes

Materials: Small percussion instruments, one per child

Directions:

1. With the children seated in a circle, ask a child to say his name. Repeat it and ask the children how many sounds are in the name. Clap the syllables and have them do it with you. Repeat this with each child's name.
2. Now go around again, but this time, tap the knees to the rhythm of the syllables in each child's name.
3. Try to repeat the above step, this time without saying the names. Tap the feet on the floor to make the sounds. You should end up with a continuous tapping rhythm, which encompasses each child's name in order.
4. Hand out percussion instruments (sticks, drums, spoons, tambourines), and repeat the long rhythm phrase with instruments.
5. Ask everyone to stand up and have the children march parade-style, while playing the instruments, to end the activity.

Sounds All Around

Indicator: Differentiate between sounds that are the same and different (e.g., environmental sounds, animal sounds, and phonemes)

Time: 10-15 minutes

Materials: None

Directions:

1. Ask the children to stand in a circle. Think of a sound, such as an animal sound, transportation sound, weather, musical instrument (drums, flute, trumpet, etc.), or construction (add any others that you wish).
2. Make the sound with your voice (such as "choo-choo") and ask the children about the sound: *What is it? What makes that sound? Is it a loud or quiet sound? When might you hear that sound?*
3. Once they have identified and analyzed the sound, ask them: *How does a train move?* Encourage them to do the movements of a train while staying in place. Ask them to repeat the sound while they do the movement.
4. Repeat the steps above with many different sounds.
5. To expand the activity, ask the children to think of sounds while the other children then react in movement to each new idea.



Fun Phonemes

Indicator: Recognize when words share phonemes (sounds) and repeat the common phoneme (e.g., /b/ as in *Bob, ball, baby*, /t/ as in *Matt, Kite, boat*)

Time: 15-20 minutes

Materials: None

Directions:

1. The following is a list of movement prompts. Each one consists of two words that begin with common phonemes. If there are any words that are unfamiliar to your students, explain them before you begin the activity.
 - Bouncing Ball
 - Chattering Chipmunk
 - Climbing Kitty
 - Dancing Doll
 - Funny Frog
 - Galloping Goat
 - Happy Horse
 - Jumping Giraffe
 - Leaping Lizard
 - Marching Monkeys
 - Noisy Nanny Goat
 - Parading Penguins
 - Quiet Quail
 - Running Rabbit
 - Slithery Snake
 - Shiny Shark
 - Swimming Swan
 - Twisty Tadpole
 - Wavy Water
 - Zigzagging Zebra
2. The children begin standing spread out in a line on one side of a large space. Call out one of the movement prompts, and ask the children to repeat the words, and then respond in movement. For example, ask the children if they can go across the floor like a bouncing ball. They will say, "bouncing ball" and then jump and hop across the floor.
3. Repeat the list of movement prompts in random order as long as the children are engaged in the activity.
4. To expand the activity, add any movement prompts with common phonemes that you or the children create.



That's My Name!

Indicator: Identify own name in print

Time: 15 minutes

Materials: Each child's first name written on a card that is big enough to see with the children standing in a large circle.

Directions:

1. Go through each of the names one by one, asking the children to repeat them after you say each one.
2. Go through them again and see if the children can identify them.
3. Repeat Step 2, and this time, the child whose name is on the card gets to jump five times when he/she sees his/her own name.
4. Repeat one more time. This time, the child whose name is on the card gets to think of a movement that all the other children will do with her. (She may choose to hop, march run in place, go down to the floor and back up to standing, turn, bend side to side, etc.)

Letter Shapes

Indicator: Recognize and name some upper and lower-case letters in addition to those in first name.

Time: 5 – 20 minutes

Materials: Large cards, each with an individual upper or lower case letter (also used in the next activity, *Let's Make a Word*); Recording of an alphabet song

Directions:

1. Place the children in home spots evenly spaced throughout the room.
2. Choose the letters you would like to use for the activity. Show them to the children one by one, name the letters with the children, and repeat as needed.
3. Go through the letters one by one again. This time, in addition to naming the letter together, tell the children that after they identify the letter, they will each try to make that letter shape with their whole bodies.
4. Next, play the alphabet song, and while each child stands in her home spot, ask the children to make many letter shapes with their bodies, either ones they have just practiced, or any other letters that they hear named in the song.
5. If the children are still engaged in the activity, play the song once more and allow the children to dance freely to the music one last time.

*This activity is a good lead-in to the following activity about building words from letters

** Important note: During the part of the activity when the children are making letter shapes with their bodies, encourage them to use their whole bodies and not make the shapes just with their fingers. Also, it is important that the children be allowed to try each shape, so don't be concerned about it looking exactly like the letter. The kinesthetic learning happens while the child recognizes the letter and attempts to make the shape in his body.



Let's Make a Word!

Indicator: Recognize that words are made up of letters (e.g., c-a-t)

Time: 10-15 minutes

Materials: Large cards with individual upper and lower case letters (also used in the previous activity, *Letter Shapes*)

Directions:

1. Choose cards with letters that can combine to make two- and three-letter words, like a-t, i-t, c-a-t, s-i-t, etc.
2. Show, name, and make the sound of the first letter of one of the words, and then ask the children to make that letter in their bodies.
3. Do the same with all subsequent letters in the word.
4. Then, ask them to make all three letters in a row. Display the three letters in the proper order to spell out the word. Clap your hands, and call out the first letter. Do the same with the other letters in the word.
5. Try it faster, so that you clap and call out the letters quickly, as the children follow by making the corresponding shape in their bodies.
6. Repeat this activity whenever you introduce a new word to the class.

*This activity is a good follow-up to the previous activity about letter recognition

A Visit to the City

Indicator: Recognize and “read” familiar words or environmental print

Time: 15 minutes

Materials: Cards with the following words written in large print: School, Exit, Walk, Park, Bus, Car, Stop; Lively instrumental music selection

Directions:

1. Ask the children to stand in a circle. Go through each card, saying the word and having the children repeat the word. Do this several times, in random order, so that the children begin to recognize each word.
2. Create, beforehand or with the children, a movement to go along with each of the words.
Examples:
School: Children imagine they are writing words on an imaginary blackboard.
Exit: Children “walk” up or down imaginary stairs
Car: Children imagine they are driving a car
Bus: Children imagine they are riding in a bus, pointing out the window, etc.
Park: Children imagine they are playing in the park: swinging, sliding on a slide, playing in a sandbox, etc.
Stop: Children immediately freeze
3. Play the music. Ask the children to respond in movement (dancing in place) each time you hold up a different card.
4. Repeat the activity many times, so that the children become very familiar with the words. When you do the activity again, consider allowing the children to move about freely in the shared space.
5. Add new words to the activity the next time you do it, and assign a simple movement to the word as above.



Jack Jumps

Indicator: Demonstrate an understanding of reading fluency by use of phrasing, intonation and expression in shared reading (e.g., *Brown Bear, Brown Bear*).

Time: 10 Minutes

Materials: None

Directions:

1. Read the short nursery rhyme “Jack Be Nimble.” Ask the children to repeat the nursery rhyme “Jack Be Nimble” with you.
2. Spread the children evenly throughout the space
3. Ask them to say the rhyme again, jumping over an imaginary candlestick on the word “jump.”
4. Ask them for ideas for another imaginary object over which they can jump. Replace the new word for “candlestick.” Example: “Jack be nimble, Jack be quick, Jack jump over the rainbow!”
5. Continue the activity until each child has contributed an idea for an object.

Acquisition of Vocabulary

Butterfly Dance

Indicator: Understand the meaning of new words from context of conversations, the use of pictures that accompany text or the use of concrete objects

Time: 15 minutes

Materials: Pictures of a caterpillar egg, a caterpillar, a chrysalis, a butterfly or moth; Lively classical music

Directions:

1. Show the pictures of the life cycle of a butterfly, and briefly tell the story as you say the new words to the children. You can also add in “larvae” for the caterpillar stage, and “pupa” for the chrysalis stage if you want to introduce more new words.
2. Spread the children evenly throughout the space. Show them the first picture. Ask them to imagine they are a small egg, waiting until they are ready to come out. Then ask them to push with all their tiny caterpillar legs to break out of the egg. Do the same with the caterpillar. Suggest that they need to look around for food, and eat lots of leaves so they can get ready for the chrysalis stage.
3. Prompt them that it is now time to spin the chrysalis, and have them spin and imagine they are enclosing themselves inside.
4. Ask them to imagine what it must be like while they are changing into a butterfly or moth. Then tell them it is time to use their arms, legs, and wings to push themselves out of the chrysalis.
5. Play the lively music. Allow them to dance freely throughout the space as they try out their new butterfly wings.
6. Finish the activity by asking them to take a bow with their big butterfly wings. Review the new words with them after the bow.



Stop and Go

Indicator: Recognize and demonstrate an understanding of environmental print (e.g., STOP on stop sign)

Time: 10 minutes

Materials: A red paper or cardboard sign that has “STOP” printed on it in large letters, and a green sign that has the word “GO”;

A lively instrumental musical selection

Directions:

1. With the children lined up along one end of a large, unobstructed space, show the signs and ask the children if they know what they are. Make sure to explain the words, and help the children sound out “STOP” and “GO.”
2. Give the children a motor activity, such as “tiptoe.” Standing on the opposite side of the room, hold up one sign or the other, and ask the children to follow what the sign says.
3. Repeat several times, suggesting a different motor skill each time: march, walk, prance, gallop, slide, hop, crawl.
4. Now ask the children to stand in a home spot, so that they are evenly spaced throughout the room. Play the music. Ask the children to dance freely in their spots when you hold up the “go” sign, but to freeze when you hold up the “stop” sign. Continue this activity as long as the children are engaged.
5. Vary the activity by choosing different children to take turns being the “traffic controller.”
6. To make this activity more challenging, repeat the above activity, and gradually add new signs with words such as “SLOW,” “FAST,” “UP,” and “DOWN.”

Rhythm Sentences

Indicator: Name items in common categories (e.g., animals, food, clothing, transportation)

Time: 5-10 minutes

Materials: None

Directions:

1. The children stand in a circle. Choose a category of items, such as vegetables. Ask the children to think of four different vegetables (example: carrot, celery, broccoli, beans!).
2. Say each word and clap its rhythm.
3. Then put them all together into a rhythm sentence. Try the rhythm sentence again, and add the feet, stepping in place to the rhythm.
4. Do the rhythm sentence several times in a row.
5. Repeat with other categories (hat, coat, mittens, boots!)



Inside the Bubble

Indicator: Demonstrate or orally communicate position and directional words (e.g., inside, outside, in front of, behind)

Time: 10 minutes

Materials: None

Directions:

1. Place the children evenly throughout the room with each in a home spot.
2. Ask the children to imagine they are each standing in the center of a large round bubble. Prompt them to reach up on their tiptoes to feel the top of the bubble, bend down to feel the bottom, and reach all around to feel the rounded sides.
3. Now give them more direction prompts: *Can you walk all around the inside of your bubble? Can you take giant steps across the inside of the bubble? Can you jump across the inside of the bubble? Turn around and jump across it again. Now can you burst outside of your bubble, and then jump back inside? Burst out of it again, and stand in front of your bubble. Now walk around and stand behind it. Go back inside. How high can you jump while you are inside of your bubble?*
4. Finish the activity by asking the children to stretch as high as they can to touch the top of the bubble. Then ask them to imagine the bubble getting smaller and smaller as they melt to the floor.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Read and Dance

Indicator: Understand that print has meaning by demonstrating the functions of print through play activities (e.g., orders from a menu in pretend play)

Time: 10 minutes

Materials: “Secret Code” chart (see below)

Directions:

1. Draw the following letters on paper or the blackboard so that it is large enough for all to see. This will be the Secret Code:
M
J
T
F
2. Explain the code to the children. The letter “M” stands for “March,” the letter “J” stands for “Jump,” “T” is for “Turn” and “F” is for “Freeze.” Ask the children to say the letter sounds with you, as well as the words, several times.
3. Place the children evenly throughout the room with each in a home spot.
4. Point to one of the letters. Ask the children if they remember what movement the letter stands for. Once they figure it out, ask them to march in place.
5. Continue pointing to the letters randomly as long as the children are engaged in the activity.
6. Follow up this activity with *Write and Dance*, which addresses two indicators from Writing Process for Early Childhood: 1) Dictate or produce “writing” to express thoughts, and 2) Repeat message conveyed through dictation or “writing” (retell what was written)



From Top to Bottom

Indicator: Hold books right side up; know that people read pages from front to back, top to bottom and read words from left to right

Time: 5-10 minutes

Materials: 1 Large picture book, with a recognizable illustration on the front; one lively musical selection

Directions:

1. Stand in front of the children, who are standing and facing you. Hold the large book up so that everyone can see it. Show them the cover, first upside down. Ask them to each make an upside-down shape. Ask them if they know if this is the right way to hold a book for reading. Turn the book the right way, and ask them to come back up to standing. Repeat again, starting with the book upside down, then the children making an upside-down shape in their bodies. Turn the book the right way one more time, and ask the children to return to standing.
2. Open the book, and hold it so that everyone can see. Begin to read the story, and point to the words, so they can see you start at the top, and on the left side. Continue through the book.
3. Put on some music. Ask the children to follow your prompts: *How do we read? Upside down* (children make an upside-down shape), *or right-side up?* (children come back to their original standing shape. Repeat this several times.
4. *How else do we read? Left to right!* Lead the children in movements that go from left to right: lean left then right, take your arms to the left then right, hop on the left then do the same on the right, stomp on the left foot then the right.
5. *And do we read from bottom to top, or top to bottom?* Show top to bottom by beginning on tiptoe with arms reaching up, and while you slowly lower yourself into a very low position, say together, *We read from top to bottom!*
6. Repeat all three of the directional activities several times along with the music: upside-down to right-side up, left to right, and top to bottom.
7. Optional: Follow this activity with the activity *Writing Rap* which further reinforces the concepts of reading top to bottom and left to right.



Let's Dance a Story!

Indicator: Begin to distinguish print from pictures

Indicator: Begin to visualize, represent and sequence an understanding of text through a variety of media and play

Time: 15 minutes

Materials: The book *Barnyard Dance!* By Sandra Boynton; A selection of lively instrumental music (Note: This book will also be used for the following activity, *Dancing Animals*)

Directions:

1. Read the book *Barnyard Dance!* To the children. Point out the pictures while you read, so that the children can see the difference between the text and the pictures.
2. Place the children evenly throughout the room with each in a "home spot."
3. You will read the book again, and this time the children will respond with movement, while staying in their home spots. Before you begin the story again, teach the following simple movements which go along with the first page in the story:

STOMP YOUR FEET! (stomp three times)

CLAP YOUR HANDS! (clap three times)

EVERYBODY READY (turn around)

FOR A BARNYARD DANCE! (two jumps with hands on hips)

4. Now put on the music, and read the book again. Ask the children to dance to the opening rhyme as you begin the story.
5. Continue reading and encourage the children to move along with the story, using the following movement prompts:

The first few prompts will take place with the children staying in their home spots. Walk through the space with the book, turning pages and showing the pictures while you read slowly and the children dance: *Bow to the horse. Bow to the cow. Twirl with the pig if you know how. Bounce with the bunny. Strut with the duck, spin with the chickens now . . .* Call these out to the children line by line, with time in between for them to respond (prompt them to dance with imaginary animals, rather than having partners).

Continue reading each movement command slowly, and when you reach *Slide with the sheep*, prompt the children to move about the space while you continue the story.

Once you have worked your way through each of the pages in the book, ask the children to go back to their original spots for the bow (*All take a bow, and the dance is over*). Finish reading the last two pages. Ask the children to make the shape of their favorite animal in the book for the ending of the dance.

6. To expand the activity, repeat the opening rhyme and then play the music again. Allow the children to dance freely throughout the space (you do not need to read the book again). Before they begin dancing, remind them of the many movement words in the story (slide, twirl, prance, trot, etc.), and encourage them to dance about anything else in the book, such as the many different animals.
7. If your space is small, you can think about dividing the group of children so that there is one group participating in the activity, and one or more groups as the audience. If done in groups, give a task to the group that is watching, i.e., *did you see anyone prancing like a horse?*



Dancing Animals

Indicator: Predict what might happen next during reading of text

Time: 10-15 minutes

Materials: 1. The book *Barnyard Dance* by Sandra Boynton 2. A lively instrumental musical selection

Directions:

1. Place the children evenly throughout the room with each in a home spot.
2. Review the rhyme on the first page of text of the story, and the movements that go with it (described in previous activity).
3. Play the music. Read the story again and ask the children to respond in movement. Ask the children to say the opening rhyme with you as you all do the movements together.
4. As you continue reading the book, leave off the last word or key word of some of the lines. Once the children guess it together, they respond in movement. For example, say, "Bow to the horse. Bow to the cow. Twirl with the ___ if you know how."
5. Allow the children time to bow and twirl, and then continue through the story, leaving out key words and encouraging the children to guess them, then respond in movement.
6. Finish with each child taking a bow along with the last line in the story.

*This is a follow-up to the previous activity.

Undersea Adventure

Indicator: Connect information or ideas in text to prior knowledge and experience (e.g., "I have a new puppy at home too.")

Time: 10-15 minutes

Materials: Any song or musical selection that pertains to the ocean or undersea life

Directions:

1. Tell the children that they are going to have an imaginary adventure. Ask them to pretend to put on the equipment they will need: a swimsuit, fins, and a snorkeling mask. Throughout the adventure, ask them questions, such as: *Have you ever seen pictures of colorful fish in the sea?* Play the musical selection.
2. Standing in a circle, ask them to imagine they are riding in a boat, going out into the ocean. (*Have you ever ridden on a boat? Are there waves in the ocean?*)
3. Tell them: *Now it is time to jump in the water! Let's count to three, and take a big jump! Is the water cold?*
4. Ask them to imagine they are swimming in the ocean, and look around at all the fish and other animals.
5. Ask them to climb back in the boat. One by one, ask them what they saw during their underwater adventure.



Where is Knuffle Bunny?

Indicator: Answer literal questions to demonstrate comprehension of orally read age-appropriate texts

Time: 20 minutes

Materials: The book *Knuffle Bunny* by Mo Willems., An upbeat musical selection

Directions:

1. Read *Knuffle Bunny* to the children.
2. Through the series of prompts below, take the children through the story again, this time with them responding to the story in movement. This activity will reinforce and expand the learning of the orally read story, and give children the opportunity to demonstrate their comprehension of the text. Encourage the children to make suggestions and contribute ideas to this activity as well.
3. Ask the children to go to a home spot. They will stay in this spot (or walk around the spot) as they dance the story and you call out the prompts.

Prompts:

- (From Page 1) *Can you wave good-bye like Trixie's mommy? How else can you wave – with your head? Foot? Elbow? What else?*
 - (Page 3-6) *Let's walk! What do we see in the park? What else do we see in the city? Can you walk slowly, fast, sideways? Can you take baby steps? Giant steps?*
 - (Page 7-10) *We're in the Laundromat! Can you help put clothes in the washing machine? Can you put the money in? What do the clothes do when the machine starts? Can you circle your arms like the machine? Let's turn around in a circle like the clothes, then turn the other way!*
 - (Page 13-16) *Imagine you don't know how to talk yet. Can you make up some words like the ones Trixie tries to say when she can't find Knuffle Bunny? Do you have a special toy that you like to take with you sometimes?*
 - (Page 17-20) *What makes you angry? What do you do when you are angry? Let's make our sad faces, then our mad faces. Do you cross your arms and shake your head? Let's all try that! Do you make fists? Do you stomp your feet? Let's go boneless like Trixie in the story, just like a rag doll. Let's go back and forth from our angry faces to very floppy.*
 - (Page 23-26) *Run in place. Faster! Run all through the park, past the school, and into the Laundromat. Hurry! We have to find Knuffle Bunny!*
 - (Page 27-31) *Search all around the room! Reach inside the washing machine. Now we can say all together: "Knuffle Bunny!"*
 - Reinforce the movement ideas with a free dance: *Let's dance the story of Knuffle Bunny again. You may move freely in the space, and use any of the ideas we have danced about.* Play the lively musical selection.
 - Bring the children together into a circle. Conclude the activity by asking them questions about the story, such as *Why was Trixie upset? Where did Trixie find Knuffle Bunny?*
4. The above directions (read the book, find movement prompts in the story, encourage the children to dance the story to music) can be used with other books, as well as poems and stories.

*For more information, see the activities *Let's Dance Our Favorite Stories and Poems!* and *Dance A Story*.



Imagine That!

Indicator: Respond to oral reading by commenting or questioning (“That would taste yummy”)

Time: 5 minutes

Materials: None

Directions:

1. Place the children evenly throughout the room with each in a home spot.
2. The children will respond in movement to the following short rhymes:
How would it feel to be a wheel?
How would you like to ride a bike?
Let’s all try to pretend to fly!
Imagine that: I can jump like a cat!
How would it feel to be a seal?
How would you like to take a hike?
Let’s all try to reach to the sky!
3. Read the first line. Ask the children to respond in movement.
4. Repeat the directions above with each line.
5. Finish with a verbal discussion: For example, ask *How did it feel to imagine that you were a wheel?*

Let’s Dance Our Favorite Stories and Poems!

Indicator: Select favorite books and poems and participate in shared oral reading and discussions

Time: Varied, depending on readings

Materials: Selections chosen by teacher and/or children

Directions:

1. As a supplement to any oral reading, ask the children to participate in shared oral readings with movement.
2. As an example, if a story is read aloud to the class, ask the children to respond to any action words in the text. In the book *Where the Wild Things Are* by Maurice Sendak, ask the children: *What if a forest grew in your room? Can you pretend to climb a tree?*
3. Use movement prompts whenever appropriate, as it can contribute to reading comprehension through kinesthetic learning.



Reading Applications: Informational, Technical and Persuasive Text for Early Childhood

Dance A Story

Indicator: Use pictures and illustrations to aid comprehension (e.g., talks about picture when sharing a story from a book)

Indicator: Follow simple directions

Time: 15 minutes

Materials: Selections chosen by teacher and/or children, instrumental musical selections

Directions:

1. Read the book to the children
2. Read the book again slowly, taking the children through the story again, this time with the children responding to story in movement. This activity will reinforce and expand the learning of the orally read story, and give children the opportunity to demonstrate their comprehension of the text, and also respond to the pictures.
3. Play the music softly, as background for recreating the story with movement
4. Walk around as you read the story again, showing the pictures as you read.
5. Use the characters, actions, settings, or pictures to develop movement ideas.
6. Conclude the activity in one or both of the following ways:
 - Ask the children to freeze in a final shape. The shape could be one of the characters from the story, an object in the story, a picture, etc.

Bring the children into a circle and lead a discussion. Ask the children their favorite character from the story, what part they liked best, what they liked dancing about, and if dancing gave them any new ideas about the story.

Animals in Action

Indicator: Generate ideas for a story or shared writing with assistance

Time: 15 minutes

Materials: None

Directions:

1. Choose three action words, such as gallop, fly, and swim, and an animal to go with each action word
2. With suggestions from the children, create a short story using the three animals.
3. Invite three children to dance the story (each one dancing a different animal) while the other children watch.
4. Ask all of the children to dance the story together with music. Each child may choose whichever animal he or she would like to be. Play the music again, and allow the children to choose another animal to dance.
5. Add to this story or make up a new one with different animals and action words.



Write and Dance

Indicator: Dictate or produce “writing” to express thoughts

Indicator: Repeat message conveyed through dictation or “writing” (retell what was written).

Time: 20 minutes

Materials: Paper and crayons for each child, “Secret Code” chart (see below)

Directions:

1. Draw the following letters on paper or a dry erase board, so that it is large enough for all to see. This will be the Secret Code (the letters and the movement they stand for are in parenthesis. You only need to write the letter itself, in the designated color):

M March
J Jump
T Turn
F Freeze

2. Place the children evenly throughout the room with each in a home spot.
3. Explain the code to the children. The “M” stands for “March,” the “J” stands for “Jump,” “T” is for “Turn” and “F” is for “Freeze.”
4. Point to the “M.” Remind them what movement the letter stands for. Ask them to march in place.
5. Repeat with the other letters. Then continue pointing to the letters in random order until the children can respond with the appropriate movement for each letter.
6. Pass out paper and crayons. Ask them to choose several letters, and write them on the page (allow them to write however they wish. Repeating this activity with more structured rules for writing, such as from left to right or in a column, further reinforces early writing concepts). Whatever attempt is made to approximate the “M” is fine. The children will respond to their own attempt at the letter, with a marching movement.
7. Ask the children to stand up again in their spots, and, with each child holding the code he or she has made, try to follow what it says.
8. Then ask them to try it again. Here are some follow-up ideas for expanding the activity:
 - Can you do your dance three times in a row?
 - Let’s try our dances to music!
 - Can you add a finishing shape to your dance?
 - Let’s make a new dance all together, so that we can do the same dance at the same time!

*This is a good follow-up activity to *Read and Dance*



Writing Applications for Early Childhood

Writing Rap

Indicator: Play at writing from top and bottom, horizontal rows as format

Time: 10 minutes

Materials: None

Directions:

1. Tell the children that they are going to learn a rap and some movements to go along with them. They can stand by their desks or tables, or evenly spread out in the available space.

2. Read the “rap” below. Repeat it again, and ask the children to say it along with you.

Top to bottom, left to right
Top to bottom, left to right
Top to bottom, left to right
This is how we learn to write!

Top to bottom, left to right
Top to bottom, left to right
Top to bottom, left to right
This is how we learn to write!

Top to bottom, left to right
Top to bottom, left to right
Top to bottom, left to right
This is how we learn to write!

Top to Bottom, Left to Right
Top to Bottom, Left to Right
Top to Bottom, Left to Right
Sit right down and say good-night!

3. Then show them the movements:

The first three stanzas are the same, and the movements are repeated three times. For the first three lines, take both arms up, and with loose fists, punch the air on the word “Top.” Then do the same with arms at waist level on “bottom.” Do the same to the left, and then to the right, on the corresponding words.

For the last line of the first three stanzas, “write” in the air with one or both hands.

The only difference in the forth stanza is the last line. For “Sit right down,” turn around yourself, sit down (on floor or chair), and wave as if saying good-bye or good-night.

4. Now do the whole rap dance with the words and movements together. Repeat it several times in a row.
5. This poem has a very steady, regular beat, so it would be fun to perform with instrumental music that has a similar beat.

*For more handwriting song ideas: Debbie’s Ditties 6: The Handwriting Mix, Debbie Clement. This CD is filled with fun songs for preschool-aged children, built around the theme of early handwriting skills (see resource list)



Communication: Oral and Visual for Early Childhood

Little Miss Muffet

Indicator: Participate in the recitation of books, poems, chants, songs and nursery rhymes (e.g., Little Miss Muffet)

Time: Approximately 20 minutes

Materials: None

Directions:

1. With the children seated in a circle, read the Miss Muffet nursery rhyme aloud to the class:
Little Miss Muffet sat on a tuffet
Eating her curds and whey,
Along came a spider,
Who sat down beside her
And frightened Miss Muffet away.
2. Choose two children to come into the center of the circle to dramatize the poem: One child is sitting, pretending to eat, as you begin to read the rhyme again. Ask the rest of the children to recite it with you. Another child, the spider, moves like a spider and sits next to the first child, and the first child runs away, back to her spot in the circle.
3. Choose another pair of children. Explain that now they can use their imaginations to change the food and the animal in the poem. Assign one child to be Miss Muffet (or if it is a boy, Mr. Muffet) sitting on the “tuffet.” Ask that child, what do you want to pretend to be eating? Ask the second child, what animal would you like to be when you come to sit on the tuffet? How does that animal move?
4. Once the two children have chosen what they would like to do, recite the poem again as the two children dramatize this new version of the nursery rhyme. For example, the poem could be:
Little Mister Muffet sat on a tuffet,
Eating his spaghetti and meatballs,
Along came an elephant
Who sat down beside him,
And frightened Mister Muffet away.
5. Continue choosing different pairs of children until everyone has had a turn to be a participant in dramatizing the poem.



Mathematics

Level: Early Childhood

Number, Number Sense and Operations for Early Childhood

Count and Dance

Indicator: Count to 10 in the context of daily activities and play (e.g., number songs)

Time: 15 minutes

Materials: None

Directions:

1. This activity uses a counting poem as movement prompts. The children can stand by their desks or tables, or stand evenly spread out in the available space.
2. Read the poem to the children:

I count to one and wiggle my thumb
One, then two, look what I can do!
One two three, bend my knee
One, two, three, four, watch me soar!

Next comes five -- I jump and jive.
Five then six, hops and kicks
Five, six, and then comes seven
Balance on tiptoe and count to seven.

Here comes eight – eight is great!
Eight march steps, don't be late!
Nine is fine, make a straight line,
Ten is the end, let's do it again!

Repeat, then end the activity by saying this all together:

One, two, three, four, five, six, seven, eight, nine, ten!
We practiced our counting, and this is the end!

3. Read the poem (read it slowly, pausing briefly while the children perform the movements) again and show the corresponding movements to the children:

First stanza:

Line 1: Wiggle one thumb, then the other

Line 2: Dance freely

Line 3: Lift leg off the floor, bend knee. Repeat with the other leg

Line 4: Pretend to fly

Second stanza:

Line 1: Jump, moving arms freely

Line 2: Hop on one foot and do low kicks with the other; then do on the other foot.

Line 3: Children wait -- no specific movement with this line

Line 4: Go up on tiptoe, and count to seven while balancing



Third stanza:

Line 1: Children wait – no specific movement with this line

Line 2: March in place for eight counts

Line 3: Make your body into a long straight line like a pencil

Line 4: Hold straight shape, then get ready to repeat poem and movements

4. Repeat several times. Encourage the children to recite the poem along with you as they learn the words.
5. Finish by saying all together:
One, two, three, four, five, six, seven, eight, nine, ten!
We practiced our counting, and this is the end!

How Many Times?

Indicator: Touch objects and say the number names when counting in the context of daily activities and play

Time: 15 minutes

Materials: None

Directions:

1. This activity combines the learning of body part names with number names.
2. With the children standing evenly in a circle, name and point to a part of the body (for example, point to your shoulder). Show the children how many ways the shoulder can move, and have them move their shoulders with you as you explain (*Our shoulders can go up, down, forward, backward, and can move in circles!*)
3. Choose a number from 1 to 10, and pair that with the shoulder movement. For example, move the shoulder up and down 4 times. Move it forward and back 5 times. Make 1 circle. Then try it with the other shoulder. Then try it with both shoulders doing the same thing together.
4. Do the same with head/neck, eyes, forehead, mouth, tongue, arms, hands, torso, hips, legs, and feet.



Move and Freeze

Indicator: Touch objects and say the number names when counting in the context of daily activities and play

Time: 15 minutes

Materials: Drum or tambourine (if you don't have one of these, you can clap your hands instead)

Directions:

1. Place the children evenly spread out in the available space. This activity can be done in a small space, with the children standing far enough apart that they can move around themselves in a small circle. For walking, they should make a small circle around their own space. All of the rest of the movements can be performed in place.
2. Explain to the children: We're going to play a game about moving and stopping, or freezing. I'm going to call out a number and a movement to do with the number. I might say '2 giant steps,' and after you do the 2 big steps, you'll try to hold very still until I call out the next instruction. If I say, '3 hops,' you'll hop 3 times and then freeze. If I say '7 baby steps,' you'll take 7 very small steps. We will count all together as we do the movements, and I will beat my drum (or clap) along with our counting.
3. Here are more movement suggestions:
 - 2 turns
 - 1 flop to the ground
 - 4 sideways steps
 - balance on one foot for 5 counts
 - 9 marches in place
 - 10 steps on tiptoe
 - 8 sways from side to side
 - 3 jumps backward
 - balance on tiptoe for 6 counts
 - twist your body side to side 6 times
 - 4 gallops
 - throw and catch an imaginary ball in the air 5 times
 - sit down and stand back up 4 times
4. To end the activity, ask the children to freeze for 10 counts, with everyone counting out loud together. To expand the activity, give each child a turn to think of a number and a movement for everyone to do.



My Turn!

Indicator: Demonstrate one-to-one relationship when counting objects (e.g., give one cookie to each child in a group).

Time: 10-15 minutes, depending on the number of children

Materials: Movements written on file cards, one movement per card. (Have a one-to-one relationship with cards and children!); a lively musical selection (optional)

1. With the children standing evenly spaced in a circle, tell them: *We will go around the circle and each child will have a turn. I am going to choose a card from this stack. When it is your turn, you will do the movement on the card.*
2. Movement suggestions:
 - Touch your toes
 - Jump as high as you can
 - Turn around on your tiptoes
 - Balance on one foot
 - Shake your whole body
 - Make a silly shape and a silly face
 - Touch your nose to the floor
 - Make an upside down shape
 - Imagine you are very sad, and then very happy
 - Hop on one foot
 - Go down to the floor very slowly, then come back up quickly
 - Balance on your tiptoes for as long as you can
 - Make a narrow shape and then a wide one
 - Make a twisty shape like a pretzel
 - Make a low shape and then a high one
 - Stomp your feet without making any noise
 - Take baby steps and make a circle around yourself
 - Jump with your feet wide apart, and then again with your feet together
 - Make a shape with two hands and one foot touching the floor
 - Touch your knee to your shoulder
3. Once you have gone around the circle, shuffle the cards and go around again, if the children are still engaged in the activity.
4. Other suggestions for continuing the activity:
 - Ask the children to think of their own movements as you go around again
 - Ask the children which one was their favorite movement, and have them all do their favorite movements at the same time
 - Continuing with the favorite movement idea, ask them to repeat their favorite movements five times in a row
 - Play a lively musical selection, and allow the children to move about in the shared space, trying out many of the movement ideas from the circle.



Color Dance

Indicator: Group and regroup a given set within the context of daily activities and play (e.g. 5 blocks can be 2 blue and 3 green or 1 blue and 4 green).

Time: 10 minutes

Materials: A lively musical selection

Directions:

1. Explain to the children that they will be taking a quick dancing break. Designate a space in the room for dancing.
2. Ask the children to take their turns to dance based on what they are wearing. You might say, *If anyone is wearing something orange today, they can go to the dance space. First let's count how many people are wearing orange. Now, I will put on the music, and they can dance!* Play the music for about one minute.
3. Continue with questions like: If anyone has black shoes on (or yellow socks, or a red shirt, etc.), it is their turn to dance.
4. Expand the activity by combining categories (try to think of categories that would bring no more than 5 or 6 children up at the same time).

Squiggle and Jiggle!

Indicator: Represent quantity using invented forms (e.g. child's marks to represent a quantity of objects).

Time: 10 minutes

Materials: Blackboard and chalk, or dry erase board and markers

Directions:

1. Make four marks or symbols on a blackboard or dry erase board. Make sure that all the children can see them. The four marks are:
 - a squiggle, such as 
 - a musical note, such as 
 - an animal shape, such as 
 - a shape you can make with the body, such as 
2. Ask the children to stand in a circle, or by their tables. This activity does not require much space.
3. Explain the symbols to the children:
 - The squiggle means that they will jiggle and shake while you count to five.
 - The musical note means that they will dance freely for seven counts.
 - The animal shape means that they will choose an animal and move (no verbal sounds) in place, like their selected animal, for ten counts.
 - The X means to freeze for three counts.
4. Randomly point to the four different symbols, clapping your hands as you count while the children respond to the symbols with movement.
5. Expand the activity by allowing the children to suggest more symbols and movements.



Number Shapes*

Indicator: Write numerical representations (e.g., scribbles, reversals) or numerals in meaningful context (e.g., play situations).

Indicator: Identify and name numerals 0-9

Time: 15-20 minutes

Materials: Large cards, each with an individual number written on it, from 0-9. A children's song about numbers or counting

Directions:

1. Gather the children together and show them the numerals from 0 to 9 (first in order, then randomly). Ask the children to name each number
2. Instruct the children to spread out in the available space.
3. Hold up one of the number cards, and ask them to shape their own body into that number. Start out with an easy one, like "1," and then, changing cards, call out another number as they all attempt the shape.
4. Go through all of the cards in random order, as they children respond by trying to make the shape. Remind the students that they should make the shape with their whole bodies, either standing or while on the floor. Try to discourage the children from using only their fingers to make shapes, as this is a whole-body awareness exercise.
5. The attempt at making the number shape is where the kinesthetic learning is taking place. Remember that this type of problem-solving activity is more about the process than it is about the finished product. The kinesthetic learning happens while the child recognizes the number and attempts to make the shape in his body.
6. Finish the activity by playing the children's song and allow the children to dance freely to the music. Prompt them to make number shapes when they hear the number names in the song.

Number Mix-Up-1

Indicator: Identify and name numerals 0-9

Time: 15 minutes

Materials: Large cards, each with an individual number written on it, from 0-9. A children's song about numbers and counting

Directions:

1. This activity can be used as a follow-up to the previous one, *Number Shapes*.
2. Place the children in home spots evenly spaced throughout the room.
3. Show the number cards in order to the children one by one, naming the numbers with the children, and repeat as needed.
4. Go through the letters one by one again. This time, in addition to naming the letter together, tell the children that after they identify the letter, they will each try to make that letter shape with their whole bodies.
5. Now choose 2 different numbers. Show the children the numbers in sequence, and ask them to name them. Tell the children that when you clap your hands, they will make the shapes of the numbers in their bodies, in sequence. (such as, "6, 0!") Continue with this idea using many different combinations of the numerals.
6. Next, try 3 numbers in succession (such as "7, 1, 8!"). Continue this idea.
7. If the children are still engaged in the activity, play the song and allow the children to dance freely to the music.



Coin Mix-Up

Indicator: Identify penny, nickel, dime and quarter and recognize that coins have different values.

Time: 20 minutes

Materials: Representations of the four coins, (penny, nickel, dime, and quarter) on paper or cardboard, large enough for all the children to see and identify

Directions:

1. Place the children in home spots evenly spaced throughout the room, or standing in a circle with plenty of room between each child.
2. Show the coin pictures one by one. Identify them for the children. Repeat as needed.
3. Now tell the children:
 - a. *I will hold a coin picture up, and instead of telling me what it is, I would like for you to show me in movement. If I hold up a penny, I would like you to sit down and stand back up. If I hold up the nickel, I would like you to go up on your tiptoes. If I hold up the dime, I would like you to jump. If I hold up the quarter, I would like you to march in place.*
4. Repeat the game while the children are engaged and until they can identify the coins.
5. Expand the game by having the children to identify the value of the coin, and then do the equivalent movement that number of times. So, for the penny, the children will go down to the floor and back up once. For the nickel, they will balance on their tiptoes for five counts. They will do ten small jumps for the dime, and march in place for twenty-five counts for the quarter. Encourage the children to count along with you as they are doing the movements.

Streamers

Indicator: Equally distribute a set of objects into 2 or more smaller sets (e.g., shares 6 crackers with 3 friends equally).

Time: 15 minutes

Materials: Crepe paper or fabric streamers, about 10-12" long, one per child (streamers should be of uniform color and size) , Lively dance music

Directions:

1. This activity will be done in small groups. Begin with 3 children. They will be the dancers, and the rest of the group will be the audience. Everyone will have the opportunity to participate in one of the small groups of dancers.
2. Lay out 6 streamers. Ask the children, *I have 3 children that will be dancing, and 6 streamers, so how can I divide them equally among the children?* Show them that each child gets 2 streamers, one for each hand.
3. Play the music, and allow the first group to dance. Then choose another group of children; you may want to change the numbers: 2 children and 4 streamers, 4 children and 8 streamers, etc., demonstrating the distribution of objects into smaller sets.
4. Once everyone has had the opportunity to dance with 2 streamers each, in a small group, finish the activity by giving each child 1 streamer. Play the music again, and allow them to dance freely with the prop.
5. When the activity calls for some children to be the audience at any point, remember that learning to be a good and polite observer is an important skill for children to develop. They learn to respect the other children who are dancing, and realize that they will get their turn to dance. One idea that helps children to master this skill is to give the audience a task while they are watching, such as, *Watch carefully to see if anyone twirls their streamers!*



Dance Together

Indicator: Join two sets of objects to make one large set in the context of daily routines and play.

Time: 20 minutes

Materials: One or two upbeat musical selections

Directions:

1. Place the children standing in a circle with plenty of room between each child. Divide students into two groups
2. Play one of the musical selections. Ask the children in one half of the circle to clap along with you to the beat for about 45 seconds of the music (children may not all be able to follow the beat, but it is good practice for them to try).
3. Ask the first group to rest, and ask the second group to stomp their feet to the music.
4. Stop the music, and tell them that now the two groups will join together. Play the music, and the groups will do their movements together (half the children are clapping, and half stomping),
5. Repeat the activity and trade movements: the clapping group will now stomp, and vice-versa.
6. Expand the activity by soliciting movement ideas from the children. They could try nodding their heads to the movement, tapping their thighs, bending their knees, free dancing, etc. You can also try this activity with small percussion instruments.
7. Further expand the activity by trying the movement game in three or four groups.

One Plus One!

Indicator: Join two sets of objects to make one large set in the context of daily routines

Time: 15 minutes

Materials: None

Directions:

1. Place the children standing in a circle with plenty of room between each child.
2. Ask one child to go into the center of the circle, and give him (or ask him to think of) a repeatable movement to do in place, such as hop. Ask the children around the circle to do the movement too.
3. Now, ask another child to join him, and give him (or ask him to think of) a different repeatable movement to do in place, such as tap his feet. Ask the children around the circle to tap their feet. The other child in the center can tap along too.
4. Now ask the two children in the center to each do their different movements at the same time (one hops, one taps feet). The children on the outside of the circle can choose which movement they would like to do.
5. Add the movements together. Say, *Can you add both movements together, and do them at the same time?* All the children try to do both of the movements at the same time. Don't be concerned if everyone cannot accomplish this exact task; the learning happens when the children attempt the task, and will have fun while doing so.
6. Repeat the game until everyone has had a turn in the center of the circle.



Measurement for Early Childhood

Gesture Game

Indicator: Sequence or order events in the context of daily activities and play (e.g., wash your hands before and after snacks, who's next)

Time: 10 minutes

Materials: None

Directions:

1. This game is based on the use of common gestures, which are actually movements we use in place of words. By using simple examples (wave, point, shrug shoulders), explain to the children what a gesture is, and see if they can think of some of their own examples.
2. Place the children standing in a circle with plenty of room between each child. Choose 3 gestures that, together in a sequence, have meaning, such as: point, hold your hand extended out from your forehead, as if you are looking far away, and then wave. Ask the children to guess what you are saying (*Look, way over there, I see someone I know!*)
3. Now have the children do these 3 gestures with you. First do it without using any words, then ask them to add words to the gestures as they perform them once again.
4. Continue the game using other examples. Here is a list of gestures from which to make some more gesture sentences:
 - Nod head
 - Shake head
 - Wave hello or good-bye
 - Point
 - Shrug shoulders
 - Thumbs up
 - Wink
 - High five
 - Smile
 - Frown
 - Extend hand out from forehead, as if you are looking far away
 - Hug yourself
5. Add any more gestures that you and the children think of and would like to use for your gesture stories



Baby Steps/Giant Steps

Indicator: Begin to use terms to compare attributes of objects (e.g., bigger, smaller, lighter, heavier, taller, shorter, more or less)

Time: 15 minutes

Materials: None

Directions:

1. The objects that will be compared in this study are steps. Basic walking steps will be varied so that children can see the comparisons and feel them in their own bodies when they try the different types of steps.
2. Line the children up, side by side, on one side of a large space. Have them face in the direction of the space, and make sure there is plenty of room between each child.
3. Tell them that they will be going across the floor to the other side all together, and that they are going to try different kinds of steps.
4. Begin with asking the children to take regular walking steps. Ask them to end up on the other side of the room in a line to come back across the floor.
5. Now ask them, *How can you make those steps different? Let's try making them **smaller**.*
6. Repeat, this time making the steps **bigger**.
7. Try **lighter** (*like a feather!*), **heavier** (*like your backpack is filled with bricks!*), **taller** (*hold yourself very high!*) shorter (*how low can you get to the ground and still do walking steps?*), **wider** (*can you take big wide steps?*), **narrower**, **faster**, **slower**.
8. Finish by asking the children to go across one more time, each one using his or her favorite way of walking, choosing from the different ones in the activity.

Geometry and Spatial Sense for Early Childhood

Footsteps

Indicator: Identify name, create and describe common two-dimensional shapes in the environment and play situations (e.g., circles, triangles, rectangles and squares).

Time: 20-30 minutes

Materials: 10 or so small non-slip mats

Directions:

1. The mats will be used for making geometric shapes on the floor, and the children will use these shapes for the floor patterns in their movement, thus learning the shapes as they walk them with their steps.
2. Place the children standing in a circle with plenty of room between each child.
3. Create a circular path in the center of the circle, using about 10 of the mats. Make it large enough that you create a path for the children to walk the circle shape.
4. Give each child a chance to walk the shape, explaining that this is a circle.
5. Invite each child to walk the shape again, but ask them to think of a different way to walk. Examples: baby steps, giant steps, backward steps, sideways steps, high tiptoe steps, low steps, marches, hops, turns, jumps, sliding steps, etc.
6. Repeat (4) and (5) with the other basic shapes (triangle, rectangle, and square).



Name That Shape!

Indicator: Identify name, create and describe common two-dimensional shapes in the environment and play situations (e.g., circles, triangles, rectangles and squares).

Time: 10 minutes

Materials: Large shapes (1 circle, 1 triangle, 1 rectangle, 1 square) cut out of cardboard or construction paper. The shapes need to be big enough to be seen by all children during the activity

Directions:

1. Place the children in home spots evenly spaced throughout the room, or standing in a circle with plenty of room between each child. This activity can also be done with the children standing next to their tables or desks.
2. Show and explain the four geometric shapes. Hold them up in random order, and ask the children to identify them.
3. Assign a movement to each shape. An example would be: when you hold up the triangle, the children hop three times; when you hold up the rectangle, they do this pattern: stomp, clap, stomp, clap; when you hold up the circle, they turn around, and when you hold up the square, they hop four times.
4. Show the shapes again, in random order, and ask the children to respond in movement as they identify each shape.
5. Expand the activity by asking the children to think of new movements for each shape.

Hiking Expedition

Indicator: Demonstrate and begin to use the language of the relative position of objects in the environment and play situations (e.g. up, down, over, under, top, bottom, inside, outside, in front, behind, next to, right side up, upside down).

Time: 5-10 minutes

Materials: None

Directions:

1. Explain to the children that you are all going to take an imaginary trip. Arrange them in a loose cluster behind you, or in a circle, or standing by their desks, or whatever works best in your space.
2. Say to them, *Let's put on our hiking gear! We will put on our boots, our hiking clothes, and our hats. Let's put on suntan lotion and bug spray. What else do we need? OK, we are ready to go!*
3. *Let's imagine we open the door, and outside is a beautiful scene with mountains, streams, and tall trees. We will step outside and begin our hike!*
4. *First, let's climb **up** this mountain. Climb as high as you can! What do you see at the top? Let's imagine we are going **down** the hill now. Take lots of steps in place and imagine you are going down a very steep hill.*
5. *Let's climb **under** that great big bush, with all the branches that hang low to the ground. Can you get very low and get to the other side?*
6. *Look at that big tree! Let's all imagine that we can climb to the very **top**. Here we go!*
7. Continue the imaginary hike until you have used all of the position words in the indicator: **bottom, inside, outside, in front, behind, next to, right side up, upside down**). The children will have many ideas to contribute as well.
8. Bring the activity to a conclusion. For example, you might finish the hike by imagining you are all taking off the hiking gear, and then gather together in a circle. This would be a good time to ask about their favorite parts of the hike, as well as review the language of the relative position words that you used.



Patterns in Motion

Indicator: Identify, copy, extend and create simple patterns or sequences of sounds, shapes and motions in the context of daily activities and play (e.g. creates red, blue, red, blue pattern with blocks).

Materials: None

Time: 20 minutes

Directions:

1. Place the children standing in a circle with plenty of room between each child.
2. Ask the children, *Do you know what a movement pattern is? Let me show you. I will turn to the person next to me and smile, and then wave hello. Now I will turn to the person on my other side, and smile, then wave. Can you try that? Smile, then wave to the person next to you. Try it again, and this time smile and wave to someone across the circle. Try it again, with another person across the circle.*
3. *Now I am going to make another pattern. I will nod, clap, nod, clap, nod, clap, nod clap. Now do it with me.*
4. *Let's think of some more patterns to do together. I will think of a movement, and the person next to me will do another movement, and we will put it together into a movement pattern. I am going to stomp my foot. (Turn to the child next to you and ask) What would you like to do? Ok, he wants to clap. That makes a pattern that we can repeat; stomp, clap, stomp, clap. Let's do that all together!*
5. Continue around the circle until each child has had an opportunity to contribute a movement that will make a pattern with your movement idea.



Pattern Dance

Indicator: Identify, copy, extend and create simple patterns or sequences of sounds, shapes and motions in the context of daily activities and play (e.g. creates red, blue, red, blue pattern with blocks).

Time: 20 minutes (may also be done in several separate sessions, as noted below in the directions.)

Materials: A lively musical selection (an instrumental selection, or a song that is a favorite of the children)

Directions:

1. The children will create a long phrase of movement in this activity, adding on movements gradually so that they can practice, repeat, and remember the sequence.
2. Tell the children that you will be creating a dance together. Each person will contribute one movement to the dance.
3. Play the musical selection for the children so that they are familiar with it.
4. Place the children standing in a circle with plenty of room between each child.
5. Play the music again, somewhat softly in the background. Ask one child to do a movement (one that all children can easily do, such as a stomp or a turn). Have everyone try the movement.
6. Choose another child to introduce another movement, and ask everyone to try this new movement. Now, do the first movement and second one together. Do them in this pattern several times: movement 1, movement 2, movement 1, movement 2, all in time to the beat of the music.
7. Add another movement that a third child contributes. Have everyone try this new movement, then put it together with the first two, so the new pattern is: movement 1, movement 2, movement 3, then repeat that pattern several times with the music.
8. Continue adding until everyone has contributed a movement. Each time a new one is added, all of the previous ones will be repeated, creating a new and longer pattern. Try each longer pattern with the music.
9. If there are many children, or if the children are no longer engaged, stop and continue this activity at a later time. Do it again the same day, or the next day, and first repeat the long pattern you have already developed, without and then with the music. Then begin to add more.
10. Once everyone has contributed a movement to the pattern dance, practice it with the music. If there is more music than movements, simply repeat the movement pattern from the beginning. If there is more movement than music, play the song again. You might want to think of one final movement together (a bow, dropping to the floor, finishing in a shape, etc.). Repeat the dance often, to reinforce the idea of patterns and sequencing, and also to allow the children to enjoy something they each helped to create.



Scarf Dance

Indicator: Use play, physical materials, or drawings to model a simple problem (There are 6 cookies to be shared by 3 children. How many cookies can each child receive?).

Time: 15 minutes

Materials: Scarves (small fabric pieces, about 10" square each), one per child; One or two lively musical selections

Directions:

1. This activity will be done in small groups. Each child will have the opportunity to participate; the groups will take turns dancing with the props.
2. Choose a group of 3 children. Display 6 scarves. Ask the children: *If I have 6 scarves, how many scarves will each of the 3 children get to dance with?* Help them to figure it out by giving two scarves to one child, then the next, then the next.
3. Now explain that these three children are the dancers, and the rest are the audience. In the available space, allow the three children to dance to the lively music, holding a scarf in each hand as props. Encourage them to use them in many ways, such as taking them high, low, around in a circle, imagining they are wings, etc.
4. Repeat this activity until all children have danced.
5. To finish the activity, if space allows, put on the same or another lively musical selection, and invite the children to dance together, this time each holding one scarf.
6. When the activity calls for some children to be the audience at any point, remember that learning to be a good and polite observer is an important skill for children to develop. They learn to respect the other children who are dancing, and realize that they will get their turn to dance. One idea that helps children to master this skill is to give the audience a task while they are watching, such as, *Watch carefully to see if anyone uses their scarves like wings!*



RESOURCES FOR MOVEMENT AND MUSIC

Books that Move You*

Amazon Sun, Amazon Rain by Ximena dl la Piedra

The Ants Came Marching by Martin Kelly

Barnyard Dance by Sandra Boynton

Boom Chick Rock by John Archambault

Catch the Ball by Eric Carle

The Caterpillar Fight by Sam McBratney

Clap your Hands by Lorinda Bryan Cavely

From Head to Toe by Eric Carle

Hey! Wake Up! by Sandra Boynton

Hop Jump by Ellen Stoll Walsh

Jump Kangaroo, Jump! by Stuart J. Murphy

Knuffle Bunny by Mo Willems

Monkey See Monday Do by Marc Gave

One, Two, Skip a Few! by Roberta Arenson

Over in the Grasslands by Anna Wilson and Allison Bartlett

Sometimes I Like to Curl Up in a Ball by Vicki Churchill

Stomp, Stomp by Bob Kolar

Walking Through the Jungle by Debbie Harter

We're Going on a Bear Hunt by Michael Rosen

Where the Wild Things Are by Maurice Sendak

*List of books from Head Start Body Start (www.headstartbodystart.org)



Music to Accompany Creative Movement Activities

Alphabet Songs (Jim Post, Reading by Ear, 2005)

Beyond Words (Bobby McFerrin, Blue Note Records, 2002)

Bloom (Zak Morgan, Zak Records, 1999)

Children's Songs, A Collection of Childhood Favorites (Susie Tallman and Friends, Rock Me Baby Records, 2004)

Classics for Kids (Bela Records, 2009)

Counting Games and Rhythms for the Little Ones, (Ella Jenkins, Smithsonian Folkways, 1967)

Dance in Your Pants, (David Jack, Ta-Dum Productions, 2002)

Debbie's Ditties 6: The Handwriting Mix (Debbie Clement, created with Zaner-Bloser (www.rainbowswithinreach.com)). Also available: *Debbies Ditties 1 – 5*

Flying (Recess Monkeys, 2011)

Grandma's Patchwork Quilt: A Children's Sampler (American Melody, 2003)

Many Hands – Family Music for Haiti (Spare the Rock Records LLC, 2010)

Orff-Schulwerk Vol 1: Musica Poetica (Carol Orff, Celestial Harmonies, 1995)

Penguin Parade (Banana Slug String Band, Warner Brothers, 1996)

Putamayo Kids (Putamayo World Music, several in series)

Ragtime Music for Kids (Amathus Music, 2007)

Sesame Street Fiesta Songs, (Sony Wonder, 1998)

Whaddaya Think of That? (Laurie Berkner, Two Tomatoes, 2001)

When Bullfrogs Croak (Zak Morgan, Zak Records, 2003) (Grammy-nominated album)



Creative Movement Books:

Benzwie, Teresa , 1987. *A Moving Experience*, Benzwie, Teresa. Zephyr Press

Chenfeld, Mimi Brodsky, 2002. *Creative Experiences for Young Children*. Third Edition. Portsmouth, NH: Heinemann.

Dow, Connie Bergstein, 2006. *Dance, Turn, Hop, Learn! Enriching Movement Activities for Preschoolers*. St. Paul, MN: Redleaf Press.

Dow, Connie Bergstein, 2011. *One, Two, What Can I Do? Dance and Music for the Whole Day* St. Paul, MN: Redleaf Press.

Dunkin, Anne, 2007. *Dancing in Your School*, Princeton, NJ: Princeton Books.

Gilbert, Anne Green, 2006. *Brain-Compatible Dance Education*, Washington, DC: American Alliance for Health and Physical Education.

Gilbert, Anne Green and Helen P. Smith, 1992. *Creative Dance for All Ages: A Conceptual Approach*, American Alliance for Health and Physical Education

Feierabend, J., and J. Kahan, 2003. *The Book of Movement Exploration: Can You Move Like This?* Chicago, IL: GIA Publications, Inc.

Joyce, Mary, 1993. *First Steps in Teaching Creative Dance to Children*, 3rd edition. New York, NY: McGraw-Hill Humanities/Social Sciences/Languages.

Overby, Lynnette, Beth Post and Diane Newman, 2005. *Interdisciplinary Learning Through Dance: 101 Movements*, Human Kinetics.

Stinson, Sue, 1988. *Dance for Young Children: Finding the Magic in Movement*, Washington, DC: American Alliance for Health and Physical Education.

Movement Education Organizations:

National Dance Education Organization (NDEO): Promotes standards of excellence in dance education, appropriate practices, and assessment information (www.ndeo.org)

National Dance Association (NDA, affiliation of AAHPERD): Promotes dance and dance education as an integral part of education and community life (www.aahperd.org/nda)

National Association for Sport and Physical Education (NASPE) Advocates that “all children birth to age five should engage in daily physical activity that promotes health-related fitness and movement skills” (www.aahperd.org/naspe).

Let’s Move (<http://www.letsmove.gov>) Michele Obama’s national initiative

Ohio Dance: The statewide service organization for dance and movement arts (www.ohiodance.org)

