

How I Go From Here to There

Visual Arts Lessons

- Going Places
- Floating Boats
- A Trip Quilt

Drama Lessons

- A Very Special Truck
- Community Helpers on Wheels
- Spaceship to the Moon

Dance and Movement Lessons

- From Here to There
- Human Trains
- Ready for Take Off

Music Lessons

- I Love a Parade!
- Water Music
- Sounds of Traffic

How I Go

Going Places

Creating sculptures from everyday objects

Learning Objectives

- Identify a variety of means of transportation, extending this to the imaginary and fantastic.
- Recognize the necessity of getting from one place to another.
- Build vocabulary related to transportation and sculpture.
- Assemble a variety of three-dimensional forms.
- Use tape, glue and paint.
- Create a representation of a vehicle that could transport people in unique ways.

Materials

A variety of three-dimensional forms: small boxes, quart-size milk containers with the tops cut off, cardboard tubes of various sizes, round containers (such as yogurt and margarine), spools, clothes pins, pieces of dowel, large solid wooden blocks and foam cubes ■

Construction paper scraps, foil
Masking, duct or electrical tape
Scissors
Glue, Velcro
Brushes
Paint ■

Preparation

Cover painting area with newspapers.

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TIP

Have children bring in materials to add to this collection.

TIP

Keep paint in plastic containers with lids.



INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “car,” “boat” and “plane,” and use these signs during the activity.

Give all children the opportunity to select adapted art materials, such as wider pencils, squeeze scissors and shaving brushes or rolling applicators for painting. Be careful not to isolate children with disabilities by having “special” adaptive supplies for them only.

For children with physical disabilities, provide a variety of fastening materials. Wood strips with pre-applied Velcro may be easier than gluing for some children.

READ WITH ME

Books about getting from one place to another. Look for books with a variety of transportation modes – from walking to space travel.

Away We Go! by Rebecca Kai Dotlich, Illus. by Dan Yaccarino

Bigmama’s by Donald Crews

Edward’s Exploit and other Thomas the Tank Engine Stories by Rev. W. Awdry,
Photos by Terry Permane

Listen for the Bus: David’s Story by Patricia McMahon, Illus. by John Godt

My Big Machine by FunFax

Our Teacher’s In a Wheelchair by Mary Ellen Powers

Polar Express by Chris Van Allsburg

Rolling Along With Goldilocks and the Three Bears by Cindy Meyers, Illus. by
Carol Morgan

Sheep in a Jeep by Nancy E. Shaw, Illus. by Margot Apple

Tar Beach by Faith Ringgold

The Little Engine That Could by Watty Piper, Illus. by Doris and George Hauman

The Train by David McPhail

To Market, To Market by Anne Miranda, Illus. by Janet Stevens

Train Song by Diane Siebert, Illus. by Mike Wimmer

Key Vocabulary: transportation, sculpture, car, boat, plane

LISTEN UP

Songs about getting from one place to another

- “Long Way Home” by Tom Chapin from Family Tree
- “A New Car” by John McCutcheon from Mail Myself to You

ARTS EXPERIENCE

Getting Started

When planning the lesson, consider organizing large groups for discussing travel and sculpture and small groups, or centers, to assemble and paint the sculptures.

Connecting to Past Experience

Encourage children to talk about the way people get from place to place. Start with children’s lives and then extend the dialogue beyond their immediate experience. **How do you get to school? How do you go to the store? What other places do you go? How do you get there? How does a turtle get from one place to another? What about a bird? How do people in cities travel**





TIP

Point out sculptures that may be on the school grounds or in the neighborhood, such as a statue of a benefactor or a sculpture to commemorate a particular event.

from place to place? What about people who live in the country or on a mountain? What about people who live in places that are very cold? In places that are very warm?

Have children brainstorm about the many different ways to get from one place to another: cars, buses, trucks, motorcycles, trains, planes, boats, helicopters, hot-air balloons, space ships, bicycles, animal-drawn carts, walking. Talk about their different purposes.

Discuss preferences and extend the imagination. What is your favorite way to go from one place to another? What if you could travel in any way you wanted? What if your traveling machine had magic powers? How would it get you where you wanted to go?

Expressing Through Art

Introduce sculpture. A sculpture is a work of art that is not flat. It has a top, bottom and sides. It has depth. You may be able to see around it or even walk around it. It takes up space. ■

Invite children to create a sculpture that represents a way to take people from one place to another. Show them a variety of materials to use. Demonstrate taping and gluing.

Remind children to figure out a way for this sculpture to be able to “move” and be able to carry people from place to place. It is okay for the sculpture to fly or move in magical ways.

Talking About Art

Tell us about your vehicle. Does it have a top, bottom, sides? Who would travel in your vehicle? How did you make it move from place to place?

Extending the Experience

- Invite children to make a vehicle for a pet to ride in.
- Create vehicles from scrap wood. Glue pieces together. Ask children what sounds their vehicles make.
- Create a town or a city for the transportation creations. Draw a system of roads on paper taped to a tabletop, or in sand, or indicate roads with tape on a rug. Outline roads with tape and paint with gel paint to provide tactile definition for children with visual impairments.
- Create a Class Book or recording about going different places.
- Create collages. Provide pages from magazines showing different modes of transportation, drawing paper, scissors, crayons and/or markers and glue. Have children select a vehicle, cut it out and glue it to the drawing paper. They may want to draw themselves in the vehicle and the scenery around it.

INTRODUCING AN ARTIST WITH DISABILITIES

Michelangelo Buonarroti (commonly known as just “Michelangelo”) was a sculptor, painter and architect born in Italy in 1475. He was one of the greatest artists during the High Renaissance in Italy. The High Renaissance was a time in Europe when art and building beautiful buildings were much more important in everyday life than they are now.

In 1504 he completed his most famous sculpture, “David.” The sculpture is carved from marble and stands thirteen and a half feet tall. That’s more than twice as tall as an adult! He also painted the ceiling of the Sistine Chapel for the Catholic Pope. He had to lie on scaffolding built near the ceiling and paint





on his back. It took him almost four years to finish painting the ceiling.

Michelangelo had bipolar disorder. This means that sometimes he would be very sad for weeks, and at other times he had so much energy that he hardly ever slept. Often artists work in “spurts” – having periods of great energy mixed with quiet periods.

LEARNING LOG

Options:

Invite children to write or draw about their experience making a vehicle or sculpture.

Invite children to draw a picture of themselves in the vehicle (or sculpture) they created.

Suggested Title: My Very Own Car or My Made-Up Vehicle

Going Places

LEARN ALONG AT HOME

Dear Family,

As a class we read stories and talked about different ways to get from one place to another. We discussed a wide range of vehicles, from cars to space capsules to imaginary flying machines.

We learned that sculpture is a form that has length, width and depth, and we created sculptures that would take people to other places. We used all kinds of found materials like old milk cartons and cardboard boxes. Some of our vehicles were magical!

Please talk to your child about the classroom experience and select some of the following ideas in this letter to continue the learning at home.

Talking With Your Child

Tell me about the sculpture you made. What kind of vehicle is it? Where does it go? Who travels in this vehicle? How did you make it?

Ideas for Continued Learning

Select and read books from the library about transportation. Consider:

- Away We Go! by Rebecca Kai Dotlich, Illus. by Dan Yaccarino
- Bigmama's by Donald Crews
- Edward's Exploit and other Thomas the Tank Engine Stories by Rev. W. Awdry, Photos by Terry Permane
- Listen for the Bus: David's Story by Patricia McMahan, Illus. by John Godt
- My Big Machine by FunFax
- Our Teacher's In a Wheelchair by Mary Ellen Powers

- Polar Express by Chris Van Allsburg
- Rolling Along With Goldilocks and the Three Bears by Cindy Meyers, Illus. by Carol Morgan
- Sheep in a Jeep by Nancy E. Shaw, Illus. by Margot Apple
- Tar Beach by Faith Ringgold
- The Little Engine That Could by Watty Piper, Illus. by Doris and George Hauman
- The Train by David McPhail
- To Market, To Market by Anne Miranda, Illus. by Janet Stevens
- Train Song by Diane Siebert, Illus. by Mike Wimmer

With your child...

Look at maps. Talk about the symbols for roads, dividing lines for states or cities, and railroad markings. Imagine using the map to take a trip.

Look for sculptures in your town or city. Notice statues in parks and by office buildings.

Visit an art museum or art gallery. Pay particular attention to the sculpture inside and outside the museum.

Add to the ART BOX discarded objects that could be used for making sculptures at home. Contribute items such as small boxes, containers, yarn and pieces of packing material. Your child also will need glue and may need help gluing or taping the heavier pieces.

ARTS VOCABULARY

Sculpture – A three-dimensional work of art, having length, width and depth

Floating Boats

Creating boats that float

Learning Objectives

- Express thoughts, experiences and feelings about water travel.
- Build vocabulary related to boats and water travel.
- Assemble materials that will float.
- Create a boat. Create a story about how the boat floats, where it goes and who travels on it.

Materials

Popsicle sticks, tongue depressors
Toothpicks
Small milk containers with the tops cut off
Pieces of Styrofoam
Lightweight paper, drawing and tissue paper
Plastic, mylar or cloth scraps for flags
Markers
Towels

Preparation

Cut up Styrofoam packing material, plates and/or cups into a variety of shapes **T**
Set up a “lake” using long baking pans, a water table or plastic tubs.
Consider playing a tape of water sounds, set at a low volume, near the water basin.



TIP

A sharp, serrated knife works well.



INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “water” and “boat,” and use these signs during the activity.

For children who use wheelchairs, be sure to place water basins on a table that they can access easily, rather than on the floor.

For children with severe physical disabilities and limited mobility, consider moving the entire activity to the floor or mat where the child can be positioned for maximum comfort and range of motion.

READ WITH ME

Books about boats and other things that float

Amos and Boris by William Steig

Armen’s Fishing Trip by Catherine Stock

Big City Port by Betsy Maestro and Ellen Del Vecchio, Illus. by Giulio Maestro

Boats by Byron Barton

Harbor by Donald Crews

Little Toot by Hardie Gramatky

Lobster Boat by Brenda Guiberson, Illus. by Megan Lloyd

Polar the Titanic Bear by Daisy Corning Stone Spedden, Illus. by Laurie McGraw

Sailing to the Sea by Mary Claire Helldorfer, Illus. by Loretta Krupinski

Sheep on a Ship by Nancy Shaw, Illus. by Margot Apple

The Owl and the Pussy Cat by Edward Lear, Illus. by Louise Voce

Three Days on a River in a Red Canoe by Vera B. Williams

Who Sank the Boat? by Pamela Allen

Key Vocabulary: sink, float, boat, wet, dry, light, heavy

LISTEN UP

Songs about boats

- “Row Row Row” by Raffi from Rise and Shine
- “Early in the Morning” by Phil Rosenthal from Chickens in the Garden
- “Sailing to the Sea” by Tom Chapin from Mother Earth

ARTS EXPERIENCE

Getting Started

Organize an area with a pan of water for testing the materials for building a boat. Organize another area to serve as a “lake” for the finished boats. **T**

Connecting to Past Experience

Encourage children to talk about their experiences with water. Some children may live close to the water; some may live inland and never have seen a body of water. Talk about puddles and the water in bathtubs. **Did you ever play in a tub of water, in a puddle or by a lake? Did some things sink and other things float?**

Introduce boats as a way to travel and as something that floats. Show pictures of different boats. Have children share their experiences and questions related to boats and water travel.

Extend the discussion. **Are there some boats that do not float? What boats operate underwater as well as above the surface? Are there ways to travel under the water?**



TIP

Have a “test boat” for these experiments. Children may not want to see their work of art sink!

**TIP**

Be ready to help with gluing and attaching flags.

TIP

Keep the lesson open-ended. If some children end up with boats that do not float that is okay too. For display purposes, they could be “at the dock.”

Expressing Through Art

Invite children to create a boat by:

- Selecting materials that will float (Test them in a pan of water)
- Drying off the materials
- Assembling them to create a boat
- Cutting out a flag or a series of flags
- Attaching the flag(s) to the boat **T**
- Decorating boats and flags with markers

When the glue and markers are dry, launch the boat in the “lake.”

Talking About Art

Tell us about the boat you created. How did you make it? Does it float? Why? Who would like to travel on your boat? What is special about your boat? How does your boat move? Does it have a motor? Does the wind carry it? Give your boat a name. **T**

Refer to the lesson “Going Places” from this section, for information about creating sculpture.

Extending the Experience

- Have a boat show. Using a baby pool, long baking pans filled with water, a water table or plastic tubs, display the children’s creations. Invite another class to the show.
- Conduct an experiment. Using a variety of objects (a penny, walnut halves, corks, pencils, small ball of clay, crayons, a wooden block, Popsicle sticks), have children predict if each object will sink or float. Test in a basin of water. Record predictions and the results of the experiment.

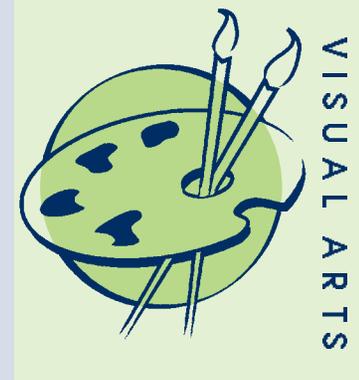
- Continue the experiment. Have children locate materials to add to the experiment (such as: leaves, twigs and/or stones). Place each item, one at a time, on the “test boat.” **Does the boat sink or does it continue to float? Is the item light? Or is the item heavy?** **T**
- Encourage children to move like boats in still water and in stormy water. **Refer** to the lesson “Water Music” in this section.
- Make a recording of boat sounds generated by the children.

INTRODUCING AN ARTIST WITH DISABILITIES

Claude Monet was a famous French painter who was born in 1840. He was part of a group of painters called “Impressionists” because they often used many dabs of paint to show the whole impression that a scene gave to a person, rather than the tiny details. He was often outside while he was painting scenes of nature so he could see what he was painting better and is well known for his paintings of water lilies.

Later in life, Monet became nearly blind from a cataract on his eye. A cataract is a cloudy area on the lens of the eye. It makes it difficult for people to see clearly and sometimes changes the colors that a person sees. Monet continued to paint even though he could not see well, and during this period his paintings of outdoors were mostly red.

Following an operation to remove the cataract he could see all of the colors again, and his paintings looked more like real life. Today his paintings hang in museums around the world.



TIP

Take photographs of the experiment and display them.



LEARNING LOG

Invite children to draw pictures of themselves in their boats. Remind them to draw the body of water around the boat and to show the weather. Add a descriptive sentence.

Suggested Title: Me in My Boat

Floating Boats

LEARN ALONG AT HOME

Dear Family,

As a class, we read stories about boats and water travel. Children created their own boats from found materials. Most of the boats actually floated!

Talk to your child about the experience and together read a book about water travel. Notice some of the other ideas to further your child's learning at home.

Talking With Your Child

What kind of boat did you make? How did you make it? Did it float? Who would travel on your boat? Where does your boat go?

Ideas for Continued Learning

Select and read books from the library. Consider:

- Amos and Boris by William Steig
- Armien's Fishing Trip by Catherine Stock
- Big City Port by Betsy Maestro and Ellen Del Vecchio, Illus. by Giulio Maestro
- Boats by Byron Barton
- Harbor by Donald Crews
- Little Toot by Hardie Gramatky
- Lobster Boat by Brenda Guiberson, Illus. by Megan Lloyd

- Polar the Titanic Bear by Daisy Corning Stone Spedden, Illus. by Laurie McGraw
- Sailing to the Sea by Mary Claire Helldorfer, Illus. by Loretta Krupinski
- Sheep on a Ship by Nancy Shaw, Illus. by Margot Apple
- The Owl and the Pussy Cat by Edward Lear, Illus. by Louise Voce
- Three Days on a River in a Red Canoe by Vera B. Williams
- Who Sank the Boat? by Pamela Allen

With your child...

Conduct an experiment with objects found around the home. Drop them in a pan of water, the sink or a bathtub. Which objects float and which objects sink? Record your findings.

Add materials to the ART BOX for making sculptures that float. Consider packing material such as styrofoam pieces and plastic containers. Allow your child to test them out.

ARTS VOCABULARY

Sculpture – A three-dimensional work of art, having length, width and depth

A Trip Quilt

Drawing images of a trip and designing a quilt

Learning Objectives

- Express thoughts, experiences and feelings about a trip.
- Recognize possibilities for trips from short, familiar ones to more extensive trips.
- Build vocabulary related to travel.
- Demonstrate cooperation in contributing to a class quilt and story.
- Create a drawing about a trip.

Materials

Examples of quilts, cloth and/or pictures of quilts

For a paper quilt

Paper squares, white, approximately 8" x8" **T**

Crayons, markers

Backing (like a large piece of cardboard or foam core)

Glue or thin white tape

For a cloth quilt

Fabric crayons

Paper squares, white, approximately 8"x8"

Cloth squares, white cotton, approximately 8"x8"

Felt or other backing large enough to accommodate the children's squares **T**

Iron and ironing board for adults to use

Iron-on bonding material

Fabric paint in squirt containers for designing borders when the quilt is complete

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TIP

Adjust the size of the quilt to suit available material but remember that children's drawings tend to be large.

TIP

Make more than one quilt if the backing material is not big enough for the entire class.



TIP

Remember to point out the illustrations. Look for patterns – repeated shapes and colors

Preparation

For a cloth quilt: Try out the procedure before presenting it to the class.

For both quilts: Cut the paper or cloth into squares.

INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “quilt” and/or “blanket,” and use these signs during the activity.

For children with disabilities, remember to ask before providing assistance. Wait to see if your offer of assistance is accepted. When giving assistance, provide only the amount that is needed.

For children with cognitive disabilities, break the activity into small steps. Instead of having them draw a picture depicting a trip, they might draw a road or a wheel.

For children with visual disabilities, invite them to record a story about a trip or have them help with assembling the squares. Provide tactile materials for them to use on their squares.

READ WITH ME

Books that have a quilt as part of the story. **T**

Eight Hands Round: A Patchwork Alphabet Book by Ann Whitford Paul, Illus. by Jeanette Winter

Franklin’s Blanket by Paulette Bourgeois, Illus. by Brenda Clark

Patchwork Quilt by Valerie Flournoy, Illus. by Jerry Pinkney

Sweet Clara and the Freedom Quilt by Deborah Hopkinson, Illus. by James Ransome

Tar Beach by Faith Ringgold

The Boy and the Quilt by Shirley Kurtz, Illus. by Cheryl Benner
The Josephina Quilt Story by Eleanor Coerr, Illus. by Bruce Degen
The Keeping Quilt by Patricia Polacco
The Quilt Story by Tony Johnson, Illus. by Tomie dePaola
The Quiltmaker's Gift by Jeff Brumbeau, Illus. by Gail de Mareker

Key Vocabulary: quilt, piecing, thread, needle, thimble, fabric

LISTEN UP

Songs about taking a trip or quilts

- "Walkin'" by Sharon, Lois and Bram from Stay Tuned
- "Let's Go Riding" by Red Grammer from Can You Sound Just Like Me?
- "The Awful Hilly Daddy-Willie Trip" by John McCutcheon from Mail Myself to You

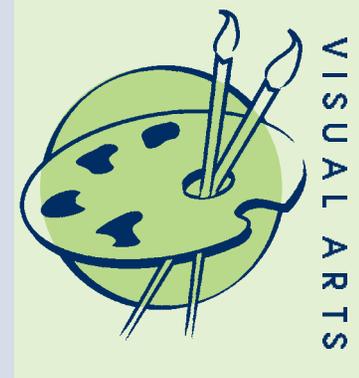
ARTS EXPERIENCE

Getting Started

Organize an area with a "quilting table" – a large table with the backing material. Have an iron and ironing board nearby if creating a cloth quilt.

Connecting to Past Experience

Introduce storytelling. Sometimes books tell stories. Sometimes people tell stories. Families have stories. Does your family have a story? Is there someone in your family who always tells stories? Or do you have a next door neighbor or a friend that likes to tell stories? Do the stories make you laugh? Do the stories make you feel scared? Sometimes stories are told in words and sometimes stories are told in pictures.





TIP

Allow for a wide range of responses as to what connotes a trip. It could be a short trip across town or a trip to another state. It may also be an imaginary trip.

Expressing Through Art

Tell children about quilts. Quilts were made to serve as blankets to keep families warm. They were made from scraps of material, such as old clothes that could no longer be worn.

Quilts can also be works of art. Quilt artists work together to create beautiful designs with repeated patterns. Often quilts tell a story. It may be a story about a family, or it may be a story about a trip or an adventure that the family experienced.

Show examples and/or pictures of quilts.

Refer to the patterns from the lesson “Printing Patterns” in the All About Me section.

Ask children about a trip they recently experienced. Where did you go? Who went with you? How did you get there? **T**

Invite children to contribute their stories to a class quilt about travel.

- Draw yourself traveling. Show us if you are walking, taking a bus or riding on the back of a camel. For a paper quilt, use crayons. For a cloth quilt, use fabric crayons on white paper.
- Bring your completed quilt square to the “quilting table” and help arrange it with the squares created by classmates. For a cloth quilt, an adult will transfer the paper drawings to the cloth squares using a hot iron. **T** (See next page)

Talking About Art

Display the quilt.

- Look at the individual squares. Have children share their quilt-making experiences. What did you like about making your quilt square? Tell us about your trip. How did you get there?
- Look at the quilt as a whole. What is the story of the entire quilt? Have children add their classmate’s trip stories to their stories by making up a new story that includes each child’s trip.

Extending the Experience

- Create a Class Book about a favorite quilt or blanket. Each child draws a picture of a special sleeping blanket or quilt, then dictates as the teacher or helper writes. **What do you like about this blanket? Where did you get it?** This can be a real story or an imaginary one.
- Create a Class Book or a recording about a class trip with children contributing their impressions of the trip in pictures and in words.
- Research and study quilting in American art. Look for pictures of quilts and stories and/or videotapes about the people who made the quilts.

INTRODUCING AN ARTIST WITH DISABILITIES

Susan Shie is a quiltmaker who has very limited vision. She can't see the whole quilt as she works on it but can work only on very small areas that are highly magnified. She and her husband work together. They make very colorful quilts that are displayed, like paintings.

Susan and her husband Jimmy use a collage technique with their designs. They decorate the quilts by painting, drawing, sewing, attaching buttons, sequins and other found objects to the quilt's design. Her quilts are displayed in many places and are often featured in books about quilting.



TIP

Enlist the help of an aide or an older student to attach the squares to the backing. For a paper quilt, glue or tape the squares. For a cloth quilt, use iron-on bonding material.



LEARNING LOG

Invite children to write, draw or dictate the story that goes with the quilt square they made.

Suggested Title: I Took a Trip or A Square About My Trip.

A Trip Quilt

LEARN ALONG AT HOME

Dear Family,

As a class, we read stories and talked about quilts. We also talked about different kinds of trips: from a trip to the store to a trip by plane to another part of the country. Each child in the class drew a picture of a trip on a square for a quilt. The result was a class “Trip Quilt” that tells all our stories.

Please talk to your child about the experience and select some of the ideas for continued learning.

Talking With Your Child

Tell me about your trip and the quilt square you made. What did the quilt look like when everyone’s square was included? What trips did some of your classmates make?

Ideas for Continued Learning

Select and read books from the library about quilts. Consider:

- Eight Hands Round: A Patchwork Alphabet Book by Ann Whitford Paul, Illus. by Jeanette Winter
- Franklin’s Blanket by Paulette Bourgeois, Illus. by Brenda Clark
- Patchwork Quilt by Valerie Flournoy, Illus. by Jerry Pinkney
- Sweet Clara and the Freedom Quilt by Deborah Hopkinson, Illus. by James Ransome
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- The Keeping Quilt by Patricia Polacco
- The Quilt Story by Tony Johnson, Illus. by Tomie dePaola
- The Quiltmaker’s Gift by Jeff Brumbeau, Illus. by Gail de Mareker

With your child...

Visit a crafts or folk art museum where quilts are displayed. Quilts are often shown at flea markets, country stores and antique markets. You may have a family quilt in your home.

Create a scrapbook of a recent family trip. Combine your child’s drawings about the trip with souvenirs and photographs. Create an album of a trip you would like to take or even a fantasy trip. Using old magazines, cut or tear out pictures of places you’d like to go and things you’d like to do.

ARTS VOCABULARY

Quilt – A bed cover or blanket made of two layers of fabric with a layer of cotton, feathers, wool or down between the layers. All layers are stitched firmly together in a specific pattern.

The tops of quilt blankets are made by piecing and sewing fabric together in a specific way to create a pattern, such as a log cabin or star pattern. Another type of quilt is a “crazy quilt,” which is made by sewing pieces of cloth together randomly.

Quilt artists often sew pieces of fabric together to create landscapes and other scenes. They finish the piece with decorative stitching.

A Very Special Truck

A dramatization of a trip by truck

Learning Objectives

- Express experiences, thoughts and feelings related to going someplace in a truck.
- Recognize that there are many places to travel and ways to get there.
- Expand vocabulary to a variety of different trucks and places to travel.
- Identify characters (drivers) and settings for the dramatization.
- Demonstrate variations of movement, vocal pitch, tempo and tone for the way different trucks move and sound.
- Create a story about the work and trip taken by a truck driver.

Materials

Easel pad, markers

Optional:

Sounds of trucks or music that simulates “revving up.”



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INCLUDING ALL CHILDREN

Remember that all children can be creative and imaginative. Try not to over-instruct children with disabilities by telling them “how to act.”

Teach children the American Sign Language sign for “truck,” and use it during the activity.

For children with cognitive and learning disabilities, keep in mind that they may need some guidance to get started. Demonstrate parts of the truck dramatization, but once started they should be encouraged to develop their own dramatization.

Children with autism or behavioral disabilities may prefer to assist by starting and stopping the music or helping with the signals for starting and stopping the trucks.

READ WITH ME

Books about trucks

Cars and Trucks and Things That Go by Richard Scarry

Construction Trucks by Betsy Imershein

Machines at Work by Byron Barton

Mike Mulligan and His Steam Shovel by Virginia Lee Burton

Seymour Simon’s Book of Trucks by Seymour Simon

Tonka: Look Inside Trucks by Patricia Relf, Illus. by Thomas Lapadula

Truck Jam by Paul Stickland

Truck Song by Diane Siebert, Illus. by Byron Barton

Trucks by Betsy Imershein

Trucks by Donald Crews

Key Vocabulary: dump truck, moving van, 18-wheeler, delivery truck, pick-up truck, tanker truck, garbage truck, tow truck, etc.

LISTEN UP

Songs about vehicles

- “Take Me For A Ride In Your Car Car” by Peter, Paul and Mary from Peter, Paul and Mommy
- “Truck Driving Woman” and “Ballet Dancing Truck Driver” by Cathy Winter and Betsy Rose from As Strong as Anyone Can Be
- “Eighteen Wheels on a Big Rig” by Raffi from Rise and Shine

ARTS EXPERIENCE

Connecting to Past Experience

If appropriate to your locale, invite children to look out the window and identify the various trucks that pass by. Keep track of the number of trucks, the type of trucks and their descriptions. **What size are the trucks? What color? Do they have writing or pictures on them?** **T**

Encourage children to talk about trucks. **What are some different kinds of trucks? What do they carry?**

Ask children to name as many different kinds of trucks as they can. Ask children to name all the different places that trucks go. **Where would you like to go if you were driving a truck?** List the responses.



TIP

Additional concrete experiences could be provided by visiting a truck sales lot or having someone who drives a truck visit the class.



TIP

Add background music at this point – maybe actual truck engines or music that could represent “revving up,” or excerpts from “Take Me For A Ride In Your Car Car.”

Expressing Through Drama

Invite children to pantomime the work and trip that a truck driver might take. Have children prepare for the trip:

- Arrange chairs and/or desks to simulate your truck.
- Select a load (for example: oranges, cattle or furniture) for your truck to carry and a place for it to go.
- Get in your truck and start your engine! **T**

Option: Instead of music, create a signal for starting and stopping the trucks.

Continue the dramatization. Have children:

- Drive along with the other truckers on the road and interact with them.
- Drive their trucks to the selected destination.
- Unload and experience the new surroundings.
- Return to their trucks, tired but feeling a sense of accomplishment.
- Drive back to the classroom.

Throughout the dramatization, ask children leading but open-ended questions. How high up are you in your truck? What do you see out the windows? What does your load look and smell like?

Talking About Drama

Tell me about your experience driving a truck. How did you show you were driving the truck? What was your truck carrying? How did you show you were unloading it? Where did your truck go? How did you show you were tired? How did you show you were pleased with the work you did?

Extending the Experience

- Mark roadways with tape on the floor or outside the classroom. Add road signs, such as Stop, Slow, Curve, etc.
- Repeat the lesson, this time have children ride on a motorcycle or drive a jeep or convertible car. Set up a fan so children can “drive into the wind.” Use theme music to set the stage (“Born to Be Wild” for motorcycles, music by the Beach Boys for jeeps or “Route 66” for a road trip in a convertible).
- Add new travel locations, such as an amusement park, a beach or a sporting event. Select a place that children know and have experienced.
- Add costumes and props to the journeys. Add problems along the way, such as a flat tire. Have children solve the problems and come up with additional ones.
- Expand the dramatization to include many roles, such as a truck driver, a loader/unloader, a farmer with produce, a grocery clerk, a road builder, a cement mixer driver and a person to direct the truck as it backs up.

LEARNING LOG

Invite children to write or draw a picture about their experience.
Add a descriptive phrase or sentence to drawings.

Suggested Title: I Drove a Truck



A Very Special Truck

LEARN ALONG AT HOME

Dear Family,

During our drama activity, children created a dramatization about driving a truck to its destination. We read stories about trucks and talked about the different loads that they carry and the places they may go.

Please talk to your child about the experience and continue the learning at home.

Talking With Your Child

Tell me about your trip by truck. How did you show you were driving the truck? What was your truck carrying? How did you show you were unloading it? Where did your truck go?

Ideas for Continued Learning

Select and read books from the library. Consider:

- Cars and Trucks and Things That Go by Richard Scarry
- Construction Trucks by Betsy Imershein
- Machines at Work by Byron Barton
- Mike Mulligan and His Steam Shovel by Virginia Lee Burton

- Seymour Simon's Book of Trucks by Seymour Simon
- Tonka: Look Inside Trucks by Patricia Relf, Illus. by Thomas Lapadula
- Truck Jam by Paul Stickland
- Truck Song by Diane Siebert, Illus. by Byron Barton
- Trucks by Betsy Imershein
- Trucks by Donald Crews

With your child...

Pretend to take another trip by truck or by another means of transportation, such as bus or train. If possible, arrange chairs to simulate the vehicle. Decide with your child on the destination, pretend to travel and then arrive at the new place. Act out the activities you might do at this place, then take the bus or train home again.

Encourage your child to draw a picture of a place that he or she would like to go. Use a piece of paper the size of a postcard. Help your child write a message on the back. Pretend to send it to another family member or display it in your home.

Community Helpers on Wheels

Translating a story into a dramatic presentation

Learning Objectives

- Express thoughts and feelings about the importance of community helpers.
- Recognize responsibilities of self and others in a community.
- Build vocabulary related to community helpers and their vehicles.
- Identify characters and settings for a dramatic presentation.
- Demonstrate variations of movement, vocal pitch, tempo and tone for different characters.
- Translate a story into a dramatic presentation by improvising dialogue.
- Create dramatic effects and add them to a specific story.

Materials

Easel pad, markers

Models of police cars, fire engines, ambulances, etc.

Real or toy community helper props (such as badges, hats, boots, medical kit)

Preparation

Optional: Prepare a two-column chart, labeled “Community Helper” and “Vehicle,” for discussion purposes.





INCLUDING ALL CHILDREN

Teach children the American Sign Language sign for “help,” and use it during the activity.

For children with cognitive disabilities, break up stories into small sections, stopping between sections to summarize and ask questions. Check for comprehension before reading or telling the next section.

Ask a child who uses a wheelchair if he or she would mind pretending it is a community vehicle.

READ WITH ME

Books highlighting community helpers in their vehicles

[A Visit to the Sesame Street Firehouse: Featuring Jim Henson’s Sesame Street Muppets](#) by Dan Elliott and Jim Henson, Illus. by Joseph Mathieu

[All Aboard Fire Trucks](#) by Teddy Slater, Illus. by Tom Lapadula

[Busy, Busy Town](#) by Richard Scarry

[Curious George Visits a Police Station](#) by Margaret and H. A. Rey

[Emergency Room](#) by Anne F. Rockwell

[Fire Fighters](#) by Robert Maass

[Katy and the Big Snow](#) by Virginia Lee Burton

[Machines at Work](#) by Byron Barton

[Mommies at Work](#) by Eve Merriam, Illus. by Eugenie Fernandes

[Officer Buckle and Gloria](#) by Peggy Rathmann

[Russ and the Firehouse \(Day with Russ\)](#) by Janet Elizabeth Rickert

[The Candystore Man](#) by Jonathan London, Illus. by Kevin O’Malley

[The Fire Station](#) by Robert Munsch, Illus. by Michael Martchenko

[The Wheels on the Bus](#) by Raffi, Illus. by Sylvie Kantorovitz Wickstrom

[Toddlecreek Post Office](#) by Uri Shulevitz

Videos: Fire and Rescue and Where the Garbage Goes from Fred Levine Productions; There Goes a Firetruck, There Goes a Police Car and There Goes a Rescue Vehicle from the “There Goes” Series from Kid Vision

Key Vocabulary: community helpers, law enforcement officer, firefighter, doctor, emergency medical technician (EMT), setting, dialogue

LISTEN UP

- “Wheels on the Bus” by Raffi from Rise and Shine
- “Long Way Home” by Tom Chapin from Family Tree

ARTS EXPERIENCE

Connecting to Past Experience

Ask children to name the various community helpers who drive vehicles in their communities. List their responses. Have children compare the use of the vehicles with the functions of the helper occupation. **How does a fire truck help a firefighter do his or her job?**

Expand children’s awareness of helper occupations. **Who else assists the firefighter (for example: the 911 operator, law enforcement, citizens who report the emergency)?**

Expressing Through Drama

Select a book about a community helper, or preferably a number of community helpers working together, and read it to the class. Encourage children to listen carefully, noting the helpers, the vehicles and the actions that occur. Have them raise their hands whenever they hear the name of a community helper or the name of the helper’s vehicle.

Option: Tell the following true story:

START WITH THE ARTS • VSA arts



**TIP**

Encourage children to improvise. They may take the story in a different direction or add new characters and/or scenes.

A stray mother cat was found repeatedly running back into a burning building to retrieve and carry out each of her kittens, even after the fire burned her. A firefighter at the scene spotted the cat and helped her retrieve the remaining kittens and administered oxygen to help the cat breathe.

A veterinarian volunteered to treat the cat and the kittens for their burns. And the news media ended up broadcasting the story leading to the adoption of the mother cat and her family of kittens.

Invite children to dramatize the story they just heard. Ask for volunteers to play different parts. Have children set the stage with chairs and other props. Encourage children to make up their own dialogue. When a community vehicle arrives on the scene, have children create the sound that it makes. **T**

Consider children's abilities, interests and preferences in the roles they choose to play. Feel free to make suggestions about roles that they might enjoy.

Talking About Drama

What community helpers were in the drama you created? What kind of vehicles do they drive? What sounds did you make? How did you make these sounds? What could be another ending to the story?

Extending the Experience

- Have children extend the story. Add a surprise aspect to the children's dramatization. Suppose the fire truck got a flat tire on the way to the scene. Suppose a herd of elephants just happened to be crossing the street as the fire truck came roaring down the road.
- Have children take turns pretending to be a community helper and describing certain features of their vehicles to the class. Or have them pantomime (no words) certain functions of the job while classmates guess the community helper they are portraying.

- Create a Class Book featuring the community helpers and their vehicles. On one side of a double-page layout, write the title of the community helper such as “law enforcement officer.” On the other side, write the vehicle, such as “patrol car.” Have children illustrate the book.
- Take a field trip to the local police station or fire department, or invite community helpers to visit the school and bring their vehicles.

INTRODUCING AN ARTIST WITH DISABILITIES

Chris Burke was born on August 26, 1965, with Down syndrome, a developmental disability that includes some degree of mental retardation. This made it harder for him to learn things in and out of school.

Mr. Burke’s acting career began with the role of a boy with Down syndrome in the movie Desperate. ABC developed a television series for him, “Life Goes On,” which aired from 1989 to 1993 and earned Burke a Golden Globe nomination.

Since then he has made guest appearances on CBS’s “Touched By an Angel.” He is the spokesperson for the National Down Syndrome Society, and he has written a book about the story of his life entitled A Special Kind of Hero published by Bantam Doubleday Dell.





LEARNING LOG

Invite children to draw pictures of their favorite community helpers. Assist them in writing a descriptive phrase or sentence about the drawing.

Suggested Title: Friends Who Help Us

Community Helpers on Wheels

LEARN ALONG AT HOME

Dear Family,

During our drama activity, children listened to a story and then created a dramatization to depict their version of the story. The story was about community helpers and their vehicles.

Please talk to your child about the experience and select some of the following ideas for continuing learning at home.

Talking With Your Child

Tell me or show me how you acted out the story. What were the different community helpers in the story? What sounds did their vehicles make?

Ideas for Continued Learning

Select and read books from the library about community helpers in their vehicles. Consider:

- A Visit to the Sesame Street Firehouse: Featuring Jim Henson's Sesame Street Muppets by Dan Elliott and Jim Henson, Illus. by Joseph Mathieu
- All Aboard Fire Trucks by Teddy Slater, Illus. by Tom Lapadula
- Busy, Busy Town by Richard Scarry
- Curious George Visits a Police Station by Margaret and H. A. Rey
- Emergency Room by Anne F. Rockwell
- Fire Fighters by Robert Maass

- Katy and the Big Snow by Virginia Lee Burton
- Mommies at Work by Eve Merriam, Illus. by Eugenie Fernandes
- Officer Buckle and Gloria by Peggy Rathmann
- Russ and the Firehouse (Day with Russ) by Janet Elizabeth Rickert
- The Fire Station by Robert Munsch, Illus. by Michael Martchenko
- The Wheels on the Bus by Raffi, Illus. by Sylvie Kantorovitz Wickstrom.
- Toddlecreek Post Office by Uri Shulevitz

With your child...

Next time you and your child see a police car, ambulance or fire truck, talk about the special features the vehicle possesses.

Encourage your child to draw pictures of different community helpers. You may want to make a book by folding or stapling several pictures together. Ask your child to dictate a sentence for you to write on each page.

Talk about friends, relatives or neighbors who may work as community helpers. If possible, visit them and encourage your child to ask questions about their job. For example, visit a post office or talk with a school crossing guard. Help your child ask questions about the community helper's job.

Spaceship to the Moon

Creating a dramatization about space travel

Learning Objectives

- Express ideas, thoughts and feelings about astronauts and space travel.
- Recognize that our world extends into the universe and that space travel may be part of the children's future.
- Build vocabulary related to astronauts and space.
- Demonstrate various movements characteristic of space travel (putting on helmets and special suits, moving in slow motion, etc.).
- Create a dramatization about a space trip and walking on the moon, using imagination and concentration skills.

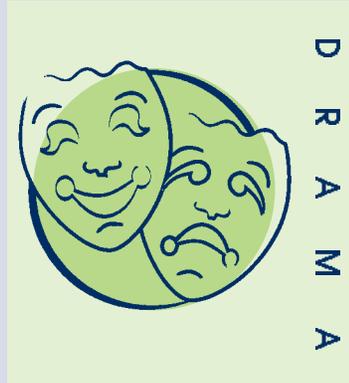
Materials

Pictures and models of astronauts, space and space vehicles **T**
A movie, such as [Apollo 13](#), or other videotape about space travel.

Preparation

Arrange chairs, one for each child, in a large circle, facing outward. This will serve as the space capsule.

If using a videotape to introduce the activity, select the segment that you plan to show and cue it to the appropriate starting point.



TIP

Be sure to include astronaut pictures of women and minorities.



INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “moon,” “helmet” and “walk,” and use these signs during the activity.

For children with physical disabilities, extend the discussion about space travel to their whole body. **How did your body feel when you were on the moon? How did you feel when you were back on earth?** Include wheelchairs when talking about the experience. When talking about the terrain, ask what it was like to walk or roll on the moon.

READ WITH ME

Books about astronauts, space and space travel

Astronauts by Carol Greene

Bugs in Space by David A. Carter

Galaxies by Seymour Simon

I Want To Be An Astronaut by Byron Barton

Moog-Moog, Space Barber by Mark Teague

Regards to the Man in the Moon by Ezra Jack Keats

The Magic School Bus: Lost in the Solar System by Johanna Cole, Illus. by Bruce Degen

UFO Diary by Satoshi Kitamura

Key Vocabulary: astronaut, space, space capsule, gravity, concentration

LISTEN UP

Songs about space and the moon

- “What Will I Take to the Moon?” by Parachute Express from [Happy to Be Here](#)
- “Mr. Spaceman” by Bill Harley from [50 Ways to Fool Your Mother](#)

ARTS EXPERIENCE

Getting Started

Organize an area for a space station for ongoing drama activities.

Connecting to Past Experience

Discuss how space is different from earth. Talk about the differences in temperature, oxygen, gravity and light.

Encourage children to talk about their perceptions of astronauts and space travel. **Have you ever watched a program on television or seen a movie about space travel? What were the astronauts wearing? Describe their suits. How did they move?** Explain why astronauts float in their space capsules and walk in slow motion on the moon. Ask for volunteers to demonstrate. **T**

Expressing Through Drama

Invite children to travel to the moon. Have children pantomime putting on their space suits and helmets. Tell them to go to a chair walking as an astronaut would on the way to the capsule. **Take a seat, and strap yourself into it.**



TIP

If using a videotape, show the selected segment. Deaf children will enjoy seeing the blastoff; children with visual impairments can hear the excitement.



When children are ready, begin the countdown together: 10, 9, 8, 7, 6, 5, 4, 3, 2, 1. **We have liftoff!** Encourage children to act as if they are taking off in the space capsule. Once they are on their journey, have them pretend to look out the space capsule window. Ask them to share what they see and what it feels like to be in space.

Cue the children: **Now we are landing on the moon...Get ready to land... We have touchdown!** Ask children to describe what they see out of the window now. Have children take off their seat belts and prepare for their walk on the moon. Point out children who are walking in slow motion or demonstrating other movements. **Look how Jack is walking on the moon. Can you try that?**

Complete the activity by returning to the space capsule, returning to earth to the classroom.

Talking About Drama

What did you like best about your space flight and your walk on the moon? What did you do on the moon? What did you see? How did your legs feel when you were on the moon? How did your legs feel when you were back on earth? Why do people want to travel in space?

Extending the Experience

- Add sound effects to the experience. The soundtrack from the film *2001: A Space Odyssey* can be used for moon walking.
- Create a mural or bulletin board about space travel. Have children draw pictures of astronauts, stars, moons, galaxies, suns, space vehicles. Add information about space travel and pictures of astronauts.
- Draw a launch pad with chalk on a sidewalk outside. Invite children to pretend to “blast off” from the pad.

- Create self-portraits that are dressed in space suits. Have children draw pictures of themselves and then use tin foil and other collage materials to decorate their space suits.
- Create a spaceship in the classroom from a very large cardboard box. Paint it metallic silver. Have children add windows, control panels, gadgets, flags and emblems. Use tin foil, found objects and strips of cardboard to decorate the spaceship.
- Have children create moonscapes using a shallow tray of sand and rocks.

LEARNING LOG

Invite children to draw a picture of what they did on the moon. Encourage them to write a phrase or sentence about the drawing.

Suggested Title: My Trip to the Moon



Spaceship to the Moon

LEARN ALONG AT HOME

Dear Family,

As a class we read stories and talked about space and space travel. Then, during our drama activity, the class pretended to be astronauts traveling in a space capsule to the moon. Children imagined what it would be like to walk on the moon and talked about what we saw there.

Please talk to your child about the experience and select some of the ideas for continuing the learning at home.

Talking With Your Child

Tell me about your space travel. Show me how you blasted off to the moon and what you did when you arrived. How did you walk on the moon?

Ideas for Continued Learning

Select and read books from the library about space and space travel. Consider:

- Astronauts by Carol Greene
- Bugs in Space by David A. Carter
- Galaxies by Seymour Simon

- I Want To Be An Astronaut by Byron Barton
- Moog-Moog, Space Barber by Mark Teague
- Regards to the Man in the Moon by Ezra Jack Keats
- The Magic School Bus: Lost in the Solar System by Johanna Cole, Illus. by Bruce Degen
- UFO Diary by Satoshi Kitamura

With your child...

Pretend with your child to go on a trip to the moon. Talk about how you are going to get there. Together, make up a story about your flight and what you did on the moon.

Look at the night sky. Note the different phases of the moon at different times of the month. Help your child keep a record of the moon's changes with drawings; add dates.

Using materials from the DRAMA BOX, create costumes to wear in space.

From Here to There

Expressing individuality in moving from one point to another

Learning Objectives

- Express thoughts and feelings about going places on foot.
- Recognize personal preferences and abilities for moving from one point to another.
- Build vocabulary related to locomotor movement.
- Demonstrate various types of movement in keeping with a drumbeat.
- Create a personal walk or means of getting from one point to another.

Materials

A drum, or any available means of percussion (for instance: pots, spoons, buckets, sticks)

Preparation

Practice a variety of drumbeats. **T**



TIP

You could also clap the rhythms.



INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “leg,” “arm” and “head,” and use these signs during the activity.

For children using wheelchairs, remember that all children move from one place to another. Children using wheelchairs can also move in different pathways, in different directions, at different rates, to different beats and different dynamics. Simply think of a wheelchair as an alternative way to “walk and run.” Upper body, arms and hands can do alternative versions of any movements that legs can do. This also applies to other mobility aids that children may use, including braces, scooters, crutches and walkers.

Discuss with the class how people with visual disabilities move from one place to another. Discuss canes, dogs and mobility aids such as push sticks that move along a raised track secured in the ground.

For children with motor disabilities, allow them to move in any way that works well for them.

READ WITH ME

Books related to moving from one point to another on foot. They may be books about animals or people.

Abuela by Arthur Dorros, Illus. by Elisa Kleven

Arnie and the New Kid by Nancy Carlson

Arrow to the Sun: A Pueblo Indian Tale by Gerald McDermott

Away We Go! by Rebecca Kai Dotlich, Illus. by Dan Yaccarino

Can't Sit Still by Karen Lotz, Illus. by Colleen Browning

Come with Me: Poems for a Journey by Naomi Shihab Nye, Illus. by Dan Yaccarino

Howie Helps Himself by Joan Fassler

Mama Zooms by Jane Cowen-Fletcher

Oh, The Places You'll Go! by Dr. Seuss

Our Teacher's In a Wheelchair by Mary Ellen Powers

The Moonglow Roll-O-Rama by Dave Pilkey

The Story of the Travels of Barbar by Jean de Brunhoff and Louis Jordan

Traffic Jam by George Mendoza, Illus. by David Stoltz

Key Vocabulary:

Locomotor movements: walk, run, hop, jump, leap, gallop, slide, skip

Developmental movements: roll, slither

Axial movements: bend, twist, stretch, swing

Directional movements: forward, backward, sideward, turning, zig-zag, diagonal

Pathway movements: straight, curved

Mobility aids: wheelchair, walker, crutches, braces

LISTEN UP

Songs about going from one place to another

- “Bumping Up and Down in a Little Red Wagon” by Raffi from Singable Songs for the Very Young
- “Something in My Shoe” and “Walk, Walk, Walk” by Raffi from Rise and Shine
- “I Got Shoes” by Sweet Honey in the Rock from I Got Shoes
- “Jig Along Home” by Raffi from Corner Grocery Store



**TIP**

You may want to have small groups of children move around at one time, while the remaining children continue to move to the beat in their places.

ARTS EXPERIENCE

Getting Started

Create a large open space. Desks and/or tables could be placed around the edge of the classroom, or the class could go outside.

Plan ahead for assisting children who have motor disabilities.

Connecting to Past Experience

Introduce the dance and movement activity. If we have only our bodies to use, how do we go from place to place? Sometimes we get from one place to another by walking or running. What are some places you walk to? When would you run? How else can you move from one place to another: quickly, slowly, at a high level or at a low level?

Expressing Through Dance and Movement

Initiate the dance and movement experience:

- Have children sit at one end of the classroom.
- Begin the drumbeat.
- Give children time to find their own rhythm to the beat with knee pats or small body movements while they are sitting.
- Change the beat. Allow children time to change their movements.
- Invite children to stand and begin to move around with the beat. **T**
- Change the instrument, such as using a bell instead of a drum. Allow children time to change their movements accordingly.

Ask children to think about traveling from one point of the classroom to another. **How many different ways could you do this?**



Invite children to explore different ways of moving from one place to another. Consider moving fast and moving slowly. Consider moving in different directions. Encourage children to invent their own movements. Some may march, hop, skip, move in small jumps, wiggle, zigzag. Remind them to move with the beat. Continue until everyone has had several turns with different movements.

Ask children to demonstrate how an alligator, a cat, a crab, a bear, a frog and a snake would cross the room. What about a tired bear? A very full snake? A nervous penguin?

Slow the rhythm down until the children are moving very slowly. Then stop.

Talking About Dance and Movement

What movement did you like best? How would you describe your personal walk? What if the beat was very fast? How would you get from one point to another? What if you were going to the ice cream store? How would you move?

Extending the Experience

- Go on an imaginary journey through different environments, land masses and water. Dance the way you would travel through each of them.
- Add music and have children select a locomotor movement that best fits the music.
- Create a Class Book about different movements. Each page could be titled with a movement: I can walk; I can wiggle; I can jump; I can roll. Have children illustrate it.
- Invite a person who uses mobility aids to visit the classroom and demonstrate how these work.
- Create a class videotape of creative ways to move. Encourage children who have experienced motor limitations to take the lead.



INTRODUCING AN ARTIST WITH DISABILITIES

Kitty Lunn is a dancer. While preparing for her first Broadway performance, Ms. Lunn slipped on ice, fell down a flight of stairs, broke her back and became paralyzed. This means that she couldn't use her legs any longer. Ms. Lunn has continued to dance even though she uses a wheelchair.

She founded the Infinity Dance Theatre, a non-traditional dance company that includes dancers, with and without disabilities, over the age of 40.

She says, "I have learned that my ability has nothing to do with my disability or the fact that I now use a wheelchair."

LEARNING LOG

Invite children to draw pictures of themselves dancing their special or favorite way of getting from one place to another. Assist them in writing a phrase or sentence to describe the movement.

Suggested Title: Dancing From Here to There

From Here to There

LEARN ALONG AT HOME

Dear Family,

During our dance and movement activity, we expressed our individuality when we created different ways of moving across the room to the beat of a drum. The vocabulary we used included walk, run, hop, jump, leap, gallop, slide, roll, slither and skip.

Talk to your child about the dance and movement experience and select from the following ideas to continue learning at home.

Talking With Your Child

Show me some ways that you moved. How does an alligator, a cat, a frog, a crab or a bear move? Show me your favorite way to move.

Ideas for Continued Learning

Select and read books from the library. Consider:

- Abuela by Arthur Dorros, Illus. by Elisa Kleven
- Arnie and the New Kid by Nancy Carlson
- Arrow to the Sun: A Pueblo Indian Tale by Gerald McDermott
- Away We Go! by Rebecca Kai Dotlich, Illus. by Dan Yaccarino
- Can't Sit Still by Karen Lotz, Illus. by Colleen Browning

- Come with Me: Poems for a Journey by Naomi Shihab Nye, Illus. by Dan Yaccarino
- Howie Helps Himself by Joan Fassler
- Mama Zooms by Jane Cowen-Fletcher
- Oh, The Places You'll Go! by Dr. Seuss
- Our Teacher's In a Wheelchair by Mary Ellen Powers
- The Moonglow Roll-O-Rama by Dave Pilkey
- The Story of the Travels of Barbar by Jean de Brunhoff and Louis Jordan
- Traffic Jam by George Mendoza, Illus. by David Stoltz

With your child...

Observe people moving – dancing, playing basketball, swimming, jogging, skating – and talk about the different ways they move their bodies in these different environments.

Go for a walk. Change the pace – walk fast, then slow. Mix up the pace. Take long strides; take short strides. Walk backwards for a distance. Try walking sideways. Have your child make up different ways to walk. Imitate each other.

Check the DANCE and MOVEMENT BOX for props for creating ideas for additional movements from one point of the room to another.

Human Trains

Imitating the sound and movements of trains

Learning Objectives

- Express thoughts about how trains move, where they go and how they work.
- Demonstrate cooperation when moving with others.
- Build vocabulary related to trains.
- Demonstrate train movements to include slow, gradually building speed, going over mountains, going through tunnels and stopping.
- Imagine self as a train using movement and sound.

Materials

Optional:

Record, tape or CD player
A recording of a train

For children who live in areas without trains

Pictures and videotapes of trains

Resources for train sounds

- [There Goes a Train](#) from the “There Goes” Series from Kid Vision
- [Big Trains, Little Trains](#) from Big Kids Productions
- [The Big Train Trip](#) from “The Big Adventures” Series from Little Mammoth





INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “train,” “big,” “small,” “loud” and “stop,” and use these signs during the activity.

For a child who uses a wheelchair, invite him or her to be the engine.

For children with visual disabilities, invite them to join the train in the middle. Some children may prefer to “man” the train station rather than connect to the train.

For children with cognitive and learning disabilities, model various train movements to help them get started.

READ WITH ME

Books about trains **T**

[A Magic Ride in Fozbah-Land: An Inside Look at Diabetes](#) by Jean Betschart

[All Aboard ABC](#) by Doug Magee and Robert Newman

[Aunt Harriet’s Underground Railroad in the Sky](#) by Faith Ringgold

[Choo Choo, The Story of a Little Engine Who Ran Away](#) by Virginia Lee
Burton

[Clickety Clack](#) by Rob and Amy Spence, Illus. by Margaret Spengler

[Curious George at the Railroad Station](#) by H. A. Rey

[Mac and Marie and the Train Toss Surprise](#) by Elizabeth Fitzgerald Howard,
Illus. by Gail Gordon Carter

[Railroad Toad](#) by Susan and Jon Butler Schade

[The Little Engine That Could](#) by Watty Piper, Illus. by George and Doris
Hauman

[The Squiggle](#) by Carole Lexa Schaefer, Illus. by Pierre Morgan

TIP

Have children dance the story as it is read.

The Train to Lulu's by Elizabeth Fitzgerald Howard, Illus. by Robert Casilla
Train Song by Diane Siebert, Illus. by Mike Wimmer
Trains by Ray Broekel

LISTEN UP

- “All Aboard” and “Down the Railroad Track” by Ken Lonquist from Welcome 2 Kenland
- “Freight Train” by Pete Seeger from Family Concert
- “Trans Canadian Super-Continental Special Express” by Fred Penner from Fred Penner's Place
- “Down by the Station” by Pat Carfa from Lullabies and Laughter With the Lullaby Lady

ARTS EXPERIENCE

Getting Started

When planning this lesson, consider conducting it outdoors.

To make the experience more concrete, take a train ride or visit a train station.

Connecting to Past Experience

Start with the recording of the sound of a train. **What do you hear?**

Encourage children to talk about their experiences with trains. **What do trains carry? What do trains move on?** Talk about the number of cars on a train and how the train gets its power. **T**

Encourage children to imagine all the different places a train could go. Discuss trains that go across countries, over or around mountains, through tunnels, over bridges and underground.



TIP

Don't limit the discussion to the traditional locomotive engine, cars and caboose. Include high-speed trains, trains with sleeping berths and mass transit trains.

**TIP**

Children's experience with trains will vary widely. Adjust this discussion to your locale and population. Show pictures or videotapes to children who live in areas without trains.

Expressing Through Dance and Movement

Invite children to join your train. Tell them you will be the engine. They will be the cars.

Have children create their own train movement. Encourage them to add train sounds – whistles and the sound of the wheels on the track. Encourage children to choose their own movement, rather than imitate the movement of the child in front of him or her. This will allow children with disabilities to choose the movement that best fits their abilities.

Start at one end of the room. Pick up one child by tapping him or her on the shoulder. The child joins the train by holding the waist or shoulders of the last person in line. Then that child taps the next child and so on until the entire class is moving.

- Leave slowly from the station.
- Gradually move faster and faster.
- Slow down at the next station.
- Stretch up high to go over a bridge. Duck down low to go through a tunnel.
- Move slowly up the mountain and then quickly down the mountain.
- Move forward. Move backward. Create straight lines and curved lines.
- Create shapes with the human train – circles, rectangles.

Talking About Dance and Movement

What did you like about moving like a train? What movements did you make? What did your train car carry? Where did you go? ■

Extending the Experience

- Use tape (inside) or a hose (outside) to create a train “track” for children to follow.
- Vary the activity by picking up small groups of children (cars) at the various train stations.
- Share leadership by having children take turns being the engine.
- Experiment with big trains and little trains.
- Build a model train using boxes.

Refer to the lesson “Going Places” from this section for other ideas.

LEARNING LOG

Invite children to write or draw a picture of their experience moving as trains.
Suggested Title: The Trains We Made



Human Trains

LEARN ALONG AT HOME

Dear Family,

As a class, we read stories and talked about trains. During our dance and movement activity, we pretended to move in a long line, like trains. We moved slowly and built up speed. We pretended to go over bridges, through tunnels and over mountains.

Talk to your child about the experience and perhaps read a book together about a train.

Talking With Your Child

Show me some ways that you moved like a train.
Where did your train go?

Ideas for Continued Learning

Select and read books from the library about trains. Consider:

- [A Magic Ride in Fozbah-Land: An Inside Look at Diabetes](#) by Jean Betschart
- [All Aboard ABC](#) by Doug Magee and Robert Newman
- [Aunt Harriet's Underground Railroad in the Sky](#) by Faith Ringgold
- [Choo Choo, The Story of a Little Engine Who Ran Away](#) by Virginia Lee Burton
- [Clickety Clack](#) by Rob and Amy Spence, Illus. by Margaret Spengler

- [Mac and Marie and the Train Toss Surprise](#) by Elizabeth Fitzgerald Howard, Illus. by Gail Gordon Carter
- [Railroad Toad](#) by Susan and Jon Butler Schade
- [The Squiggle](#) by Carole Lexa Schaefer, Illus. by Pierre Morgan
- [The Train to Lulu's](#) by Elizabeth Fitzgerald Howard, Illus. by Robert Casilla
- [Train Song](#) by Diane Siebert, Illus. by Mike Wimmer
- [Trains](#) by Ray Broekel

Your child may want to dance the story as you read it.

With your child...

Continue the train experience at home. Have your child be the engine. Move around your home, picking up other family members as you go.

Take an actual train, subway and/or trolley ride. Notice the sounds and the movements. Compare the different rides if you traveled by more than one mode.

Plan a pretend train trip. Ask your child where he or she would like to go. Encourage your child to make up a story about a magic train trip. Write the story and have your child illustrate it.

Visit a train station or someone you know with an electric train.

Ready for Take-Off

Imitating the flight of airplanes

Learning Objectives

- Express experiences, thoughts and feelings related to airplanes and air flight.
- Generate a variety of different movements simulating air flight.
- Build vocabulary related to flight or airplanes.
- Demonstrate locomotive and directional skills.
- Create stories about air flight using dance and movement.

Materials

Pictures and models of airplanes, gliders, helicopters, hot-air balloons

Optional:

Videotape of airplanes taking off and flying, if available

Flags of different colors marking the left of the runway and the right of the runway





INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “airplane” and “wing,” and use these signs during the activity.

For children who have paralysis, limited or no mobility in their arms, try using a piece of one-inch PVC plumbing pipe cut into three-foot lengths and painted metallic silver. Sand the edges. Use duct tape to horizontally tape the pipe to the back of the chair to add “wings” to their wheelchairs.

READ WITH ME

Books about planes and air travel

[Airplanes and Things That Fly](#) by Gina Ingoglia

[Angela’s Airplane](#) by Robert Munsch, Illus. by Martin Martchenko

[First Flight](#) by David McPhail

[Flying](#) by Donald Crews

[Going on a Plane](#) by Anne Civardi

[Harry at the Airport](#) by Derek Radford

[Kitty’s First Airplane Trip](#) by Linda C. Falken, Illus. by Lynn Adams

[La Isla](#) by Arthur Dorros, Illus. by Elisa Kleven

[Lisa’s Airplane Trip](#) by Anne Gutman, Illus. by Georg Hallensleban

[Plane Song](#) by Diane Siebert, Illus. by Vincent Nasta

[Planes and Other Things That Fly](#) by Jan Pienkowski, Illus. by Helen Balmer
and Renee Jablow

[Planes](#) by Anne F. Rockwell

[Tar Beach](#) by Faith Ringgold

[The Glorious Flight Across the Channel with Louis Blériot](#) by Alice and Martin
Provinsen

[Up in the Air](#) by Myra Cohn Livingston, Illus. by Leonard Everett Fisher

Key Vocabulary: airplane, airport, flight, high, low, take-off, runway, gate, wings, cockpit, pilot, hangar, airport, control tower

LISTEN UP

Songs about trains

- “Flying ‘round the Mountain” by Joe Scruggs from [Even Trolls Have Moms](#)
- “She’ll Be Coming ‘round the Mountain” by Greg and Steve from [We All Live Together, Vol. 2](#)
- “A Winter Plane Ride” by Ella Jenkins from [Come Dance by the Ocean](#)

ARTS EXPERIENCE

Getting Started

When planning this lesson, consider how effective it would be outdoors. In addition to the large “flying” space, children may be able to view actual planes flying overhead. Point out that planes appear to be small because they are so far away. Compare this to a plane on the ground at the airport.

Consider ways to present this lesson so there is a good structure for the children to follow.

- Clearly mark the take-off and landing areas. A natural division of a playing field or playground can serve as a runway. You can also mark areas with athletic cones.
- Plan to have signals for starting, stopping, take-off and landing. Create signals with a drum, a whistle or a flag. You may want to use a portable microphone and simulate the commands of an air traffic controller.





TIP

If conducting the activity indoors, play music to complement the flight movements.

TIP

Use the different colored flags to help children learn left and right turns.

Connecting to Past Experience

Encourage children to talk about their experiences with airplanes. **Have you ever been on an airplane? What was it like? Have you ever been to an airport?** Show pictures and models of different kinds of airplanes.

Expressing Through Dance and Movement

Encourage children to describe the take-off and flying sequence.

- First the plane taxis to the runway.
- It builds speed until it has enough speed for lift off.

Invite children to imitate the flying sequence by creating their own movements that simulate flight. Generally, children should: **T**

- Line up on the runway for take-off.
- Get in a low, crouched position and then move forward, rising slowly until they are standing on their tiptoes.
- Extend their arms and soar across an open area.
- “Fly” to a given destination (such as from the door to the drinking fountain).

Encourage children to:

- Fly high; fly low.
- Turn left; turn right. **T**
- Form small groups and fly in formation.
- Fly in a circle, in other shapes and patterns.

Have children fly through different types of weather: wind, a storm, hail, sunshine.

Reverse the sequence for landing until children and their “planes” have come to a stop at the gate.

Talking About Dance and Movement

Tell us about your flight. Where did you go? Did you fly high or low? How many turns did you make?

Extending the Experience

- Mark a runway with masking tape. Include flashlights for props.
- Invite children to select a special place to which they could fly. Play music for the flying time. Once children are “on the ground,” ask them to describe where they are and what they are doing.
- Videotape the activity. Show the videotape and have children describe what they see.
- Make paper airplanes.
- Create a song about flying and airplanes. **Refer** to “Yummy in My Tummy.”

INTRODUCING AN ARTIST WITH DISABILITIES

Mary Verdi-Fletcher dances in her wheelchair. She says, “I loved music, movement, dance, but I had no opportunity to learn [because I was in a wheelchair]. I had to create it.”

In 1980 she founded Dancing Wheels, one of the first dance companies in the United States to include dancers with and without disabilities. She prefers to call the dancers in her company either “stand up” or “sit down” dancers, and says, “to us, wheelchairs are a means of mobility and freedom.”





In 1990 the company formed a partnership with The Cleveland Ballet and became The Cleveland Ballet Dancing Wheels. Today they perform over 150 educational lecture/demonstrations annually.

Ms. Verdi-Fletcher uses a wheelchair because she was born with spina bifida, a condition that weakens or paralyzes muscles below the waist.

LEARNING LOG

Invite children to draw a picture of their airplane experiences.
Add a descriptive phrase or sentence.

Suggested Title: Watch Me Fly

Ready for Take-Off

LEARN ALONG AT HOME

Dear Family,

Up, up and away! As a class, we read stories and talked about planes and how they build up speed, take off, fly and then land. Children pretended to move like planes changing their speeds and making patterns in the “air.”

Please talk with your child about the experience, and together read a book about airplanes or flying.

Talking With Your Child

How did you like pretending to be a plane?
Please show me how you took off, how you flew and how you landed.

Ideas for Continued Learning

Select and read books from the library about planes and/or flying. Consider:

- Airplanes and Things That Fly by Gina Ingolia
- Angela’s Airplane by Robert Munsch, Illus. by Martin Martchenko
- First Flight by David McPhail
- Flying by Donald Crews
- Going on a Plane by Anne Civardi
- Harry at the Airport by Derek Radford
- Kitty’s First Airplane Trip by Linda C. Falken, Illus. by Lynn Adams

- La Isla by Arthur Dorros, Illus. by Elisa Kleven
- Lisa’s Airplane Trip by Anne Gutman, Illus. by Georg Hallensleban
- Plane Song by Diane Siebert, Illus. by Vincent Nasta
- Planes and Other Things That Fly by Jan Pienkowski, Illus. by Helen Balmer and Renee Jablow
- Planes by Anne F. Rockwell
- Tar Beach by Faith Ringgold
- The Glorious Flight Across the Channel with Louis Blériot by Alice and Martin Provensen
- Up in the Air by Myra Cohn Livingston, Illus. by Leonard Everett Fisher

With your child...

Play some instrumental music or create a rhythm by clapping. Have your child become an airplane, take off and create a dance in the air. At the end of the music or clapping, have your child come in for a landing.

Visit an airport if you live near one. Watch the planes take off and land. Point out how large the plane is on the ground. Compare it to planes in the air and how the planes in the air appear to become smaller as they fly away.

I Love a Parade!

Playing in a rhythm band

Learning Objectives

- Express thoughts and feelings about parades.
- Build vocabulary about parades and rhythm instruments.
- Demonstrate cooperation in playing instruments with others.
- Demonstrate a variety of movements to include marching, walking on tip-toe, swaying to music.
- Using percussion instruments, create rhythms for a parade.

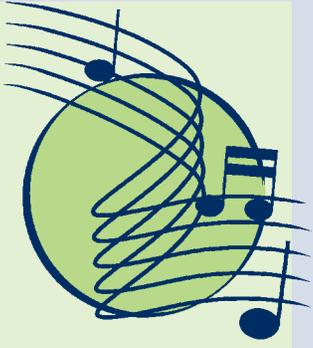
Materials

Pictures and/or videotapes of parades, if available
Record, tape, or CD player

A selection of music that would be played in a parade, for example:

- Any John Phillips Sousa march
- “Colonel Bogey’s March” by Kenneth J. Alford
- “Pomp and Circumstance” by Sir Edward Elgar
- “76 Trombones” from The Music Man
- “Turkish March” from Beethoven’s The Ruin of Athens





TIP

Shorter, wider dowel sticks (approximately 8" in length and 2" in diameter) are easier for small hands to manipulate.

A selection of instruments. Percussion instruments are suggested, but any number of instruments could be substituted. This lesson works well with typical classroom rhythm instruments. **Refer** to "Playing Our Own Instruments" from the All About Me section and "Instruments Around Us" from The World Around Me section.

Percussion or rhythm instruments:

Blocks of wood, pieces of dowel, old blocks, rungs from old wooden chairs
Shakers, such as containers with lids filled with rice, beans, pebbles, lentils, etc. and taped shut

Bells of any shape or sound

Old kitchen utensils, including wooden or metal spoons, lids from pots

Pieces of pipe, PVC and metal (remember to check for sharp edges)

Drum substitutes, including a coffee can with a plastic lid, a bowl or small wastebasket with heavy plastic stretched across the top, heavy milk or liquid cleaner jugs held upside down

Drumstick substitutes, including pencils or chop sticks with their ends wrapped in rubber bands

Pot covers of various sizes

Refer to the Appendix for a list of books about making musical instruments

Optional: crepe paper streamers of various colors, cut in approximately 12" strips

INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for "drum," "music" and "march," and use these signs during the activity.

For children with physical disabilities, use phrases that are more open or broad such as "reach for the skies" while marching rather than instructing them to march on their "tiptoes." Similarly, try "swaying your body" while marching rather than "swinging arms" while marching.

For children who may have difficulty grasping an instrument, have plenty of wristband bells available.

For children who use wheelchairs, ask their permission to decorate the wheelchair as a float.

All children benefit from options in activities, particularly children with disabilities. Give children options to “march” or perform with an instrument, or act as the baton twirler or a float rider, etc.

Walking to a beat is a high-level developmental activity. Allow all children to participate at their own developmental level.

READ WITH ME

Books highlighting parades

[A Very Special Critter](#) by Gina Mayer

[Clifford At The Circus](#) by Norman Bridwell

[I Went Walking](#) by Sue Williams, Illus. by Julie Vivas

[Lion Dancer: Ernie Wan's Chinese New Year](#) by Kate Waters and Madeline Slovenz-Low, Photos by Martha Cooper

[Lottie's Circus](#) by Joan W. Blos, Illus. by Irene Trivas

[Mary McLean and the St. Patrick's Day Parade](#) by Steven Kroll

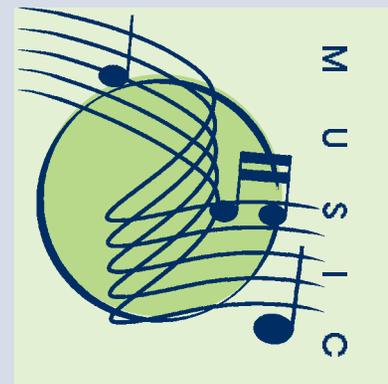
[Parade](#) by Donald Crews

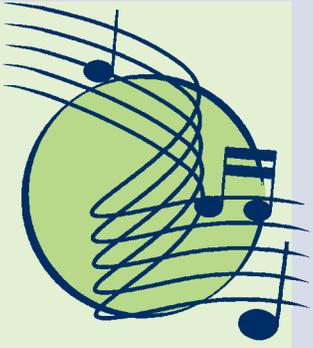
[The Balancing Girl](#) by Berniece Rabe

[The Clown Said No](#) by Mischa Damjan, Illus. by Jozef Wilkon

[Thump, Thump, Rat-a-Tat-Tat](#) by Gene Baer, Illus. by Lois Ehlert

Key vocabulary: parade, march, rhythm instruments, music





TIP

Adjust the discussion to your locale and population.

LISTEN UP

- “Parade of Colors” by Hap Palmer from Can a Cherry Pie Wave Goodbye?
- “Heartbeat Drumbeat” by Joanie Bartels from Jump for Joy
- “The Parade Came Marching” by Paul Strausman from Camels, Cats and Rainbows

ARTS EXPERIENCE

Getting Started

In planning this lesson, you may want to organize it into several sessions, perhaps practice sessions and then the actual parade.

Connecting to Past Experience

Encourage children to talk about their experiences with parades. Have you ever been to a parade? What was it like? Describe the costumes and the floats. What was the music like? Was everyone in the band moving or marching together? What kind of songs was the band playing? How did the music in the parade make you feel? What did you do? Why do we have parades? Who watches them? **T**

Discuss a variety of different parades, such as circus parades, parades at athletic events and parades for different holidays.

Show pictures and/or videotapes of parades, if available.

Expressing Through Music

Invite children to participate in a parade. Tell them they will play their rhythm instruments as they march and move in different ways along the parade route.

Prepare for the parade. Practice movement without the instruments. Vary the music and include:

Marching

Moving on tiptoes

Taking long strides

Swaying

Swinging arms

Playing loudly, playing softly

Playing quickly, playing slowly

Select and practice playing the rhythm instruments. **Refer** to “Playing Our Own Instruments” in the All About Me section for tips on introducing instruments to children. Consider practice circles where small groups of children practice playing together to selected music. Each practice circle then takes turns performing for the rest of the class. Encourage the performers to bow and the audience to applaud.

Pull all the preparations together. Mark out the parade route. Consider adding crepe paper streamers to the rhythm instruments and/or to children’s hats, wrists, etc. March, move and play to the music! Vary the music and combine the movement. Have the children play very softly, loudly, stop and start.

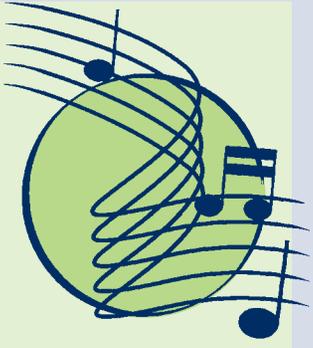
Talking About Music

What part of the parade did you like best? What did you like best about playing your rhythm instrument? If we planned another parade, what would you do differently? Would you rather ride a float or march while playing your instrument?

Extending the Experience

- Embellish the parade theme to include costumes. Coordinate with other classes. Parade throughout the school, playground and/or neighborhood.





- Have parades with different themes. Dress as your favorite storybook character or have a hat parade. Organize a parade around a school event, such as a book fair. Carry signs and banners.
- Invite one or more children from upper grades who are in the school band, or ask a high school band director for students to visit, show and play their instruments.
- Introduce parades from different cultures.
- Rent and watch the videotape Stomp, Out Loud.

INTRODUCING AN ARTIST WITH DISABILITIES

Evelyn Glennie is a musician. She was born and raised on a farm in Northeast Scotland. She began studying piano at the age of eight, just when she was beginning to lose her hearing. By the age of 12 she was profoundly deaf, but she had already fallen in love with playing percussion.

She continued to study and became a professional solo percussionist. Ms. Glennie traveled to Japan, Brazil and Korea to explore their percussion heritage. She performs without wearing shoes because she uses her feet to help her feel the vibrations of the music through the floorboards.

LEARNING LOG

Invite children to draw themselves in a parade. Encourage them to describe the parade. **Are you in a circus parade or in a marching band?** Add a descriptive phrase or sentence.

Suggested Titles: See Me March or I'm in a Parade

I Love a Parade!

LEARN ALONG AT HOME

Dear Family,

Parades are always great fun and a wonderful way to build skills. Children planned and practiced for their own parade by marching and moving to different kinds of parade music and by playing their own instruments.

Please talk to your child about the experience, and perhaps find a book about a parade to read together.

Talking With Your Child

What was your favorite part about the parade?
How did your class prepare for the parade? What instrument did you play?

Ideas for Continued Learning

Select and read books from the library. Consider:

- A Very Special Critter by Gina Mayer
- Clifford At The Circus by Norman Bridwell
- I Went Walking by Sue Williams, Illus. by Julie Vivas
- Lion Dancer: Ernie Wan's Chinese New Year by Kate Waters and Madeline Slovenz-Low, Photos by Martha Cooper
- Lottie's Circus by Joan W. Blos, Illus. by Irene Trivas

- Mary McLean and the St. Patrick's Day Parade by Steven Kroll
- Parade by Donald Crews
- The Balancing Girl by Berniece Rabe
- The Clown Said No by Mischa Damjan, Illus. by Jozef Wilkon
- Thump, Thump, Rat-a-Tat-Tat by Gene Baer, Illus. by Lois Ehlert

With your child...

Attend a parade. Notice the costumes and the music. Notice the types of songs the band plays and the different instruments the musicians are playing. Notice what all the different people in the parade are doing and how they are moving.

Relate stories about being in a parade or watching a parade, if you have ever had the experience.

Select rhythm instruments from the MUSIC BOX, or use "instruments" found around the house, like pots and pans, and have your own parade at home.

Ask your child if there is anything he or she would like to celebrate by having a parade.

Water Music

Singing, listening and moving to music

Learning Objectives

- Express thoughts and feelings about water travel.
- Recognize a variety of ways to move on water.
- Differentiate between motorized and non-motorized vessels.
- Build vocabulary about water and water travel.
- Sing songs related to water and create new verses.
- Listen and interpret musical selections that evoke a sense of water.
- Create pictures in one's mind in response to different musical selections.

Materials

Children's floor mats and/or rug squares
Record, tape or CD player

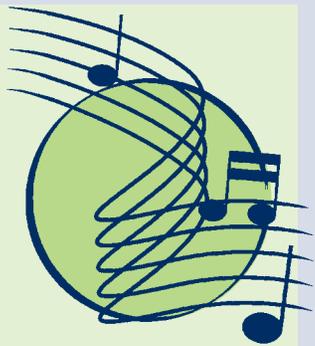
Songs related to water: **T**

Row, Row, Row Your Boat
Michael Row de Boat Ashore, an African American spiritual
Cape Cod Girls
Blow the Man Down
My Paddle's Clean and Bright, a Native American canoe round
Down by the Bay
Yellow Submarine
Octopus' Garden



TIP

Ask your music specialist
for suggestions.



Musical selections that evoke a sense of traveling on water:

“Blue Danube Waltz” by Strauss

“Voiles” by Debussy

“Water Music” by Handel

Optional: videotapes featuring stories that take place on or near water

Preparation

Write words to songs on an easel pad

For pre-readers add simple visual cues, such as line drawings of a sail, a steering wheel or a paddle.

INCLUDING ALL CHILDREN

Teach children how to sign at least one song using American Sign Language.

For children who are deaf or have hearing disabilities, emphasize their participation in the songwriting part of the lesson. When it is time to float down the river, provide experiences that allow them to feel the vibrations: sitting close to the speaker with their hands on it or close to a large hand drum as you do brush strums in march time.

READ WITH ME

Books related to water and traveling on the water ■

A River Dream by Allen Say

Bill and Pete Go Down the Nile by Tomie dePaola

Boats by Byron Barton

Jenny's Journey by Sheila White Samton

Little Toot by Hardie Gramatky, Illus. by Larry Ross

Moonlight on the River by Deborah Kovacs, Illus. by William Shattuck

One Wide River to Cross by Barbara Emberley, Illus. by Ed Emberley

River Parade by Alexandra Day

Sailing with the Wind by Thomas Locker

Slave Songs of the United States: The Classic 1867 Anthology Edited by

William Francis Allen, Charles P. Ware and Lucy M. Garrison

The Story About Ping by Marjorie Flack and Kurt Wise

The Wreck of the Zephyr by Chris Van Allsburg

Where the River Begins by Thomas Locker

Key Vocabulary: rowboat, raft, sailboat, sail, wind, oars, paddles, steer, drive, boat, vessel, lake, pond, gulf, bay

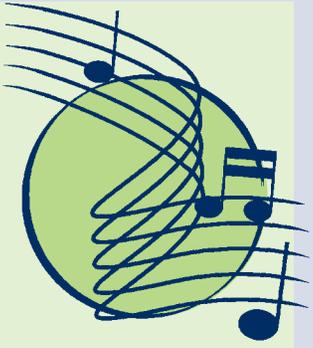
LISTEN UP

- "Waterdance" by Raffi from Baby Beluga
- "Mingulay Boat Song" by Red Grammer from Red Grammer's Favorite Sing Along Songs
- "Sailing to the Sea" by Tom Chapin from Mother Earth



TIP

Remember that you and/or the children can chant or sing some stories.



TIP

Children's experiences with moving across water will vary greatly depending on your locale. If you are far from bodies of water, then provide experiences for children through stories and videotapes.

ARTS EXPERIENCE

Connecting to Past Experience

Encourage children to describe their experiences with traveling across lakes or ponds, down rivers and/or in open gulfs or bays. **Have you ever traveled on the water? Have you watched movies or shows on television that featured water travel? Have you ever floated in an inner tube in a swimming pool?** ■

Expressing Through Music

Part One

Invite children to sing songs related to water. Choose one that is a classroom favorite or from the list under the Materials section of this lesson.

Refer to the lesson “Music From Many Places” in the All About Me section for other music ideas and selections.

Point to the words written on an easel pad as children sing.

Encourage children to make up their own verses to the songs. **Refer** to “Yummy in My Tummy” in the All About Me section.

Part Two

Expand children’s awareness by talking about a variety of ways to move on water. **In what ways do people travel on water?** Categorize the list as vessels with motors (speedboats, jet skis, ocean liners, fishing boats) and vessels without motors (canoes, kayaks, rafts, gondolas, rowboats, sailboats) ■ (See next page)

Have children imagine traveling across a lake in a speedboat. Then have them imagine floating across the lake on a large tube, paddling with their arms. Discuss the differences.

Invite children to pretend they are floating on water as they listen to music. Tell children you are going to dim the lights, then do so. Their floor mat or rug square is a raft, a rowboat, or a sailboat. Invite them to find a space in the room and carefully step into their imaginary craft. Some children may want to row; others may want to simply hold on to the sides as they imagine their vessel gently moving. Provide the following instructions:

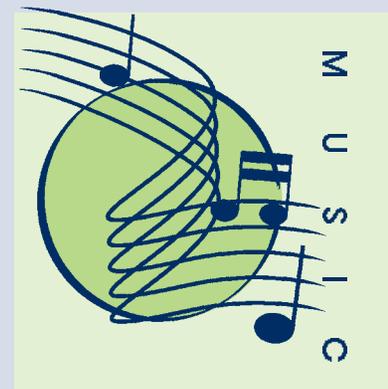
- As you listen to the music, imagine you are floating down a large river. (Name a familiar local body of water if there is one nearby.)
- Think about what the music is telling you.
- Move to the music as you go down the river.

Talking About Music

Tell us about your water travel. What kinds of pictures did the music make in your mind? What is your favorite song? What do you like about it?

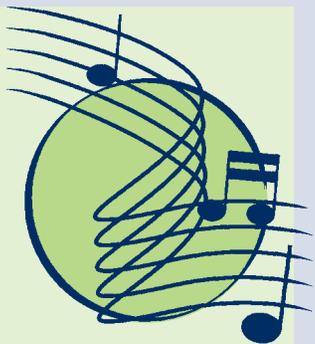
Extending the Experience

- Sing some of the many other verses of the song, “Michael Row de Boat Ashore,” or make up new verses.
- Tape an outline for a “boat” on the floor. Small groups of children could float in the boat together.
- Conduct the activity outside by using tires as boats or having children bring their mats outside.



TIP

Remember that some vessels operate with and without motors (for example: sailboats often have motors on board for times when there is no wind).



INTRODUCING AN ARTIST WITH DISABILITIES

Robin Yu was born on December 26, 1979. She began playing the violin at the age of six. She has a condition that causes her muscles to be weak and she gets tired easily.

Undaunted by the physical strength that violin playing demands, Ms. Yu rehearses every day and has worked hard to become an accomplished violin player. She has made solo performances and received many awards for her music.

She says, “I love to express myself through music. I want to show that hard work can overcome disabling conditions. We should do our best, no matter what the circumstances. All I know is that I am going to live life to the fullest and work at my music, one day at a time.”

LEARNING LOG

Play the music again. This time have children draw freely to the music. Add a descriptive sentence.

Suggested Title: My Water Music Drawing

Water Music

LEARN ALONG AT HOME

Dear Family,

During our music activity, we sang songs related to water and water travel. Some of the verses we made up ourselves! Then, we listened to music and imagined ourselves floating down a river.

Please talk to your child about the music activity, and together read a book about water travel and/or select some of the other ideas listed below.

Talking With Your Child

Please sing me the song(s) you sang in class. What new verse did you and your class compose? Show me how you moved to music as you pretended to move down the river. Tell me about your boat. How did the music make you feel?

Ideas for Continued Learning

Select and read books from the library. Consider:

- A River Dream by Allen Say
- Bill and Pete Go Down the Nile by Tomie dePaola
- Boats by Byron Barton
- Jenny's Journey by Sheila White Samton
- Little Toot by Hardie Gramatky, Illus. by Larry Ross
- Moonlight on the River by Deborah Kovacs, Illus. by William Shattuck
- One Wide River to Cross by Barbara Emberley, Illus. by Ed Emberley
- River Parade by Alexandra Day
- Sailing with the Wind by Thomas Locker
- The Story About Ping by Marjorie Flack and Kurt Wise
- The Wreck of the Zephyr by Chris Van Allsburg
- Where the River Begins by Thomas Locker

With your child...

Collect pictures of different kinds of boats. Assist with the cutting and create a scrapbook about boats and water travel. Label the boats.

Listen to music together. Does the music remind you of water or traveling on water?

Sing and act out motions for "Row, Row, Row Your Boat."

Sounds of Traffic

Making sounds and using wind instruments

Learning Objectives

- Recognize a variety of different sounds found in a city or town.
- Express preferences for different sounds.
- Build vocabulary related to different sounds.
- Demonstrate various sounds by mouth and by using wind instruments.
- Create sounds of traffic.

Materials

Pictures and/or models of different types of vehicles, such as cars, trucks and fire engines

Record, tape or CD player

Recording of traffic sounds

Refer to other lessons with musical instruments: “Playing Our Own Instruments” in the All About Me section, “I Love a Parade” in this section and “Instruments Around Us” in the World Around Me section. Remember that the instruments can be interchanged among the different lessons.





TIP

Since wind instruments go in mouths, keep them separate from the other instruments. Have white vinegar on hand, and dip each mouthpiece and rinse with clear water after use.

A selection of wind instruments: **T**

Bamboo flutes

Whistles, but not the ones with a shrill tone

Plastic recorders

Plastic bird “warblers”

Little ocarinas

Kazoos

Horns

Slide whistles

Preparation

Write the words to songs on an easel pad.

Make a tape of traffic sounds in your area. Consider a variety of sounds, such as city traffic, country roads and traffic near your school.

INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “horn,” “siren” and “traffic,” and use these signs throughout the activity.

For children who may have trouble blowing wind instruments, provide wristband bells, buzzer noisemakers or garden chimes.

READ WITH ME

Books about vehicles that would be found in a city of any size **T**

All Aboard Fire Trucks by Teddy Slater, Illus. by Tom Lapadula

Curious George Rides a Bike by H. A. Rey

Freight Train by Donald Crews

How Many Trucks Can a Tow Truck Tow? by Charlotte Pomerantz, Illus. by R. W. Alley

I Read Signs by Tana Hoban

Joshua James Likes Trucks by Catherine Petrie, Illus. by Joel Snyder

Moses Goes to a Concert by Isaac Millman

Safety Can Be Fun by Munro Leaf

School Bus by Donald Crews

The Car Trip by Helen Oxenbury

The Story of Cars by Howard Kanetzke

Wheels by Annie Cobb, Illus. by Davy Jones

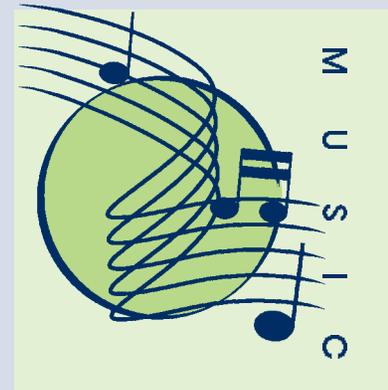
When I Cross the Street by Dorothy Chlad, Illus. by Lydia Halverson

Key Vocabulary: city, bicycle, car, ambulance, police car, fire engine, train, horn, siren, whistle

LISTEN UP

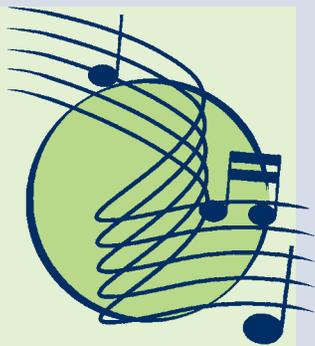
Songs about cars and safety

- “Stop, Look, and Listen” by Cathy Fink and Marcy Marcer from Help Yourself
- “This Old Car” by the Seeger Family from Songs and Stories for Little Children
- “Car, Car” by Woodie Guthrie from Nursery Days



TIP

As you read the book, have children add the sounds of the vehicles to the story.



ARTS EXPERIENCE

Connecting to Past Experience

If you are located in an area with street and traffic sounds:

Open the window or go outdoors. Ask children to be very quiet and listen. Invite them to listen with their eyes shut. **What do you hear?** Have children describe all the sounds and imitate them.

If you are located in an area without street and traffic sounds:

Listen to a tape recording of traffic sounds. Show pictures and/or models of different types of vehicles. Encourage children to talk about the way people move from place to place and the sounds in a city or town.

List the different types of transportation on an easel pad or the chalkboard. Discuss the sounds the vehicles make and the way they communicate to others.

- Bicycle riders use their horns.
- Drivers of cars and trucks use their horns.
- Drivers of ambulances and police cars use sirens.
- Train engineers use whistles.
- Garbage and delivery trucks use back-up warning beepers.
- Discuss the safety features that help people cross streets.

Most cities today have crosswalk signs that tell people when it's safe to cross. Some cities have audible street signs that beep or speak to people so that people who have trouble seeing can hear the street sign and know when it's safe.

Guide dogs can help people who are blind or have vision disabilities to know where curbs and light posts and other obstacles are. Guide dogs can also help people who are deaf or have hearing disabilities by "hearing" for them and alerting them when an ambulance or fire truck is coming.

Expressing Through Music

Invite children to make sounds of traffic. For each vehicle and mode of transportation listed in the previous discussion, have children use mouth sounds to represent it.

Introduce the wind instruments to the mix of sounds. Demonstrate the different sounds they make. Ask children to relate the sounds of the wind instruments to the sounds of traffic. ■

Describe sanitary precautions for the wind instruments, such as not sharing wind instruments with others. Demonstrate how you clean the instrument after each use.

Prepare for using wind instruments. Organize the class into groups of different vehicles. Ask for volunteers to be trucks, cars, etc. Display the wind instruments and have children select one that corresponds to the sounds their vehicles make.

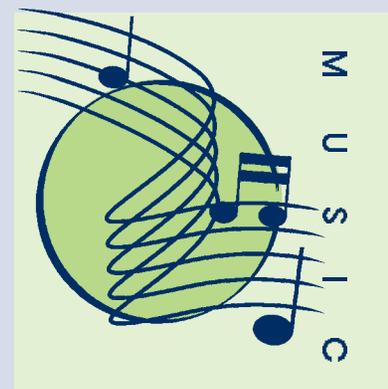
Refer to the lesson “Playing Our Own Instruments” in the All About Me section for tips for introducing instruments.

Invite children to practice using their instruments. On cue, point to the group with car sounds. Have them blow their horns. They stop when you point to another group. Continue until all groups have practiced and are familiar with the cueing.

Invite children to sing the following song. Then sing the song again adding the sounds of traffic at the appropriate time. (This song uses the melody from the nursery rhyme, “This Is The Way We Wash Our Hair.” Adjust it to include all the vehicle sounds selected.)

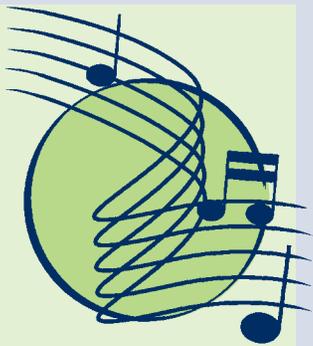
Verse 1

This is the way we ride our bike, ride our bike, ride our bike.
This is the way we ride our bike as we go on to school.



TIP

Keep in mind that the wind instruments will not sound exactly like traffic. Some children can play the instruments while others make mouth sounds for a real traffic jam!



Additional verses might be:

This is the sound of blowing its horn, blowing its horn, blowing its horn...

This is the way the ambulance drives, ambulance drives,
ambulance drives...

This is the sound of pressing its siren, pressing its siren, pressing its siren...

Have all the children sing the song. Have the children designated for the different vehicles substitute the sound of the wind instrument for the “blowing its horn,” “pressing its siren,” etc. Cue the appropriate group as in the practice session.

Talking About Music

What did you like about the sound your vehicle made? Did your wind instrument sound like the actual sound? What did all the instruments sound like all together?

Extending the Experience

- Repeat the lesson with different songs, such as “The Wheels on the Bus” or “Riding in a Car, Car.” Many of these songs lend themselves to Velcro-backed pictures, such as the bus, wheels, driver, people, baby, grandma, etc. Pictures may be created by the children and mounted on tagboard, then backed with Velcro so the people can “ride” in the cars and buses.
- Invite children to take a make-believe trip. **How will we get there?** Encourage them to name various modes of transportation. Have children pretend to be taking the trip. For each mode of transportation, have them make mouth sounds to represent it.
- Make horns from cardboard tubes and milk cartons with the bottoms cut off. Have children listen to the sounds the different horns make.
- Invite children to create a city in the sandbox or in the block corner. Use model cars and trucks.

Sounds of Traffic

LEARN ALONG AT HOME

Dear Family,

During our music activity, we listened to, and talked about, the different sounds that you hear outside like the horns on cars and bicycles, the sirens on emergency vehicles, and the sounds of train whistles. Then children created sounds of traffic by using mouth sounds and playing instruments. Children learned to stop and start on cue.

Please talk to your child about the experience and select some of the ideas for continuing learning at home.

Talking With Your Child

What sound did your wind instrument make?
What vehicle did it represent? What songs did you sing? Which one was your favorite?

Ideas for Continued Learning

Select and read books from the library about vehicles that would be found in a town or city of any size. Consider:

- All Aboard Fire Trucks by Teddy Slater, Illus. by Tom Lapadula
- Curious George Rides a Bike by H. A. Rey
- Freight Train by Donald Crews

- How Many Trucks Can a Tow Truck Tow? by Charlotte Pomerantz, Illus. by R. W. Alley
- I Read Signs by Tana Hoban
- Joshua James Likes Trucks by Catherine Petrie, Illus. by Joel Snyder
- Moses Goes to a Concert by Isaac Millman
- Safety Can Be Fun by Munro Leaf
- School Bus by Donald Crews
- The Car Trip by Helen Oxenbury
- The Story of Cars by Howard Kanetzke
- Wheels by Annie Cobb, Illus. by Davy Jones
- When I Cross the Street by Dorothy Chlad, Illus. by Lydia Halverson

With your child...

Make horns from cardboard tubes. Listen to the different sounds that different horns make.

Listen to the sounds of various horns, sirens and whistles when you are in a town or city together. Encourage your child to imitate the sounds that he or she hears.

Talk about ways to cross streets safely by looking right and left, watching the traffic lights, and listening to the crossing guard or safety patrol. If pertinent, discuss ways to ride a school bus safely. Talk about buckling seat belts when riding in cars.

- Role-play safe ways to cross streets. Have some children pretend to be crossing guards and/or a school safety patrol. Have the other children practice appropriate behaviors when crossing streets, such as looking right and left, watching the traffic lights, and listening to the crossing guard or safety patrol. Switch roles. Extend this activity to include safe ways to ride the school bus. Invite the school bus driver to discuss how to ride the bus safely.

INTRODUCING AN ARTIST WITH DISABILITIES

Teddy Pendergrass was born in 1950 and grew up in Philadelphia, Pennsylvania. He started singing gospel music in church and taught himself how to play the drums. He was in several singing groups as both a drummer and a singer, and finally started his solo career in 1976. His first five albums went platinum (which means selling over a million albums!), making him the first black male singer to record five consecutive multi-platinum albums.

In 1982, Mr. Pendergrass was injured in a car accident and became quadriplegic, which means that he had limited use of his arms and no use of his legs. After a year of physical therapy, Mr. Pendergrass returned to recording music. Mr. Pendergrass returned to the stage at Live Aid in 1985 and continues to record and perform today.

LEARNING LOG

Invite children to draw a picture of the vehicle that they made sounds for, or a town or city with many vehicles, making many sounds. Encourage children to label the drawing with a sentence or with words indicating the sounds.

Suggested Title: Noisy Trucks and Cars

