

The World Around Me

Visual Arts Lessons

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World Around

World Around

Magic Butterflies

Creating collage butterflies and their environments

Learning Objectives

- Recognize the life stages of a butterfly.
- Build vocabulary related to butterflies.
- Identify the sequence of events.
- Use collage materials and glue.
- Use a stamping technique.
- Create a butterfly and an environment for its home.

Materials

Examples or pictures of caterpillars, cocoons and butterflies

A book about butterflies

Drawing or construction paper cut into a variety of butterfly shapes

Assorted papers for collage of various colors, weights and textures

Details for collage, such as sequins, bits of ribbon, lace, yarn

Glue

Scissors

Markers, crayons

Objects for stamping, such as spools, Styrofoam pieces, strips of corrugated cardboard

Thick tempera paint

Aluminum pie tins or heavy-duty paper plates for the paint

Brushes

Paper towels

START WITH THE ARTS • VSA arts





Preparation

Cut drawing or construction paper into a variety of different butterfly shapes.

Set up a stamping area:

- Cover a table with newspaper.
- Pour a small amount of thick tempera paint into pie pans.
- Display objects for stamping on a tray or shallow box.
- Have brushes and paper towels handy.

Optional: Invite the help of an assistant or older student.

INCLUDING ALL CHILDREN

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

For children with chemical sensitivities, consider that they can be adversely affected by art materials (glue, markers, starch, tempera paint), particularly if the materials have an odor or are used in spray forms. Avoid using any aerosol sprays, and check with the children’s families and/or physicians for specific materials to avoid; use reasonable substitutes.

For children with cognitive disabilities, set out the materials in the order in which they will be used. This will help children plan what to do first, next and last.

For children with visual disabilities, use textured paint and gel pens to outline the butterfly.

READ WITH ME

Books about butterflies

Caterpillar, Caterpillar by Vivian French, Illus. by Charlotte Voake

Charlie the Caterpillar by Dom Deluise, Illus. by Christopher Santoro

Darkness and the Butterfly by Ann Grifalconi

Eating the Alphabet: Fruits and Vegetables From A to Z by Lois Ehlert

I Wish I Were a Butterfly by James Howe, Illus. by Ed Young

In The Small, Small Pond by Denise Fleming

Little Blue and Little Yellow by Leo Lionni

The Beautiful Butterfly: A Folktale From Spain by Judy Sierra, Illus. by Victoria Chess

The Butterfly Boy by Laurence Yep, Illus. by Jeanne Lee

The Very Hungry Caterpillar by Eric Carle

Where Butterflies Grow by Joanne Ryder, Illus. by Lynne Cherry

Key Vocabulary: caterpillar, cocoon, butterfly, metamorphosis, environment, author, illustrator

LISTEN UP

Songs about butterflies

- “Butterfly, Fly” by Janice Buckner from Everybody’s Special
- “Papaloapán (River of Butterflies)” by Suni Paz from Canciones para el recreo (Songs for the Playground)
- “Terrible Bug” by Nancy Tucker from Glad that You Asked





TIP

Remind children of the term “collage” and the activities from “Printing Patterns” and “Getting to Know Me” in the All About Me section if they have already experienced these lessons.

ARTS EXPERIENCE

Getting Started

Organize an area for the stamping part of this lesson. Have three to four children at a time create environments for their butterflies at this center.

If books by Eric Carle are not available, select another book about butterflies. Adjust the Expressing Through Art portion of the lesson to correspond with the method used to illustrate the story chosen, so that instead of creating a collage like Eric Carle, children may create drawings or paintings of butterflies.

Connecting to Past Experience

Encourage children to talk about their experiences with caterpillars and butterflies. **Did a caterpillar ever crawl on your arm? Where did you see a butterfly? What was the butterfly doing?**

Show examples or pictures of caterpillars, cocoons and butterflies. Introduce the word “metamorphosis.” Explain the stages of a butterfly’s life.

Expressing Through Art

Emphasize the artwork that illustrates the story The Very Hungry Caterpillar by Eric Carle. **How do you think the artist created these pictures? Where did you see this type of artwork before?** ■

Do you think Mr. Carle cut his papers or did he tear them? What other art materials do you think he used?

Invite children to create a special butterfly with collage materials. Provide an assortment of different butterfly shapes cut from drawing paper or colored construction paper. Have children:

- Select their butterfly-shaped paper.
- Cut and/or tear an assortment of papers into various shapes to decorate the butterfly's wings.
- Glue or paste the shapes to the paper.
- Add details and more designs with sequins, bits of ribbon, lace and yarn.

Optional: Outline the large shapes of the design with markers, crayons, textured paint or gel pens.

Invite children to add an environment or a place for the butterfly to live by using a stamping technique. The objects for stamping can create grass, tree bark, leaves, etc. Demonstrate and then have children: ■

- Glue the butterfly to paper that will serve as the background.
- Select a stamping object or “tool.”
- Dip it into the paint or brush on the paint.
- Press it one or two times on a paper towel to get rid of excess paint.
- Stamp the “inked” object onto the background.
- Continue to stamp until the paint on the tool is dry.
- Repeat the process with the same tool or with another tool.

Talking About Art

Tell us about your butterfly and the environment in which it lives. How did you create your butterfly? What art materials did you use? What was your favorite part of this activity? What was most difficult?



TIP

The environment background could be created before gluing on the butterfly. When the paint is dry, add the butterfly.



TIP

This torn tissue paper technique could be another way to create the butterflies for this lesson.

Extending the Experience

- Create a Very Hungry Class Book. Each child creates a page depicting a favorite food by:
 - Drawing the outline of the food on heavy drawing paper.
 - Painting inside the outline with white glue diluted with water.
 - Pressing torn pieces of tissue paper onto the glued area. ■
 - Allowing it to dry.
 - Outlining the food again with a dark colored marker.
 - Adding a sentence about the favorite food (for example: “Derek loves pizza”).
- Play music that evokes the feeling of butterflies fluttering as the children create.
- Create a pantomime about butterflies. Simulate the caterpillar going into its cocoon and then emerging as a butterfly.

LEARNING LOG

Options:

Invite children to write about their experiences creating a butterfly and its environment.

Invite children to draw pictures of the different stages of the life of a butterfly. Assist with a descriptive sentence.

Suggested Title: The Magic Butterfly

Magic Butterflies

LEARN ALONG AT HOME

Dear Family,

As a class, we read stories about butterflies and talked about the authors and illustrators of books. During our visual arts activity, children created their own butterflies.

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

Talking With Your Child

Tell me what you learned about butterflies. How did you create your own butterfly? What art materials did you use? What did you like best about making a butterfly? What did you find most difficult?

Ideas for Continued Learning

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

- Caterpillar, Caterpillar by Vivian French, Illus. by Charlotte Voake
- Charlie the Caterpillar by Dom Deluise, Illus. by Christopher Santoro
- Darkness and the Butterfly by Ann Grifalconi
- Eating the Alphabet: Fruits and Vegetables From A to Z by Lois Ehlert
- I Wish I Were a Butterfly by James Howe, Illus. by Ed Young
- In the Small, Small Pond by Denise Fleming
- Little Blue and Little Yellow by Leo Lionni
- The Beautiful Butterfly: A Folktale From Spain by Judy Sierra, Illus. by Victoria Chess
- The Butterfly Boy by Laurence Yep, Illus. by Jeanne Lee
- The Very Hungry Caterpillar by Eric Carle
- Where Butterflies Grow by Joanne Ryder, Illus. by Lynne Cherry

With your child...

Go for a walk in search of butterflies. Help your child to draw pictures about the butterflies you see (if any). Count the number of butterflies. Be very still and see if they will land on you.

Visit a science or natural history museum, if one is nearby. Call ahead to see if there are exhibits about butterflies.

Underwater World

Creating a mixed media mural

Learning Objectives

- Express thoughts and ideas about life underwater.
- Recognize the plant and sea life that exists underwater.
- Build vocabulary related to murals and life underwater.
- Use markers, glue, collage materials, stamping techniques.
- Create an underwater scene.

Materials

Pictures of underwater sea life

Pictures of murals, if available

Large strip of blue mural paper

Tissue paper, various colors

Scrap paper box

Glue

Objects for stamping, such as spools, Styrofoam pieces, strips of corrugated cardboard

Thick tempera paint

Aluminum pie tins or heavy-duty paper plates for the paint

White drawing paper

Markers

Scissors





TIP

Remember to draw children's attention to the book illustrations. Have children find patterns, large and small objects, something that perhaps is "going off the page."

INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for "fish" and "water," and use these signs during the activity.

For children with cognitive disabilities and visual disabilities, use art materials and methods that give the mural a relief textured surface. Instead of mural paper, use foam core or heavy cardboard from the side of a large cardboard box. Have children incorporate a variety of found objects, such as grasses, leaves, small stones, gravel or sand, crumpled and/or folded paper, into their murals.

Create an auditory tape to accompany the mural lesson. Invite children to describe how they made the mural or to tell a story about life underwater.

For children with cognitive disabilities, emphasize the concepts of big/little, plants/animals when describing the mural.

READ WITH ME

Books featuring life underwater **T**

[A House for Hermit Crab](#) by Eric Carle

[A Picture Book of Underwater Life](#) by Teresa Grace, Illus. by Roseanna Pistoletti

[Baby Beluga](#) by Raffi, Illus. by Ashley Wolff

[Dolphin](#) by Robert A. Morris

[Down at the Bottom of the Deep Dark Sea](#) by Rebecca C. Jones, Illus. by Virginia Wright-Frierson

[Fish Is Fish](#) by Leo Lionni

[Fish, Fish, Fish](#) by Georgie Adams, Illus. by Brigitte Willgoss

[In a Small, Small Pond](#) by Denise Fleming

[Magic Spring: A Korean Folktale](#) by Nami Rhee

[My Visit to the Aquarium](#) by Alike

Screen of Frogs: An Old Tale by Sheila Hamanaka

Swimmy by Leo Lionni

The Magic Fish by Freya Littledale, Illus. by Winslow Pinney Pels

The Rainbow Fish by Marcus Pfister, Trans. by Alison James

The Very Last First Time by Jan Andrews

The Whale's Song by Dyan Sheldon

Tracks in the Sand by Loreen Leedy

Key Vocabulary: underwater, fish, plants, rocks, shells, mural

LISTEN UP

Songs about water

- “I Wish I Were a Whale” by Sarah Pirtle from Two Hands Hold the Earth
- “The Wheel of Water” by Tom Chapin from Mother Earth

ARTS EXPERIENCE

Getting Started

In planning this lesson, consider organizing it into several sessions. Set up an area for the mural. Attach the mural paper to the wall.

As children complete their fish and underwater life, they can come up to the mural to attach their creations. If you are using a stamping technique, the supplies can be set up in this area at the appropriate time.

Connecting to Past Experience

Encourage children to talk about their experience with life underwater. Depending on the area in which they live, some children will have firsthand knowledge, and others will know about underwater life from books and the





TIP

Children will probably also come up with ideas for depicting sunken ships, divers, buried treasure and submarines.

media. Help children interpret and expand their experiences. What do you think it is like underwater? How do fish live, get food? Do they sleep? Do they communicate? How do they breathe? What other kinds of life can be found underwater? What about plants?

Show pictures of underwater sea life.

Expressing Through Art

Introduce a mural. A mural is a large work of art, typically painted on the inside or outside of buildings. Show pictures of murals if available. Have children describe murals in their communities or in places they've visited.

Invite children to create an undersea mural. Display a large sheet of blue mural paper. This will be the ocean. Encourage children to share their ideas for their underwater world. Consider: ■

- The types of fish they would like to create. Use drawing paper and markers. Cut out the fish and add them to the mural.
- Plants on the ocean floor. Tear from paper of various colors. Attach with dots of glue. Remember that the fish will swim in and around the plants.
- Plants, sand, shells, rocks and barnacles. Use stamping techniques. Do this after the collage work. **Refer** to the stamping portion of the previous lesson, "Magic Butterflies," and to "Printing Patterns" from the All About Me section.
- Labels for the fish and underwater life. Help children write labels for their fish and attach them to the mural also.

Talking About Art

What was the best part about creating an underwater mural? How are the fish similar? How are they different? What is special about the fish you made?

Extending the Experience

- Take a field trip to an aquarium, a fish hatchery, the ocean, a river or a pond.
- Turn the classroom into an underwater world, expanding children's concept of space. Hang fish and plants from the ceiling. Display the mural(s) along the side walls.
- Create an underwater class dictionary. Have children copy the labels from the mural into a book, adding illustrations.
- Provide tours for children from other classes. Have children show them the mural and explain how it was made. An auditory tape of wave sounds could add another sensory dimension to the tour.
- Create underwater drawings using a crayon resist technique. Children draw an underwater scene making sure some places are colored in with wax crayon. Then they paint over the drawing with a thin wash of blue watercolor paint. ■
- Take photographs throughout the mural-making process. Create a bulletin board showing how the mural was created.

LEARNING LOG

Options:

Have children draw or write about their experience making the mural.

Have children draw a picture of themselves swimming underwater. Add a descriptive phrase or sentence.

Suggested Title: The Underwater World



TIP

Fish may be made three-dimensional by having children fold paper in half, draw the outline of the fish, and then cut it out, keeping the paper folded. Add a staple or two to keep it in place when cutting. With a helper, children can stuff their fish with shredded newspaper and staple shut.

Underwater World

LEARN ALONG AT HOME

Dear Family,

As a class, we read stories and talked about plant and animal life underwater. Then, children created a mural depicting underwater life. A mural is a large work of art, sometimes created by one artist, but in our classroom everyone contributed to its creation.

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 what you learned about life underwater. What does the mural look like? How did you help with the mural? What was your favorite part of making a mural?

Ideas for Continued Learning

Select and read books from the library featuring life underwater. Consider:

- [A House for Hermit Crab](#) by Eric Carle
- [A Picture Book of Underwater Life](#) by Teresa Grace, Illus. by Roseanna Pistolessi
- [Baby Beluga](#) by Raffi, Illus. by Ashley Wolff
- [Dolphin](#) by Robert A. Morris
- [Down at the Bottom of the Deep Dark Sea](#) by Rebecca C. Jones, Illus. by Virginia Wright-Frierson
- [Fish Is Fish](#) by Leo Lionni

- [Fish, Fish, Fish](#) by Georgie Adams, Illus. by Brigitte Willgoss
- [In a Small, Small Pond](#) by Denise Fleming
- [Magic Spring: A Korean Folktale](#) by Nami Rhee
- [My Visit to the Aquarium](#) by Aliki
- [Screen of Frogs: An Old Tale](#) by Sheila Hamanaka
- [Swimmy](#) by Leo Lionni
- [The Magic Fish](#) by Freya Littleedale, Illus. by Winslow Pinney Pels
- [The Rainbow Fish](#) by Marcus Pfister, Trans. by Alison James
- [The Very Last First Time](#) by Jan Andrews
- [The Whale's Song](#) by Dyan Sheldon
- [Tracks in the Sand](#) by Loreen Leedy

With your child...

Visit an aquarium, a pet store or tropical fish store to observe the different kinds of fish and plant life.

Describe something that lives underwater, and encourage your child to guess what it is.

Make a book entitled [Under the Sea, I See](#). On each page your child draws something that he or she would see underwater. Help your child label each page. Have your child bring the book to class and read it to the class.

Look for murals in your neighborhood, city or town.

Clues to Nature

Creating imprints in clay

Refer to the lesson “In Appreciation” in the All About Me section.

Learning Objectives

- Relate thoughts and feelings about nature and the natural environment.
- Build vocabulary related to plants and nature.
- Identify natural and free-form shapes.
- Use clay imprinting techniques.
- Select and arrange natural objects to create a design.

Materials

Self-hardening clay

Natural objects to press into the clay such as leaves, shells, twigs ■

Preparation

Research information about fossils if you plan to add this to the lesson.



TIP

Even though children will be finding their own natural objects, have a supply of extra objects on hand to observe and touch.



INCLUDING ALL CHILDREN

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

For children with limited dexterity, provide assistance with rolling clay balls and flattening clay. Offer dough rolling pins to children who have some use of both hands. Offer clay hand rollers to children who can use only one hand. Offer preflattened clay to children without the use of their limbs. Supply objects that can be pressed into clay using their mouth, if it is okay with their families and occupational therapist, or have them use their head or chin if they are comfortable with this.

For children with cognitive disabilities, help them describe the way the clay feels – wet, cold, smooth.

Some children may be tactile defensive and not want to touch the clay. Offer to help them with the imprint.

READ WITH ME

Books about the outdoors and nature

Digging up Dinosaurs and Dinosaur Bones by Aliki

Dina the Deaf Dinosaur by Carole Addabbo, Illus. by Valentine

Earth Day by Linda Lowery, Illus. by Mary Bergherr

Forest Child by Marni McGee, Illus. by A. Scott Banfill

Fossils Tell of Long Ago by Aliki

I Can Read About Fossils by John Howard

If the Dinosaurs Came Back by Bernard Most

In the Snow: Who’s Been Here? by Lindsay Barrett George

My Visit to the Dinosaurs by Aliki

Nora and the Great Bear by Ute Krause

The Day of the Dinosaur by Janice and Stanley Berenstain

The Desert Is My Mother = El desierto es mi madre by Pat Mora, Illus. by Daniel Lechón

This Year's Garden by Cynthia Rylant, Illus. by Mary Szilagy

Under Your Feet by Joanne Ryder, Illus. by Dennis Nolan

Watch Them Grow by Linda Martin

We're Going On a Bear Hunt by Michael Rosen, Illus. by Helen Oxenbury

Where Once There Was a Wood by Denise Fleming

Key Vocabulary: imprint, clay, nature, free-form shape

LISTEN UP

Songs about dinosaurs

- "Dinosaurs" by Tickle Tune Typhoon from Circle Around
- "Over the Meadow" by John McCutcheon from Mail Myself to You
- "If I Had a Dinosaur" by Raffi from More Singable Songs
- "Dinosaur Bones" by Bonnie Phipps from Dinosaur Choir

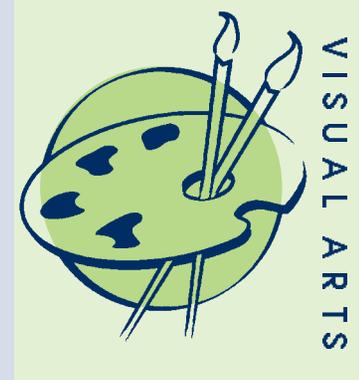
ARTS EXPERIENCE

Getting Started

Plan the route for the nature walk. Try out the route to see if it is accessible to all children. See if there are opportunities for gathering sufficient variety and numbers of items. Adjust the walk to your locale. In urban settings, consider a walk in a park.

If your class must stay indoors, adapt the "walk" to an area of potted plants, with leaves, shells, stones, twigs and other natural items added.

Consider inviting adults or older students to accompany the children so the class can be organized into smaller groups.



**TIP**

You may want to explain how fossils are made and how they give us clues to the past. Show pictures.

TIP

The shape can be free form; it does not have to be a circle.

TIP

Dried autumn leaves will be too brittle to make an imprint, but newly fallen leaves will work.

Connecting to Past Experience

Encourage children to remember a time when they left an imprint of their hand or foot. Do you remember a time that you made a hand or a footprint? Where was it? At the beach? In the mud? On a wet or fogged windowpane? Did you make an imprint on purpose to see the design or to see how big your foot was? Did you want to save the imprint? What happened to it? Did it wash away? Did you ever see an animal's footprint in the dirt or sand? What animal do you think made it? ■

Transition to the art activity by telling children that imprints can be made to last if the right kind of material, such as clay or plaster, is used.

Expressing Through Art

Invite children to create an imprint in clay using natural objects.

- Take a nature walk to collect items. Tell children to look for objects, small enough to fit in their hands, which capture their attention.
- Back in the classroom, have children examine the items they collected. Do the natural objects have straight lines or curved lines? How would you describe their colors and their shapes? How do the natural objects feel? Are they rough, bumpy or smooth?
- Demonstrate making the imprint of the natural objects into clay, then have children follow your example: ■
 - Roll the clay into a ball and flatten it with the palm of your hand.
 - Select an item from nature such as a pinecone or a stone. ■
- Press it into the clay and then remove it.
- Notice the impression it left.
- Consider repeating with another item.
- Continue until you are satisfied with your nature design.

Talking About Art

Invite children to display their creations. Encourage classmates to determine which objects were used to make the imprints in clay. Have them describe the shapes, lines and textures. Help them discover the intricate patterns in leaves, shells and pieces of bark. ■

Discuss individual creations. **Why was the object(s) you selected to imprint in clay important to you? How did you make your nature design?**

Encourage children to close their eyes and explore the imprints. **Can you tell which objects made the imprint just by touching?**

Extending the Experience

- Create animals or dinosaurs from clay.
- Create a natural history museum. Display the imprints along with books, class books, models and other materials about nature. Invite children from another class to visit. Give them a museum tour.
- Make texture rubbings of leaves. Have children place a piece of lightweight paper on top of a leaf and then, using the side of a crayon with the paper removed, rub the crayon across the leaf. This works best with leaves that have just fallen, before they are too dry and brittle. Encourage children to experiment with overlapping colors and additional leaf shapes.
- Create monoprints by using light-sensitive paper, found in science catalogues or museum stores. Have children collect leaves, grasses and other natural items and arrange them indoors on the light-sensitive paper. Once the paper is exposed to the sun or a bright light, the parts of the paper without objects will turn color, leaving a monoprint (or imprint) of the natural design.
- Compare natural objects to manmade objects. Look at pictures of fruit and actual pieces of fruit. Help children discover that, for example, oranges growing on trees are natural or come from nature, and a picture of an orange was created by an artist.



TIP

In each child's piece, make a hole for hanging and ensure names are on the back.



LEARNING LOG

Options:

Invite children to write or draw a picture about their walk.

Children may want to draw their imprint in clay. Assist with adding a descriptive sentence.

Suggested Title: What I Found

Clues to Nature

LEARN ALONG AT HOME

Dear Family,

As a class, we read stories and went for a nature walk. We collected natural objects that caught our attention. Then we created a nature design by making an imprint of the objects in clay.

Please talk to your child about the experience and together perhaps, go on a nature walk or read a book about the outdoors.

Talking With Your Child

What natural objects did you collect? Which natural objects did you press into clay? What do you think about your nature design? What did you learn about nature?

Ideas for Continued Learning

Select and read books from the library. Consider:

- Digging up Dinosaurs and Dinosaur Bones by Aiki
- Dina the Deaf Dinosaur by Carole Addabbo, Illus. by Valentine
- Earth Day by Linda Lowery, Illus. by Mary Bergherr
- Forest Child by Marni McGee, Illus. by A. Scott Banfill
- Fossils Tell of Long Ago by Aiki
- I Can Read About Fossils by John Howard
- If the Dinosaurs Came Back by Bernard Most
- In the Snow: Who's Been Here? by Lindsay Barrett George
- My Visit to the Dinosaurs by Aiki

- Nora and the Great Bear by Ute Krause
- The Day of the Dinosaur by Janice and Stanley Berenstain
- The Desert Is My Mother = El desierto es mi madre by Pat Mora, Illus. by Daniel Lechón
- This Year's Garden by Cynthia Rylant, Illus. by Mary Szilagyi
- Under Your Feet by Joanne Ryder, Illus. by Dennis Nolan
- Watch Them Grow by Linda Martin
- We're Going On a Bear Hunt by Michael Rosen, Illus. by Helen Oxenbury
- Where Once There Was a Wood by Denise Fleming

With your child...

Visit a museum of natural history, botanical gardens, wildlife refuge or a display of plants and flowers in a greenhouse or garden center.

Take a nature walk outdoors. Notice the different shapes, colors and textures of plants, leaves, trees and grasses. Bring along a bag to collect favorite items and a field journal or tape recorder to record where the items were found. At home, tape or glue the items into the journal and have your child add drawings.

Find pictures and information about plants and trees. Encourage your child to make a book about the natural environment. Help him or her label each page or write a sentence describing the picture. Encourage your child to share the book with friends.

Let's Explore

Portraying characteristics of living things

Learning Objectives

- Express thoughts and feelings about nature and the environment.
- Differentiate between living and non-living things.
- Build vocabulary related to living things and actors.
- Use movement and gesture to represent a living thing.
- Discuss reasons for selecting a particular movement and/or gesture.
- Make specific choices to create a unique dramatization of something in nature.

Materials

Easel pad, markers

INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “tree,” “flower” and “sun,” and use these signs during the activity.

For children with cognitive disabilities, provide real, three-dimensional examples of living things. Some children with cognitive disabilities may enjoy holding a toy animal, such as the one portrayed, and moving the toy to make it “come alive.”

Consider children with special needs and their abilities when preparing for this activity. Make sure there are roles that they can play.





READ WITH ME

Books about the outdoors and living things, such as plants, insects and animals

[A Tree Is Nice](#) by Janice May Udry, Illus. by Marc Simont

[Be Good to Eddie Lee](#) by Virginia Fleming, Illus. by Floyd Cooper

[Blueberries for Sal](#) by Robert McClosky

[Cactus Hotel](#) by Brenda Z. Guiberson, Illus. by Megan Lloyd

[Dad and Me in the Morning](#) by Pat Lakin, Illus. by Robert Steele

[Jenny's Magic Wand \(My World\)](#) by Bill and Helen Hermann, Photos by Don Perdue

[Once There was a Tree](#) by Natalia Romanova, Illus. by Gennady Spirin

[Rainbow Crow](#) by Nancy Van Laan, Illus. by Beatriz Vidal

[Russ and the Apple Tree Surprise](#) by Janet Elizabeth Rickert, Photos by Pete McGahan

[Say Something](#) by Mary Stolz, Illus. by Alexander Koshkin

[The Giving Tree](#) by Shel Silverstein

[The Legend of the Blue Bonnet](#) by Tomie dePaola

[The Listening Walk](#) by Paul Showers, Illus. by Aiki

[The Mouse Bride](#) by Judith Dupre, Illus. by Fabricio Vanden Broeck

[The Reason for a Flower](#) by Ruth Heller

[The Seasons of Arnold's Apple Tree](#) by Gail Gibbons

[The Tiny Seed](#) by Eric Carle

[The Trees Stand Shining: Poetry of the North American Indians](#) by Hettie Jones

[Wild Wild Sunflower Child Anna](#) by Nancy White Carlstrom

[Working Cotton](#) by Sherley Anne Williams, Illus. by Carole Byard

Key Vocabulary: outdoors, living things, plants, insects, animals, actors, choice, gesture, observation

LISTEN UP

Songs about outdoors

- “De colores” by Sarah Pirtle from Two Hands Hold the Earth (this can also be found on Raffi’s One Light, One Sun or Tickle Tune Typhoon’s Hearts and Hands)
- “My Roots Go Down” by Sarah Pirtle from Two Hands Hold the Earth
- “Colors of Earth” by Sarah Pirtle from The Wind Is Telling Secrets

ARTS EXPERIENCE

Getting Started

Designate an area of the classroom for a stage.

Connecting to Past Experience

After a walk outside, ask children to describe all the living and non-living things they saw. Record children’s responses on an easel pad labeled “Living Things” and “Non-Living Things.”

Expressing Through Drama

Gather children in a circle.

Review the list of living things. Select one and discuss its characteristics and qualities. **What color is it? How big is it? How does it move?**

Ask for a volunteer(s) to become this living thing – to act it out and show its characteristics. Repeat for other living things listed. Have children become plants, leaves, trees or animals. ■

Expand children’s thinking and add humor to the performance by having volunteers become one of the non-living things on the list like a traffic light or a street sign.



TIP

Remind them of the list of living things. Some children may need help in selecting a role.

**TIP**

Vary and expand this story to make sure all the living things on the list are included.

Transition. Let's create an outdoor environment that is filled with living things!

Invite children to create an outdoor environment through acting. Define what it means to be an actor. Tell children they will be pretending to be living things. Give them a few minutes to decide on the role each of them will play.

Direct children to the stage area. Once children are positioned and “frozen” in the designated stage area, tell them that you will cue the start of the performance with a story. They need to listen carefully and then act out the story when they hear their part.

It is early in the morning. All the plants and grasses are wet with dew. The insects and the animals are still asleep. It was a long night. The sun is rising slowly in the east. The frogs let out several croaks. A few birds flutter and begin to fly. A mother bird searches for food for her crying baby birds. Off in a distance an old rooster announces the beginning of a new day. ■

As the sun rises higher in the sky, the plants and grasses shake off their dew. The flowers open their petals and stretch high to reach the sun's warm rays.

Continue in the story to describe the day and the setting of the sun when the environment is quiet again. As children perform, improvise the story to take advantage of their movements and their acting. Make sure each child has had an opportunity to participate. Consider expanding the story so that it rains or that a strong wind comes up. Invite children to add their ideas to the story.

Talking About Drama

What role did you play? How did you move? How did you interact with other living things in the environment? What did you like about being an actor?

Were there words in the story that you did not know? What would you like to know more about? How would you change the story if we were performing it again?

Extending the Experience

- Read The Giving Tree by Shel Silverstein and/or Once There Was a Tree by Natalia Romanova. Encourage the children to retell the story in sequential order and then choose their favorite part to dramatize. Consider planting a tree seedling in the schoolyard. Include children in caring for it and watching it grow.
- Start a windowsill garden. Use pumpkin or bean seeds. Have children plant the seeds in soil in different pots and identify the various seeds by name or with pictures. Encourage children to observe and describe the ways seeds change as they grow and develop. Record their observations using words, pictures and tape recordings. **Refer** to the lesson “From Seed to Flower” in this section.
- Create a natural science center by having children collect things found in nature to display. Label the objects: “grass,” “leaves,” etc. Add where they were found. **Refer** to the lesson “Clues to Nature” in this section.
- Place cards with pictures of different living things and/or three-dimensional representations of living things in a box. Pull, or have a child pull, an example from the box for the group to use in a dramatization.
- Repeat the dramatization with the nighttime version when bats, cicadas, moths, some snakes, raccoons, opossums and other animals are active. This will give children an opportunity to realize that everything does not go to sleep at night.

LEARNING LOG

Invite children to draw a picture of a plant, animal or insect that lives outdoors. Add a descriptive sentence about that living thing.

Suggested Title: An Outdoor Creature



Let's Explore

LEARN ALONG AT HOME

Dear Family,

As a class, we read stories about living things and talked about nature. During our drama activity, children created an imaginary outdoor scene by acting as though they were different living things found in a natural setting. They performed as they listened to a story.

Please talk to your child about the experience and select a book to read together about living things. Your child may want to select a role and act out portions of the story for you.

Talking With Your Child

What living thing did you pretend to be? Where does this plant or animal live? What did you like best about the performance? What was most difficult?

Ideas for Continued Learning

Select and read books from the library. Consider:

- [A Tree Is Nice](#) by Janice May Udry, Illus. by Marc Simont
- [Be Good to Eddie Lee](#) by Virginia Fleming, Illus. by Floyd Cooper
- [Blueberries for Sal](#) by Robert McClosky
- [Cactus Hotel](#) by Brenda Z. Guiberson, Illus. by Megan Lloyd
- [Dad and Me in the Morning](#) by Pat Lakin, Illus. by Robert Steele
- [Jenny's Magic Wand \(My World\)](#) by Bill and Helen Hermann, Photos by Don Perdue

- [Once There was a Tree](#) by Natalia Romanova, Illus. by Gennady Spirin
- [Rainbow Crow](#) by Nancy Van Laan, Illus. by Beatriz Vidal
- [Russ and the Apple Tree Surprise](#) by Janet Elizabeth Rickert, Photos by Pete McGahan
- [Say Something](#) by Mary Stolz, Illus. by Alexander Koshkin
- [The Giving Tree](#) by Shel Silverstein
- [The Legend of the Blue Bonnet](#) by Tomie dePaola
- [The Listening Walk](#) by Paul Showers, Illus. by Alike
- [The Mouse Bride](#) by Judith Dupre, Illus. by Fabricio Vanden Broeck
- [The Reason for a Flower](#) by Ruth Heller
- [The Seasons of Arnold's Apple Tree](#) by Gail Gibbons
- [The Tiny Seed](#) by Eric Carle
- [The Trees Stand Shining: Poetry of the North American Indians](#) by Hettie Jones
- [Wild Wild Sunflower Child Anna](#) by Nancy White Carlstrom
- [Working Cotton](#) by Sherley Anne Williams, Illus. by Carole Byard

With your child...

Grow and care for a plant or start a plant from seeds. Talk about how to care for it every day. Encourage your child to keep a diary, with drawings and/or words about the plant's growth.

Go for a walk together. Observe and talk about the trees, plants, animals and insects that you see along the way. Talk about how trees provide shade and oxygen we need in the environment.

Storytelling

Creating stories with a natural theme and focus on sequence

Learning Objectives

- Express thoughts about the outdoors.
- Identify natural objects from the environment.
- Build a vocabulary of natural objects.
- Recognize that stories have a beginning, a middle and an end.
- Organize events in sequential order to create plot.
- Create a unique story and translate the story into a dramatization.

Materials

A basket containing natural items such as twigs, dried grass or straw, leaves, birdseed, feathers, pinecones and flowers

A carpet square, or substitute, to serve as a story rug

Easel pad paper, markers

Preparation

Develop a three-column chart labeled “Beginning,” “Middle” and “End.”





INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “leaf,” “rock,” “nest” and “grass,” and use these signs during the storytelling activity.

For children with cognitive disabilities who are nonverbal, prepare an audio/visual framework of a story in advance.

For example, the audio tape, and the pictures that go with it, could present a river setting showing where the river started, leaves traveling down the river and beavers creating a dam.

Invite children to embellish and expand the story, integrating additional natural objects. Children may prefer to hold an object depicted in the story.

READ WITH ME

Books related to nature and/or animals and with a distinct sequence of events

[Are You My Mother?](#) by P. D. Eastman

[Five Little Monkeys Jumping on the Bed](#) by Eileen Christelow

[Have You Seen My Duckling?](#) by Nancy Tafuri

[Hawk, I'm Your Brother](#) by Bryd Baylor, Illus. by Peter Pamall

[Henny Penny](#) by Paul Galdone

[Lon Po Po: A Red Riding Hood Tale from China](#) by Ed Young

[Make Way for Ducklings](#) by Robert McCloskey

[Marianthe's Story: Painted Words, Spoken Memories](#) by Alik

[Millions of Cats](#) by Wanda Gag

[Miss Spider's ABC](#) by David Kirk

[Miss Spider's Tea Party](#) by David Kirk

[Owl at Home](#) by Arnold Lobel

[Rolling Along With Goldilocks and the Three Bears](#) by Cindy Meyers,
Illus. by Carol Morgan

Stellaluna by Janell Cannon
The Grouchy Ladybug by Eric Carle
The House that Jack Built by Jenny Stow
The Little Red Hen by Paul Galdone
The Three Bears by Paul Galdone
The Three Billy Goats Gruff by Paul Galdone
The Very Busy Spider by Eric Carle
The Very Lonely Firefly by Eric Carle
The Very Quiet Cricket by Eric Carle

Key Vocabulary: story, storytelling, plot, sequence, beginning, middle, end

LISTEN UP

Songs about telling stories

- “Feed My Cow” by Ella Jenkins from Rise and Shine
- “When I First Came to This Land” by either Charlotte Diamond from Diamonds in the Rough or Bill Harley from 50 Ways to Fool Your Mother

ARTS EXPERIENCE

Getting Started

In planning this lesson, you may want to organize it into several short sessions. Consider having children collect the items for the story basket for one of the sessions.

If the group is large, plan for small groups, each with a basket of items, with older students or adult helpers facilitating the discussion.



**TIP**

Include suggestions about the weather and/or seasons and time of day in the first couple of lines to establish the setting.

TIP

If a story is long, divide it into chapters or acts.

Connecting to Past Experience

Gather children in a circle and show them a basket of natural objects. Tell them the basket contains items from the outdoors to help tell a story. Bring out one item at a time. Pass it around the circle so each child can feel it and examine it up close. Talk about the object's color, size, texture, etc. **Where** would you find this object? **What** does it feel like? **What** does it smell like?

Refer to “Clues To Nature” in this section.

Once all the objects are examined and discussed, select items to serve as jumping-off points for a story, and place them on the story rug.

Options:

- Invite children to randomly pull three or four items from the basket without looking.
- Display all the items and have children vote for their three favorites.

Expressing Through Drama

Part One

Lead the children in creating an impromptu story. Start with “**Once upon a time...**” and say a couple of lines integrating one of the objects into the beginning of the story. ■

Have a volunteer continue the story, making sure another object is included in the middle of the story. Continue until all the items are mentioned. Prompt children to make sure the story has a beginning, middle and end: **And what happened next? How did the story end?** Keep the stories fairly short.

Repeat the storytelling with other objects.

Part Two

Write one of the children's stories on an easel pad (you may want to write several stories). ■

Invite children to select parts and act out their stories. Have them take turns assuming different roles.

Talking About Drama

What natural objects did we use in our story? What happened first? What happens in the middle of the story? How did the story end? What role did you play? What was your favorite part? What would you add to the story to make it more exciting?

Extending the Experience

- Create a Class Book about one of the stories. Have children illustrate the story.
- Create a shared story by sitting in a circle without items. The first child starts the story and passes the story on to the next child, and so on, until every child has had a turn. ■
- Use a “story stick” for children to draw stories in the sand.
- Tape record the stories and have them available in the library corner. Videotape the dramatizations.
- Read books that have a distinct sequence such as Have You Seen My Duckling? by Nancy Tafuri or Are You My Mother? by P. D. Eastman. Encourage children to retell the story in sequence.
- Draw stories. Fold a long strip of paper into thirds. Have children draw the beginning, middle and end of a story, comic strip style. Use colorful markers.
- Create a story banner using a piece of long fabric and fabric paint.

LEARNING LOG

Invite children to draw a picture of their favorite natural item from the basket and label it. More experienced writers may want to write a story about nature that has a beginning, middle and end.

Suggested Title: A Piece of Nature



TIP

Children could use a “talking stick,” which is passed from speaker to speaker as children take turns.

Storytelling

LEARN ALONG AT HOME

Dear Family,

As a class, we made up a story about living things in our environment. Children made sure the story had a beginning, middle and an end. Then, as part of our drama activity, children selected roles and acted out the story they created.

Please talk to your child about the experience and together read a book. Talk about the beginning, middle and end of the story you read.

Talking With Your Child

Tell me about the story your class created. How did it begin? Then what happened? How did it end?

Ideas for Continued Learning

Select and read books from the library related to nature and/or animals and with a distinct sequence of events. Consider:

- [Are You My Mother?](#) by P. D. Eastman
- [Five Little Monkeys Jumping on the Bed](#) by Eileen Christelow
- [Have You Seen My Duckling?](#) by Nancy Tafuri
- [Hawk, I'm Your Brother](#) by Bryd Baylor, Illus. by Peter Pamall
- [Henny Penny](#) by Paul Galdone

- [Lon Po Po: A Red Riding Hood Tale from China](#) by Ed Young
- [Make Way for Ducklings](#) by Robert McCloskey
- [Marianthe's Story: Painted Words, Spoken Memories](#) by Alik
- [Millions of Cats](#) by Wanda Gag
- [Miss Spider's ABC](#) by David Kirk
- [Miss Spider's Tea Party](#) by David Kirk
- [Owl at Home](#) by Arnold Lobel
- [Rolling Along With Goldilocks and the Three Bears](#) by Cindy Meyers, Illus. by Carol Morgan
- [Stellaluna](#) by Janell Cannon
- [The Grouchy Ladybug](#) by Eric Carle
- [The House that Jack Built](#) by Jenny Stow
- [The Little Red Hen](#) by Paul Galdone
- [The Three Bears](#) by Paul Galdone
- [The Three Billy Goats Gruff](#) by Paul Galdone
- [The Very Busy Spider](#) by Eric Carle
- [The Very Lonely Firefly](#) by Eric Carle
- [The Very Quiet Cricket](#) by Eric Carle

With your child...

Gather miscellaneous objects from nature or around the house and put them in a bag. Encourage your child to make up a story as you bring out the objects one at a time.

The Tortoise and the Hare

Comparing animals through discussion and dramatization

Learning Objectives

- Express thoughts about doing things slowly and quickly.
- Categorize animals by movement, size, body covering or texture.
- Build vocabulary using descriptive words about speed and texture.
- Demonstrate fast and slow movements.
- Create a dramatization using character, action and conflict.

Materials

Optional: Easel pad, markers

Optional: Face paints, brushes, animal noses and/or ears

Preparation

Develop comparison charts labeled “Slow” and “Fast,” “Large” and “Small,” “Smooth” and “Hairy,” etc.

INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for a few of the popular animals, and use the signs throughout the lesson.





For children with cognitive disabilities, it may be difficult to perform entire stories or whole sections of stories. Once children have selected roles, invite them to act out the story in small sections, such as one page at a time.

Think of any special needs that children in the class may have. Consider their abilities and ask them for suggestions of animals that they might like to act out. For example, the wheels of a wheelchair may suggest a sense of stealth or gliding ability.

READ WITH ME

African Animals ABC by Philippa-Alys Browne

Animals Should Definitely Not Act Like People by Judi Barrett, Illus. by Ron Barrett

Baby Animals by Margaret Wise Brown, Illus. by Susan Jeffers

Borreguita and the Coyote: A Tale from Ayutla, Mexico by Verna Aardema, Illus. by Petra Mathers

Cats Do, Dogs Don't by Norma Simon, Illus. by Dora Leder

Does A Kangaroo Have a Mother Too? by Eric Carle

Frederick by Leo Lionni

Good Night, Gorilla by Peggy Rathman

How Giraffe Got Such a Long Neck and Why Rhino Is So Grumpy: A Tale From East Africa by Michael Rosen, Illus. by John Clementson

Is Your Mamma a Llama? by Deborah Guarino, Illus. by Stephen Kellogg

Jump Frog, Jump by Robert Kalan

Lee: The Rabbit with Epilepsy by Deborah M. Moss

Moon Rope: A Peruvian Folktale = Un lazo a la luna: una leyenda Peruana by Lois Ehlert

Slower than a Snail by Anne Schreiber

Ten Little Rabbits by Virginia Grossmand and Sylvia Long

The Bossy Gallito = El gallo exigente by Lucia M. Gonzalez, Illus. by Lulu Delacre

The Great Race of the Birds and the Animals by Paul Goble
The Runaway Bunny by Margaret Wise Brown, Illus. by Clement Hurd
The Tortoise and the Hare by Aesop, Illus. by Paul Meisel
Tops and Bottoms by Janet Stevens
Turtle Tale by Frank Asch
What Do You Do With a Kangaroo? by Mercer Mayer

Key Vocabulary: animal, tortoise, hare, fast, slow, large, small, smooth, hairy, conflict, action, character

LISTEN UP

- “Over in the Meadow” by John McCutcheon from Mail Myself to You
- “You Can’t Make A Turtle Come Out” by Cathy Fink from the compilation Grandma’s Patchwork Quilt
- “A Place in the Choir” by either Red Grammer from Down the Do Re Mi or Tickle Tune Typhoon from Hug The Earth

ARTS EXPERIENCE

Getting Started

Consider conducting this lesson outdoors. Consider organizing the lesson into several sessions.

Connecting to Past Experience

Encourage children to compare the ways that animals are alike and the ways in which they are different. Compare appearances, habitats, ways of moving, diet, etc. Consider recording children’s responses on comparison charts.



**TIP**

You may want to expand this by having children become different animals and have classmates guess which animal is being acted out.

Expressing Through Drama

Invite children to pretend to be different animals. Have them think about an animal that is fast. **What makes this animal fast?** Have volunteers demonstrate the way a fast animal moves. **What about an animal that is slow? What are this animal's characteristics?** Have volunteers demonstrate the way a slow animal moves. How would you show a large animal or a small animal? **What about an animal with a smooth body covering? What about a very hairy animal?**

Read the Aesop fable, “The Tortoise and the Hare.” Compare the movement, size and speed of the tortoise and the hare.

Have children select a favorite part of the story and act it out. Consider the following variations:

- Have volunteers act out the story with one child taking the role of the tortoise and another child assuming the role of the hare. Ask for volunteers to be supporting characters. Invite the rest of the group to be the audience. ■
- Organize the class into two groups, “Actors” and the “Audience.” Actors assume the role of several tortoises and several hares. After one performance, have children switch groups.
- Add face paint for whiskers, etc., and/or have children select from a variety of animal noses and ears. Use other props such as a “Finish” race marker.
- Embellish the story to include a variety of slow and fast animals, such as snails or leopards. Have children act out the animal of their choice. Add race music, like the theme song from the film *Chariots of Fire*. Have a number of animal races.

Encourage the audience to applaud at the end of each scene.

Talking About Drama

What character did you play? How did you show how the animal moved? How did you show the size of the animal? What kinds of things do you do quickly? What kinds of things do you do slowly?

Extending the Experience

- Create drawings of favorite parts of the story.
- Create stick puppets of the tortoise and the hare. Put together a puppet stage using a long table covered with a cloth. Stage the race!
- Read other books about animals. Have children continue with comparisons. Suggestions: Cats Do, Dogs Don't by Norma Simon and Animals Should Definitely Not Act Like People by Judi Barrett.

INTRODUCING AN ARTIST WITH DISABILITIES

James “Jay” Leno was born on April 28, 1950, in New York. Mr. Leno has a learning disability that causes him to reverse letters, words and/or phrases while reading, writing and/or speaking.

Mr. Leno’s learning disability caused him to have difficulty with class readings when he was in school, yet he continued to study. He worked hard and became a successful performer.

He started doing stand-up comedy while in college in Boston, Massachusetts, and later moved to Hollywood. There he performed at The Comedy Store before becoming host of NBC’s “The Tonight Show.”

LEARNING LOG

Have children divide the page in half with a vertical, horizontal or diagonal line. In one part of the paper have them draw themselves doing something fast. In the other part have them draw themselves doing something slowly. Label each drawing.

Suggested Title: Going Fast and Slow



The Tortoise and the Hare

LEARN ALONG AT HOME

Dear Family,

During the drama activity, we read the story of the Tortoise and the Hare. We talked about the characteristics of different animals, and then children acted out the different scenes from the book.

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

Talking With Your Child

Please tell me the story of the Tortoise and the Hare. Show me how the tortoise moved. Show me how the hare moved. Why did the tortoise win the race? Why did the hare lose the race?

What other animals did you discuss? Are they slow or fast moving animals?

Ideas for Continued Learning

Select and read books from the library. Consider:

- African Animals ABC by Philippa-Alys Browne
- Animals Should Definitely Not Act Like People by Judi Barrett, Illus. by Ron Barrett
- Baby Animals by Margaret Wise Brown, Illus. by Sussan Jeffers
- Borreguita and the Coyote: A Tale from Ayutla, Mexico by Verna Aardema, Illus. by Petra Mathers
- Cats Do, Dogs Don't by Norma Simon, Illus. by Dora Leder
- Does A Kangaroo Have a Mother Too? by Eric Carle
- Frederick by Leo Lionni
- Good Night, Gorilla by Peggy Rathman
- How Giraffe Got Such a Long Neck and Why Rhino Is So Grumpy: A Tale From East Africa by Michael Rosen, Illus. by John Clementson

- Is Your Mamma a Llama? by Deborah Guarino, Illus. by Stephen Kellogg
- Jump Frog, Jump by Robert Kalan
- Lee: The Rabbit with Epilepsy by Deborah M. Moss
- Moon Rope: A Peruvian Folktale = Un lazo a la luna: una leyenda Peruana by Lois Ehlert
- Slower than a Snail by Anne Schreiber
- Ten Little Rabbits by Virginia Grossmand and Sylvia Long
- The Bossy Gallito = El gallo exigente by Lucia M. Gonzalez, Illus. by Lulu Delacre
- The Great Race of the Birds and the Animals by Paul Goble
- The Runaway Bunny by Margaret Wise Brown, Illus. by Clement Hurd
- The Tortoise and the Hare by Aesop, Illus. by Paul Meisel
- Tops and Bottoms by Janet Stevens
- Turtle Tale by Frank Asch
- What Do You Do With a Kangaroo? by Mercer Mayer

With your child...

Look through magazines and books. Have your child identify animals that are fast, slow, big, little, wild, tame. Choose a category, such as "Wild Animals," and have your child make a book about them. On each page have your child paste a picture from a magazine or draw a picture of an animal. Help your child write the name of the animal. Your child could share the book with the class.

Make a game of naming different animals and have your child act them out.

Add animal noses, ears, masks, fake fur and/or cloth with animal patterns to the DRAMA BOX, if possible.

Slithering Snakes

Imitating Reptile Movements

Learning Objectives

- Express experiences and feelings about snakes.
- Recognize various snakes, their shape, colors, patterns, way of moving and their habitats.
- Differentiate between the movements of reptiles and humans.
- Build vocabulary about snakes and different types of movement.
- Use bodies to show slithering movements.
- Create snake movements and imaginary experiences for a snake.

Materials

Pictures and/or a videotape about snakes
Heavy string or rope cut into one-yard lengths, one per child

Preparation

Learn about snakes, their habitats and how they live.

INCLUDING ALL CHILDREN

Teach children the American Sign Language sign for “snake,” and use the sign throughout the lesson.





Make sure **children with all degrees of physical disabilities are included**. Suggest ways for them to improvise snake movements using whatever movement they can and incorporating accommodations such as crutches, canes and wheelchairs. Be creative, adding costume elements to extend the look of the children's snake movement.

READ WITH ME

Books about snakes

Rattlesnake Dance by Jim Arnosky

A picture book and song about a yearly dance by rattlesnakes with instructions about dancing like a rattlesnake (sheet music included)

Baby Rattlesnake by Te Ata, Illus. by Mira Reisberg

Crictor by Tomi Ungerer

Jimmy's Boa and the Big Splash Birthday Bash by Trinka Hakes Noble

Jimmy's Boa Bounces Back by Trinka Hakes Noble

My Little Sister Ate One Hare by Bill Grossman, Illus. by Kevin Hawkes

Oliver's High Five by Brown Swerdlow

Snakes Are Hunters by Patricia Lauber

Snakes by Patricia Demuth

Snakes by Ray Broekel

The Day Jimmy's Boa Ate the Wash by Trinka Hakes Noble

The Foolish Tortoise and the Greedy Python by Richard Buckley, Illus. by Eric Carle

The Rainbow Serpent by Dick Roughsey

The Singing Snake by Stefan Czernecki and Timothy Rhodes

Key Vocabulary: snake, reptile, slither, wiggle, zigzag

LISTEN UP

Songs about dancing like animals

- “Ants in My Pants” by Joe Scruggs from Late Last Night

ARTS EXPERIENCE

Connecting to Past Experience

Encourage children to talk about snakes. Have you ever seen a snake? How big was it? Do you remember its color and the patterns on its body? How did it move? What does a snake eat? Where does it live? How do you feel about snakes? ■ ■

Expand children’s experience by showing pictures of snakes, viewing a videotape, reading about snakes and/or visiting a zoo or natural science museum.

Expressing Through Dance and Movement

Invite children to imitate the movement of a snake using the piece of rope. Children imagine the rope is the “snake.” Have it:

- Wiggle
- Slither
- Move slowly
- Move quickly
- Stretch up and coil back
- Take a nap
- Look for food
- Escape danger

Invite children to imitate the same movements with their bodies. Have children: **T**

- Wiggle their fingers, their hands, their arms, their head, their legs, etc.
- Slither on the ground toward you in groups of four, rolling their torsos and shoulders.
- Slither very slowly.
- Stretch the top part of their bodies to see over a rock.

START WITH THE ARTS • VSA arts



TIP

Emphasize snakes and reptiles from your region.

TIP

Keep in mind that some children (and adults) are extremely fearful of snakes.

TIP

Children who don’t want to slither on the ground may want to move in a crouched position



- Coil back down to the ground.
- Stretch out and relax in the sun.

Invite children to form a standing line and become a “group” snake, taking turns being at the front of the line. Some children may prefer to be a snake all by themselves.

Talking About Dance and Movement

How did you like being a snake? How does a snake move? How do humans get from one place to another? How are our movements different from the way snakes move? When would it be helpful for you to move like a snake?

Extending the Experience

- Create snakes from clay. Demonstrate the technique of rolling coils. Have children create snakes and then paint them with repeated designs. Create a natural environment with rocks and plants to display the artwork.
- Make a large snake soft sculpture by rolling up an old bed sheet and wrapping it with rubber bands at intervals. Paint the snake with fabric paint.
- Have children imitate other reptile movements (alligators, lizards, etc.).
- Create a story that includes snakes. Have children act out their story.
- Depending on your locale, visit a nature museum or have an expert on reptiles visit the classroom. This may be helpful for children who are afraid of snakes.

LEARNING LOG

Options:

Invite children to write or draw about a personal experience with a snake.

Invite children to illustrate a part of the story read in the class about snakes. Add a descriptive phrase or sentence.

Suggested Title: A Slithering Snake

Slithering Snakes

LEARN ALONG AT HOME

Dear Family,

As a class we read stories about snakes. Then, during the dance and movement activity, children imitated the movements of snakes. They practiced stretching upward, coiling and doing a snake crawl.

Please talk to your child about the experience, and read a book together about snakes. You may want to have your child dance or create snake movements as you read the story.

Talking With Your Child

What was it like to be a snake? Show me how you moved like a snake. Show me how a snake stretches and coils. How would a snake move if it were afraid? What if it wanted to rest in the sunlight?

Ideas for Continued Learning

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

- [Baby Rattlesnake](#) by Te Ata, Illus. by Mira Reisberg
- [Cricor](#) by Tomi Ungerer
- [Jimmy's Boa and the Big Splash Birthday Bash](#) by Trinka Hakes Noble
- [Jimmy's Boa Bounces Back](#) by Trinka Hakes Noble
- [My Little Sister Ate One Hare](#) by Bill Grossman, Illus. by Kevin Hawkes
- [Oliver's High Five](#) by Brown Swerdlow
- [Rattlesnake Dance](#) by Jim Arnosky
- [Snakes Are Hunters](#) by Patricia Lauber
- [Snakes](#) by Patricia Demuth
- [Snakes](#) by Ray Broekel
- [The Day Jimmy's Boa Ate the Wash](#) by Trinka Hakes Noble

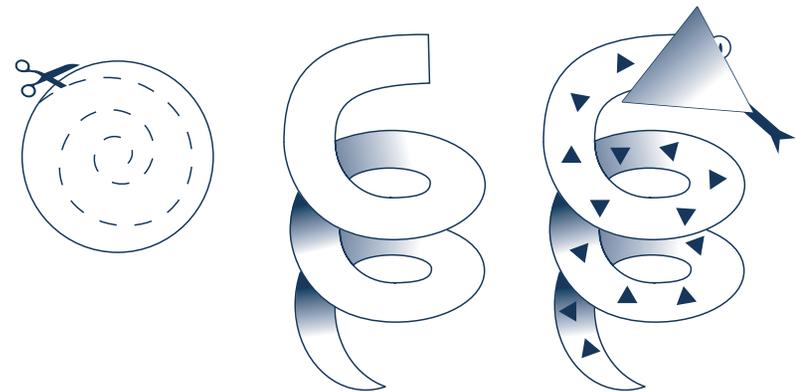
- [The Foolish Tortoise and the Greedy Python](#) by Richard Buckley, Illus. by Eric Carle
- [The Rainbow Serpent](#) by Dick Roughsey

With your child...

Discover how many words you can come up with that rhyme with "snake." Help your child write each word on a card, like an index card. Tape them together to make a snake. Your child can draw a head on the first card. Have your child bring his or her "word snake" to class.

Make a snake puppet. Cut out a large circle from a piece of stiff paper, such as construction paper. Cut the circle into a spiral, making sure the width is at least one inch thick. Give your child the opportunity to decorate the snake and draw its head on one end. The snake puppet can wrap around your child's lower arm.

Play music and create a snake dance. Suggest that your child imitate snake movements, including moving on his or her stomach across the room, stretching and coiling up.



Making Waves

Creating wave movements

Learning Objectives

- Express thoughts and feelings about experiences with the ocean and waves.
- Recognize how our arms and torsos can move like waves.
- Build vocabulary related to water and directional movement.
- Demonstrate up/down, side-to-side movements.
- Create imaginary waves of different velocities.
- Simulate swimming and floating on waves.

Materials

Parachute, a large sheet, or a number of large scarves or pieces of filmy cloth found in fabric stores

Audio tapes of waves or music suggesting water

Optional: Large bowl or glass pan of water

Optional: Set of dominos

INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “water” and “waves,” and use these signs throughout the activities.

For children with physical disabilities, sew grip holds onto the parachute or cloth to assist in holding or put Velcro on the parachute and make Velcro wrist bands for the children.





READ WITH ME

Books related to the seaside, water and its inhabitants

[A House for Hermit Crab](#) by Eric Carle

[Does Anyone Know Where a Hermit Crab Goes?](#) by Michael Glaser

[Hop Jump](#) by Ellen Stoll Walsh

[Humphrey, The Lost Whale: A True Story](#) by Wendy Tokuda and Richard Hall,
Illus. by Hanako Wakiyama

[Island Boy](#) by Barbara Cooney

[Mermaid Janine](#) by Iolette Thomas, Illus. by Jennifer Northway

[Our Home Is the Sea](#) by Riki Levinson

[The Little Mermaid](#) by Freya Littledale, Illus. by Daniel San Souci

[The Seashell Song](#) by Susie Jenkin-Pearce and Claire Fletcher

[The Seashore Book](#) by Charlotte Zolotow

[Waiting for the Whales](#) by Sheryl McFarlane

Key Vocabulary: wave, ocean, seashore, sand, up, down, top, bottom, over, under

LISTEN UP

- “Octopus” by Charlotte Diamond from [10 Carrot Diamond](#)
- “Fish Are Orderly” by Tom Paxton from [Balloon-Alloon-Alloon](#)

ARTS EXPERIENCE

Connecting to Past Experience

Encourage children to talk about their experience with waves. Have you ever been by the ocean or large body of water? Did you sit in the sand by the water? What did the waves do? How did they move on your feet? Have you ever been on a boat? How did the boat move with the waves? Did you ever make waves in the bathtub? ■

Invite children to imitate the undulating movement of waves with their arms and then with their torsos. Have children notice how the motion travels through their arms and their torsos with a succession of movement.

Expressing Through Dance and Movement

Invite children to make waves using a parachute or a large sheet.

Optional: Organize the class into small groups with an adult helper at each group. Give each group a large scarf or piece of scarf-like material.

Place the parachute or cloth on the ground. Start the audio tape of wave sounds. Have children surround the parachute, hold it in both hands and create waves with the movement of their bodies. Invite children to dance the waves by:

- Stretching up
- Crouching down
- Swaying from side to side
- Crossing one hand over the other
- Peeking under the parachute and watching the waves
- Creating small waves
- Creating choppy waves
- Creating a storm



TIP

Adjust the discussion to your locale and population. Use a bowl of water to simulate waves if necessary. Use a set of dominos to demonstrate how waves move in succession. Line the dominos up and then tap the first one. Watch the wave effect!



While classmates continue to create waves, invite small groups of children to take turns under the parachute:

- Rolling like a wave
- Jumping like a frog
- Crawling like a crab
- Swimming like a fish

Talking About Dance and Movement

How do waves move? How did you make the waves move? How did you move your body with the waves? What kind of wave movement did you like the best?

Extending the Experience

Demonstrate how to make a human wave, like those made at sporting events. Have children stand or sit in a circle. The first child stretches up from the waist, extends both arms in the air and then brings his or her arms down. As the first child's arms are being lowered, the next child performs the same movement. Children continue the wave movements around the circle several times. Extend this experience to include any movement. Have a leader start a movement and pass this movement on. Each child repeats the movement until the circle is complete. Give each child a turn in being the leader.

Refer to other lessons about water and boats: “Underwater World” in this section and “Floating Boats” in the How I Go From Here to There section.

TIP

Consider using
finger paint.

LEARNING LOG

While playing a recording of waves, or music giving the feeling of water, have children draw freely, making swirls of line and color on paper. Encourage children to write about their drawing. ■

Suggested Title: Water Makes Waves

Making Waves

LEARN ALONG AT HOME

Dear Family,

During our dance and movement activity, we pretended to make waves with a parachute or a piece of cloth. Children moved the parachute up and down and side to side to simulate the movement of waves and danced and moved as crabs and fish would. We read stories and talked about the beach, the ocean and being on a boat.

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

Talking With Your Child

Tell me about your experience with making waves. Show me the movement of waves. How did you help your classmates make waves?

If your family has visited a body of water with waves, remind your child of this experience.

Ideas for Continued Learning

Select and read books from the library related to the seaside, water and its inhabitants. Consider:

- [A House for Hermit Crab](#) by Eric Carle
- [Does Anyone Know Where a Hermit Crab Goes?](#) by Michael Glaser
- [Hop Jump](#) by Ellen Stoll Walsh

- [Humphrey, The Lost Whale: A True Story](#) by Wendy Tokuda and Richard Hall, Illus. by Hanako Wakiyama
- [Island Boy](#) by Barbara Cooney
- [Mermaid Janine](#) by Iolette Thomas, Illus. by Jennifer Northway
- [Our Home Is the Sea](#) by Riki Levinson
- [The Little Mermaid](#) by Freya Littledale, Illus. by Daniel San Souci
- [The Seashell Song](#) by Susie Jenkin-Pearce and Claire Fletcher
- [The Seashore Book](#) by Charlotte Zolotow
- [Waiting for the Whales](#) by Sheryl McFarlane

With your child...

Make waves with a small sheet or a lightweight towel. Hold one end while your child holds the other end. Move the material up and down and side to side in unison to simulate the movement of waves. Make waves in the bathtub!

Look through magazines and have your child identify things that live in the water and things that live on the land.

Create a scrapbook about the beach, waves and water. Encourage your child to collect pictures from old magazines and post cards, and to create drawings. Add them to an album made from folded paper stapled together.

From Seed to Flower

Observing and imitating growth

Learning Objectives

- Make specific choices to create a unique dramatization of something in nature.
- Identify sensory qualities of plants and flowers.
- Build vocabulary related to plants and flowers.
- Discover how much can be noticed by moving slowly.
- Create movements associated with growing plants or flowers.
- Observe unique characteristics of living things.

Materials

Plants at different stages of growth
Flowers displayed in jars of water

INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “seed,” “grow” and “flower,” and use them throughout the lesson.

For children with cognitive disabilities, remember when telling the story to break it into smaller sections and stop between sections to summarize and ask questions. Similarly, break down the dance and movement into one or two steps or actions.





For children with physical disabilities, ensure that they are fully included in all dance activities. Don't avoid words, topics or areas because you think a child cannot do the activity. Try not to isolate the children with disabilities by giving them "special" scenarios.

READ WITH ME

Books that in some way highlight plants, flowers and growing things

Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr., Illus. by Eric Carle

Goodnight Moon by Margaret Wise Brown, Illus. by Clement Hurd

Jack's Garden by Henry Cole

Knots on a Counting Rope by Bill Martin, Jr. and John Archambault, Illus. by Ted Rand

Lisa and Her Soundless World by Edna Levine

Miss Rumphius by Barbara Cooney

My Five Senses by Alike

Polar Bear, Polar Bear, What Do You Hear? by Bill Martin, Jr., Illus. by Eric Carle

Sounds All Around by Jane Belk Moncure, Illus. by Lois Axeman

The Giving Tree by Shel Silverstein

The Legend of Bluebonnet by Tomie dePaola

The Look Book by Jane Belk Moncure, Illus. by Lois Axeman

The Magic School Bus Explores the Senses by Joanna Cole, Illus. by Bruce Degen

The Story of Ferdinand by Munro Leaf, Illus. by Robert Lawson

The Tiny Seed by Eric Carle

The Touch Book by Jane Belk Moncure, Illus. by Lois Axeman

Windows on the World by Anne T. White

Your Five Senses by Ray Broekel
Your Nose Knows by Jane Belk Moncure

Key Vocabulary: nature, seed, plant, flower, smell, stem, petals, leaves, soil, bud

LISTEN UP

Songs about gardens and plants

- “The Garden Song” by Peter, Paul and Mary from Peter, Paul and Mommy, Too (“The Garden Song” can be found on many other recordings as well)
- “Everything Grows” by Raffi from Rise and Shine
- “My Roots Go Down” by Sarah Pirtle from Two Hands Hold the Earth

ARTS EXPERIENCE

Getting Started

This lesson works best in springtime. The entire lesson may be conducted outdoors or organized into both indoor and outdoor segments. If you cannot take a nature walk, set up a nature path in the classroom and simulate the experience. Make sure you include objects from nature with strong sensory qualities. Include objects with distinct textures, colors and smells. You may even want to have fruit and/or nuts for children to taste. ■

Refer to the lessons “Clues to Nature” and “Instruments Around Us” that involve nature walks in this section.



TIP

Make sure that you are sensitive to allergies that children may have to flowers or foods.

**TIP**

Consider adding music to the dance.

TIP

Adjust the dance to correspond with your locale and/or children's experiences.

Connecting to Past Experience

Take a nature walk. Encourage children to observe nature. Take part of the walk in silence. Walk slowly. Emphasize children's sensory experiences. **What do you smell? What do you hear? What do you see? What colors do you see? What shapes? Gently touch leaves and flowers. Feel the bark of trees. What does nature feel like?**

Back in the classroom, observe plants in different stages of growth and the parts of one of the flowers. Notice the stem, the leaves, the petals and their functions. Discuss how flowers and other plants start from seeds.

Read a book that shows growth from a seed such as [The Tiny Seed](#) by Eric Carle.

Expressing Through Dance and Movement

Invite children to dance the growth of a seed into a flower. Remind children that the growth is slow and may take some time. ■ ■

Invite children to:

- Curl up and become tiny seeds asleep under the ground.
- Wake up as the sun warms and softens the earth.
- Respond as the rain falls.
- Grow bigger and bigger until the seeds pop from their casings.
- Continue to grow so that a leaf shoot breaks through the ground.
- Continue to grow upward, reaching for the sun, growing more leaves to collect sunlight.
- Dance as if they were leaves.
- Develop roots to reach deep in the soil to collect water.
- Dance as if they were roots.
- Continue to grow bigger and taller and create a bud.

- Grow bigger and bigger as a bud until it pops open and a flower emerges.
- Spread the petals of the flower wide.
- Dance in the sunshine.
- Sway in a gentle breeze.
- Droop because it is hot and water is needed.
- Respond to rain and perk up.

Continue the dance and movement as the weather turns cold and the winds become stronger. Invite children to:

- Shake in the cold wind and drop tiny seeds from the flower down in the ground.
- Become the tiny seed and burrow under the warm soil for winter.

Talking About Dance and Movement

What did you like about being a seed that turns into a flower? What kind of movements showed that you were “growing”? What happened to the flower?

Extending the Experience

- Some children may be ready to take nature journals or tape recorders on the nature walk. Use the journals for drawing and recording the number of different flowers or plants that they find. Save small flowers or samples of grass between the pages.
- Play “The Waltz of the Flowers” from The Nutcracker Suite by Pyotr Il’yich Tchaikovsky, and invite children to become flowers moving to the music.
- Read and talk about The Story of Ferdinand by Munro Leaf. **What size and shape are bulls? How do you think a bull would move? What did Ferdinand think about flowers? How did he react?** Invite children to pretend they are Ferdinand. Have them gallop in a circle, then walk slowly because the scent of flowers is in the air, then bend and smell the flowers.





- Experiment with various smells using perfume, flowers (if available) and extracts. Invite children to play a game in which they close their eyes, smell two different fragrances and say whether they are the same or different.
- Study the large floral paintings of Georgia O’Keeffe. Ms. O’Keeffe grew up on a farm and later in her life lived in the desert. She loved to paint nature. She painted her flowers so large, looking at her paintings is like looking through a magnifying glass. Do you see shapes in her large paintings that you missed when looking at real flowers? Ms. O’Keeffe became a great artist at a time in our history when there were not many women artists.
- Repeat the dance experience using only one part of the body (head, foot, arm, hand). How could a hand become a growing plant?
- Read Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr. Create a Class Book about flowers in the style of the author. For example: “Red rose, red rose, what do you see? I see a purple tulip looking at me. Purple tulip, purple tulip, what do you see?” etc.
- Draw or paint flowers observing the bouquets or potted plants in the classroom. Use 12" x 18" paper and crayons or paint. Fill up the paper. Have some parts of the flower or plant go off the page!

LEARNING LOG

Invite children to write a story or draw a picture of the garden on the school grounds, a garden at home or an imaginary garden.

Suggested Title: A Garden Full of Flowers

From Seed to Flower

LEARN ALONG AT HOME

Dear Family,

As a class, we went for a nature walk. We walked quietly and slowly so we could really observe nature – smell the flowers, hear the sounds, see and feel the plants. We read books and talked about how flowers and plants start from tiny seeds. In our dance and movement activity we became the tiny seed and slowly grew into a flower!

Please talk to your child about the experience, and select one of the following ideas to continue learning at home.

Talking With Your Child

Show me the ways you pretended to be a seed growing into a flower. Show me how flowers move. What if there were a gentle breeze? What if there were a heavy storm?

Ideas for Continued Learning

Select and read books from the library. Consider:

- Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr., Illus. by Eric Carle
- Goodnight Moon by Margaret Wise Brown, Illus. by Clement Hurd
- Jack's Garden by Henry Cole
- Knots on a Counting Rope by Bill Martin, Jr. and John Archambault, Illus. by Ted Rand
- Lisa and Her Soundless World by Edna Levine
- Miss Rumphius by Barbara Cooney

- My Five Senses by Aliki
- Polar Bear, Polar Bear, What Do You Hear? by Bill Martin, Jr., Illus. by Eric Carle
- The Giving Tree by Shel Silverstein
- The Legend of Bluebonnet by Tomie dePaola
- The Look Book by Jane Belk Moncure, Illus. by Lois Axeman
- The Magic School Bus Explores the Senses by Joanna Cole, Illus. by Bruce Degen
- The Story of Ferdinand by Munro Leaf, Illus. by Robert Lawson
- The Tiny Seed by Eric Carle
- The Touch Book by Jane Belk Moncure, Illus. by Lois Axeman
- Windows on the World by Anne T. White
- Your Nose Knows by Jane Belk Moncure

With your child...

Draw a garden or field of flowers together. Place a dab of cologne on the flowers so your child can “stop and smell the flowers” whenever he or she likes.

Experiment with the sense of smell. Assemble different items, such as oranges, garlic, cinnamon. Wearing a blindfold, have your child smell the item and tell you what it is. Change roles. Have your child find items for you to smell.

Plant seeds in a small pot. Help your child care for it and be patient as it will take a while to grow. Your child could draw a picture of the plant at different stages of its growth.

Animal Songs

Singing songs about animals and their habitats

Learning Objectives

- Express preferences and experiences with various animals and their habitats.
- Recognize animals that are local and ones that live in other places.
- Build vocabulary related to animals and their habitats.
- Express sounds and characteristics of animals through singing.

Materials

Easel pad, markers

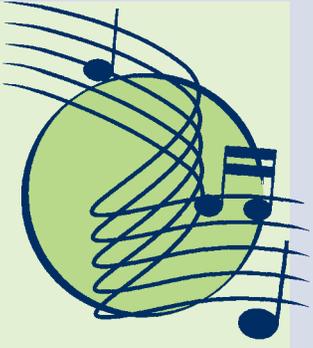
Pictures of animals and their habitats

Preparation

Review and select different songs about animals.

Write words to songs on an easel pad.





INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “elephant,” “monkey,” “bear” or other animals, and use these signs throughout the lesson.

For children with hearing and speech disabilities, ensure participation by having them sing along whenever possible, sing along in sign language or play along on an instrument. Offer optional methods of participation to all children so as not to isolate children with disabilities.

For children with cognitive disabilities or hearing disabilities, use visual or pictorial interpretations of the songs to assist children with following the words.

For children with cognitive disabilities, talk about the animal’s body parts. Use plastic or rubber models, or pictures, to point out head, feet, tail, etc.

READ WITH ME

Books about animals in their habitats

[A Farmyard Song: An Old Rhyme with New Pictures](#) by Christopher Manson

[A House for Hermit Crab](#) by Eric Carle

[A House Is a House for Me](#) by Mary Ann Hoberman, Illus. by Betty Fraser

[Bat Jamboree](#) by Kathi Appelt, Illus. by Melissa Sweet

[Digger: The Story of a Mole in the Fall](#) by Tessa Potter, Illus. by Ken Lilly

[Eentsy, Weentsy Spider: Fingerplays and Action Rhymes](#) by Johanna Cole and

Stephanie Calmenson, Illus. by Alan Tiegreen

[Frog Went A-Courtin’](#) by John Langstaff, Illus. by Fedor Rojankovsky

[Houses and Homes](#) by Ann Morris, Photos by Ken Hayman

[Howling Hill](#) by Will Hobbs, Illus. by Jill Kastner

I Like a Snack on an Iceberg by Iris Hiskey Arno, Illus. by John Sanford
In a People House by Theo LeSieg, Illus. by Roy McKie
LaLa Salama: An African Lullaby by Hannah Heritage Bozylinsky
Mole's Hill by Lois Ehlert
Mousehole Cat by Antonia Barber, Illus. by Nicola Bayley
Old MacDonald Had a Farm by Glen Rounds
Over the Meadow by Jane Cabrera
Papa Gatto: An Italian Fairy Tale by Ruth Sanderson
Rise and Shine! by Nancy White Carlstrom
Seven Blind Mice by Ed Young
Shelley, The Hyperactive Turtle by Deborah M. Moss, Illus. by Carol Schwartz
Stellaluna by Janell Cannon
Ten Little Circus Mice by Bob Beeson
The Napping House by Audrey Wood
Where Do Bears Sleep? by Barbara Shook Hazen, Illus. by Mary Morgan Van Royen
Where I Live by Christopher Wormell
Where's Chimpy? by Berniece Rabe, Photos by Diane Schmidt
Who's in Rabbit's House: A Masai Tale by Verna Aardema, Illus. by Leo and Diane Dillon

Key Vocabulary: various animals; house; and habitats such as a lair, den, hive, or tree

LISTEN UP

Songs about animals and habitats

- "Mama Crow" by Sarah Pirtle from The Wind Is Telling Secrets
- "Over the Meadow" by John McCutcheon from Mail Myself to You
- "Habitat" by Nancy Tucker from Glad That You Asked





TIP

Consider making a two-column chart labeled “Animals” and “Habitats.”

ARTS EXPERIENCE

Connecting to Past Experience

Encourage children to talk about animals. What is your favorite animal? What sounds does that animal make? What is the animal’s size and color? How does the animal move, eat and sleep? Does the animal come out at night or during the day? Show pictures of different animals. ■

Expand the discussion to animal habitats. Where does your favorite animal live? Does this animal live in our area? Does it live in a tree or in a cave? Consider listing responses on an easel pad or chalkboard.

Expressing Through Music

Sing songs or do chants from rhyming books about favorite animals, and talk about where the different animals live. Start with “Mole in the Ground.” Make up other verses as you and the class feel more comfortable with the song.

Mole in the Ground

NORTH CAROLINA

C G C F

1. I wish I was a mole in the ground, I wish I was a
2. I wish I was a lizard in the spring, I wish I was a

C

mole in the ground, If I’s a mole in the ground, I’d—
lizard in the spring, If I’s a lizard in the spring, I’d—

G C

root that moun-tain down, I wish I was a mole in the ground.
hear my sweet-heart sing, I wish I was a lizard in the spring.

Continue with other animal songs and/or chants (many of these have been made into children's books):

Bingo

Brown Bear, Brown Bear

Down By the Bay

Five Little Ducks

Five Little Fish

Five Little Monkeys Jumpin' on the Bed

Going on a Bear Hunt

Going to the Zoo

Mary Had a Little Lamb

Old MacDonald Had a Farm

One Elephant

Sally the Camel

The Animal Fair

The Dinosaur Stomp

The Fox

The Lion Sleeps Tonight

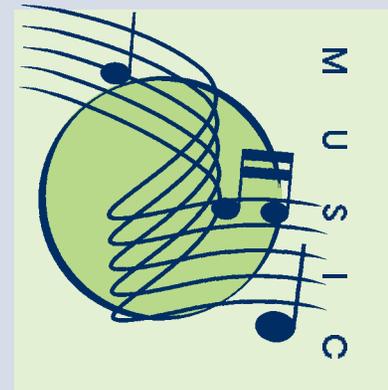
Talking About Music

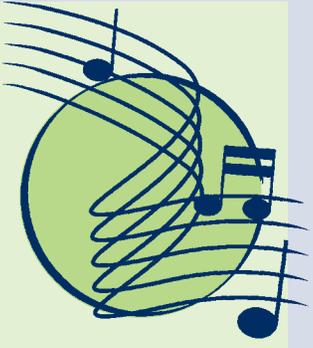
Review the list of animals and habitats created during the initial discussion. Are there more animals we can add to this list? Why does each habitat suit the animal who lives there? What is your favorite animal song? What do you like about it?

Extending the Experience

Create variations to the songs. Have children add their own verses, such as: "Five little elephants jumpin' on the bed..." "Mary had a little giraffe..." Sing parts of the songs at different volumes.

- Have children act out a song pretending to be an animal in its habitat. They can pretend to swing, climb, fly, etc.
- Have children dance the "Hokey Pokey" as the animal of their choice. Change the words to the song accordingly: "Put your left paw in...." Add opportunities for making animal sounds and using movement like different animals. End the dance with animals returning to their homes, or habitats, and "going to sleep."





TIP

Consider having children add pieces of sandpaper and fabric. Make sure children can reach the paintings to feel the different textures.

- Play a matching game. Hold up pictures of various habitats followed by pictures of different animals. Have children match the animal to the habitat. Create a set of matching cards for children to match habitats and animals.

Option: Place the habitat pictures around the room. Give children the animal cards. At the signal, children go to the habitat for the animal card they are holding.

- Create totem poles with animal faces. Research and tell children about the history of totem poles. Invite children to paint pictures of animal faces. When the paintings are dry, stack them one above the other like a totem pole. Tape them to a wall. ■
- Sway and snap fingers while listening to the song “Habitat” by Nancy Tucker from Glad that You Asked. Sing along on the chorus, or learn a verse.

LEARNING LOG

Invite children to draw a picture of their favorite animal in its habitat. Label the drawing and/or add a line from one of the songs, such as “On the farm, he had a pig...” from “Old MacDonald’s Farm.”

Suggested Title: An Animal at Home

Animal Songs

LEARN ALONG AT HOME

Dear Family,

As a class, we read stories and sang songs about animals. We talked about our favorite animals and where they lived.

Please talk to your child about the experience. Together, select a book to read. What if the two of you “sang” the story instead of simply reading it?

Talking With Your Child

What is your favorite animal? Where does it live?
Did you sing a song about that animal?
What animal songs did you sing? What is your favorite song?

Ideas for Continued Learning

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

- A Farmyard Song: An Old Rhyme with New Pictures by Christopher Manson
- A House for Hermit Crab by Eric Carle
- A House Is a House for Me by Mary Ann Hoberman, Illus. by Betty Fraser
- Bat Jamboree by Kathi Appelt, Illus. by Melissa Sweet
- Digger: The Story of a Mole in the Fall by Tessa Potter, Illus. by Ken Lilly
- Eentsy, Weentsy Spider: Fingerplays and Action Rhymes by Johanna Cole and Stephanie Calmenson, Illus. by Alan Tiegreen
- Frog Went A-Courtin' by John Langstaff, Illus. by Fedor Rojankovsky
- I Like a Snack on an Iceberg by Iris Hiskey Arno, Illus. by John Sanford
- In a People House by Theo LeSieg, Illus. by Roy McKie
- LaLa Salama: An African Lullaby by Hannah Heritage Bozylinsky
- Mole's Hill by Lois Ehlert
- Mousehole Cat by Antonia Barber, Illus. by Nicola Bayley
- Old MacDonald Had a Farm by Glen Rounds
- Over the Meadow by Jane Cabrera
- Seven Blind Mice by Ed Young
- Stellaluna by Janell Cannon
- Where Do Bears Sleep? by Barbara Shook Hazen, Illus. by Mary Morgan Van Royen
- Who's in Rabbit's House: A Masai Tale by Verna Aardema, Illus. by Leo and Diane Dillon

With your child...

Use instruments from the MUSIC BOX or your mouth, to make sounds to go with stories. Make up sounds to go with parts of the story that suggest a particular sound, like a dog barking or a cat purring. Make up new verses to favorite songs about animals. Who can make up the silliest verse – you or your child?

Play “Name That Animal.” Think of an animal that your child should know. Encourage your child to guess the animal you are thinking about by asking you questions about the animal. Once your child correctly identifies the animal, it is his or her turn to think of an animal for you to guess.

Peter and the Wolf

Listening and identifying parts of music

Learning Objectives

- Express thoughts, feelings and preferences about a musical story.
- Build vocabulary related to the story and music.
- Identify characters in a story through the musical themes.

Materials

Record, tape or CD player

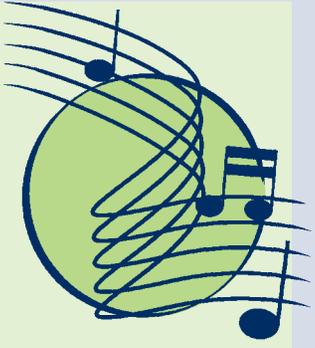
Recording of Peter and the Wolf by Sergei Prokofiev

Optional: Pictures or the actual instruments representing the characters in the recording

Preparation

Become familiar with the music and the instruments associated with the different characters. You may want to confer with your music specialist about this lesson.





INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “wolf,” “father” and “boy,” and use these signs throughout the activity.

For a child who is deaf or has hearing disabilities, have the book available throughout the lesson. The child could turn the pages of the book to follow along with the story. Another approach would be to select an instrument with good vibrating qualities, one for each animal and character in the story. Playing the instruments, the child can feel the percussion or in other tactile ways identify the different animals and characters.

For children with behavioral disabilities or who have trouble hearing, invite them to hear the story and the music using earphones. Having the sound so close to the ears, at an appropriate volume, can be beneficial to all children.

READ WITH ME

Books about animals

Chang’s Paper Pony by Eleanor Coerr, Illus. by Deborah Kogan Ray

Leo the Late Bloomer by Robert Kraus

Make Way for Ducklings by Robert McCloskey

Mice Squeak, We Speak by Arnold Shapiro, Illus. by Tomie dePaola

Noisy Nora by Rosemary Wells

Once a Mouse by Marcia Brown

Peter and the Wolf by Sergei Prokofiev, Illus. by Barbara Cooney

Peter and the Wolf by Sergei Prokofiev, Retold and Illus. by Michèle Lemieux

Peter and the Wolf by Sergei Prokofiev, Trans. by Joe Johnson, Adapted and Illus. by Miguelanxo Prado

Peter and the Wolf by Sergei Prokofiev, Trans. by Maria Carlson, Illus. by Charles Mikolaycak

The Girl Who Loved Wild Horses by Paul Goble

The Ugly Duckling by Hans Christian Anderson, Adapted and Illus. by Jerry Pinkney

Key Vocabulary: wolf, animals, orchestra, instruments, composer

LISTEN UP

- “Who’s Afraid of the Big, Bad Wolf” by Rosenshantz from [Share It](#)

ARTS EXPERIENCE

Getting Started

Organize the lesson into several sessions: one may be reading the book, the next one may be introducing the musical themes for the characters, another may be listening to the entire recording.

Connecting to Past Experience

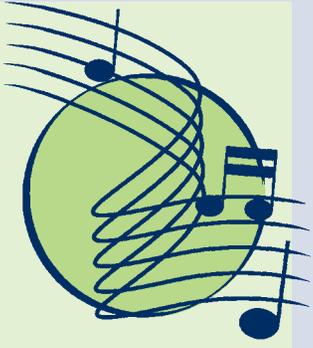
Prepare children for listening. Ask children to “put their ears on” or some other listening cue. Pretend to put your ears on and tighten them on your head.

Tell children that music can tell a story. Different instruments or pieces of music can stand for a certain character in a story. ■



TIP

If available, show pictures or the actual instruments representing the characters. Your music specialist will have these.



Expressing Through Music

Introduce music as a way to portray characters. Play the first part of Peter and the Wolf, where the characters are introduced. Replay this part, having the children identify the characters. **Who is that?** Talk about how the composer created different personalities and moods for each of the characters. **What do you think Peter is like? What about the wolf? Do you think it is a friendly wolf or a scary wolf?** Play the remainder of the recording.

Organize children into groups, each representing a different animal or character in the story. Play the recording again. As the story progresses, ask children to raise their hands when they hear the musical piece representing their character.

Talking About Music

Who was your favorite character in the story? How did you know that character was entering the story?

Extending the Experience

- Create a skit. Dramatize the story of “Peter and the Wolf.”
- Listen to other recordings with music suggesting different characters. Play the recording Carnival of the Animals by Saint-Saëns. Encourage children to listen and guess each animal portrayed.
- Ask for volunteers to demonstrate how elephants walk. Have children discover that they can use both arms for a trunk. Using classroom instruments, add music to their “elephant walk.”
- Use different sounds, claps and/or rhythm instruments to enhance a familiar story. For example, consider the story of the Three Billy Goats Gruff. As a class, decide on a particular musical theme for each character, and assign a group of children to make the sounds for that character. Tell the story and have the children add the music.

INTRODUCING AN ARTIST WITH DISABILITIES

Thomas Alva Edison, who lived from 1847 to 1931, is one of the most famous inventors of all time. He began inventing things when he was a teenager and didn't stop until he died at the age of 84. By the time he died, he had over 1,000 patents for inventions. This means that he filed his design of the invention with the government, and no one could copy it.

One of his most famous inventions was the incandescent light bulb. The light that was created from light bulbs allowed people to see better. Another of his inventions, the phonograph – an old-fashioned record player – had a strong impact on everyone's lives. People could now record music and then listen to music by playing records on the phonograph. This was just the start! We now also listen to music on tapes and CD's.

Mr. Edison began losing his hearing at the age of 12, and later became totally deaf.

LEARNING LOG

Invite children to draw their favorite part from the Peter and the Wolf selection. Assist them in writing a label, phrase or sentence about the drawing.

Suggested Title: Peter and the Wolf



Peter and the Wolf

LEARN ALONG AT HOME

Dear Family,

As a class, we listened to a recording of Peter and the Wolf by Sergei Prokofiev. We talked about the characters and the animals in the story and identified the musical instruments and themes used to represent them.

Please talk to your child about the experience, and perhaps listen to this music together.

Talking With Your Child

Tell me about Peter and the Wolf. Who was your favorite character? How did music add to the story?

Ideas for Continued Learning

Select and read books from the library. Consider:

- Chang's Paper Pony by Eleanor Coerr, Illus. by Deborah Kogan Ray
- Leo the Late Bloomer by Robert Kraus
- Make Way for Ducklings by Robert McCloskey
- Mice Squeak, We Speak by Arnold Shapiro, Illus. by Tomie dePaola
- Noisy Nora by Rosemary Wells
- Once a Mouse by Marcia Brown

- Peter and the Wolf by Sergei Prokofiev, Illus. by Barbara Cooney
- Peter and the Wolf by Sergei Prokofiev, Retold and Illus. by Michèle Lemieux
- Peter and the Wolf by Sergei Prokofiev, Trans. by Joe Johnson, Adapted and Illus. by Miguelanxo Prado
- Peter and the Wolf by Sergei Prokofiev, Trans. by Maria Carlson, Illus. by Charles Mikolaycak
- The Girl Who Loved Wild Horses by Paul Goble
- The Ugly Duckling by Hans Christian Anderson, Adapted and Illus. by Jerry Pinkney

With your child...

Think about animal stories you have read together. Which ones are your favorites? What do you like about them? If you were to add music to this story, what instrument would represent the animal in your favorite story?

Select instruments from the MUSIC BOX. Assign one, or a combination of instruments, to represent each character in a story you selected from the library. Read the story. Then read the story again adding the music to it.

Instruments Around Us

Creating and playing instruments from objects found outdoors

Learning Objectives

- Describe thoughts and experiences with finding and creating a rhythm instrument.
- Identify objects in the environment that can be used to make music.
- Build vocabulary about music and musical instruments.
- Create and play an instrument made from a found object.

Materials

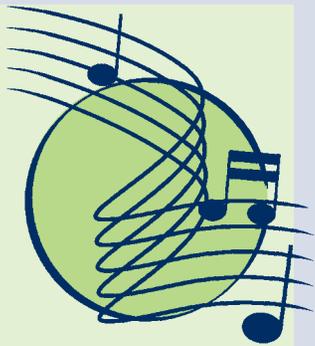
Pictures and/or videotapes about handmade instruments, if available
Paper bags from grocery stores, one per child, to use as a “collection bag”
Plastic containers with lids, one per child, to find items for shakers
A small piece of cloth for each child to serve as a “magic music rug” for the instrument
Record, tape or CD player
A selection of favorite children’s recordings

Preparation

Research homemade instruments. Find out about different cultures. **Refer** to books for making homemade instruments in the Appendix.

Collect a number of possible natural and manmade objects to have on hand in case children do not find enough suitable objects for instruments. Consider “planting” a few appropriate objects in the area for children to find.





INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for some of the objects that they find, such as “acorn,” “leaf” and “stick,” and use these signs throughout the activity.

For children with cognitive disabilities, focus on making one type of instrument at a time. Give instructions for turning the found object into an instrument one step at a time. Praise each completed step, then continue with the next step of instructions. If appropriate, have completed examples and pictures of instruments so that children have a basis for understanding what they are creating.

For children with physical disabilities, consider, in advance, ways to attach found objects to wheelchairs and walkers to create music.

READ WITH ME

Books that feature making instruments or creating music outdoors

[A Very Quiet Cricket](#) by Eric Carle

[Barn Dance](#) by Bill Martin, Jr. and John Archambault, Illus. by Ted Rand

[I Sing for the Animals](#) by Paul Goble

[Is That Josie?](#) by Keiko Narahashi

[Joshua’s Masai Mask](#) by Dakari Hru, Illus. by Anna Rich

[Ming Lo Moves the Mountain](#) by Arnold Lobel

[Moses Goes to a Concert](#) by Isaac Millman

[Mysterious Thelonious](#) by Chris Raschka

[Only the Cat Saw](#) by Ashley Wolff

[The Great Kapok Tree: A Tale of the Amazon Forest](#) by Lynne Cherry

[The Seashell Song](#) by Susie Jenkin-Pierce and Claire Fletcher

The Singing Snake by Stefan Czernecki and Timothy Rhodes

The Tale of Peter Rabbit by Beatrix Potter

Whistle for Willie by Ezra Jack Keats

Key Vocabulary: outdoors, nature, instruments, sound qualities

ARTS EXPERIENCE

Getting Started

Plan for organizing the class into small groups for the outdoor musical instrument search. Have an adult or older student accompany each group. Adapt the lesson to an indoor musical search if that is more appropriate for your locale.

Connecting to Past Experience

Introduce handmade instruments. Show pictures or videotapes that show people making and playing instruments. Demonstrate homemade instruments by:

- Showing how classroom instruments, such as shakers, are made.
- Selecting an object in the room, such as an empty trash can or desktop, and showing how it can serve as a drum. ■
- Demonstrating the sounds that crumbling a piece of paper makes.

Invite children to accompany you on an outdoor musical instrument search. Have children look for objects that have the possibility of becoming an instrument. For the search, consider: ■

- Blocks of scrap wood
- Heavy sticks
- A broken branch with leaves still attached (for shaking)
- Gourds, large seed pods

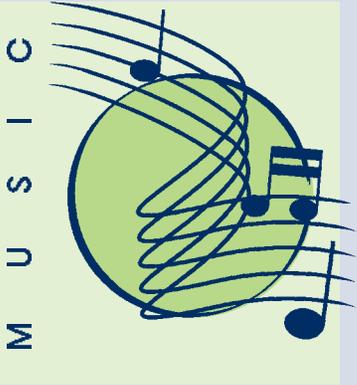


TIP

Ask your music specialist for ideas on making homemade instruments.

TIP

Keep in mind that the possibilities for instruments directly relate to your geographic locale. Children from rural schools and centers may find more natural objects, while children from urban schools and centers may find more industrialized objects.



TIP

This is a good activity to do in pairs or small groups.

TIP

Remember to have a collection of homemade instruments on hand in case the “instrument search” does not yield enough possibilities.

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- Pebbles, small stones, acorns and seeds for shakers
- Discarded pieces of metal and aluminum
- Discarded cans and tubes
- Discarded paper for crumbling

Back in the classroom, invite children to sort through their found objects, testing them for their sound qualities (for instance: soft, rattling, sharp, harsh, scraping, swishing) and their potential use as an instrument. ■

Categorize items:

- Those that will make good instruments, those that will not.
- Those that come from nature, those that do not.
Define and show examples of natural items and manmade items.

Have children select the objects which will become the instruments they will play. ■

Expressing Through Music

Prepare the “instruments” for playing. Put pebbles in containers and tape the lids shut, match pairs of sticks to tap together, pair up scrapers with rough items, and so on. Give each child a piece of cloth to use as a “magic music rug” on which to place their instrument. **Refer** to “Playing Our Own Instruments” from the All About Me section for recommended ways to prepare children for playing instruments.

Discuss and select a favorite recording, one that has a steady rhythm. Good choices are “You Sing a Song and I’ll Sing a Song” or “Play Your Instruments and Make a Pretty Sound” both by Ella Jenkins from the recordings of the same name. Invite children to play their newly found instruments along with the selection. Play a variety of songs, and repeat the experience.

When the performance is over, have children wrap their instrument in their “magic music rug” and store in a designated area.

Talking About Music

Tell us about your instrument. Where did you find it? Did it come from nature or is it man-made? Is it natural and man-made (such as acorns in a yogurt container as a shaker instrument)? What instruments made soft sounds? What instruments made rattling sounds? Were there any instruments that made sharp sounds?

Extending the Experience

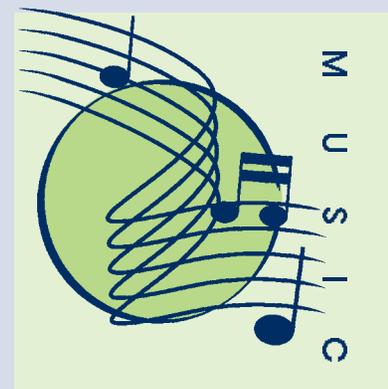
- Make water chimes with the children. Line up glasses or glass bottles, and fill them with different levels of water. Tap the glasses with a spoon or fork to hear the different tones. You can also blow across the tops of bottles. Notice that when the water level is lower, the tone of the glass water chime is higher, and that when the water level of the glass water chime is higher, the tone is lower. The opposite is true if you are using bottles instead of glasses. You and the children can experiment by grouping the glasses or bottles according to the sounds that they make – higher tones in one group, lower tones in another and middle tones in a third group. Experiment with playing the water chime orchestra! ■
- Write sound qualities (loud, soft, scratchy, hard, etc.) on large cards, one per card. Use as area markers. As a class, decide which group each instrument belongs to. Have children playing that instrument go to that area marker for the performance.
- Explore with the children different ways of making sounds with the new instruments – play loudly, softly, quickly and slowly.

LEARNING LOG

Invite children to draw pictures of themselves playing and/or looking for the found instruments. Assist them in labeling the instrument or writing about the experience.

Suggested Title: My Found Instrument

START WITH THE ARTS • VSA arts



TIP

Glass bottles filled with water will also work.

Instruments Around Us

LEARN ALONG AT HOME

Dear Family,

As a class, we went outdoors in search of objects – both natural and manmade – to make musical and rhythm instruments. Children sorted through their findings and selected objects that would make the best sounds. Then they played their instruments to their favorite songs.

Please talk to your child about the experience and select from the list of ideas to continue learning at home.

Talking With Your Child

What did you find to make into a musical instrument? What sound does it make?

Did you find materials that did not work as an instrument?

Ideas for Continued Learning

Select and read books from the library that feature making instruments or creating music outdoors. Consider:

- [A Very Quiet Cricket](#) by Eric Carle
- [Barn Dance](#) by Bill Martin, Jr. and John Archambault, Illus. by Ted Rand
- [I Sing for the Animals](#) by Paul Goble
- [Is That Josie?](#) by Keiko Narahashi

- [Joshua's Masai Mask](#) by Dakari Hru, Illus. by Anna Rich
- [Ming Lo Moves the Mountain](#) by Arnold Lobel
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- [The Singing Snake](#) by Stefan Czernecki and Timothy Rhodes
- [The Tale of Peter Rabbit](#) by Beatrix Potter
- [Whistle for Willie](#) by Ezra Jack Keats

With your child...

Create music bags. Go on a nature walk together and collect natural items, such as acorns, nuts, seeds, pebbles, sticks and dried leaves. Divide the items into several small paper bags and tie securely. Shake each bag to hear the sound it produces. Encourage your child to use the bag to accompany the beat of recorded music. You can create an entire musical composition from the sounds of paper bags alone!

Look for toys or household objects that have a musical sound, and play them too!