

## **Books and Movement – A Magical Mix B.A.M.M.M.!**

### **Introduction**

**B.A.M.M.M.!** is a series of activity guides that connect literature and movement. Each guide begins with a children's book, extends to gross motor activities that are suggested in the book, and expands to include related curriculum activities and ideas for enhancing the learning environment. The guides have been revised to reflect the *Arkansas Child Development and Early Learning Standards: Birth through 60 months* which were adopted in 2016.

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

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

### **Implementation**

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

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

Gross Motor Learning Goals and Strands are listed for the sections. If a program does not have access to the featured book, use one of the other books listed and make necessary adjustments to the activities while focusing on specific gross motor skills. Teachers and caregivers are invited to include, where appropriate for their children, the additional activities.

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

### **Space**

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

### **Rules/Expectations**

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

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

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

#### **Rules for Safe Movement**

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

## **Teacher/Caregiver Support**

Before beginning a movement education program, consider reviewing the resources books listed below. These books provide a solid foundation for developing a safe and developmentally appropriate movement education program for preschool children.

## **Resources**

### **Movement Education Resources**

*Encouraging Physical Activity in Preschoolers* by Steve Sanders, published by Gryphon House, Beltsville, MD (2015)

**Teacher Note:** *Steve Sanders, author of Encouraging Physical Activity in Preschoolers, was the national expert who reviewed the Arkansas Child Development and Early Learning Standards and gave feedback as to how to improve the Physical Development and Health Domain.*

PE Central Posting on 5/12/2001 – Title: Kick Far!

*Special Olympics Young Children Activity Guide* and *Special Olympics Young Athletes Curriculum*  
*Special Olympics Young Athletes* is a sport and play program for children with and without intellectual disabilities (ID), ages 2 to 7 years old. Young Athletes introduces basic sport skills like running, kicking and throwing (page 4).

The Young Athletes Curriculum is a secondary resource that provides scripted lesson plans for use over an eight-week program for schools (page 66).

In the Activity Guide, there is a section titled: Additional Resources: Modifications (pages 87 and 88).

**Teacher Note:** For additional information about the Special Olympics Young Children publications, visit the *Better Beginnings* website and do the following:

- Click on Curriculum and Supplements
- Click on Preschool
- Click on Special Olympics Young Athletes
- Review the information included
- Note that the curriculum focuses on the gross motor skills that are listed in Arkansas Child Development and Early Learning Standards and are the focus of the skills introduced in B.A.M.M.M.

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## Activity Guide #1 – Crawling

Book: *Inch by Inch* by Leo Lionni

### Introduction

A child's mind and body develop together in an interrelated way. From the time they are born, children use their bodies to learn, making physical development vitally important in all areas of development and learning.

However, today, there are a number of challenges to supporting a child's physical development, including gross motor skills. Children have easy access to screens (e.g.: television, cell phones, tablets). Many live in areas where there may not be space and/or safe opportunities for them to engage in physical activities. Therefore it is important that children enrolled in child care programs have daily opportunities to develop their gross motor skills.

Although gross motor skills will largely develop on their own, there are many ways in which early childhood professionals can encourage those skills to help children play confidently, engage in fun physical activities, and develop a strong foundation for a healthy, active lifestyle that carries into adulthood. This includes both opportunities for children's free exploration and practice of gross motor skills and through planned experiences that are featured in the guides included in the supplemental curriculum, **B.A.M.M.M.!**

Begin by providing time each day for outside play, weather permitting. Make sure there is sufficient indoor and outdoor space for children to safely practice and refine their gross motor skills.

In this **B.A.M.M.M.!** guide children are encouraged to practice crawling when they hear the story, *Inch by Inch*, followed by teacher-guided activities that support the **Physical Development and Health Domain**, plus additional activities that support the **Language Development** and **Emergency Literacy Domains** as well as other Domains.

Crawling is a gross motor skill that is usually mastered by mobile infants in the 9-18 month age range. However, preschool children do enjoy crawling and will include this in their play. The crawling activities in this guide also focus on body awareness, which includes the ability to move with control, avoiding obstacles such as touching the sides of a tunnel or a large box as children crawl through them.

**Teacher Note:** *Information for this introduction was adapted from the introduction to the **Physical Development and Health Domain** in the Arkansas Child Development and Early Learning Standards: Birth through 60 months (April 2016). The developers of **B.A.M.M.M.!** recommend that everyone using these guides review the entire introduction.*

**Arkansas Child Development and Early Learning Standards:  
Birth through 60 Months**

**Domain: Physical Development and Health**

**Domain Component: Gross Motor**

**Learning Goals (with Strands and Skills or Indicators)**

**Ph1.1 Demonstrates locomotor skills** (*traveling*)

- \*Moves from crawling to cruising to walking showing increasing coordination for each skill
- Moves with control, avoiding obstacles and people while moving

**Teacher Note:** *The first indicator, which is starred, is a skill that is usually mastered by mobile infants in the 9-18 month age range.*

**Materials to Collect and Make**

- ✓ Book: *Inch by Inch* by Leo Lionni
- ✓ Measuring tools: rulers, yardstick, cloth measuring tape, metal measuring tape
- ✓ Carpeted area for crawling
- ✓ Rubber fishing worms of different lengths (need to be as long as possible)
- ✓ Obstacle course for different types of crawling: box to move through on stomach, chair to crawl under, geometric crawl-through shapes or large cardboard boxes with shapes cut out of sides (circle, triangle, square) for children to crawl through, hula hoop
- ✓ Song: "I've Been Crawling"
- ✓ Carpet squares or personal space markers

**Introduce the Activity**

**Learning Goals:**

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*).

**MT3.1 Participates in exploratory measurement activities and compares objects** (*measurement*)

**Directions:**

- Have children select carpet squares or personal space markers to sit on.
- Place rulers, yardstick, cloth measuring tape and metal measuring tape on floor in front of children.
- Allow children to examine the measuring tools.
- Listen to their comments and ask questions to determine what they know about the tools. Can they name the tools? If not, name them for the children. Have they seen the tools used? If so, where and who used them? For what purpose? How are the tools alike? How are they different?
- Use the words "measure" and "measuring" as you and the children explore and discuss the tools.
- Explain to children that all of the tools are used for measuring things and that they will have opportunities to learn more about measuring in the story, *Inch by Inch*, and to use some of these measuring tools in their learning centers.
- Put the tools out of reach of children as you present the story.

## Present the Story

### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences*)

**EL1.2 Engages in read-alouds and conversations about books and stories** (*story comprehension*)

**MT3.1 Participates in exploratory measurement activities and compares objects** (*measurement*)

### Directions:

- Prepare to read the book, *Inch by Inch*.
- Remind the children that they just saw some tools that are used for measuring things. Now they will see a different way to measure.
- Show the cover, give title and author. (Explain that author is person who writes the book.)
- Ask children to look at the cover and describe what they see. Call attention to the inchworm if children don't notice it.
- Read book with children sitting so all can see the pictures.
- Make sure children can see the inchworm on each page, especially as he escapes from the nightingale.
- Review the book with children by showing them pages and involving them in naming the things the inchworm measured.
- Ask children which of the things the inchworm measured is the longest? Which is the shortest?
- Ask children why they think the inchworm couldn't measure the nightingale's song. Accept all answers.
- Involve children in discussing what the inchworm did to prevent the nightingale from eating him for breakfast.
- Follow up the reading and review by again showing the children the measuring tools and allowing them to examine them.
- Invite children to find the numeral 1 on their tool. Explain that this means one inch. Help children find the numeral. Children may notice other numerals on the tools. Explain that the 2 means two inches and so forth.
- Place the book on the floor and turn to the double-spread pages where the inchworm is at the top of a plant looking at the nightingale. Use one of the measuring tools to measure the inchworm and say, "This inchworm is one inch long."
- Explain that they will have an opportunity to measure worms in the Discovery Center.

**Teacher Note:** *Look for a picture of a pheasant to show children. (Locate using a web search for "pheasant") Only the tail shows on the page. Also, most children may have never seen a pheasant.*

## Extend the Story

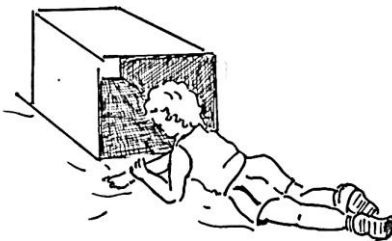
### Learning Goals:

**PH1.1 Demonstrates motor skills** (*traveling*)

**LD1.1 Understands and responds to language** (*in child's home language*) (*vocabulary and language comprehension, follows directions*)

### Directions:

- Explain to children that they will now have an opportunity to crawl like the inchworm.
- Have children complete the following crawling obstacle course:
  - o Scoot on their tummies through a large cardboard box without touching the sides.



- o Crawl on hands and knees under a chair without touching the sides
- o Crawl through a hula hoop as you hold it vertically with it touching floor
- o Crawl through geometric crawl-through shapes or cardboard boxes with shapes cut out of sides



- Observe children to determine when they begin to tire and ask them to stop crawling and return to their carpet squares.

## Conclude the Session

### Directions:

- Lead the children in singing “I’ve Been Crawling” to tune of “Are You Sleeping?”

*I’ve been crawling, I’ve been crawling*  
(make crawling motions with hands)  
*On my hands* (show hands),  
*On my knees* (point to knees)  
*Crawling is such hard work, so I need to rest now*  
*If you please, if you please*  
(Place hands on side of head and rest head on them)

- Invite children to join you in singing the song again and making motions as they sing.

## Try these additional activities

- Include additional crawling activities such as these:
  - Provide a tunnel for children to crawl through. Tunnels can be placed indoors or outdoors.
  - Provide large snap-together cubes for children to crawl through.
  - Involve children in moving through obstacle courses that include opportunities for crawling.
  - Have children crawl backwards.
  - Have children do a crab walk.
  - Involve children in crawling around barriers such as cones or liter bottles without touching them.

## Learning Center Activities

### Learning Goals:

**MT1.1 Demonstrates number sense and an understanding of quantity** (*number names and count sequence*)

**MT3.1 Participates in exploratory measurement activities and compares objects** (*measurement, comparison, seriation*)

### Activity: Measuring Worms in the Discovery Center

#### Directions:

- Add rubber fishing worms of different lengths to the center.
- Add measuring tools such as ruler and cloth measuring tape.
- Involve children in examining the tools.
- Call attention to the written numerals on the measuring tool and invite children to say the number name. For example, one inch, two inches, and so forth.
- Suggest that children measure the worms using one of the measuring tools
- Involve children in put the inch worms in increasing order, from shortest to longest.
- Involve children in counting the worms.

**Activity: Hide Rubber Worms in the Sand Box or Tub**

**Activity: Add Rubber Worms to the Water Table or Tub**

**Teacher Note:** *Do children use measuring tools to measure the worms in either of these centers?*

#### **Additional Books**

- The Biggest Boy* by Kevin Henkes (1995), Greenwillow

#### **Resources**

- ✓ Personal space markers can be ordered from equipment catalogs and from school supply catalogs.
- ✓ Tunnels can be ordered from equipment catalogs and from school supply catalogs.
- ✓ Geometric crawl through shapes can be ordered from equipment catalogs.

#### **Teacher Notes:**

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



## Activity Guide #2 – Walking

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

### Introduction

A child's mind and body develop together in an interrelated way. From the time they are born, children use their bodies to learn, making physical development vitally important to all areas of development and learning.

However, today there are a number of challenges to supporting a child's physical development, including their gross motor skills. Children have easy access to screens (e.g.: television, cell phones, tablets) and many live in areas where there may not be space and/or safe opportunities for them to engage in physical activities. Therefore it is important that children enrolled in child care programs have daily opportunities to develop their gross motor skills.

Although gross motor skills will largely develop on their own, there are ways in which early childhood professionals can encourage these skills to help children play confidently, engage in fun physical activities, and develop a strong foundation for a healthy, active lifestyle that carries into adulthood. This includes both opportunities for children's free exploration and practice of traveling skills such as walking and through planned experiences that are featured in the guides included in the supplemental curriculum, **B.A.M.M.M.!**

Begin by providing time each day for outside play, weather permitting. Make sure there is sufficient indoor and outdoor space for children to safely practice and refine their traveling skills, including walking.

In this **B.A.M.M.M.!** guide, children are introduced to walking when they hear the story, *We're Going on a Picnic*, followed by activities that involve them in teacher-guided walking activities that support the **Physical Development and Health Domain**, plus additional activities that support the **Language Development** and **Emergent Literacy Domain** as well as other Domains.

**Teacher Note:** *Information for this introduction was adapted from the introduction to the **Physical Development and Health Domain** in the Arkansas Child Development and Early Learning Standards: Birth through 60 months (April 2016). The developers of **B.A.M.M.M.!** recommend that everyone using these guides review the entire introduction.*

## Arkansas Child Development and Early Learning Standards: Birth through 60 Months

**Domain: Physical Development and Health**  
**Domain Component: Gross Motor**

### **Learning Goals (with Strands and Skill or Indicators)**

#### **PH1.1 Demonstrates locomotor skills** (*traveling*)

- Changes speed or direction while running
- Moves with control, avoiding obstacles and people while moving (e.g. moves through obstacle courses, steers wheelchair into small spaces, stops at intended location when running)

#### **PH1.2 Shows Stability and Balance** (*core stability*)

- Shows increasing ability to maintain balance while moving from one position to another, changing directions, or stopping abruptly (“freezes” while running)

### **Materials to Collect and Make**

- ✓ Book: *We’re Going on a Picnic!* by Pat Hutchins
- ✓ Carpet squares or personal space markers
- ✓ Picnic basket

### **Introduce the Activity**

#### **Learning Goals:**

**SE3.1 Shows awareness of self as unique individual** (*preferences*)

**LD1.1 Understands and responds to language (in child’s home language)** (*vocabulary and language comprehension*)

#### **Directions:**

- Children sitting on carpet squares or personal space markers.
- Show children picnic basket and ask if they know what kind of basket it is.
- Depending on answers, label it a “picnic basket. Lead children to briefly discuss their picnic experiences. *Where did they go? Who went with them? What did they have to eat? What else did they take?*
- Invite children, one at a time, to tell you one thing they would put in the basket to take on a picnic. Encourage each child to say something different than other children. As each child names the item, ask him/her to pretend to place it in the basket.
- When last child has put a “pretend” item in basket, say, *“Our picnic basket was empty. Now it’s full and we’re going on a picnic.”*

## Present the Story

### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences*)

**EL1.2 Engages in read-alouds and conversations about books and stories** (*story comprehension*)

**EL3.1 Responds to features of books and print** (*book knowledge*)

### Directions:

- Prepare to read the story, *We're Going on a Picnic!*
- Show the cover, give title and author. (Explain that author is person who writes the book.)
- Invite children to look at the cover and name who is going on a picnic. (hen, duck, goose)
- Show the title page and read the title again.
- Invite children to look at the page opposite the title page, name the animals they see (mouse, rabbit, squirrel) and predict what these animals will do and suggest that they be on the lookout for these animals as the hen, duck and goose go on a picnic.
- Say, "Be on the lookout for the mouse, rabbit and squirrel and see what they do as the hen, duck and goose go on a picnic."
- Read book with children sitting so all can see the pictures.
- Pause while reading the story to allow children time to observe what is happening with the picnic basket. Ask questions to focus their observations. "*What do you think the mouse is doing in the basket?*" "*The squirrel?*" "*The rabbit?*" Say, "*Were you right?*" as you turn to the next page which shows the animals eating the fruit in the basket.
- Follow up with questions such as "*Why was the picnic basket empty?*" "*Who ate the strawberries, apples and pears?*"

## Extend the Story

### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language)** *vocabulary and language comprehension, follows directions*

**PH1.1 Demonstrates locomotor skills** *(traveling, complex movements)*

**PH1.2 Shows stability and balance** *(core stability)*

### Directions:

- Explain to children that they will now take a walk around the room, then return home, just like the hen, duck and goose did.
- Remind children to move safely and not get too close to other children.
- Reinforce the stop and go signal you have established: clapping hands, striking a drum, striking two rhythm sticks together are examples.
- When children hear this signal, they are to freeze like a statue.
- Say, "*Can you walk around the room and stay as far from other children as you can?*"
- Observe children to make sure they are walking without bumping into other children.
- Sound the stop signal.
- Say, "*Can you walk sideways without bumping into others?*"
- Sound the stop signal.
- Say, "*Can you walk backwards without bumping into others?*"
- Sound the stop signal.
- Say, "*Can you walk very slowly back to your home and sit down?*"

**Teacher Note:** *Consider playing music as children walk around the room. Keep music at a level that allows children to hear stop and go signals.*

## Conclude the Session

### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences*)

**EL2.1 Notices and manipulates the sounds of language** (*rhyme*)

### Directions:

- Say the following poem by Evelyn Beyer with children:

### **Jump or Jiggle** By Evelyn Beyer

Frogs jump Caterpillars hump	Mice creep Deer leap
Worms wiggle Bugs jiggle	Puppies bounce Kittens pounce
Rabbits hop Horses clop	Lions stalk-
Snakes slide Sea gulls glide	But-
	<b>I walk!</b>

- Repeat the poem with children. Encourage them to make some of the animal movements in the poem, either with their fingers, feet, or bodies.
- Repeat the poem at another time and involve children in identifying the words that rhyme.

## Try these additional activities



### Learning Goals:

**PH1.1 Demonstrates locomotor skills** (*traveling*)

**PH1.2 Shows stability and balance** (*core stability*)

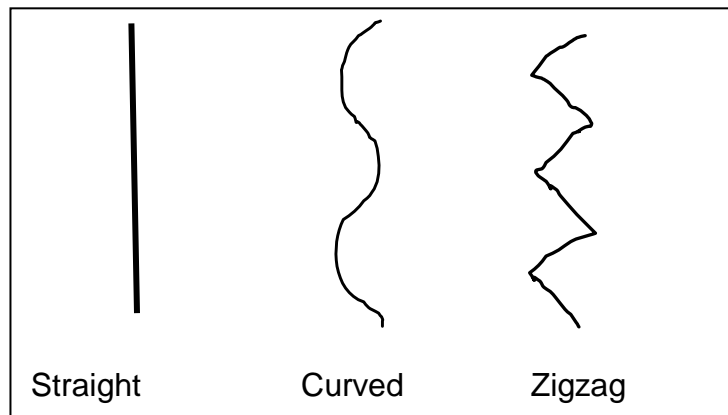
**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)

### Walking through the Woods

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

## Pathways for Movement

- Introduce pathways for movement as follows:
  - Use hand movements to create and explain a straight, curved and zigzag pathway.
  - Demonstrate walking in a straight, curved and zigzag pathway telling children what each pathway is.
  - Walk each pathway again and ask children to name the pathway you're walking.
- Remind children to stay away from other children as they are walking. Review the stop and go signal you have established.
- Say, "Can you walk forward in a straight pathway?"
- Sound the stop signal.
- Say, "Can you walk in a curved pathway?"
- Sound the stop signal.
- Say, "Can you walk in a zigzag pathway?"
- Sound the signal.
- Have children walk to their carpet squares



### Activity: Walk Like a Duck

- Explain to children that they are going to practice walking like a duck and model walking like a duck with legs apart and feet turned outward.
- Involve children in walking like a duck either indoors or outdoors.

**Teacher Note:** *If you are able, explain and model walking like a duck as follows: walk in a crouched or full squatting position.*

### Additional Books

- The Little Red Hen* by Paul Galdone
- I Went Walking* by Sue Williams
- Rosie's Walk* by Pat Hutchins
- The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear* by Don and Audrey Wood
- Make Way for Ducklings* by Robert McCloskey
- Have You Seen My Duckling* by Nancy Trafuri
- Five Little Ducks* by Raffi, illustrated by Jose Aruego and Arienne Dewey

## Resources

- ✓ Personal space markers can be ordered from equipment companies or from school supply companies.

### Teacher Notes:

- Children need to hear the same story read to them several times.
- Children also need frequent opportunities to repeat and practice movement activities.
- Plan to reread the book, *We're Going on a Picnic* by Pat Hutchins, and include a variety of the suggested movement activities.
- It is important that stories and activities be repeated with children at different times throughout the year.



## Activity Guide #3 – Running

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

### Introduction

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However, today there are a number of challenges to supporting a child’s physical development, including their gross motor skills. Children have easy access to screens (television, cell phones, tablets) and many live in areas where there may not be space and/or safe opportunities for them to engage in physical activities. Therefore it is important that children enrolled in child care programs have daily opportunities to develop their gross motor skills.

Although gross motor skills will largely develop on their own, there are ways in which early childhood professionals can encourage these skills to help children play confidently, engage in fun physical activities, and develop a strong foundation for a healthy, active lifestyle that carries into adulthood. This includes both opportunities for children’s free exploration and practice of traveling skills and through planned experiences that are featured in the guides included in the supplemental curriculum, **B.A.M.M.M.!**

Begin by providing time each day for outside play, weather permitting. Make sure there is sufficient indoor and outdoor space for children to safely practice and refine their traveling skills, including running.

In this **B.A.M.M.M.!** guide, children are introduced to running when they hear the story, *The Gingerbread Man*, followed by activities that involve them in teacher-guided running activities that support the **Physical Development and Health Domain**, plus additional activities that support the **Language Development** and **Emergent Literacy Domain** as well as other Domains.

**Teacher Note:** *Information for this introduction was adapted from the introduction to the **Physical Development and Health Domain** in the Arkansas Child Development and Early Learning Standards: Birth through 60 months (April 2016). The developers of **B.A.M.M.M.!** recommend that everyone using these guides review the entire introduction.*

## Arkansas Child Development and Early Learning Standards: Birth through 60 Months

**Domain: Physical Development and Health**  
**Domain Component: Gross Motor**

### **Learning Goals (with Strands and Skill or Indicators)**

#### **PH1.1 Demonstrates locomotor skills** (*traveling*)

- Changes speed or direction while running
- Moves with control, avoiding obstacles and people while moving (e.g. moves through obstacle courses, steers wheelchair into small spaces, stops at intended location when running)

#### **PH1.2 Shows Stability and Balance** (*core stability*)

- Shows increasing ability to maintain balance while moving from one position to another, changing directions, or stopping abruptly (“freezes” while running)

### **Materials to Collect and Make**

- ✓ Book: *The Gingerbread Man*, retold by Jim Aylesworth, illustrated by Barbara McClintock
- ✓ Carpet squares or personal space markers
- ✓ Picture of a Gingerbread Man
- ✓ Set of cards with all the characters of the book, *The Gingerbread Man* (Gingerbread Man, Man, Woman, butcher, cow and sow)
- ✓ Cones or two liter soda bottles weighted with sand or gravel
- ✓ Ingredients to make Gingerbread Man cookies
- ✓ Items for a Bakery Prop Box
- ✓ Ingredients to make brown playdough
- ✓ Gingerbread man shaped cookie cutters
- ✓ Gingerbread man shapes cut from sponges
- ✓ Develop felt or magnetic storytelling figures as a vehicle for presenting the story to children. See Attachment: [The Gingerbread Boy](#)

## Introduce the Activity

### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**MT1.2 Explores combining and separating groups (numerical operations)** (*addition and subtraction*)

### Directions:

- Begin by inviting children to sit on carpet squares or personal space markers, or on a specific spot on the carpet.
- Show children a picture of the Gingerbread Man. Ask if they know who this is. If not, say, "*This is the Gingerbread Man. We'll be reading a story about him.*"
- Introduce "The Bakery". Make appropriate motions.

#### **The Bakery**

*Five little gingerbread men in a bakery shop  
(hold up five fingers)  
Short and fat with raisins on the top.  
Along came (boy/girl or insert child's name)  
With a penny to pay.*

*He/she bought one gingerbread man*

*And he/she took it away."*

- Repeat the rhyme, taking one gingerbread man away each time, until the last verse.

*No little gingerbread men in a bakery shop  
Short and fat with raisins on the top.  
Along came (boy/girl or insert child's name)  
With a penny to pay.*

*He/she saw no gingerbread men  
So he/she ran away.*

**Teacher Note:** *Adjust this activity so that each child's name is used in the rhyme.*

## Present the Story

### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences*)

**EL1.2 Engages in read-alouds and conversations about books and stories** (*story comprehension*)

**EL3.1 Responds to features of books and print** (*book knowledge*)

### Directions:

- Prepare to read the story, *The Gingerbread Man*.
- Show the cover, give title, author and illustrator. (Explain that author is person who writes the book and illustrator is person who draws the pictures.)
- Ask children to look at cover and predict what story is about. Ask, "Why do you think the *Gingerbread Man* is running?" "Let's read and find out."
- Read book with children sitting so all can see the pictures.
- Review the story by showing the pages and invite children to tell the story in their own words. On pages where *Gingerbread Man* says rhymes, read those with children and encourage them to join in.
- Explain to children that in just a few minutes they will have an opportunity to run like the *Gingerbread Man*.

## Extend the Story

### Learning Goals:

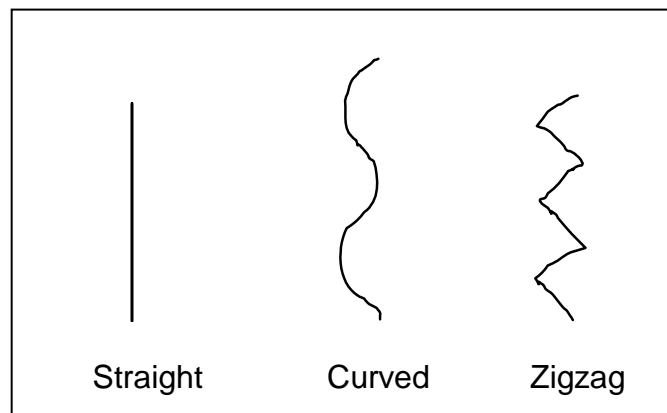
**PH1.1 Demonstrates locomotor skills** (*traveling*)

**PH1.2 Shows stability and balance** (*core stability*)

**LD1.1 Understands and responds to language (in child's home language)** *vocabulary and language comprehension, follows directions*)

### Directions:

- Introduce pathways for movement as follows:
  - Use hand movements or a chart as shown below to create and explain a straight, curved and zigzag pathway.
  - Demonstrate running in a straight, curved and zigzag pathway.
  - Run each pathway again and ask children to name the pathway you're running.



- Provide enough space so that children can run without touching other children.
- Explain to children how different parts of their body work when they are running:
  - Say, “*Bend your elbows, and then swing your arms when running.*”
  - Say, “*Pick up your feet and move forward as fast as you can.*”
- Remind children to be careful, to watch where they're going and to avoid running into other children.
- Reinforce the stop and go signal you have established: beating on a drum, clapping hands, blowing a whistle, for example.
- Say, “*Can you run around the room without bumping into anyone?*”
- Sound the stop signal.
- Say, “*Now run in a curved pathway.*”
- Sound the stop signal.
- Say, “*Can you run in a zigzag pathway?*”
- Sound the stop signal.
- Say, “*Can you walk slowly to your carpet square?*”



## Conclude the Session

### Directions:

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

#### The Gingerbread Man

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

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

## Try these additional activities

### Learning Goals:

**EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences*)

**MT1.1 Demonstrates number sense and an understanding of quantity** (*comparison of quantity*)

- Indicator: *Identifies places in a series, using terms like first, second, last, etc. (ordinality)*

### Who Chased the Gingerbread Man?

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

**Learning Goals:**

**SE3.1 Shows awareness of self as unique individual** (*preferences*)

**EL1.1 Shows interest in language experiences** (*engagement in literacy experiences, variety of interests*)

**EL1.2 Engages in read-alouds and conversations about books and stories** (*story comprehension*)

**EL3.1 Responds to features of books and print** (*print knowledge*)

**MT1.1 Demonstrates number sense and an understanding of quantity** (*comparison of quantity*)

**Compare Two Stories**

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

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

Example of the summary story:

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

## Learning Goals:

**PH1.1 Demonstrates locomotor skills** (*traveling*)

**PH1.2 Shows stability and balance** (*core stability*)

**PH3.2 Shows awareness of safe behavior** (*understanding of safety rules and practices*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)

### Run from the Fox

- Create an indoor or outdoor woods (obstacle course). Use either cones or two-liter soda bottles weighted with sand or gravel. Tape the caps on the bottles to avoid spills.
- Arrange to have the obstacle course set up ahead of time so children do not have to wait.
- Reread the book, *The Gingerbread Man*, with the children.
- Explain to children that they will pretend to be the Gingerbread Man and run through the woods to get away from the fox.
- Remind children to avoid running into other children or the trees as they are running. Review the stop and go signal you have established; beating on a drum, clapping hands, or blowing a whistle, for example.
- Say, "*The fox is chasing you. Run around the trees so he can't catch you.*"
- Sound the stop signal.
- Repeat running sequence several times.
- Say, "*Can you run some more? The fox is still after you.*"
- Sound the stop signal.
- Say, "*The fox has quit chasing you. Now you can walk back home and rest.*"



**Learning Goals:**

**PH2.2** Adjusts grasp and coordinates movement to use tools (*variety of tools*)

**PH3.1** Demonstrates interest in engaging in healthy eating habits and making nutritious food choices (*exploration of food experiences*)

**EL3.1** Responds to features of books and print (*print knowledge*)

**Make Gingerbread Man Cookies**

Gingerbread Man Cookies

¼ cup margarine	2 teaspoons baking soda
1 cup sugar	1 teaspoon cinnamon
1 egg slightly beaten	1 teaspoon cloves
¼ cup molasses	1 teaspoon ginger
2 ½ cups flour	

Cream the margarine and cup of sugar.

Beat in the egg and molasses.

Sift the flour with soda and spices, and mix with the wet ingredients.

Chill the dough.

Roll chilled dough on a lightly floured board to 1/8" thickness.

Cut out gingerbread men shapes with cookie cutter.

Bake on oiled baking sheet for 8 to 10 minutes at 350 degrees F.

Decorate with raisins.

**Teacher Notes:**

- *Make an illustrated recipe chart before beginning this food experience.*
- *Read the directions from the chart as you and the children are preparing the cookie dough.*
- *Allow the children to do as much of this process as possible. They can help measure, sift, use cookie cutters and decorate with raisins.*
- *Serve the gingerbread man cookies while they are still warm so children can experience the wonderful aroma.*
- *Serve with milk.*
- *Make recipe cards to send home to families.*

## Learning Center Activities

### Learning Goal:

**CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play** (*exploration of drama*)

### Dramatic Play Center

#### Create a Bakery Prop Box for Dramatic Play

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

### Learning Goal:

**CA2.1 Explores, manipulates, creates, and responds to a variety of art media** (*exploration of art*)

### Art Center

#### Make Play Dough

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

#### Printmaking

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

### Additional Books

- ❑ *The Gingerbread Boy* by Paul Galdone
- ❑ *The Gingerbread Baby* by Jan Brett
- ❑ *The Gingerbread Man* by Eric A. Kimmel

### Resources

- ✓ Personal space markers can be ordered from equipment companies or from school supply companies.
- ✓ See back cover of the book, *The Gingerbread Man*, for another gingerbread cookie recipe.

**Teacher Notes:**

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

## **The Gingerbread Boy** **by Paul Galdone**

1. Run copies on cardstock (index paper or tagboard).
2. Color pieces with markers, color pencils (may not be as bright), pastels, or paint, (crayons may melt when laminated).
3. When putting two large pieces together, use a glue stick to prevent pieces from wrinkling when laminating.
4. Laminate story objects. You may cut pieces before or after laminating.
5. Attach Velcro dots or pieces to back of each object.

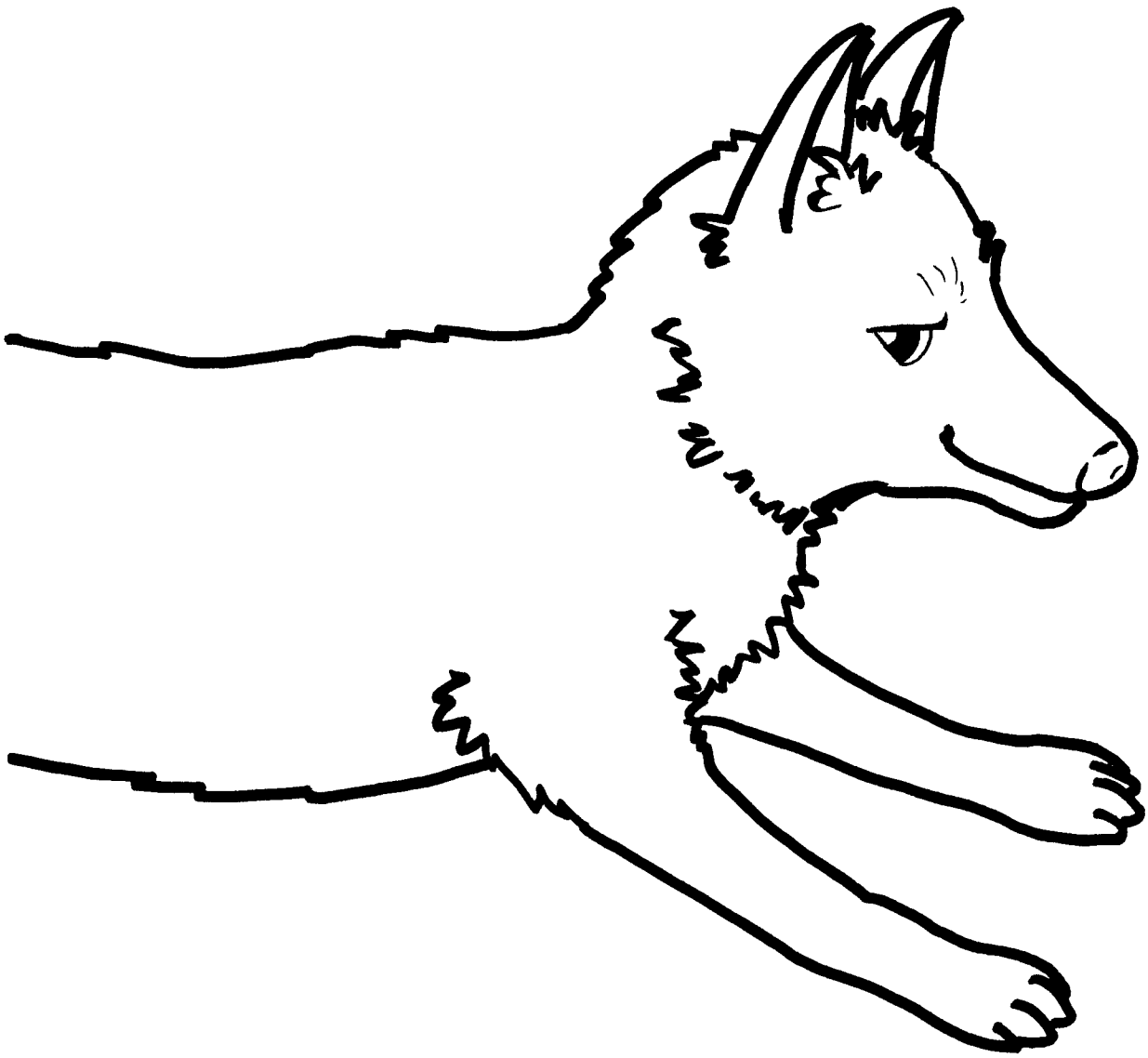
Tip: Make an outline story card to use when telling the story.

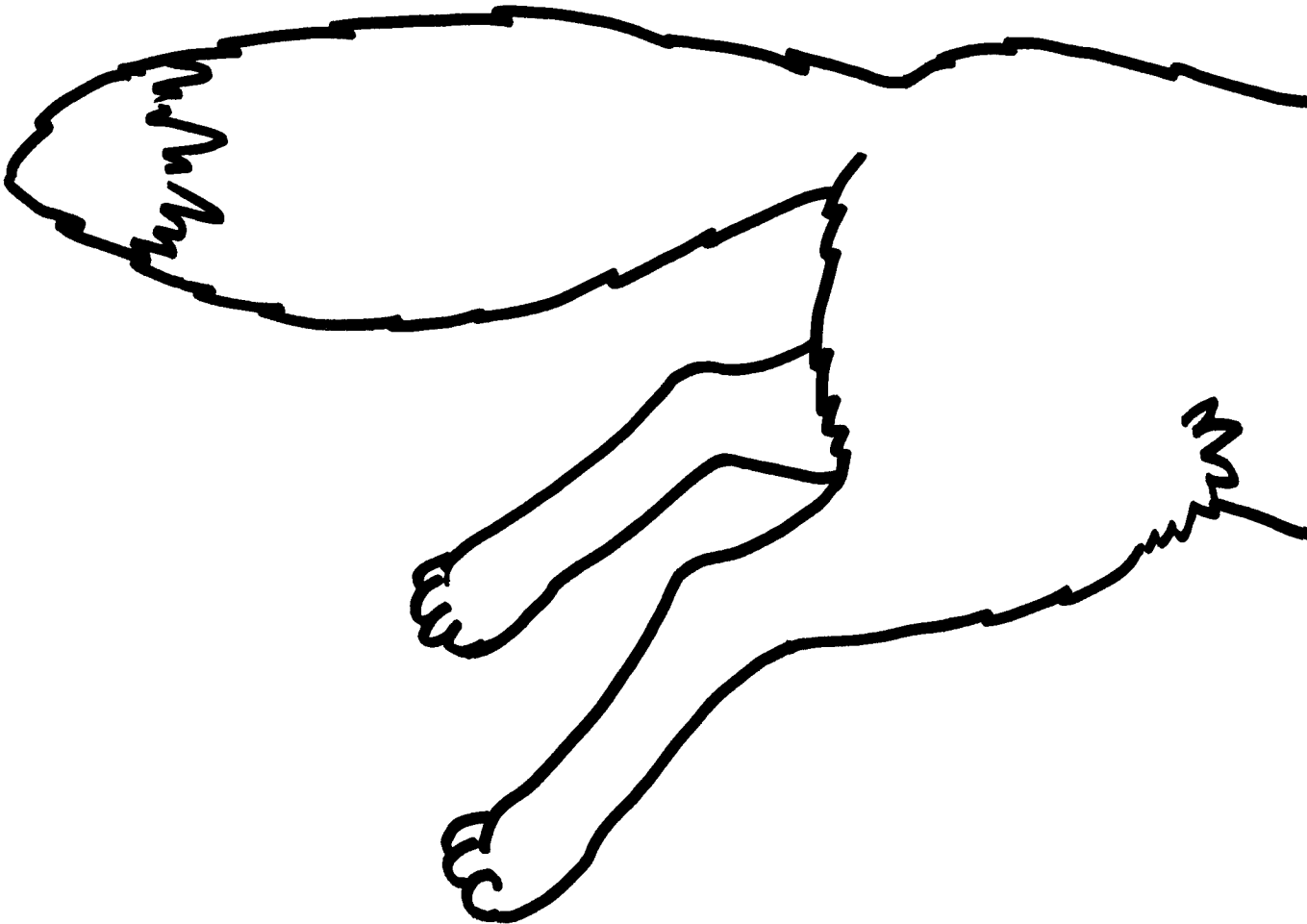
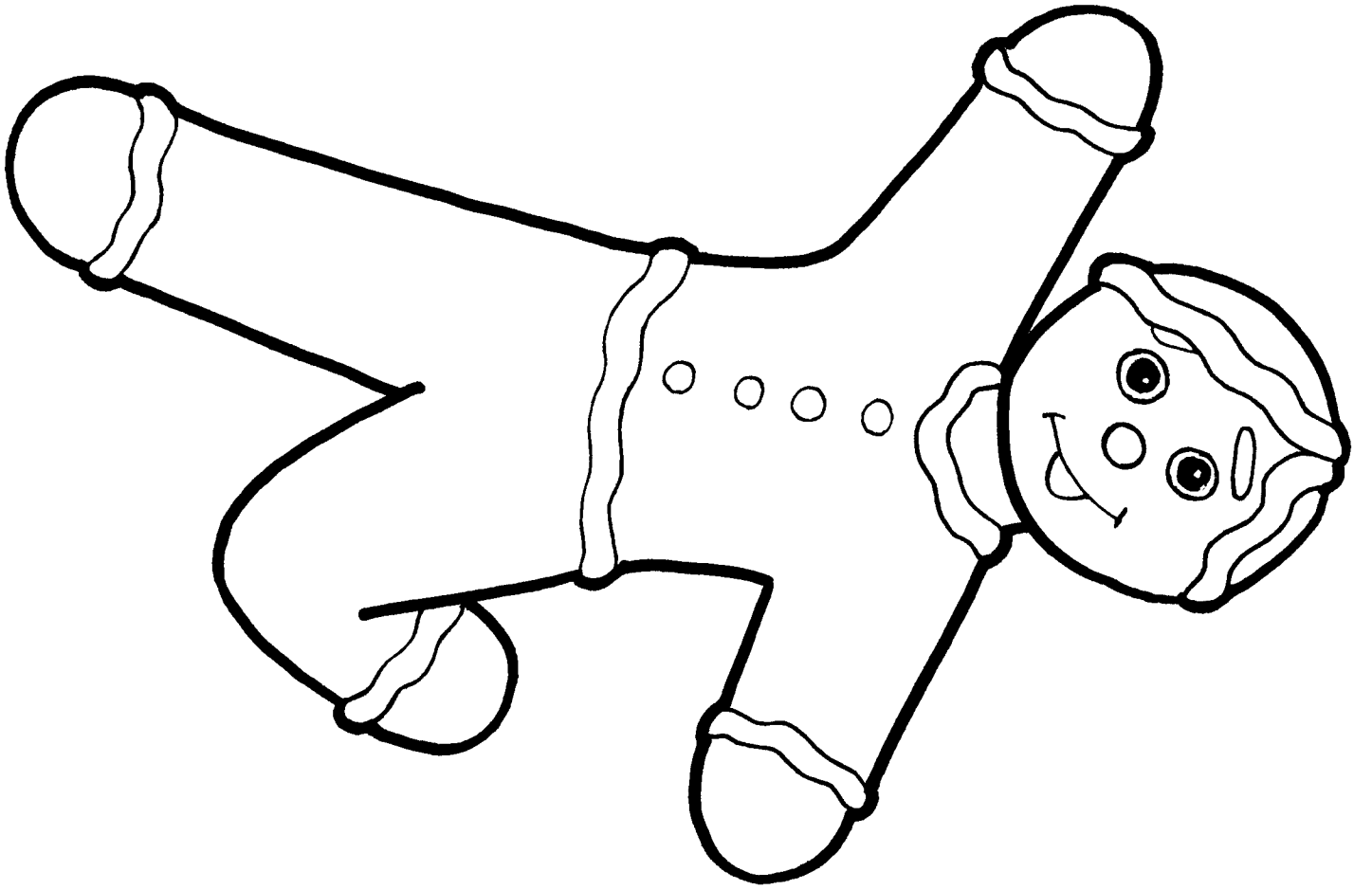
### **Remember patterns are not to be used for children's art projects!**

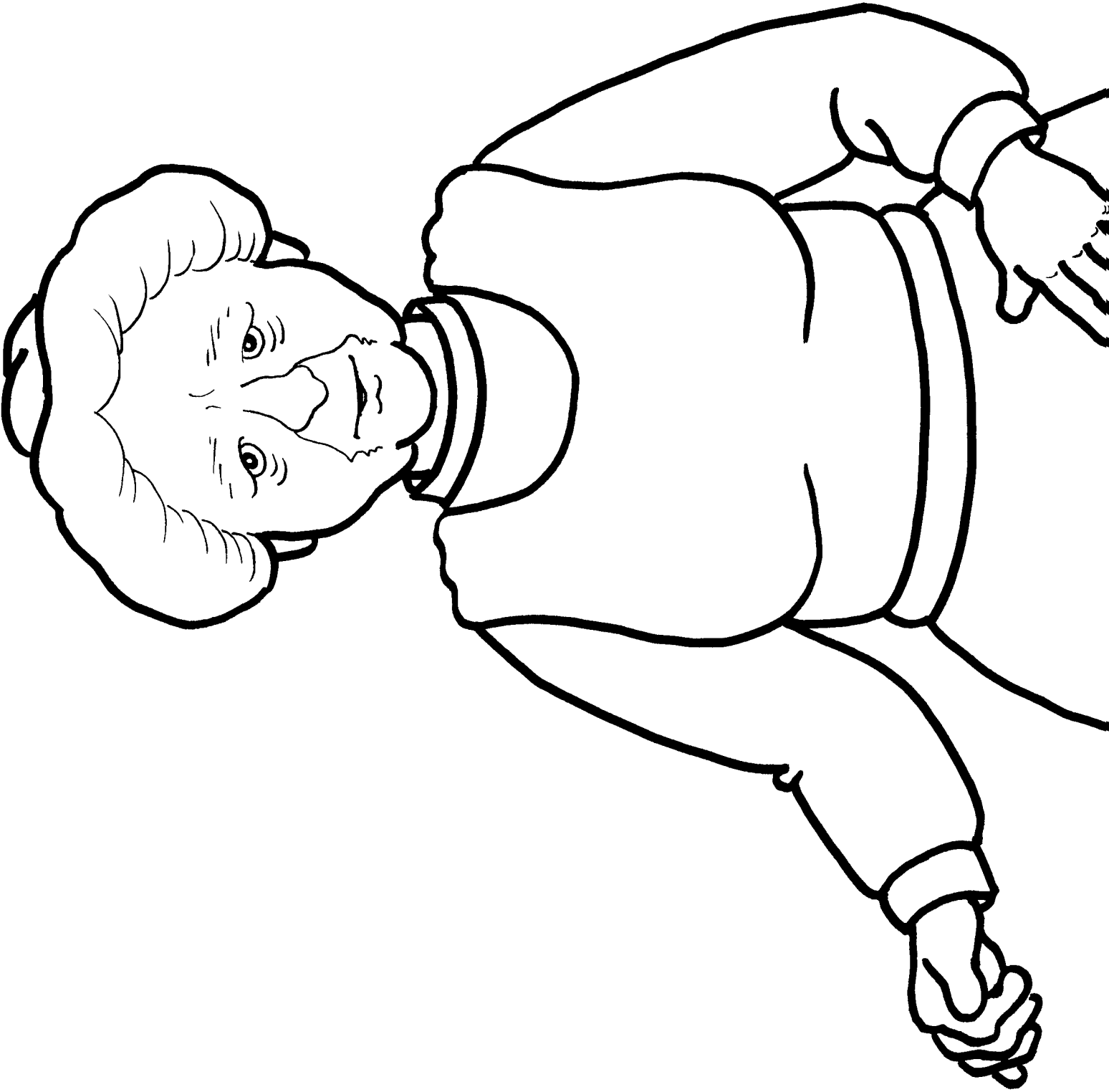
Patterns may be use for teacher made puppets which children can use for story retelling. Patterns may be enlarged if preferred.

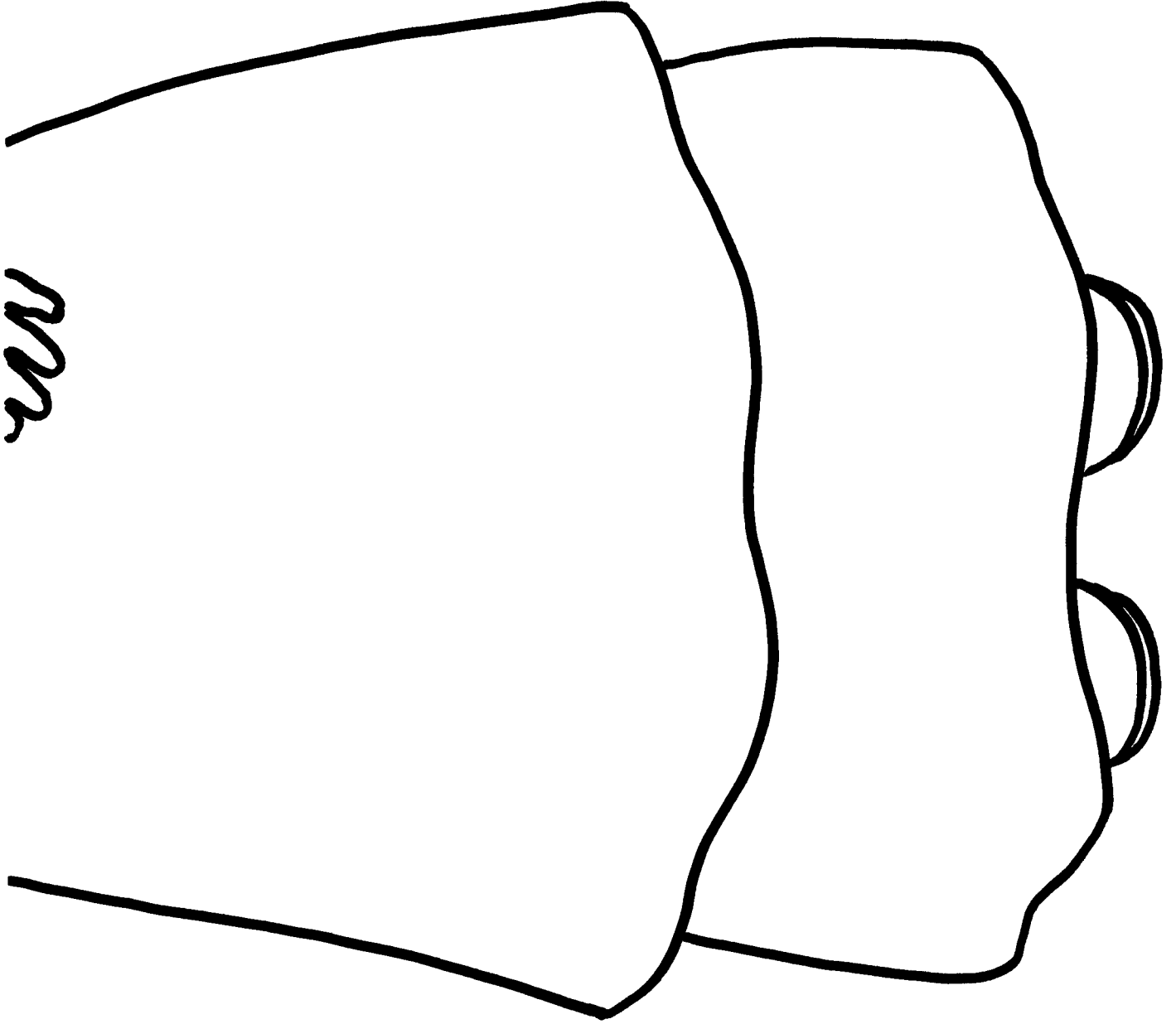
### **Suggested Activities:**

1. Provide large construction paper outline shapes of a gingerbread boy Allow children to decorate with crayons and collage materials, such as ribbon, lace, and large buttons. Allow children to use their imaginations. DO NOT provide patterns for them to follow.
2. Provide playdough, rolling pins and cookie cutters for the children. Add a small amount of ginger to scent the playdough.
3. Bake gingerbread cookies. Provide a rebus chart for recipe directions.
4. Provide small gingerbread cutouts to practice positional words. Children put the gingerbread man under their chair, on their head, etc.



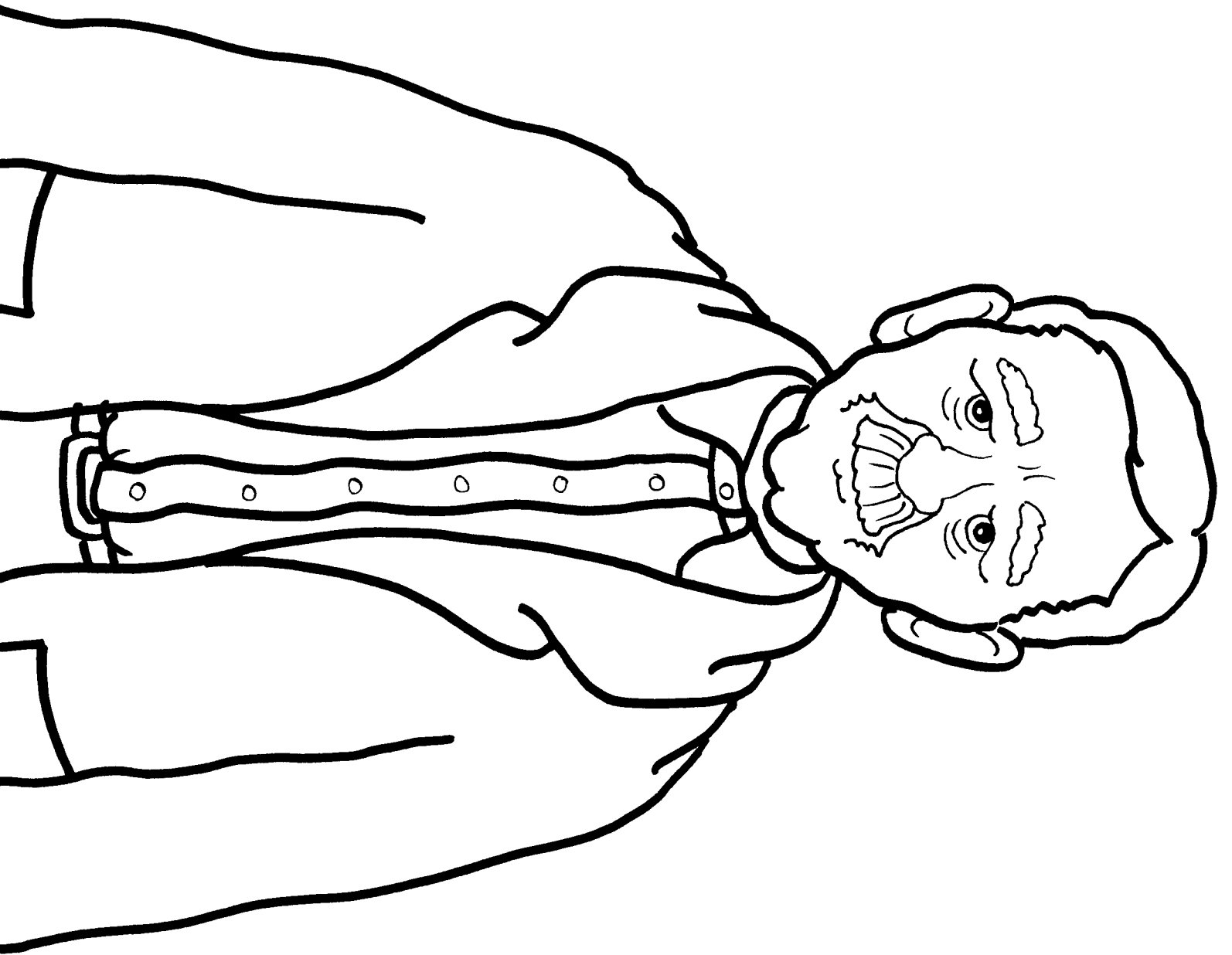


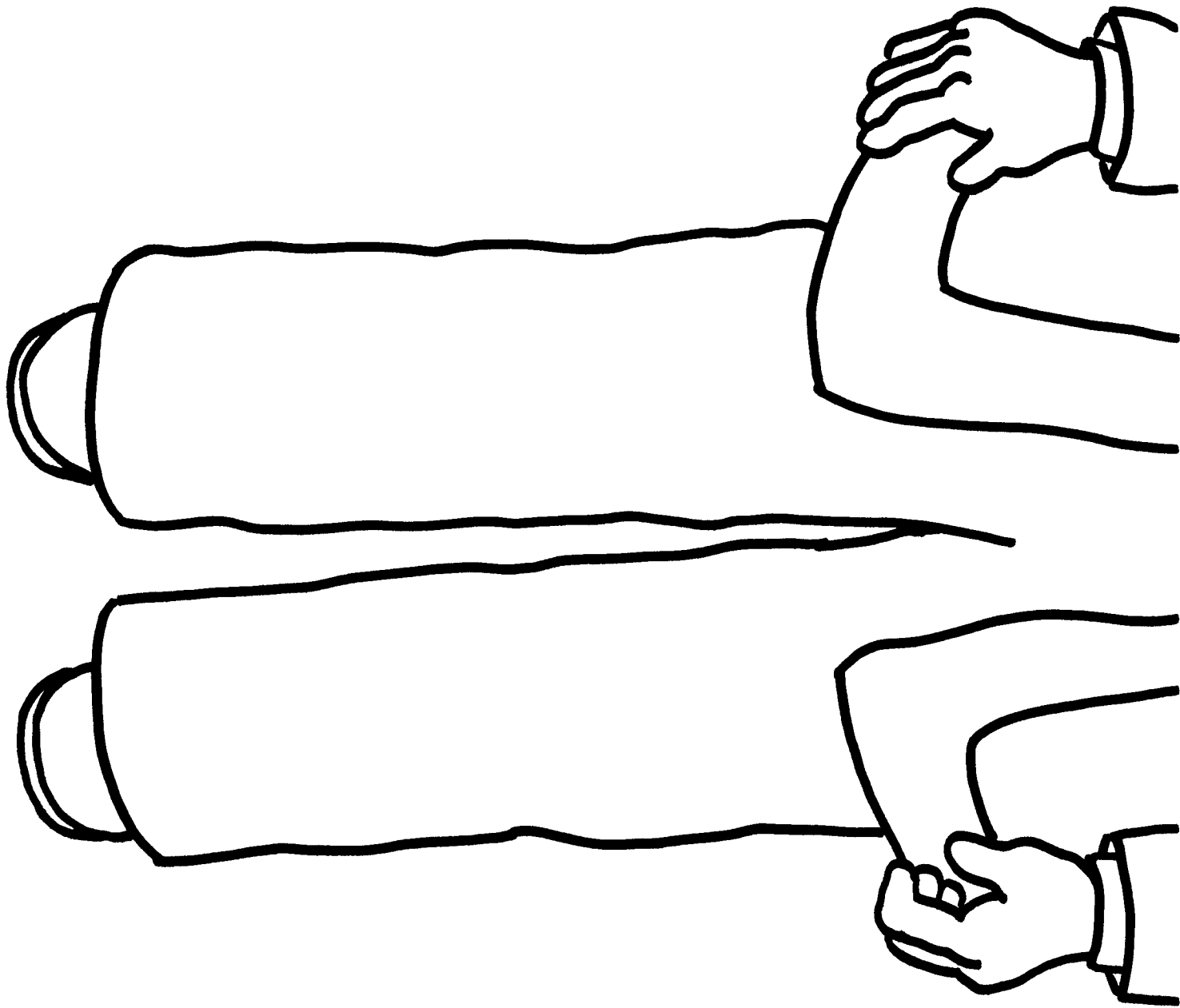


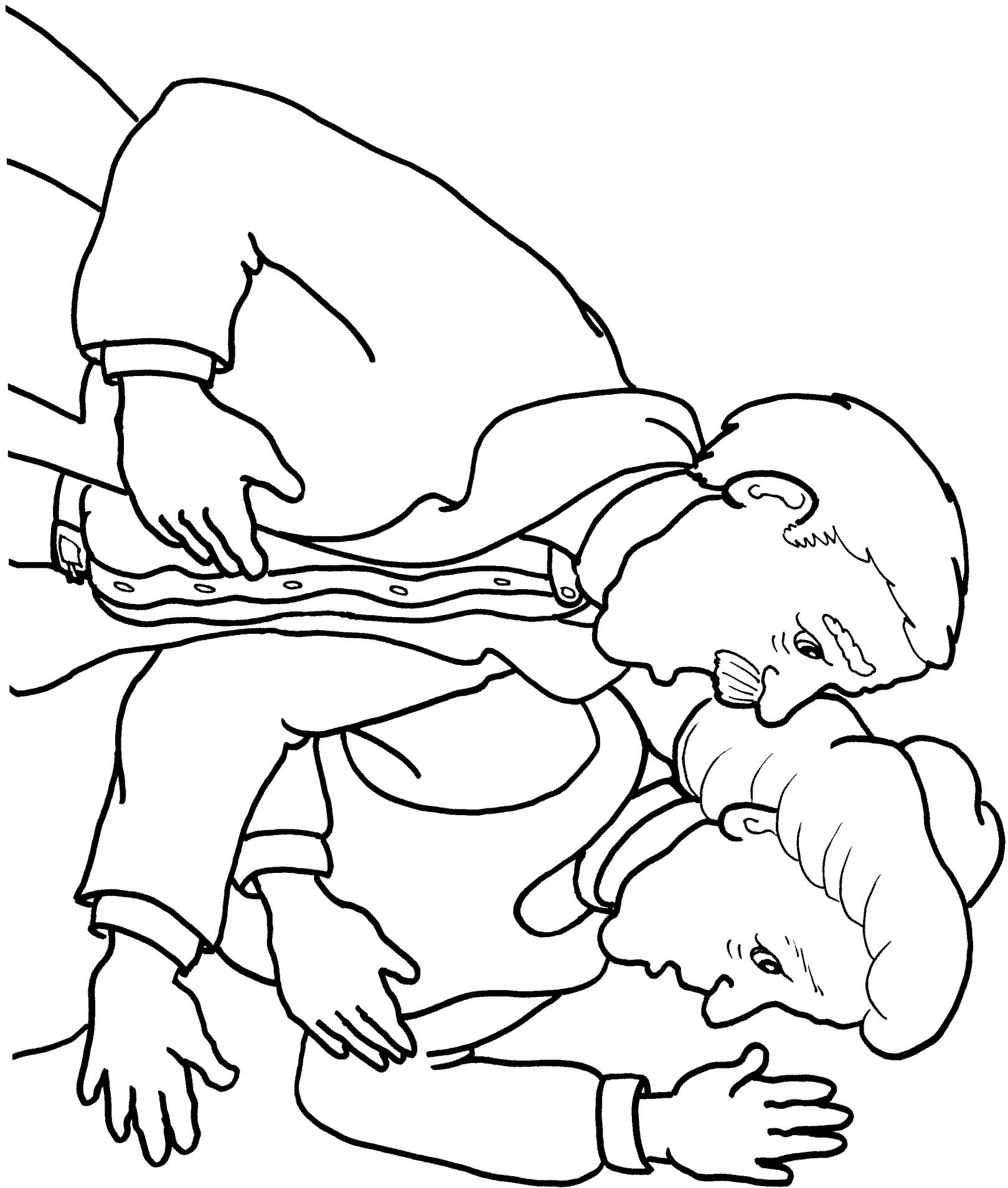


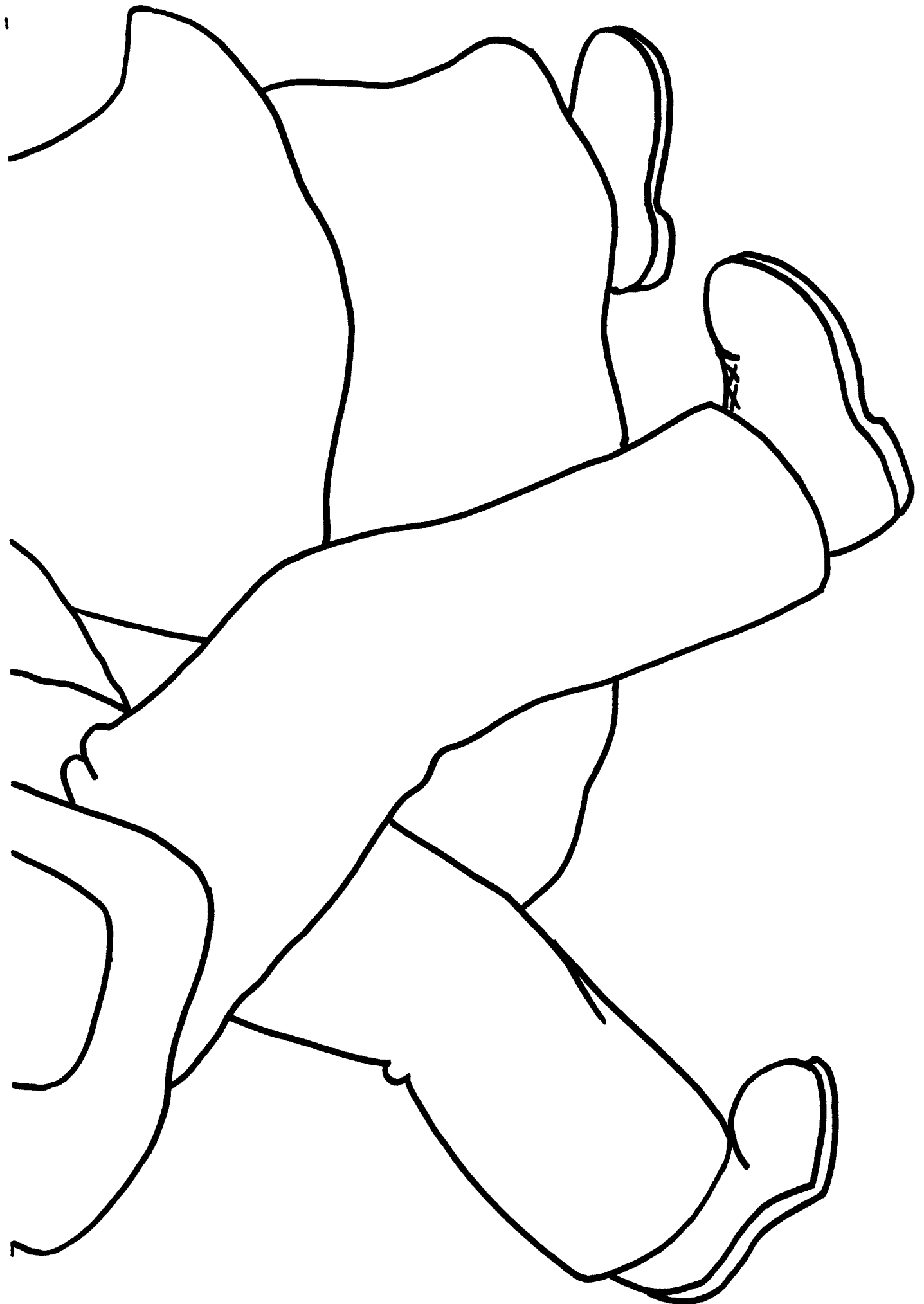
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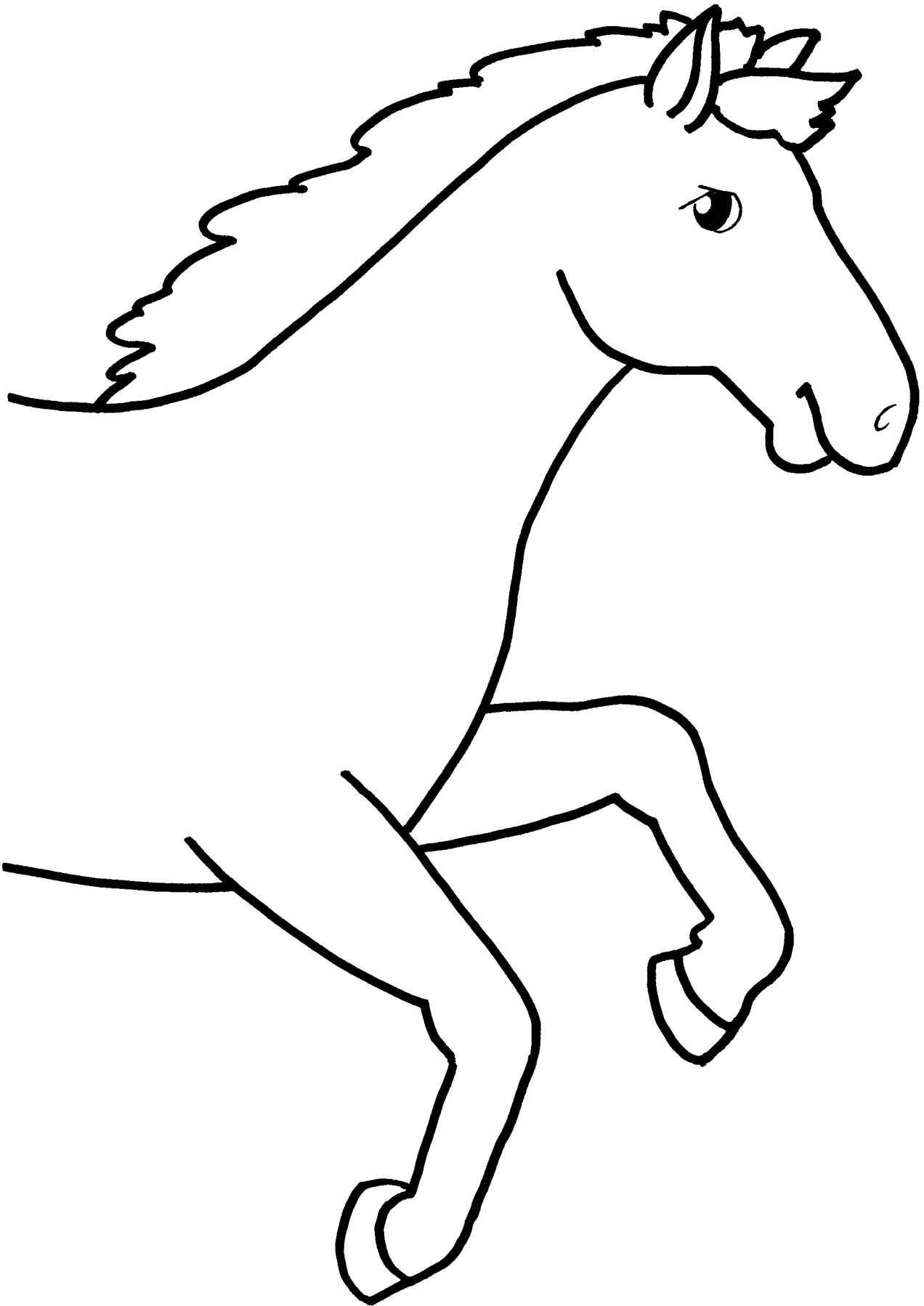


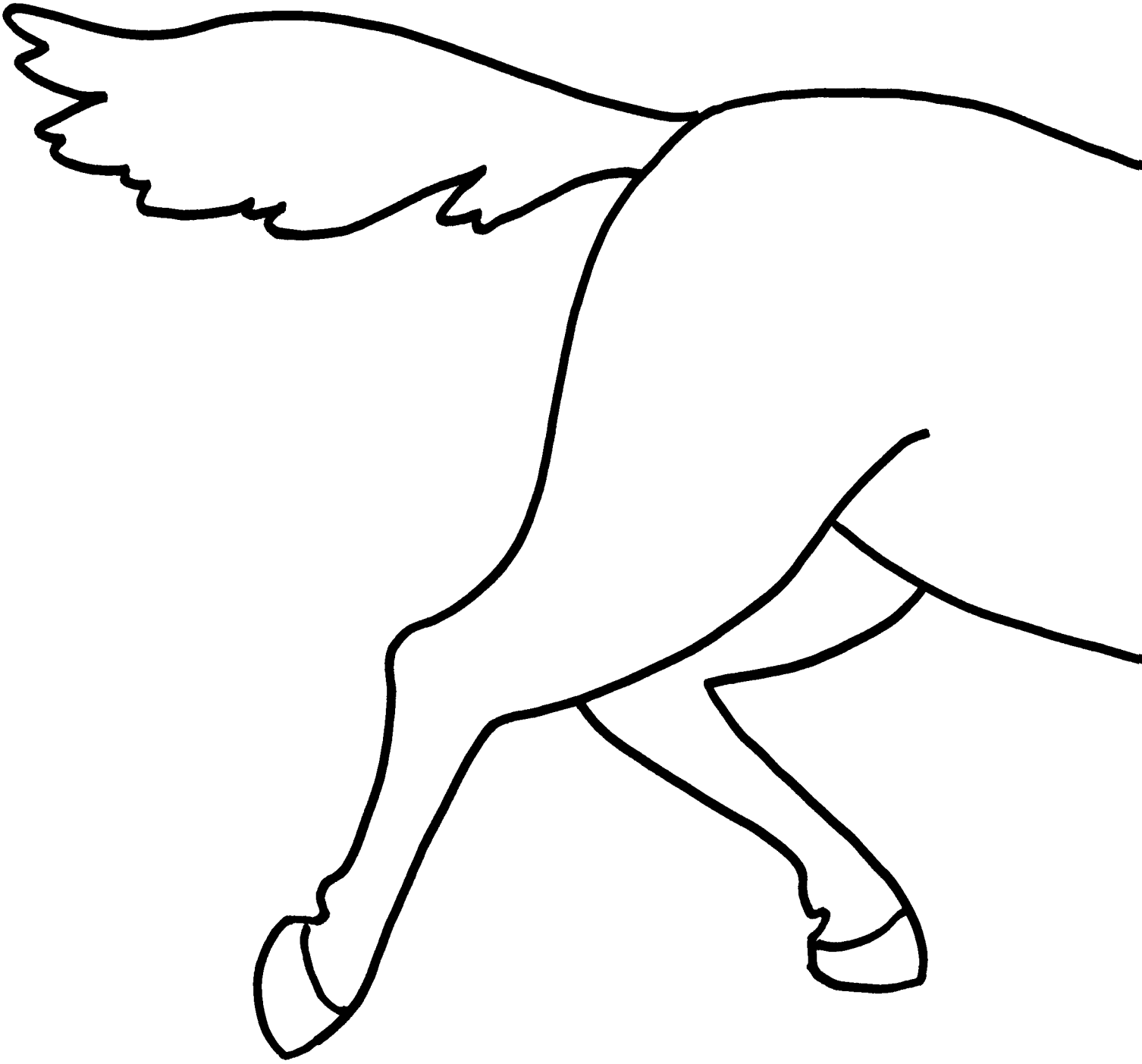


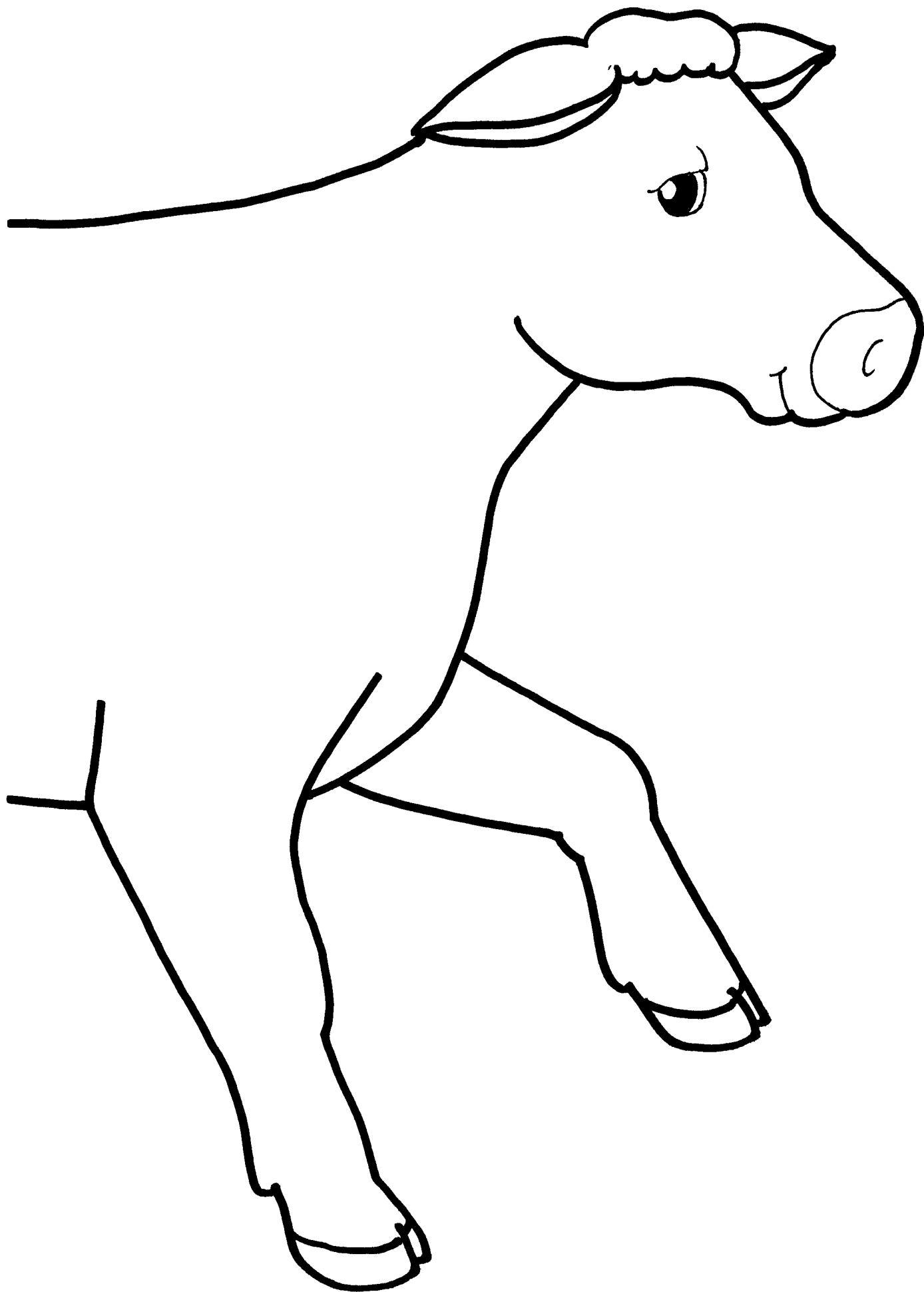


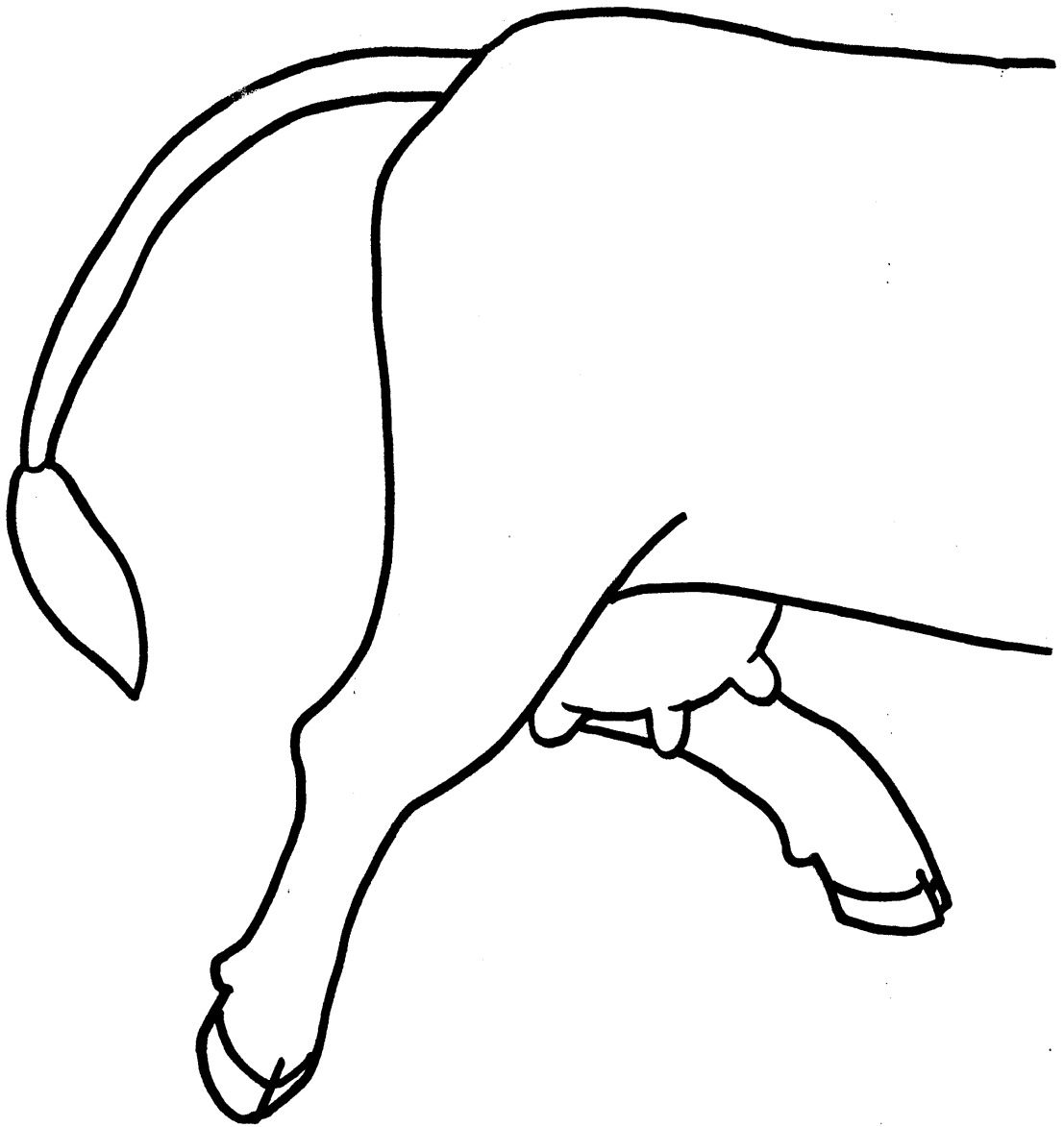










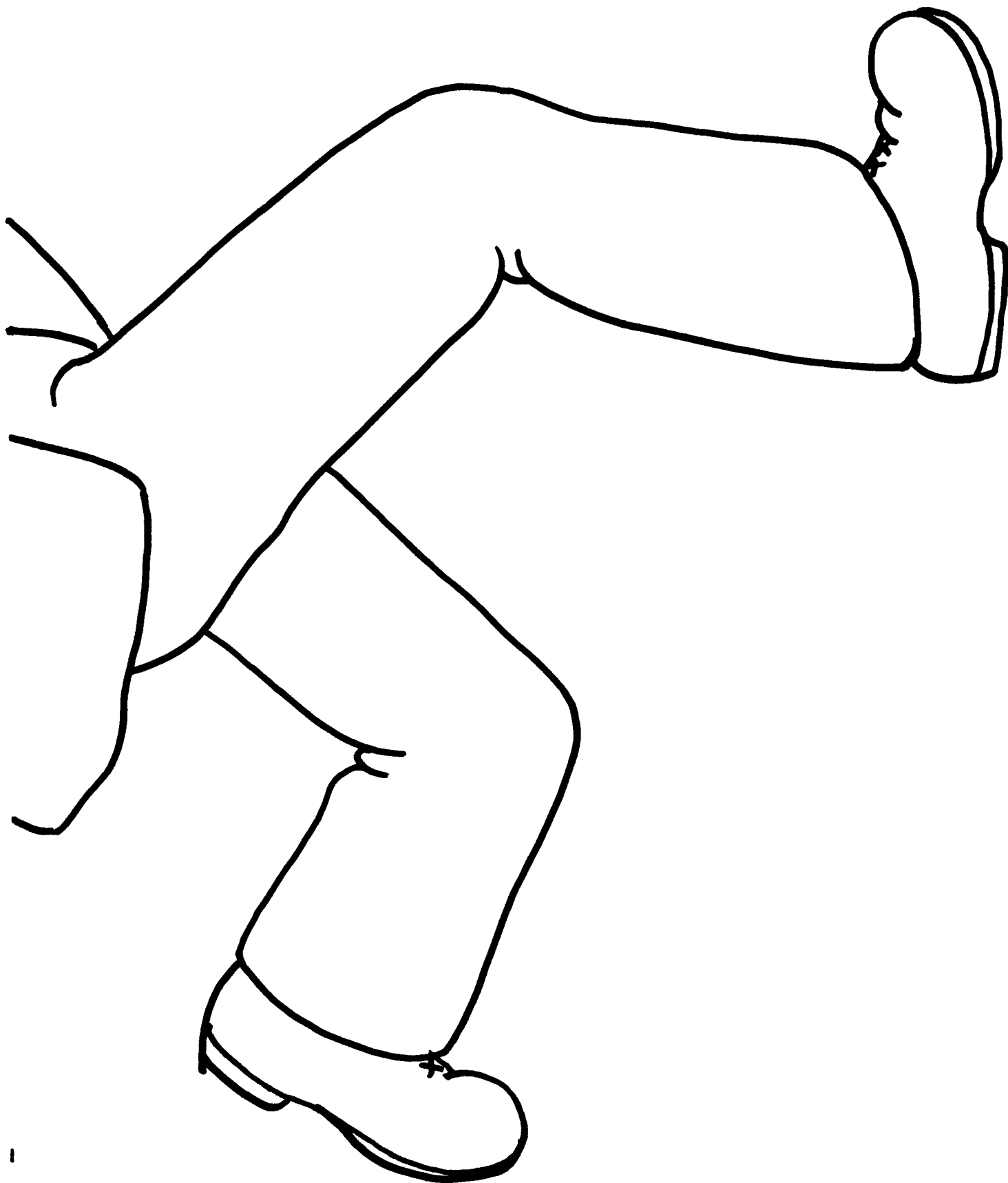






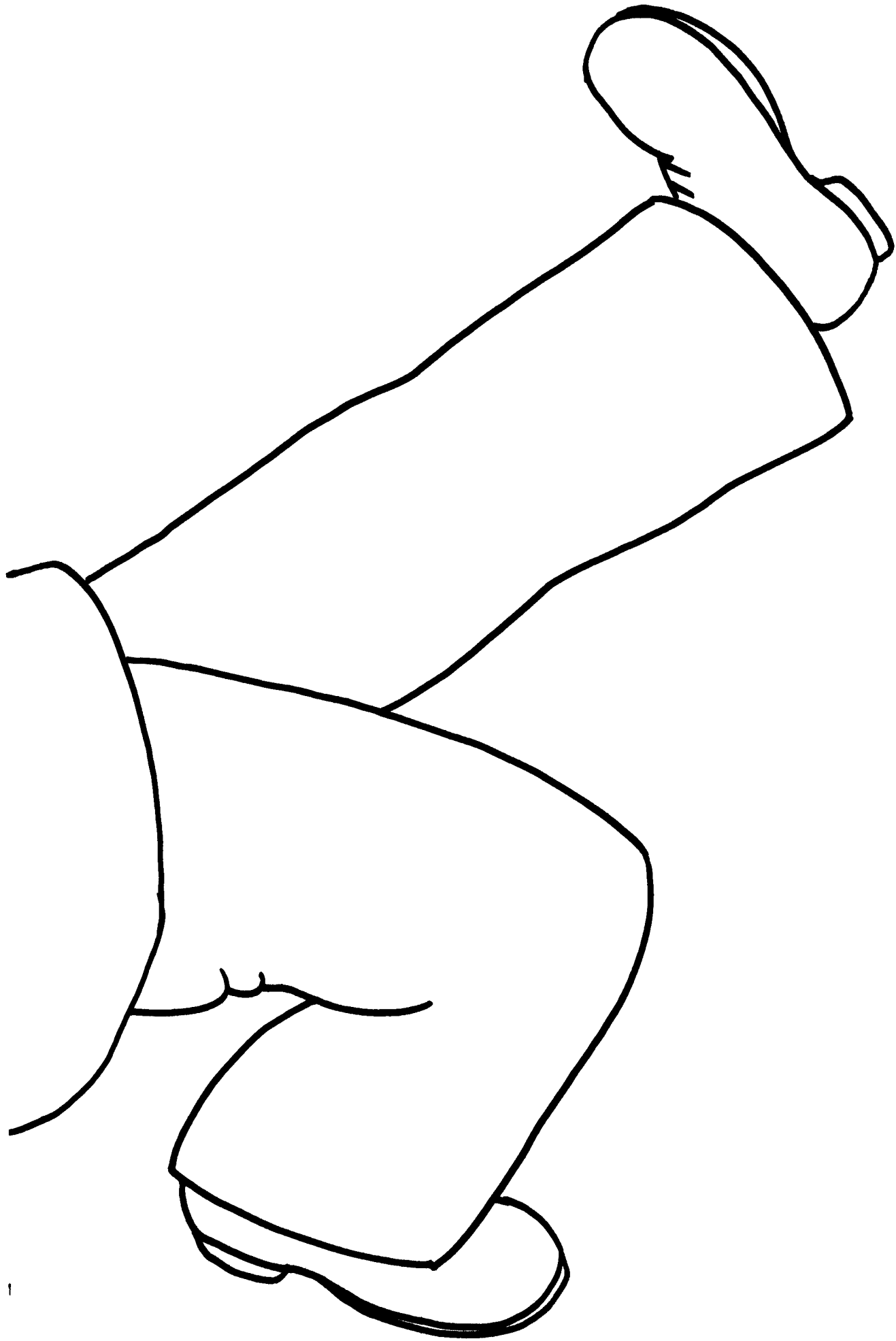
MAN #1

MAN #1

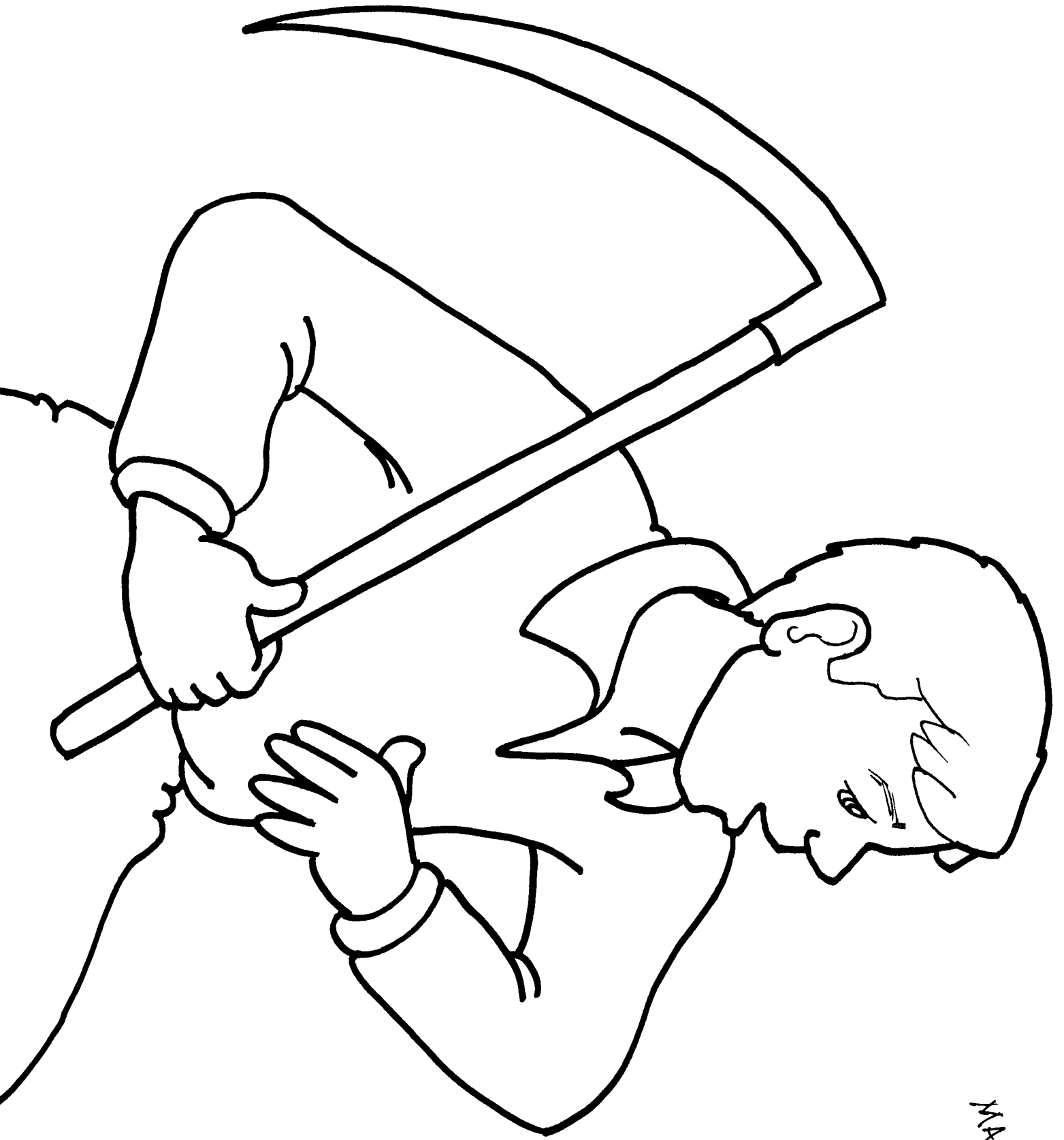




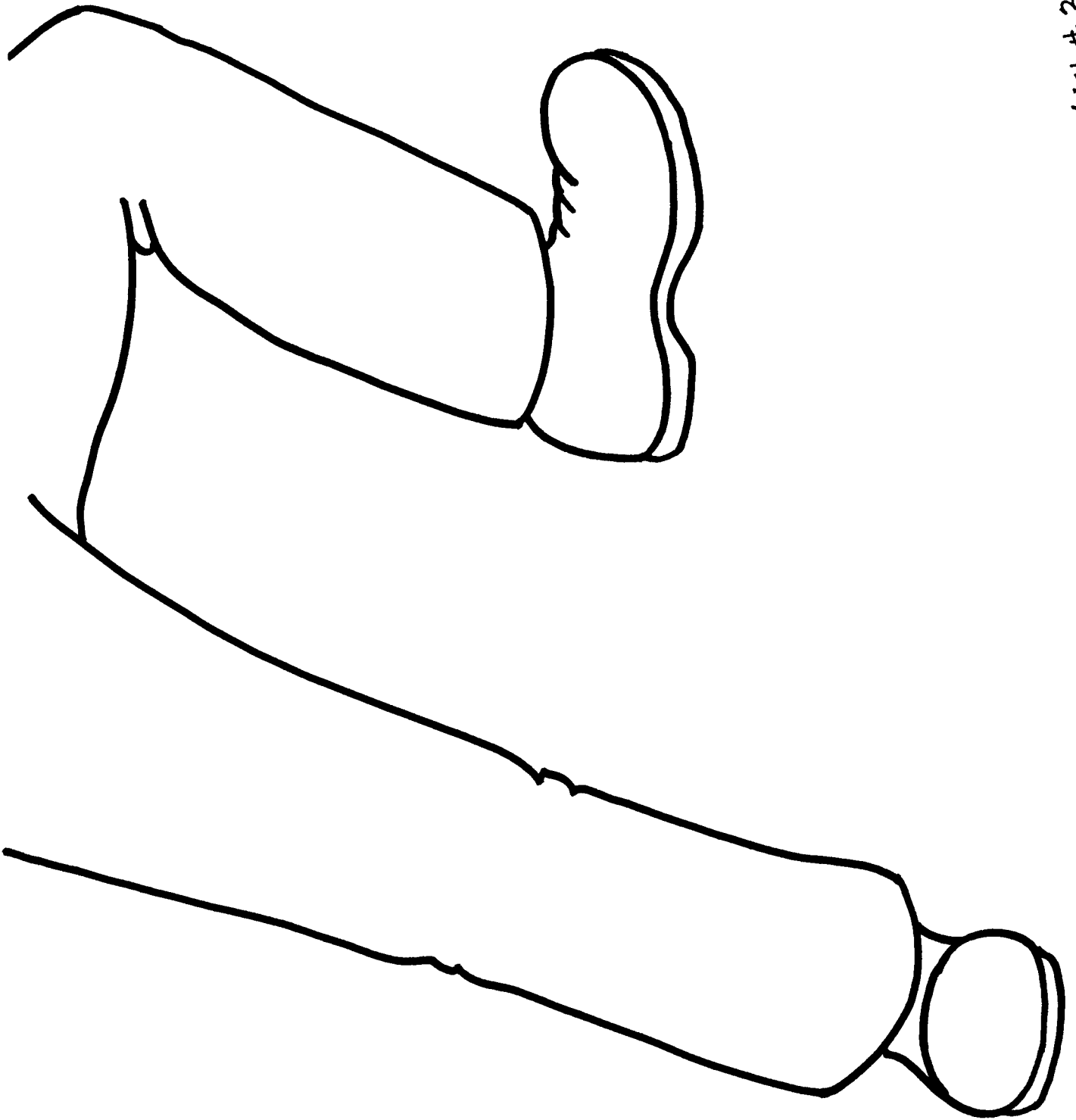
MAN #2



MAN # 2

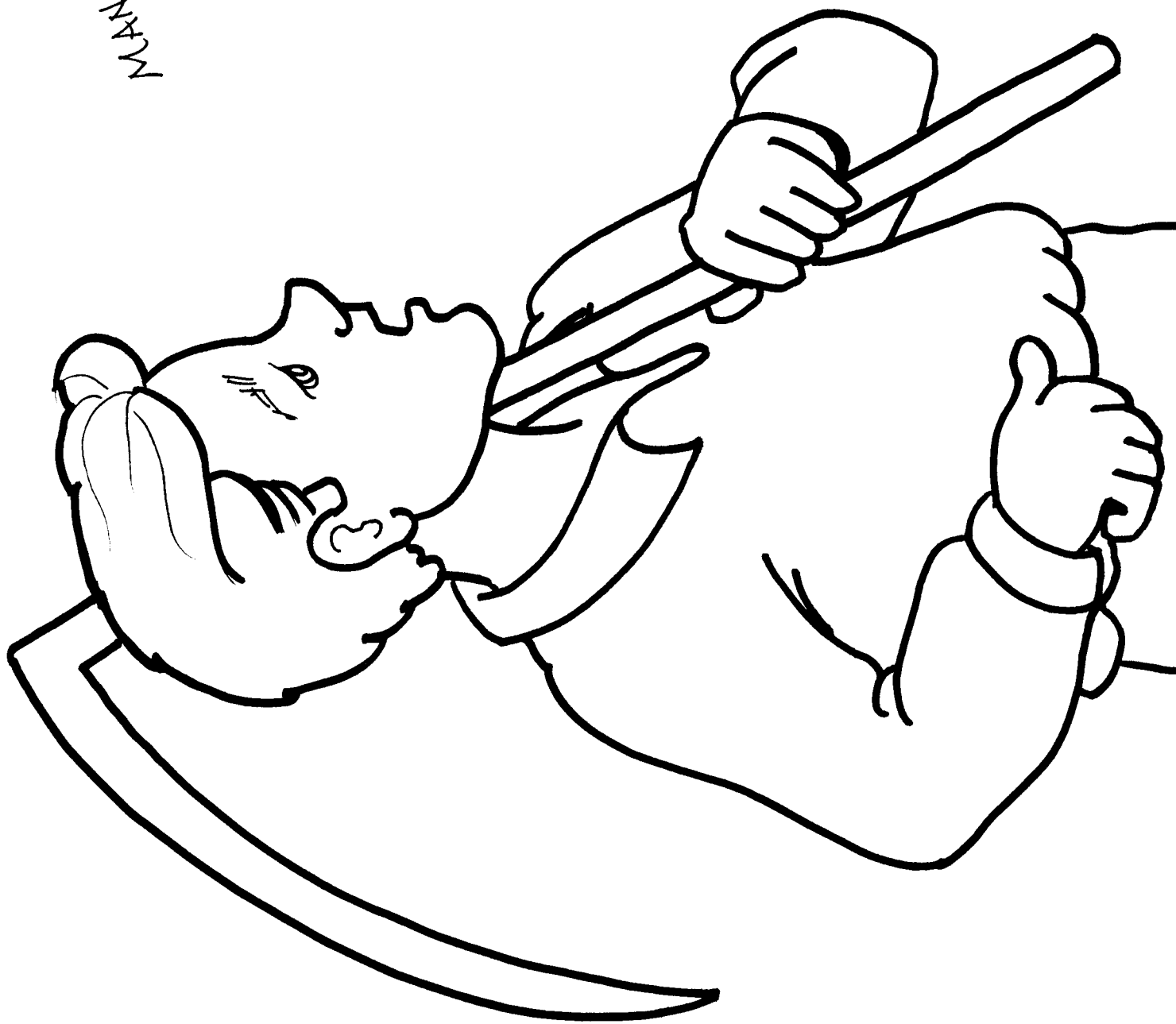


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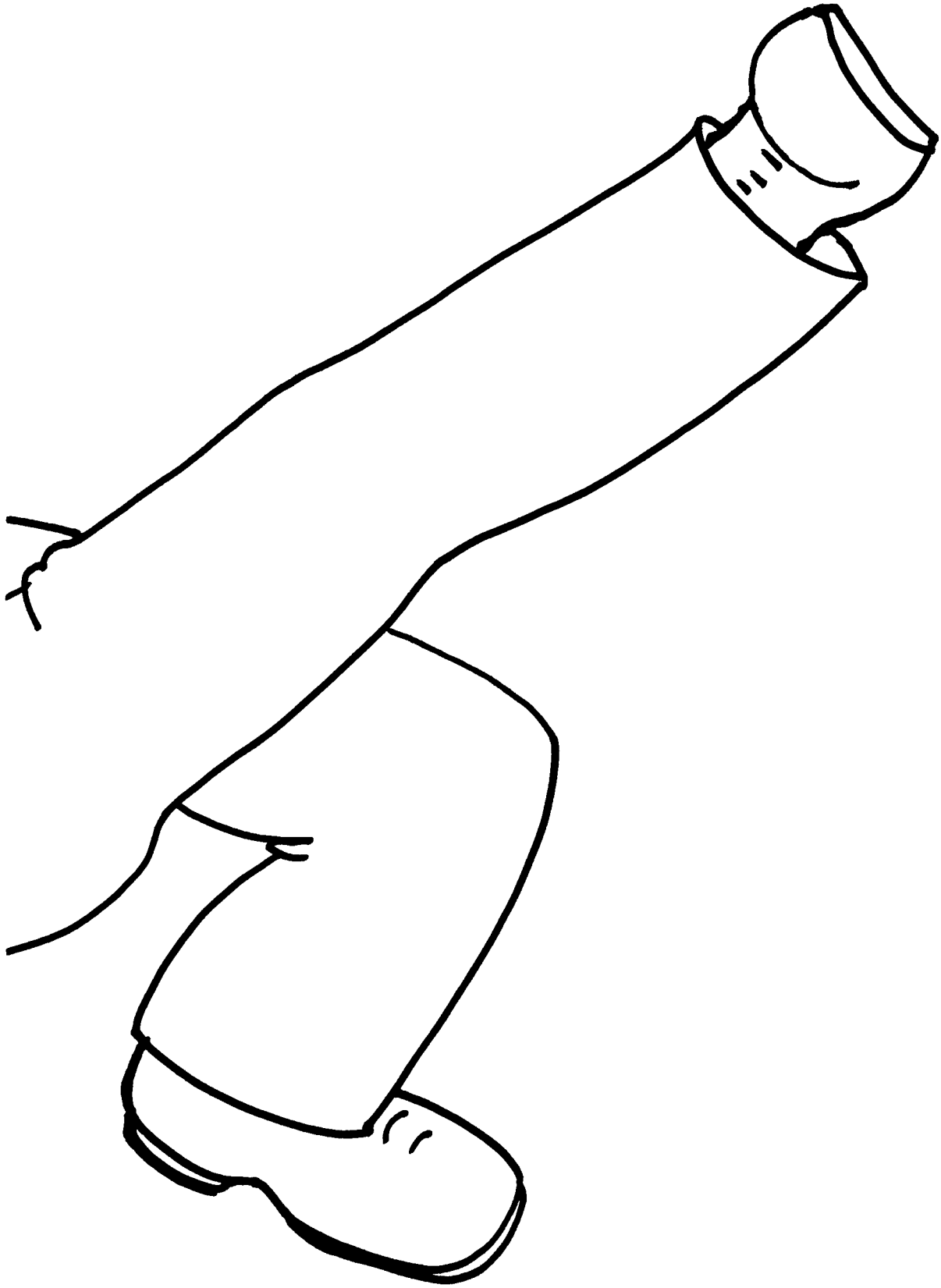


MAN # 3

MAN #44



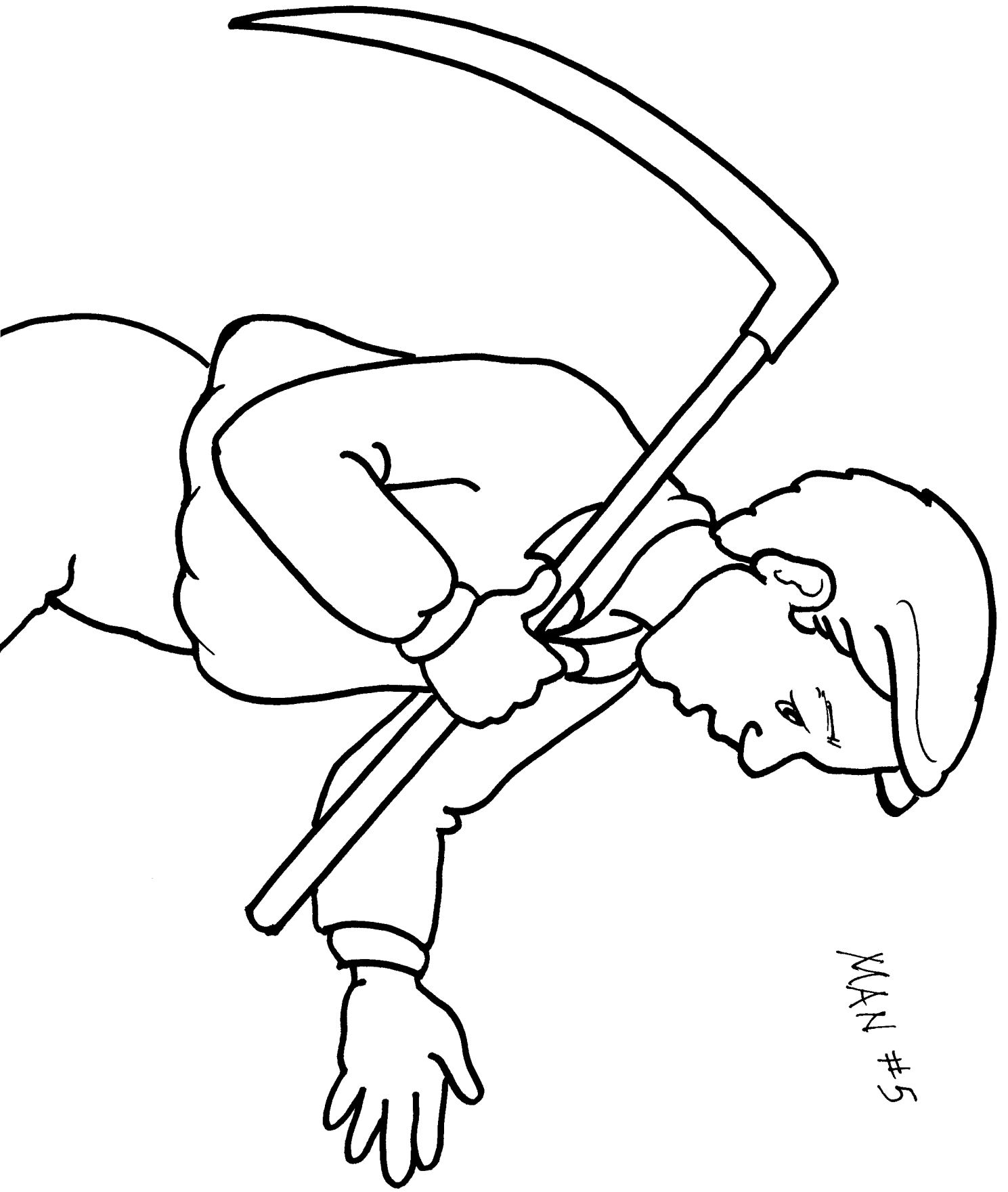
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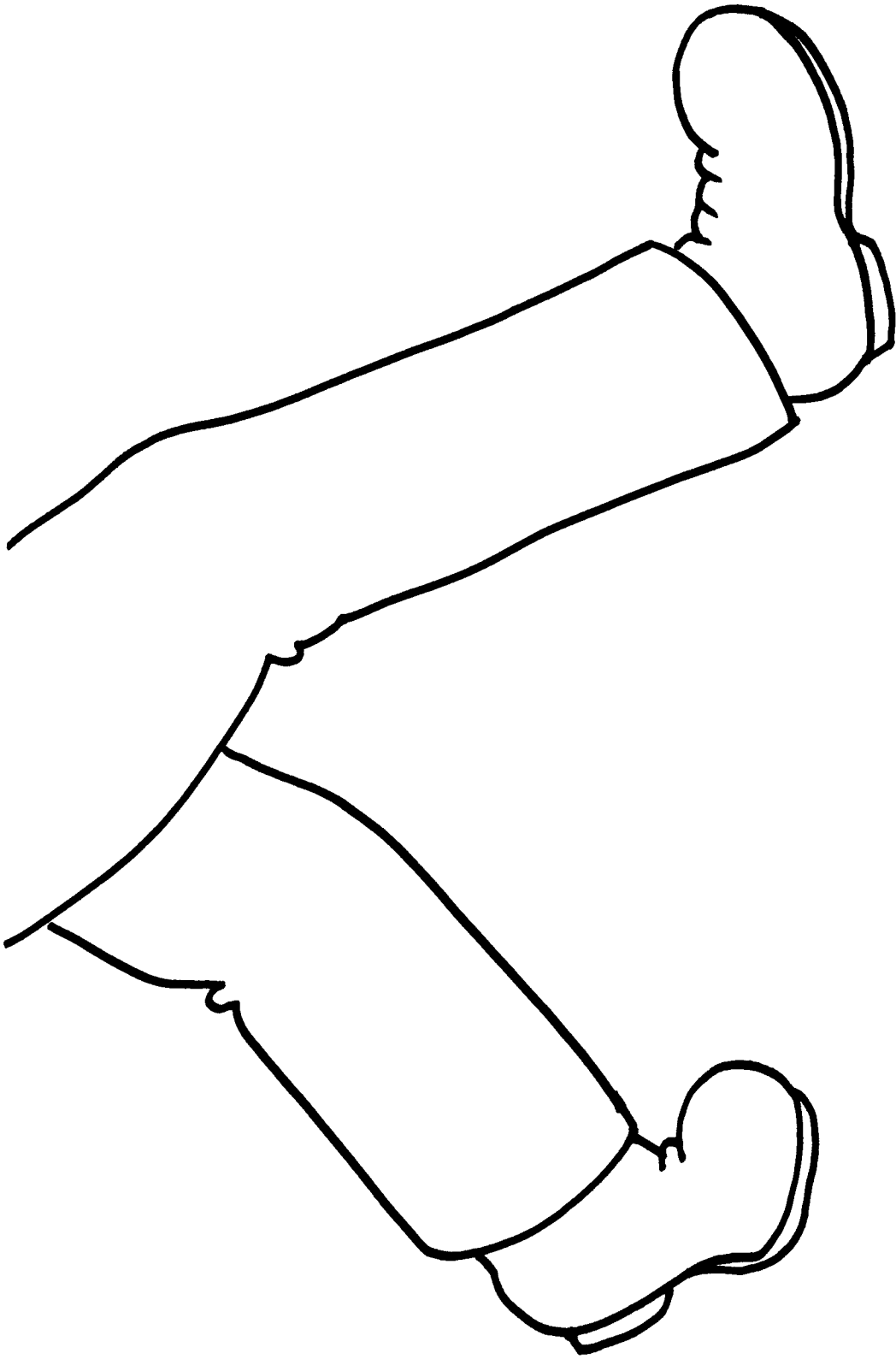
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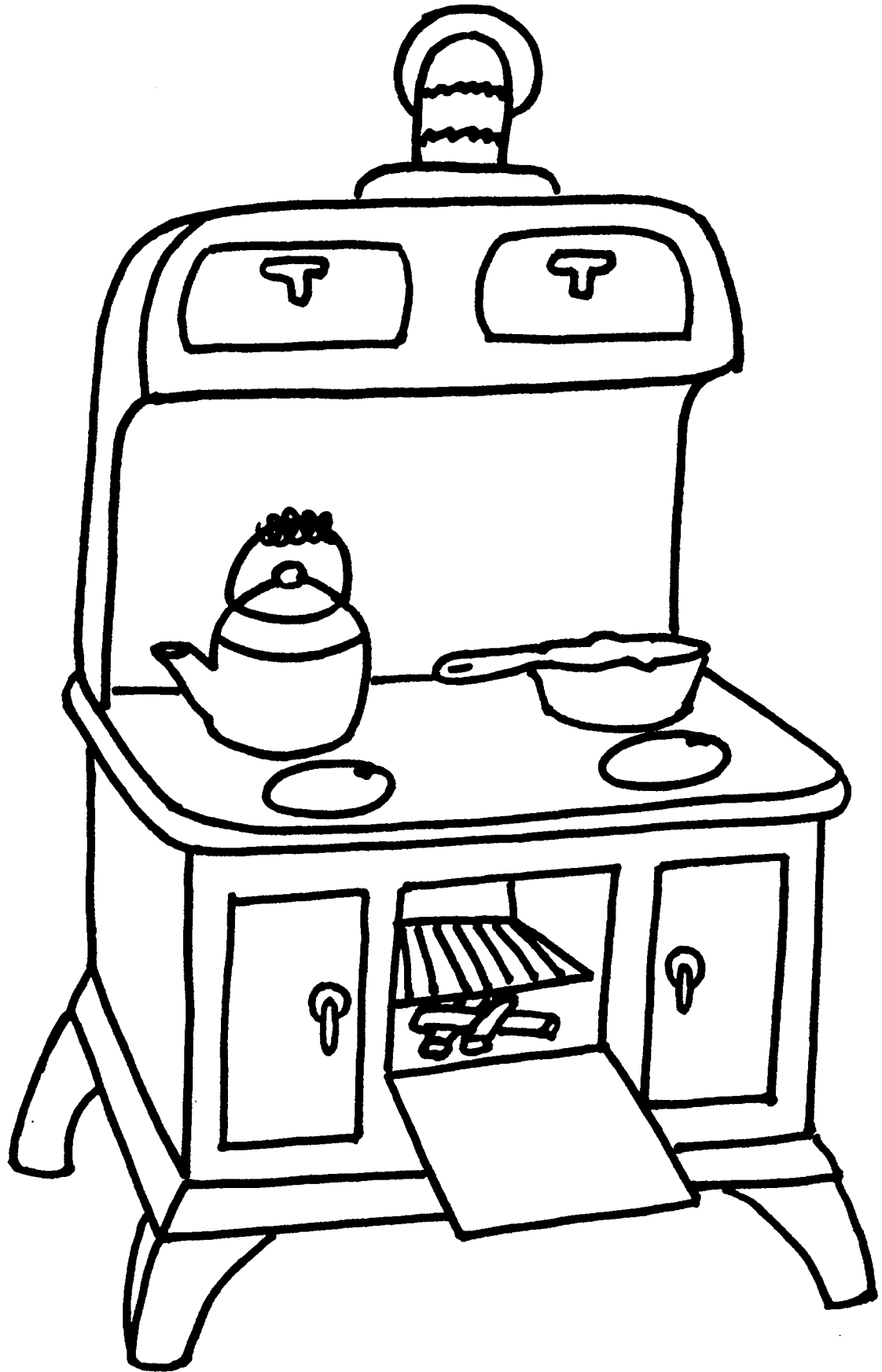




MAN #5



MAN #5



## Activity Guide #4 – Jumping and Climbing

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

### Introduction

A child's mind and body develop together in an interrelated way. From the time they are born, children use their bodies to learn, making physical development vitally important in all areas of development and learning.

However, today, there are a number of challenges to supporting a child's physical development, including gross motor skills. Children have easy access to screens (television, cell phones, tablets) and many live in areas where there may not be space and/or safe opportunities for them to engage in physical activities. Therefore, it is important that children enrolled in child care programs have daily opportunities to develop their gross motor skills.

Although gross motor skills will largely develop on their own, there are ways in which early childhood professionals can encourage these skills to help children play confidently, engage in fun physical activities, and develop a strong foundation for a healthy, active lifestyle that carries into adulthood. This includes both opportunities for children's free exploration and practice of gross motor skills and through planned experiences that are featured in the guides included in the supplemental curriculum, **B.A.M.M.M.!**

Begin by providing time each day for outside play, weather permitting. Make sure there is sufficient indoor and outdoor space for children to safely practice and refine their gross motor skills.

In this **B.A.M.M.M.!** guide, children are introduced to jumping when they hear the story, *Jump, Frog, Jump!*, followed by activities that involve them in teacher-guided activities that support the **Physical Development and Health Domain**, plus additional activities that support the **Language Development** and **Emergent Literacy Domains** as well as other **Domains**.

**Teacher Note:** *Information for this introduction was adapted from the introduction to the **Physical Development and Health Domain** in the Arkansas Child Development and Early Learning Standards: Birth through 60 months (April 2016). The developers of **B.A.M.M.M.!** recommend that everyone using these guides review the entire introduction.*

### Arkansas Child Development and Early Learning Standards: Birth through 60 Months

**Domain: Physical Development and Health**  
**Domain Component: Gross Motor**

#### Learning Goals (with Strands and Skill or Indicators)

##### **PH1.1 Demonstrates locomotor skills** (*complex movement*)

- Shows increasing ability to coordinate complex movements (e.g., galloping, sliding, hopping, and later skipping and leaping) smoothly and with ease

##### **Ph1.2 Shows stability and balance** (*jumping, hopping and leaping*)

- Hops and leaps with increasing skill and control (e.g., hops forward on one foot without losing balance, leaps over a "river" made from two ropes, taking off with one foot and landing on the other)

## Materials to Collect and Make

- ✓ Book: *Jump, Frog, Jump!* By Robert Kalan
- ✓ Finger play/song: Five Little Speckled Frogs
- ✓ Hula hoops – 24” to 30” in diameter
- ✓ Personal space markers
- ✓ Develop felt or magnetic storytelling figures as a vehicle for presenting the story to children. See Attachment: [Jump, Frog, Jump!](#)
- ✓ Develop felt or magnetic figures as a vehicle for presenting the Mother Goose rhyme to children. See Attachment: [Jack Be Nimble](#)
- ✓ Develop felt or magnetic storytelling figures as a vehicle for presenting the song to children. See Attachment: [Five Little Speckled Frogs](#)

## Introduce the Activity

### Learning Goals:

**LD1.1 Understands and responds to language (in child’s home language) (vocabulary and language comprehension)**

**EL1.1 Shows interest in literacy experiences (engagement in literacy experiences)**

**MT1.2 Explores combining and separating groups (numerical operations) (addition and subtraction)**

- Introduce the song “Five Little Speckled Frogs”
- Teacher and children sing and hold up correct number of fingers as they go.

*Five little speckled frogs sitting on a speckled log  
(Hold up 5 fingers)*

*Eating a most delicious bug. Yum! Yum! (Pat tummy)*

*One jumped into the pool*

*Where it was nice and cool (First finger jumps into pool)*

*Then there were four little speckled frogs. (Hold up 4 fingers)*

*Glub! Glub!*

- Repeat lyrics and actions for first verse, changing the number of frogs to 4, then to 3, then to 2, then to 1, holding up the correct number of fingers.

*One little speckled frog, sitting on a speckled log  
(Hold up 1 finger)*

*Eating a most delicious bug. Yum! Yum! (Pat tummy)*

*He jumped into the pool*

*Where it was nice and cool (Last finger jumps in pool)*

*Then there were no little speckled frogs*

*Glub! Glub!*

- Whisper the last two lines:  
*Then there were no little speckled frogs.  
Glub! Glub!*

## Present the Story

### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences*)

**EL1.2 Engages in read-alouds and conversations about books and stories** (*story comprehension*)

**EL3.1 Responds to features of books and print** (*book knowledge, print knowledge*)

**Book:** *Jump, Frog, Jump!* by Robert Kalan, illustrated by Byron Barton

- Prepare to read the book, *Jump, Frog, Jump!*
- Show the cover, give title, author and illustrator. (Explain that author is the person who writes the book and illustrator is person who draws the pictures.)
- Ask children to look at the cover and predict what the story is about.
- Call attention to all of the animals on the cover.
- Ask children if they know what the frog is sitting on. Introduce "lily pad."
- Read book with children sitting so all can see the pictures as you read.
- Review the book by showing children each page and letting them tell what is happening on that page. Encourage them to "read" the pages that say "*Jump, frog, jump!*"

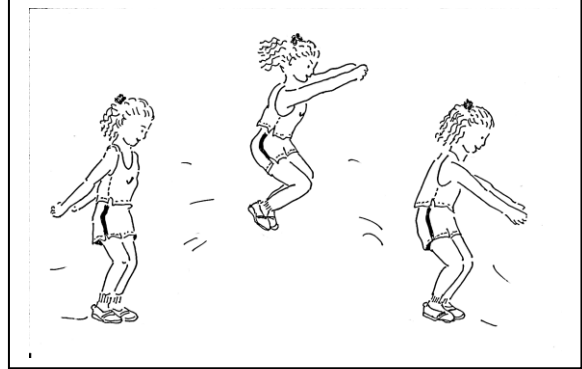
## Extend the Story

### Learning Goals:

**PH1.2 Shows stability and balance** (*jumping, hopping and leaping*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)

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



#### **Step 1 – Take off**

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

#### **Step 2 – Flight**

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

#### **Step 3 – Landing**

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

- Allow children to practice jumping, following the steps listed.
- Observe children to determine those that need additional help with jumping.
- Notice when children are becoming tired and invite them to sit down for the concluding activity.

## Conclude the Session

### **Five Little Speckled Frogs:**

- Repeat the song, “Five Little Speckled Frogs” with the children.
- Allow five children at a time to be speckled frogs and take turns jumping into the pool (the middle of the circle).
- Allow all children a turn. If a child does not want a turn, honor that decision.

### **Glub, Glub, Glub:**

- Lead the children in this finger play or song

*“Glub, glub, glub” said the little green frog one day.*

*“Glub, glub, glub” said the little green frog.*

*“Glub, glub, glub” said the little green frog one day.*

*As he jumped, jumped, jumped away.*

*(Jump fingers three times.)*

## Try these additional activities

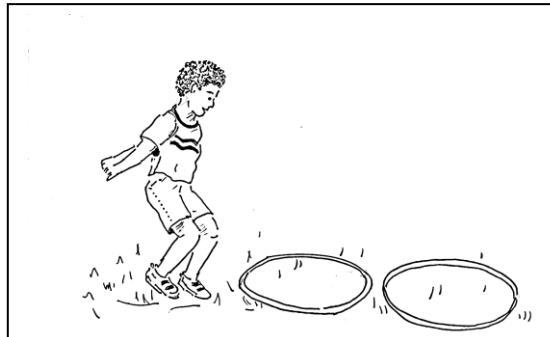
### Learning Goals:

**PH1.1 Demonstrates locomotor skills** (*complex movement*)

**PH1.2 Shows stability and balance** (*jumping, hopping, and leaping*)

### Jumping Into Ponds

- Allow children to practice jumping into ponds which can either be made from circles of yarn or can be hula hoops.
- Place a row of six hoops flat on the floor in a straight line. To begin, leave approximately six inches between hoops.
- Challenge children to be speckled frogs. Explain that hoops are ponds and they are to jump from one pond to the next.
- Stress taking off from two feet and landing on two feet.
- Demonstrate if necessary.
- Allow all children a turn. Give extra attention to children who are having difficulty jumping.
- Allow children additional opportunities to continue to practice jumping.
- Vary the difficulty by extending the space between the hoops for children who are able to jump further distances.



### Jumping the Creek

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

### Lily Pad Jump

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

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

### Jack Be Nimble

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



## Emergent Literacy and Mathematical Thinking Activities

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences*)

### Storytelling

- Make story telling figures (felt, magnetic, etc.) from the book, *Jump, Frog, Jump!* See Attachment: [Jump, Frog, Jump!](#).
- Tell story, *Jump, Frog, Jump!* using the story telling figures.
- Place the figures and storyboard in Library Center for children to use independently.

### Mother Goose Rhyme

- Make story telling figures (felt, magnetic, etc.) from the Mother Goose rhyme, Jack Be Nimble. See Attachment: [Jack Be Nimble](#).
- Tell the rhyme, Jack Be Nimble using the story telling figures.
- Place the figures and storyboard in Library Center for children to use independently.

### Frogs on a Log

- Make 10 smaller frogs and a log that is long enough for the ten frogs to sit upon. Make these so they can be used on a magnetic board. See Attachment: [Five Little Speckled Frogs](#)
- Use the smaller frogs and log to sing the song "Five Little Speckled Frogs."
- Gather a small group of children (3 to 5). You will need a magnetic storyboard, the log, the ten small frogs and magnetic numerals (Begin with the numeral 1 and go as high as your children are ready for, up to 10.)
- Place the log on the board and add a numeral under it.
- Invite one child to place the correct number of frogs on the log.
- Allow each child a turn.
- Vary the difficulty of this activity for individual children.

## Learning Center Activities

### Sand Center

- Add a tree branch (log) plastic snake, frog, and other characters to Sand Center.
- Observe to hear if children are retelling the story.

### Water Center

- Add a plastic colander and a plastic snake, frog, and other characters to Water Center.

### Library Center

- Add the book, *Jump, Frog, Jump!* and other books from the list of additional books that follows.
- Add the storytelling figures from the book and the story board.

### Discovery Center

- Add the figures and magnet board from the Frogs on a Log activity.

### **Additional Books**

- ❑ *Frog Went A Courtin'* by John Langstaff & Fedor Rojankovsky
- ❑ *Hop, Jump* by Ellen Stoll Walsh
- ❑ *In the Small, Small Pond* by Denise Fleming
- ❑ *Frog on His Own* by Mercer Meyer
- ❑ *No Jumping on the Bed* by Tedd Arnold
- ❑ *Five Little Monkeys Jumping on the Bed* by Eileen Christelow
- ❑ *Frogs* by Gail Gibbons

### **Resources**

- ✓ Personal space markers can be ordered from equipment catalogs or from school supply catalogs

### **Teacher Notes:**

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

**Jump, Frog, Jump!**  
**by Robert Kalan**  
**Illustrated by Byron Barton**

1. Run copies on cardstock (index paper or tagboard).
2. Color pieces with markers, color pencils (may not be as bright), pastels, or paint, (crayons may melt when laminated).
3. When putting two large pieces together, use a glue stick to prevent pieces from wrinkling when laminating.
4. Laminate story objects. You may cut pieces before or after laminating.
5. Attach Velcro dots or pieces to back of each object.

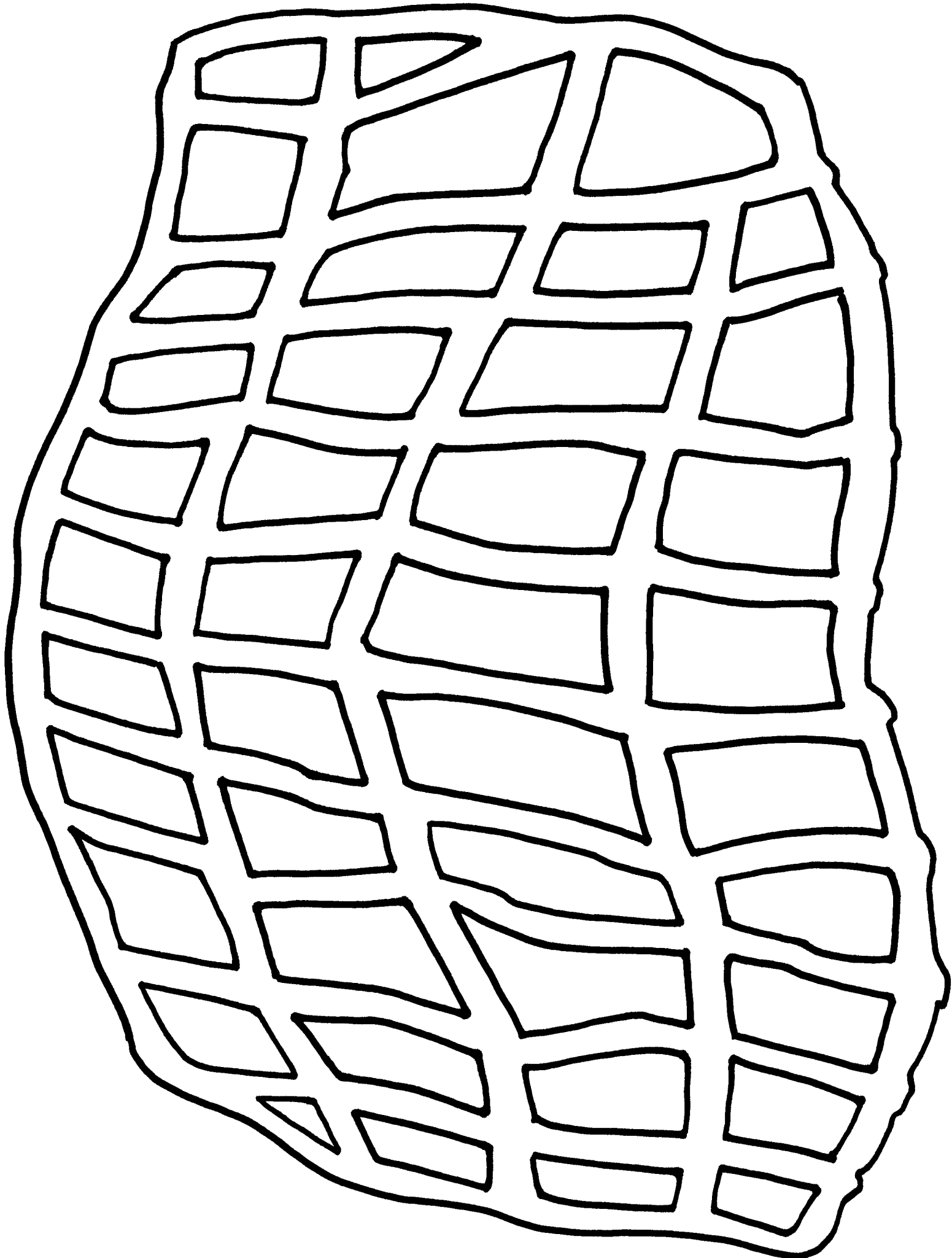
Tip: Make an outline story card to use when telling the story.

**Remember patterns are not to be used for children's art projects!**

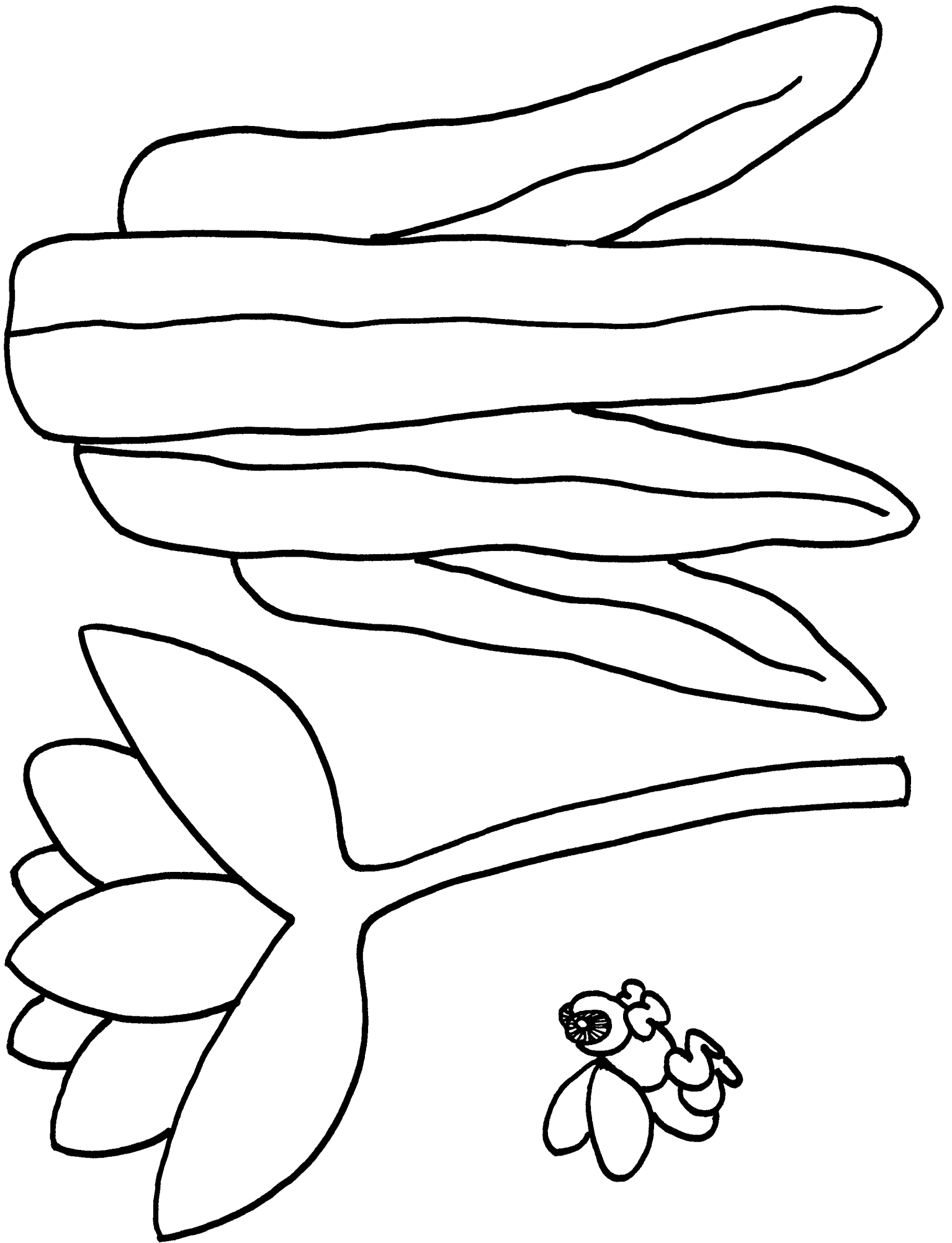
Patterns may be use for teacher made puppets which children can use for story retelling. Patterns may be enlarged if preferred.

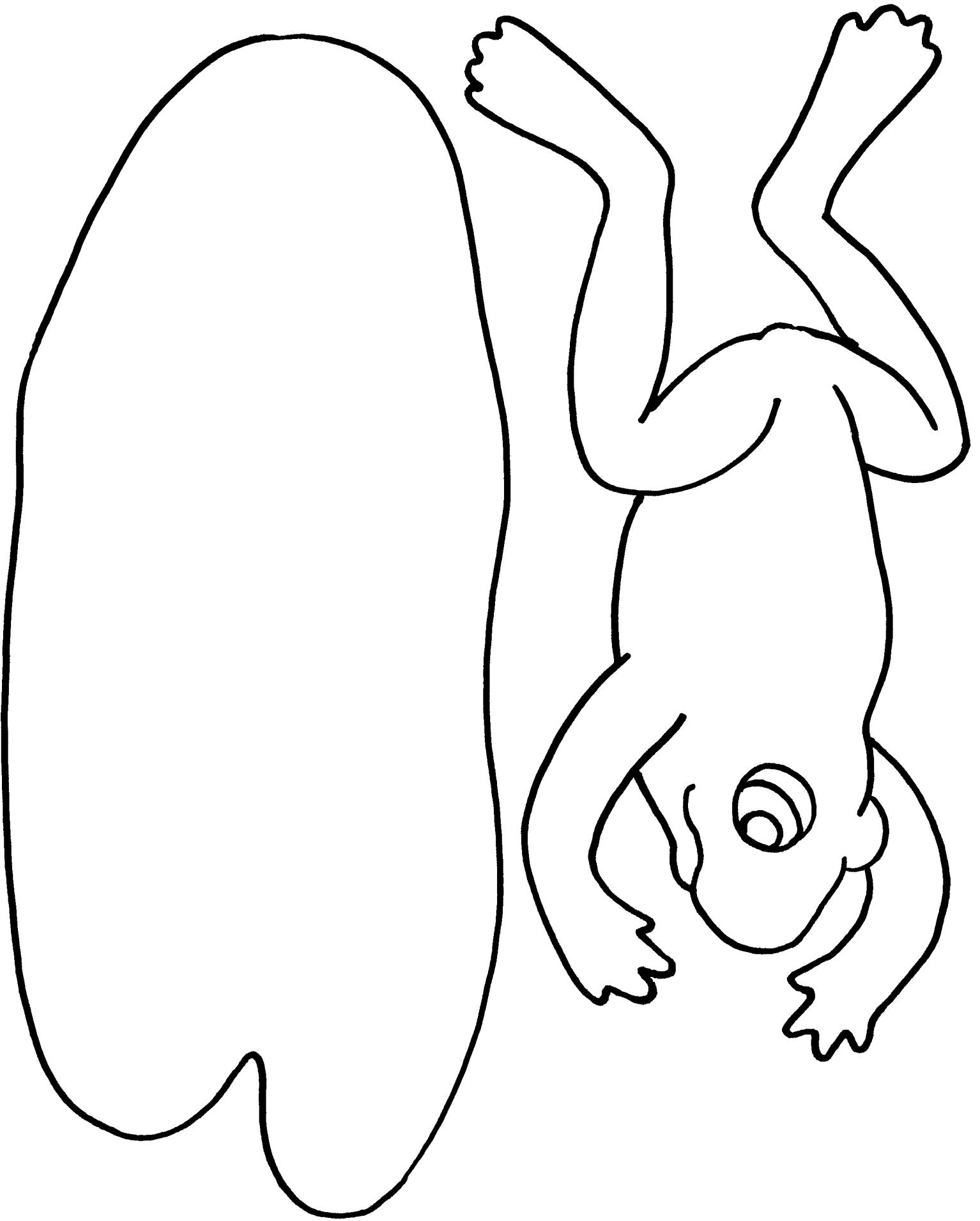
**Suggested Activities:**

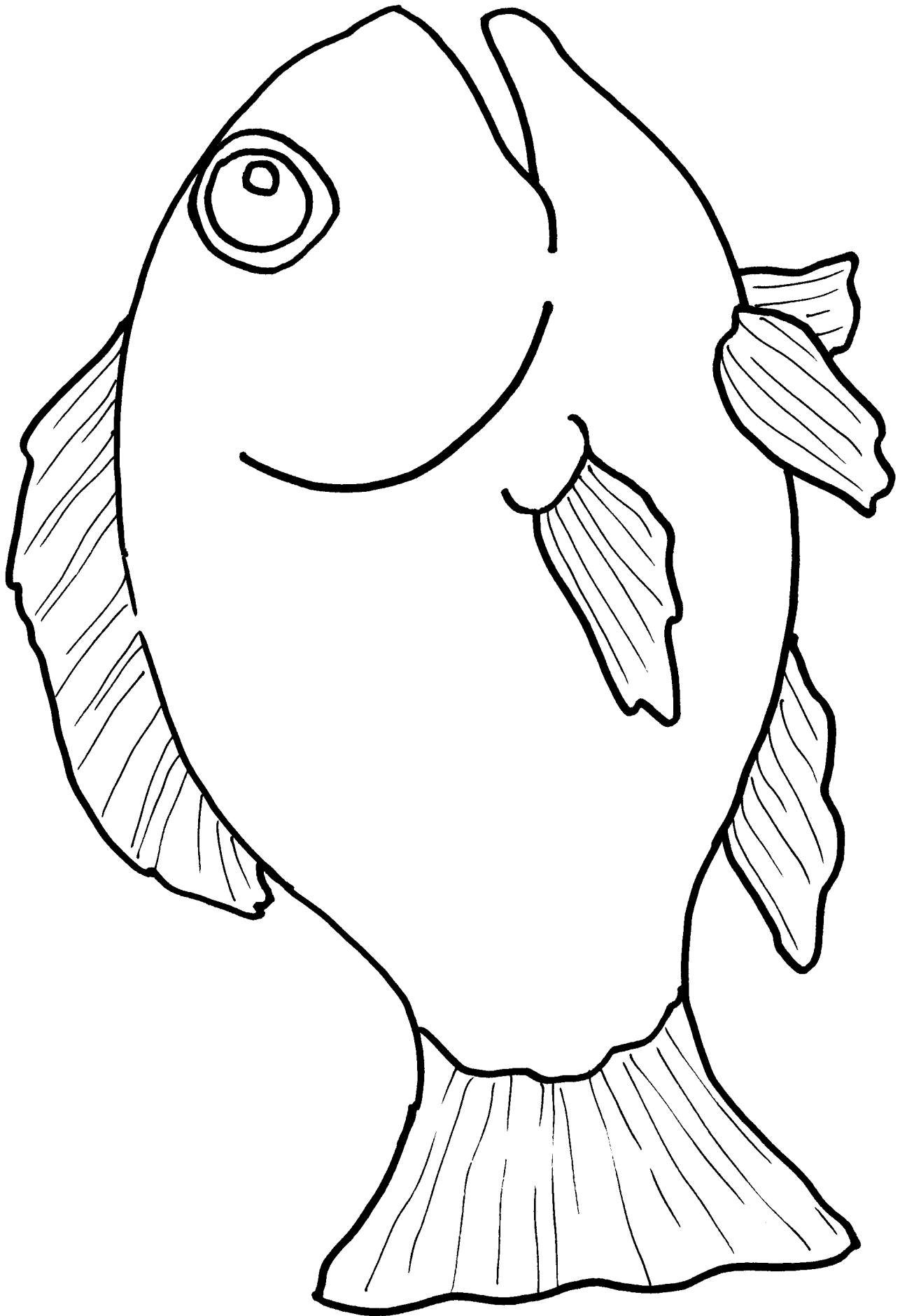
1. With children in a circle, say, "Jump, frog, jump", as you "drop" (for this to work you must hold arms out straight and let ball fall) a playground ball with a beanbag frog on top. Frog will "jump"! Children can try to catch the frog.
2. Add plastic snake, frog, and other characters to Sand Play and/or Water Play so the children can retell the story.
3. Toss frog beanbags into a basket.
4. Use plastic hoops as lily pads. Allow children to jump or hop from one to another. Move them apart as needed.





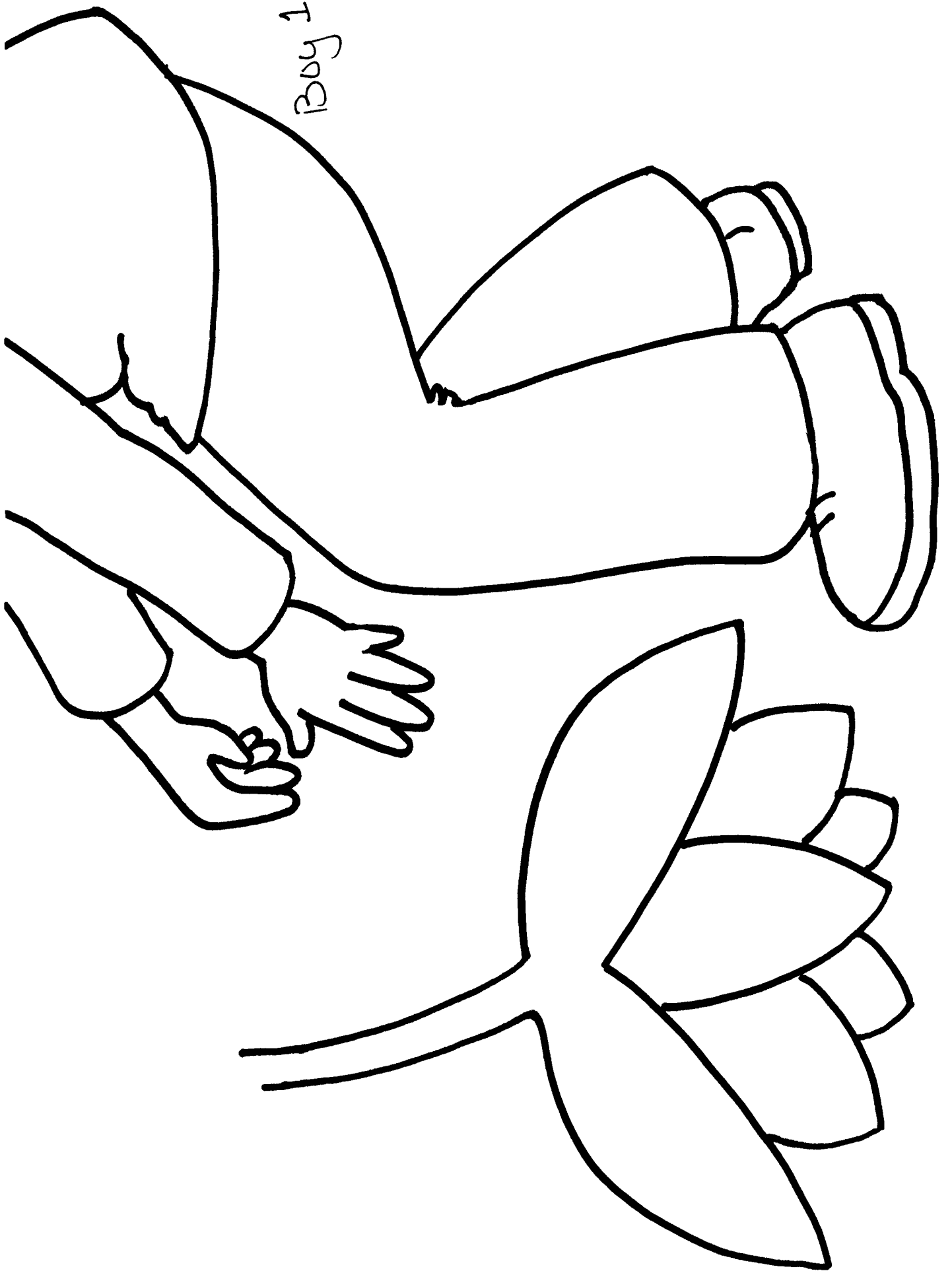


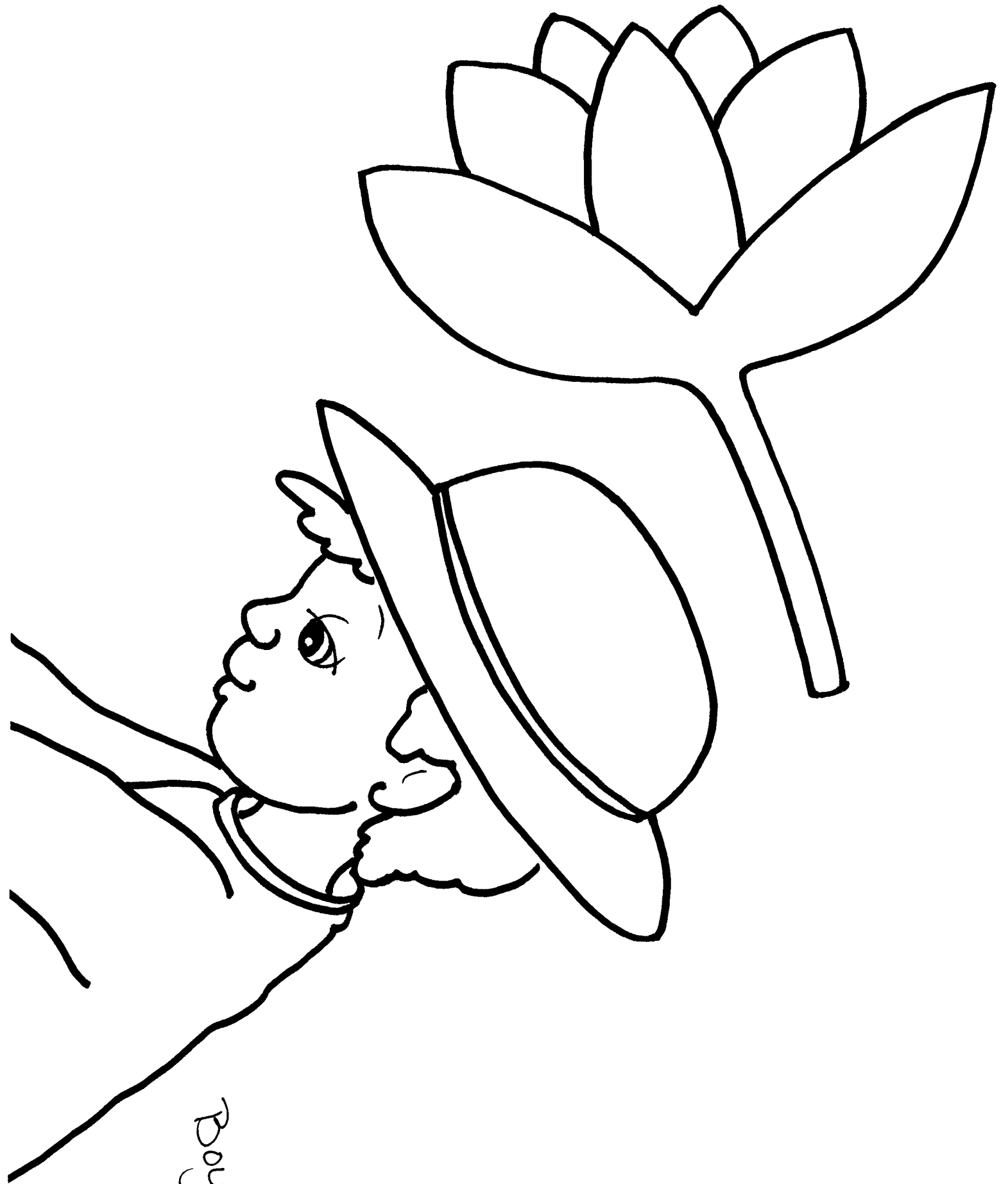






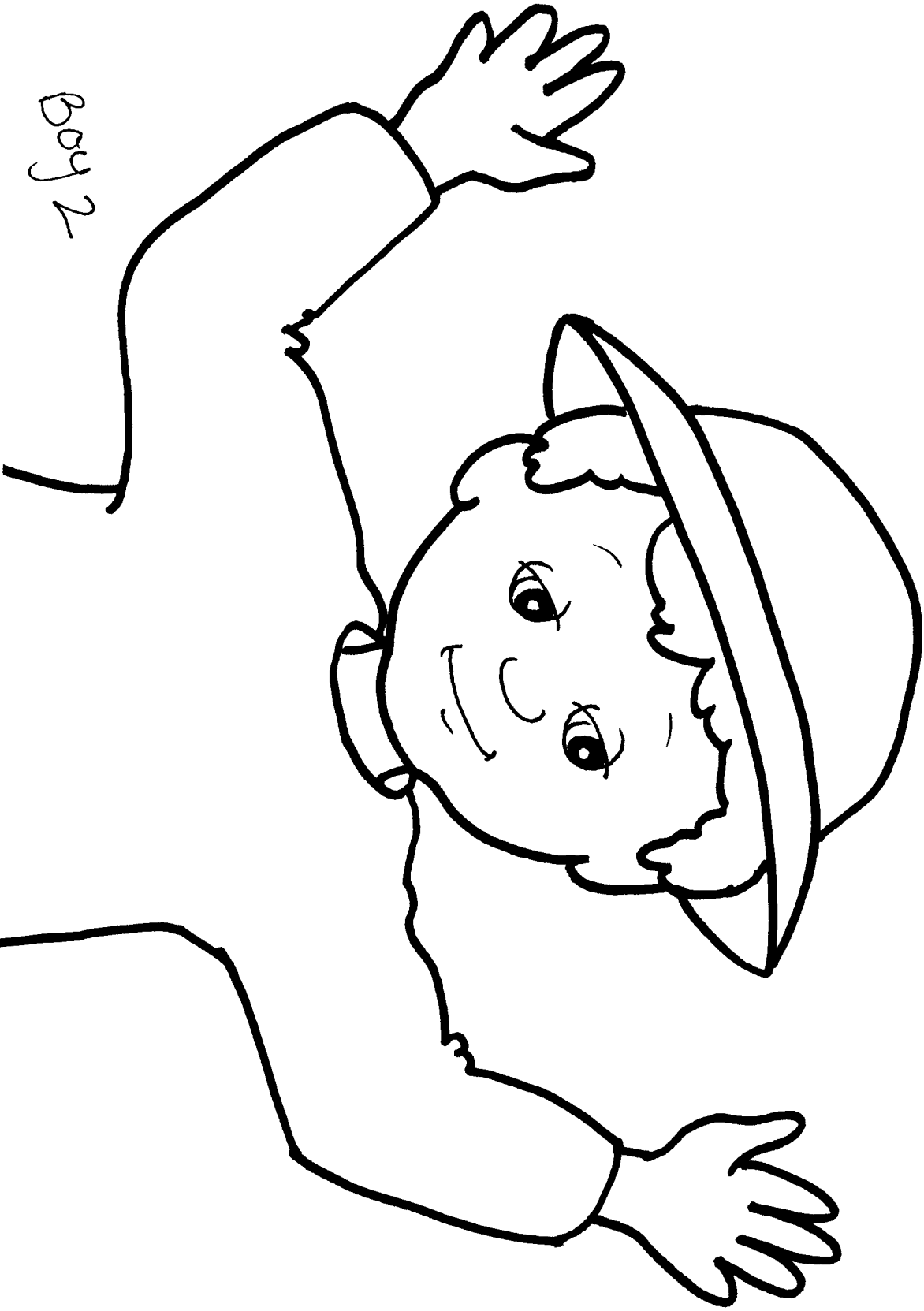


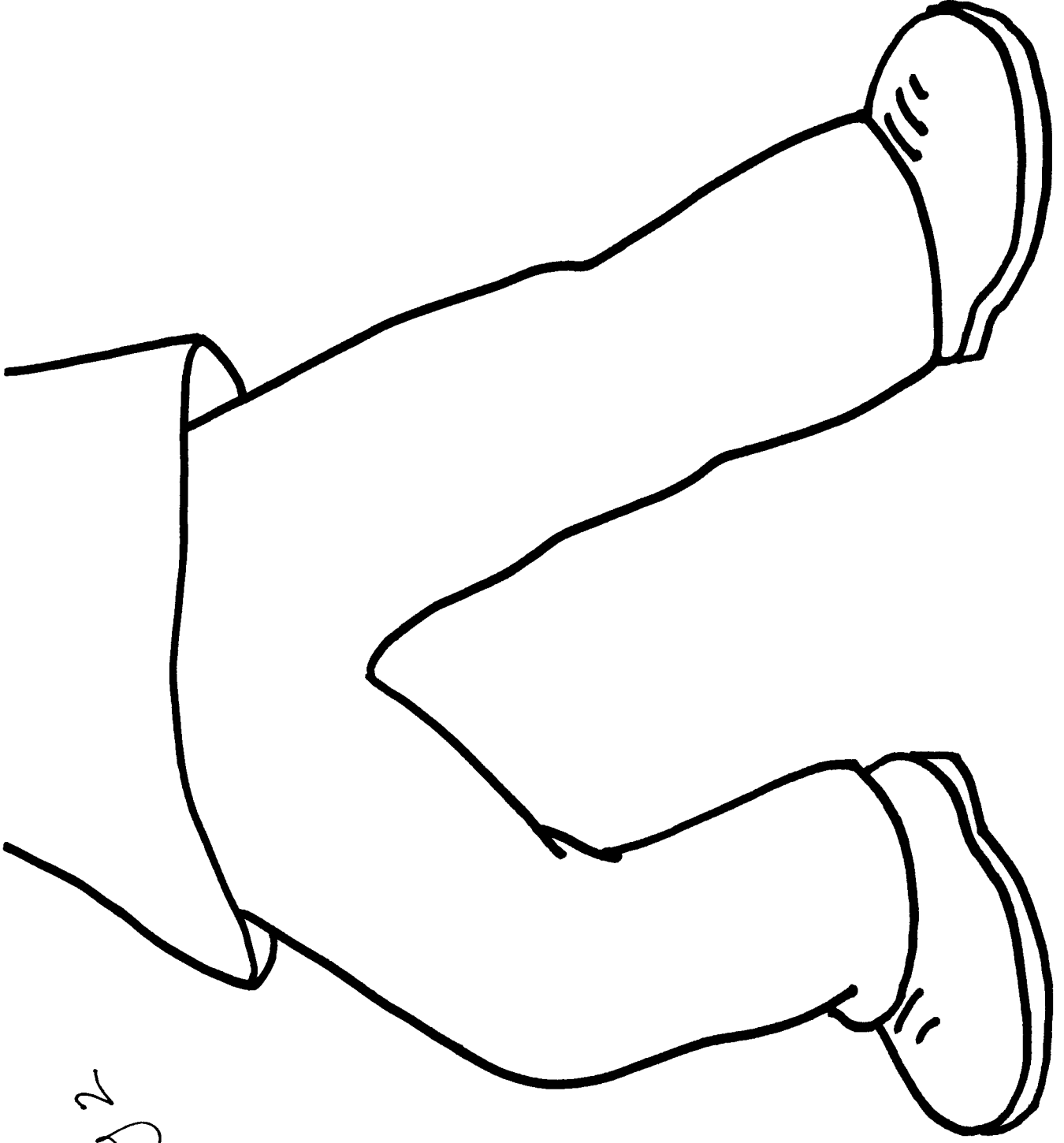




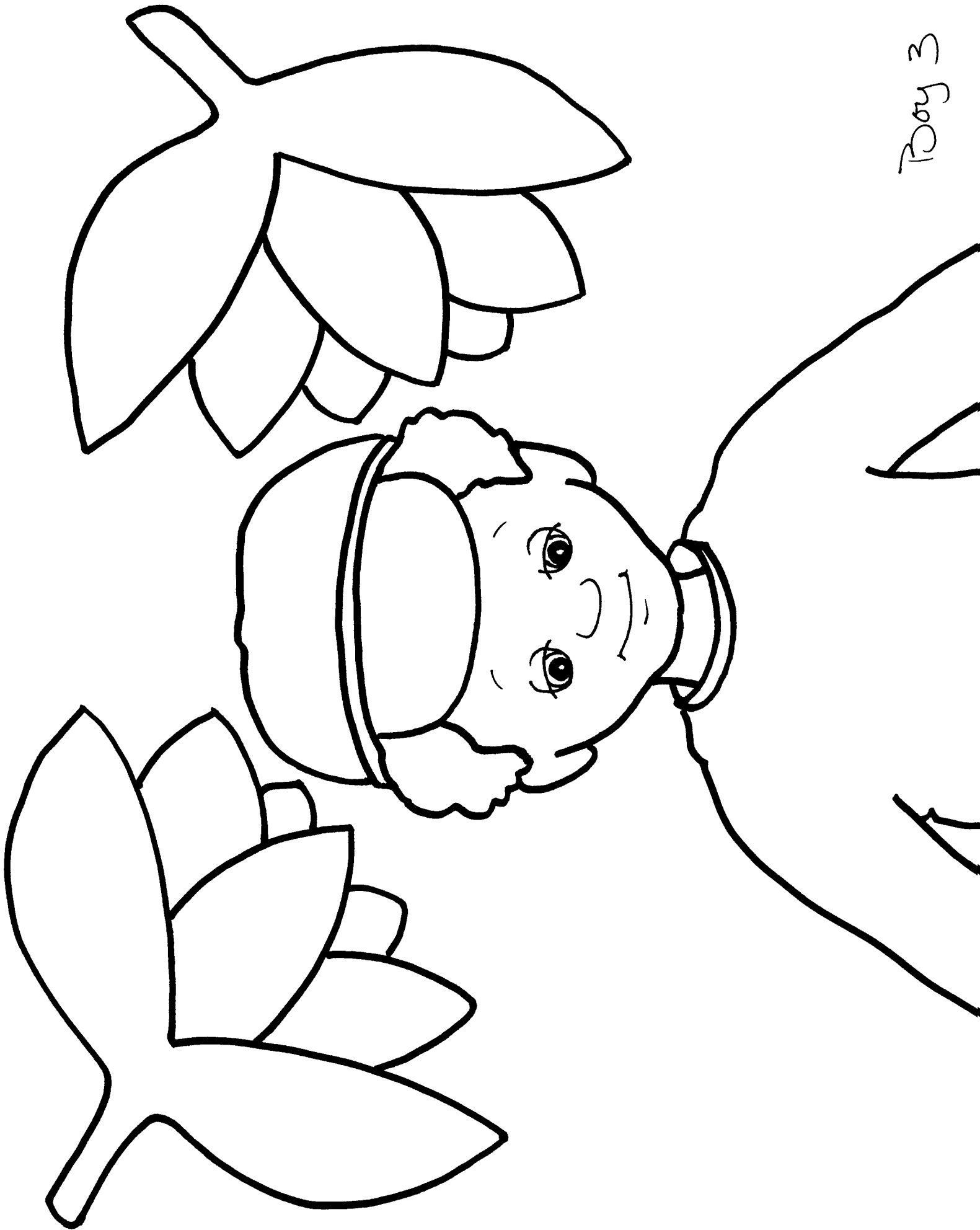
Boy 1

Boy 2



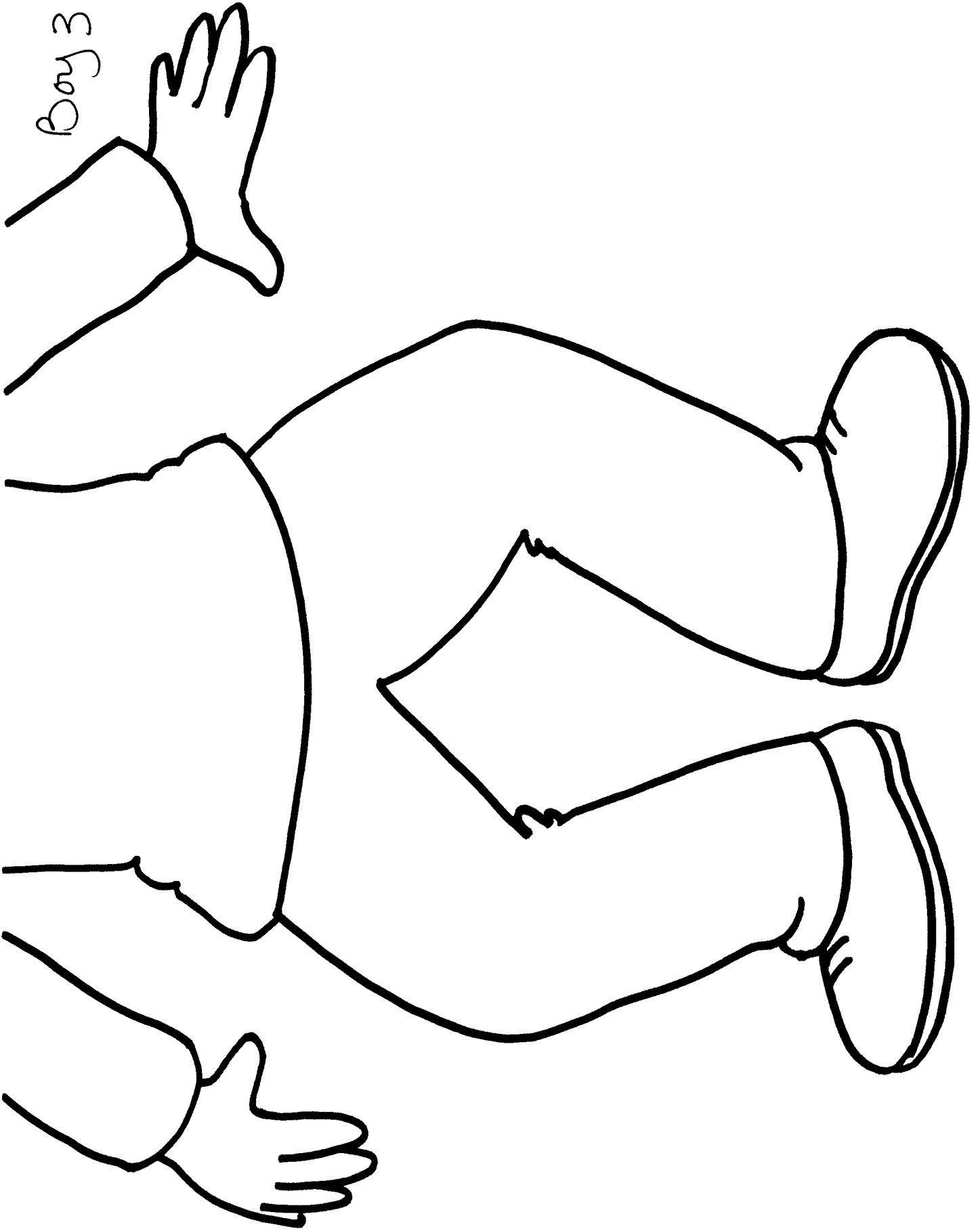


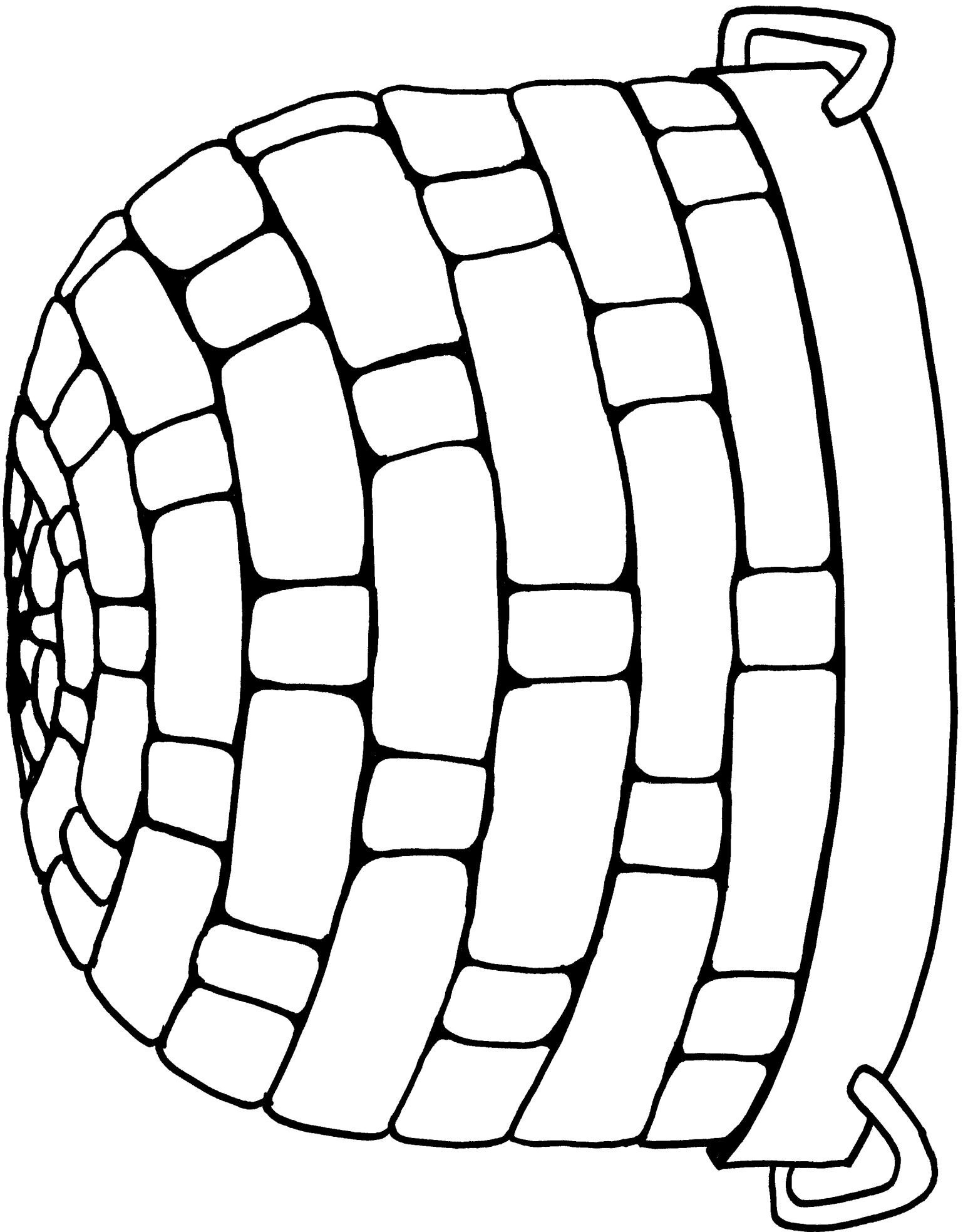
boy 2



Day 3

Boy 3



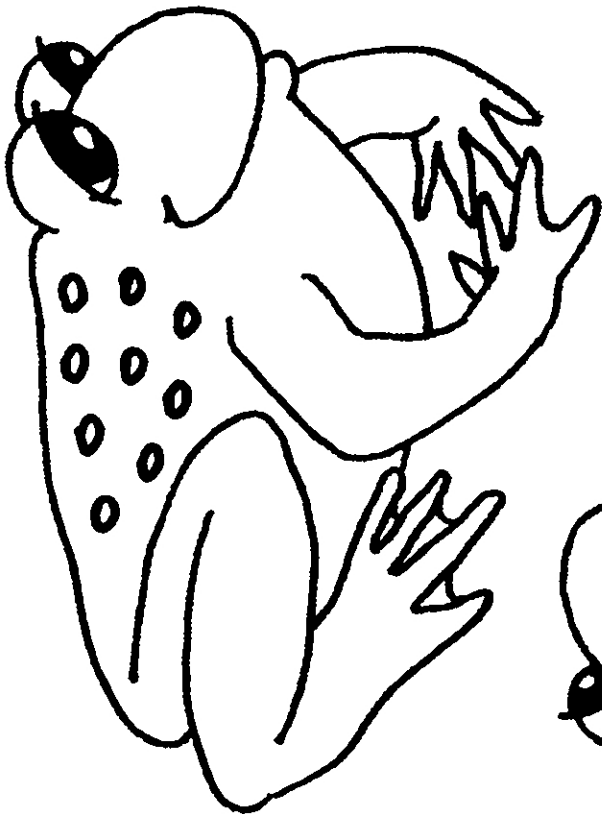
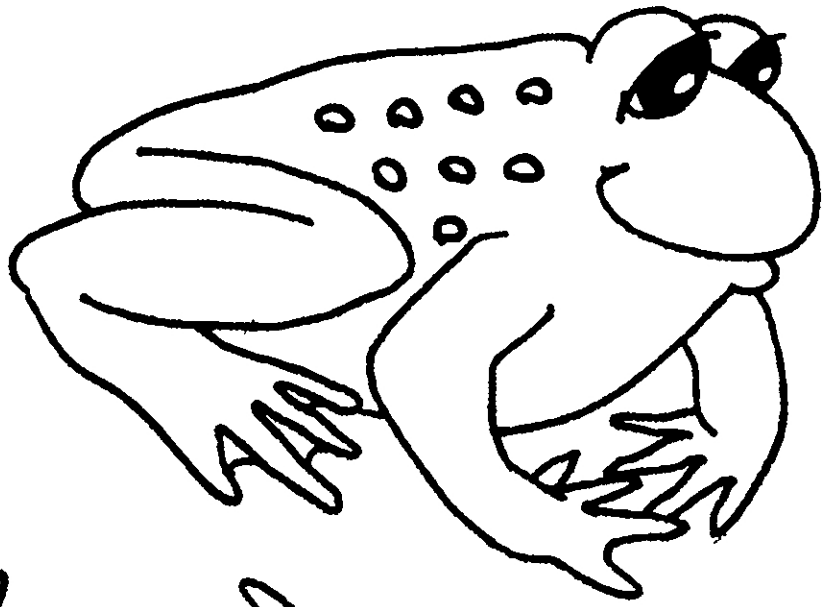
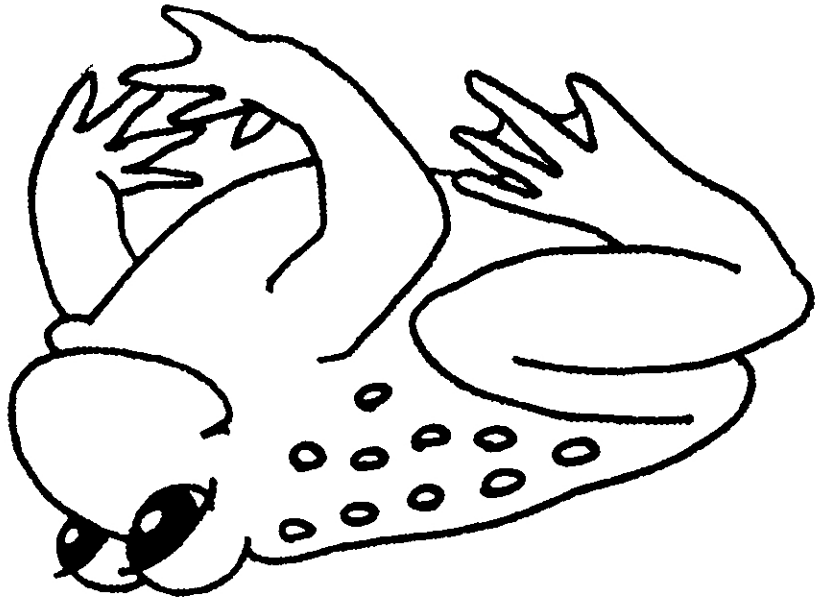


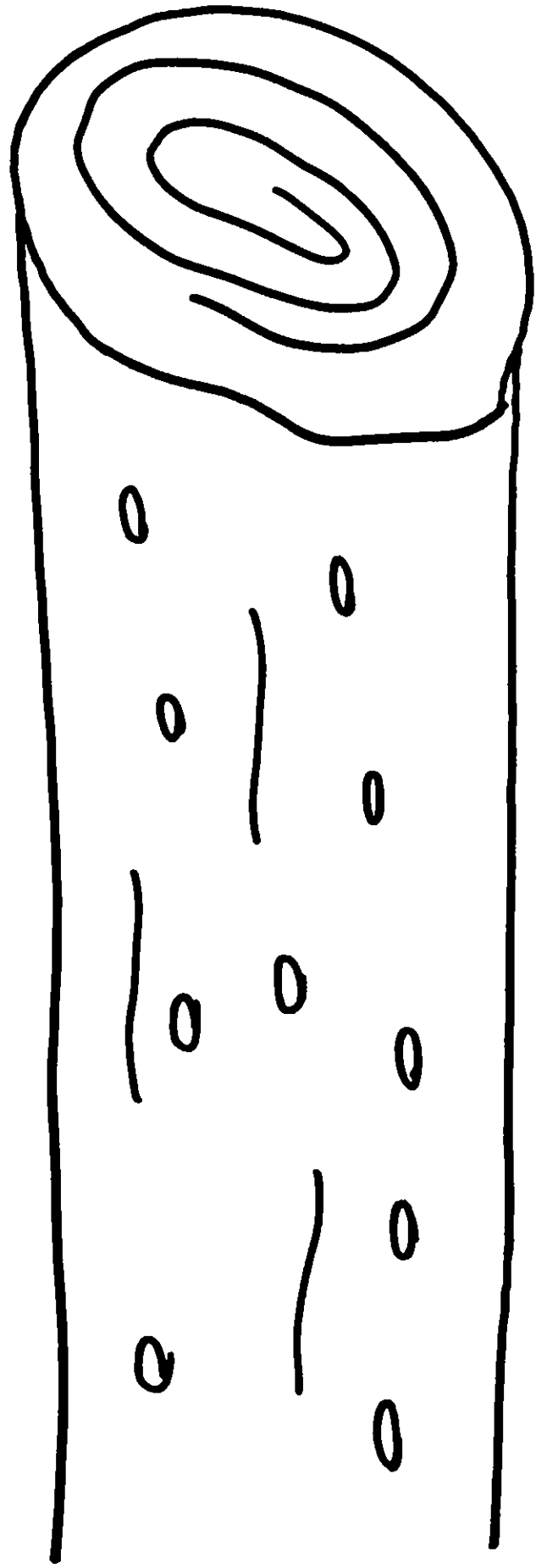
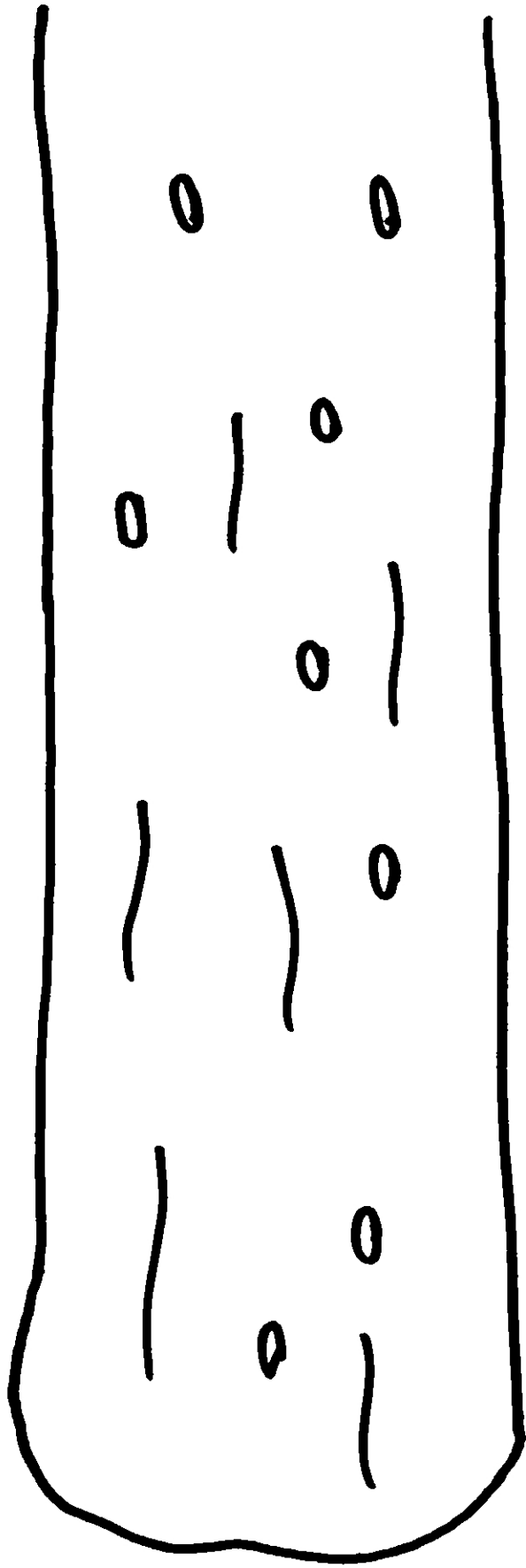




## Jack Be Nimble

Jack be nimble,  
Jack be quick,  
Jack jump over  
The candlestick!





## Activity Guide #5 –Tiptoeing

Book: *The Tiptoeing Tiger* by Philippa Leathers

### Introduction

A child’s mind and body develop together in an interrelated way. From the time they are born, children use their bodies to learn, making physical development vitally important to all areas of development and learning.

However, today there are a number of challenges to supporting a child’s physical development, including their gross motor skills. Children have easy access to screens (e.g., telephones, cell phones, tablets) and many live in areas where there may not be space and/or safe opportunities for them to engage in physical activities. Therefore it is important that children enrolled in child care programs have daily opportunities to develop their gross motor skills.

Although gross motor skills will largely develop on their own, there are ways in which early childhood professionals can encourage these skills to help children play confidently, engage in fun physical activities, and develop a strong foundation for a healthy, active lifestyle that carries into adulthood. This includes both opportunities for children’s free exploration and practice of gross motor skills and through planned experiences that are featured in the guides included in the supplemental curriculum, **B.A.M.M.M.!**

Begin by providing time each day for outside play, weather permitting. Make sure there is sufficient indoor and outdoor space for children to safely practice and refine their complex movements, including tiptoeing.

In this **B.A.M.M.M.!** guide, children are introduced to tiptoeing when they hear the story, *The Tiptoeing Tiger*, followed by activities that involve them in teacher-guided tiptoeing activities that support the **Physical Development and Health Domain**, plus additional activities that support the **Language Development** and **Emergent Literacy Domain** as well as other Domains.

**Teacher Note:** *Information for this introduction was adapted from the introduction to the **Physical Development and Health Domain** in the Arkansas Child Development and Early Learning Standards: Birth through 60 months (April 2016). The developers of **B.A.M.M.M.!** recommend that everyone using these guides review the entire introduction.*

### Arkansas Child Development and Early Learning Standards: Birth through 60 Months

**Domain: Physical Development and Health**  
**Domain Component: Gross Motor**

#### Learning Goals (with Strands and Skill or Indicators)

**PH1.1 Demonstrates locomotor skills** (*complex movement*)

- Experiments with different ways of moving (e.g., walks on tiptoes)

## Materials to Collect and Make

- ✓ Book: *The Tiptoeing Tiger* by Philippa Leathers

## Introduce the Activity

### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**EL2.1 Notices and manipulates the sounds of language** (*rhyme*)

### Directions:

- Children sitting on carpet squares or personal space markers.
- Introduce the poem "Animal Moves."

### ***Animal Moves***

*Worms like to wiggle,  
Bugs like to jiggle.*

*Mice like to creep,  
Deer like to leap.*

*Lions like to stalk,  
Elephants like to walk.*

*But everywhere Little Tiger goes,  
He goes on his tiptoes.*

- Repeat the poem and invite children to join in with you.

## Present the Story

### Learning Goals:

- LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)
- EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences*)
- EL1.2 Engages in read-alouds and conversations about books and stories** (*story comprehension*)
- EL3.1 Responds to features of books and print** (*book knowledge*)

**Book:** *The Tiptoeing Tiger* by Philippa Leathers

- Prepare to read the story, *The Tiptoeing Tiger*.
- Show the cover, give title, author and illustrator. (Explain that author is person who writes the book and illustrator is person who draws the pictures. Philippa Leathers is both the author and the illustrator)
- Ask children to look at cover and predict what the story is about. Ask, "Why do you think the tiger is tiptoeing?" Accept all answers.
- Say, "Let's read and find out why the tiger is tiptoeing."
- Read the book with children sitting so they can see the pictures as you read.
- Show the first double spread page and invite children to help you locate all of the animals they see (tiger, birds, deer, snake, peacock and monkeys)
- Read the text and explain to children words that describe the tiger that may not be familiar to them. For example:  
Sleek: smooth fur  
Silent: being very quiet, not making any noise  
Terrifying: making the animals afraid
- Continue to read the story, changing your voice to match the words you read.
- Explain to children that a boar is a kind of wild pig with tusks; show tusks.
- Invite children to guess what animal Little Tiger is tiptoeing to. For example, when he sees just the snout of the boar, the back end of an elephant, and the tail of a monkey in a tree.
- Make a very loud roar as Little Tiger sees his reflection in the pond.
- Follow up the reading by inviting children to discuss what they liked best about the story. What surprised them?

**Teacher Note:** Consider reading the story another time by following these directions:

- Reread the story and invite children to read some of the words with you and to roar when Little Tiger roars.
- Do this by running your fingers under the words "Tiptoe, tiptoe, tiptoe" and "Roar" every time they appear in the text.

### Additional Learning Goal:

- EL3.1 Responds to features of books and print** (*print knowledge*)

## Extend the Story

### Learning Goals:

**PH1.1 Demonstrates locomotor skills** (*complex movement*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)

**EL1.1 Shows interest in literacy experiences** (*engagement in language experiences*)

### Directions:

- Explain to children that you are going to reread the story, *The Tiptoeing Tiger*, and they will be standing while you read so they can tiptoe in place every time they hear you read "Tiptoe, tiptoe, tiptoe."
- Read the story again with children responding as directed.

## Conclude the Session

### Animal Moves:

- Invite children to join in with you as you repeat the poem, "Animal Moves".
- Invite children to tiptoe to their next activity.

## Try these additional activities

### Learning Goals:

**Ph1.1 Demonstrates locomotor skills** (*complex movement*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)

Involve children in a variety of activities in which they can practice different locomotor skills, including tiptoeing. For example:

### Indoor Obstacle Course

- Create an obstacle course in your classroom with hoops, boxes, and cones, or use existing furniture as an obstacle course. For example, a storage shelf to walk around, a table to crawl under, or a rug to tiptoe across.
- Explain to children that you have created an obstacle course they will have to travel through to get back to their home (carpet square or personal space marker).
- Give children directions as to how they are to travel. For example, "Walk around the book shelf." "Crawl under the round table." "Walk on tiptoes back to your space."

### Outdoor Obstacle Course

- Create an outdoor forest (obstacle course). Use cones or two-liter bottles weighted down with sand or gravel to represent trees. Tape the caps on the bottle to avoid spills.
- Remind children that Little Tiger tiptoed through the forest looking for an animal to scare.
- Invite children to tiptoe through the forest to see if they can find any animals to scare.

### Transitions

- Invite children to travel a certain way as they move from one activity to another. For example: "March as you go to the playground." "Walk to the sink to wash your hands." "Tiptoe to your cot."

**Learning Goals:**

**CD3.2 Engages in symbolic and abstract thinking** (*abstract thinking*)

**Activity: When Would You Tiptoe?**

**Directions:**

- Invite children to help you think of some times when you might want to tiptoe.
  - The babies are sleeping, so let's tiptoe quietly down the hall so we don't wake them.
  - You want to scare someone, so you tiptoe behind that person and say "boo."
  - You want to pet your cat, so you tiptoe to the chair where she is sleeping.
  - You don't want your mother to hear you, so you tiptoe into the kitchen to put a picture you made for her as a surprise on the table.

**Learning Center Activities**

**Library Center**

- Add the book, *The Tiptoeing Tiger* to the center.
- Observe to see if children pretend to read the story.

**Dramatic Play Center**

- Add a stuffed tiger to the center.
- Observe to see if children have the tiger walk on tiptoes.

**Additional Books**

*My Feet* by Aiki

*Tumble Bumble* by Felicia Bond

*We're Going on a Bear Hunt* by Michael Rosen

**Teacher Note:** *Each of these books refers to tiptoeing.*

**Resources**

- ✓ Personal space markers can be ordered from equipment companies or from school supply companies.

**Teacher Notes:**

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



## Activity Guide #6 – Traveling: Walking, Skipping, Hopping, Galloping, Trotting, Running

Book: *Ask Mr. Bear* by Marjorie Flack

### Introduction

A child's mind and body develop together in an interrelated way. From the time they are born, children use their bodies to learn, making physical development vitally important to all areas of development and learning.

However, today there are a number of challenges to supporting a child's physical development, including their gross motor skills. Children have easy access to screens (e.g.: television, cell phones, tablets) and many live in areas where there may not be space and/or safe opportunities for them to engage in physical activities. Therefore it is important that children enrolled in child care programs have daily opportunities to develop their gross motor skills.

Although gross motor skills will largely develop on their own, there are ways in which early childhood professionals can encourage these skills to help children play confidently, engage in fun physical activities, and develop a strong foundation for a healthy, active lifestyle that carries into adulthood. This includes both opportunities for children's free exploration and practice of traveling skills and through planned experiences that are featured in the guides included in the supplemental curriculum, **B.A.M.M.M.!**

Begin by providing time each day for outside play, weather permitting. Make sure there is sufficient indoor and outdoor space for children to safely practice and refine their traveling skills, including walking, skipping, hopping, galloping, trotting, and running.

In this **B.A.M.M.M.!** guide, children are introduced to the traveling skills of walking, skipping, hopping, galloping, trotting, and running when they hear the story, *Ask Mr. Bear*, followed by activities that involve them in teacher-guided traveling activities that support the **Physical Development and Health Domain**, plus additional activities that support the **Language Development** and **Emergent Literacy Domain** as well as other Domains.

**Teacher Note:** *Information for this introduction was adapted from the introduction to the **Physical Development and Health Domain** in the Arkansas Child Development and Early Learning Standards: Birth through 60 months (April 2016). The developers of **B.A.M.M.M.!** recommend that everyone using these guides review the entire introduction.*

**Arkansas Child Development and Early Learning Standards:  
Birth through 60 Months**

**Domain: Physical Development and Health**  
**Domain Component: Gross Motor**

**Learning Goals (with Strands and Skill or Indicators)**

**PH1.1 Demonstrates locomotor skills** (*traveling*)

- Changes speed or direction while moving
- Moves with control, avoiding obstacles and people while moving (e.g., moves through obstacle courses, steers wheelchair into small spaces, stops at intended location when running)
- Walks and runs smoothly and with balance
- Shows increasing ability to coordinate complex movements (e.g., galloping, sliding, hopping, and later skipping and leaping) smoothly and with ease

**PH1.2 Shows Stability and Balance** (*core stability*)

- Shows increasing ability to maintain balance while moving from one position to another, changing directions, or stopping abruptly (“freezes” while running)
- Hops and leaps with increasing skill and control (e.g., hops forward on one foot without losing balance)

**Materials to Collect and Make**

- ✓ Book: *Ask Mr. Bear* by Marjorie Flack
- ✓ Develop felt or magnetic storytelling figures as a vehicle for presenting the story to children. See Attachment: [Ask Mr. Bear](#)
- ✓ Carpet squares or personal space markers
- ✓ Gift box (not wrapped)
- ✓ Photos of horses that are galloping and trotting
- ✓ Photos of children walking, running, hopping and skipping
- ✓ Old fashioned stick horses

**Introduce the Activity**

**Learning Goals:**

**CD3.2 Engages in symbolic and abstract thinking** (*abstract thinking*)

**LD1.1 Understands and responds to language (in child’s home language)** (*vocabulary and language comprehension*)

**Directions:**

- Children sitting on carpet squares or personal space markers.
- Show empty and unwrapped gift box to children and say, “*Pretend that it’s your mother’s birthday and you want to give her a gift to go in this box. What would you put in the box to give to your mother?*”
- Allow each child who wants to a turn to tell you what he/she would put in the box. Accept all answers.
- Say, “*We’re going to read a story about a little boy and his animal friends, and the surprise birthday gift he gave to his mother.*”

## Present the Story

### Learning Goals:

**SE2.2** Interprets and responds to the feelings of others (*emotion understanding*)

**CD3.2** Engages in symbolic and abstract thinking (*abstract thinking*)

**LD1.1** Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

**EL1.1** Shows interest in language experiences (*engagement in literacy experiences, variety of interests*)

**EL3.1** Responds to features of books and print (*book knowledge*)

### Directions:

- Prepare to read the story, *Ask Mr. Bear*.
- Show the cover, give title and author. (Explain that author is person who writes the book.)
- Tell children, "*The boy on the cover is named Danny. Can you name the animals you see on the cover? Where do you think they're going?*"
- Read book with children sitting so all can see the pictures.
- Pause after Mr. Bear whispers a secret into Danny's ear and ask, "*What do you think Mr. Bear whispered in Danny's ear?*"
- Allow children to predict what the bear whispered to Danny. Continue the story.
- Follow up with questions such as "*Were your predictions about the secret Mr. Bear whispered in Danny's ear correct?*" "*Why do you think the animals didn't want to go with Danny to meet Mr. Bear?*" "*How do you think Danny's mother felt about her birthday gift from Danny?*"
- Show the empty box to the children and ask, "*Do you think Danny's gift to his mother can be put in this box?*" Allow children to explain their answers.

## Extend the Story

### Learning Goals:

**PH1.1 Demonstrates locomotor skills** (*complex movement*)

**PH1.2 Shows stability and balance** (*core stability*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)

### Directions:

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

**Teacher Note:** Play the song "She'll Be Coming Round the Mountain" as children are galloping.



## Conclude the Session

- Lead the children in a finger play.

### My Legs

*My legs like to walk.  
My legs like to run.  
My legs think walking  
And running are fun.*

*My legs like to gallop.  
My legs like to hop.  
But when my legs get tired,  
My legs say STOP!*

## Try these additional traveling activities

### Learning Goals:

**PH1.1 Demonstrates locomotor skills** (*traveling, complex movement*)

**PH1.2 Shows stability and balance** (*core stability, jumping, hopping, and leaping*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)

### Hopping

- Reread the story, *Ask Mr. Bear*, with the children.
- Recall with children that Danny, the hen and the goose all hopped along.
- Explain to children that they are going to practice hopping.
- Introduce hopping as follows:  
*"When you hop, you hold one leg off the floor and hop up and down on the other. Can you hold one leg off the floor and hop up and down on the other? Now switch legs and hop on that one."*
- Allow children to practice hopping frequently. Keep practice brief.
- Practice hopping in place, then hopping from one spot to another.



### Teacher Notes:

- *Children may have difficulty hopping because they lack the strength and balance to hold one leg in the air while hopping on the other.*
- *If children are having a difficult time hopping, try this: Have them lean against a wall with one hand, lift one foot in the air and hop on the other foot.*
- *Children must be able to hop before they can begin skipping, which is the most difficult motor skill to develop.*

## Skipping

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



### Teacher Notes:

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

## Going to See Mr. Bear

- Reread the story, *Ask Mr. Bear*, with children.
- Review the ways that Danny and the animals moved: walking, hopping, galloping, skipping and running.
- Explain to children that they will move around the room like Danny and the animals.
- Remind children to move safely and not get too close to others.
- Reinforce the stop and go signal you have established: clapping hands, striking a drum, striking two rhythm sticks together are examples. When children hear the signal they are to freeze like statues.
- Say, *“Can you walk around the room and stay as far from other children as you can?”*
- Sound stop signal.
- Say, *“Can you gallop around the room without bumping into others?”*
- Sound the stop signal.
- Say, *“Can you hop on one foot? Now hop on the other foot.”*
- Sound the stop signal.
- Say, *“Now skip around the room without bumping into others.”*
- Sound the stop signal.
- Say, *“Can you run around the room in a curved path without bumping into others?”*
- Sound the stop signal.
- Say, *“Can you walk safely back home?”*

### Teacher Notes:

- *You may choose to introduce these traveling activities one at a time before involving children in this Going to See Mr. Bear activity which combines all of the traveling skills in the story.*
- *This activity may be more appropriate to do outdoors, especially if indoor space is limited.*

## Additional Literacy Experiences

### Learning Goals

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)

**EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences*)

**Activity: Ask Mr. Bear, a Clothesline Story** See Attachment: [Ask Mr. Bear](#)

- Tell the story, *Ask Mr. Bear*, as a clothesline story.
- Attach characters from children's left to right as they appear in the story.
- Retell the story and allow children to attach characters in order as they appear in the story.
- Add the clothesline and story figures to the Library Center and allow children to tell the story independently.

**Activity: Ask Mr. Bear, a Felt or Magnetic Story**

- Use felt or magnetic storytelling figures and a storyboard to tell the story to the children
- Retell the story and allow children to place the characters on the board in order as they appear in the story.
- Leave the storyboard and storytelling figures in the Library Center and allow children to tell the story independently.

**Teacher Note:** *Consider attaching the photos of different traveling skills to a ring and place in the Library Center. Observe to see if children look at and discuss the photos.*

## Playground

- Add old fashioned stick horses to the playground.
- Observe children to see if they are using the stick horses to practice galloping.

## Additional Books

- A Birthday for Frances* by Russell Hoban
- Albert's Birthday* by Leslie Tryon
- Happy Birthday, Moon* by Frank Asch
- Max's Birthday* by Rosemary Wells

## Resources

- ✓ Personal space markers can be ordered from equipment catalogs and from school supply catalogs.
- ✓ Stick horses can be ordered online.

Teacher Notes:

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



**Ask Mr. Bear**  
**by Marjorie Flack**

1. Run copies on cardstock (index paper or tagboard).
2. Color pieces with markers, color pencils (may not be as bright), pastels, or paint, (crayons may melt when laminated).
3. When putting two large pieces together, use a glue stick to prevent pieces from wrinkling when laminating.
4. Laminate story objects. You may cut pieces before or after laminating.
5. Attach Velcro dots or pieces to back of each object.

Tip: Make an outline story card to use when telling the story.

**Remember patterns are not to be used for children's art projects!**

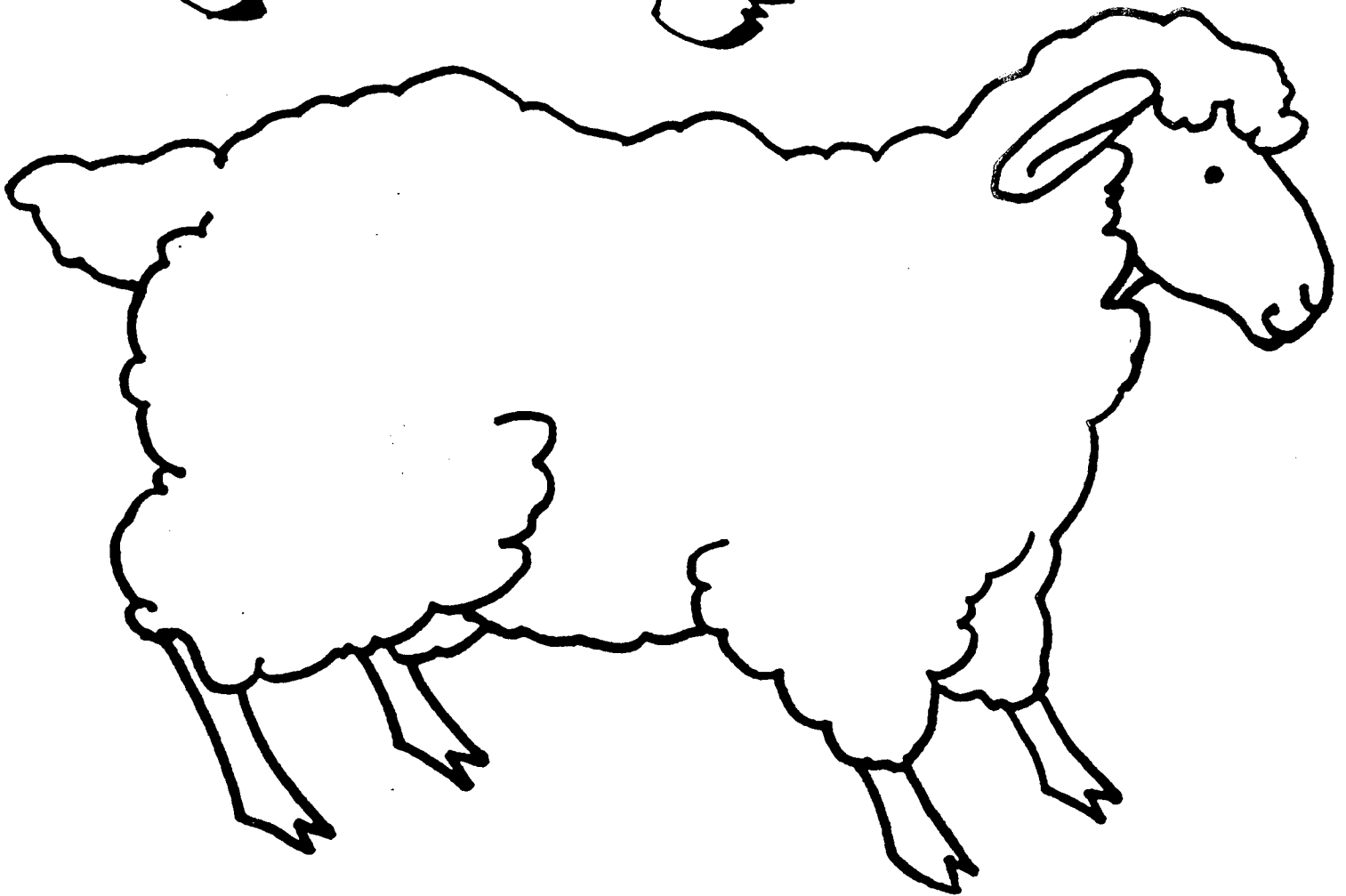
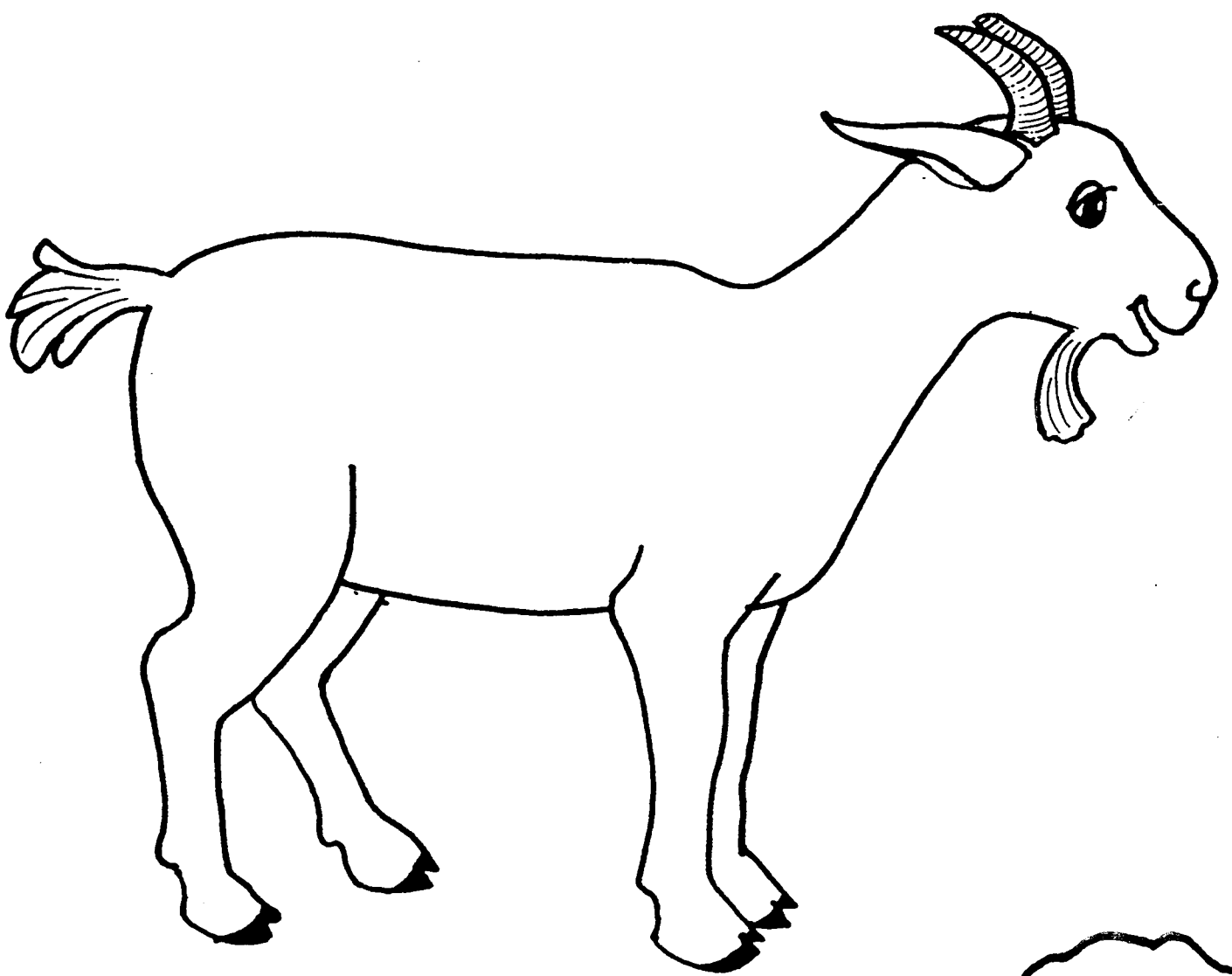
Patterns may be use for teacher made puppets which children can use for story retelling. Patterns may be enlarged if preferred.

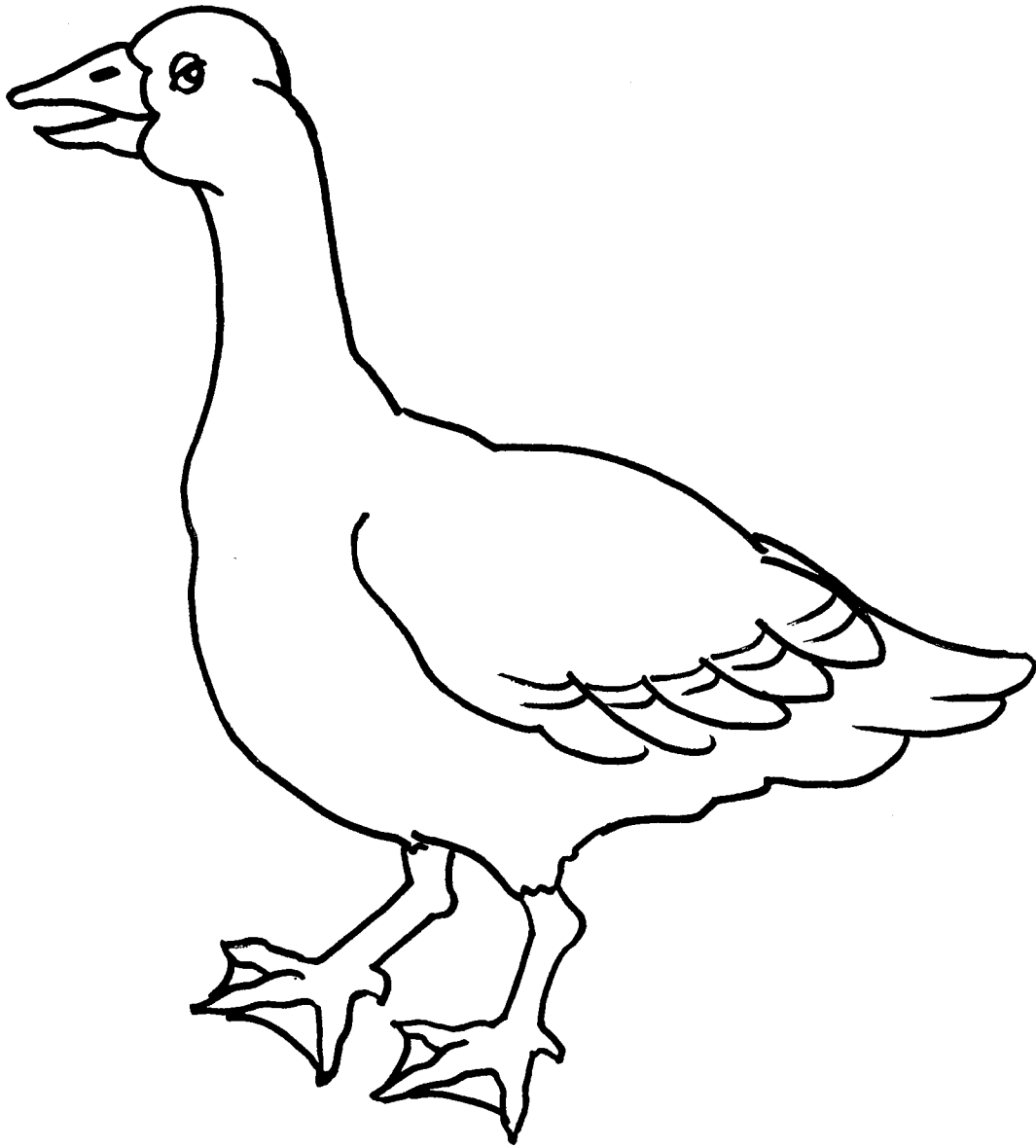
**Suggested Activities:**

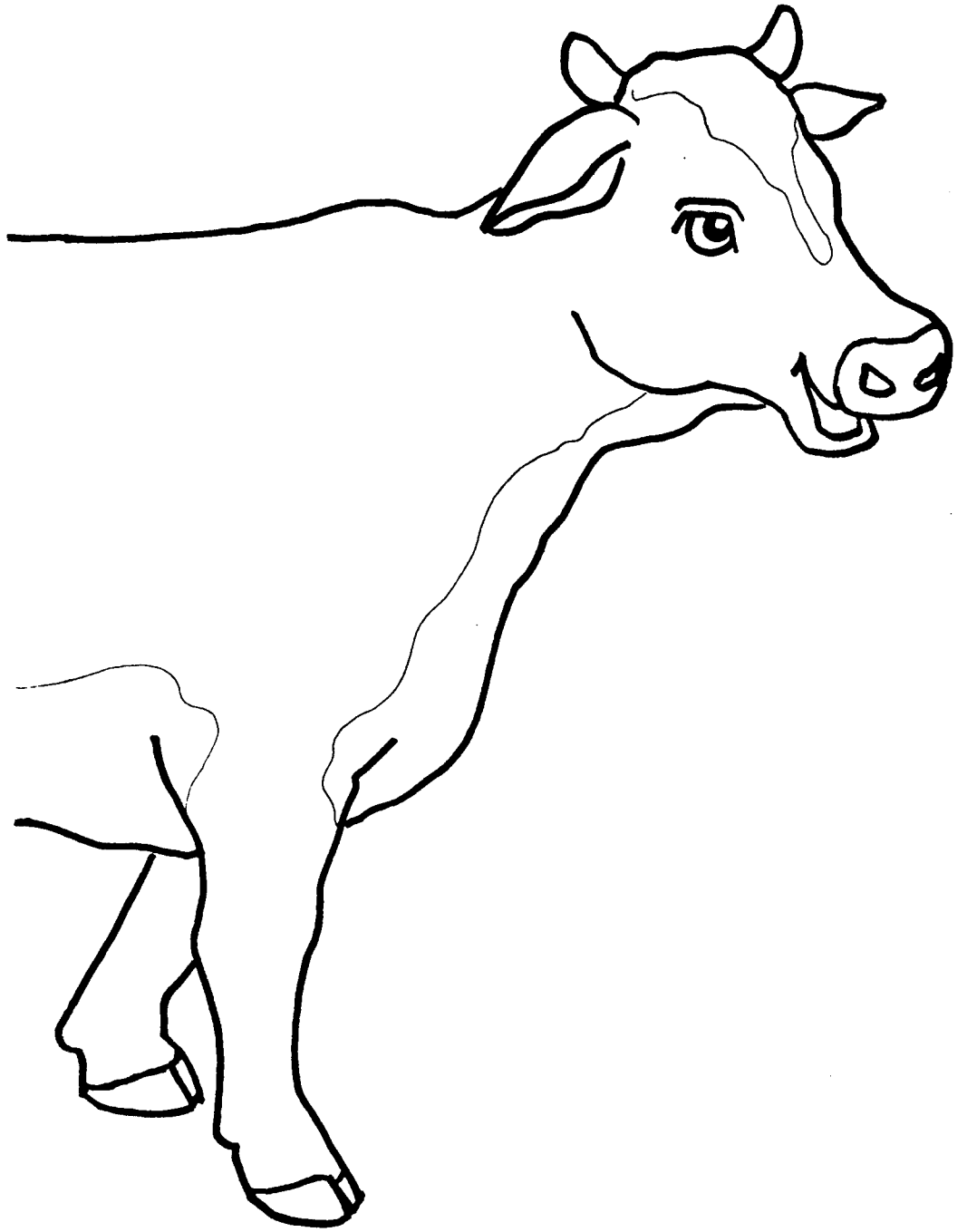
1. Use the patterns to make a set of cards with animals and corresponding "gifts". Children match the animal card with the gift card.
2. Write the movement words found in the story such as, "skip, hop, and gallop" on small index cards. Allow a child to choose a card and follow the directions as they "move" down a piece of masking tape on the floor (or outside).
3. Make a card including coupons for a "bear hug" for mom.
4. Tell the story as a clothesline story attaching characters from the children's left to right as they appear in the story.
5. Allow the children to act out the story as you tell it. Provide real props or the visuals for their use.

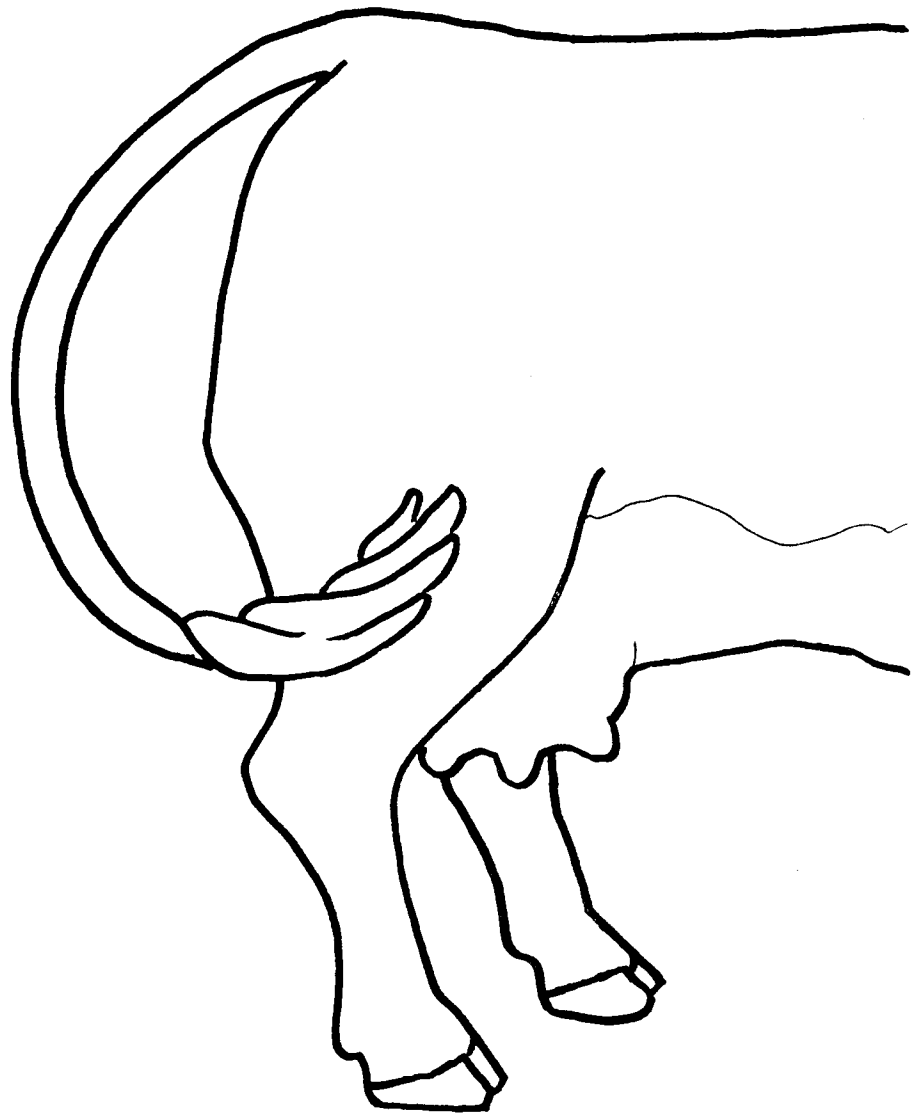






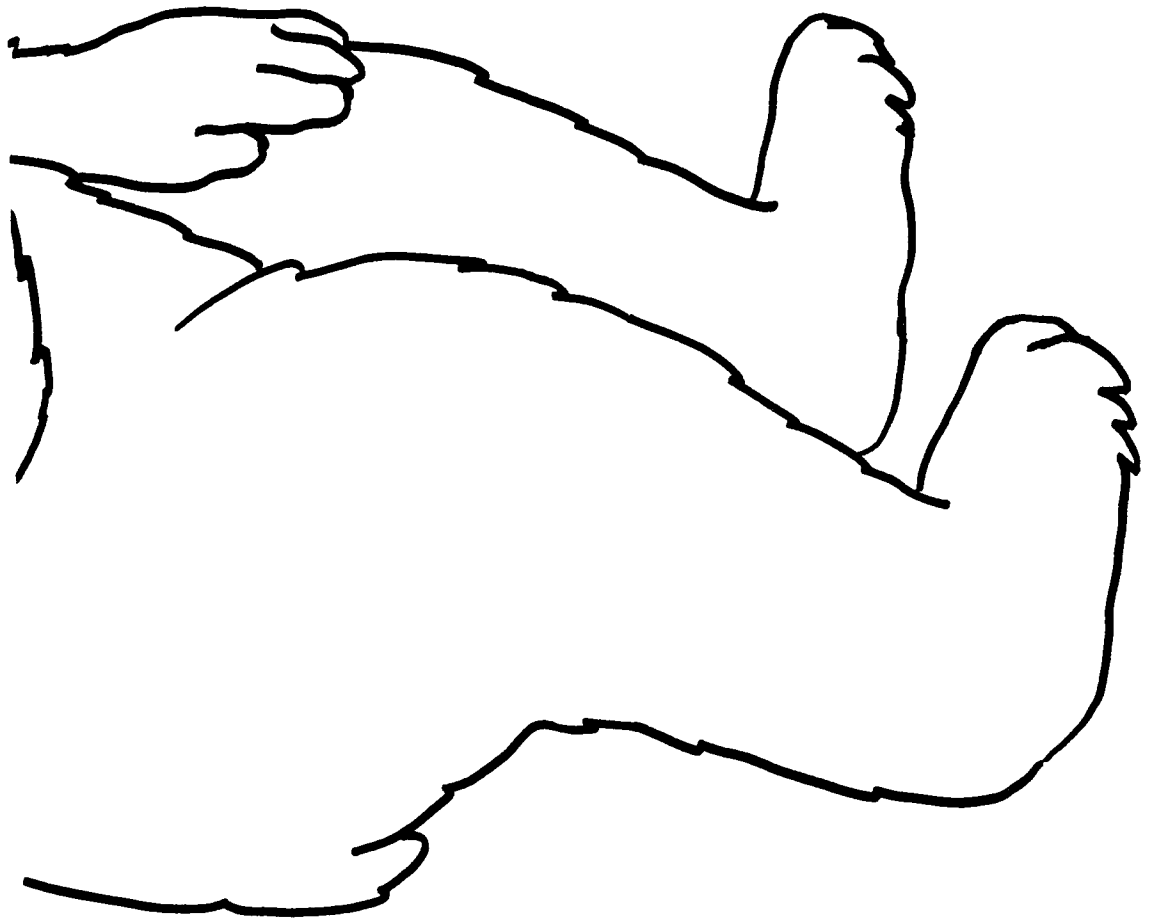


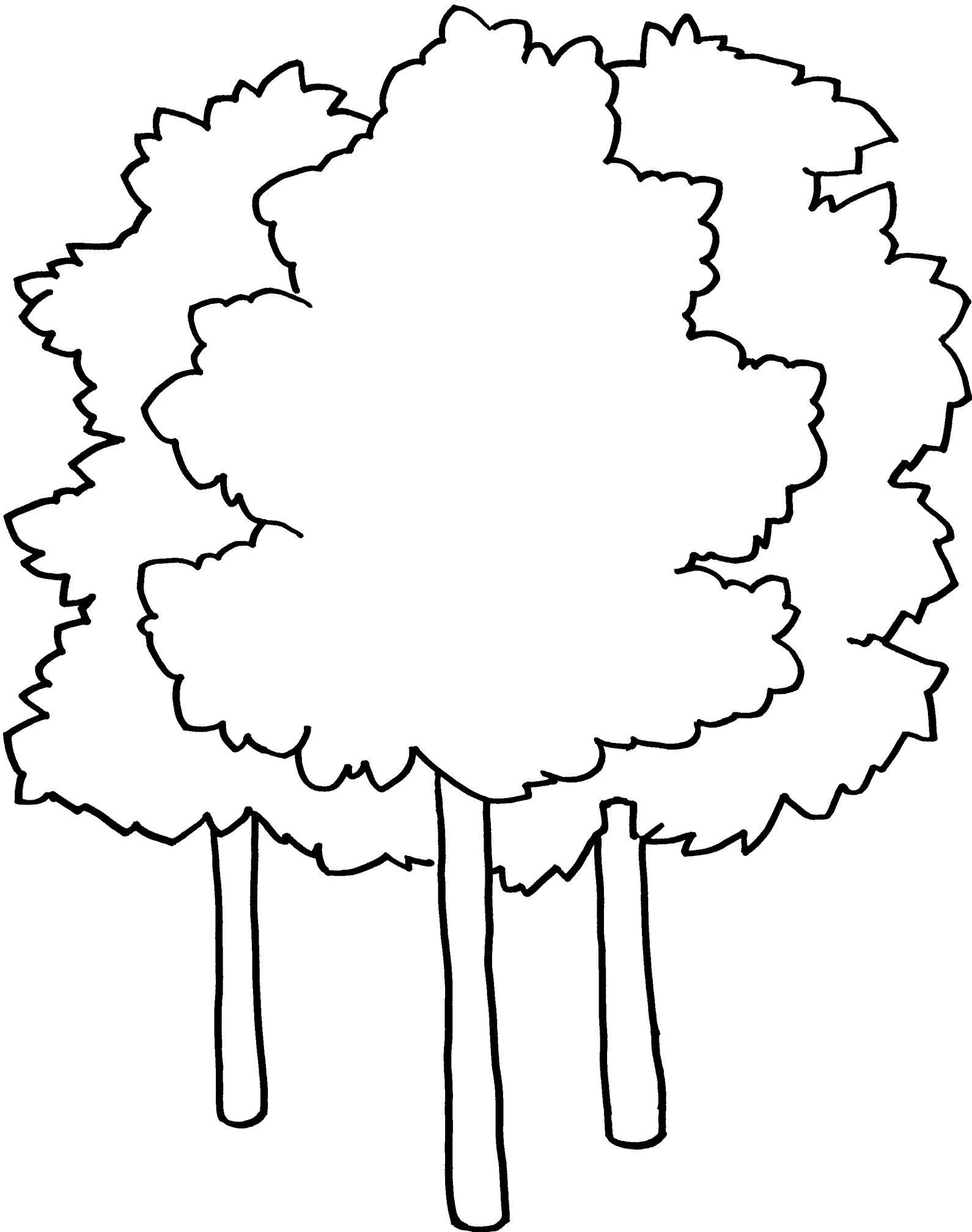












## Activity Guide #7 – Kicking a Ball

Book: *My Feet* by Aliko

### Introduction

A child's mind and body develop together in an interrelated way. From the time they are born, children use their bodies to learn, making physical development vitally important to all areas of development and learning.

However, today there are a number of challenges to supporting a child's physical development, including their gross motor skills. Children have easy access to screens (e.g., television, cell phones, tablets) and many live in areas where there may not be space and/or safe opportunities for them to engage in physical activities. Therefore it is important that children enrolled in child care programs have daily opportunities to develop their gross motor skills.

Although gross motor skills will largely develop on their own, there are ways in which early childhood professionals can encourage these skills to help children play confidently, engage in fun physical activities, and develop a strong foundation for a healthy, active lifestyle that carries into adulthood. This includes both opportunities for children's free exploration and practice of gross motor manipulative skills such as kicking, and through planned experiences that are featured in the guides included in the supplemental curriculum, **B.A.M.M.M.!**

Begin by providing time each day for outside play, weather permitting. Make sure there is sufficient indoor and outdoor space for children to safely practice and refine their gross motor manipulative skills, including kicking a ball.

In this **B.A.M.M.M.!** guide, children are introduced to kicking when they hear the story, *My Feet*, followed by activities that involve them in teacher-guided kicking activities that support the **Physical Development and Health Domain**, plus additional activities that support the **Language Development** and **Emergent Literacy Domain** as well as other Domains.

**Teacher Note:** *Information for this introduction was adapted from the introduction to the **Physical Development and Health Domain** in the Arkansas Child Development and Early Learning Standards: Birth through 60 months (April 2016). The developers of **B.A.M.M.M.!** recommend that everyone using these guides review the entire introduction.*

### Arkansas Child Development and Early Learning Standards: Birth through 60 Months

**Domain: Physical Development and Health**

**Domain Component: Gross Motor**

**Learning Goals (with Strands and Skill or Indicators)**

**PH1.3 Demonstrates gross-motor manipulative skills** (*kicking*)

- Kicks with increased control and range of movement, progressing from kicking a stationary ball from a standing position to stepping or running up to it
- Kicks moving ball while running, tracking ball visually and using full leg swing with arms moving in opposition to the leg

## Materials to Collect and Make

- ✓ Book: *My Feet* by Aliko
- ✓ Balls: 10 inch diameter rubber playground ball, beach ball, or foam or soft covered soccer ball
- ✓ Cones

### Teacher Notes:

- *It is recommended that regulation soccer balls with hard covering not be used because that may hurt a child's foot when kicking.*
- *Consider a large grassy area for this activity.*
- *Make sure children are wearing close-toed shoes with non-slip soles.*

## Introduce the Activity

### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**EL3.1 Responds to features of books and print** (*print knowledge*)

### Directions:

- Children sitting on carpet squares or personal space markers.
- Put a ball that children will later use for kicking in a sack and take it to the story reading area, keeping it out of sight.
- Show children the cover of the book, *My Feet*. And say, "I think this little boy is looking at his feet and thinking about all of the things his feet can do."
- Invite children to describe all of the things their feet can do and record their answers on a chart sheet or marker board.
- Bring out the bag with the ball in it and say, "In this bag is something that is round and about this big. Can you guess what it is?" (Make a circle about the size of the ball with your hands )
- Show children the ball and say "In the story we are about to read, you will learn what the boy does with a ball and his feet. Can you guess what he does?"
- Accept their answers and say, "Let's read and find out."

## Present the Story

### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences*)

**EL1.2 Engages in read-alouds and conversations about books and stories** (*story comprehension*)

**EL3.1 Responds to features of books and print** (*print knowledge, print knowledge*)

### Directions:

- Prepare to read the story, *My Feet by Alik*.
- Show the cover, give title, author and illustrator. (Explain that author is person who writes the book and illustrator is person who draws the pictures. Alik is both the author and illustrator)
- Read the story so children can see all of the pictures in the book.
- Follow up the reading by showing the pages and inviting children to discuss and describe what is on each page.
- Show the ball and ask children what the boy is doing with the ball.
- Review with children the list of things they said their feet could do and put a check mark by each one that was included in the book.

### Teacher Notes:

- *If you feel comfortable doing this, have children remove their shoes and socks and place them in front of them.*
- *Have them examine the different parts of the feet as they are described and shown in the story.*
- *Involve children in putting on their socks and shoes, allowing them to do as much of this as possible.*

## Extend the Story

### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)

### Directions:

- Go to pages in the book that show how children keep their feet busy: walk, run, skip, march, kick, hop, tiptoe, skate and dance.
- Invite children to stand as you read these pages with them and to do the activities in place as you read each one.
- Explain to children that when they go outdoors, they will have an opportunity to practice kicking the ball with their feet.

**Teacher Note:** *Children may not be able to skip and pretend to skate unless there is space for them to safely do this.*

## Conclude the Session

### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's language)** (*expressive vocabulary*)

### Directions:

- Invite children to discuss their experiences with games such as soccer where kicking a ball is a major part of the game. Some may have watched others play soccer, may have had experience playing the game, or watched soccer on TV.
- Explain to children that when they go outdoors, they will have an opportunity to practice kicking the ball with their feet.

**Teacher Note:** *Listen carefully to what children say about their experiences with kicking a ball. This may give you some insight as to their skill level in this activity.*

## Try these additional activities

**Teacher Notes:** *Before involving children in kicking activities, review this information adapted from a posting by PE Central on 5/12/2001: (information posted for Suggested Grade Level: Pre-K)*

- *Kicking requires that children contact a ball with their foot while maintaining the balance necessary to propel the ball as straight and as far as they desire.*
- *At this developmental age each child should focus on kicking the ball hard so it travels far away from the child.*
- *Kicking the ball "as hard as you can" will assist children in developing kicking skills as the motion of kicking hard forces the child to go through the full range of motion with the kicking leg.*
- *Initial kicking experiences should emphasize kicking hard or kicking for distance as opposed to kicking for accuracy.*
- *A 10 inch diameter rubber playground ball or foam or soft covered soccer ball is needed. Do not use regulation soccer balls with hard coverings that may hurt a child's foot when kicking.*
- *Practicing kicking skills is an outdoor activity and should not be done inside.*
- *A large grassy area is ideal for this activity.*

**Learning Goals:**

**PH1.3 Demonstrates gross-motor manipulative skills** (*kicking*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)

**Kicking Hard or for Distance**

- Place cones or markers out in the field so that children have a direction in which to kick. Initially place cones about 10 to 12 yards away.
- **Step 1:** Begin by placing the ball on the ground and ask children to take one step back and kick the ball hard and as far away as possible.
- Say to children: "Show me how far you can kick the ball. See if you can kick the ball past the cones.
- Allow children to practice this skill before moving to Step 2.
- **Step 2:** After children get the idea of kicking far, ask them to take several steps back away from the ball and run toward the ball and kick it.
- Allow children to continue practicing running up to the ball and kicking it.
- **Step 3:** As children get the basic concept of running up to the ball and kicking it, ask that they travel through the playing area continually kicking the ball. Say to them, "Kick your ball far and then run up and kick it again."

**Teacher Note:**

- *This information adapted from the PE Central posting on 5/12/2001.*
- *Guide children to use preferred foot for kicking.*

**Kicking for Accuracy**

- **Step 1:** Begin by placing the ball on the ground and have children run up to the ball and kick it toward you.
- Allow them to practice this skill before moving to Step 2.
- **Step 2:** Place two cones about three feet apart.
- Place a ball on the ground about two feet in front of the cones.
- Encourage children to run up to the ball and kick it through the two cones.
- **Step 3:** Construct a bowling alley with two pieces of rope.
- Set up 3 empty plastic bottles or three cones at the end of the alley
- Have children take turns kicking the ball to move or knock down the bottles or cones.

**Teacher Notes:**

- *The Kicking for Accuracy information is adapted from the Special Olympic Young Athletes and the accompanying Activity Guide.*
- *When children have mastered both sets of skills, they have learned to kick the ball hard and far and to kick the ball for accuracy.*

**Resources**

- ✓ Special Olympics Young Athletes
- ✓ *Special Olympics Young Athletes Activity Guide*
- ✓ PE Central Post on 5/12/2001

**Teacher Notes:**

- *Children need to hear the same story read to them several times.*
- *Children also need daily opportunities to repeat and practice gross motor manipulative skills.*
- *Plan to reread the book, *My Feet* by Aiki, and include a variety of the suggested kicking activities.*
- *It is important that stories and activities be repeated with children at different times throughout the year.*



## Activity Guide #8 – Tiptoeing, Traveling Through an Obstacle Course

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

### Introduction

A child's mind and body develop together in an interrelated way. From the time they are born, children use their bodies to learn, making physical development vitally important in all areas of development and learning.

However, today, there are a number of challenges to supporting a child's physical development, including gross motor skills. Children have easy access to screens and many live in areas where there may not be space and/or safe opportunities for them to engage in physical activities. Therefore it is important that children enrolled in child care programs have daily opportunities to develop their gross motor skills.

Although gross motor skills will largely develop on their own, there are ways in which early childhood professionals can encourage these skills to help children play confidently, engage in fun physical activities, and develop a strong foundation for a healthy, active lifestyle that carries into adulthood. This includes both opportunities for children's free exploration and practice of gross motor skills and through planned experiences that are featured in the guides included in the supplemental curriculum, **B.A.M.M.M.!**

Begin by providing time each day for outside play, weather permitting. Make sure there is sufficient indoor and outdoor space for children to safely practice and refine their gross motor skills.

In this B.A.M.M.M.! guide children are introduced to moving through obstacle courses and walking on tiptoe when they hear the story, *We're Going on a Bear Hunt*, followed by teacher-guided activities that support the **Physical Development and Health Domain**, plus additional activities that support the **Language Development** and **Emergent Literacy Domain** as well as other Domains.

**Teacher Note:** *Information for this introduction was adapted from the introduction to the **Physical Development and Health Domain** in the Arkansas Child Development and Early Learning Standards: Birth through 60 months (April 2016). The developers of **B.A.M.M.M.!** recommend that everyone using these guides review the entire introduction.*

### Arkansas Child Development and Early Learning Standards: Birth through 60 Months

**Domain: Physical Development and Health**  
**Domain Component: Gross Motor**

#### Learning Goals (with Strands and Skill or Indicators)

##### PH1.1 Demonstrates locomotor skills

- Moves with control, avoiding obstacles and people while moving (e.g., moves through obstacle course, steers wheelchair into small spaces, stops at intended location when running)
- Experiments with different ways of moving (e.g., walks on tiptoes, walks backwards, marches, uses walker, pushes or pedals riding toy with feet)

### Materials to Collect and Make

- ✓ Book: *We're Going on a Bear Hunt* by Michael Rosen, illustrated by Helen Oxenbury
- ✓ Obstacle course that includes some of the following: balance beam or taped line on floor, rope to jump over, table to crawl under, chair to walk around, box to move through on stomach, hula hoop or circle of yarn to hop into and out of, cones or two liter bottles weighted with sand or rocks for children to zigzag through.

### Introduce the Activity

#### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)

**EL2.1 Notices and manipulates the sounds of language** (*rhyme*)

- Introduce "Teddy Bear, Teddy Bear"
- Teacher and children stand and follow the words.

*Teddy bear, teddy bear, turn around.*

*Teddy bear, teddy bear, touch the ground.*

*Teddy bear, teddy bear, touch your shoe.*

*Teddy bear, teddy bear, that will do.*

*Teddy bear, teddy bear, turn around.*

*Teddy bear, teddy bear, sit right down.*

### Present the Story

#### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences*)

**EL1.2 Engages in read-alouds and conversations about books and story** (*story comprehension*)

**EL3.1 Responds to features of books and print** (*book knowledge*)

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

- Prepare to read the story, *We're Going on a Bear Hunt*.
- Show the cover, give title, author and illustrator. (Explain that author is person who writes the book and illustrator is person who draws the pictures.)
- Ask children to look at cover and predict what the story is about.
- Read book with children sitting so all can see the pictures.
- Follow up with questions such as: "*Were your predictions about the story correct?*" "*What were some of the obstacles they had to go through on their bear hunt?*" If necessary, help children understand that an obstacle is something that gets in the way of where you want to go.

## Extend the Story

### Learning Goals:

**PH1.1 Demonstrates locomotor skills** (*traveling, complex movement*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

### Directions:

- Create an obstacle course in your classroom with hoops, boxes, and cones, or use existing furnishings as an obstacle course. For example, a storage shelf to walk around, a rug to tiptoe across, a table to crawl under.
- Explain to children that you have created an obstacle course that they will have to travel through to get back to their home (carpet square or personal space marker).
- Give directions to children as to how they are to travel. For example, "Walk around the book shelf." "Crawl under the round table." "Walk on tiptoes back to your space."
- Children travel through the obstacle course and return home.

## Conclude the Session

### Directions:

- Lead the children in "The Bear Went Over the Mountain"

#### The Bear Went Over the Mountain

*The bear went over the mountain,*  
(walk in place, then fingertips together)

*The bear went over the mountain,*  
*The bear went over the mountain*  
*To see what he could see!* (hand over eyes)

*To see what he could see,*  
*To see what he could see.*

*The other side of the mountain*  
(walk in place, then fingertips together)

*The other side of the mountain,*  
*The other side of the mountain*  
*Was all that he could see!* (hands out, palms up)

## Try these additional activities

### Learning Goals:

**PH1.1 Demonstrates locomotor skills** (*traveling, climbing, complex movement*)

**PH1.2 Shows stability and balance** (*core stability*)

### Outdoor Obstacle Course

- Create an outdoor obstacle course for children to travel through: climb up and down the stairs on the climbing structure, walk around the climbing structure, crawl through a box or large snap together cube, walk on a balance beam or sandbox edge, zigzag around cones or two-liter bottles weighted with sand or rocks.
- Create an obstacle course for children to steer tricycles through. Use cones or two-liter bottles weighted with sand or rocks to create the course.
- Invite children to navigate the obstacle courses, observing to determine their ability to:
  - walk smoothly
  - move with control, avoiding obstacles
  - climb up and down stairs using alternating feet
  - sits on, pedals and steers a tricycle or other ride-on toy
  - balance on balance beam or sandbox edge

### Learning Goals:

**SE2.2 Interprets and responds to feelings of others** (*emotion understanding*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences*)

### Reread *We're Going on a Bear Hunt*

- Reread the book, *We're Going on a Bear Hunt*. Show the cover and ask children how they think the people on the cover are feeling as they start out on their bear hunt.
- Follow up with questions such as "*How did they feel when they saw the bear?*" "*How did they feel when they got into bed under the covers?*" "*Why do you think they said 'We're never going on a bear hunt again?'*"

## Participate in an Action Story

### Directions:

- Lead the children in the Action Story:

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

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

*Oh-oh, there's long, wavy grass.*  
*Can't go over it,*  
*Can't go under it.*  
*Let's go through it.*  
*Swishy swashy!*  
(Rub hands together like swishing through grass)  
*Swishy swashy! Swishy swashy!*

*Oh-oh, there's a deep, cold river.*  
*Can't go over it,*  
*Can't go under it.*  
*Let's go through it.*  
*Splash, splosh, splash splosh, splash splosh!*  
(Pretend to swim)

*Oh – oh, there's thick, oozy mud.*  
*Can't go over it.*  
*Can't go under it.*  
*Let's go through it.*  
*Squelch, squerch!*  
(Move hands up and down as though walking through mud)  
*Squelch, squerch! Squelch, squerch!*

*Oh –oh, there's a big, dark forest.*  
*Can't go over it.*  
*Can't go under it.*  
*Let's go through it.*  
*Stumble trip! Stumble trip! Stumble trip!*

*Oh, oh, there's a swirling, whirling snowstorm.*  
*Can't go over it.*  
*Can't go under it.*  
*Let's go through it.*  
*Hooo wooo!* (Pretend to shiver)  
*Hooo wooo!*  
*Hooo wooo!*

*Oh, oh, there's a narrow, gloomy cave.*  
*Can't go over it.*  
*Can't go under it.*  
*Let's go through it.*  
*Tip toe! Tip toe! Tip toe!* (Tip toe fingers)

*Oh, oh, I feel a shiny wet nose!*  
*I feel two furry ears!*  
*I see two big, big eyes.*  
*It's a bear!*

(Retrace steps)

*Whew! We made it.*  
*Under the covers, safe in bed!*

### **Additional Books**

- ❑ *Ask Mr. Bear* by Majorie Flack
- ❑ *Blueberries for Sal* by Robert McCloskey

### **Resources**

- ✓ *The Cooking Book* by Laura J. Colker (2005), published by National Association for the Education of Young Children, contains a number of art recipes.

### **Teacher Notes:**

- *Children need to hear the same story read to them several times.*
- *Children also need frequent opportunities to repeat and practice movement activities.*
- *Plan to reread the book, *We're Going on a Bear Hunt* by Michael Rosen and include a variety of movement activities.*
- *It is important that stories and activities be repeated with children at different times throughout the year.*

## Activity Guide #9 – Balancing

Book: *Silly Sally* by Audrey Wood

### Introduction

A child's mind and body develop together in an interrelated way. From the time they are born, children use their bodies to learn, making physical development vitally important to all areas of development and learning.

However, today there are a number of challenges to supporting a child's physical development, including their gross motor skills. Children have easy access to screens (e.g., television, cell phones, tablets) and many live in areas where there may not be space and/or safe opportunities for them to engage in physical activities. Therefore it is important that children enrolled in child care programs have daily opportunities to develop their gross motor skills.

Although gross motor skills will largely develop on their own, there are ways in which early childhood professionals can encourage these skills to help children play confidently, engage in fun physical activities, and develop a strong foundation for a healthy, active lifestyle that carries into adulthood. This includes both opportunities for children's free exploration and practice of balancing skills and through planned experiences that are featured in the guides included in the supplemental curriculum, **B.A.M.M.M.!**

Begin by providing time each day for outside play, weather permitting. Make sure there is sufficient indoor and outdoor space for children to safely practice and refine their balancing skills.

In this **B.A.M.M.M.!** guide, children are introduced to balancing when they hear the story, *Silly Sally*, followed by activities that involve them in teacher-guided balancing activities that support the **Physical Development and Health Domain**, plus additional activities that support the **Language Development** and **Emergent Literacy Domain** as well as other Domains.

**Teacher Note:** *Information for this introduction was adapted from the introduction to the **Physical Development and Health Domain** in the Arkansas Child Development and Early Learning Standards: Birth through 60 months (April 2016). The developers of **B.A.M.M.M.!** recommend that everyone using these guides review the entire introduction.*

### Arkansas Child Development and Early Learning Standards: Birth through 60 Months

**Domain: Physical Development and Health**  
**Domain Component: Gross Motor**

#### Learning Goals (with Strands and Skill or Indicators)

##### **PH1.2 Shows Stability and Balance** (*core stability*)

- Shows increasing ability to maintain balance while moving from one position to another, changing directions, or stopping abruptly ("freezes" while running)

## Materials to Collect and Make

- ✓ Book: *Silly Sally* by Audrey Wood
- ✓ Develop felt or magnetic storytelling figures as a vehicle for presenting the story to children. See Attachment: [Silly Sally](#)
- ✓ Carpet squares, one per child
- ✓ Bean bags
- ✓ Baskets
- ✓ Bean Bag Activities CD
- ✓ Balance beam

## Introduce the Activity

### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences*)

### Directions:

- Sing "If You're Happy and You Know It" – A silly version

*If you're happy and you know it, say boo hoo.*

*(Rub eyes, pretend to cry)*

*If you're happy and you know it, say boo hoo.*

*(Rub eyes, pretend to cry)*

*If you're happy and you know it,*

*Then your face will surely show it. (Sad face)*

*If you're happy and you know it, say boo hoo.*

*(Rub eyes, pretend to cry)*

*If you're sad and you know it, smile like this. (Big smile)*

*If you're sad and you know it smile like this. (Big smile)*

*If you're sad and you know it,*

*Then your face will surely show it. (Happy face)*

*If you're sad and you know it, smile like this. (Big smile)*

Ask children if they noticed anything different about the song? What did they notice? Explain that you were singing the song in a silly way.

- Invite children to join you in singing "If You're Happy and You Know It", the silly version.



## Present the Story

### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences, variety of interests*)

**EL1.2 Engages in read-alouds and conversations about books and stories** (*story comprehension*)

**EL3.1 Responds to features of books and print** (*book knowledge*)

### Directions:

- Prepare to read the book, *Silly Sally*.
- Show the cover, give title and author. (Explain that author is person who writes the words.)
- Ask children what they think the word "silly" means.
- Ask, "Why do you think Sally is called silly? What are some silly things you think Sally will do?" Accept all answers. Say, "Let's read and find out if you were right."
- Read book with children sitting so all can see the pictures.
- Review the book by showing pictures and inviting children's comments. Call attention to all of the things Sally does "backward": walking, dancing, leaping, singing and sleeping.

### Extension:

- Read the book a second time.
- Follow up by allowing children to fill in the rhyming words. For example, on the first page, read "Silly Sally went to town, walking backwards upside \_\_\_\_\_ (down)."
- Continue this process through the end of the story.

### Additional Learning Goal:

**EL2.1 Notices and manipulates the sounds of language** (*rhyme*)

**Teacher Note:** *This process of pausing and allowing children to fill in the missing word is called the cloze technique.*

## Extend the Story

### Learning Goals:

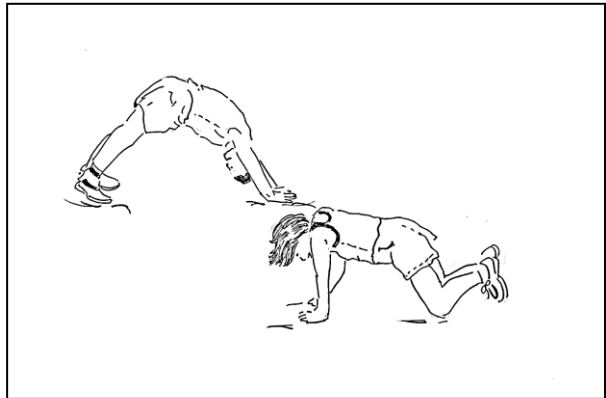
**PH1.2 Shows stability and balance** (*core stability*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)

### Directions:

- Ask children, two at a time, to get a carpet square and put it on the floor, leaving space between them. Help as needed.
- Explain to children that they will be balancing on different parts of their bodies. Explain that balancing means "not falling over."
- Involve the children in balancing different body parts with wide bases of support.
  - "Can you balance on your hands and your feet at the same time?"
  - "Can you balance on two hands, two feet and two knees at the same time?"
  - "Can you balance on your head, hands and feet at the same time?"
  - "Can you balance on your knees and your elbows at the same time?"
- Observe and assist children who are having a difficult time balancing on body parts.
- Allow children to practice balancing.

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



## Conclude the Session

### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences*)

**EL2.1 Notices and manipulates the sounds of language** (*rhyme*)

### Directions:

- Lead children in a finger play. Suit actions to words.

*I've been so busy balancing,  
Now I'm tired as I can be.  
I'll cross my legs,  
I'll close my eyes  
So I can't see.*

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

## Try these additional activities

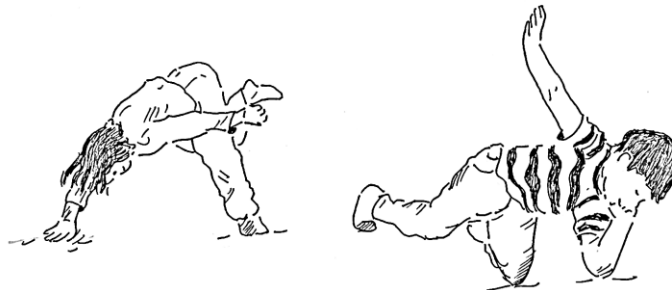
### Learning Goals:

**PH1.2 Shows stability and balance** (*core stability*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)

### More Balancing

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



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

### Walking on a Balance Beam

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

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



### Balancing with Bean Bags

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

### Bean Bag Parade

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

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



### Balancing Baskets

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



### Tightrope Walker

Locate or draw a picture of a tightrope walker in a circus and show it as you and the children say the following finger play:

While the band is playing, Back and forth I go. High above the people, Sitting far below.	While the crowd is cheering, I sway from side to side. Now my act is over, Down the pole I slide.
--	--

**Teacher Note:** *The picture can also be used to illustrate a chart to show as children are saying the finger play.*

### Additional Books

- Harold's Circus* by Crockett Johnson
- Mirette on the High Wire* by Emily Arnold McCully

## Resources

- ✓ Balance beams can be ordered from equipment catalogs or from school supply companies.
- ✓ Bean Bag Activities CD can be ordered from school supply companies.

### Teacher Notes:

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

**Silly Sally**  
**by Audrey Wood**

1. Run copies on cardstock (index paper or tagboard).
2. Color pieces with markers, color pencils (may not be as bright), pastels, or paint, (crayons may melt when laminated).
3. When putting two large pieces together, use a glue stick to prevent pieces from wrinkling when laminating.
4. Laminate story objects. You may cut pieces before or after laminating.
5. Attach Velcro dots or pieces to back of each object.

Tip: Make an outline story card to use when telling the story.

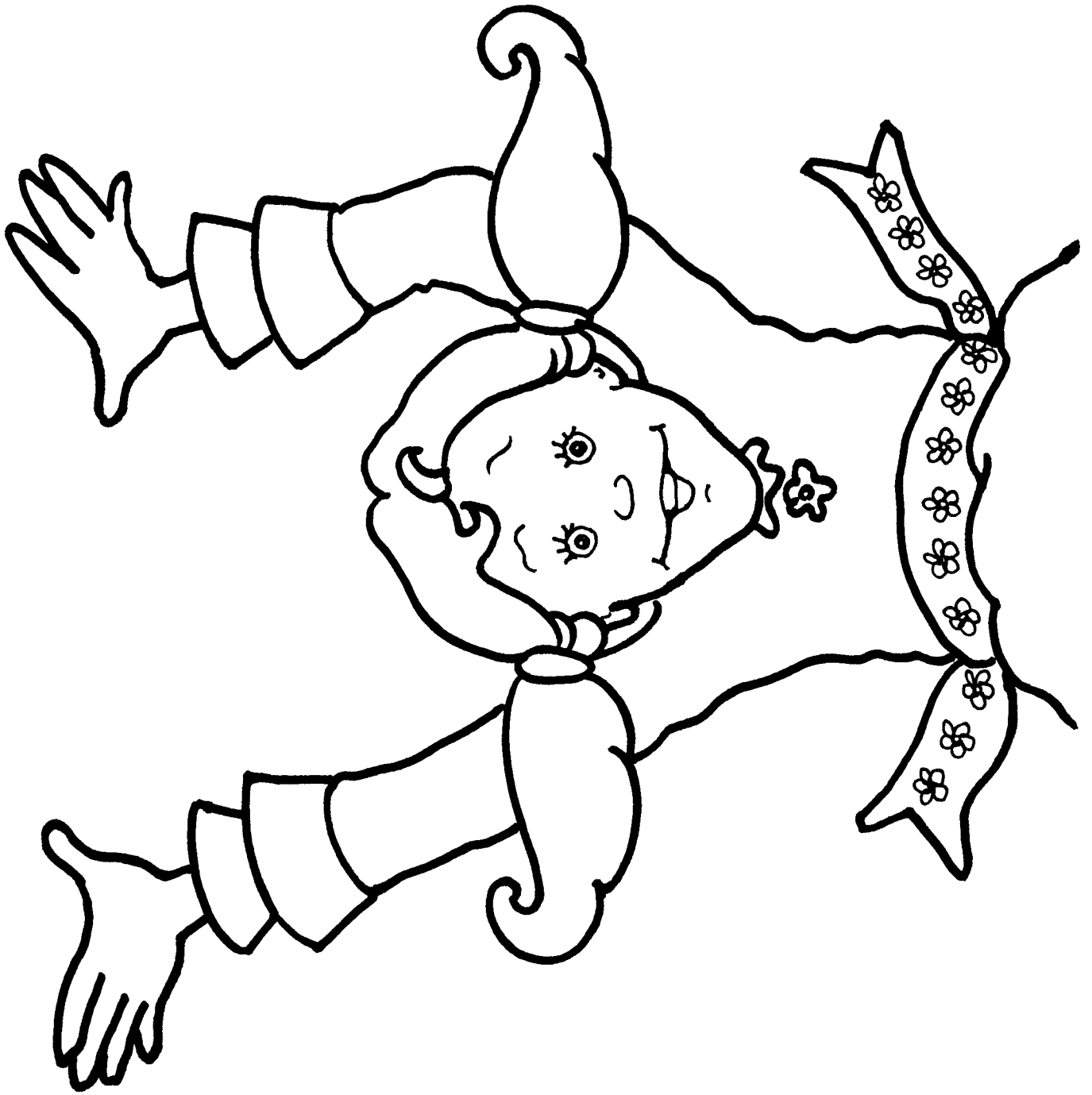
**Remember patterns are not to be used for children's art projects!**

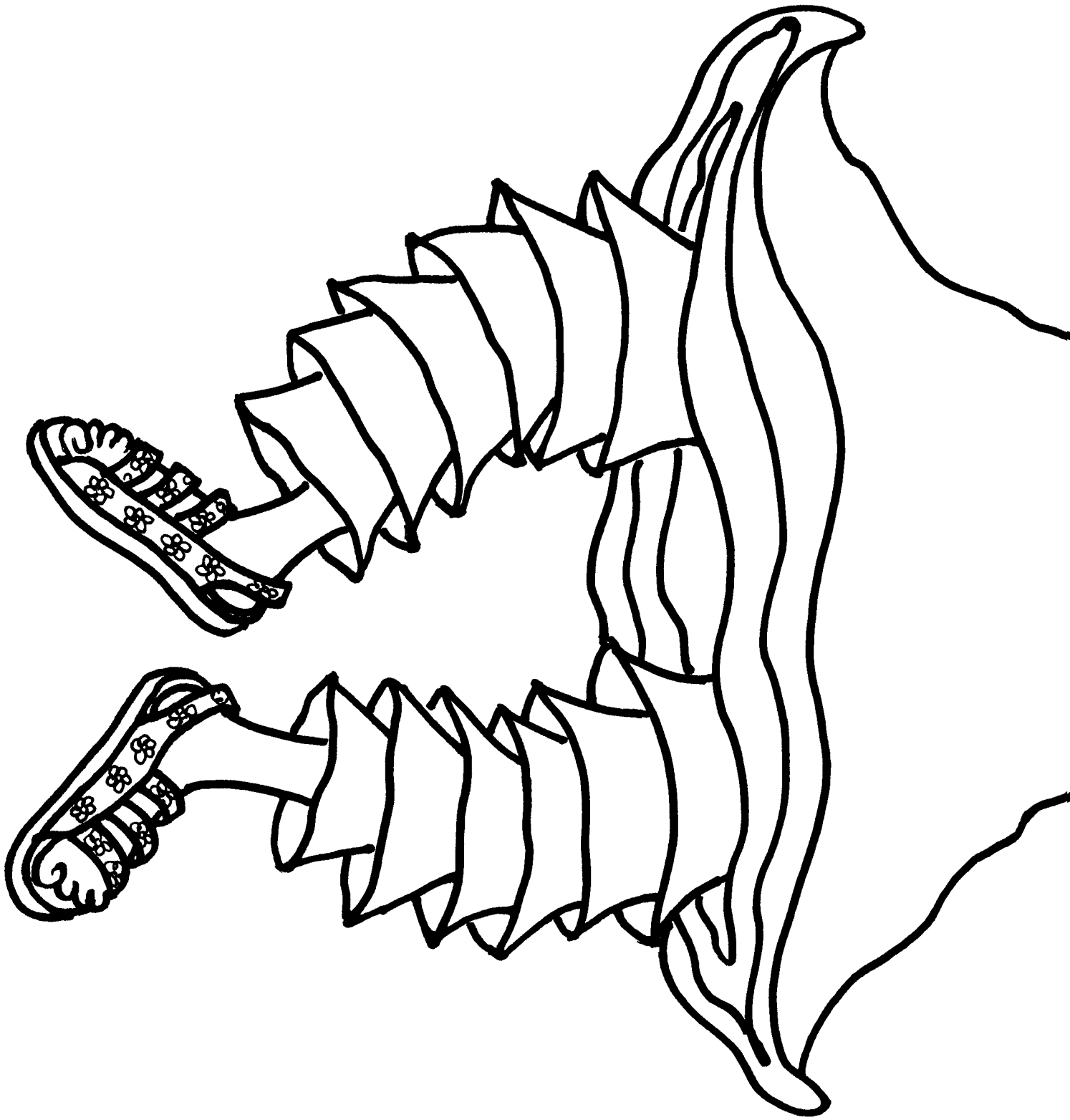
Patterns may be used for teacher made puppets which children can use for story retelling. Patterns may be enlarged if preferred.

**Suggested Activities:**

1. Have upside down art display...with children's permission hand their self-portraits upside down.
2. Encourage children to walk, dance, leapfrog, sing and sleep like the characters in the story.
3. Let children take turns moving in a silly way as they transition from one activity to another.
4. With gym mats on the floor, Teacher/Caregiver can carefully lift a child's feet into the air as they "walk" upside down on their hands.

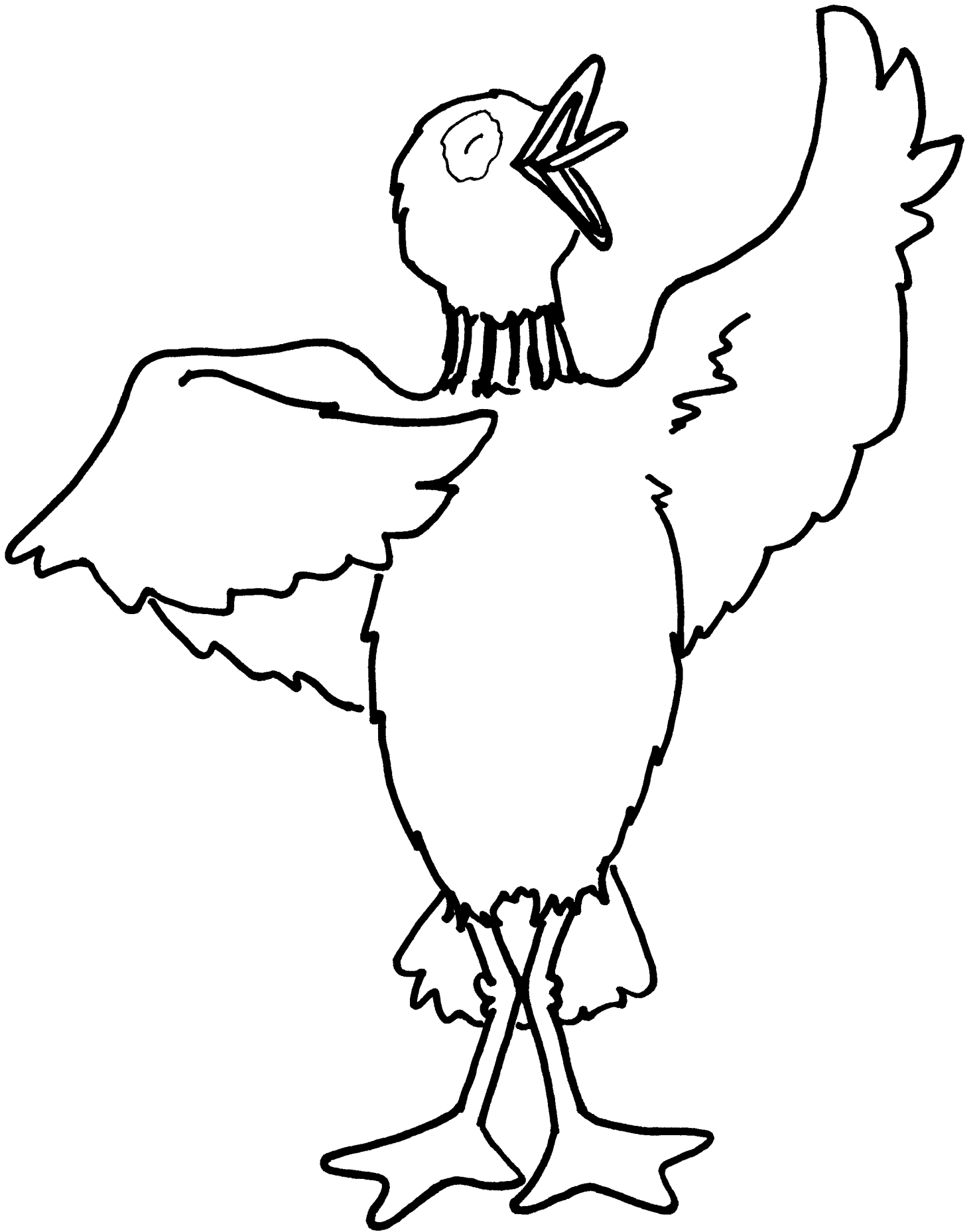




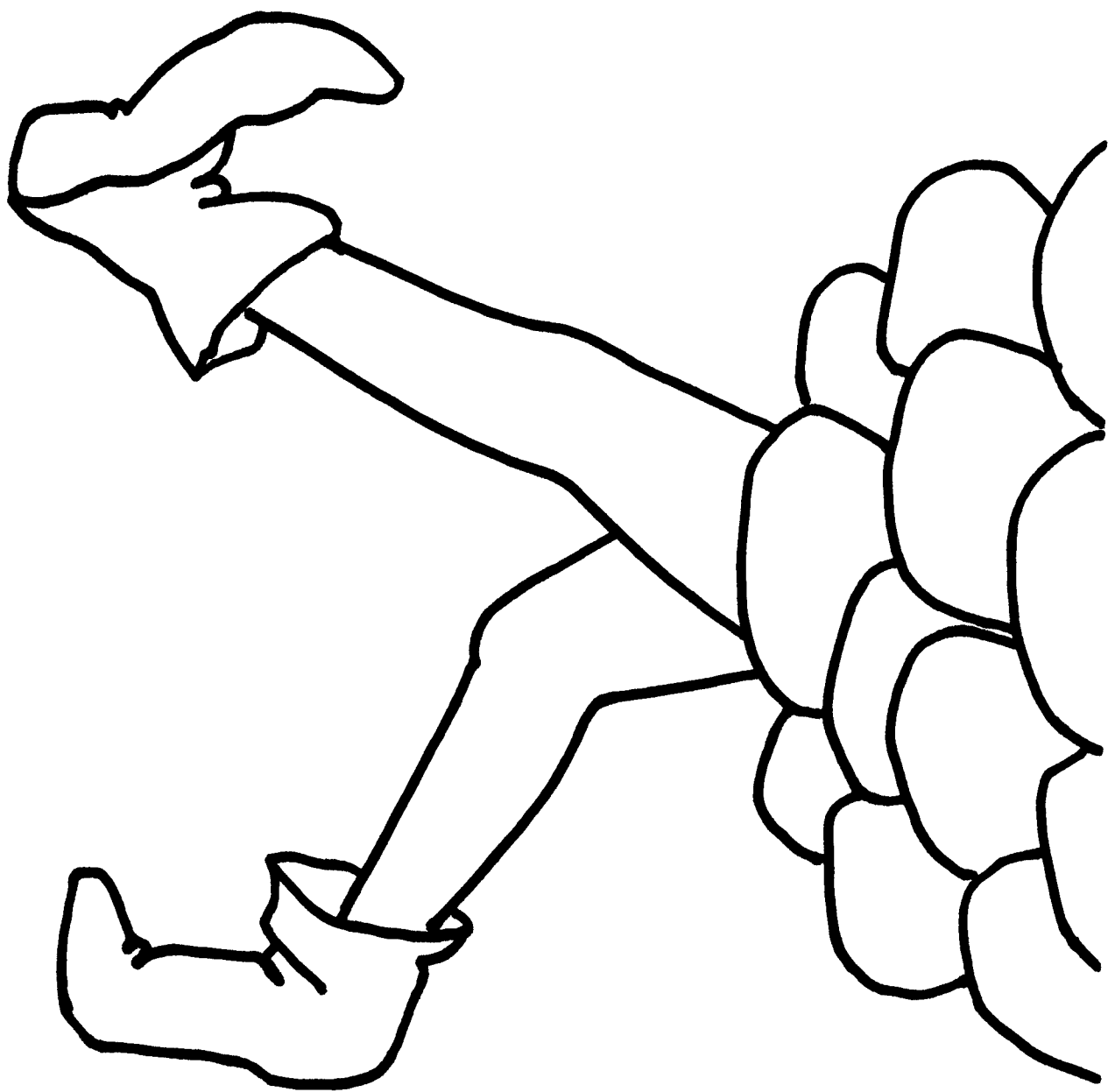


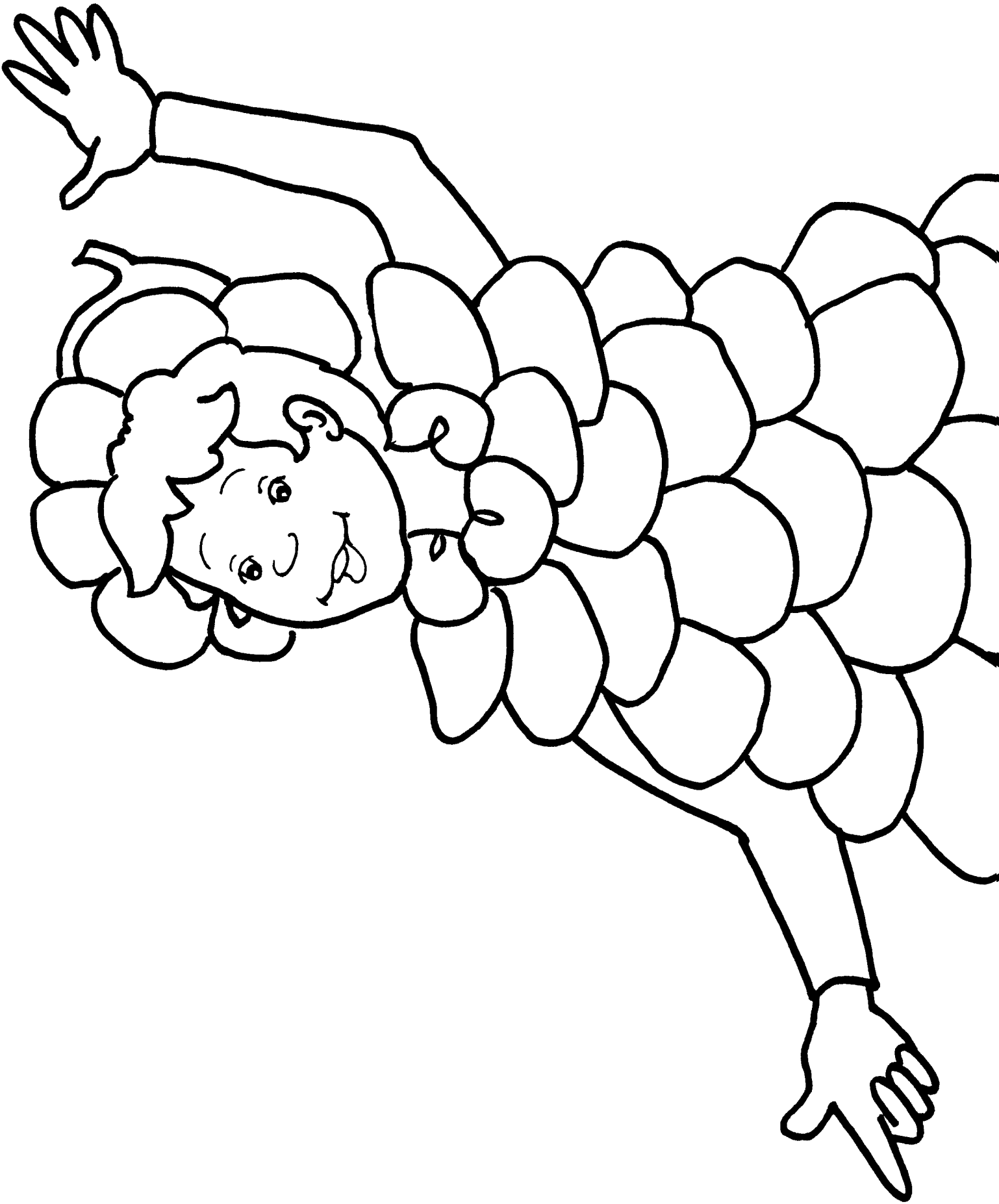






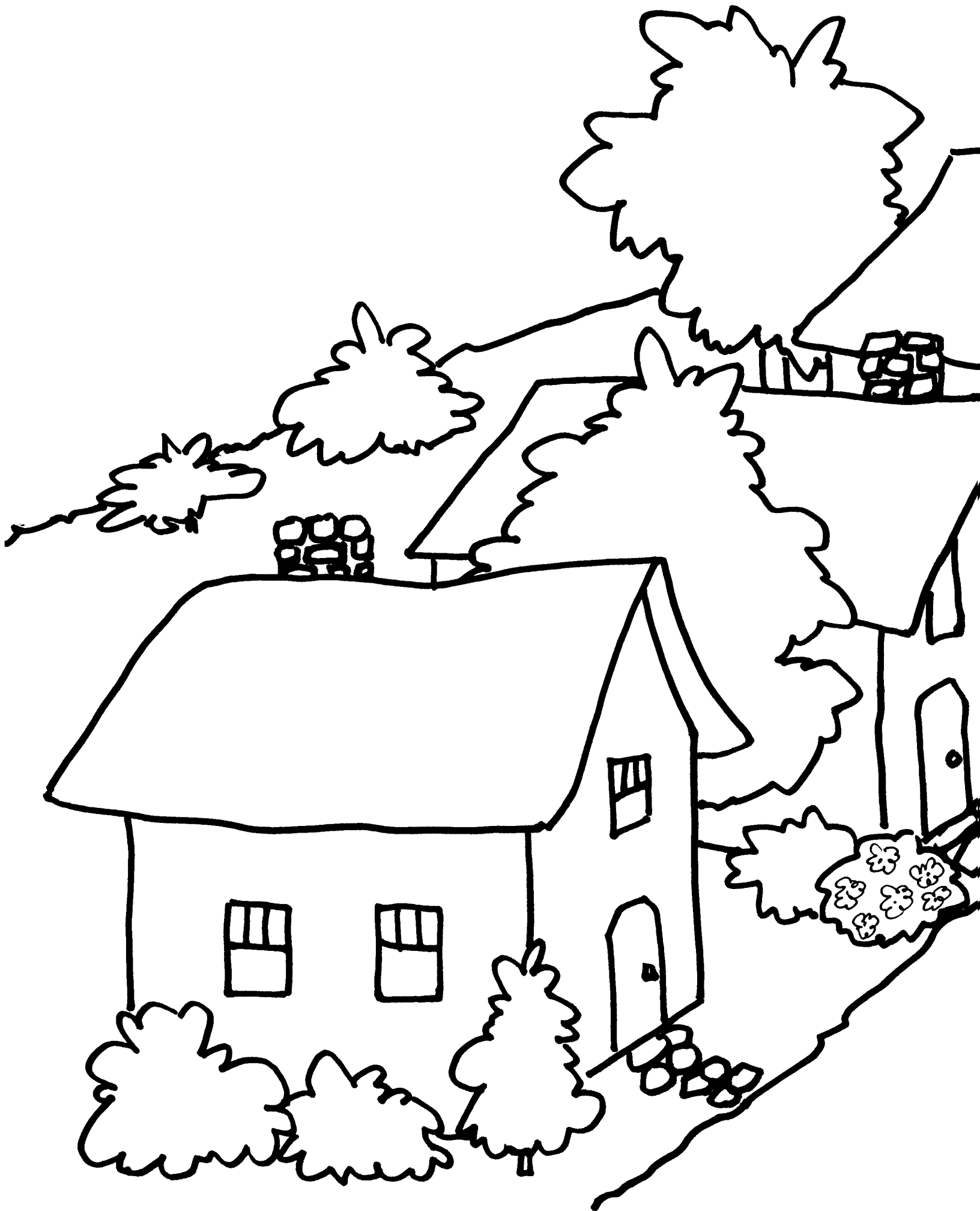












## Catching and Throwing Pictures

