

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

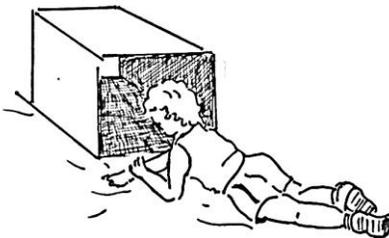
Learning Goals:

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.*