

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-
	I walk!

- 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*)

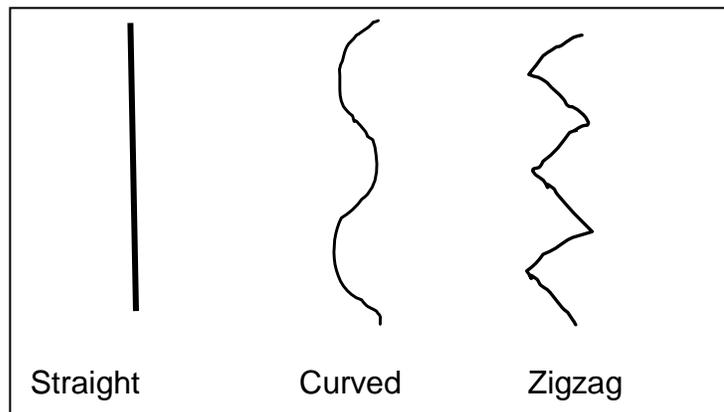
LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension, follows directions*)

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.