

Learning Activity #1 – I Can Move My Body in Many Ways

Book: *From Head to Toe* by Eric Carle

Learning Goals:

- EL1.1 Shows interest in literacy experiences**
- SE3.1 Shows awareness of self as unique individual**
- Ph1.1 Demonstrates locomotor skills**
- Ph1.3 Shows stability and balance**

Stability Skills:

- Turning
- Twisting
- Bending

You will need:

- ✓ Book: *From Head to Toe* by Eric Carle
- ✓ Bean Bags – 1 per child (stored in basket)
- ✓ Bean Bag Activities (CD from Kimbo)
- ✓ CD Player
- ✓ Carpet squares or personal space markers

Introduce the Activity:

- Introduce “*Head, Shoulders, Knees, Toes*”
- Teacher(s) and children stand and follow the words and touch correct body parts as they go

*My head, my shoulders, my knees, my toes,
My head, my shoulders, my knees, my toes,
My head, my shoulders, my knees, my toes,
Let's all clap hands together.*

- Repeat words, changing the last line as follows:
We all sit down together. (All sit down)

Teacher Note: You may choose to substitute the song, “*Head and Shoulders, Knees and Toes*” as the introductory activity.

Present the Story:

- Prepare to read the book, *From Head to Toe*.
- Show the cover, give title and author (Explain that author is person who writes the book)
- Ask children to look at cover and predict what story is about.
- Read book with children sitting so all can see the book.
- Follow up with questions such as: “*Were your predictions about the story correct?*” “*Which was your favorite animal?*” and “*Why was it your favorite?*”

Extend the Story:

- Have children help put carpet squares or personal space markers in circle, one for each child and for each adult.
- Reread the story with children participating in movement activities that are pictured in the book.
 - Ask children to stand on carpet squares or personal space markers, then to move back and expand the circle so each child has self space (room to move without touching others)
 - Explain to children that you will read the story again and they can move like the animals in the book
 - Stand in the middle of the circle and read the story while children do movements
- Ask children, two at a time, to get a bean bag from the basket and return to their carpet square or personal space marker.
- Play “Bean Bag Rock” from the CD and ask children to follow directions.

Note: If CD or Cassette is not available, give directions such as the following to children:

“Hold the bean bag on your head.”
“Hold the bean bag on your knees.”
“Hold the bean bag on your tummy.”
“Hold the bean bag way down low.”
“Hold the bean bag way up in the air.”
“Hold the bean bag on your elbow.”
“Hold the bean bag on your toes.”
“Hold the bean bag on your ear.”
“Hold the bean bag behind your back.”

Invite children to suggest other body parts or activities for beanbags.

Conclude the Session:

- Lead the children in a finger play:

*I wiggle my fingers,
I wiggle my toes,
I wiggle my shoulders
I wiggle my nose.
No more wiggles are left in me.
Now I'm just as still as I can be.*

- Ask the children, two at a time, to return the beanbags to the basket and to stack the carpet squares or personal space markers in a designated area.

Try these additional activities:

Storytelling

- Make storytelling figures of animals from the book, *From Head to Toe*, plus a figure of a barefoot boy. Animals are: penguin, giraffe, buffalo, monkey, seal, gorilla, cat, crocodile, camel, donkey, elephant and parrot.
 - Tell story, *From Head to Toe*, using the figures.
 - Place the figures and storyboard in book area for children to use independently.

Draw and Label Each Child's Body

- Lay a large roll of newsprint paper on the floor and have children, one at a time, lay down on their backs.
- Trace each child's body and cut out.
- Ask children if they would like to label some of their body parts; write the names of the body parts as children direct you.
- Display the figures in the classroom at children's eye level.

"We Can Move" Book

- Begin a class "We Can Move" book. Use a photo album or scrapbook with adhesive pages.
 - Include one page per child in the group. Label that page with the child's name.
 - Take photos of individual children as they participate in movement activities. Allow children to select the photos to include on their individual pages.
 - Invite children to dictate what he or she is doing in the activity. For example, "*Aaron is jumping.*" Or "*Jamie is dancing.*"
 - Add photos over a period of time.
 - Place the photo album in the library area where children can look at and "read" it.

Try these finger plays:

(Follow directions as rhyme indicates)

Hands on Shoulders

*Hands on shoulders, hands on knees,
Hands behind you, if you please.
Touch your shoulders, now your nose,
Now your chin and now your toes.
Hands up high in the air,
Down at your side, then touch your hair.
Hands up high as before,
Now clap your hands,
One, two, three, four.*

Touch

*Touch your nose. Touch your chin.
That's the way this game begins.
Touch your eye. Touch your knees.
Now pretend you're going to sneeze.
Touch your hair. Touch your ear.
Touch your two red lips right here.
Touch your elbows where they bend.
That's how this touch game will end.*

Animal Moves

*Can you hop like a rabbit?
Can you jump like a frog?
Can you walk like a duck?
Can you run like a dog?
Can you fly like a bird?
Can you swim like a fish?
Can you be very, very still?
As still as this.*

Additional Books:

- ❑ *Hello Toes! Hello Feet!* by Ann Whitford Paul, illustrated by Nadine Bernard Westcott
- ❑ *Here Are My Hands* by Bill Martin, Jr. and John Archambault, illustrated by Ted Rand
- ❑ *My Feet* by Alike
- ❑ *My Hands* by Alike
- ❑ *My Hands Can* by Jean Holzenthaler, illustrated by Nancy Tafuri

Resources:

- ✓ Bean Bag Activities CD can be ordered from school supply catalogs
- ✓ 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, *From Head to Toe* by Eric Carle, 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.