

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.

Developers Dot Brown, President, Early Childhood Services, Inc.
Beverly C. Wright, Education Consultant

Artists Laverne Nelson – line drawings
Ellen Voyles – story telling figures

Funding

This project is funded by Arkansas Department of Human Services, Division of Child Care and Early Childhood Education, through the Federal Child Care Development Fund. Revisions to B.A.M.M.M.! were made by Dot Brown and Beverly C. Wright through a sub-contract with the University of the Ozarks in Clarksville. Shelli Henehan, Ed., Associate Professor/Coordinator of Assessment, School of Education, University of Arkansas-Fort Smith, supervised the project.

Division of Child Care and Early Childhood Education
P. O. Box 1437, Slot S160
Little Rock, AR 72201-1437
Phone: 501-682-9699
Fax: 501-682-4897
<http://humanservices.arkansas.gov/>

