

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!*"

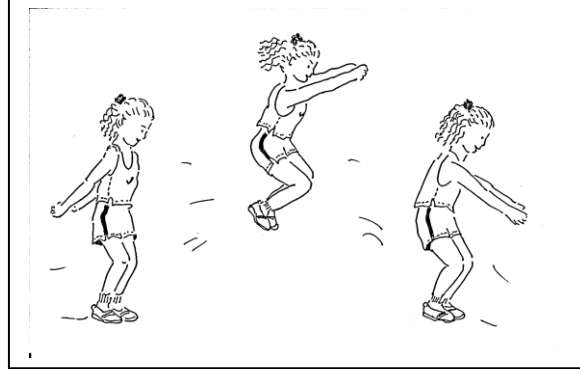
Extend the Story

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

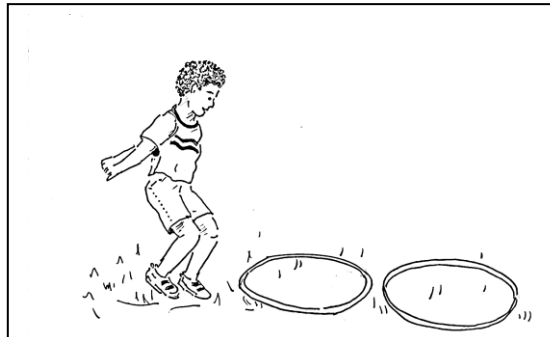
Learning Goals:

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.