

Activity Guide #5 –Tiptoeing

Book: *The Tiptoeing Tiger* by Philippa Leathers

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., telephones, 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 complex movements, including tiptoeing.

In this **B.A.M.M.M.!** guide, children are introduced to tiptoeing when they hear the story, *The Tiptoeing Tiger*, followed by activities that involve them in teacher-guided tiptoeing 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 (*complex movement*)

- Experiments with different ways of moving (e.g., walks on tiptoes)

Materials to Collect and Make

- ✓ Book: *The Tiptoeing Tiger* by Philippa Leathers

Introduce the Activity

Learning Goals:

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

EL2.1 Notices and manipulates the sounds of language (*rhyme*)

Directions:

- Children sitting on carpet squares or personal space markers.
- Introduce the poem "Animal Moves."

Animal Moves

*Worms like to wiggle,
Bugs like to jiggle.*

*Mice like to creep,
Deer like to leap.*

*Lions like to stalk,
Elephants like to walk.*

*But everywhere Little Tiger goes,
He goes on his tiptoes.*

- Repeat the poem and invite children to join in with you.

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*)

Book: *The Tiptoeing Tiger* by Philippa Leathers

- Prepare to read the story, *The Tiptoeing Tiger*.
- Show the cover, give title, author and illustrator. (Explain that author is person who writes the book and illustrator is person who draws the pictures. Philippa Leathers is both the author and the illustrator)
- Ask children to look at cover and predict what the story is about. Ask, "Why do you think the tiger is tiptoeing?" Accept all answers.
- Say, "Let's read and find out why the tiger is tiptoeing."
- Read the book with children sitting so they can see the pictures as you read.
- Show the first double spread page and invite children to help you locate all of the animals they see (tiger, birds, deer, snake, peacock and monkeys)
- Read the text and explain to children words that describe the tiger that may not be familiar to them. For example:
Sleek: smooth fur
Silent: being very quiet, not making any noise
Terrifying: making the animals afraid
- Continue to read the story, changing your voice to match the words you read.
- Explain to children that a boar is a kind of wild pig with tusks; show tusks.
- Invite children to guess what animal Little Tiger is tiptoeing to. For example, when he sees just the snout of the boar, the back end of an elephant, and the tail of a monkey in a tree.
- Make a very loud roar as Little Tiger sees his reflection in the pond.
- Follow up the reading by inviting children to discuss what they liked best about the story. What surprised them?

Teacher Note: Consider reading the story another time by following these directions:

- Reread the story and invite children to read some of the words with you and to roar when Little Tiger roars.
- Do this by running your fingers under the words "Tiptoe, tiptoe, tiptoe" and "Roar" every time they appear in the text.

Additional Learning Goal:

- EL3.1 Responds to features of books and print** (*print knowledge*)

Extend the Story

Learning Goals:

PH1.1 Demonstrates locomotor skills (*complex movement*)

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

EL1.1 Shows interest in literacy experiences (*engagement in language experiences*)

Directions:

- Explain to children that you are going to reread the story, *The Tiptoeing Tiger*, and they will be standing while you read so they can tiptoe in place every time they hear you read "Tiptoe, tiptoe, tiptoe."
- Read the story again with children responding as directed.

Conclude the Session

Animal Moves:

- Invite children to join in with you as you repeat the poem, "Animal Moves".
- Invite children to tiptoe to their next activity.

Try these additional activities

Learning Goals:

Ph1.1 Demonstrates locomotor skills (*complex movement*)

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

Involve children in a variety of activities in which they can practice different locomotor skills, including tiptoeing. For example:

Indoor Obstacle Course

- Create an obstacle course in your classroom with hoops, boxes, and cones, or use existing furniture as an obstacle course. For example, a storage shelf to walk around, a table to crawl under, or a rug to tiptoe across.
- Explain to children that you have created an obstacle course they will have to travel through to get back to their home (carpet square or personal space marker).
- Give children directions as to how they are to travel. For example, "Walk around the book shelf." "Crawl under the round table." "Walk on tiptoes back to your space."

Outdoor Obstacle Course

- Create an outdoor forest (obstacle course). Use cones or two-liter bottles weighted down with sand or gravel to represent trees. Tape the caps on the bottle to avoid spills.
- Remind children that Little Tiger tiptoed through the forest looking for an animal to scare.
- Invite children to tiptoe through the forest to see if they can find any animals to scare.

Transitions

- Invite children to travel a certain way as they move from one activity to another. For example: "March as you go to the playground." "Walk to the sink to wash your hands." "Tiptoe to your cot."

Learning Goals:

CD3.2 Engages in symbolic and abstract thinking (*abstract thinking*)

Activity: When Would You Tiptoe?

Directions:

- Invite children to help you think of some times when you might want to tiptoe.
 - The babies are sleeping, so let's tiptoe quietly down the hall so we don't wake them.
 - You want to scare someone, so you tiptoe behind that person and say "boo."
 - You want to pet your cat, so you tiptoe to the chair where she is sleeping.
 - You don't want your mother to hear you, so you tiptoe into the kitchen to put a picture you made for her as a surprise on the table.

Learning Center Activities

Library Center

- Add the book, *The Tiptoeing Tiger* to the center.
- Observe to see if children pretend to read the story.

Dramatic Play Center

- Add a stuffed tiger to the center.
- Observe to see if children have the tiger walk on tiptoes.

Additional Books

My Feet by Aiki

Tumble Bumble by Felicia Bond

We're Going on a Bear Hunt by Michael Rosen

Teacher Note: *Each of these books refers to tiptoeing.*

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 daily opportunities to repeat and practice movement activities.*
- *Plan to reread the book, *The Tiptoeing Tiger*, 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.*