

All About Me

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All About Me

My Portrait

Creating a life-size self-portrait

Learning Objectives

- Express thoughts and feelings about the experience of creating a portrait.
- Identify the various movements and functions of different parts of the body.
- Build vocabulary related to parts of the body and creating a portrait.
- Use scissors to cut along a curved line.
- Create a life-size portrait that shows movement and unique features that characterize oneself.

Materials

Art reproductions of portraits – a variety of people of different ages, cultures, ethnic backgrounds and abilities, from different times in history ■

Mural paper in white, brown and/or other colors ■

Dark crayon or water-based marker for outlining

Full-length mirror

Markers, crayons

Variety of paper scraps of various colors and textures, as well as foiled paper

Pieces of yarn, ribbon, stickers

Preparation

Cut mural paper into pieces about the length of children's bodies.

Arrange for helpers to assist with this lesson.



TIP

Check with your school's art teacher or the library for sources.

TIP

Newsprint rolls of large paper are less expensive and can be substituted for mural paper; however, because newsprint is a lighter weight, don't cut out the portraits.



TIP

Point out how the illustrations in the book show different parts of the body and their movements.

INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for the main parts of the body and use these signs during the lesson.

For children with limited dexterity, provide self-stick colored dots or stickers, as well as large pieces of ribbon, yarn and fabric. Assist by spreading glue where they wish to add collage materials.

For children who are blind, consider providing a tape recorder for them to record an oral portrait. Allow time for them to practice what they want to record. Give suggestions like: **Describe your hair, your height, the way you sit and the way you move. Are you smiling?**

Remember to provide these options to all children, not singling out children with disabilities.

READ WITH ME

Books that emphasize different parts of the body **T**

Face Talk, Hand Talk, Body Talk by Sue Castle, Photos by Frances McLaughlin-Gill

Hairs = Pelitos by Sandra Cisneros, Trans. by Liliana Valenzuela, Illus. by Terry Ybáñez

Hand Talk by Remy Charlip

I'm Growing by Alik

Just Like Me by Barbara J. Neasi, Illus. by Lois Axeman

My Feet by Alik

My Five Senses (Let's Read and Find Out Books) by Alik

My Hands by Alik

New Shoes for Silvia by Johanna Hurwitz, Illus. by Jerry Pinkney

Someone Special, Just Like You by Tricia Brown, Illus. by Fran Ortiz
Thumbs Up, Rico! by Maria Testa, Illus. by Diane Paterson
Whose Shoe? by Margaret Miller

Key Vocabulary: hands, feet, legs, arm, head, body, portrait

LISTEN UP

Songs about people

- “Everyone Is Differently Abled” by Tickle Tune Typhoon from All of Us Will Shine
- “Nobody Else Like Me” by Cathy Fink and Marcy Mercer from Help Yourself
- “Seeing With Your Ears” by Ruth Pelham from Under One Sky

ARTS EXPERIENCE

Getting Started

When planning this lesson, consider dividing it into large and small group activities.

- For a large group, introduce the lesson with the story and the awareness activity. Then, with the help of a teacher’s aide or older students, have two to three children at a time create their portraits.
- Set up an area for the tracing, cutting and drawing part of this lesson. Include a mirror, an open space for the child to lie on the mural paper and an art table with a variety of supplies. Some children may need several days to complete their portraits.



**TIP**

Children could act out the scenes in the portraits.

TIP

Allow children to draw what is most important to them. Some may lose interest in coloring or decorating the entire body.

Connecting to Past Experience

Invite children to notice their different body parts. Notice your hands (or another body part). Shake them, wave them, create a dance with them. What else can hands do? Continue with other parts of the body. Add humor. Notice your ears. Shake them, wave them, create a dance with them. What can ears do?

Expressing Through Art

Introduce portrait as an art form. Show an array of portraits. Ask children to describe the people in the portraits. Notice how they are holding their hands. Notice their legs. Are they shown in the portrait? Are the people sitting quietly or does the portrait show them moving? ■

Describe the process for creating life-size portraits.

Children will:

- Select a large piece of paper for their bodies.
- Lie on the paper. Strike a pose. Have your arms do something. Tilt your head. Hold still while a helper outlines your pose.
- Draw their face, hair, clothing and shoes with markers or crayons. ■
- Cut out their portraits with the assistance of a helper.
- Add something special to their portraits like a hat or a medal or a special necklace. ■ (See next page)

Talking About Art

Tell us about your portrait. What are your hands doing? How are your legs positioned? Tell us about the fancy hat you are wearing in your portrait. Is your portrait like any of the portraits we looked at?

Ask questions about how the portrait would have been different two years ago. What do you think you will look like next year?

Extending the Experience

- Class writing experience- Label the body parts on a body outline.
- Create additional portraits – drawings of friends, family and/or pets.
- Create a Class Book about parts of the body. Each child writes and illustrates a page. For example, the sentence on each page starts with a body part and ends in a verb: “Hands (body part) can wave (verb),” and each page includes an illustration of that body part.

INTRODUCING AN ARTIST WITH A DISABILITY

Chuck Close is an American artist who was born in Washington state in 1940. When he was five years old, his father gave him an easel for his birthday, and he began to learn how to paint. (An easel is a stand that holds what you are painting on upright.)

When Mr. Close was a young boy, he had a hard time learning things in school because he had learning disabilities. People thought that because he didn't learn things the way other kids did, he was stupid. Mr. Close kept painting, though!

In 1988, he had a blood clot in his spinal cord that left him a quadriplegic – someone who cannot move his arms or legs. After a lot of physical therapy, he began to be able to move his arms a little bit. This disability did not stop him from creating art; in fact, he challenged himself to find a way to paint again.

Today, from his wheelchair, Mr. Close straps a paintbrush to his hand and still paints large portraits that are sometimes eight or nine feet tall.



TIP

Provide a variety of collage materials and glue.



LEARNING LOG

Options:

Invite children to draw a portrait and label the body parts.

Invite children to write or dictate a story to you about their experience making their life-size portrait.

Suggested Title: This Is Me

My Portrait

LEARN ALONG AT HOME

Dear Family,

As a class, each child created a life-size portrait! We read books about different body parts, talked about portraits and then created our own portraits. Please ask your child about his or her experience. Also, take a look at the ideas for continued learning. You and your child may enjoy learning more about portraits together.

Talking With Your Child

What did you like most about creating your portrait? Name the different parts of your body. Show me what they can do. What can your hands do? What can your feet do?

Ideas for Continued Learning

Select and read books from the library. Consider:

- Face Talk, Hand Talk, Body Talk by Sue Castle, Photos by Frances McLaughlin-Gill
- Hairs = Pelitos by Sandra Cisneros, Trans. by Liliana Valenzuela, Illus. by Terry Ybáñez
- Hand Talk by Remy Charlip
- I'm Growing by Aliki
- Just Like Me by Barbara J. Neasi, Illus. by Lois Axeman
- My Feet by Aliki
- My Five Senses (Let's Read and Find Out Books) by Aliki
- My Hands by Aliki
- New Shoes for Silvia by Johanna Hurwitz, Illus. by Jerry Pinkney

- Someone Special, Just Like You by Tricia Brown, Illus. by Fran Ortiz
- Thumbs Up, Rico! by Maria Testa, Illus. by Diane Paterson
- Whose Shoe? by Margaret Miller

With your child...

If available, look at family pictures and photo albums, or look at pictures of children of different ages in magazines. Create a THEN and NOW list similar to the one below.

THEN	NOW
I crawled.	I walk.
I had to be fed.	I eat by myself.
I talked "baby talk."	I talk like a big kid.

Visit an art museum or an art gallery. Look for portraits. Talk about who the portraits are of and what the person might be like.

Collect old magazines that can be cut up for the ART BOX.

ARTS VOCABULARY

Portrait – A painting, drawing or photograph of a person or small group of people, like a family portrait. Usually, the focus of the work is the person's face.

Printing Patterns

Using printmaking techniques to create patterns

This lesson may be used to create clothing for the life-size portraits created in the lesson “My Portrait” from this section.

Learning Objectives

- Express thoughts and feelings about the experience of printmaking.
- Identify pattern in sound, movement, clothing, the environment.
- Build vocabulary about pattern, color and printmaking.
- Demonstrate various stamping techniques.
- Recognize that mixing primary colors creates secondary colors.
- Create a unique pattern of shape and color.

Materials

Samples of cloth or clothing with a variety of repeated shapes, lines and colors
Containers of objects suitable as printmaking tools: empty spools, corks, small pieces of scrap wood, blocks, pieces of sponge, film and other small containers, fruit and vegetables cut in half ■

Aluminum pie tins or sturdy paper plates

Tempera paint: red, yellow and blue

Paper towels

Paper of various kinds: tissue, lightweight, heavyweight, various colors

Life-size portraits from the “My Portrait” lesson

Preparation

Cover work area with newspaper.

Pour small amounts of paint into tins or plates.



TIP

Select printing tools that children can hold easily without touching the printing surface (a plastic container would be better than the lid of that container).



TIP

Remember to have children notice the patterns in the book's illustrations.

INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “red,” “blue” and “yellow,” and use these signs throughout the lesson.

For children with limited dexterity and motor disabilities, adapt printmaking tools by adding knobs or handles to them. Stabilize pie pans of paint by taping the pans to the table with a strip of heavy-duty tape.

For children with visual disabilities, use bold colors that are easy to differentiate. Add sand to the paint. Some children may find this activity easier to do if they use their fingers or hands to make the print, rather than the tool.

READ WITH ME

Books with a repeated pattern or with illustrations showing patterns in clothing **T**

Chicka Chicka Boom Boom by Bill Martin, Jr. and John Archambault,
Illus. by Lois Ehlert

I See Patterns by John and Linda Benton, Illus. by John Peck

Little Blue and Little Yellow: A Story for Pippo and Other Children
by Leo Lionni

Mouse Paint by Ellen Stoll Walsh

Ten Little Rabbits by Virginia Grossman, Illus. by Sylvia Long

The Emperor's New Clothes by Hans Christian Andersen, Trans. by Naomi
Lewis, Illus. by Angela Barrett.

Thumbprint Circus by Rodney Peppe

Key Vocabulary: printmaking, stamping, cloth, pattern, red, yellow, blue, green, purple, orange

LISTEN UP

Songs with distinct patterns about body parts

- “Put Your Finger in the Air” by Woody Guthrie from Woody’s 20 Grow Big Songs
- “Head, Shoulders, Knees, and Toes” by Joanie Bartels from Bathtime Magic (this can also be found on other recordings by Nancy Cassidy, Patti Dallas, Laura Baron and Raffi)
- “Sharing Song” by Raffi from Singable Songs for the Very Young

ARTS EXPERIENCE

Getting Started

Organize an area for creating patterns. Display a variety of cloth patterns, demonstration patterns and children’s work. Cover the table with newspaper. Provide printing objects, trays of paint and paper.

Connecting to Past Experience

Introduce pattern.

- Have children clap their hands or use other body movements to indicate a pattern of sound. **CLAP clap clap clap. CLAP clap clap clap**, etc.
- Have children create a pattern of movement. **Turn to the side. Turn to the back. Face front. Turn to the side. Turn to the back. Face front**, etc.
- Have children chant a familiar line. **I have a secret! I have a secret!**
- Have children observe the repeated designs on their clothing. **Circle, squiggle, square. Circle, squiggle, square.**



**TIP**

Remove excess paint by pressing first on paper towels.

TIP

Show how one dip into the paint provides enough paint for several presses onto the paper but that the image becomes lighter the more times it is printed.

Expressing Through Art

Demonstrate creating a pattern using a stamping technique.

- Dip the stamping object (scrap wood, small container) in the paint. ■
- Press onto paper. Emphasize the up- and down-motion of stamping. ■
- Repeat with another object. Emphasize the repetition of the pattern.

Invite children to create their own patterns on different types of paper. Encourage them to discover what happens when you overlap in shape and in color. What happens when red and yellow mix together? What about blue and yellow? What about blue and red?

Have children add clothing patterns to their life-size portraits in the “My Portrait” lesson by stamping directly onto the portraits.

Talking About Art

What did you like best about printmaking? How did you make a pattern? What happened if your color overlapped?

Extending the Experience

- Create necklaces with a repeated pattern of color and shape by using beads, looped strips of paper or macaroni. To color macaroni for beads: have an adult mix food coloring with alcohol in a sealable plastic bag. Add macaroni and shake. Dry on paper towels.
- Look for patterns in the environment in such things as windowpanes in the classroom, or leaf patterns outside the windows. Feel patterns in clothing, in the repetition of tiles and bricks. Dance and move in patterns. Clap a pattern of beats.
- Use colorfast paint and print patterns on T-shirts.

- Play games involving memory and word chains. Suggest a word chain of three to four words (for example: **yellow, run, sky, dog**). The first child says the first word, the second child says the first and second words, and so on. After four children say their words in the chain, the fifth child starts the chain again. Encourage children to make up their own word chains. Vary the difficulty by limiting or increasing the number of words and/or using words with a common theme, such as the names of colors.

INTRODUCING AN ARTIST WITH A DISABILITY

Henri Matisse was a French artist who lived from 1869 to 1954 and was known for his paintings and paper cutouts. Mr. Matisse was interested in the way that patterns and colors showed the feeling of light in his paintings.

For most of his life he painted, but when he became ill and too weak to paint, he started to experiment with the art of **papiers decoupes**. This was a technique of using paper cutouts in brilliant colors and curvy shapes.

He would cut the large shapes from painted paper and arrange the shapes to create designs for murals, fabric and stained glass windows. In his later years, he developed visual disabilities and chronic bronchitis. He continued to create from his bed by having his assistants tape the paper to the ceiling. Then he drew his shapes with a crayon attached to a long stick. His assistants cut out the shapes and glued them to a background.



**TIP**

Make sure the stamp pad is water soluble, or use a sponge saturated with paint instead.

LEARNING LOG

Using a stamp pad, have children create a border pattern of fingerprints and draw a portrait of themselves in the center. **T**

Option: Have children draw a picture with crayons and then stamp a frame around it using paint and the printmaking objects.

Suggested Title: Printing a Border Around Me

Printing Patterns

LEARN ALONG AT HOME

Dear Family,

Patterns are everywhere! As a class, we clapped patterns, moved in repeated ways and found patterns of shape and color in our clothing. The stories we read were about patterns too, or were illustrated with a repeated design. We also created our own patterns with paint and found objects.

Please talk to your child about the experience and consider making your own patterns at home.

Talking With Your Child

Tell me about making patterns. How did you do it? What colors did you use?

Ideas for Continued Learning

Select and read books from the library. Consider:

- Chicka Chicka Boom Boom by Bill Martin, Jr. and John Archambault, Illus. by Lois Ehlert
- I See Patterns by John and Linda Benton, Illus. by John Peck
- Little Blue and Little Yellow: A Story for Pippo and Other Children by Leo Lionni
- Mouse Paint by Ellen Stoll Walsh
- Ten Little Rabbits by Virginia Grossman, Illus. by Sylvia Long
- The Emperor's New Clothes by Hans Christian Andersen, Trans. by Naomi Lewis, Illus. by Angela Barrett.
- Thumbprint Circus by Rodney Peppe

With your child...

Explore your environment for repeated patterns. You might find a repeated pattern on wallpaper, wrapping paper, borders of paper towels, clothing, rugs, curtains and dishes.

Repeat the lesson at home. Collect objects (such as empty spools, small pieces of scrap wood, blocks, pieces of sponge, film and other small containers), tempera paint and paper. Pour the paint in a shallow dish, like a pie pan. Have your child show you the stamping process:

1. Dip the object in paint.
2. Stamp once on a paper towel to remove excess paint.
3. Stamp with an up and down motion onto the paper.
4. Repeat.

Consider making your own note cards and wrapping paper.

ARTS VOCABULARY

Pattern – A design in which elements, such as lines, shapes and/or colors, are repeated in a regular or irregular manner

Printmaking – Creating multiple impressions from the same master plate or object

Getting to Know Me

Drawing and using collage materials

Learning Objectives

- Express thoughts and feelings about things that are special and meaningful.
- Develop confidence in sharing ideas about self and artwork.
- Identify unique and special personal attributes.
- Identify unique and special attributes of others.
- Build vocabulary about drawing, collage and texture.
- Use scissors, glue, markers and crayons.
- Create a drawing and a collage that describe oneself.
- Use textured materials in new ways.

Materials

Heavy drawing paper, construction paper or poster board

Crayons and/or markers ■

White glue, masking tape or clear tape

A variety of textured materials, such as wallpaper samples, cloth, aluminum foil and other foiled paper, crepe paper, ribbon, rick-rack, embossed and corrugated paper

Option: Examples of books with actual textures designed for babies to touch, such as Pat the Bunny by Dorothy Kunhardt.

Preparation

Cut textured materials into small pieces for the collages.



TIP

If using markers, encourage children to place the top on the end of the marker and then to replace “Mister or Miss Marker’s hat” when finished.



INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for pieces of clothing, and use these signs throughout the activity.

For children with cognitive disabilities, suggest some parameters to the collage theme or other visual arts lessons by giving children more specific ideas for subject matter; for instance: “What I Like To Do _____ (on the playground, with my family, in the summer).”

For children with physical disabilities, avoid very small collage items that may be difficult to pick up. Assist by spreading glue where children wish to add collage materials.

For children with visual disabilities, carefully set up and/or line up the collage materials in open containers. Tell them which material is first, second and third.

READ WITH ME

Books highlighting collage or learning about each other

[Aekyung’s Dream](#) by Min Paek

[All About Alfie](#) by Shirley Hughes

[Amazing Grace](#) by Mary Hoffman and Shay Youngblood

[Barrio: Jose’s Neighborhood](#) by George Ancona

[Ben Has Something to Say: A Story About Stuttering](#) by Laurie Lears, Illus. by Karen Ritz

[Claire and Emma](#) by Diana Peter, Photos by Jeremy Finlay

[I Like Me](#) by Nancy Carlson

[Kente Colors](#) by Debbi Chocolate, Illus. by John Ward

[Leo, the Late Bloomer](#) by Robert Kraus, Illus. by Jose Aruego
[Little Eight John](#) by Jan Wahl, Illus. by Wil Clay
[Lucy's Picture](#) by Nicola Moon, Illus. by Alex Ayliffe
[Pat the Bunny](#) by Dorothy Kunhardt
[Pepito's Story](#) by Eugene Fern
[See You Tomorrow, Charles](#) by Cohen Miriam, Illus. by Lillian Hoban
 Series: [My Grandpa is Amazing](#), [My Grandma is Wonderful](#), [My Dad is Awesome](#), [My Mom is Excellent](#) by Nick Butterworth
[Tell Me Again About the Night I Was Born](#) by Jamie Lee Curtis, Illus. by Laura Cornell
[The Boy of the Three-Year Nap](#) by Dianne Snyder, Illus. by Allen Say
[The Hundred Penny Box](#) by Sharon Bell Mathis, Illus. by Leo Dillon and Diane Dillon
[The Orphan Boy: A Maasai Story](#) by Tolowa M. Mollel, Illus. by Paul Morin
[Umbrella](#) by Taro Yashima
[What It's Like to Be Me](#) edited by Helen Exley
Key Vocabulary: textures, collage, overlap

LISTEN UP

Songs about growing up

- "I'm Not Small" by Sharon, Lois and Bram from [One Elephant](#)
- "Happy Adoption Day" by John McCutcheon from [Family Garden](#)
- "I'm a Little Cookie" by John McCutcheon from [Mail Myself to You](#)





ARTS EXPERIENCE

Getting Started

Set aside a collage table where children can add their own contributions to the textured materials already there. Making collages could be an ongoing activity.

Connecting to Past Experience

Encourage children to share something special about themselves to validate the importance of individual interests, ideas and feelings. **What do you like to do? What things do you like best? What are your favorite toys, games, foods, colors? What makes you happy? What do you think makes you special?**

Expressing Through Art

Encourage children to draw pictures of themselves that show their special attribute or interests.

Introduce texture. Have children run their hands or arms or the side of their faces across the clothing they are wearing. **What does the material feel like?** Continue the experience by having children feel their shoes, their desks or tabletops.

Introduce a variety of collage materials. Distribute a sample to each child. **What does your object or piece of material feel like?**

Key Vocabulary: rough, smooth, scratchy, silky, crinkly, furry, bumpy, hard, rubbery

Introduce collage. **Collage** is a French word that means to cut and paste. Demonstrate the collage process by selecting, cutting and/or tearing and gluing. Remind children that the glued materials will not stay stuck until the glue is dry. Show children how to overlap items.

Invite children to select and add collage materials to their drawings. They may want to make hair, a piece of clothing, grass or trees with the textured materials. Let the collages dry flat. ■

Remind children to sign their collages, as artists always sign their work.

Talking About Art

Tell us about your artwork. What does it tell us about you?

Have children identify the work of their classmates by looking for clues. Can you guess who made this collage? What did you see in the collage that led you to that guess? ■

Extending the Experience

- Create an album page, one for each child. Have children bring photographs, if available, greeting cards and other personal items from home to make a collage that tells about themselves and/or their families.
- Create ongoing About Me books. Include self-portraits, and drawings of family members, pets and friends. Add magazine cutouts to pages, and label (for example: “My Favorite Foods”).
- Have children cut out the individual letters of their name. Use the letters to create another collage or add them to one of the pages in their books.
- Visit the library and find books that are illustrated by collage, such as books by Eric Carle.



TIP

Be prepared with sharp scissors or shears to cut thick materials for the children.

TIP

Invite four to five children a day to share their collages with the class. Encourage them to talk about their collages and to describe the textured material they selected.



INTRODUCING AN ARTIST WITH DISABILITIES

Magdalena Carmen “Frida” Kahlo was born on July 6, 1907, in Coyoacan, Mexico. As a young child she was often sick and had to stay in bed. To keep herself company she had an imaginary friend whom she would “visit” by blowing her breath on the windowpane and drawing a door on the opaque glass. Through this “door,” Frida pretended that she could leave her bed and play with her friend.

When Ms. Kahlo was older, she was injured in a serious bus accident. Once again she found herself in bed for a long time because she had to have many operations. This is when she taught herself to paint.

Even though she could not get up, she painted! She had a mirror attached to the canopy over her bed, and while she lay on her back, she painted her self-portrait.

She became a well-known artist, famous for her expressive portraits that showed her strong feelings and depicted her Mexican heritage.

LEARNING LOG

Invite children to write or dictate something they learned about their classmates from their collages. **What did you learn about your classmates?**

Suggested Title: About My Friend

Getting to Know Me

LEARN ALONG AT HOME

Dear Family,

Did you know that the word “collage” is a French word that means to cut and paste? In our visual arts lesson, children drew themselves and then added textured materials to create a collage. Ask your child about his or her collage.

Please review the list of ideas for continuing the learning process at home. You may want to select books from the library that are illustrated with collages, or make a collage with your child.

Talking With Your Child

How did you like making a collage? What was the hardest part? What was easy to do? Tell me about your collage. Tell me what you are doing in it.

Ideas for Continued Learning

Select and read books from the library. Consider:

- All About Alfie by Shirley Hughes
- Amazing Grace by Mary Hoffman and Shay Youngblood
- Barrio: Jose’s Neighborhood by George Ancona
- Ben Has Something to Say: A Story About Stuttering by Laurie Lears, Illus. by Karen Ritz
- Claire and Emma by Diana Peter, Photos by Jeremy Finlay
- I Like Me by Nancy Carlson
- Leo, the Late Bloomer by Robert Kraus, Illus. by Jose Aruego
- Little Eight John by Jan Wahl, Illus. by Wil Clay
- Lucy’s Picture by Nicola Moon, Illus. by Alex Ayliffe

- Pepito’s Story by Eugene Fern
- Tell Me Again About the Night I Was Born by Jamie Lee Curtis, Illus. by Laura Cornell
- The Hundred Penny Box by Sharon Bell Mathis, Illus. by Leo Dillon and Diane Dillon
- The Orphan Boy: A Maasai Story by Tolowa M. Mollé, Illus. by Paul Morin
- What It’s Like to Be Me edited by Helen Exley

With your child...

Make family collages. Family members could work on one collage together, or each family member could make an individual collage. Cut or tear objects and/or scenes from magazines or newspapers that tell about you. Paste, tape or glue them to a plain piece of paper. You may want to draw pictures and/or add photographs and special things. Hang collages on family members’ bedroom doors or on a wall in a common area.

Create a family book, one page per family member. Start the page with, for example, “Mom likes...,” and finish the sentence. Repeat for each family member. Think of special hobbies or interests to describe.

Collect a variety of materials with different textures for the ART BOX.

ARTS VOCABULARY

Collage – A work of art created by attaching materials, such as different kinds of paper, fabrics, etc., to a backing with glue or another type of adhesive. It may be combined with painting, drawing or writing.

In Appreciation

Creating plaques or medals from clay

Learning Objectives

- Relate feelings about a special person and/or caregiver.
- Recognize that appreciation can be shown in many different ways.
- Build vocabulary about clay techniques.
- Demonstrate various techniques with modeling or ceramic clay, such as rolling balls, coils, flattening and stamping techniques.
- Create pattern and texture into a clay surface.
- Create a gift that will honor someone special.

Materials

Examples of plaques or medals **T**

Options for clay:

- Ceramic clay – ask your art teacher or local crafts center to fire it.
- Self-drying clay
- Play-doh
- Baker's clay – make your own (See Preparation)

Assorted tools for sculpting and stamping, such as dowels, spools, wood scraps, sticks or old forks

Cookie cutters or metal containers



TIP

An excellent example would be to show an award you received.



TIP

As always, provide a selection of tools and supplies for all children. Don't give "special" supplies only to children with disabilities.

Preparation

Obtain clay or make your own.

Recipe for Baker's Clay:

4 cups flour

1 cup salt

1 cup water (maybe a little more)

Roll clay into balls, the size of golf balls, one per child

INCLUDING ALL CHILDREN

Teach children the American Sign Language sign for "clay" and use it throughout the lesson.

For children with limited dexterity, provide rolling pins or hand rollers to flatten clay because they can be used with one hand. Provide stamps and cookie cutters that have easy-to-grasp grips. ■

For children with visual disabilities, remember to line up the tools in a given order and tell children where the tools can be found on the table.

READ WITH ME

Books about giving presents to another person **T**

A Chair for My Mother by Vera B. Williams

A Kiss for Little Bear by Else Homelund Minarik, Illus. by Maurice Sendak

A Special Trade by Sally Wittman, Illus. by Karen Gundersheimer

A Very Special Sister by Dorothy Hoffman Levi, Illus. by Ethel Gold

Aunt Flossie's Hat (and Crab Cakes Later) by Elizabeth F. Howard, Illus. by James Ransome

Curious George Gets a Medal by H. A. Rey

Happy Birthday, Moon by Frank Asch

I Speak English for My Mom by Muriel Stanek, Illus. by Judith Friedman

John Henry by Julius Lester, Illus. by Jerry Pinkney

Mr. Rabbit and the Lovely Present by Charlotte Zolotow

My First Kwanzaa Book by Deborah M. Newton Chocolate, Illus. by Cal Massey

Rosie and Michael by Judith Viorst, Illus. by Lorna Tomei

The Choosing Day by Jennifer Beck, Illus. by Robyn Belton

Three Cheers for Catherine the Great! by Cari Best, Illus. by Giselle Potter

Key Vocabulary: gift, clay, plaque or medal, coil, ball, flatten, stamp, pattern

LISTEN UP

Songs celebrating people

- “Birthday Hallelujah” and “The Unbirthday Song” by Sharon, Lois and Bram from Happy Birthday
- “That’s What I Like About You” by Cathy Fink and Marcy Mercer from Changing Channels



TIP

Remember to introduce the author and the illustrator to children before reading a selection.



TIP

Help children expand the meaning of a gift. A gift may be kind words, helping somebody or a friendly smile. Emphasize the many ways they can give gifts.

TIP

Be prepared to help children do this.

ARTS EXPERIENCE

Connecting to Past Experience

Invite children to think about someone who is special or dear to them. Encourage them to think about all the people who take care of them and who help them day-to-day. **Who is someone who is special or dear to you? Why? Do you ever show or tell that person that he or she is special? Sometimes we like to express our appreciation to people who are doing special things for us.** ■

Expressing Through Art

Introduce plaques and medals as tokens of appreciation or as awards for doing something special. Show examples.

Invite children to create a medal from clay that shows appreciation to a special person.

Practice using the clay. Help children discover how clay can be manipulated by rolling balls, making coils or flattening the clay.

Demonstrate making a medal:

- Flatten the clay by pressing it between the palms of your hands and then pressing it onto the table.
- Rub the surface with your fingertips to make it smooth.
- Use a cookie cutter or metal container to stamp out a shape. Trim off the excess clay.
- Decorate the medal. Add the person's initials. Add a pattern by stamping in a repeated design using the clay tools. **Refer** to patterns from the lesson "Printing Patterns" and texture from the lesson "Getting to Know Me," both in this section.
- Poke a hole in the medal for hanging. ■

Show how the clay will harden as it dries and a ribbon can be added for hanging. Ceramic clay will need to be fired first.

Options: Create a small plaque instead of a medal or give children a choice.

Talking About Art

Tell us about your medal. Who is it for and why? How did you create a pattern? What is the texture of the medal – how does the surface feel?

Extending the Experience

- Paint the medals or plaques after they are dry.
- Add a stain to the medals or plaques with wax shoe polish.
- Make other clay sculptures, such as pinch pots or animals.
- Adjust this lesson to use the clay plaques to create faces.
- Have children make medals for themselves to highlight something special and/or a job well done.
- Invite a local potter to visit the class.





INTRODUCING AN ARTIST WITH DISABILITIES

When Michael Naranjo, a Native American of the South Clara Pueblo in New Mexico, was a little boy he would go hiking with his brother. The two boys would sit in the meadows for hours and listen to the birds and watch the squirrels run about. Michael dreamed of one day becoming a sculptor so he could create artwork as beautiful as the nature he admired.

Later when he was in the Vietnam War, an explosion caused him to lose his eyesight. While recovering from his injuries in a hospital, he was given a piece of clay. As he sculpted the clay, he knew that he would realize his dream even without his eyesight.

Today, Mr. Naranjo is known for his beautiful sculptures in wood. His sculptures are as large as he is! Mr. Naranjo has won numerous awards, and his art is displayed all over the world.

LEARNING LOG

Invite children to draw a picture of a person who is special to them. Encourage them to write or dictate the person's name, as well as why he or she is special.

Suggested Title: Why _____ Is Special

In Appreciation

LEARN ALONG AT HOME

Dear Family,

As a class, we read stories about giving gifts, and we talked about people in our lives who are special or dear to us. We made a medal for a special person by shaping and adding designs to clay. Talk to your child about the experience. Review the book selections and the ideas about making handmade gifts. You and your child may want to continue the lesson at home.

Talking With Your Child

Who is the special person you made a gift for?
Who else is special in your life? What are other ways, besides giving gifts, that you can show people that they are special?

How did you make the clay gift? Tell me about what you did first, second, third?

Share with your child by talking about the people who are special to you.

Ideas for Continued Learning

Select and read books from the library. Consider books about giving presents to another person, such as:

- A Chair for My Mother by Vera B. Williams
- A Kiss for Little Bear by Else Homelund Minarik, Illus. by Maurice Sendak
- A Special Trade by Sally Wittman, Illus. by Karen Gundersheimer
- A Very Special Sister by Dorothy Hoffman Levi, Illus. by Ethel Gold
- Aunt Flossie's Hat (and Crab Cakes Later) by Elizabeth F. Howard, Illus. by James Ransome

- Curious George Gets a Medal by H. A. Rey
- I Speak English for My Mom by Muriel Stanek, Illus. by Judith Friedman
- Mr. Rabbit and the Lovely Present by Charlotte Zolotow
- My First Kwanzaa Book by Deborah M. Newton Chocolate, Illus. by Cal Massey
- Rosie and Michael by Judith Viorst, Illus. by Lorna Tomei
- The Choosing Day by Jennifer Beck, Illus. by Robyn Belton

With your child...

Create handmade cards and gifts for holidays, or just to show someone that they are special. Cards can be made from children's drawings or printing techniques. Additional clay medals and animal sculptures can be made from self-hardening clay purchased at crafts stores.

Add plasticine clay, typically found in grocery and variety stores, to the ART BOX. Remind your child to work with the clay outdoors or in a designated area covered with newspapers.

ARTS VOCABULARY

Clay – A form of sculptural material that hardens when dry or fired (except for plasticine clay)

Pattern – A design in which elements, such as lines, shapes and/or colors, are repeated in a regular or irregular manner

Texture – The element of art that refers to how a surface feels to the touch, or how it looks like it feels (for example: smooth or bumpy)

Puppet Families

Creating puppets and puppet shows

Learning Objectives

- Express thoughts and feelings about a family member or caregiver.
- Recognize that there are many different types of families.
- Recognize characteristics of own family members.
- Build vocabulary about puppets and families.
- Demonstrate use of markers, scissors, glue, collage materials.
- Create a paper bag puppet and use it in a puppet show.

Materials

Examples of puppets, such as marionettes, sock puppets, stick puppets, paper bag puppets ■

Small paper bags ■

Construction paper, various colors

Variety of paper scraps of various colors and textures

Scraps of string or yarn

Markers

Glue

Scissors



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TIP

Although they take a bit more preparation, sock puppets are easier to work with for small children or children with disabilities.

TIP

Often grocery stores will donate the bags or they can be purchased inexpensively.

**TIP**

Encourage children to create their own unique puppets and to refrain from copying yours.

Preparation

Try out the lesson before presenting. Create a number of paper bag puppets to try out the steps and to use to introduce and explain the lesson. ■

Cut construction paper for puppet faces, sized to fit the bottom of the bag.

Cut construction paper for shirts, sized to fit the side of the bag.

INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “mother,” “father,” “sister” and “brother” and use these signs throughout the activity. Be prepared to teach other family signs like “grandmother” and “uncle.”

For children with cognitive disabilities, give instructions for making the puppets one step at a time. Praise each completed step, then continue with the next step.

For children with limited dexterity, have a large variety of pre-cut shapes and/or self-stick shapes for them to use to create the puppet’s facial features.

For children with visual disabilities, have a completed puppet with a variety of tactile surfaces for them to experience. Assist as necessary as they create their own puppet. Guide them as they explore the top and bottom of the bag.

READ WITH ME

Books about families **T**

- Abuela's Weave by Omar S. Casteneda, Illus. by Enrique O. Sanchez
All Families Are Different by Sol Gordon, Illus. by Vivien Cohen
Amelia's Road by Linda Altman, Illus. by Enrique O. Sanchez
At the Beach by Huy Voun Lee
Bigmama's by Donald Crews
Dad and Me in the Morning by Patricia Lakin, Illus. by Robert G. Steele
Daddy and Me: A Photo Story of Arthur Ashe and His Daughter, Camera by Jeanne Moutoussamy-Ashe
Daddy Calls Me Man by Angela Johnson, Illus. by Rhonda Mitchell
Daddy's Roommate by Michael Willhoite
Family Pictures = Cuadros de familia by Carmen Lomas Garza, Trans. by Rosalina Zubizarreta
Friday Night Is Papa Night by Ruth A. Sonneborn, Illus. by Emily A. McCully
Grandfather's Journey by Allen Say
Habari Gani? = What's the News? by Sundaira Morninghouse, Illus. by Jody Kim
Having a Brother Like David by Cindy Dolby Nollette and Others
Hooray for Me by Remy Charlip and Lilian Moore, Illus. by Vera B. Williams
How My Family Lives In America by Susan Kuklin
I Love My Family by Wade Hudson, Illus. by Cal Massey
I Speak English For My Mom by Muriel Stanek, Illus. by Judith Friedman
I'll Fix Anthony by Judith Viorst, Illus. by Arnold Lobel
In Daddy's Arms I Am Tall: African Americans Celebrating Fathers Illus. by Javaka Steptoe
Judge Rabbit and the Tree Spirit: A Folktale from Cambodia by Cathy Spagnoli and Lina Mao Wall, Illus. by Nancy Hom



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TIP

When selecting books, select a range of different books to show children that there are many different family configurations and that families come from a variety of different cultures and ethnic backgrounds.



TIP

Remember that a puppet can “read” the story.

Knots on a Counting Rope by Bill Martin, Jr. and John Archambault, Illus. by Ted Rand

Mama Talks Too Much by Marisabina Russo

Much Bigger Than Martin by Steven Kellogg

Mufaro’s Beautiful Daughters by John Steptoe

My Aunt Otilia’s Spirits = Los espíritus de mi tía Otilia by Richard García,
Trans. by Jesús Guerrero Rea, Illus. by Robin Cherin and Roger I. Reyes

My Brother Sammy by Becky Edwards and David Armitage

Our Granny by Margaret Wild, Illus. by Julie Vivas

Peter’s Chair by Ezra Jack Keats

Pinocchio by Carlo Collodi, Illus. by Ed Young

Something Special for Me by Vera Williams

The Hundred Penny Box by Sharon Bell Mathis, Illus. by Leo and Diane Dillon

The Ugly Duckling by Hans Christian Anderson, Illus. by Jerry Pinkney

Through Grandpa’s Eyes by Patricia MacLachlan, Illus. by Deborah Ray

Treasure Nap by Juanita Havill, Illus. by Elivia Savadier

When I’m Old with You by Angela Johnson, Illus. by David Soman

Key Vocabulary: puppet, puppet show, family ■

LISTEN UP

Songs about families

- “Brothers and Sisters” by Red Grammer from Down the Do-Re-Mi
- “Under One Sky” by Ruth Pelham from Under One Sky
- “Daddy Does the Dishes” by Rosenshontz from Family Vacation
- “I Live in a House” by Red Grammer from Can You Sound Just Like Me?
- “Families Are Made of Love” by Lisa Atkinson from The One and Only Me

ARTS EXPERIENCE

Getting Started

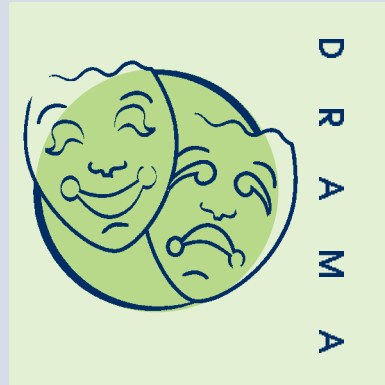
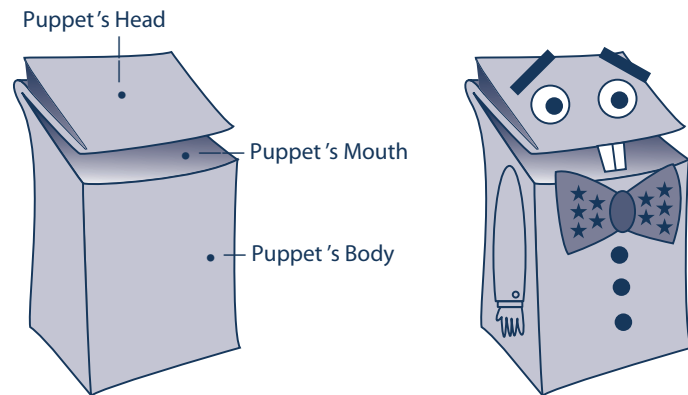
Option: Organize the lesson into two parts: First read the story and talk about family members and caregivers. Have children draw a portrait of an important family member or caregiver. Later, introduce puppets, refer back to the portraits and then have children create a puppet of that person. **T**

Connecting to Past Experience

Encourage children to talk about their families. Ask children to describe an important family member or caregiver. **What does he or she look like? Is this person usually smiling or serious? What are his or her distinguishing features? Does he wear glasses? Does she always wear red lipstick?**

Introduce puppets. **Have you ever seen a puppet show? Was it on television, or at a carnival or perhaps at a birthday party? What did the puppets look like? What did they do? Who was making the puppet talk and move?**

Show examples of puppets, if possible. Emphasize the many different kinds of puppets and the many different types of materials that can be used for puppets. Show how a paper bag could be a puppet by placing your hand inside a small paper bag and pulling down the bottom of the bag for the puppet's face.



TIP

The portraits could serve as “billboard posters” for the puppet shows!



TIP

Hair can be string or yarn scraps or small strips of paper, straight or curled around a pencil.

TIP

This is a good activity for pairs and small groups.

Expressing Through Drama

Invite children to create a paper bag puppet of a family member. Distribute the paper bags and have children:

- Select construction paper for the face and glue it to the bottom of the bag.
- Select construction paper for the shirt and glue it to the side of the bag.
- Draw a face with markers and/or cut out and glue features from paper scraps.
- Give their puppets a distinctive look by adding hair, a hat, ears, buttons on the shirt, etc. ■

How to make a puppet come alive:

Invite children to plan and produce a puppet show with the puppets they created. **Puppets tell stories.** What story would you like your puppet to tell? What does your puppet like to do? What holidays does your puppet celebrate? Have children take turns interviewing their puppets. Encourage them to ask their puppets about likes and dislikes and family traditions. ■

Talking About Drama

What did you like best about creating a puppet and a puppet show?
What did you learn about your classmates' families or caregivers from the puppet shows?

Extending the Experience

- Organize a puppet area for ongoing shows. Simply place a tablecloth over a small table or create a stage with three sides of a large cardboard box with a window cut in the center panel.
- Organize an area for children to make puppets of additional family members.

- Create a group of “family” puppets, choosing some characteristic that “relates” all the puppets—green hair, special clothes, etc.
- Research the history of puppets. Find out information about puppets from different cultures. Indonesia is known for its shadow puppets.
- Check out the excellent websites www.puppeteers.org, www.legendsandlore.com, www.pbs.org/totstv/english/puppets.html and www.sagecraft.com/puppetry for ideas about puppets.
- Create other types of puppets found in books or on websites.
- Take a field trip. Some cities have puppet museums or portions of children’s museums devoted to puppets.
- Videotape the class puppet shows.

INTRODUCING AN ARTIST WITH DISABILITIES

Hans Christian Anderson grew up a long time ago in Denmark. When he was a young boy, his father taught him how to build and work a puppet theater. As a young man, he worked in the theater before completing school and starting a career as a writer.

Mr. Anderson had dyslexia, a type of learning disability that causes a person to reverse letters, words and/or phrases while reading, writing or speaking. Yet, Mr. Anderson became a successful writer!

He is best known for writing children’s books. He wrote 168 stories for children, including The Ugly Duckling.





LEARNING LOG

Invite children to draw pictures of their families or caregivers. Assist them in writing the name of each family member. Emphasize the first letter of each family member's name. The personal reference will help them remember letter sounds.

Suggested Title: Someone in My Family or _____ Is in My Family

Puppet Families

LEARN ALONG AT HOME

Dear Family,

As a class, we read stories about families and talked about puppets. Children made puppets of family members using paper bags and presented a puppet show to the class.

Talk to your child about the experience and perhaps have a puppet show at home!

Talking With Your Child

Whom does your puppet represent? What is his or her name? How did you make your puppet?

Ideas for Continued Learning

Select and read books from the library about families and/or about puppets. Consider:

- Abuela's Weave by Omar S. Casteneda, Illus. by Enrique O. Sanchez
- All Families Are Different by Sol Gordon, Illus. by Vivien Cohen
- Bigmama's by Donald Crews
- Dad and Me in the Morning by Patricia Lakin, Illus. by Robert G. Steele
- Daddy's Roommate by Michael Willhoite
- Family Pictures = Cuadros de familia by Carmen Lomas Garza, Trans. by Rosalina Zubizaretta
- Friday Night Is Papa Night by Ruth A. Sonneborn, Illus. by Emily A. McCully
- Grandfather's Journey by Allen Say
- Having a Brother Like David by Cindy Dolby Nollette and Others

- How My Family Lives In America by Susan Kuklin
- I Love My Family by Wade Hudson, Illus. by Cal Massey
- I Speak English For My Mom by Muriel Stanek, Illus. by Judith Friedman
- In Daddy's Arms I Am Tall: African Americans Celebrating Fathers Illus. by Javaka Steptoe
- Mufaro's Beautiful Daughters by John Steptoe
- My Aunt Otilia's Spirits = Los espíritus de mi tía Otilia by Richard García, Trans. by Jesús Guerrero Rea, Illus. by Robin Cherin and Roger I. Reyes
- My Brother Sammy by Becky Edwards and David Armitage
- The Hundred Penny Box by Sharon Bell Mathis, Illus. by Leo and Diane Dillon
- Through Grandpa's Eyes by Patricia MacLachlan, Illus. by Deborah Ray
- When I'm Old with You by Angela Johnson, Illus. by David Soman

With your child...

Encourage your child to use the puppet to present a puppet show for you and other family members. A stage can be created by placing a cloth over a small table, or by ducking behind a piece of furniture. More puppets of additional family members can be made using small paper bags and markers.

Attend a puppet show in your area or watch puppets perform on television.

My Feelings

Expressing feelings through pantomime

Learning Objectives

- Express thoughts about experiences that evoke a particular feeling.
- Recognize feelings related to given events and/or experiences.
- Build vocabulary about different kinds of feelings.
- Demonstrate facial expressions, gestures and body movements that indicate different feelings.
- Express a particular feeling through pantomime.

Materials

Easel pad and markers

Preparation

Label columns or sections of the easel pad with feelings, such as happy, sad, scared and angry. Add a photograph or magazine cutout showing a person with that expression.



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INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “happy,” “sad,” “scared” and “angry,” and use these signs throughout the lesson.

Carefully consider children in the class that may have emotional or behavioral disabilities when planning and conducting drama lessons. Sometimes drama activities trigger strong emotions. Be aware of any traumatic events in children’s lives and take care not to cause them distress during the pantomime.

For children with physical disabilities, make sure they are fully included in the drama experience. Try not to isolate them with “special” rules and environments. Ask the same of them as you would any child.

For children with visual disabilities, talk with their families to get ideas about how to make the pantomime activity meaningful. Would the child feel comfortable feeling the mime’s face to identify various emotions?

READ WITH ME

Books about feelings or about characters expressing particular feelings

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst,

Illus. by Ray Cruz

Corduroy by Don Freeman

DW’s Lost Blankie by Marc Brown

Feelings by Joanne B. Murphy, Illus. by Heather Collins

How Are You Peeling? Foods with Moods by Saxton Freyman and Joost Elffers

Koala Lou by Mem Fox, Illus. by Pamela Lofts

Let’s Be Friends Again! by Hans Wilhelm

Lon Po Po: A Little Red Riding Hood Story from China by Ed Young

Mama, Do You Love Me? by Barbara M. Joosse, Illus. by Barbara Lavallee
Mine! by Hiawyn Oram, Illus. by Mary Rees
Muskrat Will Be Swimming by Cheryl Savageau, Illus. by Robert Hynes
Sad Day, Glad Day by Vivian L. Thompson
Scared Silly!: A Halloween Book for the Brave by Marc Brown
Sing, Pierrot, Sing: A Picture Book in Mime by Tomie dePaola
The Chinese Mirror by Mirra Ginsburg, Illus. by Margot Zemach
The Crane Girl by Veronika Martenova Charles
The Jester Has Lost His Jingle by David Saltzman
The Magic Purse by Toshiko Uchida, Illus. by Keiko Narahashi
Today I Feel Silly and Other Moods by Jamie Lee Curtis, Illus. by Laura Cornell
Where the Wild Things Are by Maurice Sendak

Key Vocabulary: feelings, happy, sad, scared, angry, pantomime, mime, actor

LISTEN UP

Songs about feelings

- “You’ve Gotta Sing When the Spirit Says Sing” by Raffi from Corner Grocery Store
- “Sing a Happy Day” by Rosenshontz from Rosenshontz Tickles You
- “I Cried” by Ruth Pelham from Under One Sky



**TIP**

Keep in mind that in some cultures outward expressions of feelings are considered impolite or embarrassing.

ARTS EXPERIENCE

Getting Started

In planning this lesson, consider repeating it several times, each time with a different twist to it. One time you may encourage children to generate expressions of feelings from their own experiences; another time you may want to emphasize the reading experience.

Connecting to Past Experience

Encourage children to talk about what makes them feel happy, sad, scared and angry. Record their responses on an easel pad. **T**

Expressing Through Drama

Introduce pantomime as telling a story and expressing feeling without words or sounds. The actor or mime uses facial expression and body movements to convey the message.

Invite children to pantomime different feelings. Encourage children to use their hands, arms and shoulders along with their facial expressions. Demonstrate an example of someone who is sad or tired. Then have children pantomime their version. Continue. **How would you look if you were feeling very unhappy?**

Expand the activity by having children pantomime a situation that may evoke a particular feeling. **What if someone gave you an ice cream cone? How would that make you feel? Pantomime receiving the ice cream. What would you do with the ice cream? Show how you might feel about it. What if you took one lick and the ice cream fell on the ground?**

Once children feel comfortable, ask for volunteers to pantomime for the class. Ask the class to guess the feeling portrayed.

Give every child a chance to do a pantomime. If a child is struggling with the activity, ask him or her to name a feeling to pantomime. Then have the entire class pantomime that feeling.

Talking About Drama

What was it like to be a mime? What did you like about it? What did you find difficult? Did you find it hard not to talk?

Discuss how different events caused different emotions and reactions.

Extending the Experience

- Class writing experience: Generate a list of things that evoke one type of feeling (for example, happy school things and/or events). Add pictures to help children read the list. Repeat with other feelings.
- Listen to various types of music that evoke a sad or a happy feeling. Try pantomiming as the music plays.
- Create masks from paper plates to portray different feelings.
- Watch a videotape about Marcel Marceau, a famous mime, or The Red Balloon, a story without words.
- Create dances that show different feelings.
- Learn songs related to feelings, such as “If You’re Happy and You Know It,” “I’m So Mad” by Jim Gill from The Sneezing Song and Other Contagious Tunes or “Everybody Has Feelings” by Hap Palmer from Ideas, Thoughts and Feelings.





LEARNING LOG

Invite children to draw a picture of something that makes them feel a particular emotion. Encourage them to write a word or sentence that describes the event, or have them dictate a sentence for you to write.

Suggested Title: This Makes Me Feel _____

My Feelings

LEARN ALONG AT HOME

Dear Family,

As a class, we read stories about feelings and talked about what makes us feel happy, sad, scared or angry. We learned the term “pantomime,” which is a way to tell a story without words or sounds. The actor, or “mime,” uses facial expression or movements to give the message. We had opportunities to pantomime different feelings.

Please talk to your child about the classroom experience and select some of the ideas for continuing learning at home.

Talking With Your Child

Show me how you look when you feel happy, sad, scared or angry. Tell me what makes you feel that way.

Talk with your child about a book you have read together or a movie or television program you watched. **What parts were happy, sad, etc.?**

Ideas for Continued Learning

Select and read books from the library about feelings. Consider:

- [Alexander and the Terrible, Horrible, No Good, Very Bad Day](#) by Judith Viorst, Illus. by Ray Cruz
- [DW's Lost Blankie](#) by Marc Brown
- [Feelings](#) by Joanne B. Murphy, Illus. by Heather Collins

- [How Are You Peeling? Foods with Moods](#) by Saxton Freyman and Joost Elffers
- [Lon Po Po: A Little Red Riding Hood Story from China](#) by Ed Young
- [Mama, Do You Love Me?](#) by Barbara M. Joose, Illus. by Barbara Lavallee
- [Mine!](#) by Hiawyn Oram, Illus. by Mary Rees
- [Sad Day, Glad Day](#) by Vivian L. Thompson
- [Scared Silly!: A Halloween Book for the Brave](#) by Marc Brown
- [Sing, Pierrot, Sing: A Picture Book in Mime](#) by Tomie dePaola
- [The Crane Girl](#) by Veronika Martenova Charles
- [The Jester Has Lost His Jingle](#) by David Saltzman
- [The Magic Purse](#) by Toshiko Uchida, Illus. by Keiko Narahashi
- [Where the Wild Things Are](#) by Maurice Sendak

With your child...

Make a happy-face mask using a paper plate or cardboard from an empty cereal box, markers and crayons. Cut out the eyeholes and then let your child design the mask. Tie with string or staple it to a strip of cardboard or a tongue depressor so that your child can hold it.

ARTS VOCABULARY

Mime – An actor who pantomimes stories for an audience

Pantomime – A way to tell a story without words or sounds, with only facial expressions, gestures and body movements

Friends Are Special

Creating role-plays about friendship

Learning Objectives

- Express feelings about friends and friendship.
- Recognize one's responsibility in a friendship.
- Build vocabulary about friendship and role-plays.
- Assume a character in a role-play and follow the director's signal.
- Create an impromptu role-play using conflict to create drama.

INCLUDING ALL CHILDREN

Teach children the American Sign Language sign for “friend,” and use the sign throughout the lesson.

For children with visual disabilities, make sure other children identify themselves before speaking.

For children with physical disabilities, incorporate their disabilities into the role-play by having some dogs in wheelchairs and some cats that are deaf or blind. ■



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TIP

Try not to highlight disability in a performance, but at the same time, don't disregard it. Consider disability as you would any other diversity. Allow children to be whatever character they choose regardless of their disability or ethnic background. Remember this is acting and all children have the ability to pretend.

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TIP

Remember children could role-play the stories in these books.

READ WITH ME

Books about friends and friendships **T**

- [A Friend Is Someone Who Likes You](#) by Joan Walsh Anglund
[And Sunday Makes Seven](#) by Robert Baden, Illus. by Michelle Edwards
[Best Friends](#) by Miriam Cohen
[Best Friends for Frances](#) by Russell Hoban
[Chrysanthemum](#) by Kevin Henkes
[Darcy and Gran Don't Like Babies](#) by Jane Cutler, Illus. by Susannah Ryan
[Extraordinary Friends](#) by Fred Rogers, Illus. by Jim Judkis
[Friends](#) by Helme Heine
[Friends at School](#) by Rochelle Bunnett, Photos by Matt Brown
[Frog and Toad Are Friends](#) by Arnold Lobel
[Ira Sleeps Over](#) by Bernard Waber
[Just My Friend and Me](#) by Mercer Mayer
[Nettie Jo's Friends](#) by Patricia C. McKissack, Illus. by Scott Cook
[See You Tomorrow Charles](#) by Miriam Cohen, Illus. by Lillian Hoban
[That's What Friends Are For](#) by F. P. Heide
[The Doorbell Rang](#) by Pat Hutchins
[The Rainbow Fish](#) by Marcus Pfister, Trans. by J. Alison James
[We Are Best Friends](#) by Aliki
[Will I Have a Friend?](#) by Miriam Cohen, Illus. by Lillian Hoban
[Yo Yes!](#) by Chris Raschka

Key Vocabulary: friend, agree, disagree, role-play, director, characters, conflict, drama

LISTEN UP

Songs about friends

- “Make New Friends” by Sweet Honey in the Rock from All For Freedom
- “Share It” by Rosenshantz from Uh Oh
- “A Good Friend” by Rosenshantz from It’s the Truth
- “Be My Friend” by Red Grammer from Touch a Hand, Make a Friend

ARTS EXPERIENCE

Connecting to Past Experience

Encourage children to talk about friends and friendship. What makes a good friend? What makes you a good friend to others? What do you enjoy doing with your friends? What’s the most fun you ever had with your friends? Do you and your friend(s) ever disagree? How do you solve your disagreements?

Relate the discussion to current movies, cartoons or books where friends have disagreements. Often the animal characters cannot get along; for example, in Stuart Little, the cat and the mouse couldn’t be friends because the cat wanted to eat or hurt the mouse. Good friends don’t want to hurt their friends. Emphasize that friendship means sharing and caring for each other.

Expressing Through Drama

Invite children to role-play situations that sometimes happen between friends. This lesson gives children opportunities to role-play conflict situations and harmonious situations.



**TIP**

You may want to invite one of the children to assume the role of director.

Explain a role-play as pretending to be someone else: for example, an actor plays a role on television or in the movies. Name actors that children might know.

Define the role of a director. Tell the class that you, as the director, will present the situation and then they will role-play, or act it out. Review and demonstrate the director's signals of "Stop," "Action" and "Cut." Have children practice responding to the signals.

Role-play a conflict situation among animal characters.

- Assign characters, organizing the class into dogs, cats and birds.
- Give the director's signal for the animals to disagree. The dogs will chase the cats. The cats will chase the birds, and the birds will "dive-bomb" the cats.
- Control the action by calling "Stop." Children freeze-frame their characters.
- Start the action again by calling "Action." Children resume the chase.
- Repeat this a number of times before calling "Cut," which ends the scene.

Discuss the role-play. **Were the animal characters enjoying each other or were they bothering each other?**

Transition to the harmonious situation. Ask children if they know of any dogs, cats and/or birds, either their pets or their neighbor's pets, or characters from movies or books, that are friends. **What do the animal friends do together other than chase each other? How do they behave so that they are not bothering each other?**

Role-play a harmonious situation among animal characters. ■

- Have children return to their characters.
- Give the director's signal for the characters to play together:
 - Playing in a field together.
 - Jumping from rock to rock to cross a stream with the assistance of the birds flying overhead.
 - Rolling down a hill together.
 - Sharing toasted marshmallows by a campfire.

Talking About Drama

How did the different role-plays make you feel? How did you like pretending to be animal characters? What other characters would you like to play? What did you learn about conflict? What did you learn about friendship?

Extending the Experience

- Create character stick puppets and/or add to the puppet collection. Have children retell one or more of the stories read to them. **Refer** to the lesson “Puppet Families” in this section.
- Learn a song about friendship, such as “Be My Friend” by Hap Palmer from Getting to Know Myself or “Make New Friends” by Sweet Honey in the Rock from All For Freedom.
- Create a Class Book. Each page starts with, **A good friend is someone who _____**. Have children complete the sentence and add illustrations.
- Watch a popular children’s videotape that shows conflict and resolution among animal friends, such as Stuart Little or Homeward Bound.





INTRODUCING AN ARTIST WITH DISABILITIES

James Earl Jones is an actor for television and movies who was born on January 17, 1931. Mr. Jones has a speech impairment and stutters. But often, people who stutter in everyday life don't stutter when they are singing or performing.

Mr. Jones is known for his deep voice, and when he is reading a script, he doesn't stutter. He is the well-known voice of Darth Vader in Star Wars. He is also the voice of the Lion King Mufasa in The Lion King.

LEARNING LOG

Have children complete the sentence, A friend is _____,
and illustrate.

Friends Are Special

LEARN ALONG AT HOME

Dear Family,

As a class, we read stories about friends and friendship. We talked about the qualities that make a good friend, and we recognized that sometimes friends get along and sometimes they disagree.

We also talked about movies and books in which animal characters had difficulty being friends. Children became animal characters and participated in role-plays about friendship and getting along with each other.

Talk to your child about the experience, and together read a book about friendship. Your child may want to role-play, or act out the story in the book.

Talking With Your Child

What did you like about the role-play? What animal character were you? What did you do to show you were not getting along with the other animal characters? What did you do when you were being a good friend to others?

Ideas for Continued Learning

Select and read books from the library about friends and friendship. Consider:

- A Friend Is Someone Who Likes You by Joan Walsh Anglund

- And Sunday Makes Seven by Robert Baden, Illus. by Michelle Edwards
- Best Friends for Frances by Russell Hoban
- Chrysanthemum by Kevin Henkes
- Extraordinary Friends by Fred Rogers, Illus. by Jim Judkis
- Friends by Helme Heine
- Frog and Toad Are Friends by Arnold Lobel
- Ira Sleeps Over by Bernard Waber
- Just My Friend and Me by Mercer Mayer
- Nettie Jo's Friends by Patricia C. McKissack, Illus. by Scott Cook
- The Rainbow Fish by Marcus Pfister, Trans. by J. Alison James.
- Will I Have a Friend? by Miriam Cohen, Illus. by Lillian Hoban
- Yo Yes! by Chris Raschka

With your child...

Share with your child the qualities that you think make a friend special.

Plan to do something special for a friend, such as sending a card, bringing him or her a snack or giving a gift from nature like a special leaf or stone.

ARTS VOCABULARY

Role-play – The acting out of the part of another person or another being. Typically, in role-plays participants are given a situation and assigned roles. Participants develop their own words and actions for the given situation.

When I Grow Up

Using costumes and role-plays to suggest different jobs

Learning Objectives

- Express ideas about interests and job preferences.
- Recognize that a number of opportunities are available.
- Build vocabulary about a number of different jobs and professions.
- Create a costume that represents a person in a given career.
- Create an impromptu role-play using action and props to create character.

Materials

A costume box with a variety of clothes, cloth scraps, scarves, feathers, other accessories ■

A box of props, related to work, such as clipboards and/or various tools

A variety of posters showing different careers, if available

Preparation

Visit flea markets and garage sales for used clothing and props. Feather dusters can be taken apart for the feathers. Old sheets and tablecloths can be cut up. Look for sales at fabric stores.

Hang posters representing different jobs and professions throughout the classroom.



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TIP

Include large pieces of cloth in a variety of colors and textures. Children can wrap, tie, drape and layer, creating their own costumes.

**TIP**

Select a variety of books about trades/professions throughout history. Talk about how careers have changed over the years.

INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for a few professions such as “doctor,” “teacher” and “scientist,” and use these signs throughout the activity.

For children with cognitive disabilities, work more closely with them to select a career, or role-play different careers as a group so they have an example to follow.

For children with visual disabilities, make sure the props collected have distinctive identities. For example, a construction worker hard hat, a police officer hat and a firefighter hat all feel distinctly different.

READ WITH ME

Books about different jobs, trades, professions, careers **T**

A Chef by Douglas Florian

A Potter by Douglas Florian

A Special Trade by Sally Wittman, Illus. by Karen Gundersheimer

Annie and Company by David McPhail

Bea and Mr. Jones by Amy Schwartz

Cowboy Bunnies by Christine Loomis, Illus. by Ora Eitan

Doctor DeSoto by William Steig

Hi, Pizza Man! by Virginia Walter, Illus. by Ponder Goembel

I Want To Be a Firefighter by Edith Kunhardt

I Want to Be an Astronaut by Byron Barton

Mathew’s Dream by Leo Lionni

Mommies at Work by Eve Merriam, Illus. by Eugenie Fernandes

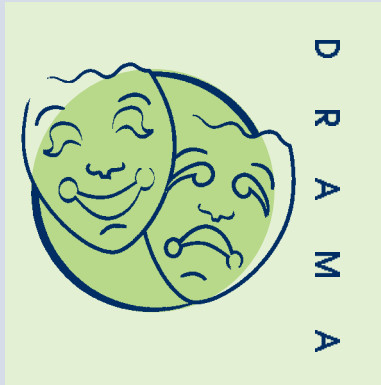
Mommy's Office by Barbara Shook Hazen, Illus. by David Soman
Moses Goes to a Concert by Isaac Millman
Mothers Can Do Anything by Joe Lasker
Mr. Grigg's Work by Cynthia Rylant
My Mama's Little Ranch on the Pampas by Maria Cristina Brusca
Our Teacher's In A Wheelchair by Mary Ellen Powers
Pig Pig Gets a Job by David McPhail
The Bat Boy and His Violin by Gavin Curtis, Illus. by E.B. Lewis
The Candystore Man by Jonathan London, Illus. by Kevin O'Malley
The Legend of the Indian Paintbrush by Tomie dePaola
Thomas Alva Edison: Great Inventor by David A. Adler, Illus. by Lyle Miller
Toddlecreek Post Office by Uri Shulevitz
Uncle Jed's Barbershop by Margaree King Mitchell, Illus. by James Ransome
What Do People Do All Day? by Richard Scarry
Wilma Unlimited by Kathleen Krull, Illus. by David Diaz
Women Working A to Z by Maria A. Kunstadter

Key vocabulary: career, costume, action, prop

LISTEN UP

Songs about growing up

- "I'd Love to Be" by Nancy Tucker from Glad That You Asked
- "What Does Your Mama Do?" and "I Want to Grow Up to Be an Old Woman" by Cathy Winter and Betsy Rose from As Strong As Anyone Can Be
- "When I Grow Up" by Kathy Lowe from When I Grow Up





ARTS EXPERIENCE

Getting Started

Organize a costume area with a rod to hang clothing, and perhaps, cardboard drawers. Children can learn to be responsible for hanging and/or folding items, rather than stuffing them in a box.

In planning the lesson, consider coordinating it with the Great American Teach-In, or another time during the year when the school invites people to come to school and talk about their jobs.

Connecting to Past Experience

Explore the concept, “When I grow up.” Ask children what they want to do and be when they are older. Encourage a wide range of responses and point out that many adults do a lot of different things and may have several careers in a lifetime. Discuss the many jobs that older children and teenagers have. Point out how those jobs help them get ready for other jobs.

Expressing Through Drama

Invite children to role-play different careers that they might be interested in as adults. **What would a person in your chosen career do?** Ask other children in class to identify the role being played and the actions they are using to play the role.

Expand the lesson to include costumes. Have children put together costumes from the costume area or from fabric and other found items in the prop box that suggest a career choice – either a real profession or a fantasy one. Explain the difference between real and fantasy.

Talking About Drama

Why did you select that job or profession? Who does that job? Do you know somebody in the profession you selected? What are your interests? What do you want to learn more about?

Extending the Experience

- Create a Class Book about different occupations and/or careers. Have children cut or tear pictures from magazines representing different jobs or professions. Label them. ■

Option: If available, have children bring in photographs of themselves from home that can be cut up. Have them paste photographs of their heads on the magazine cutouts. Offer to take photos of any children who don't have access to their own. Obtain parental permission prior to photographing the child.

- Create a class mural, "When I Grow Up, I Would Like to Be...." Have children draw themselves in their chosen job or profession. Cut out the drawings; paste them on mural paper and display them on the wall. Have children add a background.



TIP

Give children a shallow box with torn pages from magazines, rather than entire magazines. They are easier to handle. Select pages for color and texture rather than pictures.



INTRODUCING AN ARTIST WITH DISABILITIES

Leonardo da Vinci was an Italian Renaissance artist born in 1452. He was a famous painter who was also very interested in the new discoveries being made in science at that time. He was also a musician, a sculptor, an architect and an inventor. He painted the portrait known as the “Mona Lisa,” which was one of his favorite pictures that he made. He also drew plans for such inventions as the parachute and the helicopter.

He made notes and drawings about his inventions in his scientific notebooks. Sometimes, he wrote backwards in his notebooks so others would need a mirror to be able to read his writing.

It is believed that Leonardo da Vinci had dyslexia, a learning disability that causes a person to reverse letters, words and/or phrases while reading, writing and/or speaking. His ability to write backwards in spite of having dyslexia is remarkable.

LEARNING LOG

Invite children to draw pictures of themselves as adults in a chosen job or profession. Help them to label the drawing; for example: “James the Teacher.”

Suggested Title: When I Grow Up I’ll Be a _____.

When I Grow Up

LEARN ALONG AT HOME

Dear Family,

As a class, we read stories about different jobs and professions. The children created role-plays about jobs of their choice. They used costumes from the costume corner to portray a job or a profession. Some were real jobs and some were fanciful.

Talk to your child about the experience and about your job. Together, read books about different careers.

Talking With Your Child

When you grow up, what job would you like to have? Tell me why you made that choice. Remind children that they will most likely change their minds many times before they are grown.

Talk about the various jobs and professions of family members, friends and neighbors.

Ideas for Continued Learning

Select and read books from the library. Consider:

- A Chef by Douglas Florian
- A Special Trade by Sally Wittman, Illus. by Karen Gundersheimer
- Annie and Company by David McPhail
- Bea and Mr. Jones by Amy Schwartz
- Doctor DeSoto by William Steig
- I Want To Be a Firefighter by Edith Kunhardt
- I Want to Be an Astronaut by Byron Barton
- Mathew's Dream by Leo Lionni

- Mommies at Work by Eve Merriam, Illus. by Eugenie Fernandes
- Moses Goes to a Concert by Isaac Millman
- Mothers Can Do Anything by Joe Lasker
- Mr. Grigg's Work by Cynthia Rylant
- My Mama's Little Ranch on the Pampas by Maria Cristina Brusca
- Our Teacher's In A Wheelchair by Mary Ellen Powers
- Toddlecreek Post Office by Uri Shulevitz
- Uncle Jed's Barbershop by Margaree King Mitchell, Illus. by James Ransome
- What Do People Do All Day? by Richard Scarry
- Wilma Unlimited by Kathleen Krull, Illus. by David Diaz
- Women Working A to Z by Maria A. Kunstadter

With your child...

If possible, take your child to where you work. Show him or her what you do for a living.

Look through magazines and picture books. Notice all the different jobs and professions. Talk about them with your child.

Collect items for the DRAMA BOX.

ARTS VOCABULARY

Role-play – The acting out of the part of another person or another being. Typically, in role-plays participants are given a situation and assigned roles. Participants develop their own words and actions for the given situation.

My Body Is Me

Becoming aware of different parts of the body and the ways they can move

Learning Objectives

- Express thoughts, feelings and preferences about creating different movements for different parts of the body.
- Identify familiar and less familiar parts of the body.
- Describe the functions of various parts of the body.
- Build vocabulary about parts of the body.
- Generate a variety of movements, including changes in direction and speed, for various body parts.
- Create dances using movements of various body parts.

INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for key body parts, and use these signs during the dance.

For children with cognitive disabilities, those who are shy, or those who have difficulty understanding verbal directions, the leader should first demonstrate the movements and perform the exercises as example and inspiration. Give only one or two movements to focus on at a time. Build sequence gradually.





TIP

Read the book and let children dance to the story as you read.

For children with physical disabilities, fully include them in all dance activities. Don't avoid words, topics or areas because you think a child cannot do the activity. For instance, a child can “kick” a soccer ball using the footrest on his or her wheelchair; a child using a walker may be able to “jump” rope. A person in a wheelchair can climb a mountain with the proper equipment and assistance. Try not to isolate the children with disabilities by giving them “special” scenarios.

For children with vision disabilities, use thick cord taped to the floor in either circles or squares to mark the children's personal performance space. Now they can “feel” the edge of their dance and movement space with their feet.

For children with hearing disabilities, provide visual cues such as red and green cards to indicate when the drumbeat or music has stopped or started.

READ WITH ME

Books that highlight different parts of the body **T**

Angelina Ballerina by Katharine Holabird

Bones: Our Skeletal System by Seymour Simon

Dance, Tanya by Patricia Lee Gauch, Illus. by Satomi Ichikawa

Face Talk, Hand Talk, Body Talk by Sue Castle

From Head to Toe by Eric Carle

Jonathan and His Mommy by Irene Smalls-Hector, Illus. by Michael Hays

Muscles: Our Muscular System by Seymour Simon

My Feet by Alike

Nick Joins In by Joe Lasker

Nina, Nina Ballerina by Jane O'Connor

Now One Foot, Now the Other by Tomie dePaola

The 5 Senses Series: Touch, Taste, Smell, Feel, Hear by J. M. Parramon and J. J. Puig, Illus. by Maria Rius

The Balancing Girl by Berniece Rabe

The Foot Book by Dr. Seuss

The Shape of Me and Other Stuff by Dr. Seuss

We Can Do It! by Laura Dwight

Key Vocabulary:

Limbs: arms, hands, legs, feet, thigh, calf, fingers, toes

Torso: hips, pelvis, back, spine, ribs, chest, abdomen or stomach

Joints: knees, ankles, elbows, wrists, shoulders

Head: neck, jaw, mouth, tongue, nose, eyes, forehead, ears

LISTEN UP

Songs about the body

- “Bean Bag Boogie” by Greg and Steve from Kids in Motion
- “I’m Not Small” by either Bill Harley from Monsters in the Bathroom or Sharon, Lois and Bram from One Elephant, Deux Elephants
- “The One and Only Me” by Lisa Atkinson from The One and Only Me



**TIP**

“Freezing” when the music stops is an excellent classroom management technique. New instructions can be given easily.

ARTS EXPERIENCE

Getting Started

In planning this lesson, consider:

- Organizing the lesson into many segments over time. With each segment, increase the complexity of the movements and the identification of body parts.
- Ways to define children’s personal space.
 - Have them stretch their arms in all directions. If they touch a classmate or furniture, then they are too close.
 - Have them move through space surrounded by a bubble. Bubbles should not touch each other, but if they do they bounce off gently.
- Defining starting and stopping points by providing a rug square for each child, or taping an X for each child on the floor. Use a hand drum, or other musical signal, to “freeze” the children if any bumping occurs. Adjust their spaces as necessary and then begin again. ■

Connecting to Past Experience

Invite children to recognize their own personal space by having them spread out around the room, an arm’s length apart.

Expressing Through Dance and Movement

Encourage children to identify various parts of their bodies. Start with familiar parts, such as fingers and hands, and advance to less familiar parts, such as wrists. Have them explore what each part can do. For each body part invite children to:

- Explore the direction that it can move: forward, backward, sideways, up and down.

- Explore moving it at different speeds: fast, slow, very fast, super fast.
- Move it with different qualities: smooth, stiff, floating, flicking.
- Explore what it can do: stretch, wiggle, jerk, lead the rest of the body around the classroom, meet a friend, create a dance.

Expand the experience by combining the movements of two or more body parts.

- Create a dance with, for example, just wrists and fingers.
- Move two body parts at once; for example, create a dance with an arm and a leg. ■

Continue to expand the experience by creating a dance for limbs, or for the torso, the head or the joints. Create a:

- Fast dance, slow dance.
- Dance that is low to the ground, dance that is high in the air.
- Dance that is moving all around the room, dance that is only in one spot.

Expand the experience further by moving inside the body.

- Experience the lungs expanding and contracting. Relate this to a balloon and/or bellows. **Refer** to the lesson in this section “Breathing and Balloons.”
- Feel the heart beat. Stamp a beat that is consistent with the heartbeat. Move to the rhythm of the heart.
- Talk about the bones. Feel them under the skin. Create a stiff bones dance. Create a loose “no bones” dance.



TIP

Add music or drumbeats to the movements.



Talking About Dance and Movement

How does it feel to move different parts of your body by themselves? How does it feel to move different parts of your body together? Which parts move the easiest? Which parts are the hardest to move? Which parts feel stiff? Which parts feel loose? What did you like about creating movements for different parts of your body?

Extending the Experience

- Have a child take a turn leading the group by moving one body part while the group mirrors his or her actions.
- Invite children to imitate activities they like to do for fun, such as climbing, running, jumping rope, shooting baskets, kicking a soccer ball, swinging or turning cartwheels. Have them notice the way the different parts of their bodies move for each activity.
- Introduce alignment and balance. Ask children to stand very tall and name each part of their bodies from their feet to their heads. As each part is named, have the children feel how it aligns on top of the part underneath. Have children change their position so that they are leaning in one direction and hold the pose. **What did you do to hold your balance? How did your body change?**
- Play a drumbeat or music. When the drum or music stops, ask children to stop and notice the position of their bodies. **Where are your legs? Where are your arms in relationship to your legs? Where are your toes in relationship to your nose? Where is your belly button?**

INTRODUCING AN ARTIST WITH DISABILITIES

Alicia Alonso was born Alicia Martinez in 1921 in Havana, Cuba. She studied ballet in Cuba, London and New York City. She became a premiere ballerina, dancing for George Balanchine, the famous choreographer for the American Ballet Theatre, and in Broadway musicals. She danced even though she has visual disabilities.

In 1948, she returned to her home in Cuba and formed the Ballet Alicia Alonso, which was renamed the Ballet Nacional de Cuba in 1955. The ballet school is well known for the quality of its recruiting and training.

LEARNING LOG

Options:

Invite children to draw themselves moving. Add a sentence that describes the movement.

Draw different parts of the body in different positions. Write a sentence about how it feels and looks.

Suggested Title: When I Move or How Body Parts Move



My Body Is Me

LEARN ALONG AT HOME

Dear Family,

As a class, we read stories about different parts of our bodies and the different ways that they can move. We identified different parts of our bodies, such as our hands and our ankles, and moved them in different ways. We stretched them, wiggled them and created a dance with them.

Talk to your child about the experience and perhaps, create your own dances at home!

Talking With Your Child

What is your favorite play activity? How do the different parts of your body move when you are involved in that activity? Can you create a dance that shows your favorite playtime activity? How is a dance different than just doing the activity?

Ideas for Continued Learning

Select and read books from the library. Consider:

- [Angelina Ballerina](#) by Katharine Holabird
- [Bones: Our Skeletal System](#) by Seymour Simon
- [Dance, Tanya](#) by Patricia Lee Gauch, Illus. by Satomi Ichikawa
- [Face Talk, Hand Talk, Body Talk](#) by Sue Castle
- [From Head to Toe](#) by Eric Carle

- [Jonathan and His Mommy](#) by Irene Smalls-Hector, Illus. by Michael Hays
- [Muscles: Our Muscular System](#) by Seymour Simon
- [My Feet](#) by Aliko
- [Nick Joins In](#) by Joe Lasker
- [Nina, Nina Ballerina](#) by Jane O'Connor
- [Now One Foot, Now the Other](#) by Tomie dePaola
- [The 5 Senses Series: Touch, Taste, Smell, Feel, Hear](#) by J. M. Parramon and J. J. Puig, Illus. by Maria Rius
- [The Balancing Girl](#) by Berniece Rabe
- [The Foot Book](#) by Dr. Seuss
- [The Shape of Me and Other Stuff](#) by Dr. Seuss
- [We Can Do It!](#) by Laura Dwight

TIP Your child may want to dance to the story as it is being read.

With your child...

Create different dances by making up different movements to popular songs. Notice how the different parts of the body move.

Collect items for the DANCE AND MOVEMENT BOX. Encourage your child to use the props and to use different parts of his or her body to create a dance.

Breathing and Balloons

Focusing on breathing, expanding and contracting

Learning Objectives

- Recognize one's breathing and the functions of the lungs.
- Differentiate between inhaling and exhaling.
- Build vocabulary.
- Demonstrate different kinds of breathing: fast, slow, shallow, deep, pant, snore, hiccup, cough, sneeze, sigh, whisper, hiss.
- Create a dance that imitates a balloon that fills with air and then has the air released.

Materials

A medium or large balloon for demonstration purposes, not for children to use

Caution: Children can suck in un-inflated balloons, or pieces of broken balloons, and suffocate to death. Balloons mold to the throat and lungs and can completely block breathing. Please do not let children play with balloons.





INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “slow,” “fast,” “up” and “down,” and use these signs throughout the activity.

For children with physical disabilities, modify the activities by inviting them to stretch and shrink to the extent that they can, perhaps rising and slouching in a chair.

READ WITH ME

Books that highlight balloons

Color Dance by Ann Jonas

Harvey Potter’s Balloon Farm by Jerdine Nolen, Illus. by Mark Buehner

Hot Air Henry by Mary Calhoun, Illus. by Erick Ingraham

Let’s Dance! by George Ancona

Moses Goes to a Concert by Isaac Millman

The Big Balloon Race by Eleanor B. Coerr, Illus. by Carolyn Croll

The Red Balloon by Albert Lamorisse

Where Do Balloons Go? by Jamie Lee Curtis, Illus. by Laura Cornell

You Can’t Take a Balloon into the Metropolitan Museum by Jacqueline Preiss Weitzman, Illus. by Robin Preiss Glasser

Key Vocabulary: breath, breathing, inhale, exhale, lungs, heart, ribcage, fast, slow, shallow, deep, panting, snoring, hiccup, cough, sneeze, sigh, whisper, hiss

LISTEN UP

Songs about breathing and balloons

- “Bubble Bath” by either Rory from I’m Just a Kid or Joanie Bartels from Bathtime Magic
- “Balloon-alloon-alloon” by Tom Paxton from Balloon-Alloon-Alloon

ARTS EXPERIENCE

Connecting to Past Experience

Introduce children to this movement activity and the way they breathe by using a large balloon. Blow up the balloon, then let the air out. Have children observe how the balloon gets bigger as it fills with air and how it deflates as the air is released. Blow up the balloon again and let the air out slowly so the balloon makes a hissing sound. Have children observe what happens to the balloon. Blow up the balloon again, this time letting the air out quickly. Have children observe the difference.

Relate the balloon experience to the way we breathe. **As we breathe in, our lungs fill with air; as we breathe out, we let the air out.** Have children experience this for themselves by breathing in and out, noticing their breath and the movement of their chests. Encourage them to let the air out in different ways, observing how it affects their bodies.

Transition to the dance and movement part of the activity. **Now let’s try this again, this time breathing and dancing to the changing balloon.**





TIP

Children's favorite part of this activity is when the air is let out of the balloon quickly and it darts all over the room before flopping to the floor. Invite children to dance this movement.

Expressing Through Dance and Movement

Invite children to dance the expansion and contraction of the balloon. As we breathe in and inhale, we will get bigger and bigger. Then, when we let our breath out and exhale we will get small again.

- Children start on the ground or floor, curled up.
- Blow up the balloon.
- Children breathe in and get bigger and bigger and bigger...
- Let the air out of the balloon.
- Children exhale and shrink back into their curled position.

- Blow up the balloon.
- Children breathe in and get bigger and bigger and bigger...
- Let the air out slowly so the balloon makes a hissing sound.
- Children exhale and slowly, slowly, slowly become curled up again.

- Blow up the balloon.
- Children breathe in and get bigger and bigger and bigger...
- Let the air out quickly
- Children exhale forcefully and jump back into their curled-up position.

Expand the experience by having children experiment with different kinds of breathing such as short quick breaths, long deep breaths, coughing, sneezing, hiccups, panting and snoring. ■

Talking About Dance and Movement

How is your breathing like a balloon? What is your breathing like after running around the playground? What is your breathing like when you are falling asleep? Have you ever been swimming underwater? What do you do with your breath?

Extending the Experience

- Have a volunteer dance a kind of breathing (for example: shallow breathing), while classmates guess which kind of breath is being performed.
- Relate different kinds of breathing to different emotions or circumstances. **How do we breathe when we are happy, afraid, rushed or sleepy?**
- Create a story that uses different kinds of breath. Dance the breath to present the story rather than telling the story.
- Display a chart of the organs of the body (usually found in kindergarten science kits). Identify the lungs and the heart. Point out that they are protected by the rib cage.
- Have children observe balloons filled with helium and balloons filled with air. Why do some balloons float and some fall to the ground? Explain that helium balloons float because the helium gas is lighter than air.
- Set up a game in which children blow table tennis balls across a table or tray or try to keep a feather (a down feather, if possible) in the air with their breath.

LEARNING LOG

Invite children to write or dictate a sentence, or short story, to you about their experience with the dance and movement activity.

Suggested Title: Breathing and Balloons



Breathing and Balloons

LEARN ALONG AT HOME

Dear Family,

As a class, we learned about how we breathe by watching a balloon expand and contract. We created dances that imitate a balloon growing larger with air and then smaller as the air is released. We became aware of many different kinds of breathing, like how we breathe when we are running fast.

Please talk to your child about the experience, and perhaps find a book to read about balloons or how we breathe.

Caution: Children can suck in un-inflated balloons, or pieces of broken balloons, and suffocate to death. Balloons mold to the throat and lungs and can completely block breathing. Please do not let children play with balloons.

Talking With Your Child

Please show me your balloon dance. What happens when the balloon is filling with air? What happens when the air is released? How is that like the way we breathe?

Ideas for Continued Learning

Select and read books from the library. Consider:

- Color Dance by Ann Jonas
- Harvey Potter's Balloon Farm by Jerdine Nolen, Illus. by Mark Buehner

- Hot Air Henry by Mary Calhoun, Illus. by Erick Ingraham
- Let's Dance! by George Ancona
- Moses Goes to a Concert by Isaac Millman
- The Big Balloon Race: by Eleanor B. Coerr, Illus. by Carolyn Croll
- The Red Balloon by Albert Lamorisse
- Where Do Balloons Go? by Jamie Lee Curtis, Illus. by Laura Cornell
- You Can't Take a Balloon into the Metropolitan Museum, by Jacqueline Preiss Weitzman, Illus. by Robin Preiss Glasser

With your child...

Experiment with different activities and notice your breathing. Create a chart that looks something like this.

Activity	Observation of Breathing
Running a distance	Heavy, short breaths
Running around a room for a short period of time	Short breaths, but not as heavy
Spinning around in circles for several minutes	Short breaths
Sitting on a chair	Slow, quiet breathing

Being Moved By Feelings

Expressing emotions through body movement

Refer to the drama lesson “My Feelings” in this section.

Learning Objectives

- Recognize the alignment, position and movement of one’s body for a given emotion.
- Perceive the emotions of others.
- Communicate feelings using body language.
- Build vocabulary about feelings and emotions.
- Demonstrate various gestures and body movements that express emotion.
- Create movements to depict a particular emotion.

Materials

Large (at least 8" x 10") pictures of children showing different emotions

Record, tape or CD player

A variety of musical selections that create different moods, or any of your favorite recordings





INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “happy,” “sad,” “angry” and “scared,” and use these signs throughout the activity.

Explain that all children and adults have feelings and that sometimes they show them in similar ways. Don’t force a child to participate in this activity.

For children with emotional disabilities, be aware of any traumatic events in their lives. Plan and/or adapt the lesson so children do not experience distress.

READ WITH ME

Books highlighting different emotions

Abuela by Arthur Dorros, Illus. by Elisa Kleven

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst,
Illus. by Ray Cruz

Angel Child, Dragon Child by Michelle Maria Surat, Illus. by Vo-Dinh Mai

Feelings by Aliki

How Do I Feel by Norma Simon, Illus. by Joe Lasker

I Feel: A Picture Book of Emotions by George Ancona

I’ll Fix Anthony by Judith Viorst, Illus. by Arnold Lobel

Kinda Blue by Ann Grifalconi

Oh, the Places You’ll Go! by Dr. Seuss

Scared Silly, A Book for the Brave by Marc Tolon Brown

Shake My Sillies Out by Raffi, Illus. by David Allender

Shy Charles by Rosemary Wells

Silent Lotus by Jeanne M. Lee

Somebody Called Me a Retard Today... and My Heart Felt Sad by Ellen O'Shaughnessy, Illus. by David Garner

Sometimes I Like to Be Alone by Heidi Goennel

Tell Me A Story Mama by Angela Johnson

The Dance by Richard Paul Evans, Illus. by Jonathan Linton

The Jester Has Lost His Jingle by David Saltzman

The Mud Pony by Caron Lee Cohen, Illus. by Shonto Begay

Today I Feel Silly and Other Moods by Jamie Lee Curtis, Illus. by Laura Cornell

Where the Wild Things Are by Maurice Sendak

William's Doll by Charlotte Zolotow, Illus. by William Pene Du Bois

Key Vocabulary: emotions, feelings, happy, unhappy, sad, mad, glad, excited, scared, angry, joyful, confused, nervous, shy, proud, lonely, grumpy, mean, cranky, frustrated, discouraged, encouraged

LISTEN UP

Songs about feelings

- "The Body Rock" by Greg and Steve from either Kidding Around or Kids in Motion
- "Shake My Sillies Out" by Raffi from Singable Songs for the Very Young
- "I'm in the Mood" by Raffi from Rise and Shine



**TIP**

Remember that children need a safe environment if they are expected to reveal and express emotions. Keep the experience impersonal at first. Be sensitive that in some cultures it is considered impolite or embarrassing to reveal emotions.

ARTS EXPERIENCE

Connecting to Past Experience

Introduce a variety of different emotions by holding up pictures of children showing different emotions. **How do you think this child is feeling? What is communicating that feeling?** **T**

Expressing Through Dance and Movement

Invite children to dance and create movements for a particular emotion. Present one emotion at a time. **When the music starts, show us through your body movement and facial expression that you are happy. When the music stops, hold your position and show the shape of that emotion.** Repeat the experience with another emotion.

Point out the different movements you observe and invite children to imitate them.

- Look how Michael's shoulders are drooped. Can you do that?
- See how Tonya is dragging her feet? Can you do that?

Expand the experience to include phrases that relate movement to emotions. Have children dance and move to them.

- Jump for joy
- Shake with laughter
- Droop with sadness
- Shiver in fright
- Stomp with anger

Talking About Dance and Movement

Show the pictures again. For each picture, ask children to describe how they moved to show this feeling.

Extending the Experience

- Watch television or a videotape without the sound. Have children identify emotions by the body movements.

INTRODUCING AN ARTIST WITH DISABILITIES

Heather Whitestone was crowned Miss America on September 17, 1995. During the pageant, she dazzled the audience with her inspiring and graceful ballet performance. Although she could not hear the music, she danced in perfect time and went on to become the first woman with a disability to become Miss America.

Ms. Whitestone lost her hearing when she was 18 months old when she had a very high fever. She learned to read lips as a child and learned sign language in high school. Today she is an articulate and expressive public speaker.





LEARNING LOG

Invite children to draw themselves expressing a certain emotion that resulted from a particular event, such as a birthday party or falling off a swing.

Invite them to write or dictate a sentence or a story about the picture.

Invite children to create a dance for the story.

Suggested Title: How I Felt

Being Moved By Feelings

LEARN ALONG AT HOME

Dear Family,

As a class, we read stories about different situations that made people feel a certain way. We talked about how a person's facial expression, gestures and body movement can show how that person is feeling, even without words. Children used dance and movement activities to show different feelings like happy, sad and angry.

Please talk to your child about his or her experience. Together, select and read books. Your child may want to dance the story as you read.

Talking With Your Child

Please show me how people look when they are happy, sad, angry or scared.

Ideas for Continued Learning

Select and read books from the library that highlight different emotions. Consider:

- Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst, Illus. by Ray Cruz
- Angel Child, Dragon Child by Michelle Maria Surat, Illus. by Vo-Dinh Mai
- Feelings by Alike
- How Do I Feel by Norma Simon, Illus. by Joe Lasker
- I Feel: A Picture Book of Emotions by George Ancona

- I'll Fix Anthony by Judith Viorst, Illus. by Arnold Lobel
- Kinda Blue by Ann Grifalconi
- Shake My Sillies Out by Raffi, Illus. by David Allender
- Shy Charles by Rosemary Wells
- Silent Lotus by Jeanne M. Lee
- Somebody Called Me a Retard Today... and My Heart Felt Sad by Ellen O'Shaughnessy, Illus. by David Garner
- The Dance by Richard Paul Evans, Illus. by Jonathan Linton
- The Jester Has Lost His Jingle by David Saltzman
- The Mud Pony by Caron Lee Cohen, Illus. by Shonto Begay
- Today I Feel Silly and Other Moods by Jamie Lee Curtis, Illus. by Laura Cornell
- Where the Wild Things Are by Maurice Sendak
- William's Doll by Charlotte Zolotow, Illus. by William Pene Du Bois

With your child...

Observe other people around you. Perhaps, take a walk to an area with a lot of people, like a shopping center. Notice the way they are moving and try to guess how they might be feeling. Talk about the clues you gathered to make your guess.

My Pet Friends

Exploring how different pets move

Learning Objectives

- Express thoughts and experiences about pets.
- Express feelings about a pet animal.
- Identify size, color, textures, temperament and habits of a given pet animal.
- Identify the various movements that pet animals make.
- Build vocabulary related to different kinds of pets.
- Demonstrate particular movements associated with pets, including curling up, stretching, flying, slithering, creeping, crawling, trotting, galloping, swimming, pawing, scratching.
- Create the movements of familiar pet animals.

INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for a few popular pets, and use these signs throughout the lesson.

For children with cognitive delays and emotional disabilities, have a starting and ending point for the dance/movement. Tape a large unique shape or color cutout to the floor, one for each child. This is the point where they will start and end each dance/movement.

For children with motor disabilities or physical disabilities, be prepared to suggest animals that they can successfully imitate.





TIP

Remember to vary the reading experience. Invite children to dance the story while it is being read.

READ WITH ME

Books about pets **T**

Animals Can Be Special Friends by Dorothy Chlad

Cats Do, Dogs Don't by Norma Simon

Dreams by Ezra Jack Keats

Friends by Helme Heine

Golden Bear by Ruth Young, Illus. by Rachel Isadora

Handtalk Zoo by George Ancona

Hi, Cat! by Ezra Jack Keats

Jamaica's Find by Juanita Havill

Laura Charlotte by Kathryn Galbraith

Martha Speaks by Susan Meddaugh

Martin Is Our Friend by Eveline Hasler, Illus. by Dorothea Desmarowitz

Millions of Cats by Wanda Gag

Mrs. Katz and Tush by Patricia Polacco

My Buddy by Audrey Osofsky, Illus. by Ted Rand

Our Cat, Flossie by Ruth Brown

Pet Show by Ezra Jack Keats

Pretend You're a Cat by Jean Marzolla, Illus. by Jerry Pinkney

Sam, Bangs and Moonshine by Evaline Ness

The Lion Who Had Asthma by Jonathan London, Illus. by Nadine Bernard Westcott

The Story of Nim: The Chimp Who Learned Language by Anna Michel

The Stray Dog by Mark Simont

Key Vocabulary: pet, cat, dog, bird, parakeet, fish, gerbil, snake, hamster, stretch, curl, creep, fly, slither, crawl, trot, gallop, swim, scratch.

LISTEN UP

Songs about pets

- “I Wanna Purple Kitty for My Birthday, Mom” by Charlotte Diamond from Diamonds and Dragons
- “Mister Rabbit” by either The Seeger Family from Animal Folk Songs for Children or Pete Seeger from Stories and Songs for Children
- “Doggie” by Red Grammer from Can You Sound Just Like Me?
- “Did You Feed My Cow?” by Ella Jenkins from African Folk Rhythms and You Sing a Song and I’ll Sing a Song

ARTS EXPERIENCE

Connecting to Past Experience

Encourage children to talk about the pets they have or would like to have. Ask them to describe their pets. Include size, color, the way they feel to the touch, temperament, particular likes and dislikes. **What do you like to do with your pet? How do you help take care of your pet? How can pets be friends? How can you be friends to pets and to other animals?** **T**

Expressing Through Dance and Movement

Invite children to imitate the movements of pets. **Think about the way your pet moves. How does a cat move? What about a dog, or a bird in a cage?** Have children pantomime different pet animal movements starting with their own pets. Use the children’s expression of movement to highlight various movements for the rest of the class to try.



TIP

Be sure to include children who do not have pets by having them talk about a pet they would like to have. If the majority of the class does not have a pet, use the class or school pet, such as a hamster, to initiate the discussion about the ways in which pet animals move and are cared for.



TIP

You may want to tell children a story about a pet and have them create movements to go with the story.

- Look how Javier has curled up into a ball like his cat. Can you try that?
- Kellyn is stretching out her paws and appears to be sleeping. Would you like to try that?
- Look at Jessie slinking around the room like a cat that may be trying to hide.

Continue the experience with a variety of pets. Have children walk like a dog, wag their tails and bury bones. Have children pretend to eat birdseed or flap their wings as if in a birdbath. Include horses and fish as pets. **T**

Talking About Dance and Movement

What was it like to move like your pet? In what ways do pets move differently from people? In what ways do people move like pets?

Extending the Experience

- Together, plan a Stuffed Pet Show. Have children bring in their favorite stuffed animal pets. Encourage children to introduce their “pets” and to highlight their best features. Give prize ribbons to all the pets. Celebrate the occasion with a Parade of Pets, complete with music.
- Create a Class Book about pets and the way they move. Each page could have a sentence such as: “Horses gallop” with a child’s illustration or cutout from a magazine.
- Have a pet for a day! One day may feature cats, another day, dogs, etc. Focus dance and movement, art and language arts on that particular pet. Create a page for the Class Book about that pet. After many pet days, bring out the Class Book to read and dance each page all over again.
- Invite pet owners or an animal expert from a natural science museum to visit the class with real animals. Be sure to discuss the visit with children’s families in advance. Remind all children of the importance of handling animals carefully and gently. Do not force any child to touch or be near an animal.

LEARNING LOG

Invite children to draw a picture of their pet or a pet they would like to have.
Add the name of the pet or a descriptive sentence about the pet.

Suggested Title: My Pet



My Pet Friends

LEARN ALONG AT HOME

Dear Family,

As a class, we read stories about pets and imitated the movements of different kinds of pets. The vocabulary we used to describe our movements included action words such as stretch, curl, creep, fly, slither, crawl, trot, gallop, swim and scratch.

Does your family have a pet or do you have friends with pets? Talk to your child about the movements pets make, and perhaps read together or write stories about pets.

Talking With Your Child

Please show me how you moved to imitate a pet animal. How does a pet show affection for the person who cares for it?

If you could have any pet you wanted, what would that be? How would that pet move? Please show me the movements.

How do a fish, a bird and a horse move?

Ideas for Continued Learning

Select and read books from the library about pets. Consider:

- Animals Can Be Special Friends by Dorothy Chlad
- Cats Do, Dogs Don't by Norma Simon
- Dreams by Ezra Jack Keats
- Friends by Helme Heine

- Golden Bear by Ruth Young, Illus. by Rachel Isadora
- Handtalk Zoo by George Ancona
- Hi, Cat! by Ezra Jack Keats
- Jamaica's Find by Juanita Havill
- Laura Charlotte by Kathryn Galbraith
- Martha Speaks by Susan Meddaugh
- Martin Is Our Friend by Eveline Hasler, Illus. by Dorothea Desmarowitz
- Millions of Cats by Wanda Gag
- Mrs. Katz and Tush by Patricia Polacco
- My Buddy by Audrey Osofsky, Illus. by Ted Rand
- Our Cat, Flossie by Ruth Brown
- Pet Show by Ezra Jack Keats
- Pretend You're a Cat by Jean Marzolla, Illus. by Jerry Pinkney
- Sam, Bangs and Moonshine by Evaline Ness
- The Lion Who Had Asthma by Jonathan London, Illus. by Nadine Bernard Westcott
- The Story of Nim: The Chimp Who Learned Language by Anna Michel
- The Stray Dog by Mark Simont

With your child...

Write and illustrate a story about your pet, a pet you or your child would like to have or a stuffed animal pet. Include photographs. Have your child bring it to school to share with the class. If you have access to the Internet, you can buy the Illustory Kit from Creations By You. Go to www.creationsbyyou.com for more information.

Now We Are Cooking

Creating a dance

Learning Objectives

- Demonstrate cooperation and interaction with others.
- Build vocabulary about cooking.
- Identify possible ingredients for soups.
- Create movements that simulate bubbling and stirring.

INCLUDING ALL CHILDREN

Teach children the American Sign Language sign for “soup,” and use the sign throughout the lesson.

For children with significant physical disabilities, consider moving the child’s limbs in a therapeutic way that has been taught by the child’s family or therapist. Although some children cannot “get up and dance,” each child can participate in his or her own unique way.

For children with cognitive disabilities, pair them with children by having two carrots, two potatoes and so on. If any child does not understand the idea of “dancing” the way the soup is made, he or she will have an example to follow.





TIP

Remember you can have children make movements to accompany the story as you read it.

READ WITH ME

Books related to cooking **T**

[A Very Special Critter](#) by Gina Mayer

[Bread and Jam for Frances](#) by Russell Hoban, Illus. by Lillian Hoban

[Chicken Soup with Rice](#) by Maurice Sendak

[Curious George Bakes a Cake](#) by Margaret and H. A. Rey

[Daddy Makes the Best Spaghetti](#) by Anna Grossnickel Hines

[Dumpling Soup](#) by Jama Kim Rattigan, Illus. by Lillian Hsu-Flanders

[Everybody Cooks Rice](#) by Norah Dooley, Illus. by Peter Thornton

[From Fruit to Jam](#) by Ali Mitgutsch

[George and Martha](#) by Edward Marshall, Illus. by James Marshall

[I Like a Snack on an Iceberg](#) by Iris Hiskey Arno, Illus. by John Sanford

[In The Night Kitchen](#) by Maurice Sendak

[Jake Baked the Cake](#) by B. G. Hennessy, Illus. by Mary Morgan

[Oliver's High Five](#) by Beverly Swerdlow Brown

[Sofie's Role](#) by Amy Heath, Illus. by Sheila Hamanaka

[Stone Soup](#) by Ann McGovern, Illus. by Winslow Pinney Pels

[Strega Nona](#) by Tomie dePaola

[The Magic Porridge Pot](#) by Paul Galdone

[The Popcorn Book](#) by Tomie dePaola

[The Talking Pot](#) by Virginia Haviland, Illus. by Melissa Sweet

[Vegetable Soup](#) by Jeanne Modesitt, Illus. by Robin Spowart

Key Vocabulary: soup, cook, cooking, chop, mix, stir, boil, pot, bowl

LISTEN UP

Songs about food

- “I Am a Pizza” by either Charlotte Diamond from 10 Carrot Diamond or by Peter Alsop from Wha’d’ya Wanna Do?
- “The Ooh Ooh Song” by Cathy Block from Timeless
- “Spaghetti Legs” by Jim Gill from The Sneezing Song and Other Contagious Tunes

ARTS EXPERIENCE

Connecting to Past Experience

Encourage children to recall soups and/or stews with multiple ingredients. What is your favorite soup? Are there vegetables in the soup? What is in the soup? Did you ever have stew that was cooked on the stove? What was in the stew? How does food change when it is cooked? **T**

Expressing Through Dance and Movement

Invite children to take part in “Grandma’s (or Grandpa’s) Soup.” Children sit in a large circle. Invite one child at a time to become an ingredient for the soup, such as a carrot, a piece of celery or a potato. What would you like to be in Grandma’s soup? The teacher plays the role of “Grandma” or “Grandpa.”

- Grandma turns on the heat and stirs.
- Children wiggle and shake, still seated in their places.
- Grandma hears the telephone and must leave for a minute. She turns her back.
- This is magic soup. All the ingredients (children) get up and dance.
- Grandma returns. **Get back into the pot, you silly soup!**
- Children quickly sit down. Grandma goes back to stirring the soup.



TIP

Adjust the discussion to your locale and population.



- Grandma is distracted again and turns her back.
- The ingredients get up and dance.
- Grandma returns. **Get back into the pot, you silly soup!**
- And so on until the soup is fully cooked and Grandma turns off the heat.

Talking About Dance and Movement

Tell us about your dance. What ingredient were you? What movements did you make? How did you change as you were “cooked”? Can you dance a vegetable starting off hard then getting softer and softer as it is cooked?

Extending the Experience

- Talk about the qualities of each ingredient that would go in a pot of soup or stew. What color is a carrot? How would you describe its shape? Is it soft or hard? Is it good for you? How does it help you grow and be healthy? What is your favorite ingredient?
- Cook a pot of soup. As a class, create a recipe, gather the ingredients and cook on a hot plate.
- Relate the soup to eating and what food does inside the body. Dance this process: food is chewed in the mouth, and swallowed, then travels down the esophagus, and is churned in the stomach where vitamins and minerals go to the blood and muscles making us strong and healthy; the rest of the food then goes to the intestines where more vitamins are absorbed in the blood.
- Invite a guest to share a soup recipe representative of a specific culture. Together, make the soup for the class to sample.

LEARNING LOG

Invite children to draw pictures of Grandma’s Soup. Label the ingredients.

Suggested Title: Grandma’s or Grandpa’s Soup

Now We Are Cooking

LEARN ALONG AT HOME

Dear Family,

As part of our dance and movement activities, we read books about cooking and talked about our favorite soups and stews. We discussed how foods change when they are cooked. And then children created a dance entitled “Grandma’s Soup.”

Please talk to your child about the experience; read a book that relates to cooking, and perhaps together make your own soup.

Talking With Your Child

What is Grandma’s Soup? What ingredient were you? What did you do? Please show me your dance.

Ideas for Continued Learning

Select and read books from the library. Consider:

- [A Very Special Critter](#) by Gina Mayer
- [Bread and Jam for Frances](#) by Russell Hoban, Illus. by Lillian Hoban
- [Chicken Soup with Rice](#) by Maurice Sendak
- [Curious George Bakes a Cake](#) by Margaret and H. A. Rey
- [Daddy Makes the Best Spaghetti](#) by Anna Grossnickel Hines
- [Dumpling Soup](#) by Jama Kim Rattigan, Illus. by Lillian Hsu-Flanders

- [Everybody Cooks Rice](#) by Norah Dooley, Illus. by Peter Thornton
- [From Fruit to Jam](#) by Ali Mitgutsch
- [George and Martha](#) by Edward Marshall, Illus. by James Marshall
- [I Like a Snack on an Iceberg](#) by Iris Hiskey Arno, Illus. by John Sanford
- [In The Night Kitchen](#) by Maurice Sendak
- [Jake Baked the Cake](#) by B. G. Hennessy, Illus. by Mary Morgan
- [Oliver’s High Five](#) by Beverly Swerdlow Brown
- [Sofie’s Role](#) by Amy Heath, Illus. by Sheila Hamanaka
- [Stone Soup](#) by Ann McGovern, Illus. by Winslow Pinney Pels
- [Strega Nona](#) by Tomie dePaola
- [The Magic Porridge Pot](#) by Paul Galdone
- [The Popcorn Book](#) by Tomie dePaola
- [The Talking Pot](#) by Virginia Haviland, Illus. by Melissa Sweet
- [Vegetable Soup](#) by Jeanne Modesitt, Illus. by Robin Spowart

With your child...

Select a favorite recipe, read it together, and create the dish for friends and/or the family.

Create your own soup. Start with broth and select vegetables and/or other ingredients to add to it. As you chop, add and stir in the ingredients, have your child dance each step for each ingredient. Better yet, dance together!

Name Song

Tapping a rhythm and chanting

Learning Objectives

- Recognize one's name as being unique and special.
- Identify name in writing.
- Build vocabulary related to rhythm and pattern in music.
- Demonstrate tapping to a strong rhythmic beat.
- Create a rhythmic pattern using one's name.

Materials

Optional: A few percussion instruments

INCLUDING ALL CHILDREN

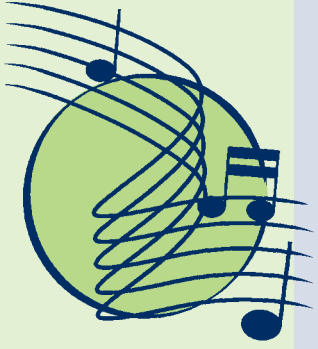
Teach children the American Sign Language sign for “name,” and use it throughout the activity.

For children who are deaf or have hearing disabilities, remember that they can still enjoy and learn from music. Face children with hearing disabilities and drum out the rhythm on a drum in their view so they can follow along. Invite them to feel the drum.

Children who are deaf may prefer to follow along to a beat that is stomped on the floor so they can feel it.

Write out the words and phrases of songs on the chalkboard or easel pad. Use pictures to illustrate the story.





TIP

Be sure you vary the speed of the beat for all children if you vary it for one, so as not to isolate a child with speech and language disabilities.

For children with speech and language disabilities, know that they may have difficulty with this activity. Vary the speed of the tapping that accompanies the children's names, so that the beat is slower and easier to follow. ■

For children with physical disabilities, be prepared to suggest a way they can feel successful as they tap the rhythm of their names.

READ WITH ME

Books that involve a child's name

[A, My Name Is Alice](#) by Jane Bayer, Illus. by Steven Kellogg

[Dawn](#) by Molly Garrett Bang

[I See Rhythm](#) by Toyomi Igus, Illus. by Michele Wood

[It's Just Me, Emily](#) by Anna Grossnickle Hines

[Odd Velvet](#) by Mary E. Whitcomb, Illus. by Tara Calahan King

[Say Hello, Vanessa](#) by Marjorie Winman Sharmat

[There's An Ant in Anthony](#) by Bernard Most

[Where Is Ben?](#) by Marisabina Russo

[You Can Call Me Willy: A Story for Children About AIDS](#) by Joan C. Verneiro

Key Vocabulary: name, beat, rhythm

LISTEN UP

Songs about names

- "Say Hi" by Red Grammer from [Teaching Peace](#)
- "Mary Wore a Red Dress" by either Raffi from [Rise and Shine](#) or Peggy and Mike Seeger from [American Folk Songs for Children](#)

ARTS EXPERIENCE

Getting Started

Display children's names throughout the classroom on desks or tables, the chalkboard, storage bins, coat racks, etc.

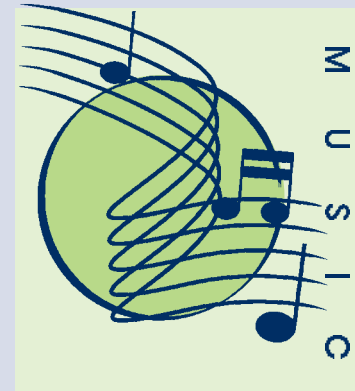
Connecting to Past Experience

Invite children to feel the rhythm. Have children sit in a circle. Start with a slow, soft knee pat and chant. **Feel the beat on your knees, on your knees, on your knees.** Repeat with other parts of the body, like chest, head or cheeks. Move to **Feel the beat in the air, in the air, in the air.** Make the last move to **Feel the beat in your hands, in your hands, in your hands.** Repeat each line several times before moving on to a new body part. **T T**

Expressing Through Music

Invite children to chant the Name Chant. **Let's feel the beat of our names on our knees.**

- Give an example. **Bob-bie, Bob-bie, Bob-bie, Bob-bie** as you pat out the rhythm on your knees.
- Ask for volunteers to chant their names while others listen.
- Go around the circle chanting each child's name in turn. Invite children to join in. Pause for a moment between each child's name.
- Go around the circle a second time, this time not pausing between names so that all the children's names form a continuous chant and the rhythm keeps going.

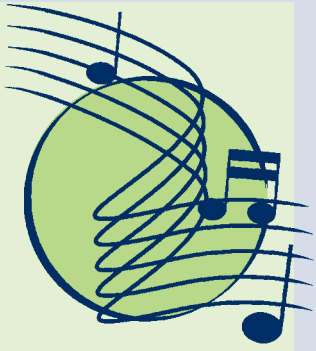


TIP

You may want to add a soft hand drumbeat.

TIP

Repeat this activity many times. Incorporate it into circle time and whenever children need a change of pace.



Talking About Music

What did you like about the Name Chant? Who has a name with a single beat? Who has a name with several beats to it?

Discuss where accents fall in each name and help children compare differences; for example, Tok'ma vs. A'li'ci'a.

Extending the Experience

- Conduct a name hunt. Place tagboard cards with children's names randomly around the classroom. Have children find their names.
- Listen to or learn songs related to names:
 - "Mary Wore a Red Dress" by Ruth Seeger from American Folk Songs for Children. Substitute the children's names and clothing: **Susie wore a blue dress; Derek wore a white shirt**
 - "Who Stole the Cookies from the Cookie Jar"
 - "Willoughby Walloughby Woo" by Raffi from Singable Songs for the Very Young
 - "Everybody Eats When They Come to My House" by Sharon, Lois and Bram from Happy Birthday
 - "The Name Game" by Joanie Bartels from Sillytime Magic
- Tape record children chanting their names. Have the recording available in the listening center.
- Create name puzzles for each child. Cut pieces of one color of construction paper into squares. For each child write each letter of his or her name on a square, one letter per square. Place the lettered squares into an envelope labeled with the child's name. One name = one color. Have children put their name puzzles together. Younger children may need help with this.
- Create a class chart of names and beats (or syllables). Divide an easel pad into columns labeled 1 Beat, 2 Beats, 3 Beats, 4 Beats. As a class, list each child's name in the appropriate column.

INTRODUCING AN ARTIST WITH DISABILITIES

Ludwig van Beethoven was a composer who was born in Bonn, Germany, in 1770. He grew up studying piano and writing music.

In 1792, when he was 22, Beethoven began to notice he was losing his hearing. He wrote his most famous piece, the Fifth Symphony, to emphatically show that he was not going to stop writing music even with his hearing loss.

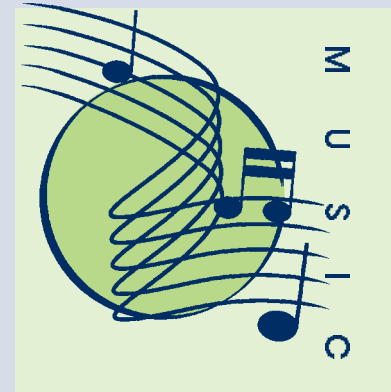
Gradually over the next 25 years he continued to lose his hearing until he was completely deaf. He then relied on conversation books as a way for people to “talk” to him. Conversation books are notebooks in which Beethoven and his friends wrote notes back and forth to each other.

Beethoven continued to write music until his death in 1827.

LEARNING LOG

Invite the children to write their name and then decorate it or draw a picture all around it. If appropriate, have them indicate the number of beats or syllables in their names.

Suggested Title: My Name Is _____



Name Song

LEARN ALONG AT HOME

Dear Family,

During our music activity, we tapped out the rhythm of our names. We learned about rhythm, as well as how many beats are in our names.

Please talk to your child about the experience and select one of the books to read or other activities to continue learning at home.

Talking With Your Child

Please show me how you tap out the rhythm of your name.

Together, tap out the beat of your name and the names of other family members and friends on your knees.

Ideas for Continued Learning

Select and read books from the library. Consider:

- [A, My Name Is Alice](#) by Jane Bayer, Illus. by Steven Kellogg
- [Dawn](#) by Molly Garrett Bang
- [I See Rhythm](#) by Toyomi Igus, Illus. by Michele Wood

- [It's Just Me, Emily](#) by Anna Grossnickle Hines
- [Odd Velvet](#) by Mary E. Whitcomb, Illus. by Tara Calahan King
- [Say Hello, Vanessa](#) by Marjorie Winman Sharmat
- [There's An Ant in Anthony](#) by Bernard Most
- [Where Is Ben?](#) by Marisabina Russo
- [You Can Call Me Willy: A Story for Children About AIDS](#) by Joan C. Verneiro

With your child...

Listen to music together and tap out the beat.

Think of an unusual word that has four or five beats. You may need to use a dictionary. Write the word on a piece of paper and, if appropriate, have your child draw a picture of it. Have your child bring this word to school to display on our Big Words Board. An example of a “big word” is **metamorphosis**.

Chant and clap the names of family members.

Moods and Feelings

Recognizing various moods in response to different musical selections

Refer to the lessons about moods and feelings “My Feelings” and “Being Moved By Feelings” in this section

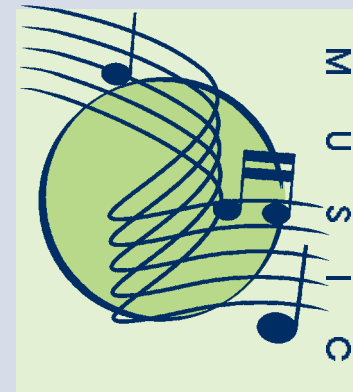
Learning Objectives

- Express thoughts and feelings in response to a given musical piece.
- Identify personal experiences that evoke a particular emotion.
- Build vocabulary related to different feelings.
- Identify various sound qualities, such as loud, soft, sharp, smooth.
- Demonstrate listening skills.
- Create mind images in response to a given musical piece.

Materials

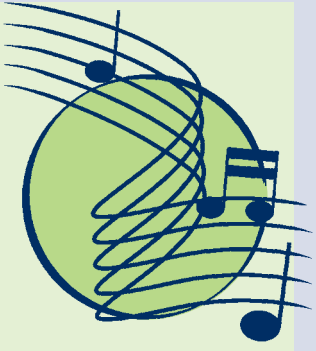
A record, tape or CD player

A selection of music and songs that clearly express various moods such as: Relax, Daydream and Draw from The Mozart Effect; Baby Beethoven from Baby Einstein; and A Gentle African Journey from Baby Tuner International Baby **T**



TIP

Have your music specialist help pick out music selections if you have trouble finding the choices listed here.



INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “happy,” “sad” and “sleepy,” and use these signs throughout the lesson.

For children with hearing disabilities, remember that they may require their sight in order to follow along with the activity. Having children close their eyes or even dimming the lights too low may inhibit or even prevent their participation. Invite them to sit close to the speakers so that perhaps they can feel the vibration as the music is being played.

READ WITH ME

Books about different moods

[A Cane in Her Hand](#) by Ada Bassett Litchfield

[A Very Special Sister](#) by Dorothy Levi, Illus. by Ethel Gold

[Eukee, The Jumpy Jumpy Elephant](#) by Clifford L. Corman and Esther Trevino,
Illus. by Richard Dimatteo

[Father and Son](#) by Denize Lauture

[Feelings](#) by Joanne Brisson Murphy, Illus. by Heather Collins

[How Do I Feel](#) by Norma Simon, Illus. by Joe Lasker

[Hush Little Baby](#) by Alike

[Miss Spider’s Tea Party](#) by David Kirk

[Northern Lullaby](#) by Nancy White Carlstrom, Illus. by Leo and Diane Dillon

[One of Three](#) by Angela Johnson, Illus. by David Simon

[Silent Lotus](#) by Jeanne M. Lee

[The Jester Has Lost His Jingle](#) by David Saltzman

Key Vocabulary: mood, feelings, sleepy, sad, scared, excited, angry, happy, Braille

LISTEN UP

Songs related to moods and feelings

- “If You’re Happy” by Tickle Toon Typhoon from Hug the Earth (this can be found on other recordings as well)
- “Where Are My Feelings” by Cathy Fink and Marcy Marxer from Help Yourself
- “Cuando estoy triste (When I am Sad)” by Suni Paz from Canciones para el recreo (Songs for the Playground)

ARTS EXPERIENCE

Getting Started

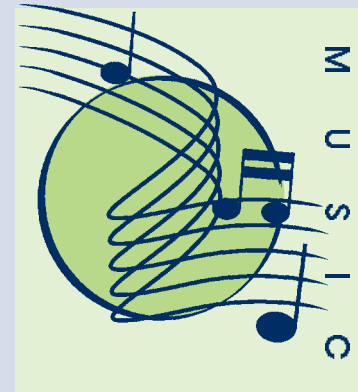
In planning this lesson, consider organizing it as a series of mini lessons, playing one or two selections each time or having a musical section of the day.

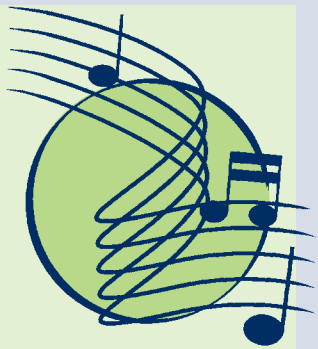
Connecting to Past Experience

Encourage children to share experiences that make them feel sleepy, sad, scared, excited, angry, happy, etc.

Introduce music as a means to create a mood or a feeling. **What kinds of songs are played, or sung, to babies to help them fall asleep? What kinds of songs are played at sports events? Why?**

Demonstrate by playing a lullaby and an energetic musical piece.





TIP

Remember to listen for and discuss one quality at a time.

Expressing Through Music

Prepare for listening. Have children lie on the floor or put their heads down on their tables. Create a chant that gives directions but also sets the mood; for instance: **now close your eyes and close your mouths, but open your ears, open your ears, open your ears** (fading into a whisper).

Play the selection. If the music is from another country, tell the children where it is from. Talk about the mood it created, and then play a contrasting selection. Have children identify when the music was fast, slow, strong, light, loud, soft, sharp or smooth. **T**

Talking About Music

What pictures did the music make in your mind? What mood or feelings did it create?

Extending the Experience

- Learn the song, “If You’re Happy and You Know It” by Greg and Steve from We All Live Together, or by Tickle Tune Typhoon from Hug the Earth or a song from other recordings mentioned in the lesson.
- Create masks showing different feelings. Provide a selection of paper plates of different colors, markers, yarn, construction paper scraps and ribbon. Precut the eyeholes. Have children design a two-sided mask depicting one mood or feeling on one side and another feeling on the other side. Incorporate the masks with the musical selections. If masks are stapled to cardboard strips or tongue depressors, then children can turn the masks to change the expression of feeling.
- Study masks from African, Native American, Asian and South American cultures. Notice the expressions and find out how the masks and music were used in various ceremonies

INTRODUCING AN ARTIST WITH A DISABILITY

Ray Charles was born in Albany, Georgia, on September 23, 1930. From the age of four onward, he gradually lost his sight, until at the age of seven he was completely blind. He was enrolled in the St. Augustine School for the Deaf and Blind where he learned classical piano and music composition in Braille.

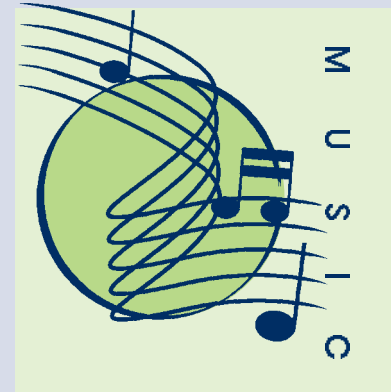
When Mr. Charles was only sixteen, his mother died, and he set out on the road to become a professional musician. Mr. Charles is now a famous musician and has received both the Kennedy Center Honors and National Academy of Recording Arts and Sciences Lifetime Achievement Award. He was inducted into the Halls of Fame for Rhythm & Blues, Jazz, and Rock & Roll, and he has won twelve Grammy Awards.

Mr. Charles has said of his blindness: "Being blind was...an aid. I never learned to stop at the skin. Music was one of my parts. Like my blood. It was a force already with me when I arrived on the scene. It was a necessity for me – like food or water. Music is nothing separate from me. It is me."

LEARNING LOG

Have children draw freely as they listen to music.

Suggested Title: How Music Makes Me Feel



Moods and Feelings

LEARN ALONG AT HOME

Dear Family,

During our music activity, we listened to different music selections and talked about how different selections of music made us feel. We learned how various rhythms used in music can influence our emotions.

Please talk to your child about his or her experience. Together, select a book to read. What if the two of you sang the story instead of simply reading it?

Talking With Your Child

Tell me about the music you listened to in class. How did it make you feel?

What did the music make you think about when you were listening to it?

Ideas for Continued Learning

Select and read books from the library. Consider:

- A Cane in Her Hand by Ada Bassett Litchfield
- A Very Special Sister by Dorothy Levi, Illus. by Ethel Gold
- Eukee, The Jumpy Jumpy Elephant by Clifford L. Corman and Esther Trevino, Illus. by Richard Dimatteo
- Father and Son by Denize Lature

- Feelings by Joanne Brisson Murphy, Illus. by Heather Collins
- How Do I Feel by Norma Simon, Illus. by Joe Lasker
- Hush Little Baby by Alike
- Miss Spider's Tea Party by David Kirk
- Northern Lullaby by Nancy White Carlstrom, Illus. by Leo and Diane Dillon
- One of Three by Angela Johnson, Illus. by David Simon
- Silent Lotus by Jeanne M. Lee
- The Jester Has Lost His Jingle by David Saltzman

With your child...

Talk about the book you read. Talk about the feelings or the character or how the story made you or your child feel. Ask your child: **What kind of music do you think would go well with this book?**

Listen to music and talk about words that describe the piece. **Could the music be described as bouncy, happy, sad, lazy, sleepy, scary, etc.?**

During a television program or a movie that has music playing in the background, ask your child to close his or her eyes and listen to the music. **What feeling do you think this music is trying to give us? Do you think it is trying to make the audience feel scared or happy?**

Music From Many Places

Expanding awareness by experiencing music from a variety of cultures

Learning Objectives

- Express thoughts, feelings and preferences about different musical selections.
- Experiencing many different sounds from different cultures
- Recognize that music is part of all cultural heritages.
- Recognize the music of one's own heritage.
- Build vocabulary related to music from different parts of the world.
- Demonstrate listening skills and a focus on the music.

Materials

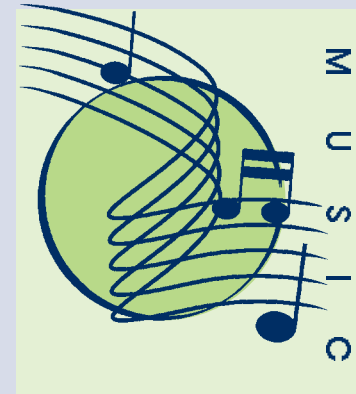
Record, tape or CD player

Pictures of instruments, or people playing instruments, from other cultures, if available

Actual instruments, such as an African drum

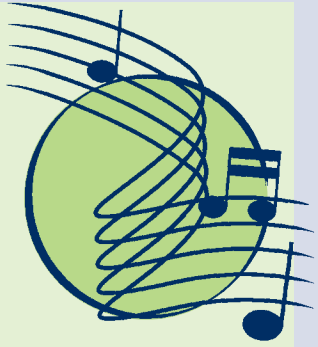
A selection of recordings representing many countries and cultures: **T**

- "Ise Oluwa" (Yorba) or "Tama Tama" (Guinea) by Sweet Honey in the Rock from Family Folk Festival
- "She She Ko Le" (Nigeria) by Sarah Pirtel from The Wind Is Telling Secrets
- "Sa Ntima" (Congo) from Putumayo Presents Africa
- "Chirri Bim" (Chasidic) by Sharon, Lois and Bram from Smorgasbord



TIP

Your music specialist may be able to suggest other recordings that will work too.



TIP

Ella Jenkins recordings have songs from many countries and are exceptionally easy to sing along with.

- “An Arabic Chant that Means Welcome” by Ella Jenkins from Call and Response
- “La Bamba” by Red Grammer from Favorite Sing Along Songs or by Jose-Luis Orozco from Lirica Infanatil
- “Frere Jaques” or “Sur Le Pont D’Avignon” (French) by Raffi from Corner Grocery Store
- “Haru Ga Kiti” (Japanese) by Raffi from Everything Grows
- “Sto Lat” (Polish) by Sharon, Lois and Bram from Happy Birthday
- “May There Always Be Sunshine” (Russian) by Charlotte Diamond from Ten Carrot Diamond or by Sarah Pirtle from Two Hands Hold the Earth or by Lisa Monet from Jump Down or by Raffi from Raffi On Broadway
- “Greetings in Many Languages” and many other selections by Ella Jenkins from Multicultural Children’s Songs **T**
- “Arroz con Leche” and many other selections by El Lobo from Songs and Games of Latin America
- “Jim Crack Corn” and many other selections by Peggy and Mike Seeger from American Folk Songs for Children

Collections of music from many countries by various artists:

- A Child’s Celebration of the World. Music For Little People, 1998.
- Family Folk Festival. Music For Little People, 1994.
- World Music for Little Ears. Ellipsis Arts, 2000.

INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “music” and “world,” and use these signs throughout the activity.

For all children and children with cognitive disabilities, complement the multicultural music with pictures of people from different cultures, examples of clothing, samples of food.

READ WITH ME

Books highlighting cultural practices and traditions

Babushka by Charles Mikolaycak

Dance, Sing, Remember: A Celebration of Jewish Holidays by Leslie Kimmelman, Illus. by Ora Eitan

Dancing with the Indians by Angela Shelf Medearis, Illus. by Samuel Byrd

Dream Wolf by Paul Goble

Duke Ellington by Andrea Davis Pinkney, Illus. by Brian Pinkney

Follow the Drinking Gourd by Jeanette Winter

Grandfather Tang’s Stories by Ann Tompert

In the Time of the Drums by Kim L. Siegelson, Illus. by Brian Pinkney

Knots on a Counting Rope by Bill Martin, Jr. and John Archambault, Illus. by Ted Rand

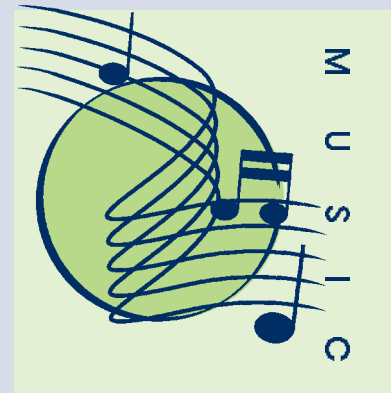
Kofi and His Magic by Maya Angelou, Photos by Margaret Courtney-Clarke

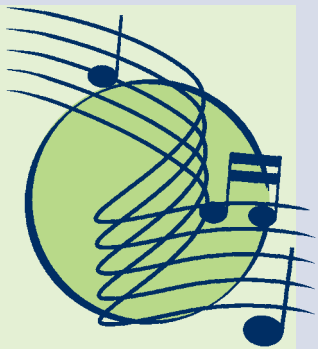
Lon Po Po: A Little Red Riding Hood Story from China by Ed Young

Making Magic Windows by Carmen Lomas Garza

Mary McLean and the St. Patrick’s Day Parade by Steven Kroll, Illus. by Michael Dooling

My Grandmother’s Journey by John Cech, Illus. by Sharon McGinley-Nally





Nine-in-One Grr! by Blia Xiong, Illus. by Cathy Spagnoli
On the Pampas by Maria Brusca
Osa's Pride by Ann Grifalconi
Pablo Remembers: The Fiesta of the Day of the Dead by George Ancona
Pedro and the Monkey by Robert D. San Souci, Illus. by Michael Hays
People by Peter Spier
Silent Lotus by Jeanne M. Lee
The Legend of the Indian Paintbrush by Tomie dePaola
The Legend of the White Buffalo Woman by Paul Goble
Tonight is Carnival by Arthur Dorros

ARTS EXPERIENCE

Getting Started

In planning this lesson, expand beyond the cultural make-up of your class by offering a broad selection of music from as many different cultures as possible.

Connecting to Past Experience

Introduce music as a part of everyone's lives.

Because people come from a variety of different parts of the world – some live nearby and some live far away – we have music that originates from a variety of different places. The words in the songs often tell us about the people and how they live.

What kinds of music do you and your family like? List responses on an easel pad or the chalkboard.

Expressing Through Music

Expand children’s awareness by playing musical selections from different cultures. Use the suggested recordings in a variety of ways – for listening, clapping along, singing, chanting and moving so that the experience fully engages the children.

Look for songs in different languages that have easy words or chorus sing-along possibilities so that the children can join in.

If possible, read a translation of the words that are in other languages.

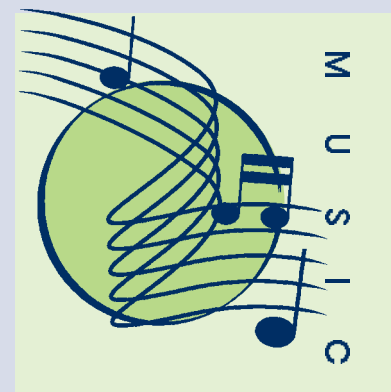
When songs come from other countries but are in English, have children listen for words and clues that tell about the culture from which the song comes. **T**

Talking about Music

What was your favorite song? What did you like about it? Was it soft or loud? Did you hear any words that are new to us? Did it tell us something about people in other parts of the world?

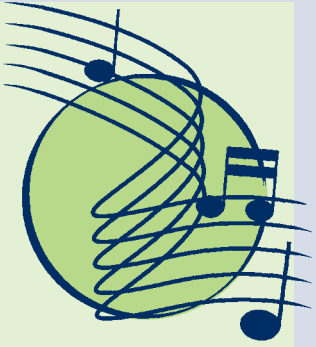
Extending the Experience

- Teach playground games, jumprope rhymes, finger plays or circle dances from different regions or countries.
- Play and sing songs that celebrate diversity such as:
 - “Family Under One Sky” by Ruth Pelham from Under One Sky or by Bill Harley from 50 Ways to Fool Your Mother
 - “Brothers and Sisters” by Red Grammer from Down the Do-Re-Mi
 - “One World” or “Part of the Family” by Louis LaFond from One World
 - “To Everyone in All the World” by Raffi from Baby Beluga



TIP

Rather than playing a lot of songs at one time, introduce new songs over several sessions so children can focus on the new styles and sounds, one or two at a time.



INTRODUCING AN ARTIST WITH A DISABILITY

Joseph Henry Sharp was of European heritage. He was born in Bridgeport, Ohio, in 1859. His introduction to people from another culture came when he was six years old. He met some Native American boys and was impressed with their bow and arrow skills.

Swimming and fishing were Sharp's favorite activities, but he almost drowned three times and became deaf as a result of the third near-drowning. He learned to lip-read and also carried a small pad and pencil with him wherever he went.

As he became older, still fascinated with getting to know Native Americans, he began to paint pictures of them. The color of their costumes and splendor of their dances intrigued him.

Throughout his life, Mr. Sharp painted all aspects of Native American life. His paintings show the culture, heritage and traditions of many Native American tribes.

LEARNING LOG

Invite children to draw, write or dictate a story about their experience with hearing music and learning about different cultures.

Suggested Title: Music From Many Places

Music From Many Places

LEARN ALONG AT HOME

Dear Family,

Music comes from so many different places! During our music activities we read stories, listened to and sang songs from different cultures and countries. Please talk to your child about the experience and select some of the ideas for continuing the learning at home.

Talking With Your Child

What was your favorite song? What culture or country does it come from? Would you sing it or hum it for me?

Ideas for Continued Learning

Select and read books from the library about music and different cultures. Consider:

- Babushka by Charles Mikolaycak
- Dance, Sing, Remember: A Celebration of Jewish Holidays by Leslie Kimmelman, Illus. by Ora Eitan
- Dancing with the Indians by Angela Shelf Medearis, Illus. by Samuel Byrd
- Duke Ellington by Andrea Davis Pinkney, Illus. by Brian Pinkney
- Follow the Drinking Gourd by Jeanette Winter
- Grandfather Tang's Stories by Ann Tompert
- In the Time of the Drums by Kim L. Siegelson, Illus. by Brian Pinkney
- Knots on a Counting Rope by Bill Martin, Jr. and John Archambault, Illus. by Ted Rand
- Lon Po Po: A Little Red Riding Hood Story from China by Ed Young
- Mary McLean and the St. Patrick's Day Parade by Steven Kroll, Illus. by Michael Dooling

- My Grandmother's Journey by John Cech, Illus. by Sharon McGinley-Nally
- Nine-in-One Grr! by Blia Xiong, Illus. by Cathy Spagnoli
- On the Pampas by Maria Brusca
- Osa's Pride by Ann Grifalconi
- Pablo Remembers: The Fiesta of the Day of the Dead by George Ancona
- Pedro and the Monkey by Robert D. San Souci, Illus. by Michael Hays
- Silent Lotus by Jeanne M. Lee
- The Legend of the Indian Paintbrush by Tomie dePaola
- The Legend of the White Buffalo Woman by Paul Goble
- Tonight is Carnival by Arthur Dorros

With your child...

Talk about your family culture and your family history. Tell your child the country (or countries) that your ancestors came from. Play music from those countries and encourage your child to share the music with the class.

Option: Talk with your child about a country or culture in which you are interested. Listen to music from that culture.

Get together with neighbors or friends who have a cultural heritage different than yours. Talk about your cultures, particularly the music you enjoy.

ARTS VOCABULARY

Culture – the music, dress, customs, traditions, food, language, religion, beliefs and values that make up one's heritage.

Playing Our Own Instruments

Creating a circle of sound

Learning Objectives

- Express thoughts and experiences about playing instruments.
- Build vocabulary about music and musical instruments.
- Identify a variety of rhythm instruments.
- Demonstrate care and respect for rhythm instruments.
- Demonstrate cooperation in playing instruments with others.
- Create a circle of sound by setting silence and playing instruments. **T**

Materials

Suggested instruments, although others could be substituted:

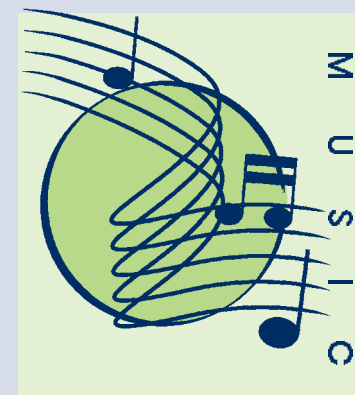
- | | |
|-----------------|---------------|
| ■ Xylophones | ■ Rain sticks |
| ■ Drums | ■ Cymbals |
| ■ Triangles | ■ Wind chimes |
| ■ Wooden sticks | ■ Bells |

INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “quiet,” “wait” and “listen,” and use these signs throughout the lesson.

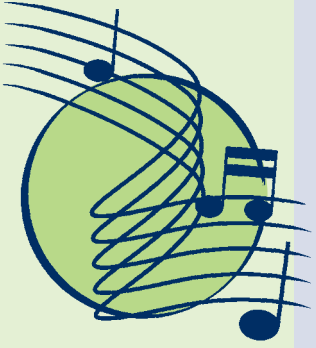
For children with hearing disabilities, as with all children, make sure they are looking at you and you have their attention before giving instructions.

For children with physical disabilities, plan ahead for how they can participate in this activity. Be sure to have available various instruments that can be played with one hand and/or with little movement.



TIP

A circle of sound could be created with many different kinds of instruments. Refer to “I Love A Parade” from the How I Go From Here to There section, and “Instruments Around Us” in The World Around Me section for instructions on making and using instruments.



READ WITH ME

Books that feature different musical instruments

Abiyoyo by Pete Seeger, Illus. by Michael Hays

Apartment 3 by Ezra Jack Keats

Ben's Trumpet by Rachel Isadora

Charlie Parker Played Bebop by Chris Raschka

Dance at Grandpa's by Laura Ingalls Wilder, Illus. by Renee Graf

I Make Music by Eloise Greenfield, Illus. by Jan Spivey Gilchrist

I See The Rhythm by Toyomi Igus, Illus. by Michele Wood

London Bridge Is Falling Down by Ed Emberley

Mama Don't Allow by Thacher Hurd

Music Over Manhattan by Mark Karlins, Illus. by Jack E. Davis

Skip To My Lou by Nadine Bernard Westzolt

This Old Man by Carol Jones

Thump, Thump, Rat-a-Tat-Tat by Gene Baer, Illus. by Lois Ehlert

Ty's One-Man Band by Mildred Pitts Walter

Zin! Zin! Zin! A Violin by Lloyd Moss

Key Vocabulary: rhythm, clap, instruments, conductor, band, orchestra, compose

LISTEN UP

Songs about playing instruments

- "The Kitchen Percussion Song" by the Chenille Sisters from 1-2-3 for Kids
- "Play My Drum" by Paul Strausman from Camels, Cats and Rainbows
- "Guitar Box Band" by Ruth Pelham from Under One Sky

ARTS EXPERIENCE

Getting Started

To avoid chaos, treat the homemade rhythm instruments as “real instruments.” Introduce them in a way that encourages real listening and expressive playing, such as the following ritual:

- Take the instruments out of their box carefully, one at a time.
- Lay them on a rectangle of fabric. This is the resting area for the instruments, or the “magic music rug.” This is where they are quiet and safe.
- Have children pick up their instruments from the rug carefully, holding them properly and taking care that they don’t make sounds until it is time to play. Children are “babysitters” or caregivers for their instruments.
- Once back at their places, have children place their instruments in front of them so the instruments don’t make a sound until the conductor signals the child’s turn to perform.
- When the performance is over, the ritual is reversed. **T**

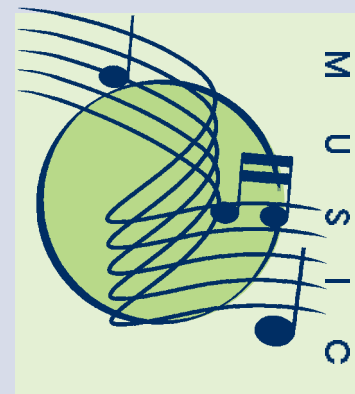
Connecting to Past Experience

Capture attention by being a bit mysterious. We are going to create a circle of sound with our instruments.

Expressing Through Music

Invite children to create a circle of sound. Describe how a circle of sound is created:

- We will all sit in a circle with our instruments.
- Each of you will have a turn to play. When it comes to your turn you will pick up your instrument and play. **T**
- When you are finished playing, look at your classmate next to you. That will be the signal. Your classmate will know it is now his or her turn to play.
- I will start by playing the first sound and end by playing the last sound.

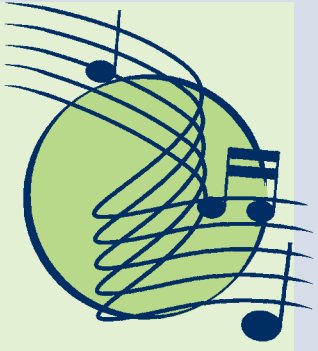


TIP

You may want to introduce different instruments over a period of days or weeks.

TIP

If the class is larger than fifteen children, organize into two groups with one group watching as the other group performs. Children switch places after one group completes a circle of sound.



TIP

Because it is hard to have complete silence in a school environment, tell children that the silence is in the circle where the music will take place. It may take a few tries to get complete silence, but once children learn to do this, they love it!

TIP

A bright sound works well for a starter.

Prepare to start. Let's set a silence so the instruments have space to play. Invite children to close their eyes and be as quiet as they can so they can hear the silence. **T**

When the silence is set, begin the circle of sound with one or two rings of a little bell or a short tap on a triangle. **T**

Then turn to the child next to you. That child plays, then turns to the next child, and this continues until every child has contributed to the circle of sound.

Talking About Music

What did you like best about our circle of sound? What is your favorite instrument? What kind of sound can this instrument make? Is it sharp, hard, gentle, soft? What does this sound remind you of?

Extending the Experience

- Once children are familiar with the circle of sound, have children take turns being a "concert master." The child stands, holds up his or her hands until complete silence is set, then points to the instrument to lead off the circle of sound.
- Record the circle of sound, listen to it and talk about it. Encourage children to name the instruments that they hear.
- Make a list of sound qualities such as sharp, soft, smooth and so on. Group instruments that create these sounds.

LEARNING LOG

Options:

Invite children to draw pictures of themselves playing their instruments. Have them write or dictate a descriptive phrase or sentence.

Invite children to draw freely and expressively to illustrate a sound quality.

Suggested Title: My Favorite Instrument or A Picture of a Sound

Playing Our Own Instruments

LEARN ALONG AT HOME

Dear Family,

As a class, we read stories about music, instruments and bands. Children were introduced to a variety of instruments and got the opportunity to play when it was their turn. Each child contributed to a wonderful circle of sound!

Please talk to your child about the experience and perhaps, create your own music at home.

Talking With Your Child

What is a circle of sound? How do you make one? What instrument did you play? What does it look like? What does it sound like?

Tell your child about your favorite music and explain what you like about it.

Ideas for Continued Learning

Select and read books from the library. Consider:

- Abiyoyo by Pete Seeger, Illus. by Michael Hays
- Apartment 3 by Ezra Jack Keats
- Ben's Trumpet by Rachel Isadora
- Charlie Parker Played Bebop by Chris Raschka
- Dance at Grandpa's by Laura Ingalls Wilder, Illus. by Renee Graf

- I Make Music by Eloise Greenfield, Illus. by Jan Spivey Gilchrist
- I See The Rhythm by Toyomi Igus, Illus. by Michele Wood
- London Bridge Is Falling Down by Ed Emberley
- Mama Don't Allow by Thacher Hurd
- Music Over Manhattan by Mark Karlins, Illus. by Jack E. Davis
- Skip To My Lou by Nadine Bernard Westzolt
- This Old Man by Carol Jones
- Thump, Thump, Rat-a-Tat-Tat by Gene Baer, Illus. by Lois Ehlert
- Ty's One-Man Band by Mildred Pitts Walter
- Zin! Zin! Zin! A Violin by Lloyd Moss

With your child...

Look about for objects in your home that could make music. Think about kitchen utensils, blocks or pieces of wood. Are there toys that might make some interesting or unusual sounds? Try them out. Would they contribute to a rhythm band?

Listen to music together and keep the beat by clapping hands or using rhythm instruments found around the home.

Invite friends and family members to create a circle of sound. Use instruments from the MUSIC BOX.

Yummy in My Tummy

Creating nonsense songs with many verses

Learning Objectives

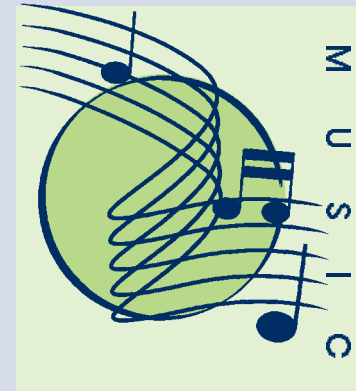
- Express thoughts about nonsense songs and the experience of songwriting.
- Recognize nonsense and cumulative songs.
- Build vocabulary related to songwriting and different foods.
- Identify a variety of foods that could make up a sandwich.
- Create a cumulative nonsense song with several verses.

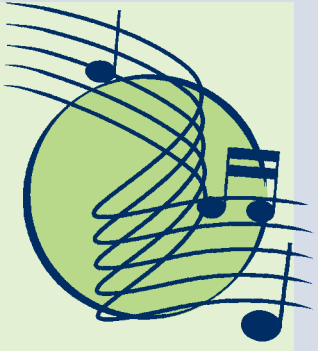
Materials

Easel pad, markers, tape

Preparation

Write the words to a cumulative song, such as “I Know An Old Lady Who Swallowed a Fly,” on an easel pad. Write the verses, leaving some space between them. Enhance the words with pictures. Fold up the paper so that all the verses are covered except for the first one. As each verse is sung, you will unfold the paper that covers that verse. By the time the entire song is sung, all the words to the song will be revealed.





INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for key foods, and use these signs while you are singing.

For children with hearing impairments, include many visual props to enhance the meaning of the songs.

READ WITH ME

Books that have something to do with food

[A Pizza the Size of the Sun](#) by Jack Prelutsky, Illus. by James Stevenson

[A Spoon for Every Bite](#) by Joe Hayes, Illus. by Rebecca Leer

[Bread, Bread, Bread](#) by Ann Morris, Photos by Ken Heyman

[Chato's Kitchen](#) by Gary Soto, Illus. by Susan Guevara

[Chicken Soup with Rice](#) by Maurice Sendak

[Dinner at the Panda Palace](#) by Stephanie Calmenson, Illus. by Nadine Bernard Westcott

[Eating the Alphabet: Fruits and Vegetables From A to Z](#) by Lois Ehlert

[Feast for 10](#) by Cathryn Falwell

[If You Give a Mouse a Cookie](#) by Laura Joffe Numeroff, Illus. by Felicia Bond

[Jalapeño Bagels](#) by Natasha Wing, Illus. by Robert Casilla

[Martha Speaks](#) by Susan Meddaugh

[One Grain of Rice: A Mathematical Fairytale](#) by Demi

[People of the Corn: A Mayan Story](#) by Mary-Joan Gerson, Illus. by Carla Golembe

[Rain Makes Applesauce](#) by Julian Scheer, Illus. by Marvin Bileck

[Roses Sing on New Snow: A Delicious Tale](#) by Paul Yee, Illus. by Harvey Chan

[Swamp Angel](#) by Anne Isaacs, Illus. by Paul O. Zelinsky

[The Tortilla Factory](#) by Gary Paulsen, Illus. by Ruth Wright Paulsen

The Wolf's Chicken Stew by Keiko Kasza
Too Many Tamales by Gary Soto, Illus. by Ed Martinez
Two of Everything by Judith Mathews, Illus. by Lily Ti Hong

Key Vocabulary: compose, songwriting, verses, nonsense songs

LISTEN UP

Songs about food and cooking

- “Recipe” by Troubadour from Can We Go Now?
- “Stone Soup” by Tom Chapin from Mother Earth
- “Biscuits in the Oven” by Raffi from Baby Beluga
- “Peanut Butter” by either John McCutcheon from Howjadoo or Sharon, Lois and Bram from Smorgasbord
- “Everybody Eats When They Come to My House” by Sharon, Lois and Bram from Happy Birthday

ARTS EXPERIENCE

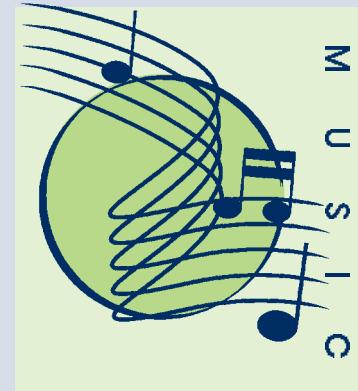
Connecting to Past Experience

Invite children to recall familiar songs that are cumulative by singing all or part of “I Know an Old Lady That Swallowed a Fly.” As each verse is sung reveal the words on the easel pad. Define cumulative. **Did you notice how the song became longer with each verse and how each verse built on the one before it?** ■

Invite children to recall silly nonsense by singing songs like “Little Bunny (or Rabbit) Frou Frou” or “Five Little Monkeys Jumping on the Bed.” **What makes this song so silly? What are some other silly songs?**

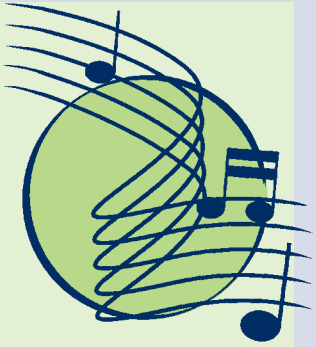
Create a smooth transition to songwriting experience. **What if we created our own song?**

START WITH THE ARTS • VSA arts



TIP

Substitute any cumulative song that children know.



TIP

Repeat the songwriting experience several times over a period of days and weeks. When children are familiar with the song and creating verses, new versions of the song can be enjoyed.

Expressing Through Music

Invite children to create their own cumulative nonsense song. Sing for the children the first line of “Let’s Make a Sandwich,” then have them join in.

Let’s Make a Sandwich

Free Rhythm



Let’s make a sandwich
 A peanut butter and jelly sandwich
 A peanut butter and jelly sandwich on whole wheat bread.

Ask children: “What else could we put in our sandwich?” Sing the first two lines adding the new idea.

Let’s make a sandwich
 A peanut butter and jelly sandwich
 A peanut butter, jelly and roast beef sandwich on whole wheat bread.

Introduce children to the concept of verses. Remind them how the cumulative song kept growing each time a verse was added.

Let’s make a sandwich
 A peanut butter and jelly sandwich
 A peanut butter, jelly, roast beef and ice cream sandwich on whole wheat bread.

Continue until several verses are created and sung. **T**

Talking About Music

What happened to the song as we added more verses? Which verse did you like best? Who wrote this song? Would the song be the same if we wrote it again?

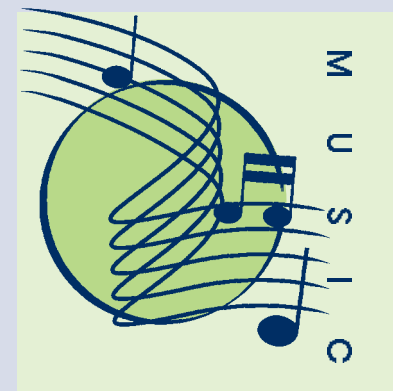
Extending the Experience

- Try a version adding non-food items to the sandwich.
Let's make a sandwich
A peanut butter and jelly sandwich
A peanut butter, jelly and dirty sock sandwich on whole wheat bread.
- Write the song on an easel pad so children can "read" what they created.
Use pictures to illustrate.
- Have children draw pictures of the silly sandwich. Compile them into a Class Book.
- Create crazy collage sandwiches. Give children a "piece of whole wheat bread" (a piece of brown paper) to start with and have them add pictures of food cut out from magazines. Add another piece of whole wheat bread on top. This could be a group collage with each child adding his or her favorite food. **T**

LEARNING LOG

Invite children to draw a picture of their silly sandwich. Some children may draw the completed sandwich; others may draw their favorite verse. Have children write or dictate a descriptive sentence.

Suggested title: Silly Sandwiches



TIP

You can make the top piece of bread on the collage hinge open so children can peek at the sandwich underneath!

Yummy in My Tummy

LEARN ALONG AT HOME

Dear Family,

As a class we made up our own song! Children became songwriters as they made up their own words and nonsense verses to the song:

Let's make a sandwich

A peanut butter and jelly sandwich

A peanut butter and jelly sandwich on whole wheat bread.

Please talk to your child about the experience, read a book together and perhaps make your own silly sandwich!

Talking With Your Child

Please sing the song you and your class created. What did you like best about it? What was the silliest verse?

Ideas for Continued Learning

Select and read books from the library. Consider:

- [A Spoon for Every Bite](#) by Joe Hayes, Illus. by Rebecca Leer
- [Chato's Kitchen](#) by Gary Soto, Illus. by Susan Guevara
- [Chicken Soup with Rice](#) by Maurice Sendak
- [Dinner at the Panda Palace](#) by Stephanie Calmenson, Illus. by Nadine Bernard Westcott
- [Eating the Alphabet: Fruits and Vegetables From A to Z](#) by Lois Ehlert

- [If You Give a Mouse a Cookie](#) by Laura Joffe Numeroff, Illus. by Felicia Bond
- [Jalapeño Bagels](#) by Natasha Wing, Illus. by Robert Casilla
- [One Grain of Rice: A Mathematical Fairytale](#) by Demi
- [People of the Corn: A Mayan Story](#) by Mary-Joan Gerson, Illus. by Carla Golembe
- [Rain Makes Applesauce](#) by Julian Scheer, Illus. by Marvin Bileck
- [The Tortilla Factory](#) by Gary Paulsen, Illus. by Ruth Wright Paulsen
- [The Wolf's Chicken Stew](#) by Keiko Kasza
- [Too Many Tamales](#) by Gary Soto, Illus. by Ed Martinez

With your child...

Make a silly or unusual sandwich. Experiment with different foods. How about a peanut butter and sliced carrot sandwich? Or a celery and mayonnaise sandwich? Have your child create a song to go with the sandwich you make.

Check the MUSIC BOX and play an instrument with the song you made up. Adding a drumbeat and/or the sounds of a shaker would be nice.

Make a food book. Get materials from the ART BOX. You will need several pieces of paper folded in half and stapled together to form a book. Have your child cut or tear pictures of food from magazines, and glue or tape one on each page. Label each page. Your child just created a book to read to you!