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Roger Day: Zookeeper's in the House January 18 - April 17

Appalachian
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Elementary School Curriculum Guide for the Music of Roger Day

The adventures in Roger Day's music and songs can be enjoyed by students of any age or ability. Research has shown that exposure to music of different genres during the elementary school years leads to the overall development of self esteem across the domains—cognitive, physical, and emotional/social (Warner, 1999). Teachers of early elementary aged students (kindergarten through 3rd grade) can, and should, continue to use music as a means to strengthen each student's language skills, creativity, and sense of self expression. With a little bit of creativity and willingness to try something new, Roger Day's songs can be easily integrated into many current thematic units and areas of study.

This curriculum guide was developed as a springboard for great ideas and should be considered a work in progress. Organized by song title, it provides suggestions on how to integrate the songs into broader units of study. The ideas take their inspiration from the songs themselves and many are supported by examples of children's literature and would make a great addition to literature-based, language-rich learning environments. The songs encourage higher level thinking when the teacher prompts the student with thoughtful questioning. Most of all, since we are all students, we can all enjoy the music and have fun while learning!

My Invisible Dinosaur

- **Dinosaur Unit:** Use as an introduction or extension activity to dinosaur traits and environments. Share a good non-fiction book on dinosaurs with quality pictures and information. How do we know what dinosaurs looked like? [Scientists and paleontologists find remains—bones, teeth, fossils of skin, etc.] How would a dinosaur's environment affect what it looked like? What it ate? How it behaved? Compare it to a fictional book on dinosaurs. What information is the same? What is different? A good book: *Dinosaur Bones* by Bob Barner.
- **Creative Writing / Oral Language / Art:** If you had an Invisible Dinosaur, what would it look like? What would it eat? What would it do? What kind of pocket would it live in? Students can work alone or in pairs to brainstorm ideas using a variety of webbing techniques and then share ideas before writing. This would be

a great way to collaborate with the art teacher students could bring their words to life in a drawing or ceramics and then sew a special pocket. Or, have each student design and create a pocket and describe their dinosaur to the class. Then their classmates can draw their rendition of their friend's dinosaur. Create a class book of Invisible Dinosaurs.

- Using the Senses / Oral Language: As a transition activity during study of dinosaurs or while studying the senses, bring in a large cloth pocket. Ask the children, "Guess what I've got in my pocket?" They are likely to say, "An Invisible Dinosaur!" Tell the students that everyone will get a chance to reach inside and feel what is inside, but they shouldn't tell. If the item has an identifiable scent, it is OK to sniff it from the outside of the bag. As the bag goes around, ask questions like: What does it sound like? Smell like? Feel like? If you were to use words to describe how it feels, what would they be?

Mosquito Burrito

- Following / Giving Directions: What is easier to do? Follow directions or give directions? Ask your students these questions and they will probably answer "Give them, of course!" But is it? (you can actually take a vote and note each child's answer to see if their opinion changes later). This activity can be used to develop both oral and written language skills. For younger children, a simpler version can be used as a review of the skill of sequencing. Bring in the ingredients for making peanut butter and jelly sandwiches, s'mores or any other well-known recipe. Keep all of the ingredients in their original packaging. Announce that you want to make a peanut butter and jelly sandwich and present a variety of ingredients and utensils (not all of which are necessarily used to make a PBJ). As a class compose a recipe on chart paper. Have students come up with the list of ingredients and the steps to follow. Write down their words exactly and then follow the recipe. Chances are that the first step will be "Spread some peanut butter on the bread," which you do "smear on a glob of peanut butter right on the bread *in the plastic bag*" no one told you to take 2 slices of bread out of the bag first, did they? As the cooking lesson progresses, students will want to amend their directions and as they do, follow their oral instructions, but remember to do it exactly. When the sandwich is complete, discuss what happened and how they might do things differently the next time.

It is now the students' turn. In pairs or triads, present each group with a well-known, simple task that can be accomplished in the classroom (sharpening a pencil, cutting a circle from a piece of paper, drawing a picture of a house, opening a door, turning on the water faucet). One person is the "giver" and the other the "follower" and the directions can be given orally or in writing or both. After all groups have had a chance to take on both roles, invite 2 or 3 groups to share what happened. Ask the question again, "Is it easier to follow directions or give directions?"

Use *Mosquito Burrito* as an assessment tool play the song a few times and have students write (or draw) the steps to make a mosquito burrito. A good book: *Peanut Butter and Jelly* by Nadine Bernard Wescott.

Marvin the Marvelous Moose

- **Alliteration**: Use Marvin as an example of alliteration (two or more words put together that have the same beginning sound(s)). What are some other examples of alliteration? (tongue twisters) Use alliteration to reinforce phonics instruction or letter/sound recognition. Pick a Letter of the Day from a jar and construct a class tongue twister during your Morning Meeting or to begin your language arts period. This activity can also be incorporated into a journal. Each student uses a composition book or bound paper for the weekly activity. For example:
 - Mondays: Introduce the letter and its sound. Students write a list of words they know that begin with that sound (pick a target number that is appropriate for the ability level of each child) and read the words to a buddy.
 - Tuesdays: Students circle some words they really like and think will make a good tongue twister (no more than 4 or 5) and read the words to a buddy. Students begin to write a sentence using their favorite words and read to a buddy.
 - Wednesdays: Buddy reading. Buddy can make suggestions / peer editing.
 - Thursdays: Students continue editing as teacher also makes suggestions. Begin final edits.
 - Fridays: Finish final edits and illustrate tongue twister. Use a rotation system for 3-4 students to share their creations with the class (make sure to give these students feedback early so that they can be ready).

Once all 26 letters have been used (you may want to consider eliminating the difficult ones or modifying the activity i.e. have students make a word list and illustrate the words), move on to blends, digraphs, etc. for an extra challenge. Have each student draw a letter at random from a hat and contribute that tongue twister to a collection that you assemble in a class book.

It s A No, No to Kiss a Rhino, If You Jump on the Bed, Helicopter Harry

- **Fables and Tales**: Use these songs to introduce/enhance a literature/authorstudy on fables and tales. Compare/contrast the genres along with examples (Aesop s Fables, Grimm Brothers). Use contemporary versions of classic tales (i.e. John Scieszka s*The True Story of the 3 Little Pigs, The True Story of the 3 Little Pigs*:

10 Year Anniversary Special: A. Wolf Update, The Stinky Cheese Man and Other Fairly Stupid Tale; Susan Lowell's The Three Little Javelinas or Margie Pallatini's Piggie Pie). Construct Venn diagrams or other graphic organizers to compare/contrast.

What are the messages in the songs *It's a No, No*, *If You Jump*, and *Helicopter Harry*? Talk about the concept of decision-making and consequences or the characters in the songs. Ask about other things that kids might do that their parents warn them about (*don't play ball in the house*, *your face might freeze like that*, *don't run with scissors*) and what might happen if they don't heed the warning. Write and illustrate a class story about their favorite warnings. Use concepts as a way of introducing topics like safety and health.

I Got Hands, Open Up the Coconut

- **Brainstorming**: Use these two songs as introductions to the concept of brainstorming or as a way to warm up before a brainstorming session. Other warm up exercise ideas:

Koosh Pass: Sit in a circle and pass a Koosh (or other small, soft object). If the object is tossed to you, you have to say what it is (*It's a lollipop. It's a balloon. It's my sister's blankie.*). Just keep it going.

New Surroundings: While brainstorming, invite children to sit in strange places under their desks, sitting backward in their chairs, in the dark, outside.

Going On A Picnic, To Grandma's, etc.: To liven up this old favorite, bring in a picnic basket or suitcase. Students walk up and pretend to place their item inside.

Big Balloon

- **Creative Writing, Oral Language, Art**: Use Jamie Lee Curtis' *Where Do Balloons Go?* as a companion. Talk about different kinds of balloons (hot air, helium, zeppelins, blimps, weather, the kind used to make balloon animals) and what they are made of/how they are used. Read the book and talk about some of the different places/things Curtis suggests they go/do. One of the questions Curtis asks involves writing postcards, so ask each student to decide where their balloon would go and then write and illustrate a postcard to the class from the balloon. For an extra challenge, assign students a state or country to research and then send the postcard. Arrange for a Postcard Penpal program with classrooms/friends/relatives in other states.



Preschool Curriculum Guide for the music of Roger Day

The Importance of Music in the Preschool Years

For children, the preschool years provide a wealth of opportunity for discovery—about the world, relationships, and their sense of self. Music and musical experiences provide important developmental opportunities for young children and should be integrated throughout the curriculum. In an article on classroom music and the development of self-esteem in young children, author Laverne Warner (1999) outlines a variety of the benefits of musical activity. In the cognitive domain, benefits include the acquisition of language/vocabulary, understanding of symbolism, sense of sequencing, and memory and listening skills. The physical domain finds development in both gross and fine motor skills. Preschool-aged children begin to master movements such as marching, swaying, jumping, hopping, and tapping feet, all of which can be integrated into a variety of musical experiences. Fine motor skills can likewise be practiced through finger plays, snapping and hand movements. Finally, benefits in the social/emotional domain include participation with other children and adults in larger groups, the development of self-esteem as children creatively express themselves through movement, lyrics, and acting. Emotionally, children personally respond to the rhythm, melody, and sound of music.

Developmental Abilities Related to Music

Although music and musical activities can be used throughout the preschool curriculum, there are generalized developmental profiles that have been compiled that will aid in the selection of developmentally appropriate musical materials and ways to use these materials in teaching (Haines & Gerber, 2000). It should be noted that children of preschool age develop at different rates; therefore, teachers and parents should be careful to observe the abilities of each individual child and adapt the activities to the child's needs.

Characteristics of Three-Year-Olds

- There is an increased awareness of the body in space and finer control allows for ability to start, stop, and move.
- Child can follow, establish, and maintain regular beats (clapping, tapping, etc.).
- Dancing becomes more involved and includes arm movements and steps (as opposed to the jumping up and down of younger children).
- The development of language is aided by songs with repetitive words—three-year-olds live in the present and enjoy singing, repetitive rhythms and movement; therefore, are not as quick to share experiences learned in school at home.
- Children respond more quickly to new adults and equipment rather than peers, small group musical activities work best.
- The completion of the task or activity brings adequate reward/sense of accomplishment for the child.

Characteristics of Four-Year-Olds

- Gross motor skills grow to include stunts and tricks.
- The mere completion of a task as accomplishment is replaced by a sense of competition and desire for praise upon completion.
- Children develop an interest in peers and therefore, singing games in circles or with partners are appropriate.
- Fine motor skills also increase, including the ability to sort and classify. This aids in the development of musical abilities such as volume control, pitch, recognition of the source and duration of music or sound.
- Children can reproduce sounds and use music to creatively express ideas and feelings (i.e. inventing new lyrics to familiar favorites).
- Finger plays and rhythmic chants are easily learned and appreciated.
- Self-confidence is developing; however, self-consciousness is never far behind—four-year-olds may be brave to sing or dance one minute and shy the next.

References

- Haines, B.J. & Gerber, L.L. (2000). *Leading young children to music*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Warner, L. (1999). Self-esteem: A byproduct of quality music education. *Childhood Education, 76*, 19.

Using Roger Day's Music in Your Classroom or Home

Roger Day's music and songs can be used in a variety of ways with your preschoolers both in the classroom and at home. Whether the children participate in one of Roger's turtle-wrangling, rhino-kissing live shows or sing and play along with one or both of his CD's, it's easy for teachers and parents to provide a variety of activities (musical and not-so-musical) and materials that will enhance their child's learning experience.

The Songs

(note: copies of the lyrics may be downloaded by visiting <http://www.rogerday.com/>)

Roger Day's Rock 'n' Roll Rodeo Ready To Fly

Reach Up
Mosquito Burrito
Rockin' ABCs
Rhino
Here Comes Mr. Snake
Tookalamoga
My First Loose Tooth
My Invisible Dinosaur
I Got Hands
Can You Point Your Finger?
Jump Up & Turn Around
Marvin, the Marvelous Moose
The Bear Who Sings, "Boogala, Boogala, Bah!"

Roger Day's

Ready to Fly
Hiccupopotomus
It's a No No to Kiss a

Open Up the Coconut
Parachute Girl
Big Balloon
Freddie Frog
If You Jump On Your Bed
Monster Face
Helicopter Harry
Gravity
The Goodbye Song

Curriculum Topics

The following list of topics places Roger's songs into categories. Use the songs to introduce, suggest, or enhance new or existing projects, themes, or units used in your preschool classroom. Visit the **IDEA CORNER** for specific activities and projects.

GROSS MOTOR SKILLS

Reach Up (reaching, stretching, walking on tip toes)
Here Comes Mr. Snake (slithering, hand/arm swaying)
Tookalamoga (walking slowly—like a turtle)
Jump Up & Turn Around (jumping, spinning)
Ready to Fly (“flying”, jumping)
Parachute Girl (jumping, movement with parachute or sheet)
Freddie Frog (jumping)
If You Jump On Your Bed (jumping)
Monster Face (dancing, stop/start)
Helicopter (moving head / “helicopter hair”)
Gravity (slow motion / how astronauts look in space)

FINE MOTOR SKILLS (FINGER PLAYS)

Mosquito Burrito
I Got Hands
Can You Point Your Finger?

LANGUAGE ARTS

Mosquito Burrito (Spanish, sign language)
Rockin’ ABCs
Here Comes Mr. Snake (S)
Can You Point Your Finger? (rhyming, making up songs)
Marvin, the Marvelous Moose (M)
The Bear Who Sings, “Boogala, Boogala, Bah!” (B)
Big Balloon (B)
Freddie Frog (F)
The Goodbye Song (Spanish, sign language)

SEQUENCING

Mosquito Burrito
Rockin’ ABCs
Can You Point Your Finger?

DAILY ROUTINE

Reach Up (start the day)
Jump Up & Turn Around (energizer)

The Goodbye Song (end of day)

ANIMALS

Mosquito Burrito
Here Comes Mr. Snake
Tookalamoga (turtles)
My Invisible Dinosaur
Marvin, the Marvelous Moose
The Bear Who Sings, "Boogala, Boogala, Bah!"
Hiccupopotomus
It's a No No to Kiss a Rhino
Freddie Frog

MORALITY TALES / RULES

If You Jump On Your Bed
Monster Face
Helicopter Harry

FLYING / TRANSPORTATION / AIR / SPACE / TRAVEL

Ready to Fly
Parachute Girl
Big Balloon
Helicopter Harry
Gravity

GEOGRAPHY

It's a No No to Kiss a Rhino (Africa)
Open Up The Coconut (various locations)
Big Balloon (various locations)

SCIENCE / NATURE

Here Comes Mr. Snake (reptiles)
Open Up The Coconut
Freddie Frog (amphibians, rivers, life cycle)
Helicopter Harry
Gravity

THE HUMAN BODY

My First Loose Tooth
I Got Hands
Can You Point Your Finger?
Jump Up & Turn Around
Hiccupopotomus (hiccups)
Helicopter Harry (personal hygiene)

IMAGINATION / GAMES / CREATIVITY

Invisible Dinosaur
I Got Hands
Ready To Fly
Open Up The Coconut
Big Balloon
Monster Face
Gravity

IDEA CORNER

Click on the Topic to view ideas for activities and projects to use with some of Roger's songs and music. If you have any additional ideas that you use in your preschool classroom or home, please email them to Roger at mail@rogerday.com and they will be added to the Idea Corner. Be sure to include the curriculum topic from the list below and your name!

- 1. GROSS MOTOR SKILLS**
- 2. FINE MOTOR SKILLS (FINGER PLAYS)**
- 3. LANGUAGE ARTS**
- 4. SEQUENCING**
- 5. DAILY ROUTINE**
- 6. ANIMALS**

7. **MORALITY TALES / RULES**
8. **FLYING / TRANSPORTATION / AIR / SPACE / TRAVEL**
9. **GEOGRAPHY**
10. **SCIENCE / NATURE**
11. **THE HUMAN BODY**
12. **IMAGINATION / GAMES / CREATIVITY**
13. **OTHER IDEAS & RESOURCES TO CHECK OUT**

1. GROSS MOTOR SKILLS

Gross motor skills include reaching, stretching, dancing, running, “flying”, and spinning. Many of Roger’s songs lend themselves to this type of activity. During his live shows, he will encourage children and teachers to participate by following the movements he demonstrates. Teachers can also use the songs to encourage development of gross motor skills in the classroom.

Here Comes Mr. Snake

- Children put their arms out in front of them, hands pressed palm to palm and move their hands in an undulating fashion as they walk around the room mimicking the movement of a snake. Children can also try “slithering” along the ground without using their arms or legs to help. These are favorites during Roger’s shows.

If You Jump On Your Bed

- How many ways can you jump? High, low, on one foot, loud (on a bare floor or with shoes), soft (on a rug or with socks), with a friend, by yourself, in a circle, while spinning, while clapping hands, like “Freddie Frog”. Use “If You Jump On Your Bed” (as fast, energy-filled song) as well as songs with different tempos (classical, Zydeco, African). Children adjust their jumping to the new tempos.
- Consider bringing in an old mattress or mini trampoline for children to try.
- A good book: *No Jumping On The Bed* by Ted Arnold.
- Website to check out: <http://www.creativeprek.com/free.htm>

Parachute Girl

- Use a colorful parachute or sheet to play and dance. Have children all hold on to the edge and engage in activities like shaking it, making it wave, placing a ball or balloon on top (try not to let it drop!), flicking it up and running underneath and back out again, or walking or jumping in a circle.

2. FINE MOTOR SKILLS (FINGER PLAYS)

Fine motor skills include pointing, manipulating small objects, using tools like scissors, pencils and paint brushes, tying shoes, etc. Roger teaches his audiences simple finger plays in which children help to “act out” the storylines of his songs.

I Got Hands

- This song encourages children to “show what they know” about how things work. Before playing the song, read the words slowly and allow the children to “act out” the words as you read them. It is also great for introducing or reinforcing the concept of “left” and “right”. Once children can confidently make the motions, introduce the music and encourage them to sing the chorus with you.

“I’ve got hands (raise hands, fingers spread apart and shake), how ‘bout you?” (point to the front) “I’ve got hands (raise hands like before) to tie my shoe (motion like you are tying a shoe)....

Can You Point Your Finger?

- Another great song that helps with “left” and “right”, as well as locating and pointing to parts of the body! Again, slowly introduce the finger play and movement of the chorus before playing the music. Using your right hand, “get your pointing finger ready” and “point it to the left”, “point it to the right”, then extend it out in front of you, and turn “in a circle when you’re spinning out of sight”. Then point it at the ceiling and floor until it gets sore! Repeat with parts of the body according to the song, and don’t forget to ham it up!

3. LANGUAGE ARTS

Roger's songs use creative language to tell funny stories as well as introduce language-based concepts. The emergent literacy skills with which preschoolers experiment can be encouraged with the help of some of these favorites that reinforce phonetic sounds.

Mosquito Burrito

- The song uses the word "amigo"—what other Spanish words do children know? Older preschoolers may enjoy learning simple words (colors, numbers, hello, goodbye). The finger play also teaches the sign for "amigo" (friend) in sign language (both words are in "The Goodbye Song" as well!).

Can You Point Your Finger?

- Expand on the finger play introduced in the Fine Motor Skills section and make up new verses to the song. Enforces rhyming skills and develops self-esteem ("I made it up, just like Roger!"). See the Human Body Section for details.

Marvin, the Marvelous Moose

- The letter M. Marvin does many things in school. Make a list of some of them. What are some things that Marvin can do that begin with the letter M? Spend money, go to the movies, hug his mom, munch a carrot.
- What does the word "marvelous" mean?

4. SEQUENCING

Older preschoolers love to sort, classify and put things in order or sequence. Songs lend themselves to opportunities to practice these newly discovered skills. Repetition aids in memory skills as well.

Mosquito Burrito

- How do you make and eat a Mosquito Burrito? (Smash 'em with my hands-o, spread 'em on a tortill-o, roll 'em up and take a bite-o, etc.). Have children explain to you how to make a simple recipe like a peanut butter and jelly sandwich. Bring in all of the ingredients and materials (loaf of bread, jelly, peanut butter, knife, plate) and display them. Say, "I'm hungry and I forgot how to make a peanut butter and jelly sandwich, can you help?" The children will probably say something like, "Take the bread and spread the peanut butter on it." You do EXACTLY as they say—take the entire loaf of bread in one hand, the jar of peanut butter in the other and try to "spread" the jar

over the bread. The children will think it's hilarious and will soon catch on that their directions need to be more specific. Open the jar, open the bread, put the knife in the jar, etc.

Rockin' ABCs

- Younger preschoolers love to sing this upbeat rock version of the nursery rhyme favorite. Bring in inflatable instruments or have children make their own to use during a Rock n' Roll concert in the classroom.

5. DAILY ROUTINE

- Use "Reach Up" to start your day, welcome each other, and get the blood flowing. "Jump Up & Turn Around" is a great energizer to help chase away the grumps and "The Goodbye Song" can be used to prompt children that their day is coming to an end.

6. ANIMALS

Children love animals of all kinds. If you are planning a field trip to a zoo, farm or aquarium, songs are a great way to introduce children to some new furry or scaly friends!

Here Comes Mr. Snake

- What sound does a snake make?
- Sing some of the other animal songs on Roger's CD's.
- What sounds do these make? Do big animals make "big or loud" sounds compared to smaller animals? Bring in a tape of different animal sounds and have children match the sound to the animal (like the "Farmer Says" toy).
- Play "Animal Bingo". Make bingo cards using clip art (remember to make the cards different)—9 to 12 animals work best. Play the animal sound or make them yourself. Child who gets a row across wins. Make the last round a "fill up the entire card"—the game ends when everyone wins.
- Website to check out: "Sounds of the World's Animals"
<http://www.georgetown.edu/cball/animals.html>

Freddie Frog

- The lyrics are a great overview or review of the lifecycle of frogs / amphibians. If you have an aquarium in your classroom, consider purchasing some frog eggs and monitor their development. This is a great project that can include many different skills including prediction (when will they hatch?), graphing, counting, observation (have a different child draw a picture of what the frogs look like each day on a special calendar).
- "Freddie in the Middle" (circle game)

Have the children stand in a circle and pick one child to be "Freddie". Freddie gets into the middle and jumps around like a frog while the others sing (to tune of "I'm a Little Teapot"):

There's a froggy in the middle and she (or he) can't get out, she can't get out, she can't get out. There's a froggy in the middle and she can't get out, let's give a hand a help her out!"

Freddie points to a child who takes their place in the circle. This is a good activity to stagger children as they get their coats and book bags, lunches, wash hands, use rest room etc. As each child finishes being Freddie, s/he begins the next activity.

7. MORALITY TALES / RULES

Three of Roger's songs provide a fun way to open up discussion on rules, safety, and the answer to the age-old preschooler's question, "WHY?". After discussion about the importance of rules and why they exist, give your children the opportunity to add to your list of classroom rules and even the consequences of breaking them.

Monster Face (feelings, bad day)

"If you're not careful, your face is going to freeze like that!"
--Mom & Dad

- What happens when we get grumpy or sad or our behavior is just plain bad? Our faces get all scrunched up and they are funny looking! Everyone has a bad day, but if you make the funniest monster face you can think of and "freeze", you'll be laughing in no time!
- A good book: Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst

- Another good Roger Day song to scare away the grumps—"Jump Up & Turn Around".

Helicopter Harry (personal hygiene)

- Pair this song with "My First Loose Tooth" (importance of brushing teeth) if you are doing a unit or theme on hygiene.
- In your "Messy" Table or Center, provide small bottles of shampoo tinted with red, yellow, and blue food coloring. Let children experiment with the colors by squirting a few drops in a bowl of water and blowing with a straw. What happens? Try adding a few drops of blue to yellow bubbles and blow again. What happens?
- You can also provide several small bottles labeled 1, 2, 3 etc. In Circle Time or in small groups, prepare the experimental materials with the children. One is just shampoo one is half shampoo and half water and the other is all water. Allow them to experiment adding drops of each to bowls of water and blowing with straws or larger pieces of clear tubing (makes bigger bubbles!). Which bottle of shampoo makes the most bubbles? Why? Try taping a sheet of paper to a wall behind the bowl and measure how high the bubbles go.
- A good book: Tub Boo-Boo by Margie Palatini

8. FLYING / TRANSPORTATION / AIR / SPACE / TRAVEL

Big Balloon

- Bring in balloons that you blow up as well as some helium balloons, but don't let the children know that you have one of each. Hold them both at chest height and let go. Why does one kind float up and the other float down? If they answer that one is full of helium right away, talk about what helium is for awhile and then read Where Do Balloons Go? by Jamie Lee Curtis. At the end of the story, make a list of some of the places the balloons went in the story, then ask the children to think of a place where they think balloons go. Make copies of paper titled "Where do balloons go when you set them free?" at the top. Have each child complete the sentence: "Balloons go to _____." Write their sentence at the bottom of the paper and then have them illustrate it. Compile all of the illustrations and construct a book. Read it to the class the next day. Place Curtis' book and the children's book in your Reading Center.

- You can also use this for a physical science lesson. For older children, try introducing "Gravity" as well.

Ready to Fly

- If you are studying space or flight, "Ready to Fly" is a great song! For a space theme, use the rocket ship concept. Build a "real-live" rocket ship in your classroom. Bring in 2 or 3 large cardboard boxes. Ask parents to save and send in materials to help build the rocket ship— paper towel and toilet paper tubes, Styrofoam peanuts, 2-liter soda bottles, rope, aluminum pie plates, aluminum foil, wrapping paper tubes, bubble wrap, cellophane, masking tape, anything shiny (ribbons, bows), etc. Once all of the materials are collected, display them so the children can look at them and touch them. Talk about making a plan...what should the rocket ship look like? Have them draw plans before starting. Allow ample time for construction each day until the ship is complete. It could take weeks, so be prepared! Children may also discover that they need other materials that they can then ask their parents about...
- When the rocket ship is complete, have each child bring in something to share that they would want to bring with them if they were going into space.
- If you have access to a museum with a space travel exhibit or a planetarium, plan a field trip. Or check out your local library for videos on space or space travel.

9. GEOGRAPHY

Many of Roger's songs contain references to geographic points of interest all around the world. While listening and learning the songs, if you come across a new place, find it on a map or globe and mark it with a pin, flag, or star. You will be surprised to discover all of the places you have visited.

My First Loose Tooth

I Got Hands

Ready to Fly/Parachute Girl

It's a No No to Kiss a Rhino

Open Up the Coconut

Big Balloon

Canada, Tampa Bay

"Here", Japan

"all around the world" / "...over the world"

The Congo, Key West, Colorado

Niagara Falls, the Everglades

Timbuktu, Mexico, Idaho

10. SCIENCE / NATURE

Helicopter Harry

- ...“he tells the weatherman if it’s cloudy or fair...”. Appoint a meteorologist each week. What is the weather like? Don’t just stop at looking out the window, create a weather center and record the temperature and wind speed (try finding an inexpensive cupped anemometer or attach light weight string to a stick and have the children draw the angle).

Like geography, many of Roger’s songs make references to different ecosystems. The songs can be used to introduce more in depth study on the following:

Marsh	<u>Mosquito Burrito</u>
Jungle	<u>Hiccupopotomus</u>
Meadow/Savannah	<u>It’s a No No to Kiss a Rhino</u>
Swamp	<u>Open Up the Coconut</u>
Sea/Ocean	<u>Open Up the Coconut</u>
River/Riverbank	<u>Freddie Frog</u>

11. THE HUMAN BODY

Preschoolers are at a developmental stage where they gain more and more control over their bodies each day. Basic study of the subject will prepare them for more in depth exploration in kindergarten and the primary grades.

Can You Point Your Finger?

- Introduce the song and teach the movements and finger plays with the children before playing the song. Once the children have mastered the movements, continue playing the game and make up new verses for other parts of the body. For example: Can you point your finger at your toe? Can you point your finger at your toe? Can you kick a ball hard and see where it goes? (swing leg/foot back and forth like kicking)
- Using a long roll of paper (if you live near a newspaper printer, ask if they will donate the rolls that do not have enough to do a run of papers) have each child lie down on the paper and trace their outline. Cut it out. Younger children will need help with this part—especially the fingers. It is a good idea to spread this activity out over several days, taking 3 or 4 children aside while the others are playing in centers. Let them draw their faces, hair and clothes. When all are finished, tape to the walls at child’s height so that they are looking themselves in the eyes. Sing the song again, this time, have the children point to the part of the body on their outline. You can also give them colored sticker dots or stars and have them place it on the

part of their outline in a modified game of Simon Says. This is a good way to assess progress toward the end of the unit in a developmentally appropriate manner.

Helicopter Harry

- Use this song to reinforce the importance of good habits and hygiene (see Morality Tales / Rules section). In addition to washing your hair, talk about different kinds of hair—curly, straight, wavy, short, long, different colors—and construct a check-off chart. Draw corresponding pictures on the top of the chart and list the children’s names down the side. Have children look in a mirror to determine what their hair looks like, and assist them in checking off all the characteristics on the chart. Once everyone has gone, have the children help you count the totals. Which is greatest? Least? If you have wigs, bring them in and let children see what they would look like with other kinds of hair. Other “good habits” to talk about are:

Table Manners	Talk about them, practice, create a Restaurant Center, at end of the week the teacher (and parents!) plays waiter and serves the children a special lunch or snack—ask parents if they have any old plates, forks and spoons, small glasses, cloth napkins—decorate tables with fresh flowers, play classical music, etc.
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Brushing Teeth	Talk about teeth (baby teeth and permanent teeth). What are they made of? Why do we have them? What will happen when you will lose a tooth soon? Do animals have teeth? Do they look the same as our teeth? How do animals (and people) eat when they have no teeth (babies drink milk, eat soft food; whales have baleen; blood suckers and ticks suck blood; fish have filters; birds and snakes swallow food whole)? Create a Dentist’s Office Center. Talk about going to the dentist. If one of your parents is a dentist or hygienist, invite them to come to class to demonstrate how to brush or, better yet, if you can, go on a field trip.
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12. IMAGINATION / GAMES / CREATIVITY

The imagination is a powerful thing. Children of all ages should exercise it daily. Use the following songs to create lists of “what else can you do”?

- I Got Hands (what can you do with your hands)
- Hiccupopotomus (what are some of the ways you try to get rid of hiccups)
- Open Up the Coconut (what are some other ways to try to open up a coconut)
- Big Balloon (where would you go if you were a big balloon)

Invisible Dinosaur

- After singing the song, ask the children some question to get their imaginative juices flowing. When children are sitting in the circle, tell them that you have a whole pocket full of “invisible dinosaurs”—one for each child. Pretend to take one “invisible dinosaur” out of your pocket for children and have them come up to you to get it. Make a big deal about picking a special dino just for them. You might choose to pretend that some are bigger (i.e. use two hands, “Careful, he’s heavy!”) Have them carry their dino to their seat where they will draw what s/he looks like and think of a name. As they finish, have them bring the picture to you and tell two things about their dinosaur and write its name. Make a book of all of the dinosaurs to add to your Reading Center.
- Another dinosaur activity—“Duck, Duck Goose (Dino-Style)” (see <http://www.creativeprek.com/free.htm>) Use dinosaur names instead while the child who is “it” STOMPS around the circle like a dinosaur saying, “Triceratops, triceratops, triceratops, BRONTOSAURUS!” The child who is touched on brontosaurus, gets up and stomps around the circle.

Monster Face

- Play the “Monster Face” version of Simon Says—play fast instrumental music like Zydeco so they can dance. Then call out commands. “Put your finger on your nose and FREEZE!” and stop the music.
- Have the children make a monster face and “freeze” it by taking a Polaroid or digital photo. (Provide a mirror so they can practice and choose the best one before you snap it) When the photo is finished developing or printed out, children can create a self-portrait of their monster face. Mount them in paper frames and create a Monster Museum Exhibit.

13. OTHER IDEAS & RESOURCES TO CHECK OUT

Monster Unit (Halloween or just for fun)

- Sing "Monster Face", "My Invisible Dinosaur" (reference to monsters "He scares away the monsters that I can't see...")
- Another song: "Monster Mash"
- Monster Face Simon Says (see Imagination section)
- Self-portraits (see Imagination section)
- Make monster masks out of paper bags
- Make "SLIME" (see <http://www.creativeprek.com/free.htm>)

You will need:

- 8 oz. white glue
- 2 cups of water, halved
- green liquid tempera paint
- 1 ½ tsp. Borax powder
- 1 medium bowl
- 1 large bowl

In large bowl, combine the remaining water and Borax. Stir until dissolved. In medium bowl, combine glue, 1 cup of the water and several drops of paint. Stir constantly. Pour the glue mixture into the Borax mixture. Stir until a glob forms.

CAUTION: Borax can be dangerous if consumed or gotten into eyes. Please use adult supervision at all times while using Slime!

- Make (and eat!) "Monster Cookies" using recipes found in the cookbook, *Mrs. Witty's Monster Cookies* by Helen Witty. The cookies featured are up to 12 inches across!
- Ask parents to bring in old "monster" Halloween costumes for the Dress Up Center
- Good books: -*There's a Nightmare in My Closet* by Mercer Mayer
-*Where the Wild Things Are* by Maurice Sendak
-*My Mama Says There Aren't Any Zombies, Ghosts, Vampires, Creatures, Demons, Monsters, Fiends, Goblins, or Things* by Judith Viorst

Sesame Music Zone

<http://www.sesameworkshop.org/sesamestreet/music/0,6024,,00.html>

This is an informative web site for teachers and parents to share with their children. There are interactive educational games and activities that incorporate music and its importance in the development of young children. Click on "Music Works" and "Music Zone". There is also a free Music Toolkit that is available. "Sesame Street Radio" allows you to access Sesame Street songs from your computer.

APPlause!

K-12 Performing Arts Series

Enriching lives, sparking imaginations, and inspiring a love of learning through the arts!

Arts education and outreach programming at Appalachian is committed to connecting university arts resources to a diverse audience of community arts patrons, teachers and learners in the campus community, and in the public, private and home school network across our region. In doing so, the series strives to broaden and deepen arts experiences for audiences of all ages, while ensuring access to the arts for young audiences, building future audiences for the arts, and inspiring a love of learning through the arts.

Every season, affordable music, dance, film, and theatre events are offered to students and their teachers from K-12 classrooms across the region. Students experience everything from high-energy acrobatics and Appalachian music to international dance and literary classics brought to life through theatrical productions. In recent seasons, thousands of students across our region have attended APPlause! Series events.

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