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ABSTRACT

Babies respond to bright colors and shapes, rhythms and sounds of music, and actions and words of others. These first learning experiences are strengthened when parents and other adults interact with babies. This booklet offers ideas for giving infants and toddlers a start in learning through the arts. To facilitate age-appropriate learning, the descriptions of arts activities are arranged in four stages corresponding to the ages of 0-6, 6-12, 12-24, and 24-36 months. However, because babies develop in unique ways, the materials may be used page by page, repeated from stage to stage, or interchanged. The activities involve games; songs, rhymes, and poems; cut-outs; picture books; projects; and dramatizations.  
(BC)

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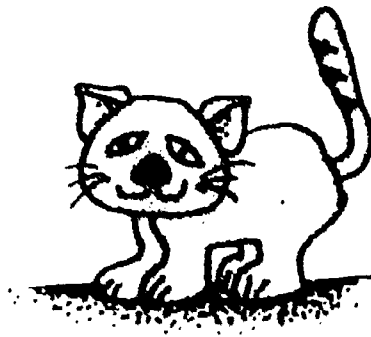
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# Get a **FIRST START** with the **ARTS**

## Ideas to Use with Your Little One

Compiled and Edited by  
Mary Palmer and Beth Crook

Illustrated by  
Bobbi Henderson



with special thanks to  
Curriculum Development Team Members  
Judith Kase-Polisini, Shirley Lacroix, Kathy McGhee, and Barbara Riggins

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## **PREFACE**

The arts help Baby make sense of the world. Baby sees and responds to bright colors and shapes from the cradle before moving about to learn more about the environment. Baby hears and responds to rhythm and sounds of music long before the words of a song take on any meaning. Baby observes, listens, and imitates others before breaking away to explore through play. First learnings are strengthened when parents and other adults interact with their little ones.

Ideas for giving your little one this first start through the arts are offered on the pages of this book. It is our intent to give parents and other interested adults age-appropriate materials to use when playing with Baby. The arts activities herein are organized in four stages of growth and development, but all babies are unique. We expect babies to develop in varying ways. The ideas may be used page by page, they may be repeated from stage to stage, or they may be interchanged from one level to another. The success of **FIRST START WITH THE ARTS** depends on adults using these materials with their little ones.

It is also our hope that this book will help preserve the heritage of games, rhymes, and songs with which little ones have learned throughout time.

Mary Palmer  
Beth Crook

# **Get a FIRST START with the ARTS**

## **Ideas to Use with Your 0 - 6 Month Baby**



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**January 1991**

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***THOSE THAT DO TEACH YOUNG BABES  
DO IT WITH GENTLE MEANS AND EASY TASKS.***

**Shakespeare**

## WHERE IS BABY?

Play a simple "hide and seek" game, by covering Baby's eyes while singing this song.

### THE PAWPAW PATCH Singing Game from Kentucky

Musical notation for the song "The Pawpaw Patch". It consists of four staves of music. The first three staves have the lyrics "Where, oh where is dear lit-tle \_\_\_\_\_ ?" and are marked with chords F and C7. The fourth staff has the lyrics "Way down yon-der in the paw - paw patch" and is marked with chords C7 and F.



It is always enough for Baby to respond to the repetition in songs or rhymes. Over a period of time, it is well to let Baby hear both a man's voice and a woman's voice.



## ACTION GAMES

Talk to Baby through action games. Try these.

*Knock at the door.*

(Tap on Baby's forehead)

*Peek in.*

(Lift Baby's eyebrows)

*Lift up the latch.*

(Tilt Baby's nose upward)

*And walk in.*

(Place finger in Baby's mouth)

*Chin chopper, chin chopper.*

*Chin chopper, chin chopper.*

(Stroke under Baby's chin)

*Round and Round the garden  
Goes the teddy bear.*

(Circle your finger round  
and round Baby's tummy)

*One step, two steps.*

(Chant slowly while "stepping"  
fingers up to the chin)

*Tickle under there!*

(Chant faster while  
tickling under Baby's chin)

*Here comes a little mouse  
Looking for a little house.*

("Walk" your fingers, "the  
mouse", up from Baby's tummy)

*Here? No!*

(Raise one of Baby's arms  
pretending to look for "the mouse" )

*Here? No!*

(Raise other of Baby's arms)

*HERE!*

(Tickle under chin)

Use your voice in different ways - sometimes fast; sometimes slow - high or low - loud or soft. Repeat the play often. Baby will begin to anticipate actions.

## KICK AND STRETCH

When Baby begins to kick and stretch arms and legs, sing a song or chant a rhyme to accompany the actions.

### PRETTY TRAPPINGS

Folk Song from France

The musical notation consists of two staves. The first staff has four measures with chords G, C, D<sub>7</sub>, and G above it. The second staff also has four measures with chords G, C, D<sub>7</sub>, and G above it. The lyrics are written below the notes.

1. I can move one arm. But the oth-er's good for noth-ing; I can  
 2. I can move one leg. But the oth-er's good for noth-ing; I can

move one arm. But the oth-er is no good.  
 move one leg. But the oth-er is no good.

From Twelve Popular Old Rounds of France. Copyright © 1917: Boston Music Company. Used by permission.

## FOOT PLAY

When Baby looks curiously at his feet, join in with a bit of play.

*This little piggy went to market;*

(Wiggle Baby's big toe)

*This little piggy stayed home;*

(Do the same with the next toe)

*This little piggy had roast beef;*

(Do the same with the middle toe)

*This little piggy had none;*

(Do the same with the fourth toe)

*This little piggy cried, "WEE, WEE, WEE!"*

(Wiggle little toe)

*All the way home.*

The next time you play, say the last line using a high voice. Try saying it faster. Try saying it softer.

## HAND PLAY

Hands, as well as feet, become interesting play things for Baby.

*Pat-a-cake, pat-a-cake, the baker's man!*

*Bake me a cake as quick as you can.*

(Clap Baby's hands together)

*Roll it, and roll it,*

(Roll Baby's arms)

*And mark it with a B.*

(Tap palm of Baby's hand)

*And toss it in the oven*

(Lift Baby's arms upward)

*For Baby and me.*

(Hug Baby)

Baby will begin to order the motions and add sounds of delight.

## SIGHTS AND SOUNDS

Carry Baby around the room or from room to room, calling attention to new sights and sounds.

As you go, talk to Baby in simple verses. Try making them up yourself.

*Go here and there around the room,  
To find the duster, mop, and broom.*

*Here we go, here we go,  
Dancing through the ice and snow.*

## WHAT DOES BABY HEAR?

Babies are sensitive listeners. They will stop immediately when they hear a new or sudden sound. Listen with Baby. Is it a dog barking? Is the clock striking?

*Bow-wow-wow!  
Whose dog art thou?  
Little Tommy Tinker's dog,  
Bow-wow-wow!*

*Hickory, Dickory, Dock!  
The mouse ran up the clock;  
The clock struck ONE,*

*(Change the number when appropriate.  
Clap Baby's hands together for each strike.)*

*The mouse ran down,  
Hickory, Dickory, Dock!*

Talk about sounds that you and Baby hear.

## SOUND PLAY

Using one of Baby's "sound toys", keep time to the music as you sing "Muffin Man" or some other favorite song.

### MUFFIN MAN

Old Game Song

The musical notation consists of two staves. The first staff has four measures with chords G, G, C, and D7 above it. The second staff has four measures with chords G, G, D7, and G above it. The lyrics are written below the notes.

1 Oh do you know the mut-fn man. The mut-fn man. the mut-fn man. Oh.  
 2 Oh, yes I know the mut-fn man. The mut-fn man. the mut-fn man. Oh.

do you know the mut-fn man. That lives in Dru-ry Lane?  
 yes I know the mut-fn man. That lives in Dru-ry Lane

Repeat the play often. Baby will begin to anticipate the sound as it follows the beat of the song.

## BATH TIME

While bathing Baby, talk to him in rhyme.

*Left foot, right foot, any foot at all;  
Sally lost her pericout a-going to the ball.*

Of course, you may want to use Baby's name in place of *Sally*.

Feeling the rhythmic flow of the chant and hearing rhyming words is important to later development. Baby does not need to know the meaning of the words before reacting.

Oftentimes, Baby needs a bit of distraction while being dressed.

*Where is Thumbkin? Where is Thumbkin?*

(Chant while pulling garment over Baby's head)

*Here I am, here I am;*

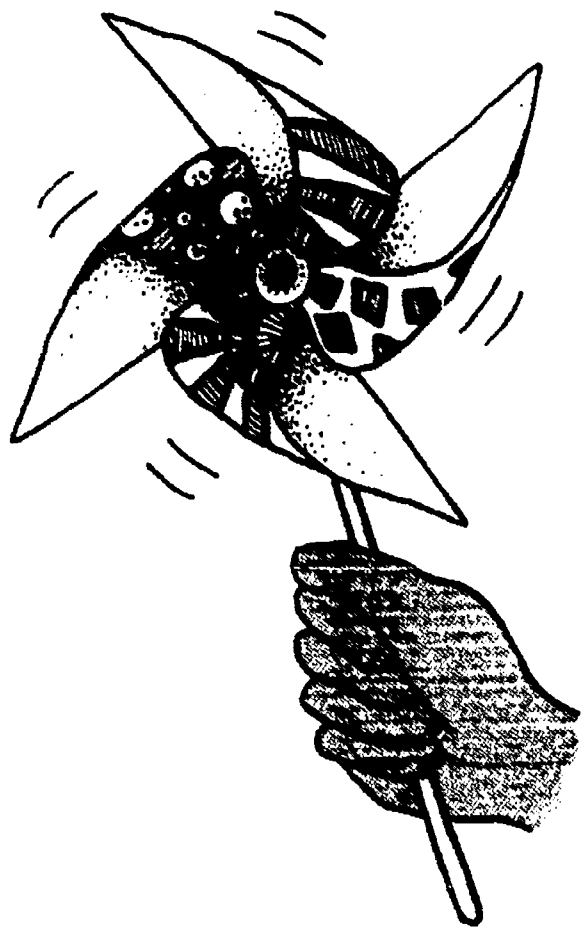
(Chant when head is "free")

*How are you today, sir? Very well, I thank you,*

(Take Baby's hands and move arms up and down in rhythm)

*Run away, run away.*

(Move Baby's feet back and forth in fast tempo)



## COLOR PLAY

Place a colorful pinwheel within Baby's vision.  
Spin the pinwheel while repeating the words:

*Round and round and round and round,  
See the colors and make a sound.*

Make the pinwheel move by blowing on it.

See Appendix page 12 for directions for making a pinwheel.

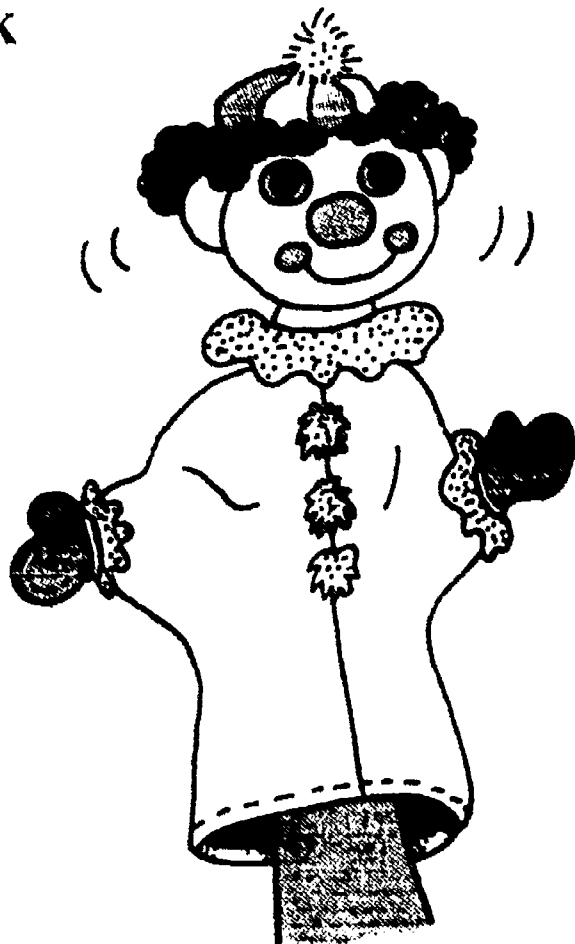
## PUPPET TALK

After creating a simple puppet, make it talk to Baby.

When talking, use simple words, such as "Hello" "How is Baby?" "Where is Baby?" and imitate the sounds Baby will begin to make. It is never too early to interact with Baby's own gurgles and coos.

As the Puppet "talks" to Baby, move it from side to side. Try to get Baby's eyes to follow the movement. Move the puppet in and out of Baby's view.

See Appendix page 13 for puppet ideas.





## BYE BYE

When getting Baby ready to "go bye bye" in the car or carriage, sing this song.

### RIDING IN THE BUGGY

Folk Song from Southern United States

Musical score for "Riding in the Buggy" with four staves of music and lyrics. The lyrics are: "Riding in the buggy Miss Mar - y Jane. Miss Mar - y Jane. Miss Mar - y Jane. Riding in the buggy. Miss Mar - y Jane. I'm a long way from home". The score includes chord markings (C, G7) above the notes.



## CUDDLE TIME

Sing "Hush, Little Baby" when comforting or cuddling Baby - nap time, rocking time, or quiet time after a crying spell.

### HUSH, LITTLE BABY Southern Folk Song

The musical notation is written on two staves. The first staff begins with a G chord and ends with a D7 chord. The second staff begins with a D7 chord and ends with a G chord. The lyrics are as follows:

1 Hush, lit - tle ba - by, don't say a word.  
2 If that mock - ing bird won't sing.

Pa - pas gon - na buy you a mock - ing - bird.  
Pa - pas gon - na buy you a di - mond ring

Over a period of time, Baby will respond to mother's voice, daddy's voice, grandmother's voice, etc. Another time, use a rhyme to make Baby sensitive to sleep time.

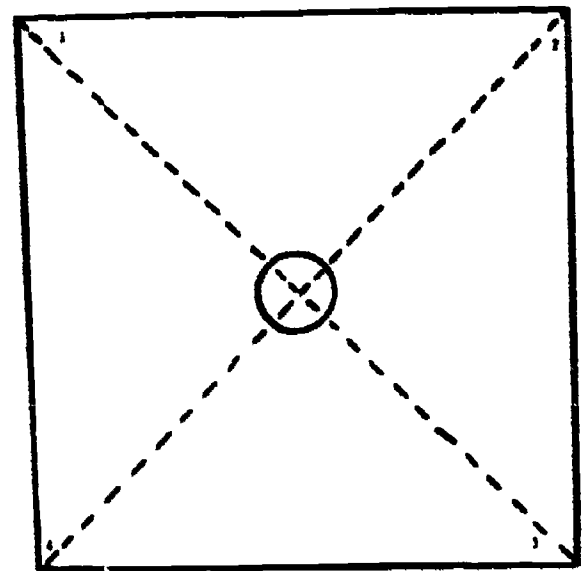
*Duérmete mi niña,  
Duérmete mi sol,  
Duérmete pedazo  
De mi corazón.*

*Sleep, my child,  
Sleep, my sun,  
Sleep, little piece  
Of my heart.*

Sometimes use a soft voice; sometimes whisper.

## MAKING A PINWHEEL

- Cut a piece of paper into a square. (See pattern)
- In the center of the square, make a circle by tracing around a penny.
- Decorate both sides of the square with colorful lines and shapes.
- Now cut in from each corner to the edge of the center circle. Cut on the dotted line. (See pattern)
- Mark the corners 1, 2, 3, 4 as in the pattern.
- Bend each numbered corner into the center circle. Do not fold.
- Stick a pin through all of the four corners that come together in the center.
- Put the pin into the eraser of a pencil or into the end of a straw or stick.



## **MAKING A PUPPET**

Create a very simple puppet for the infant.

- Sock placed over your hand
- Stuffed toy
- Mit type pot holder
- "Feelie" glove

Buy a bright colored textured garden glove. Glue or sew on a face made from fabric scraps. Another way is to attach scraps of cotton, felt, velvet, corduroy, terry cloth, satin, etc. to different finger tips.

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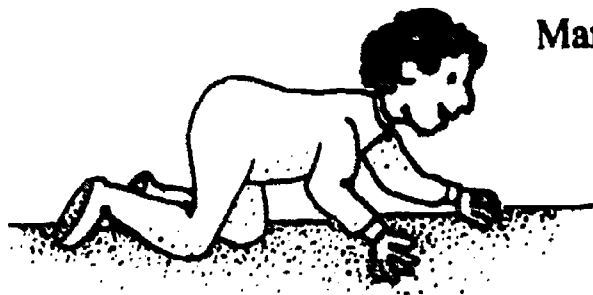
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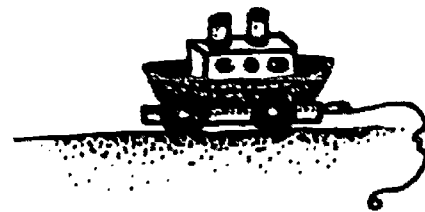
# **Get a FIRST START with the ARTS**

## **Ideas to Use with Your 6 - 12 Month Baby**

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***THE WORLD IS SO FULL OF A NUMBER OF THINGS  
I'M SURE WE SHOULD ALL BE AS HAPPY AS KINGS.***

***Robert Louis Stevenson***

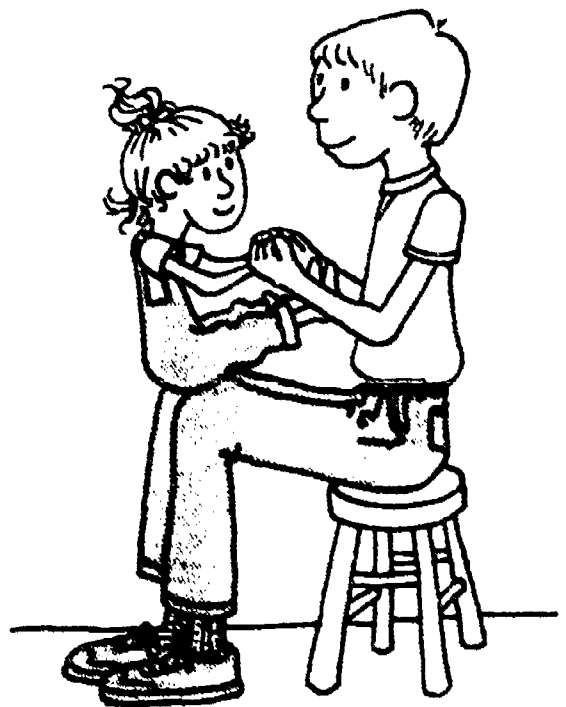
## ACTION GAME

Play a "lap riding" game. Place Baby on your lap, facing you. Grasp Baby's hands to help with balance.

As you chant the rhyme, "ride" Baby by moving both of your heels up and down off the floor.

*Sally go round the sun,  
Sally go round the moon,  
Sally go round the chimney pots  
Ev'ry afternoon. BOOM! BOOM!*

At the end of the rhyme, quickly open knees so baby falls gently from the lap.



## SIGHTS AND SOUNDS

Call attention to new sights and sounds at every opportunity. When appropriate, interact with Baby through rhymes.

*There's music in a hammer.  
There's music in a nail.  
There's music in a pussy cat  
When you step upon her tail.*

*Rain on the green grass,  
And rain on the tree,  
And rain on the housetop  
But not upon me!*

Gather up colorful "sound toys" for Baby to see, hear, and touch.

- Rattle
- Squeaky toy
- Hanging bells
- Wind chimes

As Baby begins to grab or strike or squeeze one of the "sound toys", sing a favorite song to accompany the playing.

### TEN LITTLE INDIANS

Traditional

One lit-tle, two lit-tle, three lit-tle In-dians, Four lit-tle, five lit-tle, six lit-tle In - dians,  
Seven lit-tle, eight lit-tle, nine lit-tle In-dians, Ten lit-tle In - dian boys.

The musical notation consists of two staves. The first staff contains the melody for the first line of lyrics, with chords F, F, C7, and C7 indicated above the notes. The second staff contains the melody for the second line of lyrics, with chords F, C7, and F indicated above the notes.

## **BABY TALKS**

As Baby begins to babble more and more, babble back by using Baby's own sounds.

Introduce Baby to new sounds that can be made with the mouth.

For instance, play a simple game of Peek-a-boo over and over until Baby begins to watch your mouth as it forms the sound BOO.

Other mouth sounds:

- Sh-sh-sh-sh
- Hiss
- Tongue click
- Lip buzz
- Yawn

## **VOICE SOUNDS**

Play a game of "Who is it?" Have family members take turns talking and/or singing to Baby.

Over a period of time, repeat the activity with the person out of Baby's vision. Watch Baby react to the sound of voices.

## HAND PLAY

This stage is one of imitation for Baby. Instead of guiding every action, let Baby do what you do.

*Pat-a-cake, pat-a-cake, the baker's man!  
Bake me a cake as quick as you can.*

(Clap hands)

*Roll it, and roll it.*

(Roll your arms one around the other)

*And mark it with a B.*

(Tap palms of hand)

*And toss it in the oven*

(Raise arms, palms up)

*For Baby and me.*

(Hug Baby)

Encourage Baby to imitate your clapping, as you chant this rhyme.

*One, two, buckle my shoe;  
Three, four, shut the door;  
Five, six, pick up sticks;  
Seven, eight, lay them straight;  
Nine, ten, a big fat hen.*

Change your motion another time - nod head, s  
shoulders, tap lap, etc.

## TAP AND RAP

Keep time to this rhyme by tapping both hands on the tray of Baby's high chair. Baby will imitate.

*Uno, dos, tres, cho -  
Uno, dos, tres, - co -  
Uno, dos, tres, - la -  
Uno, dos, tres, - te -*

Rub hands together (faster and faster) as if working a chocolate beater while chanting:

*Bate, bate, chocolate.  
Bate, bate, chocolate. (faster)  
Bate, bate, chocolate. (faster)*



## HITCH A RIDE

While holding Baby, walk around a large area and chant this rhyme.

*To market, to market, to buy a fat pig;  
Home again, home again, Jiggety jig!*

This is a good time for Baby to sense movement in space. Another time, change the walking movement to running, skipping, galloping, or sliding.

## ON YOUR OWN

When Baby begins to roll over, crawl along the floor, or "wheelbarrow walk", place objects at a distance to encourage movement toward the object.



Another time, cover the object with a bright colored scarf. Baby will enjoy finding it. Use a variety of soft textures and shapes for Baby to pick up and feel.

## BABY DANCES

Baby is now constantly moving. Stand him and hold on to both hands. Move arms side to side, while singing or chanting "London Bridge".

### LONDON BRIDGE

Traditional

The image shows two staves of musical notation for the song "London Bridge". The first staff contains the melody for the first line of the song: "Lon - don Bridge is fall - ing down, fall - ing down, fall - ing down." Above the staff are four chords: G, G, D7, and G. The second staff contains the melody for the second line: "Lon - don Bridge is fall - ing down, my far la - dy." Above this staff are four chords: G, G, D7, and G. The notes are written in a simple, accessible style suitable for a children's activity book.

For a surprise, let Baby fall down at the end of the song.



## BABY'S BEAT

While Baby plays on the floor, give him a small drum for a sound source.

As soon as Baby discovers that the drum makes a sound, he will want to repeat the sound over and over. Keep time to Baby's beat by singing a marching song.

### NOBLE DUKE OF YORK Play-Party Game

1 Oh, the no - ble Duke of York. He had ten thou - sand men;  
 2 Now, — when we're up, we're up. And when we're down, we're down.

He led them up to the top of the hill. And he led them down a - gain  
 And when we're on - ly — half - way up, we're — nei - ther up nor down

Chords: G, G, D, D, G, C, G, D, G



See Appendix 12 for drum making.

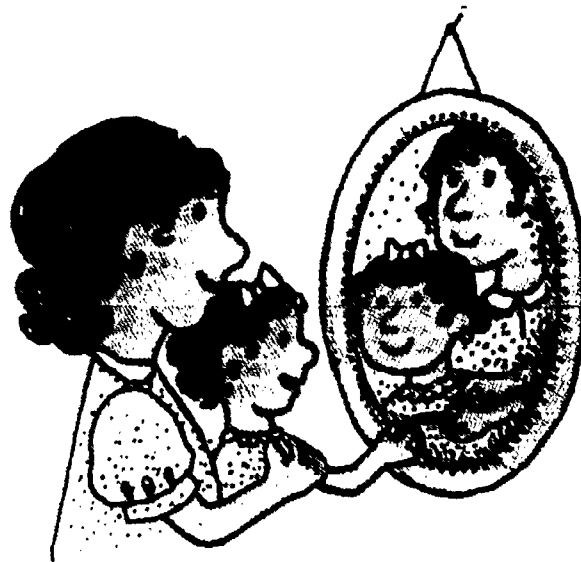
## MIRROR PLAY

Lay or sit Baby in front of a mirror. Baby will think there is someone else in the mirror and will investigate.

*Mirror, mirror on the wall  
Whose the fairest one of all?*

Make faces in the mirror with Baby. Show a happy face; sad face; crying face.

Make a book of faces. Draw many kinds of faces or cut pictures out of magazines.



## **BATH TIME**

Sometimes Baby needs to be distracted during bath time. As you wash tummy, back, legs, arms, and face, chant this rhyme.

*Rub-a-dub-dub, three men in a tub,  
And who do you think they be?  
The butcher, the baker, the candlestick maker -  
Turn them out, knaves all three!*

Use your voice to dramatize the rhyme. Some parts may be loud; others, soft. What words may be said high? low?

## CUDDLE TIME

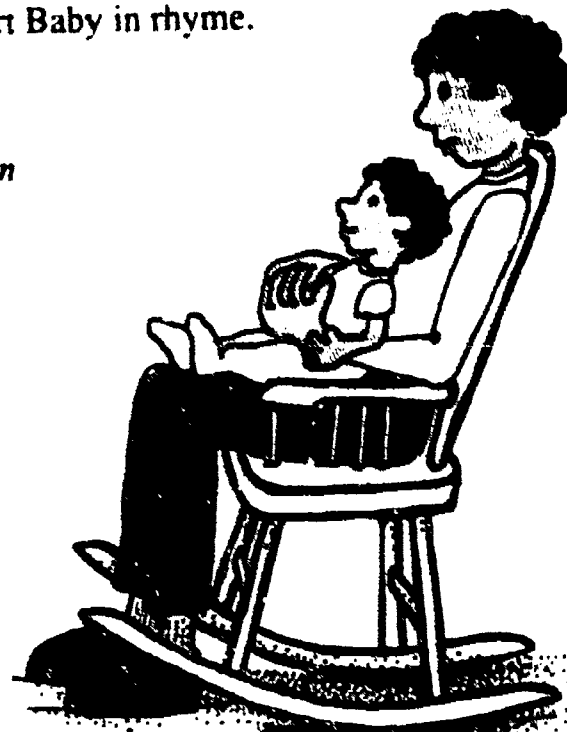
As Baby makes the effort to stand, there will be many tumbles. Comfort Baby in rhyme.

*Humpty Dumpty sat on a wall,  
Humpty Dumpty had a great fall;  
All the King's horses and all the King's men  
Couldn't put Humpty together again.*

In all times and everywhere, the lullaby is "tried and true" for comforting and cuddling Baby.

### ALL NIGHT, ALL DAY African-American Folk Song

The musical notation consists of two staves. The first staff has a treble clef and a key signature of one sharp (F#). The melody is written on a five-line staff with notes and rests. Above the staff are chord symbols: G, G, C, C, D7. Below the staff is the lyrics: "All night, all day, Angels watching o-ver me, my Lord...". The second staff has a treble clef and a key signature of one sharp. The melody continues with notes and rests. Above the staff are chord symbols: G, G, G, D7, G. Below the staff is the lyrics: "All night, all day, Angels watch-ing o-ver me".



## **DRUM MAKING**

**Your baby will enjoy having a drum to play. Make an easy one from an empty coffee or dry drink mix can. Cover the can with colorful contact paper. A wooden spoon makes a good mallet for Baby to beat the drum.**

## **PICTURE BOOKS TO TALK ABOUT**

|                        |   |
|------------------------|---|
| <b>Hoban, Tana</b>     | <b>Red, Yellow, Blue Shoe<br/>What Is It?</b>                           |
| <b>Martin, Bill</b>    | <b>Brown Bear, Brown Bear, What Do You See?</b>                         |
| <b>Oxenbury, Helen</b> | <b>All Fall Down<br/>Clap Hands<br/>Say Goodnight<br/>Tickle Tickle</b> |
| <b>Scarry, Richard</b> | <b>Best Nursery Rhymes Ever</b>   |

**Talk about the illustrations as you look at these books with your child.**

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# Get a **FIRST START** with the **ARTS**

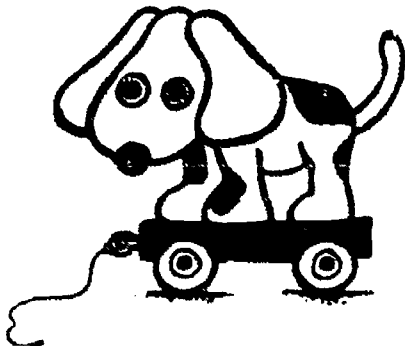
## Ideas to Use with Your 12 - 24 Month Little One

Compiled and Edited by  
Mary Palmer and Beth Crook

Illustrated by  
Bobbi Henderson

with special thanks to  
Curriculum Development Team Members

Judith Kase-Polisini, Shirley Lacroix, Kathy McGhee, and Barbara Riggins



A project of the **FLORIDA FIRST START** Program sponsored by the Orange County Public Schools and the University of Central Florida College of Education.

January 1991

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***I KNOW WELL THAT ONLY THE RAREST KIND OF BEST IN ANYTHING  
CAN BE GOOD ENOUGH FOR THE YOUNG***

**Walter de la Mare**

## ACTION GAME

Play a "foot dandling" game. After crossing your legs, place the child (facing you) on your "dandling" foot. Grasp both hands to help with the child's balance.

As you chant this rhyme, "ride" the child by moving your foot up and down.

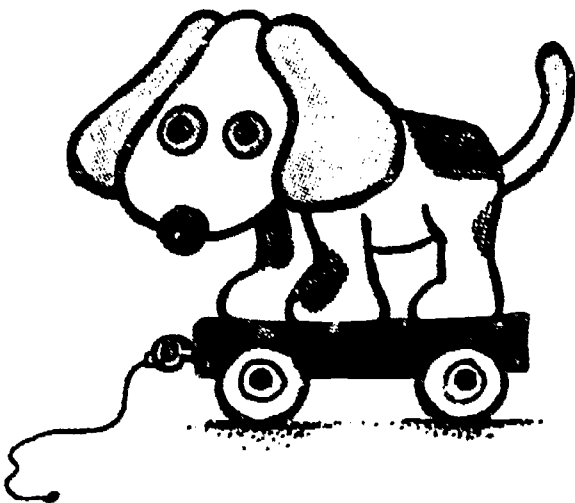
*Ride a cock-horse to Banbury Cross,  
To see a fine lady upon a white horse.  
Rings on her fingers; bells on her toes,  
She shall have music wherever she goes!*



## FIND THE TOY

Play a "where is \_\_\_\_\_?" game. Hide one of your little one's favorite toys - stuffed animal or doll.

While the child hunts for the toy, sing or chant:



*Oh where, oh where has my little dog gone?  
Oh where, oh where can he be?  
With his ears cut short and his tail cut long,  
Oh where, oh where can he be?*

Talk about the toy Baby finds - its color, shape and size.

## PARTS OF ME

At this stage, small children are learning parts of the body - hands, arms, legs, head, etc. Help your child identify body parts by singing or chanting this song.

### PRETTY TRAPPINGS

Folk Song from France

The musical notation consists of two staves. The first staff has four guitar chords above it: G, C, D<sub>7</sub>, and G. The second staff has four guitar chords above it: G, C, D<sub>7</sub>, and G. The lyrics are written below the notes.

1. I can move one arm. But the oth-er's good for noth-ing. I can  
 2. I can move one leg. But the oth-er's good for noth-ing. I can

move one arm. But the oth-er is no good  
 move one leg. But the oth-er is no good

See Sing with Me for other appropriate songs.

- "Clap Your Hands" - page 15
- "Looby Loo" - page 23
- "Hi-dee-roon" - page 31

## I'M ME

Little ones enjoy putting hats on themselves and everyone else! Decorate one or two old hats with buttons and bows; pins and posies; feathers and frills.

When Little One is all dressed up, have a parade. Sing or chant this song.

### MARY WORE HER RED DRESS

American Folk Song

The image shows two staves of musical notation for the song 'Mary Wore Her Red Dress'. The first staff contains the melody for the first line of the song: 'Mar - y wore her new hat, - new hat, - new hat, -'. The second staff contains the melody for the second line: 'Mar - y wore her new hat, - all day long'. Chord symbols (F, C7) are placed above the notes to indicate the harmonic structure. The notes are in a simple, folk-like style, and the lyrics are written below the notes.

Of course, substitute your child's name for *Mary*.

See Appendix page 17 for hat ideas.

## SING A SONG

Sing songs to your little one every day. Make a choice from Sing with Me.

The child will begin to bounce, sway, and will try to sing certain words with you.

Even though there are times when tape machines and record players can be used effectively, there is never a substitute for your own voice and personal interaction with your little one!





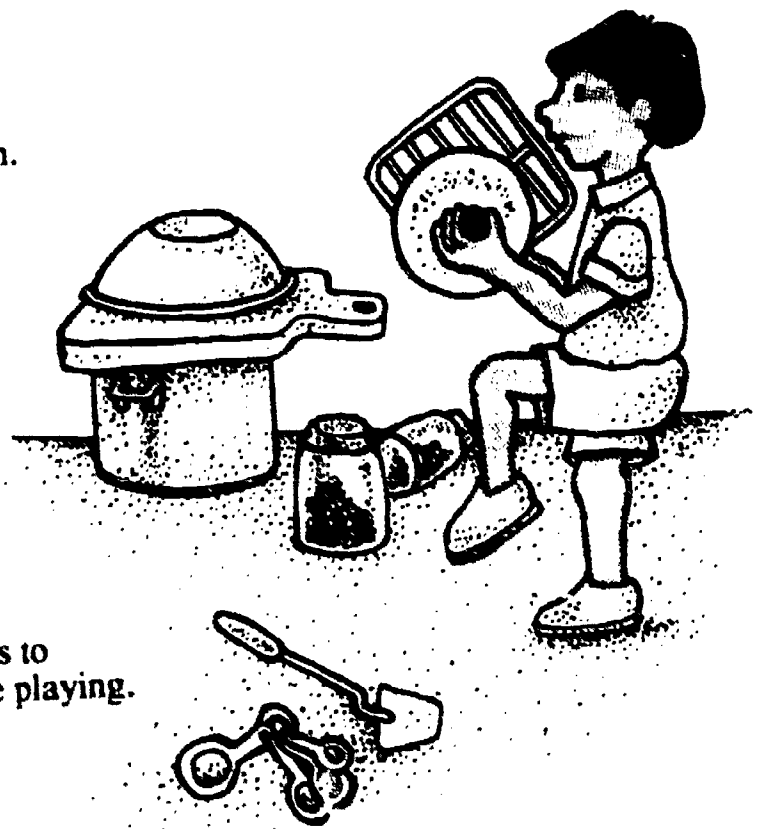
## SOUND PLAY

Collect a number of sound makers for Little One to play with.

- Pan lids and wooden spoons
- Containers of rice or pasta
- Containers of pebbles
- Variety of bells

When the child chooses one of the "instruments" and begins to play the sound over and over, sing a song to accompany the playing.

"Jimmie Crack Corn" - Sing with Me page 29



## SIGHTS AND SOUNDS

Sounds here and there continue to interest little ones. The child will turn to look in the direction of the sound. Take advantage of this built-in curiosity and talk about the sound.

What is it? Is it loud? soft?

- telephone ring
- dog bark
- clock tick
- lawnmower
- delivery truck
- voice on answering machine
- stove timer
- doorbell ring
- clock chimes
- auto engine
- school bus

For fun, use toy telephones to interact with Little One.

"Hello! Is this \_\_\_\_\_?"

"Are you playing with Teddy?"

"Are you playing in the house?"

"What are you playing?"

Of course, the first efforts will be "babbles" but as time goes on, the child will pick up the phone and start a conversation with you.

## JOIN IN

As you repeat familiar songs and rhymes, your child will begin to fill in a word here and there.

For instance, she may say certain words (bold print) in the following chant:

*There was a little girl  
who had a little curl  
Right in the middle of her forehead:  
When she was good,  
She was very, very good.  
(Hug Little One)  
But when she was bad she was horrid.  
(Cover your eyes and peek through  
fingers as if hiding)*

Play with your voice by changing the pitch (high and/or low) and the dynamics (loud and/or soft).

When beginning to take those first steps, the young child needs your support. Hold the child under the arms and walk with him, chanting as you go.

*Bobby Shaftoe's gone to sea,  
With silver buckles on his knee:  
He'll come back and marry me.  
Pretty Bobby Shaftoe!*

(For a surprise, lift child  
off floor at end of rhyme)

Rhymes and songs, so easy for adults to share, are proving to be most important to a child's future learning.

## HITCH A RIDE

This is a good age for Little One to sense different ways to move in space. While holding the child, walk, run, hop, skip, gallop, or slide in time with the music.

Choose instrumental music to accompany your movements. See Appendix page 18.

See Sing with Me for songs to use for "hitching a ride".

"The Mulberry Bush" - page 25

"Skip to My Lou" - page 17

"Hi-dee-roon" - page 31

## MOVE IT

While singing a song to your little one, respond to the rhythm by swaying back and forth or from side to side. Little ones will imitate at first and then begin to move in other ways - up and down and around.

### DID YOU EVER SEE A LASSIE?

Traditional

The musical score consists of four staves of music in a single system. The first staff begins with a treble clef and a key signature of one flat (F major). The melody is written on a five-line staff. Below the notes are the lyrics: "Did you ev - er see a las - sie. a las - sie. a las - sie. Did you". Above the staff are four chord symbols: F, F, C7, and F. The second staff continues the melody with lyrics: "ev - er see a las - sie go this way and that? Go". Above the staff are three chord symbols: F, C7, and F. The third staff continues with lyrics: "this way and that way go this way and that way. Did you". Above the staff are three chord symbols: C7, F, and C7. The fourth staff concludes the melody with lyrics: "ev - er see a las - sie go this way and that?". Above the staff are three chord symbols: F, F, and C7.

See Sing with Me for other appropriate songs.

"Li'l Liza Jane" - page 19  
 "Ha, Ha This-a-way" - page 5  
 "Hi-dee-roon" - page 31

## JOIN HANDS

Whenever possible, have your little one play with or near one or two other children.

Join hands for a game of Ring-a-round a rosy!

*Ring-a-round a rosy,  
Pocket full of posies,  
Hush-a! Hush-a!  
All fall down.*

(Gently bring the little one down to the ground)

See Sing with Me for another circle game.

"Li'l Liza Jane" - page 19



## MOVING WORDS

Your little one is ever ready to play!

Act out the words, as you say this rhyme.

*Mix a pancake,  
Stir a pancake,  
Pop it in the pan.  
Fry the pancake,  
Toss the pancake.  
CATCH it if you can.*

Christina Rossetti

For a surprise, clap hands on the word **CATCH**:  
say the last line faster, or run away as you say  
the last line.

Other moving words to dramatize:

- **Bounce** like a ball.
- **Stretch** to the sky.
- **Shake** to the floor.
- **Wiggle** like a worm.
- **Crawl** like a caterpillar.
- **Hop** like a bunny.

Rhymes help to develop a child's sensitivity  
to the sounds of language.

## PUPPET SHOW

For a simple puppet show, make a pussy cat puppet and dramatize the following rhyme:

*Pussy cat, pussy cat, where have you been?  
I've been to London to visit the Queen.  
Pussy cat, pussy cat, what did you there?  
I frightened a little mouse under her chair.*

(Make the puppet chase "the mouse")

Another time, make a special puppet to dramatize "Humpty Dumpty" or "Hickory Dickory Dock".

See Appendix page 17 for puppet making.



## COMFORT TIME

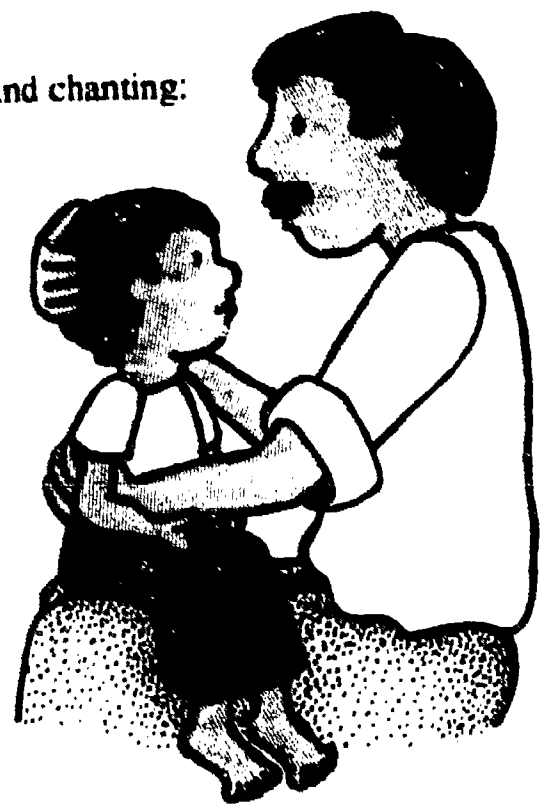
When Little One is hurt, make it all better by soothing the bruise and chanting:

*Sana, sana colita de rana,  
Si no sanas ahora,  
Sanarás mañana.*

*Get well, get well, little frog tail,  
If you don't get well now,  
You will get well tomorrow.*

For comforting songs, see Sing with Me.

"Hush, Little Baby" - page 21  
"Bye'm Bye" - page 35



## **READING PICTURES**

Storytelling starts with looking at colorful pictures in a book. Encourage the child to point to the picture, as you read the story.

Be sure to use your voice in a dramatic way - happy, sad, tired, rested. When an animal talks, make the sound: when a person talks, make your voice sound like that person - grandmother, a giant, a child, etc.

Allow your child to interrupt and respond to the story or babble about the pictures at times.

See Appendix page 19 for a listing of beautifully illustrated books.

## **MAKE A BOOK**

Why not make the child's own big book? Fill the pages of a scrap book with magazine pictures, family snapshots, pieces of material of various textures, different colored shapes, etc.

Talk about the pictures as Little One turns the pages of the big book - the animals, fruits, vegetables, persons, things, flowers and on and on!

Children must have many experiences with language long before it is time to read and write. Literacy learning begins in infancy.

For pamphlet prepared by The Early Childhood and Literacy Development Committee, contact the International Reading Association, Newark, Delaware 19714.

## BEDTIME

Dressing and undressing the child is often a chore for both parent and child. Make it fun with this rhyme.

*Diddle, diddle, dumpling, my son John,  
Went to bed with his trousers on;  
One shoe off, and one shoe on,  
Diddle, diddle, dumpling, my son John.*

A simple game of piggy-back makes the trip to bed fun.

*You be saucer,  
I'll be cup,  
piggyback, piggyback  
pick me up.*

*You be tree  
I'll be pears  
carry me, carry me  
up the stairs.*

*You be Good  
I'll be Night  
tuck me in, tuck me in  
nice and tight.*

Eve Merriam

## **MAKING A "FANCY" HAT**

Using a paper plate for a base, glue on feathers, lace, nylon net, or any other available decorations.

Punch holes on either side of the hat and attach ribbons to tie under your child's chin.

When the hat is ready for modeling, have your little one look in the mirror. Talk about the "fancy hat". Encourage your child to find some pictures of hats.

## **MAKING A PUPPET**

Create a very simple puppet for your little one.

- Sock placed over your hand
- Stuffed toy
- Mit type pot holder
- "Feelie" glove

Buy a bright colored textured garden glove. Glue or sew on a face made from fabric scraps. Another way is to attach scraps of cotton, felt, velvet, corduroy, terry cloth, satin, etc. to different finger tips.

## **INSTRUMENTAL SELECTIONS**

**For Movement or Just Listening**

**Anderson  
Brahms  
Corelli  
Debussy  
Kabalevsky  
Krenek  
Pinto  
Saint-Saëns  
Satie  
Schubert  
Schumann  
Shostakovich  
Strauss  
Stravinsky**

**Syncopated Clock  
Waltz, Op. 39, No. 2  
Gigue from Suite No. 3  
Children's Corner Suite  
A Little Joke  
Twelve Short Piano Pieces  
Memories of Childhood  
Selections from Carnival of the Animals  
Sports and Divertissements  
Waltz, Op. 9a, No. 1  
Scenes from Childhood  
Six Piano Pieces for Children  
Fire Festival Polka  
Lullaby from Firebird Suite**

## **PICTURE BOOKS TO TALK ABOUT**

**Carle, Eric**

**The Grouchy Ladybug  
The Very Busy Spider  
The Very Hungry Caterpillar  
The Very Quiet Cricket**

**Ehlert, Lois  
Hoban, Tana**

**Planting a Rainbow  
Red, Yellow, Blue Shoe  
What Is It?**

**Martin, Bill  
Oxenbury, Helen**

**Brown Bear, Brown Bear, What Do You See?  
All Fall Down  
Clap Hands  
Say Goodnight  
Tickle Tickle**

**Scarry, Richard  
Wildsmith, Brian**

**Best Nursery Rhymes Ever  
Fishes**

**Talk about the illustrations as you look at these books with your child.**

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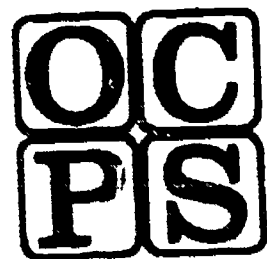
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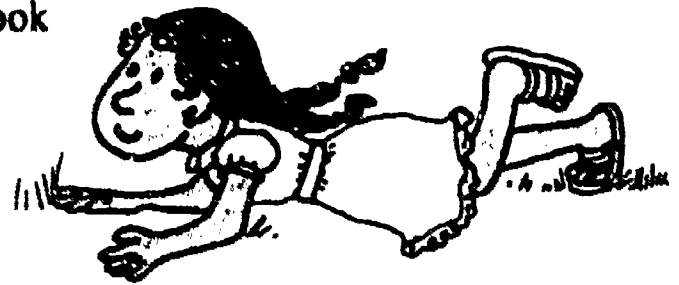
# **Get a FIRST START with the ARTS**

## **Ideas to Use with Your 24 - 36 Month Toddler**

Compiled and Edited by  
Mary Palmer and Beth Crook



Illustrated by  
Bobbi Henderson



with special thanks to  
Curriculum Development Team Members  
Judith Kase-Polisini, Shirley Lacroix, Kathy McGhee, and Barbara Riggins

A project of the FLORIDA FIRST START Program sponsored by the Orange County Public Schools  
and the University of Central Florida College of Education.

January 1991

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***PEOPLE KEEP SAYING IT'S NOT GOOD TO LEARN THINGS BY HEART***

***- BUT PRETTY THINGS, WELL SAID  
IT'S NICE TO HAVE THEM IN YOUR HEAD.***

**Robert Frost**

## ACTION GAMES

Your little one is always ready to play a game. As you chant these rhymes, do what the words suggest.

*Two little blackbirds sitting on a wall:  
One named Peter, one named Paul.  
Fly away, Peter! Fly away, Paul!  
Come back, Peter! Come back, Paul!*

*Little fish move in the water,  
swim, swim, swim.  
(Palms together, make a  
swimming motion with hands)  
Fly, fly, fly.  
(Arms out, make a "flapping" motion)  
Little ones, little ones.  
(Hold thumb and fingers together)  
Fly, fly, fly.  
(Flapping motion as above)  
Swim, swim, swim.  
(Swimming motion as above)*

In Spanish: *Los pescaditos andan en el agua,  
Nadan, nadan, nadan.  
Vuelan, vuelan, vuelan.  
Son chiquititos, chiquititos.  
Vuelan, vuelan, vuelan.  
Nadan, nadan, nadan.*

At this age, your child will anticipate the sequence of events and the motions that accompany the rhyme.

## **ACTION SONGS**

**Keep singing favorite songs that your little one has heard from infancy. Choose songs from Sing with Me.**

**Some songs are meant for play and pretend. As you sing "The Mulberry Bush" (See Sing with Me - page 25), "act out" each verse as suggested.**

**Another time, try making up more verses about your child's own experiences.**

**"This is the way we swim in the pool. . . ."**

**"This is the way we ride a bike. . . ."**

**"This is the way we jump so high. . . ."**

**"This is the way we shop with mom. . . ."**

**A song may suggest movement, voice dramatization, or playing a sound maker. Encourage your child to choose the song and the activity.**

## FANTASY TIME

During this age of fantasy, talk to your child through stories. Enjoy making them up as you go along!

*Once upon a time there was a big fat caterpillar.*

Continue the story, using these guidelines:

- What is his name?
- Where does he live?
- What does he wear?
- Where is he going?
- Does he move fast? slow?

Another time, try one about the adventures of a balloon or a sandpiper, a run-a-way toy or the bumblebee who liked red cars!

## FANTASY PLAY

To help develop fine motor skills, take time to create a puppet with your child.

- Have your child select a head for the puppet - a potato, lemon, carrot, apple, etc.
- You insert a wooden chopstick or skewer in the center for the handle.
- Add special features, such as raisins or marshmallows for eyes; lettuce or alfalfa sprouts for hair. Put them all together with toothpicks.
- Make the puppet come alive! What is its name? Where does it live? What does it play?

Encourage fantasy play.

## MAKE A SHAPE

As you sing this song, ask your child to move legs, arms, head, or shoulders until the end of the song; then **STOP** and **FREEZE** in position.

### PRETTY TRAPPINGS

Folk Song from France

The musical notation consists of two staves. The first staff has a treble clef and a key signature of one sharp (F#). The melody is written in 4/4 time. Above the staff, the chords G, C, D7, and G are indicated. The lyrics are: "1. I can move one arm. But the oth-er's good for noth-ing. I can" and "2. I can move one leg. But the oth-er's good for noth-ing. I can". The second staff has a bass clef and the same key signature. The melody is written in 4/4 time. Above the staff, the chords G, C, D7, and G are indicated. The lyrics are: "move one arm. But the oth-er is no good" and "move one leg. But the oth-er is no good".

Talk about the shapes the body can make. It can bend, make a straight line, make a curved line, or curl into a little ball.

The next time you play, choose another song from Sing with Me.

"Hi-dee-roon" - page 31

"Looby Loo" - page 23

"Ha, Ha This-a-way" - page 5

## CLAPPING GAMES

The repeated words in this rhyme are very inviting.  
Your child will soon join in at the end of each line.

*Miss Mary Mack, Mack, Mack.  
All dressed in black, black, black.  
With silver buttons, buttons, buttons.  
All down her back, back, back.*

*She asked her mother, mother, mother.  
For fifteen cents, cents, cents.  
To see the elephants, elephants, elephants.  
Jump the fence, fence, fence.*

*They jumped so high, high, high,  
They touched the sky, sky, sky,  
And they never came back, back, back,  
'Til the fourth of July, ly, ly.  
No, they never came back, back, back,  
'Til the fourth of July, ly, ly.*

Responding to rhymes and songs is important to  
your child's future learning.

While chanting this street rhyme, play a hand  
clapping game with your little one.

Have your child hold out both hands while you  
keep the beat by patting the child's palm.

*Down, Down, Baby -  
Down, Down, the roller coaster.  
Sweet, Sweet, Baby -  
Sweet, Sweet, the roller coaster.  
Shimmy, Shimmy cocoa pop,  
Shimmy, Shimmy POP -*

Sensing the rhythm in words and phrases is  
basic to literacy development.



## CHILD IN MOTION

How exciting it is to run outdoors. "I'll catch you!"  
Use this rhyme as a starter.

*One, two, three,  
The bumble-bee,  
The rooster crows,  
And away she goes!*

Up and down! Up and down!  
Your little one discovers stairs!  
Celebrate the fun by chanting this rhyme.

*I went upstairs to make my bed  
And by mistake I bumped my head.  
I went downstairs to cook my food  
And by mistake I cooked my shoe.*

Children's street game  
Collected by Tony Shwartz

The only thing better than running is jumping! Let  
your little one be *Jack*.

*Jack be nimble, Jack be quick,  
Jack jump over the candlestick.*

Dramatize a Jack-in-the-box. Your child, who is  
*Jack*, hides in an imaginary box or in a large carton.  
You open the cover and out comes *Jack*!

*Jack-in-the-box is folded up,  
And no one knows he is there.  
Til someone comes and touches the hook  
And out he POPS in the air.*

Evelyn H. Hunt

A child of two years is becoming skillful at walking,  
running, climbing, throwing, and kicking. Such  
gross motor development is basic to smaller muscle  
development needed in school years.

## **DANCING**

While holding your little one, move around the room doing your favorite dance step - polka, touch step, line dance, waltz, "alley cat", two-step, etc.

This is a good way to introduce your child to instrumental pieces. Collect tapes and/or recordings to start your child's listening library.

See Appendix page 16 for suggested listening pieces.

## **DIFFERENT SIZES OF ME**

Let your "magic wand" motivate some dramatic play. Gently touch your child with the wand and say these words very slowly:

"Grow taller and taller and taller until you can reach the sky!"

"Walk around like a very tall giant."

"You are now shrinking slowly and becoming a tiny, tiny person!"

"Walk around like a very tiny ant."

Have fun adding to the play, using persons or things you and your child have read about.

## SHADOW PLAY

Outdoors on a sunny day!

### My Shadow

*I have a little shadow that goes in and out with me,  
And what can be the use of him is more than I can see.  
He is very, very like me from the heels up to the head;  
And I see him jump before me, when I jump into my bed.*

Robert Louis Stevenson

Play a short piece of instrumental music or sing a song and invite your child to move freely in time to the music. **STOP** the music and have your child **FREEZE** in position.

Using colored chalk on the sidewalk, colored yarn on the grass, or fingers in the sand, trace around your child's shadow.

Talk about shadows. Does your shadow have arms? legs? head?

Repeat the shadow play again so the child can see many different shadow outlines.

See Appendix page 16 for listing of instrumental music.

See Appendix page 17 for additional verses for the poem My Shadow.

## **PICTURE STORIES**

**Collect a box of colored markers, crayons, pencils, and paper so your little one can "draw a story".**

**If possible, sit with your child and listen to the talk about the picture.**

**Be sure to hang the finished art work in a prominent place. Over a period of time, you might make a "storybook" of your child's pictures.**

**Another time, have your child choose favorite pictures from a magazine to cut out and tape in a big book.**

**As time goes on, encourage your little one to make up stories about the pictures in the "big book".**

## **OBJECT PAINTING**

**Give your child the opportunity to paint with different objects.**

**When outdoors, gather up various things to use - pine needles, sticks, stones, etc.**

**Talk about the "pictures" made by the various objects.**

**Another time, use things around the house to paint with - feather from a duster, make-up sponge, whisk broom, Q-tips, etc.**

## STOP AND LISTEN

After a period of activity, stop and listen! Lie on the floor beside your little one and talk softly about quiet things.

- Touch the floor. Does it feel hard?  
Does it feel soft?
- Look up at the ceiling.
- Look sideways to "find" each other.
- Listen to the clock tick, faucet drip, or other evident sound.



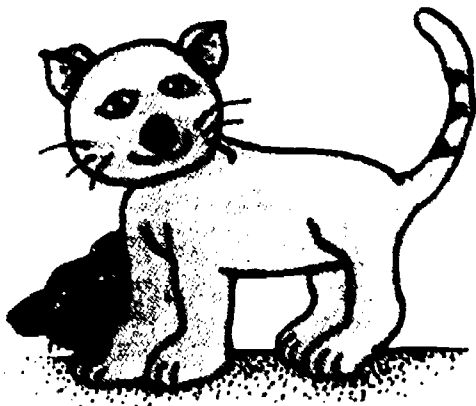
This exercise in stillness can be done outdoors as well as indoors.

Lay down in the yard with your child and look at the clouds. What color? Shape?

You and your child can make magic clouds.

- Open a sandwich bag and fill it with shaving cream.
- Squeeze a few drops of food coloring (one or two colors chosen by your child).
- Have child sprinkle some glitter inside, then seal it tight. Be sure all the air is out.
- Talk about how it feels.

Be a magical cloud. Will you move fast or slow? Will you be high in the sky or low on the ground?



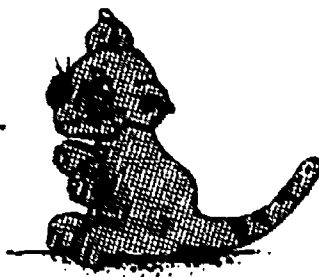
**Scene I**

**Kittens (Looking sad)**  
*Oh, Mother dear, we sadly fear  
Our mittens we have lost.*

**Mother (Scolding)**  
*What! Lost your mittens  
You naughty kittens  
Then you shall have no pie.*

**Scene II**

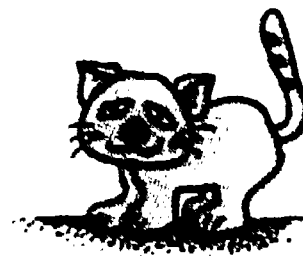
**Kittens look around the house  
for the lost mittens.**



**DRAMA TIME**

**The Three Little Kittens**

**Characters:** Kittens  
Mother



**Scene III**

**Kittens (Running to Mother in kitchen)**  
*Oh, Mother dear, see here, see here.  
Our mittens we have found.*

**Mother (Serving them pieces of pie)**  
*What! Found your mittens?  
You good little kittens  
Then you shall have some pie.*

**Kittens (Happily)**  
*Meow! Meow! Meow!*

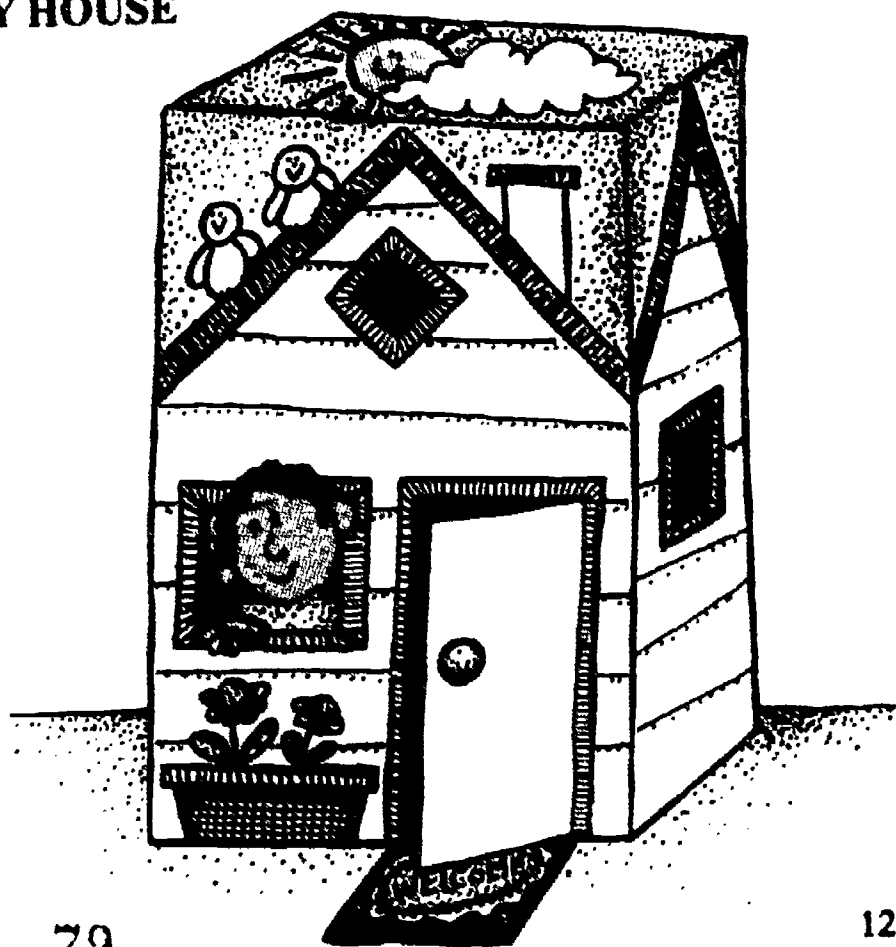
**Make up a little play about a favorite story. See Appendix page 18 for other suggestions.**

## PLAY HOUSE

Make a playhouse out of a discarded box or carton.

Cut out a door and some windows and paint the outside. Perhaps your little one can help decorate the playhouse.

Once the paint is dry, your child can play inside the house. Listen to what the child at play is saying; join in the talk. If necessary encourage your child's imagination. Have a pretend birthday party in the playhouse - bake a cake, open presents, and play a game.



## **ART MATCH**

**Play a game of "match the cards".**

**Place one set of art notecards in a row facing the child. (See Appendix page 19)  
Give your child two or three cards from a duplicate set and ask him to match each card with one in the row.**

**Repeat the game from time to time until the child becomes familiar with all of the notecards.**

**Take time to talk about the art work - the colors and shapes.**

**Let your own child's interest guide the amount of time spent with this or any other activity.**



## SWING IT

Whether indoors or out, children enjoy a ride in a swing.  
Say this famous poem, as you push the swing in rhythm.

### The Swing

*How do you like to go up in a swing,  
Up in the air so blue?  
Oh, I do think it the pleasantest thing  
Ever a child can do!*

*Up in the air and over the wall,  
Till I can see so wide,  
Rivers and trees and cattle and all  
Over the countryside -*

*Till I look down on the garden green,  
Down on the roof so brown -  
Up in the air I go flying again,  
Up in the air and down!*

Robert Louis Stevenson

Another time, make up a chant to use while swinging your little one.

*Swinging, swinging,  
(Child's name) is swinging!*

or

*Ride up high to touch the sky,  
See the birds and airplanes fly.*

## I'M THREE

As your little one approaches three years old, s/he proudly holds out three fingers. "This is how old I will be!" Sing a song about one, two, three (uno, dos, tres).

### CONTANDO

Folk Song from Puerto Rico

English Words by Rosemary Jacques.

1. Ne-ni-ta u-no, ne-ni-ta dos, Ne-ni-ta  
 2. Bo-qui-ta u-no, bo-qui-ta dos, Bo-qui-ta

tres, ne-ni-ta fue.  
 tres, bo-qui-ta fue.

3. Ojito uno . . .

4. Manita uno . . .

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## **INSTRUMENTAL SELECTIONS**

**For Movement or Just Listening**

|                     |  |
|---------------------|--|
| <b>Anderson</b>     | <b>Syncopated Clock</b>                        |
| <b>Brahms</b>       | <b>Waltz, Op. 39, No. 2</b>                    |
| <b>Corelli</b>      | <b>Gigue from Suite No. 3</b>                  |
| <b>Debussy</b>      | <b>Children's Corner Suite</b>                 |
| <b>Kabalevsky</b>   | <b>A Little Joke</b>                           |
| <b>Krenek</b>       | <b>Twelve Short Piano Pieces</b>               |
| <b>Pinto</b>        | <b>Memories of Childhood</b>                   |
| <b>Saint-Saëns</b>  | <b>Selections from Carnival of the Animals</b> |
| <b>Satie</b>        | <b>Sports and Divertissements</b>              |
| <b>Schubert</b>     | <b>Waltz, Op. 9a, No. 1</b>                    |
| <b>Schumann</b>     | <b>Scenes from Childhood</b>                   |
| <b>Shostakovich</b> | <b>Six Piano Pieces for Children</b>           |
| <b>Strauss</b>      | <b>Fire Festival Polka</b>                     |
| <b>Stravinsky</b>   | <b>Lullaby from Firebird Suite</b>             |

## MY SHADOW

I have a little shadow that goes in and out with me,  
And what can be the use of him is more than I can see.  
He is very, very like me from the heels up to the head;  
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow -  
Not at all like proper children, which is always very slow;  
For he sometimes shoots up taller like an india-rubber ball,  
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,  
And can only make a fool of me in every sort of way.  
He stays so close beside me, he's a coward you can see;  
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,  
I rose and found the shining dew on every buttercup;  
But my lazy little shadow, like an arrant sleepyhead,  
Had stayed at home behind me and was fast asleep in bed.

Robert Louis Stevenson

Appendix 17

## **OTHER STORIES FOR DRAMATIZATION**

**Cinderella**  
**Gingerbread Man**  
**Jack and Jill**  
**Little Miss Muffet**  
**Little Red Riding Hood**  
**Three Bears**  
**Three Billy Goats Gruff**  
**Three Blind Mice**

## **IDEAS FOR ART NOTECARDS**

**Cézanne**

**Cézanne**

**Degas**

**Gottlieb**

**Manet**

**Rousseau**

**Van Gogh**

**Vermeer**

**Mardi Gras**

**Still Life: Jug and Fruit**

**The Millinery Shop**

**Thrust**

**The Fifer**

**Carnival Evening**

**Boats**

**The Girl with the Red Hat**

## **PICTURE BOOKS TO TALK ABOUT**

|                             |   |
|-----------------------------|---|
| <b>Baer, Gene</b>           | <b>Thump, Thump, Rat-a-Tat-Tat</b>      |
| <b>Carle, Eric</b>          | <b>The Grouchy Ladybug</b>              |
|                             | <b>Papa, please get the moon for me</b> |
|                             | <b>The Very Busy Spider</b>             |
|                             | <b>The Very Hungry Caterpillar</b>      |
|                             | <b>The Very Quiet Cricket</b>           |
| <b>Ehlert, Lois</b>         | <b>Planting a Rainbow</b>               |
| <b>Lionni, Leo</b>          | <b>Colors to Talk About</b>             |
|                             | <b>Frederick</b>                        |
| <b>Voight, Erna, ill.</b>   | <b>Peter and the Wolf</b>               |
| <b>Wildsmith, Brian</b>     | <b>Fishes</b>                           |
| <b>Wood, Audrey and Don</b> | <b>The Napping House</b>                |

**Talk about the illustrations as you look at these books with your child.**

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**Riggins, Barbara.** Director, Southern Ballet Theatre, Orlando.

