



# Dream~Makers®

Building Creativity and Confidence

## Early Childhood

Cherishing Young Children's Creativity

Infants through 5 years







## Crayola gratefully acknowledges the teachers and children who tested the lessons in this guide

- Banana Factory, Sunshine Studio, Bethlehem, PA: Hannah Votta
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- Peace of Mind Child Care & Early Learning Place, Prince Frederick, MD: Bonnie Drayer
- St. John Neumann Regional School, Palmerton, PA: Paula Zelienka

This guide would not have been possible without the collaboration of Janet Brown (McCracken) Stivers and Donna Schudel. Jan's expertise in early childhood development and Donna's talent and passion for interdisciplinary arts education have joined to bring you these creative, active, and purposeful experiences for you to share with your children. Thank you both for your diligent efforts and dedication.

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Crayola would also like to acknowledge Jacqualyne Flynn, Peter Sak, Kevin Zelienka, Leroy Kramer, and the many others who contributed to the production of this guide. Special thanks to Kimberly Pease at Namaste, an incredible store and gallery, for allowing us to photograph and feature her collection of artifacts from around the world. Please visit her Web site at [www.asia2africa.com](http://www.asia2africa.com) for more information. Elizabeth Willett identified and photographed much of the diverse fine art that is depicted.

The importance of creating valuable and meaningful experiences for young children to discover their talents, explore their world, and create a strong foundation for learning and success in their lives is well documented. It is our vision that these interdisciplinary experiences provide you with additional stimuli and educational tools for building the creativity and confidence of our youngest learners.

*Nancy A. De Bellis*  
Director, Education Marketing  
Crayola LLC

Crayola Dream-Makers is a series of standards-based supplemental curriculum resources that contain lesson plans for educators. Each guide uses visual art lessons to stimulate critical thinking and problem solving for individual subject and content areas such as Math, Language Arts, Science, Social Studies, Early Childhood, and After-School Programs. Students demonstrate and strengthen their knowledge while engaging in creative, fun, hands-on learning processes.

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# Wild Animals: Movements & Sounds

## Objectives

- Children listen attentively to a variety of fiction and nonfiction books.
- Children create related play environments, costumes, and props using a variety of age-appropriate drawing and sculpting materials.
- Children engage in dramatic play, rhythmic experiences, and communication with others using their props.
- Preschoolers participate in rhythmic counting experiences as part of their play.

## Multiple Intelligences

- Bodily-kinesthetic
- Interpersonal
- Linguistic
- Musical
- Spatial

## What Does It Mean?

**Interdisciplinary:** combine two or more academic fields of study  
**Dramatic play:** act out pretend roles

## Safety Guidelines

Please carefully read the safety guidelines that apply to this exploration. You will find them on page 104.

<b>Toddlers</b>	<ul style="list-style-type: none"> <li>• Outdoor Crafts</li> <li>• Costumes and Masks</li> <li>• Crayola Washable Paints</li> </ul>
<b>3-year-olds</b>	<ul style="list-style-type: none"> <li>• Crayola Model Magic®</li> <li>• Costumes and Masks</li> <li>• Crayola Washable Paints</li> </ul>
<b>4- and 5-year-olds</b>	<ul style="list-style-type: none"> <li>• Small Parts</li> <li>• Adult Assistance</li> <li>• Scissors</li> <li>• Costumes and Masks</li> <li>• Crayola Washable Paints</li> </ul>
<b>All ages</b>	<ul style="list-style-type: none"> <li>• Adult Supervision</li> </ul>

**Lion Mask**  
Wood, cotton  
11" x 17" x 16"  
Bali



## National Standards

### NAEYC Academy for Early Childhood Program Accreditation

#### Infants

##### Early Literacy Standard #2.E.01

Infants have varied opportunities to experience songs, rhymes, routine games and books through  
 \* individualized play that includes simple rhymes, songs, and interactive games (e.g., peek-a-boo).

#### Toddlers

##### Early Literacy Standard #2.E.02

Toddlers/twos have varied opportunities to experience books, songs, rhymes, and routine games through  
 \* individualized play that includes simple rhymes, songs, and sequences of gestures (e.g., finger plays, peek-a-boo, patty-cake, This Little Piggy).

#### 3-year-olds

##### Early Literacy Standard #2.E.04

Children have varied opportunities to  
 \* retell and reenact events in storybooks.  
 \* be assisted in linking books to other aspects of the curriculum.

#### 4- and 5-year-olds

##### Early Mathematics Standard #2.F.05

Children are provided varied opportunities and materials that help them understand the concept of measurement by using standard and non-standard units of measurement.

##### Early Literacy Standard #2.E.04

Children have varied opportunities to  
 \* retell and reenact events in storybooks.  
 \* be assisted in linking books to other aspects of the curriculum.

#### All ages

##### Early Mathematics Standard #2.F.02

Children are provided varied opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols.

##### Language Development Standard #2.D.03

Children have varied opportunities to develop competence in verbal and nonverbal communication by responding to questions; communicating needs, thoughts, and experiences; and describing things and events.

##### Language Development Standard #2.D.04

Children have varied opportunities to develop vocabulary through conversations, experiences, field trips, and books.

### National Art Education Association

#### All ages

##### Visual Arts Standard #1

Understands and applies media, techniques, and processes

##### Visual Arts Standard #3

Chooses and evaluates a range of subject matter, symbols, and ideas

##### Visual Arts Standard #6

Makes connections between visual arts and other disciplines

## Background Information

Animals are a rich source of discovery for young children. Dramatic play lends itself particularly well to this topic given children's love of impersonation and characterization. Fictional stories inspire fantasy play as children take on the voices of animals imprinted with human characteristics.

Tales of native peoples across the globe are inspired by regional animals. The cultural rituals of Northwest coastal tribes of North America are a rich interdisciplinary example. Often inspired by animals, their totem poles, ceremonial clothing, and masks are creatively designed to incorporate specific animal characteristics. Look up the stories of the Tlingit, Haida, and Tsimshian tribes for wonderful animal legends.

Nonfiction resources help children discover the extraordinary functions and environments of known and unknown animals. The platypus—with its unique duck-billed, beaver-tailed, otter-footed body—is a natural visual comedian for young children to impersonate. Equally fascinating is the conch, with its two long protruding eye stalks that form the beautiful curving edges of its highly collectible shell. These detailed examples are sometimes more awe-inspiring than fiction and lead to fun-filled discoveries for toddlers and young children.

## New Words To Learn

Beat	Legend
Endangered	Performance
Fantasy	Pretend
Illustration	Rhythm
Impersonation	Texture
Inspiration	Voice

## Resource Books and Recordings

- 📖 *Giraffes Can't Dance* by Giles Andreae. Brightly colored illustrations bring fun-loving dance movements to life in the animal world. Great inspiration for movement and sounds with an encouraging message to follow your dreams.
- 📖 *How Raven Brought Light to People* by Ann Dixon. This beautifully illustrated Northwest Coast legend tells the story of Raven, who brings light to the world by releasing the sun, moon, and stars from the boxes in which a great chief has been storing them. Great imaginary animal personality.
- 🎵 *Peter and the Wolf/Young Person's Guide to the Orchestra/Carnival of the Animals* composed by Sergey Prokofiev. A timeless musical composition of animal characteristics played by various instruments with voice narration. Encourages sound and music awareness and identification.
- 📖 *The New Creatures* by Mordicai Gerstein. Fantastical story about animals ruling the world. Colorful, detailed illustrations with silly uses of costumes and movement to encourage playful ideas.
- 📖 *The Lion King: Pride Rock on Broadway* by Julie Taymor, Pamela Logan, Tim Rice and Alexis Greene. Elaborately detailed book for adults covering the journey of design and preparation for the Broadway production. Inspiring detailed drawings of costumes.
- 🎵 *Vanishing Voices: A Musical Celebration of Endangered Animals* by Vanishing Voices. A creative recording of endangered animal sounds and environments woven together with indigenous rhythms and melodies from around the world.
- 📖 *What Do You Do With a Tail Like This?* by Steve Jenkins and Robin Page. Nonfiction text illustrated in colorful, textured collage plays guessing games with factual information about animal parts. Further enhanced by substantive paragraphs in the back on each of the 30 animals covered.



**Shaman's Belt With Tiger Bells**  
40" x 2" x 2"  
Bronze bells  
Myanmar (Burma)



**Damaru (hand drum)**  
Silk  
Nepal



See Exploration on page 101





## Infants

### Suggested Preparation

**Teachers:** Select a variety of large-sized, safe textured items including fake animal furs and vinyl. Choose a variety of colors.

**Families and teachers:** Play recordings of animal sounds. Listen to real animals whenever possible. Read books about animals, sounds, and textures. Encourage curious infants to discover textures through their senses by touching textures such as household objects, toys, and their clothing. Stimulate body movements by playing with stuffed or miniature animals, balls, and other toys.

Point out colors, textures, and other attributes of familiar and new items. Experiment together with simple cause and effect. Play games such as rolling balls or covering toys with a blanket to play Peek-a-Boo.

### Safe Learning Materials

- Animal pictures
- Animal sound recordings
- Clear plastic containers with tight-fitting lids
- Dry cereal
- Music
- Textured fabric
- Toy animals

### Set-Up & Tips

- Rotate toys and other items as needed to maintain babies' interest.
- Establish a space with clear boundaries for safe movement.

Process:  
Session 1  
10-20  
minutes

#### Sit on and touch textures

1. Place large pieces of textured fabric on the floor.
2. Babies sit, crawl, and lie on samples of textures. Encourage them to feel each one.
3. For infants on their backs or in bouncers, hold sample of texture so they can see and feel.

Process:  
Session 2  
10-20  
minutes

#### Listen to animal sounds

4. Infants listen to recordings of animal sounds. Play same sound several times. Talk about the names of the animals, show pictures of them, and if possible offer toy animals to touch.
5. Use sounds together with large samples of textures. Match sounds to similar textures. For example, a black and white striped piece might be a zebra.

Process:  
Session 3  
20-30  
minutes

#### Shake cereal to make sounds

6. Put a few pieces of dry cereal or other appropriate food in a plastic container. Place lid on tightly.
7. Play music for babies to move with and shake their noisemakers. Point out how the sounds change when they shake fast and slow, hard and gently.
8. At feeding table, open containers for babies who are eating solid food. Encourage them to play with and taste the cereal. With all babies, talk about colors, shapes, and textures of the cereal and container.



### Assessment Strategies

- Is baby curious to touch and look at new textures?
- How well can infant tell the difference between animal sounds?
- How engaged was baby with music and rhythms?
- What most attracted the child during food play?

### Adaptations & Extensions With Children and Families

**Outdoors:** Take infants to parks, wooded areas, and around neighborhoods with pets. Listen for animal sounds and rhythms.  
**Children with special needs:** Adapt experiences to meet children's individual needs and abilities.

## Toddlers 18 to 36 months

### Suggested Preparation

**Teachers:** Select several high-quality board and picture books with examples of animal characteristics that are suitable for toddlers. *Giraffes Can't Dance* has inventive examples of animals dancing. Read through stories to plan animated presentations. Show still and video images of animals in the wild, including children's picture books. Include pretend animals in the dramatic play and/or block areas.

With children, listen to wild animal sounds. Identify animals and match names and pictures. Children move to the sounds in their own interpretations of how those animals move.

Make a sample of the grass cuffs to understand the process and inspire children's creativity.

**Families and teachers:** To discover animal textures, visit a nature center that has hands-on activities with touchable examples of furs, skins, hooves, and other animal parts.

Play music, especially pieces that mimic animal rhythms such as elephants walking or bees buzzing. Walk and count to the rhythm. Make it fun!

**Artist in residence:** Invite an interactive percussionist or group to demonstrate the instruments and make music with toddlers. If possible, include music relevant to children's cultures, such as drums, bells, and other instruments.

Process:  
Session 1  
10-20  
minutes

#### Move to a story

1. Read a story out loud. Show all illustrations to children. Make animated animal sounds.
2. Read the book a second time, perhaps on another occasion. Ask toddlers to act out the story as you tell it. Encourage them to move freely around the room. Make animal sounds and movements.
3. Repeat with similar stories.

Process:  
Session 2  
10-20  
minutes

#### Create grass cuffs

4. Toddlers color both sides of two construction paper sheets with their choice of markers, stampers, paint, or crayons.
5. Help children fold paper in half horizontally.
6. Stick tape along both sides of the fold. Show toddlers how to tear along the edges to create fringe. To curl fringe, help children roll pieces around a marker barrel.
7. With adult assistance, toddlers roll paper into bracelet-sized rings (grass cuffs) that fit on their wrists.

Process:  
Session 3  
20-30  
minutes

#### Move with instruments

8. Help toddlers put on their grass cuffs and tape ends. Practice rubbing the two together or shaking to make grass sounds. Count 1, 2, 3 for a rhythm.
9. Play rhythmic music. Toddlers rub their grass cuffs to a 1, 2, 3 rhythm. Create a parade around the room.
10. Toddlers repeat animal sounds and movements that they made while listening to their story.
11. Divide children into two groups. One group makes 1, 2, 3 grass cuff sounds while the other group makes animal sounds.

### Assessment Strategies

- How long are toddlers attentive during story reading?
- How many pictures of animals can toddlers identify?
- How engaged were toddlers with decorating their paper and tearing fringe?
- During dramatic play, do toddlers engage in age-appropriate interactions?

### Crayola® Supplies

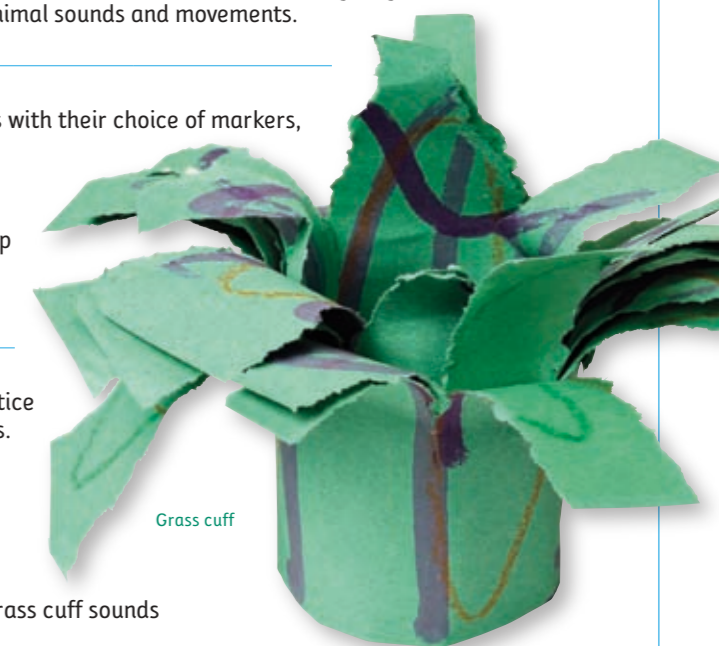
- Beginnings™ TaDoodles™ Washable All-in-One Paint
- Beginnings TaDoodles Washable Crayon Buddies
- Beginnings TaDoodles Washable First Marks
- Beginnings TaDoodles Washable Stampers
- Construction Paper

### Other Safe Learning Materials

- Masking tape
- Recordings and player (adult use only)

### Set-Up & Tips

- Display decorated grass cuffs and folded paper.
- Establish a space with clear boundaries for safe movement.



Grass cuff

### Adaptations & Extensions With Children and Families

**Outdoors:** Toddlers walk through parks or the neighborhood wearing their grass cuffs. Discover other safe objects that will make sounds against their cuffs. Try leaves and tall grass.  
**Children with special needs:** Play rhythmic music for toddlers to move and react freely. For toddlers with physical challenges, make sure there is an alternative way to make rhythm. For example, a child who is in a wheelchair might clap, shake a rattle, make verbal sounds, or knock on a table.



# Wild Animals: Movements & Sounds

## 3-year-olds

### Suggested Preparation

**Teachers:** Discuss wild animal sounds and movements specifically related to legs, arms, and feet. Display children's books, watch videos, and look at pictures of animal feet and "hands."

Select children's books with examples of animal characteristics to read aloud. *Giraffes Can't Dance* has inventive examples of animals dancing. *What Do You Do With a Tail Like This?* has realistic examples of animal hands and feet.

Make a sample of cup hooves to demonstrate and inspire children's creativity.

**Families and teachers:** Walk through a park or woods. Listen to the variety of animal sounds and movements. Notice the sounds your own feet make.

Listen for countable rhythms in bird songs. Have fun creating your own bird dances.

**Artist in residence:** Invite an interactive movement artist to demonstrate and discuss basic human and animal movements and sounds to which children can relate.

### Crayola® Supplies

- Model Magic® modeling compound
- Multicultural Markers
- Washable Markers
- Washable Paints

### Other Safe Learning Materials

- Plain paper cups (6 oz. or larger)
- Recycled newspaper
- Ruler or straight edge

### Set-Up & Tips

- Cover painting surface with newspaper (session 2).
- Display cup hooves and claws to inspire children's creativity.
- Model Magic compound fresh from the container sticks to itself.
- Keep hands dry when using hooves.
- Establish a space with clear boundaries for safe movement.

Process:  
Session 1  
10-20  
minutes

### Move like animals

1. Read a story out loud. Show all illustrations to children. Make animated animal sounds.
2. Children choose an animal in the story. Ask children to describe why they chose their animals.
3. Children create and demonstrate their animals' dances and sounds.

Process:  
Session 2  
10-20  
minutes

### Create hoof sounds

4. Discuss different kinds of hooves. Look at pictures of hooves and horseshoes. If possible, watch a parade with horses and listen to their hooves on the pavement.
5. Children decorate two paper cups using markers and paints. Encourage creativity and uniqueness. Air-dry the paint.

Process:  
Session 3  
20-30  
minutes

### Create animal hooves and claws

6. Children tap cups upside down on a hard surface to make hoof sounds.
7. Using their hands, children flatten a small ball of Model Magic® compound into a pancake shape the size of their palms.
8. Children use a straight edge to cut a triangle out of the compound for "claws." Wrap triangles around fingers to create soft claws.
9. Children make animal sounds and movements with claws.
10. Divide into groups. One group makes animal sounds, the other makes hoof sounds. Play fun counting games. Use marches or other music to keep rhythms. Encourage experimental animal postures and movements individually and in groups.



Animal claws

### Assessment Strategies

- Are child's social interactions age appropriate?
- How many different animals with hooves can child identify?
- How engaged is child in counting and keeping rhythms?
- How age-appropriate are each child's movements?

### Adaptations & Extensions With Children and Families

- Outdoors:** Children draw caves, trees, and nests on playgrounds with Crayola Washable Sidewalk Chalk and/or Paint.
- Headpieces:** Children create crown-like cylindrical headpieces with animal faces drawn on the cylinder.
- Grass cuffs:** Children make grass cuffs as described for 18- to 36-months to experience additional sound combinations.
- Children with special needs:** Encourage children to move their bodies in new ways to reflect animal characteristics. Children with physical challenges can move hands, feet, or heads in ways that express their ideas. Use Model Magic compound often for sensory integration and to build hand and finger strength.

## 4- and 5-year-olds

### Suggested Preparation

**Teachers:** Research Julie Taymor's Broadway production of *The Lion King*. Show children photos and drawings of costumes. Discuss the use of costumes in performance.

Make an example of a shaker belt with fun number decorations to inspire children's own ideas.

**Families and teachers:** Visit a natural history museum and/or research the use of animal imagery in native cultures. Find examples of ceremonial clothing that are designed to make sounds, such as ankle rattles and wrist bells.

Select native stories and legends involving several different animals that are suitable for children. Read the stories so they come alive for children, using animated voices and sounds.

**Artist in residence:** Invite a storyteller or musician who specializes in native myths and legends.

### Crayola® Supplies

- Blunt-Tip Scissors
- Construction Paper
- Multicultural Washable Markers
- Washable Markers

### Other Safe Learning Materials

- Buttons, jingle bells, small screws, or similar objects for shaking sounds
- Clear adhesive tape
- Hole punch
- Plain paper cups with lids (4 oz.), available at restaurant supply stores
- Recordings and player
- Yarn

### Set-Up & Tips

- Demonstrate example of a shaker belt.
- Select rhythmic music for children's movement.
- Establish a space with clear boundaries for safe movement.

Process:  
Session 1  
10-20  
minutes

### Make animal tails

1. After hearing animal stories, preschoolers each choose an animal tail. Together, children describe possible uses of animal tails (such as cows and horses swishing away flies).
2. Children draw their life-size animal tails on construction paper. Help them focus on color, shape, and texture. Encourage them to experiment with different marks to create different textures.
3. Children cut out their tails with scissors.

Process:  
Session 2  
10-20  
minutes

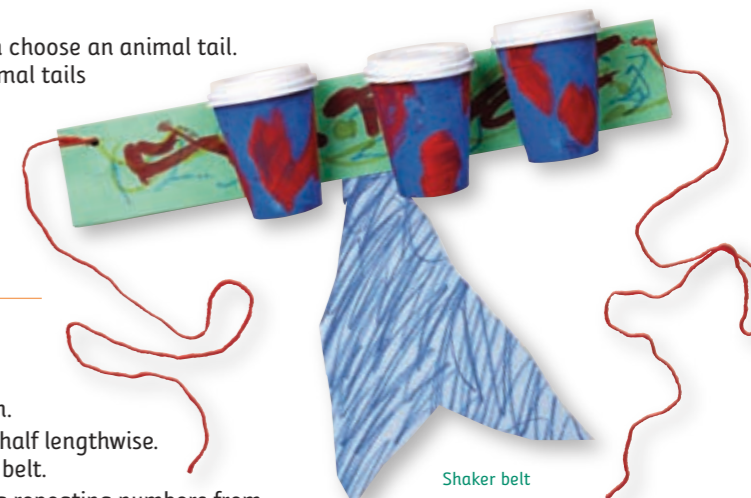
### Create shaker belts

4. Preschoolers decorate three paper cups with markers. Punch two holes in each cup just under the lip. Adult assistance may be needed to punch.
5. Show children how to fold construction paper in half lengthwise. Cut in half. Tape short ends together to use as a belt.
6. Children decorate their belts with markers, using repeating numbers from 1 to 4. Encourage them to make colorful, original designs around the numbers.
7. Punch about eight holes along one edge of the belt. Adult assistance may be needed.

Process:  
Session 3  
20-30  
minutes

### Do shaker-tail dances

8. Children cut yarn long enough to tie around their waists plus about 6 inches more. They thread yarn through the holes, attaching the three cups intermittently. Loop yarn through cups twice for extra hold.
9. Preschoolers put a handful of buttons or similar noisemakers into each cup. Place lids on cup tightly.
10. With each other's help, children tie belts around their waists.
11. Demonstrate shaking hips to create different sounds and rhythms. Hold tails in one hand. Play counting games with a 1, 2, 3, 4 rhythm. Children walk, jump, and hop to music.



Shaker belt

### Assessment Strategies

- How long are toddlers attentive during story reading?
- How many pictures of animals can toddlers identify?
- How engaged were toddlers with decorating their paper and tearing fringe?
- During dramatic play, do toddlers engage in age-appropriate interactions?

### Adaptations & Extensions With Children and Families

- Outdoors:** Toddlers walk through parks or the neighborhood wearing their grass cuffs. Discover other safe objects that will make sounds against their cuffs. Try leaves and tall grass.
- Children with special needs:** Play rhythmic music for toddlers to move and react freely. For toddlers with physical challenges, make sure there is an alternative way to make rhythm. For example, a child who is in a wheelchair might clap, shake a rattle, make verbal sounds, or knock on a table.





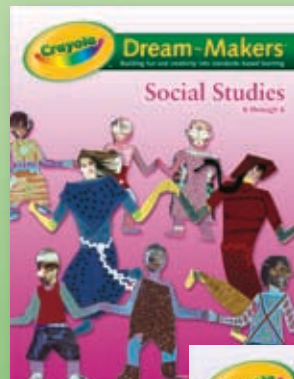
# Professionals' comments about this Crayola Dream-Makers Early Childhood guide

"These activities turned a gloomy, rainy day to a fun-filled and action-packed day. The children liked making the similar noises the storm was making with musical instruments. This also gave children who normally exhibit fear of storms a way to deal with the loud noises the storms produce." -**Brooke Kakuske, Toddler Teacher, John Knox Village, Children's Village, Lee's Summit, Missouri**

"Thank you for planting some seeds to help our curriculum grow and blossom." -**Bonnie Drayer, Peace of Mind Child Care & Early Learning Place, Prince Frederick, Maryland**

"I absolutely love this project and think it is great for children to learn through art and books. It makes it fun while they are learning in-depth information. I think art is something that gets lost as they move into school and it is such a great way for children to express what they are learning." -**Alyza Commareri, Head Start Lead Teacher, Allentown, Pennsylvania**

"It always amazes me, when children are given a variety of materials, the wonderful creative designs they produce, given sensory resources and related literature!" -**Barbara Jo Weaver, Preschool Teacher, Children's Center, Northampton Community College, Bethlehem, Pennsylvania**



For grades K–6, six Dream-Makers guides are available: Language Arts, Mathematics, Social Studies, Science, Principles of Art & Design, and After-School Programs. Students love these standards-based lesson plans and enjoy finding out how much fun learning can be.

To learn more about how the Crayola Dream-Makers library can help you build fun and creativity into standards-based learning, visit [www.Crayola.com/dreammakers](http://www.Crayola.com/dreammakers)

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