Professionals’ comments about this Crayola Dream-Makers Early Childhood guide

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This guide would not have been possible without the collaboration of Janet Brown (McCraney) 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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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

National Standards

NAEYC Academy for Early Childhood Program Accreditation

Infants
Early Literacy Standard #2.E.01
Infants have varied opportunities to experience songs, rhythms, 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, rhythms, 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

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 improvisation 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 talismanic 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 plotspugs—with its unique duck-billed, beaver-tailed, otter-footed body—is a natural visual toon 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

Bellybutton 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.
- The New Creatures by Moridal 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
Myxereus (Burns)

Dreamworks (head drum)
Silk head

Sea Explorations on page 102
Wild Animals: Movements & Sounds

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

**Process: Session 2**

- **10-20 minutes**
  1. Listen to animal sounds
  2. Play same sound several times. Talk about the names of the animals, show pictures of them, and if possible offer toy animals to touch.
  3. 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**
  1. Shake cereal to make sounds
  2. Put a few pieces of dry cereal or other appropriate food in a plastic container. Place lid on tightly.
  3. 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.
  4. 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**
- Take infants to parks or 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.

**Outdoors**
- Take infants to parks or 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. Griffies Con Dance has invented 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.

**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.

**Process: Session 1**

- **10-20 minutes**
  1. Move to a story
  2. Read a story out loud. Show all illustrations to children. Make animated animal sounds.
  3. Read the book a second time, perhaps on another occasion. Ask toddlers to act out the story as you tell it.
  4. Encourage them to move freely around the room. Make animal sounds and movements.

**Process: Session 2**

- **10-20 minutes**
  1. Create grass cuffs
  2. Toddlers color both sides of two construction paper sheets with their choice of markers, stampers, paint, or crayons.
  3. Help children fold paper in half horizontally.
  4. Stack two sides of the fold. Show toddlers how to tear along the edges to create fringe. To curl fringes, help children roll pieces around a marker barrel.
  5. With adult assistance, toddlers roll paper into bracelet-sized rings (grass cuffs) that fit on their wrists.

**Process: Session 3**

- **20-30 minutes**
  1. Move with instruments
  2. Help toddlers put on their grass cuffs and tape ends. Practice rubbing the two together or shaking to make grass sounds.
  3. Count 1, 2, 3 for a rhythm.
  4. Play rhythmic music. Toddlers rub their grass cuffs to a 1, 2, 3 rhythm. Create a parade around the room.
  5. Toddlers repeat animal sounds and movements that they made while listening to their story.
  6. Divide children into two groups. One group makes 1, 2, 3 grass cuff sounds while the other group makes animal sounds.

**Assessment Strategies**
- How are toddlers attentive during story reading?
- How many pictures of animals can toddlers identify?
- How engaged were toddlers with decorating their paper and learning fringes?
- During dramatic play, do toddlers engage in age-appropriate interaction?

**Outdoors**
- Toddlers walk through parks or the neighborhood wearing their grass cuffs. Discover other 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**
- Model Magic® compound
- Multicultural Markers
- Washable Markers
- Washable Points

**Crayola® Supplies**
- Model Magic® modeling compound
- Multicultural Markers
- Washable Markers
- Washable Points

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

**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.
- Gross 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.

**Process: Session 1**
- **10-20 minutes**
  - Read a story out loud. Show all illustrations to children. Make animated animal sounds.
  - Children choose an animal in the story. Ask children to describe why they chose their animal.
  - Children create and demonstrate their animals' dances and sounds.

**Process: Session 2**
- **10-20 minutes**
  - Discuss different kinds of hooves. Look at pictures of hooves and horseshoes. If possible, watch a parade with horses and watch the other make hoof sounds. Play fun counting games.
  - Divide into groups. One group makes animal sounds, another makes animal hooves and claws, and the other makes hoof sounds. Play fun counting games.
  - Children decorate their belts with markers, using repeating numbers from 1 to 4. Encourage them to make colorful, original designs around the numbers.
  - Punch about eight holes along one edge of the belt. Adult assistance may be needed.

**Process: Session 3**
- **20-30 minutes**
  - Demonstrate example of a shaker belt.

**De shaker-tail dances**
- Children cut yarn long enough to tie around their waist plus about 6 inches more. They thread yarn through the holes, attaching the three cups intermittently. Loop yarn through cups twice for extra hold.
- Preschoolers put a handful of buttons or similar noisemakers into each cup. Place lids on cups tightly. Attaching the three cups intermittently. Loop yarn through cups twice for extra hold.
- Children decorate their belts with markers, using repeating numbers from 1 to 4. Encourage them to make colorful, original designs around the numbers.
- Punch about eight holes along one edge of the belt. Adult assistance may be needed.

**Adaptations & Extensions With Children and Families**
- 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?

**4- and 5-year-olds**

**Suggested Preparation**
- Blunt-Tip Scissors
- Construction Paper
- Multicultural Washable Markers
- Washable Markers

**Crayola® Supplies**
- 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

**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?

**Outdoors**
- Toddlers walk through parks or the neighborhood wearing their grass cuffs. Discover other safe objects that will make sounds against their trugs. 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 move rhythm. For example, a child who is in a wheelchair might clap, shake a rattle, make verbal sounds, or knock on a table.
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