

# Movement to Grow and Learn

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# Introduction

Hickety pickety bumblebee,  
can you say your name for me?  
Nora, Nora, that's a very good name!

Turn and Talk:

- Name
- Ages you work with
- Biggest challenge in the classroom



# Let's Move

One, two, three, stretch with me  
Four, five, six, bend like this  
Seven, eight, nine, it's jumping time  
Ten, eleven, twelve, now hug yourself

A is for alligator, chomp, chomp, chomp  
B is for ball, bounce, bounce, bounce  
C is for circle, spin around and around  
D is for dizzy, so we all sit down!



# Focusing and Quieting Fingerplays

Make one eye go wink, wink, wink  
Make two eyes go blink, blink, blink  
Make two fingers stand just so  
Then ten fingers in a row  
Forward and back your head will rock.  
Then your fists will knock, knock, knock  
Stretch and make a yawn so wide.  
Drop your arms down to your sides  
Close your eyes and help me say  
Our very quiet sound today.  
Shhh!

## WHY MOVE?

*Through music and movement, children learn to keep a steady beat, building their auditory temporal processing skills and helps them track speech patterns. This in turn helps prepare them for reading.*





This is big, big, big  
This is small, small, small  
This is short, short, short  
This is tall, tall, tall  
This is fast, fast, fast  
This is slow, slow, slow  
This is yes, yes, yes  
This is no, no, no.



<https://youtu.be/2CX-jFsVtR4>  
one from the left and one from the

Dance your fingers up  
And dance your fingers down  
Now dance your fingers all around the town.  
Dance them on your shoulders  
Dance them on your head  
Dance them on your knees  
Now...tuck them into bed!



# Scarf Toss



Alternate hands with each toss.  
Clap and try to catch the scarf.  
Toss it under a leg and catch it.  
Toss it and spin once before catching.  
Toss the scarf and let it land on back/head/foot/leg.  
Introduce concepts right, left, high, low, out, in etc.  
Let children take turns leading moves.  
Hide the scarf in your hand and then toss it into the air.  
Show catching it behind your back.  
Use stop and go cues with music to strengthen executive function.  
Count tosses or spell words as scarves are tossed in the air.



**Scarf Song** Everyone, grab a scarf.

We'll start in 10, 9, 8, 7, 6, 5, 4, 3, 2, 1

Let's have some scarf fun!

I'm waving my scarf, waving my scarf,  
waving my scarf, side to side.

I'm waving my scarf, waving my scarf,  
waving my scarf, up and down.

Can you wave it up high?

Can you wave it down low?

Can you wave it very fast?

Can you wave it very slow-ly?

Ready? Up, down, crazy all around.

Up, down, silly all around.

Throw it up in the air and catch it there.

Again. Throw it up in the air and catch it there.

1, 2, 3, throw it up in the air and catch it there.



Now make it very, very, very small  
so small you can't hardly see it at all.

Like it's a tiny little ball

1, 2, 3, poof!

Now, put it over your face,

What a big disgrace!

Ready, peek-a-boo, peek-a-boo,  
I see you...

Put it on your face, and 1, 2, 3, blow!

Whoa! Watch it go!

Go get it, alright, let's do that again

1, 2, 3, blow! Whoa! Watch it go!

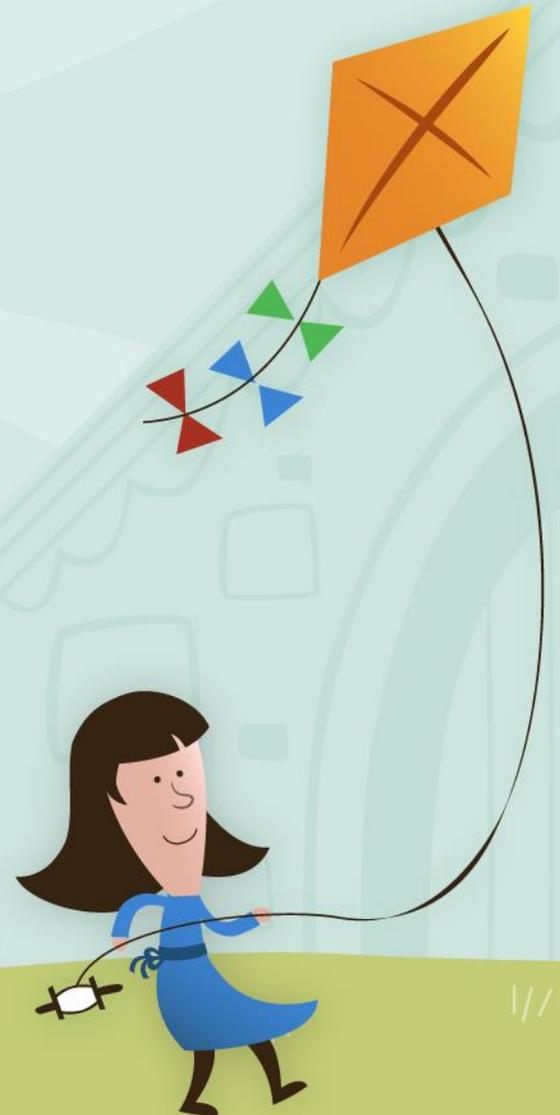
Take it and put it gently in your lap  
and give your hands a big clap, clap,  
clap. Storytime!



# DISCUSS

What are some movements you use successfully with children?

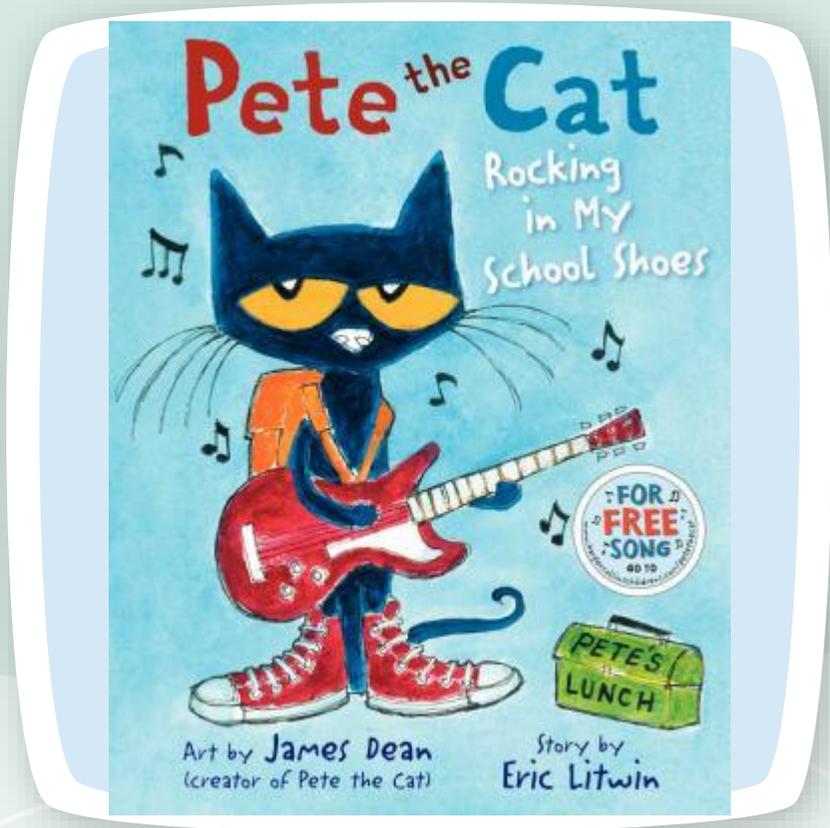
What are some barriers to using movement in your facilities?



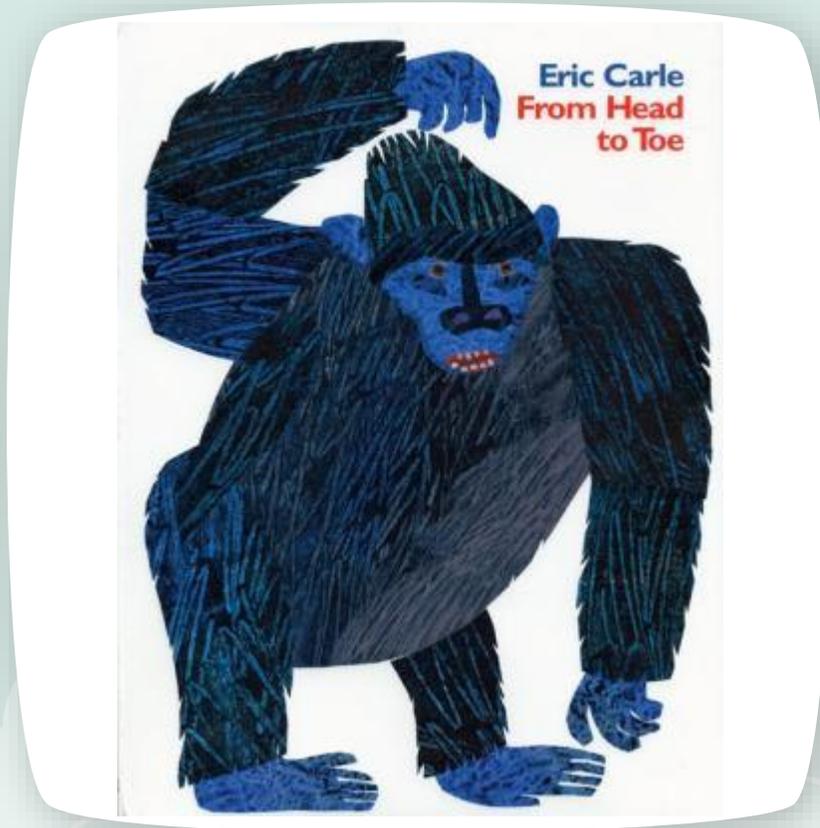
# SING TO SIGNAL

Tall trees,  
warm fire.  
Strong winds,  
rushing water.  
I feel it in my body  
I feel it in my soul.  
repeat





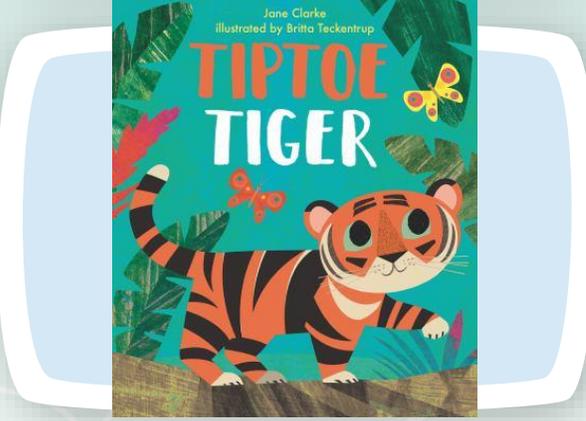
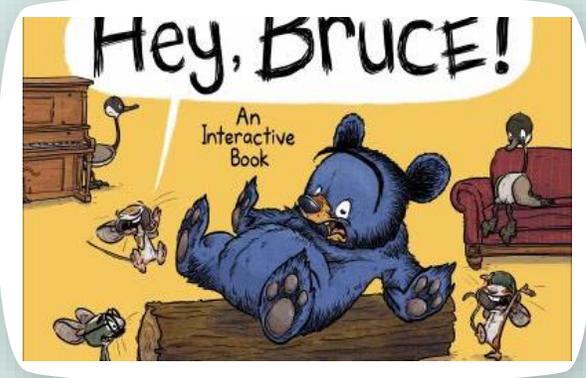
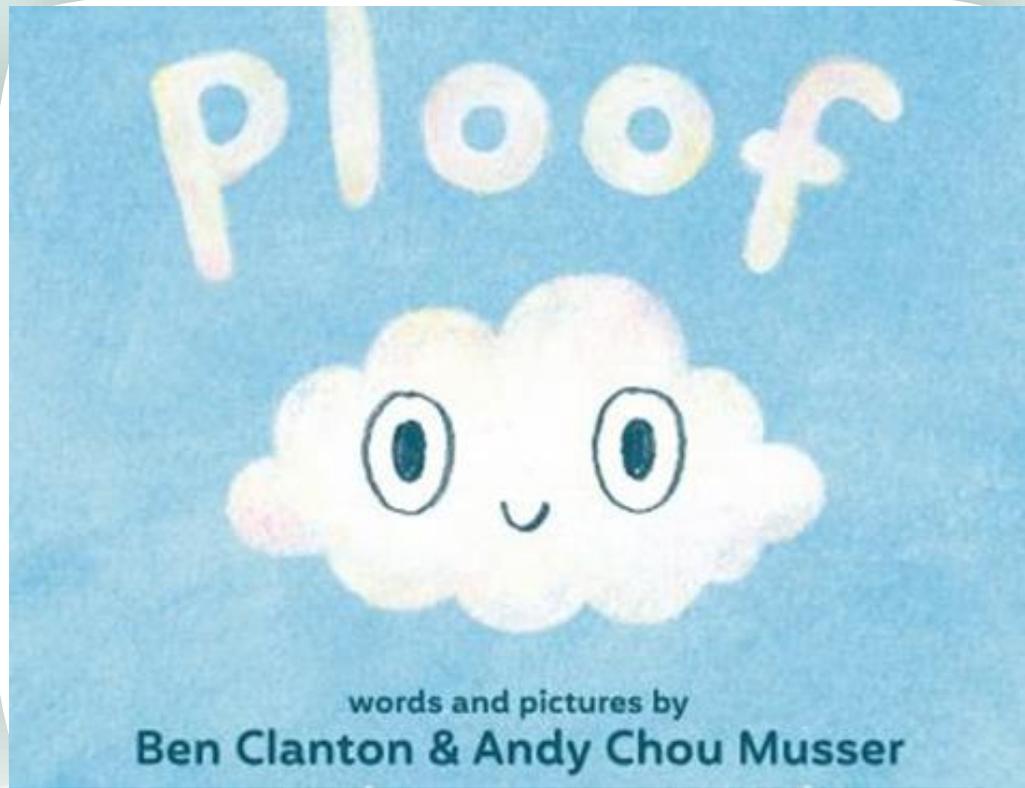
Pete the Cat Rocking in My School Shoes, Eric Litwin



From Head to Toe, Eric Carle



How does your cultural background shape your view of using movement in the classroom?

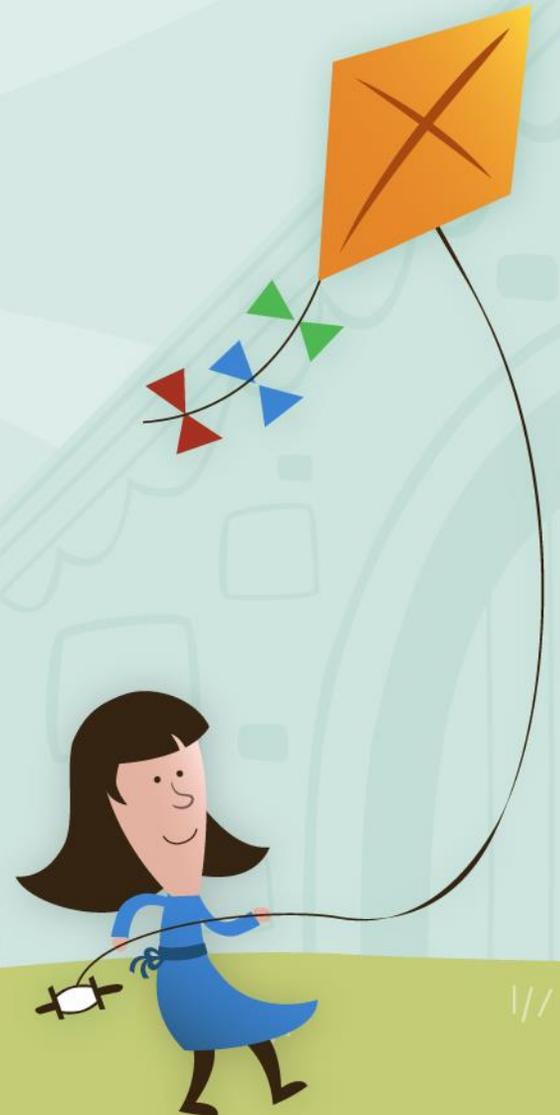


Wind the bobbin up,(circle fists around each other)  
wind the bobbin up  
Pull, pull, (pull fists apart)  
Clap, clap, clap.  
Wind it back again, (circle fists *back* around each other)  
wind it back again,  
Pull, pull, (pull fists apart)  
Clap, clap, clap.  
Point to the ceiling,  
Point to the floor.  
Point to the window,  
Point to the door.  
Clap your hands together,  
one, two, three,  
Put your hands upon your knees.  
Wind the bobbin up, wind the bobbin up  
Pull, pull, clap, clap, clap  
Wind it back again, wind it back again  
Pull, pull, clap, clap, clap



# BREATHE

At the count of three, clap your hands.  
Now rub your hands together to make some heat.  
Place your hands on your cheeks.  
Breathe in, breathe out.  
1, 2, 3 Clap! Rub. Place your hands on your head. Breathe.  
1, 2, 3, Clap! Rub. Place your hands on your heart. Breathe deeply.



# MODIFY A SONG KIDS ALREADY KNOW



Twinkle, twinkle, little star,  
now stand up & and twinkle where you are  
Twinkle high, twinkle low,  
twinkle fast, twinkle slow  
Twinkle, twinkle, little star,  
now sit down & and twinkle where you are.



# MODIFY A SONG KIDS ALREADY KNOW

Eensy weensy spider  
Went up the waterspout  
Down came the rain  
And washed the spider out.  
Out came the sun  
And dried up all the rain.  
So, the eensy weensy spider  
Went up the spout again.

Great big spider/polka dotted  
spider/long-legged spider, hairy  
scary spider, etc

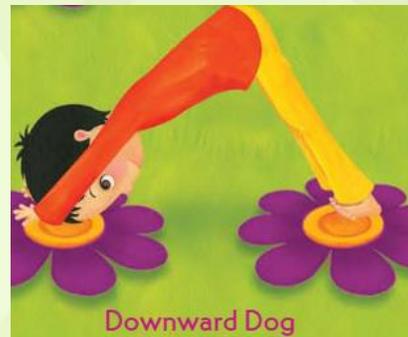


# The Gate Swings Open and the Hens Run Free

The gate swings open and the hens run free  
They climb up the branches of the apple tree  
They fell asleep from the apples they ate  
So carry them home and shut the gate.  
*The gate swings open and the goats/pigs/cows run free*



# YOGA



**Volcano;** I stand on tiptoes and reach my fingers high

**Butterfly:** I sit with the bottoms of my feet pressed together

**Mountain:** I stand tall with my feet firmly grounded

**Tree:** I stand tall with my palms pressed together one leg bent with the foot pressed against the inside of the other leg.

