

Pre-K Creative Drama

DUCKS: 45 Minutes

OBJECTIVE: Today we will become ducks so that we can practice counting and embody our book.

MATERIALS: Duck Puppet, Duckat book, speaker, ukulele

- 1) Teach Hello Song
 - a) Hello there. How are you? It's so good. To see you. We'll sing and. Be happy. We're all here together today! (Repetition)
- 2) Names and Movement
 - a) Big Body and Small Body
 - b) Braindance from Anne Green Gilbert - creative dance to activate all parts of your brain. Teach to tune... This is the way we...
 - c) Wiggle, Freeze, Wiggle, Freeze (focus on different parts of the body)
- 3) Uke Intro- let each kid touch the uke and pluck a string
- 4) Show how a duck walks- everyone walks around like a duck!
- 5) Five Little Ducks Song with Uke
- 6) Dance the DUCK DANCE to the five little ducks while working on counting up to 5
- 7) Magic Rock Game (imagination)
 - a) Each child forms a magic rock with their body. This rock can turn into anything the teacher says to turn into. When they hear magic rock- they turn back into their rock.
- 8) Storytime Song into Read the duck book about the duck who thinks its a cat (Duckat) (Literacy)
 - a) Act out the book along the way
- 9) Review the songs again!
- 10) Goodbye Song

Goodbye goodbye and touch the sky. I'll see you all again, real soon.
Goodbye, goodbye, and touch the sky. Wave and wave, and clap, clap, clap.
Goodbye goodbye and touch the sky. I'll see you all again, real soon.

Reflection: Teach the duck dance before playing the music for the song so that the children can see it before you just have them follow along. Spend more time on the duck puppet: they love that! Add more science facts about ducks and have a picture of a real duck. They loved the five little ducks song and magic rock!

Accommodations with Multiple Disabilities Class: Sit on chairs instead of the carpet, repeat five little ducks several times, talk to the puppet for longer and add the sensory experience of each child holding the puppet.

Pre-K Creative Drama

FROGS: 45 Minutes

OBJECTIVE: We will become frogs and embody the life cycle of a frog from tadpole to a fully grown frog.

MOVEMENT OBJECTIVE: To work on locomotor jumping skills with two feet to two feet.

MATERIALS: Frog puppet, scarves, book (Tadpole to Frog), ukulele

- 1) Warm-Ups
 - a) Hello Song
 - b) Introduce BrainDance with song “This is the way...” (Anne Gilbert Green)
 - c) Magic Rock
 - d) Wiggles
- 2) Introduce frog puppet (Froggie)
 - a) Each child gets a moment to say hello to Froggie and talk to them.
- 3) Little Green Frog Song with Frog Puppet and Frog Dance with ukelele

Mmm-mmm, went the little green frog one day

Mmm-mmm, went the little green frog

Mmm-mmm, went the little green frog one day

And they all went mmm, mmm, ahhh

We all know frogs go la-di-da-di-da

La-di-da-di-da. La-di-da-di-da

We all know frogs go la-di-da-di-da

They don't go mmm, mmm, ahh

Mmm-mmm, went the little green frog one day

Mmm-mmm, went the little green frog

Mmm-mmm, went the little green frog one day

And they all went mmm, mmm, ahhh

We all know frogs go la-di-da-di-da

La-di-da-di-da. La-di-da-di-da

We all know frogs go la-di-da-di-da

They don't go mmm, mmm, ahh

We all know frogs go la-di-da-di-da
La-di-da-di-da. La-di-da-di-da
We all know frogs go la-di-da-di-da
They don't go mmm, mmm, ahh

- 4) Lily Pads Dance and Game - Working on jumping, coordination, and fear (some lily pads are far apart- taking the leap to jump with both feet can feel scary).
 - a) Set up dancing scarves as lily pads and have the children jump from one lily pad to the other, one at a time. Then set up lily pads in different jumping patterns.
- 5) Storytime Song and Read Frog Book (Tadpole to Frog) while stopping along the way to count frogs and other animals in the picture book. Also acting out various things in the story.
- 6) Growing into Frogs From Tadpoles - Creative Drama and Science
 - a) Cover each child with a scarf.
 - b) Once upon a time, there was a tiny egg, waiting in the pond.
 - c) The little tadpole swam around the pond, wiggling its long tail.
 - d) Then one day, the tadpole did something amazing. It grew two back legs.
 - e) The tadpole got bigger and bigger and then one day, it grew two back legs.
 - f) The tadpole looked at itself, and wondered.
 - g) Then as it was swimming around, it noticed that its tail was getting smaller and smaller, until it was gone!
 - h) The tadpole realized it wasn't a tadpole any more.
 - i) It was a frog.
 - j) The frog liked to jump onto the lily pads and say hello to the other frogs.
- 7) Goodbye Song

Goodbye goodbye and touch the sky. I'll see you all again, real soon.
Goodbye, goodbye, and touch the sky. Wave and wave, and clap, clap, clap.
Goodbye goodbye and touch the sky. I'll see you all again, real soon.

Reflection: The scarves really brought the life cycle to life! Also, using the scarves as lily pads was a very easy way to explain jumping from two feet to two feet and was an easy way to make it further away for children who can take bigger jumps and closer together for children who have shorter legs. Explain that these scarves will come out again and again and that you might get a color you don't like today, but you might get the color you do like next time!

Accommodations with Multiple Disabilities Class: Instead of focusing on jumping, really focus on the lifecycle of a frog more! However, can have students as they are able, jump in place where they are standing. Those who are sitting can work on both feet touching the ground and then pulling them up. Work on the frog song for longer and have foggy open his mouth and try to bite the fingers! Also, add another frog song (perhaps 5 little frogs- building on 5 little ducks).

Pre-K Creative Drama

SPIDERS: 45 Minutes

OBJECTIVE: Today we will work on locating different body parts using the song, “Spider on the Floor.” We will also enact how spiders are important in an ecosystem by catching various insects in the webs that we spin in our role drama.

MATERIALS: Popsicle sticks on a felt “spider” with googly eyes, felt “suns” on popsicle sticks, scarves to use as spider webs, ukulele

- 1) Warm-Ups
 - a) Hello Song!
 - b) Braindance- Anne Gilbert Green
 - c) Magic Rock
 - i) Review animals that were taught before (frogs, ducks)
 - d) Wiggles and Freeze
- 2) Spider on the Floor Song using props (fake felt spiders on popsicle sticks)
 - a) Introduce rhyming words (the song rhymes)
 - b) Also working on body parts and moving the physical fake spider to the body part said in the song.
- 3) Movement across the floor- crawling on the floor like a spider (one at a time). Add scarfs to work on zig-zag crawling pathways.
- 4) Role Drama
 1. Imagine you are a tiny little spider
 2. The sun has gone to bed and the moon is high in the sky.
 3. Wake up, little spiders, time to spin your web!
 4. You will start by making a web from one side to the other. Now, can you make a web the other way?
 5. Join the lines together, moving around and around
 6. It’s finished!
 7. And now, little spider, rest in the middle of your web. (give each child a scarf to use as their web)
 8. Wait.. wait... wait... as quiet as you can.
 9. You hear something buzzing! A FLY!
 10. It has landed in your sticky web and is making your web wiggle.
 11. Slowly creep towards the fly- catch it and eat it.
 12. Repeat the fly caught in the spider web part a few times.
- 5) Itsy Bitsy Spider Song with Props and ukulele
Sun on the popsicle stick and spider on the popsicle stick.
- 6) Goodbye Song

Reflection: Some pre-k'ers will understand the rhyming words part while others will not. Before going into the song, have a short part of the lesson on rhyming words and what they are so that all students have a chance to fully understand what you are asking them to do. There could be time for a book in place of repeating the role drama a few times- perhaps pick a book to add about the importance of spiders. Perhaps "The Next Time You See a Spiderweb" by Emily Morgan before going into the spider web creative drama so students understand the science behind what you are having them do.

Accommodations with Multiple Disabilities Class: Do not have to do the crawling movement across the floor- students can sit in chairs. Add the duck and frog song to the class as well to build on what has already been done!

Pre-K Creative Drama Caterpillars and Butterflies: 45 Minutes

OBJECTIVE: We will embody the life cycle of a caterpillar into a butterfly.

DANCE OBJECTIVE: Working on locomotor skills: tiptoes across the floor.

MATERIALS: Stuffed Animal Caterpillar that turns from a caterpillar into a butterfly, book “A Very Hungry Caterpillar,” Scarves, ukulele, speaker for across the floor and butterfly song

- 1) WARM-UPS
 - a) Hello Song!
 - b) Braindance (Anne Gilbert Green)
 - c) Magic Rock (reviewing animals you did previously)
The last animal you do is always the one that we are doing that day.
 - d) Wiggles and Freeze
- 2) Warm Up to the Book
 - *Can you make yourself small? Roll yourself up into a little ball.
 - *Can you make yourself tall? Stretch up on your tippy toes.
 - *Small- roll yourself into a little ball like a tiny little plum.More Shapes:
Strawberry, a pear, a long sausage, a thin slice of cheese, a round lollipop.
- 3) Introduce the stuffed animal Caterpillar (named Crawly- each child gets a chance to pet Crawly)
 - a) Crawly turns inside out and becomes a Butterfly!
- 4) Storytime Song into Reading the Very Hungry Caterpillar.
 - a) Act it out as we read it. Students repeat the repeated phrases with you.
- 5) Role Drama
 - a) Cover each child with a scarf (as eggs)
 - b) When you take the scarf off, they pop up and said “pop” and become Caterpillars
 - c) Repeat- scarves are now cocoons.
 - d) When you take the scarf off, they said “pop” and become butterflies!
 - e) The scarf becomes a flower to drink nectar from!
- 6) Across the Floor
 - a) Going across the floor as butterflies.
 - b) Moving on tip-toes across the floor with arms out as wings.
 - c) Add scarves to add zig-zag.
- 7) Learn Song (using uke) to Lavender’s Blue (Dilly Dilly)
 - a) Focus on the Dilly Dilly (have them try it at a whisper, yelling, and normal voice)
- 8) Learn dance to “I Saw a Butterfly” Laurie Berkner Band
 - a) Each child gets two scarves now to use as wings for the dance.

9) Goodbye Song

Reflection: Many students will already know, “A Very Hungry Caterpillar,” but do not assume that every student knows the book. Go over the repeat phrases that you want the students to say with you before you get started reading to make sure every student is on the same page!

Accommodations with Multiple Disabilities Class: Review the previous animals from the previous lessons before you jump into Caterpillars/Butterflies! Work on our tiptoes in place, standing up as students are able, without moving across the floor.