

2010 Read and Romp Day Activities
Wichita Collegiate School – Early Childhood Division
9115 E. 13th St., Wichita, KS, 67206



1. **Being a Pig is Nice** (by Sally Lloyd-Jones)

This is our snack station. The room will be decorated with pig pictures or crafts made by the students. Children will be served a mixed snack of popcorn and candy corn. Water will be served.



2. **Crocodaddy** (by Kim Norman)

Children will play a game called “Crocodiles in the River.” It is much like musical chairs except hoops are used and children are not eliminated. Hoops are laid out on the floor and will act as dry land. All children start inside a hoop of their own. On the word “go”, children walk all around the hoops without stepping on, or in, any of the hoops. When the volunteer yells out “crocodiles in the river,” each child jumps inside a hoop. Hoops are then taken away and the game continues. Next time the volunteer yells out “crocodiles in the river”, there will not be enough hoops for each child to have his own, so children will have to share. Hoops, however, continue to be taken away. The object of the game is to see which person can be the first to end up inside the very last hoop.

(MORE BOOKS AND ACTIVITIES BELOW)



3. Chicken Dance (by Tammi Sauer)

At this station, children will be taught the chicken dance and perform it to the song, “The Chicken Dance,” from the Christi Lane CD, “Dance Party.” The actions to the chicken dance are as follows:

Wait for the introduction to finish – 7 slow counts

1. Hold your hands out in front of you and open and close them like a chicken beak four times.
2. Put your thumbs in your armpits and flap your wings four times.
3. Place your arms and hands like the tail feathers of a chicken and twist down to the floor four times.
4. Clap four times.
5. Repeat steps 1-4 four times.
6. After the fourth time take the hands of the people on either side of you and everyone move in a circle to the left 16 counts.
7. Switch directions and move to the right 16 counts.
8. Repeat the entire dance 3 more times, with each time increasing in speed.
9. Note: after the 4th time doing the dance there is an extra 16 counts where children will circle back to the left for 8 counts, walk into the center of the circle for 7 counts, raise hands in the air, and shout “Hey” on count 8.

***NOTE:** If a volunteer has time, s/he can teach children the lyrics to the actions. The lyrics are as follows:

Give your hands a little snap, give your wings a little flap, shake your feathers to and fro (clap, clap, clap, clap)

Give your hands a little snap, give your wings a little flap, And off we go (clap, clap, clap, clap)

The lyrics are done 2x for each verse before the children circle left.



4. Stretch (by Doreen Cronin)


A volunteer will lead students in stretches using simple Yoga cards (Yoga Kit for Kids by Imaginazium) as a guide. To make it more fun, the volunteer can pick a child to choose a card from the stack. Change stretches often so children get to try a lot of different poses and stretches. Floor mats will be provided.

5.  **Rose's Garden** (by Peter H. Reynolds)

This is a relay. Children will be divided into three lines with a crate of silk flowers in front of them. A short distance in front of the line will be a box that has been painted brown to look like dirt. The lid of the box will have holes poked in it. The number of holes in each lid will match the number of flowers in each crate. On the word “go,” the first person in each line will take a flower from the crate, run down to the box, place the flower in a hole and run back to the line. The next person will repeat the activity. This continues until all the flowers are planted.

6.  **All God's Critters** (by Bill Staines)

This book is based on the song “All God’s Critters” from the CD, “I’m a Michigan Kid,” by Kathryn Christian. This station will be led by our music teacher. Students will play musical instruments and move to the music. There are tone blocks in the shape of hippos and turtles, guiros in the shape of crocodiles, frogs, snails, crickets, turtles, and fish, spinning hand drums that look like ladybugs, maracas in the shape of cats, tambourine sticks shaped like fish, and jingles bells that look like sharks.

7.  **Ouch!** (by Ragnhild Scamell)

For this station I have drawn three large hedgehogs on three big pieces of brown poster board. Using internet clip art, I ran off twelve pictures of all the items that get stuck on the hedgehog during the story, mounted the pictures on card stock, cut around them so they would have a distinctive shape, and laminated them. I took the pictures and traced around them in various locations on the hedgehog. I then laminated the poster boards and put a Velcro dot on each traced shape and the other half of the Velcro dot on the back of the matching picture. The children are organized into three relay lines and run up one at a time to the hedgehog. They choose an item from a basket, find where it belongs (which shape on the hedgehog matches the shape of the item) and fill in the hedgehog at the correct location. When the relay is done, the hedgehog’s quills will be filled with the different items he accumulates throughout the story. Students will be excited to see who can get their hedgehog filled first. If time allows, reverse the process by calling out an item and having students remove the items one at a time. Make sure they do this carefully, however, as the pictures tear easily.



8. **The Elephant Tree** (by Penny Dale)

This station will allow children to display their creativity. Children will be divided into groups of 2 or 3 and will be given a large variety of materials (hockey sticks, Styrofoam, wands, cones, etc.) from which to construct a tree. The tree can be designed and decorated in any manner that the children desire, as long as the equipment is available. When the tree is finished, a beanie baby elephant will be placed in the tree.



9. **A Dollar for Penny** (by Dr. Julie Glass)

This is a matching game. Large pieces of paper and plastic money will be placed on the floor. There will be pennies, nickels, dimes, quarters, and some bills. A volunteer will designate a specific locomotor move and students will move around the floor to music without stepping on any of the money. When the music stops, each student will pick up a piece of paper and bring it to a table where there will be boxes with a slit in the top, designed to look like a piggy bank. Each box will be marked with one of the coins or bills. Students are to place the money in the piggy bank that matches the money they picked up. The game will continue until time or money runs out. If there is time, the money will be counted.



10. **A Very Curious Bear** (by Tony Martin)

At this station we will use “Cookie” and “Honey”, the two sign language bears. Two parents will do the signing with the bears while a parent reads the book. Only the dialogue is signed but the parents will maneuver the bears to make them look like they are doing actions from the story. Afterwards, the early childhood students will learn various words in sign language like run, jump, dance, etc., and will perform the actions.