

# Streamers

Activity from *WeTHRIVE! Active Education Early Childhood* pamphlet (Dow, 2011, Hamilton County Public Health Promotion and Education)

**Time: 15-20 minutes**

**Materials: Crepe paper or fabric streamers, about 10-12" long, one per child (streamers should be of uniform color and size); lively dance music**

**Addresses: Equal distribution of objects**

**Guide the children through the activity:**

This activity will be done in small groups. Begin with 3 children. They will be the dancers, and the rest of the group will be the audience. Everyone will have the opportunity to participate in one of the small groups of dancers.

Lay out 6 streamers. Ask the children: *I have 3 children that will be dancing, and 6 streamers, so how can I divide them equally among the children?* Show them that each child gets 2 streamers, one for each hand.

Play the music, and allow the first group to dance for a minute or so. Then choose another group of children; you may want to change the numbers: 2 children and 4 streamers, 4 children and 8 streamers, etc., demonstrating the distribution of objects into smaller sets.

Once everyone has had the opportunity to dance with 2 streamers each, in a small group, finish the activity by giving each child 1 streamer. Play the music again, and allow them all to dance freely together.

**Note:** When the activity calls for some children to be the audience, remember that learning to be a good and polite observer is an important skill for children to develop, as well as learning to delay gratification and take turns.

One idea that helps children to master this skill is to give the audience a task while they are watching, such as, *Watch carefully to see if anyone jumps in the air while twirling a streamer!*

# Squiggle, Jiggle, Freeze . . . Repeat!

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
**Time: 10-15 minutes**

**Materials: Blackboard and chalk, or dry erase board and markers**

**Addresses: Recognizing symbols and numbers**

## **Directions for the activity:**

Make four marks or symbols on a blackboard or dry erase board:

- a squiggle, such as 
- a musical note, such as 
- an animal shape, such as 
- a shape you can easily make with the body, such as **X**

Ask the children to stand in a circle, or by their desks or tables. This activity does not require much space.

Explain the symbols to the children:

The squiggle means that they will jiggle while you count to five

The musical note means that they will dance freely for seven counts

The animal shape means that they will choose an animal and move (no verbal sounds) in place, like their selected animal, for ten counts.

The X means to freeze for three counts in the shape of an X.

Your movement chart should look something like this:

 5                       7                       10                      **X** 3

Before you start, allow the children to try just the movements for each symbol. Then, add the number value to each one. Randomly point to the four different symbols with corresponding numbers, clapping your hands as you count while the children respond to the symbols with movement. Expand the activity by allowing the children to suggest more symbols and movements, and different counts for each one. Or put several symbols together to make a dance.

# **Name That Shape, then Dance!**

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**Time: 10-15 minutes**

**Materials: Large shapes (1 circle, 1 triangle, 1 rectangle, 1 square) cut out of cardboard or construction paper. The shapes need to be big enough to be seen by all children during the activity**

**Addresses: Identifying common two-dimensional shapes (e.g., circles, triangles, rectangles and squares).**

## **Guide the children through the activity:**

Place the children in spots evenly spaced throughout the room, or standing in a circle with plenty of room between each child. This activity can also be done with the children standing next to their tables or desks.

Show and explain the four geometric shapes. Hold them up in random order, and ask the children to identify them.

Assign a movement (one that can be performed in one spot, without traveling) to each shape. Examples would be: when you hold up the triangle, the children hop; when you hold up the rectangle, they do this pattern: stomp, clap, stomp, clap; when you hold up the circle, they turn around, and when you hold up the square, they go down to the floor and come back up.

Show the shapes several times again, in random order, and ask the children to first call out the name of the shape, and then respond with the corresponding movement. Expand the activity by asking the children to think of new movement ideas for each shape.

Finish the activity by calling out the four shapes in random order and asking the children to make each shape in their bodies.