

Activity Guide for Danny and Kim Adlerman's Books

Created by Kim Adlerman
and
Stephanie Kammeraad, Certified in Special Education

Under our real names:
Africa Calling
Songs for America's Children

Under our pen name, Kin Eagle:
It's Raining, It's Pouring
Hey Diddle, Diddle
Humpty Dumpty
Rub a Dub Dub

Danny's music:
One Size Fits All

The Kids at Our House
47 Stoneham Place - Metuchen, NJ 08840
(732) 548-1779
email: info@dannyandkim.com
www.dannyandkim.com

Introduction:

The following activities have been developed primarily for use in classrooms from preschool through grade two. Some activities are more appropriate for use with certain age groups and ability levels than others. While developing these activities, certain Best Practices were kept in mind, as well as differences in learning styles. The hope is that this guide is comprehensive enough to stand alone as a great resource, yet provides a springboard for new ideas and activities to be created by teachers and parents.

The guide begins with general activities that can be done with the books, followed by a breakdown of activities specific to each book. Following that are activities that can be done with each of the other songs on the CD, *One Size Fits All*. An Appendix is included in the back of the guide with information and handouts that will assist with some of the activities.

All of the books:

Play the corresponding song on the CD as you go through each of the books with the students.

The extended nursery rhyme books:

1. Have the students practice their sequencing skills. Type up or photo copy (enlarge first) the first stanza of each book. Cut apart each line and give them to the students to glue back in order.
2. After the book has been read, have the students come up with things that would represent main ideas or events from each page in the book, and draw them on the board. For example, for *It's Raining, It's Pouring*, a bed could represent the old man in bed snoring, a face with a bump on the top could represent the old man bumping his head, etc. The idea is then to have the students copy the drawings from the board onto a piece of paper, with the title of the book on the top of it, so that they can take it home and retell the story to their family.
3. Have the students predict what is going to happen next based on the illustrations.
4. Go through the book again with the students, but this time without using the words. Have the students tell the story by using the illustrations for help. Write down the story as the class "reads" it.

Africa Calling

1. After reading the book or listening to the song while going through it with students, ask them: What animals are in this book? As they name them, write them on chart paper. Then go into more questions, using a KWL chart (an example chart is found in the Appendix): What color are they? Where do they live? What do they eat? What noises do they make, i.e. What do they say? Have students come up with as many answers as they know, as well as additional questions that they want to know the answers to. Talk about how and where they might be able to find the answers to all of the questions. After sufficient time has been given for students to gather some information, come back together as a class and fill in the rest of the KWL chart.
2. Talk about the body covering of each animal by first having the students tell what type of covering each animal in the book has. Also have them name animals that have different types of coverings than the animals that are illustrated. Have examples to show the students of the different types of body coverings (fur, feathers, "skin," etc.). Discuss possible reasons why certain animals have a specific covering over another type. Then make an animal book, completing one or two pages per day with each page featuring one of the animals from the book. (Or you may want to replace a few of the animals or add animals that have other types of body coverings, such as birds or reptiles.) The students will create each animal by using collage in order to give the animals texture and to simulate what they think the animal's body would feel like. Provide items such as cotton balls, cut up balloons, pieces of construction paper, pieces of felt, yarn, feathers, netting, etc. Have the students complete the sentence on the bottom of each page: Ex. A cheetah feels _____, (e.g. "soft" or "like cotton"). Display the books around the classroom.
3. Have the students make a mask of an *Africa Calling* animal of their choice, laminate them, and have the students wear them when their animal comes up during the reading of the book. (Or you could use store-bought animal masks or small stuffed animals that correspond to the animals in the story. Check out the Oriental Trading Company website – www.oriental.com - for inexpensive masks or the Kaplan catalog Early Childhood Edition, under Children's Literature, for finger puppets that correspond to the animals in the book.) After the song or reading is over, put an empty box or bag in front of you and have each student put away their animal (stuffed or masked) by saying things like, "If you have the (elephant), come put him in the bag," or "If you have the (gray) animal,..." or "If you have the animal that says _____,..."
4. Make sock puppets with the students. Using felt and magic markers they can make a variety of animals to use during the song/reading.
5. Teach the students motions to do during the song, during the second half of each verse: (These motions can be done while sitting in a chair.)

Lion – "hunting, prowling, lions growling"
- hold your hands in front of you and curl them up so your fingers are pointing down; walk your hands forward to the beat of the song as if prowling

- Elephant – “mammoth romping, elephants stomping”
- stomp your feet
- Viper – “swiftly sliding, vipers gliding”
- slink your arm back and forth in a wave or S-motion
- Buffalo – “cautiously eyeing, buffalos spying”
- put your hands up to your eyes like binoculars
- Monkey – “laughing, singing, monkeys swinging”
- lift up your elbows so your hands fall loosely toward the ground; swing your forearms back and forth
- Hippo – “splashing, spraying, hippos playing”
- put your arms by your stomach, then move them up near your face and wave them up and down as if you’re splashing in water
- Zebra – “watchful, gazing, zebras grazing”
- open your eyes really wide, stick out your neck, and slowly look around from one side of the room to the other
- Rhinoceros – “massive, stunning, rhinoceros running”
- run your feet in place
- Cheetah – “swiftly walking, cheetahs stalking”
- slowly walk your feet while swaying your upper body forward as you walk, eyes wide as if looking for something
- Child – “Africa calling, nighttime falling; warmly beaming, peaceful dreaming”
- put the palms of your hands together, place them by your ear, then tilt your head, like you are sleeping

6. Enact the story during the song. Have the students pretend to be each animal with gestures and noises as they move around the room.
7. Using a wall world map or a globe, ask a student to point to Africa (or point to it yourself). Then do the same with North America. Talk briefly about what is the same and different on each continent in regards to temperature, environment, animals, etc. Give each student a handout of the continents as well as various animal stickers representing animals who reside in each. Have the students put the stickers on the correct continent.
8. Have the students illustrate a 3-D picture as in the book, using natural objects, e.g. sticks, twine, pebbles, leaves, or even sand. You could go on a nature walk, having each student carry a small bag to put their treasures in.
9. Discuss what constitutes “art.” Art is everywhere, just waiting to be noticed. Getting students to realize that art is all around them, even in the environment, will cause them to think and

look at the world in new ways. Natural objects can be art in themselves, but they can also be used to create artwork. Kim demonstrates this in her illustrations for the book *Africa Calling*.

Songs for America's Children

1. Ask your students, "When you hear the word, 'America,' what do you think of?" This is the question that Danny and Kim asked hundreds of children across the country in order to make this book. Have the students answer that question in an illustration. Just like within the book, there are no wrong answers.
2. Read each poem/song to your students and talk about what it means. Have them write their own poem or song for or about America or about being an American.
3. Play the songs that correspond with the poems/songs in the book.
4. Display the American flag and talk about what each part means: the stars, the stripes, the colors, etc. Have the students make their own flag: Give each student a large rectangular piece of red construction paper. Have them paint on the white stripes of the flag. (Instead of paint brushes, you could pinch a clothespin to a small piece of sponge.) When finished painting, set aside and give each student a small rectangular piece of blue construction paper and star stickers. Once the stickers are put on, have the students put the blue portion of their flag on top of the red portion to complete their flag. The wet paint will allow the blue paper to stick to it and will stay together when dried. Display flags in hallway or classroom.
5. Talk about the Statue of Liberty with your students. What does she stand for? Read a book about the making of the Statue (*The Story of the Statue of Liberty* by Betsy and Giulio Maestro is a good one for ages 4-8). Have students write a poem or story based on the Statue of Liberty.
6. All of the profits from this book go to the organization World Hunger Year. Information about this organization can be found at www.worldhungeryear.org. Also on this website is a section called Kids Can Make a Difference. Follow this link: <http://www.kids.maine.org/cando.htm> to find information on what kids can do to make a difference. Talk about the ideas with your students and create a class project.

Rub a Dub, Dub

1. Gather the students around a large tub of water, or group the students and give each group a tub of water. Discuss floating vs. sinking. Experiment with various classroom objects. Make a list of the objects that will be used during the experiment and pass out the list to each student or group of students. Have the students predict whether each object will sink or float, writing down their predictions. Then experiment with each object and have the students write down

what happened with each. (If time or interest permits, have the students make their own boat out of objects that they find around the house or classroom, based on what they learned from the experiment about which objects float and sink. Test their boats in tubs of water.)

2. Put a toy boat in a tub of water. Ask the students how they can get the boat to move faster. (Ex. Wind/blowing, pulling, pushing, etc.) Have each student try one of the methods.
3. Why did the three men go out in their boat? (to fish) Have the students go “fishing” for color, letter, letter sound, or number identification. To make a fishing pole, tie a string to the end of a stick. On the other end of the string, tie on a magnet. Copy the fish outlines found in the Appendix, color them (or put letters or numbers on the front of them), laminate them, and then cut them out. Attach a paper clip to each paper fish. Once all the fish have been caught, have the students identify the color (or letter, letter sound, or number) of the fish that they have.

It's Raining, It's Pouring

1. Have the students name the four seasons. Ask: “What seasons do we see in the book?” Then ask the students how they knew when it was each season in the book. What were their clues? (snow in winter, colored leaves in fall, etc.) Give each student a large piece of paper. Fold it in half, then half again. Have the students write the name of each season, one season at the top of each square on the paper. The students need to draw/color what it looks like outside during each season. Or, you could have them draw themselves doing an activity during each season. Hang the drawings around the room.
2. Instead of having the students just draw the seasons on paper, you could make it into a book by having them cut along the folds and staple them together. They then need to make a cover. Have the students write these sentences at the bottom of each page: In (winter) it is _____. In (winter) I like to _____.
3. Lead a discussion about weather and how it affects what people do. For example, if it's raining, would you go for a picnic? What might you do or not do when it's windy, snowing, etc.
4. Discuss rain. What is it? Where does it come from? How does it form? What is it good for? (Why do we need it?) Trace the path of fallen rain from clouds to the ground to a water source and back up into the air.
5. Have the students name what to wear and/or use when it's raining outside. Make a list on chart paper. Then expand into what to wear and/or use during other weather. Have a class doll (real or felt) that the students can “dress” appropriately each day based on the weather.
6. Record a morning news weather broadcast and show it to the students. Discuss weather words: breezy vs. windy, calm vs. severe, warm vs. cool, partly vs. mostly, etc. Hang a windsock outside and show the students how it works. Also, show the students a thermometer and discuss temperature (Ex. low numbers = cold, high numbers = hot, etc.).

7. Create a weather station in the classroom and make it part of the morning routine. Have the “weather person” report to the class what the weather is like each morning.
8. Make rain paintings. Have the students paint a piece of paper or a cut-out of a flower or tree. Once it is dry, each student will use a spray bottle to make it “rain” on their painting. (Painting and using the spray bottle are great fine-motor exercises.) Hang the paintings around the room.
9. Have the students write their own poems about what happens to the old man. They can either start from scratch or you can start them off with a line.
10. While reading the book again, have the students name all of the animals that they see in the book’s illustrations. Ask: “What do they say?” “What color are they?” (Same as activity #4 for Humpty Dumpty.)

Hey, Diddle Diddle

1. After reading the book and/or listening to the song, point to the dish and the spoon and ask: What do you do with these? Then ask: What else do you eat with? Or, What else do you use to eat with? Have the students name as many utensils as they can, while showing them an example of each one as they are named. Then hold each one up one at a time and ask: What do you eat with this? Or, What kind of food do you eat with this? Practice holding and using utensils during snack and or/or lunch time. The next time that you read the book, name a food instead of a utensil and have the students tell you which utensil they would use to eat it (ex. chicken – fork, applesauce – spoon, mac & cheese – either, etc.). Then you could ask questions like, “What utensil would you use to put peanut butter on bread?” Again, practice holding and using utensils during snack and/or lunch.
2. Ask the students: When you look up into the sky at night, what do you see? What about during the day? Talk about what the sun, moon, and stars are, as well as what Earth and Mars are (the cow jumps to Mars and sees Earth in the book). Name the other planets. You could make a diagram of the solar system on the floor using various fruit, e.g. oranges, grapes, blueberries, apples, cherries, etc. Talk about the concepts of larger/smaller and closer/farther. Have the students color and cut out the planets, sun, and moon, and make mobiles to hang in the classroom. (Or have the students paint different sizes of Styrofoam balls to make the mobiles.) (To draw the planets to scale, see Appendix.)
3. Ask the students what instrument the cat plays. Then, “What other instruments are shown in the book?” Below are various activities regarding instruments:
 - You could talk about different types of instruments – wind, brass, percussion.
 - Have the students play various instruments during the song.

- Form a parade around the room while playing instruments to the song.
- Talk about and have the students practice these concepts: soft vs. loud, fast vs. slow.
- Have the students practice keeping a beat to the rhythm of the song.

Humpty Dumpty

1. "Humpty Dumpty cracked his shell and no one could put him back together. We're going to make our own Humpty Dumpty puzzle and see if we can put him back together." Have each student color a Humpty Dumpty page (found in Appendix), laminate them, and then cut them into pieces for the students to put back together.
2. Have the students pick out all of the pairs of rhyming words that are found in this story. Write them down on chart paper. Have the students think of some more on their own or in small groups. You could then have each student or group of students write pairs of sentences that end in their rhyming words. (Example from the book: Humpty Dumpty fell down a well. Humpty Dumpty cracked his great shell.)
3. Talk with the students about how Humpty Dumpty does many things in the story that cause him to break his shell. Ask: "What are they?" (falls off of a wall, falls down a hill, falls down a well, trips on a toad, jumps into the lake, falls off of a horse) Write these down on chart paper or on the board. Then ask, "What could happen to us if we did each of these things?" "How can we prevent ourselves from getting hurt these ways?" (wearing helmets and pads, hanging on tight, not climbing up too high, etc.) You could then go into various safety issues regarding certain activities such as bike riding, swimming, etc. Write down on chart paper what the class comes up with regarding staying safe during each activity and post around the room as a reminder.
4. Show the students a real egg. "What is a shell?" "Why is it hard?" "What part of the body is it like?" "What will happen if I crack this egg?" Have the students write down their prediction. (See Appendix for experiment sheet.) Crack the egg into a bowl. Have the students describe in writing or draw what happened. Then show a hard-boiled egg, without telling them that it's hard-boiled. "What will happen if I crack this egg?" Again have the students write down their prediction. Crack the egg. Then have the students describe in writing, or draw, what happened. Have the students answer the conclusion question on their sheet: Was Humpty Dumpty a raw or hard-boiled egg?
5. During the second or third reading of this book, have the students name all of the animals that they see in the illustrations. As each animal is named, ask the students: "What does it (do they) say?" "What color is it (are they)?" (Same as activity #8 for It's Raining, it's Pouring.)

Remaining songs from “One Size Fits All”

Elliott

For those who are unaware, Elliott Graham was largely responsible for Winnie the Pooh’s arrival in America, and subsequent international stardom. Way back in the early-mid 1920’s, Elliott first discovered the original British editions, and brought them over to the United States. Years later of course, animated adventures and movies helped rocket the lovable “silly old bear” into international prominence – but not for Elliott, generations of children across the world would never have known about Pooh, The Hundred-Acre Wood, or any of his friends therein.

Danny had the pleasure of knowing and working with Elliott towards the end of his career, and wrote this song for him as an eightieth birthday present.

1. Listen to the song, and then talk about who Elliott is. Read stories about Elliott, Winnie the Pooh, and friends.
2. Part of the lyrics say that Elliott is small on the outside, but tall on the inside. Ask your students what that means. Have them brainstorm qualities that they like about their friends or siblings that make them “tall on the inside.”

Surfin’ the Net

1. Give the students some websites to “surf” and have them report back to the class two new things that they learned from “surfing” each website (have them take a paper and pencil with them so that they don’t forget what they’ve learned.) Good websites to check out are author/illustrator sites, such as www.dannyandkim.com and www.tomatocollection.com for example. Also, zoo websites and National Geographic are good places to have your students search.
2. Have your students email questions or comments to their favorite authors and illustrators. Many authors/illustrators put their email addresses in their websites.

The Library Song

1. Listen to the song and then have the students brainstorm all of the different types of information that they can find at the library, e.g. books, magazines, encyclopedias, etc. Go to the school's library with your students and show them where each of these items are located.
2. Put your students into small working groups. Give them each a small topic to research. Give them a sheet of paper that asks them to find specific information about their topic. Take a trip (or two!) to the library for the students to do their research. Have the students make a poster about their topic using the information that they gathered at the library.

How Much Wood Could a Woodchuck Chuck

1. Go through each of the verses with your students and talk about what each item is. Show a picture of each to them if possible. Then, have each student take a verse and illustrate it. Hang the illustrations in the room or hallway.
2. Listen to the song and have the students pick out the compound words in the song, writing them down on chart paper, the board, or having the students write them on a piece of paper. Then have the students think of other compound words and write these down as well. The students can then use as many compound words as they can in a paragraph or fictional story.

School Bus Driver

1. March 18th is bus driver appreciation day. Play this song and have the kids make thank you cards for their bus driver or for bus drivers of their classmates.
2. Talk about bus safety. Why do you need to stay seated? Why is it important to be quiet? Why isn't it a good idea to throw things around? Etc. "If you were a bus driver, what rules would you have on your bus?" Have each student or group of students create a list of 3-5 rules they would put up on their bus.

Appendices

- A) - KWL Chart for Africa Calling Activity #1
- B) - KWL chart with student examples
- C) - North America and Africa outlines for Africa Calling Activity #7
- D) - Fish cut-outs for Rub a Dub, Dub Activity #3
- E) - Drawing the planets to scale for Hey Diddle, Diddle Activity #2
- F) - Humpty Dumpty outline for Activity #1
- G) - Experiment Sheet for Humpty Dumpty Activity #5

What we KNOW

What we WANT to know

What we LEARNED

Example of KWL Chart for Africa Calling - Activity #1

What we KNOW

- Monkeys - They have long tails.
They swing from the trees.
They eat bananas.
- Cheetahs - They have spots on their fur.
They look like big cats.
- Elephants -
- Hippos -

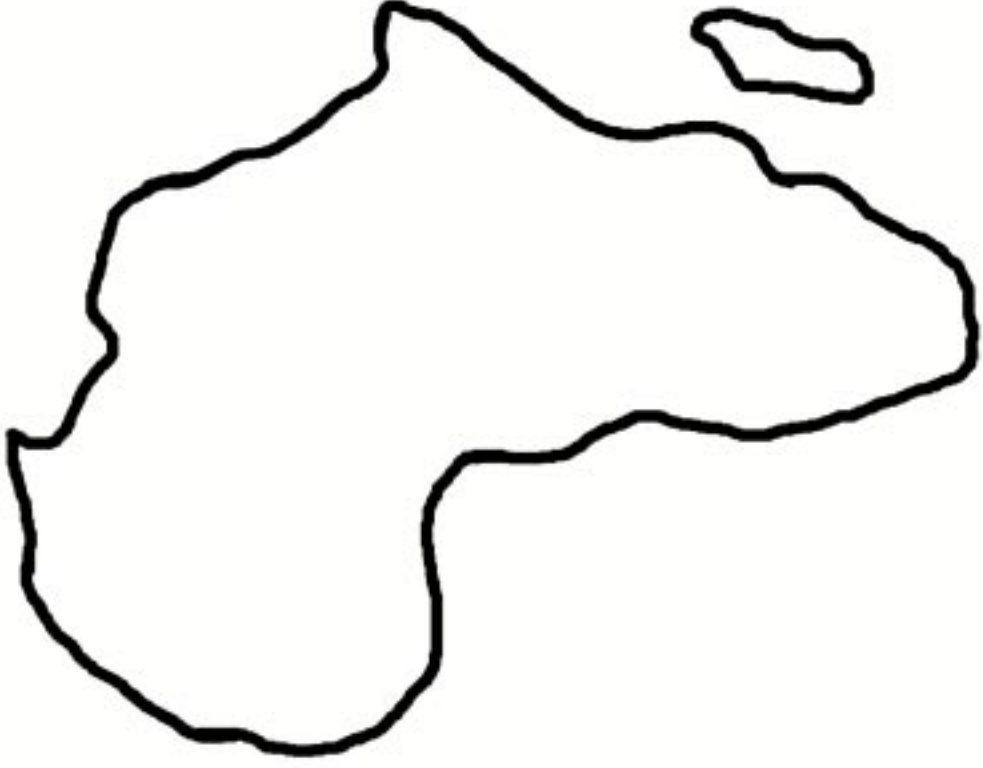
What we WANT to know

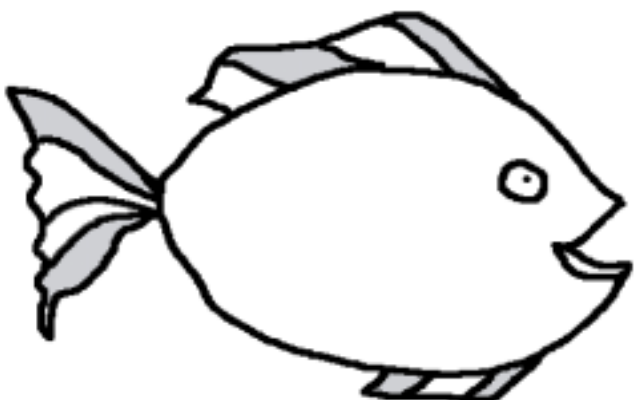
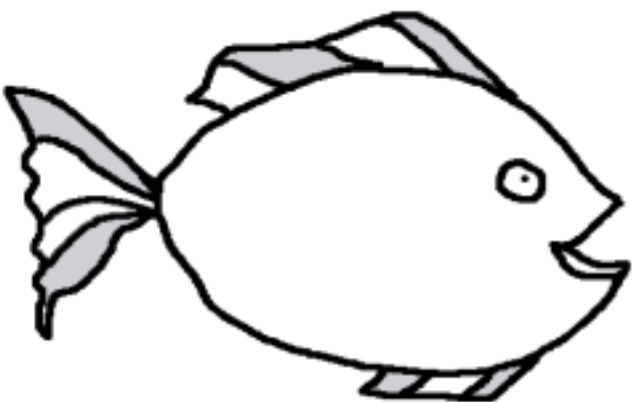
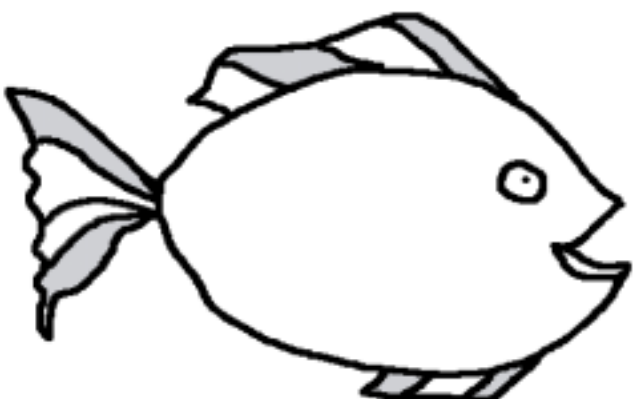
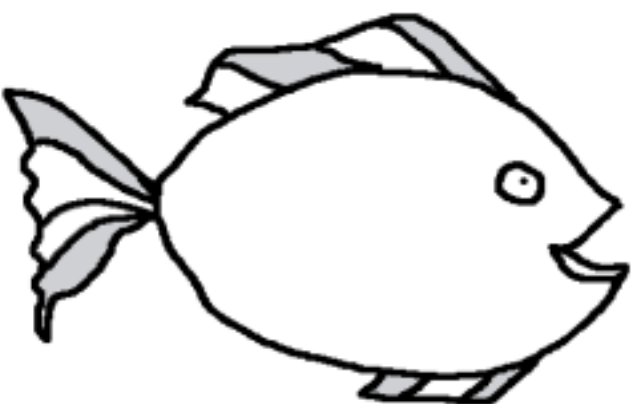
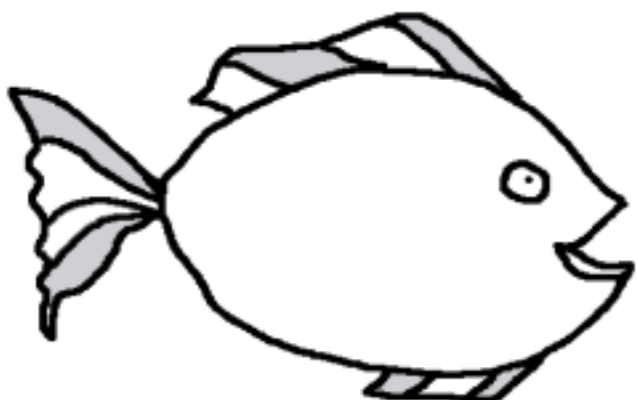
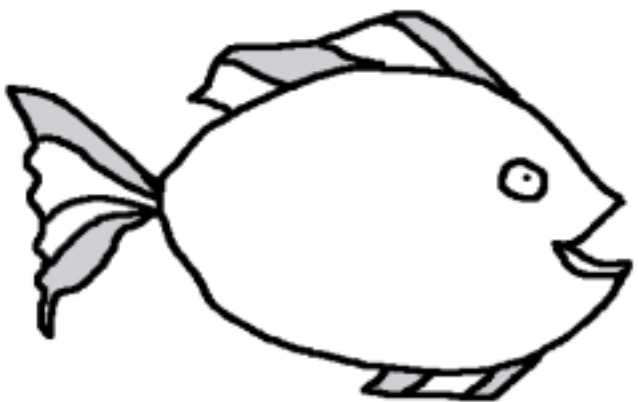
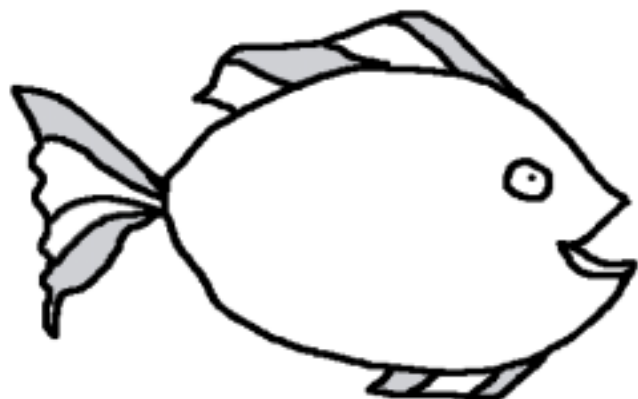
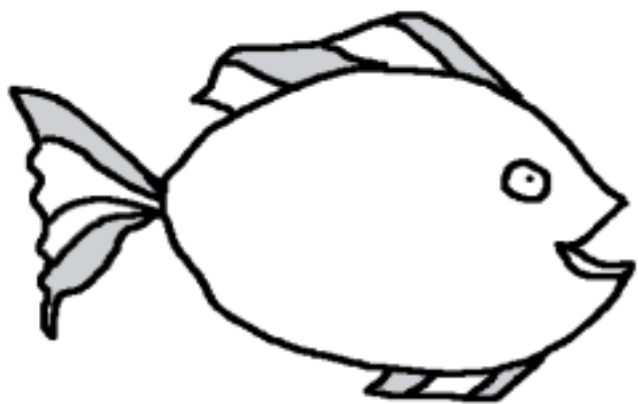
Examples of student-generated answers:

- Where do they live?
How old do they get?
- What do they eat?

What we LEARNED

Name: _____





Hey Diddle Diddle – Activity #2

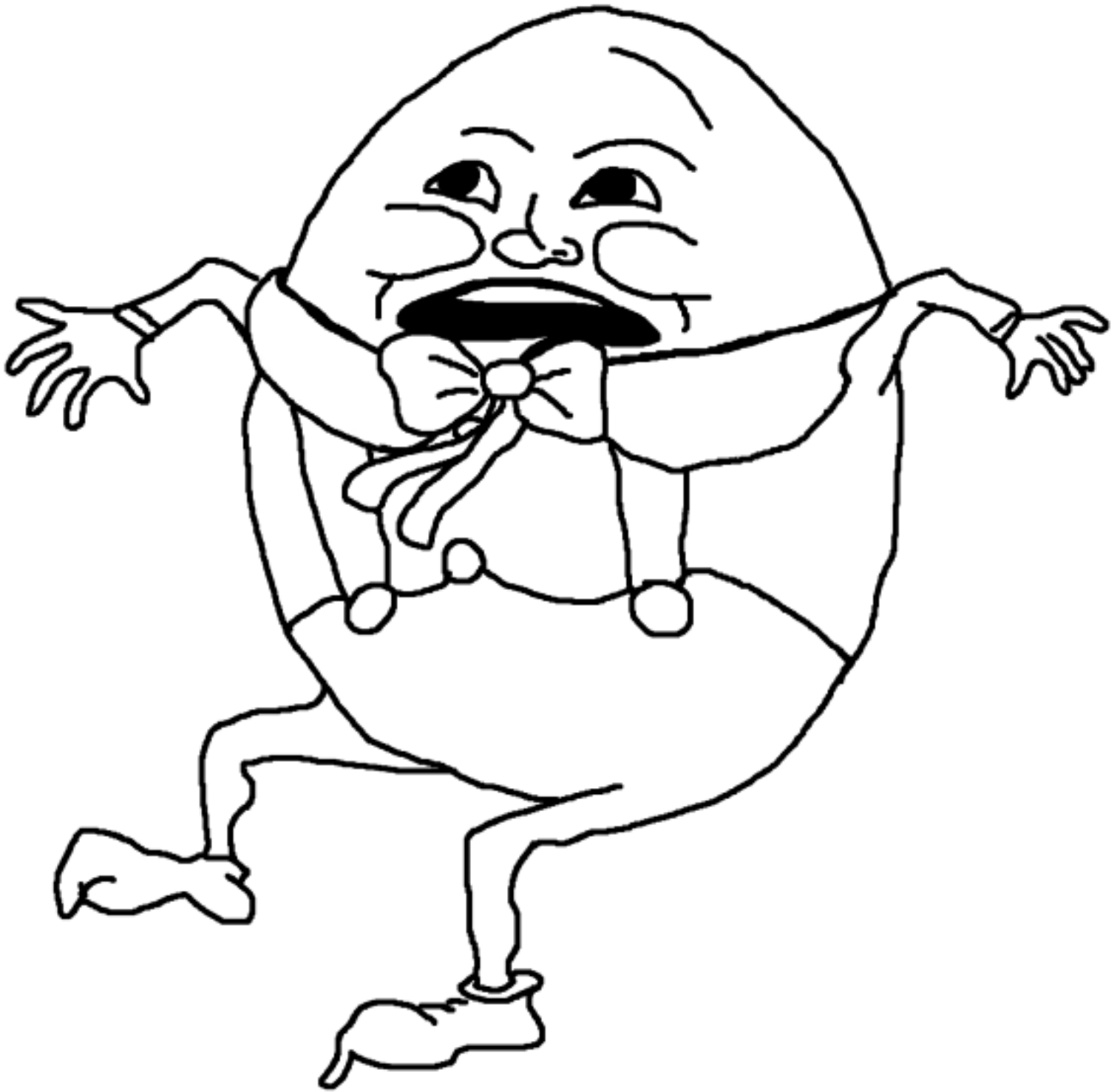
If you are going to draw the planets to scale, the diameter of each would be as follows:

Mercury – 4 cm
Venus – 10 cm
Earth – 10 cm
Moon – 3 cm
Mars – 5 cm
Jupiter – 113 cm
Saturn – 94 cm
Uranus – 41 cm
Neptune – 39 cm
Pluto – 2 cm

For the Sun, I would just make sure it was larger than Jupiter, not putting it to scale. If you did, it would be 36 feet in diameter!

I would suggest using a math compass to draw each planet and the moon. Depending on the age of your students, you could have each student draw their own planets, or you could draw them for the students, making a copy for each student to then cut out.

Name: _____



Name: _____

Prediction: What do I think will happen?

First egg:

Second egg:

Observation: What happened when the egg was cracked?

First egg:

Second egg:

Conclusion: Was Humpty Dumpty a raw or hard-boiled egg? Why do you think so?