

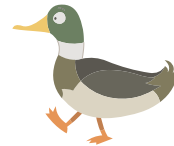
# ANIMAL TRACKERS

## INTRODUCTION

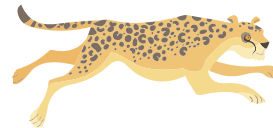
CHAPTER 1 ..... **"Lenny the Lizard"**  
Crawling & Creepy



CHAPTER 2 ..... **"Dara the Duck"**  
Walking & Marching



CHAPTER 3 ..... **"Chuck the Cheetah"**  
Running



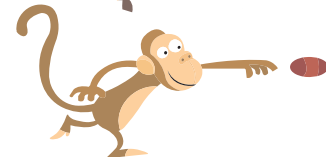
CHAPTER 4 ..... **"Kate the Kangaroo"**  
Jumping & Hopping



CHAPTER 5 ..... **"Harry the Horse"**  
Galloping



CHAPTER 6 ..... **"Maria the Monkey"**  
Throwing & Catching



CHAPTER 7 ..... **"Marty the Mule"**  
Kicking & Dribbling



CHAPTER 8 ..... **"Danny the Dog"**  
Rolling



CHAPTER 9 ..... **"Buddy the Bear"**  
Transferring Weight & Balance



CHAPTER 10 ..... **"Animals on Parade"**

# Activity #6: Creepy-Crawly Things!

## Concepts:

Locomotor Skills, Literacy Skills

## Age Level:

3 to 5 years old

## Objective:

The children will practice the gross motor skills of crawling and creeping while learning letter and sound recognition.

## Activity:

Have children alternate crawling and creeping by asking them to move like the following and repeating the sound of the letter that begins the name. For example, "Can you creep like a Sssss...snake? Snake starts with the letter S." Can you creep like a BBBB...baby? Baby starts with the letter B."

An alternative is to set up an obstacle course that requires crawling in some places and creeping in others, depending on the obstacle under which they must move.

Can you creep like a  
Can you crawl like a  
Can you creep like a  
Can you crawl like a  
Can you creep like a  
Can you crawl like a  
Can you creep like a  
Can you crawl like a

....SNAKE  
....BABY  
....CATERPILLAR  
....SPIDER  
....WORM  
....DOG  
....SNAIL  
....CRAB (or lobster)

## Extension or Advanced Activities:

To enforce the letter/sound recognition, do a series of activities focusing on the sounds reviewed in the prior activity. Examples are provided below:

- ✦ Snakes slither and creep and they make the "S" sound. What other objects or actions have the "S" sound (e.g. shells, sign, sew, see, sit, sand)? Activity: Cut an "S" out of cardboard and glue shells or sand to it.
- ✦ Babies crawl and make the "B" sound. What other objects or activities have the "B" sound (e.g., buttons, bug, butterfly, belt, bed, bow)? Activity: Glue buttons on a butterfly picture or glue or draw bug shapes on a bow of ribbon.



# Activity #3: Bounce & Catch

## Concepts:

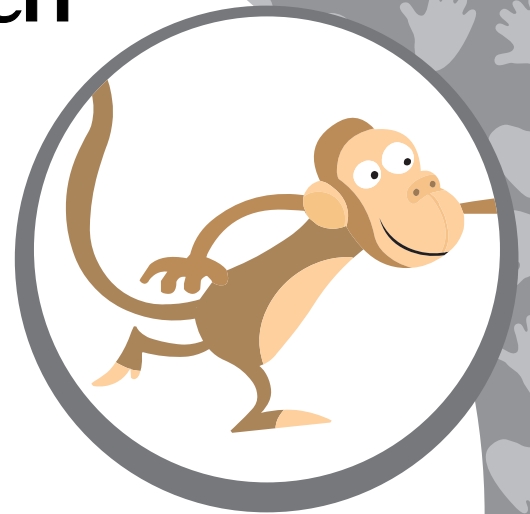
Locomotion Skills, Cooperation

## Age Level:

3 to 5 years old

## Objective:

The children will practice the gross motor skills of throwing and catching.



## Activity:

The catching skill of receiving and controlling an object with the hands requires children to focus on the approaching object and make the adjustments necessary to receive it. Catching is often more difficult for children who experience fear as the object approaches. Using soft, colorful objects (scarves, beanbags, balloons, yarn balls, and even teddy bears) and large, soft balls (beach and foam balls) can help alleviate the fear and make visual tracking easier.

To begin, challenge children to catch their own bounced ball. It should be a somewhat large ball that bounces well (for example, a playground or soccer ball). Teach children the following chant. Reciting it rhythmically may help them with this skill. (Teach the students that “fetch” means to get a ball when it bounces away, like a dog fetching a stick).

## Chant

Bounce and catch,  
Bounce and catch.  
Catch it so I  
Don't have to fetch!

## Extension or Advanced Activities:

Let the children experience a scarf toss. Spread out a scarf on the floor. Have two children pick up the scarf, each holding onto two corners. Gently toss a foam ball toward the children and have them try to catch it in the scarf. Then have the children work together using the scarf to toss the ball back to you.

# Activity #3: Puppy Dog Rolls

## Concepts:

Locomotor Skills, Learning Directions

## Age Level:

3 to 5 years old

## Objective:

The children will practice the gross motor skill of rolling sideways.



## Activity:

Before continuing with the more challenging aspects of “dog” rolls, introduce the children to puppy dog rolls. These require the children to get into a rounded shape - sitting, with arms crossed and resting on the mat or carpeted surface, knees pulled into chest, and head tucked. The children then roll sideways, contacting the ground with the hip, shoulder, and back, making a 180-degree turn. Encourage the children to try it in both directions to the accompaniment of the following song, sung to the tune of “Row, Row, Row Your Boat.”

Roll, roll, roll along  
Like a puppy dog  
Now I'm in a rounded shape  
Not just like a log.

## Extension or Advanced Activities:

Try doing puppy dog rolls to this song, sung to the tune of “The Mulberry Bush.” Follow the directions in the song and create others.

This is the way we roll to the right,  
Roll to the right, roll to the right.  
This is the way we roll to the right,  
So fun to roll around.

This is the way we roll really fast,  
Roll really fast, roll really fast.  
This is the way we roll really fast,  
So fun to roll around.

This is the way we roll to the left,  
Roll to the left, roll to the left.  
This is the way we roll to the left,  
So fun to roll around.

This is the way we roll really slow,  
Roll really slow, roll really slow.  
This is the way we roll really slow,  
So fun to roll around.