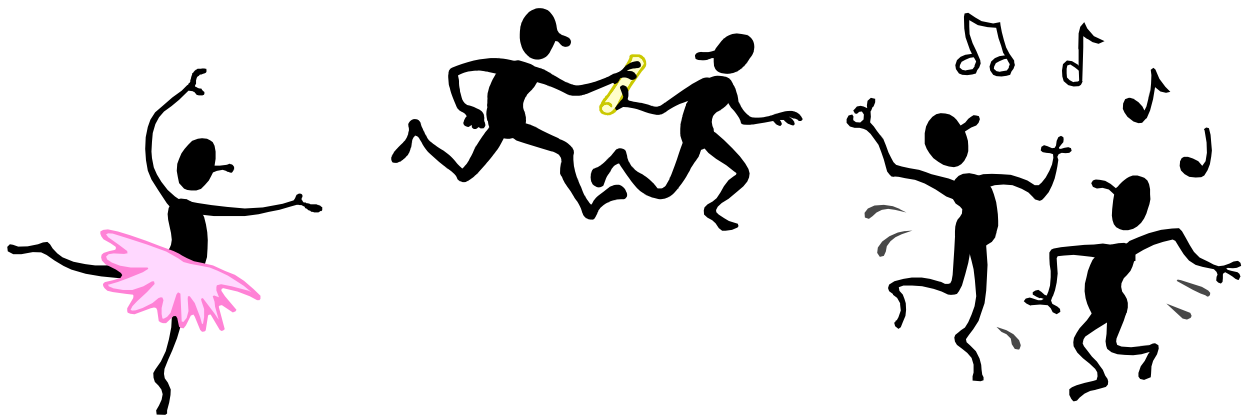


*A Workshop for Teachers of Young  
Children*

## **Body Talk in Rhyme**

*Making word, sound, and number  
associations through movement and songs*



By Sharon MacDonald

11920 N. Deerclover Lane, Tucson AZ 85737

Phone (520) 505-4842 Website: [sharonmacdonald.com](http://sharonmacdonald.com)

## **All About Movement**

### **Why is movement important?**

- It helps make connections by helping children see relationships
- It improves short-term memory.
- It invites create interpretation.
- It invites problem solving.
- It stimulates the brain.
- It reduces stress.



### **Motor Development**

Oral Motor: Swallowing, talking, eating, chewing, and using the tongue and lips

Fine Motor: Using the small muscles in the wrist and hand to grasp and hold

Gross Motor: Using the big muscles in the body to move around

**Motor Skills** that are necessary for children's bodies to work effectively as a whole unit:

#### Locomotor

Walk  
Run  
Gallop  
Leap  
Hop  
Slide  
Jump  
Crawl  
Slither  
Creep

#### Stability

Turn  
Spin  
Twist  
Balance  
Stretch  
Twist  
Freeze  
Wiggle  
Sway  
Duck  
Shake  
Roll

#### Manipulative

Throw  
Catch  
Volley  
Kick  
Dribble with feet  
Dribble with hands

**Motor concepts** which child bodies need to have to use their bodies to accomplish tasks:

#### Body

Body parts – identify all the parts and to know their use and purpose

Body shapes – are bodies wide or narrow, curved or straight?

#### Body in Space

Levels – are you or other high or low?

Directions – are you or others going forward or backward, sideways or diagonal, left or right?

Pathways – can I moved through curved, straight, or zigzag pathways and do I recognize them?

Location - where am I in space and where are others in space?

### Effort

Speed – am I going fast or slow or are others going fast or slow?

Force – how strong is the force or how slight is it? (child's or outside force)

Flow – does it flow freely or is it bound by something?

### Relationship

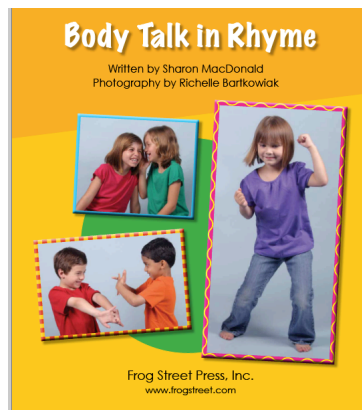
Objects or people – are they/it, over, under, on, off, near, far, in front of, behind, through, around, above, or below?

People – are you alone, with a partner, or in a small group or large group?

## **Body Talk in Rhyme**

From the *Tying Shoes and Other Musical Feet* CD by Sharon MacDonald and from Body Talk in Rhyme published by Frog Street Press

Teeth chatter  
Hands clap  
Feet patter  
Toes tap  
Nose twitch  
Hip wiggle  
Skins itch  
Tummies jiggle  
Knees knock  
Elbows bump  
Heels rock  
Legs pump  
Ears hear



Thumbs twiddle  
Eyes tear  
Fingers diddle  
Cheeks glow  
Knuckles crack  
Nails grow  
Lips smack  
Bodies hug  
Lashes blink  
Shoulders shrug...  
And brains think!

English ISBN 978-1-60128-178-4

Spanish ISBN 978-1-60128-180-7

### Shared Reading

Day 1: discuss cover and take a picture walk

Day 2: Read the book, reread and do the movements as you read

Find interesting words like patter/twitch/diddle/twiddle/ pump

Day 3: Reread the book and get the children to generate a list body part words while you write them on a chart

Transfer the words on index cards so the children can match the words to the pictures in the book.

Day 4: Learn the song and incorporate movements. The pictures in the book can work as guides. The rebuses in the back of the book help.

Day 5: Sing the song, do movements and children hold up body words with pictures on them when they are said in the song

Extras: 1) find rhyming words      2) create other movements      3) find all the "t" or "h" words      4) match Spanish words to pictures

Activities if not used for shared reading

1. Have the children think of other body parts and what they do. Make a chart of them. Post it so the children can add to it anytime they think of another body part and what it does.
2. Make song chart for *Body Talk in Rhyme*, have the children draw pictures of each of the body parts and its matching action. They will use the body part pictures and the pictures of the actions to match to the body part words and action words in the song.

3. As the children sing the song they can act out each movement.



5. Find rhyming words to the body parts named in the song. Use the partial list below as a starting point:

head – bed      hand – band      toe – crow      feet – meet      nose – rose  
hip – tip      skin – fin      lips – trips      tummy – yummy      knee- bee      heel – peel  
leg – egg      ear – hear      thumb – crumb      eye – pie      cheek – peek      nail - tail  
lip – slip      brain – chain      elbow – Velcro      knuckle - chuckle

Shuffle, Bend, Slide, and Wave

From Jingle in My Pocket by Sharon MacDonald

Shuffle to the left and shuffle to the right  
And you snap, and snap, and snap, and snap.  
A heel and a toe and turn yourself around  
And a heel and a toe and, on you go!

Bend to the left and bend to the right  
And you clap, and clap, and clap, and clap.  
A heel and a toe and turn yourself around  
And a heel and a toe and, on you go!

Slide to left and slide to the right  
And you stomp and stomp and stomp and stomp.  
A heel and a toe and turn yourself around  
And a heel and a toe and, on you go.

Wave to the left and wave to the right  
And you walk and walk and walk and walk.  
A heel and a toe and turn yourself around  
And a heel and a toe and, sit back down.



## Cup Tapping

By Sharon MacDonald  
From: *Watermelon Pie and Other Tunes!* CD

## The Streamer's Song

From: *Jingle in My Pocket* CD By Sharon MacDonald

Pink and yellow and green and red,  
Raise your streamer when your color is said.  
Orange and blue and purple and white,  
Wave your streamer to the left and right!

Take three steps and stomp your feet.  
Wave your streamer to the color beat.  
Wave up high and wave down low,  
Wave your streamer as you go.



These cups are made for tapping



It's a funny little game I play.



I tap them here. I tap them there.



Come play my funny game this way.



Tap in and out, and in and out.



Tap down, and down, and down.



Tap over, under, on your head.



Tap all your body 'round.



## What Can You Do?

From the *Jingle In My Pocket* CD by Sharon MacDonald

Here is my head, what can it do?  
It can nod, nod at you.  
Nod, nod, that's what it can do!



Here are eyes, what can they do?  
They can wink, wink at you.  
Wink, wink, that's what they can do!



Here are my ears, what can they do?  
They can listen, listen to you.  
Listen, listen, that's what they can do!



Here are my arms, what can they do?  
They can wave, wave at you.  
Wave, wave, that's what they can do!



Here are my hands, what can they do?  
They can clap, clap with you.  
Clap, clap, that's what they can do!



Here are my legs, what can they do?  
They can hop, hop to you.  
Hop, hop, that's what they can do!



Here are my feet, what can they do?  
They can tip toe, tip toe to you.  
Tip toe, tip toe, that's what they can do!



# Up and Down

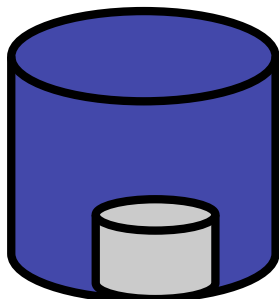
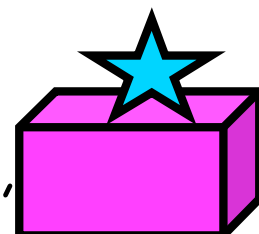
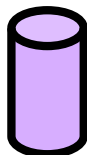
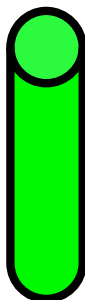
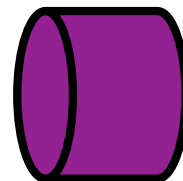
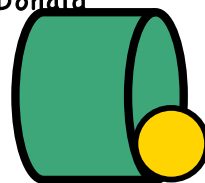
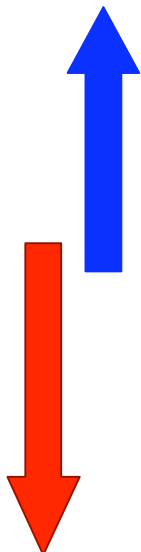
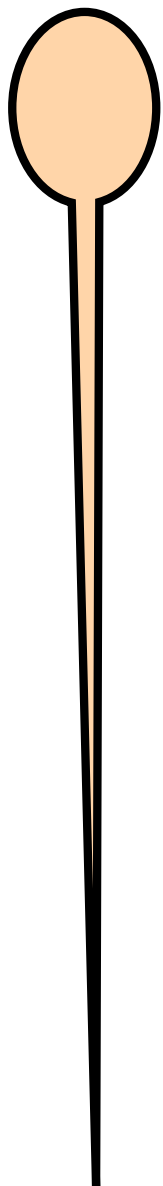
From Watermelon Pie and Other Tunes! CD By Sharon MacDonald

Up and down are places  
That I'm supposed to know;  
Just like in and out,  
Off and on, and high and low.  
But I've noticed when I get there,  
All tired and out of breath,  
There's just another up and down  
To other places left!

Up and down, high and low,  
Off and on, fast and slow,  
Back and forth, big and small,  
Here and there, short and tall.

But I've noticed when I get there,  
All tired and out of breath,  
There's just another up and down  
To other places left!

Up and down, high and low,  
Off and on, fast and slow,  
Back and forth, big and small,  
Here and there, short and tall.



## Activities:

1. Have the children figure out which picture depicts the words in the song. The two that are missing are **back and forth** and **fast and slow**. See what drawing they can suggest for those.
  2. Write the song on sentence strips for the pocket chart or enlarge the song card to make song chart. Have the children find opposite words, beginning sounds, ending sounds, capital letters, rhyming words, and contractions
3. Encourage the children to act out the opposites in the song. Give each child a set of opposites and as they sing the song they demonstrate their words. I usually wait until they know the song well.
4. Have the children talk with the other children about words that are opposites. Ask them to make an *Opposites Chart*. The chart will include the ones in the song. Help the children think of other "opposite words." For example you might ask: "When you are standing here (in front of a chair) where are you? When you are here (behind the chair) where are you? Write down their dictation of opposite words. Place the chart where the children can see it. Have them add to it when they think of a pair of opposite words.

## Opposite Chart

<b>up and down</b>	<b>in and out</b>	<b>off and on</b>
<b>high and low</b>	<b>fast and slow</b>	<b>back and forth</b>
<b>big and small</b>	<b>short and tall</b>	<b>here and there</b>

behind and in front of

soft and hard

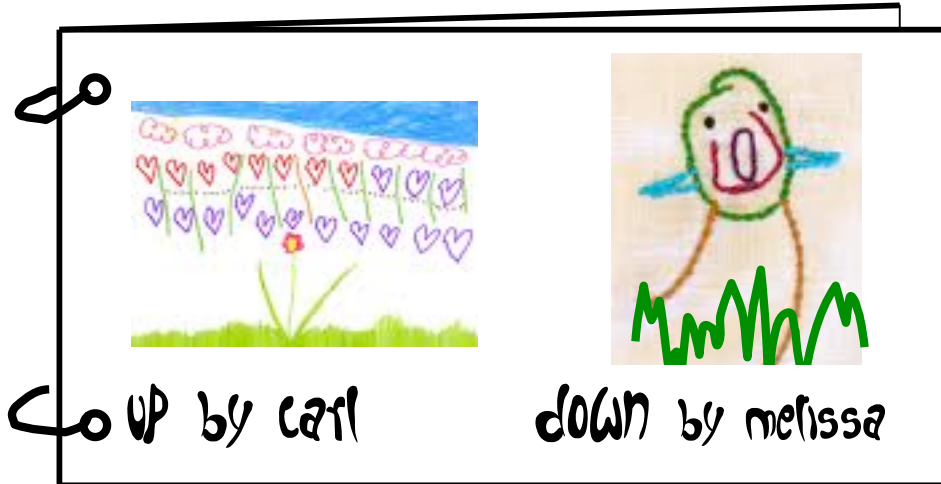
hot and cold

smooth and rough

black and white

left and right

5. As you collect opposites, have the children draw a picture depicting the words. When you have a few illustrated, start a book the children can add to. Over time they can create a class opposite book that had many, many pages.



5. Make opposite words puzzle cards. For example: write the word **Up** and **Down** on a sentence strip. Leave space between the two words to cut a pattern. Make about 20 sets of words. Place them around the room. Send the children out into the room to find a set and put their puzzle together.

