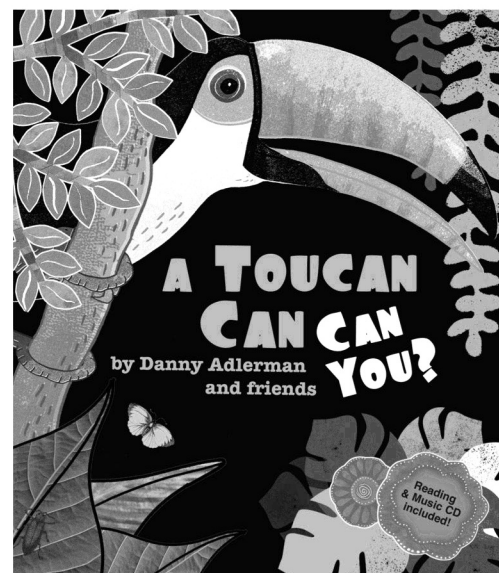


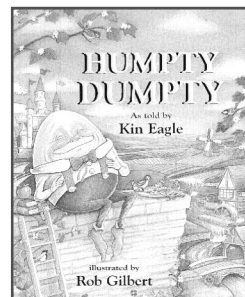
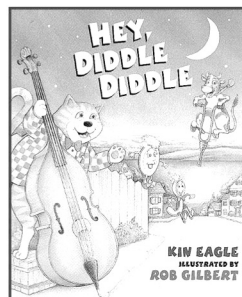
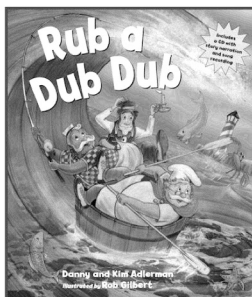
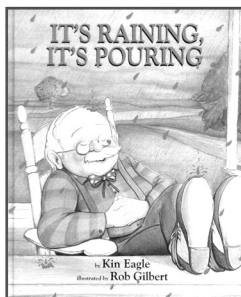
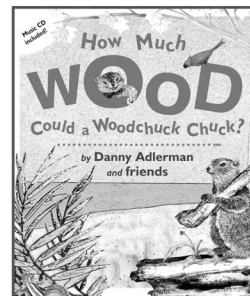
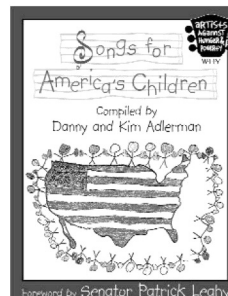
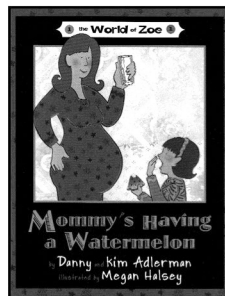
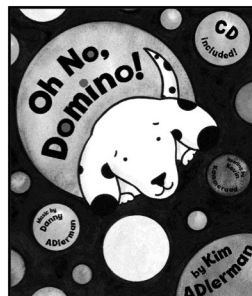
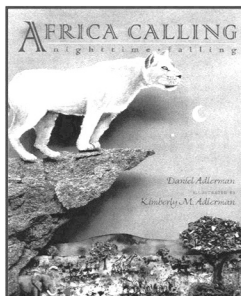
Danny and Kim

Activity Guide for Danny and Kim Adlermans' Books and Music

Created by:
Stephanie Kammeraad
and Kim Adlerman



New!



For more information, go to: www.dannyandkim.com, friend us on Facebook at: **Danny and Kim and friends** or email:
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All of the books:

Play the corresponding song on the CD (*One Size Fits All*, *Listen Up* or CD that comes with book) 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. They could then draw a picture to go along with the words.
2. After the book has been read, have the students come up with images 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 in the story 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. How important are the illustrations in a picture book?

Africa Calling (A NJ State Library “Pick of the decade 1995-2005”)

1. Teach the students motions to do during the song. Have the students follow your lead throughout the song instead of teaching them ahead of time (*it's a lot easier!*)
(These motions can be done while sitting or standing.)

The lion spread of the book (first verse of the song):

- *hold your hands in front of you like claws; walk your hands forward to the beat of the song as if prowling*

The elephant spread of the book (second verse of the song):

- *stomp your feet to the rhythm*

The viper spread of the book (third verse of the song):

- *slink your arm back and forth in a wave or S-motion*

Musical interlude: *wave your arms above your head from side to side to the beat of the song*

The buffalo spread of the book (fourth verse of the song):

- *put your hands up to your eyes like binoculars*

The monkey spread of the book (fifth verse of the song):

- *lift up your elbows so your hands fall loosely toward the ground; swing your forearms back and forth*

The hippo spread of the book (sixth verse of the song):

- *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*

Musical interlude: *start the same way as previous interlude, then halfway through the interlude, change the direction of your arms—wave them out and in, out and in, like a “V” above your head.*

The zebra spread of the book (seventh verse of the song):

- *open your eyes really wide, stick out your neck, and slowly look around from one side of the room to the other with one hand above your eyes like you're searching*

The rhinoceros spread of the book (eighth verse of the song):

- *run your feet in place*

The cheetah spread of the book (ninth verse of the song):

- *slowly walk your feet while swaying your upper body forward as you walk, eyes wide as if looking for something, with both hands above your eyes as if looking for something*

The child spread of the book (tenth verse of the song):

- *put the palms of your hands together, place them by your ear, then tilt your head, like you are sleeping*

Musical interlude: *start the same way as previous interlude, then change the direction of your arms again — wave your right arm out and then your left arm out, then your right arm in and then your left arm in, and continue this motion until the end of the song*

2. After reading the book or listening to the song while going through it with the students, have them name the animals that are in the book. As they name them, write the animals down on chart paper. Then ask questions for each animal, using a KWL chart. Example: *What color are they? Where do they live? What do they eat? What noises do they make?* (An example chart can be found in the appendices in the back of the guide—see Appendices A & B) Have the students give the answers to as many questions as they can as you write their answers in the K (Know) column. Have the students come up with additional questions that they want to know the answers to; write these in the W (What) column. Talk about how and where they might be able to find the answers to all of their questions. After sufficient time has been given for students to gather some information, come back together as a class and fill in the L (Learned) column of the chart.

3. Ask the students what type of body covering each animal in the book has. Also have them name animals that have different types of coverings than the animals that are in the book. Have examples to show the students of the different types of body coverings (fur, feathers, skin, or scales). Discuss possible reasons why certain animals have a specific covering over another type. Then put together outlines of animals to create a booklet for each student. The students will fill-in 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 a sentence on the bottom of each page. Example: *A cheetah feels_____ (e.g. “soft” or “like cotton”). Display the books around the classroom.*

4. 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. (You could also 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.) 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 _____,...*”

5. Make sock puppets with the students. Using felt and magic markers they can make a variety of animals to use during the song/reading. (For step-by-step instructions, visit **www.dannyandkim.com**. Click on “activities,” and then the instructions are under “miscellaneous.”)

6. Enact the story during the song. Have each student pretend to be one of the animals, with gestures and noises, as they move around the room.

7. Using a world map or a globe, ask a student to point to Africa (or point to it yourself). Then do the same with North America, showing the students where they live compared to where Africa is. Read a non-fiction book about Africa and have the students write a fictional story about spending a day as a part of an African family, based on what they learned from the book. (*Appendix C*)

8. Discuss what constitutes “art.” Art can be found all around us. Have the students look closely at objects in their environment (a flower, a leaf, a twig, clouds, the cracks in the sidewalk, etc.) 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*. Follow up the discussion with the following activity.

9. 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.

10. Introduce various African instruments to your students, and have them try playing the instruments to the beat of the song. You can check out *Big Brazos Children’s Center* at www.bigbrazos.com for world instruments, music, books, and CDs.

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. (Example: *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 or pencil. On the other end of the string, tie on a magnet. Make small outlines of fish, color them (or put letters or numbers on the front of them), laminate them, and then cut them out. (*See Appendix D for fish outlines*) 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 them what seasons they see in the book and then what their clues were—how could they identify which season was being illustrated? (Example: *snow in winter, colored leaves in fall, etc.*) Give each student a large piece of paper. Fold it in half, then in 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 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 a single piece of paper, you could create a book by having them cut along the folds and staple the pages together. 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 on a picnic? What might you do or not do when it's windy, snowing, etc. Create activity cards, written or pictorial, and place in a bag or a box. Write weather words on a board or chart paper (*snowing, windy, etc.*). Have the students each pick a card and then place it under the appropriate weather heading.
4. 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.
5. 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.
6. Record a morning TV 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. Show the students a thermometer and discuss temperature (Example: *low numbers = cold, high numbers = hot, etc.*).
7. Create a weather station in the classroom and make it part of the morning routine. Nominate a weather person each day (*or use the doll from activity #4*) and 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. Display 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 from the book.

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 them what else they 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 kind of food do you eat with this?” Practice holding and using utensils during snack and/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 (Example: *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 what they see when they look up into the sky at night. “What about during the day?” Talk about what the sun, moon, and stars are, as well as what Earth and Mars are (in the book the cow jumps to Mars and sees Earth). 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.) (*See Appendix E to draw the planets to scale.*)

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, high vs. low, etc.
- Have the students practice keeping a beat to the rhythm of the song.

Humpty Dumpty

1. Say to the students, “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 (*See Appendix F for Humpty drawing*), 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 the students what they are: He falls off of a wall, falls down a hill, falls down a well, trips on a toad, jumps into the lake, and 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 and then ask them the following questions: “*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 G for Humpty drawing*) Crack the egg into a bowl. Have the students describe what happened by writing or drawing what they saw. 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 write

or draw what happened. Have the students answer the conclusion question on their sheet: Was Humpty Dumpty a raw or hard-boiled egg?

How Much Wood Could a Woodchuck Chuck and A Toucan Can Can You?

1. The end of the book invites the reader to come up with other compound words that would fit the structure of the book. Give an example or two such as “butterfly” or “bowtie,” then as a class or in small groups, have the students brainstorm other words that would work. Have each student choose one of the brainstormed words and then write it out as a question and answer like in the book. Have them illustrate their writing.

2. Have the students pick out the compound words in the book or song, writing them down on chart paper, the board, or having the students write them on a piece of paper. Then have the students choose one of these words and find pictures and facts about it. The students can then write a fictional story incorporating at least three facts that they found out and as many compound words as they can.

3. Ask each student to identify which illustration is their favorite and why. Then have them research that illustrator. Prepare questions for them to find answers to such as: *How many books has (s)he illustrated? What was his/her first book? Where is (s)he from? Etc.*

4. Bring in another book by each illustrator, with the illustrator’s name covered up. Have the students try to figure out which illustrator from Woodchuck did each of the books that you brought in.

5. Kim and Danny created a game inspired from *How Much Wood Could a Woodchuck Chuck?* based on compound words. Play the game! It is called *Compound it All!* (Lee and Low). Start with the yellow deck.

6. Kim actually dreamt the idea for the game. Ask students if they’ve ever had a dream that gave them a good idea? Or a dream that made them think about things in a different way? If so, have them write about it. If not, write about a memorable dream that you had, and illustrate it.

Rock-a-bye Baby

1. In this story, the baby is lulled to sleep and dreams. Tell the students to think of a dream that they remember having and then have them write it down and illustrate it. Depending on the age and ability level of the students, you could have them tell you the dream as you write it down for them verbatim.

2. Throughout the book, the baby has his stuffed friend with him. Have the students bring in their favorite “friend” to share with the class. Then have them write a short poem or story (real or fictitious) about an adventure they’ve had with their friend.

3. Have the students create an outdoor scene using the technique of sponge painting. Point out how Kim first used a solid, light color on the background, and then added several darker shades of paint using a sponge. The students could also cut out the shapes of trees and flowers to glue onto their background, giving their scene a 3-D look, like the illustrations in the book.

4. A beautifully crocheted blanket accompanies the baby in this story. If you know how to crochet, wouldn't mind learning, and/or can find someone to come in to your classroom for an afternoon, teach your students how to do this craft. (You can check out the Crochet Guild of America on the web, or the Crochet Cabana, to get information on beginning crocheting.) The students can make simple scarves and/or blankets and donate them to your local children's hospital. This is a great way to strengthen your students' fine motor skills while fostering in them the joy of giving to those in need.

5. Create a pajama day where the students come to school in their favorite pajamas and slippers along with their favorite stuffed "friend." Lay out pillows and blankets on the floor, have cookies and milk, and read this along with other nighttime stories. The other activities for this book could also be done that day.

Songs for America's Children

1. "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. (Check out <http://www.usflag.org/colors.html>.) 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 paintbrushes, 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 the flags in the 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 fictional 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.

Oh No, Domino!

1. Many objects in *Oh No, Domino* are made with circles. Brainstorm with the students what else is made of circles. Which occur in nature? Which are man made? Have the students illustrate their favorite.

2. Have the students talk about what other shapes they see often, how they are used or where they are seen, both outdoors and inside.

3. Kim is working on other books featuring Domino which will include various shapes(triangles and squares/rectangles). (Example: *a mountain could be used for a triangle or a city building for a rectangle, etc.*). Have your class write a group letter featuring some of their best ideas of which shapes should be used, and how—and send them to Kim! Perhaps she will use some of your ideas in her next book. Kim would love to see their illustrations, too! Either send to the address listed on back of guide or email Kim at: kim@dannyandkim.com.

4. Using round stickers of various sizes and colors, have students illustrate their own pictures. Start with just one sticker and have them add detail to the sticker with crayons or colored pencils as well as a background. Have them write at the bottom of the page what their spot is. You can also do this with more than one sticker to start.

5. Domino has spots. What other animals have spots? (*Don't forget people—many people have freckles!*) Brainstorm with the students and have them illustrate one of their favorites.

Mommy's Having a Watermelon

1. There are simple recipes in the back of the book. Get a watermelon *with* seeds (the seeds can be used in other activities). Have a watermelon party and make one or two of the recipes for snack time.

2. There are black seeds and white seeds in watermelons. Do an experiment to see what happens when you plant each of the seeds in a small cup. Label each cup, one with “white seed”, the other with “black seed”. Discuss beforehand what the kids think will happen with the seeds and then after the seeds have grown. Why do the black seeds grow and not the white ones?

3. In the book, the mother swallows a seed. Discuss whether a seed would actually grow in someone's stomach. Discuss what a watermelon seed *needs* to grow. Air? Dirt? Water?

4. Have students guess and write down how many seeds they think will be in the watermelon before it is cut open. Have the students save the seeds as the watermelon is eaten, count them and add together.

MUSIC CDs

Remaining songs from the *One Size Fits All* CD:

Elliott

Note: Elliott Graham was largely responsible for bringing Winnie the Pooh to America. In the early-mid 1920's, Elliott first discovered the original British editions, and brought them over to the United States. Years later, animated adventures and movies helped rocket the lovable “silly old bear” into international prominence. If not for Elliott, generations of children across the world would never have known about Pooh, The Hundred-Acre Wood, or any of his friends.

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. Parts 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, siblings, or self 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. 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 e-mail address on 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 the students and show them where each of these items are located.
2. Put the students into small working groups. Give them each a short topic to research and 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.

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 with the students: “*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.

Listen UP! CD: When I Grow Up

1. Have a discussion with the students after listening to this song. Ask them: What things are you told to do that you don’t want to do? What are some things that you want to do when you grow up that you can’t do now?

If you have kids of your own someday, what rules might you have for them? Instead of holding a discussion, you could have them write the answers to these questions in their journal.

2. Part of the lyrics in the song say “half past May.” Ask the students what they think that means. Is it the middle of May or the middle of June that Danny is referring to? When someone says it’s half past two when you ask them the time, what does that mean? Then tell the students that when they write, they should think about different ways that they can say the same thing to make their writing more interesting. Have them practice by pointing to an object in the room and have them write down all the different ways they could describe where it is located instead of saying “over there.”

In the Future

1. Have the students write and illustrate a description of what they think life will be like in the future, say 100 years from now.

2. Part of the lyrics in the song say “the future is starting now.” Ask the students what they think that means. Have them think about and then write about what they would each like the world to be like in the future. Then ask them what they and you as a class can start doing now to help make the world how they’d like it to be in the future. Write students’ ideas on the board, and then brainstorm as a class steps that they can take to accomplish those ideas. Vote on one idea as a class to work towards during the school year.

The Veggie Song

1. For younger students: Take a poll to see how many students like vegetables and how many do not. Have the students graph the results. For older students: Have the students name as many vegetables as they can think of as you list them on the board. Then, take a poll to see how many students have tried each of the vegetables, and then out of those who’ve tried them, how many like them. Have the students graph the results.

2. Kids seem to be more interested in vegetables if they’ve grown them themselves or have watched them grow. So, obtain seeds or starter plants of a dozen or more different vegetables. Have the students help you plant and take care of them (either in a large planter box or individual pots that you can keep outside or on the window sill, or find out if your class can grow a garden on the school’s property somewhere). Monitor the plants’ progress as a class, keeping a log book. This is a great opportunity for the students to learn about the life cycle of plants. Enjoy trying the vegetables together when they are ready to pick or dig up!

3. Danny wrote this song in response to a contest that he heard about. An organization wanted to create a CD of music for kids about healthy eating, so hundreds of musicians wrote and submitted songs to them. There are numerous writing and illustrating contests that are out there for children. Find several that the students could enter, have them each choose which they’d like to try, and then submit their work and see what happens! (<http://www.amazing-kids.org/contests.html> is one place to find contests.)

Prince Cody

1. Have the students create a fictitious character and then write a short story about him or her.

2. Prince Cody is from Kingston, a town in Jamaica. Have the students find out more about this country by

reading them a book about Jamaica. Here are just a few suggestions: Jamaica the People (Lands, Peoples, and Cultures) by Amber Wilson, Jamaica (True Books) by Ann Heinrichs, Jamaica (Countries Faces and Places Set B) by Mary Berendes, and J Is for Jamaica (World Alphabets) by Benjamin Zephaniah and Prodecepta Das.

Sweet Pea Emily

1. Have the students write in their journal about someone they admire.
2. Ask the students what nicknames they have from their friends and family. Some nicknames are fun and positive, while others can cause a person to feel bad. As a class, have the students come up with positive nicknames for you and each other.

Somewhere I Wonder

1. Ask the students if they've ever felt like the child does in this song. Have them write in their journals about a time when they didn't feel good enough or that they could never get something right. Then have the students imagine a place where this never happens, where they would never feel like this. Have them describe what this place would be like.
2. As a class, brainstorm ways that they could cheer someone up who was feeling down. Have the students make cards to keep in the classroom where they are easily accessible. Allow kids to take a card whenever they want to and give it to someone (a friend, classmate, neighbor, family member, etc.)

Too Much Pizza Blues

1. Have the students write a poem or story (real or fictitious) about a time when they ate too much.

Hundred's Day

1. Use time as a factor. Example: How many times can you do knee bends in 100 seconds? How many times can you write your name in 100 seconds, etc. The children love to do the physical things and love to be timed.
2. Draw a school bus on large paper. The bus needs ten windows. Have the children take turns drawing faces in the bus window. There need to be 10 faces in each window. ($10 \times 10 = 100$) They're learning multiplication and don't even know it!
3. Play this song as part of your class's (or school's) Hundred's Day Celebration!

Crooked

1. The song is about a man named Crooked, which means dishonest. Have the students find out what their name means. (Try www.behindthename.com or www.babynames.com.) Is their personality or behavior at all reflective of what their name means? Have them write about that in their journals.
2. The man in this song changes his name to Brad. Ask the students: If you could change your name, what would you have it be and why? Have them write about this in their journals.

3. This song is based on the nursery rhyme “There Was a Crooked Man” by Mother Goose. Read other nursery rhymes to the class and then have each student choose one to extend into a longer story. (Check out <http://www.zelo.com/FAMILY/NURSERY/> for a large list of nursery rhymes.) For more inspiration, check out the extended nursery rhyme books which Danny wrote with his wife Kim under the pen name Kin Eagle.

The Dozsins

1. Danny uses a lot of alliteration in this song, such as “dozen dozin’ dozsins.” Have the students practice writing alliteration by rolling a letter die (the game of Scattergories™ has the perfect die for this) and having them write a phrase or sentence where each word begins with the letter that was rolled. Roll the die several more times for more practice!

2. For fun, have the students sketch the last line of the song.

Flea Fly

1. This is a call and response song. As a class, sing along with the group on this song in response to Danny. Use this song (or make up your own version with nonsensical words and sounds) as a way to get the students’ attention when you want them to quiet down to give instructions or to use during transitions.

2. This is a fun campfire song. Ask the students if any of them know any other campfire songs that they’d like to share. Have the students get into small groups and have them try to write their own call and response or campfire song.

and a Happy New Year CD:

Starlight

1. Christmas, Hanukkah, and Kwanzaa are all mentioned in this song. Read a story about each holiday to the class, and then talk about other holidays that are celebrated during the winter season.

2. Starlight can be seen from everywhere in the world when people look up into the night sky. This is something that all people have in common. Have a discussion with your class about what else is common to all people.

Christmas on the Block

1. Some of the lyrics say “and they see all the colors that we cannot,” which is referring to people with visual impairments who decorated their tree for Christmas. Ask the class what colors they think the children can see that they themselves cannot see. Do the children in the song see the color of love, peace, hope, joy, etc.? What about sadness and anger, etc.? What color do you think each of these would be?

Frosty the Snowman

1. Make up motions/movements to follow along the actions/rhythm of the song.

2. The song ends with Frosty saying “I’ll be back again some day.” Have each of the students write a story

for Frosty of when he comes back. (And not the story that is already out there as a cartoon, but a story that they come up with using their own imaginations!)

She Just Doesn't Get It

1. In this song, the boy's younger sister does not understand about Hanukkah. Invite students who have younger siblings to share or write down times when their younger siblings did not understand something. If using this as a writing prompt, have those without siblings write about a time when they didn't understand something that was explained to them or write a fictional story about a younger sibling who doesn't understand what he or she is told.

2. Learn more about Hanukkah and have students share what they've learned with younger students. Also include various winter holidays from around the world. See activity for Starlight (Track 1).

Two Sets of Footprints

1. Have students write about their favorite part of the year.

2. Have students write a letter to someone that they love to spend time with, telling them so.

3. Give each student a piece of chalk and two pieces of black construction paper. Have them rub the chalk all over the bottom of their shoes, then step onto the black construction paper, each foot on a separate piece. Spray the footprints with hairspray to make the chalk stick to the paper. Once everyone's is dry, scatter them throughout the room while students aren't watching. Everyone takes off a shoe, puts it into a pile, then grabs someone else's shoe and tries to find the matching footprint. Another activity would be to randomly split up the footprints into two groups. Split the class in half and then each half needs to work together to categorize their group of footprints however they see fit. A spokesperson for each group will then share with the rest of the class why they categorized the footprints the way that they did.

A Pickle For My Christmas Tree

1. As a class or in small groups, write new lyrics for the song. Students can then illustrate the new lyrics.

2. There are many different varieties of trees grown and used for Christmas trees. Check out the National Christmas Tree Association's website at <http://www.christmastree.org/teachers.cfm> where you can find teacher resources including their database of tree types. (Students could compare and contrast different varieties of Christmas trees and determine which they feel is the best one to choose and why.) They also link to their sister site <http://www.realtrees4kids.org/> where you'll find free lesson plans and classroom materials about Christmas trees, available by grade level.

I Have a Little Dreidel

1. Read a book about dreidels to the class.

2. The four Hebrew letters on the dreidel are Nun, Gimel, Hay, Shin. Their meaning: A Great Miracle Happened There. Have students make their own dreidel:

<http://www.holidays.net/chanukah/dreidel.html> or <http://www.enchantedlearning.com/crafts/hanukkah/dreidel/>

3. In small groups, have the students play the Dreidel Game: <http://judaism.about.com/od/chanukahhowtos/ht/dreidel.htm>

Tikkun Olam

1. Have the students write what they can do to repair the world around them.
2. Discuss charities with the class and how individuals and organizations help people around the world by donating time, money, clothing, toys, etc. As a class, choose several charities to learn more about and then have students break up into small groups and find out what they can about the charity they've been assigned. Each group then shares with the class what they found out. Students can then vote on the charity that the class would like to support in some way during the remainder of the school year.

Wintertime is Here

1. This song can become one to add to “the soundtrack to your life!” Substitute words for what you are doing: dinnertime, dinnertime, dinnertime is here...; summertime, summertime, summertime is here...; naptime, naptime, naptime is here..., etc. You get the idea!
2. Have students write down something that they hope for in the coming year.

You're A Mean One Mr. Grinch

1. Read Dr. Seuss's How the Grinch Stole Christmas.
2. Discuss, write, and/or draw how people can change from negative to positive.

Hanukkah in Santa Monica

- a. Many Jewish observances/holidays are mentioned in this song. Share a little about each with your students.
- b. As a class, locate all of the cities that are mentioned in the song. You could then have them get together in small groups, map out the route, and then calculate how many miles the entire trip would be. Then ask them to calculate how long it would take if they were driving 70 miles per hour the entire time.

Deck the Halls

- a. Create your own percussion instruments with things that are in the classroom. Have students try to “perform” the song without using the music from the CD.

and a Happy New Year

- a. As a class, enjoy making up more crazy voices/words/noises to use as you “sing” this song!

Appendices

Page A - KWL Chart for *Africa Calling* Activity #2

Page B - KWL chart with student examples for *Africa Calling* Activity #2

Page C - North America and Africa outlines for *Africa Calling* Activity #7

Page D - Fish cut-outs for *Rub a Dub, Dub* Activity #3

Page E - Drawing the planets to scale for *Hey Diddle, Diddle* Activity #2

Page F - *Humpty Dumpty* outline for Activity #1

Page G - Experiment Sheet for *Humpty Dumpty* Activity #4

What we KNOW

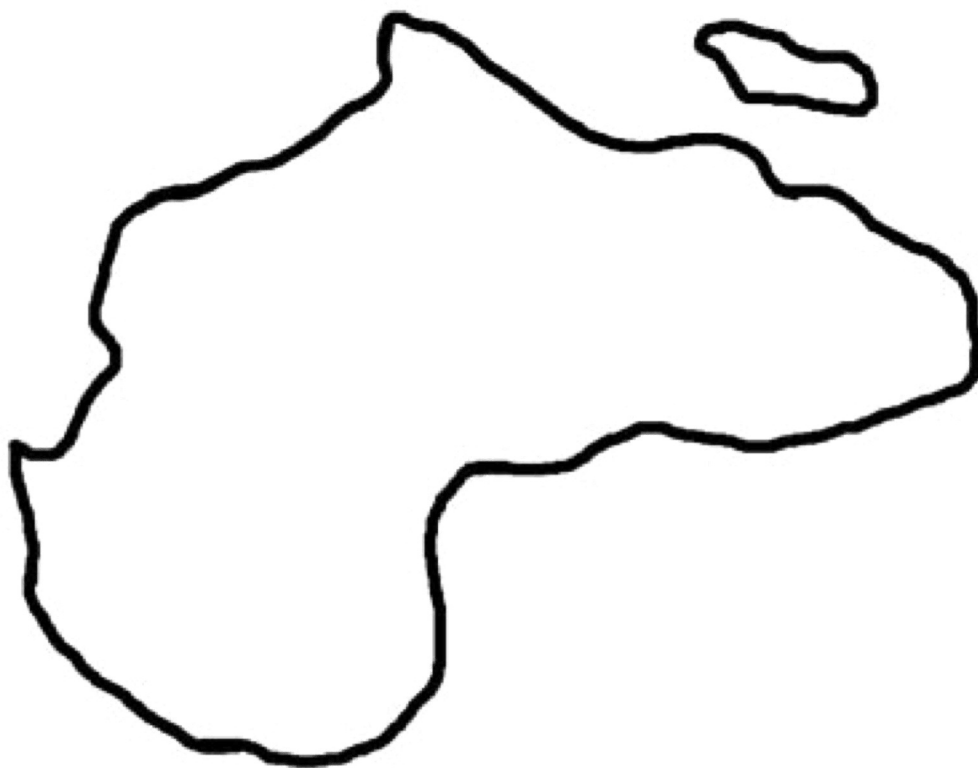
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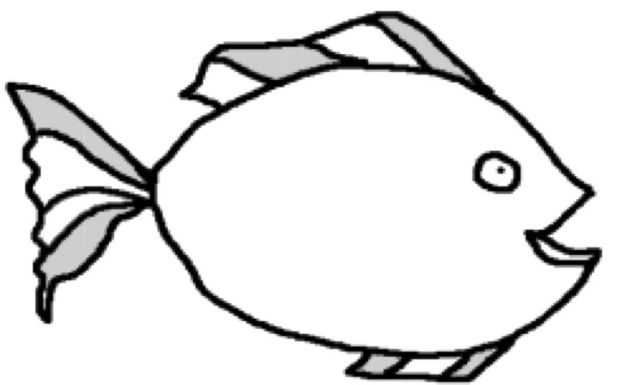
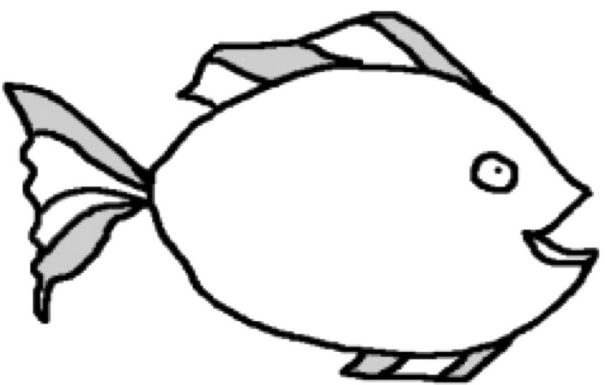
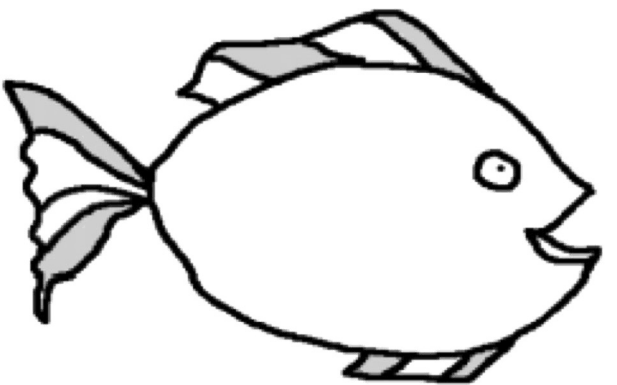
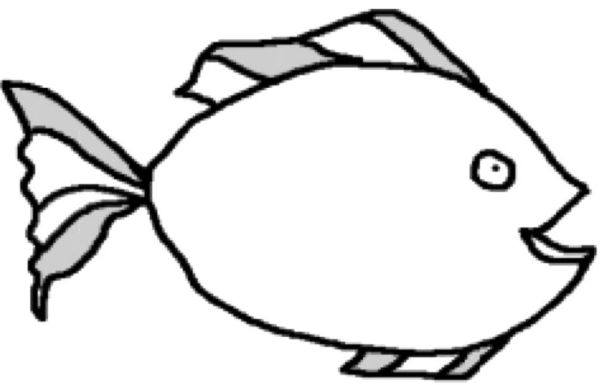
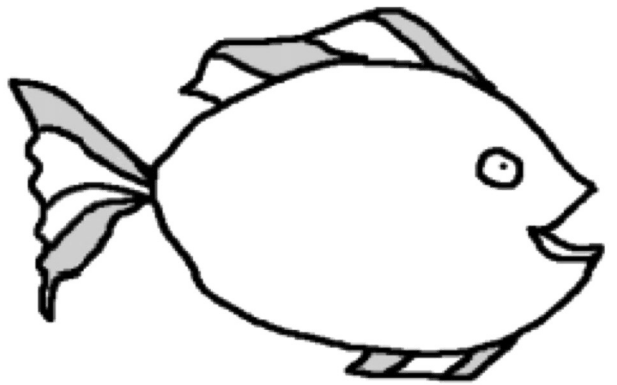
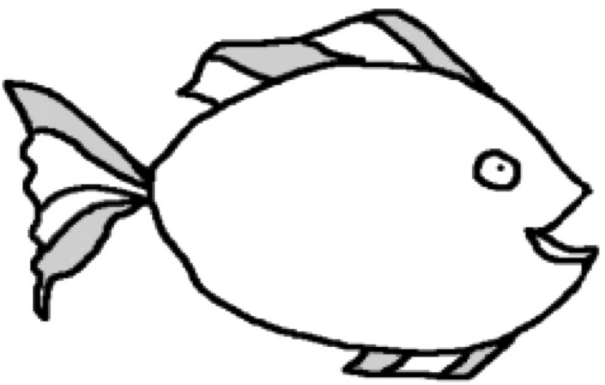
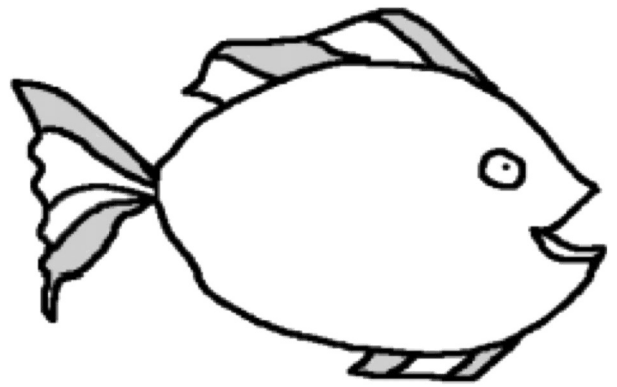
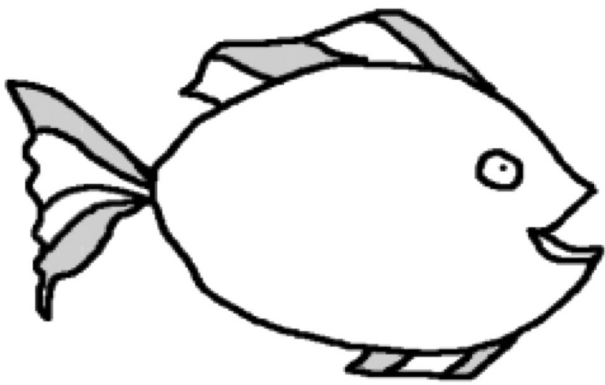
What we LEARNED

Example of KWL Chart for Africa Calling-Activity #2

What we <u>K</u> NOW		What we <u>W</u> ANT to know	What we <u>L</u> EARNED
Monkeys-	They have long tails. They swing from trees. They eat bananas.	Where do they live? How old do they get?	
Cheetahs-	They have spots on their fur. They look like big cats.	What do they eat?	
Elephants-			
Hippos-			

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

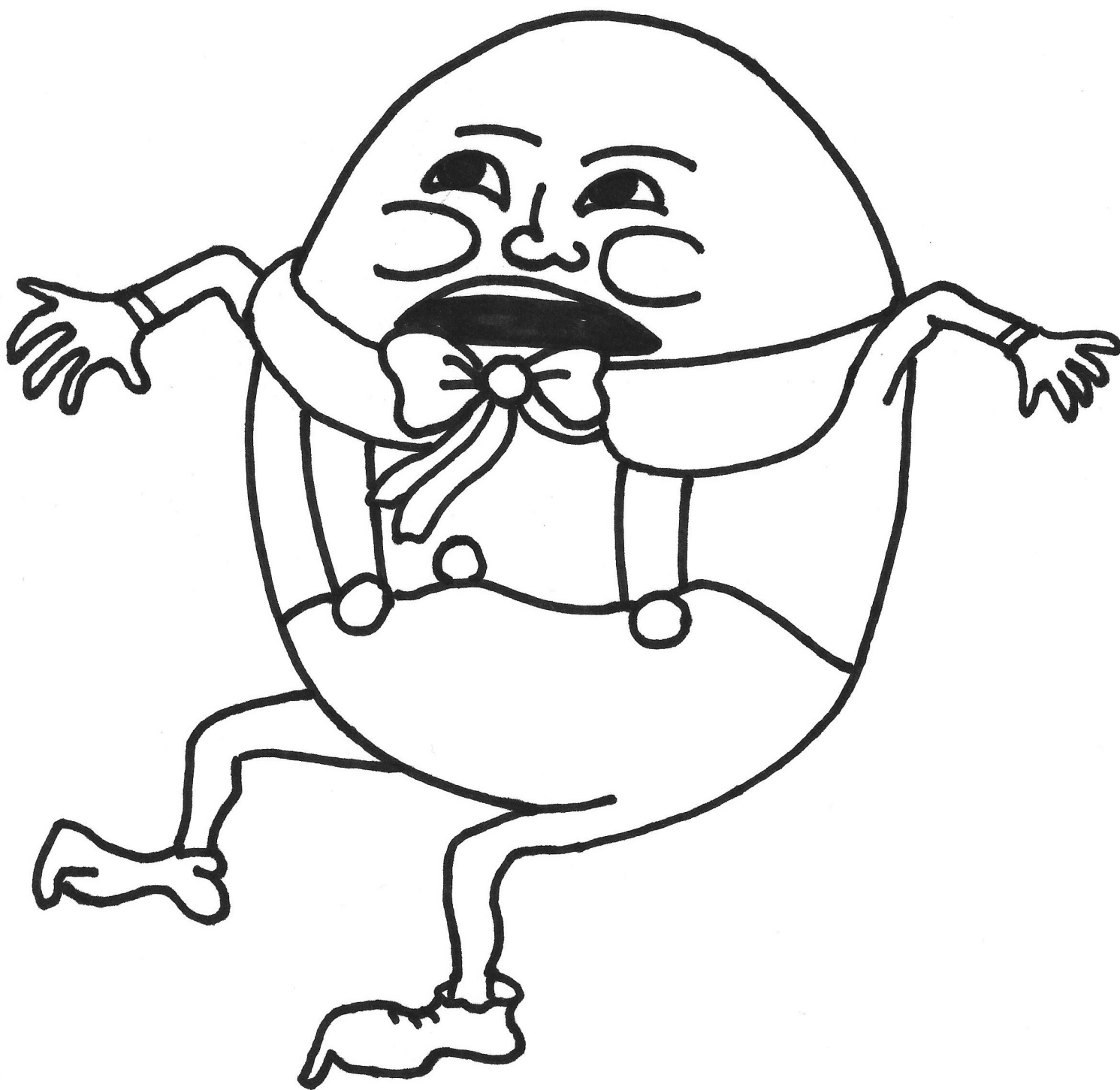
For the Sun, I would just make sure it was larger than Jupiter, not putting it to scale.

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?

Books, Music and Game by Danny and Kim Adlerman:

Books under their real names:

<i>A Toucan Can Can You?</i> Hardcover ISBN: 978-1-942390-00-8 Paperback ISBN: 978-1-942390-01-5	<i>Rub a Dub Dub (now with CD!)</i> Hardcover ISBN: 978-1-58089-576-7 Paperback ISBN: 978-1-58089-575-0	<i>Rock-a-bye Baby</i> ISBN: 1-58089-082-2
<i>Africa Calling</i> Hardcover ISBN: 978-1-879085-98-5 Paperback ISBN: 978-1-58089-025-0	<i>Songs for America's Children</i> Hardcover ISBN: 0-9705773-2-x Paperback ISBN: 0-9705773-3-8	<i>Oh No, Domino!</i> (CD included!) ISBN: 978-09705773-7-5 (hc) ISBN: 978-09705773-8-2 (sc)
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<i>Mommy's Having a Watermelon</i> written by Danny and Kim, illustrated by Megan Halsey Hardcover ISBN: 978-09705773-9-9 Paperback ISBN: 978-1-942390-02-2		

Books under their pen name, Kin Eagle, illustrated by Rob Gilbert:

<i>It's Raining, It's Pouring</i> Paperback ISBN: 978-18790857-1-8	<i>Hey, Diddle Diddle</i> Hardcover ISBN: 1-879085-97-6	<i>Humpty Dumpty*</i> <i>Currently out of stock.</i>
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Ages 9-99

The activities in this guide have been developed primarily for use in classrooms from preschool through grade three. Some activities are more appropriate for use with certain age groups and ability levels than others. While developing these activities, Best Practices were kept in mind, as well as differences in learning styles. The intent 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*. Supplementary pages that accompany the guide can be found at www.dannyandkim.com under "teachers."

If you use our books or music in any other ways in the classroom, we'd love to hear about it!

If you would like any information on school/library appearances, conferences, PD sessions, or anything else, please contact Danny and Kim at: info@dannyandkim.com

For more information, go to: www.dannyandkim.com, friend us on Facebook at: **Danny and Kim and friends** or email:

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