

From Head to Toe by Eric Carle

From Head to Toe

Written by Eric Carle



Target Age/Grade:

Primary grades (K - 2), particularly Kindergarten

Rationale:

I chose the book “From Head to Toe” for primary grades for a number of reasons:

The book is simple, rhythmical, repetitive and easy to read with beautiful illustrations since young children sometimes tend to look at the print if the text is at the children’s reading level or they might look at the pictures only (Weihs, 2006).

Moreover “young children love movement!” (Cunningham & Allington, 2011, p.46). The story invites children to imitate the popular animal movements which help children develop their gross motor, listening, observation and following instruction skills. It is believed that “young children enjoy chanting ” (Cunningham & Allington, 2011, p.40). This book was composed as a chant and as a song to reinforce children’s memory about the book they have read.

Besides that, the book talks about body parts and animals, which I can build my lesson plans around for extension. Eric Carle wrote a lot of books and that allows me expand my project to an author theme. In addition, the book can be used to teach math,

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science, physical education and art with activities listed below under the other-idea-
section.

“From Head to Toe” is a wonderful and engaging book. It helps young children not only build their confidence by reading the repeating sentence “I can do it.” but it also helps develop independence in reading the text as children can access to different kinds of medium such as song and chant in their own time.

PLO's

English Language Arts

Oral language learning and extending thinking

A1 use speaking and listening when engaging in exploratory and imaginative play to

- Express themselves
- Ask for assistance
- Exchange ideas
- Experiment with new ideas for materials

A2 engage in speaking and listening activities to share ideas about pictures, stories, information text, and experiences

Learning reading (and viewing) and extending thinking

B3 engage in reading or reading like behavior

B4 in discussions, use strategies before reading and viewing to enhance comprehension, including

- Accessing prior knowledge
- Predicting
- Make connections
- Asking questions

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Drama

Exploring and Creating

A2 explore and imagine stories by taking roles

A3 demonstrate willingness to participate and co-operate in drama activities

Drama forms, strategies, and skills

B3 move safely in both personal and general space while creating drama

Intended Learning Outcomes: Students will be able to...

English Language Arts

A1 imitate different language forms (story telling)

A2

- actively participate in classroom language activities by asking questions, predicting, expressing feelings, sharing ideas, and making personal connections
- listen and respond orally to language patterns in stories and poems

B3 listen to stories, poems, and information texts for enjoyment and information

B4 use pictures, the title, and the information about the text to predict what the text will be about, with teacher support

Drama

A2 use drama exploration to depict characters from stories

A3 demonstrate willingness to explore ideas through drama games and activities

B3 find and stay in their own personal space throughout drama

Materials

For reading activity

- Book – From Head To Toe
- Pieces of big paper

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- Markers
- You tube link – the song “From Head to Toe”
<https://www.youtube.com/watch?v=aDOBp9C2FmI>
- You tube link – the chant “From Head to Toe”
<https://www.youtube.com/watch?v=tVlbmbAoqGM>
- Self- assessment: What is your opinion? (Sample #4)

For extension project

- Some newspapers or magazines with pictures of movements (for adaptation)
- Worksheet #1

Re-telling the story

- Re-tell strip #2
- Pocket chart strips (Sample #6)
- Reading chart (Sample #7)

Art (sample #3 & 8)

- Different shapes cut out from construction paper
- Glue sticks
- Construction paper
- Pencils, markers
- Magazines, newspapers

Math

- Dice (1 group of 4/die)

Physical Education

- Stations (Sample #5)

Skills/Strategy

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- Oral language re-telling strategies (using “re-tell strip” - sample #2, pocket chart strips - sample #6, reading chart - sample #7)
- Sing and/or chant the text
- Identification of their friends’ names and actions when reading the class book (sample #1)
- Read independently on pocket chart (Sample #6) and chart (sample # 7) after listening to the song and the chant on you tube and the book read by the teacher

Structure

The teacher asks students to sit on the carpet and do a warm up activity for them to settle down

- Ask students to show their head (or nut), toe, knee, chest, and nose
- Ask students to sing the song below along and do the actions together (first time: sing the song at a regular speed, second time: sing it faster, third time: just humming)

“Toes, knees, chest, nut, nose, I love you

Toes, knees, nose. Toes, knees, nose

Toes, knees, chest, nut, nose, I love you

That’s what toes, knees, nose”

Then the teacher will:

1. Introduce students to the author, and the cover of the book, read and point to the title of the book “From Head to Toe”, then ask students make their predictions and write down their answers on a piece of paper. The questions might be
 - What do you think the book might be about?

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- What kinds of animals do you expect to see in this book?
 - What parts of the body do you think will be mentioned in the story?
 - Can you tell me something that you know about gorilla?
2. - Read the first page “I am a penguin and I can turn my head. Can you do it?”
- Ask students to speak chorally “Yes, I can do it!” when hearing the teacher say “Can you do it?”
- Have students do the action of turning their heads
- Give students a question “What do you think we are going to see next?” then give students some clues “the animal we are going to see has a very long neck”. Students might guess it is a giraffe, or a dinosaur, or a monster...
3. - Read the second page “I am a giraffe and I can bend my neck. Can you do it?”
- Students answer chorally “Yes, I can do it!” and do the action together.
4. Continue to read the book and ask students to imitate the actions
5. When getting to the page of the cat, ask students to raise their hands if they have a pet at home
- What pet do you have?
 - Which movement can your pet do?
6. Finish the story. Go back to the prediction chart to mark sticks beside words and body parts mentioned in the story, and see if all the questions were answered
7. Ask students and the questions might be:
- What do you think of this story?
 - What is your favourite animal?
 - Which movement do you like best?
 - Which movement don't you feel comfortable to do?

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- Are there any parts that you would like me to read to you again?
- What does this story remind you of?
- Are there any questions?

Note: Children might be taught they have the prerogative to make a decision based on their own estimation of their capability and their family's values. For example, students can choose to climb up a climber when they feel comfortable to do it not just to please others.

8. Let's listen to the song "From Head to Toe" (2.23 minute length on you tube) to help us to remember the characters and the movements that they did

<https://www.youtube.com/watch?v=aDOBp9C2FmI>

Extension

The teacher will:

- Ask students to close their eyes for a minute to think about which movement they like to do most
- Explain to students what the worksheet (#1) is about (students should write their names, and draw themselves doing a movement and then put all their work together to make a class book)
- Brainstorm and write down action words on a piece of paper for students to refer to as needed. Some copies of the book are available for students to look at as well.
- Give each student a worksheet (#1) to work on

Adaptations

- Students are allowed to choose either sitting or standing to do the actions while the teacher is reading the book.
- Students are encouraged to do the actions at their level of comfort.

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- Students can work in pairs to do the action together. For example, a child using a wheelchair might find it uncomfortable to arch his/her back with hands touching the floor so he/she can hold the back of a friend who is bending.
- Students can choose either listening to the teacher reading the book or watching it on you tube.
- For the extension project, students can use pictures with movements cut from newspapers or magazines if they do not feel like drawing.

Assessment

- Observation of students re-telling the story using pictures provided
- Check students' worksheets for details, and spelling...
- Monitor students' participation and contributions when answering the questions and doing the actions
- Checking students understanding orally by asking them questions
- Self-evaluation: students write their names on the chart and say how much they like the book (What is your opinion chart – sample #4)

Other Ideas

Art:

Activity 1 (sample # 3):

The teacher

- takes pictures of students when they are doing their favourite actions, then has the pictures developed
- asks students to use shapes to create their pictures
- brainstorms some action verbs, writes them on the chart for students to refer as needed

Activity 2 (Sample #8):

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- Each student receives a paper circle, magazines and newspapers
- Students are asked to create funny faces by gluing eyes, noses, and mouths...cut out from magazines and newspapers and then write down words of body parts.

Math

- Students work in groups of four, and each group receives 1 die
- Students take turns to roll a die and do their own actions as many time as the number shown on the die. For example, a student jumps 4 times if the die is on number 4.

Science

- Students learn functions of their body parts and senses

For example: nose is for smelling, eye is for looking...

Physical Education (Sample #5)

In the gym, the teacher sets up some stations with the pictures and asks students to work individually or in groups to practice their gross motor skills.

Reading (Sample #6 & 7)

Students might be able to read independently when they see words on pocket chart and chart.

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References

Carle, E. (1997). From Head to Toe. U.S.A.


Cunningham, P.M. & Allington, R.L. (2011). Classrooms That Work: They Can All Read
& Write. (5th Edition) Pearson Education.

Strickland, K. (2005). What's After Assessment? Portsmouth, NH: Heinemann.

Weihs, J. (2006). Young Children and Reading. Technicalities, 26(6), 6-8.

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Worksheet #1



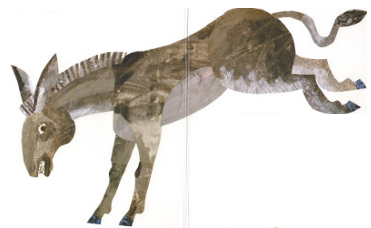
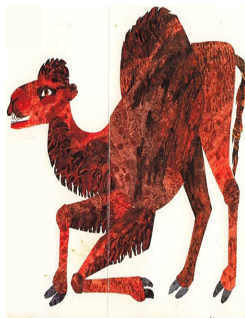
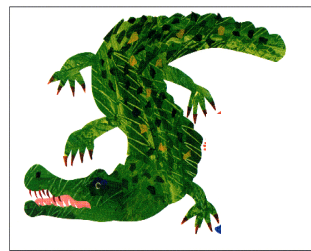
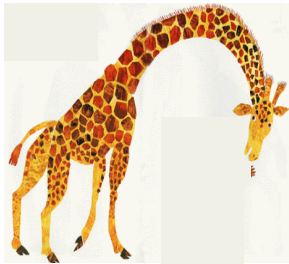
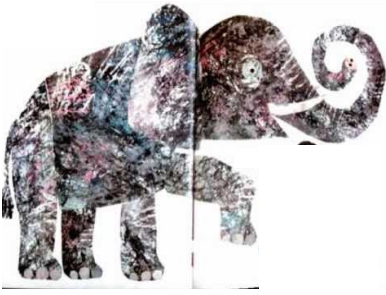
I am

and I can

Can you do it?

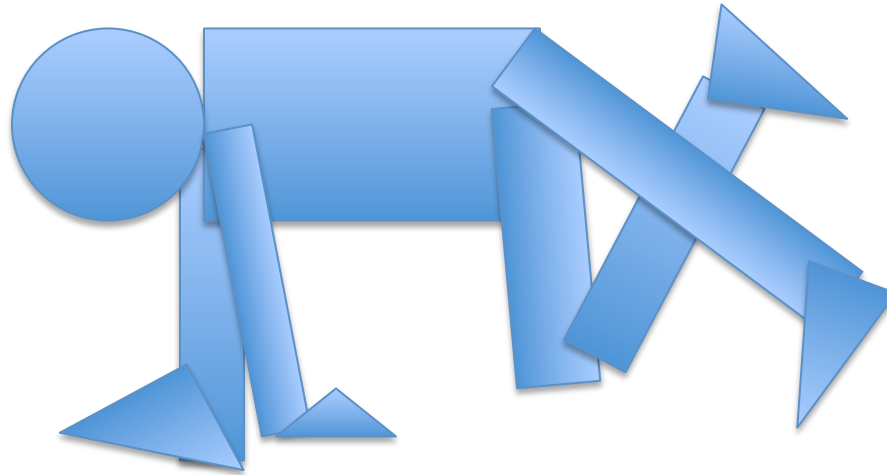
I can do it!

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"Re-tell" strip (#2)



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Art (Sample #3)



I am

I can

What is your opinion?(Sample # 4)

 The book is great.	 The book is okay.	 The book is not good.


Physical Education Stations (Sample # 5)

<p>I am a donkey and I kick my legs. Can you do it?</p>  <p>I can do it!</p> <p>5</p>	<p>I am a buffalo and I raise my shoulders. Can you do it?</p>  <p>I can do it!</p> <p>6</p>
<p>I am an elephant and I stomp my foot. Can you do it?</p>  <p>I can do it!</p> <p>4</p>	<p>I am a crocodile and I wriggle my hips. Can you do it?</p>  <p>I can do it!</p> <p>8</p>

Students do the actions as the numbers shown

Reading Activities

Pocket Chart Strips (Sample # 6)

I am a penguin 
and I turn my head.

Reading Chart - (Sample # 7)

I am a penguin



and I can turn my head.

Can you do it?

I can do it!

I am a giraffe



and I bend my neck.

Can you do it?

I can do it!

I am a buffalo



and I raise my shoulders.

Can you do it?

I can do it!

I am a monkey



and I wave my arms.

Can you do it?

I can do it!

I am a seal

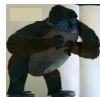


and I clap my hands.

Can you do it?

I can do it!

I am a gorilla



And I thump my chest.

Can you do it?

I can do it!

I am a cat



and I can arch my back.

Can you do it?

I can do it!

I am a crocodile



and I wiggle my hips.

Can you do it?

I can do it!

I am a camel



and I bend my knees.

Can you do it?

I can do it!

I am a donkey



and I kick my legs.

Can you do it?

I can do it!

I am an elephant



and I stomp my foot.

Can you do it?

I can do it!

I am I



and I wiggle my toe.

Can you do it?

I can do it! I can do it!

Art - Funny Face (Sample #8)

