

Journeys Through Movement and Sound

Kindergarten students developed their listening, gross motor, imagination, visualization, and story sequencing skills, through a sound and movement journey based on the imaginary story, “Midnight Cookie.”

Preparation



Teacher Lorna Cordero prepares students for their imaginary journey by telling the story, “Midnight Cookie,” and by demonstrating how students will move in response to sound cues.

Story Event 1



Students imagined that they were in bed sleeping, when they suddenly woke up with a very hungry stomach!

Story Event 2



Students listened for the sound of the triangle. When they heard the triangle tapping out a steady beat, they pretended to tip-toe down the stairs toward the kitchen to find an imaginary cookie.

Story Event 3



When the sound of the triangle stopped, students froze, pretending that they imagined someone had heard them up at night!

Story Event 4



Students imagined that they tip-toed the whole way to the kitchen, where they found an imaginary cookie.

Story Event 5



Students listened for the sound of the triangle to let them know when to tip-toe back upstairs to bed.

Oral Re-tell



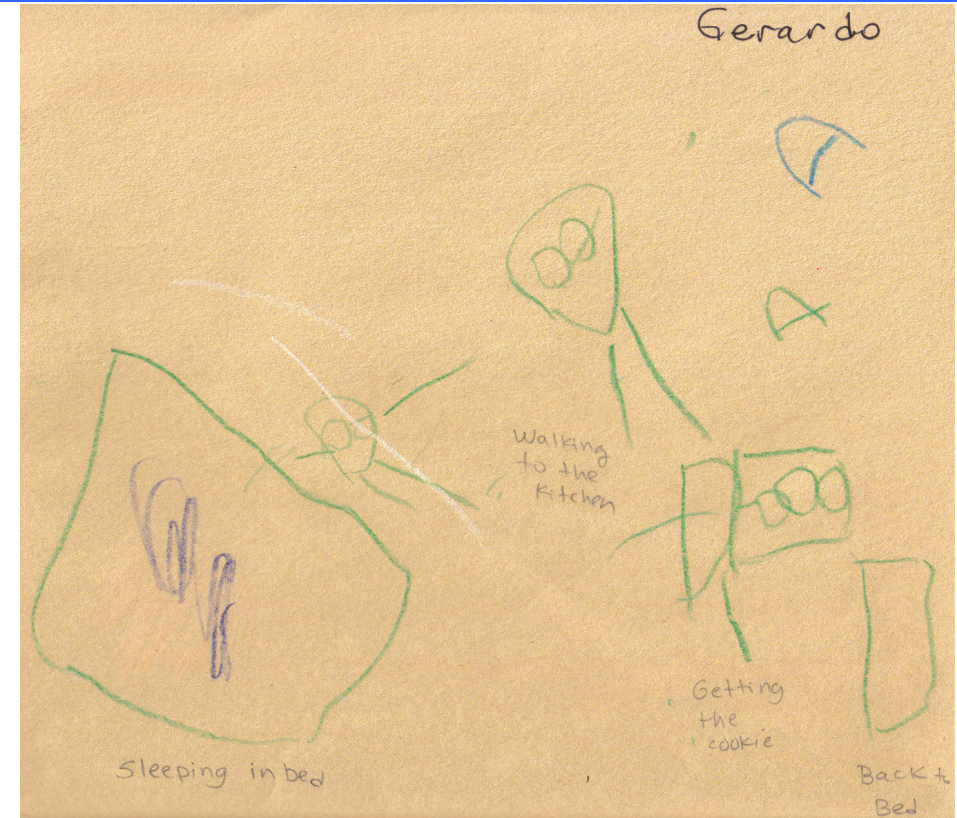
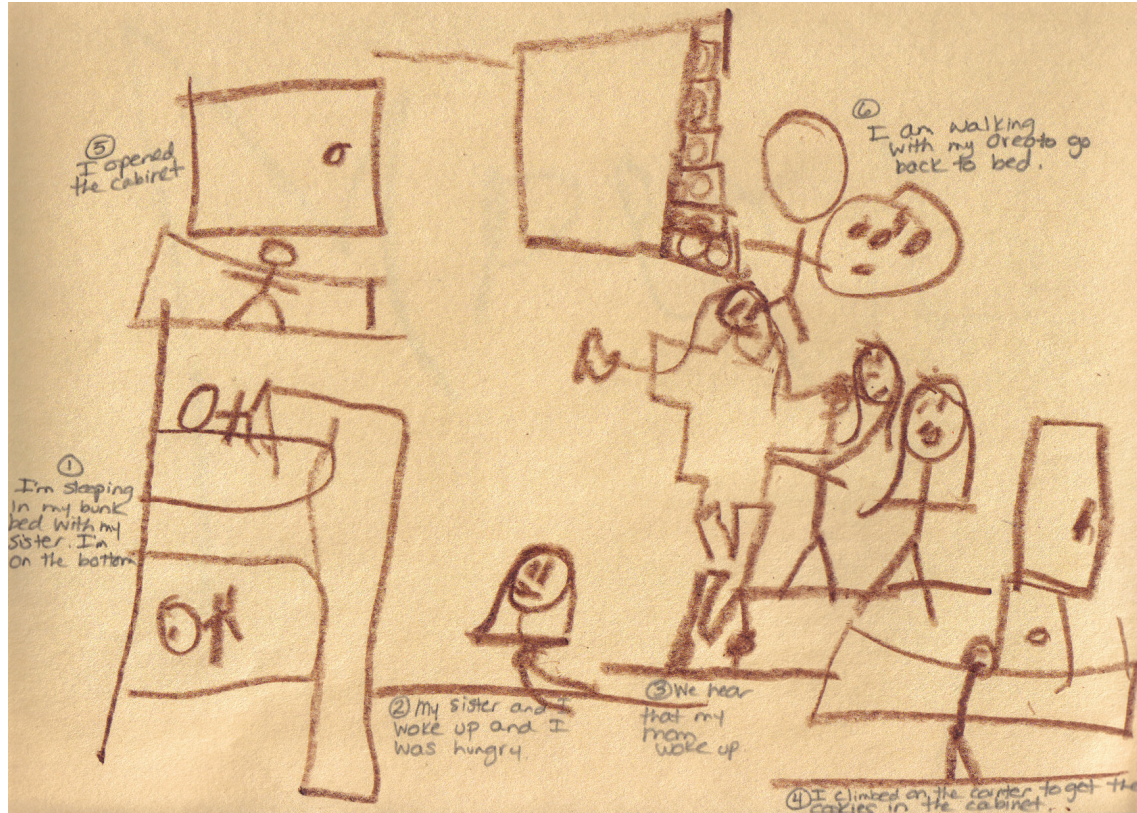
To summarize as a group, students recalled the story’s events while the teacher drew a class story map. Students then followed the class story map to read and recall the sequence of events

Written Re-tell



To personalize the learning experience, each student re-told the story by drawing his or her own story map, recalling the story’s sequence and adding in personal details.

Sample Student Story Maps



Teacher Reflections on Listening and Gross Motor Coordination

There is a difference between students' ability to follow directions and their ability to self control.

When following directions, children respond to verbal cues that specifically tell the child what to do.

When students listen to musical instruments and respond purposefully through movement, they are in control of their own bodies. Then, when children control themselves and stop moving when they hear the music stop, they are developing listening/gross motor coordination – one of the foundational skills necessary for **self** control.

Teacher Reflections on Reading and Literacy

Good readers visualize, or create pictures in their minds, as they read. It is important to engage young children in joyful and active learning experiences that lay the foundation for this critical reading skill.

When the students are listening to the triangle and physically moving through the story, I am creating an environment rich in sensory stimulation that encourages children to develop sensory images in their minds. Children are a part of a story rather than just listening to the story as an outsider.

Drawing is a form of emergent writing. Story mapping is used to introduce early readers to print concepts, such as left-to-right reading, beginning/middle/end, and sequencing. When students, “read” a story map, they are synthesizing the elements of story.