

Journeys Through Movement and Sound

The Three Little Pigs – Amy Henrickson's Kindergarten Classroom

Kindergarten students developed their listening, gross motor, imagination, visualization, and story retelling skills through a sound and movement journey based on the story, *The Three Little Pigs*.

Step 1



I prepared students for the journey by telling the story of "The Three Little Pigs" and demonstrating how they would move and chant in response to sound cues.

Step 2



Students imagined that they were building the houses, just like the three little pigs in the story.

Step 3



When students heard the sounds of the drum they chanted "Not by the hair on my chinny chin chin" with the corresponding movement.

Step 4



The students listened for the sound of the airplane whistle to tell them when it was time to blow down the house!

Step 5



The sound of the xylophone let the students know it was time for the wolf to climb the brick house and go down the chimney.

Step 6



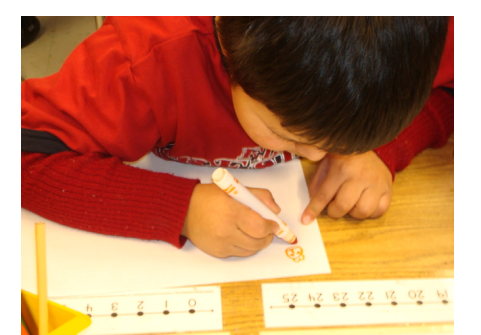
To summarize as a group, the students recalled the story while I drew a class story map to retell the story of "The Three Little Pigs"

Step 7



After drawing our class version of the story, students came up to retell the story using the story map.

Step 8



To personalize the learning experience and for assessment of story retelling, students each drew and retold the story of "The Three Little Pigs".

Learning Objectives Music

- Respond through movement to music
- Perform in rhythm and maintain a steady tempo
- Echo short rhythms and melodic patterns
- Use body movement to illustrate simple rhymes and poems
- Use locomotor and nonlocomotor body movements
- Walk, run, march, jump and hop to music
- Begin to identify classroom instruments aurally and visually

Learning Objectives Reading and Literacy

Oral Language

K.1- The student will demonstrate growth in the use of oral language

- Listen to a variety of literary forms, including stories and poems
- Participate in creative dramatics

Reading

K.8- The student will demonstrate comprehension of fiction and nonfiction

- Retell familiar stories using beginning, middle, and end
- Discuss characters, setting, and events
- Use story language in discussions and retellings

Teacher Reflections

Imaginary Journeys allow students to become part of the story. It gives them an opportunity to “step inside,” creating a much stronger connection than simply hearing a story read aloud. By creating the story together the children internalize the story structure. This helps them not only with retelling, but also writing stories. When students create a story map they are able to demonstrate their knowledge of story, directionality, beginning/middle/end, and sequencing. The entire process helps children build skills in oral language, reading, writing, music, and movement.

Student Reflections



“I like the way we moved when the pig’s houses fell down, after the wolf huff and puff and blow your house down.”

~ Genesis (age 6)

“I liked the sound of the instrument for the huff and puff. It was funny!”

~ Efren (age 6)