

Tops or Bottoms 1.

Up, Down and Around



For the Classroom:

- Group structure - whole group
- Location - on carpet, then at seats
- Approximate time - 20 minutes

Common Core and Georgia Standards of Excellence:

- S1L1a. Develop models to identify the parts of a plant—root, stem, leaf, and flower.
- CCSS.ELA-LITERACY.RF.K.2.A. Recognize and produce rhyming words.
- CCSS.ELA-LITERACY.RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Materials:

- “Up, Down, and Around” by Katherine Ayres
- Pencils (1 per child)
- Crayons (1 set per small group)

Reproducibles:

- “Up, Down, and Around” Sheet (1 per child)



Directions:

1. Have children stand far enough apart to not be able to reach any other child and request that they keep their feet planted throughout the activity.
2. Echo-read “Up, Down, and Around” by reading one line aloud and having the children repeat that line with the same cadence.
 - a. When the book says “up,” children can stretch up, reaching their fingers to the sky.
 - b. When the book says “down,” children can fold downwards, touching their fingers to their toes.
 - c. When the book says “around and around,” children can twist, swinging their arms around their body to the left and the right.
3. Have children return to their seats and distribute an “Up, Down, and Around” sheet to each child. Make a list or draw pictures of plants that grow up, plants that grow down, and plants that grow around and around (either from the book or adding others that you know of such as spinach)!

Lesson written by Jenna Mobley for Georgia Organics