

What's the Story? Connecting Art & Literacy
Kindergarten- Building a Story: Parts, Pieces, and Predictions

Classroom Activities

Subject: Fine Arts, Theatre Arts K

Standard: [TAESK.3](#) Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Uses voice to communicate ideas and emotions
- b. Uses body to communicate ideas and emotions
- c. Uses imagination to create, revise or add to ideas
- d. Names the five senses

Materials: picture of *Walking Horse* from Booth Western Art Museum collection

Activity: Horses in Motion

- Teacher shows students the picture of *Walking Horse*. If this is presented prior to the field trip, students may be told they will see this on their trip. If this is used as a post-visit activity, students will recognize the sculpture.
- Teacher and students will discuss the sculpture in terms of the Five Senses:
 - What did the horse look like?
 - Did the horse make a noise? Do real horses make noises? Students may demonstrate noises made by horses.
 - Did the horse have a smell? Do real horses have smells? Students may respond by smiling if a horse smells good or holding their noses if the horse smells bad.
 - Could you taste the horse? What part of your body do you use to taste food? Does a horse have a tongue? Can a horse use its tongue to taste food? Students may demonstrate what they do if they don't like the way something tastes. What could a horse do if it doesn't like the way something taste?
 - Could you touch the horse at the museum? Why not? Could you tell by looking at it how it might feel? Have you ever touched a real horse? Describe how it felt.
- Teacher and students will discuss the name of the sculpture, *Walking Horse*
 - Is this horse walking? Why do you think the artist called it *Walking Horse*?
 - Teacher allows students to "be" horses who are standing still; walking; running (galloping). They may also make noises as they move. Other ideas: happy horses, sad horses, scared horses, brave horses, working horses, wild horses, etc.

Subject: Math

Standard: [MGSEK.CC1](#) Count to 100 by ones and tens.

Materials: paper clips

Activity: Connecting the Clips

- Teacher provides objects made of aluminum or similar metals, such as paper clips.
- Teacher allows students to practice counting individual items up to 100.
- Once students are able to count to 100, they may link paper clips together 10 at a time until they have 10 strips of paper clips with 10 paper clips in each strip.
- Teacher shows children that putting 2 chains of paper clips together makes 20 paper clips; 3 chains together is the same as 30; repeat to 10 chains of paper clips being the same as 100.

Standard: [MGSEK.CC.2](#) Count forward beginning from a given number within the known sequence (instead of beginning at 1).

Materials: paper clips, aluminum tabs or other similar items

Activity: One May Not Be First

- Once students have mastered counting 1 – 100, teacher has them work in pairs to practice counting from a number other than 1.
- One student will place a number of paper clips on a table, the floor, a desk, etc.
- He/she will indicate where the other student will begin counting.
- **Example:** If the designated item is third from the left, the student will start with 3, 4, 5, etc. Students will take turns putting out the items and/or counting the items.

Subject: Science

Standard: [SKCS6](#). Students will communicate scientific ideas and activities clearly.

- a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.
- b. Begin to draw pictures that portray features of the thing being described.

Materials: assorted toy horses. They should be made of different materials (plastic, material, wood, metal, etc.), plastic bins or boxes appropriate for sorting toy horses.

Activity: Sorting Animals

- Students will participate in a teacher-led discussion of various horses according to the characteristics listed in Part a. of the standard.
- Students will touch the various toy horses and describe how they look, feel, move, etc.
- Teacher will display a list of words generated by students on chart paper, poster board, word cards, etc.

- Teacher will provide bins labelled with words generated by the students, such as rough, smooth, light, heavy, light colors, dark colors. Labels may be changed periodically to keep the activity fresh.
- During unstructured time, students may take turns sorting the toy horses according to the labels on the bins.

Extension Activity: Teacher will provide students with paper and pencil and instruct them to follow her directions.

- Using the step-by-step direction for drawing a horse, the teacher will tell the students to listen carefully and do only what she/he tells them to do. Teacher may give help as to where on the paper students should begin. See instruction sheet.
- Teacher may need to help and/or illustrate each step on poster board, chart paper, dry erase board, etc.