

BHC ACTIVITY PLAN

NAME OF ACTIVITY	IMPLEMENTATION DATE	NUMBER OF CHILDREN	AGE GROUP/GRADE
Jump, Frog, Jump. Copy cat.		3-5	12mon-24mon
DOMAINS/CONTENT AREAS Language/Literacy and Physical/Cognitive			
BRIEF DESCRIPTION Read ‘Jump Frog Jump by Robert Kalan’ to a small group of children or the whole class (whatever you’re comfortable with) on the circle time rug. As you read each page take a brief pause and act out the action with the Frog. Observe closely for the children to begin acting along.	SPACE & MATERIALS NEEDED <ul style="list-style-type: none">• Circle time rug• Jump, Frog, Jump! By Robert Kalan• Lillie pads, logs, netting, and basket pictures to jump from one to another.		
THREE OBJECTIVES <ul style="list-style-type: none">• The learner will copy cat or follow along in the story by acting out discussed actions by Frog. (Listening and responding)• The learner will use gross motor skills to act out the different actions discussed throughout the book. (Moving body parts.)• The learner will participate and interact with one another and peers during story time. (Enjoying stories, rhymes, and songs.)	ADDRESS CHALLENGING BEHAVIORS <ul style="list-style-type: none">• If a child has a hard time sitting throughout the book, I will first try to get them to depict/act out the action we’re currently reading about. Next, I will try to sit them near me to interact. And last, I will let them play with a stuffed animal or a manipulative whilst we continue/finish.• With a child who has a tendency to bite, I will place them closest to me and try to distract them with the language and reading/actions of our story. He/She will be placed by my side, where he/she has plenty of space and little temptation.		
HOW IS THIS ACTIVITY DEVELOPMENTALLY APPROPRIATE? This book, Jump, Frog, Jump by Robert Kalan, is an age appropriate book. While the language and physical/cognitive responses are developmentally and age appropriate.	HOW IS THE ACTIVITY ADAPTABLE FOR SPECIAL NEEDS? If a child is unable to hear, we have a teacher or assistant in the classroom able to sign and they’re still able to participate in the physical aspect of acting out the language/cognition. If a child has a physical delay, they’re still able to participate in listening to our reading and watching peers participate close by. Also, with the help of co-teachers or assistants, they should be able to sign/make small progression towards there unique movement.		
PROCEDURE/INTERACTIONS: Intro: Begin by grouping the children together on the circle time rug. After grabbing the children’s attention, explain to them we’re going to read a story and act like a frog. Grab your book and begin reading. Interactions/strategies: Whilst reading, be vivid and descriptive. “Ribet” like a frog, and hop like a frog. Get into the actions and verbiage of the book.			

Closing:

Set out Lillie pads, logs, and pictures for the children to jump from Lillie pad to Lille pad. Act like frogs and Ribbet. You can also incorporate the sign language for frog while you're reading/playing.

ASSESSMENT:

- Watch and observe the children throughout activity time to see what actions they choose to portray and who's actively listening.
- Watch to see if the children stay seated or at least on the rug during the activity.
- Observe to see the interactions between the children and between the reader/speaker and children.