



ARRIBA ABAJO LEARNING GUIDE



FLY, FLY

This song and related activities encourage children to practice many basic skills - from colors to counting to shapes - but in a context of play and movement. Playing with a scarf allows children to develop their spatial awareness and gross motor skills. Finally, these highly engaging experiences will later give children much to write and talk about, which we can use to practice reading and writing skills.

CONCEPTS

- gross motor skills
- positional concepts
- counting
- colors and shapes
- pre-reading strategies



**STREAM OR
DOWNLOAD
THE SONG**

FLYING SCARVES

Give each child a solid colored scarf and ask them to freely experiment and play with the scarf. (You can find colorful scarves for a low cost at www.orientaltrading.com). Then introduce the song and ask students to follow the song.

Everybody grab a scarf, a beautiful
scarf, and make it fly!
Fly, fly, over here
Fly, fly, over there
Little scarf fly high
From the air to the ground
Fly high like a kite
Come fly all around

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After students memorize the song, change it so they place the scarf in different positions - over their head, next to their friend, in their hand, around their neck, behind their back, in between their legs, etc.



STRATEGY

Children naturally develop spatial awareness naturally when they have the ability to freely explore their environment, playing with scarves is a great way for children to develop their awareness of space and other children. They also develop motor skills by using their arms, eyes and hands together to pick up and use tools and objects.

To focus on learning colors for younger children, you can make a big circle and call out a color. Children with scarves of that color go inside the circle and fly their scarf. Every time you call out another color, children who were inside the circle go back to their places to let the new group of children fly their scarves inside the circle.

Ask children to spread out around the room. At the command: "Ready, set, go!" children throw their scarf as high as possible and together the group starts counting until the scarves touch the floor. Repeat several times to see who is able to keep their scarf flying for the longest time and to what number he or she got to count before the scarf touches the floor.

Write big numbers from 0-20 on a sentence strip and have children take turns using a pointer to point to each number as you count together while the scarves are flying.

ADAPT

Limit the numbers for younger children to 0-10, 0-5 or, if they have no number knowledge, even 0-3.

STRATEGY

Children naturally develop spatial awareness develops naturally when they have the ability to freely explore their environment. By letting children use scarves to freely experiment and play with the object in the environment, they develop their awareness of space and other children. They also develop motor skills by using their arms, eyes and hands together to pick up and use tools and objects.

EXTEND

We can expand the song using other transportation vehicles. For example a boat, car, or a bike. Allow children to be creative and show how they would represent the phrase: "Row like a boat"... "Drive like a car" or others.

Row, row, row
Row little scarf
Row, row, deep
Row like a boat.

Drive, drive, drive
Drive little scarf
Drive, drive, fast
Drive like a car.

Ride, ride, ride
Ride little scarf
Ride, ride, far
Ride like a bike.

THE LIVING SCARF

Bring your scarves to life and develop gross motor skills with these activities.

SHAPES

After singing the song several times ask children to grab a scarf and do some warm-up activities to learn or review shapes. Model using your scarf to make big circles stretching your arm as far as you can. Make small circles leaving your arm close to your body. Ask children to repeat several times before moving to another shape. Lead them in making other shapes, like a triangle, a square, and a rectangle.

CAN YOU CATCH?

Ask children to throw the scarf and then catch it with one hand. Then throw their scarf again and catch it with one foot. Try throwing it again and this time catching it with one elbow, their head, or their knee. Repeat the catch with each body part several times. What other body parts can you catch your scarf with?

PARTNER CATCH

Ask children to toss the scarf in the air as high as possible, spin their body once and catch the scarf without letting it touch the floor.

Then have children find a partner and each child tosses the scarf to their partner. Each child catches their partner's scarf and tosses it back to their original partner.

BUILDING SENTENCES

First, use chart paper or butcher paper to make a Big Book with blank pages. Now tell the children that you will make sentences together that you can put into the Big Book, using the following sentence frame:

I fly my scarf _____.
I fly my scarf high in the air.
I fly my scarf in a big circle.

ADAPT

You can use a different sentence frame to create your Big Book, depending on your child's interest and ability. You can also create more than one Big Book, using different sentence frames. Here are some ideas:

The scarf is _____.
e.g. The scarf is blue. The scarf is yellow.

I have a _____ scarf.
e.g. I have a blue scarf. Julian has a green scarf. Lily and Gaby have white scarves.

I _____ the scarf with my _____.
e.g. I hold the scarf with my hand. I drop the scarf with my fingers. I catch the scarf with my foot.

Place a big sentence strip on a table or a whiteboard. Ask a volunteer to write the first word. If children know the high-frequency words, let a volunteer write the word. If children don't know it, model how to sound out, or "stretch" the word, and ask: "What do you hear?"

Let children take turns writing one word at a time. (If children haven't learned a word yet, a teacher or parent should write it. If the word is one that children already know, they should write them.) Construct each sentence together as a group and say the sentence, repeating it several times.

Make sure you leave big spaces between words and write with big letters (use a fat white-board marker).

After writing, count all words in the sentence several times:

I	fly	my	scarf	in	the	air
1	2	3	4	5	6	7



STRATEGY

For children who have a difficult time counting the words, give them a bag of small blocks. Repeat the sentence slowly and have them place one block for each word you say. Blocks should be lined up in a row. After all words are represented, have them point or touch each block as you say the words. Have the child touch the blocks from left to right.

Then glue each sentence strip on a different page of the Big Book constructed with chart paper or butcher-paper. Let children illustrate each page or find a big picture in a magazine. Add a title for your Big Book and read it together using a big pointer.

On another day, return to the Big Book and focus on one high-frequency word. Highlight the word with highlighting tape. Then guide children to practice "writing" the word with their finger in many different ways - big in the air, on the carpet, in sand, on their neighbor's back - reading the word out loud every time they write it.

Then have children take time finding the high-frequency word on each page of the Big Book and using highlighting tape to highlight the word.

STRATEGY

More About "Stretching" Words Out

When children are in the pre-reading stage, it's helpful for them when we stretch out the sounds of two and three letter words. Stretching the sounds helps children to isolate and hear each individual sound of a word, which is an important skill for learning to read.

Here is one way of doing this:

Hold your left arm in front of your body. Tap your left shoulder, then the inside of your elbow, and then your wrist. Repeat and this time count while you tap:

Tap your shoulder - "ONE"
Tap your elbow - "TWO"
Tap your wrist - "THREE"

Now explain that you will say a word that has three sounds ("CAT" for this example) and we will touch our shoulders, elbows and wrists as we say each sound.

/ccc/ - touch your shoulder
/aaa/ - touch your elbow
/t t t/ - touch your wrist

Then say CAT slowly as you slide your hand down your arm. Repeat with other three-sound words, like bat, man, rat, sat, pet, pig and sit.

CREDITS

This Learning Guide was developed in collaboration with master teacher Heidimarie Freund-West and singer-songwriter and teaching artist 123 Andrés. To see all of the Learning Guides and for more information about the guides, their authors and how to use them, please visit www.123andres.com/learning. Special thanks to the following families for their help in developing the guides: Louis and Carlos' family, the Montoya Cabrera family, Maria Kammaraad and her family, Brooke Belville and her family, the Kopacko family, the Carollo family, the Eschelbach family, and the Diaz Evans family. Art and layout by Alcides Urrutia.