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**TITLE:**

Birds on a Perch: Exploring Sets and High/Low Levels through Dance

**DEVELOPED BY:**

Carrie Wilcox

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**ART FORM:**

Dance/Movement

Drama

Music

Puppetry

Multi-disciplinary / \_\_\_\_\_

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**OBJECTIVE(S)/GOAL:**

The children will be able to:

- distinguish between high and low levels
- add two sets of birds to determine a sum of 10 or less

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**VOCABULARY:**

**Arts Vocabulary**

High/low level

**Curriculum Content Vocabulary**

Perch

Land

Set

Add

Total

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**MATERIALS NEEDED:**

Vinyl spots

Cards numbered 0-15

*Birds* by Kevin Henkes

Slide whistle

Music

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**MAIN EXPERIENCE:**

Place 7 circle spots in a straight line on the floor at one end of the space. Place 7 circle spots randomly on the floor some distance away from the straight line.

**Introduction**

Ask open ended and intentional questions about birds, and use the puppet to demonstrate children's ideas.

Ask the children to show you how they can make their hands look like birds flying. Staying seated, have the children use their hands to fly like birds. Chant a simple song:

*Fly and fly and freeze up high! Fly back down and land down low. Repeat.*

Introduce the word "perch." Stand up and ask the children if they can show you how they can perch up high as if on a tree branch, and how they can land down low as if looking for worms. Use the same chant, substituting the word perch for freeze, as children move from a low level to a high level and back down again in their places in the circle.

**Main Experience**

Show the pages in the book, *Birds* by Kevin Henkes, with the pictures of birds on the ground, and then with the seven birds on a wire. Ask the children to count the birds on the wire. Ask them to tell you how many are on the next page without counting. Turn the page to show the empty wire, and ask how many birds are left. Ask where they think the birds have gone. If no one suggests it, suggest that they have flown down to the ground to find worms. Tap 7 children to fly over to the 7 randomly placed spots and land on a low level. Use a slide whistle or recorded music to accompany this. Children count them.

Tap and count a number of children less than 7 from this low group to fly over to one of the spots in a straight line, and perch up high on it like birds on a wire. Children count the high set of birds.

Children count the number of birds that are left in the low set. Direct them to fly over to the wire and perch on the remaining spots. Ask how many perching birds there are all together.

Using the rest of the children in the class, repeat this experience several times, with different numbers of birds flying away each time, to include all possible sets of numbers less than 7 that add up to 7, and allowing everyone to have a turn.

**Closing**

Show the page in the book with the pathways. Ask the children to tell you what kinds of lines they see. Introduce the words straight and curvy.

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**Tell all the children in the class they can now fly anywhere they want in the space, using both straight and curvy**

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pathways. Tell them to stop and perch up high on the wire, and/or land down low on the spots on the ground, from time to time. Use recorded music. Lead them back to the circle by pretending to be the lead bird in the flock.

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**INTENTIONAL QUESTIONS:**

**Open-Ended (i.e. children contributing possibilities, thoughts)**

How do birds move? Where do they live? What do they eat? Where do you see birds?

How many birds are there in the high set? The low set? How many birds are there all together?

**Demonstration (i.e. “show me...”)**

Ask children to show you how they can land down low, and perch up high. Observe their understanding of the levels.

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**ASSESSMENT:**

**Evidence of Problem Solving/Critical Thinking:**

Assess children’s ability to maintain their self space as they travel from one spot in the room to another.

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**MODIFICATION:**

Use any number of children, so that the experience is aimed at the developmentally appropriate level for the class.

Add another math objective: Count items in a set of 15 or fewer, and select the corresponding numeral. Place cards numbered from 0 – 15 in random order on the table. Select a child to pick up the numeral that corresponds to the number of birds in the low or the high set.

Add the dance concept of straight and curvy pathways, directing children to fly either in a straight or curved pathway as they travel from one level to another.

**Possible Extension Experiences:**

Compare the number of birds in the high and low sets. Graph them.

**Possible Parent Communication/Connection:**

Have the children create a drawing or painting of this experience, with birds crouching down low and perching up high, to take home. Facilitate the creation of a word problem from this experience, to send home with the children.

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