**Title:**
Gorilla! Gorilla!: Measurement

**Developed By:**
Amanda Whiteman

**Art Form:**
- x Dance/Movement
- ___ Drama
- ___ Music
- ___ Puppetry
- ___ Multi-disciplinary /

**Objective(s)/Goal:**
The children will be able to:
- demonstrate an understanding of large and small body shapes and short and long locomotor actions
- measure and then compare the difference between short and long locomotor actions
- make predictions about length and size

**Vocabulary:**

**Arts Vocabulary**
Locomotor Movement
Body Shape

**Curriculum Content Vocabulary**
Larger, Smaller
More, Less

**Materials Needed:**
Book, *Gorilla! Gorilla!* by Jeanne Willis
Yarn
Measuring Tape
Masking Tape
Main Experience:

Introduce the characters from the story *Gorilla! Gorilla!* by Jeanne Willis. Discuss the sizes of the gorilla and the mouse. “Can you make your body look like the gorilla?” “What about the mouse?” “Which do you think is larger?” “How do you know?” “Let’s measure.” Using string (one color to represent the gorilla and one color to represent the mouse) measure a child as the gorilla and a child as the mouse. Compare the length of the string. “What other animals can you think of that are large like the gorilla?” “What about a small animal?” Using the children’s suggestions, compare and contrast size.

In this story, the gorilla is following after the mouse. “Do you think the gorilla takes large steps or small steps?” “Large steps?” “Can you show me how large you can take a step?” “How far can you reach your gorilla legs?” Use tape to mark off a gorilla step on the floor. “What about a mouse step?” Use tape to mark off the steps. Compare and contrast the size of the steps make predictions. “I wonder if we can measure the size?” Use string of different colors to measure and compare the size.

Ask the children, “I wonder how many gorilla steps it would take to go from here to the other side of the room?” Let’s count. “How many mouse steps do you think it will take?” “Will it take more or less steps than the gorilla?” Start your steps from the same place of origin. For the mouse steps, model if we are traveling any great distance so they can be slow enough for the class to count. Explore and experiment with mouse steps and gorilla steps. Compare the steps of children in the room. *Why do you think it took Kofi 10 gorilla steps to cross the room but it only took Val 8 steps?* Etc...

Intentional Questions:

Child Directed Learning
Allow the children to predict and explore when comparing our measurements

Evidence of Problem Solving/Critical Thinking
Can the children make a logical guess about the amount steps to cross the room?
Do they show an understanding that mouse steps will take more than gorilla steps?
Can they perform the experience and gain an understanding?
Do the children understand that the measuring tape and yarn show length greater and less than?

Modification:
If children aren’t ready to use tape measure and look at the numerical value, use string to measure and compare the length.