



Title: Is Everyone Ready for Fun?

Author: Jan Thomas

Age Range: 3-5

Topics/Themes: Chickens, cows, sofas, following directions, movement

Vocabulary: Jump, Sofa, Wiggle, Nap

See video of this book read aloud here: [Is Everyone Ready for Fun?](#)

ENRICHMENT ACTIVITIES

I. COMPONENTS OF BOOK (REVIEW EACH SESSION)

- a. Author, Illustrator (roles of each)
- b. Title; front and back covers; spine

II. INTRODUCTION (PREP QUESTIONS)

- What do you see on the cover?
- What do you consider fun?
- What do you think this book will be about?

III. STORY TIME

a. Discussion Questions

- What are good places to jump, dance and wiggle? Why shouldn't you do such activities on a sofa?
- Where do you like to do this activity?
- Why do you think Chicken was getting mad at the three cows?
- Would it be a good idea to jump on someone's sofa?

b. Other

- This is a fun, fast book. Consider reading it a second time, prompt children to fill in phrase "on chicken's sofa!"
- After reading, read the story again, this time acting out the cows' movements.
- Point out the letters in the word "FUN". Count the letters in the word and practice their sounds.
- Emphasize words, Jump, Dance, Wiggle and Nap. Make signs of each word and when children act out the movements, hold sign up.

c. Related Songs, Rhymes, & Finger Plays

Wiggles out

I wiggle my fingers,

I wiggle my toes,

I wiggle my shoulders, I wiggle my nose. Now no more wiggles are left in me

And I will be

As still as can be.

Wiggles out, II

A wiggle, wiggle here, a wiggle, wiggle there. Wiggle your hands,

Up in the air.

Wiggle your shoulders, Wiggle your hips, Wiggle your knees,

And move your lips. Wiggle, wiggle, wiggle, and wiggle, and bend. Wiggle, wiggle, wiggle, and this to the end!

Five Little Monkeys

Five little monkeys [Hold up five fingers.]

Jumping on the bed. [Jump up and down.]

One fell off [Hold up one finger and then roll your hand down towards the floor.]

And bumped his head. [Tap your head with your fist.]

Mama called the doctor and the doctor said, [Put your pinky to your mouth and thumb to your ear like a telephone.]

"No more monkeys jumping on the bed!" [Put one hand on your hip and wag your index finger.]

Four little monkeys [Hold up four fingers.]

jumping on the bed.

One fell off

and bumped his head.

Mama called the doctor and the doctor said,

"No more monkeys jumping on the bed!"

Three little monkeys [Hold up three fingers.]

jumping on the bed.

One fell off

and bumped her head.

Mama called the doctor and the doctor said,

"No more monkeys jumping on the bed!"

Two little monkeys [Hold up two fingers.]

jumping on the bed.

One fell off

and bumped his head.

Mama called the doctor and the doctor said,

"No more monkeys jumping on the bed!"

One little monkey [Hold up one finger.]

jumping on the bed.

She fell off

and bumped her head.

Mama called the doctor and the doctor said,

"No more monkeys jumping on the bed!"

IV. SUPPLEMENTARY ACTIVITIES

a. Simon Says

Rather than "Simon says" I recommend you change it up to a more motivating character. Does your child love superheroes? Play "Spiderman Says!" Does your child love princesses? Play "Cinderella Says!" If it around the holidays, you can do "The Scarecrow Says," "The Mummy Says," "The Turkey Says," "The Snowman Says," "Santa Says" etc. Be creative! You could even have the person who is "it" dress up like the character! This will not only give your child the opportunity to listen and follow directions but this will also give him the opportunity to give directions to others!

Only give directions your child can understand. Start simple. Jump. Turn around. Blink your eyes. Once he can follow simple one step directives, start to make them a little harder with two items of information like jump two times or turn around three times. You can then add three part directives like Jump three times then turn around. And so on. If your child is struggling, step back a step.

When starting out you may want to give the directions and then show him what you want him to do. For example, tell him "Jump" and then physically jump. This will give him a visual. This is helpful as you start increase the complexity of the directions.

b. Red Light Green Light

Once your child gets the hang of the concepts of green-means-go and red-means-stop, add in another color "light" to the mix! They did this in a class my nephew took...I think it was Purple Light means you jump like a bunny! How fun is that!? just some ideas off the top of my head: Yellow Light for crawling, Orange light for turning around, Blue light for clapping...you get the idea.

A tip to help him understand the directions at first: Make signs with the colors you will use in the game with pictures of the motor movements on them. So if you did purple-is-hop-like-a-bunny you can make a round purple "light" and put a picture of a bunny on it as a visual reminder. Then slowly take the signs away and have your child play JUST by listening.

c. I SPY

Start simple. To teach the game, you may want to take three items and place them in front of you and your child to play the first few times, to help your child grasp the game and give him a smaller playing field, if you will. In fact you may need to play this way for a while depending on your child's age and ability level. Eventually you can play in a small room, outside, in the car, etc.

To help your little one stay organized and remember the information he is being given, write down each attribute after you say it (even when it is his turn, write it down also). Then go back and review the attributes each time with him (do the same when it is your turn to guess so he is continually hearing the attributes over and over).

d. Talk about your favorite activities.

e. Act out these activities in different areas in the house. For example dancing in the kitchen. Coloring in the bedroom. Cooking in the living room, etc...