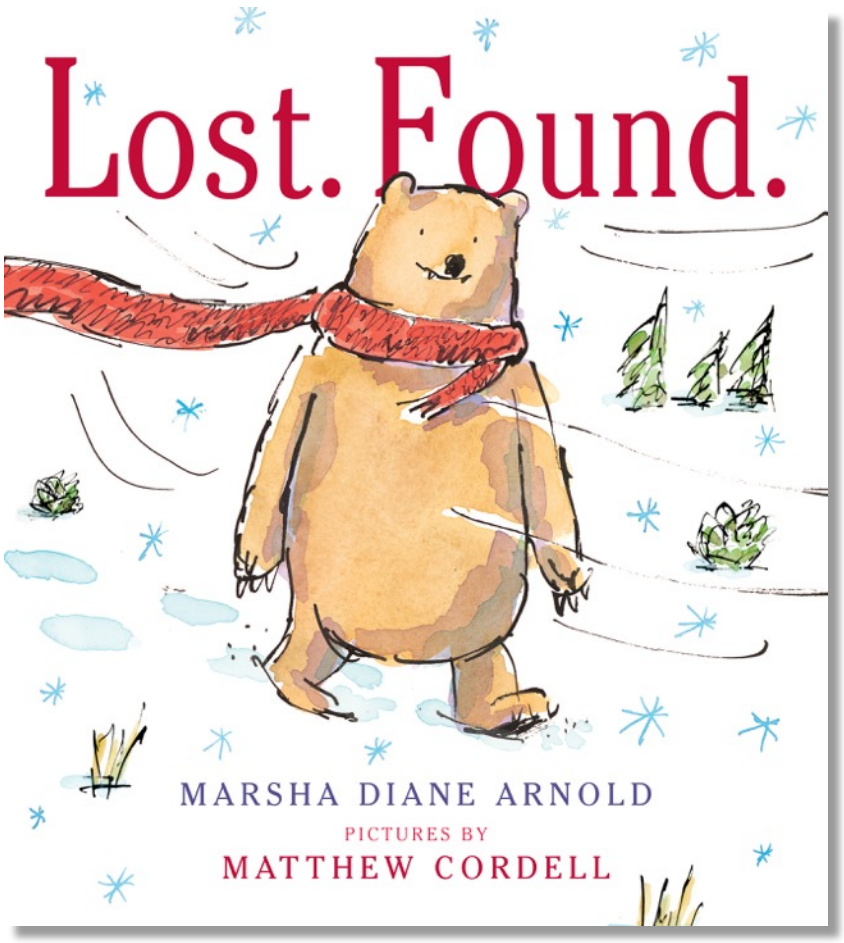
Lost. Found.

A teacher's guide created by Marcie Colleen
based upon the picture book
written by Marsha Diane Arnold and illustrated by Matthew Cordell



A Neal Porter Book,
Roaring Brook Press

Marsha Diane Arnold
Author, ***Lost. Found.***

Lost. Found. is Marsha Diane Arnold's twelfth book. Her picture books have garnered awards from Best First Book by a New Author to Smithsonian Notable to Dolly Parton's Imagination Library. She's tried her hand at all the activities in *Lost. Found*. - from walking in the snow to jumping on a trampoline to knitting things back together again. And she has always believed that if you lose something, it is never truly lost. You may visit Marsha online at http://www.marshadianearnold.com.

Matthew Cordell
Illustrator, ***Lost. Found.***

Matthew Cordell is the illustrator of over 25 books for children including picture books, novels, and works of poetry. Several of these Matthew's also written, including New York Times Notable picture book, *Hello! Hello!.* Matthew lives in a suburb of Chicago with his wife, author Julie Halpern, and their two children. Visit him online at matthewcordell.com.

Marcie Colleen
Curriculum Writer

This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and an MA in Educational Theater from NYU. In addition to creating curriculum guides for children's books, Marcie can often be found writing picture books of her own at home in San Diego, California. Visit her at www.thisismarciecolleen.com.

How to Use This Guide

This classroom guide for *Lost. Found.* is designed for students in kindergarten through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Lost. Found.* into English language arts (ELA), mathematics, science, and social studies curricula.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

Pre-publication honors and review highlights:

Lost. Found. is a Junior Library Guild Selection.

Starred review, Publisher's Weekly - "half nature documentary, half Marx Brothers."

Starred review, School Library Journal - "While the theme of camaraderie and respect for others is saved for the end, the journey to get there is packed with action and humor that will keep kids turning the pages. VERDICT The attention to detail and the expressions displayed on the animals' faces are superb. A fun addition to any picture book collection."

Kirkus - "Just two words form the text of this visually-driven story about conflict resolution, resourcefulness, community, and a red scarf."

The Horn Book - "The book invites participation, and young listeners will quickly catch on to the narrative pattern." "The final cozy, color-drenched scene...shows the characters sitting companionably around a nighttime campfire connected by the scarf, which fits everyone perfectly."

Richie's Picks - "I really like that *Lost. Found.* will prompt audiences to imagine many creative and wacky things that one can do with a simple scarf. But what I especially appreciate about the story is how it contrasts with our throwaway society. Everyone has a use for this piece of used clothing. Then, when the scarf comes unraveled, it's fixed instead of being tossed in the trash."

Guide content copyright © 2015 by Marcie Colleen. Available free of charge for educational use only; may not be published or sold without express written permission.

Table of Contents

English Language Arts (ELA)

Reading Comprehension 4

Writing Activities 5

Round Robin Storytelling

"What'd Ya Say?" ~ Narrative and Dialogue 6

The Best (and most imaginative) Way Through Brainstorming! 7

Writing a Persuasive Essay 8

Speaking and Listening Activities 10

Mime

Drama

Language Activities

All About Adjectives: The Lost Shoe Game

Onomatopoeia 11

"Knit Together" Mural

Math

Word Problems 13

Scarf Pile Math

Science

Lost. Found. Friends Research Project 14

Upcycled/Recycled Art

Nature Observation Journal 16

Social Studies

I'm Lost 17
Found: A Scarf

Look What Someone Found! 18

Teaming up Together

English Language Arts

Reading Comprehension

Before reading *Lost. Found.:*

Help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

The Front Cover and the Title Page ~

- Describe what you see.
- In addition to the bear, what else stands out to you?
- Can you guess what the story might be about? What are some clues you can find in the cover and title page illustrations?

The Copyright and Dedication pages ~

- Describe this spread in detail.
- How does this illustration compare with the cover?
- Does this spread influence what you think the story will be about?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- Why do you think this story is called *Lost. Found.*?
- Using a chart like the one below, describe the story through the ten sequences of lost, and then, found.

	LOST	**FOUND**
1	Ex. A bear is walking through the woods and his scarf blows off in the wind.	Two raccoons find the scarf and have an unhappy tug-of-war game with it, as they do not want to share, which ends in a thrown snowball.
2	The raccoons, wrapped up in their fight, chase each other off and leave the scarf.	

- What happens when the scarf is found by all of the animals at once? How does the scarf end up lost, in a different way?

- At the end of the story, how do the animals work together?
    - What else do you think the animals found in the end, besides the scarf?

Let's talk about the people who made *Lost. Found.*

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Take a close look at the illustrations throughout the book.

- The text consists of only two words repeated over and over again. Lost. Found. Yet there is an entire story. How is the story told in illustrations?
- Have you ever lost something? What do you imagine could happen if someone else found what you lost?

Create a list of things that are commonly lost or that students have lost in the past.

- With plain folded paper to make a book, illustrate your own version of *Lost. Found.* using the list created above as inspiration.

Compare the "lost" spread where the scarf lays ruined with the "found" spread where the animals are sitting around the fire.

- What is similar about these illustrations? What is different?
- If you had to choose a different word (and you could only choose one) to describe each spread what would it be?

Writing Activities

Round Robin Storytelling

In *Lost. Found.* each animal builds upon the story through their own creative uses of the scarf. As a class, students can also learn to build on to a story through collaboration and creativity.

Have students sit in a circle. Before starting the story, pass a small object around the circle. Explain to students that, just like they passed the object, they are going to pass a story around the circle.

The teacher starts telling the story, brings it to an exciting part, then passes it on to the student to their left. That student will then add a bit to the story and pass it along to the student on their left.

The story can then move around the circle until it reaches the teacher again. The teacher will then wrap up the story.

For instance, the story could start: "One day a boy was walking alone in a dark forest. He heard a noise, so he pulled out a flashlight and saw…" Make it exciting, maybe even adding a cliffhanger before handing it off.

Additional Tips: If students have trouble with ideas, combine the storytelling with a bag of props. Each student must pull a prop out of the bag and use it in their portion of the story. You could also incorporate the week's vocabulary words, having each student use one in their story.

"What'd Ya Say?" ~ Narrative and Dialogue

Lost. Found. is a book without much text. The only text that the book does have is the repeat of two words over and over again. Most of the story is told in illustration. This provides a great springboard to discuss narrative and dialogue in a story.

> Narrative ~ An account of the connected events, often through a narrator who gives information on the feelings and actions of the story.
>
> Dialogue ~ The written conversational exchange between two or more characters.

Advanced classes will be able to fully re-write *Lost. Found.* with a combination of narrative and dialogue. However, if the class is less-advanced, simply have them create captions and thought-bubbles for each spread.

For example, using the raccoon scene:

> Narrative ~ Two rascally raccoons found the scarf. But they were not too keen on sharing. An angry game of tug-of-war ended in a bit of a tangle, a thrown snowball, and a chase. They were too feisty to know the scarf was now lost…again.

Dialogue ~ "It's mine," said one raccoon.

"NO! It's mine," said the other.

"Why can't you ever share?" they both said.

Additional Challenge: Introduce the idea of 1st person point-of-view and re-write *Lost. Found.* from scarf's POV. First person POV narrative should include the word "I".

The Best (and most imaginative) Way Through Brainstorming!

One way to use a scarf is not right and another wrong. As the animals demonstrate in *Lost. Found.* there are several different ways to use a scarf. All you need is a little imagination—and a whole lot of brainstorming!

What is Brainstorming?

- To demonstrate, show the class a paper plate.
    - Then, give the class two minutes (use a timer) to list as many things as possible that the paper plate can be used for.
    - Record their ideas on the board.
    - Once the two minutes is up, review the list on the board.
    - Explain that what they were just engaged in was brainstorming.

Look up 'brainstorming' in the dictionary. (Depending on the level of your students, a student volunteer can do this or the teacher can.)

- Read the definition.
- Explain that a brainstorm is when you take all of the ideas in your head and let them out, kind of like how a cloud lets out all of the rain during a storm.

Explain the "rules of brainstorming."

- Nothing is a bad idea. Do not criticize any ideas while brainstorming.
- Listen to others' ideas and let their ideas spark new ideas in you. This way, in group brainstorming, ideas often build upon each other.
- Outrageous and humorous ideas are welcomed.

Now, knowing what we know about brainstorming, let's try some brainstorming activities.

- Categories Game. Have students sit in a circle and take turns brainstorming items in the announced category. For example, "animals." Go around the circle and have each child name an animal. They cannot repeat a response that

another child gave. Go around the circle more than once if kids seem to have more ideas in that category. Other potential categories include fruits, vegetables, colors, items of a specific color, creatures that swim, musical instruments and things with wheels.

- Hypotheticals. Move brainstorming into the abstract by having students brainstorm answers to hypothetical questions. For example, ask them what a dog might be thinking while he sits at home or what might happen if people could fly. Record all of the answers so they can be read back to the kids when the brainstorming is finished. Rather than going around a circle and putting pressure on kids to think of something new, have students raise their hands to share answers. If a child is quiet, call on him/her early in a round before too many obvious answers have been said.

- Silly Answers. Teach students that they should share anything they can think of in a brainstorm, even if it does not seem like the best answer, by having them share the silliest answers they can think of to some questions. For example, brainstorm the silliest way to get from one end of the room to another. Turn it into a physical activity by having them demonstrate their silly methods. When students start running out of ideas, ask: "Who can think of something even sillier?" to prompt more responses.

After better understanding brainstorming, discuss:

- Why brainstorming is so important to inventors and creators.
- Examples from *Lost. Found.* that show brainstorming.
- How students could use brainstorming in their everyday life.

Writing a Persuasive Essay

Ask your students if they know what "persuade" means? If not, can they make any guesses?

Discuss:

- What it means to persuade
- When you might want to persuade someone (i.e., persuade your parents to let you stay up late, persuade your teacher to not give a test)

What do you think would happen if the animals in *Lost. Found.* tried to persuade each other that their use of the scarf was the best way? Do you think they would all find a use to agree on?

- Imagine that you are the mice.
- How would you persuade the otter that the scarf works better as a trampoline than a swing?
- What reasons for using the scarf as a trampoline would you give? Can you list three good reasons?

Writing to persuade tells the reader what you believe, gives the reader at least three reasons why you believe it, and has a good ending sentence. You want to try and convince the reader to agree with you.

Present the class with a bucket.

The bucket can be used in many creative ways. But students should pick the best way they believe the bucket can be used, then write an essay to persuade others that this is the best way.

Have students write a persuasive essay to convince their audience to use the bucket the way they have created. Use the following TREE structure:

T = Topic sentences	The topic sentence tells the reader what you think or believe. Example: *I believe strongly that the best way to use this bucket is _____.*
R = Reasons	Your three reasons. Tell your readers three reasons why you believe what you believe. Write at least 2-4 sentences supporting each reason.
E = Ending	Wrap it up with a conclusive sentence.
E = Examine	Look closely. Do you have all of your parts?

Share your essays with the class. Which is the most persuasive? Why do you think so?

Speaking and Listening Extension: Create a TV infomercial to encourage people to use the bucket in this way. Be sure to incorporate the TREE structure!

Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring *Lost. Found.* to life in your classroom and also have fun with speaking and listening skills!

Mime

While the teacher reads aloud and shows the illustrations of the book, the students can act out the events in the book. Emphasize body motion and facial expressions, as well as listening skills.

Drama

Ask the students if they can think of other ways the animals can use the red scarf. Have the students act out their ideas in front of the class. They can either tell the class what they're acting or ask the class to guess what actions they are acting out.

Or

Create a TV commercial to encourage people to read *Lost. Found.*

Language Activities

All About Adjectives: The Lost Shoe Game

Often when something is lost, the owners will place Missing or Lost ads around their neighborhood, to help them relocate it. But in order to do so, they need to know how best to describe the item they lost. For this reason, it is important to learn how to describe something using adjectives.

This is a game to sharpen describing skills.

- Everyone needs to take off their shoes.
- Have each student spend some time studying their shoe and coming up with 4 adjectives to describe it. They may write these adjectives down, if it makes it easier to remember.
- Then place all of the students' shoes in a pile. (Only one shoe in the pair is needed, but if the other is not placed in the pile, it should be hidden from sight.)
- The students should form a circle around the pile.
- The first student to go says their 1st adjective and sees if anyone can identify their shoe. If not, then they say their 2nd adjective and so on until they have said all 4.

- The objective is to use as few adjectives as possible.
- If the student says all 4 adjectives and no one identifies their shoe, it is the next student's turn.

Onomatopoeia

Onomatopoeia is an imitation of a sound in words. In *Lost. Found.*, onomatopoeia is used to highlight the animal actions surrounding the scarf. Some examples include "*drip drip"* when around the fox's neck and "*zoing, toing, doing"* when the mice use the scarf as a trampoline.

- Discuss why sometimes writers and illustrators use onomatopoeia, and perhaps why Matthew Cordell chose to use onomatopoeia when illustrating *Lost. Found.*
- Create a list of possible onomatopoeia for each scene in *Lost. Found*. For an example, refer to the onomatopoeia Matthew Cordell included in the raccoon scene. "chit! chit!" "scrape-scrape" "whap!"
- Read *Mr. Brown Can Moo! Can You?* by Dr. Seuss, *The Listening Walk* by Paul Showers, and *Listen, Listen* by Phillis Gershator and Alison Jay. Ask students to identify onomatopoeia.

"Knit Together" Mural

The scarf in *Lost. Found.* is a "knit" scarf—meaning it was made by interlocking loops of wool or other yarn with knitting needles or on a machine.

But another definition of "knit" is "to unite or cause to unite."

- How does the knit scarf in *Lost. Found.* come to "knit" the other animals together?

Throughout history, art has been used to transform public spaces into places of beauty and reflection. Most importantly, these pieces of public art are used to knit a tighter community.

Look up examples of public art on the Internet: examples in subways, under bridges and in parks. Be sure to find examples of traditional murals painted on walls, but also sculptures and yarnstorming! (For a fun introduction and lots of photos of yarnstorming check out http://knitthecity.com/yarnstorms/)

How can art be used to foster community?

- Bring people together to create it
- Reflect all people in the community in the artwork

- Create a space that people will want to visit and hang out in

Make your own piece of public art for your school community!

1. Choose a space within the school that could use some brightening or some inspiration.
2. Brainstorm a mural or other piece of temporary art called "Knit Together" that can be created in this space.
3. Brainstorm how this mural can build community.
4. Involve as many people as possible in the creation.

Additional Challenge: While sitting in a circle like the animals in *Lost. Found.*, children can engage in actual knitting with the aid of an adult. Perhaps a parent or grandparent could be invited into the class for a simple knitting lesson.

Or "finger knitting" is a possibility. For more on finger knitting, visit http://www.montessoriworksblog.com/2013/04/12/finger-knitting/ or http://www.maggiesrags.com/tips_fingerknit.htm.

Not interested in knitting? What other activities could they do as a community in a circle. Read? Write? Sew? How do they feel about sitting in a circle? Does it make them feel closer together?

Math

Word Problems

For younger students, the use of pictures or props might be needed to figure out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on Lost. Found. *or any other book of study*.

1) 5 mice are bouncing on the scarf. 1 mouse falls off. How many mice are still bouncing on the scarf?
   (5 – 1 = ?)

2) The beaver wraps the scarf around his head 4 times, but it is still too long. He then wraps it 3 more times. How many times does the beaver wrap the scarf around his head?
   (4 + 3 = ?)

3) Bear makes 6 cups of hot cocoa. Bear gives 5 cups of hot cocoa to his friends. How many cups of hot cocoa does Bear have left? (6 – 5 = ?)

4) The river otter swings 2 times on the scarf. The river otter then swings 1 more time before jumping into the water. How many times does the river otter swing on the scarf? (2 + 1 = ?)

5) A scarf is 9 feet long. If 7 feet of that scarf unravel, how many feet long is the scarf now? (9 – 7 = ?)

Scarf Pile Math

Sorting teaches math skills: color recognition, categorizing and counting skills.

Ask each student to bring in an item of outdoor clothing (hats, gloves, scarves, etc.) from home to place in a large pile.

Instruct students to make a pile separating the items into certain categories based on color or type.

Examples:

- Count the number of hats in the pile.
- Find all of the items with red on them.
- Separate out the gloves and pair them together.

Science

Lost. Found. **Friends Research Project**

There are many woodland animals featured in *Lost. Found.*

- Brown bear
- Raccoon
- Beaver
- River Otter
- Fox
- Pine Marten
- Mice
- Squirrel

Assign each student or pairs of students one of the above animals to research on the Internet or with books from the library.

Information to be gathered must include:

- Type of animal
- What it eats
- Where it lives
- Draw a picture
- Write 3 words that describe your animal
- Interesting fact #1
- Interesting fact #2
- Interesting fact #3

Once all of the needed research is done, students must create a poster visual with all of the necessary information and present their findings to the class.

OR

Make a book. Students will draw their animal and include the facts they have researched.

Upcycled/Recycled Art

One way to show a love for Earth and nature is to upcycle or recycle used items instead of sending items to landfills. The animals in *Lost. Found.* upcycle/recycle the scarf by reusing it and finding new purpose for it.

If your class is unaware of the benefits of upcycling and recycling, a lesson can be incorporated before engaging in this art project. Your librarian should be able to point you to several books on recycling and reusing.

Ask students whether they and their families recycle.

What kind of items do they recycle?

List some of the items that are made from these objects once they are recycled.

Examples:

- soft playground flooring and running tracks from tires;
- paper bags, confetti, and toilet paper from paper;
- sleeping bags and fleece from plastic drink bottles.

Can you imagine wearing a pair of sandals made from an old car tire?

These are quite common in Africa and are called "thousand milers" because of the long distance the rubber carries not only the car, but also the sandal wearer.

Ask students to bring items from home that they find interesting and unique and do not want anymore. They can ask their parents to help them look in the garage, attic, or drawers. The recycling bin is also a great place to look!

Working in groups, students must re-purpose the objects into a useful invention of their own, such as the "thousand milers".

Extra bonus points if more than one recycled object is combined to make one invention.

Provide the class with glue, cardboard, string, and other art supplies.

Demonstrate the inventions for the class and display them in the school library along with information about recycling.

Check out www.recyclart.org for ideas and inspiration.

Nature Observation Journal

Walking in the woods, as Bear does in *Lost. Found.*, can be a wonderful experience, especially if you take time to really be aware of your surroundings and observe closely. Who knows, you might even find a lost red scarf!

Create a Nature Journal:

- Gather together 6-8 pieces of paper (some can be lined for writing, others blank for drawing).
- Add on top a piece of blank or colored paper for the cover.
- Punch three holes through the pieces of paper and the cover sheet.
- Cut a piece of cardboard just a bit larger than your paper to act as a sturdy back cover.
- Punch three corresponding holes in the cardboard.
- Place the papers on top of the cardboard and top everything with the cover sheet.
- Line up the paper and cardboard holes. Then tie together with yarn or string.
- Decorate the cover, using *Lost. Found.* as inspiration. For example, the children might choose an animal from *Lost. Found.* and decorate the cover the way that animal might.
- You are now ready to head outside and observe nature.

Observing nature.

- Find a spot to sit outside where you can be quiet and observe. Be sure to have your Nature Journal and something to write with. You may use colored pencils, crayons or markers.
- Sit for at least fifteen minutes. You may set an alarm.
- Look all around you. What do you see? What do you hear? What do you smell? What do you feel?
- Find something you want to write about or draw. Record it in your Nature Observation notebook.
- Continue to observe nature in the same spot, fifteen minutes at a time, for a whole week. Every day, take care to notice something different to write about or draw.

Share your notebook with the class.

- What did you find when you paid attention?
- What did you feel? What did you smell? What did you hear? What did you see?
- Did the weather ever change? How was it different? How did the weather (wind, rain, snow, etc.) affect nature?

- What astonished you?
- If you were to continue observing nature, what spot would you choose? Why?
- Which animal in *Lost. Found.* do you think might have the easiest time sitting in nature? Support your answer with evidence from the book.
- Which animal in *Lost. Found.* do you think might have a hard time sitting still? Support your answer with evidence from the book.

Social Studies

I'm Lost

Have *you* ever been lost? If so what did you do?

Here are tips if you ever get lost.

1. Stop and stay where you are. If you are in an unsafe place, like the street, go to a safe place, like the sidewalk. As soon as you realize you are lost, stay where you are so that whoever is looking for you will be able to find you.

2. Stay calm. Stand up tall.

3. Look around for your parents or the adults you were with.

4. If you can't see your parents or the adults you were with, yell out their name, no matter where you are.

5. If you see a woman with children, ask them for help. If there is no woman with children, ask another adult who looks kind, but stay in the building or area where you are.

6. Make a safety plan with your family in case you ever get lost.

As a class, create a bulletin board display featuring these tips to help those in the school community know what to do if they are ever lost.

Found: A Scarf

What happens if you find something that appears to be lost? Many times people create FOUND posters to hang all over in hopes of finding the owner.

Pretend that you found the scarf in the woods. Create a FOUND poster.

Or

If you were Bear, you could create a LOST poster to hang around in hopes that someone finds the scarf and returns it to you.

Be sure to include a drawing or photograph of the scarf, along with a description.

Look What Someone Found!

Have you ever found something?

What's the most amazing thing you have ever found?

What's the most amazing thing ever found in the world?

Conduct a recent news search on the Internet. Two excellent websites for kid-appropriate news are http://teachingkidsnews.com and www.timeforkids.com.

Simply type "find" or "found" in the search bar on either website for some fascinating news articles.

- Scientists have found evidence of flowing water on Mars. http://www.timeforkids.com/news/water-found-mars/277651

- Students revive extinct squash from 800 year old seeds. http://www.mnn.com/your-home/organic-farming-gardening/blogs/students-revive-extinct-squash-800-year-old-seeds

- Couple finds buried treasure in their backyard. http://teachingkidsnews.com/2014/03/23/1-couple-finds-buried-treasure-backyard/

- Trio finds $40k in a used couch. http://teachingkidsnews.com/2014/05/19/1-trio-find-40k-old-used-couch/

Conduct an Internet search to *find* the most interesting story about *someone finding something*. Then present your *findings* to the class.

Teaming up Together

The animals in *Lost. Found.* quickly learn that working as a team achieves much better results than competing against each other—which destroyed their beloved scarf.

The following games can help students develop motor skills, good reflexes, hand-eye coordination, problem solving, language skills *and* cooperation.

Cooperative games help promote collaborative skills and teach sportsmanship as kids play by helping each other. These games focus on fun and teamwork rather than winning.

Cooperative Hoops

The game cooperative hoops is a twist on the game "musical chairs." Instead of having each player compete for themselves and exclude others to win as in "musical chairs," this version makes winning about cooperation.

Scatter hula hoops around the play area.

Play music and have the kids move around the hoops but not step inside them.

While the music is playing, the kids must not stop moving, but when it stops, they must have at least one foot inside a hula hoop and not touch the ground outside the hoop.

On each rotation, remove a ring so that the kids have to share hula hoops. The goal is to encourage children to join together in the remaining hoops.

When the game is down to two hoops, the winners are the kids who got the most people inside one hoop. This game teaches kids to cooperate and help each other to win.

Continuum

This cooperative game also lets even the shyest kids break the ice and get to know one another.

Divide the kids into groups of six to 10 people.

Pick a theme and have the kids arrange themselves in the correct order to create a continuum.

This could be favorite colors arranged in the order of the rainbow, birth month from first to last or dark color shirts to lightest. No team loses in this game, but you can applaud the team that got into the right order the fastest.

Yeti

The outdoor game of Yeti is another fun game to teach kids the value of cooperation and teamwork.

Outline a large square on the ground with sidewalk chalk. This large square represents the snowy forest where the yeti monster lives. It should be large enough for all of the children to move freely in.

Choose another landmark, such as a pole or a tree or a sidewalk or wall, to be "the cave" which is safe from the yeti monster.

Make teams of five kids each and have the kids link together by standing in a line with hands on the shoulders of the person in front of them. The kid in the front of the line is the team leader.

Like in musical chairs, the teacher will start to play music. While the music plays, the team leader must guide their team into the square and continue to move around insdie of the square until the music stops.

When the music stops, the leader must get their team outside the square to the marked "cave" to escape the Yeti.

The leader of the team then goes to the end of the line and the person at the front becomes the new leader and must lead the team quickly back into the square when the music starts again and to safety when it stops.

This game makes each child responsible for the safety of others and promotes teamwork as the kids work to stay together during this fast game.

Keep it Up

Use a balloon or a large, light ball to play "Keep it Up."

In this game, divide the kids into two teams on either side of a net or line.

As in volleyball, they must pass the balloon or ball back and forth without letting it touch the ground. However, the rule is that a different team member must hit the ball or balloon to the opposite team each time. Other team members can help their team players by passing to them.