10. Leaf Man

Begin by reading The Leaf Man, asking children to pay close attention to how Leaf Man moves throughout the story. Next hand out scarves, one per child. The second time you read the story encourage children to move their scarves in ways similar to Leaf Man, emphasizing the following words and actions:

- Blew—wave scarf back and forth in front of body
- Past—wave scarf once fast across front of body
- Over—circle scarf over head
- Out of sight—hide scarf
- Gliding—wave scarf in gentle waves up and down across front of body
- Flying—start at top right with two hands holding scarf and wave in a diagonal across front of body left to right; repeat
- Drifting—hold scarf up high and drop
- Rustling—rub scarf between palms of hand and listen for rustling sound

Children could be asked to come up with their own words to describe how leaves blow and then act them out with their scarves.

Can focus on stretching by reaching and moving arms high, to the sides and low while feet stay still. You may want to demonstrate some of the higher level vocabulary, like “gliding” or “rustle” to make sure children understand the words.
**Leaf Man**

**CHOOSE:**
When acting out how the Leaf Man moves, children may be given choices about how they move or may listen to music and come up with their own decisions about how to move to the music they hear.

**ASSESS:**

Development and Learning Objectives:
- TSG 9a - Expands vocabulary
- Early Learning Standard 11.1 - Language Understanding and Use, Benchmark 1

**Physical:**
- TSG 35 - Dance/Movement Concepts
- Early Learning Standard 13.2 - Music, Rhythm, Movement, Benchmark 2

**RELATE:**

Children may interact by moving as pairs, i.e., drifting together or flying together with their scarves by mirroring each other. One child can also throw the scarf and a partner tries to catch it.

**ENERGIZE THE BRAIN (EF):**
As children learn new vocabulary, they must remember both the word and the meaning of the word. Also, they may be asked to remember other ways leaves might move and demonstrate those movements. One child can do a move with the scarf and their partner could try to do the same move in a different direction (forward/backward) or level (high/low).