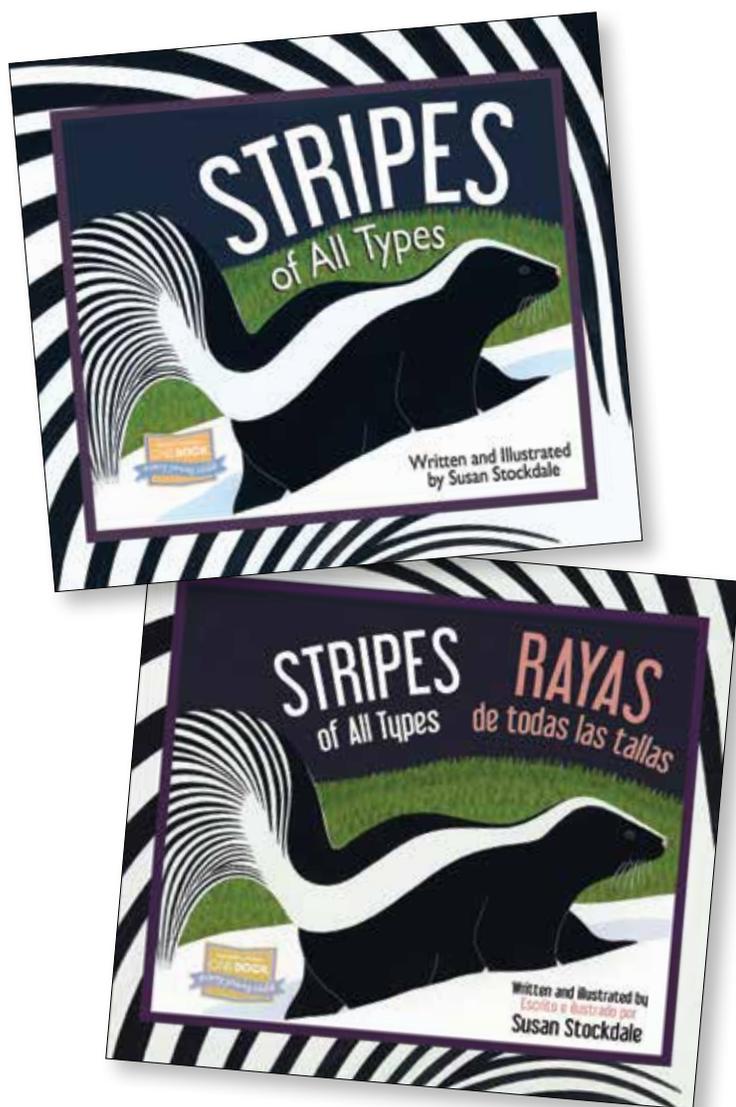


## Mini Activity Guide

### Welcome to *Stripes of All Types*



The 2014 PA One Book, Every Young Child selection, *Stripes of All Types*, written and illustrated by Susan Stockdale, provides a wealth of topics to explore.

Here are just a few ideas to get you started:

- **Patterns** – Stripes, spots, colors; clapping, sorting; in nature, on clothes. What patterns besides stripes help disguise animals? Be sure to check out the pattern activity inside.
- **Camouflage** – What animals have stripes to help them blend in? What animals don't use their stripes to hide?
- **Habitats** – How many habitats are represented in *Stripes of All Types*? What do your children know about habitats? See the website [paonebook.org](http://paonebook.org) for habitat drawings Susan Stockdale has created.
- **Geography** – Map where the animals in the book live. Which continent has the most animals from the book?
- **Sorting** – How many different types of animals (fish, amphibians, mammals, etc.) are in the book? Where do they live—on the ground, in the water, in a tree?
- **Language** – Have the children act out the story. Play Simon Says with the verbs from the story. We would like to know what you have thought of and done with your children. Please either go to the One Book website and click on the Feedback link or comment on our Facebook page.

All Pennsylvania public libraries have copies of this year's and previous years' selections. The website [www.paonebook.org](http://www.paonebook.org) has activities, templates, and resources for making *Stripes of All Types* a fun and enriching reading experience. The following suggested activities are aligned with the Pennsylvania Early Learning Standards.

# Activities

## Stripes vs. Spots

### Pattern Eel

What makes a pattern different from a random bunch of stripes? This is one of the earliest math concepts children will master in school. Let's practice with our striped animal friends.

#### Materials:

- Long paper eels
- Many strips of construction paper of various colors and two widths
- Masking tape
- Glue sticks

#### Activity:

Build a pattern as a group with a large eel, large paper strips, and masking tape on a wall or blackboard to begin. Give the fish stripes of two colors. Ask the group to call out what comes next to make a pattern. Try several different patterns, including one of three colors instead of two, and one incorporating different sizes of the same colors into the pattern.

- How many different colors can you use and still make a pattern?
- What pattern would you choose for this eel?

Make individual patterns on copies of the paper eel. Choose from a large communal bowl of stripes so that everyone can experiment with many colors before picking one to stick with. Make a few such practice patterns to find your favorite before gluing down the strips.

- What makes the design you chose a pattern?
- Why did you choose this pattern?

#### Standards:

2.8.3 Patterns: Identify and describe patterns; recognize and extend simple patterns

Create books in which to sort two different types of designs.

#### Materials:

- Paper cut, folded, and stapled into booklets (see below)
- Crayons
- Old picture books, magazines, fabric scrap, or wallpaper sample books
- Paste or glue stick

#### Activity:

Beforehand, prepare 2 simple booklets for each person. Cut a regular-sized piece of paper in half across its width, and lay one half on top of the other. Fold both together, then staple, to create an 8-page (4 sheets front and back) booklet.

Go through magazines or other old books looking for pictures of stripes or spots. Cut or tear out the pictures and sort them into two piles, stripes and spots, until you have seven of each.

Take two booklets. On the front of one, write "My Stripes Book," and draw stripes underneath it. On the other, write "My Spots Book," and draw spots. Paste each picture onto the remaining pages of the matching book.

- Was it easier to find stripes or spots?
- Which do you think is easier to draw?
- Which is your favorite to look at?
- How are the stripes and spots you found alike?
- How are they different?

#### Standards:

2.3.4 Conversions: Group objects according to common properties

2.6.2 Organization and Display of Data: Organize and display objects by one attribute

2.9.1 Definitions, Properties, and Relations: Identify and name simple geometric shapes

# Stripe Rubbings

Take this opportunity to introduce concepts like “horizontal,” “vertical,” “parallel,” and “perpendicular”—not to memorize and use exclusively, just to show that the concepts exist.

## Materials:

- Wire cooling racks (for cookies)
- Plain paper
- Thick crayons with paper removed

## Activity:

Lay a piece of paper on top of the cookie rack. Rub the side of the crayon across the paper.

- What do you notice?
- Why did that happen?

Now move the paper and rub again with a different colored crayon.

- What do you see now?
- How do the two sets of stripes compare to each other?

Try to create a design of different stripes by moving the paper and choosing colors to create an effect you like!

- What do the new stripes look like when you turn the paper a little bit? What if you turn it a lot? What if you turn it the whole way around?
- What do the new stripes look like if you shift the paper without turning it?
- What shapes do you see in the spaces between where stripes cross over?
- How does moving the paper and using the same color look compared to moving the paper and using a different color?

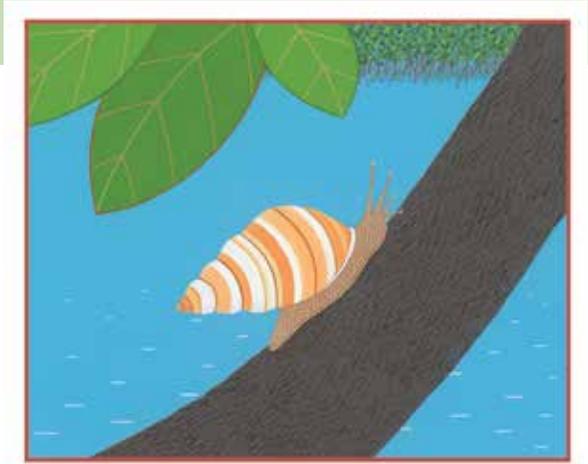
## Standards:

2.9.1 Definitions, Properties, and Relations: Determine the attributes of basic shapes

2.9.3 Coordinate Geometry: Demonstrate an understanding of directionality, order, and positions of objects

9.1c.2 Construction: Combine a variety of materials to create new products

10.5.3 Use of Tools: Use classroom and household tools independently to accomplish a purpose



## Song



### “Make Stripes in the Air”

Sing to the tune of “Row, Row, Row Your Boat.”

#### Make stripes, make stripes

**Draw them in the air** (use a finger to draw any kind of stripes in the air)

**Short and long** (move fingers from top to bottom or straight across in very long and very short lengths)

**Up and down** (move fingers from top to bottom, making vertical stripes)

**Back and forth** (move fingers from side to side or left to right, making horizontal stripes)

**From here to there** (point to self and a direction away from the body...up, down, or to either side)

# Stripe Hunt

Can you find the stripes in your own environment?

## Materials:

- Post-it flags or small sticky notes
- A room with a wide variety of items, decorations, etc.
- An outdoor area/hiking trail

## Activity:

You will need a somewhat visually busy location for this activity. A preschool classroom will likely hold many more stripes than a large, empty programming room. You can be creative about what constitutes “stripes”—a row of books or a set of window blinds would appear as stripes in a two-dimensional picture, so they count here as well.

There are two ways to play.

**A Cooperative Activity:** Work together to find as many stripes in the room as possible. Whenever stripes are found, tag them with a sticky note. Count all the sticky notes at the end to see how many things you’ve found!

**A Competitive Race:** Give a different color of sticky notes or flags to each player or team. Each team races to tag as many stripes as they can with their color, and whichever team tags the most different sets of stripes is the winner.

- Why are these things striped? What are the stripes for?
- Were any of these stripes hard to find? Why? Which were easiest?
- Where are some other places you’ve seen stripes?

Take the hunt outdoors. Don’t stick post-its on animals or otherwise leave them in nature. Whenever anyone spots stripes, call out (or alert everyone quietly if you don’t want to frighten a striped creature away). This is a terrific game to play at a zoo!

## Standards:

3.1a.9 Science as Inquiry: Use the five senses as tools with which to observe, classify, collect information, and describe observations

3.1b.5 Unifying Themes: Describe observable patterns in objects

# Mapping Stripes

Before diving into differences in habitat, it’s good to get a sense of distances and locations in relationship to other habitats and our own home.

## Materials:

- Large world map
- Small pictures of the animals in the book
- Copy of *Stripes of All Types*
- Tape or glue (if map will not be reused)

## Activity:

Start by finding Pennsylvania on the map. Then ask the group to name faraway places they have been, and find those places on the map.

Using the descriptions of each animal in the back of the book, find where each animal lives on the map and stick their picture there.

- Where do most of these striped animals live? Is there anywhere where none of these animals live?
- In what kinds of climates do these striped animals live?

## Standards:

3.3a.5 Weather and Climate

7.1.1 Geographic Tools: Demonstrate a beginning understanding of maps as actual representations of places

7.1.2 Places and Regions

# Camouflage Safari

This is a simpler game than "Why Stripes?" that will help younger children understand the basic concept of camouflage.

## Materials:

- Small animal toys
- A large outdoor area with several types of terrain (grass, plain dirt, mulch, trees, concrete, etc.), or an indoor area with a variety of backdrops

## Activity:

Ahead of time, set each animal toy up in a place where they blend best against their surroundings, in color and/or shape.

Line up a few yards away. Each player, one at a time, will scan the area until they spot an animal. Call out the name of the animal, and then run directly to it and bring it back again.

Line the animals up in the order they are found.

- Which animals blended in best?
- How could an animal blend in even more?

For more on camouflage activities, check out these websites:

On this site, click on the animals hiding in their environments when you find them in these photographs, to see how animal camouflage really works:

<http://www.sheppardsoftware.com/content/animals/hidden%20animals/Hidden%20Animals.htm>

On the PBS Kids site, the characters from *The Cat in the Hat Knows a Lot About That!* guide younger children through finding cartoon animals as they learn about camouflage: <http://pbskids.org/catinthehat/games/now-you-see-me.html>

## Standards:

3.1a.8 Unifying Themes: Identify that plants and animals have different kinds of parts



## Song



### "Do You Have Stripes?"

Sing to the tune of "Are You Sleeping Brother John."

Have a box or bag containing pictures of animals with and without stripes. Children each select one picture without looking.

Sing the song and encourage children to do the movement in the verse if they have a STRIPED animal. If they have a picture of an animal that does not have STRIPES they remain seated. Have children select a new animal and repeat the verse or add your own actions.

### Do you have Stripes? Do you have Stripes?

(children with an animal with stripes stand)

### Yes, you do! Yes, you do!

### Jump up and down now. Jump up and down now.

(children with a striped animal do the movement)

### Good for you! Good for you!

# Stripe Collage

As seen in optical illusions that feature them, stripes can behave in unusual visual ways. How can you incorporate the effects of stripes into artwork?

## Materials:

- Striped paper (use scrapbooking paper, lined paper, or copies of the stripes template printed on colored paper)
- Scissors
- Glue sticks
- Crayons, markers, or colored pencils (optional)

## Activity:

Take two identical sheets of striped paper. Cut a small shape out of one sheet, and set it on top of the other. Move it around.

- Can you match up the stripes of both sheets? What do the papers look like now, lying still and matched up, as opposed to where the stripes don't match up?
- What happens when you slide the smaller piece to the side?
- What happens when you rotate it?
- How many different ways can you move the paper to make different effects?
- How is what you see different when the smaller paper is moving than when it stays still? Is it easier or harder to see, or is there no difference?

Continue to cut the first sheet of paper into a variety of smaller shapes. Arrange the shapes into a design on the whole sheet of paper, sliding and turning each shape until the stripes look just the way you'd like against each other. Once you're sure of a shape's placement, glue it down, and continue until your design is complete.

If the paper you are using is not already colorful, you may want to color some of the stripes—making sure that they stay stripes!—before you cut it.

- How do the stripes affect what you see?
- How did the stripes affect the choices you made in laying out your design?

## Standards:

- 2.9.1 Definitions, Properties, and Relations: Determine the attributes of basic shapes
- 2.9.3 Coordinate Geometry: Demonstrate an understanding of directionality, order, and positions of objects
- 9.1.c.2 Construction: Combine a variety of materials to create new products



**Check out  
Susan Stockdale's  
other titles, including  
*Fabulous Fishes* and  
*Bring on the Birds*.**

# Crazy-Coat Animals

In another activity, you tried to design an animal to fit in to a particular environment. But what if you could make an animal with a truly one-of-a-kind skin? What designs could you create if you let your imagination run wild?

## Materials:

- Heavy paper
- Crayons, markers, or colored pencils
- Fabric scraps of many colors and textures
- Scissors
- Glue

## Activity:

On the heavy paper, draw the outline of an imaginary (or real) animal of your choice. Here are some things to think about:

- Where does your animal live?
- How does it move around?
- How many legs does it have?
- How does it sense the world around it?
- What does it eat?

Then choose fabric scraps that you think would make a good skin for your animal. Is it fur, skin, scales, feathers? Is it something completely new? Cut the scraps to fit your animal and glue them into place.

- Is your animal's coat pattern good for hiding, for showing off, or for something else entirely? What?
- If you could design a whole world for your animal to fit into, what would it be like?

## Standards:

3.1a.1 Common Characteristics of Life: State that living things need air, food, and water to survive

3.1a.8 Unifying Themes: Identify that plants and animals have different kinds of parts

9.1c.1 Representation: Represent experiences, thoughts, and ideas through visual arts

9.1c.2 Construction: Combine a variety of materials to create new products

# Move Like the Animals

The animals in *Stripes of All Types* move and pose in different ways. Build verb vocabulary by moving along to these words.

## Materials:

- Open area for movement
- Upbeat music (optional)

## Activity:

Spread out over a large area. With optional music, imitate the movement of animals, starting with the animals in *Stripes of All Types*. Here are the ways animals move (or stay still) in the book:

- |                        |                     |
|------------------------|---------------------|
| • Slide through weeds  | • Prowl the prairie |
| • Drink from the river | • Perch on a peak   |
| • Dart through reeds   | • Crawl on a cactus |
| • Tote a shell         | • Prop on a log     |
| • Twist on sand        | • Pose on a leaf    |
| • Sprawl in a lair     | • Scale a ridge     |
| • Sprint on land       | • Scout a reef      |

Then suggest other ways animals can move and act out those.

- What other ways can animals move?
- What is each animal doing now? What do you think they will do next?

## Standards:

1.1.3 Vocabulary Development: Match vocabulary to picture clues

9.1a.3 Creation: Use body to represent form in space

10.4.1 Control and Coordination: Perform a variety of movement skills alongside or with a partner

15.2.1 Engagement, Attention, and Persistence: Attend and follow through on adults' one- or two-step directions

# Online Activities

from The Fred Rogers Center, Early Learning Environment  
[www.yourele.org](http://www.yourele.org)



## **Bead a Necklace: Explore Patterns**

<http://ele.fredrogerscenter.org/activity/bead-a-necklace-explore-patterns>

Continue the exploration of patterns. Patterning in early mathematics learning can promote the development of mathematical modeling, representation, and abstraction of mathematical ideas.

## **Ten Fingers: Fingerplay**

<http://ele.fredrogerscenter.org/activity/ten-fingers?page=1>

Change the words; be creative with fingerplays. For example, “one little, two little, three little zebras...” Fingerplays and repetitive songs help to develop young children’s language skills and memory.

## **Pablo’s Studio: Art**

<http://ele.fredrogerscenter.org/activity/pablos-studio>

Click on the easel behind Pablo and welcome to the “Masterpiece Maker.” Create your own striped animals—they can be real or imagined! Smart media can foster kids’ curiosity, creativity, and love of learning—and get them ready for school and life in the 21st century. Child will need an email address to log in.

## **Sesame Street Video: Natalie Portman And Elmo (Pretend Play)**

<http://ele.fredrogerscenter.org/activity/sesame-street-natalie-portman-and-elmo-are-princess->

What can you pretend to be? Maybe it is a striped tiger crouching in the wild grass, or a striped kitten purring? Pretend play helps children understand the power of language. They learn that words give them a way to re-tell a familiar story or create one of their own.

## **Exploring a Small Patch of Ground (Science, Inquiry)**

<http://ele.fredrogerscenter.org/activity/exploring-a-small-patch-of-ground>

Exploring the outdoor environment to make some amazing discoveries—what can you find in a small patch of ground? Do you find any striped animals, plants, patterns?

## **For the Love of Reading (Mr. Rogers & Eric Carle video)**

<http://ele.fredrogerscenter.org/activity/for-the-love-of-reading>

Eric Carle reads From Head to Toe. Eric Carle identifies the parts of the book (end pages, title page). Book requires a response from the reader. Can you do it? “I am a striped cat and I arch my back, can you do it?” What other books do you love that are about animals, science, favorite characters?

## **Preparing a Book for Dialogic Reading: For Teachers**

<http://ele.fredrogerscenter.org/activity/preparing-a-book-for-dialogic-reading>

Using the CROWD method—CROWD stands for **C**ompletion, **R**ecall, **O**pen-ended, **W**h- questions, **D**istancing—provide opportunities for students to practice new oral language skills and maximize their oral language experience.

## **Wonderopolis (Explore the Daily Wonders—Animals, Nature, Astronomy, etc.)**

<http://ele.fredrogerscenter.org/activity/wonderopolis>

Look for ways to connect the Wonder of the Day to children’s lives. Do they have their own experiences with something they’ve seen in a video? Ask them to tell you about their experiences or share your own.