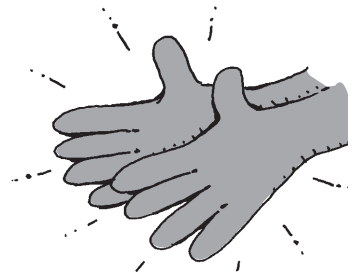


Silly-Bulls

Are your students waiting for the bell to ring? This simple clapping activity is a "purrfect" way to fill those last few minutes.



Character concept:

Respect includes accepting others for who they are and focusing on their positive attributes.

Objective:

Students will recognize that a variety of pets' personality traits and physical characteristics contribute to people's fondness for them.

Curriculum connection:

Students will demonstrate knowledge of word structure (including syllables) and syntax to complete simple sentences. They will also create rhythmic phrases. (language arts, music)

National standards addressed:

language arts/English (applying knowledge, applying language skills, NL-ENG.K-12.6, 12)

Materials: none

Activity:

Students will fill in the sentence "I like ____ cats" or "I like ____ dogs" with affirmative adjectives made up of one, two, three, and four syllables.

Procedure:

1. Have students sit in a circle and clap along in rhythm with you while you say the sentence "I like ____ cats." Establish a four-syllable rhythm by patting your thighs twice, then clapping your hands twice: *pat, pat, clap, clap*. As students mimic this rhythm, tell them that you will go around the circle once, and everyone will have to fill in the sentence with a positive word that has only **one syllable** in it. (The word doesn't have to describe the "perfect" cat but simply a cat that someone might love.) Here are a few examples:

I like *black* cats.

I like *old* cats.

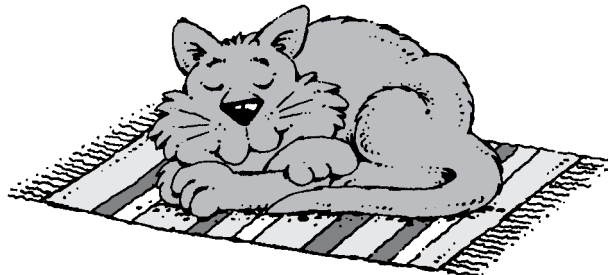
I like *fat* cats.

I like *long* cats.

I like *sweet* cats.

I like *my* cats.

I like *all* cats.



2. After the first round, repeat with a word that has **two syllables** (*pat, pat, clap-clap, clap*). For example:

I like *little* cats.

I like *orange* cats.

I like *tabby* cats.

I like *clever* cats.

I like *happy* cats.
I like *indoor* cats.
I like *frisky* cats.

3. Do the same for **three-** and **four-syllable** words.

I like *devoted* cats.
I like *lovable* cats.
I like *whiskery* cats.
I like *Siamese* cats.
I like *mischievous* cats.
I like *adopted* cats.
I like *colorful* cats.

I like *mysterious* cats.
I like *intelligent* cats.
I like *hilarious* cats.
I like *incredible* cats.
I like *unusual* cats.
I like *Veronica's* cats.
I like *everybody's* cats.



4. Wrap up by reminding students that all cats—and indeed, all pets—are special and deserve our respect. Animal shelters are filled with cats and dogs in need of loving homes. Each is different, with her own look and personality, just like the cats described in your game.

Extension:

Repeat this exercise with the sentence, “I like ____ kids.” Challenge students to fill in the blank with one-, two-, three-, and four-syllable words that speak positively about a child’s character and personality.