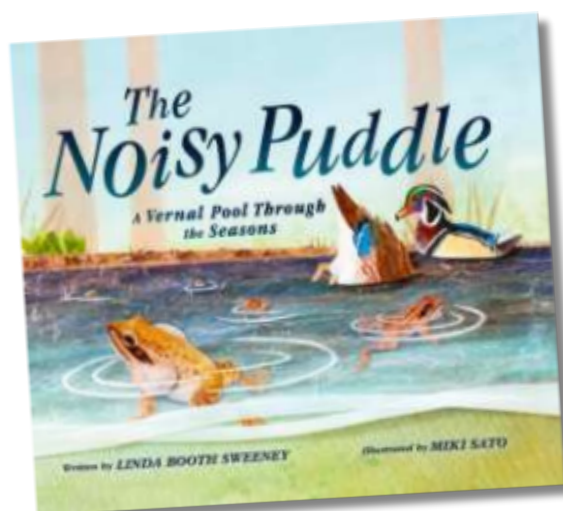


# Bonus Activities for The Noisy Puddle

By Linda Booth Sweeney,  
Illustrated by Miki Sato



In this vibrant and poetic informational picture book, two curious siblings observe the hidden world of a vernal pool: a special kind of puddle habitat that pops up in the spring, dries up by summer, reappears in the fall, and freezes over in the winter—only to come back again in the spring. Young naturalists and future water stewards are encouraged to listen, watch, and witness the seasonal changes of the ever-changing puddle and its inhabitants.

## Book Awards

- A Kirkus Best Picture Book 2024
- An Evanston Public Library 101 Great Books for Kids Selection 2024
- A School Library Journal- Fuse 8 Production Review of the Day/Best Book, 2024
- TPL First and Best Canadian Children's Book, 2024
- A Science Friday's Best Science Book for Kids, 2024
- A CCBC Best Books for Kids and Teens, 2024



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# CURRICULUM CONNECTIONS



## Science

- Natural Cycles, Seasons
- Growth & Changes in Plants
- Growth & Changes in Animals
- Habitat and Biodiversity
- Ecosystems
- Scientific Observation
- Land Stewardship
- Water Resource Management & Sustainability

## Literacy

- Identifying Key Ideas and Details (Common Core )
- Integrating Knowledge from Informational Texts (Common Core ELA-Literacy)
- Writing Informative and Narrative Texts (Common Core Writing Standards)
- Visual arts: Illustration techniques (Mixed Media Collage)

## Systems Thinking

Vernal pools are fantastic natural systems to introduce children to systems thinking skills including: **seeing interconnections, understanding cycles, expanding perspectives, exploring cause & effect, recognizing patterns, and thinking in systems vs. parts**. For ways to use the NOISY PUDDLE to encourage “thinking in systems” in children ages 4-8, see the Curious about Connections questions below.



## READING LEVELS

Reading Recovery: 12

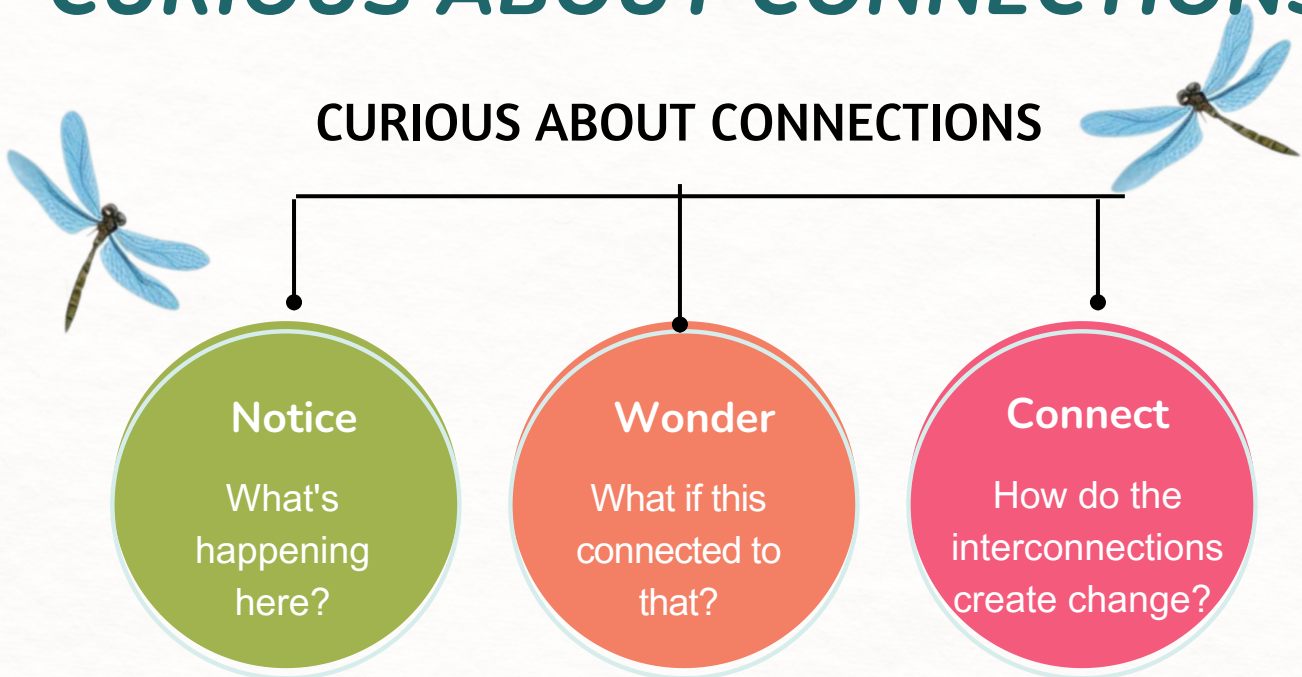
Fountas & Pinnell: G

Lexile® Measure: AD400L

Common Core: RL.1, W.1, SL.1, L



# Using The Noisy Puddle to get *CURIOUS ABOUT CONNECTIONS*



Using three simple and easy-to-remember questions that guide children to NOTICE, WONDER and CONNECT, when you read to a child, you can encourage a child's "causal sense", helping them to become "adept at disentangling cause-and-effect, especially when the evidence is ambiguous." (**Ellen Galinsky, Mind in the Making: Seven Essential Life Skills Every Child Needs**).

These CURIOUS ABOUT CONNECTIONS questions help children build the muscle to see not only objects— a bee, soil, a soccer player—but to imagine how the interconnections and interactions among those objects can create something entirely new. Whether you're 5 or 55, imagining interconnections is the first step in systems thinking.

**What do you see?** For example, in the vernal pool, children might notice leaves, tiny insects, sun, and water. Share aloud all you can see. .

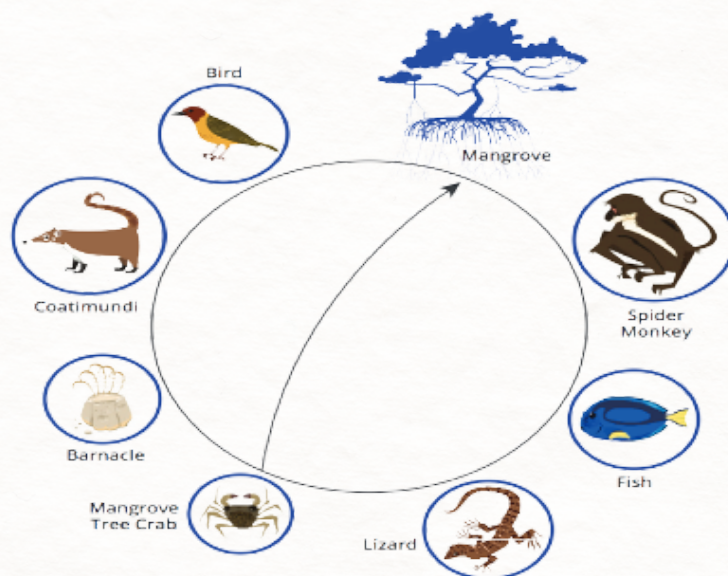
**How might the frogs and tiny insects be connected?** Listen for their responses. Children might say they don't know or just be excited about that they are outside near a vernal pool! Encourage them to make a prediction about what might change.

Talk about how the plants, animals, sun, water, trees all work TOGETHER to make this vernal pool a habitat and a wetland that helps keep our water clean (and much more).





# Visualize the Connections - Draw a Connection Circle



## MAKE A CONNECTION CIRCLE:

Work with your child or students to make their thinking visible with string, drawings, and diagrams.\*

## MAKING OUR THINKING VISIBLE: CONNECTION CIRCLES:

A Connection Circle helps us see how things are connected. It's a simple way to map out changes and understand why something is happening.

Students can use it to organize ideas, spot patterns, and think about cause and effect in stories or real-life situations.

**For Connection Circle examples see:**

<http://www.clexchange.org/gettingstarted/connectioncircles.asp>

**For a step-by-step HOW TO, see the PBS Learning Media Systems Literacy collection:**

<https://thinktv.pbslearningmedia.org/resource/syslit14-doc-systems-readings/systems-literacy-readings/>



# ACTIVITIES

## THE NOISY PUDDLE POND PEEPER MAKE YOUR OWN ACTIVITY

This simple "Pond Peeper" activity allows children to experience firsthand the wonders of vernal pools and the unique wildlife that inhabits them. It's a fun and educational way to explore nature while fostering an appreciation for the environment.

### MATERIALS NEEDED:

- Empty can with both ends opened (e.g., a clean, empty coffee can)
- Plastic wrap
- Rubber bands or tape
- A small notebook or journal
- Pencils or crayons
- Magnifying glass (Optional)



### INSTRUCTIONS

#### Find a Vernal Pool (provide a vernal pool finder link).

After reading "The Noisy Puddle," take your child or students on a nature walk to find a vernal pool in your local area..

#### Assemble Your Pond Peeper

Take the empty can and cover one end with plastic wrap. Secure it in place with rubber bands or tape. This creates a clear window for observing the water.

#### Explore the Vernal Pool

Carefully dip your Pond Peeper into the vernal pool, allowing the clear end to be submerged in the water. You'll be able to see what's happening underwater without getting wet!



## POND PEEPER ACTIVITY, CONTINUED



### Record Your Observations

Using the Curious about Connections questions\*, encourage your child or students be to use their notebook or journal to draw or write about what they see in the vernal pool. They can note any plants, animals, or interesting features they observe.

### Optional Magnification

If you have a magnifying glass, use it to get a closer look at the tiny creatures in the vernal pool. Look for tadpoles, insects, and other aquatic life.

### Release and Respect

Be sure to release any creatures you may have caught back into the vernal pool and leave the area undisturbed.

### Discuss the Experience

Sit down with your child or students and talk about what they saw and learned. Connect their observations to the book "The Noisy Puddle" and the different seasons and the importance of being nature stewards.





# Activity: The Noisy Puddle A CLASS PLAY



Why not bring vernal pools to life by acting out the magic in a classroom setting? This section contains a script for a class play using the NOISY PUDDLE. There are 20 roles and the play runs about 10 minutes long. Perfect for kindergarten or 1st to 3rd grade students!

This short play was created for a joyful, stress-free performance that will both entertain parents and other students but also inform about the importance and magic of vernal pools!

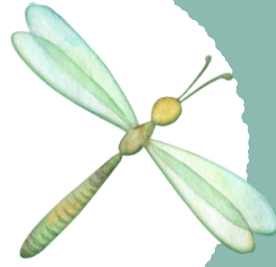
Included here:

- A Cast List - approximately 20 roles
- A Suggested Prop List
- A Suggested Stage and Set-Up List
- A 10-minute play script



# Title: "The Noisy Puddle"

## A Vernal Pool Adventure



### Cast List:

- Narrator
- Goose
- Crow
- Daffodil 1
- Daffodil 2
- Daffodil 3
- Peepers (Chorus)
- Forest Animals
- Woodfrogs
- Ducks
- Fairy Shrimp
- Spotted Salamanders
- Beetles
- Toads
- Pond Skaters
- Turtles
- Tadpoles
- Water Boatmen
- Ribbon Snake
- Buttonbush
- Butterflies
- Red Foxes
- Mudworms
- Caddis Flies
- Frogs
- Salamanders
- Midges
- Deer

### Suggested Props:

- Goose costume or puppet
- Crow costume or puppet
- Daffodil headbands or props
- Peeper masks or costumes for chorus
- Props for forest animals
- Ribbon Snake prop or costume
- Buttonbush and butterfly props
- Ice-covered vernal pool prop
- Red fox costumes or props
- Mudworm and beetle props
- Caddi fly and frog props
- Salamander costumes or props
- Midge and deer props
- Daffodil 4 prop

### Suggested Stage and Set-Up:

- Stage with forest backdrop
- Clear area for vernal pool scene
- Sections for spring, summer, fall, winter scenes
- Props neatly organized backstage



# THE NOISY PUDDLE PLAY

## -- SCRIPT

Narrator	In the deep, damp forest, after the snow, we find a lone goose and a crow, and daffodils all in a row.
Goose	(Quacks) Listen, listen, friends, What's the sound I hear? It's the peepers, tiny frogs, Making noise far and near!
Crow	(Repeats in a cawing tone) What happened to the forest's hush? Why is everything in a rush?
Narrator	Look Look, look over there, a noisy puddle has appeared. (Or have kids say this).
Peepers	(Chorus, hopping and peeping) Peep, peep, peep, peep, We're the noisy peepers, can't you see? .... No more sleepers! Wake up! It's spring!
Forest Animals	(Animals make their respective sounds)
Child	Woodfrogs quack, ducks clown,
Child	Fairy shrimp swim upside down
Child	Eggs float, whirligigs glide
Child	Salamanders try to hide
Beetles	(Dive and surface)
Child	Beetles dive, toads totter, Pond skaters walk on water.
Child	Turtles splash, tadpoles chase,
Child	See the Water boatmen race.(scurries across pond)
Narrator	The forest comes alive with the pond's sounds, Creatures and critters, all around. But wait, what's that slinking near? A ribbon snake, but don't you fear.



Ribbon Snake (Slithers gracefully)

**Hurry, hurry, don't delay, Once summer comes, we'll go away.**

Summer Scene (Art: Pond drying up progressively over several pages)

Peepers (Sadly) ...gone

Buttonbush (Opens up and blooms) But look, here's the buttonbush in bloom, Butterflies flying, zoom and zoom!

Fall Scene (Art: Full spread of fall with a small part of the pool flooded)

Narrator Next comes the fall rains, soaking the ground, Leaves turn colors, red, yellow, and brown.

Winter Scene (Art: Vernal pool is ice-covered with a small part containing water for newts)

Forest Animals Here's the pool all covered with ice, Red foxes looking for mice. Mudworms tied in knots, beetles with spots, Caddis flies, frogs, salamanders under logs.

Spring Scene (Art: Spring rains and the vernal pool filling up)

**DRIP, DROP, THRUMMMMMM!**

**At last, the bees are starting to hummmmmm. (Here comes the spring rains!)**

Forest Animals: (Rejoicing) Wood frogs awake from their sleep, Peepers beginning to peep. Robins sing, cheer-up, cheer-up, It is spring! Now, let's all leap!

All Characters (Together) And so, the vernal pool's cycle, you see, Brings life to the forest, year after year.  
(CHANGE THIS LINE..MAKE IT SIMPLE RHYME)  
We love our vernal pools! (NEED A BETTER LINE HERE.. Curtains close, applause)

Note: This play can be accompanied by music or sound effects created by the children to enhance the experience. Practice with your young actors before the first performance and most importantly, have fun!



# VERNAL POOL BINGO GAME



## SHOW DOWN

I created a vernal pool March Madness game on Instagram (See @Linda\_Booth\_Sweeney\_creates). March Madness is college basketball playoff craziness in the US. You may want to create your own version of a MARCH MADNESS game for your classroom.



**Vernal Pool Bingo**

INSTRUCTIONS: Mark all the tasks you complete. Enter to win a prize if you complete 2 rows of tasks (diagonal, horizontal, or vertical)! See prize information on the back.

Read a book about vernal pools (See suggestions on the back!)	Find a log on the ground that a salamander could hide under!	View a small wetland in the woods that might be a vernal pool!
Listen to frogs croaking	Free Activity Tell us what you did:	Name a plant that grows in water:
Find a road crossing sign to watch for frogs, salamanders, & turtles	Name an insect that might make a yummy snack for a frog:	Attend an event at the Lincoln Land Conservation Trust, the Lincoln Conservation Dept, or the Library!

Name: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Email: \_\_\_\_\_

When completed, hand this in to the librarians at the Lincoln Public Library!

## BINGO GAME

Another game option: You can create a BINGO game geared more toward activities aligned with earth stewardship. On the left is a BINGO game created by the Lincoln Public Library in Lincoln, Massachusetts as part of a Saturday morning NOISY PUDDEE read-aloud program.



# NOISY PUDDLE COMPANION

## ACTIVITIES

### Life Cycle Display

Create a **visual display** showcasing the life cycle of amphibians that rely on vernal pools for breeding. Use pictures, diagrams, and models.

### Scavenger Hunt

Organize a scavenger hunt around the library or school, where children can find and identify pictures or small objects representing the different species in a vernal pool. Play four times to emphasize the change of seasons and the impact on the vernal pool and its species.

### Nature Journal Activity

If you're near a vernal pool and can visit often, give children a journal and encourage them to draw or write about their observations during frequent visits to a vernal pool. Talk to them about being citizen scientists. Find some location to display and share their findings. Go to a vernal pools with children.

- Observe and discuss the plants, animals, and insects that inhabit the area, and the importance of these hidden ecosystems.
- Consider creating the POND PEEPERS for this nature walk. Some guidelines to keep in mind

### Cut-Paper Dioramas

Do craft session where children can create their own vernal pool dioramas using simple paper cuts inspired by MIKI's art style.

Use art supplies like construction paper, clay, plastic wrap, and possibly dried leaves or grass.





# NOISY PUDDLE COMPANION ACTIVITIES

## Music and Movement

- Create a large circle on ground (using painter's tape). Have the children be both the pool and the creatures.
- Looking also into creating a simple song that highlights the different elements of vernal pools, or a song about the water cycle.
- See extended NOISY PUDDLE MOVEMENT ACTIVITY IN APPENDIX A

## Nature Walk

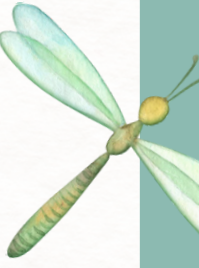
- Go to a vernal pools with children.
- Observe and discuss the plants, animals, and insects that inhabit the area, and the importance of these hidden ecosystems.
- Consider creating the POND PEEPERS for this nature walk. Some guidelines to keep in mind

For two additional activities, see the OWL KIDS website here:  
<https://shop.owlkids.com/products/the-noisy-puddle>





# TO KEEP IN MIND IF YOU VISIT A VERNAL POOL WITH CHILDREN



## Leave No Trace

Teach kids to observe without collecting—no scooping up frogs, salamanders, or egg masses.

## Stay Out of the Water

Even shallow pools contain delicate life. Walking in the water can destroy eggs and stir up sediment.

## Quiet Voices

Loud noises can disturb wildlife like frogs and salamanders.

## Dress Appropriately

Have kids wear boots, long pants, and weather-appropriate clothing to protect against mud, water, and ticks.

## Stay on Trails

Teach kids to walk carefully and avoid trampling plants or small creatures.

## Hands in the Water

Vernal pools are delicate habitats—children should avoid touching amphibian eggs, tadpoles, or other wildlife.

## Emergency Plan

Carry a first-aid kit and have a plan in case someone falls in or gets a minor injury.





# APPENDIX A

## A MOVEMENT ACTIVITY Embodying the Vernal Pool Life for ages 8-10.

This completely delightful movement activity was created by Layla Sastry, Program Assistant at the Smithsonian Science Education Center. She is dancer, and a graduate from Tufts University in with degrees in Environmental Studies and Anthropology



### Background: Activity Overview

This environmental-oriented movement-based unit is intended for children aged eight, nine, and ten years old. At this age, many youth experience a cognitive shift from individual meaning-making toward an understanding of themselves as part of larger systems and groups. With these expanding self-views, youth in their late elementary and early middle school years are well-positioned to engage in collective learning.

As described in Dr. Kelly Mancini Becker's article, "Dancing Through the School Day: How Dance Catapults Learning in Elementary Education," dance is an underutilized but highly effective way to activate learning in the mind and body. Learning and performing movement combinations enhances cognitive abilities by "increas[ing] memory, order, and sequencing skills" (Gilbert 1992, 20). Moreover, movement-centered learning activities can increase self-esteem, provide children with opportunities to exercise during an otherwise sedentary school day and offer youth with different learning styles a chance to comprehend curriculum materials through a more kinesthetic approach (Becker 2013, 6).



With youth beginning to understand themselves in relation to larger systems and a more complex web of relationships, these children are poised to begin learning about and investigating environmental ecosystems. As explained by environmentalist and educator, Fritjof Capra, “The network is a pattern that is common to all life. Wherever we see life, we see networks” (Capra 2017). The following choreographic lesson plan allows children to begin understanding the interconnectedness of environmental networks by embodying the creatures in a vernal pool and considering how the living beings and non-living components of this ecosystem alter their movements and interrelationships with seasonal shifts. The vernal pool, as an ever-morphing environment hosting amphibians and insects, is less likely to be celebrated than more “picturesque,” mountain-riddled or marine landscapes that are home to often-popular mammals and sea creatures. This movement provocation aims to increase wonder for those environments and life forms that tend to receive less appreciation but are nonetheless essential breeding habitats.

By getting to know these ecosystems through the body, youth will not only develop an increased intimacy with this environment and its inhabitants but will come to understand, even if subconsciously, that their own human body is connected to these other living and non-living beings. This activity, which asks students to explore the cyclical nature of vernal pools and to implicate the human body in this exploration, branches away from traditional Eurocentric modes of STEM education that emphasize linearity and a hierarchical human-nature relationship. Instead, this activity draws on and stems from long-existing indigenous, postcolonial, and feminist ways of knowing that center a relational, non-dualistic perspective and see reality in terms of heterogeneous mixtures, fluidity, and nature-culture relations that involve humans, but do not center them (Kayumova & Strom 2023, 2). Using this framing as a grounding force, this lesson aims to support children on their journey toward an expanding sense of earth stewardship.

*\*Please note that the following movement provocation can be adapted for the exploration of an environment most relevant to students’ local area. Teachers/mentors can substitute an ecosystem/animals/plants/etc. for ones with which youth most often engage.*

## Logistics:

This environmental movement activity is intended to take place over 3 forty-five minute sessions after reading the story, “The Noisy Puddle” by Linda Booth Sweeney. Each session is outlined below with accompanying instructions and suggestions for time management. That said, please restructure, reorder, or pull segments from the following activity to best fit your class’ needs.

## Keywords/Themes :

Vernal pool, movement, seasonal change, cycles, verb, adjective





# SESSION 1

## Introducing and Movement of Vernal Pools

### Warm Up (5 minutes)

[www.youtube.com/watch?v=u\\_Yis7UlgEg](https://www.youtube.com/watch?v=u_Yis7UlgEg)

### Brainstorming Activity (5 minutes)

1. What is a vernal pool?

Youth can share their ideas about what a vernal pool is and how/why it comes to be

## Observing the Pond and Initial Movement Exploration (32 minutes)

*\*Note: For inspiration, see the provided link to a verb/adjective word list:*

<https://thedramateacher.com/words-used-to-describe-movement-in-performance/>

## Observing the wood frog (8 minutes)

<https://www.youtube.com/watch?v=q3uXXh1sHcI>

Ask students to come up with three to five verbs/adjectives to describe the wood frog as it thaws and when it begins to move again. Below are some questions and prompts to encourage word generation.

- Are there verbs or adjectives you can use to describe the frog's lack of movement when it's frozen?
- How does the frog move once it thaws completely?
- Try to notice the tiny movements of the frog that show it's thawing.



Once you have recorded their three to five words, invite them to stand. Go through each of the words and have the students explore how they move according to each of the brainstormed verbs/adjectives.

- Ask questions and raise ideas to prompt new and creative ways of doing the movement
1. For example: "How might this movement be different if we did it with only our arms?"  
"How would it look if we did it with only the right side of our body?"



## Observing the spotted salamander (8 minutes)

- iVideo of spotted salamander (0:00-1:30)

<https://www.youtube.com/watch?v=OjJ6WO7NuEg>

Ask students to come up with three to five verbs/action words to describe the salamanders' movement. Below are some questions to prompt word generation.



- What parts of its body does it use the most and how?
- How does salamander move differently on land and in the water

Once you have recorded the students' three to five words, invite them to stand. Go through each of the words and have the students explore how they move according to each of the brainstormed verbs/adjectives.

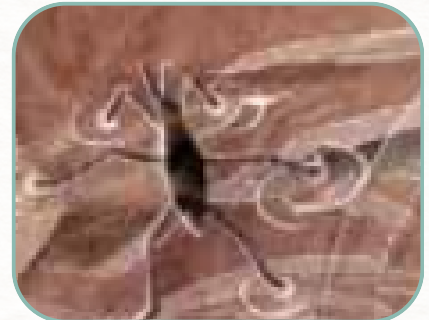
- Ask questions and raise ideas to prompt new and creative ways of doing the movement
- For example: "How can we mimic the salamanders' tail movements?" "Can we make these movements using our spine?" "Can we make these movements with just our fingers?"

## Observing the pond skater (8 minutes)

### Video of the pond skater

<https://www.youtube.com/watch?v=kWd02X1KrEg>

Ask students to come up with three to five words to describe the pond skater's movement. Below are some questions to prompt word generation.



- How can we describe the pond skater's leg movements?
- How does the pond skater interact with the water?

Once you have recorded their three to five words, invite them to stand. Go through each of the words and have the students explore how they move according to each of the brainstormed verbs/adjectives.

- Ask questions and raise ideas to prompt new and creative ways of doing the movement

1. For example: "How can we make our bodies glide like the pond skater?" "Can we glide backward?" "What about to the left or right?"



## Observing the water (8 minutes)

### Video of water freezing and thawing

<https://www.youtube.com/watch?v=dSQsB6iYPo8>

Ask students to come up with three to five words to describe the water's movement as it freezes and thaws. Below are some questions to prompt word generation.

- What shapes appear in the water as it freezes? How can you tell the water is thawing?



Once you have recorded the students' three to five words, invite them to stand. Go through each of the words and have the students explore their movement responses to these words.

- Ask questions and raise ideas to prompt new and creative ways of doing the movement
1. For example: "Can you take one of the words that describes the freezing and one that describes the water thawing and move between them?" "How does it feel to make your body 'freeze and thaw' more quickly?" "How does it feel to do those same movements more slowly?"

### Cool Down (3 minutes)

<https://www.youtube.com/watch?v=qNNvGvfnO5o>





# SESSION 2

## VERNAL POOL GROUP MOVEMENT

### Warm Up (5 minutes)

[https://www.youtube.com/watch?v=u\\_Yis7UlgEg](https://www.youtube.com/watch?v=u_Yis7UlgEg)

### Group Work

Create a Movement Sequence (10 minutes)

1: Divide students into four groups

- One group will embody the wood frogs, one group will embody the spotted salamanders, one group will embody the pond skater, and the fourth group will embody the water

2: In their four groups, students should refer back to the list of words they generated to describe the actions of their group's vernal pool inhabitant. They should select three of these words to create a movement sequence (short dance).

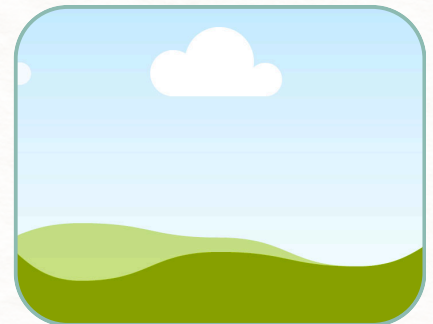
- Example of a movement sequence for the pond skater group: "glide, float, flick"

### Practice the Movement Sequence (5 minutes)

3: Students practice their movement sequence as a group  
Share Movement Sequence and Receive Peer Feedback (6 minutes per group to share and receive feedback).

4: Each group shares their movement sequence with the class

5: Students are invited to provide feedback and ask questions about their peers' work



### Cool Down (3 minutes)

[https://www.youtube.com/watch?v=u\\_Yis7UlgEg](https://www.youtube.com/watch?v=u_Yis7UlgEg)

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# SESSION 3

## MOVING IN THE VERNAL POOL AS THE SEASONS CHANGE

### Warm Up (5 minutes)

[https://www.youtube.com/watch?v=u\\_Yis7UlgEg](https://www.youtube.com/watch?v=u_Yis7UlgEg)

### The Vernal Pool is Alive! (5 minutes)

- 1: Clear a large space in the classroom, if possible
- 2: Tell students that the pond is alive and begin to play the attached audio (soundscape of a vernal pool at the peak of springtime activity):
- 3: All of the groups are asked to dance their movement sequences in “the vernal pool” together. Here, they will be portraying/performing a vernal pool in the springtime (\*\*invite the water group to focus on the “thawing” movements and the wood frog group to focus on the parts of their movement sequence that showed the frog after it had thawed)

### Content Review:

- How Does the Vernal Pool Change Throughout the Seasons? (7 minutes)
- Review page 30 of “The Noisy Puddle” with students

### Exploring the Vernal Pool Throughout the Seasons (20 minutes)

- Now, let’s show how the vernal pool changes throughout the seasons using our movement sequences!
- All students can enter the “vernal pool” again and the instructor may choose to play the vernal pool audio again

## Scenario 1:

### Spring Becomes Summer (5 minutes)

- 1: Tell students that it’s getting warmer and drier out as the summer begins

Prompts:

- What happens to the water in the vernal pool in the summer?
- **Instructor Notes:** The water dries out, so students in the water group may leave the “vernal pool”



- Even though the water disappears, the frogs and salamanders are hungry and stay to feed on the bugs. How do our bodies feel in the summer? Maybe the heat makes us feel more energized or more sleepy. Try to show that in your movement sequences.
- With the water gone, the pond skaters can't skate on water, so they might fly to a larger lake or pond that doesn't dry up in the summer



### Instructor Notes:

Invite the pond skater group to do their movement sequence off to the side, showing that the pond skaters can no longer stay at the dried-up vernal pool

## Scenario 2: It's Cooling Down! Entering Fall and Winter (5 minutes)

1: Tell students that the temperatures are dropping. We're entering Fall and soon it will be winter.

Prompts:

- In the Fall, there are rainstorms. Invite the water group to come back into the "vernal pool."
- But now that it's getting colder, the salamanders and pond skaters are going into hibernation.

The wood frogs are freezing. And the water is freezing over. How can we show this using our movement sequences?

### Instructor Notes:

Students may slow down their movement sequences and eventually stop moving to show the animals' hibernation or the freezing water



## Scenario 3:

### Winter Becomes Spring (5 minutes)

1: Tell students that the temperatures are dropping. We're entering Fall and soon it will be winter.

Prompts:

- The frogs are thawing, the water is turning from liquid to ice, and the salamanders and pond skaters are becoming active in the vernal pool. How can we show this high energy with our movement sequences?

### Cool Down (3 minutes)

[https://www.youtube.com/watch?v=u\\_Yis7UlgEg](https://www.youtube.com/watch?v=u_Yis7UlgEg)

### Reflection (10 minutes)

- Students are invited to gather as a class and reflect on their experience throughout this three session movement activity
- Questions to prompt reflection:
  - How did it feel to explore the movements of the frogs, salamanders, pond skaters, and water? Was there one you found yourself most interested in? Why do you think you were drawn to this animal or the water?
  - What was it like to work as a group to create a vernal pool using dance?
  - What changes or additions would you make to your movement sequence in the future?
  - What did it feel like to have your human body exploring the bodies of other animals/water? Was this uncomfortable? Was it challenging? What excited you about this?

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- How does your body move through the environment on a daily basis? What shapes do you make/action words describe your movements as you go through your daily activities and interact with the people and places around you?
  - How does your life change depending on the seasons?
  - What other things in nature or in your life have cycles?
  - How did it feel to have your existence in the vernal pool be dependent on the changing seasons?
  - How might humans harm or protect vernal pools? What can we do to preserve these important environments? You can think back to the book here.



# Meet the Noisy Puddle Creative Team

## ABOUT THE AUTHOR

LINDA BOOTH SWEENEY is an author and educator dedicated to fostering a sense of wonder and stewardship for living systems. Her books for children include *Apart, Together: A Book About Transformation*. When not writing, Linda can often be found exploring vernal pools near her home in Concord, Massachusetts. Visit her online at [LINDABOOTHSEENEY.NET](http://LINDABOOTHSEENEY.NET)



## ABOUT THE ILLUSTRATOR

MIKI SATO is an artist and maker of tiny things who uses a variety of different papers and fabrics to create her intricate, 3D-looking illustrations. Born and raised in Ottawa, she now lives in Toronto, Ontario.



Have feedback, or suggestions? Or questions about school visits?  
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