

## Lesson 5.4

## The Joy of Order

Time frame	Segments	Options	Est. Duration
	<b>Gathering Activity</b>	Sharing Time	15 min
	<b>Welcome Time</b>	<i>Follow Your Group's Established Routine</i>	15 min
	<b>Lesson</b>	What Does Order Mean?	20 min
	<b>Music and Movement</b>	Song: Here Comes Gunny Bag	10 min
	<i>Choose one or more</i>	Song: Order! Order!	10 min
		Activity: Free Play Time Order	10 min
	<b>Free Play Time</b>	<i>(Gunny Bag Visit at end)</i>	20 min
	<b>Snack Time</b>	<i>Eat outside if weather permits</i>	20 min
	<b>Mellow Time</b>	Discussion: Goals	5 min
	<i>Choose one or more</i>	Book: All By Myself	10 min
	<b>Art Time</b>	Pizza Time	20 min
	<i>Choose one or more</i>	Melted Snowman	15 min
	<b>Activity Time</b>	Activity: Keeping Our Rooms Tidy	10 min
	<i>Choose one or more</i>	Discussion: Goal Chart Progression	5 min
		Story: Oh Oh!	10 min
	<b>Goodbye Time</b>	<i>Follow group's established routine</i>	5 min

## Gathering Activity

### **Sharing Time**

Let the children who brought a toy show it to the other children. Then put them all in a basket or box until free play time.

## Lesson

### **What Does Order Mean?**

Introduce the word "order." Gather the children in the middle of the room on the floor and tell them you want to see if they know what two words mean. The first word is "mess." (Let all of them say what it means, how unpleasant it is when things are messy, how easy it is to lose our things when there is a mess, etc.)

Then tell them that the next word is "order." Explain to them that order is when there is no mess. Things are in their place, nothing is lost, everything is neat and clean and tidy. Talk a while about how nice "order" is and how not nice "messy" is.

Then tell the children you are going to tell them a secret about order. It is a very important secret and they should remember it. Get them to lean very close so they can hear you whisper. Then say, "Things will always stay in order if you only take one plaything at a time and put it back in its place before you take another one out." Repeat this a couple of times. Relate this also to putting clothes and other things in their right places at home and cleaning up after themselves when they have made a mess.

Then tell the children that there are some toys in the "basket" (and on the toy shelf, on the table, or whatever place you provide for toys when Joy School is at your home). Some will be the children's "sharing" things and some you will have provided. Explain that the basket is where things go. Then ask them if they think they can "do the secret" during free play time. Tell them we will "see if it works" and if there is order and no mess when playtime is over.

Ask the children if order would be a good group goal. . . would they like to have the goal of order? . . . perhaps they could all work on this goal during and after free play time.

## Introduce “Gunny Bag”

Have prepared, in advance (and likely for ongoing use in your own home) a large bag ( old pillowcase, laundry bag, even a large plastic bag) that “lives” in some out of the way place like a closet or the attic. If needed, sew a drawstring into the opening and sew or draw big eyes and a nose on the bag in such a way that the bag’s opening is the “mouth.” Explain to the children that Gunny Bag is a new friends at the house that helps to keep things neat. He sometimes comes out of his hiding place and eats toys that are not in their proper place. Then he returns to his cave. He comes back later (parent designates the time frame...a week later...on Saturday) and coughs up the toys and if they get put right away, they are safe.. When everything is in its place and he can’t find anything to eat, he cries and cries.

Tell the children that Gunny Bag goes around to look for toys to eat and that he sometimes comes right after free playtime.

- Ask the children if they have Gunny Bags at their house. Ask them, “Do you make him cry and cry by not giving him anything to eat?”

## Music and Movement

*Do one or many of the following activities. Some activities can be repeated if the children are enjoying them.*

### Song: Here Comes Gunny Bag

Teach this delightful song to the children. It will likely be one of their favorite and most memorable Joy School songs, so take the time to learn it well. Tell the children that this song will come on after play time to make sure that all the toys are cleaned up. He may also visit them at home! Gunny Bag will be discussed further later in the lesson.

#### Listen

#### 🎵 **Gunny Bag**

*lyrics and music: Wendy Murdock Shurtliff*

Look at this mess!

*Children repeat each line*

Somebody might shout!

Enough stuff everywhere

You better watch out

‘Cause here Gunny Bag!

Yum, Yum Yummy!

He eats leftover toys

And keeps them in his tummy.

So keep your things  
Nice and neat  
So Gunny can't find  
A thing to eat!

'Cause here Gunny Bag!  
Yum, Yum Yummy!  
He eats leftover toys  
And keeps them in his tummy.

### **Song: Order! Order!**

Remind the children that order means there is no mess . . . everything is in its place. Ask them if they feel good when everything is in order. Tell them that they will get to practice putting things in order after play time. Then ask them if they would like to learn a song about order. Listen to the song and then help them to sing it.

[Listen](#)

#### **♪ Order! Order!**

*lyrics: Richard Eyre*

*music: Wendy Murdock Shurtliff*

When everything is in its place you feel so fine,  
And Gunny Bag can't eat a thing of yours or mine.  
Order! Order! Put your things away!  
Order! Order! Be happy all the day.

### **Activity: Free Play Time Order**

Before letting the children go for free play, remind them of the "secret" — that if they put something away before they take out something else, no mess will be made. Remind them that Gunny Bag might come, but that he can't eat anything unless it is left out of place after they use it. Also during free play time, again see that each child remembers to work on his goal and help those who need your help.

**Cleanup Time:** You will need a timer and Gunny Bag. Tell the children about a game they will play now.

- Say, "I will set the timer for three minutes (or whatever amount of time you think will be a challenge to them). Then our goal will be to beat the timer, to get all cleaned up and sitting quietly (wherever you say) before the timer rings. If we are ready before the timer rings, we win — we reach our goal of order. But if the timer rings before we are ready, the timer wins."

- Praise the children lavishly as they reach their goal of order. As you all start cleanup, say, “Oooh, I don’t feel very happy when everything is in a mess. I’ll feel lots happier when everything is in order. And if Gunny Bag comes back, he won’t find anything to eat!” (When cleanup time is over, have Gunny Bag come back, find nothing, and cry and cry.)

## Mellow Time

*Choose one or both of the following activities:*

### **Discussion: Goals**

Have a discussion about all the goals the children have already reached. Ask the children to think about and tell you some of the things they could not do when they were just little babies but can do now . . . turn over, pick up things, drink from a cup, crawl, walk, talk, climb, run, sing, feed themselves, dress themselves, use the toilet, paint pictures, help others, etc. Let them name all the things they can and you name the obvious ones if they don’t.

### **Book: All By Myself**

*All By Myself*, by Alike. The book talks about the many things a child can now do “all by myself”. An alternative is the book, *All By Myself (Look Look)* by Mercer Mayer. In this story Little Critter shows all he can do now, not perfectly, but he makes an effort to do the best he can.

## Arts and Crafts

*Choose between the two following activities according to which best fits your situation.*

### **Pizza Time**

- ★ **Supplies:** Round cardboard or craft paper cut into circle (or use a frozen pizza cardboard), with the circle then cut into as many “pizza slices” as there are children; red colored paper cut into triangles that will fit on the cardboard slices with just a little “crust” (the cardboard) showing; other colored paper cut into shapes to represent pizza toppings, such as shredded cheese, green veggies, pepperoni, tomatoes, and pineapple; glue

1. Tell the children that you are going to make a pizza together, but we have to do it in a special order.
2. Pretend to roll out the dough into the circle of cut slices. Give a piece to each child to make their own pizza slice.
3. Tell them to cover their pizza in sauce first. Ask them what would happen if we didn't put the sauce first (the sauce would run off the top, the sauce might get burned, the pizza wouldn't cook right). Invite the children to glue the sauce onto the crust.
4. Add the cheese next, by putting glue over the sauce and then sprinkling cheese on the top. Press down slightly on the cheese to make it stick.
5. Then add the toppings, having them glue them on as they pick them out.
6. Have the children write their name on the back of the pizza and then put them together as a circle again. If you'd like, pretend to "cook" the pizza, and then pretend to "eat" the pizza. Alternatively, you could also/instead cook or make a real pizza and eat that for Snack Time.
7. Remind them that there is an order you need to follow when cooking or making food.

### **Melted Snowman**

This art project also reviews concepts of order.

→ **Supplies:** **One colored piece of paper for each child, preferably light blue;** three circles cut from **white paper**, each one smaller than the last, one set for each child; five **black paper** circles cut for buttons and eyes for each child; five smaller black circles for the mouth for each child; **orange paper** for a carrot nose for each child; **brown paper** cut for two stick arms for each child; **red paper** cut for a scarf for each child; glue.

1. Tell the children that a sad thing has happened: a snowman melted! They will get to make a melted snowman, but they need to listen carefully to the instructions and follow the correct order.
2. Show the kids how to color around the edges of the circles enough so you can differentiate the circles when they are stacked on top of each other.
3. Tell the children to glue the biggest circle on the bottom. After they have done this, have them glue the next biggest circle on top of that, then the smallest circle on top.
4. Give them two bigger black circles for the eyes and have them glue them on the smallest circle, then the carrot nose, then the mouth circles.
5. Instruct them to glue the buttons and scarf on the two bigger white circles. The brown stick arms can also be glued on the bigger two circles.
6. The order is more important than the spacing. When they are done, it should look like you are **looking down** on a melted snowman.

## Activities

*Choose one or more of the following three activities:*

### **Activity: Keeping Our Rooms in Order**

Ask the children if they would like to see teacher/child's room. Ask if they think it will be messy or in order. Take the children into your child's room (which should be meticulously in order) and show them how each thing is in its place. Take a toy off of its shelf and put it on the floor . . . say, "Is that toy in its place now? If lots of things were out of their place, what would this room be? (A mess.) But (use your child's name) doesn't want his room to be a mess, does he? He wants it to be what?" (In order.) Sing again "Order, Order".

### **Activity: Goal Chart Progression**

Fill in goal charts, as described in the previous two lessons. Some children may have reached their goals by now. If any child gets his circle all filled in today, make a "big thing of it." Let him stick a gold star in the center and help the children clap for him. Tell him how proud you are of him.

If some children are progressing more slowly, be sure to make them feel okay about it, by reminding them that some goals take longer and that you haven't reached your goal yet, either. Say, "We'll just keep working on our goals, won't we?"

Say, "Maybe you didn't know what a goal was, and you didn't have a goal chart for each thing, but you did practice and try and work hard until you learned to do all those things . . . and each time you learned to do something new — all by yourself — you were very happy."

Ask the children to each think of one thing they used to not be able to do but can do now and to show the class (act it out). Help them to choose things that they can demonstrate in class. You may have to make suggestions to some of the children.

**Story: Oh, Oh!**

[Click here](#) for Illustrations

Using the pictures on the link, tell the "Oh, Oh" story. At the end ask what James' goal was and if it took several tries to accomplish his goal.

**Oh, Oh!** by Ruth Eyre

James could do so many things for himself. He could put on his own coat and zip it. He could put on his own snow pants and buckle the straps. He could pull on his own boots and mittens. And of course it was easy to put on his own cap. James had set goals and learned how to do all these things by himself. He wanted to be able to get himself ready to go out to play when the winter weather came

One morning when James woke up he looked out the window and what do you think he saw? "Oh, boy," said James.

It was a Joy School day. He would need to wear his boots and mittens and snow pants and everything to school. And he could put them on all by himself. But he was a little slow eating his breakfast and his carpool ride came a little early, and his mother said, "I'll have to help you, James. They're out there waiting for you." And mother quickly put on all his things for him.

James was disappointed, but he thought, "I'll do it myself when we all go out to play at the end of Joy School." And he did. But this is how he did it.

When the teacher said, "Get your coats and everything on," first James put on his mittens. Then he put on his boots. "Oh, oh," he said. He couldn't buckle his boots with his mittens on, so he took off his mittens, buckled his boots, and then put on his mittens again.

Then he tried to put on his coat. "Oh, oh," he said. He couldn't get his hands through his sleeves with his mittens on, so he took them off again, then put on his coat, and then his mittens.

"Oh, oh!" He couldn't zip his coat with his mittens on so he took them off and zipped his coat. "I think I'd better leave my mittens until last," he said. "I'll put on my snow pants now."

"Oh, oh!" He couldn't get his snow pants over his boots, so he took off his boots, and pulled his snow pants on over his shoes. "Oh, oh." The straps were supposed to go under his coat, so he had to take off his coat to do up the straps.

Then he put his coat back on and zipped it. But, oh, oh, with his coat on, it was hard to lean way over to get his boots back on. Poor James. He took his coat off again and



pulled on his boots - and buckled them - and put his coat back on.

His hat was easy to put on. Then he put his mittens on last of all . . . and he was all ready to go out in the snow!

He said, "Look, I did it all by myself!" The teacher was proud of him and James was proud of himself. Then he said, "Oh, oh."

"What's the matter," said the teacher.

"Oh, oh," said James. "I need to go to the potty."

Poor James. He couldn't go to the potty with all those things on so he had to take everything off again. (Pause while the children think about that.)

But after he went to the potty - when he put everything back on - do you think he had so much trouble again? No. What do you think he put on first? (Help the children to remember what comes first, next, and next, etc. and why.)

Yes, first he put on his snow pants. Why? Then his boots. Then his coat . . . and zipped it. Then his hat. And last of all, his mittens. All by himself. And he had so much fun out in the snow.

- After the story, tell the children to always remember to go to the bathroom (if they need to) before putting on their things and to try to do as much of it as they can by themselves, remembering which things to put on first. They should always consider the order of the way they are going to meet their goals.

## Note to Parents

*Lesson 5.4: The Joy of Order*

Dear Mom and Dad,

Today in Joy School we learned about order and keeping our things in order.

We also met Gunny Bag! He has a great song that we sing when he visits our home and eats things that aren't in their place. Can we have a Gunny Bag at home?

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