

## EARLY CHILDHOOD INTERACTIVE WORKSHOP

### KOFI DENNIS

#### TU-BOM! TU-BOM! CALL AND RESPONSE – (IT'S MORE THAN YOU THINK!)

In my African language, Tu-bom! Tu-bom! means: I play, you play.

This dynamic, interactive workshop, led by Wolf Trap Master Teaching Artist Kofi Dennis, explores the art of listening and responding through drama, play, and music. Participants will engage in the rhythmic and theatrical tradition of call and response,

- developing essential social-awareness and relationship-building skills in a fun and inclusive environment.

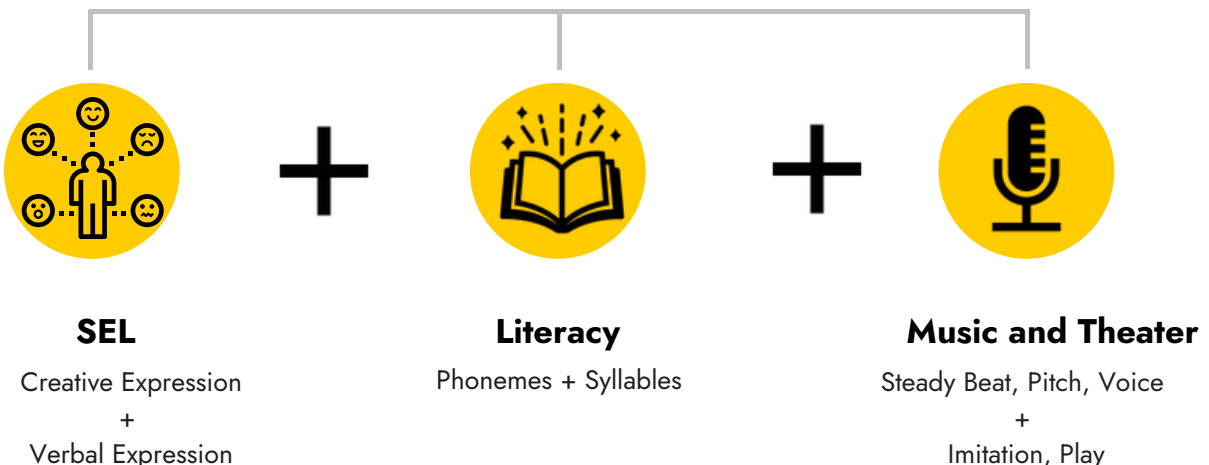
By moving beyond language barriers, this experience fosters connection, cooperation, and creative expression. Through movement, rhythm, and playful interaction, everyone—regardless of background—can participate, learn, and grow together. Tu-bom! Tu-bom! invites you to listen, respond, and discover the power of shared play!



Kofi Dennis is an Early Childhood Arts Integration Specialist who has been presenting Family Involvement Workshops and Professional Development Workshops for Arts Professionals and Educators, as well as Residencies in schools and libraries all over the country.

As a Wolf Trap Master Teaching Artist, Kofi has also been leading New Artists Training since 2005. He's a well-known storyteller and musician who frequently performs in museums, libraries, and schools. Kofi is a graduate of the School of Performing Arts at the University of Ghana and also studied Early Childhood Education at Komenda College, University of Cape Coast.

### Workshop Goals



# Maryland Standards in Focus

By the end of this workshop, families will have gained strategies to support their children in developing the following skills:

## Maryland Early Learning Standards

- Strand: SE.RA: Relationship with Adults
  - Standard: SE.RA.1: Initiates and engages in interactions with familiar adults..
- Strand: SE.RC: Relationships with Children
  - Standard: SE.RC.1: Initiates and engages in interactions with other children.

## Maryland Pre-K + Kindergarten Standards

- SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - SL.PK.6 With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.
  - SL.K.1.b Continue a conversation through multiple exchanges.

## Maryland Fine Arts Standards

- Art Form: Music
- Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- Artistic Process: Creating
  - I:P-2:1: Generate musical ideas for an artistic purpose, using appropriate technology as available.
- Art Form: Theater
- Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- Artistic Process: Creating
  - E:P-2:4: Think creatively and be flexible during a guided drama/theatrical experience.
  - E:P-2:3: Think creatively and implement ideas on how to define a character with voice and body.



### Contact Arts for Learning Maryland

As the Maryland affiliate of Wolf Trap National, Arts for Learning's Maryland's Early Learning programs prepare our youngest children for a lifetime of learning by empowering educators, caregivers, and childcare providers to use arts- integrated learning strategies in every facet of early childhood education.



(410) 914-7663



earlychildhood @artsforlearningmd.org



artsforlearningmd.org



21 E. North Avenue  
1st Floor  
Baltimore MD 21202



## Early Childhood Interactive Workshop: TU-BOM! TU-BOM! CALL AND RESPONSE— (IT'S MORE THAN YOU THINK!)



We hope that you enjoyed Kofi's Early Childhood Interactive Workshop. This handout was developed to support continued learning at home because research indicates a connection between competent parenting, strong parent-child bonds, and positive school readiness outcomes.

We hope that you will join us for another Family Involvement Workshop in the future.

### Featured Songs

#### Ago Amee

(I say this, you respond with this) - this means you are listening.

#### Movement Activity:

- 4 claps
- 4 shoulder taps
- 4 fist blowouts/bursts
- 4 elbow side-to-side swings
- 4 big happy circles with low to high octave sounds
- End with the Swahili word - UMOJA (unity)

#### A note for adults:

- It's nice to do the movement at least 4 times, but you can choose how many times we repeat a movement.
- Include a note about the importance of repetition and why it benefits children: Can children follow the directions? Can they remember the sequence of movement?
- You can also work with children to create your own order of sequence

#### Kye-Kye Kule (Chay-Chay! Koolay!)

English translation: Follow the leader, "Hey, look."

#### Kye-kye-kofi-sa! (Chay-chay-kofee-sa!)

English translation: Getting attention, "Look at Kofi's dance."

#### Kofi sa langa! (Kofee sa langah!)

English translation: "Kofi dances like this."

#### Kataky-langa (Kata-chee-langah)

English translation: "Kofi's dance looks like royalty."

#### Kum! Aden-dey! (Koom! Aday-day)

English translation: "The dance swings like a pendulum" (touch toes)

A note for adults and children: when we get to the "I touch my toes" part, then that leader is done.

#### Tu-Bom Tu-Bom (RESPOND "Tu-Bom")

I play, you play!

Sa kro-ma (Dance like a bird)

How does your bird dance?!?

How do we say that in Spanish?

Sa-ponko (Gallop like a horse)

Ponko gyina! (Stop the horse)

FREEZE!

- This has the opportunity to move like anything we want that is around us...
  - How should we move / what should we move like?
  - Include personalities and emotions + talk about these things and embody them!
  - Bring out props: scarves and egg shakers

#### Awaa – Atoo! (hugging themselves)

Awaa Awaa Awaa

Atoo Atoo Atoo

Awaaaaa

Atoooooooo

- Start as Call and Response and then the full group can sing together. As the repetition continues move around the room hugging others (as comfortable and read)

# Early Childhood Extensions Beyond the Workshop Experience

## Using Positional Words in Call-and-Response & Artful Play

What you did in the workshop: Practiced words like “under,” “over,” “around,” “through” in music and movement.

**Try this at home or in the classroom:**

- **Call-and-Response Game:**
  - Adult: “Where’s the teddy?”
  - Child (or adult answers first): “Under the chair!” (or wherever the toy is hidden)
  - Repeat with different toys and positions—on, under, next to, in front of, behind, etc.
- **Obstacle Course:**
  - Use pillows, scarves, or boxes to create a mini maze for your child to go through, over, around, etc. Narrate or sing what they’re doing using positional words.
- **Scarf Play Song (to “London Bridge” tune):**
  - “Put the scarf on your head, on your head, on your head...”
  - “Now it’s floating under your arm...”
  - Let the child suggest where it goes next!

## Using Movement and Labeling to Build Vocabulary

What you did in the workshop: Used body movements paired with verbal labeling to support vocabulary development.

**Try this at home or in the classroom:**

- **Name That Move:**
  - Adult: As your child jumps, wiggles, stomps, or twirls, say the word aloud with them.
    - “You’re jumping! Look at your knees bend!”
    - “Let’s tiptoe like a mouse. Now march like a big dinosaur!”
- **Action Freeze Game:**
  - Play music and move together. When the music stops, say the movement word:
    - “FREEZE! We were spinning!”
    - “Let’s crawl, clap, or stretch next!”
- **Body Part Songs:**
  - Add new vocabulary to “Head, Shoulders, Knees, and Toes” or create your own silly song using words like elbows, ankles, hips, or eyebrows.

## Small Movements and Big Movements (Locomotor Play)

What you did in the workshop: Explored contrast between small/in-place and big/traveling movements.

**Try this at home or in the classroom:**

- **“Small/Big” Game:**
  - Start with tiny, quiet movements (wiggle fingers, blink, tap toes).
  - Then try big, bold movements (giant steps, arm circles, stomps).
  - Ask: “Can you show me a small movement? Now a BIG one?”
- **Animal Movement Parade:**
  - Small: inch like a worm, flutter like a butterfly
  - Big: stomp like an elephant, gallop like a horse
  - Let the child lead with their own ideas!
- **Movement Across Space:**
  - Start by dancing in place, then say, “Let’s travel to the couch using a BIG movement—maybe leaping or crawling!”
  - Create a “destination” in the room to travel toward using various locomotor moves—skipping, hopping, sliding, etc.

# Arts Extensions Beyond the Workshop Experience

## **Keep the Beat, Feel the Beat**

What you did in the workshop: Practiced keeping a steady beat with your hands, feet, or simple instruments.

### **At home/classroom extension:**

- Invite your child to tap a steady beat on their knees, the floor, or a stuffed animal while listening to a favorite lullaby or upbeat children's song.
- Try a "Beat Walk" around the house or classroom—march to the beat of a song and freeze when the music stops.
- Use household items like wooden spoons and pots as drums to keep the beat.

**Tip:** *Let your child lead the beat sometimes! This builds confidence and rhythm skills.*

## **Exploring High and Low Sounds**

What you did in the workshop: Made high-pitched sounds (birds, horses) and low-pitched sounds (cows).

### **At home/classroom extension:**

- Play a "Sound Guessing Game": You make a sound (high or low), and your child guesses the animal or object.
- Use voices or instruments to make sounds that go up (high) and down (low)—like a rocket launching or a snake slithering.
- Sing familiar songs (like "Twinkle Twinkle") using only high squeaky or low growly voices—kids will love the silliness!

## **Fast and Slow Beats – Move Like an Animal**

What you did in the workshop: Explored fast and slow rhythms through animal movement (galloping horses, stretching cats).

### **At home/classroom extension:**

- Invite children to move like animals based on tempo:
  - Fast = galloping horse, hopping bunny
  - Slow = sloth, turtle, stretching cat
- Try using a drum or clapping to signal how fast or slow to move.
- Play music and ask your child to move their body "fast like a squirrel" or "slow like molasses."

## **Call and Response Singing**

What you did in the workshop: Practiced singing in a call and response style using familiar melodies.

### **At home/classroom extension:**

- Use familiar tunes like "Happy Birthday," "Twinkle Twinkle," or "Row Row Row Your Boat." Start the first line and invite your child to echo you.
- Try this simple call and response to the tune of "Are You Sleeping":
  - Adult: "Where is Kitty? Where is Kitty?"
  - Child: "Here I am. Here I am."
  - Adult: "What are you doing? What are you doing?"
  - Child: "Stretching slow. Stretching slow."
- Create a daily routine song: Try making a call and response for brushing teeth, getting dressed, or cleaning up.

## **Extend the Storytime – Music and Movement Integration**

### **New Extension Inspired by Workshop Themes:**

- Choose a favorite picture book and act out the characters' movements and emotions using music and rhythm. For example:
  - "The Very Busy Spider" – tap a beat each time the spider spins her web.
  - "Brown Bear, Brown Bear" – sing each animal's name with a different tone or rhythm.
  - Use scarves, shakers, or body percussion (claps, stomps) to bring stories to life.

# Arts Extensions Beyond the Workshop Experience

## Homemade Instruments

### **New Extension Inspired by Workshop's Use of Sound:**

- Make a shaker with a plastic bottle and dry beans or rice.
- Create a drum with an empty oatmeal container.
- Stretch rubber bands over a tissue box for a homemade string instrument.
- Explore how different materials make different sounds—ask your child, “Does this sound high or low? Fast or slow?”

## Music Routine Rituals

### **New Extension to Support Consistency:**

- Begin or end each day with a special “hello” or “goodbye” song.
- Create a short “transition song” for clean-up time, mealtime, or quiet time.
- Children thrive on routine—music can help make those transitions smooth and joyful.

## Movement & Emotion

### **New Extension Emphasizing SEL and Music:**

- Invite children to show you how their body feels when they are happy, sad, tired, or excited—then add music!
- Try pairing feelings with music tempo:
  - Happy = fast music and jumping
  - Sad = slow music and stretching
- Talk about how music makes us feel, and encourage your child to make up their own “feeling song.”

## Tips for Caregivers and Educators

- Use descriptive language as children move—this builds vocabulary and spatial awareness.
- Repeat often! Repetition builds comfort, confidence, and understanding.
- Keep it joyful, playful, and responsive. If a child offers a new idea, run with it!
- Use music or rhythm to support transitions—try singing instructions rather than saying them.



# Lesson Extension for Educators

## Opening/Introduction:

*This activity aims to build community, develop social-emotional skills and engage in arts-based strategies to capture the student's attention.*

## SING: "Wave your hands hello!" (tune of Happy Birthday)

- Wave your hands hello...
- Stomp your feet and say hello...
- Do the twist and say hello...
- Clap your hands and say hello...

Add your own body movement ideas

Get ideas for movements from students

## Warm-Up Activity:

*Warm-up activities help students shift their frame of mind into the subject they're about to learn.*

*The warm-up activates prior knowledge, engages the children, and establishes a purpose for learning.*

## Body percussion patterns:

- Pat knees, clap hands (alternate)
- Tap head, twist, bounce (in a pattern)
- Create your own movement patterns for student imitation

## Main Experience - Part One:

**Choose a story that is connected to the Life Cycle of a plant or flower.**

**Review / teach the life cycle of the plant / flower**

- What happens first?
- What happens next?
- Then what happens?
- What happens after the flower blooms?

## Main Experience - Part Two:

*This activity uses arts-based strategies to teach content in one or more of the following developmental domains:*

- Social-Emotional
- Approaches to Learning / Executive Functioning
- Reading
- Speaking and Listening
- Writing
- Language
- Counting and Cardinality
- Operations and Algebraic Thinking
- Measurement and Data
- Geometry
- Skills and Processes / Life Science
- Government
- History
- Physical Education
- Health

### **Sing the following to the tune of "London Bridge":**

- "Everybody dig a hole, dig a hole, dig a hole"
- "Everybody dig a hole"
- "Dig- Dig-Dig"
- 1-2-3 and stop
- **"Everybody plant your seeds, plant your seeds, plant your seeds"**
- "Everybody plant your seeds."
- "Plant-plant-plant"
- 1-2-3 and stop
- **"Everybody water the seeds, water the seeds, water the seeds"**
- "Water the seeds"
- "Water-water-water"
- 1-2-3 and stop
- **"Shine some light on your seeds, shine some light, shine some light"**
- "Shine some light on your seeds"
- "Shine-shine-shine"
- 1-2-3 and stop

*You can continue the song / change the lyrics or extend this lesson to cover the entire life cycle of a plant / flower and what seeds need in order to grow.*

## Reflection Questions:

*These questions make a student look back over what or how they have learned.*

*Reflection questions help children to remember, explain, and consolidate learning.*

1. What happened in the beginning of the life cycle of a plant / flower? What happened in the middle? What happened in the end?
2. What was one thing we imagined, or pretended when we acted out the life cycle of a plant / flower?
3. How did we use our bodies today? What was one thing you did with your body?
4. How did we use our voices today?

## Closing Activity:

*The closing activity helps to bring closure to the lesson and builds community.*

### **SING: "Wave your hands Goodbye" (tune of Happy Birthday)**

- Wave your hands goodbye...
- We're waving goodbye...
- We're bouncing goodbye...

Add your own body movement ideas

Get ideas for movements from students