

Activity Guide for  
**ScribbleMonster & His Pals**  
**“Chocolate Milk”**

Aligned with Illinois Learning Standards



Created by  
**Dr. Paige A. Dague**  
*Educator and Author*

Ages 3-8  
Teachers/Parents

**Track 1 - “Chocolate Milk”** (*Illinois Learning Standard 2.B.1a, 4.A.1c, 26.B.1d*)

- Use this song for introducing units on healthy eating.
- Explain call and response. Have the students sing the response.
- Ask the students to share their favorite foods.
- Reproduce the attached worksheet of ScribbleMonster and/or the ScribbleFriends enjoying chocolate milk. Allow students to complete the picture any way they choose.

**Track 2 - “Beautiful Day”** (*Illinois Learning Standard 2.B.1a, 26.B.1d*)

- Use this song as an introduction to a unit on weather.
- Reproduce the attached worksheet of a window to have students draw a picture of their beautiful day.

**Track 3 - “My Imaginary Friend”** (*Illinois Learning Standard 2.B.1a, 2.B.1c, 26.B.1c, 26.B.1d*)

- Have students form an imaginary band to play along with the song. Allow students to play a variety of instruments: air guitar, drums, harmonica, etc.
- Reproduce the attached worksheet of a picture frame to have students draw a picture of a real or imaginary friend.

**Track 4 - “The World’s Greatest”** (*Illinois Learning Standard 2.B.1a, 2.B.1c, 21.A.1a, 26.B.1d*)

- Use this song for introducing careers in the community, discussion of talents, stereotyping and/or gender differences.
- Discuss careers and hobbies that people pursue in life. In the song the characters are the world’s greatest dentist, the world’s greatest singer, and the world’s greatest plumber. Discuss gender stereotypes and how boys and girls can dream of being anything and everything. For example, ScribblePiggy, who is female, sings the verse about being a plumber. In the last verse of the song students are encouraged to make up their own lyrics and sing about their dream.
- Reproduce the attached worksheet of the Employee of the Year to have students write their name and profession, and draw a picture of themselves in their potential career.

**Track 5 - “Oh Well”** (*Illinois Learning Standard 4.A.1c, 21.A.1a, 26.B.1d*)

- Use this song for character education units teaching coping strategies or reinforcing self-esteem.
- Have students do the following arm motions to the chorus of the song:
  - *Oh well:* shrug shoulders with palms facing up
  - *I could have said boo-hoo-hoo:* rub eyes in a crying fashion
  - *Oh well:* shrug shoulders with palms facing up
  - *I could have felt bad all day:* hang head low
  - *Oh well:* shrug shoulders with palms facing up
  - *I could have gone stomping around:* stomp feet (alternate three times)
  - *But instead I just said oh well:* shrug shoulders with palms facing up
- Reproduce the attached worksheet of ScribbleBunny to have students complete any way they like.

**Track 6 - “Candy for Breakfast”** (*Illinois Learning Standard 2.B.1a, 2.B.1c, 22.A.1b, 22.B.1, 23.B.1, 26.B.1d*)

- Use this song for introducing units on healthy eating.
- Identify the food groups. Discuss the food pyramid.
- Reproduce the attached worksheet of a plate and glass to have students draw a picture of their favorite meal.

**Track 7 - “Superhealthy”** (*Illinois Learning Standard 2.B.1a, 20.A.1a, 22.A.1b, 23.B.1, 26.B.1d*)

- Use this song for introducing units on exercise and fitness, healthy eating, and/or reinforcing self-esteem.
- Ask the students, “If you could be a superhero, what powers would you have? What would your costume look like?”
- Have the students write a story or a poem about themselves as a superhero.
- Have the students draw a picture of themselves as a superhero.
- Reproduce the attached worksheet of ScribbleKitty to have students complete any way they like.

**Track 8 - “Play with Your Food”** (*Illinois Learning Standard 26.B.1d*)

- Use this song for introducing units on healthy eating.
- Reproduce the attached worksheet of ScribblePiggy to have students complete any way they like.

**Track 9 - “Don’t Cry, Dance!”** (*Illinois Learning Standard 2.B.1a, 2.B.1c, 4.A.1c, 19.A.1, 21.A.1a*)

- Have the students listen to the words and follow along, doing the motions for a new dance in each verse of the song.
- Ask students what they do to make themselves feel better when they are having a bad day.

**Track 10 - “I’m a... (Anything I Like)”** (*Illinois Learning Standard 25.A.1c*)

- Reproduce the attached worksheet of the lyrics to this song to have students fill in the blanks to write song lyrics of their own.



**The ScribbleBooks Company, Inc.**  
3000 Kathleen Court  
Homewood, IL 60430  
**Phone:** 708.957.7822  
**Fax:** 708.957.5974  
**Email:** mail@scribblebooks.com

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What do your ScribbleFriends look like?



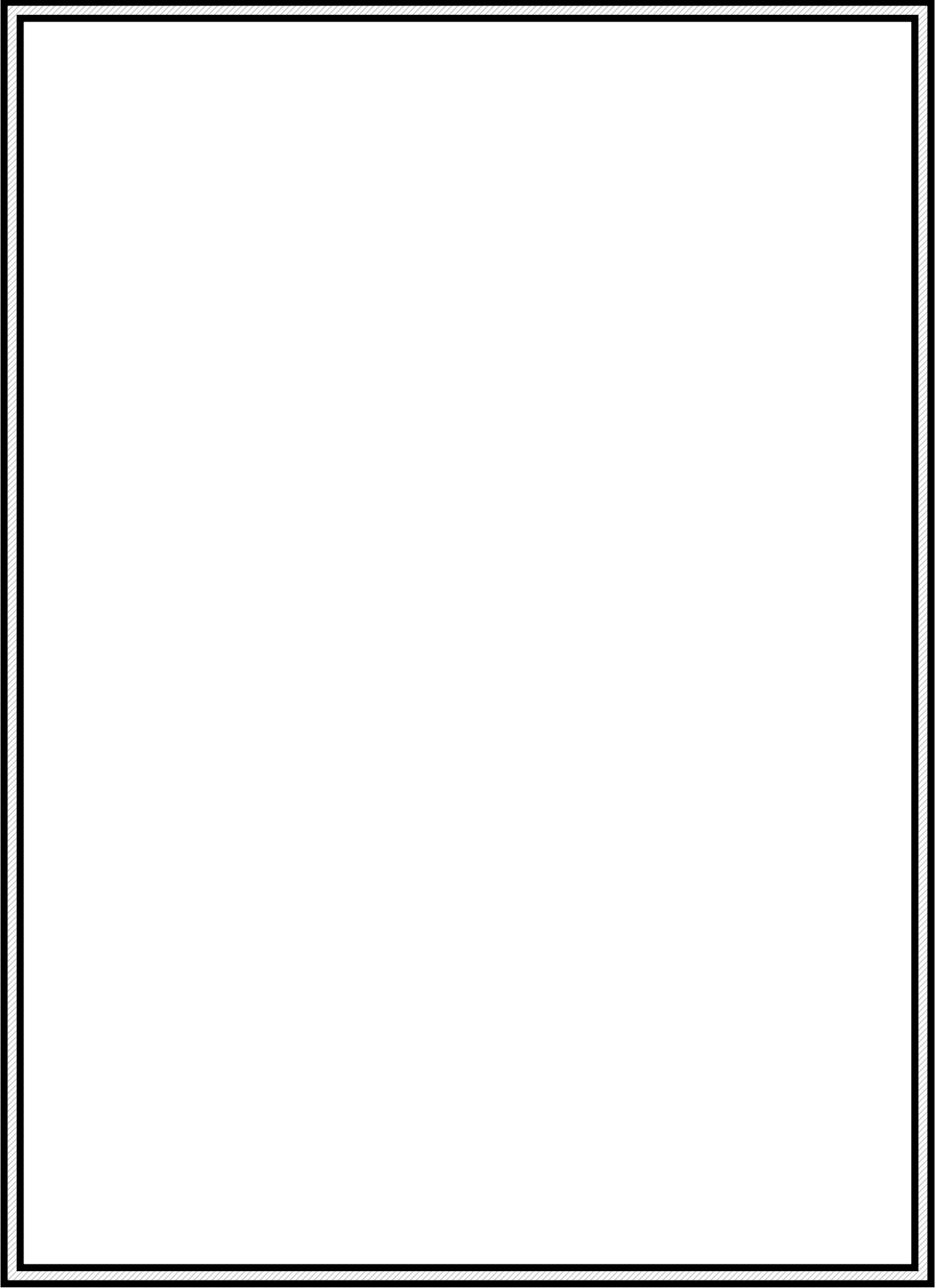
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What does your ScribbleMonster look like?



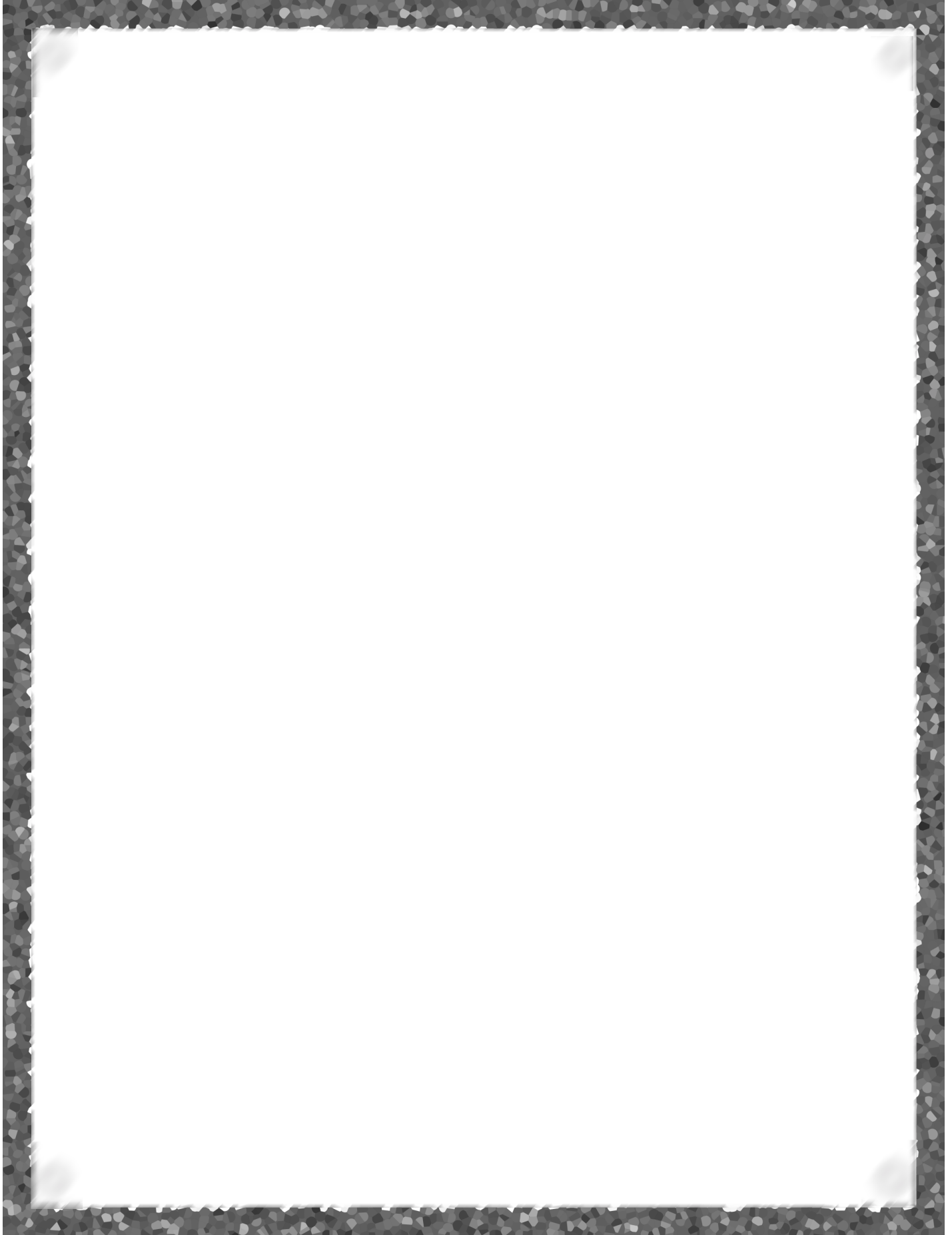
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Draw a picture of a beautiful day.



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Draw a picture of a friend.

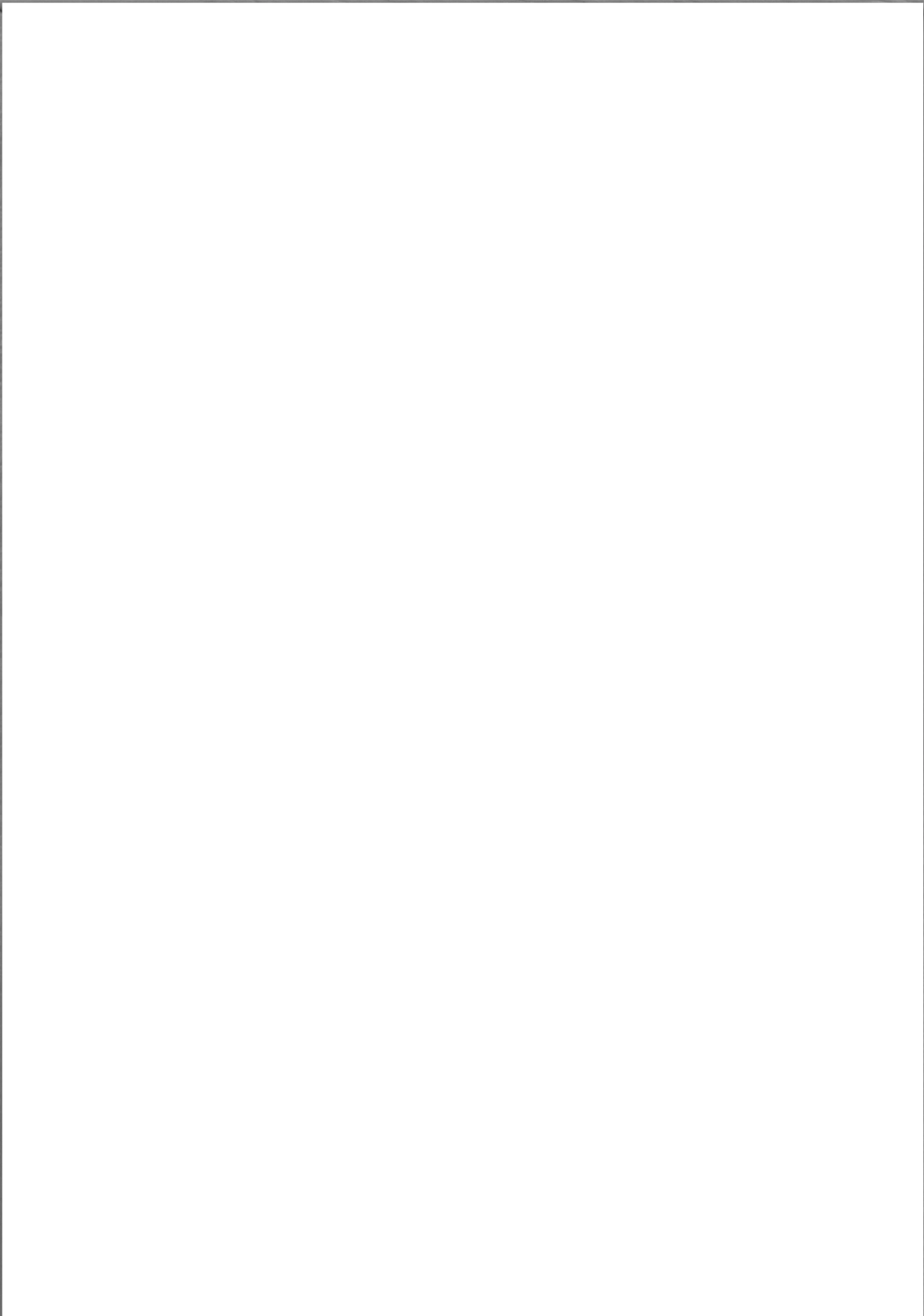


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**EMPLOYEE OF THE YEAR**

[Blank white rectangular area for name]

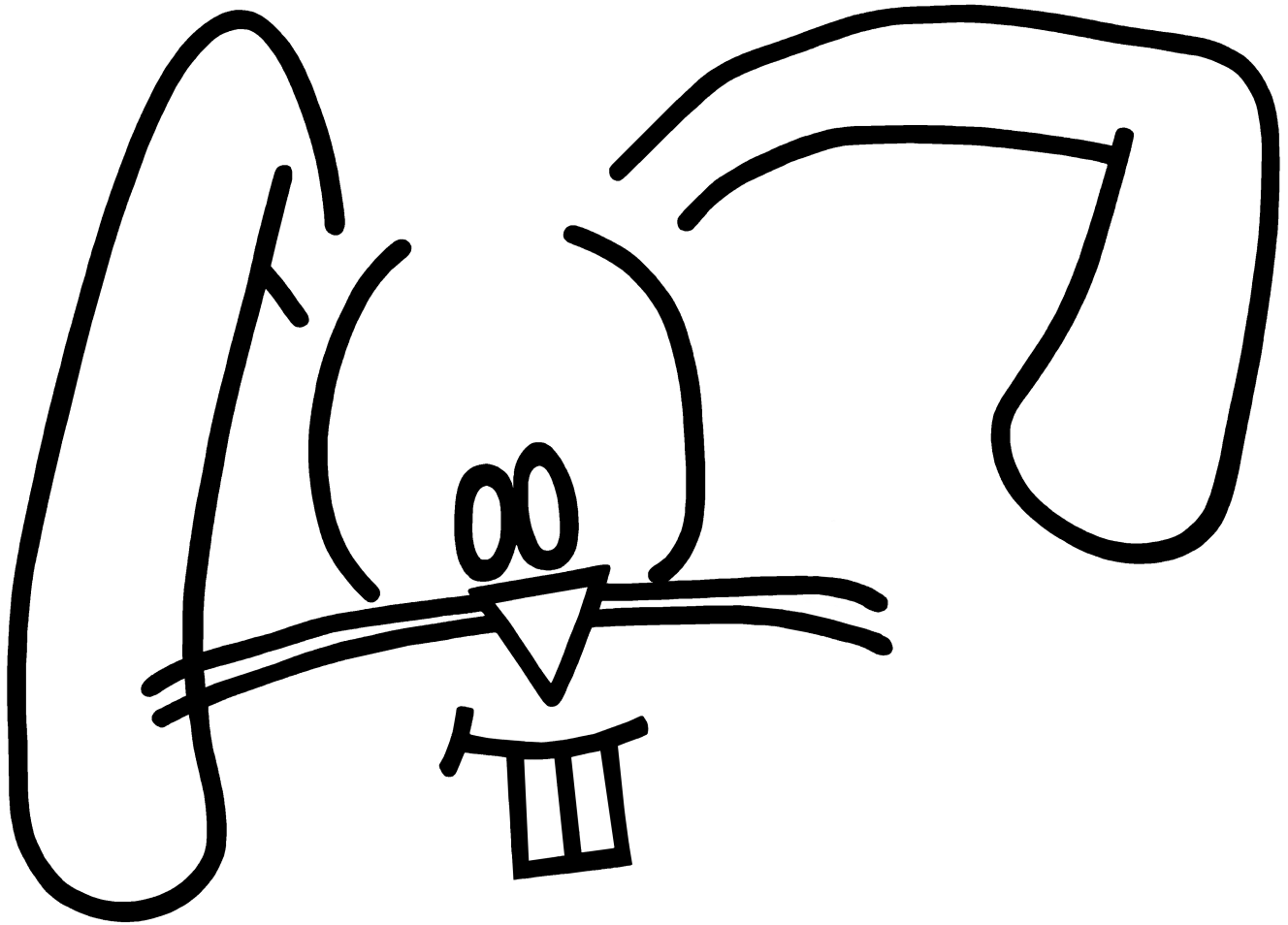


**THE WORLD'S GREATEST**

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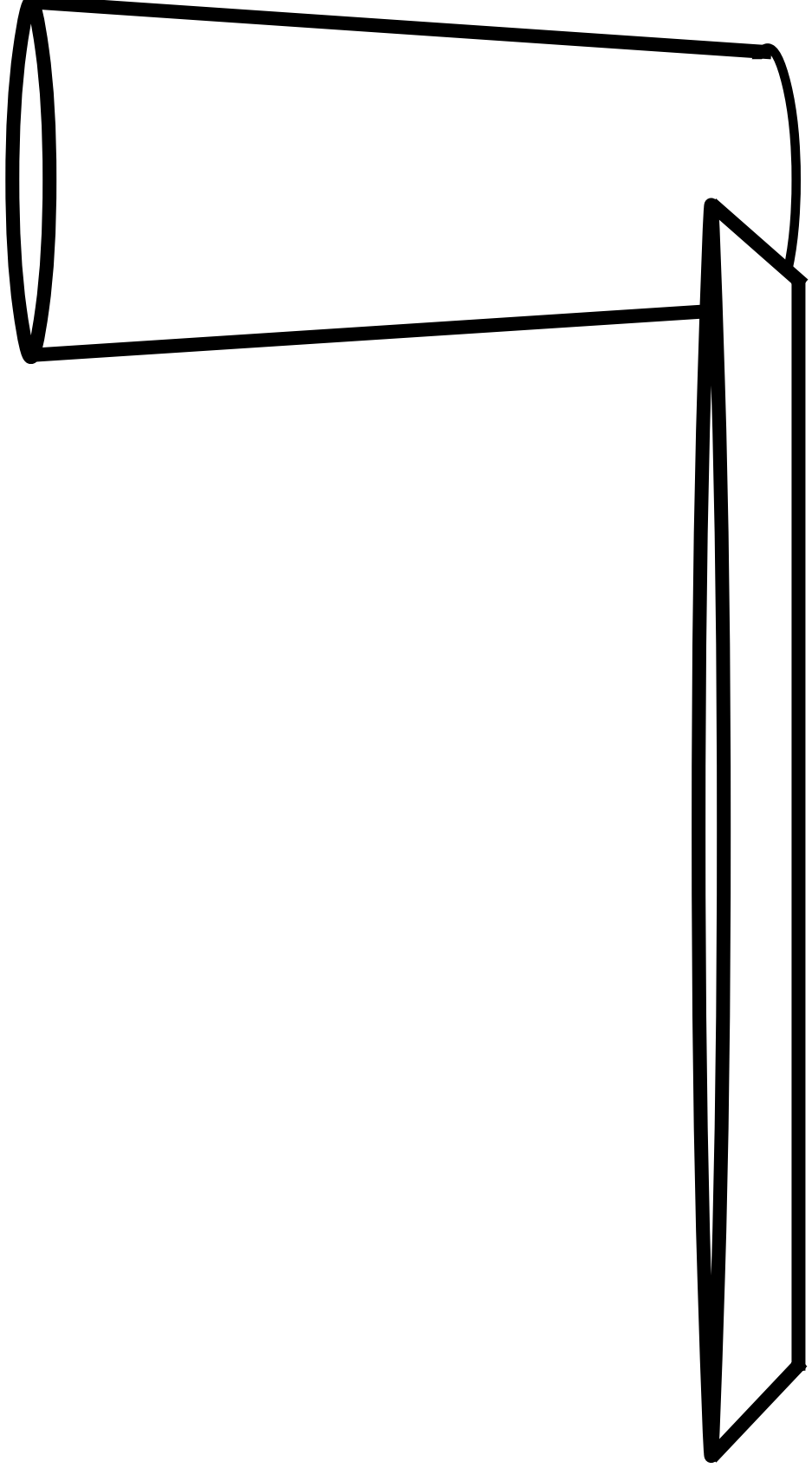
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What does your ScribbleBunny look like?



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Draw a picture of your favorite meal.



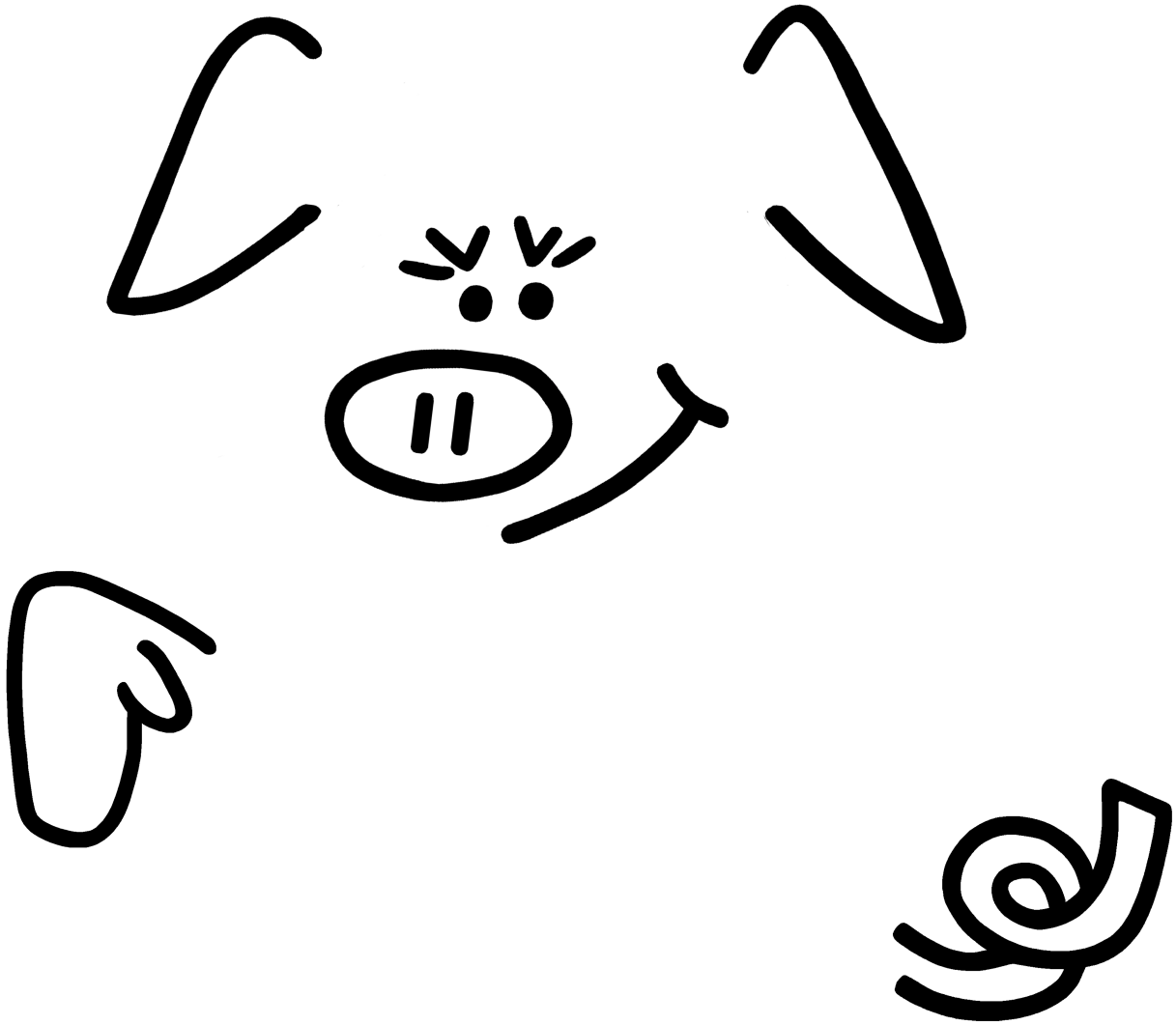
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What does your ScribbleKitty look like?



Visit [www.scribblemonster.com](http://www.scribblemonster.com) for more fun and activities!

What does your ScribblePiggy look like?



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**I'M A...(ANYTHING I LIKE)**  
by ScribbleJim and

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I'm a box, I'm a box, I'm a box, I'm a box, I'm a box, I'm a box of \_\_\_\_\_.

I am big, I am big, I am big, I am big, I am big, I'm a very big \_\_\_\_\_.

I'm a book, I'm a book, I'm a book, I'm a book, I'm a book, I'm a book about \_\_\_\_\_.

I'm a boy, I'm a boy, I'm a boy, I'm a boy, I'm a boy and my name is \_\_\_\_\_.

It seems to me, that I can be, most anything I like.

I am soft, I am soft, I am soft, I am soft, I'm soft, I'm a very soft \_\_\_\_\_.

I'm an animal, an animal, an animal, an animal, an animal my name is \_\_\_\_\_.

I'm a girl, I'm a girl, I'm a girl, I'm a girl, I'm a girl, I'm a girl named \_\_\_\_\_.

I'm a can, I'm a can, I'm a can, I'm a can, I'm a can, I'm a can of \_\_\_\_\_.

It seems to me, that I can be, most anything I like.

I'm a song, I'm a song, I'm a song, I'm a song, I'm a song, I'm a song about \_\_\_\_\_.

I'm a cake, I'm a cake, I'm a cake, I'm a cake, I'm a cake, and I'm made of \_\_\_\_\_.

I am small, I'm small, I'm small, I am small, I am small, I'm a very small \_\_\_\_\_.

I'm a store, I'm a store, I'm a store, I'm a store, I'm a store, I'm a store called \_\_\_\_\_.

It seems to me, that I can be, most anything I like.

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