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**Workshop Presented by:**  
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Children's Programming & Early Literacy Consultant  
**443-928-3915**  
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[www.mgol.org](http://www.mgol.org)  
[www.facebook.com/mothergooseontheloose](https://www.facebook.com/mothergooseontheloose)  
[www.pinterest.com/betsydc5/mother-goose-on-the-loose/](https://www.pinterest.com/betsydc5/mother-goose-on-the-loose/)  
Twitter @mgotl



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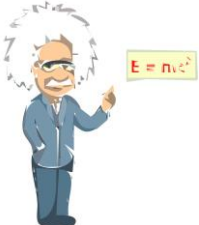
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**Albert Einstein**

Learning is \_\_\_\_\_.  
Everything else is just \_\_\_\_\_!



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### Confucious

- I \_\_\_\_\_ AND I forget.
- I \_\_\_\_\_ and I MIGHT remember.
- I \_\_\_\_\_ and I UNDERSTAND.



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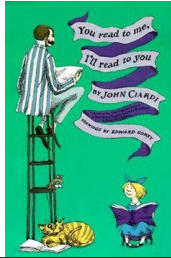
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### John Ciardi

- An ulcer is an un-kissed \_\_\_\_\_.



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### A few facts....



- At birth, a baby's brain contains 100 billion neurons
- At birth the brain weights 25% of it's adult weight; by age 2, it is 75% of its adult weight
- As a child grows, the number of neurons remains relatively stable, so what accounts for the rapid weight gain?

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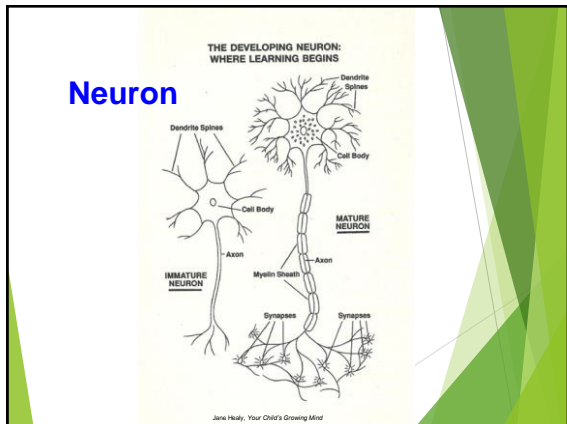
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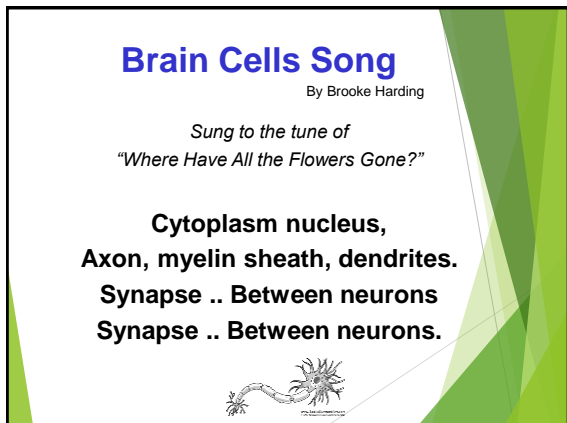
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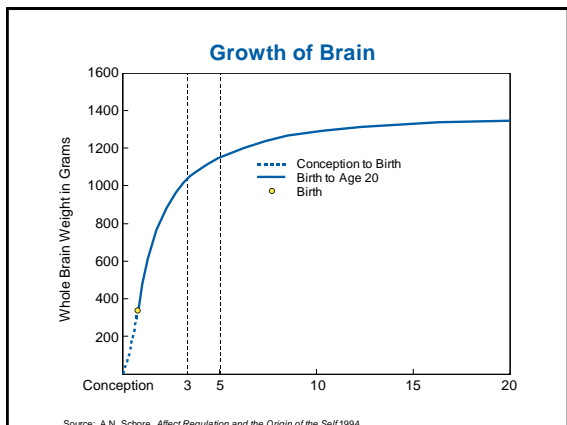
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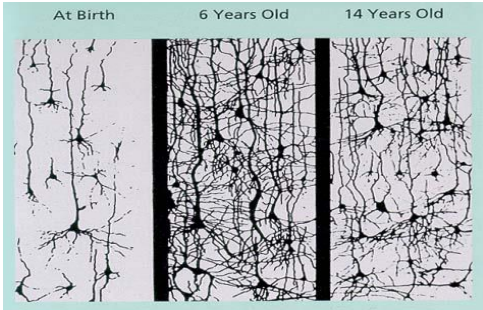
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## Synaptic Density



From *Rebuilding the Brain: New Insights into Early Development* by Rita Stone (NY: Families and Work Institute, 1997)  
Synaptic Density: Synapses are created with astonishing speed in the first three years of life. For the rest of the 160 weeks, children's brains have time to prune synapses as adult brains. (Drawing supplied by H.T. Chugan)

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## Pruning



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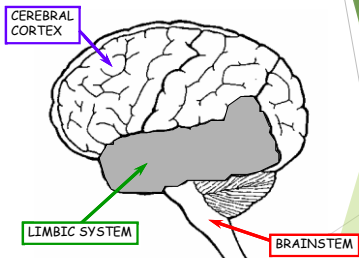
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## The Triune Brain



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### Limbic Level Communication

- Touch
- Tone of voice
- Facial expression
- Music
- Rocking, other rhythmic motion
- Smell



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### Limbic System

- Developed and functioning at birth
- “Emotional” brain – actually the front line of processing basic survival emotions
- Interactive structures include:
  - Amygdala
  - Hypothalamus
  - Hippocampus



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### Is it a best-seller?



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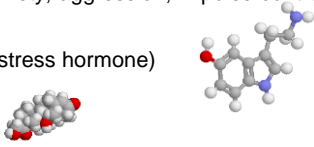
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## Brain Chemistry

- Serotonin (neurotransmitter with implications for mood, anxiety, aggression, impulse control)
- Cortisol (stress hormone)



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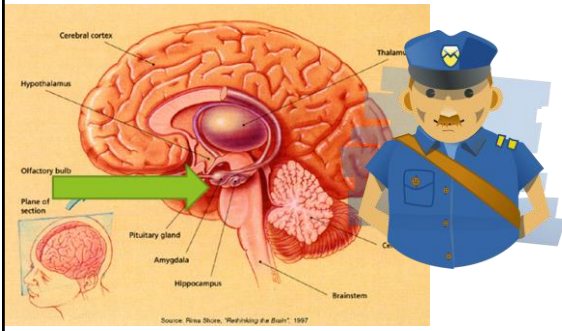
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## Hippocampus: The Mail Carrier



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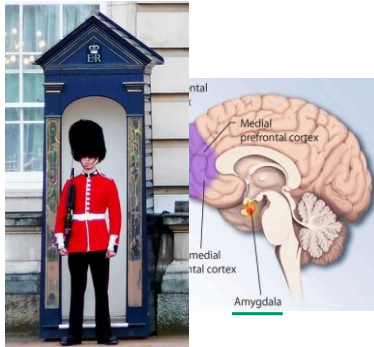
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## Amygdala: The Palace Guard

- Watches,
- Worries,
- Acts when concerned

Controls the levels of cortisol



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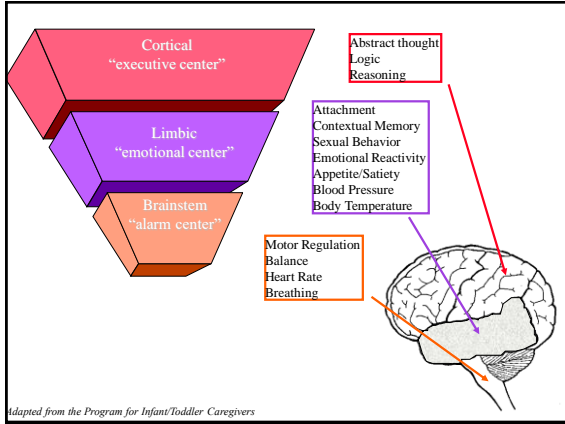
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## Chronic Stress Affects Children

- It is linked to over 50 percent of all absences  
*(Johnston-Brooks, Lewis, Evans, & Whalen, 1998)*
- Impairs attention and concentration  
*(Erickson, Drevets, & Schulkin, 2003)*
- Reduces cognition, creativity, and memory  
*(Lupien, King, Meaney, & McEwen, 2001)*
- Diminishes social skills and social judgment  
*(Wommack & Delville, 2004).*
- Reduces motivation, determination, and effort  
*(Johnson, 1981)*
- Increases the likelihood of depression  
*(Hammack, Robinson, Crawford, & Li, 2004)*

<http://www.ascd.org/publications/books/109074/chapters/How-Poverty-Affects-Behavior-and-Academic-Performance.aspx>

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## The good news: Neurogenesis




- Exercise
- Healthy diet
- Mindfulness / Meditation
- Cognitive stimulation
- Someone who cares (social support)

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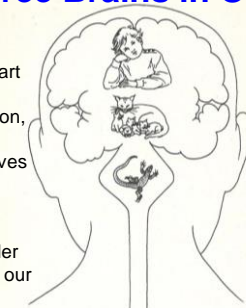
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### Three Brains in One



The executive part of the brain manages attention, emotions, and behavior. It weaves together social, emotional, and intellectual capacities in order to help us reach our goals.

Pulling together feeling and thinking helps people reflect, plan, and evaluate.

Jane Healy, *Your Child's Growing Mind* / Ellen Galinsky, *Mind in the Making*

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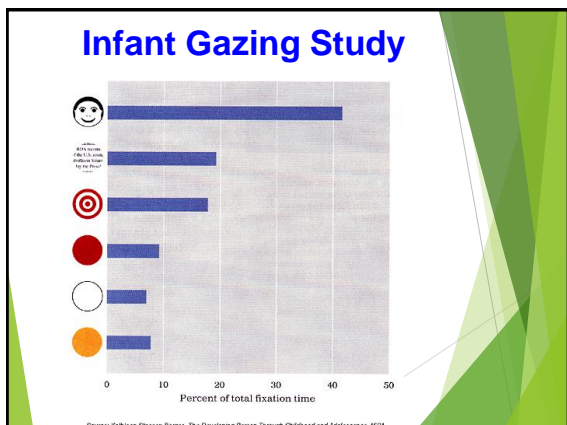
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### Role of Experience

- Repeated use strengthens brain connections
- If connections are not used, they are "pruned" away
- The brain "grows itself" for the environment it experiences
- Most of this experience-based growth occurs in the cortex (the "executive brain")

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## Experiences that Strengthen Connections

- Are frequent, regular, and predictable
- Occur in the context of a warm, supportive relationship
- Are associated with positive emotion (fun, excitement, humor, comfort)
- Involve several senses
- Are responsive *to the child's* interests or initiative

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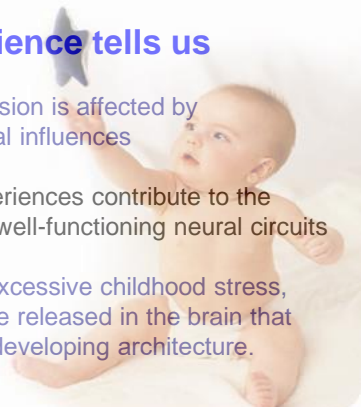
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## Science tells us

- Gene expression is affected by environmental influences
- Positive experiences contribute to the formation of well-functioning neural circuits
- In cases of excessive childhood stress, chemicals are released in the brain that damage it's developing architecture.



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## Early Brain Development Research Does Not...

- Support early emphasis on academic skills
- Indicate that parents need specialized skills to meet their children's needs



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## Early Brain Development Research Does...

- Support an emphasis on nurturing and early relationships
- Indicate that early experiences influence which brain connections are kept and which are pruned away
- Indicate that **optimal brain development requires consistent, responsive, and affectionate caregiving.**

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## Relationships Matter

- Securely attached toddlers show more confident exploration and mastery in new situations
- Adults who are more emotionally responsive and offer verbal and cognitive stimulation enhance children's development



Raver, 2002

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## Social and Emotional Growth go hand in hand with cognitive development



- Early years lay the foundation for many social and emotional skills that are linked to success in learning and relationships
- These skills are reflected in what we know about brain development and are shaped by experiences.
- All our programs need to support both social/emotional and cognitive development

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### What ingredients does brain research suggest for successful early learning programs?



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### Environment

- A welcoming environment
- Non-judgmental
- Safe
- Joyful
- Stimulating
- With personal connections
- Celebrating individuality



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### Ritual

- Invites* us
- Unites* us
- Involves* senses
- Activates* memory
- Embodies* meaning
- Eases* transitions



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**Repetition...Repetition...Repetition**

Promotes learning  
Increases enjoyment  
Creates a sense of safety



Storytime Katie

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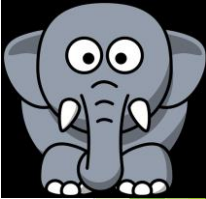
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**SURPRISE!**

*Alert – senses*  
*Focus – attention*  
*Activate – response*  
*Impress -- memory*



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**Music Helps Children**

- Physically
- Mentally
- Emotionally
- Socially
- Aesthetically



"The basic elements of the *Listen – Like – Learn* program are the basic elements of music, which are: singing, movement, rhythm and melody, and these elements can only be introduced successfully if, at the same time, the children are learning to listen" (Cass-Beggs 1986, 21).

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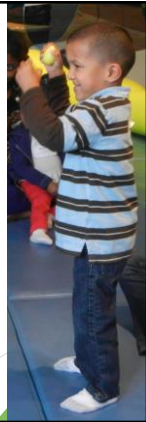
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## Musical experiences

- Trigger speech development
- Improve concentration
- Stimulate learning
- Enrich vocabulary



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## Movement

Movement is responsible for physical changes in the brain that can lead to higher intelligence



Movement provides an outlet for expression of emotions



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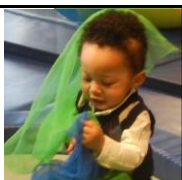
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## Play

- Playing helps children cope with everyday pressures
- **Social play** strengthens and builds friendships and attachments
- **Imaginative play** develops creative problem solving skills
- **Physical play** helps children to develop gross and fine motor skills as well as balance and coordination.



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## Hydration

- ▶ Nerve transmission is heavily dependent upon water
- ▶ Many parts of the brain draw much of their energy from water
- ▶ Drinking water keeps the brain hydrated which boosts learning and performance
- ▶ Dehydration results in difficulty learning and poor performance
- ▶ Water is vital to energy production in cells, in overall metabolism, and neurotransmission.



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## Mother Goose On The Loose

assists healthy development  
of the **WHOLE CHILD**



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## Unique Features:

- Structure with 10 sections
- 80% repetition
- Librarian as facilitator
- Includes:
  - 2 developmental tips
  - Material by Barbara Cass-Beggs
  - Positive reinforcement activities



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## The Ten Sections



1. Welcome
2. Rhymes, reads, & book illustration
3. Body: Head, arms, belly, legs
4. Rum pum pum
5. Stand-up activities
6. Animals (books and puppets)
7. Musical instruments or scarves
8. Lullaby
9. Interactive rhymes (Humpty)
10. Closing songs

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## Time for a Demonstration !




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## La araña pequeñita / La araña grandotota

La araña pequeñita subió subió subió.  
 Vino la lluvia y se la llevó.  
 Salió el sol y todo lo secó.  
 Y la araña pequeñita subió subió subió.



La araña grandotota subió subió subió.  
 Vino la lluvia y se la llevó.  
 Salió el sol y todo lo secó.  
 La araña grandotota subió subió subió.




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# What is **school readiness**?



Put on your thinking cap;  
let's take a quiz!

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- Uses pencils and paint brushes \_\_\_\_
- Enthusiastic and curious \_\_\_\_
- Pays attention \_\_\_\_
- Knows letters of the alphabet \_\_\_\_
- Can follow directions \_\_\_\_
- Is sensitive to other's feelings \_\_\_\_
- Takes turns and shares \_\_\_\_
- Can count to 20 or more \_\_\_\_
- Identifies primary colors and basic shapes \_\_\_\_
- Verbally communicates thoughts \_\_\_\_
- Is not disruptive in class \_\_\_\_

The National Center for Educational Statistics KTSSR 1993

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School readiness is **NOT** just based on academic skills like knowing letters, numbers or shapes, or even how to hold a pencil.



Scientific knowledge is crystal clear:  
cognitive, emotional, and social competence  
evolve hand in hand.

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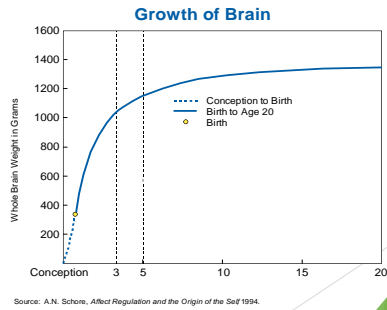
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### Success in school begins before a child ever enters a classroom.



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### Domains of School Readiness

Readiness for school encompasses a range of physical, social, emotional, language, and cognitive skills that children need to thrive

1. Physical Well-Being and Motor Development
2. Social and Emotional Development
3. Cognition and General Knowledge
4. Approaches to Learning
5. Language Development



In other words, **The WHOLE CHILD**

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### Physical well-being and motor development

- ▶ Fine motor skills
- ▶ Gross motor skills
- ▶ Expressing self through movement



Physical problems Identified and treated

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### Social & emotional development

- Self-confidence
- Able to express feelings and needs
- Sensitive to others
- Seeks adult help if needed
- Can work as part of a group



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### Social and Emotional Development

Self-Regulation

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### The Marshmallow Experiment



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### Social & emotional development:

Influenced largely by positive relationships between children & caregivers



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### Cognition & general knowledge

- Recognizing shapes
- Knowing colors and sizes
- Familiarity with everyday things
- Names of objects
- People's roles



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### Approach to learning

- Enthusiastic
- Good sense of the "teacher"
- Wants to find out about things
- Can work independently or as part of a group
- Can follow directions



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### Language Development

- Knows how to listen
- Things have names
- Print awareness
- Letters make up words
- Words are composed of sounds
- Scribbling as the first step to writing
- Familiarity and good feelings about books
- Listens and asks questions




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### Language and Literacy

#### VOCABULARY

The average number of words heard by a child in one year:



- In a higher income home: 11 million
- In an average income home: 6 million
- In a lower income home: 3 million

The number of words a child knows when entering kindergarten affects rates of graduation from high school, earning potential, quality of life, and employment opportunities.

Hart & Risley. (1995). Meaningful differences in the everyday experience of young American children. Baltimore: Brookes.  
Morgan, Farkas, Hillmeier, Hammer, & Maczuga. (2015). 24-Month-Old children with larger oral vocabularies display greater academic and behavioral functioning at kindergarten entry. *Child Development* 86(5), 1351-1370.

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### Language & Early Literacy Components



- ▶ Print Motivation
- ▶ Vocabulary
- ▶ Narrative Skills
- ▶ Phonological Awareness
- ▶ Print Awareness
- ▶ Letter Knowledge

EVERY CHILD READY TO READ @ your library

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**ECRR2**

### The Five Practices That Help Children Be Ready to Learn

- Talk
- Sing
- Read
- Write
- Play



**EVERY CHILD READY TO READ @ your library**

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### STEM (Science, Technology, Engineering and Mathematics)

- Use senses to observe and explore
- Familiarity with numbers
- Cause and effect
- Sequences
- Patterns



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### Mathematical & Scientific Thinking

- Introduces children to science, technology and engineering in a fun way
- Encourages children to recognize science in the world around them
- Explores properties of objects
- Involves experimentation



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### The Arts – sometimes left out!

- Music
  - Learning to listen
  - Imitating patterns
  - Hearing sounds in words
- Creative Expression & Movement
  - Expressing ideas, thoughts, and feelings
  - Using the imagination
- Fine Arts
  - Exposure to colors, lines, and shapes
  - Aesthetic appreciation




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### Why is school readiness important?

#### Relationship with literacy & life experience

- Graduation from high school
- Likelihood of holding a job
- Average weekly earnings
- More successful long-term relationships
- Lower incarceration rates
- Direct economic benefit to society



HighScope Perry Preschool Project

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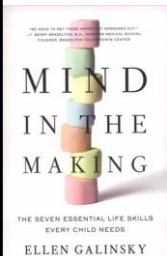
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### Seven Essential Life Skills Every Child Needs



1. Focus and self control.
2. Perspective taking
3. Communicating
4. Making connections
5. Critical thinking
6. Taking on challenges
7. Self-directed, engaged learning

Ellen Galinsky, 2010. *Mind in the Making*

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**There is a gap between what society knows and what society does relating to early care and education**

 Mistaken impressions  
Misunderstandings  
Misplaced priorities



Science, Policy, and the Young Developing Child, Jack P. Shonkoff, M.D.

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**Super Stars !!!**



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**Mother Goose On The Loose®**  
*is an early literacy program that incorporates brain research to help develop the WHOLE child*

- Ritual
- Social skills
- Play
- Bonding
- School readiness
- Fun
- Movement
- Repetition/surprise
- Music/art/literature
- Language development
- Encourages joy, enthusiasm, curiosity
- Stress/relaxation
- Builds self-confidence



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**Connect the Dots!**



**How does Mother Goose on the Loose help children develop early literacy skills?**

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**MGOL  
Planning Template**



**1. Welcoming remarks**

**2. Opening rhymes and reads**  
*Fingerplay:* Old Mother Goose  
*Flannel board:*  
*Flannel board or Puppets*  
*Book:*  
*Song:*

**3. Body Rhymes**  
*Head:*  
*Fingers:*  
*Knee bouncing:*

**4. Rum Pum Pum Sequence**  
*Rum pum pum (Tap out names with syllables)*

**5. Standing-up Activities**  
*Circle Activity:*  
*Circle Dance:*  
*Sit down:* Handy Spandy

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**Public libraries can help by offering Early Literacy Programming**



No preschool for many kids

Many childcare providers and caregivers are unaware of the need for school readiness skills & unfamiliar with developmental activities

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### Present these programs on a weekly basis



#### Experiences that strengthen positive connections:

- Are frequent, regular and predictable
- Occur in the context of a warm, supportive relationship
- Are associated with positive emotion
- Are responsive to the child's interests or initiative
- Involve several senses

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### Include Nursery Rhymes

- They are repetitive and include words that begin and end with the same sounds
- They help the child's brain recognize syllables and hear similarities in patterns.
- Promote "sound play," which leads to phonological awareness skills
- Simple to sing, they are within the voice range of the child.



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### Why Nursery Rhyme Activities?

- Nursery rhymes are rich with vocabulary words
- They can make transitions easier.
- Nursery rhyme activities incorporate language with music, movement, and art.
- Because they are short and "catchy," they are easy to remember



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**Nursery rhymes are just a starting point**

- ▶ Lullabies your grandma sang to you
- ▶ Camp songs
- ▶ Making up your own songs
- ▶ Cultural heritage songs



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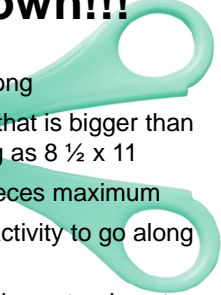
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**Make your own!!!**

- ❖ Choose a rhyme or song
- ❖ Make a flannel piece that is bigger than your fist but not as big as 8 ½ x 11
- ❖ Keep to a limit of 2 pieces maximum
- ❖ Think of an physical activity to go along with your piece.
- ❖ Make sure that your piece stands out from the background



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Assist with healthy development of the **WHOLE CHILD** by offering

*Mother Goose On The Loose*



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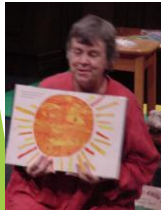
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## Build Language and Literacy Skills through MGOL Activities



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## Using MGOL activities

- ❖ Increases exposure to the arts
- ❖ Fills in waiting times
- ❖ Gives a shared vocabulary
- ❖ Eases transitions
- ❖ Adds pizzazz!



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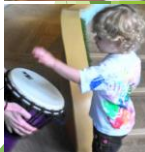
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## Be Intentional! Plan programs that develop skills:

- ❖ Take place in an environment with the child in mind
- ❖ Plug into children's social and emotional development
- ❖ Give children opportunities to work & play together
- ❖ Are joyful programs and make everyone laugh
- ❖ Enrich children's lives through the arts



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**Use books,  
because using books...**

- Exposes children to a variety of illustrations,
- Increases their vocabulary,
- Builds their narrative skills, and
- Expands their knowledge of the world.



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**Provide props,  
because providing props...**

- Gives children opportunities to explore skills (throwing, shaking, pushing, pulling, rocking, and building)
- Encourages imitating, sharing, and taking turns
- Gives opportunities to practice putting toys away.



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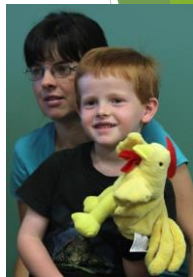
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**Play with puppets,  
because playing with puppets...**

- Encourages children to attempt independent learning experiences
- Helps children explore ways to communicate ideas and feelings
- Can illustrate new vocabulary words



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### Add Creative Expression Activities

- ❖ Improvise animal and environmental sounds
- ❖ Create accompaniment to songs and stories
- ❖ Use voice and body percussion to create sounds
- ❖ Express ideas, thoughts, and feelings through movement
- ❖ Use colored scarves imaginatively



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### Use colored scarves, because using colored scarves



- Sparks imagination
- Inspires free-form body movements
- Gives opportunities to talk about colors
- Exposes children to unusual textures

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### Use music

- Create music with voice and instruments
- Introduce diverse musical sounds & their characteristics
- Give simple directions & verbal cues in singing games
- Explore a steady beat through singing and playing
- Experiment with sound patterns
- Play music from a variety of cultures
- Imitate rhythmic and melodic patterns



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**Introduce musical instruments, because it...**

Teaches cause and effect  
Gives children an opportunity to express themselves non-verbally  
Strengthens listening skills



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**Introduce new instruments**

Your voice can be a musical instrument (so can your body!)  
Use a rain stick  
Make real bird sounds with Audubon birds  
Clink with spoons  
Water bottle maracas



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**Move, Move, Move!**

- ❖ Respond to steady beats through body movements
- ❖ Develop the concept of personal space
- ❖ Explore a variety of movements
- ❖ Express & imitate using body parts & positions
- ❖ Reproduce demonstrated movements
- ❖ Respond to prompts related to timing



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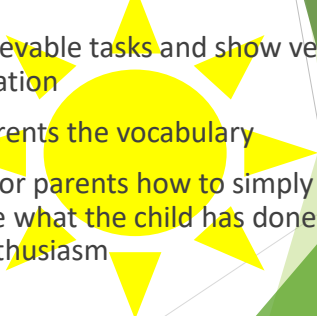
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### Give positive reinforcement

- ▶ Set achievable tasks and show verbal appreciation
- ▶ Give parents the vocabulary
- ▶ Model for parents how to simply describe what the child has done with enthusiasm



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### Playing games with positive reinforcement

- ❖ Gives children a sense of accomplishment
- ❖ Helpd children learn how to show appreciation to others
- ❖ Builds self-esteem



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### Include Activities that Help with Social and Emotional Development, by Allowing Children to Experience...

- ❖ Taking turns
- ❖ Waiting patiently
- ❖ Putting toys away when asked
- ❖ Learning the rules and sticking to them
- ❖ Interacting with others in a positive way
- ❖ Receiving positive reinforcement for a job well-done



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**Give children opportunities to practice ALL School Readiness Skills**

- ❖ **Social / Emotional** – taking turns, paying attention, following directions, building up self-confidence, showing appreciation to others, working as a team
- ❖ **Language Development** – vocabulary, print motivation, narrative skills, asking and answering questions
- ❖ **Physical Well-being** – strengthening fine and gross motor skills




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**Don't Forget The Visual Arts!**

- ❖ Use the flannel board
- ❖ Show book illustrations
- ❖ Expose children to colors, lines, and shapes
- ❖ Connect visual representations with actions or objects
- ❖ Help children find meaning in pictures by recognizing that different illustrations represent the same thing




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**SING!!!!**  
**Whether or not you sing on key, music helps children**

- ❖ Develop self-awareness
- ❖ Improve concentration
- ❖ Expose their natural abilities
- ❖ Strengthen muscle coordination
- ❖ Experience cooperation with others
- ❖ By providing another way to communicate
- ❖ By providing an emotional outlet
- ❖ By providing a source of enjoyment and/or relaxation




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### Use MGOL activities with children of ALL ages!



Happily clapping to the beat



Testing out STEM skills while learning to play together



Playing with scarves



Tapping names with syllables on the drum



Marching to the drum

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### Adapt MGOL to fit other settings

- ❖ Provides songs, rhymes, & finger games that can be repeated over and over
- ❖ Gives children positive experiences with books – no matter how old they are!
- ❖ Enables children to practice paying attention & following directions



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### Use MGOL to serve children with special needs

- ❖ Music is a universal language
- ❖ Hard-of-hearing children can sit closer to the flannel board
- ❖ Visually impaired children can be given tactile objects



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### Include American Sign Language

Helps children communicate BEFORE they can talk

Being able to communicate reduces frustration

ASL is a recognized language; knowing ASL will allow communication with others



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### Add New Media

Expose children to technological tools

Expand the way Mother Goose rhymes are presented

Model developmentally appropriate media behavior for parents



<http://www.softwaresmoothie.com/app/felt-board-mother-goose-loose/>

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Software Smoothie

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Felt Board – Mother Goose on the Loose

Felt Board - Mother Goose on the Loose is a nursery rhyme felt board app designed for young children to use together with parents and caregivers. Children can move felt pieces, sing, and tap along with popular nursery rhymes and songs.

Download on the App Store

Based on the award-winning early literacy program by Dr. Betty Diamond Cohen, Mother Goose on the Loose, and developed by the creators of the original Felt Board app, Felt Board - Mother Goose on the Loose can be used by parents and children at home, in early childhood programs, and by librarians as a supplement to the Mother Goose on the Loose parent/teacher program.

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Help calls the hen to help find her lost sheep and dance them around the screen together in time to the music. Catch Jack and Jill as they go down the hill and march with Grand Old Duke of York. Special effect buttons for Mother Goose, a cat, and a rain stick are included for young children to interact with songs and rhymes as they are played.

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### Use the Welcoming Comments

Caregivers relax when young children are not expected to behave like adults



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### Make it comfortable and easy for yourself

- ❖ Like the books and activities you are using
- ❖ Be familiar with material before you start
- ❖ Keep back-up felt pieces available
- ❖ Don't re-file materials you will use again
- ❖ Share with your colleagues!



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### Adhere to a Structure

#### Mother Goose on the Loose

- 10 sections
- 80% repetition
- 2 developmental tips
- Positive reinforcement

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## Keep records

### For programs:

- ❖ Have a file for each specific program
  - ❖ Word document with the date as title
  - ❖ List outline
  - ❖ List new items needed
  - ❖ After program, write comments



### For activities:

- ❖ Keep track of the activities you like the best
- ❖ Keep track of the activities the children like best
- ❖ Keep track of any changes you see in the children

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## Keep Goals in Mind for Children

- Create & strengthen connections  
With you, books, other children, their adults
- Encourage exploration & ignite imagination
- Give opportunities for building self-confidence and giving positive reinforcement
- Build early literacy and school reading skills
- Promote joy through learning; learning through play




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## Remember Your Goals for Adults, Too!

Strengthen the bond between children and their caregivers

Help caregivers relax by knowing what to expect (and what NOT to expect)

Give parents the tools to help children develop early literacy skills

Use developmental tips to explain the importance of activities; parents learn how and why to play with their child




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## Encourage Parents by



- Creating community
- Recommending that they talk, sing, read, write, and play with their children at home.



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## Your Goals

- Serve as a voice to relay the message
  - Reading aloud to young children is important
- Model for families how to read aloud joyfully
- Provide children with positive early learning experiences
- Give opportunities to practice social skills
- Encourage problem-solving and critical thinking
- Help foster a life-long love of reading or learning

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## Create an Optimal Learning Environment

- ❖ **Create a safe environment for everyone** *(with risk-taking in a safe way that builds self-confidence)*
- ❖ **Offer fun, age-appropriate activities**
- ❖ **Design activities to bring the group together in positive ways**
- ❖ **Offer stress-free experiences** *(no "right" or "wrong" way to do things)*
- ❖ **Provide experiences that ignite imagination, inspire learning, nurture growth through play**

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## YOU are the Key !!!!!

- Welcome everyone
- Smile
- Enjoy yourself
- Share your enjoyment
- Connect with children and adults
- Don't be afraid to try new things
- **Promote joy through learning, learning through play.**



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## Enthusiasm Breeds Enthusiasm

Use your talents



Don't be afraid to try new things

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## Hopes for this workshop



❖ Knowledge



❖ Skill



❖ Motivation

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## Bellybutton Song



Heather Bishop

*Chorus:* Bellybutton, bellybutton, oh my bellybutton,  
Oh my bellybutton, I love you.

Oh how sad, how lonely I would be,  
When I lifted up my shirt if I didn't see... *(chorus)*

You're the only friend I have, the one who really cares.  
Every time I need you, you're always there.... *(chorus)*

When I'm down, looking kinda grim,  
I simply lift up my shirt and stick my finger in! *(chorus)*

There's one thing, I would like to say,  
I think that there should be, a Bellybutton day – a holiday!  
*(chorus)*

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# Thank you!



[www.mgol.net](http://www.mgol.net)

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## On the Kindergarten Wall

*Of all the things you learn here,  
remember these the best:*

Don't hurt each other

Clean up your mess.

Take a nap every day

Wash before you eat

Hold hands

Stick together

Look before you cross the street.

Remember the seed in the little paper cup?

First the roots go down

And then the plant grows up.

- John McCutcheon



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