

Book Suggestions for Creative Movement

Below are some suggestions for books we have used in the past that pair well with creative movement. However, remember that there is ALWAYS a way to add movement to a book – just be on the lookout for action words, emotions, or illustrations that can inspire creative ways to move students' bodies!

Alphabet Movers by Teresa Benzwie
Animal Snackers by Betsy Lewin
Barnyard Dance by Sandra Boynton
Brontorina by James Howe
Brown Bear, Brown Bear, What Do You See?
by Eric Carle
The Busy Body Book by Lizzy Rockwell
Cha-Cha Chimps by Julia Durango
Color Dance by Ann Jonas
Color Zoo by Lois Ehlert
Commotion in the Ocean by Giles Andrae
Dance by Bill T. Jones and Susan Kuklin
*Do Goldfish Gallop? A Book About Animal
Movement* by Michael Dahl
Fast and Slow: An Animal Opposites Book
by Lisa Bullard
The First Book for Bedtime by David Anstey
Follow the Leader by Erica Silverman
Follow the Line by Laura Ljungkvist
The Foot Book by Dr. Seuss
Freight Train by Donald Crews
From Head to Toe by Eric Carle
Giraffes Can't Dance by Giles Andrae
Go Dog Go by P.D. Eastman
How Animals Move by Pamela Dell
How Can You Dance by Rick Walton
How Does It Move? By Bobbie Kalman
How Do You Wokka-Wokka? by Elizabeth
Bluemle
The Human Alphabet by Pilobolus &
John Kane
In My World by Lois Ehlert
Kitchen Dance by Maurie Manning
Let's Dance by George Ancona
Lines that Wiggle by Candace Whitman
Lion Dancer by Kate Waters
Mouse's First Fall by Lauren Thompson
The Museum by Susan Verde

My Daddy is a Pretzel by Baron Baptiste
My Many Colored Days by Dr. Seuss
Over, Under and Through by Tana Hoban
The Peace Book by Todd Parr
Peter and the Wolf by Vladimir Vagin
(music by Sergei Prokofiev)
Quick as a Cricket by Audrey Wood
Raindrops Roll by April Pulley Sayre
Rumble in the Jungle by Giles Andrae
The Shape of Me and Other Stuff
by Dr. Seuss
Snow Dance by Leslie Evans
The Snowman Storybook by Raymond Briggs
Snowmen at Night by Caralyn Buehner
The Snowy Day by Ezra Jack Keats
Springtime ABC by Nancy Hall
Stomp, Dinosaur, Stomp! by Margaret Mayo
Stretch and Bounce, both by Doreen Cronin
Sun Dance, Water Dance by Jonathan
London
The Tortoise and the Hare
Up, Down and Around by Katherine Ayers
The Very Hungry Caterpillar by Eric Carle
Water Dance by Thomas Locker
*We All Went on Safari, A Counting Journey
through Tanzania* by Laurie Krebs & Julia
Cairns
We're Going on a Bear Hunt by Michael
Rosen
We're Going on a Leaf Hunt by Steve
Metzger
What A Wonderful World by George David
Weiss and Bob Thiele
(music by Louis Armstrong)
When a Line Bends... A Shape Begins by
Rhonda Growler
Where the Sidewalk Ends by Shel Silverstein

Elements of Dance

When we dance, we move our

Bodies with **E**nergy through **S**pace and in **T**ime = **BEST**

Body

Body Parts: head, shoulders, arms, elbows, hands, chest,
hips, legs, knees, feet, toes

Lines: straight, curved, angular, twisted, wide, narrow

Shapes: square, circle, triangle, rectangle, diamond,

Energy

Quality: smooth, sharp

Weight: strong, light

Space

Place: self space, group space

Size: small, medium, big

Level: high, middle, low

Direction: forward, backward, up, down, sideways

Pathway: straight, curved, zigzag

Time

Speed: slow, medium, fast

Locomotor Movements: crawl, gallop, glide, hop, jump, leap,
march, roll, run, skip, slide, tiptoe, trot, walk

Non-Locomotor Movements: bend, flick, float, kick, press,
punch, shake, stretch, swing, turn, twist, wiggle

Moving Bodies, Learning Minds
Sample Lesson: Using Books with Movement
In the Small, Small Pond



In this lesson, students will explore the book *In the Small, Small Pond* through movement. They will use movement words in the story to inspire their own movement.

Essential Question: How can we explore a book using creative movement?

Learning Objectives

Students will be able to...

- Explore and respond to text using movement
- Explore a variety of the elements of dance

Vocabulary

Movement words from text (for example, wriggle, waddle, doze, plunge, twirl, scoop)

Materials

- Copy of the book *In the Small, Small Pond*
- Drum and/or tambourine
- Rhythm sticks (or other instrument)
- Scarves (optional)
- Music Selection for final page (or choose your own)

Lesson Progression

Before the Lesson

This lesson is designed to be taught after the students have already been introduced to the book through a read aloud on a previous day.

Warm Up

The teacher should take students through a brief warm up to get their bodies and minds ready to dance and learn. If you are familiar with Brain Dance, we recommend doing a Brain Dance warm up.

Lesson Introduction

What is a pond? What kinds of animals live in or around a pond? Ask students to name the animals they remember from the book. How do they remember those animals moving? Tell students that during the lesson today, they will reread the book and explore it in a new way. One way that they can enjoy a book they read is by using movement to explore the story.

Focus Activity: Dancing the Story

In the Small, Small Pond

The teacher assistant can read the pages of the book while the teacher leads the activities. Choose your favorite pages from the book and lead students in some of the activities below, or come up with your own ideas for incorporating movement into the text.

Pages:

Wiggle, jiggle, tadpoles wriggle:

Wiggle different body parts in self space, circle around with a jiggle, wriggle slowly then wriggle fast.

Waddle, wade, geese parade:

Talk about the meaning of the word "waddle." Ask a student or two to demonstrate what geese look like when they waddle. Line up students behind the teacher (or choose a leader to be the mother goose) and lead students in parading around the dance space. Questions you can ask: Why do the baby geese follow the mother in a line? Where do you think they are going?

Hover, shiver, wings quiver:

Connect the page to *tempo*. How fast do you think the dragonflies' wings move? Use a drum and tambourine to signal the speed of the movement. For slower movement use the drum to tap a tempo. For faster movements use the tambourine.

Drowse, doze, eyes close:

Contrast the speed of the dragonflies on the previous page with the turtles on this page. What movement speed do the words "drowse" and "doze" suggest? How can you move like a tired turtle?

Lash, lunge, herons plunge:

Lash arm forward by extending it straight in front of your body using strong energy. Next, lunge leg forward (use the leg on the same side of body as arm). Last plunge down by matching hand to foot. Try on the other side.

Splitter, splatter, minnows scatter:

Discuss the meaning of "scatter." Why do you think the minnows scatter when the frog jumps into the water?

Choose one student to be the frog and gather the rest of the students in the center of the dance space. The frog hops into the dance space and the minnows scatter to the outside of the dance space.

Circle, swirl, whirligigs twirl:

Circle your finger, then your wrist, and last your arm. Point your toes and pretend to make swirls on the ground. Twirl your whole body around and around.

Sweep, swoop, swallows scoop:

Reach arms above head then pretend to dive into the water and scoop back up. After scooping, try balancing on one foot.

Click, clack, claws crack:

Teacher uses rhythm sticks (or other sound) to make the claw sounds. Show students how to make claws with their hands and open and close them with the beat. Lead students in creating a claw movement pattern. (For example, claws

front, claws side, claws high, claws low.) Get students to repeat the pattern while you read the words on the page.

Dabble, dip, tails flip:

Place hands and feet on the ground until your body is in a comfortable triangle shape. (This should look like the yoga pose downward dog) Reach bottom up and slightly jump back feet up.

Splish splash, paws flash:

Stand in a circle formation. Pretend to splash in the water by reaching arms forward and moving them up and down. Tell students to imagine the types of treasure they could find in the water. Ask them to reveal their treasure to the child next to them.

Pile, pack, muskrats stack:

Half of the group will lie down with straight arms and legs and gently place their head on a classmate's stomach. Students will end up lying down in all different directions to make this puzzle work!

Chill breeze, winter freeze...:

The other half of the class moves around the "pile" using scarves.

Play the music selection "Channel 1 Suite" by The Cinematic Orchestra (or another musical selection of your choice that is slow, quiet, or sleepy sounding)

Cold night, sleep tight, small, small pond.:

Students lie down on the ground and pretend to go to sleep to finish the story. Turn off lights and cover them with the dancing scarves.

Class Discussion (Optional)

Lead students in discussing their experience of the lesson. How did it feel to move like different animals? What were their favorite movements?

You can also choose to have students show several movements they learned to assess whether they have acquired the vocabulary words from the story.