

Head to Toe Reading

Kindergarten

Adapted by Nancy Gibson

CORE SUBJECT AREA

English Language Arts

ART FORM + ELEMENTS

Dance: Body, action, space

MSCCR STANDARDS

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).

RL.K.10 Actively engage in group readings with purpose and understanding.

SL.K.1a Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly

MSCCR CREATIVE ARTS STANDARDS

DA: Cr1.1.K Generate and conceptualize artistic ideas and work.

a. Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance).

b. Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.

LESSON SEQUENCE

“Who has a pet? Can you show me how your pet moves? Can you stand still and show me how your pet moves? When we move around that is called a locomotor movement. So what do you think non-locomotor means?”

“I am going to read a book about different animals that move. We are going to use our body parts to move like those animals. Some moves will be locomotor and some moves will be non-locomotor”

1. Read the book Head to Toe by Eric Carle. Ask the question “Can you do it?” at the end of each page. Have the students do that particular movement. (The book is sequential from head to toe.) You may use a drum or tambourine or your own voice to cue the students. Then ask, “Are there other ways you can move that body part?”

2. Additional movements to explore:

Buffalo: circle shoulders forward, then backwards, alternate lifting one shoulder at a time

Monkey: swinging arms up and down, sway overhead like a rainbow

Seal: try clapping patterns, snapping your fingers

Cat: arch your back and sink your back (in yoga these are that cat and cow positions)

OBJECTIVES

The students will use movement words to explore the way their body can move.

The students will work with a partner or in a small group to create a dance movement.

RECOMMENDED RESOURCES

“Head to Toe” song

Eric Carle social website

“Biei (Ethereal Flow) by Kodo

“Thum Nyatiti” by Ayub Ogada

VOCABULARY

Locomotor: travel through space

Non-locomotor: stay in one place

Space: the area around you

MATERIALS NEEDED

From Head to Toe by Eric Carle

Drum or tambourine (optional)

Instrumental music of your choice

DURATION

30-60 minutes

Elephant: feet can move in many different ways; walking, jogging, tiptoeing, sliding, etc.

3. Allow time for creative movement exploration.

4. After the book has been read allow the students to name three movements. Remind them to choose locomotor and non-locomotor moves. Model sequencing the three movements for 8 counts each. Have students do it with you to music.

5. Divide the students into groups of 2-3. Have them choose three movements and create a dance by putting them together. Remember to count to 8 for each movement!

6. Next, allow the students to perform. This can be done in groups with half of the students showing and the other half watching. Or, if you have time, have each group perform. Take a bow when finished!

Rules for performance:

Focus on the performers

Sit still

No talking

Clap at the conclusion to show appreciation and respect for the performer's work

7. Allow time at the end of your lesson for reflection and comments from your students. Help them identify things they enjoyed doing or seeing.

EXTENDED LEARNING ACTIVITIES

The students can create additional moves for the animals in the book.

The students can create moves for animals not found in the book (farm, sea, insect, etc.)

The students can write a sentence beginning with "I can". Illustrate.

Each student can create a page for a book. Their illustration can use the collage technique that Eric Carle uses.

This would be a whole lesson integrating visual art!

SOURCES

Eric Carle website

Adapted from www.education.byu/arts/lesson/from-head-to-toe-by-eric-carle

TIPS + FREQUENTLY ASKED QUESTIONS

Establish an out of bounds area for any locomotor moves.

If using your voice to cue the students when to begin a movement, use a word such as "freeze" when you want them to stop moving.

Write the words on Popsicle sticks, place in a cup. When the students are restless and need to get up and move choose someone pull out 3 sticks. The class will dance these moves to music. (8 count for each movement then repeat the sequence)

List the words on the word wall.

