

# Creative Movement

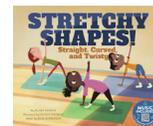
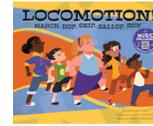
Grade Level: K-2

Content Areas: Music, Language Arts, Dance

Timeframe: 60 minutes (or two 30-minute sessions)

## MATERIALS

- Creative Movement book series
- 2 foam dice
- Printable word cards
- Image or poster of right and left hand shapes
- Parachute or oversized thin blanket



## OBJECTIVES

### STUDENTS WILL:

- Demonstrate and differentiate between the movement words used in the books
- Learn new words and be able to describe them
- Relate the movements found in the book to the movements they experience

## KEY VOCABULARY

Before reading, focus on new vocabulary. Read the glossary terms and their definitions.

**directions**—paths of movement

**locomotion**—moving in a special way

**forward**—to what is in front of you

**exercise**—action for physical fitness

**relax**—to rest

## FREE MUSIC!

Scan our QR code to download or stream the songs from Creative Movement.

Find even more Cantata Learning books and songs at [cantatalearning.com](http://cantatalearning.com).



## LESSON PROCEDURE

### PREPARATION:

Print out dice cards. For best results, copy each set on a different color of paper. Cut cards apart and affix words to dice. Find an image of left and right hands to print or project. Find a parachute or large blanket to use for the activity. If desired, find recordings or instruments to accompany the songs “The Hokey Pokey” and “Are You Sleeping?”

Gather students where they can see you. Tell them they are going to learn about ways to move. Start the lesson by reading and listening to *The Direction Dance!*

### ACTIVITY:

1. After reading the story, sing a movement song, such as “The Hokey Pokey,” using the direction words *up*, *down*, *right*, and *left*. Invite students to perform the dance steps with you. Review the right and left hands using the teaching picture. Remember that you will need to demonstrate with your left hand for students’ right. Repeat with each hand and foot. Ask students for additional ideas on what body parts to add.
2. Read and listen to the book *Locomotion!* and review glossary words and their meanings.
3. Using die 1, with the words from *Locomotion!*, have a student roll the die and have the students copy that movement. After several of the words have been used, roll the die two times in a row and try to do those two movements at the same time. You can make this more interesting by flipping a coin for the movements to be fast or slow.
4. Have the students do the movements from the book to the tune of “Are You Sleeping,” with the teacher demonstrating and students following. For example,

Teacher: “Are you running?” Students: “Running, running.” T: “March, march, march.” S: “March, march, march.” T: “Hopping, hopping, hopping.” S: “Hopping, hopping, hopping.” T: “Now we stop.” S: “Now we stop.”

5. Read and listen to the story *Our Spaces!*, reviewing the glossary words.

6. Gather students in a circle and have them each hold a part of the edge of the parachute or blanket at waist height, parallel to the floor. Have a student take turns rolling die 2, with words from *Our Spaces!*, and going around the chute, around the teacher, between other students (chute up or down), over the chute (while it is down), under the chute (while it is up). Turn the parachute or blanket around in a circle using movements from *Locomotion!*

7. Read and listen to *Stretchy Shapes*, demonstrating minimally while reading how the body shapes would look.

8. Have the students stretch out and lie on the floor. Read the story again, without the recording, and have students experience each of the body shapes and twists mentioned. If time permits, play the song again and have students connect the movements with the song.

9. Practice slow breathing and calm relaxing movements to end.

## LESSON EXTENSIONS

### Science and Language Arts Extension

Go on a nature walk and act out the song “We’re Going on a Bear Hunt.” Change the words to narrate what kids see, e.g., “I’m going on a bear hunt” (echo), “I’m not scared” (echo), “I’ve got my lunch by my side” (echo) “and my camera, too.” (echo) “Coming to some tall grass, can’t get over it, can’t go under it, gotta go through it,” etc. Think of creative ways to move through the available spaces using the direction words.

### Technology Extension

Using programmable Ozobot devices, draw pathways on paper to direct the robots to go through twists and turns, over and under, forward and backward, around and between, following straight, curvy and twisty lines.

## STANDARDS ALIGNMENT

Kindergarten: CCSS.L.K.4, CCSS.L.K.5, CCSS.L.K.6, CCSS.IT.K.3, CCSS.IT.K.4, CCAS.DA:Pr4.1.K, CCAS.DA:Pr5.1.K.

First Grade: CCSS.L.1.4, CCSS.L.1.5, CCSS.L.1.6, CCSS.IT.1.3, CCSS.IT.1.4, CCAS.DA:Pr4.1.1, CCAS.DA:Pr5.1.1.

Second Grade: CCSS.L.2.4, CCSS.L.2.5, CCSS.L.2.6, CCSS.IT.2.3, CCSS.IT.2.4, CCAS.DA:Pr4.1.2, CCAS.DA:Pr5.1.2.

Creative Movement Dice Labels

Die 1: *Locomotion!* Vocabulary

March

Skip

Hop

Gallop

Run

You  
Decide

Die 2: *Our Spaces!* Vocabulary

Over

Under

Around  
the Circle

Around the  
Teacher

Between

You  
Decide