

3. DIRECTION

The Folks Who Live in Backward Town

The folks who live in Backward Town
Are inside out and upside down.
They wear their hats inside their heads
And go to sleep beneath their beds.
They only eat the apple peeling
And take their walks across the ceiling.

By Mary Ann Hoberman

Poetry Content

- Form: Free Verse
- Style: Descriptive: Vocabulary: apple peel
- Elements: rhyme, rhythm

Dance Content

- Non-locomotor movement, locomotor movement
- Direction: forward, backward, up, down, sideways

Combined Objective

The children will be able to identify and demonstrate the meaning of the poem “The Folk in Backward Town” by expressing the poetry elements of rhyme and rhythm through the dance elements of non-locomotor movement and directions of up, down, forward, backward, and side to side.

Poem for Non-Locomotor/Locomotor Movement and Direction

Directions: Identify movement words for each line. For older children, or the second and third lesson on the same poem, select an additional dance element (column 3).

1. Title	2. Movement	3. Dance Element
The Folks in Backward Town By Mary Ann Hoberman	Non-locomotor movement	Level, size, <i>direction</i> , energy, weight, pathway, time, relationship, shape
The folks who live in backward town.	<i>Walk</i>	Backwards around spot
Are inside out and upside down	<i>Fold arms</i> <i>Open arms</i> <i>Bend torso</i>	Around body Down
They wear their hats inside their heads	<i>Touch head</i>	
And go to sleep beneath their beds	<i>Arch one arm</i>	Sideways over head
They only eat the apple peeling	<i>Uncurl arms</i>	Downward
And take their walks across the ceiling	<i>Bend to lie on floor</i> <i>Stretch legs</i> <i>Walk legs</i>	Down Up Pointing up

4. DIRECTION

The Leaves Fall Down

One by one the leaves fall down
From the sky come falling one by one
And leaf by leaf the summer is done
One by one by one by one.

By Margaret Wise Brown

Poetry Content

- Form: Free Verse
- Style: Descriptive
- Elements: rhyme, rhythm, repetition

Dance Content

- Non-locomotor movement
- Direction: up, down

Combined Objective

The children will be able to identify and demonstrate the meaning of the poem “The Leaves Fall Down” by expressing the poetry elements of rhyme, rhythm, and repetition through the dance elements of non-locomotor movement and direction – moving up and down.

Poem for Non-Locomotor/Locomotor Movement and Direction

Directions: Identify movement words for each line. For older children, or the second and third lesson on the same poem, select an additional dance element (column 3).

1. <u>Title</u>	2. <u>Movement</u>	3. <u>Dance Element</u>
The Leaves Fall Down By Margaret Wise Brown	Locomotor/non-locomotor movement	Level, size, <i>direction</i> , force, weight, pathway, time, relationship, shape
One by one the leaves fall down		
From the sky come falling one by one		
And leaf by leaf the summer is done		
One by one by one by one.		

5. BOUND AND FREE MOVEMENT

A Fly and a Flea in a Flue

A fly and a flea in a flue
Were imprisoned, so what could they do?
Said the fly, "Let's flee!"
"Let us fly!" said the flea,
And they flew through a flaw in the flue.

By Ogden Nash

Poetry Content

- Form: Free Verse
- Style: Descriptive: Vocabulary: flee, flea, flue, imprisoned
- Elements: rhyme, rhythm

Dance Content

- Non-locomotor/locomotor
- Energy: Bound and free movement

Combined Objective

The children will be able to identify and demonstrate the meaning of the poem "A Fly and a Flea in a Flue" by expressing the poetry elements of rhyme and rhythm through the dance elements of non-locomotor/locomotor movement and bound and free movement.

Poem for Non-Locomotor Movement and Energy/Flow: Bound and Free Movement

Directions: Identify movement words for each line. For older children, or the second and third lesson on the same poem, select an additional dance element (column 3).

1. Title	2. Movement	3. Dance Element
A Flea and a Fly in a Flue By Ogden Nash	Locomotor/non-locomotor movement	Level, size, direction, <i>energy</i> , weight, pathway, time, relationship, shape
A Fly and a flea in a flue	<i>Fly</i>	
Were imprisoned, so what could they do?	<i>Circle body</i>	Bound
Said the fly, "Let us flee!"	<i>Stretch arms</i>	Bound
"Let us fly!" said the flea,	<i>Stretch arms</i>	Bound
And they flew through a flaw in the flue.	<i>Fly</i>	Free

6. BOUND AND FREE MOVEMENT

The Python

With thirty feet to squeeze your prey,
Python, you take my breath away.

By Jack Prelutsky

Poetry Content

- Form: Free Verse
- Style: Descriptive: Vocabulary: prey
- Elements: rhyme, rhythm

Dance Content

- Non-locomotor movement, locomotor movement
- Energy: bound and free movement

Combined Objective

The children will be able to identify and demonstrate the meaning of the poem “The Python” by expressing the poetry elements of rhyme and rhythm through the dance elements of non-locomotor/locomotor movement and bound and free movement.

Poem for Non-Locomotor/Locomotor Movement and Flow: Bound and Free Movement

Directions: Identify movement words for each line. For older children, or the second and third lesson on the same poem, select an additional dance element (column 3).

1. <u>Title</u>	2. <u>Movement</u>	3. <u>Dance Element</u>
The Python By Jack Prelutsky	Locomotor/non-locomotor movement	Level, size, direction, <i>energy</i> , weight, pathway, time, relationship, shape
With thirty feet to squeeze your prey,		
Python, you take my breath away.		

7. LEVEL

Wouldn't You?

If I
Could go
As high
And low
As the wind
As the wind
As the wind
Can blow—

I'd go!

By John Ciardi

Poetry Content

- Form: Free Verse
- Style: Descriptive
- Elements: Rhyme

Dance Content

- Non-locomotor movement, locomotor movement
- Level: High, middle and low level space

Combined Objective

The children will be able to identify and demonstrate the meaning of the poem "Wouldn't You" by John Ciardi by expressing the poetry elements of rhyme through the dance elements of non-locomotor/ locomotor movement and level: high, middle and low level space.

Poem for Non-Locomotor/Locomotor Movement and Level

Directions: Identify movement words for each line. For older children, or the second and third lesson on the same poem, select an additional dance element (column 3).

1. Title	2. Movement	3. Dance Element
Wouldn't You? By John Ciardi	Locomotor/non-locomotor movement	<i>Level, size, direction, force, weight, pathway, time, relationship, shape</i>
If I	<i>hug self</i>	<i>Middle level space</i>
Could go	<i>walk</i>	<i>Middle level space</i>
As high	<i>Reach arms</i>	<i>High level space</i>
And Low	<i>Reach arms</i>	<i>Low level space</i>
As the wind	<i>Run</i>	<i>High level space</i>
As the wind	<i>Run</i>	<i>Middle level space</i>
As the wind	<i>run</i>	<i>Low level space</i>
Can blow---	<i>turn</i>	<i>Middle level space</i>
I'd go!	<i>Run in place and stop</i>	<i>Middle level space</i>

8. LEVEL

I'm Glad the Sky is Painted Blue

I'm glad the sky is painted blue,
And the earth is painted green
With such a lot of nice fresh air
All sandwiched in between.

Anonymous

Poetry Content

- Form: Free Verse
- Style: Descriptive
- Elements: Rhyme

Dance Content

- Non-locomotor movement, locomotor movement
- Level: High, middle and low level space

Combined Objective

The children will be able to identify and demonstrate the meaning of the poem "I'm Glad the Sky is Painted Blue" by expressing the poetry elements of rhyme through the dance elements of non-locomotor/locomotor movement and level: high, middle and low level space.

Poem for Locomotor/Non-Loomotor Movement and Level

Directions: Identify movement words for each line. For older children, or the second and third lesson on the same poem, select an additional dance element (column 3).

1. <u>Title</u>	2. <u>Movement</u>	3. <u>Dance Element</u>
I'm Glad the Sky is Painted Blue Anonymous	Locomotor/non-loomotor movement	<i>Level, size, direction, force, weight, pathway, time, relationship, shape</i>
I'm glad the sky is painted blue		
And the earth is painted green		
With such a lot of nice fresh air		
All sandwiched in between.		

9. PATHWAY

I Can Fly

I can fly, of course,
Very low,
Not fast,
Rather slow.
I spread my arms
Like wings,
Lean on the wind,
And my body zings
About.
Nothing showy—
A few loops
And turns—
But for the most part,
I just coast

However,
Since people are prone
To talk about it,
I generally prefer,
Unless I am alone,
Just to walk about.

By Felice Holman

Poetry Content

- Form: Free Verse
- Style: Descriptive
- Elements: Rhyme

Dance Content

- Non-locomotor movement, locomotor movement
- Pathway: curved, straight, and zigzag

Combined Objective

The children will be able to identify and demonstrate the meaning of the poem “I Can Fly” by expressing the poetry elements of rhyme through the dance elements of non-locomotor/locomotor movement and the pathways of curvy, straight, and zigzag.

Poem for Non-Locomotor/Locomotor Movement and Pathway

Directions: Identify movement words for each line. For older children, or the second and third lesson on the same poem, select an additional dance element (column 3).

1. Title	2. Movement	3. Dance Element
I Can Fly By Felice Holman	Non-locomotor movement	Level, size, direction, force, weight, <i>pathway</i> , time, relationship, shape
I can fly, of course	<i>Walk flap arms</i>	Straight pathway
Very low,	<i>Walk low</i>	Curvy pathway/circle
Not fast,	<i>Walk</i>	Curvy pathway/circle
Rather slow.	<i>Walk</i>	Curvy pathway/circle
I spread my arms	<i>Stretch arms</i>	
Like wings	<i>Flap arms</i>	
Lean on the wind,	<i>Tilt</i>	
And my body zings	<i>Run</i>	Zigzag pathway
About	<i>Run</i>	Zigzag pathway
Nothing showy—	<i>Freeze</i>	
A few loops	<i>Fly</i>	Curvy pathway / loops
And turns—	<i>Fly</i>	Curvy pathway / circle
But for the most Part,	<i>Fly</i>	Straight pathway
I just coast	<i>Fly</i>	Straight pathway
However,	<i>Fly</i>	Improvise flying in
Since people are prone	<i>Fly</i>	Curved, straight, and zigzag
To talk about it	<i>Fly</i>	Pathways
I generally prefer,	<i>Wings become arms</i>	
Unless I am alone,	<i>Hug self</i>	
Just to walk about.	<i>Walk</i>	Select a pathway

10. PATHWAY

A Poem Is a Little Path

A poem is a little path
That leads you through the trees.
And takes you to the cliffs and shores,
To anywhere you please.

Follow it and trust your way
With mind and heart as one,
And when the journey's over.
You'll find you've just begun.

By Charles Ghigna

Poetry Content

- Form: Free Verse
- Style: Descriptive
- Elements: rhyme, rhythm, metaphor

Dance Content

- Non-locomotor/locomotor
- Pathway: curved, straight, zigzag

Combined Objective

The children will be able to identify and demonstrate the meaning of the poem "A Poem Is a Little Path" by expressing the poetry elements of rhyme and rhythm through the dance elements of non-locomotor movement and the pathways of curved, straight, and zigzag.

Poem for Non-Locomotor Movement and Pathway

Directions: Identify movement words for each line. For older children, or the second and third lesson on the same poem, select an additional dance element (column 3).

1. <u>Title</u>	2. <u>Movement</u>	3. <u>Dance Element</u>
A Poem Is a Little Path By Charles Ghigna	Locomotor/non-locomotor movement	Level, size, direction, force, weight, <i>pathway</i> , time, relationship, shape
A poem is a little path		
That leads you through the trees.		
It takes you to the cliffs and shores,		
To anywhere you please.		
Follow it and trust your way		
With mind and heart as one,		
And when the journey's over,		
You'll find you've just begun.		

11. RELATIONSHIP

The Sun

There's sun on the clover
And sun on the log,
Sun on the fish pond
And sun on the frog.

Sun on the honeybee,
Sun on the crows,
Sun on the wash line
To dry the clean clothes

By Louise Fabrice Handcock

Poetry Content

- Form: Free Verse
- Style: Descriptive: Vocabulary: clover, crows, on
- Elements: Rhyme, rhythm

Dance Content

- Non-locomotor movement, locomotor movement
- Relationship: on/over

Combined Objective

The children will be able to identify and demonstrate the meaning of the poem “The Sun” by expressing the poetry elements of rhyme and rhythm through the dance elements of non-locomotor/locomotor movement and relationship: on/over.

Poem for Non-Locomotor/Locomotor Movement and Relationship

Directions: Identify movement words for each line. For older children, or the second and third lesson on the same poem, select an additional dance element (column 3).

1. Title	2. Movement	3. Dance Element
The Sun By Louise Fabrice Handcock	Locomotor/non-locomotor movement	Level, size, direction, energy, weight, pathway, time, <i>relationship, shape</i>
There's sun on the clover	<i>Arms circle, hands burst</i>	On clover
And sun on the log	<i>Arms circle, hands burst</i>	On log
Sun on the fish pond	<i>Arms circle, hands burst</i>	On pond
And sun on the frog.	<i>Arms circle, hands burst</i> <i>Frog jump</i>	On frog
Sun on the honeybee	<i>Arms circle, hands burst</i>	On honeybee
Sun on the crows	<i>Arms circle, hands burst</i>	On crows
Sun on the wash line	<i>Arms circle, hands burst</i>	On wash line
To dry the clean clothes.	<i>Arms wave</i>	Over wash line

12. RELATIONSHIP

Sleeping Outdoors

Under the dark is a star,
Under the star is a tree,
Under the tree is a blanket,
And under the blanket is me.

By Marchette Chute

Poetry Content

- Form: Free Verse
- Style: Descriptive: Vocabulary: dark
- Elements: rhyme, rhythm

Dance Content

- Non-locomotor movement, locomotor movement
- Relationship: under/over

Combined Objective

The children will be able to identify and demonstrate the meaning of the poem “Sleeping Outdoors” by expressing the poetry elements of rhyme and rhythm through the dance elements of non-locomotor/locomotor movement and relationship: over/under.

Poem for Non-Locomotor/Locomotor Movement and Relationship

Directions: Identify movement words for each line. For older children, or the second and third lesson on the same poem, select an additional dance element (column 3).

1. <u>Title</u>	2. <u>Movement</u>	3. <u>Dance Element</u>
Sleeping Outdoors By Marchette Chute	Locomotor/non-locomotor movement	Level, size, direction, energy, weight, pathway, time, <i>relationship, shape</i>
Under the dark is a star,		
Under the star is a tree,		
Under the tree is a blanket,		
And under the blanket is me.		

13. ENERGY: Shaky/Swingy

The Swing

The swing's a flinging zinging chair,
The place to chase the air up there.
Just hold on tight, no need to steer
And soon you'll clear the atmosphere

By Douglas Florian

Poetry Content

- Form: Free Verse
- Style: Descriptive: Vocabulary: atmosphere
- Elements: rhyme, rhythm, imagery

Dance Content

- Non-locomotor movement, locomotor movement
- Energy: Dynamics—swingy and shaky movement

Combined Objective

The children will be able to identify and demonstrate the meaning of the poem “The Swing” by expressing the poetry elements of rhyme and rhythm through the dance elements of non-locomotor/locomotor movement and shaky and swingy movement.

Poem for Non-Locomotor/Locomotor Movement and Energy: Dynamics—Shaky and Swingy Movement

Directions: Identify movement words for each line. For older children, or the second and third lesson on the same poem, select an additional dance element (column 3).

1. Title	2. Movement	3. Dance Element
The Swing By Douglas Florian	Locomotor/non-locomotor movement	Level, size, direction, <i>energy</i> , weight, pathway, time, relationship, shape
The swing's a flinging zinging chair	<i>Swing arms</i>	Swingy
The place to chase the air up there.	<i>Shake arms</i>	Shaky
Just hold on tight, no need to steer	<i>Swing</i>	Swingy
And soon you'll clear the atmosphere.	<i>Swing jump</i>	Swingy-shaky

14. ENERGY: Shaky/Swingy

Paper Dragons

In March, kites bite the wind
And shake their paper scales.
They strain against their fiber chains
To free their dragon tails.

By Susan Alton Schmetz

Poetry Content

- Form: Free Verse
- Style: Descriptive: Vocabulary: scales, strain, fiber
- Elements: rhyme, rhythm, imagery, metaphor

Dance Content

- Non-locomotor/locomotor
- Energy: Dynamics—shaky and swingy movement

Combined Objective

The children will be able to identify and demonstrate the meaning of the poem “Paper Dragons” by expressing the poetry elements of rhyme, rhythm, and imagery through the dance elements of non-locomotor/locomotor movement and shaky and swingy movement.

Poem for Non-Locomotor Movement and Energy: Dynamics—Shaky and Swingy Movement

Directions: Identify movement words for each line. For older children, or the second and third lesson on the same poem, select an additional dance element (column 3).

1. <u>Title</u>	2. <u>Movement</u>	3. <u>Dance Element</u>
Paper Dragons By Susan Alton Schmetz	Locomotor/non-locomotor movement	Level, size, direction, <i>energy</i> , weight, pathway, time, relationship, shape
In March, kites bite the wind		
And shake their paper scales.		
They strain against their fiber chains		
To free their dragon tails		

15. SHAPE

Yesterday's Paper

Yesterday's paper makes a hat,
Or a boat,
Or a plane,
Or a playhouse mat.
Yesterday's paper makes things
Like that—
And a very fine tent
For a sleeping cat.

By Mabel Watts

Poetry Content

1. Form: Free Verse
2. Style: Descriptive: yesterday's paper = newspaper
3. Elements: rhyme, rhythm, repetition, imagery

Dance Content

1. Non-locomotor movement
2. Shape: curved, straight, angular

Combined Objective

The children will be able to identify and demonstrate the meaning of the poem "Yesterday's Paper" by expressing the poetry elements of rhyme, rhythm, repetition, and imagery through the dance elements of non-locomotor movement and curved, straight, and angular body shapes.

Poem for Non-Locomotor Movement and Shape

Directions: Identify movement words for each line. For older children, or the second and third lesson on the same poem, select an additional dance element (column 3).

1. Title	2. Movement	3. Dance Element
Yesterday's Paper By Mabel Watts	Non-locomotor movement	Level, size, direction, force, weight, pathway, time, relationship, <i>shape</i>
Yesterday's paper makes a hat	<i>Stretch/bend</i>	Angular shape with arms
Or a boat,	<i>Lie down on floor</i>	Curved shape with torso or arms
Or a plane,	<i>Stand arms outstretched</i>	Straight shape – arms, legs, torso
Or a playhouse mat.	<i>Lie down on floor</i>	Straight shape with body
Yesterday's paper makes things	<i>Stand</i>	Straight shape
Like that—	<i>Stretch/bend</i>	Repeat angular, curved, straight body shapes above
And a very fine tent	<i>Stretch/bend</i>	Angular shape
For a sleeping cat.	<i>Curl</i>	Curvy shape

16. SHAPE

Winter Moon

How thin and sharp is the moon tonight!
How thin and sharp and ghostly white
Is the slim curved crook of the moon tonight!

By Langston Hughes

Poetry Content

- Form: Free Verse
- Style: Descriptive: Vocabulary: thin, sharp, ghostly, thin, crook
- Elements: rhyme, rhythm, repetition, imagery

Dance Content

- Non-locomotor movement
- Shape

Combined Objective

The children will be able to identify and demonstrate the meaning of the poem “Winter Moon” by expressing the poetry elements of rhyme, rhythm, repetition, and imagery through the dance elements of non-locomotor movement and curved, straight, and angular body shapes.

Poem for Non-Locomotor Movement and Shape

Directions: Identify movement words for each line. For older children, or the second and third lesson on the same poem, select an additional dance element (column 3).

1. <u>Title</u>	2. <u>Movement</u>	3. <u>Dance Element</u>
Winter Moon By Langston Hughes	Non-locomotor movement	Level, size, direction, force, weight, pathway, time, relationship, <i>shape</i>
How thin and sharp is the moon tonight!		
How thin and sharp and ghostly white		
Is the slim curved crook of the moon tonight!		

17. Energy: Sharp/Smooth

I am pleased by bees

I am pleased by bees
Except for one thing:
The sting.

By Douglas Florian

Poetry Content

- Form: Free Verse
- Style: Descriptive
- Elements: rhyme

Dance Content

- Non-locomotor movement, locomotor movement
- Energy: Dynamics—sharp and smooth movement

Combined Objective

The children will be able to identify and demonstrate the meaning of the poem “Bees” by expressing the poetry elements of rhyme through the dance elements of non-locomotor/locomotor movement and sharp and smooth movement.

**Poem for Non-Locomotor/Locomotor Movement and Energy:
Dynamics—Sharp and Smooth Movement**

Directions: Identify movement words for each line. For older children, or the second and third lesson on the same poem, select an additional dance element (column 3).

1. Title	2. Movement	3. Dance Element
Bees By Douglas Florian	Locomotor/non-locomotor movement	Level, size, direction, <i>energy</i> , weight, pathway, time, relationship, shape
I am pleased by bees	<i>Fly</i>	Smoothly
Except for one thing:	<i>Fly</i>	Smoothly
The sting.	<i>Poke air</i>	Sharply

18. Energy: Sharp/Smooth

Growing Old

When I grow old I hope to be
As beautiful as Grandma Lee
Her hair is soft and fluffy white
Her eyes are blue and candle bright.
And down her cheeks are cunning piles
Of little ripples when she smiles.

By Rose Henderson

Poetry Content

- Form: Free Verse
- Style: Descriptive: Vocabulary: cunning, ripples
- Elements: rhyme, rhythm, imagery, metaphor

Dance Content

- Non-locomotor/locomotor
- Energy: Dynamics—sharp and smooth movement

Combined Objective

The children will be able to identify and demonstrate the meaning of the poem “Growing Old” by expressing the poetry elements of rhyme, rhythm, and imagery through the dance elements of non-locomotor/locomotor movement and sharp and smooth movement.

Poem for Non-Locomotor Movement and Energy: Dynamics—Sharp and Smooth Movement

Directions: Identify movement words for each line. For older children, or the second and third lesson on the same poem, select an additional dance element (column 3).

1. <u>Title</u>	2. <u>Movement</u>	3. <u>Dance Element</u>
Growing Old By Rose Henderson	Locomotor/non-locomotor movement	Level, size, direction, <i>energy</i> , weight, pathway, time, relationship, shape
When I grow old I hope to be		
As beautiful as Grandma Lee		
Her hair is soft and fluffy white		
Her eyes are blue and candle bright.		
And down her cheeks are cunning piles		
Of little ripples when she smiles.		

19. SIZE

Blowing Bubbles

Dip your pipe and gently blow
Watch the tiny bubble grow
Big and bigger, round and fat
Rainbow-colored, and then—
SPLAT!

By Margaret Hillert

Poetry Content

- Form: Free Verse
- Style: Descriptive: Vocabulary: pipe, splat
- Elements: rhyme, rhythm

Dance Content

- Non-locomotor movement
- Size: small (near reach), medium (medium reach), big (far reach)

Combined Objective

The children will be able to identify and demonstrate the meaning of the poem “Blowing Bubbles” by expressing the poetry elements of rhyme and rhythm through the dance elements of non-locomotor movement and small, medium, and big size shapes.

Poem for Non-Locomotor Movement and Size

Directions: Identify movement words for each line. For older children, or the second and third lesson on the same poem, select an additional dance element (column 3).

1. Title	2. Movement	3. Dance Element
Blowing Bubbles By Margaret Hillert	Non-locomotor movement	Level, <i>size</i> , direction, force, weight, pathway, time, relationship, shape
Dip your pipe and gently blow	<i>Bend and blow</i>	Angular shape with arms
Watch the tiny bubble grow	<i>Stretch arms</i>	Little to medium size shape
Big and bigger, round and fat	<i>Stand arms more</i>	Medium to big size shape
Rainbow-colored, and then—	<i>Arch arms side to side</i>	Big size arch movement
SPLAT!	<i>Stretch/bend and lie on floor</i>	Big size shape to small size shape

20. SIZE

Just Watch

Watch
how high
I'm jumping.

Watch
how far
I hop,

Watch
how long
I'm skipping

Watch
How fast
I stop.

Elizabeth Coatsworth

Poetry Content

- Form: Free Verse
- Style: Descriptive
- Elements: rhyme, rhythm, repetition

Dance Content

- Non-locomotor/locomotor movement
- Size: little, medium, big size movement

Combined Objective

The children will be able to identify and demonstrate the meaning of the poem “Just Watch” by expressing the poetry elements of rhyme, rhythm, and repetition through the dance elements of non-locomotor movement and small, medium, and big size shapes.

Poem for Non-Locomotor movement and Size

Directions: Identify movement words for each line. For older children, or the second and third lesson on the same poem, select an additional dance element (column 3).

1. Title	2. Movement	3. Dance Element
Just Watch By Myra Cohn Livingston	Locomotor/non-locomotor movement	Level, size, direction, force, weight, pathway, time, relationship, shape
Watch		
how high		
I'm jumping.		
Watch		
how far		
I hop,		
Watch		
how long		
I'm skipping		
Watch		
how fast		
I stop.		

21. WEIGHT: Strong / Light

Turtle in July

Heavy
Heavy hot
Heavy hot hangs
Thick sticky
Icky
But I lie
Nose high
Cool pool
No fool
A turtle in July

By Marilyn Singer

Poetry Content

- Form: Free Verse
- Style: Descriptive: Vocabulary: fool
- Elements: rhyme, repetition, imagery

Dance Content

- Non-locomotor movement
- Weight: Strong/light

Combined Objective

The children will be able to identify and demonstrate the meaning of the poem “Turtle in July” by expressing the poetry elements of rhyme, repetition, and imagery through the dance elements of non-locomotor movement and strong and light movement.

Poem for Locomotor/Non-Loomotor Movement and Weight

Directions: Identify movement words for each line. For older children, or the second and third lesson on the same poem, select an additional dance element (column 3).

1. Title	2. Movement	3. Dance Element
Turtle in July By Marilyn Singer	Non-locomotor movement	Level, size, direction, force, <i>weight</i> , pathway, time, relationship, shape
Heavy	<i>Bend forward</i>	Strongly
Heavy hot	<i>Bend forward</i>	Stronger
Heavy hot hangs	<i>Bend forward</i>	Strongest
Thick sticky	<i>Spread arms</i>	Strongly
Icky	<i>Pull arms up</i>	Strongly
But I lie	<i>Lie down</i>	Lightly
Nose high	<i>Stretch nose</i>	Lightly
Cool pool	<i>Arms spread</i>	Lightly
No fool	<i>Freeze</i>	Lightly
A turtle in July	<i>Curl</i>	Lightly

22. WEIGHT: Strong/Light

The Wind

I can get through a doorway without a key,
And strip the leaves from the great oak tree.

I can drive storm-clouds and shake tall towers,
Or steal through a garden and not wake the flowers.

Seas I can move and ships I can sink;
I can carry a house-top or the scent of pink.

When I am angry I can rave and riot;
And when I am spent, I lie quiet as quiet.

By James Reeves

Poetry Content

- Form: Free Verse
- Style: Descriptive: Vocabulary: drive, steal, rave, riot
- Elements: rhyme, imagery, personification

Dance Content

- Non-locomotor movement, locomotor movement
- Weight: Strong/light

Combined Objective

The children will be able to identify and demonstrate the meaning of the poem “The Wind” by expressing the poetry elements of rhyme, imagery, and personification through the dance elements of non-locomotor movement and strong and light movement.

Poem for Locomotor / Non-Locomotor Movement and Weight

Directions: Identify movement words for each line. For older children, or the second and third lesson on the same poem, select an additional dance element (column 3).

1. <u>Title</u>	2. <u>Movement</u>	3. <u>Dance Element</u>
The Wind By Marilyn Singer	Locomotor/non-locomotor movement	Level, size, direction, force, <i>weight</i> , pathway, time, relationship, shape
I can get through a doorway without a key		
And strip the leaves from the great oak tree		
I can drive storm-clouds and shake tall towers,		
Or steal through a garden and not wake the flowers.		
Seas I can move and ships I can sink;		
I can carry a house-top or the scent of pink		
When I am angry I can rave and riot;		
And when I am spent, I lie quiet as quiet.		

23. TIME: Steady Beat

Higglety, Pigglety, Pop

Higglety, pigglety, pop!
The dog has eaten the mop
The pig's in a hurry,
The cat's in a flurry,
Higglety, pigglety, pop!

By Samuel Goodrich

Poetry Content

- Form: Free Verse
- Style: Descriptive: Vocabulary: mop, higglety, pigglety
- Elements: rhyme, rhythm

Dance Content

- Non-locomotor movement, locomotor movement
- Time: Rhythm—steady beat

Combined Objective

The children will be able to identify and demonstrate the meaning of the poem “Higglety, Pigglety, Pop!” by expressing the poetry elements of rhyme and rhythm through the dance elements of non-locomotor/locomotor movement and rhythm—steady beat.

Poem for Non-Locomotor/Locomotor Movement and Time: Rhythm—Steady Beat

Directions: Identify movement words for each line. For older children, or the second and third lesson on the same poem, select an additional dance element (column 3).

1. Title	2. Movement	3. Dance Element
Higglety, Pigglety, Pop! By Samuel Goodrich	Locomotor/non-locomotor movement	Level, size, direction, energy, weight, pathway, <i>time</i> , relationship, shape
Higglety, pigglety, pop!	<i>Rock side to side</i> <i>Burst arms</i>	6 times for 6 beats For counts 7-8
The dog has eaten the mop	<i>Wag tail side to side</i> <i>Bite with arms</i>	6 times for 6 beats For counts 7-8
The pig's in a hurry,	<i>Run</i>	4 counts
The cat's in a flurry,	<i>Wave arms</i>	4 counts
Higglety, pigglety, pop	<i>Rock side to side</i> <i>Burst arms</i>	6 times for 6 beats For counts 7-8

24. TIME: Steady Beat

The Sea

Footprint eraser
Shorebird chaser
Sand replacer
Earth embracer

By Douglas Florian

Poetry Content

- Form: Free Verse
- Style: Descriptive: Vocabulary: footprint, shorebird, replacer, embracer
- Elements: rhyme, rhythm

Dance Content

- Non-locomotor movement, locomotor movement
- Time: Rhythm—steady beat

Combined Objective

The children will be able to identify and demonstrate the meaning of the poem “The Sea” by expressing the poetry elements of rhyme and rhythm through the dance elements of non-locomotor/ locomotor movement and rhythm—steady beat.

Poem for Non-Locomotor/Locomotor Movement and Time: Rhythm—Steady Beat

Directions: Identify movement words for each line. For older children, or the second and third lesson on the same poem, select an additional dance element (column 3).

1. <u>Title</u>	2. <u>Movement</u>	3. <u>Dance Element</u>
The Sea By Douglas Florian	Locomotor/non-locomotor movement	Level, size, direction, energy, weight, pathway, <i>time</i> , relationship, shape
Footprint eraser		
Shorebird chaser		
Sand replacer		
Earth embracer		

25. TIME: Fast/Slow

Snail's Pace

Maybe it's so
That snails are slow,
They trudge along and tarry.

But isn't it true
You'd slow up, too.
If you had a house to carry?

By Aileen Fisher

Poetry Content

- Form: Free Verse
- Style: Descriptive: Vocabulary: trudge, tarry, house
- Elements: rhyme, rhythm

Dance Content

- Non-locomotor movement, locomotor movement
- Time: Tempo—fast/slow

Combined Objective

The children will be able to identify and demonstrate the meaning of the poem “Snail’s Pace” by expressing the poetry elements of rhyme and rhythm through the dance elements of non-locomotor/locomotor movement and tempo—fast/slow.

Poem for Non-Locomotor/Locomotor Movement and Time: Tempo—Fast/Slow

Directions: Identify movement words for each line. For older children, or the second and third lesson on the same poem, select an additional dance element (column 3).

1. <u>Title</u>	2. <u>Movement</u>	3. <u>Dance Element</u>
Snail's Pace By Aileen Fisher	Locomotor/non-locomotor movement	Level, size, direction, energy, weight, pathway, <i>time</i> , relationship, shape
Maybe it's so		
That snails are slow,		
They trudge along and tarry.		
But isn't it true		
You'd slow up, too.		
If you had a house to carry?		

26. TIME: Fast/Slow

Skating

I'm skating down the sidewalk,
I'm a meteor on wheels.
I'm faster than an asteroid,
At least, that's how it feels.

I zoom past slower skaters
Till I'm clearly in the lead—
I'm skating down the sidewalk,
The epitome of speed.

By Jack Prelutsky

Poetry Content

- Form: Free Verse
- Style: Descriptive: Vocabulary: skate, epitome, asteroid, meteor
- Elements: rhyme, rhythm

Dance Content

- Non-locomotor movement, locomotor movement
- Time: Tempo—fast/slow

Combined Objective

The children will be able to identify and demonstrate the meaning of the poem “Skating” by expressing the poetry elements of rhyme and rhythm through the dance elements of non-locomotor/locomotor movement and tempo—fast/slow.

Poem for Non-Locomotor/Locomotor Movement and Time: Tempo—Fast / Slow

Directions: Identify movement words for each line. For older children, or the second and third lesson on the same poem, select an additional dance element (column 3).

1. <u>Title</u>	2. <u>Movement</u>	3. <u>Dance Element</u>
Skating By Jack Prelutsky	Locomotor/non-locomotor movement	Level, size, direction, energy, weight, pathway, <i>time</i> , relationship, shape
I'm skating down the sidewalk,		
I'm a meteor on wheels.		
I'm faster than an asteroid,		
At least that's how it feels.		
I zoom past slower skaters		
Till I'm clearly in the lead—		
I'm skating down the sidewalk,		
The epitome of speed.		