After listening to a story about dancing, play the music and ask the children to demonstrate how the character in the book danced. For example, when using Dance Tanya book, “Tanya” does a series of ballet moves. Begin by doing a picture walk through the book to show how Tanya danced. Show various dance moves, that might include:

- **Plie’** – with arms extended out to the side and heels together (if children have the balance to do so), squat down slowly and stand back up slowly.
- **Pas de Daux** – dance with a partner (we hooked elbows and danced in a circle).
- **Pirouette** – on tippy toes with arms overhead, turn in a circle.
- **Grand Jete** (or big leaps) – start with one foot in front of the other and leap over their spot.
- **Arabesque** – stand on one foot, arms out to side and lean forward slowly, balance.
- **Sad Swan** – children lay down on the floor and go to sleep.

The second time point out moves and ask children to perform them. The third time use music along.

Props such as ribbon sticks or nylon scarves may be used to accentuate dancing.
Dance, Dance, Dance

CHOOSE:
Children will have choices regarding the types of dance movements they do.

ASSESS:

Development and Learning Objectives:
- TSG 9a - Expands vocabulary
- Early Learning Standard 11.1 Understanding Language and Use, Benchmark 1 Increase Listening/Speaking
- TSG 18a - Interacts during book conversation
- Early Learning Standard 11.2 - Early Literacy, Benchmark 6

Physical:
- TSG 35 - Explores Dance/Movement Concepts
- Early Learning Standard 13.2 - Music, Rhythm, Movement, Benchmark 2

RELATE:
Children are asked to dance with different peers and explore how dancing changes when dancing with a partner.

ENERGIZE THE BRAIN (EF):

Children could be asked to name their dance movement and describe or demonstrate it for a peer. You may name or demonstrate various dance movements, then ask children to demonstrate that particular dance movement when they hear the word.