

## Creative Adventures with Literature

### #7: *Dancing Feet* by Lindsey Craig, illustrated by Marc Brown

#### Introduction

The *Arkansas Child Development and Early Learning Standards: Birth through 60 months* focuses on three components of the **Domain: Creativity and Aesthetics**. The components are: **Music and Movement, Visual Arts, and Drama**. In the book, *Dancing Feet* by Lindsey Craig, illustrated by Marc Brown, the primary focus is on **Music and Movement**.

The text in *Dancing Feet* by Lindsey Craig is catchy and rhythmic and features funny sound words and an element of guessing. Add Marc Brown's artwork, which are collages of simple shapes that are bright and colorful, and you have a delightful read-aloud treat.

#### Story Preparation

- Become familiar with the book, *Dancing Feet*.
- Practice reading the story aloud so that you can convey the rhythm of the text.
- Locate the CD, *Kids in Motion*, by Greg and Steve, Youngheart Records 1987.
- Listen to the CD and become familiar with the different songs, especially Animal Actions I and Animal Actions II.

#### Story Presentation

##### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language (vocabulary and language comprehension)**

**EL1.1 Shows interest in literacy experiences (engagement in literacy experiences, variety of interests)**

**EL1.2 Engages in read-alouds and conversations about books and stories (story comprehension)**

**EL3.1 Responds to the features of books and print (book knowledge, print knowledge)**

**CA1.1 Explores through listening, singing, creating, and moving to music (exploration of music and movement)**

**Book:** *Dancing Feet*

##### First Reading of *Dancing Feet*

- Take the book, the CD, *Kids in Motion*, and player to the book reading area and begin to play one of the lively tunes such as the title song, "Kids in Motion."
- Invite children to join you as you move to the music.
- Say to the children, "We have been using our dancing feet. Now we're going to read a book about dancing feet."
- Show the cover, give title, author and illustrator. (Explain that the author is the person who writes the words and the illustrator is the person who creates the pictures.)
- Invite children to look at the cover and name the animals they see. Ask what they think the elephant and the ladybug are doing. Accept all answers.
- Read the story so all children can see the pictures in the book.
- Read the first page and invite children to answer the question, "Who is dancing that tippity beat?"
- Say, "Let's see if you are correct" as you turn the page and read the text.
- Continue this pattern as you read about each animal.
- Follow up by showing the pages with the questions and involve children in naming the animals they will see on the next page.

### Second Reading of *Dancing Feet*

- Show the cover and ask children to recall the title of the book. Give author and illustrator.
- Read the book and encourage children's participation.
- Follow up by asking children to stand so they can pretend to dance like the animals in the story.
- Show the pages where each animal is dancing and ask children to imitate that animal's dance:  
Ladybug – tippity (walk on tiptoes)  
Elephant – stompity (stomp)  
Duck – slappity (slap feet on floor)  
Caterpillar – creeping (move on hands and feet)  
Bear – thumpity (see **Note** below)  
Lizard – clickity (see **Note** below)

**Teacher Note:** Invite children to say how you would make thumpity noise (pat thigh or hit a drum, for example) and clickity noise (snap fingers or click hand castanets, for example). Have the drum and hand castanets with you as you demonstrate the noise each makes.

### Third Reading of *Dancing Feet*

- Show the cover and ask children to recall the title of the book.
- Give the author and illustrator and ask children if they remember what each does. Give them prompts if necessary.
- Read the story so all children can see the pictures in the book.
- Encourage children to join in the reading of the story.
- Follow up by reading the story, pausing to allow children to complete the sentences as follows:  
"Who is dancing that tippity \_\_\_\_\_? (beat)  
"Tippity! Tippity! Happy \_\_\_\_\_! (feet)  
This is called the cloze technique.
- Call attention to the two rhyming words on some of the pages.(feet and beat).

## Creative Art Extensions

### Learning Goals:

**PH2.2 Adjusts grasp and coordinates movements to use tools** (*writing and drawing tools, scissors*)

**CA2.1 Explores, manipulates, creates, and responds to a variety of art media** (*exploration of art, art concepts, art appreciation and expression*)

### Activity: Creating a Collage

**Materials:** *Dancing Feet*, textured paper such as wallpaper samples and corrugated cardboard (some of paper cut in shapes and some not), construction paper, colored pencils, scissors, glue, sturdy base such as cardboard for collage base, crayons, markers, stick on dots

### Directions:

- Show the book, *Dancing Feet*, to the children and invite them to look carefully at the illustrations/artwork by Marc Brown.
- Invite them to describe what they see and how they think the pictures were made.
- Explain that the artist used collage materials to create the illustrations. Involve them in locating the various shapes used.
- Show children the collage materials that will be added to the Art Center.
- Allow children to explore the materials. Listen for their comments. Ask them if they can find something that has ridges or feels bumpy and to identify the shapes they see.
- Invite children to use the materials to create their own artwork.

**Activity: Create an Art Gallery**

**Materials:** display area such as poster board, paper from roll, tri-fold display, bulletin board at child's eye level, display space created with a border or masking tape

**Directions:**

- Use one of the display areas listed or your own idea to create a gallery for display of children's art. Label it: **Art Gallery – Our Collages**
- Invite children to display their collages in the art gallery.
- Allow children to select the art pieces they want to display.

**Teacher Note:** *Be sensitive to a child who does not choose to display his or her art work and honor this choice.*

**Creative Drama And Dramatic Play Extensions**

**Learning Goal:**

**CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play** (*exploration of drama*)

**Activity: Dancing Feet Prop Box**

**Materials:** ballet and tap shoes, dance costumes, clip-on bowties, storage box with list of contents taped to the lid, full length mirror securely mounted on wall, pictures of dancers

**Directions:**

- Collect props and develop a dancing prop box.
- Place the prop box in the Dramatic Play Center.
- Post a couple of pictures of dancers in the Dramatic Play Center.
- Observe children to see how they play with the props. Do they dress in the dance costumes and look at themselves in the mirror? Do they put on the dance shoes and try and dance in them? Do they look at the pictures of dancers that are posted in the area?

**Learning Goals:**

**EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences*)

**CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play** (*exploration of drama*)

**Activity: Dancing Feet Puppets**

**Materials:** stick puppets of the animals in the book, *Dancing Feet*

**Directions:**

- Make stick puppets of the animals in the book.
- Invite children to join you in the story reading area or in the Library Center for a puppet show.
- Allow children to select a puppet and explain that they will use them to help tell the story.
- Read the story, *Dancing Feet*, and invite children to hold up their puppet and make it dance when you read about their particular animal.
- Allow the children to use the puppets independently and present their own show to other children in the group.

## Creative Music Experiences

**Learning Goal:**

**CA1.1 Explores through listening, singing, creating, and moving to music** (*exploration of music and movement*)

**Activity: Let's Dance**

**Materials:** Kids in Motion CD by Greg and Steve, player, book, *Dancing Feet*

**Directions:**

- Begin to play the title song from the CD, "Kids in Motion" as children join you in the Music Center.
- Join children as they follow the directions in the song and move to the music.
- Show the book, *Dancing Feet*, and recall with the children some of the animals in the book: ladybugs, elephant, duck, caterpillar, bear, lizard.
- Explain to children that you will play two songs about animal actions and that some of the animals in the story are in the song. State that they are to listen and move like the animals in the song.
- Play Animal Actions 1, then Animal Actions 2 from the CD and join children in doing animal actions.
- Ask children to recall the animals from the story that are in the song (elephant and duck)

**Teacher Note:** *If you are unable to locate the Kids in Motion CD, choose other dancing music for children to move to.*

## Additional Books

*Barn Dance* by Bill Martin, Jr. & John Archambault, illustrated by Ted Rand

*Dance Away* by George Shannon and Jose Aruego

*Giraffes Can't Dance* by Giles Andreae, illustrated by Guy Parker-Rees

*Hilda Must Be Dancing* by Karma Wilson, illustrated by Suzanne Walls

*Jazz Baby* by Carole Boston Weatherford, illustrated by Laura Freeman

*Rumble in the Jungle* by Giles Andreae, illustrated by David Wojtowycz

## Additional "Dancing Feet" Ideas

- Involve families in contributing dance shoes and costumes for the dancing feet prop box.
- Make sure children wear socks when wearing the dance shoes. Use a disinfectant spray to sanitize the shoes.