Seed Strategies
Integrating the Arts

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Literary Arts

Literary Art Elements

- **Theme:** The unifying truth or universal message in literature.
  - Explicit themes: Messages directly stated.
  - Implicit themes: Indirectly stated truth statements.

- **Plot:** The order of events set in motion by a problem or conflict. What happened?
  - Plot Patterns: (1) Linear - 3 parts, introduction, development, and conclusion. (2) Cumulative - events build on one another. (3) Episodic - mini-stories tied together.
  - Plot Variations: Cliffhangers, flashbacks, and foreshadowing.

- **Character:** Person, animal, or object taking on a role. Who is it about?
  - Types of Characters: Protagonist or antagonist, round or flat/stock, dynamic or static, foil or stereotype.

- **Setting:** The time and place. When and where does the story take place?
  - Types of settings: Scenery, backdrop, or integral.
  - Aspects: place, time, or weather.
  - Primary World: Real world.
  - Secondary World: A created world used in fantasy.

- **Point of View:** The vantage point from which a story is written. Who is telling the story?
  - First Person: Uses “I” to tell the story.
  - Omniscient or third person: All-knowing, using third person.
  - Limited Omniscient: Omniscient but only a few characters.
  - Objective: Events reported with no interpretation.
Tongue Twisters and Lip Blisters: Use tongue twisters such as “Bugs Black Blood” and “Aluminum Linoleum” to get students puckered and giggling, relaxed and ready to be creative. Use before music time or before oral presentations.

Minister’s Cat: This is a memory/category game that is done to a rhythm. Students form a circle; students take turns as they go around the circle. On their turn the student plugs in an adjective, in alphabetical order, into the phrase: “The minister’s cat________.” Example: “The minister’s cat is an angry cat, brave cat, creative cat… etc.” You can adapt this strategy for characters in a story.

Character Report Card: After reading, students complete a report card to grade characters on talent, tact, poise, appearance, honesty, and so forth. With younger students, do this collaboratively. Ask students to justify the grades.

Somebody-Wanted-But-So: Make a chart with the four words across the top. Students draw or write about the main character in the first section (somebody). What the character wanted in the second section (wanted). Roadblocks or conflict that the character faced in the third section (but). The resolution to the problem in the fourth section (so).

Ladder to Success: Students list important events in a character’s life on the rungs of a latter. The Rungs lead up to a climatic event. Earlier events are closer to the bottom of the ladder.

Acronyms and Acrostics: Invite students to play with acronyms in which letters in a word stand for a concept. Example: McHale- mechanical, chemical, heat, atomic, light, electric. Acrostics are mnemonic sentences. Example: The stages of a cell- “In Paris, men are tall”- Interphase, prophase, metaphase, anaphase, and telophase.
• **Mystery Person:** After reading a piece of historical fiction or a biography, students choose a book character and find three objects that represent him or her. Objects are then revealed to the class one at a time. Students guess who the person is by connecting the three items.

• **Sentence Frames:** Frames are response prompts. The structure jump- starts thinking. Frames can be used after any book or lesson or as general writing prompts. Repeat the frame as many times as desired. Examples:
  1. Fortunately__________ Unfortunately__________
  2. Someday____________
  3. Why?__________ Because__________
  4. When I was young__________
  5. When I ___________ I look or feel like__________ Because__________

• **Sequence Story:** Write or tell a story with each line beginning with a number, in consecutive order. Example: “One day Mary was sleeping when the doorbell rang. Two men were at the door. Three fingers were missing on one man’s hand………”

• **Big Bingo:** Use bulletin board paper cut into 4- foot lengths and folded four times to make a giant bingo board. Group students and give them time to write elements in the blanks on the giant card (post Literary Elements.) Play by giving a definition and students cover elements with themselves or index cards. When a group wins, they read the back the labels, paraphrase a definition and give a story example.

• **Mystery Bag:** Students try to find connections as the teacher reveals one object at a time from a sack. This is good to do at the beginning of each class day as fun introduction to the school day ahead.

• **Buddy Reading:** Partners share a book in these ways: take turns reading aloud, read chorally, or read silently. They agree to stop and points and discuss (1) exciting or puzzling parts, (2) connections to their lives, the world, or other books.
Visual Arts

Visual Arts Elements

- **Line**: A horizontal, vertical, angled, or curved mark, across a surface.
  - Ex: Long, short, or dotted.

- **Shape**: The two dimensions of height and width arranged geometrically, organically, and symbolically.
  - Ex: Circles, triangles, natural shapes, and letters.

- **Color**: Primary, secondary, and complementary; warm (red/yellow) and cool (blue/green).
  - Value: Lightness (tints) or darkness (shades) of colors.
  - Saturation: Vibrancy/purity vs. dullness of color.

- **Space**: (2D) the area objects take up (positive space) and that surrounded shapes and forms (negative space). In depth illusions are created by techniques as perspective and overlapping.

- **Form**: 3D height, width, and depth are shown by contours.
  - Ex: Sphere, pyramid, and cube.

- **Texture**: Way something feels or looks as it would feel.
  - Ex: Slick or rough.
Visual Arts

- **Sense Stations:** Simulate the senses before making or viewing art by setting up areas for students to: Taste—close eyes and try salt, sugar, and lemon. Touch—feely boxes with sandpaper, silk, and foil. Sight—Magnifying glasses, tubes, and kaleidoscopes. Smell—perfumes, potpourri, oils, and candles. Hear—environment sounds, sea shells, and bags to shake.

- **Collections:** Use scrapbooks, photo wallets, albums, or clear shoe bags to organize items that grab aesthetic attention. Beans, sand, and pebbles can be layered in jars to study the effects of pattern. Student collections serve as conversation starters and for art making or as writing prompts.

- **Elements Exploration:** Starts with lots of newsprint and one color of paint. Invite students to bring bushes from home (ex: sponge, baster, bottle washer). Give a series of directed explorations: Paint different lines: angled, curved, lying down, angry, calm, excited, thick. Create different shapes: dots, circles, triangles, uneven, loose, happy. Take one shape and paint it different sizes. Group the same shapes. Paint a group of shapes that are the same size. Change colors and color code “same” shapes or same sizes. Outline shapes in a lighter or darker color. Try painting slowly. Try using very little paint to dab. Smear a lot on. Give feedback as students work. Afterward, ask what they discovered about art elements.

- **Bubbles:** Exploration shape and color with bubbles. Mix 1 tablespoon of dish detergent, 5 tablespoons of water, and 1 tablespoon of glycerine. Blow bubbles and catch on paper painted with wet tempera. Explore organic and geometric shapes with bubbles make through straws, pipe cleaner wands, plastic berry baskets, funnels and plastic from soda six packs.

- **Color Window Quilt or Banner:** Give each child a zip lock bag, colored tissue paper and cellophane. Children cut, tear, and arrange their pieces and then the bags are taped together with clear, wide tape. Make into window banners or quilts.
• **Pounded Flowers:** Do this in the spring or fall. Collect a variety of fresh flowers or leaves. Discuss their names and how they look similar and different. Students then place the flowers on light-colored construction paper and cover them with clear plastic wrap. Pound each flower with a hammer until the color is embedded in the paper.

• **Class Flag:** Examine the flags and symbols of countries. Discuss how and why they use the colors, shapes, designs, materials, and lines they do. Divide into groups to create a class flag to represent what’s important about the class. Make fabric, paper, paint, and collage materials available for design.

• **Seeing Systematically:** Give each student a magnifying glass or cardboard tube to examine a piece of art. Tell them to look at the art systematically: foreground-background, top-bottom, left-right, edge-center. This can be guided with 1 minute on each area. Afterward, students free-write and then prioritize the most important observations. Variations: Students create titles for the artwork. Focus on capturing the main ideas/feelings.

• **Origami Art:** Japanese paper folding involves the study of shape, line, symmetry, and angle. Special origami paper in a package with variety of colors works well and is available from any supply store.

• **Foot Painting:** Put on music and ask students to listen to its rhythm and mood. Spread out large paper. Use shallow trays of tempera. Tell students to roll up pant legs. Start with a choice of a few colors. Students create art by painting with their feet to the music. Discuss the effects of different feet. (Ex: ridges on footprints).

• **Draw to Music:** Listen to music about a relevant place, person, or topic. (Ex: Grand Canyon). Write or draw to the music and then share what and how the music communicated important messages.
- **Crayon Ideas for Varied Crayon Effects**: Peel and break crayons, use them on their sides, or tape several together. Encourage mixing of colors and creation of hues of one color by changing amounts of pressure. Rub crayon drawings with a cloth to give them a gloss. For crayon resist, try painting over crayon drawings with tempera, watercolor, or food color. Use black construction paper for the background and paint over crayon drawing with white paint. An alternative is to use white crayon or a candle to draw on white paper and then wash over with paint to reveal the image.
Drama and Storytelling

Drama Elements

- **Actors**: assume roles of characters.

- **Space**: is where the action happens.

- **Audience**: views the action and sometimes interacts with the actors.

- **Conflict**: sets the pot/action in motion and creates suspense and tension.
  
  *Five Types Include*
  
  - Between a character/nature
  - Between a character/societal rules or institutions
  - Between a character and another character
  - Within a character (internal conflict)
  - Between a character and technology

- **Characters/Actors**: initiate and carry out the plot (action). Must be believable and care about what happens.
  
  *Created Through*
  
  - Actions, words, and what others say or how they react. When characters talk with each other, they use dialogue. When no words are used, drama takes the form of pantomime.

  *Protagonist*
  
  - Main character or hero, who must face life, make decisions, and accept consequences.

- **Plot**: is the sequence of events set in motion by a problem or conflict. The structure is beginning, middle, and end.

- **Setting**: consists of the “created” time and place for action in a specific space.

- **Mood**: is the feel created by the setting (time, lighting, music, place), pace, characters’ use of words and body, etc.
Drama and Storytelling

- **Play Ball:** Form a circle. Leader holds an imaginary ball and calls someone’s name before it is thrown, saying, “Sue, basketball.” The receiver then says, “Thank you, basketball.” Play continues, with receiver calling a name and throwing pretend basketball. After a few rounds the leader introduces a second ball, saying, “Joe, beach ball,” and Joe responds, “Thank you beach ball.” Continue to add more balls. At the end, call “stop” and ask everyone with a ball to hold it. The audience guesses the kind of ball by its size and how it is held.

- **Tongue Twisters and Tanglers:** First say each twister slowly as a group. Next, practice individually and in pairs or go around a circle. Make into a game where play begins over if a person mispronounces. Examples: A Hot Cup of Coffee from a Proper Coffee Pot. Aluminum Linoleum. Bugs Black Blood. Unique New York.

- **Scavenger Hunt:** Give groups items to find in a time limit. For example, “in 5 minutes find a silky item, a book with an r- controlled word, something that moves, and something that can be used to create.” Items can be collected or written down. Variation: Use the five senses to organize searches.

- **Word Change:** Sit in a circle. First person says a sentence like, “Mary had a little lamb.” Next person repeats the sentence, but changes one word: “Mary had a little goat.” Keep going all the way around. Challenge: Reverse and return the sentence to its original form.

- **Two Facts and One Lie:** Students list three facts about themselves. One item should be false. Students read aloud items. The audience applauds to show which one they believe is the lie.

- **Transformations:** Brainstorm characters of things that change. Example: young to old, seed to plant. Ask students to break down phases and do in slow motion. Add music.
• **Pretend to Paint:** Students imagine they have tiny paintbrushes and not much space to paint. Narrate a pantomime in which you tell them to keep painting, but the size of the brush and the space keeps getting bigger and bigger. Music can be used.

• **Don’t Laugh:** Form groups of five or six who stand in a circle. One is IT, who points at someone and asks a funny question. Person to the right of person questioned must answer. Everyone tries not to laugh.

• **Special Props:** Challenge students to use simple props to feel as animals do. For example, try to eat rice with your mouth as birds do or try to drink like a cat or a dog from a tub of water. Use props to get the feel of snakes shedding their skins or birds in a nest.

• **What’s My Line?** Based on a 1950’s television show, this drama focuses on finding out occupations of panelists. Panelists can all have the same occupation or the same role. The audience can only ask yes or no questions and is given a time limit or a set number of questions. The teacher acts as a moderator and allows the audience to take turns questioning. When a panelist answers, “no” someone else takes a turn to question.

• **Antonyms Partners:** Pairs become opposite emotions, heights, sizes, and weights, and so on. Pairs present and audience guesses antonyms.

• **Daffynitions:** Teams of four or five students find unusual words. Each team member writes a definition for the word, but only one member writes the correct definition (use the dictionary). Each team stands and members orally read definitions in turn, trying to convince the audience that each has the correct one. The audience can applaud; afterwards, to vote on which they believe is correct.

• **Break it Down:** Pairs become an “answer.” They plan combinations to mime. Example: 27=20 wiggling fingers plus 4 blinking eyes plus 2 ears plus 1 wrinkled nose.

• **Stunts and Tricks:** Students perform stunts. For example, rub stomach and pat head at the same time, balance balloon or pencil on the end or your nose, stand with left shoulder and side of left foot snug against a wall and try to raise right leg.
• **Partner Search:** Make cards with sounds or song titles and pass them out. For example, do five different titles on five sets of cards for 25 students. The goal is to have groups form by finding those who are singing the same song or making the same sound.

• **Talk with Your Body:** Practice ways to send a message using body gestures. Examples: I’m tired. I’m bored. I’m afraid. It’s freezing in here. Ask students to create original body sentences and pantomime. Do as pairs to get more participation.
Dance

BEST Dance Elements and Concepts

B= Body, E= Energy, S= Space, T= Time

- Body:
  - Parts: Head, neck, torso (hips, abdomen, shoulders, back), arms and elbows, hands and wrists, fingers, legs, knees, and feet (ankles and toes).
  - Shapes: Curved, twisted, angular, small- large, flat- rounded.
  - Actions or moves:
    - Nonlocomotor: Stretch, bend, twist, rise, fall, circle, shake, suspend, sway, swing, and collapse.
    - Locomotor: Walk, leap, hop, jump, gallop, skip, and slide.

- Energy:
  - Attack: smooth or sharp
  - Weight: strong or light
  - Strength or tension: tight or loose and relaxed
  - Flow: sudden or sustained, bound free

- Space:
  - Level: low, middle, and high
  - Direction: forward, backward, sideways, up, and down
  - Size: large and small
  - Place or destination: where we move to
  - Pathways: patterns on the floor or air (ex: circular)
  - Focus: where the dancer looks

- Time:
  - Rhythm: pulse or beat
  - Speed: time or tempo
  - Accent: light or strong emphasis
  - Duration: length
  - Phrases: dance sentences, patterns, and combinations (ex: twist, twist, twirl, and freeze)

- Choreographic Principles: Repetition, contrast, unity, variety, balance, patterns, and transitions used to make dance.
Dance

- **Inhale/ Exhale/ Stretch:** Direct students to slowly inhale, reach up and overhead and to floor with knees bent. Exhale. Repeat to each side. Roll head and shoulders forward and backward, bend arms, do socket rolls, touch head to shoulders, tough knees, touch toes, sit and twist and bend, do slow windmills, toe presses, heel to toe slowly, clasp hands behind and stretch shoulders, spine stretches, squat and press forward (exhale), bend one leg and repeat (exhale). Slow, nonrhythmic mood music can be used.

- **Step In:** Use this movement activity to review any content. Students form a circle. The teacher gives movement directions. Ex: “Take two steps in if you know the capital of Ohio.”

- **I’m Stuck:** Narrate series of sticky situations using different body parts. “You are clapping your hands when they suddenly won’t come apart. You try to get them to separate. Finally, they pop apart. You reach up to scratch your face. Now your hand sticks to your face. You try different ways to pull your hand off, but it is hard. Blop! It comes off. You start to walk around when your left food sticks to the floor. You try to make the best of it. You move around with your left food glued to the ground.”

- **Jump– Turn– Freeze:** Students walk around and keep an eye on one person. They should not follow the person. Next, add a second person and then, after a while, a third person to the list of others that each student is trying to watch. Students are to keep walking. Then say, “When you pass the first person, jump!” Continue for awhile then add turn for the second person and finally freeze for the third.

- **String Shapes:** Each person stands in elastic loop (one yard of tied together elastic). Make movements while holding onto the elastic. Ask students to then move to music while creating a variety of shapes with the band.

- **Weather Dance:** Students are frozen in a shape. Weather changes are announced by narrator, and students respond by changing levels and shapes for snow, light rain, and raging hailstorm. Begin by restricting movement to one spot and then move to locomotor.
• **Folk and Ethnic Dances:** Discuss different ways dances have been used throughout history (ceremonies, prayers, celebrations) and how forms of dance have evolved, using common movements for expressive purposes.

• **Cause- Effect:** Pairs face each other. One is the cause and the other is the effect. Cause moves and the effect must respond appropriately. (Ex: if cause steps forward, effect must move to keep from being stepped on). Encourage creative responses.

• **Number Shapes:** Teacher signals and students make their bodies into shapes of numbers. They may need to work together. Challenge them to make these shapes combine with time, space, and force.

• **Brian Dance:** A warm-up sequence for the whole body, which involves breathing deeply and touching and moving all body parts; head to toe and back to core; head- tail separate and together; upper/lower body parts; body sides isolated; cross- lateral midline and upper/ lower body; and moving off balance. See website: www.creativedance.org

• **Simon Says:** Play “Simon Says” using BEST elements. Ex: “Simon says, “use your body to show a circle.”"

• **Lightning Concentration:** Form circle and join hands. Leader squeezes a rhythm to both the right- and left- hand partners. The rhythm is passed around until it collides in one person. That person shouts, “lightening” and becomes the leader.
Music

Music Elements and Concepts

- **Tempo (time):** Adagio is slow and allegro is fast.
  - **Rhythm:** Movement of sounds through time (matches words, not beat).
    - Includes underlying beat.
  - **Meter:** Groupings of beats and accents
  - **Syncopation:** Uneven rhythms as in jazz

- **Pitch:** Highness of lowness of a sound
  - **Tone:** A sound of well-defined pitch, represented by a note.

- **Timbre:** Tone color or unique qualities of sound.

- **Dynamics:** Volume or relative loudness or softness of the sound; gives emotion.
  - **Forte**= loud
  - **Piano**= soft
  - **Crescendo**= volume goes up
  - **Decrescendo**= volume goes down

- **Texture:** Layering of instruments and/or voices to create a thin or full feeling.
Music

- **Question and Answer Songs:** Many songs involve people asking and answering questions, such as “Baa Baa Black Sheep” and “Are You Sleeping?” Divide the class in half and direct one-half to sing questions and the other half the answers.

- **Listening Phones:** Use PVC pipe to make “phones” for students to hear their own voices. Use two curved pieces to make the earpiece and voice piece. Cut a 3-inch straight piece for the handle.

- **Rhythm Box Beats:** Each student needs an empty milk carton or shoe box and a wooden spoon or big pencil. The inside of the box or carton is struck, one side at a time, in the same order to create a 1-2-3-4 beat (common in music). Try at different tempos and put to music by playing along with four-beat songs.

- **Follow the Leader:** Use rhythm instruments, homemade or purchased (sticks, tambourines, drums, cymbals). Leader plays different rhythms. Everyone echo’s the rhythm on his or her instrument.

- **Homemade Jam:** Have a jam session with student-made instruments. Put on music and play along.

- **Vibration Study:** Vibrations pass through the eardrum, hammer, stirrups, and the water of the cochlea and are sent as an electrical nerve signal to the brain. We also hear sounds because sound is conducted through our bones. Ask students to cover their ears and hum to hear the sound coming through the bones. Students can try as many different timbres as possible with a pencil, hands, and the like.

- **Introduce a Time Period:** Play music to introduce a social studies unit. Ask: “What do you hear? What does it tell you about this time? How does this music sound different from contemporary music? Why?”
• **Music and Emotions:** Play a piece such as Vivaldi’s *The Four Seasons*. Ask students to use their faces to show the feelings of the music. Variations: (1) Use art materials to show the feelings of the music. (2) List or write about the feelings.

• **Water Music (Measurement):** Use 10 clear glasses. Students measure the side of each glass and subtract 1 inch from the top. Divide this measurement by 10. Use a crayon to make 10 sections on each glass. Fill the glasses with water to the lines. Label the first glass 1, the second glass 2, and so on, until the 10 glass is labeled 10. With a teaspoon, gently tap the first glass near the rim. Listen for the sound. As the numbers get higher and water increases, the tones get lower. Have students tap out phone numbers to listen for pitches, and create other addition and subtracting problems to play.

• **Rainstorm Simulation:** This is a rhythm activity. Sit in a circle with eyes closed. A leader begins by rubbing palms together. Person to the right picks it up until the whole class is participation. Then the leader switches to finger snaps that moves around the circle. Next is thigh slaps, then food stomps, with periodical “claps” of lightening. Reverse the order to show the storm dying out.

• **“Head, Shoulders, Knees, and Toes”:** First, sing the song though. Then add motions. Practice at a slow tempo. Finally, ask students to stand in a circle and do movements as they sing, gradually sustaining body parts with hums, but continuing the actions: Touch head, touch shoulders, touch knees, touch toes, and so forth. Sing at different volumes and tempos.

• **Name Echo:** Stand in a circle. Leader says her name and class echoes using the exact volume, pitch, dynamics, tempo, etc. Student to the right then does the same. Class echoes. Variation: Do as a cumulative name echo, repeating from the first name.