



UNIT

THE DAY IT RAINED HEARTS READ ALOUD

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Read Aloud Units For Dance Educators

THIS UNIT ACCOMPANIES THE DAY IT RAINED HEARTS

As dance educators we often need suggestions how to approach using a Read-Aloud book in our preschool dance classes. This unit can be used as part of a weekly dance class or as a stand-alone dance workshop for those ages 2.5-4/Preschool I/II.

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PREDICTIONS

Prior to reading, show the students the book jacket and ask them what they think the book will be about. Have the students make predictions about what they think will happen when it rains hearts or why to will rain hearts. Allow each dancer to make a prediction to increase engagement. After reading, see how well they predicted!

BEFORE READING

What do you think the story will be about?
How do you think it rained hearts?
What do you think she will do with the hearts?

WHILE READING/AFTER READING

What is the story about?
Where does the story take place?
Who gets the heart necklace? Why?
Who gets the heart with cotton balls? Why?
Who gets the heart with holes? Why?
Who gets the painted paper hearts? Why?
What kind of hearts will she make next year?
Why did Cornelia catch hearts?
Why did she study hearts?
Why did she mail the hearts?
How did she decide the most perfect heart for each person?
Do you think she made the right choices in she gave each heart to? Why? Why not?
How do you feel when you give a gift? How do you decide to give a gift to?
W do you feel when you receive a gift?

TEACHING NOTE: Modify the questions above as necessary

YouTube VIDEO READING

<https://www.youtube.com/watch?v=sg1fFof2YBs>

PRESCHOOL CREATIVE MOVEMENT EXERCISE

The concept of “Choreography By Design” for dance educators, is for teachers to understand that routines should be created **FIRST** and then a curriculum is designed for weekly dance classes. This is a young child’s creative dance exercise. The weekly class curricula is learning to pli , use tendu into a pass  position, chasse (right and left), follow others into different positions and repeat the choreography. The intent of the author is **NOT** for the choreography to be of a competitive caliber, but rather an introduction to dance for a young child. Use as much or as little as you need.

Counts	Choreography	Student Formation Placement
	Begin feet in 1 st position	Each child has his/her own “personal “space in a straight line
1-8	Tendu to Right side, pass�, tendu, close 1st	Maintain
1-8	Reverse	Maintain
1-8	Demi Plie, straighten, Repeat	Maintain
1-8	Tendu to Right side, pass�, tendu, close 1st	Maintain
1-8	Demi Plie, straighten, Repeat	Maintain
1-16	Walk Slowly To Join A Partner 16 cts	One child now faces front, the other back
1-8	Chasse 4X Stop	Slide with child facing front guiding movement to the right
1-8	Demi Plie, straighten, Repeat	
1-8	Chasse 4X Stop	Slide with child facing back guiding movement to the left
1-8	Demi Plie, straighten, Repeat	
1-16	Walk on Demi Pointe (playing follow the leader) to a straight line in middle of the room	
1-8	Repeat from the beginning in this line	Line is from Front To Back
1-8	Chasse 4X To Right Stop	
1-8	Demi Plie, Straighten, Repeat	
1-8	Chasse 4X To Left Stop	
1-8	Demi Plie, Straighten, Repeat	
1-16	Walk on Demi Pointe (playing follow the leader) back to original “personal” space	

SPOTIFY PLAY LIST

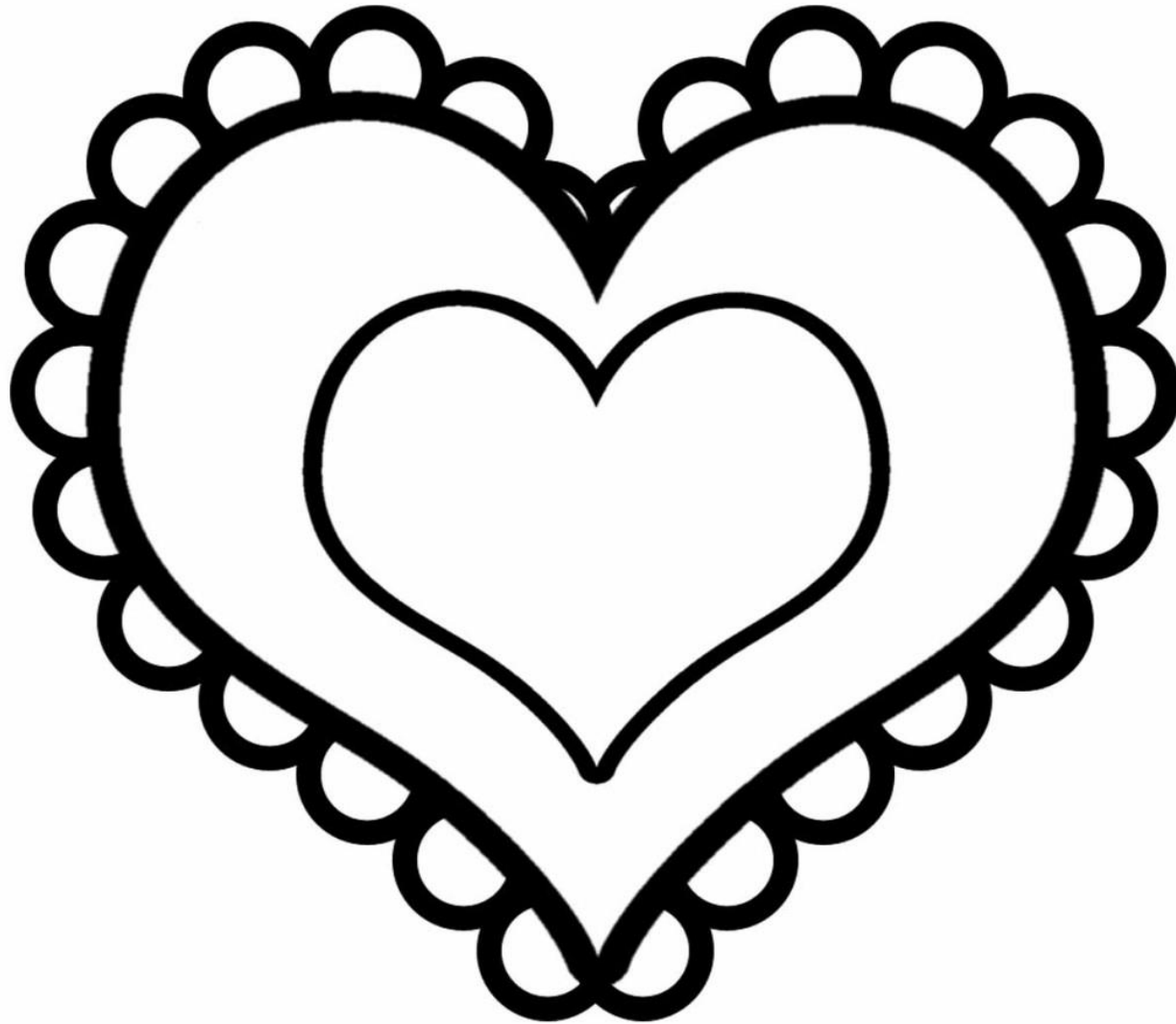
There are many playlists posted on Facebook teacher group pages for preschool routines and class. My favorite is “*SONGS FROM MY CHILDHOOD*” by Lynn Stafford, which is currently unavailable on Amazon. Put the link on your Amazon wish list anyway. It maybe available from music dance vendors.

<https://www.amazon.com/Songs-My-Childhood-Vol-CD/dp/B001FVGST0>

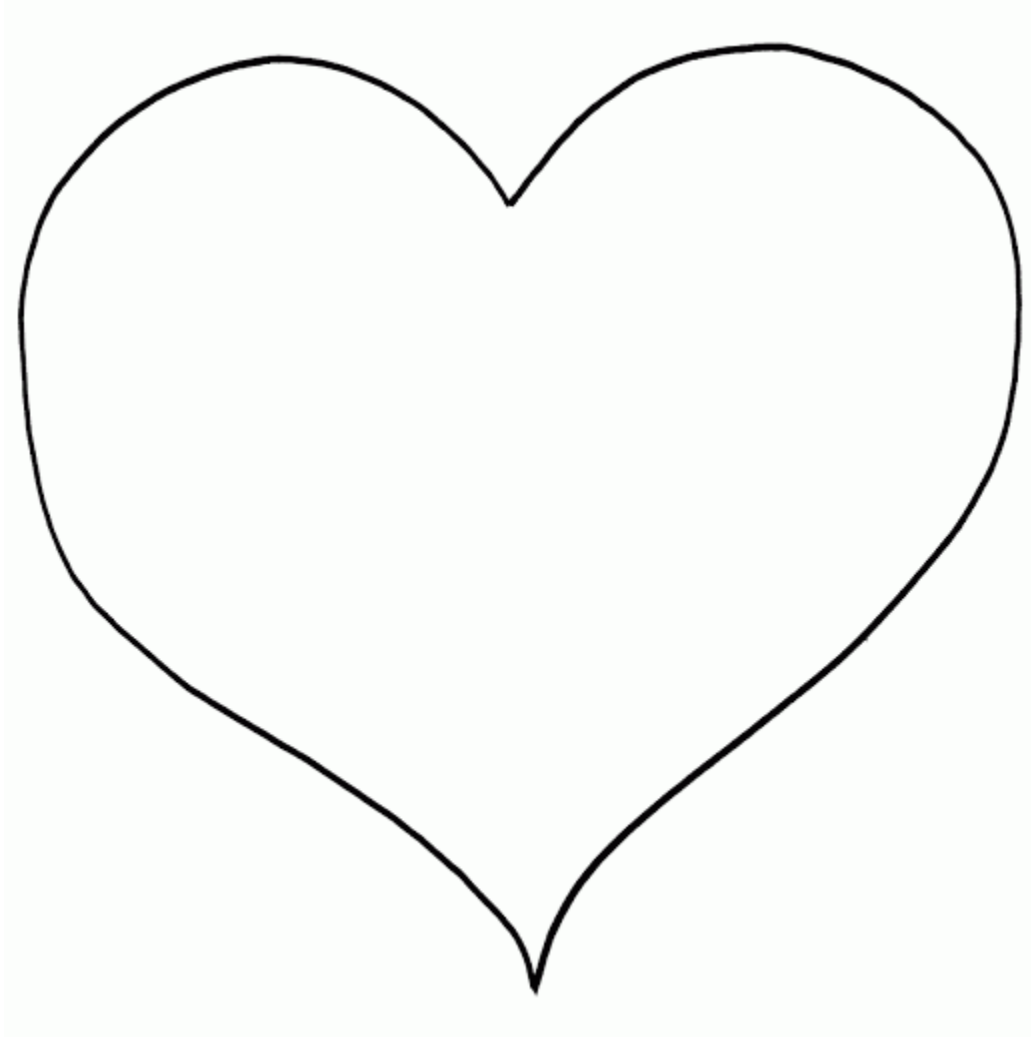
This Is A Generic Google Search

<https://open.spotify.com/playlist/1adT5mdyM9g717IzKsvC0Q>

COLORING PAGE #1



COLORING PAGE #2



FANCY VALENTINE HEART CRAFT

DIRECTIONS

The book talks about a heart with a cotton ball for the tail of a friend. Our suggestion is to purchase red doily hearts and place sparkly white hearts around the edges. Craft list is from Michaels.

Michaels Kids Crafts

<https://www.michaels.com/valentines-day/kids-crafts/917605654>

Michaels Pom Poms

<https://www.michaels.com/valentines-day-pom-poms-by-recollections/10679368.html>

Sparkly Pom Poms

White/Gold/Red

https://www.michaels.com/0.75in-sparkle-pom-poms-by-creatology/M10159750.html?dwvar_M10159750_size=0.75%20in&dwvar_M10159750_color=White

PAPER DOILIES

<https://www.michaels.com/valentines-day-heart-doilies-by-recollections/10679367.html>

DAILY LESSON PLAN TEMPLATE

Template is downloadable-printable for the teacher to fill out-complete with adjusted activities. Class time for creative movement classes is 45 minutes, 60-minute classes for Kindergarten contain more than one subject genre, often referred to as a “combo” class.

DAY/TIME	ACTIVITIES
5 Minutes	Student Arrival & Greeting
10 Minutes	Warm-up For Dance Subject Genre
10 Minutes	Review of Previous Learned Skills
10 Minutes	Introduction of New Skills
10 Minutes	Review Class Work/Cool Down

EXPECTATIONS For Dance Curriculum Frameworks® Student P/K To Grade 4

This is a list of standards (adapted from the Commonwealth of MA Arts Curriculum Framework for public schools). The intent of the author is to assist dance educators in defining the EXPECTATIONS of parents in answering the question *What will my child learn this year?* It is anticipated that each facility and faculty will develop their own criteria for their dance classroom and modify these expectations for their own program. These are meant to be used as a guideline.

STANDARD 1: *Movement Elements and Dance Skills*

Students will identify and demonstrate movement elements and dance skills.

LEARNING EXPECTATIONS

Students will be able to:

1. Identify and demonstrate basic locomotor and non-locomotor movements
2. Develop strength, flexibility, balance, and neuromuscular coordination
3. Identify and demonstrate accuracy in moving to a musical beat and responding to changes in tempo
4. Demonstrate the ability to define and maintain personal space
5. Recognize and explore space, time, and force as three elements of movement and dance. *For example, students explore changing shapes; moving at different levels, speeds, and directions; and changing dynamics such as strong/light, sudden/sustained, or direct/indirect.*
6. Demonstrate partner skills of copying, leading, following, and mirror imaging
7. Demonstrate ability to work in a group to learn and perform sequences of movement and simple dances
8. Develop and value a positive body image

STANDARD 2: *Choreography*

Students will create movement compositions based on choreographic principles, processes, and forms.

LEARNING EXPECTATIONS

Students will:

1. Explore and invent movement, and improvise to solve movement problems
2. Create a dance phrase with a beginning, middle, and end; be able to repeat it, with or without music
3. Create a dance phrase and then vary it, making changes in space, time, and energy/force
4. Demonstrate the ability to work effectively alone, with a partner, and in an ensemble
5. Explore movement using a variety of available objects, properties (props), fabrics, and clothing pieces, etc.

STANDARD 3: *Dance as Expression*

Students will demonstrate an understanding of dance as a way to express and communicate meaning.

LEARNING EXPECTATIONS

Students will:

1. Observe, explore, and discuss how movements can show feelings, images, thoughts, colors, sounds, and textures
2. Observe and discuss how dance performance is different from other forms of human movement used in sports, everyday gestures, or social dancing
3. Present dances or movement phrases; identify and describe movement choices and discuss varied responses to them
4. Present dances or movement phrases and discuss how movement choices convey meaning

STANDARD 4: *Performance in Dance*

Students will rehearse and stage dance works.

LEARNING EXPECTATIONS

Students will:

1. Describe the role of traditional and nontraditional dances and the circumstances and settings in which these dances would be performed
2. Create original dances or themes for movement improvisations, or learn traditional dances; rehearse, and demonstrate dances, making decisions about the performance space, audience location, entrances and exits, and costumes
3. Demonstrate the ability to work effectively with a group or leader

In 2014, I introduced my first lesson plan download for the popular Disney movie at the time “Frozen”. When COVID online teaching jobs became available March 2020, I was recruited to teach 6th grade ELA again by a colleague on Cape Cod. I created lesson plans for English Language Arts (ELA) and Social Studies based on my previous experience working as a 6th grade teacher. During this period, I was introduced to many outstanding online educators preschool to grade 12. My lesson plans today reflect my more recent experiences. I am creating other lesson plans, some include routines videos of preschool ballet, jazz, and tap, with simple formations. Future read aloud lesson plans that coordinate with our website are available for a fee of \$6.00 per download, payable via Venmo.

PLEASE VISIT MY WEBSITE LINKS AS FOLLOWS:

Studio Supplies

Includes suggested read aloud books, organized by holidays

<https://www.janndaviscompany.com/studio-supplies>

WHERE’S WOODY Recital Mini-Vent®

<https://www.janndaviscompany.com/wheres-woody>

MEET JANN DAVIS

JANN DAVIS, "grandfluencer" is a dance education consultant, assisting dance educators, facility owners, and enrichment program directors to organize their dance classrooms, creating benchmarks, lesson plans, assessments, curriculum and classroom management strategies. Ms. Davis. is a former studio owner with three locations in the Boston area. Jann presents professional development clinics to dance educators throughout the USA who are searching for a new model, a 21st century approach to dance education at conventions and at private in-house workshops.

Jann's online bio is HERE: <https://www.janndaviscompany.com/about>