Welcome to Dance Party!
Every Monday at 3:30pm

Want the interactive presentation?

Ask for a link at sbahlmann@slcpl.org

Scott

Sharon
hello
hola
こんにちは
kon'nichiwa
mālō e lelei
你好
Nǐ hǎo
Bonjour
안녕
annyeong
Why Do We Move?
Bop ‘til you drop
By Greg & Steve

BOUNCE

FLOAT

JIGGLE

SLOW MOTION

SPIN
IT'S A TIGER!

By David LaRochelle
Illustrated by Jeremy Tankard

David LaRochelle

Jeremy Tankard
What tools can we use?
<table>
<thead>
<tr>
<th>Structure</th>
<th>Google Slides</th>
<th>Books and Songs</th>
<th>Images</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mix your material</td>
<td>Build in keywords, images and Youtube songs.</td>
<td>Click to see our favorite interactive books.</td>
<td>Royalty Free images</td>
</tr>
<tr>
<td>Stir and Settle</td>
<td>Use a dark background, deliberately focus attention.</td>
<td>Click to see songs we use.</td>
<td>Photos</td>
</tr>
<tr>
<td>Props</td>
<td>Get started with these tutorials!</td>
<td>2:30 is the goldilocks runtime.</td>
<td>Icons</td>
</tr>
<tr>
<td>Are great to engage!</td>
<td></td>
<td></td>
<td>Clipart</td>
</tr>
<tr>
<td>Practice!</td>
<td></td>
<td></td>
<td>Gifs and animations</td>
</tr>
<tr>
<td>Especially if it’s new to you.</td>
<td></td>
<td></td>
<td>Alphabet</td>
</tr>
<tr>
<td>Say before you Play to build confidence and participation.</td>
<td></td>
<td></td>
<td>ask for a link at <a href="mailto:sbahlmann@slcpl.org">sbahlmann@slcpl.org</a></td>
</tr>
</tbody>
</table>

Are these hyperlinks non-interactive?
photos:  https://www.pexels.com/
clipart:  https://openclipart.org/
gifs and animation:  https://www_fg-a.com/gifs.html
Thanks for coming to Dance Party!

Upcoming programs

Mon at 4:30: Art Afternoon
14th - Jumping beetles
21st - keyboard

Wed the 16th: Leap Into Science
Mirror, Mirror
Why We Move!

Exercise
- Increases oxygen to the brain
- Helps create and protect neurons
- Knocks down stress hormones
- Protects against mood disorders.

Learning Begins with the body
- physical capabilities
- sensory perceptions
- critical brain pathways

The human brain can only do one thinking task at a time.
Familiarity makes it easier to switch between tasks.

Automaticity = tying your shoe
Executive Functions

Inhibitory Control
Resist the urge to do one thing, and instead to what’s appropriate.

Working Memory
Ability to hold information in the mind and work with it.

Attention
Ability to focus your attention and resist distraction.

Cognitive Flexibility
Ability to switch perspectives; ability to adjust to changed demands or priorities.

Developing executive functions helps students:

- Focus on and complete assignments
- Pay attention and ignore distractions
- Integrate new material.

Fundamental movement patterns:
- Locomotion
- Stability/Balance
- Manipulation

Look for opportunities to engage all these patterns.
Learning Modalities

Hello

Look for shows where characters
- Speak directly to your child.
- Provide opportunities for your child to respond, and
- Objects are labeled.

Visual Learners
Eyes help them understand, remember, and carry out tasks.
*Offer visual clues with pictures and body language.*

Auditory Learners
Seek audible cues to assist their understanding.
*Get full attention, rhyming or singing instructions will help.*

Kinesthetic Learners
Learn by doing.
*Make eye contact and use body language.*

Say it with Sign!
1 year of classroom sign language showed
- Leap in Vocabulary
- Better Readers
- Improved short term memory
- Learned quickly and easily
- Visual-spatial cognition improved
- Enjoyment
- Lasting, benefits seen 3 years later

Signing Time on Youtube
Signing makes a good *settle* song.
Rocketship Run
by Laurie Berkner

5, 4, 3, 2, 1 Blast off!

Sun...spinning

Moon...floating

Stars...jumping

Earth...resting

10, 9, 8...
walk...hop...run...stop!
tiptoe...jump...swim...sleep.
walk...hop...run...stop!
Walk - 1 2 3
Stomp - 1 2 3
Jump - 1 2 3
Skip - 1 2 3

Walking in the Jungle
by Super Simple Learning
Use Dance Party to promote:

Word, letter and number recognition - pairing text with an image reinforces that letters and word have meaning, and correlates that meaning.
Progression of text - left to right and up to down
Sequencing - songs generally follow a pattern, and can progress through a ‘story’
Cooperation - Including props and parachute play requires waiting and working with others
Targeted learning - Songs can be used to reinforce phonetics, number and letter recognition, and topical content (space, animals, etc)
Contribution/Prediction - See if the kids have ideas about what you can do for animal behaviours, or other parts of a song left open to interpretation.
Confidence building - Being clear with instructions and expectations builds self-confidence and participation.
Fun! - By teaching through play, kids are excited to learn, to be in the library, and to form connections with peers.
Take home - Giving a simple handout, another ‘game’ lets the kids remember the experience beyond the library, and look forward to the next session.
Automaticity - Strengthen foundation of movement, so functions can become background and allow for more complex development.
Address all learning modalities - Visual, Auditory, Kinesthetic
Develops all executive functions - Inhibitory Control, Working Memory, Attention and Cognitive Flexibility.
Outline: - Thu the 17th at 11am (40 min?)
Welcome
Hello Song (10 min)

Why Dance Party? - automaticity & exercise, text association, narrative element, executive functions, learning modalities (5 min)

Song - Walking in the Jungle
Song - Bop till you drop
Book - Tiger (15 min)

Resources
- Layout of program-run through (stir, still) structured dances (weekly, monthly, holiday)
- Slides links
- Lists of books and songs (5-10)