Objective: Students will learn how to follow movement with verbal and visual cues. World connections - When hearing and seeing the book, students are encouraged to think about anyone they might know from a far away place. They are also asked to think about how the people of the world are interconnected on earth and how they are the same and/or different from other kids in the world. Students will also learn movements that correlate to the book in order to move and sing at the same time, putting words to rhythmic action.

Common Core Standards:

Standards 1.0, 2.0, 3.0 and 4.0. Standard 4.0 would be covered in a live class setting with reflection and a class discussion.

Materials:

Students need a place to move their body, stretch, jump and create. To create a song or dance from a book, a book with multiple repeat sentences is recommended.

Introduction: In this class we will explore how to make movement to represent words. We will move, dance, sing and have fun. The main activity in this lesson is based on the book, “we’ve got the whole world on our hands” by Rafael Lopez. In this class we will explore how to make movement to represent words. We will move, dance, sing and have fun. The main activity in this lesson is based on the book, “we’ve got the whole world on our hands” by Rafael Lopez.

Activity:

- Introduce “We’ve Got the Whole World in Our Hands” by Rafael Lopez
- “Sing” the book and show illustrations. Ask the students to follow the rainbow yarn in the book as they listen and notice the interconnectedness of the world, the children and the planet.
- Show and teach teacher created movements that correlate to the book. If lesson is a live session, ask children to create their own movements to the words to share with their classmates.
- Repeat song and moves slowly, then repeat again. If the session is live, split the class so students could then “perform” for each other trading roles of performer to audience.

Reflection: Reflect on interconnectedness and the global community.

The gourd instrument, Chekere, will be discussed in the next class. The next class will have a body warm up that will be more advanced, and will also require following verbal and visual cues. The concepts of beat, rhythm and tempo will be built upon for the second session.

Music Is First and Healdsburg Jazz