**Lesson Title:** “Word!” **Room Requirements & Arrangement:** Open space (if desks and chairs please

**Content Area & Arts Discipline:** Language Arts & Dance move to the perimeter of the room)

**Overview of the Lesson:** How curved and straight lines **Materials/Equipment:** Boombox,

form letters and how letters can combine to make simple drum/tambourine, envelopes for group

words  “word dances”

**Grade Level:** Kindergarten **Date Instructed:** March 31st, 2015

**Proposed Time Frame:** 50 minutes **School:** Lumberton Elementary School

 (MAAE Integrated Dance Residency)

**Date Lesson Created:** April 2015

**Lesson Author:** Julie White

**Big Idea & Learning Objectives**

1. Students will be able to learn about the shape of letters and be able to identify which letters have curved and straight lines (lower and upper case)
2. Students will be able to use and identify body shaping and movement sequencing in dance.
3. Students will be able to use movement to organize and express a given “word” using letters of the alphabet.

**Procedures**

***Affective Hook:*** Who likes spaghetti? Who has ever cooked it or seen it cooked? That’s right – the noodle go from very stiff and breakable to very soft and flexible. (Hold up a piece of linguini). This is linguini. What shape is it? Correct – it is a straight line. When cooked it would curve and fold and we could make it into lots of cool shapes. Has anyone ever eaten Spaghettios? What shapes do they come in? Yes – letters of the alphabet.

***Relevance:*** Today we are going to learn how straight and curved lines are used to make letters and can help us identify them too. We will also be combining letters to make – and dance! – a word! In dance, just like when we read and write, it is important to be clear in our shapes and also be able to combine them to make a phrase. Dance and the alphabet have a lot in common. Let’s get started!

***Introduction of Concept & Warm-Up:*** Ask the students to stand up and spread out (ideally on an assigned spot for efficient management). Have them follow the teacher in the following movement.

*BrainDance:* Breath, Tactile, Expand/Contract, Head/Tail, Upper/Lower, Right/Left, Cross Lateral, Vestibular. The teacher will do movements for each component of the BrainDance that are curved and straight and point these out to student (name them as such) while they are dancing. The warm-up is led by the TA and students follow along.

***Discussion*** (students sitting on their assigned spots): Who can tell me when our bodies made a straight line in the warm-up? How about a curved line? Everyone show me a straight line using one arm. Add in another arm doing the same. Let’s try this with curved. Add in the other arm. Can we add in our bodies too (torso)? Great! We are ready to start learning and dancing some letters!

***Investigation of Concept:*** Have the students remain seated in their assigned spots, but change their facing (have a new side of the room become “front”). Ask them to do the following:

* + Trace a straight line up and down in the air with a finger. Do the same side to side.
	+ Trace a curved line up and down in the air with a finger. Do the same side to side.
	+ Trace a straight line up and down in the air with an elbow. Do the same side to side.
	+ Trace a curved line up and down in the air with their head. Do the same side to side.
	+ Ask them (staying seated) to pick a new body part and use it to show a straight line.
	+ Ask them to pick another body part and use it to show a curved line.
		- Suggestions for body parts: knee, tongue, nose, shoulder, foot
* Ask for a volunteer to name a body part (i.e. head) and have students try this

***Discussion:*** *We have been tracing letters so far with body parts but now we are going to try to make a letter using our whole bodies! Remember to try to show your straight and curved lines and don’t leave any part of your body out of the fun if you can help it!*

***Development of Concept: Singing the Alphabet***

It is important to know that we read words left to right. So to remember and practice this, let’s sing the alphabet together and for each pause (g, p, s, v, x, z) let’s make the shape of that letter as a capital letter in our bodies. The students will stay in place as they do this and sing along with the TA. The students will repeat this making lowercase letters. If appropriate (space, time, and management allowing), have the students walk or dance around the room as they are singing the alphabet and freeze in place in their letter shape/do assigned letters. If this is added in, repeat this for more experience and clearer execution.

***Review of the Dance Element of Shape: Show Me Your Name!***

The TA will explain to the students that they will make a shape for the first letter of their own name. She will remind them that this needs to be a capital letter. She will then direct them to make a shape for the last letter in their name. She will remind them that this needs to be a lowercase letter. She will then rehearse students to move from the first to the second letter quickly and clearly and finally ask them to come up with a simple movement that can be repeated and captures “who they are”. She will ask half of the room to stand and perform their two letters and personal movement and the other half of the room to be their audience. The groups will switch so all students have the opportunity to perform and also practice being an audience. Rules for performance will be briefly reviewed by the TA (when performing, be clear and energized and bow at the end of your performance; when observing, give your full attention, do not talk, and clap for the performers when they are done).

***Culmination of the Concept: Dancing a Word***

Students should be broken out into three – five groups (8-10 students in each) and given an envelope which has three letters written on individual cards inside of it. Working together, they will make a body shape for each letter (everyone in the group does the same shape for the assigned letter). Then the teacher directs them to make a simple word by arranging the letters in a certain order. For example: e, t, n can become “net” or “ten.” All three letters need to be used. The students will then sequence and combine their body shapes in the order of the word, and practice for memorization and smooth transition (being able to recall what is next without verbalizing it and going efficiently from one letter to the next). Finally the group will make up a movement that “captures” the word they are dancing (for example, “net” can be catching fish in a net). The groups will then show their word dances to the larger class. Classroom teachers that have been assisting students in this activity will read the letters individually and then share the word that was made before the students dance and then again as they perform their three letters in order followed by the movement they made to show their “word.”

***Closure:*** Today we learned how to look at letters in a new way! We know how to identify straight and curved lines and this helps us to know if a letter is lowercase or capitalized, and also what letter we are looking at. We also learned how letters can combine to form words and that the words can combine to make sentences that we read and write. We also learned how to make straight and curved shapes in our bodies and how to order movement in order to make a dance. Later in this residency we will be dancing the “title” of our dance by using shapes and movement to show the letters used in that title.