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| **Lesson Plan:** “Dance? Dance. Dance!” | **Room Requirements & Arrangement:** Open space (if desk or chairs are in the way, these are to be moved to the walls of the room to create open space) |
| **Content Area & Arts Discipline:**  Language Arts and Dance  |  |
| **Overview of the Lesson:**  Punctuation marks (question/interrogative, period/declarative, and exclamation/exclamatory) and learning set movement to represent their shape and energy. Setting and generating choreography for culminating book dance (“Dance”, “Name”, pages 1 & 2). Review noun and verb (shape vs. movement) and discuss sequencing (BME).**Grade Level:** Kindergarten**Proposed Time Frame:**  50 minutes | **Materials/Equipment:**  Posters of punctuation marks, book Boogie Monster, copied homework pages from the book for each class **Date Instructed:** April 7th, 2015**School:** Lumberton Elementary School(MAAE Integrated Dance Residency)**Lesson Author:** Julie White |
| **Date Lesson Created:** April 2015 |  |
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**Big Ideas & Learning Objectives**

1. The student will be able to clearly identify given punctuation marks: period, question mark, and exclamation point and will demonstrate a set movement for each that captures its shape and function in language.
2. The student will understand that a noun represents the beginning of a sentence, a verb the middle, and punctuation the end, and correlate the concept of the beginning, middle, and end of a sentence with the beginning, middle, and end of a dance phrase.
3. Sequencing will be emphasized in both movement and language; sentences and movement phrases will be memorized.
4. The student will work respectfully and collaboratively with their teachers and peers in small group work, working to make creative and clear decisions about how to represent academic concepts (assigned book pages) through movement.

**Procedures**

***Affective Hook*:** “Raise your hand if you love stories? If you have a favorite story? Today we begin working on telling a story with movement. We will use our abilities to write words and letter and show nouns and verbs through movement, to dance sentences and connect them to tell a story.” The TA will show the students Boogie Monster and briefly summarize the plot. She will also explain that she will be choreographing movement for them for certain parts of the book, but will also be asking them to be choreographers too. She will define this term (dance-maker), and compare it to being an author of a book (the creator of a dance). Finally, she will introduce the topic of the day’s lesson (punctuation) in that punctuation is the end of the sentence, with the noun and verb being the beginning and ending. The TA will explain that dance is also sequenced and has a clear B,M,E and that today the students should try to be very clear in their movement and shapes/stillness to prepare for performance.

***Relevance*:** “It is important to the difference between declarative, interrogative, and exclamatory punctuation marks. Each gives a specific meaning to a sentence and looks very different too. But knowing what each means, we can understand the intention of a sentence and also speak it clearly and correctly. Punctuation will be the “end” to each of our sentences in the book as we begin to choreograph phrases to represent them.

***Review of Participation Expectations***

The TA will verbally review the “cue” for attention (drum) with the students and reiterate the importance of respect, focus, enthusiasm, and collaboration during class.

***Introduction of Concept & Warm-up: BrainDance***

The TA will lead students through the BrainDance with a focus on levels of energy (high, medium, and low) and curved vs. straight shapes. BrainDance: breath, tactile, expand/contract, head/tail, upper/lower, right/left, cross lateral, and vestibular.

***Discussion:*** *We focused on curved and straight shapes during our warm-up and we also varied the levels of energy we used for certain movements. The TA will ask students for specific movement examples of these and then tell students that these movements will be the dance focus of the class in partnership with reviewing and exploring punctuation.*

***Investigation of Concept: Punctuation***

The TA will teach the students the following movements for given punctuation marks:

* Period = hands clasped together in front of the chest and then arms extending forward with a punch
* Question mark = arms above the head and a slow bend sideways
* Exclamation point = hands at the shoulders and punched upwards with a jump/accent to extension

Once these movements have been set and practiced for memorization, the TA will read the first few pages of Boogie Monster and lead the students through demonstrating the assigned movements for each. By the last reading, she will stop naming the punctuation mark and will ask students to respond with the correct punctuation mark movement simply by listening to how she says the sentence (interrogative, declarative, exclamatory).

***Development of Concept: Dancing the Book’s Introduction***

The TA will teach the students the assigned movements for the first three pages of the book and explain to them that in dance, a sequence of movements (that in this case reflect specific sentences of the book and the nouns, verbs, and punctuation marks in them) is set and practiced and memorized. She will encourage them to improve their ability to fully demonstrate given movements and also find true stillness when they are not moving. The TA will read the story as it is performed and lead students through these pages three times.

***Culmination of Concept: Making a Class “Pages” Dance***

The TA will give each of the three Kindergarten teachers a page from the book Boogie Monster with directions written clearly regarding movement that needs to be created to “bring them to life.” This includes finding a shape for every noun, an action for every verb, and doing the assigned movement for every punctuation mark. Ten minutes will be given to this process. The classroom teachers will work directly with their students to complete this task and the TA will visit each group and offer guidance.

***Closure***

The TA will ask the classroom teachers and students to complete and memorize their assigned pages for homework. She will explain that next week, she will complete the dance based on the book and that these pages are their “class solos” and will allow them to be “co-choreographers” in the process. The TA will check in with teachers to make sure they are clear on completing this task, and also reiterate the importance of starting classes on time to assure that the dance can be completed and performed with confidence by the students.