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| **Lesson Plan:** “Ready, Set…Action!” | **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:**  The difference between a noun and a verb (subject/action). The difference between stillness/shape and movement/actions in dance. A supporting theme of sequencing, both in language and in dance, will be reinforced along with how to change given movement (levels, speed, parts vs. whole, size).  **Grade Level:** Kindergarten  **Proposed Time Frame:**  50 minutes | **Materials/Equipment:**  Examples of nouns and verbs written on slips of paper, simple sentences with nouns and verbs for group dances, drum  **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 the difference between a noun and a verb.
2. The student will be able to clearly demonstrate the difference between stillness and shape, and movement in place or that travels through space as well as the many ways a movement can be “changed” (level, size, parts vs. whole, speed).
3. The student will find a connection between shapes and nouns, and movement and verbs, and demonstrate this clearly in their culminating “sentence” dance.
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 through movement.

**Procedures**

***Affective Hook*:** “Raise your hand if you have a person in your life that you love? How about a thing that you love? How about a place that you love? Call on volunteers to share an example for each of these. The teacher will then review that a person, place or thing is a noun and what we do to show that we love someone, play with our favorite thing, and get to our favorite place is a verb.”

***Relevance*:** “It is important to the difference between the subject and the action in a sentence. We need to know who or what something is about but also what they are doing. In dance, it is also important to know what the focus of a dance is about and to be able to represent this through shapes in our bodies and also all different kinds of movement in place and through the space.”

***Review of Participation Expectations***

“Remember that this is a special kind of class. You need to give me your full attention and do your best to watch me as I teach. In a movement class, you follow-the-leader and what you see me do as much as you listen to what I am saying and follow spoken directions. You also want to be spatially aware and respectful of those around you. Keep your body to yourself and stay safe in your movement above all else – there is no room for horseplay if we are going to get to everything that we have planned! We will be working together in teams for part of this class, which is important to know how to do well, and I will be asking for volunteers to help me be leaders and demonstrators as well. I always choose students who are paying attention and eager to try things. Make it clear to me if this is you from the beginning of class so I notice you and ask you to help me teach!” Finally, the TA will review the “cue” for attention (drum) with the students and have them quickly practice this.

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

The TA will lead students through the warm-up, which is more familiar to them on the second day, with an emphasis of doing movement at different levels, speeds, sizes, and body parts vs. the whole body. She will also inject moments of stillness in shapes with movement that flows as preparation for the dance concepts taught in this lesson. Additionally, instead of dancing to music, the students will name and repeat the movements being done in order to give terms to specific steps (i.e. bounce, reach, stab, float, etc.). BrainDance: breath, tactile, expand/contract, head/tail, upper/lower, right/left, cross lateral, and vestibular.

*Discussion: We did all types of movement during our warm-up. Who can remind me of one thing we did? Who had a favorite kind of movement? These movements are the “actions” of dance, or the verbs of our dance stories told through movement. There are so many ways to move in dance, and so many ways to do each kind of movement as well. Today we are going to explore a lot of them.*

***Investigation of Concept: Noun vs. Verb***

Briefly reiterate the introductory explanation of a noun and a verb. Read a list of words to students and ask them (raise hand, select volunteers) to identify what each word is (all words are from the text Boogie Monster which is the focus of the residency’s culminating activity).

*Examples: rocket, dance, knees, wiggle, monster, tickle, ant*

Student volunteers will raise their hand to identify whether a word is a noun or a verb and then the class as a whole will do a shape for each noun and a movement for each verb. For the first few words, the teacher will ask for a student volunteer to suggest something, and then teach the entire class that suggestion, but for the final words, she will let students create shapes/movement independently. The TA will explain that in today’s class we will use stillness and shape to represent a noun, and movements in place or through the space to represent verbs. The teacher will then point out that this is what they just did when reviewing these concepts.

***Development of Concept: “Action and Shape”***

* **Action:** The TA will ask for student volunteers to pick one action word out of a bag and will then read it to the class. She will then ask the student to modify the movement with a specific dance concept showing the opposites of this with her. For example, with the action “wave” the student will do a small wave and the teacher will do a big wave. She will then ask the whole class to try these movements out. She will ask for three more volunteers to help instruct these movements and manipulations including: bounce (fast and slow), twirl (body part and whole body), and shake (high and low level). The TA will remind students that this is how they will show a “verb” in class today.
* **Shape:** The TA will first model this process with a student volunteer to make directions and expectations for participation clear. The TA will then partner students in pairs and ask them to face one another. She will then explain that one student will be the “sculptor” and one student will be the “clay.” The sculptor will have 30 seconds to make the most interesting shape they can think of by moving the student (tactilely) and also giving them verbal directions when necessary. After the “clay” is in a final shape, they will “freeze” in place and the “sculptors” will become “patrons of a museum” and look around at the “works of art” ready to share their favorite shape and also why they love it. Firm guidelines for appropriate touch will be reviewed, along with the directive to “not touch” the art in the museum. This will be repeated to allow students to do both roles. The TA will remind students that this is how they will show a “noun” in class today.

***Discussion:*** *The TA will quickly review the four ways that movement can be changed, and the difference between a shape/stillness and movement. She will ask students if they have any questions and explain that for their final activity they will get to do both of these things to dance a sentence.*

***Culmination of Concept: Making a Sentence Dance***

The TA will ask students to go sit with their regular classroom teacher and will ask the teachers to serve as guides for this activity as needed. She will model the process of making a “sentence dance” with 3 – 4 students and then explain the process once again to students following this. The TA will give each class group a simple sentence with a noun and a verb in it. These sentences will be extracted directly from the culminating residency text (Boogie Monster).

*Sentences: The clouds float (modeled).*

*The bear eats.*

*The robot spins.*

*The penquin waddles.*

*The kangaroo bounces.*

The TA will ask that students work collaboratively to create a shape for the noun and a movement for the verb. She will direct students to show all different ways that the movement can be done with levels, size, speed, and body parts vs. whole body. When it is time to show the “sentence dances”, she will ask the teacher to first read the sentence, and then read once again slowly as the students do their movement. If need be, the TA will jump in at the end and ask the performing students to manipulate their movement in all four ways and then “pick” their “favorite” one and dance it once again. The expectations for audience/performer will be reviewed before showings, and will be positively reinforced afterwards.

***Closure***

Today we reviewed the difference between a noun and a verb. We also learned the difference between a shape and a movement in dance, along with many ways that we can change the look and feel of a movement. The TA will lead students through these (level, speed, size, body part vs. whole body) one more time asking them to “wave goodbye” at the end of class. Finally, the TA will explain to students that a noun can be considered the beginning of a sentence, the action the middle of a sentence, and the end punctuation and that next week we will be learning about this.