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| **Lesson Plan:** Who, What, Where, How! | **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. The difference between stillness/shape and movement/actions in dance. A supporting theme of sequencing, both in language and in dance, will be addressed. | **Materials/Equipment:** CD, boombox,  four envelopes with 3 verbs/2 nouns in each (madlibs), bag full of action words written on slips of paper  **School:** Madison Elementary School, Madison, MS |
| **Grade Level:** 1st grade (Ms. Darphin) | **Date Lesson Created:** January 2015 |
| **Proposed Time Frame:** 45 minutes | **Lesson Author:** Julie White |

**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
3. The student will find a connection between shapes and nouns, and movement and verbs, and demonstrate this clearly in their culminating “mad lib” dance
4. The student will work respectfully and collaboratively with their 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.

***Introduction of Participation Expectations***

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, we have a special “cue” for attention in class because we are moving a lot. Doing a hand signal doesn’t work. (Model call-and-response and have students practice it several times). Any questions? Now we are ready to go.

***Warm-up*: *BrainDance***

*Music: Tigger Benford, “Fluctuating Hemlines” (Track #7)*

Follow my lead but feel free to explore. We will be moving in all different kinds of ways in the warm-up. Do your best to do everything clearly. We will do the warm-up in place.

* Breath – inhale with arms reaching up and down
* Tactile – brush, pat, squeeze, tap
* Core/Distal – reaching out and in with the whole body
* Head/Tail – bobble head traveling down the spine, fast and slow motion
* Upper/Lower – upper (float and reach), lower (march, jump)
* Right/Left – body parts then whole side of body (alternating accented movement with flowing movement)
* Cross Lateral – lunges (touching opposite foot or knee with hand) side to side
* Vestibular – spin each way for three counts (rest in the middle until dizziness fades)

Center – have students sit cross-legged in place and take three deep breaths with an “ahhhhh” exhale, do eye-tracking, and have a moment of stillness

***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.*

***Review 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.

*Examples: cat, eat, run, pencil, hop, cup, drive, melt, tickle, doctor*

Then 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 demonstrate a few shapes and a few movements and make sure students can identify the difference between them clearly and correctly.

***Introduction of Concept: Shape vs. Movement***

*Music: Tigger Benford (Track #8)*

The teacher will explain to students that when the music is playing, they can move in place any way that they would like. She will remind them of some of the movement options from warm-up and encourage creativity. She will also introduce level (low, medium, and high) and remind students that as long as they stay in their personal space, they can do things in a variety of ways and at all different levels too. The students will do “dance freeze” for 2 – 3 minutes. Based on the success of the students in respecting personal space and following directions (as well as space available in the classroom setting), students will repeat this activity and be allowed to move through space instead of staying in personal space. The teacher will also (the second time this is done) offer specific “actions” for the students to explore (i.e. flick, swing, float) so that she can prompt students with ways to differentiate each during movement explorations. For example, students will be asked if they can flick with one body part or their whole body.

***Discussion:*** *The teacher will take a moment to thank the students for their creativity and their energized dancing. If space was respected and directions followed, they will be praised for this as well. If appropriate and time allowing, the teacher will also ask for volunteers or identify students herself, that can show a movement or shape they came up with that was particularly creative. Ideally after sharing this, all students would try this movement out and would also applaud for the volunteer, thanking them for their contribution to class.*

***Development of Concept: Temperature Changes and the Result***

*Music: Tigger Benford (Track #9)*

The teacher will present the class with a bag filled with action words written on slips of paper. She will select volunteers to come to the front of the room, draw out a word, read it to the class, and then join their peers to try it out. Each action will first be explored independently by students without any additional direction attached to it (to encourage personal creativity), but then the students will be given a directive to manipulate the movement in a specific way.

* Stomp: make it big, make it small
* Bounce: make it fast, make it slow
* Twirl: do with one body part, do with the whole body
* Shake: shake high, shake medium, shake low (levels)

Students will be reminded to be careful of their friends as they try these movements, and try to find the extremes of each suggestion as well. The teacher will also encourage the students to try several ways to do each thing and not just repeat the first thing that comes to mind. Great creativity and quality participation will be pointed out verbally by the teacher as the students dance.

***Culmination of Concept: MadLib Dance***

*Music: Tigger Benford (Track #1, played during work time only; dances shown in silence)*

The students will be put into small groups (5 – 7 students each) and will be given an envelope that has two sentences written on the outside of it with blank spaces left for 2 verbs and 2 nouns. Inside the envelope are 2 verbs and 2 nouns written on slips of paper. The students will be asked to decide where to put these in the sentences and then find movement that represents the verbs and shapes that can make the nouns clear. When performed, the students will show their dance as their sentences are read. Audience members will be asked to be ready to share what they thought was really creative and/or really clear.

Allow 3 – 5 minutes for each group to 1) complete their two sentences with their given words, 2) investigate what kind of movement and shapes can be used to show these clearly and creatively, and 3) can perform their dance without talking and confidently (memorized).

***Differentiated Learning for Culminating Activity***

*Below Grade Level:* Have students create and demonstrate one sentence

*On Grade Level:* Have students demonstrate both sentences and encourage them to fully perform it (big, lots of energy, eyes up and out, working together as a group when dancing)

*Above Grade Level:* Have students demonstrate several different interpretations of each verb and noun. All students dancing the same words, but several or each doing it a different way at the same time.

***Performance*** *(time allowing and volunteer only; ideally all groups show)*

Each group will be asked to share their “MadLib dances.” The teacher will solicit feedback from students. All performers bow after performing, and all audience members clap before this discussion takes place.

***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 whether something is still/frozen or can move in place or throughout the space. When I call on you, I want you to dance your favorite action word to your place in line. Thank you again for your wonderful dancing and your hard work in here.

**Extended Learning Activities**

1. Students can do “sculptor and clay” to further explore and understand the many possibilities of “shape”. Students would work in pairs. One person would be the “sculptor” and one person would be the “clay.” After the teacher reviews the rules of appropriate touching and models this activity with a student volunteer to make expectations for doing it correctly and appropriate participation clear, students will decide what role they will have in the partnership and begin. The “clay” will stand and be ready to be manipulated through a combination of touch and verbal direction by their partner. They will hold whatever “shape” they are moved into. The teacher will encourage the “sculptor” to make the most creative shape possible with their “clay”, and ask them to consider level, all body parts, and make sure it is a shape the “clay” can hold. After one minute of the sculptor working to find one final shape that is their “masterpiece”, the “clay” is asked to remain still in their shape while the sculptors all back away to the perimeter of the room and now become museum patrons. They will walk through the sculptures, not touching the art, and noticing details about each sculpture. The teacher will then have the sculptures sit in place and rest, while the museum patrons share which shapes they thought were terrific and why. The students will then change roles in their partnership – the sculptor becomes the clay and visa versa.
2. To support ongoing exploration of all action words (movement possibilities) the teacher can have students practice walking down the hall doing a specific movement. The rule is that they must do this in total silence (ninja warriors). When the line must stop to allow other classes to pass or wait for their turn, they could also freeze in a shape. Once the line starts moving again, another action can be given. The line leader of the day then also becomes the action/movement leader of the day. This can also be used in a smaller way, asking students to line up in the classroom only using a specific action. Finally, an action could be assigned to each day and used everywhere. For example, if the word is “wiggle” for the day, if a hand is raised in a question, it is wiggling. If students line up, they wiggle to the line, wiggle as they walk, etc. This is a fantastic way to get simple (non-curricular) movement in the classroom as well and help students get comfortable with the key dance concept of types of movement. It is concept that permeates most integrated lessons in some way and creativity can be explored and encouraged through this simple type of “training” that is separate from specific lesson objectives.
3. For homework or an assignment in class, working individually or in small groups, students can be assigned a “page” or a “few sentences” in a book they are reading and show this through movement. In other words, they “dance” the nouns and verbs in the sentences. This is ideal if the teacher is reading a book to the entire class. In preparation for this, students can be assigned sentences and be asked to prepare them for the reading.