

Lesson Plan: I Can Do It!

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: Math and Dance

Overview of the Lesson: Number sense 1 – 5 in combination with exploring body parts vs. whole body movements and sequencing action words

Materials/Equipment: CD (Tigger Benford), From Head to Toe by Eric Carle

School: St. Anthony Catholic Elementary School, Madison, MS

Grade Level: PreK & K (Ms. Hannan)

Date Lesson Created: September 2017

Proposed Time Frame: 30 minutes

Lesson Author: Julie White

Big Ideas & Learning Objectives

1. The student will be able to demonstrate the ability to identify numbers 1 – 5, write them clearly and correctly, and also sequence them in order forwards (1,2,3,4,5) and backwards (5,4,3,2,1)
2. The student will understand the difference between moving one body part and many parts/whole body simultaneously and be able to demonstrate both clearly.
3. The student will work collaboratively and respectfully in their assigned small groups.
4. The student will participate with focus and appropriate energy.

Procedures

Affective Hook: "Who likes going to the zoo? Raise your hand if you have a favorite animal at the zoo? Can you show me your favorite animal using a shape in your body? Can you use a movement to show the sound that they make?"

Introduction: "Today we will be reviewing counting from 1 – 5 so that when we take an imaginary trip to the zoo, we will be able to count how many animals are there and also share five new animals."

Relevance: "It is important to know 'how many' of something there is so that we can communicate this clearly with others. We also want to make sure we have the right amount – sometimes this is really important! Finally, in this type of class where we use movement to show what we know, we have to move clearly so that the teacher sees for herself that you are correct in your 'answer.'"

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.”

Introduction of Concept: Tracing our Numbers

Sitting in their seats, the students will be asked to trace the numbers 1 – 5 with a finger in the air. They will repeat this with their elbow, and again with the top of their head. The teacher will remind them of HOW they are to write these numbers (where the lines start and how they connect) to make sure the students are doing this correctly.

Development of Concept: Give Me Five with Movement!

The students will be shown a list of action words and the teacher will lead them in a simple exploration of each sitting in their seats. These include: shake, float, wiggle, melt, and swing. The teacher will then ask students to stand next to their desks and try these standing in place using more of their body (not just the arms). The teacher will encourage students to do each movement differently (example: one student might wiggle a finger while another wiggles a leg) but to also be clear. She will then ask students to sit and select volunteers (reviewing the qualifications of a good “teacher’s assistant” as needed before making these selections) to come to the front of the class and create a movement to represent an assigned number. Five volunteers, and five movements will be chosen. Each movement will be named after the person who creates it (example: the “Lilly”). Students will then be asked to perform these movements in order saying the name of the person who make them at the same time. Each movement will be done four times. For added challenge:

- Perform the entire sequence in silence
- Perform the sequence repeating each number only the amount of times of its value. For example, the “1” will be done once, the “2” will be done twice, etc.
- Perform the entire sequence 1 – 5 and then backwards 5 – 1.

Culmination of Concept: Dancing to the Zoo and With the Animals

The teacher will read the book *From Head to Toe* by Eric Carle. The students will gather on the rug to listen to it once, and then again doing the movements in place and seated that are assigned to each animal. If time allows and students are focused, it is also fun to have half the students “perform” the book at a time, standing in place and doing each movement larger and with their whole body as it is read. The “audience” can then see the different ways each movement can be done and comment on which of their peers does movement with appropriate energy and clarity. Each group would “perform” and also give “audience” feedback.

After reading the book, the students will be broken into two groups (one lead by the teacher, and one by the teacher’s assistant). If there are more adult assistants in the room, smaller groups can be formed and this is ideal if it is possible – PreK and K students need assistance when creating collaboratively in this type of activity. Each group will be assigned two animals and asked to create a movement to represent them. Similar to the action words danced in class previously, what movement they choose to do can be different as long as everyone is doing the same “word/action”. Zoo animals used: kangaroo, snake, penguin, parrot. Before the class splits and works to create these, the teacher will model this process by creating movement for a zebra and teaching it to everyone. She will also model the accompanying text for performance (from the book):

“I am a zebra and a wiggle my stripes. Can you do it? I can do it!”
(students will “wiggle” when they join in and say together “I can do it!”)

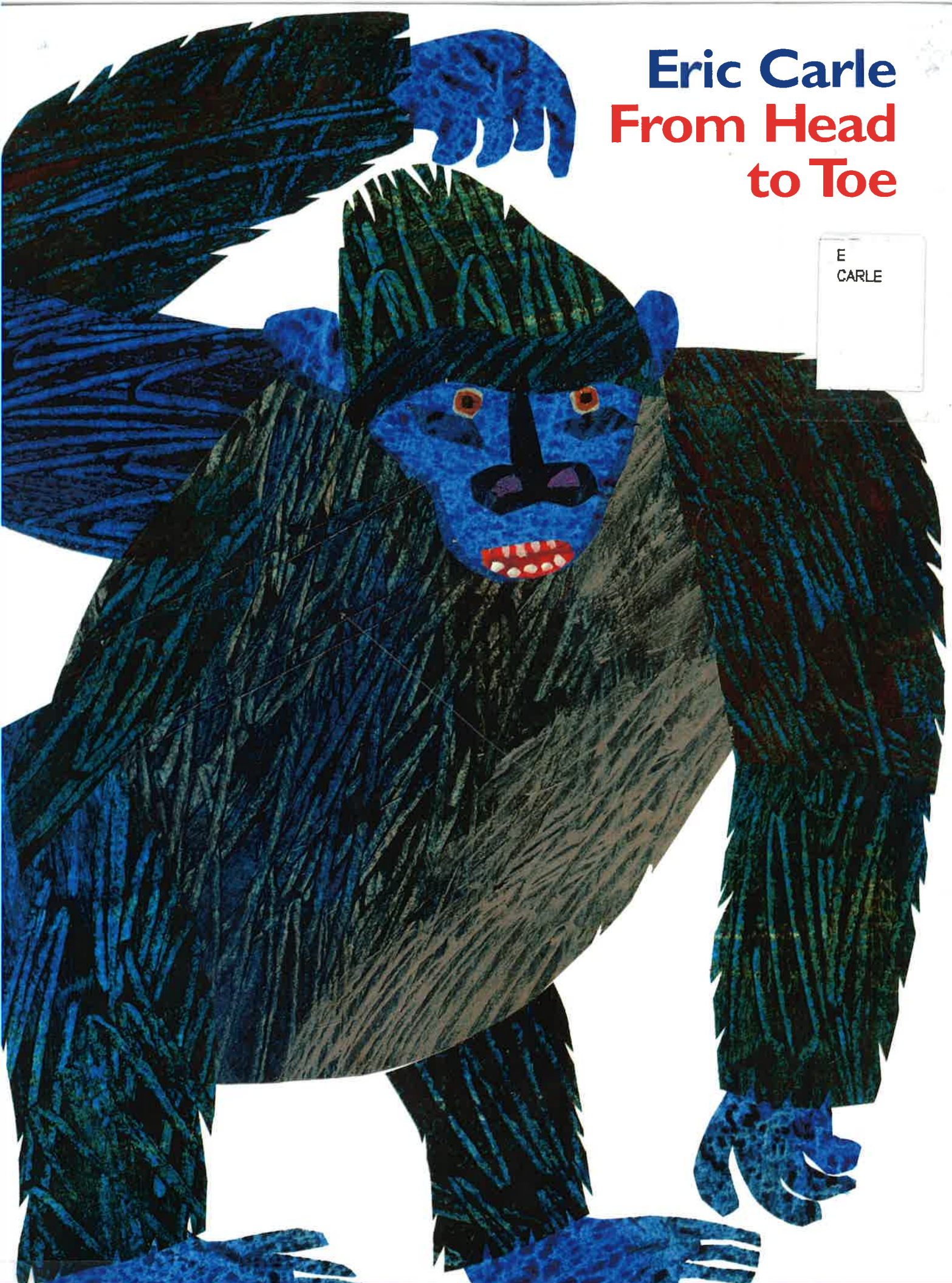
Each group will show their animal and movement first, then the whole class will learn it, try it, dance it clearly, and then dance and say the words (I can do it!) together. Once all four animals are learned, the teacher will put them in an order along with her animal (zebra) and do the five of them sequentially. If time allows, the teacher will read the last page of the Carle book and then immediately go into the animals the class created (as an "add on" to his book).

Closure

"Today we reviewed our numbers 1 – 5 and not only how we are supposed to write them, but all the different ways we can count them. We used movement and animals to represent these numbers and to help us put them in a certain order. As we finish our lesson today, I would like you to do the movement of your favorite animal to your assigned seat. Thank you for your good work today!"

Eric Carle
From Head
to Toe

E
CARLE



**I am a penguin
and I turn my head.
Can you do it?**



**I am a penguin
and I turn my head.
Can you do it?**



I can do it!

