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| **Lesson Plan: *What We Know About Snow!*** | **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) – instruction is virtual/pre-recorded |
| **Content Area & Arts Discipline:** Science and Dance |  |
| **Overview of the Lesson:**  Winter and the many characteristics and activities of the season taught in partnership with dance element of movement vs. shape/stillness | **Materials/Equipment**: screen and computer to project lesson**School:** Pontotoc School District |
| **Grade Level:**  PreK-K | **Date Lesson Created:** January 2021 |
| **Proposed Time Frame:** 45 minutes | **Lesson Author:** Julie Hammond |

**Big Ideas & Learning Objectives**

1. The student will be able to clearly identify the traits of snow and snowflakes
2. The student will be able to clearly demonstrate the difference between movement and stillness/shape when exploring snow
3. The student will find a connection between learning about snow and learning about 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 and Introduction of Lesson:*** Who has seen snow? If you have you are lucky! Over half the people in the world have never seen it because they live somewhere too warm for snow to happen! Snow is made up of snowflakes and sleet. It happens when the temperature is near freezing (32 degrees F). Snow also moves in slow motion, falling 3-4 miles an hour. At this rate, it takes about 45 minutes for a snowflake to travel from a cloud to the Earth! A snowflake is made up of ice crystals that form when rain droplets freeze and form a shape as it grows in size. How cool (brrr!!) is that!

***Relevance*:** Today we’ll learn a lot about snow so that what appears magical (and is!) is also scientific (because it is this too!). We’ll use our bodies to learn about snow so we can find news way to learn with our whole selves and not just our minds, and also practice our creativity as we get smarter in what we know about snow!

***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!

When I need your attention I will clap and count down from 35, 34, 33, 32 degrees and freeze! You will also sometimes “melt” into a seated position when I tell you what’s next in our lesson!

***Warm-up*: BrainDance**

*Music:* [*https://www.youtube.com/watch?v=\_e0RpJJBW8U*](https://www.youtube.com/watch?v=_e0RpJJBW8U) *(Winter music montage for children)*

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 – see your breath in the winter cold!
* Tactile – brush the snow off your body!
* Core/Distal – catch a snowflake!
* Head/Tail – shake yourself warm!
* Upper/Lower – throw snowballs, skate in place!
* Right/Left – be a snow angel standing up!
* Cross Lateral –shovel snow!
* Vestibular –catch snowflakes on your tongue!

***Discussion:*** *We did all types of movement during our warm-up and all of them represented the fun things we can do in snow!*

***Introduction of Concept:* The Snowy Day by Ezra Keats**

The teacher will read the picture book and have the students try out the movements afterwards standing in place (as Peter):

* Stepping in place – crunch, crunch, crunch – with toes pointing out and toes pointing in
* Dragging his feet slowly
* Imagining a stick making a new track
* Climbing a mountain and sliding down the other side of it

***Discussion:*** We just did movement to represent each thing. Now we are going to find a shape to represent each thing. We can do this by moving and then “freezing” in place or we can make a special shape that represents something specific. Let’s try this!

***Development of Concept:* Snowflakes vs. Sleet**

There are two types of snow: snowflakes and sleet. Sleet are snow crystals that have more moisture and don’t freeze enough to make a snowflake. It looks like a soft lumpy mass. Sleet is different from hail which are ice crystals that freeze into small balls. Snowflakes form around a speck of dust inside the cloud and shoot out branches to create a shape. Let’s take a minute to move like sleet (heavy, soft, lumpy shapes and movement) and snowflakes (light, soft, angular shapes and movement)

***Culmination of Concept:* The Five Types of Snow Crystals – Dancing a Snowflake**

*Music:* [*https://www.youtube.com/watch?v=zbL4reaM\_hY&t=5143s*](https://www.youtube.com/watch?v=zbL4reaM_hY&t=5143s) *(Classical Music for Winter)*

There are five types of snow crystals that make snowflake shapes:

* Prisms (six sided, first stage of snowflake)
* Plates (six arms reaching out from the hexagonal center)
* Columns/cylinders (hollow tubes)
* Dendrites (branchlike)
* Needles (shaped like a needle)

Each of these forms and connects to create different snowflake shapes based on how cold it is in the cloud as well as the temperature as it falls to the ground. Let’s find ways to represent these in both shape and movement and then add then combine them to create our own unique dance snowflakes!

***Closure***

Today we learned about snow and the many forms and shapes it can take. Hopefully we will get lucky this year and see some snow in Mississippi! If we do, make sure to look for both snowflakes and sleet and have as much fun as possible playing in it! Thank you for learning with me today!