

Geometry Dance

Second Grade

Adapted by Abby Calhoun

CORE SUBJECT AREA

Math

ART FORM + ELEMENTS

Dance

Body

MSCCR STANDARDS

2G.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.

5: Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

MSCCR CREATIVE ARTS STANDARDS

DA: Cr3.1.2a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.

DURATION

Approximately 20-30 minutes.

RECOMMENDED RESOURCES

3D shapes video: <https://www.youtube.com/watch?v=zPZegz690Mg>

2D shapes video: <https://www.youtube.com/watch?v=beTDz9HSNOM>

LESSON SEQUENCE

This lesson combines the use of poetry, movement, and knowledge of geometric shapes for a fun activity that can be enjoyed inside or out.

To begin the lesson, stimulate student responses that identify, review, and define characteristics and terms related to geometric shapes. Drawing an example shape and ask the children to describe it with mathematical language is an effective way to begin.

Have students view the videos on 2D & 3D shapes and practice making those shapes with their bodies or their

OBJECTIVES

Students will be able to know and/or do...

The students will demonstrate their understanding of basic geometric shapes through listening, interpreting, and physical formation of shapes.

Students will interpret riddles and rhymes to determine shapes.

Students will use kinesthetic awareness, movement, and cooperative effort to form geometric shapes.

Students will work cooperatively to achieve goals.

Students will write and create their own riddles and rhymes describing geometric shapes.

MATERIALS NEEDED

Math Text/Art Books with various geometric shapes
index cards

Teacher riddles

White/chalkboard

Blanket (for outside)

VOCABULARY

shapes, angles, sides, vertex, curved line, base, triangle, square, rectangle, circle, etc.

arms. This is a great “learning” brain break that will help enhance your lesson and make learning fun. Students will listen to riddles read by the teacher or group leader and solve them. Instead of voicing the answer, students will work together to make the geometric shape that is described by the riddle. Once the teacher determines that the class is focused and demonstrates a capability to describe shapes, explain clearly the learning objectives to the class. Keep it simple by telling the kids that you will read riddles to the class and they will work together to figure out the riddles and form the shapes with their own bodies. Answer any questions the students might have. Take the class outside if it is nice out or make ample space in the classroom. Lay down the “shape blanket.”

Procedure: (List, step by step, how you facilitated this lesson...)
The teacher begins reading the riddles. Below are two examples:

“I have no sides or angles, but still I hang around. Eyes, wheels, and coins are some places I am found. What shape am I?” (circle) A group of two children would then make a circle.

“I am a shape with sides of four. Two sides of same length long, two sides of same length short. I could be a table, a rug, or a door. What shape am I?” (rectangle) Four children form the shape.

If you are inside, you can draw the shape after it is made to reinforce the written form of the shape, or you can bring an easel and dry erase board outside. Depending on how things are going, you can progress to more challenging riddles and shapes. You can also include other geometric concepts such as symmetry, by creating mirror image shapes, asking higher order questions, and having the students do “flips” and “turns” with their shapes. This will keep the attention of the advanced students and enrich the others.

It is also fun to include riddles about letters if the alphabet, making sure to brush up on ordinal number and language arts skills. Example: “I am the 7th letter of the alphabet. I’m a consonant, not a vowel. You cannot make good guesses without me. What letter am I?” (G)

When all students have had an opportunity to make at least one shape or letter, have them work in cooperative groups to write some shape riddles of their own. If you like, you may give them creative license to come up with riddles and corresponding movements about other objects, as long as they make a riddle for at least one shape using geometric terms.

EXTENDED LEARNING ACTIVITIES

3-2-1 strategy: 3 things they discovered, 2 interesting things they noticed, 1 question they still have.

Guiding question for refining and completing artistic works: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

SOURCES

Expressions Learning Arts Academy.

Lesson edited and updated by Abby Calhoun.

TIPS + FREQUENTLY ASKED QUESTIONS

Students will need to have learned about characteristics of two and three dimensional shapes such as sides and angles. They must also be able to differentiate between shapes, as well as know their names. The students should also have experience with writing and interpreting poetry. The students have also gained experience working in cooperative groups.

Also, pre-determine small, cooperative groups; have at least 8-10 riddles, be creative!