

Lesson Plan Title

Dancing the Life Cycle of the Pumpkin

Grade Level

Pre- K

Subject Area

Science

MSCCRS

Life Science 2. With prompting and support, explore how living things change in form as they go through the general stages of a life cycle.

a. Use informational text or other media to make observations and predictions about plants as they change during the life cycle and use models to communicate ideas.

Art Form

Dance

MSCCR Creative Arts Standards

DA: Cr1.1.PK a. Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).

Enduring Understanding: *Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.*

Essential Questions: *Where do choreographers get ideas for dances?*

DA: Pr4.1.PK a. Identify and demonstrate directions for moving the body in general space (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space. b. Identify the speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi. c. Move with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth).

Enduring Understanding: Space, time, and energy are basic elements of dance.

Essential Questions: *How do dancers work with space, time, and energy to communicate artistic expression?*

DA: Pr5.1.PK a. Demonstrate basic full-body locomotor, non-locomotor movement, and body patterning with spatial relationships. b. Move in general space and start and stop on cue while maintaining personal space. c. Identify and move body parts and repeat movements upon request.

Enduring Understanding: *Dancers use the mind-body connection and develop the body as an instrument artistry and artistic expression.*

Essential Questions: *What must a dancer do to prepare the mind and body for artistic expression?*

DA: Pr6.1.PK a. Dance for others in a designated area or space. b. Use a simple prop as part of a dance.

Enduring Understanding: *Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.*

Essential Questions: *How does a dancer heighten artistry in a public performance?*

Duration

1 Hour

Materials

Anchor chart paper.

The Four Seasons by Vivaldi, OP. 8, Spring on YouTube.

Video time-lapse of pumpkin growing from a seedling.

Colorful scarves, ribbon or light fabric to represent the pollen/cross-pollination.

Hula hoop to represent the sun.

TPT Free Download on The Life Cycle of a Pumpkin by MsFultzCorner.

Objectives

The students will know and understand what happens in the lifecycle of the pumpkin, learn the movements, and use the props involved and put the dance to song. This lesson plan can be replicated with any life cycle that you are teaching, for example, the life cycle of the butterfly, sunflowers, frog, etc.

Vocabulary

Seed

Sprout

Vine

Flower

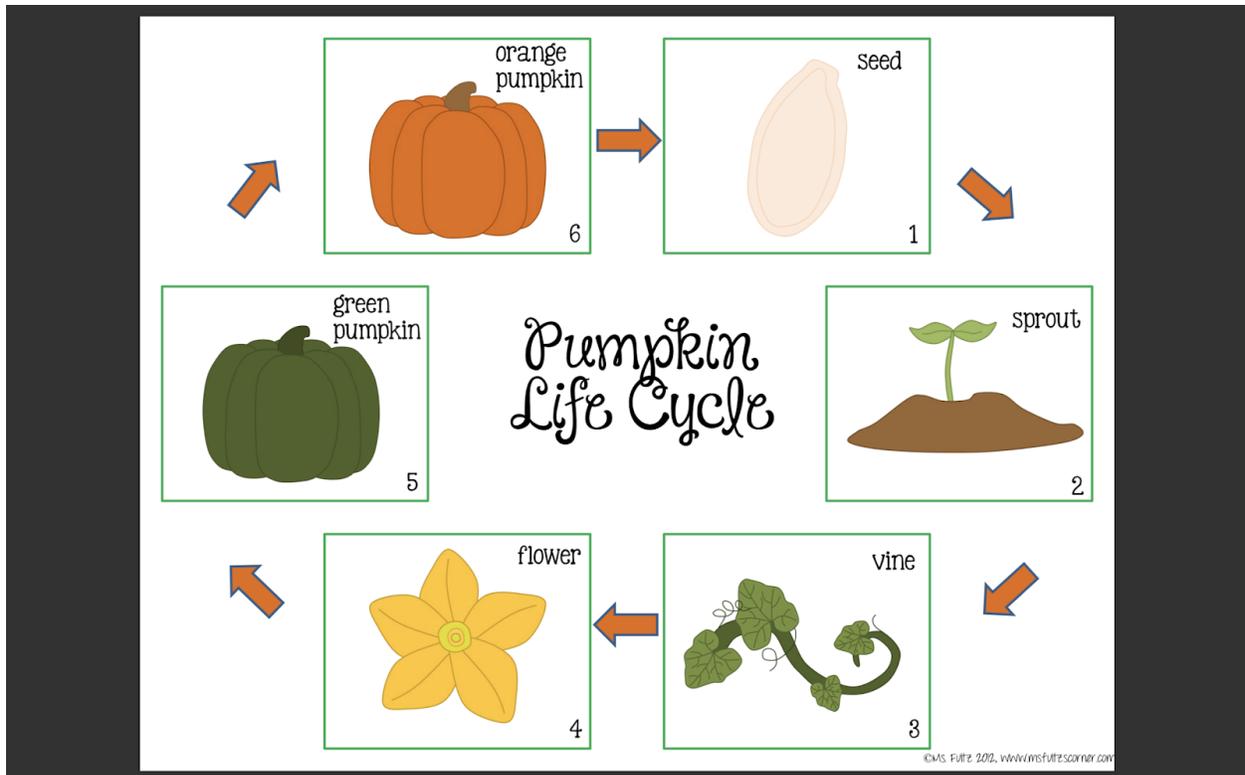
Green pumpkin

Orange pumpkin

Choreographer

Dance elements: Space, Time, Energy

Lesson Description

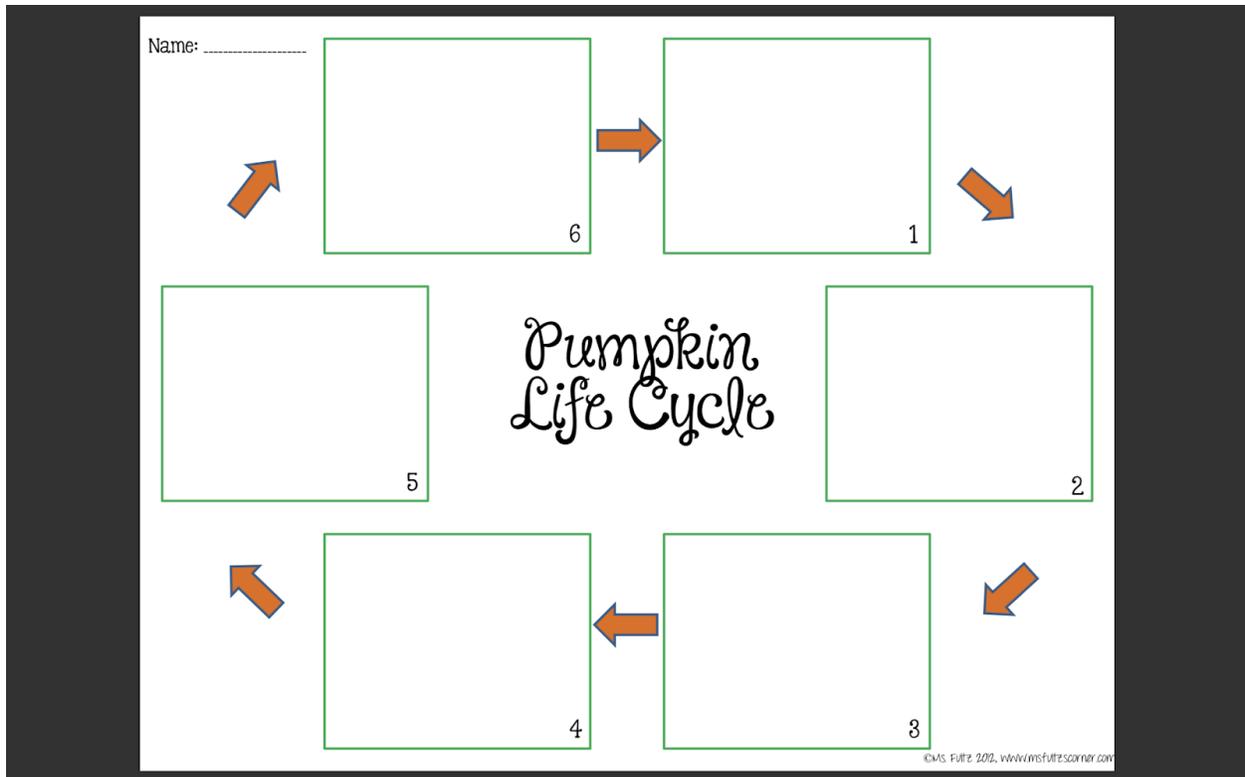


TTW ask “Did you know that a pumpkin is a type of plant? They don’t just come from the store.”

Allow students to respond.

TTW say, “today we are going to learn about the life cycle of a pumpkin.”

TTW draw six boxes and number them in the lower right-hand corner. Starting with box 1 and ending with box one. (Sample below).



In the first box, TTW draw a seed and write “seed.” TTW ask “does anyone know what this is?” TSW say “a seed!”

The teacher will shade in the arrow going down to the second box. Next, TTW draw a sprout and write “sprout” in the upper right-hand corner of the second box. TTW ask the students to “raise your hand if you know what kind it is!” TSW say “a sprout!”

TTW shade in the next arrow going down to the third box. Next, TTW draw a vine and write “vine” in the upper right-hand corner of the box. TTW ask the students to share if they know what it is. TSW say “a vine!”

TTW shade in the next arrow going to the fourth box. TTW draw a flower and write “flower” in the upper right-hand corner of the box. TTW ask the students to share if they know what it is. TSW say “flower!”

TTW shade in another arrow. Next, TTW draw the green pumpkin and write “green pumpkin” in the upper right-hand corner of the box. TTW ask the students to share if they know what it is. TSW say “green pumpkin!”

TTW shade in the final arrow. Finally, TTW draw a pumpkin and write “orange pumpkin” in the upper right-hand corner of the box. TTW ask the students to share if they know what it is. TTW draw an arrow going to the seed and point out that this is a recurring cycle.

TTW say, "If you pull out one of the seeds from your orange pumpkin, you might buy at the store or get at a pumpkin patch, and plant it, a new pumpkin will grow!" TTW point to the life cycle pictures and ask the students questions such as, "What does a pumpkin start out as?" TSW say seed! TTW will continue asking questions and point to each stage of the life cycle.

TTW say, "Let's watch a little video that shows how a pumpkin grows from a seed." <https://youtu.be/ytMpE6fubSQ>

Upon the completion of the timelapse video, TTW say, "Today we are going to use our bodies to move through the stages of the pumpkin life cycle. "But first, close your eyes and for one minute you are going to visualize yourself growing like a pumpkin and moving."

After exactly one minute, TTW ask the students to open their eyes. TTW say, "dance choreographers create dances. A lot of things in the world influence the creation of those dances. What kinds of things do you think influence the way dances are made?"

Allow students to respond. TS may say things like, "the wind, the music, the light, etc." TTW encourage students with their creative statements.

Next, TTW ask "Who is ready to dance?"

Allow students to respond excitedly!

TTW place a scarf in front of each student and instructs the students not to touch it until the teacher instructs them to do so.

TTW set a hula hoop beside a chosen student or the teacher assistant.

TTW model and instruct the students to:

- start on the floor: pretending to plant the SEED
- germination: the student might have feet in front or criss-cross and creepy crawl hands out around them to represent the roots spreading
- the students rise to their knees and the SEEDLING starts to move up and out
- the students rise to a standing position and the FLOWER bud appears
- as the flower blooms and the bees pollinate- use the scarves to represent the pollen in the air
- the flowers follow the sun throughout the day and close up during the night (TTW model moving from left to right, front to back following the sun (the student or TA holds the hula hoop up and moves in different directions pretending to be the sun)
- the green pumpkin emerges, represent with small, medium, big and large GREEN pumpkin in a ball, criss-cross, squats, first position (standing with ankles together), second position (standing with feet apart and arms out)

- Close and open petals (first and second position)
- the orange pumpkin emerges, represent with small, medium, and large ORANGE pumpkin in a ball, criss-cross, squats, first position (standing with ankles together and arms up), second position (standing with feet apart and arms out)
- at the end of the Pumpkin life cycle, it will wither and go back to the earth (wither and go down into lying position) DA: Pr5.1.PK *TTW identify which movements are locomotor (moving) and non-locomotor (not moving)

-TTW identify and demonstrate how students should move forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space. DA: Pr4.1.PK a. TT might say, “I like how you are moving (directionality), (insert student name)! That is really (creative, strong, pumpkin-like, etc.)”

-TTW determine the speed of the dance. Move to varied rhythmic sounds at different tempi. DA: Pr4.1.PK a. TT might say, “Let’s go extra slow.” Or, “Let’s go extra fast.”

-TTW help students play some opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth). DA: Pr4.1.PK a. TT might say, “Now, let’s be extra loose/tight.” “Let’s be extra light/heavy.” “Let’s be extra jerky/smooth”

-TTW say, “dancers make creative decisions all the time. The move in different directions, at different speeds, and with opposing characteristics. How does it feel to be a dancer.”

Allow students to respond.

-The teacher will...make sure the students have an understanding of the vocabulary and how it relates to the movement. (At each stage seed, sprout, flower, green pumpkin, and orange pumpkin what movement are you doing?)

-TTW model and TSW participate through the dance, with the music (located under resources) or the pumpkin time-lapse video. When the students have practiced it enough to perform it for others, bring teachers or administration and/or family in to watch. (DA: Pr6.1.PK a.). Be sure to ask students to reflect on what it felt like to perform for the teachers, students, and/or family members.

Recommended Resources

<https://www.youtube.com/watch?v=dEwaO3Mcsqg>

Extended Learning Activities

Take a field trip to the pumpkin patch!

Read “Pumpkin” by Jackie Lee on Get Epic. www.getepic.com

Allow students the opportunity to move freely/improvise with the scarves to the sound of the music on the time-lapse video.

TPT Free download: allow students to color and paste their own Pumpkin Life Cycle.

Assessment Strategies

Hand Signals - ask students to display a designated hand signal to indicate their understanding of the lesson. Say, "I understand the pumpkin life cycle and can explain it to a friend (thumbs up = yes, thumbs down = no, a shaky "jazz hand"/wave means maybe or I'm not completely sure)."

Self-Reflection - Responding and reflecting on dance concepts and ideas that have been introduced makes connections to prior knowledge and experiences. TTW give the students a sentence starter and allow them to complete the sentence. For instance, TTW say, "I was surprised about..." TSW restate the sentence starter and complete the sentence with his/her own idea.

Sources

Mary Frances Massey, Teaching Artist

Ms. Fultz's Corner free download on Teachers Pay Teachers (special permission given for this lesson to be made available for teachers through the Any Given Child Meridian initiative).

Tips

This lesson would be best to do during or after a pumpkin life cycle unit.

You could begin the unit by creating a pumpkin life cycle KWL chart.

Incorporate informational texts and narrative stories about pumpkins. As the students learn facts about the pumpkin life cycle you can add to the L section of the KWL chart.

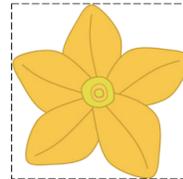
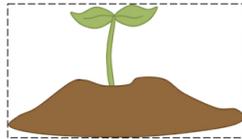
The more familiar the students are with the pumpkin life cycle, the better they will be able to dance the different stages!

Author

Adapted by Heather Hodges

Pumpkin Pieces

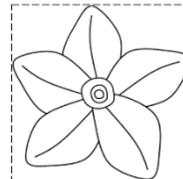
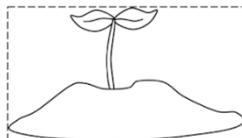
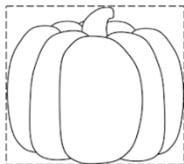
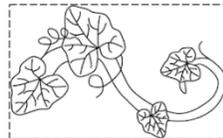
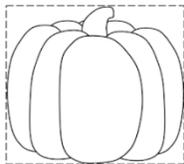
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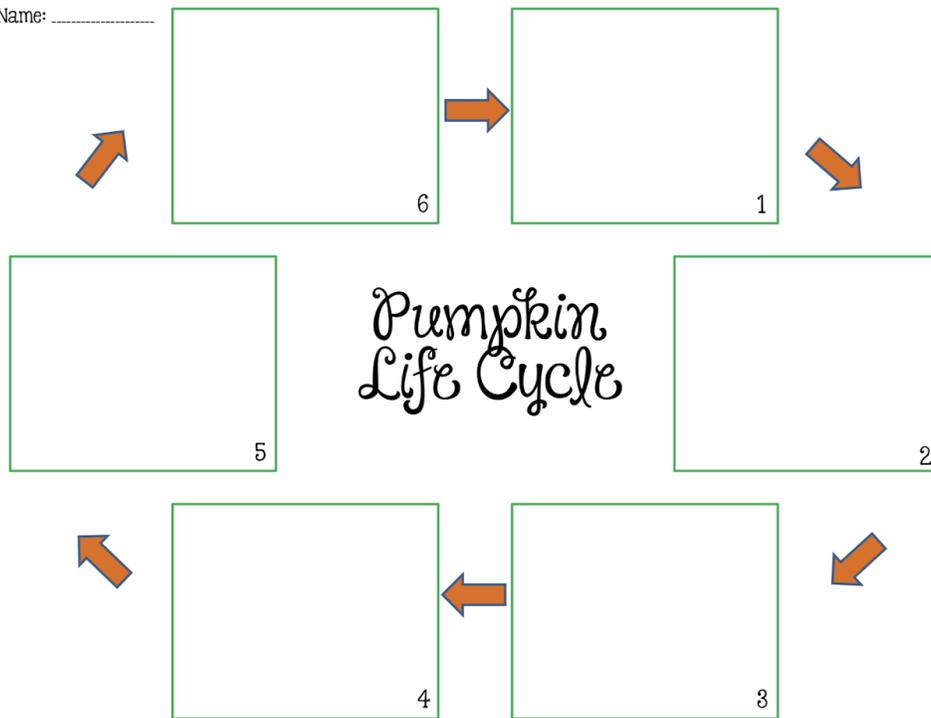
Pumpkin Pieces

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Name: _____



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