

**Lesson Plan Title**

The Dance of the Ruby-throated Hummingbird

**Grade Level**

2nd grade

**Subject Area**

Science

**MSCCRS**

L.2.1.2 Classify vertebrates (mammals, fish, birds, amphibians, and reptiles) based on their physical characteristics.

L.2.1.3 Compare and contrast physical characteristics that distinguish classes of vertebrates(i.e., reptiles compared to amphibians).

**Art Form**

Dance

**MSCCR Creative Arts Standards**

DA: Cr.1.1.2 Generalize and conceptualize artistic ideas and work.

- a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources of movement ideas.
- b. Combine a variety of movements while manipulating the elements of dance.

**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?

**Duration**

1 Hour

**Materials**

Overhead projector to show a film clip.

Open space to create/practice movements.

**Objectives**

Students will understand the physical characteristics of a ruby-throated hummingbird.

Students will understand the physical characteristics that classify a vertebrate as a bird.

Students will understand the elements of dance.

Students will create movement inspired by the ruby-throated hummingbird using the elements of dance.

### **Vocabulary**

Physical characteristics

Vertebrates

Body

Action

Space

Time

Energy

### **Lesson Description**

TTW introduce the elements of dance (body, action, space, time, and energy) by discussing each element and presenting the students with an example of each.

TTW ask students to mirror the teacher as he/she kinesthetically gives an example of each element.

TTW show “The Dance of the Sugar Plum Fairy” <https://youtu.be/-oVoARr7bWY>

TTW ask, “What does the dancer do with her WHOLE body?”

TSW verbally answer or demonstrate if given permission.

TTW ask, “How were different PARTS of the body used?”

TSW verbally answer or demonstrate if given permission.

TTW ask, “Where does the movement mostly start? Raise your hands if you think it is in the CORE (the center of the body, torso, the back, etc.). Raise your hand if you think it is in the DISTAL regions (ends of the body, hands, feet, head, etc.). TTW allow students the opportunity to answer and justify their answers.

TSW respond.

TTW ask, “What shapes did the body make? Please draw or describe.”

TSW respond.

TTW ask, “What else did you notice about how the body was used in this dance?”

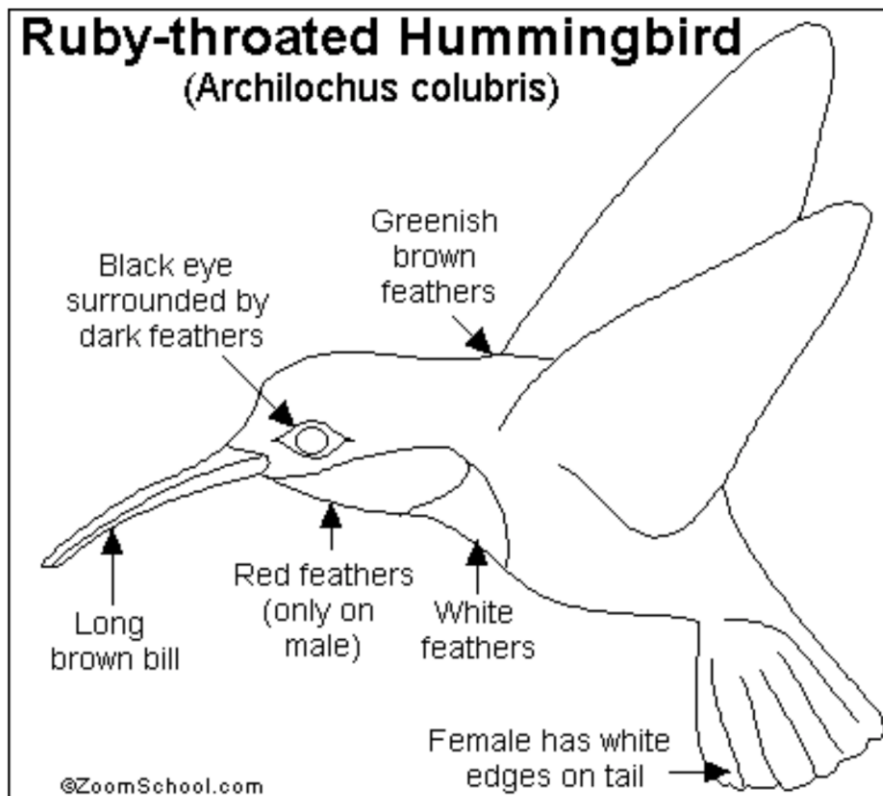
TSW respond.

TTW ask, “Can you see yourself doing this movement? Why or why not?”

TSW respond.

TTW change directions and begin a discussion on the classification of vertebrates.

TSW respond by defining the physical characteristics of vertebrates and giving examples of vertebrates.



TTW display the above photo and transition to discussing a bird's physical characteristics. TTW allow students to name some physical characteristics of a bird.

TSW respond as they are called on.

TTW play the Ruby-throated Hummingbird Dance video (found in the resources) three times.

The first time, TTW talk about the ruby-throated hummingbird with the students by saying, "Did you know that hummingbirds are tiny birds that can fly forwards and also hover in mid-air. They are called hummingbirds because when they fly, their wings often make a humming sound! Can you believe that their tiny wings beat about 55 to 75 times each second?!"

TTW ask, "Do any of you know how long the average hummingbird lives?"

TSW respond with guesses.

TTW answer..."Unfortunately, their life span is only 3 years!"

TTW say, "Did you know that hummingbirds **migrate** to find food during the cold winter and that they are native to the Americas?!"

TTW say, let's talk about the anatomy of a hummingbird, "Did you know that the biggest hummingbird is the Giant Hummingbird of South America, and it is about eight inches long? The smallest hummingbird, and also the smallest bird, is the Bee Hummingbird, which is about the size of a bee!"

TTW say, "Hummingbirds love to sip sweet nectar from flowers and also eat some tiny bugs (including fruit flies) for protein. They use their long tongue to lap up nectar from flowers!"

TTW say, "Hummingbirds make their tiny nests from lichens, spider webs, and plant down (fluffy seed coverings)."

The second time, TTW ask the students to consider the elements of dance and the dance of the sugar plum fairy as they observe the ruby-throated hummingbird.

TTW open the floor for discussion.

TSW share their observations.

TTW play the video a third time.

TSW watch the video once more through and look for physical characteristics found only in birds.

TTW ask, "What role do you think hummingbirds play in pollination?"

TSW respond.

TTW ask students to close their eyes and listen to some familiar music (The Dance of the Sugar Plum Fairy by Pentatonix) and visualize themselves dancing like a ruby-throated hummingbird. [https://youtu.be/jt3oAyK\\_IG8](https://youtu.be/jt3oAyK_IG8)

TSW close their eyes and listen to the music (visualizing themselves moving to the music).

[After about one minute or so..]

TTW pause the music and say, "Students, go to your pre-assigned small groups. You are being given the opportunity to create your own dance, which should be representative of the movements of the ruby-throated hummingbird, the elements of dance, and the dance of the sugar plum fairy." The teacher may want to assign pairings or groups of A, B, C, D, etc. Make sure each group's space is defined.

TSW work in groups to create their own dance using BASTE, knowledge of the ruby-throated hummingbird, and the dance of the sugar plum fairy in order to create "the dance of the ruby-throated hummingbird."

TTW display a countdown timer, so the students know how much time they have to work and play music on loop: [https://youtu.be/jt3oAyK\\_IG8](https://youtu.be/jt3oAyK_IG8)

TTW give students the opportunity to present, observe, and respond.

TSW justify his/her chosen movements to the class.

TTW ask, "Where do choreographers get ideas for dances?"

TSW respond.

### **Recommended Resources**

<https://www.youtube.com/watch?v=CDTTvup-E9w>

<https://www.ixl.com/science/grade-2/pollinator-ruby-throated-hummingbird>

[https://youtu.be/jt3oAyK\\_IG8](https://youtu.be/jt3oAyK_IG8)

<https://youtu.be/-oVoARr7bWY>

### **Extended Learning Activities**

Allow students to individually self-critique their own choreography.

*What is their favorite bit of choreography? What was it representative of? What could they have done better?*

IXL.com has a lesson on ruby-throated hummingbirds: <https://www.ixl.com/science/grade-2/pollinator-ruby-throated-hummingbird>

### **Assessment Strategies**

3-2-1 Strategy	Students identify THREE things they discovered, TWO interesting things they noticed, 1 question they still have.
Self Reflection	"I was surprised that..."
Written Response	Write poetry in response to a peer's hummingbird dance.
Exit Slip	Ask students to complete a brief writing response to the activity and turn it in at the very end of class.

### **Sources**

N/A

### **Tips**

May work best following up a lesson of classifying different vertebrates. A discussion on the physical characteristics of birds versus other vertebrates.

### **Author**

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