

Lesson Plan Title

The Life Cycle of a Tree

Grade Level

2nd grade

Subject Area

Science

MSCCRS

L.2.2.1 Use observations through informational texts and other media to observe the different stages of the life cycle of trees (i.e., pines, oaks) to construct explanations and compare how trees change and grow over time.

Art Form

Dance

MSCCR Creative Arts Standards

Da: Pr4.1.2 Select, analyze, and interpret artistic work for presentation.

a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.

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?*

Duration

1 Hour 30 minutes

Materials

Projector to show videos

Open space to allow students to move and create movements

Locomotor and nonlocomotor movement posters (attached)

Objectives

Students will understand the different stages of the life cycle of a tree.

Students will understand how trees change and grow over time.

Vocabulary

Seed
Root
Sprout
Stem
Bud
Locomotor movement
Non-locomotor movement

Lesson Description

The teacher will begin by asking students, “What would the world be like if we didn’t have trees?”

Allow students to respond.

“What sorts of things do trees give us?”

Allow students to respond. Answers may include: homes for birds, squirrels, raccoons, insects, etc.; wood for houses and furniture; ground-up wood makes magazines, newspapers, cereal boxes; sap is used in maple syrup, chewing gum, crayons, paint, and soap; jobs for people (i.e., loggers); clean air and clean water.

Then, the teacher will say, “today we are going to learn about the life cycle of a tree...how they change and grow and why they are so important to us.”

Next, the teacher will ask, “do any of you like picture books?”

Allow students to respond.

“Well, I am going to read a picture book to you today. Some of you may already know this story. The story is called *The Giving Tree*.” *Note: It would be best if the teacher read the book rather than showing the video (<https://youtu.be/Ybcr1HL7sq0>).

The teacher will ask, “How old do you think this tree was by the end of the story?” *We know the boy had become an old man so we could say it might have been 100. Trees, though, can live to be thousands of years old...and they start out as a tiny, tiny seed.

The teacher will explain that “Just like we grow from a baby to a teenager, to an adult, and (if we are lucky) to be a grandma or a grandpa, a tree does something similar to achieve its life cycle.”

The teacher will play the “Life Cycle of a Tree” video for the students:
<https://www.youtube.com/watch?v=Kz5YbqxXLn4>.

The teacher will say, “We are going to watch the video again, but this time we are going to stop and discuss each stage of this process together.”

After watching the video, the teacher will display the locomotor and non-locomotor movement posters for the children to see. At this time, the teacher can call on students to demonstrate the exact movements from the posters. TIP: It may be easiest for the students to see the difference if the locomotor movements are displayed on the left side of the front of the classroom, and the non-locomotor movements are displayed on the right side off the front of the classroom. Perhaps the teacher can even display the posters in this way.

The teacher will explain to the students, “as you can see, there are two different types of movements.”

The students will be asked to stand up and show a type of each movement. It is important to discuss the differences in the two movements and what the body is doing differently in locomotor movements versus non-locomotor movements.

The teacher will say, “how would you like to see a dance that shows locomotor movements, non-locomotor movements, and shows part of the life of a tree you already know?”

Allow students to respond briefly (hopefully, they are excited).

The teacher will say, “We are going to watch some students perform *The Giving Tree*.”
<https://youtu.be/HrLI8OYMvAc>

The teacher will ask, “Can I have a student demonstrate one locomotor movement you saw in this dance? How about a non-locomotor movement?”

Allow students to respond.

The teacher will ask, “Did you see the dancers demonstrate clear directionality and intent when they performed locomotor and non-locomotor movements? *This is important to meet the dance standard. The teacher may even show a VERY brief video clip from the dance of dancers moving in an intentional direction.

Allow students to respond.

The teacher will ask, “What is the difference between symmetrical and asymmetrical shapes?”

Allow students to respond verbally and with demonstrations.

The teacher will ask, “Does anyone remember any symmetrical or asymmetrical movements the dancers used in their performance?”

The teacher will ask, “How did the dancers work with **space** to communicate artistic expression?”

Allow students to respond. The teacher may utilize leading questions like **(SIZE)** “Was the space the dancers utilized large or small? **(LEVEL)** “Did the dancers move at high, medium, or low levels?” **(PLACE)** “Did they dance in one spot? Throughout the space? Upstage? Downstage?” **(DIRECTION)** “Did they dance forward or backward? Sideways? Diagonal?” **(ORIENTATION)** “Which direction did the dancers face?” **(PATHWAY)** “Did they travel along a curved/straight pathway? Or was it zig-zagged or kind of random?” **(RELATIONSHIPS)** “Did the dancers dance in front of, beside, behind, over, under, alone, or connected?”

The teacher will ask, “How did the dancers use **time** to communicate artistic expression?”

Allow students to respond: The teacher may utilize leading questions like **(Metered)** “Did you notice the tempo of the sound that dancers moved to? What was that? Was it music? Oh, it was a voice?” **(Free Rhythm)** “How did the dancers know when to do each movement?” **(Clock Time)** “How long was this performance?” **(Timing Relationships)** “Did you notice what the dancers did in unison?”

The teacher will ask, “How did they use **energy** to communicate artistic expression?”

Allow students to respond: The teacher may utilize leading questions like **(Attack)** “Did you notice the way the dancers move? Were their movements sharp/smooth?” **(Flow)** “What were the dancers’ movements like? Were they free or bound-like?” **(Quality)** “Did you notice the energy of the dancers--were they tight together or far apart? Did they sway? Did they collapse?”

The teacher will ask, “Did we see the beginning of The Giving Tree’s life-cycle?”

Allow students to respond: “No!”

The teacher will say, “You are correct; we didn’t see the beginning of the giving tree’s life-cycle. So, in a moment, you will be given the opportunity to break into small groups/pairs to create a dance with locomotor and non-locomotor movements, which show the beginning of the giving tree’s life cycle. Do you remember the first video we watched?”

Allow students to respond. (They may not remember the details of the Life Cycle video).

The teacher will quickly review the appropriate vocabulary, refresh their minds, and divide the students into small groups/pairs.

Each small group will be given (how much time?) in a designated area to create a dance (30 seconds long or less in length) demonstrating the life cycle of a tree through the utilization of locomotor and non-locomotor movements.

Upon completion, each small group will present their movements to the class.

Recommended Resources

<https://www.youtube.com/watch?v=Kz5YbqxXLn4>

Extended Learning Activities

- Learn another child's movement sentence- vary its space, time, and energy.
- Have students draw a picture of a product that comes from trees which were featured in the dance (*homes for birds, squirrels, raccoons, insects, etc.; wood for houses and furniture; ground-up wood makes magazines, newspapers, cereal boxes; sap is used in maple syrup, chewing gum, crayons, paint, and soap; jobs for people (i.e., loggers; clean air and clean water.*). Be sure to have them write a statement about how important trees are to our survival.

Assessment Strategies

- *Peer Assessment* - promotes a focus on and attention to a clear set of criteria. This activity helps students develop listening, observational, and communication skills. It also allows students to engage in critical thinking through the utilization of dance terminology they may already know.
 - "I noticed the way you..."
 - "I really like the way you...it made me think of..."
 - "Did you consider trying..."
- *Exit Slip* - Complete a form or writing response to a question posed at the end of class.
 - Share your feelings about a dance you saw or did today.
 - Write poetry in response to a dance you saw or did today.
- *Self-Reflection* - Allow students to respond and reflect on dance concepts and ideas that have been introduced. Give students the opportunity to make connections to the world around them.
 - "I became more aware of..."
 - "I was surprised about..."

Sources

N/A

Tips

Note:

The Giving Tree is an apple tree. The standard calls for an oak tree or pine tree. The teacher may make mention of this difference if he/she feels it is necessary.

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× Locomotor Movement



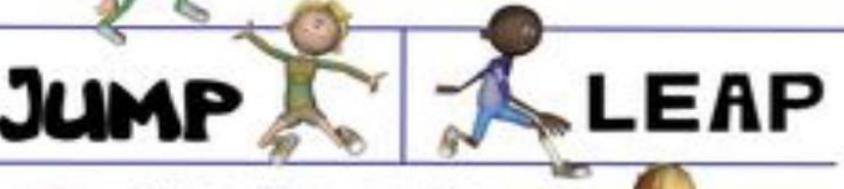
SLIDE STEP



WALK RUN



GALLOP



JUMP LEAP



CRAB WALK

HOP SKIP



ROLL

NON-LOCOMOTOR MOVEMENT



STRETCH



CURL



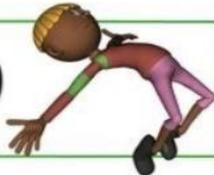
PULL



BALANCE



BEND



SWING



TURN



PUSH

SWAY



TWIST

