

Dancing Fun

Fifth Grade + Math

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Dance
Body
Action

MSCCR STANDARDS

CCSS.ELA-LITERACY.SL.5.2 Summarize a written text read aloud or presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details: summarize the text.

MSCCR CREATIVE STANDARDS

DA:Cr.1.1.1.5a Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).

DURATION

60 minutes

OBJECTIVE

TSW summarize and present the main ideas of written text.

TSW build content for choreography using a written text.

MATERIALS NEEDED

Paper
Pens/Pencils

VOCABULARY

Summarize
Body
Main idea
Prior knowledge
Questions
Mental picture
Comprehend
Choreograph

RECOMMENDED RESOURCES

- 5th grade appropriate background dance music
- Sections of a written text (ex: weekly reading assignment, teacher selected reading passage, etc)
- Anchor charts for the three reading strategies (display on the board during lesson)

LESSON SEQUENCE

Introduction

- TTW begin by reviewing the rules of the lesson:
 1. Start dancing only when the music is playing, and stop when the music stops

2. Use your body appropriately; do not touch anyone or anything, and handle your body in a way that does not harm yourself, someone else, or anyone's belongings.
- TTW tell the student that they will be using their bodies to choreograph a dance routine. The teacher will explain to the students that dancers use their bodies to create movements that the audience sees.
 - TTW give the students a series of dance moves to complete/execute (ex: slide in a curved pathway, jump four times, spin around twice, collapse to the floor, twist into a shape, stand like you are under bricks, end in a curved shape.)
 - TTW tell the students beforehand that she will not be repeating the dance moves and that the students can start the dance when she turns on the music.
 - TTW state the sequence . TTW will start the music and the student will attempt to dance the sequence of moves.
 - TTW stop the music after roughly half a minute.
 - TTW will ask if the student found the moves difficult to complete.
 - TTW allow the student to volunteer responses to this question.
 - TTW then tell the student that the dance moves were hard to complete because the student did not comprehend them due to only hearing them one time.
 - TTW review the meaning of the word “comprehend” with the student.
 - TTW ask the student how this exercise relates to reading and will allow the student to volunteer responses.
 - The teacher will explain to the student that sometimes a reader does not comprehend a written text because they do not use reading strategies that can help them comprehend/understand.
 - TTW review the reading strategies of prior knowledge and forming questions with the students. Then the teacher will explain to the student that these strategies can be used to help a reader comprehend a text.
 - TTW use the anchor charts for these strategies on the board to review the two strategies.

Transition

- TTW repeat the first three steps of the dance sequence (slide in a curved pathway, jump four times, and spin around twice).
 1. TTW start the music.
 2. TSW complete the three steps.
 3. TTW ask the student “what is a curved pathway?”
 4. TSW offer responses and the teacher will explain to the student that this is an example of forming a question to help yourself comprehend.
- TTW repeat the first three steps of the sequence but will add the fourth step (collapse to the floor).
 1. TTW ask the students questions related to their prior knowledge.

Example: What have you seen before that is curved that you could imitate with your body?

What things do you know of that jump that you could copy?

What about things that spin?

What have you seen collapse?

The student will perform the dance sequence using their prior knowledge of the movements to inspire their dance.

- TTW remind the student to use questions and their prior knowledge to help choreograph their dance.
 1. TTW repeat the entire dance sequence and will start the music.
 2. TSW perform the dance sequence.
- TTW ask the student if it was easier to perform the dance when they had time to learn the sequence and had certain strategies they could use to choreograph their dance. TSW volunteer answers.

Description

- TTW review the last comprehension strategy, mental picture, with the student using the anchor chart on the board.
 1. TTW explain to the student that forming a mental picture of what one reads helps a reader to better comprehend the written words.
- TTW explain to the student that dancers form mental pictures with their bodies to help their audience comprehend the action behind their dance moves.
- TTW split the students into groups of four or five.
 1. TTW distribute sections of a reading passage (weekly reading, teacher chosen passage, etc.) to each group.
- TSW read their brainstorm creating their dance by discussing their prior knowledge and forming questions about the text to help them create a mental picture.
- TSW present their dance routines to their classmates.
- TTW engage the student in a discussion about how using the comprehension strategies helped the dancers and audience to better understand the dance the student choreographed and performed.

SOURCES

Original lesson plan found at

https://education.byu.edu/sites/default/les/ARTS/documents/educational_movement.pdf

TIPS + FREQUENTLY ASKED QUESTIONS

Have a wide open space in the classroom to complete with this activity; if this is not possible, take the class somewhere with more space.

Give the students time limits on choreographing and practicing their dances. Setting a timer always helps!