

# Dancing Word Meanings

Third Grade

Adapted by M Goldman

## CORE SUBJECT AREA

ELA

## ART FORM + ELEMENTS

Dance, Body, Action, Space, Time, Energy

## MSCCR STANDARDS

RL3.4 Determine the meaning of a word or phrase in text.

## MSCCR CREATIVE ARTS STANDARDS

DA:Cr1.1.3 Generate and conceptualize artistic ideas and works.

DA:Pr5.1.3 Develop and refine artistic technique and work for presentation

## RECOMMENDED RESOURCES

<https://education.byu.edu/arts>

## DURATION

45 Minutes

## OBJECTIVES

The student will be able to identify homophones.

The student will be able to relate dance to homophones.

## MATERIALS NEEDED

Rhythm instrument, homophone word cards, scarves, Shel Silverstein's "Where the Sidewalk Ends" and/or copies of "Ickle Me, Tickle Me, Pickle Me, Too", and Marilyn Berrett's Elements of Dance lyrics and motions

## VOCABULARY

Homophones  
Rhythm  
Movements  
Space  
Time  
Energy

## LESSON SEQUENCE

**Transition:** Elements of Dance Song, by Marilyn Berrett. "The Body is the instrument, (choose an instrument and pantomime playing it)

Motion is the medium, (sway back and forth) it takes time, 2,3,4 (walk and clap to the beat) It takes Time, 2,3,4 (walk and clap to the beat) it Take Space (silence on counts 2, 3, 4; take up large amounts of space) it takes Space, (silence on counts 2, 3, 4; take up small amounts of space) I takes En-er-gy! On each syllable of "engery" make a strong shape) The are the elements of dance.

(walk and clap to the beat) These are the elements (walk and clap to the beat chanting louder) The are the elements of dance. (Walk and clap to the beat chanting as loud as possible The are the elements of dance!

(Then, freeze and chant very slowly)

1. TTW explain that homophones are words that sound the same but have different spellings and meanings.  
Do you know any homophones? I have several homophones up on the wall. For each of these words, there is another word that sounds the same but has a different meaning.  
Word Cards include: (too, to, two) (for, four) (shoe, shoo,) show, shew) (ew, u) (sun, son) blue, blew) (do, dew) (knew, new) (knows, nose) (know, no) (dear, deer)
2. All of these words sounds the same, but they look different because they are spelled differently. In dance, we can make the same rhythm with our bodies, but all look different. I will beat a rhythm on my drum. You make that rhythm with your body using clapping, stomping, slapping, snapping, clicking, etc. Try this with one half of the class moving and one half of the class observing so that they can see the many different ways that we can make sounds with our bodies.
3. Read the poem and have students identify the homophones in the poem.
4. Dancing does not always have sound , so instead of sounding like something else, how could we become like homophones in dance? Instead of sounding the same way as my drum, we can also try moving the same way as something Give each child one of the cards from the word wall. On the count of three, everyone get up and find your partner homophone. When you find your partner, sit down. Each partnership will get one scarf. The partner who is taller will get the scarf first. The taller partner will move the scarf, and the shorter partner will try and move like the scarf. Then the two partners will switch the scarves.
5. With your partner, look at your word cards. Think up a sentence that uses both of the words on your cards. When you have a sentence, sit down quietly so I know you are ready. Share some sentences with the class.
6. Do you think you could make a dance about your sentence?
  - You have two minutes to create a partner dance about your sentence. Perform in small groups for the class.
  - Perform in small groups for the class.
7. What are homophones? How did we make homophones in dance?
  - We made rhythms that sound the same but don't look the same. Then we tried dancing in the same way as the scarves. What are some other homophones that are not on our list?
  - Could you dance about those the same way we just danced to our sentences.

## EXTENDED LEARNING ACTIVITIES

N/A

## SOURCES

Creative Dance Integration Lesson Plans by Erika Cravath

Dance Element Song - Marilyn Berrett

Where the Sidewalk Ends by Shel Silverstein

## TIPS + FREQUENTLY ASKED QUESTIONS

If scarves are not available, cut crepe paper pieces for the scarf.



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