**Assignment 4: Cross-curricular Lesson or Physical Education Resource for Learning**

**Rationale:**
 During my two-week practicum, the grade 6/7 class I was assigned to was working on developing their own wordless picture books. The purpose of this activity was to allow students to practice developing stories with a beginning, middle and end, without the use of written descriptions. In order to succeed, students had to develop a story that was simple enough for readers to understand, and to present it without written words. In addition, students learned that stories can be up to the interpretation and imagination of the reader. To build on this, the teacher presented a wordless picture book to the class, and asked the students to discuss their thoughts on what the story meant. By asking the students to visualize the stories message and emotion, the students were able to further appreciate the wordless picture book. In addition, this activity allowed students to realize that other people can have unique interpretations of the same story.
 This cross-curricular lesson plan is designed to provide opportunities for teachers to make connections between Language arts and allow students more opportunities for physical activity. These links to physical education also allows students to demonstrate their understanding in various ways, as students will take what they have learned about wordless picture books, and attempt to bring their own story to life. Specifically, students are asked to bring their stories to life through dance, while remembering to focus on displaying a beginning, middle and end. In addition, students will be asked to express their interpretations of the stories presented by their peers. At the end, the teacher will be using the rubric used for their stories (with the addition of a teamwork component), and apply it to their dance presentation. **Option 1: Cross-curricular Lesson:** P.E integrated with Language Arts
**Prior Learning:** Language arts **Purpose:** To connect Language arts unit of wordless picture books with current P.E unit on dance. By incorporating physical movement into their stories, it will create a blueprint for students to increase overall wellness and physical health.
**Learning Objective:** The students will be able to create and presenta story without words by collaborating with other students. Goal is to incorporate dance movement to bring their wordless picture book alive. Therefore, not only will the students conduct work in their classroom, the students will demonstrate their wordless picture books through movements learned during their physical education classes.
**Materials:** Projector, speakers, laptop, mats, miscellaneous gym equipment for props (bats, balls, mats, cones, etc.)
**Lesson (45 minutes)**

Prescribed Learning Outcome

It is expected that students will:
**B1 practise learned non-locomotor, locomotor, and manipulative movement skills in order to improve**
**Introduction** (5 minutes)
We are here to combine what we have learned from our work on wordless story books and will attempt to express our drawings through movement. Goal is to follow the story system of beginning, middle, and end while incorporating dance moves we have been covering in our most recent P.E unit of dance and self-discovery.
With that in mind, instruct students to watch an iconic dance and attempt to discuss the story it attempts to present. Follow video with group discussion
Video: <https://www.youtube.com/watch?v=dRNVyGOkxb4>
**Questions to ask students to discuss**
1) What was the story was in this dance
2) What emotions were they trying to convey
3) What was illustrated during the beginning, middle, and end
**Activity #1:** Warm up: (2 minutes)
- Instructor to lead warm up using poses learning in prior Yoga unit (explain how Yoga positions can be presented in dance)
-Poses include warrior one, warrior two, v-sit, dancer, etc
**Activity #2:** Rehearse (15 minutes)
- Groups of 5 brainstorm within group to decide which story they plan on presenting. Once a story has been chosen, practice for 15 minutes and ensure that a song has been chosen to accompany the performance.
**Activity #3:** Presentations (20 minutes)
- All groups present their wordless picture book. Instruct students to be able to identify the different stages of the presentation (beginning, middle and end).

-Instructor can ask students to give brief descriptions after each performance

**Activity #4**: Cool down (3 minutes)
-Cool down stretch implementing yoga poses learning from previous unit.

-Poses include: cobra, downward dog, plank, etc.

**Assessment:**

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| Rubric | **Good** | **Very Good** | **Excellent** |
| **Choreography** | Good implementation of dance moves. Around 5 different moves. | Great implementation of dance moves. Around 8 different moves. | Exceptional implementation of dance moves. Over 15 different moves. |
| **Story Telling** | Hard to understand story. | Slightly difficult to understand story. | Easy to understand story. |
| **Team Work** | Minimal team effort and participation from few group members. | Good participation and effort from most group members. | Outstanding participation and effort from all group members. |