Mary Mackenzie

**Cross Curricular P.E/Math Lesson Plan**

**Skill Theme:** Patterns in Choreographed Zumba Dancing

**Lesson:** 1 of 1 **Grade:** 2 **Class Length:** 45 minutes **# of students:** 18

**Equipment Needed:**

-Proper PE strip and shoes

-Laptop, projector and speakers

**Safety Concerns:**

-Paying attention

-Following instructions

-Hazards: Slippery floors, broken glass

**Objectives:**

🡪Students will be able to demonstrate proper technique for performing specific non-locomotor movement skills including but no limited to: rock and sway; swing; and step turn.

*Evaluation:* Teacher observation of students demonstrating these movement skills.

🡪Students will be able to demonstrate an understanding of repeating patterns (three to five elements) by describing choreographed Zumba dance actions using the pattern rule. They will also be asked to identify how many times the core pattern repeats itself within each dance we learn.

*Evaluation:* Teacher observation of students correctly describing the patterns orally. Teacher will use a checklist to ensure that everyone participates and demonstrates their understanding.

🡪Identify the parts of the body that can work together during physical activity.

*Evaluation:* Teacher asks questions verbally at the end of the class following the cool down activity.

🡪Respond appropriately to instructions and safety guidelines when participating in physical activity.

*Evaluation:* Teacher observation of students throughout the lesson.

**Student Developmental Objectives:**

**Physical**:Teaching the movements, following a choreographed routine, identifying muscle groups and working on muscle coordination.

**Cognitive**: Incorporating separate movements into one fluid motion

**Affective**:We are focusing on both math as well as dance in this lesson. Zumba, being a type of dance, is considered a form of art and thus allows learners to express themselves in a creative manner. Furthermore, Zumba dancing, although typically done in a group, is an individual sport, and its successful application should serve to improve self-esteem, coordination and body awareness. Patterns are such an integral component of not only math but also life in general and recognizing this through dance expression outside of a math class is important in affective development and understanding that people’s behaviour can also be patterned.

**Entry Activity:** None for this class.

|  |  |  |
| --- | --- | --- |
| Movement Experience | Organization | Teaching Points |

|  |
| --- |
| 1. Quick Dance Off / Shape of the Day (5 min) |

|  |  |  |
| --- | --- | --- |
| Shape of the Day | In a circle | -Review: What is a pattern?  -Review: What is the pattern rule?  -Quick dance off with some guided moves for practice.  -All together we will learn four different Zumba dances:  Hampster Dance  Mundo del Colores  El Sapo  Que Viva La Vida  -The projector will display the Zumba choreography YouTube videos on the wall. The teacher will also demonstrate the dances facing the students.  -Before each dance we will review what moves we will be doing; after repeating the core once we will pause and discuss the moves and what pattern rule they follow; we will then repeat the core until we finish the dance. |
| Review | In a circle | -What is a pattern? Where do we usually see patterns? What are the kinds of patterns?  -What is the pattern rule?  “Start with… Add… Repeat the Core.” |
| Shape of the day | In a circle | -Listening to Happy by Pharrell we will have a quick dance off to get our heart rates going and to get us ready for our lesson.  -Teacher will prompt different kinds of dance moves to practice at this time: heel kicks, side shuffles, jumps, body shakes, marching, twisting, placement jacks etc,. |

|  |
| --- |
| 1. Hampster Dance (4 min) https://www.youtube.com/watch?v=brj9NX4rPaA (video)   https://www.youtube.com/watch?v=1qN72LEQnaU (audio) |

|  |  |  |
| --- | --- | --- |
| Hampster Dance | In three rows of six, facing the wall (where the Zumba video will be projected and where the teacher will also be demonstrating | -We are going to jump right into this dance as it is easy and will be good for getting us used to following a choreographed routine.  -After completing the Zumba pattern once we will pause the music and using our pattern rule describe what we have just done. Following this we will “repeat the core” until we finish the dance.  -Can the students identify how many times we repeated the core? |

|  |
| --- |
| 1. Mundo del Colores (6 min) https://www.youtube.com/watch?v=C0jvZUiPI5M (0:33) |

|  |  |  |
| --- | --- | --- |
| Mundo del Colores | In three rows of six | -Overview of the moves we will do in the song:  knee bounce, hip shuffle left, hip shuffle right, heel stretches, body shakes, marching, twisting, jumping.  -After completing the Zumba core once we will pause the music and using our pattern rule describe what we have just done. Following this we will “repeat the core” until we finish the dance.  -Can the students identify how many times we repeated the core? |

|  |
| --- |
| 1. El Sapo (6 min) https://www.youtube.com/watch?v=C0jvZUiPI5M (10:00) |

|  |  |  |
| --- | --- | --- |
| El Sapo | In three rows of six | -Overview of the moves we will do in the song: squat frog jump, side shuffle with arms, back side shuffle, leg kicks, knee kicks, heel slides and push backs.  -After completing the Zumba core once we will pause the music and using our pattern rule describe what we have just done. Following this we will “repeat the core” until we finish the dance.  -Can the students identify how many times we repeated the core? |

|  |
| --- |
| 1. Que Viva La Vida (7 min) https://www.youtube.com/watch?v=C0jvZUiPI5M (14:35) |

|  |  |  |
| --- | --- | --- |
| Que Viva La Vida | In three rows of six | -Overview of the moves we will do in the song: reggaeton claps and lunges, body shakes, body pumps, merengue walks and merengue turns.  -Demonstrate proper squat and lunge technique.  -After completing the Zumba core once we will pause the music and using our pattern rule describe what we have just done. Following this we will “repeat the core” until we finish the dance.  -Can the students identify how many times we repeated the core? |

|  |
| --- |
| 1. Cool Down / Pizza Stretch/Review (5 min) |

|  |
| --- |
| Pizza Stretch: spread the dough; add pizza sauce; sprinkle the toppings; open the oven, put in the pizza; twist the timer; hold for 10 seconds and count down.  When pizza is finished, beep beep beep, put it on the ground, cut the pizza, eat it (face forward and down). |
| Review:  Q: Who can review what we did today?  Q; What muscles and/or body parts did we use?  Q: What IB learner profile attributes did we demonstrate today?  Q; How could we use our new skills outside of school? |

|  |
| --- |
| 1. Changing and Classroom Transition (10 min) |

|  |
| --- |
| -This time will be used to change back into their uniforms. We did not need to change at the beginning of class as on P.E. days they come to school dressed in their P.E strip.  -Once all the students have changed and lined up we will then transition back to the classroom. |

|  |
| --- |
| **Differentiated Instruction** |

|  |  |
| --- | --- |
| **Accommodations and/or modifications:**  The most important part of Zumba dancing is to keep your body moving. If the steps become too confusing that’s okay – just keep your body moving in any way that is comfortable.  **El Sapo:** If the frog crouches are too much it’s okay to just jump on the spot instead.  **Que Viva La Vida:** If the lunges and squats are too much, dancing on the spot and clapping along will suffice. | **Extensions:**  Within this class there aren’t really any extensions that can be made.  I would only suggest that if the students enjoyed themselves they continue to practice it and try different songs and routines. |

**Assessment and Evaluation:**

Zumba Math Lesson Rubric Grade 2:

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect:** | Macintosh HD:Users:marymack:Desktop:1030px-Sad_face.svg.png | Macintosh HD:Users:marymack:Desktop:2000px-Smiley.svg.png | Macintosh HD:Users:marymack:Desktop:niXe7MGiB.jpeg |
| **Demonstrate proper technique for fundamental movement skills including hop, skip, jump and kick.** |  |  |  |
| **Demonstrate an understanding of repeating patterns by describing choreographed Zumba dance actions.** |  |  |  |
| **Demonstrate an understanding of the pattern rule through description of Zumba choreography.** |  |  |  |
| **Participation** |  |  |  |

**Rationale:**

Zumba is an aerobic exercise that combines international and Latin music with dance. It is an activity that helps to develop essential coordination and movement skills. It is an effective physical exercise in that it teaches students to not only move through general space, incorporating directional changes but also proper technique for fundamental movement skills (hop, skip, jump and kick), a variety of individual physical activities (lunges and squats) and practices that help promote wellness. According to Better Health Australia, health benefits of dancing include, “Improved condition of your heart and lungs, increased muscular strength, endurance and motor fitness, improved balance and spatial awareness and better coordination, agility and flexibility” (2014). It is clear that the benefits of Zumba dancing are numerous. Although at first the routines can seem overwhelming, they are simply non-numerical movement patterns that follow numerical rules and are repeated several times throughout a song. Currently in my grade two class our math unit is focused on patterns. We have been learning about repeating and increasing patterns and have been exploring where in the world we see patterns including dance. A major component of our math unit has been learning about the pattern rule (e.g. “Start with A. Add B. Repeat the core AB). We have been doing lots of practice with examining patterns in our math books and writing their rules as well as creating our own rules and accompanying patterns with beads and stickers. I see this lesson a fun, new and creative way to incorporate the two subjects into one unique lesson by having them demonstrate the routine and describe the pattern it follows.

Source:

Better Health Channel,. (2014). *Dance - health benefits - Better Health Channel*. Retrieved 15 October 2014, from http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Dance\_health\_benefits?open