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| **Lesson Plan** | | |
| **Grade:** Kindergarten/ Grade 1 **Subject:** P.E. / Language Arts | | |
| **Teacher Candidate:** Darci Heard, Raman Garcha | | |
| **Topic** | Alphabet Dance | |
| **Lesson Objectives** | Students will be able to:   * Create a dance movement and teach it to the class * Remember the movements in the correct order * Do the full alphabet dance as a class * Recite the alphabet in correct order | **Motor:**  -basic dance movements; locomotive and non-locomotive  **Cognitive:**  - Self-awareness  **Affective:**  - Respect boundaries  - Patience while teaching to the class and learning from others  - Support others  - Self- motivating |
| **PLO’s** | Kindergarten  L.A.- B8 identify most of the letters of the alphabet and their sounds and a few high‐frequency words, including their name and names of significant others  Dance - B1 move safely in both personal space and general space during dance activities  Dance - B2 move in a variety of levels, pathways, and directions, using a variety of body shapes  Dance - B3 move in time to a steady beat  Dance - D1 demonstrate willingness to perform dance  P.E. - B1 perform movements in personal space while maintaining control  P.E. - B2 use their bodies to create shapes (e.g., by bending, curling, pulling, pushing, stretching, swinging, and/or twisting)  P.E. - C3 work co‐operatively with peers during physical activity (e.g.,respecting others’ personal space, not pushing or shoving)  Grade 1  L.A. – B 12 recognize and fluently identify all alphabetical letters and their associated sounds  Dance - A 2 create movements that represent patterns, characters and other themes and topics  Dance – A 3 demonstrate an understanding that there are several stages in a creative process, including exploration, selection, combination, refinement, and reflection  Dance – B1 move safely in both personal space and general space during dance activities  Dance – B2 move using a variety of levels, pathways, dynamics, directions and body shapes  P.E. – B1 move through general space while maintaining control  P.E. – B2 change level of body position while maintaining control  P.E. – B3 demonstrate proper technique for performing specific locomotor movement skills  P.E. – C3 work co-operatively with others during physical activity | |
| **Teaching Materials** | * Wide open space (gym, field outside) * Each letter of the alphabet printed out big on separate pieces of paper | |
| **Teaching Procedure** | Review the alphabet in the classroom with the students.  **Hook:**  **5 min**  (Do in class right prior to gym so you don’t use your gym time)  Show students a short video in class about different types of simple dance moves.  <http://youtu.be/lH3L5b_JCMY>  Tell the students to start thinking in their head about some of their favorite dance moves. In their head only, not time to share.  Then have them line up to go to the gym.  **Warm up: 4 min**  Tunnel Tag  Have two people be it and everyone else runs in the designated area (depending on the class size it could be the entire gym or only a portion). When a student is tagged they most freeze and create a tunnel with their body. Examples of this are opening their legs wide, bending over and putting their hands towards the ground, or any other creative way they think of. To get un frozen another player must go through their tunnel.  Make sure to stress safety concerns: careful when going through tunnels, don’t hit or run into other players.  **Activity: 20 min**  Have student’s sitting in a circle in the center of the gym, sit with them in the circle so everyone can see and hear you.  Explain the activity: Today we are going to start to make an alphabet dance. Everyone is going to get a large letter, show the printed letters.  With the letter that you get you are going to create a dance move.  Show an example; take a letter and make a dance move.  Are there any questions?  We need to make sure that out dance moves are appropriate for everyone in the classroom to do.  Would a cartwheel be appropriate?  No!  Why?  Because not everyone can do cartwheels yet.  Would clapping be appropriate?  Yes!  After you have created your dance moves make sure you practice them over and over because you will be teaching the rest of the class your dance move.  I am going to be putting you into pairs now and giving each of you a letter. You will have to create a dance move for each letter.  Ask a student: how many dance moves will you be creating with your partner?  …two… one for each of your letters.  Once you have your letter and partner I will give you a spot to go to in the gym. That is you and your partners spot and you must stay in that area.  What do you do if you have a question?  Put up your hand and the teacher will come to you.  Remember, good partners take turns sharing ideas! And we all want to be a good partner right?  Pair the students off (selectively) and then give them a spot to go to in the gym.  Circulate around the gym making sure everyone is on task, answering questions and working appropriately with their partner.  Give reminders that they will be teaching the class their dance move at the end.  **Wrap Up: 5 min**  Students will gather around in a circle and will end the session with a cool down activity that will include doing stretches that the teacher models. Stretches will include:  Triceps and lats: reaching behind back and pulling down elbow with opposite arm (hold for ten seconds) then switch sides (hold for ten seconds)  Forearm extensions: (hold for ten seconds) then switch (hold for ten seconds)  Shin Stretch: (hold for ten seconds) then switch (hold for ten seconds)  Arm circles: Reach arms out to the side and start to move them in a circle motion. Go forward and backward for ten seconds each.  Side Trunk Stretch: Start from standing straight up and then lean to one side, keep facing forward, holding for ten seconds. Come back to the center and then do the same to the other side. | |
| **Assessment** | Assessment will be done two ways. First off the students will create a journal entry after each class discussing the activity and writing down their dance moves. This will be the formative assessment. Students will also be assessed, using a rubric, on their creativity, effort, teaching, participation and knowledge of the alphabet. This will be done at the end of all of the lessons as a summative assessment. Teacher can keep notes through out lessons on each student. | |
| **Extensions** | After the students are comfortable with the entire alphabet dance and have it memorized you could challenge them more by asking them to spell words with the dance moves. You could start with getting them to dance their name, so every letter in their name would correspond with the previously learned dance move. | |
| **Adaptations** | This activity would be best if split into 3-4 classes. The first class would be introducing the activity and having them create their own dance move. The next class or two would be reviewing their own dance move and start teaching it to the class in the sequential order. The class after would be more practice of putting all the dance moves together.  For students that aren’t able to do full body movement they could just do head movements or arm movements. If students are to shy to teach it to the class on their own they could teach their dance moves to partners first and then as a pair teach the dance move to the class. | |
| **Safety Concerns** | - Keeping student within the boundaries (if outside set specific boundaries, not too far away)  - Keep body parts to yourself  - Dance move is appropriate  - Proper P.E. attire  - Keeping students off of any gym equipment that is in the gym | |
| **Application of Principals of Learning** | Student centered learning/ student guided learning – students are creating their own ways of remembering the letters and they are teaching their peers rather than the teacher lecturing and teaching the class. | |
| **Management/ Organization**  **Strategies** | - Number off students to create partners  - Have students working with their partner in their own space  - Depending on the students level, have parent volunteers | |
| **Resources** | Sesame Street: D is for Dance. (n.d.). Retrieved February 3, 2015, from <http://youtu.be/lH3L5b_JCMY>  Utility Menu - Unauthenticated. (n.d.). Retrieved February 3, 2015, from <http://www.phecanada.ca/programs/dance/dance-resources/lesson-and-project-ideas> | |

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| **Name:**  **Subject:** | **1** | **2** | **3** | **4** | **Mark** |
| Participation | - Refuses to participate  - No proper gym attire | - Wants to participate in P.E. but doesn’t listen to teachers instructions  - Wearing gym attire | - Actively participates but struggles a bit with partner  - Wearing proper gym attire | - Fully participates  - Wearing proper gym attire |  |
| Creativity | - Refuses to create dance move | - Minimal effort put into to creating own dance move  - Copying other students rather than thinking on their own | - Creatively thinks about their own dance move | - Creatively created their own dancing move using multiple parts of the body and levels |  |
| Teaching | - Refuses to teach to the class alone or with a partner | - Hasn’t fully practiced their move so they are unable to teach or teach well to the class | - Teach their letter but won’t help their partner teach their letter | - Successfully teaches their letter and their partners letter |  |
| Alphabet knowledge | - Doesn’t remember the alphabet order or any of the dance moves that have been taught | - Remembers some of the letters and some of the dance moves | - Remembers all of the letters and dance moves but not in the correct order | - Remembers all the letter and dance moves in the correct order |  |
|  |  |  |  |  | **Total:** /16 |