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Stimulating the Brain with Creative Movement in the Classroom

Theresa C. Lytwyn

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Western Michigan University

### Abstract

This paper explores and discusses the use of creative movement in the normal classroom setting as a means of stimulating the brain to be active in learning and eliciting emotional responses in children. Creative methods of pedagogy are explored through research about the involvement of the Multiple Intelligences by Howard Gardner, right and left brain functions while learning, 21<sup>st</sup> Century skills, and movement as a mode of learning. The benefits of arts integration in the classroom are examined as they relate to pedagogy and ways to include all learners regardless of mental, physical or emotional capabilities is discussed. The research presented provides a rationale for the inclusion of creative movement and other arts in the classroom. This paper also serves as an introduction for the kindergarten unit plan designed to demonstrate how educators can use creative movement to effectively teach the content areas while yielding evidence of learning. The unit plan includes a description and outline of the subject area and creative movement content students will encounter. Important information for teachers regarding the implementation of movement in the classroom is included with suggestions for classroom interactions, materials for teacher and student preparation, and methods of fostering a creative, academically stimulating, and safe learning environment.

## Stimulating the Brain with Creative Movement in the Classroom

### **Discussion**

When teaching for understanding in subject areas in a normal classroom setting, educators often find themselves looking for ways to engage students with effective strategies that stimulate the brain to process and retain information. In order to do so, it is important for educators to have a basic understanding of the development of the left and right hemispheres of the brain in children. There must then be knowledge about strategies that help children to learn more efficiently, understand more effectively, and retain and recall information. The arts are recognized as important to include in education, but many teachers are unaware of the tools available to engage their children in subject areas while including dynamic aesthetic experiences. Creative movement is integration of the mind, body, emotions, and spirit which stimulates learning in students with different intelligences and brain hemisphere dominances. It is a method of communication through movement that entails using elements of dance which involve the human body, movement, space, time, energy/dynamics, and visual relationships (Joyce, 1980, pp. 1, 2). The research presented in this paper shall examine functions of the left and right hemispheres of the brain, how to teach to both left and right brain learners, the importance and impacts of creative movement in the classroom, and how all educators can use creative movement as a strategic tool for teaching the content areas.

### **Intelligences**

All human beings generally have a natural preference for the side of the brain they use the most frequently and comfortably, and the eye, ear, hand or leg they prefer to use for completing tasks (Hannaford, 1997). In children, it is very easy to identify their dominant intelligence of those distinguished by Howard Gardner (2006) in what he termed the “Multiple

Intelligences” since children often work, act, and react based on their natural intelligence tendency. The eight intelligences include: linguistic; logical-mathematical; spatial; bodily-kinesthetic; musical; interpersonal; intrapersonal; and naturalist (Gardner, 2006). The intelligence(s) that an individual uses most naturally can tell educators a great deal about which side of the brain they also prefer using and therefore, how they best receive and process information.

Human beings possess all of these intelligences, but most are naturally inclined to prefer using one or a few more than others due to personalities or conditioning that has occurred through lifestyles and educational situations (Gardner, 2006, p. 6). Creative movement can involve the use of strategies that activate all eight intelligences in students so that everyone is entering into the learning activities. Creative movement activates the innate learning sensibility of children which enables them to relate to the information and become involved and invested in their own learning. Therefore, this enjoyable strategy becomes a means of creating authentic learning opportunities on a regular basis.

### **Left and Right Brain Characteristics**

There are certain characteristics of the left and right side of the brain that allow us to understand the typical behaviors students will exhibit while learning based on their brain dominance. Left brain dominant learners are typically those who fall into the “logic” category of thinkers. They process information in pieces, are very attune to language, sequence, steps, details, and analysis (Farmer, 2004, pp.27, 28). Furthermore, they are more apt to enjoy processing and using verbal cues, working in mathematical and musical (notes, timing) ways, and approach situations and process information linearly (Hannaford 1997, p.19; Sousa 2006, p.167). Right brain dominant learners are those who typically see the whole picture, not parts and pieces; they

relate to images, rhythm, patterns, emotions, and color; they are more apt to use visualization, be spontaneous, intuitive, kinesthetic and tactile (Hannaford 1997, p.19; Sousa 2006, p.167). These are the typical ways both hemispheres of the brain react and process stimuli. Even though both sides of the brain perform in different and specific ways, this does not mean that the sides are used completely separate from one another (Sousa, 2006, p.169). When both sides of the brain are stimulated and work together, this can not only enhance learning, but can also promote transfer of information and connections so that critical thinking and processing to promote retention occur (Sousa, 2006, p.169).

Since all humans have a preference to the side of the brain they use, teachers need to respect and honor that this is the way they learn. However, teachers also need to help students develop their less-preferred hemisphere. When teachers integrate ways to teach for all learning styles and hemisphere preferences, they establish a community where students are valued for the unique way they learn and where they respect that others may learn in different ways. The community also becomes one of exploration and risk-taking as students develop a sense of self-efficacy in working to develop less-natural modes of learning.

### **Why Creative Movement?**

It can be automatically assumed that creative movement would be more attuned to the nature of kinesthetic learning. However, in using creative movement, teachers engage more parts of the brain than they would otherwise intend. Kinesthetic learning is more than simply physical movement during an activity. Movement involves all of the natural behaviors of the left and right hemispheres of the brain. As students manipulate dance elements (movement, space, time, energy and dynamics, visual relationships) with their body, creative movement naturally involves verbal communication with identification of movements using descriptive terms.

Creative movement uses sequence with organized steps of a process to accomplish a movement or movement phrase. There are specific details involved in executing movements which include processing information in pieces. Music is not required to develop musicality as performing movement in the body often involves natural rhythms and patterns when sequence or consecutive movements are involved. However, the benefits of using music in the classroom have been found to be instrumental in higher level learning. Research has identified that music stimulates increased levels of concentration, helps the brain to retain and recall information, and develops visual imagery and dexterity (Sousa, 2006, p. 224).

Movement is also connected to visual aspects of learning as students use their eyes to perceive what the teacher is doing and apply it to their own body. In order to move the body, the brain must take in verbal and visual cues to execute a movement. Therefore, a connection can be directly made when an action is performed that reflects the meaning of the visual cue. Since movement is intuitive, it can allow for students to engage in spontaneous aesthetic experiences while learning important content area knowledge.

One of the most important aspects of creative movement is that it evokes an emotional response. Research has found that when the brain is stimulated and an emotional response takes place, the brain stores the information and can recall it virtually forever (Sousa, 2006, p.84). Since dance involves the mind, body, emotions, and spirit and children are natural movers with vast amounts of energy, educators should utilize this inherent mode of learning. Movement is a natural part of the human person. Elements of dance can be utilized in education to promote integrated learning so that understanding and retention occur.

Creative movement is a method deeply rooted in cognitive engagement since the entirety of the person is involved in the task. Research has indicated that the arts are “ideal for learning”

(Sousa 2006, p.217). Most importantly, when students' hands (and whole bodies) are "on" or involved in an activity, their minds are "on," activated and ready to learn. A hands-on activity is one where students are engaged, information is being processed and stored, and connections are occurring.

The first movements that we experience when learning to crawl are cross-lateral. This is crucially important since according to Carla Hannaford, a neuroscientist and educator, they "improve the nerve communication between the two sides of the brain" (1997, p. 121). The vestibular system is the sensory-motor system that "regulates our equilibrium and our sensation of movement," thus it is a powerful function in the human body which also serves to activate the brain for receiving and processing information (Hannaford, 1997, p.122). Creative movement allows for cross-lateral connections and the vestibular system to be developed and explored further as they are the foundation for the connection of the mind to the body and stimulate the body to react in primal and natural ways.

Not only does creative movement engage students, but it also "increases the number of capillaries in the brain thus facilitating blood transport" (Sousa, 2006, p.232). This is important because blood moves oxygen through the body and "studies confirm that higher concentrations of oxygen in the blood significantly enhanced cognitive performance..." (Sousa, 2006, p.232). Movement causes students to focus on a task and further research indicates that "movement and learning are inescapably linked" (Sousa, 2006, p.233). This research is a compelling argument for educators to include creative movement in lessons on a regular basis since the benefits to the mind, body, emotions, and spirit of creativity are endless. Movement involves integration of the whole person. It stimulates development that benefits students for their whole life as they learn coordination, problem solving, and creative and critical thinking.

Integrating activities to practice movement develops many physical skills that translate to skills every person needs for daily life. Coordination (gross and fine motor skills, connection of the mind to the body), balance, awareness of one's body, space, and other people, concentration, self-control, communication (verbal and non-verbal), and self-edification are all developed when the mind engages in making purposeful movements that express an idea, thought, or feeling. Creative movement in the classroom occurs with a community of learners and many of the activities can be created to develop social skills of etiquette and respect for individual space and ideas.

These skills are not only for students functioning normally. Rather, these skills are inclusive and can benefit every student regardless of their mental, emotional, or physical capabilities. There is not a right or wrong way to move in creative movement. Therefore, students with special needs can emulate the movement of the teacher or improvise with their own movement expression. Karen A. Kaufmann, in her book, "Inclusive Creative Movement and Dance" (2006), provides highly organized and informative literature on ways to involve every student in the creative movement experience. Students working with accommodations for physical challenges can perform movements to the extent possible for them. Furthermore, they can also be encouraged and guided by the teacher to explore new ways of moving, allowing students the freedom to develop an inquisitive attitude in learning by thinking about what they could do without being confined by the limitations of their circumstances.

By implementing creative movement in lessons, teachers also greatly benefit as they are able to infuse their teaching experiences with creativity. As students develop in creativity and explore new modes of learning, educators may see their students in new ways and notice gifts and talents that may have been waiting inside their students to be unleashed. By using creative

movement, teachers can see their students thinking and expressing ideas and feelings in physical ways and making discoveries about themselves and the world around them. Teachers may also have revelations about themselves and their teaching methodology as they engage in learning experiences that create bonds in the classroom community and unearth deeper intellectualism of their minds, bodies, and spirits.

### **Creative Processing and 21<sup>st</sup> Century Skills**

Teachers are under increasing pressure to not only “teach to the test,” but also to prepare students to assimilate 21<sup>st</sup> century skills. These skills are “behaviors that are required of accomplished people in the 21<sup>st</sup> century” and they include:

“...Digital Age Literacy (scientific, economic, and technological literacies; visual and information literacies; and multicultural literacy and global awareness), Inventive Thinking (managing complexity; self-direction, curiosity, creativity, and risk taking; and high-order thinking), Effective Communication (teaming, collaboration, interpersonal skills; personal, social, and civic responsibility; and interactive communication), High Productivity (prioritizing, planning, and managing for results; effective use of real-world tools; and ability to produce relevant, high-quality products)” (Boss, Krauss 2007, p.48).

Educators not only want to educate students to succeed in present and future grade levels, but also to graduate from high school, perhaps attend college or other post-secondary schools, and pursue their aspirations in any career field while being as prepared as possible. Integrating creative movement into lessons is an anchor for learning experiences that promote and develop these skills. The purpose of creative movement is to make everything and anything physical so that information, whether presented in a text or orally is more understandable, relatable, and internalized by students.

Using the arts in the classroom is an easy way to teach about multiculturalism and global awareness as students can explore different cultures through music, dance, and art and develop an appreciation and respect for all people. Creative movement involves inventive thinking in order to generate ideas and apply the ideas to the body. Movement is a form of expression of thoughts, ideas, and feelings which means it is communicative; it supports high productivity since students' minds are activated by using creative processes to learn that will enable them to produce evidence of their understanding in the ways prescribed by the teacher.

These 21<sup>st</sup> century skills are necessary for higher order thinking which is critical, analytical and creative. Movement stimulates the development of these skills while it also promotes aesthetic awareness, which advances positive perceptions of oneself and the world at large. These are skills that students need in order to continue developing as lifelong learners.

The process of thinking creatively has boundless benefits for students and educators as creativity is the essence of fully living while learning. It allows for personal exploration, the use of imagination, original thoughts and ideas, enjoyment of a process of turning work into an art of 'play', being present in the moment, gathering new information, and making connections between past and current experiences and knowledge (Williams, K., 2011). Creativity scaffolds students in self-confidence and respect for the value of learning and the value of ideas and creativity of other individuals. It develops divergent thinking as students acquire the competency of creating new and unusual connections, inferences and reflections (Williams, K., 2011). Most of all, creativity involves intrinsic motivation, therefore making the task at hand deeply personal and yielding fruitful results in learning.

### **The Purpose of the Unit Plans**

The unit plan was created to demonstrate how any elementary teacher can use creative movement to teach the subject areas in creative, enjoyable, and effective ways. The lessons not only demonstrate activities aligning with teaching standards (Michigan Grade Level Content Expectations, Michigan Merit Curriculum, Professional Standards for Michigan Teachers, and Common Core State Standards), but also show how to differentiate for varying developmental levels and physical, mental, or emotional challenges. The lesson plans are organized to provide information about the structure for using creative movement with content area lessons. Transitions are instrumental in keeping students involved and engaged in the experience and are, therefore noted with clear directions and suggestions for implementation.

The lessons are tailored to include multiple entry points for inclusion of all students no matter their prior knowledge with the content or creative movement or their personal learning capabilities. Any teacher can implement these lesson plans with very little time taken away from typical modes of instruction and provides evidence of authentic student learning produced in varied ways. There are suggestions included for how to differentiate for students with Attention Deficit Hyperactivity Disorder, Autism, and varying developmental levels. The lesson plans also integrate other arts to teach the subject areas and act as an evaluation and assessment tool. The lesson plans are not a “dance class” by any means; they are typical experiences in lessons any teacher would use, but are infused with quality creative movement techniques to stimulate deeper learning and higher level thinking.

### **Conclusion**

Teaching for brain integration using creative movement is an effective use of time and energy that has benefits for all children no matter their primary learning style or developmental

level. Movement merges both sides of the brain in learning by stimulating the eyes with a visual representation of a topic, the ears with musical or linguistic representation, and the muscular system with physical representation. When learning is approached using ways that will spur emotional investment on the part of the students, greater understanding, retention, and recall is encouraged and developed.

Creative movement, when implemented into content area lessons, puts power into the hands of teachers and students to engage actively in encountering information, processing, analyzing and ultimately synthesizing knowledge. Educators experience benefits of rewarding teaching experiences with learners excited, engaged, and producing evidence of successful learning. The value of integration of the arts, specifically creative movement, is not only an immediate benefit for students. Rather, the full value of these techniques will be revealed as students grow and develop into articulate, innovative, and expressive high level thinkers.

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## **Kindergarten Unit Plan** *Around the World We Go!*

### **Description:**

This unit plan is designed to teach students about the earth and cultures in our world. Students will explore the shape of the earth, earth materials, animals, and insects, and the culture of other people around the world. The unit plan can be accomplished at the pace the educator believes to be appropriate for their class.

### **Behavior Expectations:**

When implementing creative movement in lessons, the same standards you use for classroom behavior are still in effect during these lessons, however when moving through space and interacting with other people in space, there are a few strategies that can be helpful to establish rules for safe and enjoyable movement experiences.

1. Establish personal space:
  - a. Blow up the balloon or bubble gum (without letting it pop!): Hold hands in a circle and instruct the students to walk together into the middle of the circle. Explain that on the count of three, we are going to walk backward, still holding hands to blow up our balloon or bubble gum. Explain that we do not want to pop the bubble so we are not going to pull on our friends' arms or run, but we are going to work as a team to slowly blow up the balloon/bubble. Have the students blow out air with you to blow up the balloon/bubble. Once the circle has been made, instruct students to drop hands and stand soldier style. There should now be an appropriate amount of space for each person.
  - b. Build a magic bubble: Take a hand and touch it to the floor on one side of your body, move it above your body creating an arch or oval around yourself to the other side of your body on the floor so the magic bubble is created. This creates a little "world" for each student to move in and keep the focus on themselves and the teacher.
2. Focus minds and bodies: Begin with short breathing exercises that focus the students' minds back on the present task. Sitting down, lead them in taking deep breaths in through the nose and out through the mouth. Repeat several times and then repeat with eyes closed. This can be used as a way to cool the students down at the end of the experience and prepare their minds and bodies for discussion and application of the knowledge learned.
3. Using the classroom space: Based on how the desks are arranged to the sides of the classroom, clearly discuss what space in the classroom is available to move in and what is not. Also explain that objects and people are not to be touched unless directed by the teacher.

### **Vocabulary:**

The vocabulary section in the lesson plans is meant to highlight the key subject area and creative movement words a teacher will use throughout the lesson. These are words to say as you are moving so as to focus students' minds on the description of what they are doing.

**Shoe and Sock Note:** For health safety of children and adults, socks and shoes should remain on during all movement experiences.

**Differentiation:**

Differentiation for varying mental, physical, emotional capabilities and social influences are included in the lesson plans. To adapt these lessons to higher grade levels, the dance elements can be formulated to support any concept or topic in state and national content area standards. The basic process of movement exploration to complement content area knowledge can be applied across the curriculum and grade levels.

**Previous Movement/Dance Experience of Students:** There may be students in a classroom with previous movement or dance experience, or there may be students with no experience at all. Regardless, educators should make note of this before beginning a lesson so that they are aware of the levels of bodily awareness and knowledge of dance elements their students possess.

**Formative and Summative Assessment:** Since formative assessment is used to influence pedagogical decisions throughout a lesson, ideas for how to check for student learning during lessons is included. If formative assessment reveals students are progressing well or that there are struggles, confusion on the part of students or teachers, or places where misconceptions about content knowledge are being developed, teachers can use the information gathered to influence adapting certain parts of the lesson or moving at a slower or faster rate. The summative assessment is created to evaluate student understanding and assimilation of the lesson learning statements and objectives through two forms: oral and written responses.

**Teacher Preparation Resources for Creative Movement in the Classroom:** The following is a list of resources for using creative movement in the classroom that provide necessary knowledge, lesson plan ideas, and articulate directions for implementation of creative movement in the classroom.

*A Moving Experience: Dance for Lovers of Children* by Dr. Teresa Benzwie Binder

*Inclusive Creative Movement and Dance* by Karen A. Kaufmann

*Creative Dance for All Ages: A Conceptual Approach* by Anne Green Gilbert

*On the Move: A Handbook for Exploring Creative Movement with Young Children* by Ginger Zukowski and Ardie Dickson

*How the Brain Learns* by David Sousa

**Teacher Interaction with Students:** Throughout the lessons, the level of teacher interaction with the students can be used to further the learning community that is being complemented with creative movement. Teachers can verbally note what types of movements they see specific students doing, how the movement is being done (fast, slow, low, high, etc.), they can stand at an appropriate distance from the students and mimic what they are doing to reinforce that the movement is interesting and meaningful. Teachers can take time to have the whole class mimic movements another student creates in a type of ‘follow the leader’ to reinforce their work and all students valuing what they explore and discover.

**Mini-lesson:** Introduction to Celebrating Our Earth and Different Cultures**Time:** 10-15 minutes**Materials:** Poster, photograph of the earth, globe.**Procedure:**

- Put a poster up that identifies the theme to be explored (Around the World We Go!) with a picture of the earth and people from different cultures.
- Post a photograph of the earth and ask the students what they think it is. Explain that earth is a huge planet (define) that we live on and that there are many other countries all around the world where people live. Explain that people in other countries have a lot of things like we do (e.g. trees, animals, water, food, family, friends, and school).
- Hold up the globe and explain that it is a very small version of the earth so we can look at where land, water, and different countries are located.
- Explain what 'culture' means and talk about some of the cultures around the world, pointing to the countries on the globe. Ask students to raise their hand if they know the name of the country their family is from/the culture they are a part of. Explain how it is so wonderful to have many different cultures all over the world and how being able to see how other people live is fun and we can learn so much from each other.

## Mathematics

### Exploring the Shape of the Earth

This lesson was conducted at Lincoln International Studies School in Kalamazoo, MI on March 22, 2013 in the kindergarten classroom of Ms. Sneha Fielder.

<b>Grade</b>	Kindergarten
<b>Total Time</b>	40-45 Minutes
<b>Teacher</b>	Theresa Lytwyn
<b>Student Prior Movement/Dance Experience</b>	<i>Have any of my students experienced movement or dance before? What are the movement capabilities of my students?</i>
<b>Standards</b>	<p>K.G.3 Identify shape as two-dimensional (lying in a plane “flat”) or three-dimensional (“solid”).</p> <p>K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>ART.D.I.K.2 Introduce and explore non-locomotor/axial movements in personal space by bending, stretching, reaching, and twisting.</p> <p>ART.D.I.K. 3 Explore low, middle, and high levels.</p> <p>ART.D.I.K.4 Explore personal space while standing, sitting.</p> <p>ART.D.I.K.8 Follow the movement lead of the teacher.</p>
<b>Mathematics Learning Statements</b>	<p>“Shape” is the name we use to describe what an object looks like.</p> <p>A two-dimensional (2D) shape is an object that has a front and back and it is flat.</p> <p>A three-dimensional (3D) shape has can be viewed from all sides and space is taken up inside the shape.</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Students will learn that the shape of the Earth is a sphere.</li> <li>• Students will learn how a circle is related to this shape (the 2D form).</li> <li>• Students will learn how to create replications of shapes with their bodies.</li> <li>• Students will learn about and execute non-locomotor and locomotor movements.</li> <li>• Students will learn how to explore personal space while focusing on creating circles and spherical shapes with the body.</li> <li>• Students will apply knowledge of shapes and directional terms using a drawing.</li> </ul>
<b>Emotional Integration Goals</b>	<ul style="list-style-type: none"> <li>• Students will gain confidence in expression through movement.</li> <li>• Students will experience enjoyment of movement while learning.</li> <li>• Students will gain self-awareness by exploring space with their body.</li> <li>• Students will verbally express favorite part of experience and feelings related to the experience of exploring spheres and circles.</li> </ul>
<b>Assessment Form</b>	<p>Investigative Question: What is the shape of the earth? What does this shape look like if I make it with my body?</p> <p>Formative:</p>

	<ul style="list-style-type: none"> <li>• Student learning will be checked throughout the lesson for ability to name and identify the earth as a sphere through questions.</li> <li>• Students will be checked throughout the lesson for beginning assimilation of what the shape of the earth is when creating it with the body and movement.</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>• Students will be assessed on ability to identify and create circles, and identify and name spheres and the earth through a written response.</li> <li>• Oral assessment will be used to check for students' ability to verbally express thoughts, emotions, and ideas about the exploration as it relates to the investigative question and learning statements.</li> </ul>
<b>Content Vocabulary</b>	Sphere, circle, triangle, square, rectangle.
<b>Movement Vocabulary</b>	Levels: low, middle, high; space; non-locomotor/axial movements: bending, stretching, reaching, twisting.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Globe</li> <li>• Large 2D and 3D plastic/foam shapes (triangle, square, circle, star, diamond, sphere, etc.)</li> <li>• Paper and pencils</li> <li>• Glue sticks, tape</li> <li>• Assessment packet #1: Paper/plastic shapes with enough circles for each person</li> <li>• Assessment packet #2: Pictures of the spherical earth materials, plants, animals, food, etc. with pictures of the earth for each person</li> <li>• <i>Rhythms of the Highlife</i> by Christy Lane</li> <li>• CD player/iPod doc/computer with speakers</li> </ul>
<b>Safety and Space Set-Up</b>	<ul style="list-style-type: none"> <li>• Desks will be moved to the sides of the room.</li> <li>• Use of space and interaction with peers will be reviewed during movement exploration.</li> <li>• Glue sticks are not for eating and caps are to be put back when done using them.</li> <li>• If using tape, pieces will already be cut to appropriate sizes.</li> </ul>
<b>Structure</b>	<ul style="list-style-type: none"> <li>• Students will be seated on the carpet area for the engagement and work as a whole group.</li> <li>• Students will work in the open space during the exploration and will work individually and whole group.</li> <li>• Students will complete oral assessment as a whole group and written assessment individually.</li> <li>• Students will return written assessment to their mailbox.</li> </ul>
<b>Accommodations</b>	Color-blind/blind students: Clear, verbal instructions will be provided; vivid details will be explained; information to be written will be reported verbally for their partner/aid/teacher to record or recorded on an MP3. Any color coded materials will be provided with other forms of coding (shading, lines, etc.). Students will have a partner/aid or teacher to help navigate the

	<p>classroom space.</p> <p>Hearing impairments: The metacognitive will be provided to the students in written/picture form (sign language). Instructions will be written on the board and students will be paired with someone (student/aid) who will help them throughout the exploration. Clear instructions with body language will be provided.</p> <p>Emotional/cognitive/physical impairments: Students will be assigned a classroom aid to function as a partner during the lesson. Teacher will provide information at appropriate levels for students to engage in the lesson. Teacher will monitor students’ reactions to stimulus and provide a quiet space if a break is needed.</p> <p>ADD/ADHD and Autism: Along with written and verbal instructions, pictures will be provided that prompt the students in the steps to take during the exploration, focus their attention and elicit appropriate behavior while working. A schedule of the routine for the lesson will be clearly established and provided with pictures. Students will be given a break to go to a quiet space in the room if needed.</p> <p>Fine and gross motor skills challenges: Students will be given a larger space to work on &amp; a partner to help them with any issues that may arise during the exploration. Teacher and aid will provide assistance with writing and manipulating any materials. Students in wheel chairs will have a buddy/classroom aid to assist in locomotion.</p> <p>Low Socio-economic Status: It will not be assumed that students have prior knowledge about the content. The metacognitive will assess for prior knowledge and clearly address new information. Teacher will make sure students have received proper nourishment before participating in the lesson.</p> <p>ESL: Information discussed in the lesson will be provided on paper or the overhead in students’ native language. Information about the lesson will be sent home in native language and English to help the student with homework and the parents/guardians to know what is occurring in the classroom.</p>
<p><b>Engage</b> <b>Time:</b> 10 minutes</p>	<ul style="list-style-type: none"> <li>• Students will be seated on the middle of the floor in “bubbles, pretzels, spoons” (Legs pretzel style, mouths closed and blowing a bubble, hands on knees with palms facing up).</li> <li>• Tell students that we will be exploring different shapes today. Let them know that you know they already know some names for many of the shapes. Students may stand up in their place.</li> <li>• Hold up each shape (leave the circle for last) and ask for students to name it (choral response). Place each shape on the board. As you name each shape ask the students to see if they can make the shape with their fingers, hands, arms, or legs (demonstrate while asking).</li> </ul>

	<ul style="list-style-type: none"> <li>• Bring out the globe and ask students what shape they think the globe looks like. Explain that it does look like a circle and that today we are going to learn a lot about circles by using our bodies to explore the shape of a circle.</li> <li>• Explain that the globe is called a sphere which is the 3D shape that has the form of a circle, a 2D shape. Explain that a two-dimensional (2D) shape is an object that has a front and back and it is flat (hold up example); a three-dimensional (3D) shape has can be viewed from all sides and it looks the same and space is taken up inside (show example). Have them repeat the word with you and put the word on the white board or math word wall.</li> <li>• State/post investigative question and explain to students that what we are going explore is going to help us answer the question.</li> </ul>
<p><b>Explore</b> <b>Time:</b> 15-20 minutes</p>	<p>Transition 1:</p> <ul style="list-style-type: none"> <li>• Teacher will ask students to stay standing in their place like tall trees.</li> <li>• Teacher will guide students to create a circle by holding hands blowing up a balloon or bubble gum.</li> <li>• Teacher will explain to students that they may drop their hands to their sides and ask them to look at the space around themselves. Create a magic bubble that each person has as their own place to move in the room. Now we all have our own space to move around in and focus on what we are doing.</li> </ul> <p>Activity 1 (Also working as a warm-up):</p> <ul style="list-style-type: none"> <li>• Creating circles in the body (left and right sides): Begin by creating a circle with the head doing slow circles. Do shoulder circles. Make circles with the wrists. Put your hands on your hips and create circles. Sit down-make circles with ankles on the left and right.</li> <li>• Sit pretzel style and make circles using the torso and use the term “bending” when creating the circle moving through the <i>front, side, back, and side</i>. Say all of the directional terms when moving through space.</li> <li>• Teacher will ask students to stand back up checking for magic bubbles.</li> <li>• Ask the students to pretend they are holding a giant beach ball by creating a circle with their arms in front of their body. Use the term “stretch” when moving the beach ball way up <i>high above</i> the head and down by <i>bending</i> way down <i>low below</i> the head. Repeat the high and low levels a few times and then ask if we can take our circle to a medium level. <i>Where would that be? What other levels could you move your beach ball to? What shape are they making with their arms? Can you trace around the outside of the beach ball with your arms? How about just your fingertips? Can we use our elbows to trace around the outside of the ball to make a circle? What about our heads? Or our noses? Now let’s see if we can set it down gently behind/beside/in front of ourselves.</i></li> <li>• Repeat if desired with other sizes of spherical objects (an orange,</li> </ul>

	<p>basketball, etc.)</p> <p>Transition 2:</p> <ul style="list-style-type: none"> <li>• Take hands again and blow up the bubble gum if necessary as a way to focus attention.</li> </ul> <p>Activity 2:</p> <ul style="list-style-type: none"> <li>• Teacher will explain that we are all standing around the earth that is in the middle of the circle. Ask students: <i>Can we try and hold hands to reach around the entire earth? Can we move around the earth in some way while still holding hands? How could we do that? Walking? Holding hands, walk at a slow pace in a circle. Do level changes still walking around. While walking, if we wanted to stand up at a very high level, how could we do that? What about at a very low level? What about in the middle? Can you do things with your body that would be bending, stretching, or twisting? What would that look like in our whole body? What about just your waist? What other parts of your body could you do that with?</i></li> <li>• Ask the students what shape we have been making.</li> <li>• To finish, have students take their magic paint brush (show your hand) and draw giant circles slowly in front of your body changing directions. Prompt students to draw the circles in front, above, below, beside, behind, and next to their bodies. Ask them about different levels (high, low, medium) where they could draw circles. State the terms as you have the students follow your lead. Have them repeat the terms with you as you move in space. Identify if you see students bending, stretching, or twisting with certain body parts.</li> </ul> <p>Transition 3:</p> <ul style="list-style-type: none"> <li>• Ask students to find personal space again.</li> </ul> <p>Short Dance:</p> <ul style="list-style-type: none"> <li>• Tell students that music will now be played for them to make up their own dance all about circles. Verbally note specific movement vocabulary and shapes you see students executing and creating while they are doing the dance.</li> <li>• Prompt students to begin in a freeze in any circle position they would like. Tell students that when the music is turned off they need to finish in a freeze. Play the music. Watch for the amount of time music should be played. Prompt students to get ready to freeze when the music turns off.</li> </ul> <p>Transition 4:</p> <ul style="list-style-type: none"> <li>• Ask the students sit back down in bubbles, pretzels, spoons.</li> </ul> <p>Short Cool Down:</p> <ul style="list-style-type: none"> <li>• Teacher will guide students in short cool down with breathing in and out, slow circles of the head and shoulders, stretching, etc.</li> </ul>
<p><b>Evaluate</b> <b>Time:</b> 10 minutes</p>	<p>Oral Assessment:</p> <ul style="list-style-type: none"> <li>• Discuss investigative question: <i>What shape did we just make? Can you show me what it looks like with your fingers, hands, or arms?</i> Draw their attention to the globe and ask students what it was called,</li> </ul>

	<p>what it represents, and the name of the shape.</p> <ul style="list-style-type: none"> <li>• <i>What was your favorite part of the activity? Why? How did you feel when you were moving in space creating circles and spheres? What did it feel like in your body to make circles and spheres? Did you like to move in one place or moving all around the room? Did you like to create your own circle dance? Why did you like it?</i></li> </ul> <p>Written Assessment:</p> <ul style="list-style-type: none"> <li>• Hand out paper and pencils and assessment packet #1. Instruct the students to pick the shape that we have been talking about and making with our bodies. Instruct them to either free-hand draw the shape or trace it onto their paper.</li> <li>• Hand out assessment packet #2. Instruct students to choose the picture they think is the earth and tape/glue it next to the circle they drew. Glue/tape other circular/spherical shapes on the back of the paper.</li> </ul>
<p><b>Extend</b> <b>Time:</b> 5-10 minutes</p>	<ul style="list-style-type: none"> <li>• Prompt students to return to the carpet.</li> <li>• Ask students what words they just used to describe a shape. Write the words on the white board. Ask if there are any more words they remember hearing during the activity. List words from the activity (earth, sphere, circle, globe, etc.)</li> <li>• Sound out the words with the students.</li> <li>• Prompt students to return to seats and take out pencils and paper.</li> <li>• Prompt students to copy the words onto their own paper.</li> <li>• Ask students to locate items at home that are circles and spheres and make a list of these items (ask sibling, parent, or friend to help with spelling) to share the next day.</li> </ul>
<p><b>Teacher Assessment</b></p>	<p>Note what went well with the movement experience for you and the students, what needs revision, or what could be expanded. What specific elements of creative movement (levels: low, middle, high; space; non-locomotor/axial movements: bending, stretching, reaching, twisting) did you notice the students engage with and assimilate? Did this help them to assimilate the content information? Did you use movement vocabulary to describe what they did and what you noticed in the dance? Did you engage students with open body language and clear, direct verbal prompts for transitions and activities? Did the students demonstrate assimilation of the learning statements through the evidence provided in the oral and written assessments? Did the students show signs through body language, verbal, and/or written communication of assimilating the emotional integration goals? Did I use the formative assessment to inform my teaching? Did the summative assessment give evidence of students addressing the investigative question? <i>What is the shape of the earth? What does this shape look like if I make it with my body?</i></p>

## Science Moving with Water!

<b>Grade</b>	Kindergarten
<b>Total Time</b>	55-60 Minutes
<b>Teacher</b>	Theresa Lytwyn
<b>Standards</b>	<p>S.IP.00.11 Make purposeful observation of the natural world using the appropriate senses.</p> <p>E.ES.00.11 Identify Earth materials that occur in nature (sand, rocks, soil, water).</p> <p>ART.D.II.K.3 Explore contrasting concepts such as high and low, big and small.</p> <p>ART.D.I.K.8 Follow the movement lead of the teacher.</p>
<b>Science Learning Statements</b>	<ul style="list-style-type: none"> <li>• An Earth material is something we can see, touch, and smell in nature.</li> <li>• Earth materials include rocks, sand, soil, and water.</li> <li>• Liquid water can be found in locations such as rivers, lakes, wetlands, water vapor, and springs.</li> <li>• Liquid water can move.</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Students learn how to make observations of the natural world using their senses (eyes, ears, touch).</li> <li>• Students learn about different materials in nature, particularly water.</li> <li>• Students will learn to identify water as an earth material that travels at high and low levels, and can be found in big and small amounts in various habitats.</li> <li>• Students will demonstrate ability to follow movement lead of teacher and explore own movement ideas and qualities.</li> </ul>
<b>Emotional Integration Goals</b>	<ul style="list-style-type: none"> <li>• Students will gain confidence in expression through movement.</li> <li>• Students will experience enjoyment of movement while learning.</li> <li>• Students will activate involvement of the imagination in pretending to “be” water through prompts.</li> <li>• Students will gain understanding of their personal connection to the world around them, especially water as an Earth material.</li> <li>• Students will verbally express a favorite part of experience and feelings related to the experience of exploring liquid water.</li> </ul>
<b>Assessment Form</b>	<p>Investigative Question: Where can water be found and how does liquid water look like when it moves?</p> <p>Formative:</p> <ul style="list-style-type: none"> <li>• Students will be checked throughout the lesson with questions to elicit thinking about locations water is found and how liquid water moves.</li> <li>• Students will be checked throughout the lesson for beginning assimilation of level changes through movement.</li> </ul>

	<p>Summative:</p> <ul style="list-style-type: none"> <li>• Students will be assessed through group and individual work on ability to identify places water can be found and how liquid water moves based on the exploration.</li> <li>• Oral assessment will be used to check for students' ability to verbally express thoughts, emotions, and ideas about the experience.</li> </ul>
<b>Content Vocabulary</b>	Nature, sand, rocks, soil, water, ocean, lake, river
<b>Movement Vocabulary</b>	High, low, big, small, front, back, side, up, down
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Pictures of Earth materials, forms of water, friendly alien <a href="https://docs.google.com/document/d/1z36UxZA8hC6pvngWi1_fyDqNg_t7gW5_kvU0nyjtNpU/edit?usp=sharing">https://docs.google.com/document/d/1z36UxZA8hC6pvngWi1_fyDqNg_t7gW5_kvU0nyjtNpU/edit?usp=sharing</a></li> <li>• <i>Aquarium: Carnival of the Animals</i> by Camille Saint-Saëns</li> <li>• CD player/iPod doc/computer with speakers</li> </ul>
<b>Safety and Space Set-Up</b>	<ul style="list-style-type: none"> <li>• Desks will be moved to the sides of the room or gym space will be reserved if possible.</li> <li>• Use of space and interaction with peers will be reviewed during movement exploration.</li> </ul>
<b>Structure</b>	<ul style="list-style-type: none"> <li>• Students will be seated on the carpet area for the engagement and work as a whole group and partners.</li> <li>• Students will work in the open space during the exploration and will work individually and whole group.</li> <li>• Students will complete oral assessment as a whole group and written assessment individually.</li> <li>• Students will return written assessment to their mailbox.</li> </ul>
<b>Accommodations</b>	<p>Color-blind/blind students: Clear, verbal instructions will be provided; vivid details will be explained; information to be written will be reported verbally for their partner/aid/teacher to record or recorded on an MP3. Any color coded materials will be provided with other forms of coding (shading, lines, etc.). Students will have a partner/aid or teacher to help navigate the classroom space.</p> <p>Hearing impairments: The metacognitive will be provided to the students in written/picture form (sign language). Instructions will be written on the board and students will be paired with someone (student/aid) who will help them throughout the exploration. Clear instructions with body language will be provided.</p> <p>Emotional/cognitive/physical impairments: Students will be assigned a classroom aid to function as a partner during the lesson. Teacher will provide information at appropriate levels for students to engage in the lesson. Teacher will monitor students' reactions to stimulus and provide a quiet space if a break is needed.</p>

	<p>ADD/ADHD and Autism: Along with written and verbal instructions, pictures will be provided that prompt the students in the steps to take during the exploration, focus their attention and elicit appropriate behavior while working. A schedule of the routine for the lesson will be clearly established and provided with pictures. Students will be given a break to go to a quiet space in the room if needed.</p> <p>Fine and gross motor skills challenges: Students will be given a larger space to work on &amp; a partner to help them with any issues that may arise during the exploration. Teacher and aid will provide assistance with writing and manipulating any materials. Students in wheel chairs will have a buddy/classroom aid to assist in locomotion.</p> <p>Low Socio-economic Status: It will not be assumed that students have prior knowledge about the content. The metacognitive will assess for prior knowledge and clearly address new information. Teacher will make sure students have received proper nourishment before participating in the lesson.</p> <p>ESL: Information discussed in the lesson will be provided on paper or the overhead in students' native language. Information about the lesson will be sent home in native language and English to help the student with homework and the parents/guardians to know what is occurring in the classroom.</p>
<p><b>Engage</b> <b>Time:</b> 10 minutes</p>	<ul style="list-style-type: none"> <li>• Teacher will ask students what the theme is for this week drawing their attention to the poster: "Around the World."</li> <li>• Bring out the globe and ask students what it is called.</li> <li>• Teacher will ask the students what shape the globe is and what shape we explored yesterday with our bodies (circles).</li> <li>• Teacher will post 'nature' word strip on the board and ask the students to sound out the word as teacher points to each letter.</li> <li>• Teacher will ask students if they have ever heard of the word 'nature' before and to think inside their brain what they think it could mean.</li> <li>• Teacher will ask students to share. Explain that it is all of the things on the earth like plants, animals, water, the sky, sand, soil, etc. Ask the students to name more plants, animals, or things they can think of that are in nature (outside).</li> <li>• Teacher will ask students what they think the blue area on the globe and the picture of the earth could be.</li> <li>• Teacher will introduce 'water' as an Earth material. Post 'water' word strip on the board. Teacher will define 'Earth material.'</li> <li>• Teacher will ask students to turn and talk to a neighbor about the places they have seen water before or how they use water (drinking, washing hands, etc.).</li> <li>• Teacher will ask for students to share out by raising hands. (If students to name things habitats for water or locations water is found, post pictures and briefly discuss.)</li> <li>• Teacher will discuss how water can be found in many places on the</li> </ul>

	<p>earth (post pictures and discuss the names of the bodies of water, forms of water) and how water comes to the earth by rain and snow.</p> <ul style="list-style-type: none"> <li>• State/post investigative question and explain how we are going to explore ways to help us create our own answers to this question.</li> </ul>
<p><b>Explore</b> <b>Time:</b> 15 minutes</p>	<ul style="list-style-type: none"> <li>• Teacher will discuss how water can be found in many places on the earth (post pictures).</li> <li>• Discuss the names of the bodies of water, forms of liquid water and what the students see in the pictures. <i>What colors do you notice? What would it smell like if you were in the picture? What would it taste like, feel like? What sounds might you hear?</i></li> <li>• Explain to students that we are now going to explore what it would be like to move like liquid water moves.</li> </ul> <p>Transition 1:</p> <ul style="list-style-type: none"> <li>• Direct students to walk quietly and stand quietly in the open space by groups.</li> <li>• Review behavior standards for moving in space with each other.</li> <li>• Guide students to create lines with enough space between each other to spread arms out to the side and not touch.</li> </ul> <p>Short Physical Warm Up:</p> <ul style="list-style-type: none"> <li>• Explain to students the importance of warming up our bodies before beginning to move and dance. (Helps us to use our muscles to move.)</li> <li>• Lead students in head circles, harm circles, bending the knees, jumps in place, stretches, etc.</li> </ul> <p>Transition 3:</p> <ul style="list-style-type: none"> <li>• Students will remain standing in place.</li> </ul> <p>Activity 1:</p> <ul style="list-style-type: none"> <li>• Ask students if they can show you how they would move if you said words like the following: side, front, back, fast, slow, high, low.</li> <li>• Explain to students that we are all going to imagine/pretend we are raindrops falling from the sky.</li> </ul> <p>Transition 4:</p> <ul style="list-style-type: none"> <li>• Reestablish personal space if necessary.</li> <li>• Turn music on at a moderate sound level.</li> </ul> <p>Activity 2:</p> <ul style="list-style-type: none"> <li>• Talk students through the following exploration. Explain you are going to read a story about water and they get to move how they think they would move based with the words read. Read at an appropriate speed for students to react with movement. <i>Imagine you are a very small raindrop way up high in a cloud. What would you look like? Then it starts to rain very slowly and calmly. What would you look like if you were a raindrop falling from the sky? Then the rain drops start falling faster and faster and the wind is blowing them forward and backward and side to side. All of the water from the raindrops collects in a giant puddle. What would it look like if you were a giant puddle? What about if you were a person</i></li> </ul>

	<p><i>who walked through the puddle... What would you do with the water? Now imagine you are water in a lake or river (Draw attention to the pictures). Pretend you are water moving slowly in the lake or river. What would water look like moving in the lake? What if you used your whole body? What about just your arms? Legs? Head? What other body part could you use to pretend it is moving like water? All of a sudden the wind just started to blow and the water start moving faster. This makes waves in the water and the water moves up and down and up and down. How could you move around like water moving up and down? Can you do that with your whole body? What other body parts could you use to make waves moving up and down? It looks like there is a big rock in the river and the water just splashed up against it. How could you move like water splashing around? Can water that is splashing around move fast or slow? The wind becomes calm again and now the water is moving slowly and calmly with only a few waves being made and the water is moving up and down and side to side.</i></p> <p>Transition 5:</p> <ul style="list-style-type: none"> <li>• Turn music off.</li> <li>• Ask students to find their own space again and make sure they have their magic bubble.</li> </ul> <p>Short Dance:</p> <ul style="list-style-type: none"> <li>• Explain to students that they are now able to make their own water dance.</li> <li>• Play music from the beginning (30-40 seconds).</li> </ul> <p>Transition 6:</p> <ul style="list-style-type: none"> <li>• Ask students to find their own space again (magic personal bubble).</li> </ul> <p>Short Cool Down:</p> <ul style="list-style-type: none"> <li>• Teacher will guide students in short cool down with breathing in and out and slow circles of the head and shoulders, stretching, etc.</li> </ul> <p>Transition 7:</p> <ul style="list-style-type: none"> <li>• Students will quietly return to carpet/desks at prompt of teacher.</li> </ul>
<p><b>Evaluate</b> <b>Time:</b> 20 minutes</p>	<p>Oral Assessment:</p> <ul style="list-style-type: none"> <li>• Discuss the experience: <i>What was your favorite part of the activity? (Use science and movement terms to help the class discuss their thoughts with descriptive words.) How did you feel when you imagined you were moving like water rolling from the sky, blowing in the wind, moving in a lake/river/ocean like waves, etc. What are all of the different ways we moved like water? Did you have a favorite? Why?</i></li> <li>• Discuss inclusion of music: <i>Did you like the music? Why? If we could use words to describe the music, would we call it calm and peaceful or rough and loud and exciting? Just like when it's raining, we might feel calm or tired and music can make us feel certain ways too.</i></li> <li>• Discuss places where water is found: <i>What places did we talk about water being found in? What are the names of these places? (Draw</i></li> </ul>

	<p>attention to pictures.)</p> <p>Written Assessment:</p> <ul style="list-style-type: none"> <li>• As a whole class, students will complete a writing response.</li> <li>• Teacher will explain to students that we will write our own story about what we know about the locations of water and how water moves.</li> </ul> <p>Scenario:</p> <p><i>We are going to pretend that a friendly alien (define and post a picture) has come to Earth and has never seen water before in his life. We need to tell him everything we know about water from what we did today. If we need to tell him about the different places water can be found like in the pictures, what would we tell him? The alien also wants to know what water looks like when it moves. What should we tell him? (Use pictures and try to elicit key descriptive terms to list things on the board, then compile into a story.)</i></p> <ul style="list-style-type: none"> <li>• Students will create their own drawing response about what the story would look like with a place water could be found and different ways it moves (waves, raindrops falling from the sky, etc.).</li> </ul>
<p><b>Extend</b> <b>Time:</b> 10 minutes</p>	<ul style="list-style-type: none"> <li>• Discuss with students the places they have seen water at home or at a school. Discuss the ways humans use water (drinking, cooking, showers, cleaning, bathrooms, etc.).</li> <li>• Take a walk around the school discussing places water can be found and how and why it is used.</li> </ul>
<p><b>Teacher</b> <b>Assessment</b></p>	<p>Note what went well with the movement experience for you and the students, what needs revision, or what could be expanded. What specific elements of creative movement (high, low, big, small, front, back, side, up, down) did you notice the students engage with and assimilate? Did this help them to assimilate the content information? Did you use movement vocabulary to describe what they did and what you noticed in the dance? Did you engage students with open body language and clear, direct verbal prompts for transitions and activities? Did the students show signs through body language, verbal, and/or written communication of assimilating the emotional integration goals? Did I use the formative assessment to inform my teaching? Did the summative assessment give evidence of students addressing the investigative question? <i>Where can water be found and what does liquid water look like when it moves?</i></p>

**Social Studies**  
**Celebrating Cultures Around the World: The Mexican Hat Dance**

<b>Grade</b>	Kindergarten
<b>Total Time</b>	60 Minutes
<b>Teacher</b>	Theresa Lytwyn
<b>Standards</b>	K – H2.0.4 Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos). ART.D.III.K.3 Experience an age-appropriate dance or dance concert, and discuss the experience. ART.D.IV.K.1 Learn and perform a simple dance from one culture.
<b>Social Studies Learning Statements</b>	<ul style="list-style-type: none"> <li>• The “past” is a word we use to describe time that has already happened.</li> <li>• Culture describes anything about the way people live, the clothes they wear, the food they eat, songs and dances they perform, the country they come from, and the traditions they have.</li> <li>• Traditions are things people do over and over again to remember things that happened in the past, things people said, songs, and dances.</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Students will learn about ways to learn about/remember the past (history) with photos, artifacts, stories.</li> <li>• Students will learn about a Mexican folk dance: The Mexican Hat Dance.</li> <li>• Students will learn and perform the Mexican Hat Dance.</li> <li>• Students will express their thoughts and feelings from the experience through oral discussion.</li> </ul>
<b>Emotional Integration Goals</b>	<ul style="list-style-type: none"> <li>• Students will gain confidence in expression through movement.</li> <li>• Students will experience enjoyment of movement while learning.</li> <li>• Students will gain confidence in their place in history as unique individuals with unique cultural background.</li> <li>• Students will experience the value of community through teamwork and respect for the cultural background of everyone.</li> <li>• Students will verbally express favorite part of experience and feelings related to the experience.</li> </ul>
<b>Assessment Form</b>	Investigative Question: What is the Mexican Hat Dance and how does it help us to remember the past/history?  Formative: <ul style="list-style-type: none"> <li>• Students will be monitored with questions to check ability to identify objects in pictures that can describe a culture and help us remember the past.</li> <li>• Students will be asked questions to see if they can recognize and use vocabulary throughout the exploration.</li> </ul> Summative:

	<ul style="list-style-type: none"> <li>• Students will complete a drawing and writing response demonstrating their own ideas and thoughts based on exploration about the <i>Mexican Hat Dance</i>.</li> <li>• Oral assessment will be used to check for students' ability to verbally express thoughts, emotions, and ideas about the experience as it relates to learning about Mexican culture, performing a dance read in a story, moving with music and a community of people.</li> </ul>
<b>Content Vocabulary</b>	<i>Jarabe Tapatío (Spanish for "Mexican Hat Dance"), history, photos, artifacts, stories.</i>
<b>Movement Vocabulary</b>	Dance, dance concert, cultural folk dances.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• <i>Celebrate Cinco de Mayo with the Mexican Hat Dance</i> by F. Isabel Campoy and Alma Flor Ada</li> <li>• Sombrero or similar available hat</li> <li>• <i>Mexican Hat Dance</i> by Children's Classics (song)</li> <li>• CD player/iPod doc/computer with speakers</li> <li>• Paper in the shape of a Sombrero, pencils, crayons.</li> <li>• Choreography for the kindergarten level can be viewed at <a href="http://www.youtube.com/watch?v=sALofkGqxPw">http://www.youtube.com/watch?v=sALofkGqxPw</a> (There are many variances on the choreography for the <i>Mexican Hat Dance</i>. The lesson is based on this choreography as it is appropriate for the kindergarten level.)</li> </ul>
<b>Safety and Space Set-Up</b>	<ul style="list-style-type: none"> <li>• Desks will be moved to the sides of the room.</li> <li>• Use of space and interaction with peers will be reviewed during movement exploration.</li> </ul>
<b>Structure</b>	<ul style="list-style-type: none"> <li>• Students will be seated on the carpet area for the engagement and work as a whole group.</li> <li>• Students will work in the open space during the exploration and will work as a whole group.</li> <li>• Students will complete oral assessment as a whole group and written assessment individually.</li> <li>• Students will return written assessment to their mailbox.</li> </ul>
<b>Accommodations</b>	<p>Color-blind/blind students: Clear, verbal instructions will be provided; vivid details will be explained; information to be written will be reported verbally for their partner/aid/teacher to record or recorded on an MP3. Any color coded materials will be provided with other forms of coding (shading, lines, etc.). Students will have a partner/aid or teacher to help navigate the classroom space.</p> <p>Hearing impairments: The metacognitive will be provided to the students in written/picture form (sign language). Instructions will be written on the board and students will be paired with someone (student/aid) who will help them throughout the exploration. Clear instructions with body language will be provided.</p>

	<p>Emotional/cognitive/physical impairments: Students will be assigned a classroom aid to function as a partner during the lesson. Teacher will provide information at appropriate levels for students to engage in the lesson. Teacher will monitor students' reactions to stimulus and provide a quiet space if a break is needed.</p> <p>ADD/ADHD and Autism: Along with written and verbal instructions, pictures will be provided that prompt the students in the steps to take during the exploration, focus their attention and elicit appropriate behavior while working. A schedule of the routine for the lesson will be clearly established and provided with pictures. Students will be given a break to go to a quiet space in the room if needed.</p> <p>Fine and gross motor skills challenges: Students will be given a larger space to work on &amp; a partner to help them with any issues that may arise during the exploration. Teacher and aid will provide assistance with writing and manipulating any materials. Students in wheel chairs will have a buddy/classroom aid to assist in locomotion.</p> <p>Low Socio-economic Status: It will not be assumed that students have prior knowledge about the content. The metacognitive will assess for prior knowledge and clearly address new information. Teacher will make sure students have received proper nourishment before participating in the lesson.</p> <p>ESL: Information discussed in the lesson will be provided on paper or the overhead in students' native language. Information about the lesson will be sent home in native language and English to help the student with homework and the parents/guardians to know what is occurring in the classroom.</p>
<p><b>Engage</b> <b>Time:</b> 10 minutes</p>	<ul style="list-style-type: none"> <li>• Review standards for behavior during the lesson.</li> <li>• Teacher will hold the sombrero on his/her lap and wait quietly looking at the students as they observe the hat. After several moments, ask the students to raise their hand to share what they think the teacher is holding.</li> <li>• Teacher will discuss with students the many different things the hat could be, what it is used for, where it is from, etc. Ask the students how it might be worn and try to get them to tell you to wear it on your head.</li> <li>• Teacher will post 'sombrero' word strip on the board and ask students to sound out the word together pointing to each letter.</li> <li>• Teacher will bring out the globe and ask students if they remember what the places are called (pointing to the countries).</li> <li>• Teacher will review/discuss with students what country is.</li> <li>• Teacher will draw the students' attention to North America (where we live) and to a country that is lower on the globe called Mexico.</li> <li>• Teacher will ask students if they have ever heard of Mexico before and to share what they know by raising hands.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher will post ‘Mexico’ word strip on the board.</li> <li>• Teacher will hold up the book and explain to students that the class will learn about a very special holiday celebrated in Mexico.</li> <li>• Ask students what a ‘holiday’ is and discuss holidays we celebrate.</li> <li>• Model thinking out loud about a way to create an investigative question. <i>If I wanted to know more about the Mexican Hat Dance, I might ask myself...</i></li> </ul>
<p><b>Explore</b> <b>Time:</b> 30 minutes</p>	<ul style="list-style-type: none"> <li>• Teacher will read pp. 17-29 noting special things in the pictures (way to remember the past) and only highlighting key information about the holiday.</li> <li>• Teacher will ask students if they noticed the hat in any of the pictures. Ask students what the name of the hat is.</li> <li>• Begin reading the book from the beginning pp. 2-15.</li> <li>• Teacher will stop to ask students what they think is happening in the story (way to remember the past). <i>What are the children doing? What is the teacher doing? Do you see the hat? What do the children look like they are feeling and thinking? What are they doing now?</i> (Also post word strip and explain <i>Jarabe Tapatio</i>)</li> </ul> <p>Transition 1:</p> <ul style="list-style-type: none"> <li>• Teacher will explain to students that we are now going to learn the <i>Jarabe Tapatio-the Mexican Hat Dance</i>, just like the children in the book. Explain to students that this type of dance is called a folk dance and post the word on the board/word wall.</li> <li>• Teacher will direct students by groups to go into the open space to stand quietly.</li> <li>• Blow up a balloon to establish standing in a circle.</li> <li>• Create personal space with magic bubble.</li> </ul> <p>Short Physical Warm Up:</p> <ul style="list-style-type: none"> <li>• Review the importance of warming up our bodies before beginning to move and dance. (Helps us to use our muscles to move.)</li> <li>• Lead students in head circles, arm circles, bending the knees, jumps in place, etc.</li> </ul> <p>Transition 2:</p> <ul style="list-style-type: none"> <li>• Teacher will place sombrero in the middle of the circle.</li> <li>• Teacher will ask students what they remember from the story is the important thing we do not want to do with the hat. Explain that the hat is just for keeping in the middle of the circle while we dance around it.</li> </ul> <p>Activity 1:</p> <ul style="list-style-type: none"> <li>• Teach choreography (review behavior for working as a team when holding hands).</li> </ul> <p><i>Part I</i></p> <ul style="list-style-type: none"> <li>• Begin by looking across the circle and waving to someone you see (no voices) and take a bow to begin. Explain that bows can mean “hello” to the people dancing with you.</li> </ul>

	<ul style="list-style-type: none"> <li>• Hands are on the waist.</li> <li>• Put your right foot out in front still on ground, do a small hop to switch to the left foot and back to the right and the left.</li> <li>• Do two quick claps.</li> <li>• Repeat above seven more times.</li> </ul> <p><i>Part II</i></p> <ul style="list-style-type: none"> <li>• Take hands and walk in a circle.</li> <li>• Repeat parts I and II.</li> </ul> <p><i>Bow</i></p> <ul style="list-style-type: none"> <li>• Teacher will explain to students that at the end of a dance, dancers always take a bow to say ‘thank you’ the people dancing with them and the people who watched them dance.</li> <li>• Practice taking a bow.</li> </ul> <p>Transition 2:</p> <ul style="list-style-type: none"> <li>• Teacher will explain to students that we will do the dance with music that is always used with the <i>Jarabe Tapatio-the Mexican Hat Dance</i>. Have the students say the name of the dance with you.</li> </ul> <p>Activity 2:</p> <ul style="list-style-type: none"> <li>• Teacher will direct students to stand in a freeze position ready to dance with their hands on their waist.</li> <li>• Do the entire dance with music.</li> <li>• Direct students to freeze at the end again with their hands on their waist.</li> <li>• Direct students to take a bow.</li> <li>• Teacher will ask students to give themselves a round of applause for dancing the <i>Jarabe Tapatio</i> so well.</li> </ul> <p>Transition 3:</p> <ul style="list-style-type: none"> <li>• Teacher will direct students to stay standing in place with their feet in a parallel position (model) about half a foot apart.</li> </ul> <p>Short Cool Down:</p> <ul style="list-style-type: none"> <li>• Teacher will guide students in short cool down with breathing in and out and slow circles of the head and shoulders.</li> </ul> <p>Transition 4:</p> <ul style="list-style-type: none"> <li>• Teacher will direct students to sit down in bubbles, pretzels, spoons.</li> </ul>
<p><b>Evaluate</b> <b>Time:</b> 15 minutes</p>	<p>Oral Assessment:</p> <ul style="list-style-type: none"> <li>• Discuss the experience of dancing this folk dance. <i>What was your favorite part about dancing the Mexican Hat Dance? What did you feel while you were dancing? What did you hear or see? What did you like about dancing with other people in our class? We all worked as a team and created a place where we enjoy learning together.</i></li> <li>• Ask the students why learning dances from other cultures is important. <i>Why are dances a good way to help us remember the past?</i></li> <li>• Discuss history of the dance. <i>What is the name of the dance we just learned? What country did the dance come from? Do you remember the holiday we talked about that people like to do this dance during</i></li> </ul>

	<p><i>to celebrate?</i></p> <p>Written Assessment:</p> <ul style="list-style-type: none"> <li>• Students will complete a drawing and writing response.</li> <li>• Explain to students that they now get to create their own story about a holiday and a dance that people could do. Explain to students that their holiday could celebrate anything like birthdays, Thanksgiving, getting a new pet animal, the last day of school, etc. Explain to students that their story also needs to have something about dancing in it (<i>what could people, animals, be doing dancing in a story? Are there other things that can dance in your story?</i>) Discuss elements of drawing a picture (Coming up with an idea, drawing pictures about that idea, writing your name so people know you were the artist, etc.)</li> <li>• Teacher and student helper will hand out paper and pencils/crayons.</li> <li>• Depending on level, have students dictate a sentence on the bottom line of their page about their story or explain to students that they need to write one sentence about their story (give prompts for grammar appropriate to your current classroom level.)</li> </ul>
<p><b>Extend</b> <b>Time:</b> 5 minutes</p>	<ul style="list-style-type: none"> <li>• Teacher will lead students in a discussion about the importance of using different things to remember history and celebrate culture using pictures on pp. 17-29 in the book.</li> <li>• Discussion questions: <i>What do you notice about the people in the picture? What are they doing? How do you think they feel? What else do you notice in the pictures? Have you ever seen the types of clothes they are wearing? What about the food? Do you recognize the game they are playing? Do you see anyone wearing the hat that we danced with? What is it called?</i> (Discuss how dancing, food, clothes, pictures, games, etc. are traditions that help us to remember history and celebrate different cultures. Discuss and define ‘traditions’.)</li> </ul>
<p><b>Teacher Assessment</b></p>	<p>Note what went well with the movement experience for you and the students, what needs revision, or what could be expanded. What specific elements of creative movement (level changes, use of space, types of movements) did you notice the students engage with and assimilate? Did this help them to assimilate the content information? Did you use movement vocabulary to describe what they did and what you noticed in the dance? Did you engage students with open body language and clear, direct verbal prompts for transitions and activities? Did the students show signs through body language, verbal, and/or written communication of assimilating the emotional integration goals? Did the formative and summative assessment give evidence of students addressing the investigative question? <i>What is the Mexican Hat Dance and how does it help us to remember the past/history?</i></p>

## Language Arts Animals and Insects on Earth

<b>Grade</b>	Kindergarten
<b>Total Time</b>	55 Minutes
<b>Teacher</b>	Theresa Lytwyn
<b>Standards</b>	<p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>ART.D.I.K.1 Explore basic locomotor movements; e.g., walk, run, gallop, slide, and jump moving in a straight pathway.</p> <p>ART.D.I.K.5 Move at moderate tempo while in personal space, with the teacher and without the teacher.</p> <p>ART.D.V.K. 3 Demonstrate ability to draw alphabet letters in the air using parts of the body.</p>
<b>Language Arts Learning Statements</b>	<ul style="list-style-type: none"> <li>• A story is something we read or hear about that can be pretend or about something that a really happened.</li> <li>• Characters are the people, animals, or other things that are in a story.</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Students will learn what a character in a story is and be able to identify characters by name</li> <li>• Students will explore basic locomotor movements in response to prompts in the story.</li> <li>• Students will learn how to draw letters in the air using various parts of their bodies.</li> </ul>
<b>Emotional Integration Goals</b>	<ul style="list-style-type: none"> <li>• Students will gain confidence in expression through movement.</li> <li>• Students will experience enjoyment of movement while learning.</li> <li>• Students will gain self-efficacy in mimicking characters in the story and creating own interpretation of the characters' movements.</li> <li>• Students will verbally express favorite part of experience and feelings related to the experience of moving like the characters and blending movements from two characters and creating their own short dance.</li> </ul>
<b>Assessment Form</b>	<p>Investigative Question: What is a character in a story? How can I move like the characters?</p> <p>Formative:</p> <ul style="list-style-type: none"> <li>• Students will be checked with questions throughout the lesson on the ability to identify characters by name.</li> <li>• Students will be check for ability to identify the first letter of a word, sound it out, and draw it with their body.</li> <li>• Students will be checked for ability to express movement qualities of the characters in their own unique interpretation.</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>• Students will demonstrate assimilation of learning statements through a drawing response and demonstrate ability to sound out and write</li> </ul>

	<p>letters and dictate or write sentences.</p> <ul style="list-style-type: none"> <li>• Oral assessment will be used to check for students' ability to verbally express thoughts, emotions, and ideas about the experience related to the learning statements and investigative question.</li> </ul>
<b>Content Vocabulary</b>	Character, story.
<b>Movement Vocabulary</b>	Locomotor movements: walk, run, gallop, slide, jump, tap, hop, stomp, crawl, skip.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• <i>Dancing Feet</i> by Lindsey Craig</li> <li>• <i>The Cello Song</i> by Piano Guys for Activity 3 (can be found on Youtube)</li> <li>• <i>Exercises: Warm Up</i> by Chris Cawthray</li> <li>• CD player/iPod doc/computer with speakers</li> <li>• Plush characters</li> <li>• Papers, pencils, crayons</li> </ul>
<b>Safety and Space Set-Up</b>	<ul style="list-style-type: none"> <li>• Desks will be moved to the sides of the room.</li> <li>• Use of space and interaction with peers will be reviewed during movement exploration.</li> <li>• If using Youtube for music, advertisements will be muted to make sure students do not hear anything inappropriate.</li> </ul>
<b>Structure</b>	<ul style="list-style-type: none"> <li>• Students will be seated on the carpet area for the engagement and work as a whole group and partners.</li> <li>• Students will work in the open space during the exploration and will work individually and whole group.</li> <li>• Students will complete oral assessment as a whole group and written assessment individually.</li> <li>• Students will return written assessment to their mailbox.</li> </ul>
<b>Structure and Accommodations</b>	<p>Color-blind/blind students: Clear, verbal instructions will be provided; vivid details will be explained; information to be written will be reported verbally for their partner/aid/teacher to record or recorded on an MP3. Any color coded materials will be provided with other forms of coding (shading, lines, etc.). Students will have a partner/aid or teacher to help navigate the classroom space.</p> <p>Hearing impairments: The metacognitive will be provided to the students in written/picture form (sign language). Instructions will be written on the board and students will be paired with someone (student/aid) who will help them throughout the exploration. Clear instructions with body language will be provided.</p> <p>Emotional/cognitive/physical impairments: Students will be assigned a classroom aid to function as a partner during the lesson. Teacher will provide information at appropriate levels for students to engage in the lesson. Teacher will monitor students' reactions to stimulus and provide a quiet</p>

	<p>space if a break is needed.</p> <p>ADD/ADHD and Autism: Along with written and verbal instructions, pictures will be provided that prompt the students in the steps to take during the exploration, focus their attention and elicit appropriate behavior while working. A schedule of the routine for the lesson will be clearly established and provided with pictures. Students will be given a break to go to a quiet space in the room if needed.</p> <p>Fine and gross motor skills challenges: Students will be given a larger space to work on &amp; a partner to help them with any issues that may arise during the exploration. Teacher and aid will provide assistance with writing and manipulating any materials. Students in wheel chairs will have a buddy/classroom aid to assist in locomotion.</p> <p>Low Socio-economic Status: It will not be assumed that students have prior knowledge about the content. The metacognitive will assess for prior knowledge and clearly address new information. Teacher will make sure students have received proper nourishment before participating in the lesson.</p> <p>ESL: Information discussed in the lesson will be provided on paper or the overhead in students' native language. Information about the lesson will be sent home in native language and English to help the student with homework and the parents/guardians to know what is occurring in the classroom.</p>
<p><b>Engage</b> <b>Time:</b> 10 minutes</p>	<ul style="list-style-type: none"> <li>• Teacher will introduce the characters in the book using the plush characters</li> <li>• Teacher will ask students to raise a hand if they have heard of the creatures before. Choose a few students to share what they know about one of the characters.</li> <li>• Teacher will explain that these new friends are going to be a part of the story, <i>Dancing Feet</i> and they are going to help us be good readers.</li> <li>• Teacher will ask students to think inside their brain about what a good reader does. Ask students to turn and talk to their neighbor about what a good reader does. Ask students to raise a hand once they have something they would like to share. Choose several students to share and guide discussion.</li> <li>• Teacher will explain that in a story there are characters. Ask students to raise their hand if they know what a character is. Choose a student to share. Discuss how a character is someone who is in a story that we read and today our new friends, Lady Bug, Elephant, Duck, Caterpillar, Bear, and Lizard are the characters in the story we are going to read.</li> <li>• Explain to students that when people dance, there is usually a 'beat' that they dance with. Ask if anyone knows what a 'beat' is. Post the word on the board and ask the students to sound it out with you. Do</li> </ul>

	<p>quick exploration into beats with clapping hands, tapping feet, etc.</p> <ul style="list-style-type: none"> <li>• Ask students what we talked about at the beginning we wanted to learn about in the story (characters). Model creating the investigative question by thinking out loud about what one would want to know and developing a question to guide exploration.</li> </ul>
<p><b>Explore</b> <b>Time:</b> 20 minutes</p>	<p>Transition 1:</p> <ul style="list-style-type: none"> <li>• Teacher will direct students by groups to walk quietly to the open space and stand quietly. Review standards for behavior.</li> </ul> <p>Short Physical Warm Up:</p> <ul style="list-style-type: none"> <li>• Ask/explain to students the importance of warming up our bodies before beginning to move and dance. (Helps us to use our muscles to move.)</li> <li>• Lead students in head circles, arm circles, bending the knees, jumps in place, jumping jacks, etc.</li> </ul> <p>Transition 2:</p> <ul style="list-style-type: none"> <li>• Direct students to stand in a straight line facing you. Number students off (1, 2, etc.) and ask students to hold up the number of fingers once they are given a number.</li> <li>• Ask #1s to take one step forward toward you and #2s to take one step back.</li> <li>• Ask students to see if they can put their arms out to the sides without touching anyone. Review concept of personal space and create a magic bubble.</li> </ul> <p>Activity 1:</p> <ul style="list-style-type: none"> <li>• Explain to the students that we are going to begin reading the book and dance along with all of the characters.</li> <li>• Each character has four pages. On the first set of two pages per character, read the sentences, then ask: <i>What character do you think is dancing that (insert beat for character) beat?</i></li> <li>• Turn to the next set of two pages to see if we are right.</li> <li>• For each character, ask the students if they can do a (<u>type of beat/rhythm/melody</u>) dance just like (<u>insert character</u>). (Give 10-20 seconds for students to explore each movement quality.)</li> <li>• Provide movement prompts: a small clickity beat like a lady bug moving across a leaf; a hard, loud thumpity beat like the elephant running through the jungle, etc. Provide prompts to change levels: high, low, medium and to change speeds: fast, slow, medium.)</li> <li>• Tell the students what wonderful beats and dances they made dancing like the ladybug, elephant, duck, caterpillar, bear, and lizard.</li> </ul> <p>Transition 3:</p> <ul style="list-style-type: none"> <li>• Explain to students that we are going to try to go through the whole book and see if we can name all of the characters.</li> <li>• Reestablish personal space if necessary.</li> </ul> <p>Activity 2:</p> <ul style="list-style-type: none"> <li>• Teacher will guide students in exploring different movement</li> </ul>

	<p>qualities.</p> <ul style="list-style-type: none"> <li>• Choose two characters to exchange movement qualities with. With each character only show the first two pages and ask what character it is, name or ask for the type of beat, and do the same for a second character.</li> <li>• After two characters names ask students: <i>What would it look like if the bear danced how the ladybug did, a tippity beat? What would it look like if the elephant danced like the duck, a slappity beat? What would it look like if the caterpillar danced like an elephant? etc.</i> Ask the students what two characters they would like to try putting together.</li> </ul> <p>Transition 5:</p> <ul style="list-style-type: none"> <li>• Teacher will guide students to find personal space again.</li> </ul> <p>Activity 3:</p> <ul style="list-style-type: none"> <li>• Teacher will ask students to name the first letter of the name of each character by sounding out the word.</li> <li>• Teacher will ask students if they can create the letter with their bodies somehow (Draw letters in space with fingers, hands, arms, head, elbow, leg, foot; create letters by moving through space. Make sure to draw your letters opposite of their normal orientation if you are facing the students.)</li> <li>• Depending on student level, continue with the first letter of every name or do entire names.</li> <li>• Play <i>The Cello Song</i> in the background.</li> </ul> <p>Transition 4:</p> <ul style="list-style-type: none"> <li>• Teacher explain to students that they are now able to create their own dance about all of the characters and can use all of the beats or change them like we just did.</li> </ul> <p>Short Dance:</p> <ul style="list-style-type: none"> <li>• Teacher will direct students to begin in a freeze and to be ready to end in a freeze when the music stops.</li> <li>• Play 30-40 seconds of <i>Exercises: Warm Up</i>.</li> </ul> <p>Transition 6:</p> <ul style="list-style-type: none"> <li>• Teacher will direct students to find personal space again (magic bubble).</li> </ul> <p>Short Cool Down:</p> <ul style="list-style-type: none"> <li>• Teacher will guide students in short cool down with breathing in and out and slow circles of the head and shoulders.</li> </ul> <p>Transition 7:</p> <ul style="list-style-type: none"> <li>• Teacher will direct students to quietly walk to the carpet area group by group and be seated.</li> </ul>
<p><b>Evaluate</b> <b>Time:</b> 15 minutes</p>	<p>Oral Assessment:</p> <ul style="list-style-type: none"> <li>• Discuss the experience. <i>What was your favorite part? Who is your favorite character? Why did you like dancing like them? What beat did you like to dance the most? Why? Did you like drawing letters in</i></li> </ul>

	<p><i>the air? What are the letters you remember drawing in the air? Can you name the characters that begins with those letters?</i> Explain to students that if they ever get ‘stuck’ trying to remember how to write a certain letter, they can try drawing a big letter in space just like we did to help them remember it.</p> <ul style="list-style-type: none"> <li>• Ask the students if they can name all of the characters in the story. Write the names of the characters on the board. Sound out the words with the students. Have students draw letters in the air with their arms. (When facing the students, make sure to draw the letters opposite of their normal orientation since the students are viewing from a different direction.)</li> </ul> <p>Written Assessment:</p> <ul style="list-style-type: none"> <li>• Students will draw a picture about their favorite character.</li> <li>• Students will dictate/write a sentence about their favorite character.</li> <li>• Students will write the first letter of the name of the character/name of character.</li> </ul>
<p><b>Extend</b> <b>Time:</b> 10 minutes</p>	<ul style="list-style-type: none"> <li>• Teacher will guide students to explore what characters do in other elements of a story (setting, major events).</li> <li>• Explain, define, and discuss what setting, major event, puddle, jungle, forest, etc. mean.</li> <li>• Looking through the book, discuss what the setting could be for each character (puddle in the street for the duck, jungle/forest for the elephant, etc.).</li> <li>• Discuss the major event at end of book with all of the characters dancing together as boys and girls.</li> </ul>
<p><b>Teacher Assessment</b></p>	<p>Note what went well with the movement experience for you and the students, what needs revision, or what could be expanded. What specific elements of creative movement (level changes: high, low, big, small, front, back, side, up, down) did you notice the students engage with and assimilate? Did this help them to assimilate the content information? Did you use movement vocabulary to describe what they did and what you noticed in the dance? Did you engage students with open body language and clear, direct verbal prompts for transitions and activities? Did the students show signs through body language, verbal, and/or written communication of beginning or full assimilation of the emotional integration goals? Did the formative and summative assessment give evidence of students addressing the investigative question? <i>What is a character in a story? How can I move like the characters?</i></p>