

Kate Wolff

Kindergarten: Integrated Science and Dance Lesson Plan (4-7 Days)

I. Standards Which Common Core State Standards does this lesson address?	
Science: Things can move in a variety of ways that can be described by speed and direction. 1. Observe, investigate, and describe how different objects move (DOK 1-2).	
Dance Demonstrate simple phrases of movement in time and space. 1. Move the body safely in time and space (DOK 1-2). 2. Explore movement in personal and general space using shape, size, level, direction, stillness and transference of weight (stepping) (DOK 1-3). 3. Practice shapes in space alone and in groups using high, middle and low levels; and travel forwards, backwards, sideways, diagonally -- and turn (DOK 1-2).	
II. Objective *Must be conveyed to students Guiding Question: What will students be able to do at the end of today's lesson? <input type="checkbox"/> Describe <input type="checkbox"/> Explain <input type="checkbox"/> Apply <input type="checkbox"/> Analyze <input type="checkbox"/> Compare <input type="checkbox"/> Evaluate <input type="checkbox"/> Defend <input type="checkbox"/> Create <input type="checkbox"/> Interpret <input type="checkbox"/> Formulate	
Students will be able to analyze and describe how different types of birds move. Students will be able to mimic the movements of the birds. Students will be able to create an original dance.	
Key Vocabulary:	Flapping, gliding, hopping, diving, soaring
III. Rationale * Must be conveyed to students Guiding Questions: Why is this important? How is this related to unit goals, essential questions or relevant standards? How does this connect to students' real lives and cultures?	
Our class has been a group of ornithologists for a whole month now! We have been studying birds and what makes a bird a bird. One of the things we talked about is how some birds fly and some birds don't. We have also been learning about how to identify birds based on different characteristics and traits. We have learned how to listen for bird songs and look at the colors and patterns of birds. Now, we are going to try to see how birds move and understand that knowing how a bird moves is another way we can identify a bird.	
IV. Assessment * Must be conveyed to students Guiding Questions: How will you measure students' progress toward the objective? Will the data you gather allow you to differentiate future instruction?	

We will be looking at bird movements all of this week. At the end of the week, you and a few classmates will get to make a dance showing different types of bird movements and present to the class. Your dance must show at least three types of bird movements that you can name. I will be looking to see if in the process of creating your dance you are cooperating well, listening to one another's ideas, and using our scientific vocabulary words. We will also talk about how you can move forward, backwards or diagonally, just like the birds. I will expect to see evidence of you using this knowledge in your dance. We will create a rubric together to remember important parts of planning our dance. I will then use that rubric to guide me when I watch your wonderful dances!

V. Differentiation

Guiding Questions: Which students will struggle with this content? Which students already mastered this content? How will you modify your instruction to meet their needs?

Some students struggle with controlling body movements, and they may need extra support and a lot of direct modeling and practice to notice how they are moving. I can videotape students or have them work in front of a mirror so they can see how closely their movements are matching. Students that have a dance background can help others and modify their movements to be more complicated. Groups will be heterogeneous, and students do not have to do all the same movements.

VI. CRISPA

Connections (emotional, intellectual, communicative, sensory), Risk-Taking, Imagination (fanciful, intuitive, interactive, mimetic) Sensory, Perceptivity, Active Engagement

Students will connect intellectually to our past studies and understanding movement. They will be risk-takers when dancing and creating dances together. They will use mimetic imagination to create movements like those of birds. They will use their senses to carefully observe how birds and their classmates move and listen to the sounds they make as they move. They will be actively engaged through movement.

VII. Lesson Components

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| ✓ Active Engagement Strategies | ✓ Checks for understanding | ✓ Strategies to support ELLs |
| ✓ Oral language development | ✓ Frequent feedback | ○ Visual supports |
| ✓ Cooperative learning | ✓ Student voice and choice | ○ Explicit vocabulary |
| ✓ Critical thinking | ✓ Scaffolding | ○ Realia |
| | | ○ Native language support |

Component	Time required
<p>Hook: Day 1</p> <p>I will take the students outside and line them up. I will tell them that their job as scientists today will involve them to watch carefully and to listen closely. I will invite a small group of students to go from point A to point B (like the basketball hoop to the slide.) I will then ask the students what they noticed about how they moved to get there. Did they go fast? Did they go slow? Did they go forward, backward, diagonal? Can they name how they moved? Did they hear different types of movements making different sounds? What were they? Could they have moved differently? Then I will invite other students to move in different ways from point A to point B and further discuss how and why they moved that way. I will allow students to share their notices and wonders about how we as humans move.</p>	<p>15 minutes</p>

<p>Body of Lessons</p> <p>Next we will move inside to watch a video of how different types of birds move (hummingbird, seagull, sparrows, falcons, eagles). Again, I will ask them to observe carefully and listen closely. We will explore a lot of the same questions and write up what we notice and wonder together. After each bird, we will also take time to get up and move our bodies in the same way. We will name the different types of movements (flapping, gliding, hopping, diving, soaring). After each movement, we will talk about why or why not it might be difficult or easy for humans to move like the birds.</p> <p>After a few lessons, we will have a chart of the different names of movements, directions of movements, speed of movements (and visual representations of them), as well as birds that move in that way. (Students can help create these visual representations.) These charts will help students remember which types of movements they can use when they create their creative bird dance. I will model how to create a dance, and how to work cooperatively in a group. We will talk about how a dance could tell a story.</p> <p>We will create a rubric together about what our dances should have (i.e. show fast and slow, different directions, and at least three types of movements, certain noises, facial expressions, etc.), and our process for creating it (speaking kindly, using resources, asking for help, etc.) Students will work together in groups of three or four to create their dances.</p>	<p>25-40 minutes each day</p>
<p>Closing: Last Day of Class</p> <p>Students will present their dances to the class. They will have time to share about what is in their dance with the class, and students will have space to provide feedback and say what they saw in the dance. We will celebrate and have a big dancing bird party with lots of bird songs!</p>	<p>50 minutes</p>
<p>Materials and Resources Needed</p> <ul style="list-style-type: none"> -videos of birds -mirrors -cameras -music -chart paper/markers 	<p>Extension of Learning (e.g., homework)</p> <p>No homework.</p>