

**Spelling Dance Lesson Plan**  
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**Aims, Goals or Objectives:**

Introduce using body movements and dance to represent letters and spelling patterns with the goal of increasing the understanding of words as combined strings of letters, just as dance uses combined strings of movements to create a dance phrase. Using this whole body approach to spelling will engage students and make it easier to generalize spelling patterns and use them in writing.

**Grade Levels: Primary (K-2)**

**Standards:**

<b>First Grade Dance</b>		
1. Movement, Technique, and Performance	1. 2.	Perform movement phrases alone and with others Demonstrate the elements of dance (space, time, and energy) in movement phrases
2. Create, Compose and Choreograph	1.	Use the dance elements to create a simple movement phrase based on personal ideas and concepts from other sources
	2.	Create a solo dance with changes in space or timing to reflect different feelings

<b>Second Grade Dance</b>		
1. Movement, Technique, and Performance	1.	Perform simple dance studies
	2.	Explore moods and feelings in performance
2. Create, Compose and Choreograph	1.	Create a dance work alone and with others, and incorporate a movement motif
	2.	Create expressive movement to music and other stimuli

<b>First and Second Grade Literacy</b>		
3. Writing and Composition		
	2.	Appropriate spelling, conventions, and grammar are applied when writing

**Introduction:** Throughout Adams 12 most teacher use a spelling program titled, Spell to Excel. This program follows a five day sequence in which students learn words within word families by sort them and making rules or generalizations about spelling patterns. On day one of week the words are introduced and used in cloze sentence. This can be boring and unengaging to most first and second grade students because the words' meaning are generally common knowledge to the children since they're learning very basic spelling patterns (cvc, cvce, etc.). We plan to integrate dance into our weekly spelling routine.

**Themes:** Explicitly state how one or more CRISPA themes are incorporated into the activities.

**Connections:** Asking the students to physically create the spelling words through dance will allow the students to make sensorial connections with their spelling words. Social connection can also be formed by sharing and creating spelling dances with peers.

**Risk-Taking:** Dance and performing in front of others is a natural medium for taking risks through creative movement. Students will be asked to think about letters in a new and unfamiliar way.

**Imagination:** Students will use imagination when deciding how the letters could be expressed through dance. This might include what the letters look or feel like. They will use mimetic imagination when they mimic the dance movement which will be consistent for the spelling pattern. (For example, if we are learning the short a sound and spelling, all students will use the same movement to represent the a. )

**Perceptivity:** Students who are watching the dancers will use perceptivity to interpret the dances. What letter is being represented? What word is being spelled? How might this help me as a speller?

**Active Engagement:** Students all dance using kinesthetic learning to spell their spelling words. For the majority of the letters, they will choose their own movements to represent the letters.

**Timeline:** This lesson will be ongoing as we plan to make it a part of our weekly spelling routine. After the initial 30 minute dance introduction lesson, we will spend about 15 minutes each week dancing our spelling words on day 1 and 5 minutes on day 5 in order to review prior to the spelling test.

**Materials:** Few materials are needed just the weekly spelling words and space to move.

### **Activities**

**Dance lesson:** Introduce different types of body movements which create lines (straight, horizontal, vertical, diagonal, curvy), shapes (with whole body, by drawing with different body parts), and letters. As a whole group, allow students time to experiment with creating different lines, shapes and letters with their bodies. Then introduce the idea of linking the dance movements together to create a dance phrase. Then ask the students to create a dance phrase that shares something about themselves. Ask students to share their phrases within groups of three. This way students can risk sharing within the safety of a group. Once the children have shared their simple phrases introduce the idea of spelling words with dance phrases. Have the students experiment with spelling their name through dance.

**Spelling Routine Day 1:** The class will gather in an area where there is room for movement. The teacher will introduce the spelling pattern for the week; for example,

the short a sound. She will encourage the students to keep in mind the shape of the letter, whether it is tall or small, straight or curved. She might also have them think about the sound it makes; is it bold and strong, or smooth and flowing? After giving students some time to express the letter through movement independently, she will ask for volunteers to give ideas for a movement that could represent that letter or pattern. The class will decide which movement will be their standard movement for that letter or pattern. All students will practice the movement. Next students will be asked to spell out each word in dance, creating a dance phrase, and incorporating the agreed upon movement. The teacher may want to assign the words to students or small groups in order to ensure that all words are used. When the students have practiced their words, the teacher will ask for volunteers to share their dance phrase for the spelling word. The audience will try to interpret which word is being spelled, and share what they saw that made them able to identify the word. This could be, noticing the vowel placement, the length of the word, or identifying movements that are particularly recognizable as a letter or group of letters.

**Throughout the week:** Students will be encouraged to use dance to review spelling words at home and at school. This could be used in their spelling center work, as a class lesson, as a transition, or as a fun way to get parents and siblings involved in spelling homework.

**Spelling Routine Day 5:** In preparation for the weekly spelling test, there will be a spelling dance party. The teacher may choose to play music as the students review each spelling word through dance.

**Adaptations:** Students with special needs may find it difficult to express the feeling or sound of a letter. These students may want to take a more literal approach to dancing the letters. A letter chart will be available for all who wish to use one. Students may trace the shape of the letters in the air. Students with limited movement will be able to sit in a chair and move in whatever way is most comfortable. English Language Learners or any child in need of assistance accessing the words and letters will be allowed to work with a partner.

**Evaluation:** Each Friday students take a spelling test on words in the specific word family but the true evaluation will occur during the students' writer's workshop. Are students applying the spelling generalization which they have danced? Is the dance integration increasing engagement and therefore also improvement student spelling?