**Down By the Cool of the Pool**

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| **ELA** | **Dance** | **Social Studies** |
| Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.With prompting and support, identify characters, settings, and major events in a story.Describe characters, settings, and major events in a story, using key details.Describe how characters in a story respond to major events and challenges.Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others, ideas and expressing their own clearly and persuasively. | K.CP.1.4 Create dance movement to represent words, ideas, experiences, and feelings. K.C.1.1 Use dance to illustrate how people express themselves differently. K.C.1.2 Recognize connections between dance and concepts in other curricular areas.  | K.C&G.1.2 Explain why citizens obey rules in the classroom, school, home and neighborhood. |
| Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. | 1.CP.1.4 Create movement that expresses words, ideas, experiences, and feelings. 1.C.1.2 Understand connections between dance and concepts in other curricular areas.  | 1.C&G.1.1 Explain why rules are needed in the home, school and community.  |
|  | .CP.1.4 Create dance phrases that express words, ideas, experiences, and feelings. 2.R.1.2 Use words or images to describe possible meanings observed in dance. 2.C.1.2 Understand connections between dance and concepts in other curricular areas.  | 2.C&G.2.1 Exemplify characteristics of good citizenship through historical figures and everyday citizens. |
| ELA Vocabulary | Shared Vocabulary | Social Studies |
| Character, setting, respond, major event | Verbs, character, choices, control,  | Rules, citizenship |
| Who are the characters? How do they interact? How the characters solve a problem? What does this remind you of?  | Why are controls helpful and important in dance class? How are controls and rules similar and different in dance and in the story? | Why are rules helpful and important?  |

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| Assessment: type: Formative  | Arts Assessment: Create sequence using verbs from text, assess peer performance of sequence (dance controls, starting and ending in a freeze, use of energy and space), discussion of meaning of text and it’s connection to text    |
| Multiple Intelligences/Means of Representation/Action/Expression: kinesthetic (movement) linguistic (vocabulary from text and movement response), Higher Order Thinking Skills- connecting text, movement to needs of a community and dance class for rules and respect to function well.  |

Activities:

1. Controls – voice, body, space and respect – Helps us to do our best most creative thoughtful work in dance class. Rehearse, use symbols. May use control dance to practice depending on your group.
2. Warm-up: Brain Dance
* New style of warm-up ...brain dance...wires your brain to think, refreshes you
	+ Breath...in through nose out through mouth...oxygenates your brain
	+ Tactile stimulation...makes your skin come alive squeeze, pat, slap, brush
	+ Core-distal...make and stretchy X and then and O to close
	+ Upper – lower wiggle head on top of spine, wiggle tail at end use circling motions of head, arms, hips or shaking
	+ Body Sides one still one reaches trade both sides of body
	+ Eye tracking follow thumb –sideway, forward, backward
	+ Cross-lateral – both sides of your brain – use cross overs
	+ Vestibular – mix up the fluid in our ears to help us think, swing, sway, tip & spin reverse the spin.
1. Set stage: ways to tell stories: with words, with pictures, and with dancing
2. Explore: Help me find the dancing words / verbs
* Frog : Whee motion/ how does a frog dance
* Duck: FLAP
* PIG; WIGGLE
* SHEEP STAMP
* CAT BOUND
* DOG FRISKING
* GOAT SKIP & HOP
* PONY PRANCE
* DONKEY DRUM
* COW CAPER GALLUP

CHARACTERS – SEE ABOVE / PROBLEM – HOW TO MOVE WITH CONTROL NOT BUMPING

HOW DID THEY FIGURE IT OUT? GAVE EACH OTHER SPACE!

1. Read story and when they hear the action word give the dancer answer.
2. Chart: use white board or chart paper
3. Class created sequence of locomotor movements with a rest in between. Students determine the sequence. For K – 3 student choices and end with individual. 1st grade 5 choices of verbs and end with individual choice. 2nd grade all of the verbs with a pause in between each.

Example Flap, Stamp, Jump + \_\_\_\_\_\_\_\_(individual choice)

Try with teacher cueing, use drum to pause

Try with music and cueing / drum to pause

Try with music and no cues

Perform – ½ audience ( watch with hands in lap, applaud at end) ½ performers (use dance controls)

1. Closure: how can we tell stories? Why is Down by the Cool Pool important?