

Dimension (circle one): Types of Gymnastics, Dance, Games, Individual Activities, Alternative Environment

Physical Education Lesson Plan # 1 of 6

Grade: 3-4 Unit: PLAY Dance Date: _____



Pre-Warm-Up Activity:

To obtain prior knowledge ask some or all of these questions: What are some styles of dance that you know? (*The styles that the students come up with can be included on a Dance Board – see image to the left. Note that there is one style that is not listed and that is the “Groove Method”*) Have you ever watched dance on TV? Have you seen a live dance performance? What do think a dancer looks like? What types of movements do dancers do? How do those movements help you do play and do other activities and sports? Post the three principles of dance for all students to see as a reminder of this unit and of the Physical Education program in general: **Be Positive, Be Fun, and Be Yourself!**

Introduction/Warm Up:

Locomotion to the Music

Equipment: Music (A good song for this activity is *I’m Yours*, by Jason Mraz), music player

Organization: This activity has students working on different types of locomotor movement while listening to music. Invite students to stand on a line around the perimeter of the activity space. On the teacher’s direction, students change the type of movement they are doing while staying in control of their body. Types of movements include: jogging one direction, then the other, skipping one direction, then the other, galloping, walking, and side shuffling.



Assessment (Formative and/or Summative): Consider using the *Exit Ticket* activity at the end of the lesson for students to show their understanding (see Closure/Cool Down).

Learning Activities/Teaching Strategies:

Groove Method Dance – Happy

Equipment: Happy song by Pharrell Williams, a video of this warm-up can be found @

<https://www.youtube.com/watch?v=AlRyJOUEEW8>

Organization: Introduce students to the Groove Method style of dancing where the movements are free flowing and everyone can and should look different. There’s no right or wrong way of dancing. It’s your own style that makes the dance. Nobody is watching you dance and if they are, that is not for you to worry about. Other people’s judgments really have nothing to do with you. Just be yourself. Encourage students to move in the 360 degree space, try different levels and shapes while performing the movements as called out by the teacher. Remind students of the three principles of dance: **Be Positive, Be Fun, Be Yourself!** The moves to this dance are: Swim arms 8x, twist 8x, swim 8x, twist 8x, step-clap hands once all around the space, patty cake w/ a partner (quickly to the beat), cool clap moves on your body. Repeat all steps.

Closure/Cool Down:

Exit Ticket: Provide each student with one large or two small post-it notes, assign each a number for them to place onto the *Ticket Out the Door* poster and ask them to write their responses to the following: “What is one benefit of dance? AND Identify one goal for this unit.” Be sure to keep the post-its for the end of the unit.

Fundamental Movement Skills Explored (circle below):

- Nonlocomotor/Stability: turn, twist, swing, balance, dodge, bend, land, stretch, hang, lift, sit, stand, crouch, squat, lean, kneel, push, pull
- Locomotor: walk, march, run, hop, jump, leap, roll (log, pencil), gallop, climb, slide, shuffle, tiptoe, crawl, skip, dive, swim, cycle, dance, hike, skate, glide
- Object Manipulative: catch, collect, dribble, roll, bounce, trap, throw (overhand & underhand), kick, strike, volley, punt

Physical Literacy Environments- air, water, land, ice/snow (indoor & outdoor)

Dimension (circle one): *Types of Gymnastics, Dance, Games, Individual Activities, Alternative Environment*

Physical Education Lesson Plan # 2 of 6

Grade: 3-4 Unit: PLAY Dance Date: _____

Introduction/Warm Up:

Wipe Out Tag

Equipment: Wipe Out Song, by The Surfaris, music player, obstacle-free space

Organization: Choose 2-3 students to be “its” and provide each with a tagging implement, such as a shortened pool noodle. Invite all students, including the “its”, to lie on their backs in an open space on the floor. When the drums start in the song, all students, including the taggers, bicycle their legs in the air as fast as the drums go. When the guitar starts playing, all students stand up and flee from the taggers. Ask students to choose a locomotor skill other than running. If a student is tagged, he/she takes the noodle and becomes “it”. When the next drum section plays, all students, including the taggers, stop and lie down again and kick/bicycle legs. When the guitar plays again, students participate in the tag game. There are 4 rounds within this song.

Assessment (Formative and/or Summative):

Observe students for different locomotor skills. Consider using the *Locomotor Dance Skills* checklist.

Learning Activities/Teaching Strategies: Follow-Along Dances (Choose 1 or 2 of the dances below)

Follow the Leader

Equipment: Follow the Leader song, by Soca Boys, a video can be seen @ <https://www.youtube.com/watch?v=Y8zzG4n8CpM>, music player, LCD projector and screen (optional)

Organization: This is a “call-out” song. Students are cued and can follow the directions as called out in the song. On the words, “follow the leader”, students can jump, hop, leap all around the activity space. For the other movements, students listen and perform the actions to the words. The video can be shown at the same time the students are moving to the song.

Cupid Shuffle

Equipment: Cupid Shuffle song by Cupid, a video of this dance can be found @ www.pinterest.com/pin/98164466853964483/

Organization: This is a four-wall dance, so have students spread out facing the same wall and preferably facing you. Some students will catch on quickly to the dance steps and others will need more cueing and modeling. The dance steps are as follows:

- Shuffle four times to the right
- Shuffle four times to the left
- Heel tap or kick your feet to the front; right, left, right, left
- Walk in place 4 times while turning a quarter turn to the left and facing a different wall
- Repeat the steps facing the new wall and continue the steps above until the song is over

Closure/Cool Down:

Hands Jive: This activity is from Set 1 of the Gr. 4-6 Ever Active Schools Recipe Card Lesson Plans. The movements are as follows: Slap thighs 2x, clap hands 2x, with hands flat and palms facing the floor, swing right palm over left palm 2x, then swing left palm over right palm 2x, make a fist with each hand and tap right fist over left 2x, then tap left fist over right 2x. Finish by showing a hitchhiker thumb over the right shoulder 2x, then hitchhiker thumb over the left shoulder 2x. Repeat and try to go faster!

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