



Kindergarten Language Arts Lesson Plan
Integrating Dance Standards
Houghton Mifflin Theme Two: Colors All Around
Language Arts Focus: Predictions
Dance Focus: Responding with original movement

Objective: Students will use movement to respond to color words.

Materials:

- ❑ Poem “ I Love Colors” pg. xiii/ also in *Higglety Pigglety*, pg. 10
- ❑ HM Big Book, *I Went Walking*
- ❑ Scarves or crepe paper streamers: red, orange, green, blue, yellow, purple, black, white
- ❑ Container to hold scarves/streamers
- ❑ CD “Carnival of the Animals”
- ❑ Chart and markers

Vocabulary:

Walking, running, jumping, first, then, last, swirl, wave.

Timeline: One session

Procedure:

<p><i>Anticipatory Set</i></p> <ol style="list-style-type: none">1. Marzano Strategy: Cues and Questioning: Ask students to recall and name color words and to notice colors all around them. Have them point out colors in the room. Tell students that they will be learning color words and will be exploring colors in a different way-through movement and dance.
<p><i>Input/Teacher Modeling</i></p> <ol style="list-style-type: none">2. Review the poem “I Love Colors” (xiii) by reading through it and having students echo the poem. Show students the colored scarves or streamers and ask them to name the colors. Demonstrate how to wave and swirl the scarves/streamers.3. Students choose a colored scarf/streamer from a container and then stand in a space of their own. Once all students have found a space where they are not touching anyone or anything call out for students to wave and swirl the scarves/streamers high and low, fast and slow, then to walk slowly doing the same movements, then to speed up their movements without touching anyone. Dance Standard 1.1: Build the range and capacity to move in a variety of ways.

Guided Practice

4. Ask students to get ready with their colored scarves/streamers and to listen for their color. Explain the directions to wave and swirl their scarves/streamers only when they hear their color when the teacher reads the poem again. Read the poem “I Love Colors” aloud allowing enough time for students to respond with the scarves/streamers as they hear their colors. Students can join in reciting the poem along with the teacher.

Checking for Understanding

5. Make sure students can identify the color scarf they are holding and can respond to the directions.

Independent Practice

6. Ask students to place their scarves in the container and to sit to listen for more directions. Place the container of scarves in the middle of the room and have students sit in a circle to listen to directions. Tell students they will learn that colors, music, and emotions can be part of dance.
7. **Color Dancing Directions:** Play different selections from “Carnival of the Animals” and ask students how the music makes them feel. Ask students to tell what color the music and the feeling makes them think of. Record students’ responses on a chart along with the block of color and the color word.
8. Students choose a color scarf to dance with when the music is played. Students change color scarves or streamers as the music changes. Ask students to freeze, and then to move the scarves to the beat of the music, with their feet frozen. Talk about the music as it plays: it fast or slow; happy or sad? **Dance Standard 2.2: Respond to a variety of stimuli with original movements.**
9. Ask students to return the scarves to the container and to sit and get ready to listen. Using the big book, *I Went Walking*, ask students to identify the colors of the animals.
10. Ask students to stand and find a space of their own. Read the text (*I Went Walking*) substituting other movement words (verbs) for the word walking. Students respond with that movement. Ask students to predict which animal will come next in the sequence. **Language Arts Standard 2.2: Use pictures and context to make predictions about story content.**

Reflection

10. Ask students to tell how colors make them feel and how they showed that feeling



through movements.

11. Ask students to tell how colors and feelings helped them dance and move.

Extension:

Students create a color dance using the scarves/streamers to show to other classes.



Kindergarten Language Arts Lesson Plan
Integrating Dance Standards
Houghton Mifflin Theme Two: Colors All Around
Part Two
Language Arts Focus: Prediction
Dance Focus: Responding with original movement

Objective: Students respond to the story using movement.

Materials:

- ❑ HM Big Book, *In the Big Blue Sea*
- ❑ CD “Carnival of the Animals”
- ❑ Color words cards

Vocabulary:

Move, stop, freeze pose, paint, big, slow, fast, dive, swim, splash

Timeline: One session

Procedure:

Anticipatory Set

1. Show students the big book *In the Big Blue Sea* and ask students to predict what color fish they will see in the photographs. Show the photographs to students and have them name the colors. **Language Arts Standard 2.2: Use pictures and context to make predictions about story content.**
2. **Marzano Strategy: Cues:** Ask students to remember the different ways they moved when they used the colored scarves. Tell students they will be dancing (moving) using what they have learned and by moving in a new way.

Input/Teacher Modeling

3. Read *In the Big Blue Sea* out loud and ask students to identify how the fish move (dive, swim, splash, splish). Direct students’ attention to page 16, to the phrase “We swam like fish in the big blue sea.” Ask students to find their own space in the room. They will be moving like fish swimming. Model fish swimming movements if necessary.

Guided Practice

4. Read the text aloud and tell students to move to the word cues: “dive and swim, splish and splash”. **Dance Standard 1.4: Perform simple movements in response to oral instructions.**
5. Ask students to sit and listen to directions. They are going to perform a movement

activity called, “Paint With Your Body”. Directions: (model the following)
First, students move their bodies as fast as they can and then stop when they hear the word “Stop”. The direction stop is given approximately a second after starting the activity. Repeat the directions including reminding students to move not only their feet, but their heads, hands, nose, shoulders, eyelashes, etc. Model and give directions to move as slowly as possible so that movement doesn’t quite show but so that movement doesn’t stop.

6. Model and give directions for painting the air with their bodies. The students think of big, slow, and fast splashes and strokes of paint through the air. Ask students to move their bodies to paint dashes and spurts, as well as thin, slow, careful lines.

Checking for Understanding

Check to see if students are moving in response to the directions.

Independent Practice

5. Add the element of color to the directions telling students to imagine that they are using different colors to paint a huge, beautiful painting in the room. Remind students that their bodies are the paintbrushes, and that they can lead the movement with different parts of the body: painting with the head, knee, back, and elbows. Ask students to imagine painting with yellow, red, blue, black, etc. Students alter the painting strokes using fast and slow, thin and wide movements. (*First Steps in Teaching Creative Dance to Children*; pp.123-4). **Dance Standard 2.2: Respond to a wide variety of stimuli with original movement.** Music can be added to this activity. Also the color word cards can be used as a cue to the students for the colors of imaginary paint.

Reflection

6. Ask students to tell what was easy and hard about moving like a swimming fish.
7. Ask students to describe how they moved like their body was painting a picture.

Extension:

Students paint a picture of their “movement” painting.



Kindergarten Language Arts
Integrating Dance Standards
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Part Three
Language Arts Focus: Verbs
Dance Focus: Locomotor movements

Objective: Students explore locomotor movements.

Materials:

- HM big book *I Went Walking*
- HM big book *From Apples to Zebras*, pg. 29.
- Chart and markers

Vocabulary: locomotor

Timeline: One Session

Procedure:

Anticipatory Set

1. Ask students to review the book *I Went Walking*. Let students know that they are going to change the story and then use movement to show the new story.

Input/Teacher Modeling

2. Ask students to brainstorm different action words (verbs) to substitute for the word “walking” in the story. List the words and the students practice replacing the verbs in the story. (I went skipping.....I went running, etc.)

Guided Practice

3. Ask students to find a space of their own and to get ready show movement that matches the new verbs (actions) in the story. Read the text substituting a new verb and students respond with locomotor movement. **Dance Standard 1.2: Perform basic locomotor skills.**
4. Ask students to sit and listen to new directions. Now they are going to change the color words in the text. List color suggestions from students. Model the new sentence: “ I went running and what did I see? I saw a blue duck looking at me.”



5. Assign parts to students: duck, pig, dog, cat, horse, cow, and me; making groups of seven. Read the text while students who are assigned the animal parts go the scarf/streamer container to get the assigned color and then follow “me” as “me” walks, runs, jumps, etc. around the room.

Independent Practice

6. Ask students to sit, listen, and answer questions. Ask students to name movements they make every day at school (walking, climbing steps to get on the bus, running on the playground, etc.) and movements they made in dance. List the movements and ask students to explain how they are the same and how they are different. **Dance Standard 5.1: Give examples of the relationship between everyday movement in school and dance movement.**

Reflection

7. Ask students to name the movements they used in the *I Went Walking* activity.

Extension:

Pages are written for the new substitute text for the story *I Went Walking*, students illustrate the new text and read it to each other.



Scoring Rubric for Kindergarten Dance Theme Two

Novice	Apprentice	Practitioner	Expert	Standard
Students are not able to respond to a variety of stimuli (color, words) with original movements.	Students occasionally respond to a variety of stimuli (color, words) with original movements.	Students often respond to a variety of stimuli (color, words) with original movements	Students consistently respond to a variety of stimuli (color, words) with original movements.	2.2: Respond to a variety of stimuli with original movements.
Students are not able to build the range and capacity to move in a variety of ways.	Students occasionally are able to build the range and capacity to move in a variety of ways.	Students often are able to build the range and capacity to move in a variety of ways.	Students are consistently able to build the range and capacity to move in a variety of ways.	1.1: Build the range and capacity to move in a variety of ways.
Students are not able to perform simple movements in response to oral instructions.	Students are occasionally able to perform simple movements in response to oral instruction.	Students are often able to perform simple movements in response to oral instruction.	Students are consistently able to perform simple movements in response to oral instruction.	1.4: Perform simple movements in response to oral instructions.
Students are not able to perform basic locomotor skills.	Students are occasionally able to perform basic locomotor skills.	Students are often able to perform basic locomotor skills.	Students are consistently able to perform basic locomotor skills.	1.2: Perform basic locomotor skills.
Students are not able to give examples of the relationship between everyday movement in school and dance movement.	Students are able to give one example of the relationship between everyday movement in school and dance movement.	Students are able to give two-three examples of the relationship between everyday movement in school and dance movement.	Students give many examples of the relationship between everyday movement in school and dance movement.	5.1: Give examples of the relationship between everyday movement in school and dance movement.