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| **Grade:**  **2nd** | **Content Areas Being Integrated:**  **Dance and English/Language Arts** | | |
|  | | **Arts Discipline** | **Other Content Area** | |
| **Standards**  **Addressed in the Integrated Lesson/Activity** | | **Dance 1.3:** Perform short movement problems, emphasizing the element of time (e.g. varied tempos, rhythmic patterns, counting). | **English Language Arts - Language #5b**: Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives (e.g. thin, slender, skinny, scrawny). | |
| **Student Objectives in Each Discipline** | | Students will be able to use their bodies and space to create a dance using different movements for each letter of their names. | Students will be able to write an acrostic poem using the movement alphabet list to write and perform a movement for each letter of their first names. | |

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| **Integrated Student Objective** | ***What is the objective of the integrated activity? Look at connections being made between the two content areas.***  At the end of the integrated activity, students will be able to demonstrate their understanding of verbs and dance movements through their performances of their names and in their acrostic poems. |
| **Essential Question** | ***What is the question you want the students to be able to answer at the end of this lesson?***  "How can you use body movements to perform/create an acrostic poem of your name?" |

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| **Materials/Resources** |
| CD with instrumental music of different tempos; the Movement Alphabet list; writing paper; pencils; crayons; color pencils/markers. |

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| **Lesson/Activity Description** |
| For the first part of this lesson, I will expose my students to age-appropriate videos of short, modern dance performances. After the video, students will Think, Pair, Share (TPS) to discuss what movements they saw dancers do and what music/beats they heard. Following TPS, the class will stand in a circle to practice different movements from the video and other student-suggested actions. Afterwards, the teacher will model/write an acrostic poem using verbs/movements from the Movement Alphabet and demonstrate a dance based on those words. Students will write their own acrostic poems using a verb/movement for each letter of their names. After writing the acrostic poems, students will form groups of 3-5 students to perform their dances. Afterwards, groups will discuss what movements they saw and will be reminded by the teacher to use synonyms or different vocabulary words to describe the dances. As an extra activity, students will color and/or illustrate their written acrostic poems and trace the first letter of each line with a marker or crayon. |