**Infusion Lesson Plan**

Teacher: Ms. Wright

Grade: Kindergarten

Date and Time:

Name of Lesson: Geometry Dance

Arts Area: Dance

NonArt Area: Mathematics

*Make sure all standards, objective and assessments align. (Reminder: the “product” is NOT the assessment)*

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| **Standards** (each area) | **Objectives** (the students will) | **Assessments** (authentic-teacher made) |
| (Arts Standard)  Dance  **Technique**  **Standard 1:** The  student will identify  and demonstrate  movement elements  and skills and apply  them while performing dance.   * DK-1.4 Use his or her body to form shapes at low, middle, and high **levels**. * DK-1.5 Safely maintain **personal space** while moving. * DK-1.7 Demonstrate **kinesthetic** awareness through **exploration** of whole body and body parts in isolation. | The student will be able to create geometric shapes using their whole bodies at low, middle, and high levels. | * Rubric |
| (Non-arts Standard)  Geometry   * K.G.2- Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (i.e., triangle, square, rectangle, hexagon, and circle) and three-dimensional shapes (i.e., cone, cube, cylinder, and sphere). | * The student will be able to create two-dimensional shapes using his/her whole body. | * Rubric |

*\*Please fill the following sections out. Add as many bullets as you need to complete the lesson plan.*

Vocabulary (with definitions)

* Square: two-dimensional shape with four equal sides, angles, and vertexes.
* Rectangle: two-dimension shape with two pairs of congruent sides, four equal angles, and four vertexes.
* Circle: round two-dimensional shape made by a closed line and no sides.
* Triangle: two-dimensional shape with three sides, three angles, and three vertexes.
* Quadrilateral: two-dimensional shape with four sides, angles, and vertexes.
* Pentagon: two-dimensional shape with five sides, angles, and vertexes.

Preparation/Materials/Resources

* Elastic Strength bands
* Geometry Worksheet
* Two-dimensional cut-outs
* *Skippyjon Jones Shape Up* by Judy Schachner

Anticipatory Set: (the hook, or a review or rules)

* Give students elastic strength bands and allows them to explore the equipment.
* Allow students to play with equipment for one minute to become familiar with it.

Mini-Lesson: (Teacher demonstration)

* Teacher create a square using his or her hands high in the air with the elastic strength band.
* Ask students what shape do they see.
* Tell students to now create a square using the elastic strength band.
* Students can make it low, middle, or high.
* Students can use their whole bodies or just their hands.
* Encourage students to create a square at three different levels.

Procedures: (the steps the students will do)

* Have students stand up next to their desk.
* Allow them to explore equipment.
* Give students geometry graphic organizer.
* Students will create the specific two-dimensional shapes using the elastic strength band.
* Students will draw the two-dimensional shape on the graphic organizer.
* Students will then draw their bodies on the graphic organizer to show how they created the two-dimensional shape.

Clean up/ Close out/ Review

* Turn in graphic organizers.
* Call out all the shapes on the graphic organizer and have students demonstrate the shape using the elastic strength bands.

Differentiation:

* Early Finishers: Challenge them to create shapes with more than five sides (Examples: hexagon, octagon, decagon).
* Struggling Students: Provide student with physical representations of two-dimensional shapes.
* Special Education: Have the book *Skippyjon Jones Shape Up* by Judy Schachner so students can reference shapes and create them as they read along.
* English Language Learners: Provide shape vocabulary in student’s native language next to the English spelling. Call out shape in their native language along with the English call out.

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| Geometry Dance Rubric  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
|  | Correctly drew each shape in the designated area. | Drew themselves making the required shape. | Labeled that he/she created shape at a high, middle, or low level. | Comments |
| Square |  |  |  |  |
| Triangle |  |  |  |  |
| Circle |  |  |  |  |
| Rectangle |  |  |  |  |
| Pentagon |  |  |  |  |
| Quadrilateral |  |  |  |  |

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Geometry Dance**

* Draw the shape. Then draw yourself making the shape. Write if you made the shape at a low, middle, or high level.

**Circle**

**Square**

**Quadrilateral**

**Rectangle**

**Triangle**

**Pentagon**