

Topic/curriculum area: Insects/Science

Instructor: Jan Warn

Grade Level: 4th

Objectives:

Cognitive- To heighten awareness of differences and similarities in insect behavior based on physical properties. Through movement the students will gain an understanding of various insect behavior.

Affective- Through the movement activity the students will internalize the information they have learned about insect behavior.

Social- Students will be mindful of their neighbors during the movement to complement or coordinate their movement to that of their neighbor.

Artistic- Students will gain coordination through movement, speed, force, balance, and their use of space.

National Standards

<http://www.pecentral.org/lessonideas/dance/dancestandards.html>

National Dance Content Standard 3 Understanding dance as a way to create and communicate meaning

National Dance Content Standard 7 Making connections between dance and other disciplines

Montana State Standards

<http://opi.mt.gov/PDF/health/healthstds.pdf>

Health Content Standard 2 Demonstrate competency in a variety of movement forms

Health Content Standard 3 Apply movement concepts and principles while learning and developing motor skills

http://opi.mt.gov/PDF/Standards/mt_content_standards_k-12.pdf

Science Content Standard 3 Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment

Adaptations: Students will move according to their abilities. If they need to sit on the floor or in a chair they may. You may want to split the class into groups if you have limited space.

Movement & Academic Pre-experiences:

Students will be familiar with the warm-up and cool-down activities.

Students will have studied insects and their movements as well as watching the videos Magic School Bus: Insects, Magic School Bus: In a Beehive, and/or Magic School Bus: Butterflies.

Safety: Students will make sure that they stay in their “bubble” keeping their hands, feet, and other objects to themselves.

Space: A gym or other wide, open space would be best. Students need enough space to be able to move freely to demonstrate the movements of their insects. The movements the students are depicting will determine their size, shape, position, level & direction.

Time: (This section of the unit will take about 30-45 min.) During the opening the time will be quick & energetic. During the lesson the rate and speed of movements will vary based on teacher directions for the insect behavior/movement. The closing will be a calming activity so the pace will be slower.

Force/Energy: Force will vary depending on the insect movement being requested by the teacher. The energy will vary depending on the part of the lesson that is being performed. Opening is active, lesson is variable, and the closing is passive and calming.

Materials: CD player, instrumental music with a quiet nature theme, active music for lesson opening, Vocabulary Match cards, Student Self-Assessment (form p. 288), Participation Assessment (teacher recording form p. 279).

Life Skills: Students will practice communication skills, self-control, self-space, following directions, and appreciation for nature.

Procedure:

1. **Lesson Opening:** I will use an energetic song and several Brain Gym movements to get the students energized and ready to listen & learn. (Ex. Cross crawls, figure eights, jumping jacks, side bends, waist twist, touch toes, touch sky, hook-ups, & brain buttons). These may also be done in students seats with room for leg movements if space is limited.
2. **Transition:** Students will transition to their quiet thinking mode & move back to their seats “in a new & different way.”
3. **Verbal review:** Teacher and students will review insect behaviors and possible movements. (Ex. travel, eat, sounds they make, defenses)
4. **Movement experience as review:**

The entire class will move about performing the actions the teacher calls out. Students will stay in their own “bubble” keeping hands, feet & other objects to themselves. (If space is limited, the class may be divided into 2-4 groups to take turns making the movements).

*Every insect travels. Choose an insect. How would you travel if you were that insect?

***Level-** Show me the movement of an insect low to the ground. (ants, beetles)

Show me the movement of an insect high up in the sky. (butterflies, dragonflies, bees, wasps)

Show me the movement of an insect that is in the middle. (grasshopper, cicada)

Can some insects move on more than one level? Show me.

*Speed- Insects move at different speeds. Show me an insect moving quickly. . .
moderately. . .now slowly.

*Every insect has to eat. How would you eat if you were an insect? Show me the different types of mouths and the actions they use.

*What sounds would you make if you were an insect? Demonstrate different insect sounds while moving randomly around the room.

*How would you defend yourself from predators? (Ex. poison, flight, odor, camouflage, mouth/bite, Make defensive movements & freeze.

*Some insects move together in groups. Find other members of your insect type & form a group. (Ex. swarm of bees, plague of locusts, colony of ants)

5. Transition: Students will tip-toe back to their seats.

6. Vocabulary Review: Students will play Vocabulary Match Game. Teacher passes out colored index cards with vocabulary terms to ½ of the class. Teacher passes out white vocabulary cards with definitions to the other ½ of the class. When she/he says “Go” students will move around the room finding their vocabulary match. When they have found their match they return their cards to the pile on the overhead. When they no longer have any cards they walk “in a new & different way” back to their seats & sit down “in a new & different way.”

Assessment Methods:

Formative

1. Student Self-Assessment Form (form p. 288).
2. Teacher Observation during student representation of animal behaviors through movement. Teacher will be completing Participation Assessment (form p. 279) by observing demonstration of the concepts through appropriate movement, imagination, listening, & attitude.

Summative

1. Written Assessment at the end of the unit.

Extension: Students could form their movements into a dance with a beginning, middle, and end.

Forms Used:

Self-Assessment

Name _____ Class _____

Evaluation Key

1 = Below standard 2 = At standard 3 = Above standard

1. I have good self-control.	1	2	3
2. I follow directions.	1	2	3
3. I use my imagination.	1	2	3
4. I work well with others.	1	2	3
5. I put forth my best effort.	1	2	3
6. I enjoy dance.	1	2	3
7. _____	1	2	3
8. _____	1	2	3
9. _____	1	2	3
10. _____	1	2	3
11. _____	1	2	3
12. _____	1	2	3
13. _____	1	2	3
14. _____	1	2	3
15. _____	1	2	3

Poster for Classroom:

