

HCS Lesson Plan

Teacher: Kerri-Noelle Humphrey

Content: Dance

Grade: P-5

Title: Autism Speaks – Lesson II (Sign Language)

Content Standard: Alabama Course of Study, Dance, Creating

Performing. Embody. Anchor Standard: Develop and refine artistic techniques and work for presentation.

EU: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of body, elements of dance, dance technique, dance structure, and context.

EQ: How is dance interpreted?

Interpret

Grade K - 17. Observe movement and describe it using simple dance terminology.in order to improve performance qualities.

Grade 2 - 17. Use context cues from movement to identify meaning and intent in a dance, using simple dance terminology.

Grade 4 – 17. Explain how specific context cues from movement relate to the main idea of the dance, using basic dance terminology.

Lesson Objectives: Students will understand that movement communicates emotions and ideas.

EL Language Objective: Post pictures of the basic ASL movements at the front of the room. Ask students to say out loud the names of each movement. Consider teaching basic ASL movements in Spanish. Ask English speakers to reflect on the challenges of learning a new language.

“I can” Statements:

I CAN translates words into movement

I CAN express enjoyment of movement/dance

I CAN identify and apply dance class procedures.

Key Vocabulary:

Goals

Bell Ringer:

Soft music playing as students enter the classroom. Students will sit comfortably and begin deep breathing exercise. Breathe in through the nose (1-2-3), Breath out of the mouth (1-2-3-4).

Strategic Teaching

Lesson II – Sign Language . Students will understand that movement communicates emotions and ideas.

Before:

Identify the teaching point (above)

Warm up

During: Students watch video. <https://www.youtube.com/watch?v=bQcWvYi5EqY>. Discussion: How did Ned communicate with movement? What makes Ned different?

Guided improvisation. Guide students in an exercise to practice communicating an emotion with movement and shape. Students are shown handout 1. Teacher calls out one emotion and has students to demonstrate a variety of emotions with movement. Repeat with other emotions until students understand the concept. Students are asked to select one emotion to demonstrate in front of the class (charades).

After: Teacher leads students in learning the school song, Academy, Our Love, in sign language.

Whole Group Instructional/Literacy Strategies (i.e. <https://adlit.org>, <https://ellevationeducation.com>):

Differentiation: Use videos and pictures to introduce ASL movements. Create a “map” that instructs students on the sequence of movements.

Tier 2 Instruction/Small Group Instruction (i.e. flexible grouping, ELs, SPED, etc.)

Formative/Summative Assessment:

Formative: Making Skills and Techniques

DOK 2 Basic Application: Performance; Skill Demonstration

Checklist of movements

Additional Resources

Reference: Dancing Emotions, Christie Isler



