



LESSON PLAN

Lesson Title: Performed Punctuation

Content Area & Arts Discipline: Language Arts and Dance

Date: 12/12/12

Lesson Author (Teacher or Teaching Artist): Mrs. Hall and Mrs. Hendricks

Grade Level: 1st

Proposed Time Frame: 45 minutes

Room Requirements/Arrangement: Students should have room to move beside their desks

Materials/Equipment: Different types of sentences

Resources:

Vocabulary:

Sentences: Declarative, Interrogative, Exclamatory, Imperative

Movement Dynamics: Swing, Fling, Percussive, Vibratory

BIG IDEA **&** **LEARNING OBJECTIVES**

What will the students leave knowing? By the end of the lesson, the students should be able to identify when to use a period, exclamation point, or question mark.

Students will... use movement dynamics, color, and mood to identify the different types of sentences.

Students will... respond to different sentences using the given movement dynamics.

Students will... correctly demonstrate the use of punctuation for each sentence type.

SUMMARY

Give a brief overview of the lesson

The teacher will use movement dynamics and mood to further explore the different types of sentences. The teacher will have the students use these movements to identify the different types of sentences, and determine the correct punctuation for that sentence.

LESSON INSTRUCTION

List the steps of the lesson by following the outline below:

Engaging Students (“the hook”):

The teacher will have an exclamatory sentence on the board, without the punctuation. The teacher will read the sentence. The teacher will ask the students if they think the sentence demonstrates a mood. The teacher will explain that the sentence demonstrates excitement. The teacher will say, “When I am excited or anxious my body shakes all over (the teacher will begin to perform vibratory movement (shaking)). The teacher will have the students stand and begin to shake beside their desks. The teacher will explain, “This is vibratory movement. It can be used to show excitement.” The teacher will explain that there are three other types of movement dynamics that can be used to

demonstrate moods. The teacher will explain each dynamic, showing the movement, and then have the students copy the movement. The students will say the type of dynamic as they perform the movement. The dynamics are as follows:

Swing- body swings side to side going down in the middle and up on each side of the body. This is a very relaxed quality. It does not show much emotion. It can be associated with happiness or the feeling of being content.

Fling- This movement is very thrown, all over the place, and abrupt. This movement can be associated with anger.

Percussive- This movement is broken (like the robot), it is not continuous. This movement can be associated with being sad, tired, or sharp (short, snappy, irritated).

Vibratory (used at the beginning)- This movement is like shaking. It can be associated with excitement or being energetic.

The teacher will explain, “Just like these movements, sentences show emotion. This emotion, tone, or mood of a sentence can help us determine the punctuation that is being used. Today we will use these movements to find the mood of different types of sentences.

Building Knowledge:

The teacher will use the movements and mood taught to review the types of sentences. The teacher will assign a movement to each sentence type.

Declarative- Does not show much emotion. Simply a statement.
(swing)

Imperative- Tells you something to do, a command (percussive marches- stomping feet)

Interrogative- asks a question, voice moves up at the end of the sentence (fling arms up)

Exclamatory- shows strong emotion or excitement (vibratory)

Modeling the Experience:

The teacher will use several different types of sentences, without punctuation, to practice finding the mood of the sentence. The teacher will lead the students in performing the correct movement for each sentence. The teacher will have the students determine the type of punctuation that should be added to the end of the sentence.

Applying Understanding:

The teacher will give each student a sentence. The student will have to determine the mood of the sentence. The student will also determine the type of movement that correctly demonstrates the type of sentence, as well as the punctuation for the end of the sentences.

Creating Opportunities for Reflection (Closing):

The teacher will have the students get into groups of 2. The teacher will have the students share their sentence and movement with their partner. Their partner will determine whether the student chose the correct movement or not. Each group will have the opportunity to share the sentences they were given. Each student will describe the sentence, movement, and punctuation chosen by their partner. The class will determine if it is correct and that they agree with the movement and punctuation choice by giving a thumbs up or down.

Assessing the Learning:

The teacher will observe the students throughout the lesson to check for understanding of the movement and the way in which it is used to identify a sentence type. The teacher will observe the students movement answer as they perform it for their partners. The teacher will observe each person's description of their partner's movement choice. The teacher will use the student's paper to determine whether they used the correct punctuation or not.

STANDARDS
&
PRINCIPLES

State Content Standards:

1st Grade Language Arts: 1L2

Visual & Performing Arts Standards: Dance 3a, 4b

Principles of Universal Design for Learning (at least one from each of the three guiding principles):

-Representation- 2.3

-Expression and Action- 4.1

-Engagement- 8.3, 9.3

MISC NOTES

Extended Learning Activities:

As a review or a check for understanding later in the week, the teacher could read a passage and have the students respond to each sentence with movement. The teacher will observe the students' movement responses to determine whether they can identify the type of sentence or not.

TIPS/FAQs: