

Sample [Physical Education] Learning Plan

Big Idea/ Topic

Why do people dance?
How can dance help you stay fit?

Standard Alignment

PEK.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities

- a. Demonstrates basic movement in general and personal space.
- b. Demonstrates basic locomotor skills.

PEK.2: Demonstrates an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning of performance of physical activities.

- e. Students apply basic movement concepts of space

PEK.3: Participates regularly in physical activity.

- a. Participates regularly in a wide variety of activities that involve locomotor, non-locomotor, and manipulative skills both inside and outside of physical education.

PEK.6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

Connected Standards

ESGMK.CN.2: Connect music to history and culture.

ESGMK.RE.3: Move to a varied repertoire of music, alone and with others.

- a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn).
- b. Perform choreographed and non-choreographed movements.

ELAGSEKRL10: Actively engage in group reading activities with purpose and understanding

Instructional Design

***This lesson has a flexible timeline and will cross over several days.**

This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See the bottom of the lesson for a list of unplugged supplies.

Part 1: Before starting the lesson, show your students the dance videos from Sesame Street -

<https://www.youtube.com/watch?v=WEhJLTjtRbq> – What is Dance?

<https://www.youtube.com/watch?v=K8UGx6HD23o> – Dancing is Easy Song

***Unplugged variation to read aloud** – Have students brainstorm what they think about when they think of dance – see worksheet below. Ask the students if they have ever seen people dancing on tv or in movies, or if they have ever gone to see people dance in a ballet; ask them if they have ever seen or taken a dance class and talk about other places they have seen people dancing. Encourage students to brainstorm ideas and write words or draw pictures.

Part 2: In a live or recorded session, have the students find their personal space to dance in. You can do a personal recording or select from the following three versions:

- <https://www.youtube.com/watch?v=9sxifR0Ltqk> – MoveTube Network Dance Tutorial
- <https://www.youtube.com/watch?v=swUGtEpazY> – Dance Warm Up with a Physical Education Teacher
- <https://www.youtube.com/watch?v=mUSgKSgS4-E> – Disney This or That Dance Workout
-

***Unplugged variation** - see below for Dance Party Choice Board worksheet.

Part 3: Have students watch the Postcards from Buster episode about traditional Puerto Rican dancing. Students can talk or write about what dances they learned about and why they are important.

https://www.youtube.com/watch?v=G8h_WpVafww

***Unplugged variation** - Download copy of the book – [“A Dancer’s Tale: The Story of Phyllis Spira”](#) and read aloud to students. Students can talk or write about the kind of dance they learned about in the book.

Part 4: In a live or recorded lesson, have the students practice dancing without a tutorial but still following along with an instructor. You can do a personal recording or select from the following YouTube Videos

- <https://www.youtube.com/watch?v=uckp7qvzho> – Kidz Bop Dance Along
- <https://www.youtube.com/watch?v=FHo9QaJ1Dyl> – Indoor Recess Zumba Dance
-

***Unplugged variation** - Goldfish dance activity – see below.

Part 5: Sample Assessments

- Self-Assessment Worksheet – located below.

Opportunities for Extension:

- Have students create dances for different songs and share them with others.
- View the “Giraffes Can’t Dance” read the aloud animated movie and discuss the different dances in the book. You could also discuss with students about making sure everyone feels included.
- <https://www.youtube.com/watch?v=mHucnlMb0ss&feature=youtu.be>

Unplugged Supplies:

- What is Dance? Brainstorming Worksheet
- Dance Choice Board Worksheet
- Print out of “A Dancer’s Tale: The Story of Phyllis Spira” book – see attached

Evidence of Student Success

Sample Assessments

- Self-Assessment Worksheet – located below.

Student Learning Supports

Ideas for Differentiation:

Our goal is for all students to be actively engaged. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students can complete the activities on their own, it would be best to let them do this independently.*

- Consider allowing students to go through the activities at their own pace without pressuring them to move onto the next skill until they are ready.
- Allow students to choose the pace at which they are dancing. If some dance moves are too challenging for the students, allow them to slow down their movements, or pause to practice the move.

Engaging Families

- Have students create dances for different songs and share them with others.
- View the “Giraffes Can’t Dance” read the aloud animated movie and discuss the different dances in the book. You could also discuss with students about making sure everyone feels included. - <https://www.youtube.com/watch?v=vZjsLK5vwNU>
- GPB Learning Media Printable Heart Dance Printable <https://gpb.pbslearningmedia.org/resource/sesame-printable-heart-dance/the-heart-dance-printable-sesame-street/>

***All activities and resources should be previewed before student use. Adjustments should be implemented to provide for individual abilities, needs, and safety.*

Goldfish Dance



TOOLS FOR LEARNING DANCE SKILLS



PRIMARY (K-2)

GOLDFISH DANCE

STUDENT TARGETS

- ✔ **Skill:** I will perform movements to the rhythm and tempo of the music.
- ✔ **Cognitive:** I will identify healthy behaviors.
- ✔ **Fitness:** I will stay actively engaged in this dance.
- ✔ **Personal & Social Responsibility:** I will follow directions without teacher reminders.

TEACHING CUES

- ✔ Follow Song Cues and Teacher Movements

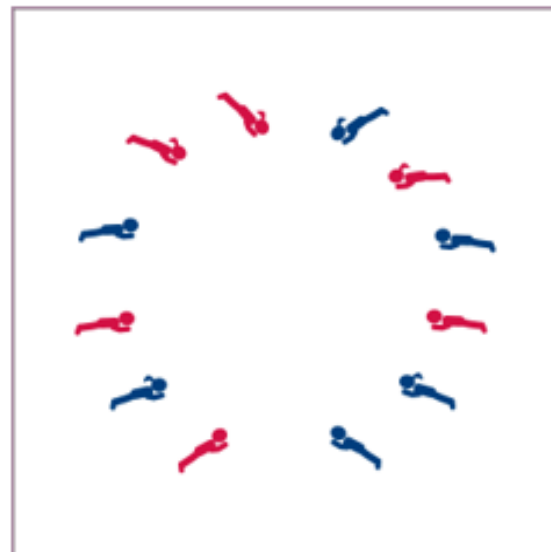
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ Music Player
- ✔ The song "The Goldfish Song" by Laurie Berkner (Available on [iTunes](#))

Set-Up:

1. Start activity in a circle with students laying down on their stomachs.
2. The dance can also be performed on personal spot markers.



Activity Procedures:

1. Today's activity is called The Goldfish Dance. The object of the activity is to learn about some healthy habits that humans and goldfish like to do everyday. During this song we'll pretend we are goldfish!
2. When the music starts, follow my movements and the musical cues from the song. We'll perform movements that goldfish and people do.
3. Whenever the song asks us to come back to our rock, return to your spot in the circle (or personal spots) and lay down.
4. Be sure you are moving safely when you are in personal space (when pretending to sleep), when you are moving in the circle, and when you move around in general space.
5. Teachers, use The Goldfish Song Activity Card to guide the activity.

Grade Level Progression:

K: Students stay on the circle when performing the dance. When they "go swimming," students lie on their bellies and move their arms and legs as if they are swimming.

1st: Follow the movements and musical cues as written.

2nd: Encourage the students to think of other healthy habits that people do. Perform healthy habits as fish and create a lyrical stanza and movements for each habit. Sing and perform this together as class.


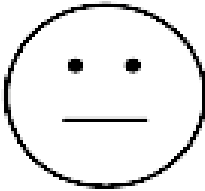











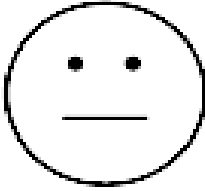

The Goldfish Dance

Lyrics:	Movements:
"Lots of little fish were sleeping on a rock in the bottom of the ocean."	Students pretend to sleep on their own individual spots or on the edge of 1 large circle
"They lifted up their heads, and they shook out their tails, and they said, let's go swimming..."	Students pick up their heads and sit up. When the music cues them to go swimming, they move around the room and move their arms to pretend to swim
"But then the little fish got so very, very tired that they came back to their rock. And they put down their heads, and they put down their tails, and they took a little nap."	Students return to their spot or circle, lay down, and pretend to sleep.
"And when they woke up, they were a little bit dirty, so they decided to take a shower. So they washed..."	Follow lyrics of the song to pretend to wash different body parts.
"And then they said, 'Wait a minute, we're fish, we don't take showers!'"	Students put their hands on their hips and repeat the lyrics with the music.
Let's go swimming...	Students pretend to swim around the room.
"But then the little fish got so very, very tired that they came back to their rock. And they put down their heads, and they put down their tails, and they took a little nap."	Students return to their spot or circle, lay down, and pretend to sleep.
"And when they woke up, they decided to brush their teeth.	Students stand up, put out their finger like a tooth brush, and follow the lyrics, pretending to brush their teeth.
"And then they said, 'Wait a minute, we're fish, we don't brush our teeth!'"	Students put their hands on their hips and repeat the lyrics with the music.
Let's go swimming...	Students pretend to swim around the room.
"But then the little fish got so very, very tired that they came back to their rock. And they put down their heads, and they put down their tails, and they took a little nap."	Students return to their spot or circle, lay down, and pretend to sleep.
"And when they woke up, they decided to ride their bicycles. So they rode."	Follow lyrics of the song, pretending to ride a stationary bicycle on their spot or on the circle.
"Let's go swimming..."	Students pretend to swim around the room.
(Music slows down, which is a prompt for them to come back and have a seat at their spot or on the circle.)	Students sit down; the song is finished.

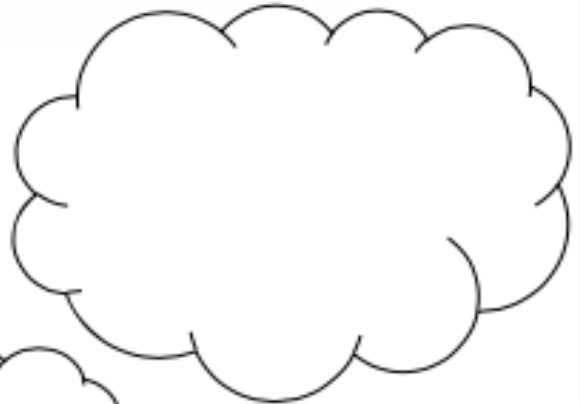
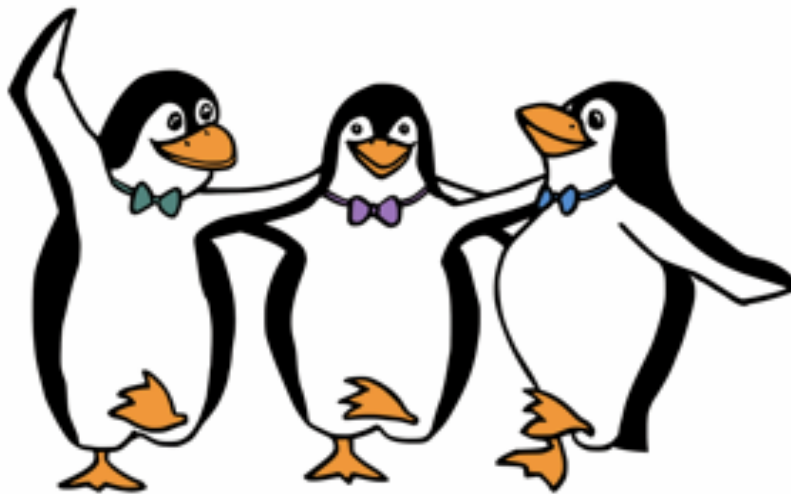
Dance Self-Assessment

Dance Self Assessment

Think about all the different dancing you have done so far.
Color in the smiley face that matches your feelings.

	No	Maybe	Yes
I like dancing.			
I got better at dancing.			
I would want to dance again.			
I did a good job with dancing.			
Dancing is fun.			

What is Dance to You?



DANCE CHOICE BOARD

Put your favorite song on and dance it out!

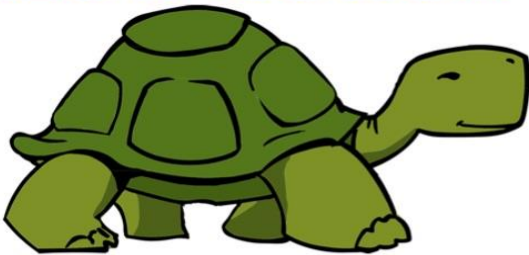
ROBOT



HULA



SLOW MOTION



ANIMAL



DISCO



JUMPING



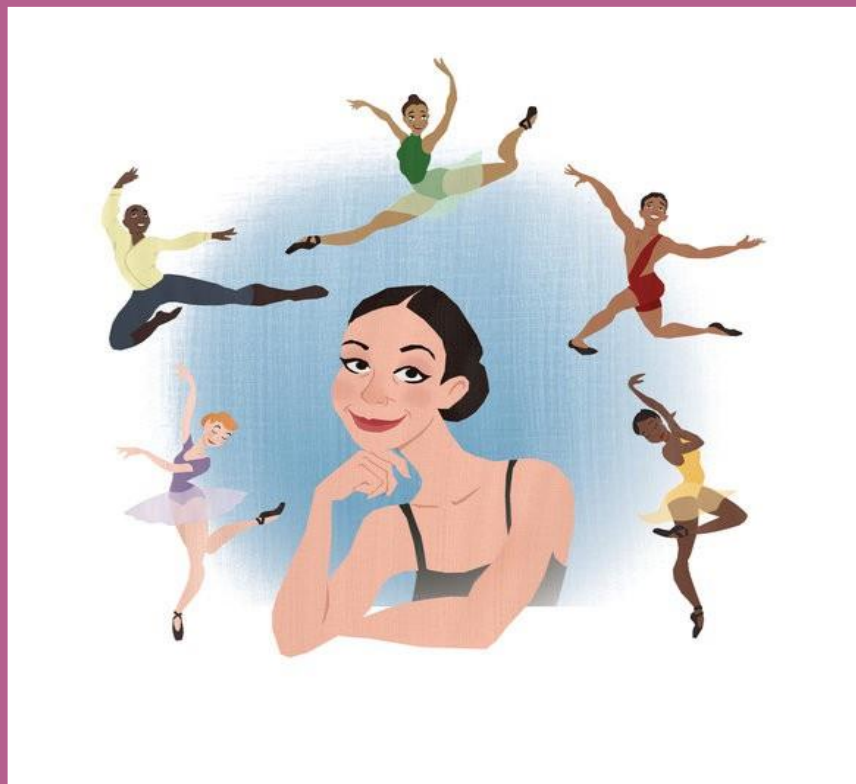
BALLET



FREESTYLE



**A Dancer's Tale:
The Story of Phyllis
Spira**
Samantha Cutler
English





Once upon a time, in Joburg's
Orange Grove, a little girl called
Phyllis
was born into the world.

Two people in love, hugged their
sweet little babe. No-one knew then,
what a dancer they'd made.

1

By the time she was four,
she had learned very quick.
She impressed all her teachers,
with her ducky feet flicks!

Before school and after,
she danced everyday.
Nothing pleased Phyllis,
more than ballet.



2

When the world was ready
for Phyllis at fifteen,
She arrived in big, old London,
ready to live her dream.

She said goodbye to all her friends.
She was ready to start fresh.
Watch out Royal Ballet School!
Phyllis is here to impress.



3



When Phyllis danced Swan Lake,
it was fit to show the Queen!
After years of pirouetting,
she was ready to be seen.

Dancing for the audience,
she turned and twirled about.
Look! Everyone is smiling!
See how they clap and shout!

4

From Mexico to Canada.
From the USA to France.
Phyllis travelled far and wide,
so the world could see her dance.

With the Royal Ballet Company,
and her ballerina friends,
she spread her love for ballet.
She never wanted it to end.



5

Phyllis always knew,
that dance was in her heart.
But she longed to return home
again,
and make a fresh new start.

So she leaped and bounded,
back to her beautiful land.
Her ballerina roots were regrown.
She was once more South African.



6



Dancing wasn't just for fun,
as Phyllis always knew.
She'd work at dancing day and night,
and with hard work she grew.

Always smiling, always trying,
through good times and through
tough,
Phyllis always did her best.
She couldn't get enough.

7

Romeo and Juliet,
Swan Lake and Giselle.
Phyllis danced these for the people:
graceful, tireless, well.

With partners Gary Burne
and Eduard Greyling too,
her magnificence inspired the
audience.

To her, flowers they threw.



8

Reward comes easily,
when you put yourself to the test.
Phyllis came to realise this,
once she was called 'The Best.'

She was awarded 'Prima Ballerina
Assoluta.'
The greatest dancer of them all!
Phyllis would be forever known.
She wanted nothing more.



9



Goodness! What a catch!
Phyllis met her loving partner.
His name was Phillip Boyd.
He was another dancer.

Together they were married.
and together they would dance.
No-one could be better matched,
given half the chance!

10

Though they had no children,
Phyllis and Phillip were never sad.
They two of them found another way
to help other Mums and Dads.

They started Dance For All,
a special school for dance.
So that children with no money,
could also learn to prance!



11

She left a legacy of dance,
and incredible success.
Her magic was passed on to others
to help them become their best.

Her students spread across the
world,
inspired by her ducky feet.
They dance on while we watch,
dreaming from our seats.



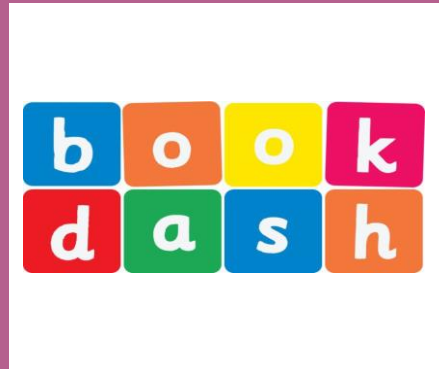
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A Dancer's Tale: The Story of Phyllis Spira

Writer: Samantha Cutler

Illustration: Thea Nicole de Klerk

Language: English



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