

## Creative Dance Lesson Plan on Reading Comprehension

**Grade:** 5th

**Length:** 45 minutes

**Written by:** Erika Cravath

**Student Learning Outcome:** The students will demonstrate comprehension of a read-aloud passage by representing it in a group dance composition.

**Equipment Needed:** Hand Drum; CD player; creative dance music; Word Strips of Reading Strategies; Chapter book used in the Reading curriculum; Word strips with sentences or phrases from the section of the book you will read in the Create portion of class.

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### Common Core: English Language Arts

**Domain:** Speaking & Listening

**Standard 2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

### Utah Fine Arts Core -- Dance

Standard 3: The student will improvise, create, perform, and respond to movement solutions in the art form of dance.

Objective 1: Explore the process of making a dance.

a. Explore a movement sequence by selecting a visual or verbal image and abstract it into movement; e.g., pictures, objects, phrase from a story or poem, metaphor, or simile.

### Behavioral Expectations: (3 minutes)

We have two rules for class today:

1. Always keep space around yourself. Never touch anyone else, the walls, or the steps unless I ask you to.
2. When the music or the drumming stops, you must freeze!

Let's practice. When the music starts, gallop around the room, but when it stops you must freeze! Don't move even one eyelash!

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### Experience/Identify: (22 minutes)

Ask students to do a long sequence of movements without repeating yourself or practicing the movements. For example: Slide in a curved pathway, then jump four times, spin around twice, collapse to the floor, stretch into a huge shape, then push your way to standing as if you were under two tons of bricks, and end in a curved shape. Ready, begin!

Ask why students did not follow directions. Because they did not comprehend it! How could this relate to reading? Have you ever read a whole page or even a chapter in a book, then realized you don't know what it was about? That can happen when you don't use reading strategies for comprehension. Let's use some reading strategies to complete the dance sequence.

When the music starts, slide in a curved pathway to a new place in the room, jump four times, then freeze. After students perform, ask them, "What is a curved pathway?" Review. Demand excellence and creativity, then continue.

Now slide in a curved pathway, jump four times, spin around twice, and collapse to the floor. How could you spin that is not straight up and down? Curved? Bent? What have you seen collapse before? People? Buildings? Sand Castles? Continue until students perform well.

Slide in a curved pathway, jump four times, spin around twice, collapse to the floor, and stretch to a huge shape. While students are still on the floor, ask, “How would it feel to be under two tons of bricks? Would it be difficult to stand up?” Stand up slowly showing me the heaviness of the bricks, and what it feels like to get out from underneath them.

Perform the whole sequence: slide in a curved pathway, then jump four times, spin around twice, collapse to the floor, stretch into a huge shape, then push your way to standing as if you were under two tons of bricks, and end in a curved shape.

**Explore/Investigate: (5 minutes)**

Was performing the sequence easier when you had time to learn the sequence? Display word strips of reading strategies. How did we use the following reading strategies to:

- Relate Prior Knowledge: Thinking of collapsed things and heaviness of bricks
- Generate Questions: What is a curved pathway? What are other ways to turn?

**Create/Perform: (15 minutes)**

Another reading strategy is to form mental pictures of the words or story. Read aloud a page or short section of a book that you have read or will read in class. As you read, have students close their eyes and create pictures in their minds of the story. Divide students into small groups and give each small group a word-strip from the story. Create a dance about the words on your word-strip, using the pictures you imagined as inspiration.

Watch the small groups perform in the order of the word strips in the story.

**Connect/Analyze: (5 minutes)**

Did you see the story come through the groups’ dances? Why or why not? What are the three reading strategies we learned about today? How can they help you to understand what you read?