

## Creative Dance Lesson Plan on Number Ordering

**Grade:** 2nd

**Length:** 45 minutes

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**Student Learning Outcome:** The students will demonstrate understanding of number ordering through partner games and a group shape creation using levels in dance to identify if a number is less than, equal to, or greater than ten.

**Equipment Needed:** Hand Drum; CD player; creative dance music; symbol posters; number cards.

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### Common Core: Mathematics

**Domain:** Number and Operations in Base Ten

**Standard 4:** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digit, using  $>$ ,  $=$  and  $<$  symbols to record the results of comparisons.

### Utah Fine Arts Core – Dance

**Standard 2:** The student will identify and demonstrate the movement elements in performing dance.

**Objective 2:** Expand dance vocabulary with movement experiences in space.

**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.

**Objective 2:** Create and discuss movement solutions derived from movement exploration.

**Standard 4:** The student will understand and demonstrate dance in relation to its historical and cultural origins

**Objective 3:** Make connections between dance and other disciplines.

### 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!

### Experience/Identify: (10 minutes)

Discussion

Today we are learning about three symbols. They are posted on the wall. These symbols are used to show which number out of two numbers is bigger. You already know one symbol. Which one is that? The equal sign! The next symbol is the greater than symbol. It is used when the first number is bigger and the second number is smaller. You always point the open side toward the bigger number. When I see the greater than symbol, I like to think of a mouth. If the symbol is a wide-open, hungry mouth, then it will want to eat as much as possible. That's how you know to point it toward the bigger number. The other symbol is the less than symbol. It is

just the greater than symbol backwards. You use this one when the first number is smaller and the second number is bigger.

### Making Group Shapes

I need six volunteers. Divide students into one group of three, one group of two, and one individual student. Students in groups will make a connecting shape, while the individual student makes a shape by him or herself. Which shape is the biggest? Why? So could we say that the group of three is greater than (hold sign in between) the individual student? Is the individual less than the group of two?

Let's all try making connecting shapes. Make a shape with greater than two people. Make a shape with less than three people. Make a shape with equal to four people. Etc. Now, we will add different levels. Make a very high shape with less than two people. Make a low shape with greater than three people.

### **Explore/Investigate: (17 minutes)**

#### Level Exploration

When I hold up the greater than sign, move in a high level. When I hold up the equal to sign, move in a medium level, and when I hold up the less than sign, move in a low level. Try turning and jumping. Make interesting shapes while you move. Can you move lower?

#### Number Cards

Give each student a number card numbered 1-10. Find a partner that has a number so that your number plus their number will equal 10. (Make sure you give the cards out so that each student will have a partner).

#### Surprise Hand Game

Students will hold one hand behind their back, holding their fingers up in the number of their choice. On the count of three, students will show each other their hands. The person with the smaller number (less than) makes a low shape. Students with the bigger number (greater than) make a high shape. If the numbers are equal, their heads must be in the same level. Students should make their shapes as quickly as possible.

#### Shape Chain (If time permits)

I need two line leaders. The line leader will dance through the space to this spot (mark a spot with tape, a piece of paper, etc.), then make a shape and freeze. They can choose to make any kind of shape, high or low, curved or bent, small or big. Once they are frozen in their shape, the next person in line moves through the space, and finds a way to make a shape that CONNECTS to the first person's shape. However, your head cannot be on the same level as the person before you. One more thing, the length of this line, needs to be greater than the length of the other line. How can we do that? The first line will need to make short shapes, while the second line will make long shapes.

### **Create/Perform: (10 minutes)**

On the count of four, be standing elbow to elbow in a group of equal to three people. In your groups, create a high shape for greater than, a medium level shape for equal to, and a low shape for less than.

Once students have created their shapes, give further instruction. I will call out a number. If it is less than ten, make your low shape. If it is equal to ten, make your medium level shape. If it is greater than ten, make your high shape.

Now we will create a dance out of your shapes. When I call out the number, make your shape and hold it until I say go. When I say go, move in the same level as the shape you made until I call out another number. Perform these dances two or three groups at a time.

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

How can this symbol tell us which number is bigger? Quiz students with examples. Did you learn anything about dance today? What did you learn?