

Creative Dance Lesson Plan on Prefixes un- and re-

Grade: 2nd

Length: 45 minutes

Written by: Erika Cravath

Student Learning Outcome: The students will understand the meanings of the prefixes un- and re- through demonstration of repetition and retrograde in dance.

Equipment Needed: Hand Drum; CD player; creative dance music; word-strips as listed below.

Common Core: English Language Arts

Domain: Reading Standards: Foundational Skills

Standard 3. Know and apply grade-level phonics and word analysis in decoding words

d. Decode words with common prefixes and suffixes.

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.

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.

a. Describe observations about 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)

Mirroring: (Activity done with permission of Marilyn Berrett)

With music quietly playing in the background, begin moving and signal to the students to copy your movements. Always face the students so that they are able to easily mirror. Once they all seem to understand how to mirror, pull a student from the class to take your spot, and have him or her lead the mirroring activity. Rotate through 2-4 student leaders.

The activity we just did is called mirroring. When we mirror, only one person gets to pick how the rest of us will move. Now I will turn on some different music. When the music starts, move in whatever way you like to move. Do your own kind of dance. It can be fast or slow, big or small. You can move or stand still.

In English, every word has its own meaning. Look at the words on the board. Raise your hand and tell me what they mean. (Have word-strips displayed on the board).

| | |
|-------|------|
| Twist | View |
| Tie | Do |
| Wind | Take |

Then place word cards with the prefixes un- and re- in front of the words and discuss how the prefixes change the meaning of the word.

A prefix goes before a word and changes the meaning, and every prefix has a specific meaning. Re- means again and un- means not or to reverse. Let's try those meanings in dance. I will teach you a sequence, then we will undo and redo the sequence.

Undo and Redo a Sequence

Teach the students a simple movement phrase the moves to one side. For example: step together, step together, jump, jump, jump (all steps and jumps moving to the right). Then help students figure out own to retrograde (or do backwards) the sequence. The example sequence would then be jump, jump, jump, together step, together step (all steps and jumps moving to the left). Perform the sequence with the students doing it regularly, then the reversal, then repeating the original sequence.

Explore/Investigate: (10 minutes)

Read together the book, *If You Were a Prefix*.

Shape Chain

I need three 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.

Once the shape chain is created, ask students to memorize the shape they are in. Could you recreate this shape chain if I asked you to? Now, we will undo the shape chain. To do this, the person who went last, must undo his or her shape, then make his or her way backwards to the end of the starting line. Once they are in their spot at the end of line, the next person can go until everyone is back in line. Then have students redo the shape chain and challenge them to make it exactly the same as it was before.

Create/Perform: (15 minutes)

In dance, we have different words for undo and redo. To undo, or reverse, something in dance, we say retrograde. To redo, or repeat, something in dance, we say repetition. (Put up word-strips so that students can visually identify the words). Both of those words are important tools when we create a dance. We will try using these dance tools as we create a dance about the prefixes we learned today.

Using the word list as inspiration, help the students to create a dance sequence. Go through each movement and help students figure out how to retrograde, or undo, the movement. Each student will pick two parts of the dance to repeat. Then they will pick one different part to retrograde. Divide class into three groups and have one group perform their dances while the rest of the class is the audience. Have audience members watch for and identify which moments their classmates chose to repeat and/or reverse.

Connect/Analyze: (5 minutes)

Does retrograde and repetition in dance make the dance look interesting? Why? Do you think knowing prefixes are important? If we know what they mean, then we can figure out what a word means by knowing the base word and the prefix.