

Lesson Plan: Line Dancing

Part 1: Classroom Information			
Grade: 6	Group Size: 27	Content Area: PE	Lesson Length: 50 min
Student Context (TPEs 1, 2, 4)			
	Needs	Strengths	Accommodations
Students with Special Needs (IEP and/or 504) to perform PE activity	[removed for privacy]		
Students with Specific Language Needs (Multilingual Learners)			
Students with Other Learning Needs			

Building on Students' Assets (TPE 1)
I will incorporate students' math knowledge (ratios) through calculation of heart rate. I this class typically has a good attitude when it comes to trying something new and a bit silly, so I chose to do a lesson on line dancing. Some of these students have created their own dances together during free time as well. They are also generally very supportive of each other, so a cooperative, group activity would be a good fit for them as opposed to something more individual.

Part 2: Planning for the Lesson	
A. Standards (TPE 3)	
Key Content Standard Bold the section of the standard that your learning goal/objective focuses on	1.7 Perform folk and line dances. 2.10 Identify steps and rhythm patterns for folk and line dances. 3.6 Monitor the intensity of one's heart rate during physical activity. 4.5 Explain methods of monitoring heart rate intensity. 5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution. Warm up: 3.6, 4.5, 5.5 Body: 1.7, 2.10, 5.5 Closure: 5.5

B. Learning Goal/Objective (TPE 3)

Students will be able to create a cooperative line dance by combining provided steps with moves chosen in small groups to ultimately perform for their peers. Performances should demonstrate that groups have practiced moving in sync with agreed-upon arm movements, and individual students should demonstrate enthusiasm and a positive attitude.

Students will be able to explain how to find heart rate by calculating their own heart rates. Students will make connections to their current math knowledge of ratios to find their heart rate in beats per minute.

Teacher Objective:

I would like to work on making sure to break down the provided steps appropriately so that students are able to practice individual parts of the dance (scaffold the process). I want to see if I can encourage positive attitudes even from students who may think that dancing for PE is "not a real sport" (I have a couple of students who have strong opinions on what PE should entail).

C. Incorporating Academic Language (TPE 7)

Language Function	
Active verb within the learning goal/objective	Create a cooperative line dance Explain heart rate
Language Demands	
Vocabulary	Beat, in sync, rhythm, cooperative, right/left, back/forward, lines Pulse, beats, multiply, divide, rate Side step, karaoke step, jump, turn
Discourse	Peer communication, counting rhythm

D. Assessments (TPE 5)

Assessment Strategies	Evidence of Student Learning
Informal - check if students understand warm-up activity	Counting appropriate jumping jacks Stopping jumping jacks at appropriate time No negative comments if peers make a mistake
Check if students understand how to find pulse	look for students with two fingers against their wrist or neck. Look for students looking up at you once they have found their pulse
Check if students understand concept of heart rate measurement in beats per minute	students understand that you would multiply the number of beats counted in 12 seconds by 5 to get to 60 seconds or one minute (similar to rate problems they are doing in math currently)
Check if students can recognize the rhythm patterns in the dance music	Listen to students clapping to the beat of the song

Check if students are comfortable with current footwork sequence of steps	Students are mirroring your movement in time with you. Lines of students seem to move as a group rather than as individual pieces
Check if students are cooperating with their peers to agree on what arm movements to add	In small groups, students are contributing suggestions ("Maybe we could add in ____ during the part when our feet are doing ____") and making positive comments about their peers' thoughts ("I like that idea" or "We could also do ____") During performance, students are doing same arm movements as group mates
Line dance performance	During small group performance, students are looking at their peers to remain in sync, can set themselves up in a line, and seem to be having fun (or at least not having a negative attitude)

E. Lesson Resources/Materials

MPR room, Speaker for music, Whistle

Part 3: Instructional Sequence - Engaging Students in the Learning Process

Language support and/or discourse structures

Checking for Understanding strategies - how and when are these happening

Supports for students with specific learning needs

Identify where each PE standard is incorporated

Warmup/Opener (10 mins)

Have students sit facing the teacher. Explain warm-up activity (cooperative activity 5.5):

- Students will form two lines of about 13-14 students. They will spread out so they are able to complete a jumping jack without hitting anyone.

When their arms go up and feet go out (middle girl in cartoon above), they must clap their hands. Everyone must do 20 jumping jacks



in sync. Students should count the first 5 out loud ("1, 2, 3, 4, 5"), do the next 5 silently, count the next 5 out loud ("11, 12, 13, 14, 15"), and do the last 5 silently. Students should all stand in a "pencil" (ends of the above diagram) at the end and wait for my next instruction.

- If all students count correctly and stop at the same time, the warm-up is over. If a student is caught counting incorrectly (eg starts to count "6, 7, 8") or does not stop at the same time (eg does 21 jumping jacks), the class will start over.

Have students complete the warm-up activity.

Have students try to find their pulse either in their wrist or neck (3.6 and 4.5).

- wrist: turn your hand so your palm is facing up. Place two fingers on your wrist on the side closer to your thumb and see if you can feel a pulse.

	- neck: take two fingers and place them at the base of your ear. Slide fingers down until they are right underneath the jaw on the neck. Look up at me when you feel your pulse Tell students to start counting their pulse on Go. Time for 20 seconds. - ask students, "if that was the number of beats for 20 seconds and there are 60 seconds in one minute, how can you find how many beats there would be in one minute?" - there are three 20s in 60, so you would multiply the number of beats that you counted by 3 - Share your calculation with a partner
Body (35 mins)	Line dance footwork (15 min) 2.10: Have students stay in two lines from the warm-up. Have students sit down. Start with recognizing the beat of the music. Turn on the music (Baby by Justin Bieber) and have students clap to the beat until it seems like the majority of students are clapping in time. Stop the music. Have students stand up. Explain that they should mirror what I am doing. Practice this simply stepping once to the side and have them copy, once to the other side, etc. Show students first move. Have them watch once first, then start to copy. Side step slowly (*since students are mirroring, the left/right directions will be opposite for them): - beat 1: step to the right with the right foot - beat 2: step to the right with the left foot so that the left foot is now next to the right foot. The inside arches of the feet should be next to each other. - beat 3: step to the left with the left foot - beat 4: step to the left with the right foot so that the right foot is now next to the left foot. This should be the same position as where you started Continue with this move until the students seem to be in sync (correct direction and in time) Have students do by themselves Next move: - beat 1: step to the right with the right foot - beat 2: step to the right with the left foot, landing with the left foot crossed behind the right foot. (karaoke step) - beat 3: step to the right with the right foot to uncross legs - beat 4: step to the right with the left foot so that the left foot is now next to the right foot. The inside arches of the feet should be next to each other. Repeat with other side: - beat 1: step to the left with the left foot - beat 2: step to the left with the right foot, landing with the right foot crossed behind the left foot. (karaoke step) - beat 3: step to the left with the left foot to uncross legs - beat 4: step to the left with the right foot so that the right foot is now next to the left foot. The inside arches of the feet should be next to each other. Do these steps back and forth until students seem to be in sync. Combine karaoke steps with initial side to side step (two side-to-side = 8 counts, right karaoke = 4 counts, left karaoke = 4 counts → 16 total)

Have students do on their own

if by now a lot of time has already been taken up, skip the final footwork steps below

Next move:

- beat 1: step forward with the right foot
- beat 2: step forward with the left foot passing the right foot
- beat 3: step forward with the right foot passing the left foot
- beat 4: step forward with the left foot so that the left foot is now next to the right foot. The left heel should be raised.

Repeat with other side:

- beat 1: step back with the left foot
- beat 2: step back with the right foot passing the left foot
- beat 3: step back with the left foot passing the right foot
- beat 4: step back with the right foot so that the right foot is now next to the left foot

Do these steps back and forth until students seem to be in sync.

Combine forward/backward steps with previous 16 count (two side-to-side = 8 counts, right karaoke = 4 counts, left karaoke = 4 counts, forward = 4 counts, backwards = 4 counts → 24 counts total)

Have students do on their own

if by now a lot of time has already been taken up, skip the final footwork steps below

Last 8 count:

- beat 1: lift right foot and bring knee up to 90 degree angle. Stomp, placing foot out to the right
- beat 2: lift right foot and bring knee up to 90 degree angle. Stomp, placing foot out to the right
- beat 3: lift right foot and bring back next to left foot. The inside arches of the feet should be next to each other.
- beat 4: jump in place once with feet together
- beats 5-7: same as 1-3 but with left foot
- beat 8: jump once with feet together, turning to the right. You should be facing 90 degrees clockwise from where you started

Do this step until students seem to be in sync.

Combine stomping steps with initial 24count → 32 counts

Do all steps with music

Small group practice (10 min) [2.10](#) and [5.5](#):

Have students sit down while you explain small group challenge:

- You will get into groups of 6 or 7. Your task is to come up with arm movements to go with these foot steps that we just learned. Your whole group has to agree on them. You will have about 10 minutes to think of steps and then practice them together and then the groups will take turns performing.
- Your performance should show that you have all practiced dancing in sync. Most importantly, I want to see a positive attitude. Dancing can be silly—have FUN and make us *want* to watch your group

Split students into groups. Have them count to 4 to split into 4 groups (if all students are present, should result in 3 groups of 7 and 1 group of 6).

	Walk around while students are practicing. Can quietly play the dance music in the background. Small group performances (each ~30 sec, ~90 sec transition → ~8 min) 1.7: - have groups perform in order (based on counting from when groups were created, they should already be numbered 1-4) - other students should be sitting to watch - applause for the groups!
Closure (5 mins)	Stretching: - Quad stretch: Pull your right foot up and hold it behind your right side. Repeat with left side - Hamstring stretch: Stand with feet hip distance apart. Bend down to reach for your toes (can have a slight bend in knees) Ask students: - What type of dance were we learning today? - How did you choose your group's arm movements? Can do the heart rate monitor from warm-up one more time. (should be lower because most of them have now been sitting for a couple of minutes)