



## ArtsforLearning Online Curriculum

Unit 5 **Words in Motion!**

Part 1 Learning

Unit 5: Lesson 5

Create Dances with Prosody for

“Sparklers;” TRAIL Marker #1

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## Create Dances With Prosody For “Sparklers;” TRAIL Marker #1

#### LITERACY OBJECTIVE

By the end of this lesson students will be able to show and reflect on their understandings of words and phrases through dance and vocal expression.

#### LITERACY "I CAN" STATEMENT

“I can use, show and reflect on my understandings of words and phrases through dance and vocal expression.”

#### LESSON OVERVIEW

Steps	Pacing: About 60 Minutes
<b>Step 1:</b> Introduce Lesson 5 <b>Step 2:</b> Transition to Dance and Move Desks <b>Step 3:</b> Warm up with the BrainDance <b>Step 4:</b> Students Create Contrasting Word Choice Dances with Prosody	<b>20 Minutes</b>
<b>Step 5:</b> Students Present & Reflect on “Sparklers” Dances <b>Step 6:</b> Move Desks	<b>15-25 Minutes</b>
<b>Step 7:</b> Continue Reflection with TRAIL Marker #1 <b>Step 8:</b> Close Lesson 5	<b>15 Minutes</b>

#### STANDARDS ALIGNMENT

**TARGETED STANDARDS****Reading Standards (Literature)**

**RL 3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RL 4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**Writing & Language**

**W 3.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**W 3.1b:** Provide reasons that support the opinion.

**W 4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**W 4.1b:** Provide reasons that are supported by facts and details.

**Speaking & Listening**

**SL 3.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL 3.1b:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**SL 3.1c:** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**SL 3.1d:** Explain their own ideas and understanding in light of the discussion.

**SL 3.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**SL 4.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL 4.1b:** Follow agreed-upon rules for discussions and carry out assigned roles.

**SL 4.1c:** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**SL 4.1d:** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL 4.6:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**SL 5.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL 5.1b:** Follow agreed-upon rules for discussions and carry out assigned roles.

**SL 5.1c:** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**SL 5.1d:** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SL 5.6:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**SECONDARY STANDARDS****Reading Standards (Literature)**

**RL 3.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**RL 3.5:** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using

terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**RL 4.4:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**RL 4.5:** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

**RL 5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL 5.4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**RL 5.5:** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

### **Writing & Language**

**W 5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**W 5.1b:** Provide logically ordered reasons that are supported by facts and details.

**L 3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L 3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L 4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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## **TEACHING RESOURCES**

### **A4L TEXTS**

-“Sparklers” by Mark Vinz

### **STUDENT NOTEBOOK**

-Word Exploration graphic organizer: “Sparklers”

-Reflecting on Dancing Choices

-TRAIL Marker #1

**CLASSROOM CHARTS**

- Dance Word Signs
- Movement Chart (Created in Class)
- Reflection Starters
- Safety Chart (Created in Class)
- Free-Verse Poetry Characteristics Chart (Created in Class)
- Vocal Qualities Chart (Created in Class)

**ARTS MATERIALS**

- Unit 5, Track 2: “BrainDance of Words #2,” by Debbie Gilbert
- Laptop or Tablet
- Speakers (Optional)

**ASSESSMENTS**

- TRAIL Marker #1 Progress Report

**LIFE & LEARNING SKILLS**

Unit 5 includes the following Life & Learning Skills:

- Reflective thinking
- Creative problem-solving
- Critical and analytic thinking
- Collaboration Communication

**DIFFERENTIATION OPTIONS**

Differentiation Options will appear throughout the unit to suggest ways to scaffold or challenge student learning. Use the number of helping hands to select the level of differentiation that best supports student learning.



Highest level of scaffolding. Select this option if students are learning strategies for the first time, if the text is challenging for them, or if students require more guidance during activities. Part 1 lessons are written for the highest level of scaffolding.



Moderate scaffolding. Select this option if students require some support comprehending the text or navigating the activity.



Least amount of scaffolding/Extending the instruction. Select this option if students are ready to work more independently, move more quickly through the material, or are ready for additional challenge.



### LEVERAGING MOMENTS

Key instructional steps where the arts are used to leverage literacy-learning (and vice versa) are marked with . Smaller leveraging moments also occur throughout the lessons.

## STEP 1: INTRODUCE LESSON 5

**Process:** Give an overview of the lesson objectives: Create dances with prosody for “Sparklers” to gain a deeper awareness of and sensitivity to words and phrases by Mark Vinz in “Sparklers.”

### Suggested Dialogue

#### Introducing The Lesson

"Today we're going to create dances with prosody to compare a range of difference word choices in 'Sparklers'."

"By the end of today's lesson, you will be able to say, 'I can use show and reflect on my understandings of words and phrases through dance and vocal expression'."

## STEP 2: TRANSITION TO DANCE AND MOVE DESKS

**Process:** Transition to dance and move desks. Designate an area where students can easily access their A4L Student Notebooks.

### Suggested Dialogue

#### STARTING WITH A WARM UP

"When I say 'Go,' move the desks and put your A4L Student Notebooks in the designated area. Then, find an empty space in the room for our BrainDance warm-up. Go!"

## STEP 3: WARM UP WITH THE BRAINDANCE

**Process:** Lead the students in the BrainDance of Words #2 The audio track for BrainDance of Words #2 (Unit 5, Track 2) has verbal cues and musical accompaniment for the BrainDance. If desired, instead of using the audio track, use the verbal cues below to guide students through the BrainDance. This can be facilitated as a generic BrainDance without descriptive words, with descriptive words, with or without music.

### Suggested Dialogue

#### Warming Up With BrainDance 2

"We'll start by warming up our bodies and brains with the BrainDance to prepare us to use our whole bodies to dance our words and phrases from "Sparklers." This is a new BrainDance and will help think about different ways to move our bodies."

**Breath:** Breathe peacefully.

**Tactile:** Tap your head, your arms, your fronts, your backs, your legs, and your feet as if your fingers are the quivering wings of a dragonfly.

**Core-distal:** Puff yourself up with air as you grow into a large shape. Shrink into a shape so small you almost vanish.

**Head-tail:** Wave your backbone forwards and backwards and from side to side.

**Upper half:** Freeze the lower half of your body. With the top half of your body, move frantically.

**Lower half:** Freeze the top half of your body. With the lower half of your body, stay in one spot and use your legs to blur with speed.

**Body-half right:** Freeze the left side of your body. With the right side, move like you are flying.

**Body-half left:** Freeze the right side of your body. With the left side, flicker.

**Eye-tracking:** Follow your right thumb with your eyes. Skim from side to side. Follow your left thumb with your eyes. Skim from side to side.

**Cross-lateral:** Excitedly reach your arms across the front of your body on different levels.

**Vestibular:** Spin and then pounce into a shape. Twirl and then pounce into a shape.

**Breath:** Breathe peacefully.

## STEP 4: STUDENTS CREATE CONTRASTING WORD CHOICE DANCES WITH PROSODY

**Process:** Tell students to have a seat where they are. Review previous dance concepts of Smooth and Sharp Energy, Level, Shape, Self Space, General Space, and the movement Safety Chart. Guide students to create their own dances for one of the targeted words, phrases, or lines explored in the lesson. See the sidebar Differentiation Options: Creating, Presenting & Reflecting on Dances for “Sparklers” Word Explorations for ways to scaffold the activity.

Put students into groups of four or five. Assign each group a phrase. Tell students to get their A4L Student Notebooks open to pages 8-9 so they can make choices for their dances. A version of “Sparklers” broken down by lines is available in Resources, page 54, for copying, cutting, and handing out to each group.

Groups create two dances (each with a beginning shape, a movement, and an ending shape), the first dance being the phrase from the poem and the second using contrasting phrases brainstormed in the previous lesson. After choreographing their dances, groups decide how to say each phrase with prosody and then practice doing the movement and saying the phrase together with vocal expression. If time is short, have groups create just one dance using phrases from the poem.

Timing to create and rehearse dances with prosody is 10–15 minutes.



### Creating, Presenting & Reflecting On Dances For "Sparklers"

Select one of the options listed below or structure the creating, presenting and reflecting in a way that appropriately meets students' needs and fosters engagement.



**Groups create 1 dance and several groups share dances with class.** Assign groups phrases from the poem and have each group choreograph a shape-movement-shape dance and then add prosody. Either randomly select or invite 2-4 volunteer groups to share their dances with the

whole class. Guide the reflection on dance choices. OR Have students create just one dance for a selected phrase from the poem and invite several groups to perform for the class. Select one of these options if students need support presenting and reflecting on their dances or if time is limited.



**Groups create contrasting word choice dances and several groups share with class.**

Assign groups phrases from the poem and have each group choreograph two dances (the phrase from the poem and a contrasting phrase) and then add prosody to both dances. Either randomly select or invite 2-4 volunteer groups to share their dances with the whole class. Guide the reflection on dance choices.



**Groups create contrasting word choice dances and share with buddy groups.** Assign groups phrases from the poem and have each group choreograph two dances (the phrase from the poem and a contrasting phrase) and then add prosody to both dances. Groups share and reflect on dances with buddy groups. After all groups have shared, invite 1-2 groups to share their reflections with the whole class. Select this option if students are able to reflect independently on their peers' dances.

### TEACHING TIP: PROSODY: VOCAL QUALITIES

Feel free to use the student friendly terms in parentheses.

- Pace (Fast, Medium, Slow)— rate and speed of spoken words and phrases
- Pitch (High, Low)— lowness or highness of a person's voice
- Projection— loud, clear, supported voice
- Timbre— quality or texture of speech—soft, gravelly, breathy
- Volume (Soft, Loud)— amount of sound, used interchangeably with loudness—speaking loudly or quietly

### Suggested Dialogue

#### PREPARING STUDENTS TO CHOREOGRAPH CONTRASTING DANCES

"Have a seat where you are. Before we begin choreographing dances, tell me the dance concepts we have learned. (Students respond.) What do we need to keep in mind to move safely?" (Students respond.)

"Today you will be choreographers and make movement choices that show the meaning of the words and phrases in Mark Vinz's poem. I'll put you into groups and randomly give each group one of the phrases we explored in our last lesson." (Put students into groups and assign each group one of the targeted words, phrases, or lines from the poem. Several groups will have the same assigned lines.)

"Each dance will have a shape, a movement, and another shape. The first dance will be a phrase from the poem, such as "giddy slash of every turn and leap." For the second dance, you will select words and phrases that evoke different feelings and images from the list you recorded in your A4L Student Notebook on pages 8-9. For example, you might choose 'serious slash of every step' for your second dance. Then you'll add prosody to each dance."

**Preparing Groups To Choreograph First Dance**

"For your first dance, make decisions about shapes and movements that support the meaning of your phrase as Mark Vinz wrote it.

Ask yourself these choreography questions:

- Which energy quality will best communicate the words and phrases?
  - What level best supports the word choice?
  - Would it communicate the ideas best to use self space or general space or both?
  - What shapes should we choose for the beginning and the ending of the dances?
- You have 3 minutes to choreograph your dances." (Students create dances.)

**PREPARING GROUPS TO CHOREOGRAPH SECOND DANCE**

"For your second dance, you will select words and phrases that evoke different feelings and images from the list you recorded in your A4L Student Notebook on pages 8-9. Make decisions about shapes and movements that support these ideas.

**Ask yourself these choreography questions:**

- Which energy quality will best communicate the words and phrases?
  - What level best supports the word choice?
  - Would it communicate the ideas best to use self space or general space or both?
  - What shapes should we choose for the beginning and the ending of the dances?
- You have 3 minutes to choreograph your dances." (Students create dances.)

**PREPARING STUDENTS TO ADD PROSODY**

"Now that you have choreographed your dances, add prosody. To do that, think about how you will vocally express the feelings, images, and ideas of the poem using pitch, volume, pace, and timbre.

You will say your phrases while doing your movement. You have 5 minutes to decide how you will say your phrases, make any revisions to your dances, and practice putting it together." (Students add prosody and revise movements.)

## STEP 5: STUDENTS PRESENT & REFLECT ON "SPARKLERS" DANCES

**Process:** Help groups share their dances. Create a performance space and review audience and

performer behavior. Each group performs its first dance illustrating a line of the poem with prosody. Then students dance their second dance of the line with different word and phrase choices with prosody. Use the Reflection Starters to support students in the reflection process. Timing for presentation and reflection depends on the number of groups performing for the whole class. If time is short, students may only present one dance. See menu above by Step 4 for additional options.

### **TEACHING TIP: HOW TO SPOTLIGHT MOVEMENTS**

Describe students' movements and shapes by "spotlighting" as you observe. For example, "I am seeing shaking fingers in place to show trembling." "There's a trembling movement traveling through the shared space with the whole body shaking and hopping."

Spotlighting student movement serves three purposes:

1. To let students know that you noticed their movements
2. To highlight compelling movement choices
3. To give other students new ideas for ways to move.

### **Teaching Tip: Coaching Tips For Prosody**

Support students in their development of prosody by prompting them with ways to say words and phrases in the poem.

Prompt with an "as if ..." for emotions or states of being:

"Say the word as if you're excited."

"Say the word as if you're begging."

"Say the phrase as if you're spinning around really fast."

Prompt with vocal qualities—pitch, volume, pace, timbre:

"Say the word in a high pitch."

"Say the phrase in a slow, whispery voice."

Prompt with a feeling, image, action, or meaning to match the expression:

"Say the word 'twirl' so that it sounds like a twirl or like it's twirling."

"Say the phrase 'giddy slash' like you're laughing and then stop suddenly."

### **COACHING TIPS FOR THE ARTS: DISCUSSING DANCE**

#### **Reflecting on dances**

-Use Dance Reflection Starters to guide reflection. Over the course of the unit, students will gradually take over the reflection process.

-Guide your students to be specific when they respond to dances. This improves their observation skills, their dance-making skills, and their ability to see meaning in poetry and movement.

-If students are 'acting' rather than dancing a line from a poem, encourage them to exaggerate their

movement by using their whole body and to repeat movements.

-Help students focus on what was effective in the performance and describe choices that worked rather than things they did not like. This type of feedback supports choreographers because it validates their choices and helps them think about future choices.

### **Example**

Rather than allowing students to say “I liked that,” or “I didn’t like that,” ask them to describe what they saw using dance vocabulary. Prompt students with questions like “What parts of the dancers’ bodies were moving? What movement did they do? Were they in self or general space?”

Then, guide students to interpret the movement, e.g., “What did the dancers do that showed the meaning of the words? Did their dance give you a feeling or make you imagine something?”

## **PREPARING STUDENTS TO SHARE DANCES**

*See menu Coaching Tips for Discussing Dance for additional support.*

"What makes a good audience? (Students respond.) What makes a good performer? (Students respond.)"

You will perform in the order of the poem. Each group will perform its first dance with prosody, and then dance its second dance with prosody.

Audience, look for the choices they make with their bodies and voices to show the words and phrases in the poem. Notice how the movement and prosody show contrasting choices in each dance."

## **Students Sharing And Reflecting On Dances**

"Let’s have the groups who are dancing the first phrase come into the performance space. Dancers, get into your beginning shape. Audience ready? Dancers ready?" (Dancers perform their first dance, speaking the line as they dance. Then they perform their second dance, speaking the line as they dance.)

"Dancers, take a bow! Audience, give them a hand in sign language!" (After the performance, performing groups stay in the presentation space—standing or sitting—while the audience responds.)

"Let’s use our Reflection Starters to help us reflect. Audience, what movement choices did the dancers make to show the words and phrases in the poem? What movement choices did they make that showed the different word choices? Be specific, so that if someone walked into the room after the dance, they would know what happened just from listening to your words. Was their shape big, small, twisted, stretched? What parts of their bodies did they move? What smooth or sharp energy did they use? What levels did they use? Did they stay in one spot? Did they travel?" (Students may respond “In the first dance they moved their backbones very smoothly and in the second dance their legs moved very sharply.”)

"What did they do with their voices to express the meaning of words and phrases?" (Students respond).

*Repeat the process for the remaining groups.*

"Bravo, dancers! You have just created and performed dances with prosody and reflected on how they showed similar and different word choices in 'Sparklers'."

## STEP 6: MOVE DESKS

**Process:** Restore the room to its original state. Tell students how and where to move the desks and where to go once they've moved everything.

## STEP 7: CONTINUE REFLECTION WITH TRAIL MARKER #1

**Process:** TRAIL Marker #1 is the first formative assessment in the unit. See the Trail Marker and Assessment menu below for more information. Introduce students to TRAIL Markers and their use throughout the unit. Students turn to page 11 in their A4L Student Notebooks and reflect on their learning. Students share their reflections with one another. Sharing TRAIL Marker responses helps students think about what they are learning and helps teachers monitor student progress and reteach or extend, based on what they observe.

Select one of the following options to facilitate the activity and discussion:

-Have students work in pairs or small groups to complete the TRAIL Marker page in the notebook. Have them talk before writing to get ideas flowing. Then, have a whole class discussion.

-Have students complete the TRAIL Marker individually and then share in small groups or whole class.



### TRAIL Marker: Formative Assessments

Thoughts and  
Reflections on  
**Arts**  
Integration and  
Literacy

**Purpose:** TRAIL Markers are points in the unit for teachers and students to reflect on learning. Read More...

During the TRAIL Markers, students stop and do a reflective activity connected to what they are learning with regards to reading, writing, the arts, and what they need to do next.

Use TRAIL Markers in the following ways:

Take stock of where the group and individuals are with respect to the learning objectives. Engage students in conversation about what they have learned—get them to stop, think, and reflect. This can be whole class, small student groups, and/or individually with students. Use the TRAIL Marker Progress Chart to enter notes for individual students and use to inform future instruction.

## Suggested Dialogue

### REFLECTING ON PEERS' DANCES

"We just reflected on a few of our peers' dances. Now you're going to reflect on your own using TRAIL Markers. Just like a trail marker in hiking, we have TRAIL Markers in our A4L lessons. It's a time in our lessons when we stop to do a quick activity to help us think about what we're learning about poetry, prosody, and movement, and what we need to do next.

Open your A4L Student Notebooks to page 11. We're going to step back and reflect in writing on the poetry reading you have done and the dances you created.

-What phrase or phrases did you dance? Select one and write this in your A4L Student Notebook under 'I'm thinking about when I danced...'

-Think about your beginning shape, movement, and ending shape. What were one or more things you did with your body? If you need help, refer to the Movement Chart for words to describe movement.

-How did you speak your part or your lines from the poem? Think about what you did with your voice. If you need help, refer to our Vocal Qualities Chart for ways to describe what you did with your voice.

-What were you trying to show with your body and voice? Think about the image or feeling you wanted to communicate about the poem."

*Engage in class discussion or have students share with partners. Then have students individually write their thoughts on the TRAIL Marker page.*

## STEP 8: CLOSE LESSON 5

**Process:** Close the lesson with a look forward describing the next lesson.

### Suggested Dialogue

**LOOKING FORWARD**

"In our next lesson, we'll read a new poem and explore the words and phrases in the poem through 'mirror dance'."

**PERFORMING THE CLOSING RITUAL (OPTIONAL)**

"To close our theater lessons, we'll appreciate our work and each other with a unified clap. On three we'll all clap once and say, 'Huh!' 1-2-3 (clap) Huh!"

**CONGRATULATIONS ON COMPLETING LESSON 5! YOU ARE NOW READY TO MOVE ONTO LESSON 6 OF UNIT 5.**

Is this Lesson Public or Members only?:  
Members Only