

Salemwood
3rd class of 5

Feb. 25, 2009
4th grade literacy

Instructor: Alli Ross-Literacy through Dance Education
Theme: The Houdini Box- Cracking the Secret Code- mystery
Lesson VOCABULARY: magician, vanished, crumbled, bustling, escape, appeared, monument
Elements from curriculum – elementary algebra, map decoding skills
Movement components: Symbols, locomotor movements, phrasing, creativity
Lesson Goals: <ul style="list-style-type: none">○ Students will be able use symbols to make dances○ Students will have an understanding of how a symbol can be shared but interpreted differently.○ Students will execute comprehension of the class commitment, respect, safety, team work, and their best effort as in every class.

Lesson

Warm up- building upon our spatial awareness and finding our kinesphere
Exploration of axial and locomotor movement
Directed Lesson: <ol style="list-style-type: none">1. Introduce 5 symbols on a white board. These symbols should be preconceived by teacher in order to create individual codes (read on)2. These symbols can represent any type of locomotor (travelling) or axial (in one vertical place) movement. (i.e symbols for jump, turn, fall, arm move, shape, rebound , etc)3. To each student give out a file folder label with their own secret code on it. Each label will have a different combination and sequence of symbols. They will also be color coded (4 or 5 different colors)4. Let the students work individually on cracking this code through movement, referring to the symbol board when necessary. (10minutes approx.)5. Let the students observe and inspire each other as they show their interpretation of decoding their label through movement.6. Group the students be color to perform for each other.7. After all students have performed their code, discuss what students saw in relation to duration of dance code, level, size, pathway, and composition.

THE HOUDINI BOX:

An English-Language Arts/Theatre Lesson for 4th grade at Salemwood School

By: Rachel Wolf Heyman, Theatre Teacher

GOAL/OBJECTIVE

- To comprehend concepts related to the unit of the reading series, including vocabulary and predictions about the story
- To make personal connections to "The Houdini Box" using theatre techniques and improvisation

LEARNING ACTIVITIES

Warm-Up

-Magician, Vanished

GOAL: To warm up our bodies and voices, to review vocabulary words using our bodies and voice

Students will be shown three movements for three different words that have to do with the unit; magician, vanished, Abra-Cadabra (or something else a magician says when they pull a rabbit out of a hat-TBD by students). Each movement will involve three students. These movements will be used as part of a game to see who can get into these formations the quickest.

Prep 1

-Story Review/Webbing

GOAL: To establish what we know about magicians, to make personal connections to magic and the desire to perform magic

We will create a web with "magic tricks" in the middle. Students will then brainstorm different magic tricks they have seen. Then, magic tricks they wish they could perform.

Main

-Frozen Pictures

GOAL: To make an emotional, personal connection to the story, To sequence a story through frozen images.

In groups, students will be asked to:

- pick a magic trick that they wish they could perform
- think of who would be involved in this magic trick (magician, assistant, audience, etc)
- create three frozen images to represent BEFORE the trick, DURING the trick and AFTER the trick.
- rehearse
- perform

Reflection

-We will recap everything we did. Students will be asked to say one word that best describes the past hour.

MODIFICATION

This lesson can (and probably will be modified) based on the personalities and learning styles in the classroom.

ORGANIZATION

It would be helpful if the class is set up in a circle, or in a formation where there can be some sort of common open space.

MATERIALS

-chalk board or dry erase board with something to write on it with