



2024–2025 Weekly Lesson Planning Document

Week of Monday, August 26 through Friday, August 30

NAME: Christin Lewis SUBJECT: Dance II, III, IV

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title: Unit: Chapter: Page Number(s): (It is suggested that you use your curriculum map.)	Movement Signatures	Movement Signatures	Movement Signatures	Movement Signatures	Movement Signatures
TN Standard(s): Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol.	HS1.D.P3. A Identify performance etiquette and performance practices during class, rehearsal and performance. HS1.D. Cr1. A Explore a variety of stimuli to generate movement through improvisation. Develop self-awareness and self-confidence through the exploration of movement. Analyze the process and the relationship between the stimuli and the movement. HS1.D.P1.A Use space and levels intentionally during phrases and through transitions alone and with others.				
Objective (s): What specifically should students be able to do at the end of the lesson? The objective is standards-based. Write the objective in student friendly terms. For example, I can multiply binomials. This is should also be on your Whiteboard Protocol. What do you want students to know, understand and be able to do as a result of this lesson? The objective should be written using the stem... I CAN....	Exploring alphabet letters to enhance movement options for improvisation. Use EOD (Elements of dance as a tool to promote movement options. Create a short movement phrase using alphabet letters for their first names.	Exploring alphabet letters to enhance movement options for improvisation. Use EOD (Elements of dance as a tool to promote movement options. Create a short movement phrase using alphabet letters for their first names.	Exploring alphabet letters to enhance movement options for improvisation. Use EOD (Elements of dance as a tool to promote movement options. Create a short movement phrase using alphabet letters for their first names.	Exploring alphabet letters to enhance movement options for improvisation. Use EOD (Elements of dance as a tool to promote movement options. Create a short movement phrase using alphabet letters for their first names.	Exploring alphabet letters to enhance movement options for improvisation. Use EOD (Elements of dance as a tool to promote movement options. Create a short movement phrase using alphabet letters for their first names.
Possible Misconception (s): What misconception(s) are you anticipating during this lesson?	Students not thinking outside the box. Students not taking risks with movement options	Students not thinking outside the box. Students not taking risks with movement options	Students not thinking outside the box. Students not taking risks with movement	Students not thinking outside the box. Students not taking risks with movement	Students not thinking outside the box. Students not taking risks with movement options

	Students not understanding how body letters promote movement.		options	options	
Literacy-Based DO NOW: This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak.	Do Now: Enter the classroom, change into appropriate dance attire, sit in the assigned area. Complete questions on board and/or mirror. Essential Questions: Explain in detail what you think a movement signature consists of.	Do Now: Enter the classroom, change into appropriate dance attire, sit in the assigned area. Complete questions on board and/or mirror. Essential Questions: What challenges do you think you will face in creating your movement signature?	Do Now: Enter the classroom, change into appropriate dance attire, sit in the assigned area. Complete questions on board and/or mirror. Essential Questions: What does it take to create a successful movement signature	Do Now: Enter the classroom, change into appropriate dance attire, sit in the assigned area. Complete questions on board and/or mirror. Essential Questions: What did you learn about yourself in class today?	Do Now: Enter the classroom, change into appropriate dance attire, sit in the assigned area. Complete questions on board and/or mirror. Essential Questions: What did you learn about movement signatures?
Agenda for the Day Simple outline of lesson segments or activities that is time stamped. Teacher/class should take 2 minutes or less to review.	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Warmup (5 minutes) ▪ I Do (5 minutes) ▪ We do (10 minutes) ▪ You do (20 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Warmup (5 minutes) ▪ I Do (5 minutes) ▪ We do (10 minutes) ▪ You do (20 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Warmup (5 minutes) ▪ I Do (5 minutes) ▪ We do (10 minutes) ▪ You do (20 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Warmup (5 minutes) ▪ I Do (5 minutes) ▪ We do (10 minutes) ▪ You do (20 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Warmup (5 minutes) ▪ I Do (5 minutes) ▪ We do (10 minutes) ▪ You do (20 minutes)

<p>Beginning of Lesson I Do</p> <p>Science: Engage & Explore</p>	<p>Hook: Lesson Discussion Students will implement alphabet letters to discover movement options. This lesson is important to students learning because students are required to activate critical thinking skills, problem solve in dance and discover the importance of alphabet letters in relation to movement. Why are alphabet letters important? Explain your answer.</p> <p>Day 1 I Do: teacher models body letters A-G. Teachers showcase each letter with their bodies by tracing the letter with their finger (in the air) before thinking about how to showcase each letter with their body. Students will be required to look at the shape of each letter in order to discover how he/she can create each body letter. The teacher will model</p>	<p>Hook: Lesson Discussion Students will share what we worked on previously, review letters A-G and begin working on H-M.</p> <p>Day 2 I Do: teacher models body letters H-M. Teachers showcase each letter with their bodies by tracing the letter with their finger (in the air) before thinking about how to showcase each letter with their body. Students will be required to look at the shape of each letter in order to discover how he/she can create each body letter. The teacher will model letters to help students explore different variations of each letter.</p>	<p>Hook: Lesson Discussion Students will share what we worked on previously, review letters H-M and begin working on N-S.</p> <p>Day 3 I Do: teacher models body letters N-S. Teachers showcase each letter with their bodies by tracing the letter with their finger (in the air) before thinking about how to showcase each letter with their body. Students will be required to look at the shape of each letter in order to discover how he/she can create each body letter. The teacher will model letters to help students explore different variations of each letter.</p>	<p>Hook: Lesson Discussion Students will share what we worked on previously, review letters N-S and begin working on T-Z.</p> <p>Day 4 I Do: teacher models body letters T-Z. Teachers showcase each letter with their bodies by tracing the letter with their finger (in the air) before thinking about how to showcase each letter with their body. Students will be required to look at the shape of each letter in order to discover how he/she can create each body letter. The teacher will model letters to help students explore different variations of each letter.</p>	<p>Hook: Lesson Discussion Students will share what we worked on previously, review letters T-Z and begin working A-Z.</p> <p>Day 5 I Do: teacher models body letters A-Z. Teachers showcase each letter with their bodies by tracing the letter with their finger (in the air) before thinking about how to showcase each letter with their body. Students will be required to look at the shape of each letter in order to discover how he/she can create each body letter.</p>
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	<p>letters to help students explore different variations of each letter.</p> <p>Check for Understanding— teacher asks students to execute body letters, explore different ways to execute body letters. Student accountability (teacher observation and feedback *individually or whole class</p>	<p>Check for Understanding— teacher asks students to execute body letters, explore different ways to execute body letters. Student accountability (teacher observation and feedback *individually or whole class</p>	<p>Check for Understanding— teacher asks students to execute body letters, explore different ways to execute body letters. Student accountability (teacher observation and feedback *individually or whole class</p>	<p>Check for Understanding— teacher asks students to execute body letters, explore different ways to execute body letters. Student accountability (teacher observation and feedback *individually or whole class</p>	<p>Check for Understanding— teacher asks students to execute body letters, explore different ways to execute body letters. Student accountability (teacher observation and feedback *individually or whole class</p>
<p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>	<p>We Do: Explore upper & lower case letters as a class (A-G).</p> <p>Check for Understanding- teacher observation and feedback *individually and whole class) Students must apply corrections immediately. Repetition</p>	<p>We Do: Explore upper & lower case letters as a class (H-M)</p> <p>Check for Understanding- teacher observation and feedback *individually and whole class) Students must apply corrections immediately. Repetition develops muscle</p>	<p>We Do: Explore upper & lower case letters as a class (N-S)</p> <p>Check for Understanding- teacher observation and feedback *individually and whole class) Students must apply</p>	<p>We Do: Explore upper & lower case letters as a class (T-Z)</p> <p>Check for Understanding- teacher observation and feedback *individually and whole class) Students must</p>	<p>We Do: Explore upper & lower case letters as a class (A-Z).</p> <p>Check for Understanding- teacher observation and feedback *individually and whole class) Students must apply corrections immediately. Repetition develops muscle memory which is beneficial to dancers' growth.</p>

	develops muscle memory which is beneficial to dancers' growth.	memory which is beneficial to dancers' growth.	corrections immediately. Repetition develops muscle memory which is beneficial to dancers' growth.	apply corrections immediately. Repetition develops muscle memory which is beneficial to dancers' growth.	
<p>End of the lesson You Do</p> <p>Science: Evaluate</p>	<p>You Do Independently: First- work individually on body letters A-G (what other ways can you execute letters?) Second-In pairs (students will execute A-G (how did body letters change when you added a partner?))</p>	<p>You Do Independently: First- work individually on body letters H-M (what other ways can you execute letters?) Second-In pairs (students will execute H-M (how did body letters change when you added a partner?))</p>	<p>You Do Independently: First- work individually on body letters N-S (what other ways can you execute letters?) Second-In pairs (students will execute N-S (how did body letters change when you added a partner?))</p>	<p>You Do Independently: First- work individually on body letters T-Z (what other ways can you execute letters?) Second-In pairs (students will execute T-Z (how did body letters change when you added a partner?))</p>	<p>You Do Independently: First- work individually on body letters A-Z (what other ways can you execute letters?) Second-In pairs (students will execute A-Z (how did body letters change when you added a partner?))</p>
<p>(05 MINUTES MAX) Literacy Based closing activity: Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day.</p>	<p>Students will describe the process taken to create body letters A-G</p>	<p>Students will describe the process taken to create body letters H-M</p>	<p>Students will describe the process taken to create body letters N-S</p>	<p>Students will describe the process taken to create body letters T-Z</p>	<p>Students describe the challenge faced while exploring body letters A-Z.</p>
<p>SPED Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	Modified movements/ peer grouping	Modified movements/ peer grouping	Modified movements/ peer grouping	Modified movements/ peer grouping	Modified movements/ peer grouping
<p>ESL Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	Peer grouping/teacher support	Peer grouping/teacher support	Peer grouping/teacher support	Peer grouping/teacher support	Peer grouping/teacher support

Assessment (s): How will you know that students have reached the objective? Assessments may include: Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc.	Observation & feedback; students show body letters when called on by the teacher.	Observation & feedback; students show body letters when called on by the teacher.	Observation & feedback; students show body letters when called on by the teacher.	Observation & feedback; students show body letters when called on by the teacher.	Observation & feedback; students show body letters when called on by the teacher.
Corrective Activity (s): What will I do if the student doesn't understand the lesson?	Show alphabet letters A-G (upper or lower case)	Show alphabet letters H-M (upper or lower case)	Show alphabet letters N-S (upper or lower case)	Show alphabet letters T-Z (upper or lower case)	Show alphabet letters A-Z (upper or lower case)
Extension/Enrichment Activity (s): What will I do with students who understand quicker than others?	Begin implementing EOD (Elements of Dance) between movements/show alternative ways to produce the same letters in a different way.	Begin implementing EOD (Elements of Dance) between movements/show alternative ways to produce the same letters in a different way.	Begin implementing EOD (Elements of Dance) between movements/show alternative ways to produce the same letters in a different way.	Begin implementing EOD (Elements of Dance) between movements/show alternative ways to produce the same letters in a different way.	Begin implementing EOD (Elements of Dance) between movements/show alternative ways to produce the same letters in a different way.
Technology Integration: How will the students use technology to help them master the objective.	Show Body Letters via YouTube.	Show Body Letters via YouTube.	Show Body Letters via YouTube.	Show Body Letters via YouTube.	Show Body Letters via YouTube.