

Brandon Smith
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School of Education
Lesson Plan #2

Subject: Physical Education

Grade Level: 4th Grade

Time Estimate: 55 mins

Unit: Dancing

Topic: Macarena & The Electric Slide

Goal(s): To teach the students the two dances that will be performed at the Go Texan Day which will be held at Outley in early March.

Objective(s): TSWBAT use their bodies and learn the correct coordination to perform the dances to the rhythm of the songs that correspond to the dances.

TEKS: §116.6b 1 (C)(I), 2 (C), 7 (A)(C)

Materials/Resources/Technology needs:

Spot markers, speaker, CD player/Laptop, playlist

Instructional Procedures

- **Focusing Event:**

After the students finish their warm-up exercises I will have them refocus by asking students to help me to remember the dances that we covered in their last class period in PE (Cotton-Eyed-Joe, Cupid Shuffle, and the Chicken dance). Following this I will have students turn to a neighbor and tell them which one of those dances is their favorite and have them give a reasoning for their choice. I will remind the students why we are learning these dances (Go Texan Day). We will then review one of the dances (the Cupid Shuffle) and practice it to the music.

- **Teaching/ Learning Procedures:**

1. Have the students come in and begin walking on the blue lines that define the basketball court (5 mins).
2. Have the students carefully walk to their spots and have a seat on the gym floor.
3. Conduct the warm up activities.
4. Conduct the focusing event.
5. Teach the steps to the **Macarena**.
6. Practice the macarena! First without the song then with the song.
7. Have students stop using stop signal “STOP” then have students return to their seated positions on the gym floor.
8. Teach the steps to the **Electric Slide** and the vocabulary (the grapevine)!
9. Practice the Electric Slide (without the music first then with the music).
10. Then have the students return to their seated positions and dismiss them by their class.

- **Formative Check** (ongoing or specific): The formative check will be conducted when the students are thinking and talking through the focusing event and during the practice portion of the dances.
- **Reteach (alternative used when needed):** Model the proper way to do the dances or have neighbor students help each other to learn the dances through reciprocal teaching.
- **Closure:** At the “STOP” signal given, students will be asked to return to their spots and have a seat. I will then have students verbally respond to the question: “Can anyone tell me the names to all the dances?” I will then ask the question “why are we doing all these dances?” to make sure that all the students understand.

Assessment/Summative Evaluation: The activity for the day will serve as the summative check, as the students will have multiple opportunities to perform each of the components being observed and will be receiving feedback to make corrections as they move through the sequences of the dances.

Modifications/Notes:

ELLs: I would have them pair up with a more English-proficient, native Spanish-speaking peer explain the given instructions to them or provide modeling for the student on a 1-on-1 basis.

Sp. Ed.: Have the students participate in the dances beginning at a slower rate and personally teach them every part of the dances on a 1-on-1 basis.

Reflection (post presentation):