

LESSON PLAN

Teaching Artist's Name: Deitrich P. Faison
Zoom: Wolftrap Virtual Family Event
Teacher:

Date 6/4/2020
Session: # 1

Maria Tenia Una Llamita/Mary Had A Little Lamb

Curriculum Standard for the Residency:

Math Standards: Counts and qualifies. Understand spatial relationships. Knowledge of shapes.

Arts Standard for the Residency:

Arts Standards (Dance): Explores dance and movement concepts

Teacher's Professional Development Arts Skill for the Residency: Dance/Math

Today's Arts Focus : Children will be moving to a story rhyme with others to a steady beat, while counting, following directions and using their imaginations.

Children's Objective(s) for Today:

Body-awareness, begin to develop simple sequences of movements, while imitating the little llama.

Curriculum Content Vocabulary:

Number and number sense, counting, directions and pathways.

Arts Vocabulary:

Locomotor and non-locomotor movements to different patterns of beats, rhythm and music, while bending, turning, twisting wiggling, jumping, marching etc.

Children's Prior Knowledge:

Children should be aware of and have some knowledge of body parts and how they move.

Procedure:

- ❖ **Introduction:** Warm up activities
- ❖ **Teacher Role:** Teacher and children will sing the following songs together:
- ❖ **Friends song:** Friends, Friends, one two three, All my friends are here with me, You're my friend, You're my friend, You're my friend, You're my friend. Friends, friends, one, two, three. All my friends are here with me.
- ❖ Amigos, amigas, uno, dos, tres. Todos mis amigos estan aqui con migo. Todos mis amigos, todos mis amigas, todos mis amigos, todo mis amigas. Amigos, amigas uno, dos, tres. Todos mis amigos estan aqui con migo.

Since the book is also in Spanish, I'll have the children repeat the Friends Song in Spanish.

Body Talk: Move your eyebrows, up and down. Everybody move your nose, like a bunny. Move your cheeks, like a frog. Move your mouth, like a fish. Move your tongue, like a lizard. Move your chin, from side to side. Now move your head around and around slowly. Now move your shoulders up and down, up and down. Move your elbows, wiggle those elbows. Move your hands, shake those hands. Everybody move those fingers, make them wiggle. Swing your arms, swing them around and around. Move your chest in and out, keep going, good. Now move your tummy, stick it way out, hold it in, good work. Now shake those hips, warm up those hips from side to side. Move them around and around. Move one leg, swing it gently back and forth. Now the other leg, try to balance, swing it slowly, good work. Move your knees, wiggle those knees. Now move one foot, shake it, all around. Get ready to shake the other foot, move it all around, shake it. Alright now, get ready to shake your whole body out. Wiggle every part of you. Keep going, and stop. Give yourselves a hand everybody. You did a great job!

The Counting Dance: 1-2, repeat, 3-4, repeat, 5-6-7, repeat, 8-9-10, repeat,
11-12, repeat, 13-14, repeat, 15-16-17, repeat, 18-19-20, repeat.
Let's go, singing the number rock. Let's go singing the number rock.

Repeat the entire song.

We will be concentrating on numbers 1-10 using a particular counting rhythm. 1-2, 3-4, 5-6-7, 8-9-10.

Breathe, Inhaling and Exhaling: for a cool down.

- ❖ **Main Experience: Storybook: MARIA TENIA UNA LLAMITA/ MARIA HAD A LITTLE LLAMA-**
By Angela Dominguez

Teacher Role: Take a brief picture-walk through the book to peak their interest. While reading the book, ask open-ended questions that pertain to math concepts(counting from one to ten). Pretending to be Maria and the little Llama, the children will move and dance to the story line.. using a sequence of movements while counting and moving to a steady beat - They will clap their hands ten times, move their fingers ten times, wiggle their hips ten times slap their thighs, kick their legs, beat the drum, etc., etc., etc. Music: Maria Tenia un Pequeno Cordero-(Spanish)"Mary Had a Little lamb" And the English version.

- ❖ **Closing: Review**

Teacher Role: Questions

What body parts did you move (exercise)? Show me? Let's count them. Move the body parts we moved during the exercise using the counting rhythm. (1-2, 3-4, 5-6-7, 8-9-10.)

Farewell:

Sing The Friends Song like a lamb.

Teacher and Teaching Artist's Intentional Questions to Assess and Further Learning:

(not all areas below need to be addressed for each lesson)

Open-Ended (i.e. children contributing possibilities, thoughts):

Demonstration (i.e. "show me..."):

Application of Learning (i.e. making connections to real world experience):

Problem Solving/Critical Thinking (i.e. prediction):

Factual Questions:

Which body parts did we move? How many times did we do that movement? Can you show me how your lamb moved? Did your lamb move fast or slow? Show me?