

Second Grade(s)



(Wild Things
Summer Week 2)
Bethanne Griffin
(2/40-minute lesson)

Lesson Title: Wild Things!

Objective(s): Students will be able to identify key details of a text by retelling the story through dance choreography and create qualities of movement which reflect the range of emotions throughout the story, “Where the Wild Things Are” by Maurice Sendek.

Fine Arts Standard(s): DA.RE.9.5a Describe and define the characteristics that make a dance artistic and meaningful using basic dance terminology, and develop, understand, and apply artistic criteria for evaluating dance.

Curriculum Standard(s): 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Social Emotional Competencies: *Self-Management:* The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

Lesson Instructions:

- **Anticipatory Set (5 min):** Mystery Box. Inside the mystery box will be index cards with a different emotion written on each card. We will discuss what each feeling means by asking students if they’ve ever felt a similar way. They will represent the different emotions the book’s main character goes through. *Question to prompt mini discussion:* I wonder what these different feelings would look like if we were to give them each a movement...let’s leave these feeling cards off to the side for a moment so we can peek at our story for this week.

- Next, I will introduce the book. “Where the Wild Things Are” by Maurice Sendak.

Prompting questions: Looking at the cover of this book, who can predict what this story might be about?

What kind of feelings does the book’s cover give you?

I think this story is about _____ because _____.

- **Warm up (10 min):** students will be led through a series of movements to warm up their bodies. They will focus on whole body movements and isolation movements. *Students will be prompted to answer questions:* I wonder who has an idea as to why we need to warm up our bodies before we dance? We will review safety practices with the body and movement.
- **Interactive Read Aloud (10 min):** Let’s see if we can identify the mystery box feelings in the story, “Where the Wild Things Are”. I will read the first few pages and then we will review our feeling cards: angry/mischievous /sad/remorse/happy. As a whole group, we will identify why and how the main character is feeling. Students will help to create a movement phrase for the selected feeling. We will use up to 4 movements per feeling card. After our whole group movement phrase, students will be split into their breakout dance group, and each be given a feeling card. We will finish the read aloud and stop to check for understanding on how Max’s feelings are changing throughout.
- **Breakout Group Work (10 min):** Did you hear Max’s feeling your feeling card? Take 7 minutes to create a 2-3 movement phrase. I will put music on for students to move to. Students will do a quick show and share in preparation for Part 2.

- **Prompting questions for closure (5 min):** Detail, detail, detail! We must think of detail as our *quality of movement*. What does our movement look like? If your feeling card is *sad*, how will you show me sad in your whole body? What are your details? What was Max's detail in the story? Will it be heavy and low? Light and bouncy? What kind of dance levels will you use? What do you look like when you're sad? How can we make it speak in our fingers, arms, legs, eyes, etc.?...
- **Part 2/Day 2: Warm up (10 min)** Students will be led through a warmup of whole-body movements and isolation movements set to music.
- Review of yesterday's movement phrases **(10 min)**. Today we will be putting the feeling-card phrases into a sequence to that of our story, "Where the Wild Things Are". Detail, detail, detail! Why does detail matter? We will think of detail in dance as our quality of movements. What does it look like?
- We will discuss how detail adds meaning to our work and makes it more interesting. Now that we have our movement phrases for each feeling-card, you will be getting a detail/quality of movement card to add to your feeling.
- Let's review all the different movement qualities across the floor as a whole class **(7 min)** vibratory/pendular/abrupt/fluid/. We will practice each quality of movement as a whole group. Then students will be put back into their breakout dance groups and be given a quality of movement card. They will find a way to add that quality into their feeling-card movement phrase.
- **Breakout dance group work (7min):** as the facilitator I will be going around to each group and prompting them to think about different dance levels, pathways, shape.
- **Show and Share: (6 min)** We will look at each group's quality of movement and try to identify their quality word based on the detail of their movement.
- If time allows, we will sequence the groups together with music.

Optional Extension Activities:

- For breakout groups who finish early they will be given another feeling-card/quality of movement card and create a new movement phrase.

Dance Vocabulary

Quality of movements:

- *Vibratory*
- *Abrupt*
- *Fluid*

ELA Vocabulary

- *Sequence*
- *Detail*