

Lesson 1 of 5

30 minutes

Curriculum expectations: A1.1, A2.1, A3.1, B1.3,
1.4

Topics: Movement Competence, Active Living



Action Words

Grade 5 | Creative Movement

Learning Goals

By the end of this lesson, students will be able to:

- demonstrate relationship and social skills as they actively and safely create an action word sequence with a partner
- demonstrate and apply their understanding of the components of physical activities as they explore different combinations of locomotor movements

Facility

Gymnasium

Safety Requirements

Refer to the Ontario Physical Education Safety Guidelines at safety.ophea.net.

Equipment List

1 copy of individual action words on cards per student

1 pencil per student

10 posters of action word categories

Audio equipment and music

Chart paper and marker

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Sticky notes (optional)

 [Teacher Resource 1: Active Living, Movement Competence and Living Skills Anecdotal Recording Chart](#)

 [Teacher Resource 2: Action Word Stations](#)

 [Student Resource 1: Exit Card](#)

Warm-Up

Students will gradually increase their heart rate by participating in the following activity.

My Shadow

- Have students find a partner and decide together who will be A and who will be B.
- Play music with a steady beat.
- Student A begins to explore different combinations of locomotive movements, doing Warm-Up activities (e.g., jumping on spot, running on spot, wiggling, shaking) that move their joints through a full range of motion and gradually increase the heart rate.
- Student B follows Student A.
- Encourage students to travel at different levels and in different pathways and to increase their speed of movement as they warm up (e.g., walk, power walk, gallop, skip).
- On a signal “switch,” student B becomes the leader.

Minds On

Prior to lesson, hang the action word posters around the activity area.



Action Words

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Share and clarify the lesson Learning Goals with students. Students rephrase Learning Goals using their own words. Have students share newly worded Learning Goals orally.

Have students use the Think Pair Share Strategy (see Appendix) to provide criteria for what kind of dance styles they enjoy watching or performing.

Teacher prompt: “What type of dances have you seen in real life or on TV? Why did you like them?”

Student response: “I like hip hop because of the funky cool moves.”; “I like dance with lots of patterns, rhythms and synchronization.”; “I like ballet because it tells a story.”

Explain to students that some dances can tell a story, with a beginning, middle and end. Explain to students that in this unit, they’re also going to make a story, and that they should consider the movement sequences as sentences. Continue to explain that the individual moves can act as grammar and punctuation.

Draw students’ attention to the stations on the wall, and have them respond to the following prompts.

Teacher prompt: “What do these stations represent? What do you think they have to do with creative movement?”

Explain that the stations are action words placed into categories. Have students describe what active and safe participation looks like in creative movement. To accommodate various types of learners, record key words/expectations on chart paper and post in the activity area for referral throughout the lesson.

A&E - Minds On

Teacher observation of students’ understanding of creating dance sequences using Teacher Resource 1: Active Living, Movement Competence and Living Skills Anecdotal Recording Chart

Action

Briefly discuss relationship and social skills that should be applied when working in small groups (e.g., take turns, encourage others).



Action Words

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Action Words

- Post Teacher Resource 2: Action Word Stations prior to class.
- Divide students into 10 groups.
- Students rotate to each station and explore the words on the posters in each category and demonstrate the word with their own actions.
- Encourage students to vary their movements in body shape and time, travelling on their own and together with others in their group.
- Play background music.
- On a predetermined signal, direct students to rotate from station to station until they have completed all the stations.
- Provide appropriate prompts to ensure students are able to perform a variety of locomotor movements in combination (e.g., Can you contract really slowly? Really suddenly?)

Action Words Demo

- Give each student an action word.
- Consider using movement words from Teacher Resource 2: Action Word Stations.
- Students demonstrate the word in their own space.
- Music is optional.
- After practice, direct half the class to demonstrate their action, while the other half of the class watches and attempts to guess the action words of their classmates, using the posters as a guide.
- Several students share their guesses, until all students have shared their word

A&E - Action

Teacher observation with anecdotal writing of students' demonstration of movement skills, active participation and living skills using Teacher Resource 1: Active Living, Movement Competence and Living Skills Anecdotal Recording Chart

Cool-Down

Students gradually decrease their heart rate to a resting rate by participating in the activity below. Students should also stretch the body parts that have been active throughout the lesson. See Appendix for stretches.

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Four-Way Mirror

- Students face the front of the activity area and follow the leader who slowly performs movements from their favourite stations.
- The leader turns to face another wall and calls out the name of another student who is now standing at the new “front” of the group.
- That student leads the group in a series of movements.
- Students continue to move and turn, selecting a new leader each time they face a different direction.

Consolidation

Using the Think Pair Share Strategy (see Appendix), students reflect on behaviours they saw which they feel helped them interact well with each other. Students complete Student Resource 1: Exit Card prior to leaving class.

A&E - Consolidation

Teacher observation with verbal feedback of students’ ability to identify appropriate social skills during the Think Pair Share Strategy and on Exit Cards

Ideas for Extension

Action Word Group Sequence

Students work with their original group from the Action Word Station rotation to create an action sequence, choosing one word from each of the 10 categories. A sample sequence might include the following:

- Turning - Spin
- Sinking and Rising - Lower
- Contracting - Close
- Stopping - Settle
- Travelling - Slither
- Jumping - Bound

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Action Words

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- Percussion - Stamp
- Vibrating - Tremble
- Expanding - Spread

Students work with their group to put together a sequence with a beginning and an ending. They may repeat actions. Students share their sequences with other small groups and provide feedback for each other.

Next Steps

Students will be introduced to movement concepts, working in unison at a variety of levels and speeds to enhance their ability and confidence in creating and performing sequences.

Notes to Teacher

- Students should have a working knowledge of the principles of movement (body awareness, space awareness, effort and relationships).
- The action words used in this lesson can be integrated into classroom activities such as high-frequency word walls, poetry and building vocabulary in story writing. Encourage students to add their own words to each category. Students may also create a new category.