**SINGLE SUBJECT DAILY LESSON DESIGN FORMAT**

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| TITLE OF LESSON: Community Building: Dancing Around Names | CURRICULUM AREA & GRADE LEVEL: All Grade Levels | DATE OF LESSON: 08/12/13 |
|  CA CONTENT STANDARD(S) ADDRESSED: N/A | CA ELD STANDARD(S) ADDRESSED: N/A |
| BIG IDEA ADDRESSED: Learning names about others in the classroom as an ice-breaking introduction in order to create a classroom community.  | ESSENTIAL QUESTIONS ADDRESSED: Why should we learn each other’s names? What strategies can you use to remember other peoples’ names/poses/dance moves?  |
| OBJECTIVES/LEARNING GOALS* Cognitive +
* Affective +
* Psychomotor +
* Language Development +

After playing Dancing Around Names, students will be able to name all or most of their peers’ names. | ASSESSMENT(S)—*choose type(s) as appropriate* * Diagnostic (entry level)
* Formative (progress-monitoring)
* Summative (evaluative)

At the end of the activity, students will be able to remember at least half of the names of the students they interacted with. |
| PREDICTION OF LIKELY DIFFICULTIES STUDENTS MAY ENCOUNTER WITH THIS MATERIAL *(possible misconceptions or assumptions)*Some students may experience extreme shyness in this learning environment.  |
| INSTRUCTIONAL STRATEGIES: *What the teacher does to help students cope with the difficulties in order to succeed*

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| STEPS (Fill in each box with specific information) | LEARNING STYLE(S) ADDRESSED | REASONS/RATIONALES |
| Anticipatory Set (“Into”)I open with a video of a community folk dance from the Balkans (possibly from YouTube). Briefly, I explain my background in folk dancing as a hook into the name activity. Ask if any students can locate the Balkans on a map, or have any idea of where the Balkans are geographically. Also ask if the students know anything about folk dance and the relationship folk dancing has to building communities. | Visual, auditory, music | Hook student interest and warm up their disposition to the activity ahead |
| Instruction (“Through”)Explain how folk dance is instrumental in creating and maintaining communities worldwide. Explain how students are to participate in this activity.Everyone stands in a large circle, facing inward. It is as follows: the instructor begins the activity with a dance move/pose (1-3) seconds and say my name. Then, the instructor asks the student to their right to repeat the instructor’s name and dance move, and then add on to the community “dance.” | Visual-spatial, auditory | Explanation of the activity; how to participate |
| Guided Practice (“Through”)The instructor begins the activity, following the steps above. | Visual-spatial, auditory, kinesthetic, interpersonal | Provide an example to follow for the activity |
| Independent Practice (“Through”)The instructor asks all students to move from their original positions in the circle to start anew. | Visual-spatial, auditory, kinesthetic, interpersonal | Increase challenge to remember names & the newly formed community dance |
| Closure *(summarize; make meaning of the lesson)*Instructor tells students to remain the circle for discussion. Instructor asks for volunteers to name other students’ names in the circle without dance. | Auditory, visual | Assess how/if the community dance helped students to remember the names of their peers. |
| Transfer (“Beyond”) *(opportunities to apply the learning)*Instructor asks students to reflect on how they remembered the names of their peers and what strategies they might have used.  | Auditory, visual, interpersonal, linguistic | Reflection on how creating a community dance helped to create an actual classroom community. |

 | STUDENT ACTIVITIES: *What the students do*

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| STEPS (Fill in each box with specific information) | LEARNING STYLE(S) ADDRESSED | REASONS/RATIONALES |
| Anticipatory Set (“Into”)Students watch the intro video & then listen to my short introduction. Students volunteer to answer introductory/exploratory questions. | Visual, auditory, music | Student interest grows |
| Instruction (“Through”)Students listen to how folk dance creates communities worldwide. Then, students listen to how to participate in this activity. | Visual-spatial, auditory | Listening/processing how to participate in the activity ahead |
| Guided Practice (“Through”)The first student to the right of the instructor repeats the instructor’s name & dance move. Then, the student says their name & proceeds to add on to the community “dance.” Each student follows respectively until every student has added on to the community dance. | Visual-spatial, auditory, kinesthetic, interpersonal | Students view example of how to participate  |
| Independent Practice (“Through”)Students move from their original positions and the community dance gets mixed up. | Visual-spatial, auditory, kinesthetic, interpersonal | Students employ psychomotor skills to name their peers in the new community dance |
| Closure *(summarize; make meaning of the lesson)*Students remain in the circle for discussion. Students volunteer to name other students in the classroom without dancing. | Auditory, visual | Assess how/if the community dance helped students to remember the names of their peers. |
| Transfer (“Beyond”) (opportunities to apply the learning)Students respond to instructor’s questions on how the creation of a community dance helped to set the foundation of a classroom community. | Auditory, visual, interpersonal, linguistic | Students reflect on how creating a community dance helped to create an actual classroom community. |

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| INFO ABOUT ENGLISH LANGUAGE LEARNERS: *Consider students individually and as a group* * Readiness level
* Learning profile: strengths and challenges
* Interests—academic and/or personal
 | INFO ABOUT STUDENTS W/ SPECIAL NEEDS (include gifted students) : *Consider students individually & collectively** Readiness level
* Learning profile: strengths and challenges
* Interests—academic and/or personal
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| DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS—*choose area(s) as necessary based on information above** Content (***what*** *material—including key vocabulary—is learned*)
* Process (***how*** *the material is learned*)
* Product (*how the learning is* ***demonstrated***)
 | DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS— *choose area(s) as necessary based on information above** Content (***what*** *material—including key vocabulary—is learned*)
* Process (***how*** *the material is learned*)
* Product (*how the learning is* ***demonstrated***)
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| RESOURCES: Enough space for students to stand in a large circle, projector to show video. | REFLECTION (*Questions to consider after the lesson:* What went well? Why? What evidence do I have that shows the extent to which the lesson was effective? What problems do students still have? How will I deal with the students whose understanding of the material is weak? How will I remediate? What changes will I make to enhance learning the next time I teach this lesson? Why?) |