

Quick Write Up: Name Shapes

- Have students pick a frozen shape that represents their name.
- Go around the class one at a time and have them show their shape and say their name.
- The rest of the class should mirror the shape back to them and say the name as a group.
 - This is when you should talk about translation, about how all of our bodies are different and someone else's body doing our name shape might look different than our own.
- Repeat this name shape process (maybe every day or once a week depending on how frequently you see your students).
- Encourage students to make up a new shape if they can't remember what they chose last, but encourage them to work towards memorizing and picking a shape they can stick with.

Extensions: Eventually, see if students can remember each other's name shapes as you go around and make it entirely non-verbal. You can also build towards showing the name shape of a student you want to talk to and seeing if they recognize that you are using their shape. You can also take photos of each student's shape and put them up for everyone to practice!

Quick Write Up: Touch Color

- Call out various colors and have the students move around the room to touch that color as quickly as they can (the colors should not be on clothing or anyone's body).
- You can add modifiers like "touch the color green below your knee height or above your shoulder height".
- You can add modifiers like "touch the color blue and on your way there move like you are traveling through jello".
- You can add textural modifiers like "touch something smooth, bumpy, etc."

Adjustments: If you are back in the classroom and want to avoid students touching everything, change it to "point to color".

Ingredient Lists

Objective: Use list-making as a tool for movement and concept exploration

Materials: Paper and writing utensils

Vocabulary: Noun, Adjective, Verb

Most Appreciated By: K-6

Time Estimate: 15-30 minutes

Procedure

1. Start by writing out three columns: Nouns, Adjectives, Verbs. Explain to your students that you are going to create some ingredient lists like you might when you go grocery shopping.
 - Brainstorm different words to go under each list. These words should not be connected in any way. No more than ten each to start. Encourage them to think creatively with their lists. Examples below:

<i>Noun</i>	<i>Adjective</i>	<i>Verb</i>
toothbrush	squishy	jump
potato	loud	melt
thunderstorm	crunchy	push
living room	sleepy	scoop
fairy	fizzy	stomp

2. Begin by working as a group
 - Ask students to help you pick three to five of the ingredients on the board, preferably ones from different categories. Write those ingredients out like a shopping list, one item below the next. This will become your dance.
 - As a group (each finding their own space) have the students try out each ingredient in that order. Have them say the word with you each time you switch to the next ingredient.
 - Repeat as many times as you'd like with new lists. When they are ready, you can start to combine ingredients in your list. In the first style of list you may have tried "melt" and "cat", but in this new list you might try moving like a "melting cat".
3. Transition to individual student work
 - After this you can progress to students writing out their own individual lists based on the ingredients the group came up with. Encourage them to dance through their lists and even start to memorize some choices they are making that they like. You can spotlight students to share or split the group in half and have them share their lists in large groups with the other side observing.

Moving Forward

Like Punctuation Dances, you can experiment with partners for this activity. Have students write out their lists and then swap them with a partner. Each student should then create a dance for the new list they've been given. You can also take any list that has been made and add any of the following layers: reverse it, slow motion, super speed, down low only, etc.

Curricular Connections

This can go beyond exploring nouns, adjectives, and verbs quite easily. If there is a book you are working on in class, transform your brainstorm columns into: Characters, Settings, Adjectives. In this way they will detail out the characters in the story, the locations throughout, and adjectives for describing both. Have them create mismatched ingredient lists and explore those. How can you move like a certain character? How can your body show that you are in a certain location? What is it like to move like these characters? Similarly, you can use this to explore a biome or ecosystem. For example, if you are studying the forest floor you might make your columns: Producers, Consumers, Decomposers (to explore the habits of specific creatures) or Smell, Feel, Look (to describe and explore the terrain).

Punctuation Dances

Objective: Create awareness of punctuation and its uses through movement

Materials: A body of text written out large OR on a shared screen virtually

Vocabulary: Comma, Exclamation Point, Parentheses, Period, Question Mark, etc.

Most Appreciated By: K-6

Time Estimate: 15-30 minutes

Procedure

1. Select a body of text to work with and place it up so the entire class can see it. It might be a poem or a passage from a book you are working on in class.
 - Talk with students about why punctuation exists for our eyes as readers and our ears as listeners. You can even read the entire passage out loud and ignore the punctuation so they can hear what it would sound like without.
2. Ask students what types of punctuation they see in the text and, with each answer, create a key (also written large) that pairs a type of movement with that specific kind of punctuation. Students can also help you select what kind of movement to use.
 - When making your key, you will also want to use a different colored marker if possible for each type of punctuation.
 - As you create the key, have students test out each movement choice to make them all feel more familiar.
 - An example of a key is below:

! Exclamation Point	=	one big jump
, Comma	=	reach both arms up
? Question Mark	=	wiggle like a noodle
. Period	=	rub hands together
() Parentheses	=	kick one leg high

3. After the key has been created, go through the text and circle or underline moments of punctuation with the corresponding color to make sure students can spot them. You can also do this ahead of time by writing the text in black and writing the punctuation in pre-determined colors. Start by reading the key out loud and every time you reach a punctuation mark, pause for emphasis and do the connected motion.
 - Try it with you reading the poem/text out loud. Repeat and divide the sentences among student readers.

Moving Forward

If students are ready for it, you can have them each take a different poem or text and create individual punctuation dances with their own special keys. You can also have them create their own and swap with a partner. In this version, they need to show *and* teach their movement key before letting their partner work through the traded text. You can also challenge students to write their own stories before applying a punctuation dance to them. If working on confident reading,

have students read their story to the class and ask the other students to dance the punctuation while listening. In this way, you've got bodies moving while listening and your student reader will work on reading out loud with moments of pause and expression as they respond to the class.

Notes & Modifications

You can take this activity a step further when it comes to reading character voices. Just as you created a key for punctuation, you can also create a key that codes emotion. Select a series of emotions with the class with a corresponding color for each. Go through a section of text and underline character speech with whatever emotion color best matches it. As you read out loud, students can strike frozen poses (think back to Shapes in Space) that match the character's emotion.

Dancing Math Problems

Objective: Explore and embody math problems as a class and in small groups/teams

Materials: Paper and Pencils

Vocabulary: Add, Subtract, Divide, Multiply, Fraction, Negative, etc.

Most Appreciated By: K-6 (for K-3, simplify the math problems and symbols)

Time Estimate: 30-40 minutes

Procedure

1. Start by talking through the common symbols they are going to see in the math problems you've selected. With each one, create a key (written large) that pairs a body shape with that specific symbol.

-This is similar to Punctuation Dances, but the main difference here is that the shapes you make should be clearly connected to the symbol (whereas it could be anything for Punctuation Dances). For example, for the multiplication symbol, make your body look like that X somehow. Have them help you problem solve what these shapes could look like.

-When making your key, you will also want to use a different colored marker if possible for each symbol.

-As you create the key, have students test out each shape to make them all feel more familiar.

-An example of a key is below:

X Multiply	=	make an X with arms or legs
÷ Divide	=	make arm flat, nod above it and below it
+ Add	=	pile your hands up on top of each other
- Subtract	=	throw it over your shoulder
() Parentheses	=	turn your body into a C shape
= Equals	=	lay down flat
-# Negative	=	put hands together small and to the side
## Fraction	=	draw a line across your mid body

2. Select a simple math problem to start and place it up so the entire class can see it. Dance through the math problem as a group. Be sure to go slow and say the entire thing out loud as you make all the shapes for each symbol. Example: $(10-7) + (2 \times 5) = ?$
3. Have the students then work through the problem with paper and pencil. Have the entire group dance the problem again and then call on a student to share their answer. Talk through the problem to be sure everyone knows how that answer was found.
4. So, now you've danced through all of the symbols. You can repeat this as many times as you like before the next layer where we begin to dance the numbers, as well.
 - Decide as a group how you are going to dance the numbers. This can be done through many variations. To start simply, if the number is single digit like 4, you could decide to hop 4 times or shake a limb 4 times.

-If the number is multiple digits like 22, rather than hopping 22 times, you can approach each number individually. So you would maybe nod 2 times, make a connecting shape, and nod 2 more times. This connecting shape lets everyone know that these numbers are part of the same grouping. Your connecting shape might be a single clap or giving yourself a squeeze. Alternatively, you can show larger digits by say shaking one limb 2 times and then switching to a different limb for the other 2. Students will need to watch for these switches and connect the numbers.

-Try out several more math problems now dancing both the numbers and the symbols. Eventually, you can stop saying everything out loud and try just dancing the problems. You can also encourage students to dance their answers.

-Eventually, you will grow tired of dancing the same key over and over again. Change that key often and create new symbols for the class to use to keep things fresh.

Moving Forward

Once your students get the hang of this there are many ways to scaffold this activity. You can begin to have them work in partners or small groups to tag team dancing the math problem. In this way they can show the problem with multiple bodies and then dance the answer they find together. These can be shown to the class.

You can also make this a decoding challenge. You would give a secret and differing math problem to each small group or partner set and have them figure out how they want to show the class the problem. Have each group dance their problem (without speaking it) to the class and ask observing students to write down what they think the problem is (they will need to see it several times). Observing students can then solve the problem and dance their answers back to the team. Getting to this level will take a lot of practice as students will need to be able to clearly show their shapes to the class. If your students are ready to make things even trickier, you can leave your class key behind and have each group create their own new key. These keys can be shared with the class or kept a secret.

Dance Maps

Objective: Create purposeful paths inside of everyday spaces and routines

Materials: Paper and Markers/Colored Pencils/Crayons

Vocabulary: Dance Map

Most Appreciated By: K-6

Time Estimate: 20-30 minutes

Procedure

1. Start by having your students take a tour of your classroom (or the room they are in if virtual) and ask them to notice the details. Where are the doors and windows, how are the desks positioned, where are any standalone items (rug, teacher's desk, etc.)?
2. Have them pull out a piece of paper and whatever coloring material is most easily available.
3. Set up the dance maps
 - Ask them to draw some simple markers on their paper that help them see the piece of paper as the classroom. I like to demonstrate this part on my own paper for them. I usually mark where the door is and where the windows are and any other symbols that help me visually. Feel free to hold up your paper and ask them to pretend they are a bird looking down at it. Give students a moment to draw their own markers.
 - Use your utensil to mark a starting and a stopping place for your dance. This might be signified by an X, stick figure, etc. Give students a moment to draw their own spots.
 - Then draw a path between these two points. Your connecting line should not be a continuous line, but instead should show some scribbles, swoops, spirals, dotted lines. Explain that, that line is the dance.
 - Demonstrate how the map works by going over to your starting spot and dancing your line to your ending spot. Take your paper with you and show students that you are really paying attention to when the texture of the line changes *and* how you have to avoid classroom obstacles as you go. Show them your dance again and see if you can look away from your paper sometimes. Talk about how your dance might change each time as you get more comfortable and memorize your map.
 - Have students take some time and draw their own maps out. They might use a single color or several colors.
4. Work through the dance maps
 - You can either have students get up once they are ready and start moving through their maps or you can wait until the entire class is ready.
 - As students are working through their maps, remind them to look out for objects and each other. If you have too many students for this to work all at once, have half of the students stay at their desk and observe the others working (then switch). Give students a few minutes to work through their dances and ask them to think about eventually memorizing their dance. Once they've got it in their body, they can leave their dance map on their desk and continue to work. Encourage them to add things to make their dances more dynamic (levels, moments of pause, etc.).

5. Share the dance maps

-Have students leave their maps on their desk and give the class two minutes to take a tour of the maps by walking around and looking at them like in a museum. If doing this virtually, have half of the students hold their maps up so the other half can look, then switch.

-Split the students in half and have them share their dance maps one group at a time. They can keep their paper with them if needed or leave it on their desk.

-If you have time ask the observers to talk about what they saw and noticed in other students' dances.

Moving Forward

It's great to let their first dance maps be an organic exploration of the room. Once they get the hang of this activity, you can use this to make your classroom transitions more creative. Have them create a dance map to use at the end of the day to get them from their desk into a line at the door (perhaps gathering their items along the way). Or create a dance map to use from their favorite spot on the playground into a line to return inside. However you use it, encourage them to create a nontraditional path inside of their routines.

Quick Write Up: Dance Soup

-Ask students for ingredients for the soup. These might be nouns and adjectives, science vocabulary, musical terms, etc. It can be anything you've worked on in class (or that they can dream up), as long as it would be exciting to try to dance.

-Students should write each of their ideas on a slip of paper, fold them in half, and put them in your soup pot. After students find their own space to move, the instructor should pull one ingredient out of the pot at a time and call it out. Each time you pick an ingredient the students should find a way to dance it. Note that students will frequently use nouns as props (for example toothbrush); encourage your students to dance as the toothbrush rather than simply using the toothbrush. As the instructor, you are playing DJ and changing the music track with each new ingredient.

-Always give students the option to sit down and take a watching break/drink water. They should then choose when to rejoin.

Extensions: You can go through the entire soup pot at once or use it throughout the day as a movement break in between lessons. If doing this virtually, get the ingredients from the students ahead of time and write them out on paper and put them in a cooking pot to recreate the feeling.