

Verbs, Nouns & Collective Nouns

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Subject: Language Arts

Year: 2015
Grade: 2nd

Artform: Dance
Duration: 2 class periods - 45 minute each

OVERVIEW

Students will dance their way into remembering what verbs and nouns are. They will also understand and create a dance about collective nouns.

SUPPLIES, EQUIPMENT AND RESOURCES

- CD/iPod/music source
- Variety of music suggested
- Drum for signaling
- Photos of different collective nouns, such as a bee hive, a pride of lions

OBJECTIVES

- Students will understand and demonstrate verbs, noun and collective nouns.
- Students will understand the dance vocabulary of energy qualities (adverbs and adjectives)

FINE ART STANDARDS

STANDARD 1: BODY AWARENESS

STANDARD 2: INVESTIGATING

The student identifies and demonstrates the dance elements of time, space, and energy.

STANDARD 3: CREATING

The student understands and demonstrates choreographic principles and processes in the art form of dance.

STANDARD 4: CONTEXTUALIZING

INTEGRATED STANDARDS

LANGUAGE STANDARD 1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE D

Use collective nouns

TEACHING AND TIMELINE

INTRODUCTION:

Review or teach what a verb and noun are.

DEMONSTRATION:

Warm-up

Have students move one body part any way they like, prompt with different verbs, ie. wiggle, circle, slice. On your you signal, they will freeze until you signal for them to move another part. Work the body, arms, legs, torso, head. Divide the class in half and have them watch each other. Ask the students “what verbs did they see”, “What did they do that was more like a noun?”

(Freeze)

Teach the students the following to help the remember what a verb and a noun is:



- VERB (say VERB - make a shape with the letter V in it. Move and say in a percussive/shape way saying ACTION! The freeze the shape and make it move in space saying move, and move, and move and move.
- NOUN - (Say NOUN - make an shape curving over like the letter N) Move in a percussive/sharp shapes saying Person, Place or Thing! Then freeze for 12 counts, explaining that Nouns can't move (there are exceptions of course).



Investigating

Brainstorm a list of verbs and nouns Using this list have the students dance the verbs - (moving in space) or nouns (a frozen shape) when you call the word out.

Show pictures of collective nouns - Explain that a collective noun is a group of nouns who often have many things in common, such as a Herd of horses. Model through movement/ dance a collective noun.

Collective noun -Herd of Horses

Noun -They look similar - Make a shape that has ideas of what the noun is

They often move similar - brainstorm verbs - gallop, prance, buck, whinny

Are occupying the same area. Move together as a group in curved pathway.

Have the students move the whole sequence - make shape (noun), move that shape (verbs) and follow or move in a certain area of the room. Ask students how they can make the sequence more interesting, they could do it slowly, quickly, on different levels and pathways. Point out that these are Adverbs and adjectives. Brain storm a list of adjectives/adverbs.

WORK PERIOD:

Create a collective noun dance using verbs, nouns, adjectives/adverbs.

In groups - give each group chose a collective noun photo to dance. Have them brainstorm in a graphic organizer.

- Collective noun – Names of student in group
- Noun – how it looks
- Verbs – how it moves
- Adverbs/adjectives detail
- Have the group circle the words that they are going to use for their dance
- Create the dance



CLOSURE/SUMMARY:

Perceive and Reflect

Divide the class into groups - have each group perform for each other.

After watching perceive and reflect about what they saw. What collective noun did they use? What ideas did they dance that made them a collective noun?

What did you like and what suggestions do you have to make it even more clear?



INTEGRATION INFORMATION

Students will use dance and language arts curriculum to enhance their learning about the conventions of language, specifically noun, collective nouns, verbs and adjective/adverbs. Information and Research will be at the classroom teachers discretion.

DIFFERENTIATION

Teachers may accommodate and adapt by modifying the content (what is being taught), the process (how it is taught) and the product (how students demonstrate their learning), to meet all student needs.

ASSESSMENT STRATEGIES

PRE-ASSESSMENT - KWL CHART

Formative and performance assessment - students will do a peer-peer perceive and reflect after watching each other compositions.

VOCABULARY

- Noun
- Verb
- Collective Noun
- Adjective/Adverb
- Energy qualities
- Shape
- Moving in
- Space