**Tyson Allen**

**Instructional Practices Institute**

**Fall 2016**

**Element 3: Description of the Lesson Implementation**

**Warm-up:**  The students will participate in the “8-count Relay” warmup. In this relay, students will travel across the gym using different locomotor patterns (e.g. skipping, galloping, etc.), perform an 8-count nonlocomotor sequence picking from various manipulatives, and then travel back to the group for the next person to go. Students will have the visual via whiteboard or Powerpoint slide of common dances (e.g. the YMCA, Chicken Dance, etc.)

**Teacher Modeling:** The teacher will demonstrate a 16-count dance routine for the students to provide a visual idea of what appropriate sequencing looks like.

**Student Partners:**  Students will be placed in partners and will create a 16-count dance routine that includes different locomotor movements, levels, and formation changes. Students were given checklists of required elements each dance routine needed to have.

**Partners to Groups:**  Each pair will combine to make groups of four students. These groups will integrate their sequences to make a 32-count dance routine and include an ending pose. The groups needed to collaborate together to blend their dances together and make smooth transitions between the two.

**Presentations:** Each group will present their routine to another group and give each other peer-feedback (“One glow, one grow” using the feedback inquiry stems “I noticed… or I wonder....” The groups would present and then given feedback and then switch.

**Reflection:** Students used our class set of iPads, using the QR reader app to fill out a self-reflection on Google forms.