

Let's Move

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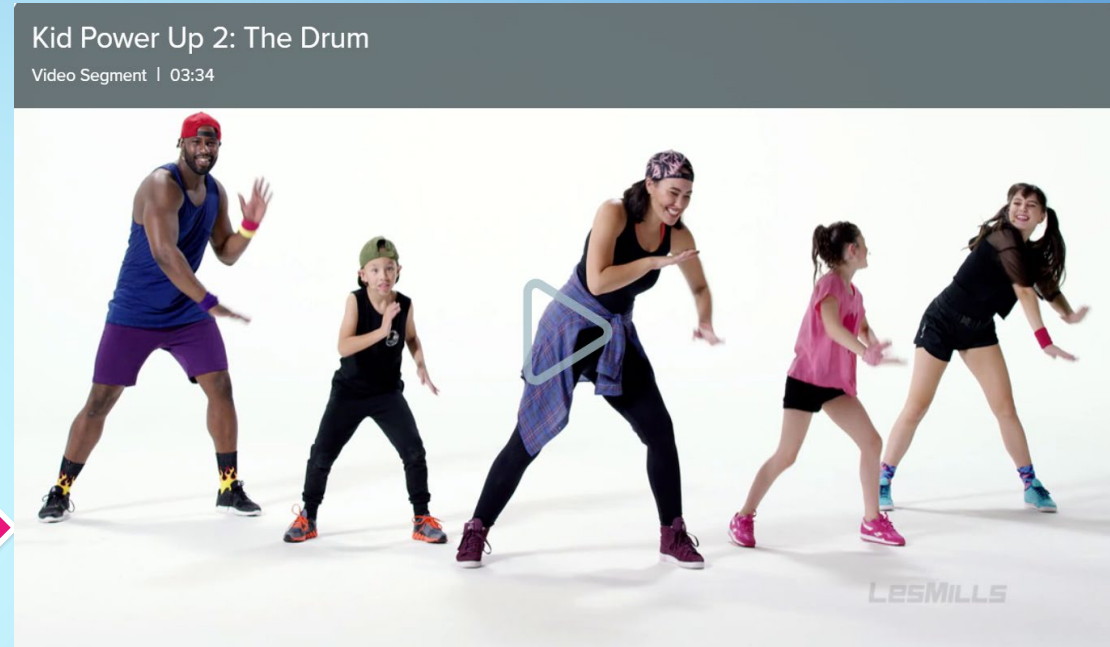
1. Question & Research Task

Think about how your body moves in different ways! Did you know that there are two different ways that your body moves in space?

Let's move and think about how you are moving! Click on the video!



As you go through this activity, you will learn some moves that go with two different ways that we move in space!



Select the Image above to watch a video about movement
Image Source: [Discovery Education](#)

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How do our bodies move in space in different ways?

2. Information Sources

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Let's learn about two different ways that our body moves!

Your teacher will play
The Locomotion! Book
To help you learn about
Locomotor Movement
Locomotor moves



**Non-locomotor
Movement**

Non-locomotor moves



**Locomotor and non-locomotor movement
in dance**

Select the image above to watch a video about
the difference between **Locomotor** and **Non-
locomotor** movement in dance.

Image Source: [Vimeo](https://www.vimeo.com/111111111)

5. Enrichment Activities

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Image Source: Brain Pop .

Watch the video
to learn about
dance!

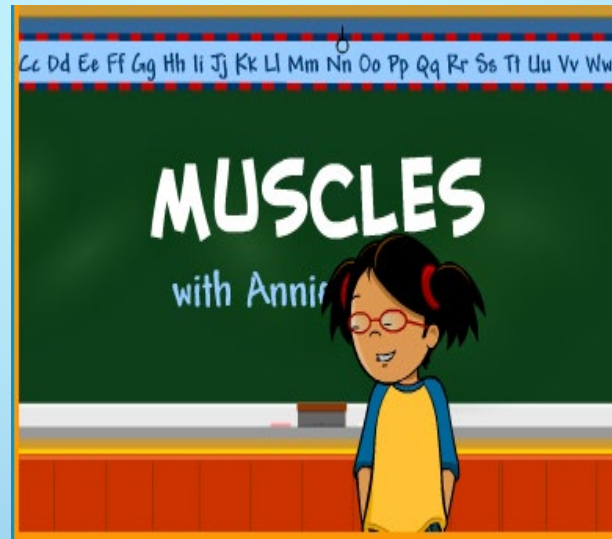


Image Source: Brain Pop Jr.

Watch the video
to see what helps
us to be able to
move!

6. Teacher Resources

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Learning Standards Alignment

Maryland State Curriculum Standards

Maryland Essential Learner Outcomes for the Fine Arts: Dance Elementary

- 1.c.1.a Identify body parts.
- 1.c.1.b Experience range of movement including flexion, extension, and rotation.
- 1.c.1.c Experience proper body positioning (e.g. proper placement/alignment-sitting, standing, moving).
- 1.c.1.d Explore the eight basic locomotor movements.
- 1.C.1.e Explore non-locomotor movements.
- 1.C.1.f Experience moving different body parts having different capacities.
- 1.C.1.g Experience increasingly complex combinations of locomotor and non-locomotor movements.

Common Core State Standards for English Language Arts & Literacy

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

Grades K-2 Dance: Our Body in Space

Objective: Students will conduct brief, focused research in order to distinguish between locomotor and non-locomotor movements.

Time Frame: Two to three 50 minute class periods

Differentiation strategies for this lesson:

- Have students use learning supports provided in any BCPS Digital Content in the [Apps Portal](#) included in this lesson.
- Refer to [Digital Content Snapshot/Support pages](#) as needed.
- Consider printing all worksheets on Slides 2,3, and 4 prior to instruction.

Notes to the teacher:

- Collaborate with your school library media specialist and physical education teacher to implement this lesson.
- Consider using Flipgrid to record digital performances. Refer to [Digital Content Snapshot/Support pages](#) and the [Apps Portal](#) as needed.
- Students will need space to move around.
- Students may need headphones to listen to videos. You can have them watch it first and then dance along.
- Direct links to BrainPOP will not work in the PowerPoint version of this Slam Dunk; however, it will work in the PDF version. If you wish to personalize this Slam Dunk, make your modifications in PowerPoint and then save your changes as a PDF. Students should view this Slam Dunk as a PDF.
- Consider [using the Schoology Assignment Apps feature](#) to assign Microsoft or Google documents and files for students to access, edit, and submit through Schoology.

Last updated: July 2022 Report broken links to BCPS Library Media Programs using the [Library Media Broken Links Form](#).

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