

Mr. Monk and the Four Part Lesson  
Oregon Alliance for Health, Physical Education, Recreation and Dance  
Claggett Creek Middle School- Salem, OR  
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Here's the thing...the purpose of this session is to encourage teachers to utilize Pangrazi's four part lesson as a framework for teaching physical activities from a wide variety of sources. Our physical education program at Jefferson Elementary School has been influenced over the years by many different practitioners and philosophies. Bob Pangrazi's Dynamic Physical Education, George Graham's theme approach and reflective teaching, the National Standards for Physical Education, Games for Understanding (TGFU), Project Adventure, Physical Best, OAHPERD, CCEPE and others.

Many physical education programs subscribe to Pangrazi's emphasis on physical fitness and a balanced curriculum, or Graham's focus on skill development and skill themes. It is important to understand that these camps are not mutually exclusive. Through effective planning, it is possible to make a commitment to teaching introductory activities, physical fitness, skill themes, and responsible personal and social behavior.

After the session, my hope is that the participant will:

- 1) Recognize the value of the four part lesson plan as a framework for teaching a wide variety of activities.
- 2) Use information presented at the session to examine the structure of their physical education curriculum.
- 3) Recognize the value of writing a detailed daily lesson plan.
- 4) Become a Monk admirer or better yet an adoring fan of Monk and a scholar of the TV series.

<http://www.usanetwork.com/series/monk/>

### Introductory Activity- Locomotor Moving and Partners

Activity Description	Teacher Cues
<p>Students travel in general space using a specified movement pattern (slide, skip, two-step, grapevine, run backward, etc.) and stop on the signal.</p> <p>On the "<b>stop</b>" cue, students stop, look, and listen. The teacher gives the side by side signal by raising the hands up and bringing them together overhead.</p> <p>Student move together with a partner, performing specified movements. On the signal, "now by yourself", students travel alone, and on "back with your partner", they rejoin and resume traveling with their original partner.</p> <p>The next time students stop, they are asked to find a <b>new</b> partner.</p> <p><u>Variation 1</u>- A tambourine or music is used to cue the moving patterns.</p> <p><u>Variation 2</u>- Offer a chance for students to create their own movements to the beat.</p>	<p>This is an enjoyable activity designed to help students work with a variety of partners, and practice moving patterns.</p> <p>The guidelines for traveling in general space are:</p> <p>1) Students travel alone without following others, 2) Students move safely inside the boundaries without bumping or bothering others, 3) Students stop, look, and listen on the "stop" signal, and 4) Students stand next to the closest person when partners are needed.</p> <p>It is important to give students a reason for looking your way. If they get in the habit of looking at the teacher when the "stop" signal is given, they will always be ready for the signals.</p> <p>Reinforce students who travel alone, use the space and are willing to accept the closest partner.</p> <p>This activity is taught best using a continuous teaching style, cueing students to find new partners, and travel.</p> <p>Discuss the fact that our class is made up of all types of students with different characteristics and abilities. Emphasize the importance of creating a positive atmosphere in the gym, and being considerate of the feelings of others.</p>

#### What to look for (measure/ assess):

1. Are students willing to accept any partner, regardless of social status?
2. Are students traveling safely in general space?
3. Can student perform the movement patterns correctly and in time to the beat?
4. Are students able to create their own movement pattern to match the rhythm?

### Fitness Development- Agility Drills

Activity Description	Teacher Cues
<p>Students form 5-6 lines at the end of the gym with 4-5 students in each line.</p> <p>On a signal from the teacher, the first player in each line travels down the court past the end line. When the player passes the end line, he turns off to jog back on the sideline and return to the end of the line.</p> <p>The teacher will change the traveling pattern down the court, but the players will always return to the group by jogging down the sideline back to the group. Some suggested movement patterns are listed below.</p> <p><b><u>Movement Patterns</u></b></p> <ol style="list-style-type: none"> <li>1. <u>Run</u>- Straight down the court.</li> <li>2. <u>Run Turn Right</u>- Run and turn in a circle to the right at the center line, and continue running.</li> <li>3. <u>Run Turn Left</u>- Same as above, except turn left in the middle.</li> <li>4. <u>Right Hop, Turn Right</u>- Hop on the right foot and turn in a circle to the right at the center line, then continue hopping.</li> <li>5. <u>Left Hop Turn Left</u>- Same as above except turn left in the middle.</li> <li>6. <u>Skip</u>- Travel with knees high.</li> <li>7. <u>2- Step</u>- Gallop and change lead on 2.</li> <li>8. <u>Slide 4</u>- 4 sliding steps facing in, 4 facing out, etc.</li> <li>9. <u>Grapevine/ Carioca</u>- Stay sideways</li> <li>10. <u>Grapevine Switch</u>- Do the grapevine, and when you hear the "switch" cue, change to face the opposite wall.</li> <li>11. <u>Backward</u>- Run backward to the center line, and run forward the rest of the way.</li> <li>12. <u>Other Options</u>- Seat Kickers, Bounding (leaping every step), Skier, etc.</li> </ol>	<p>This is a fun activity to do to “Footloose” by Kenny Loggins and “Let’s Hear It For the Boy” by Denise Williams from Footloose- The Soundtrack from the Original Motion Picture.</p> <p>The teacher can provide the start cue by simply waving one hand forward, or one line can be designated as the leaders.</p> <p>It is very important for safety reasons that students jog easy and not try to pass one another on the way back to the line.</p> <p>Encourage students to keep their place in line and take their turn each time it comes up. Allow each student the opportunity to practice each of the movement patterns at least once.</p> <p>It is best to model the next pattern while the students are moving, to prevent disrupting the activity.</p> <p>There are many other movement options for agility drills- many of them from training for track, football and other sports. Modify the activity for younger students and it can be an assessment tool for locomotor patterns.</p> <p>Check to see if students are tired and encourage them to <b>change their pace</b>.</p>

#### What to look for (measure/ assess):

1. Are student participating continuously, and taking their turn in the line?
2. Do students make their best efforts to perform each movement pattern correctly all the way down the court?
3. Are students returning safely to the end of the line?

Lesson Focus- Catching

<b>Activity Description</b>	<b>Teacher Cues</b>
<p><u>Catches in a Row</u>- Toss and catch in personal space, but don't allow the ball to go higher than you can reach. Try for 3, 5, 10 in a row (without leaving personal space).</p> <p><u>Levels</u>- Toss and catch at levels- above shoulders (high), waist level (medium), and below knees (low level).</p> <p><u>Ladder Toss</u>: make the ball climb the ladder one rung at a time, if you drop the ball or leave personal space, start the climb again.</p> <p><u>Criteria</u>- Make as many catches in a row as possible, count catches for a time period.</p> <p><u>Stretch to Catch</u>- One foot stays and the other foot steps out to meet the ball- side, front and back.</p> <p><u>Toss- Touch-Catch</u>- Toss, touch your head (nose, ears, shoulders, elbows, waist, knees, ankles) and catch. Try 3 in a row for one style and then try a different stunt.</p> <p><u>Toss-Hit-Catch</u>- Toss, let the ball hit some part of your body (head, shoulders, thigh, elbow) and catch. 3 in a row, then a new stunt.</p> <p><u>Toss- Move- Catch</u>- In personal space, toss the ball so you have to move a couple of steps to catch it. The toss may be in front, in back, right or left. Turn and then toss, move and catch BACK to your personal space.</p> <p><u>Travel</u>- (walk, jog, skip, gallop) in general space to toss and catch. Catch on the move.</p> <p><u>Off the Wall</u>- Send the ball to the ground, let it hit the wall and make the catch.</p> <p><u>Extension</u>- Send the ball directly to the wall and catch.</p>	<p>-Allow the children to start their exposure to the equipment with a purpose.</p> <p>-Encourage students to stay in personal space.</p> <p>Graham uses extensions (offering challenges that are easier or more difficult), and refinements (focusing on efficient moving patterns- skill cues).</p> <p>It is also important to use pinpoints- model with students who are performing correctly, and applications- bringing the skill into context with leadups and games. <u>Catching Cues</u>: 1) Watch- Eyes on ball, 2) Move- Get in position to catch ball, 3) Reach moves hands out to the ball, 4) Give- (absorb force by bringing the ball in to your body).</p> <p>-Releasing the ball at shoulder height for a straight toss is critical.</p> <p>-Encourage students to find challenges they can complete successfully.</p> <p>-Build a movement element vocabulary with students, and progress through guided discovery approach in a systematic way.</p> <p>Have students self test their catching ability in personal space, levels catching, stretch to catch and toss-move-catch by counting the number of misses in a minute. No misses would be 100%, 2 misses is 90%, and 4 misses or more is less than 80% (or whatever you have determined)</p>

What to look for (measure/ assess):

1. Are students use the skill cues to help them catch effectively?
2. Are students choosing appropriate challenges to build their catching skills (extensions)?
3. Do students achieve criterion level performances with their self testing (80% success)?

Lesson Focus- Catching (Partners)

<b>Activity Description</b>	<b>Teacher Cues</b>
<p>1.0 <u>Review</u>- With 1 ball for two players (partners), take test for catching at levels, and stretch to catch. In personal space, toss &amp; catch for accuracy, high level and low level. Get a score for 3-5 trials for each challenge.</p> <p>2.0 <u>Off the Wall</u>- First player sends ball to the wall, and receiver catches. Change roles. Work cooperatively, (catch in air, or 1 bounce).</p> <p>3.0 <u>Throw and Catch Accuracy</u>- Try for 10 straight catches from 15 ft. Step back if make. From 10-12 feet, throw and catch. Receiver in personal space, show target, catch w/ hands. Underhand throw if needed. If make 10 in a row, each step back. When get to best distance for accuracy, try for 25 successful throws.</p> <p>4.0 From 10-12 feet, thrower sends ball for partner to catch at high level, could jump to catch it. 5 trials, change jobs. Throw the ball on a line. Time jump if needed.</p> <p>5.0 From 10-12 feet, one player is in catcher position, thrower sends ball low level. 5 trials, then change jobs. Absorb the force (give), receiver in personal space.</p> <p>6.0 (Advanced) Throw to a partner who is moving to receive it. Receiver points the direction, and passer sends the ball. Be safe on distance and direction traveled.</p> <p><u>Note</u>- To increase challenge, change to smaller balls. Practice for 2-3 min., then self-test for 10 trials. Could add high level, and low level. Keep or change the ball as needed.</p> <p><u>21</u>- Stationary throw and catch game. The score is counted for the 2 player team together.</p> <p>3 Points- Ball caught between the shoulders and waist. 2 Points- Ball caught above the shoulders or below the waist. 1 Point- Ball not caught, but is touched by the catching player.</p> <p><u>Birdie in the Cage</u>- 2 on 1 keep a way. If an offensive player drops a pass, a new player becomes the defender.</p>	<p>Partners can look for the presence of the catching skill cues. They can also keep track of the number of catches in 5 or 10 trials.</p> <p>It may be necessary to go to some practice on throwing for accuracy before moving on to partner work.</p> <p>One good sequence with younger students is:</p> <ol style="list-style-type: none"> <li>1) Underhand off the bounce.</li> <li>2) Underhand without the bounce.</li> <li>3) Overhand off the bounce.</li> <li>4) Overhand without the bounce.</li> </ol> <p>Safety is critical here. Receiving partner points the direction she will travel, and makes sure to point in an uncrowded area of the gym.</p> <p>This game can be played to a time limit or a target score (21). It can also be effectively used as a 1 vs. 1 throwing leadup. If the ball is delivered in the target area, the appropriate number of points are awarded. The receiving player awards points to the throwing partner, who then calls out his running total.</p>

What to look for (measure/ assess):

1. Do the students work cooperatively and focus on catching the objects?
2. Is throwing accuracy limiting the ability of the students to complete the tasks?

Lesson Focus- Catching Leadups

Activity Description	Teacher Cues
<p><u>Five Up</u>- 1) Thrower stationary- catcher in air. 2) Thrower airborne- catcher stationary. 3) Thrower on move- catcher airborne. 4) Thrower airborne- catcher on move. 5) Thrower and catcher on run <u>and</u> airborne.</p> <p><u>3 In A Row</u>- Team keep away. Offensive team tries to make three catches in a row. If they do not complete a pass (ball is intercepted, or knocked to the ground), the defensive team gets the ball. A point is scored when the offense makes three catches in a row. After a score, the ball goes to the opposing team.</p> <p><u>Passers and Interceptors</u>- Play on half the basketball court. Offensive players are stationary (foot next to poly spot) as they try to complete passes to their teammates. Defenders move freely in the half court to intercept the ball. If balls are intercepted, they are returned to the passers. Defenders get one point for each interception.</p> <p><u>End Zone</u>- Divide by Squads. Squad 1 spread out in South half of the court, Squad 2 teammates in North end zone, Squad 3 spread out in North half of the court, Squad 4 teammates in South end zone. Center line divides the two throwing teams. Throw the ball over the head of opponents to teammates in the end zone, and catch the ball for a point. When the ball is in the end zone, catching players simply send the ball to their throwing teammates.</p> <p><u>Passball</u>- Team Handball or Ultimate Frisbee with a ball. Offensive team tries to pass the ball down the court and catch it in the end zone for a point. Offensive players can pivot, but not travel with the ball. Defenders cannot hit the ball out of the hands of offensive players, must guard at touching distance, and cannot double team the ball. If a pass is incomplete, the defending team puts the ball in play where the ball hits the ground.</p>	<p>There are many variations of this challenge, and students enjoy working together to achieve all 5 levels.</p> <p>Three different players must catch the ball to score the point. A new player must start the new possession each time. Can also give bonus points if all players on the team catch the ball in a possession.</p> <p>The best way to keep score is to keep a running tally out loud. Each time the ball is intercepted, the player calls the total number of interceptions made to that point.</p> <p>Could score game by total number of catches (add 10 points for each different receiver to catch a ball).</p> <p>A great modification is to allow inexperienced throwers to move down the sideline to get closer to their end zone teammates before throwing.</p> <p>Play two games at the same time- the width of the gym.</p> <p>Each time a team gains possession, a new player must make the first pass (take turns).</p>

What to look for (measure/ assess):

1. Do are students able to apply their skills in a game situation?
2. Is the game or leadup designed to allow all students to practice their skills?

Lesson Focus- Chinese Jump Rope

<b>Activity Description</b>	<b>Teacher Cues</b>
<p>Students work in groups of 3 to 4.  Students attempt <b>Plainies</b>, the plain sequence of jumping skills.  <b>Big In</b>- From straddle position, jump up and land with the feet inside the rope.  <b>Big Out</b>- From inside the rope, jump and land in straddle position.  <b>Side by Side</b>- Jump and land in straddle position with one foot outside the rope and one foot inside. Repeat this move to the side to straddle the other rope.  <b>Ons</b>- Jump and land on the rope.  <b>Little In</b>- Jump and land with both feet inside the rope.  <b>Little Out</b>- Jump and land with both feet on the outside of the rope.  <b>Name Game</b>- Facing the rope, hook the rope under one foot and cross over the opposite rope to the other side. Put the free foot in between the ropes and push out, forming a diamond shape. The performer may now spell his name, making a quarter turn for each letter. To exit, jump high to clear the rope from the feet, and land outside the ropes. .  <b>Partners</b>- Try two jumpers in the rope at once. To be successful, both partners must complete the sequences without an error.  <b>Creating</b>- Groups will have the opportunity to create their own stunts, and put them together in combinations and sequences.</p>	<p>Model the basic setup. Partners hook the rope around their ankles with feet about shoulder width.  Encourage jumpers to land softly with knees bent. Partners must keep the rope still during the jumping sequences.  <b>Important “Rule”</b>- After each successful sequence, the rope is raised from the ankle to the calf, and then to the knee.  After Plainies, teach these challenges:  <b>Snappies/ Clappies</b>- The same sequence of six jumps, but snap or clap to the rhythm of the Jump.  <b>Clickies</b>- Repeat the sequence, but do a heel click for each move.  <b>Twirlies</b>- Repeat the sequence, but do a half turn for each jump.  <b>Combinations</b>- Put Clappies and Clickies together, or Twirlies and Clickies, etc.  Reinforce groups who encourage one another, and work to make quick transitions between jumpers.  Officially, if players miss, jumpers rotate. On the next turn, the jumper starts at the stunt he missed.  Encourage jumpers to work quickly, to allow several turns for each member of the group.  Encourage students to come up with original stunts. To make sequencing easier, only 2 or 3 moves should be attempted the first time.</p>

What to look for (measure/ assess):

1. Are the performers becoming skillful, focusing on good jumping and landing techniques?
2. Are groups moving quickly through the challenges?
3. Is each child working at a level where he can experience some success?
4. Can students remember the sequence of jumps when it is their turn?

Lesson Focus- I Can Do Jump Rope

<b>Activity Description</b>	<b>Teacher Cues</b>
<p>One effective way to determine whether students have acquired the long jump rope skills is to have them watch each other.</p> <p>For "I Can Do Jump Rope" the jumps are listed on the paper (see sample below) in order from easy to difficult. Students simply try the skill listed on the paper, and if they complete it successfully, a classmate who watched the jump signs the skill sheet as a witness.</p> <p>The rules are simple. After a student jumps, she takes the place of one of the turners, who signs the jumper's skill sheet in the appropriate place (if the jump was executed correctly).</p> <p>It is helpful to limit the number of times a student may sign a classmate's skill sheet.</p>	<p>If students are to be successful in this assessment, they must use their time wisely. Skill sheets must be placed close by so they can be located easily for a classmate to sign. Students must change from jumping to turning to signing quickly if they are going to have enough time to practice all of the skills on the skill sheet.</p> <p>Make sure that the inexperienced jumpers try the easiest jumps first to allow them to be successful, and not become discouraged. Monitor the groups to ensure that everyone has the opportunity to jump, and they are given credit on the skill sheet for completing the challenges successfully.</p> <p>Spend most of the time working with students on the Double Dutch jumping skills. For 4th and 5th, a score of 4 on the paper is the target score, and students must be to Double Dutch at level 2 ropes to achieve this score.</p> <p>By limiting the number of times a student may sign a classmate's skill sheet, the teacher is encouraging students to work with a variety of different partners. This rule also ensures that students will be honest in the evaluation of their peers.</p>

What to look for (measure/ assess):

1. Are students able to achieve the criterion score of 4 (successfully complete jumps # 1-#8)?
2. Do less experienced students start with some of the easier jumps?
3. Are students using their time wisely?
4. Are students signing their classmates' papers only when they successfully complete the jump (are they honest)?

First Name \_\_\_\_\_ Last Name \_\_\_\_\_  
 Teacher \_\_\_\_\_

### I Can Do Jump Rope- 3rd Grade

**Directions-** Practice the jump rope skills listed on the paper. If you can do the skill, have someone who watched you sign your paper. The same student may only sign your card three times. After you jump, turn for the next jumper. At the end of the class period, use the scoring scale to write down your score. **USE YOUR PRACTICE TIME WISELY!**

**Note:** Start with jump #3. If you can do jump #3, then #1, and #2 are **free** (write free under witness).

#### Scoring Scale

1- skill #1, 2- skills #1-#2, 3- skills #1-#4, 4- skills #1- skills #6, 5- skills #1-#8, 6- All 10.

<u>Jump Rope Skill</u>	<u>Witness</u>
1) I can stand in and jump 5 times without a miss.	
2) I can run through a front door rope.	
3) I can run in and jump front door (5 times and out without a miss).	
4) I can run in and jump back door (5 times and out without a miss).	
5) I can tunnel in <b>or</b> tunnel out.	
6) I can change places with a partner in a long rope.	
7) I can do Teddy Bear.	
8) I can do Calling In.	
9) I can bounce and catch a ball 5 times in a long rope.	
10) I can jump a short rope 5 times in a long rope.	

First Name \_\_\_\_\_ Last Name \_\_\_\_\_  
 Teacher \_\_\_\_\_ Score \_\_\_\_\_

### **I Can Do Jump Rope- 4th, and 5th Grades**

**Directions-** Practice the jump rope skills listed on the paper. If you can do the skill, have someone who watched you sign your paper. The same student may only sign your paper three times. After you jump, turn for the next jumper, and then sign for the jumper. At the end of the class period, use the scoring scale to write down your score. **USE YOUR TESTING TIME WISELY!**

**Notes:** Start with jump #3. If you can do jump #3, then #1, and #2 are **free** (write free under witness).

If you jump Double Dutch level #2, then Double Dutch level #1 is free (write free under witness).

#### Scoring Scale

**1-** skill #1 **2-** skills #1-#4. **3-** skills #1-#5. **4-** skills #1- #7. **5-** skills #1-#11.

**6-** All 14 jump rope skills.

<b><u>Jump Rope Skill</u></b>	<b><u>Witness</u></b>
1) I can stand in and jump 5 times without a miss.	
2) I can run through a front door rope.	
3) I can run in and jump front door (5 jumps and out without a miss).	
4) I can run in and jump back door (5 jumps and out without a miss).	
5) I can jump Double Dutch at level 1 (one jump).	
6) I can jump Double Dutch at level 2 (5 or more jumps).	
7) I can turn Double Dutch ropes for a jumper who jumps level 2.	
8) I can jump Double Dutch at level 2 with a partner.	
9) I can change places with a partner in a single long rope.	
10) I can bounce and catch a ball 5 times in a single long rope.	
11) I can tunnel in <b>or</b> tunnel out in a single long rope.	
12) I can do a flea hop in a single long rope.	
13) I can jump a short rope 5 times in a single long rope.	
14) I can jump Double Dutch at level 3 (5 or more jumps and out without miss).	

Game Activity- The Foxes and the Squirrels

<b>Activity Description</b>	<b>Teacher Cues</b>
<p>Four (or more) foxes, each with a foam ball are “it” in the center. Four trees are wearing green pennies, and are spread out in the playing area. The rest of the players are squirrels.</p> <p>If a fox tags a squirrel, he/she gives the squirrel the ball and they change roles (the squirrel becomes the new fox and is “it”).</p> <p>Squirrels can be safe in a tree if they go through the legs of the tree from the back and stand up in front of the tree. If a new squirrel enters the tree, the old squirrel must leave.</p> <p>There are no “tag backs”- tagged squirrels cannot tag the fox that tagged them. A squirrel that is replaced in the tree cannot go right back to the same tree. Squirrels that go on the ground, or out of the boundary when they are chased are it (just as if they were tagged).</p>	<p>The game can be modified by changing the number of trees and the number of foxes. For Kindergarten fewer foxes and more trees to increase the level of safety early in the year.</p> <p>Encourage foxes to chase squirrels that are running from them, and playing the game “the right way.”</p> <p>Squirrels entering trees must crawl through the legs carefully without touching the trees.</p> <p>Change the trees on the fly (while the game is going) by simply transferring the penny to the squirrel that is in the tree.</p> <p>Stop the game to change the foxes if they are having difficulty tagging a squirrel, or they are teasing the squirrels by holding the ball and not attempting to tag them.</p>

What to look for (measure/ assess):

1. Are students moving safely in the space and tagging gently?
2. Are students demonstrating ethical behavior (i.e., take the ball when they are tagged)?
3. Are all students involved in the game and are they making their best efforts?

Game Activity- Charlie and the Chocolate Factory Tag (from PE Central)

<b>Activity Description</b>	<b>Teacher Cues</b>
<p>4-5 Students with NERF balls have the golden tickets and are “it” trying to tag everyone else.</p> <p>If tagged, students become Oompa Loompas. They must reach down and grab their ankles and walk around looking for another Oompa Loompa. Once two Oompa Loompas have found one other, they make a bridge and wait for a third Oompa loompa to walk through the bridge and free all three players to roam around in the chocolate factory again.</p>	<p>The key to this game is playing the Oompa Loompa song from the Original Charlie and the Charlie Factory Soundtrack</p> <p>Stop the game as needed to allow a new group of students to have golden tickets.</p> <p>We could also allow the bridge to move to an Oompa Loompa so all 3 players could be free again.</p>

What to look for (measure/ assess):

1. Are students moving safely around the Oompa Loompas while they are forming bridges?
2. Are Oompa Loompas working cooperatively to help one another go free?
3. Are there enough golden ticket holders to make the game challenging?

Introductory Activity- Bannielou Lambaol

Activity Description	Teacher Cues
<p><u>Bannielou Lambaol- French - Breton- Circle- “pinky hold”</u>  <u>Part 1-</u> Step to the L and close (“1, 2, 3, 4”).</p> <p>Step on L to L, flexing knees slightly before step (ct 1). Close R to L (2). Repeat 3 times. Hand action for each step- make complete CW circle with hands, bringing hands up, forward, around, down, and back to beginning position.</p> <p><u>Part 2-</u> With weight on L, touch R foot in front, R foot to side, R foot in front, R foot touch next to left, step to L, and close with R (“front, side, front together, side together”). During this action, hands move forward and back from shoulders.</p>	<p>From Phyllis Weikert’s Rhythmically Moving CD #8</p> <p>It is important to practice the Part 2 sequence several times, calling out the say and do. The hand action may be optional.</p>

Introductory Activity- Ersko Kolo

Activity Description	Teacher Cues
<p><u>Ersko Kolo- Serbia</u>  Circle  (see Teaching Movement and Dance- P. Weikart pg. 311).</p> <p><u>Part 1-</u> Starts with step to the side to R, and then L foot steps behind R (part of a grapevine). There are 8 or 16 of these moves, and then it is repeated to the L.</p> <p><u>Part 2-</u> Step diagonally R with step, 2, 3, hop (“right, 2, 3 hop” and then back to starting point (“back, 2, 3, hop) with same moves in reverse. Repeat same pattern to center (“center, 2, 3, hop”). Repeat the diagonal step hop, and the center step hop sequence.</p>	<p>From Phyllis Weikert’s Rhythmically Moving CD #4</p> <p>The challenge with this dance is to match the steps to the music in the step hop sequence for Part 2- the step hop.</p>

What to look for- both dances (measure/ assess):

1. Are students enjoying the opportunity to move to the music?
2. Do students demonstrate quality (do their graceful movement patterns match the beat)?
3. Are students willing to dance next to any partner?

Introductory Activity- Cha Cha Slide

Activity Description	Teacher Cues
<p>Most of the step are self-explanatory-</p> <p>“Right foot let’s stomp”</p> <p>“Everybody clap your hands”</p> <p>“5 hops (JUMPS) this time”</p> <p>“We gonna do the basic step- to the left” (Grapevine left)</p> <p>“Take it back now yawl” (Grapevine to the right)</p> <p>“Cha Cha Real Smooth” (Modified Cha Cha- right foot forward, left foot in place, right foot back)</p> <p>“Turn it out” (Face a different wall if choose to do the dance 4 walls)</p> <p>Criss Cross (X jumps)</p> <p>“Hands on your knees, hands on your knees” (Charleston-like action)</p> <p>“All the way to the floor” (Dead bug- on back with arms and feet waving)</p> <p>“Reverse” (Spin move)</p> <p>“Charlie Brown” (Rocking horse)</p>	<p>Cha Cha Slide by Mr. C and the Slide Man- available on Radio Disney Move It (also on iTunes)</p> <p>This is a song where the musician calls out the move and participants follow along. It can be done as a four wall dance or facing just one wall.</p> <p>We learned it from our kindergarten Lifeskills teacher, so it a good for all levels. We did it for our 5th graders at the last day of school assembly.</p> <p><u>Important Note:</u> When the artist says hop, he really means jump.</p> <p>Some of the moves have options for the movers. There are many ways to perform the moves, so I will list what we do.</p>