Fruit Tree

Designed by: Kaylee Fandre with resources from *Maria's Movers*
Course or class: Lab School, Ross, 3-5
Date of lesson: 13 October 2016
Length of lesson: 10 minutes
Materials and resources needed: *jubilant music*

Standards: 0.1.1.5.1 (Standard I1) and 0.2.1.5.1 (Standard II1), Students went apple picking the week prior to the dance so they will be able to internalize the movement based off of that experience.

Learning Goals: ***What*** *will the students learn or be able to do as a result of this lesson? A lesson generally has 1-4 learning goals. Use statement sentences: "The student will....."*

1. The student will learn different fruits.
2. The student will learn how fruit grows.
3. The student will learn how juice is made.
4. The student will learn how to use movement to articulate these ideas with their bodies rather than words.
5. The students will learn how to use their imagination with action, weight, and texture.

Assessment: ***How*** *you will be able to tell is a student is achieving or making progress towards the Learning Goals? What would you see or hear? What should you look for?*

- I will be able to tell if a student is making progress if they are attentive rather than playing in something else.
- Some students will demonstrate their progress by participating, some will watch.
- I will ask questions with a hint. For example, "Hmmm...I'm thirsty. What can we make with this fruit?" If they answer juice, I will know that they are understanding one of the objectives of this lesson.
- I will see that they are gaining movement knowledge if they are creative in what they are doing as well as if they are exactly mimicking what I am doing. You can learn from both in that matter.

Lesson Progression: *Write out the exercises or sequences.*
Fruit Tree

"I heard you guys went apple picking with your class. Let's recreate the story of your apple picking adventure with our bodies today! Follow me!"

"Look up in the sky do you see the apple trees? You have to use your imagination! I see about 10 apple trees. Can you help me pick the apples?"

"Okay but first we need a basket!"

"Grab a big round basket to put your apples in."

"Now we are ready to pick the apples and put it into our basket!"

(twinkle twinkle little star tune)
"Apples, Apples on a tree.
Come pick apples, you and me.
Way up high and way down low.
We pick apple to and fro.
Apples, apples on a tree.
Come pick apples, you and me."

Alright dancers, now we have to carry the heavy fruit baskets to the middle of the circle...

"Oh no! The fruit is too heavy. Maybe I will eat a few apples so my basket is not so heavy."

"I'm pretty thirsty after all of that hard work. What do you think we could do with all of this fruit so that we aren't thirsty anymore?"

"Now that we could bring our apples together…let's make some…juice?"

"Can you help me squish the fruit with your feet? First we need to squish around the apples. Now we need to mix them up with our hands. Next we can stomp on the apples. Hmm…they still need a little bit more mixing. Everyone Jump up and down and feel like fruit squish in between your toes."

Jumping, jumping on the apples!
Jumping, jumping on the apples!
Now FREEZE!
repeat

"Thanks for helping me make the juice dancers! Back to your carpet squares, we need to make the fruit nice and smooth so we can drink it."

"Now that we squished all of our apples let's mix them up with our bodies and make it nice and smooth.
Can you show me what smooth movement looks like?"

"Does it look like this? Can it look like this?"

"Alright! Our juice is all done everyone take a sip if you like juice! Yummmm! Time to rest we worked hard today."

"Great job children! Thanks for moving with me today and picking apples. I'll see you soon!"

Extensions (optional): *If you were to continue teaching this class, how would you build on it? Where would you go next?*

I would let the kids decide what kind of juice we are making that day.
I would incorporate a song that they can learn.
I would ask more questions to help let them lead what happens next to work on their memory.