

DEL Dance and Literacy: Creating Connections

Thank You, Omu!
Dance Unit Overview
Grades K-2
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Thank You Omu!, K-2, Dance Unit Overview

DANCE UNIT DESCRIPTION:

In this dance unit, students will explore dance-making inspired by *Thank You, Omu!* by author Oge Mora. In the story, Omu cooks a stew and shares it with her neighbors. In return, they show their gratitude by bringing Omu food. Students will create Movement Sentences based on the steps to make a stew; the pathway its aroma travels around the neighborhood; and the giving and sharing among neighbors. Throughout this dance unit, language skills, including vocabulary-building, reading comprehension, speaking, and writing will be reinforced as part of the dance learning processes, namely creating, performing, developing dance literacy, responding, and making connections.

ENDURING UNDERSTANDINGS:

Students will understand:

- I can make dances about text, images, and cooking.
- I can understand dance vocabulary when reading and listening, and use dance vocabulary when I write, draw, and speak.
- I can practice and perform dances.

ESSENTIAL QUESTIONS:

- How can a story inspire me with ideas to make a dance?
- How can dance help me practice my verbal communication skills?
- How can I make dances about cooking?
- How are cooking, dance-making, and performing similar?

DANCE LEARNING OBJECTIVES:

Students will:

- Explore movement elements, including **Body, Effort, Space,** and **Relationship.**
- Collaborate with others to make and perform dances.
- Demonstrate understanding of dance and general vocabulary through written, spoken, pictorial, and kinesthetic communication.
- Create dances through various creative processes, from guided improvisation to more choreographed sequences.
- Create and perform dances inspired by a story and cooking.
- Respond to and reflect on dances created by the student or their peers.
- Explore moving a prop (scarf) using space words (in front, behind, over, under, and around) and spatial directions (up, down, sideways, forward, and backward).
- Make connections between dancing and cooking and sharing in the community.

LANGUAGE LEARNING OBJECTIVES:

Students will:

- Build dance vocabulary and general vocabulary.
- Participate in discussions and collaborations, listening and speaking appropriately.
- Demonstrate an understanding of a story, its illustrations, and images through different modalities, including written, spoken, pictorial, and kinesthetic communication.
- Utilize dance-specific vocabulary in spoken form to describe dances, reflect on dance experiences, and give feedback to peers.
- Use text evidence to draw connections between the story and the movement.
- Identify words of comparison and utilize the **DEL Dance Framework** to reflect on similarities and differences between dances.
- Identify and use feeling words to make connections between the story and the dance.
- Identify the sequence words to help perform the Movement Sentences in order.

Refer to the [New York State English Language Learning Standards](#)** as a resource.

LANGUAGE SCAFFOLDS:

The DEL Dance and Literacy: Creating Connections curriculum identifies specific **language scaffolds** addressed within each lesson. A language scaffold is a specific technique implemented during instruction to support student learning. A list of the language scaffolds you will see in each lesson section is **highlighted in pink**. Refer to this [Language Scaffolds and Literacy Strategies Glossary](#) for a list of all language scaffolds and literacy strategies.

Language Scaffolds included in this dance unit are: **Visuals, Making Connections, Contextualization, Total Physical Response (TPR), Modeling, Sentence Frames, Pre-teach Vocabulary, Varied Questions, Graphic Organizer, Chunking, Collaboration, Prompts, Sentence Starters, Realia, Pacing, and Language Buddies.**

SUPPORTS FOR DIVERSE LEARNERS

DEL strives to provide high-quality, accessible, inclusive, and equitable dance education for every child. *The DEL Dance and Literacy: Creating Connections* curriculum includes instructional practices and strategies to support diverse learners. Refer to this [Supports for Diverse Learners](#) document for resources and strategies that support access to learning for all students.

ASSESSMENTS:

Formative Assessments:

- **Movement observation** during exploration, development, and sharing reveals if and how students identify movement vocabulary and how accurately, creatively, and expressively they use the movement elements targeted in their dancing in relation to the task. Collaboration between partners is also assessed through observation.
- **Oral and written reflections** using varied questions, sentence starters, sentence frames, or vocabulary cards reveal how students understand their dance experiences and how appropriately they can use the dance vocabulary. Venn diagrams are used to prompt observation of similarities and differences between dances to assess the use of movement vocabulary.

- **Pictorial records** reveal how students understand their dance experiences. When labels and sentences are added to the drawings, they indicate how appropriately students can use the dance vocabulary.
- **Charts to record key vocabulary** and ideas from discussions inform us about students' connection and understanding of the theme of the lesson.
- **Worksheets:** Worksheets are used to assess vocabulary identification and students' understanding of their dances and those of others.

Summative Assessment:

- The final performance of the dances
- Class portfolio: compilation of photos, pictorial records, charts with records of class discussions and reflections, written reflections, completed worksheets, and Venn diagrams

BLUEPRINT FOR TEACHING AND LEARNING IN DANCE STANDARDS - The following checked Blueprint Dance Standards are addressed in this dance unit:

Dance Making

- ☒ Develop Skills and Techniques
- ☒ Improvise
- ☒ Choreograph
- ☒ Perform

Developing Dance Literacy

- ☒ Understand Dance as a Means of Expression and Communication
- ☒ Apply Dance Vocabulary, Terminology, and Symbols
- ☒ Analyze, Critique, and Communicate about Dance
- ☐ Identify and Compare Dance Styles, Genres, Major Works and Artists

Making Connections

- ☐ Understand Dance History and the Social and Cultural Significance of Dance (Theatrical, Ritual & Social Dances)
- ☒ Connect Dance to Other Arts and Disciplines
- ☐ Utilize Technology in Connection with Dance
- ☐ Connect Dance to Health and Well-Being

Community and Cultural Resources

- ☐ Engage with Community and Cultural Institutions, Colleges, and Universities
- ☐ Use Dance Research Resources
- ☒ Share Dance Experiences in and Between Schools

Careers and Lifelong Learning

- ☐ Learn About Careers in and Related to Dance
- ☒ Set and Work Toward Goals
- ☒ Value Dance as a Source of Enjoyment and Lifelong Learning

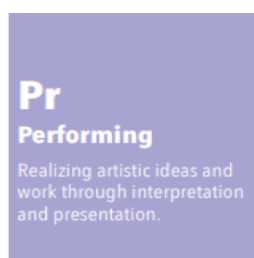
NYS LEARNING STANDARDS FOR THE ARTS - The following checked NYS Anchor Standards are addressed in this dance unit:

Creating: Conceiving and developing new artistic ideas and work.



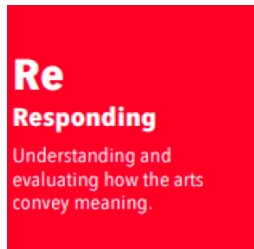
- ☒ **Anchor Standard 1:** Generate and conceptualize artistic ideas and work.
- ☒ **Anchor Standard 2:** Organize and develop artistic ideas and work.
- ☒ **Anchor Standard 3:** Refine and complete artistic work.

Performing: Realizing artistic ideas and work through interpretation and presentation.



- ☐ **Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation.
- ☒ **Anchor Standard 5:** Develop and refine artistic techniques and work for presentation.
- ☒ **Anchor Standard 6:** Convey meaning through the presentation of artistic work.

Responding: Understanding and evaluating how the arts convey meaning.



- ☐ **Anchor Standard 7:** Perceive and analyze artistic work.
- ☒ **Anchor Standard 8:** Interpret meaning in artistic work.
- ☐ **Anchor Standard 9:** Apply criteria to evaluate artistic work.

Connecting: Relating artistic ideas and work with personal meaning and external context.



- ☒ **Anchor Standard 10:** Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.
- ☐ **Anchor Standard 11:** Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

Grades K-2 Dance Unit Overview:

Lesson 1:

In Lesson 1, students will create a Movement Sentence inspired by cooking a stew, using the action words **Chop** + **Shake** + **Stir**.

Lesson 2:

In Lesson 2, students will collaborate in small groups to create a variation of the Movement Sentence **Chop** + **Shake** + **Stir** introduced in Lesson 1.

Lesson 3:

In Lesson 3, students will explore the Movement Sentence: **Freeze** + **Travel** + **Freeze** + **Travel**, inspired by the aroma of Omu's stew traveling around the neighborhood.

Lesson 4:

In Lesson 4, students will create a Movement Sentence in pairs inspired by the traveling aroma: **Freeze** + **Travel** + **Freeze** + **Travel**.

Lesson 5:

In Lesson 5, students will develop a Movement Sentence about community building focused on cooking, sharing, and dancing. The Movement Sentence will use the action words **Meet** + **Dance** + **Part**. Each student will perform the Movement Sentence using a scarf.

Lesson 6:

In Lesson 6, students continue developing their Movement Sentence about community building, focused on cooking, sharing, and dancing. The Movement Sentence will use the action words **Meet** + **Dance** + **Part**. Each student will perform the Movement Sentence using a scarf.

Lesson 7:

In Lesson 7, students will review their three Movement Sentences inspired by the book *Thank you, Omu!*: **Chop + Shake + Stir** (Making the Stew), **Freeze + Travel + Freeze + Travel** (Traveling Aroma), and **Meet + Dance + Part** (Community Stew Dance).

Lesson 8:

In Lesson 8, students will practice and perform all Movement Sentences as one dance to an audience. Students will then reflect on their dance experience by writing a thank you note to Oge Mora, the author of the book *Thank You, Omu!*

DANCE UNIT MATERIALS/RESOURCES:

- **Book:** *Thank You, Omu!*, by Oge Mora
- **Slides, Vocabulary Cards, and Worksheets:**
 - [Lesson Slides](#)
 - [Lesson 1 Vocabulary Cards](#)
 - [Lesson 3 Traveling Aroma Worksheet](#)
 - [Lesson 3 Example Visual for “Traveling Aroma” Movement Sentence](#)
 - [Lesson 5 Community Stew Dance Worksheet](#)
 - [Lesson 5 Vocabulary Cards](#)
 - [Lesson 7 and Lesson 8 “Thank You, Ms Mora!” Worksheet](#)

Music:

- “Through the Years ” by The Voices of China
 - “Polka Dot Blues” by Sherele
 - “Deep in an Ancient Hawaiian Forest” by Makana
 - “Express Yourself” (Instrumental) By Mixmaster Throwback
 - “Chirpa, Chirpa” by Eric Chappelle or “Happy” by Pharrell Williams
- **Physical Materials:** (ex: Polyspots, Pencils, etc.)
 - Drum and mallet, egg shaker & macacas
 - Streamers (optional)
 - Spoon, salt container, and plastic knife
 - Painters tape
 - Venn Diagram on chart paper
 - Streamers (optional)
 - Sentence Strips

- Scarves of 3 colors
- Pencils
- Poly spots
- Chart paper
- Permanent markers

- [DEL Teacher Toolkit](#)

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