Multiplication Line Dance

Third Grade
Adapted by C Moore

CORE SUBJECT AREA

Math

ART FORM + ELEMENTS

Dance
Action

MSCCR STANDARDS

OA.7. Fluently multiply and divide within 110, using strategies such as the relationship between multiplication and division (e.g. knowing that 8 x 5= 40, one knows 40 ÷5=8) or properties of operations. Know from memory all products of two one-digit numbers; and fully understand the concept when a remainder does not exist under division

MSCCR CREATIVE ARTS STANDARDS

DA: CR2.1.3 Organize and develop artistic ideas and work.

a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme and development.)

DURATION

The teacher will need 20-25 minutes of classroom instructional time the first time you facilitate the multiplication line dance. After students understand how the line dance works, they can complete a line dance in 10-15 minutes.

OBJECTIVES

TLW fluently multiply within 100

TLW create simple movement patterns and dance structures

MATERIALS NEEDED

Computer and projector, chart paper and markers or dry erase board and markers.

VOCABULARY

Multiplication
Multiples
Repeating pattern
Pattern Unit
Factors
Product
Choreograph

RECOMMENDED RESOURCES

Line Dancing Video

https://ww/youtube.com/watch?v=BiuBmZPqg_Q&disable_polymer=true

LESSON SEQUENCE

Students will learn to perform a Multiplication Line Dance using groups of 4. We will be performing the 4 times table and learning the numbers that are multiples of 4. There will be a moving repeating pattern in line. Since the focus is on multiples of 4, the pattern unit will be a group of 4 moves. The group moves will be "left cross, right cross, arms out, clap." The teacher and students will practice the moves together so that everyone knows how to perform when they join the line dance. Students will practice the moves, "left, cross, right cross, arms out, clap."

EXAMPLE:
Teacher: Brandon, you will be the first line dancer. Your job will be to show the first group 4 dance moves. The moves are "left cross, right cross, arms out, clap."

Teacher: Please show us and the group the 4 moves. (Brandon does the four dance moves) Good job, now perform your moves and count "1,2,3,4" as you move.

Teacher: Class, we saw Brandon perform 1 group of 4 moves. How many moves were performed in all? (4 moves)

What multiplication sentence represents our Line Dance so far? (1 group of 4 = 4 or 1 x 4 = 4)

Teacher to another hypothetical student: Ellie, please write that on the board.

1 group of 4 = 1 x 4 = 4

Teacher: Elaina, you will be the second line dancer. Let me see you perform the pattern unit. Elaina demonstrates.

In the line dance, Brandon performs the first group of 4 moves, counting numbers, "1,2,3,4."

Elaina, you will perform the 2nd group of 4 moves. What four number will you count as you move? Elaina counts, "5,6,7,8."

Brandon and Elaina, show us the Line Dance! Brandon moves and counts, "1,2,3,4" then Elaina moves and counts, "5,6,7,8."

Class, we saw Brandon and Elaina perform 3 groups of 4 moves. How many did they perform in all? **(8)** What multiplication number sentence represents our Line Dance now? (2 x 4 = 8) Quentin, add this to the chart on the board:

1 group of 4 = 4 1 x 4= 4 2 groups of 4 = 8 2 x 4 = 8

Will, you will be the third line dancer. Let me see you perform the pattern unit. Will demonstrates.

In the Line Dance, Brandon performs the first group of 4 moves, counting the numbers, "1,2,3,4." Elaina performs the 2nd group of 4 moves, counting, "5,6,7,8." Will, what four numbers will you count as you move? Will counts, "9, 10. 11, 12."

Class, we saw Brandon, Elaina and Will perform 3 groups of 4 moves. How many moves were performed in all? **(12)** Randy, please add this to the chart on the board.

1 group of 4 = 4 1 s 4 = 4 2 groups of 4 = 8 2 x 4 = 8 3 groups of 4 = 12 3 x 4 = 12

Continue adding students, one at a time, to the Line Dance. Each time you add more students, invite other students to come the board and write the number sentence that represents the New Line Dance. When you are finished you should 10 more students in a row performing the Line Dance. The finished chart will look like.

1 group of 4 = 4	1 x 4 = 4
2 groups of 4 = 8	2 x 4 = 8
3 groups of 4 = 12	3 x 4 = 12
4 groups of 4 = 16	4 x 4 = 14
5 groups of 4 = 20	5 x 4 = 20
6 groups of 4 = 24	6 x 4 = 24
7 groups of 4 = 28	7 x 4 = 28
8 groups of 4 = 32	8 x 4 = 32
9 groups of 4 = 36	9 x 4 = 36
10 groups of 4 = 40	10 x 4 = 40

Students often prefer to create their own moves. These suggestions are provided to give you examples of rhythmic combinations that work well with each group exercise.

Suggested movements for each time table : 2 times tables perform an AB repeating pattern to show repeated groupings of 2. Example: Jump, Clap

3 Time Tables Perform an AAB repeating pattern to show repeated groupings of 3. Example: Slide, Slide, Clap

4 Times Tables Perform an ABCD repeating pattern to show repeated groupings of 4
Example: Try a Jazz Square--Cross Step, Back Step, Front Step with Clap

5 Times Tables Perform an AABBC repeating pattern to show repeated groupings of 5.
Example: Try basketball moves -- bounce, bounce, shoot, shoot, high five

6 Times Tables Perform an AABCCD repeating pattern to show repeated groupings of 6.
Example: Jump, Jump, Twist, Jump, Jump, Kick.
7 Times Tables Perform an AABBCCD repeating pattern to show repeated groupings of 7.
Example: Right Punch, Right Punch, Left Punch, Left Punch, Jump, Jump, Squat

8 Time Tables perform an AABBCCDE repeating pattern to show repeated grouping of 8.
Example: Right Punch, Right Punch, Left Punch, Left Punch, Jump, Jump, Squat, Clap.

9 Times Tables Perform an ABCDEFGHI repeating pattern to show repeated groupings of 9.
Example: Left Foot back step, Right Foot tap, Left Foot together, Right foot back step, Left foot tap, right foot together, thigh slap out, thigh slap in, clap.

EXTENDED LEARNING ACTIVITIES

Moving Through MATH: Teaching math through rhythm, movement, and the imagination.
Created by Marcia Daft and Missarmia Productions, LLC

SOURCES

Large empty space to help students maintain their timing, stand in front of the line and keeps a steady beat by conduction with your arm or lightly snapping your fingers.