



*Beverly's Weekly Lesson Plan*

<b>Class Level:</b> 6-Year-Old	<b>Class Length:</b> 60 Minutes	<b>Week 10</b>
<b>Instructor:</b>	<b>Class:</b>	
<p><b>Objectives: Relationships to Others;</b> Musical Awareness; Class Etiquette &amp; Format; Taking Turns; Working with Others; Listening Skills; Following Directions; Impulse Control; Language Development; Motor Coordination; Introduction to Pre-Ballet</p>		
<p><b>Movement Concepts: Pathway; Energy;</b> Opposites and Same; Speed; Level; Direction; Place; Body Awareness; Size; Weight</p>		
<b>National Standards:</b>		
<b>Music:</b> Kids 2; Kids!		
<b>Props:</b> LNL Mats; LNL Ribbon Rings; LNL Scarves		
<b>Optional Props:</b> Blue Painter's Tape; Autumn Colored Leaves; 2 Soft Pumpkins; Acorns; Scarecrow; 2 baskets; Felt Apple Tree with Felt Apples; Felt Apple Baskets		
<b>Supplies:</b> Roll Book; Lesson Plan; Music CDs/Playlist; Full Color Artwork Visuals; Coloring Sheet Handouts; Stickers		
<b>Full Color Visuals:</b> Picking Apples		
<b>Coloring Sheets for Handout:</b> Picking Apples		
<b>Video Training:</b> Refer to <b>Video: LNL 6: Week 10</b> for complete explanation and demonstration of this lesson plan		
<p><b>Teacher Notes:</b></p> <ul style="list-style-type: none"> <li>• The LNL 6-year-old dancers will continue learning about moving in relationship to others. Terms such as side by side, in front of, in back over, toward, away, in between, over, under, around, and through will be included in many of the exercises throughout class.</li> <li>• Continue using the "magic string" technique to help children understand how to remain side by side to each other while moving in one place or all about the space.</li> <li>• Continue using the "fingernail test" technique to help children understand an appropriate distance for dancers that allows all to move freely.</li> <li>• Continue changing up partners within the class.</li> <li>• There will be exercises that repeat from last week along with the addition of brand-new patterns or completely new exercises. All new activities will be marked with *** to easily help you know that this is new information.</li> <li>• In this week's class, the dancers will pretend to pick apples so that you can bake the perfect apple pie. This exercise will build weekly due to the many different possibilities in layering the exercise using color</li> </ul>		

recognition, pathways, color sorting, levels of apple picking. I highly recommend you take the time to make your apple tree and apples so that your students can benefit from so much learning as they also have a wonderful time picking apples. I will have a separate video on how to easily make the props needed for this series. I am also so super excited to share the new apple picking coloring page and full colored visual with you and your students.

- I am also excited to share with you the first exercise utilizing all seven of our Leap 'N Learn mats and Leap 'N Learn scarves. There will be plenty more exercises utilizing these props together in the future so make sure that each of your classes have access to all seven colors of both mats and scarves.
- Please note you will see many similar exercises in the LNL 3, LNL 4, LNL 5, & LNL 6 lesson plans this week. However, there are many differences woven into the patterns and skill demands as the dancers get older. The expectations in executing the different skills become greater. Be sure to work on increasing the level of technique. I like to have similar exercises for all early childhood age groups because it makes it easier on the teacher and the studio owner. It is nice if a special prop can be used multiple times for all age groups. When a teacher is teaching all age groups, it is helpful to that teacher by requiring less memory and time spent learning all new exercises for each level. Through my 40 years of teaching experience, I have found it to be much better if all the early childhood classes are working on the same themes and objectives, but with the appropriate level of skill and challenge woven into each exercise for each level.
- For the LNL 6 dancers, it is really time to focus on stretching through the legs and feet, incorporating movements of the head during port de bras, strengthening through the core and feet, more complicated patterns and longer sequences to remember, and trying to maintain a dancer's posture while moving. All this needs to be touched upon while also remembering they are children and pretend play, imagery, and use of scaffolding to help them understand is crucial.
- A major difference in the LNL5 & LNL6 lesson plans for this week is that you will want your LNL 6 dancers to incorporate their head and eyes into some of the port de bras. Also, share with them the importance of imagining they all have a third eye in the middle of their upper chest. This eye must remain open. Please check that the dancers are not opening their ribs and arching their back when their 3<sup>rd</sup> eye opens.
- This week we will continue using the Kids 2! CD for a major portion of the class, however, the Kids! CD will be used for the Apple Picking, Leaping Over Mats, and Autumn Obstacle course exercises.
- It will be impossible to cover everything presented in this lesson plan if your allotted class time is less than 60 minutes.

### ***Pre-Class Activity***

Approximately 10 minutes prior to the start of class, ask the student assistant to gather children near the studio door. Give ***Ready for Class Reminders*** such as dressed for class, hair pulled back, and going to the potty. Read a story book to the dancers while waiting for all dancers to arrive and for class time to begin. Keep the children engaged with smiles and questions. If this is the first class of the day, pre-class activity can take place inside the studio.

### ***Class Beginning***

Welcome	<ol style="list-style-type: none"> <li>1. Gather dancers from waiting area and invite them into the studio</li> <li>2. Ask dancers to sit in a circle formation near the stereo</li> <li>3. Teacher will sit on floor with dancers and student assistant will sit directly across from the teacher</li> <li>4. Introduce class assistant if applicable</li> <li>5. Call roll and greet each dancer with a warm welcome.</li> </ol>	
Etiquette Reminders	<ol style="list-style-type: none"> <li>1. Take time to review these very important reminders. Ask the dancers to repeat the positive behavior reminders back to you.</li> </ol>	***Ask the dancers to tell you different ways

	<ol style="list-style-type: none"> <li>a. Eyes and ears on the teacher</li> <li>b. Keep hands to self</li> <li>c. First time listener</li> <li>d. Talking only when called upon</li> <li>e. Never leaving the studio building by themselves</li> <li>f. Never touching the barres or mirrors</li> <li>g. Being kind to your partner while waiting and dancing</li> </ol> <p>2. If you are using a positive behavior sticker reward system, remind dancers that by remembering and following the Dancer Manners listed above throughout class will result in a special sticker at the end of class. LNL refers to this as “How do you get a sticker by your name?”</p>	they can be kind to their partner.
Beeper Time	<ol style="list-style-type: none"> <li>1. For beeper time – allow about 12 seconds per dancer and ask the dancers a question where they will have to tell a story or relay information. It is fine to prompt a child that is having difficulty sharing with a question.</li> <li>2. It is important for the assistant and the teacher to also share their story.</li> </ol>	

### **Warm-Up**

Setting up for Warm-Up	<p><b>***<u>Moving to Dance Space</u></b></p> <ol style="list-style-type: none"> <li>1. Assign partners for all dancers.</li> <li>2. Ask ***3 dancers to stand side by side to each other without touching each other. Pretend to hook magic strings.</li> <li>3. Ask dancers to repeat the march and clap sequence from last week as they travel in a forward direction remaining side by side to their partners to form a circle in the center of the dance space.</li> <li>4. March Clap Sequence: March right, clap, march left, clap, march right, clap, clap, clap; march left, clap, march right, clap, march left, clap, clap, clap</li> <li>5. Ask the dancers to continue the pattern as they form their circle in the center of the dance space.</li> </ol>	
Warm-Up Exercise #1: Kids 2! CD Track #1; Circle Dance & Claps; 3:55	<p><b>***<u>My Turn Around the Circle: Traveling Away from and Toward a Partner</u></b></p> <ol style="list-style-type: none"> <li>1. Ask the dancers to sit like a dancer forming a large circle in the center of the dance space.</li> <li>2. The teacher and the dancer to the left will both stand.</li> <li>3. The teacher and the dancer will face tummy to tummy to each other (toward) and perform the following combination: <ol style="list-style-type: none"> <li>a. Arms to 1<sup>st</sup> with feet in parallel</li> <li>b. Mirror: Parallel Passé leg &amp; lower</li> <li>c. Mirror: Parallel Passé other leg &amp; lower</li> <li>d. Port de bras arms to 2<sup>nd</sup> &amp; demi-plié</li> <li>e. sauté with a ¼ turn facing inside of circle, arms en bas</li> <li>f. sauté with a ¼ turn facing away from each other (back to back), arms en bas</li> <li>g. tendu prepare for skipping with opposite arm reaching forward</li> </ol> </li> <li>4. The dancers will skip away from each other around the circle. As the dancers approach each other on the other side they are</li> </ol>	<p>***Explain to the dancers how traveling away from someone and traveling toward someone is different. Ask the dancers which one allows them to get further apart and which allows them to get closer together.</p> <p>***As the dancers mirror each other for the parallel passé, ask them to lift their</p>

	<p>skipping toward each other.</p> <ol style="list-style-type: none"> <li>5. The dancers will pass each other and then the dancers will continue to skip away from each other. As they approach their spots in the circle, they are skipping toward each other again.</li> <li>6. The dancers curtsy to each other and sit like a dancer as the next two dancers stand.</li> <li>7. Continue with sequence until all dancers have had a turn skipping around the circle.</li> <li>8. Finish with clap sequences that include crossbody tapping.</li> </ol>	<p>leg closest to the inside of the circle and then they will be mirroring each other.</p> <p>***Point out to the dancers the many different terms being used to describe their relationship to the other dancer.</p>
<p>Warm-Up Exercise #2: Kids 2! CD Track #2; Snuggle &amp; Stretch; 2:08</p>	<p><b><u>Snuggle, Stretch, and Port de bras</u></b></p> <ol style="list-style-type: none"> <li>1. The music will need to stop in order to explain the next concept and exercise</li> <li>2. Introduce the concept of mirroring movements as the dancers are facing tummy to tummy.</li> <li>3. Establish partners across the circle and assign which group is to be the dancers first as the partners are the mirrors. The goal is for the mirror dancers to copy the exact movement and speed of movement to their partner.</li> <li>4. With music, ask the dancers to hug their knees while tucking their head into their knees pretending to be a very small ball. Ask them to keep their body into a tight small shape as they hide their eyes in their knees. Remind the dancers to extend their feet into a pointed position and balance with only their bottoms touching the floor and the tips of their toes placed very lightly on the floor.</li> <li>5. Ask the dancers to slowly open their tucked position and gracefully get bigger and bigger as they pretend to be a flower opening for the first time. Ask the dancers to sit tall with their legs stretched out in front and their arms overhead. Allow the dancers to decide how their flower will move (using port de bras and seated sways) as the mirror partner copies the exact movement at the same tempo.</li> <li>6. Repeat the snuggle, stretch, &amp; port de bras with the groups changing roles.</li> <li>7. Repeat the dancer mirror concept as they celebrate the changing of the leaves in Autumn by pretending all their leaves fell off their tree limbs.</li> </ol>	<p>***Repeat exercise as performed last week.</p> <p>***Ask dancers to explain to you how to mirror their partner's movements.</p>
<p>Warm-Up Exercise #3: Kids 2! CD Track #3; 1:19;</p>	<p><b><u>Flex &amp; Stretch of Feet</u></b></p> <ol style="list-style-type: none"> <li>1. Ask dancers to stretch their legs out in front of them brushing the legs to encourage stretching; pretend to glue them together; and tie the ankles with a bow.</li> <li>2. Slowly and smoothly flex ankles (reaching toes to ceiling); slowly and smoothly stretch ankles (pointing toes to center circle); alternate sharply flexing and stretching feet (one is flexed while the other is stretched and then switch)</li> <li>3. Walk fingertips down the legs reaching as far as possible. Hold position and count out loud for 8 counts. Walk fingertips up legs as back rolls up to sitting tall.</li> <li>4. Add rotation with stretched feet by asking dancers to ***smoothly rotate both legs by turning thigh bone, knees, and feet outward.</li> </ol>	<p>***Repeat exercise as performed last week.</p>

	<p>Ask dancers to place their hands on top of their knees so they can be sure they are actually turning out their entire leg. When they do, their hands will travel away from each other for turnout and return next to each other with legs parallel. Create a pattern of 2 turnout and holds followed by 4 turnout &amp; parallel moving very sharply. Flex feet and repeat pattern.</p> <p>5. Walk fingertips down the legs reaching as far as possible. Hold position and count out loud BACKWARDS from 8. Walk fingertips up legs as back rolls up to sitting tall.</p>	
<p>Warm-Up Exercise #4 Kids! CD; Track # 5; 2/4; 1:20</p>	<p><b><u>Mermaid and Merman – Torso &amp; Back Strengthening</u></b></p> <ol style="list-style-type: none"> <li>1. Ask the dancers if they have ever seen a mermaid or merman. Explain to them that we are now going to pretend to be one swimming in the sea.</li> <li>2. Ask the dancers to spin around to lie on their tummy with their arms stretched up over their head and legs straight, creating a straight line on the floor.</li> <li>3. Pretend to dive into the water, and then stretch arms, nose and lower legs a few inches off of the floor (in a Pilates dart position).</li> <li>4. Ask the dancers to reach long with their necks as they look at the bottom of the sea (the floor). Remind the dancers to keep their eyes open and to be on the lookout for any sharks below.</li> <li>5. Ask the dancers to slowly begin to move their arms and legs as if they were swimming. Remind the dancers to swim slowly so they don't make any splashes and alert the sharks.</li> <li>6. The dancers will rest by lowering their body and then turning their head to one side and place their hands under their cheek.</li> <li>7. While resting, the dancers will bend and stretch their knees as they keep their feet together. They are so proud of their colorful mermaid and merman tail and want to show it off to everyone on the shore.</li> <li>8. The dancers will swim again since they have a way to go to reach the other shore. Remind them to gently swim keeping their eyes on the sharks below.</li> <li>9. Ask the dancers to rest once more while they bend and stretch their knees showing off their tail.</li> <li>10. Ask the dancers to place their hands under their shoulders and gently press their arms to almost straight as they look to the right and left for their mermaid and merman friends.</li> <li>11. Push back into child's pose to stretch back.</li> <li>12. Roll up to standing position</li> </ol>	<p>***Repeat exercise as performed last week.</p> <p>Remind dancers to swim in the air and not strike the floor with their hands and feet.</p>
<b>Center Barre</b>		
	<p><b><u>Moving from circle formation to line formation</u></b></p> <ol style="list-style-type: none"> <li>1. Give step by step instruction for the dancers to             <ol style="list-style-type: none"> <li>a. turn their bodies to face you</li> <li>b. move to form one line of dancers</li> <li>c. if necessary, every other dancer will step backward to form two lines</li> <li>d. spread out with a fingernail test</li> </ol> </li> </ol>	<p>Ask the dancers to move to line formations without any guidance from you.</p>

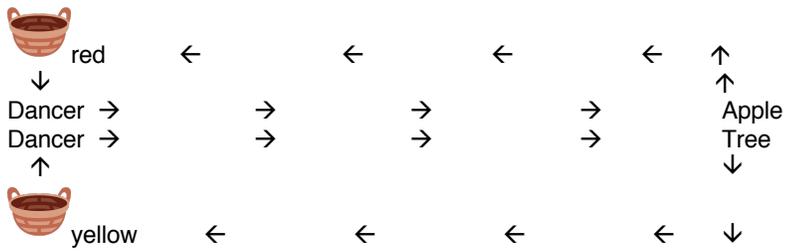
<p>Center Barre Exercise #1: Kids 2! CD; Plié; Track #9; 2:29</p>	<p><b>***<u>Demi-plié, Port de Bras into 5<sup>th</sup> Allongé</u></b></p> <ol style="list-style-type: none"> <li>1. Feet parallel with arms en bas.</li> <li>2. 2 parallel demi-pliés as arms open to demi-seconde and return to en bas as the knees straighten; turn head slight right as arms open, turn head en face as arms close, repeat head on second plié</li> <li>3. Right Arm Port de bras: middle (1<sup>st</sup>), high (5<sup>th</sup>); 5<sup>th</sup> allongé; lower to en bas; left arm remains en bas; eyes and head follow moving arm throughout port de bras</li> <li>4. 2 parallel demi-pliés as arms open to demi-seconde and return to en bas as the knees straighten; turn head slight left as arms open, turn head en face as arms close, repeat head on second plié</li> <li>5. Left Arm Port de bras: middle (1<sup>st</sup>), high (5<sup>th</sup>); 5<sup>th</sup> allongé; lower to en bas; right arm remains en bas; eyes and head follow moving arm throughout port de bras</li> <li>6. Rotate legs to 1<sup>st</sup> position</li> <li>7. 2 - 1<sup>st</sup> position demi-pliés as arms open to demi-seconde and return to en bas as the knees straighten; turn head slight right as arms open, turn head en face as arms close, repeat head on second plié</li> <li>8. Both Arms Port de bras: middle (1<sup>st</sup>), high (5<sup>th</sup>); 5<sup>th</sup> allongé; lower to en bas; eyes &amp; head turn to right hand and follow movement of arm</li> <li>9. 2 – 1<sup>st</sup> position demi-pliés as arms open to demi-seconde and return to en bas as the knees straighten; turn head slight left as arms open, turn head en face as arms close, repeat head on second plié</li> <li>10. Both Arms Port de bras: middle (1<sup>st</sup>), high (5<sup>th</sup>); 5<sup>th</sup> allongé; lower to en bas; eyes &amp; head turn to right hand and follow movement of arm</li> <li>11. Tendu a la seconde and lower into 2<sup>nd</sup> position</li> <li>12. 2 – 2<sup>nd</sup> position demi-pliés as arms open to demi-seconde and return to en bas as the knees straighten; turn head slight right as arms open, turn head en face as arms close, repeat head on second plié</li> <li>13. Both Arms Port de bras: reverse port de bras by lifting to allongé 5<sup>th</sup>; turn wrist hands to 5<sup>th</sup>; lower to 1<sup>st</sup>; lower to en bas; eyes &amp; head follow right arm during port de bras</li> <li>14. 2 – 2<sup>nd</sup> position demi-pliés as arms open to demi-seconde and return to en bas as the knees straighten; turn head slight left as arms open, turn head en face as arms close, repeat head on second plié</li> <li>15. Both Arms Port de bras: reverse port de bras by lifting to allongé 5<sup>th</sup>; turn wrist hands to 5<sup>th</sup>; lower to 1<sup>st</sup>; lower to en bas; eyes &amp; head follow left arm throughout port de bras</li> <li>16. Tendu a la seconde, close 1<sup>st</sup> position, rotate to parallel; place both hands on hips</li> <li>17. As left arm remains on hip, right arm Port de bras: middle (1<sup>st</sup>), high (5<sup>th</sup>); 5<sup>th</sup> allongé; as head slightly turns to right toward lifted hand; hold</li> <li>18. Rise to demi-point and bourrée turn to the right; lower heels as arm lowers to hip</li> </ol>	<p>***Share with the dancers how important it is to keep their back long and tummy strong throughout the exercise.</p> <p>***Another great reminder is to pretend they have long poisonous earrings on and it is very important that the tip of the earring never touches the shoulders. In order for this to happen, the dancers must keep their necks long as they port de bras their arms.</p>
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	<p>19. As right arm remains on hip, left arm Port de bras: middle (1<sup>st</sup>), high (5<sup>th</sup>); 5<sup>th</sup> allongé; as head slightly turns to left toward lifted hand; hold</p> <p>20. Rise to demi-point and bourrée turn to the left; lower heels as arm lowers to hip</p> <p>21. Finish</p>	
<p>Center Barre Exercise #2: Kids 2! CD; Tendu 1; Track #10; 1:18</p>	<p><b>***Tendu with Allongé Arms &amp; Ribbon Rings</b></p> <ol style="list-style-type: none"> <li>1. Begin standing tall in parallel with arms en bas and holding a ribbon ring in each hand.</li> <li>2. On intro, port de bras arms to first position; the ribbons will be hanging down.</li> <li>3. As arms remain in 1<sup>st</sup>, tendu parallel devant right, close parallel</li> <li>4. Right arm with ribbon ring lifts to 5<sup>th</sup>, 5<sup>th</sup> allongé and lowers through 2<sup>nd</sup>, en bas and back to 1<sup>st</sup> position; eyes &amp; head follows ribbon ring</li> <li>5. As arms remain in 1<sup>st</sup>, tendu parallel devant left, close parallel</li> <li>6. Left arm with ribbon ring lifts to 5<sup>th</sup>, 5<sup>th</sup> allongé and lowers through 2<sup>nd</sup>, en bas and back to 1<sup>st</sup> position; eyes &amp; head follows ribbon ring</li> <li>7. As arms remain in 1<sup>st</sup>, tendu parallel devant right, close parallel</li> <li>8. As arms remain in 1<sup>st</sup>, tendu parallel devant left, close parallel</li> <li>9. Both arms lift with ribbon rings to 5<sup>th</sup>, 5<sup>th</sup> allongé, eyes and chin lift slightly; hold position of arms as dancer rises to balance, lower heels and arms to hips on count 8.</li> <li>10. Rotate legs to 1<sup>st</sup> position and repeat tendu a la seconde.</li> </ol>	<p>***Refer to video for visual clarification of exercise.</p> <p>***During the first section of the exercise the dancers will move the same arm as tendu leg for single arm lifts. During repeat of exercise, the dancers will move the opposite arm as tendu leg for single arm lifts.</p> <p>***Ask dancers to imagine they have a third eye in the middle of their upper chest. Ask them to keep their third eye open to the audience. Make sure this imagery does not encourage them to open and spread their ribs.</p>
<p>***Center Barre Exercise #3: Kids 2! CD; Dégagé; Track #12; 1:17</p>	<p><b>***Dégagé &amp; Battement Piqué with Allongé Arms and Ribbon Rings</b></p> <ol style="list-style-type: none"> <li>1. Begin standing tall in parallel with hands on hips and holding a ribbon ring in each hand.</li> <li>2. 2 - Dégagé right leg devant &amp; close (cts 1-4)</li> <li>3. 1 – Dégagé right leg devant &amp; directly into 2 battement piqués &amp; close parallel (cts 5-8)</li> <li>4. Right arm with ribbon ring extends sideways and lifts to 5<sup>th</sup> allongé and lowers to en bas (cts 1-2); eyes follow ribbon ring</li> <li>5. Left arm with ribbon ring extends sideways and lifts to 5<sup>th</sup> allongé and lowers to en bas (cts 3-4); eyes follow ribbon ring</li> <li>6. Both arms port de bras in reverse, extending demi-seconde allongé, continues to lift to 5<sup>th</sup> allongé, hands &amp; wrist rotate to rounded 5<sup>th</sup>, lower through 1<sup>st</sup>, place both hands back on hip. (cts 5-8); eyes remain forward but with third eye open and chin slightly lifted.</li> </ol>	<p>***Ask the dancers to say the combination aloud along with you prior to performing it. This will help them to remember the sequence.</p> <p>***Share with the dancers how proud you are of them working so hard and how they are doing so well with the challenging new patterns.</p>

	7. Repeat entire exercise beginning with left leg.	
<b>Center Work</b>		
Center Exercise #1: Kids 2! CD; Rocking/ Temps lié; Track #18; 1:05	<p><b>***Temps lié Side to Side &amp; Bourrée Turn with Partner and Scarves</b></p> <ol style="list-style-type: none"> <li>1. Give each dancer a scarf to hold. Be sure that dancers do not have the same color scarves. Ask them to remember which color scarf belongs to them as this will be important later in the combination</li> <li>2. Pair the dancers and have them face their partner while holding two scarves in between them. The dancers will mirror each other as they move.</li> <li>3. For ease in cueing the direction of movement, have the dancers face each other so that when they rock in one direction, they go toward a specific wall such as the mirror wall or place tape on the wall to signify #1 and then the opposite wall can be the + wall.</li> <li>4. Exercise sequence <ol style="list-style-type: none"> <li>a. Temps lié, rocking sideways (1,2,3); as arms swing down and up;</li> <li>b. Temps lié, rocking sideways in opposite direction (1,2,3); as arms swing down and up;</li> <li>c. Temps lié, rocking sideways (1,2,3); as arms swing down and up;</li> <li>d. Freeze body while both dancer's arms draw a huge circle upward and around; dancers continue to hold scarves together.</li> <li>e. Repeat 3 rocks &amp; arm circle</li> <li>f. Repeat 3 rocks &amp; arm circle</li> <li>g. Both dancers will plié parallel and rise to demi pointe as they turn to face the direction their arms are reaching</li> <li>h. The dancer will let go of their partner's scarf as they hold on to their scarf as their parallel bourrée turn away from each other and then return to facing each other tummy to tummy and take the end of each other's scarf</li> <li>i. Begin Temps lié, rocking sideways in the opposite direction as originally started and repeat entire combination.</li> </ol> </li> </ol>	<p>***Explain to the dancers how they must move with their partner as one.</p> <p>***Review exercise without music, giving dancers cues that will help them rotate in the correct direction during their bourrée turn away from each other and ending facing each other.</p>
Center Exercise #2: Kids 2! CD; Sauté; Track #20; :33	<p><b><u>Sauté with a Partner and Scarves</u></b></p> <ol style="list-style-type: none"> <li>1. The dancers continue to hold their scarves from the previous exercise.</li> <li>2. Optional to either keep the same partners or switch the dancers to new partners.</li> <li>3. The dancers will continue holding two scarves in between them. The dancers will mirror each other as they move. Remind dancers to keep their scarves in the shape of a smile throughout the combination. Check for distance apart from each other.</li> <li>4. Demi-plié, sauté, demi-plié, stretch legs (1-4)</li> <li>5. Demi-plié, sauté, demi-plié, stretch legs (5-8)</li> <li>6. Demi-plié, sauté, demi-plié, stretch legs (1-4)</li> <li>7. Both dancers press into rise and balance (5-7), lower heels on (8)</li> <li>8. Repeat all again.</li> </ol>	<p>Repeat exercise as performed last week.</p> <p>Explain the importance of jumping exactly at the same time.</p>

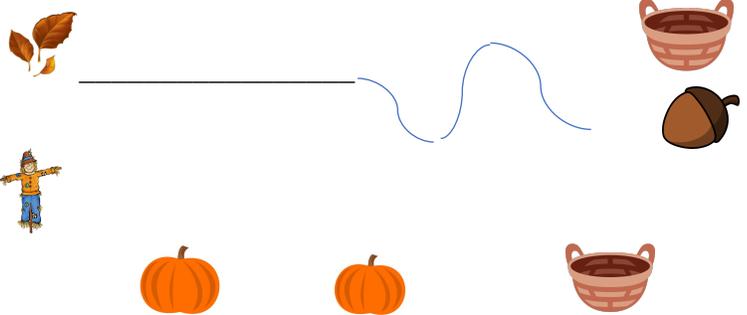
## ***Across the Floor***

	<p><b><u>Transition to Traveling Steps</u></b></p> <ol style="list-style-type: none"> <li>1. Give step by step instructions on how the dancers will transition to across the floor.</li> <li>2. Give one instruction and wait for compliance before giving the next instruction.</li> <li>3. If multiple groups are necessary, take the time to establish groups and give reminders on the responsibility of waiting dancers.</li> </ol>	<p>Check for understanding by asking the dancers to transition to lining up for across the floor work without giving them step by step instructions.</p>
<p>Across the Floor Exercise #1: Kids 2!; Passé Walks; Track # 25; 2:47</p>	<p><b><u>***Strolling Through Different Land with Flamingo Friends</u></b></p> <ol style="list-style-type: none"> <li>1. Divide the space into 3 lands. Use LNL mats (or tape) to clearly mark when the dancers change into a different land.</li> <li>2. Pair the dancers. They will hold one ribbon ring together with their inside hand while they also each hold a ribbon ring in their outside hand. The dancers will be connected to each other through the ribbon ring. Remind the dancers to remain side-by-side to each other throughout the exercise</li> <li>3. Using pretend play, have the dancers pretend to be flamingos needing to walk to the grocery store. The dancers will continue with the same pattern as performed last week.             <ol style="list-style-type: none"> <li>a. Ask the dancers to stand in parallel with their arms in demi-seconde while holding their ribbon rings (one between them and each holding another with outside hand)</li> <li>b. ask the dancers to tendu their inside leg devant for their preparation.</li> <li>c. Remaining side by side, the dancers step and retiré 3 times (outside knee, inside knee, outside knee)</li> <li>d. While remaining with their outside knee in retiré, raise inside ribbon ring</li> <li>e. Repeat retiré 3 walks (inside knee, outside knee, inside knee)</li> <li>f. While remaining with their inside knee in retiré, raise outside ribbon rings</li> </ol> </li> <li>4. Explain to the dancers how they will need to travel over three different lands. Each land has different pathways: straight, curvy, and zigzag. It is important to only walk in the correct pathway while in that land.</li> <li>5. Once one pair of flamingos enters a new land, the next pair of flamingos will begin their journey to the grocery store. (It is fine to have several pairs begin at once.)</li> </ol>	<p>***Discuss with the dancers which leg is their inside leg and outside leg when standing side by side to their partner.</p> <p>***Remind dancers to hook their magic string and work with their partner by moving at the same speed and stepping the same size. As the teacher, be sure to match dancers appropriately for height and leg length.</p> <p>***It will be a much greater challenge to perform flamingo walk pattern in the curvy and zigzag pathway as compared to the straight pathway. Ask the dancers to explore and try to figure out what has to happen for them to remain side by side as they also walk in a curvy or zigzag pathway. Do they step the same size, or must they adjust their steps?</p>
<p>Across the Floor</p>	<p><b><u>***Going Apple Picking: Skipping Forward &amp; Galloping Sideways</u></b></p>	<p>***This exercise does contain several props</p>

<p>Exercise #2: Kids! CD; Chassé Track #23; 1:49; 6/8</p>	<ol style="list-style-type: none"> <li>1. It is recommended to read <i>Apple Picking Day!</i> by Candice Ransom (Random House Children’s Books) either during pre-class activity or read a couple of pages now and the rest next week when you repeat the exercise.</li> <li>2. Explain to the dancers that apples grow on trees and you need their help to pick apples for an apple pie that you want to bake.</li> <li>3. For this class, begin with two different colored apples such as red and yellow. Place felt tree on opposite wall with only red and yellow apples connected by Velcro to the tree.</li> <li>4. Place two baskets at starting side. One basket should be red (or identified as red in some way) and the other basket should be yellow (or identified as yellow in some way) so that the dancers can sort red apples in the red basket and yellow apples in the yellow basket.</li> <li>5. Pair the dancers. Assign which partner is to pick a red apple and which one is to pick a yellow apple.</li> <li>6. Tell the dancers that they will skip in a forward direction to the apple tree on the opposite side of the studio to pick their assigned colored apple.</li> <li>7. Once the dancers pick their apple, ask them to separate and gallop sideways returning to the starting side and to sort their apples into the correct colored basket.</li> <li>8. The dancers will get back into line to repeat the exercise.</li> </ol> 	<p>that must be made ahead of time. It is well worth the effort because the children love the exercise and so much information can be explored with the apple tree, various colored apples, and baskets. Please refer to the Apple Picking Video on the members site for all information needed.</p> <p>***This pretend play exercise allows children to explore color recognition and sorting while also practicing skipping and galloping.</p> <p>***To increase the fine motor coordination of your young dancers, ask them to place the apples they picked back on the felt tree.</p>
<p>Across the Floor Exercise #3: Kids! CD; Jumps &amp; Hops; Track #24; 1:50; 4/4</p>	<p><b>***Leaping over Colors with Matching Scarves</b></p> <ol style="list-style-type: none"> <li>1. Ask the dancers to gather around you and give them each a LNL scarf.</li> <li>2. Randomly place at least 3 or more mats to correspond with each colored scarf the dancers are holding.</li> <li>3. To increase the challenge for your LNL 5 dancers, assign specific steps to be performed over a certain color. This will require the dancers to use memory skills to perform the exercise correctly. Please make up your own or allow the dancers to help you assign the specific movements to the colored mats. Here are a few examples: <ol style="list-style-type: none"> <li>a. Green &amp; Red Mats – Pas de chat</li> <li>b. Pink &amp; Purple Mats – Jumping forward by pushing off with 2 feet and landing on 2 feet</li> <li>c. Yellow &amp; Orange Mats – Leap from one leg and landing on the other</li> <li>d. Blue Mats – Jumping sideways by pushing off with 2 feet and traveling sideways to land on 2 feet</li> </ol> </li> </ol>	<p>***This leaping exercise allows young dancers to work on their memory skills while matching colors and also practicing their manners.</p> <p>***Be sure to remind the dancers to be aware of other leaping dancers as they are moving about the space. This exercise increases a young dancer’s awareness</p>

	<ol style="list-style-type: none"> <li>4. Explain to the dancers that they are going to be leaping (or jumping) over the mats. But they can only leap (or jump) over a mat that is the same color as the scarf they are holding. Demonstrate for the children.</li> <li>5. Ask the dancers to begin on the edge of the dance space.</li> <li>6. Once the music starts, the dancers will leap or jump over the mat matching the scarf they are holding.</li> <li>7. Upon cue from the teacher, the dancers will politely switch their scarf with a dancer holding a different colored scarf.</li> <li>8. The dancers will leap or jump over the mats that match their new colored scarf.</li> <li>9. Continue the exercise, encouraging dancers to choose a new color scarf each time.</li> </ol>	of relationship to others.
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***Creative Movement***

<p>Creative Movement #1; Kids! CD; #44 (You've Got Rhythm); 2:27</p>	<p><b><u>Pumpkin Patch Obstacle Course</u></b></p> <ol style="list-style-type: none"> <li>1. Create an obstacle course (see visual) using the tape (or mats) from the previous exercise. The following items (or something similar) will be needed: 2 leaves for each dancer; a basket to place leaves into; 1 acorn for each dancer; basket to place acorns into; 2 pumpkins, and 1 scarecrow.</li> <li>2. The dancers will choose their own movements in the following order. <ol style="list-style-type: none"> <li>a. Each dancer will pick up two leaves and travel down the pathway choosing their own movements.</li> <li>b. Place the two leaves into the basket at the end of the curvy pathway.</li> <li>c. Pick up one acorn</li> <li>d. Move like a squirrel and place the acorn in the next basket.</li> <li>e. Dance around the first pumpkin</li> <li>f. Dance over the second pumpkin</li> <li>g. Freeze like a scarecrow</li> <li>h. Remain frozen until all dancers have finished the obstacle course.</li> <li>i. Upon the teacher's cue, all scarecrows become unfrozen and dance like a scarecrow all through the dance space.</li> </ol> </li> </ol> 	<p>***Repeat exercise as performed last week.</p> <p>Even though this exercise is an obstacle course, allow the children to choose their movements for each section. Give them the structure and then allow them to create their own movement, otherwise the exercise is not creative movement.</p>
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***Class Ending***

<p>Class Ending Exercise #1: Kids 2! CD; Révérence; Track #37; 1:02</p>	<p><b><u>Thank You</u></b></p> <ol style="list-style-type: none"> <li>1. Explain to the dancers how at the end of every class we thank each other for working hard. We say thank you with a curtsy or a bow.</li> <li>2. Port de bras: Circle arms low (en bas); middle (1<sup>st</sup>); high (5<sup>th</sup>); open (2<sup>nd</sup>)</li> <li>3. Rise to demi-pointe; bourrée turn to the right as the arms float upward to high 5<sup>th</sup>; open arms as heels lower and legs demi-plié</li> <li>4. Port de bras: Circle arms low (en bas); middle (1<sup>st</sup>); high (5<sup>th</sup>); open (2<sup>nd</sup>)</li> <li>5. Rise to demi-pointe; bourrée turn to the left as the arms float upward to high 5<sup>th</sup>; open arms as heels lower and legs demi-plié</li> <li>6. Boys: Bow</li> <li>7. Girls: Curtsey</li> </ol> <p><b><i>Important Note:</i></b> <i>If you have run out of time, just perform the thank you and bow/curtsey at the studio door before releasing the dancers into the waiting room.</i></p>	<p>It is important to always thank the dancers for dancing with you and for working hard. Always praise them for their participation and effort.</p> <p>It is also important for dancers to learn to thank the teacher for what they learned in class that day.</p>
<p>Coloring sheet handouts for each dancer</p>	<p><b><u>Departing Class</u></b></p> <ol style="list-style-type: none"> <li>1. Dancers sit in share time space with teachers</li> <li>2. Assistant takes coloring sheets and special stickers to door.</li> <li>3. Teacher thanks the students individually by calling their name and placing a sticker by their name in roll book. This sticker is for keeping their eyes and ears on the teacher and their hands to themselves.</li> <li>4. Once their name has been called and sticker place in special teacher's book, they walk to door to meet assistant</li> <li>5. Teacher continues #3 &amp; #4 for each child</li> <li>6. Assistant thanks dancer for dancing with her, places special sticker on hand, and gives coloring sheet to dancer. Repeat for all.</li> <li>7. Teacher comes to door and reminds dancers to practice at home and to be sure to share with family members all they have learned today.</li> <li>8. Dancers and teacher/assistant give each other one more curtsy.</li> <li>9. Open studio door and see that all dancers find their caregiver right away.</li> <li>10. Share little tidbits of information with the caregivers on what the dancers learned in class today.</li> </ol>	
<p><b>Teacher's Notes:</b></p>		