

DBI LESSON idea

Note: If you use this lesson, please modify this lesson to meet the needs & abilities of your students.

Subject: Social Studies

Unit: Past VS present VS future. This can actually be used in any content area when teaching VOCABULARY.

Lesson Activities: Teach vocabulary as a way of introducing new unit of study

Drama Based Strategy: Bibbity Bibbity Bop

Before: Talk with your students about the concept of time, how people in the world use the terms "Past," "present," & "future" when discussing when something happened. For example a long time ago, in the past you were a baby. Right now it is the present. In the present, you are ___ years old. The future is what is going to happen. In the future, you will be a grandma or grandpa.

Strategy Activity: Ask your students if they have any ideas of a motion that we can make to help us remember what the past is. The present? The future? As a class, pick 1 motion for each vocabulary term. Then practice randomly saying that term & the students respond by showing the motion. After they seem to know the motion & word tell them that you are going to play a game called Bibbity Bibbity Bop to see how well they can remember what the terms mean.

Bibbity Bibbity Bop directions: Have students stand in a circle or in groups at their table. I personally do their table groups either at their tables or clumped in corners of the carpet so that everyone has a chance to play more frequently. **How to play:** Teacher points to a group while simultaneously saying a vocabulary term. Within 5 seconds, everyone in that group has to do the correct motion - they can look to their friends for help if needed. After I say my word, I hold up my hand with how many seconds they have left. If they all do it within 5 seconds, then they are still in the game. If not, they all have to sit down. If I say "Bibbity Bibbity Bop" while pointing at a group instead of saying the vocabulary term, the group will try to say "Bop!" before I say "bop!" If they don't, they are out. If I just point to a group & say "bop" the group is supposed to say nothing & do nothing. If someone says anything, the group is out. Last group standing wins!

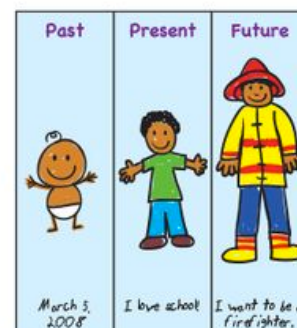
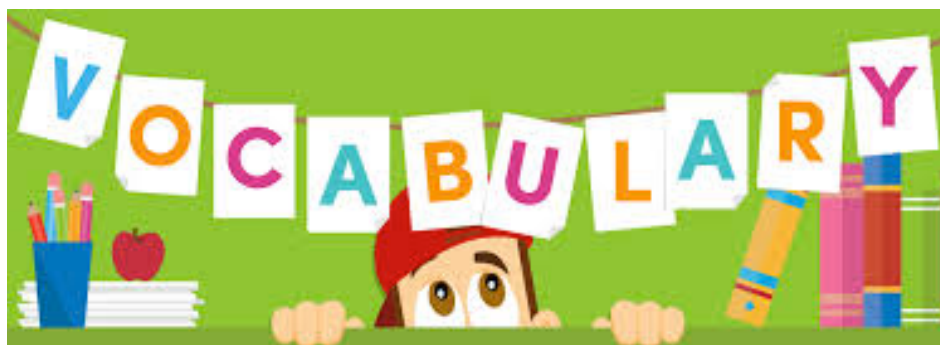
Note: When I first teach the lesson I don't have any "outs" for the first round or two. I also talk about being a good sport, reviewing teamwork, etc.

Materials:

- Vocabulary terms of your choice

Skills Fostered:

- Vocabulary knowledge
- Teamwork & collaboration
- Multisensory
- Communication
- Social/Emotional Lessons - we don't always win



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Subject: Science

Unit: Matter: Solids, Liquids, & Gas This can be done with any unit. It is simply an informal, formative assessment.

Lesson Activities:

Drama Based Strategy: Exploding Atom

Before: Talk with your students about how you will be starting a new science unit all about Matter.

Strategy Activity: This can be used as a formative assessment.

Have students get in a circle. Explain that extending from the outer part of the circle to the center of the circle, there is a line. You are going to say a statement. If the student feels it is 100% true, they go into the center of the circle. If they feel it's kind of true sometimes but not others then they might go in the middle of the line connecting where they stand to the center of the circle. If they don't think that the statement is true at all, they stay where they are standing. Assessment should be informal & based on observations.

Questions:

- 1) Matter is anything in the world.
- 2) There are different kinds of matter.
- 3) Solids are things that do not change shape.
- 4) There are 3 states of matter.
- 5) Solids change shape sometimes.
- 6) Liquids never change shape.
- 7) Gas is all around us.
- 8) Liquids sometimes change shape.

Materials:

- List of formative assessment questions



DBI LESSON idea

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Subject: Language Arts

Unit: Read Aloud - character traits/point of view

Lesson Activities:

Drama Based Strategy: Hot-seating

Before: Talk with your students about the read aloud book. Share with the students that after you read, one of them is going to take on the role of the main character and be interviewed by the rest of the class.

Strategy Activity: After reading, have a student come to the front of the class & sit in a chair. Tell the rest of the class that they are journalist and your job is to find out more about the main character - why do they feel they way they do? Why did they do the things they did?

After having them main character sit in the hot seat, have a student take on the role of another character - perhaps the mother or father of the main character or his/her best friend.

After: Have your students go to their seats and write or draw all about the character traits of the main character.

Skills fostered:

- Character traits
- Points of view
- Communication skills
- Empathy & imagination
- Inference skills

Materials:

- Read Aloud Book
- Chair
- If desired: A prop to help visually remind the students that the person in the hot seat is a character.

