

Level: Second Grade

Lesson: Thrust & Float/ Shel Silverstein "Eight Balloons"

Equipment: "Eight Balloons" Poem (in this lesson), Your voice!

Objectives: 1. Travel around room space demonstrating floating actions and paths with the body.

2. Stop and Start with the poem

3. Thrust at least 7 different body parts, in time with the poem.

4. Travel safely.

5. Have fun!

6. Create a dance using floating actions in room space and thrusting movements in own space.

### Part 1: Warm Up. Hoop Tag

Place ten hoops around an area the size of a basketball court. Choose a flag color to be the pullers. The object is not to have your flag pulled by the pullers. The hoops are safety zones, but only for 5 seconds, and only if there is one person in it. If your flag is pulled, you must sit down where the puller drops your flag, and pull flags off of others if they run too close.

### Part 2: Dance concepts; Float and Thrust

#### A. **Float** - Travel through room space.

Seated discussion.

What kind of things float? What kind of moving is floating? Is it fast or slow? hard or soft? Does it stay in

a straight line, or move randomly?

"Everyone go find an own space. When I say go, show me how you can float around the room. Be sure to move safely, use all the space, watch out for others. Ready, go."

As they are floating around the room, encourage them to make parts important. "As you are floating, how can you make your arms important? Now how about your legs? Make your head important as you float. This time try and make your back important.

Do you think things float in one level? Show me how you can change levels as you float around our space. Great job, wow look at John, he is really changing level and direction as he floats, it really looks as if he is floating around the room, he is moving so slow and lightly! Freeze. I want to read you a part of this poem that reminds me of floating. Stay in your own space as I read it to you once.

**"Eight balloons no one was buyin'**

**All broke loose one afternoon.**

**Eight balloons with strings a-flyin',**

**Free to do what they wanted to."**

"This time, while I read this part of the poem I want you to float around the space. Watch out for others try floating in different levels, directions, move slowly, and finish your floating as I finish saying "free to do what they wanted to." (continue to practice until the students can stop when you finish the phrase and you are happy with the way they move.)

#### B. **Thrust**: Thrust one body part with each pop in own space.

"Body Floating is a very soft, free and continuous movement. What kind of movement would popping be? (a strong sudden direct) Find an own space, stay in your own space, and space show me how you could thrust your arm, try it again another way. How about your leg. What's another way you can thrust your leg? Try your elbow.

(continue to go through the parts of the body one at a time, IE..head, shoulders, hips,

etc.) Now I'm going to read you the part of the poem that reminds me of thrusting movements.

**"One flew up to touch the sun - POP  
One thought the highways might be fun - POP  
One took a nap in a cactus pile - POP  
One stayed to play with a careless child - POP  
One tried to taste some bacon fryin' - POP  
One fell in love with a porcupine - POP  
One looked close in a crocodiles mouth - POP  
One sat around till his air ran out - WHOOSH!"**

Each time I say the word pop, you choose a body part to thrust. Try to think of a new part for each pop. (read the sentence quickly so the children aren't standing too long with nothing to do.) For the last balloon that doesn't pop, you can show me how you would look with all your air leaking out.

- C. The last part of the poem is like the beginning with the floating.(read them the last part, have them practice floating to it once or twice, look for them to stop when you are finished reading the last line.)

**"Eight balloons no one was buyin'  
they broke loose and away they flew,  
free to float and free to fly  
and free to pop where they wanted to."**

When I read the last line, you can show me how you would pop your whole body, and that's how we'll end the dance. (Try reading this part one more time)

### Part 3: Dance

Now lets put it all together. I'll read the poem from start to finish, and you do the movements you have practiced with the poem.

**"Eight balloons no one was buyin'  
All broke loose one afternoon.  
Eight balloons with strings a-flyin',  
Free to do what they wanted to."**

**"One flew up to touch the sun - POP  
One thought the highways might be fun - POP  
One took a nap in a cactus pile - POP  
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One looked close in a crocodiles mouth - POP  
One sat around till his air ran out - WHOOSH!"**

**"Eight balloons no one was buyin'  
they broke loose and away they flew,  
free to float and free to fly  
and free to pop where they wanted to."**

After you finish, be sure to praise them. Each dance will be different, and that is part of the cool thing. You can point this out too. Since you will be reading the instrument of this dance, you will have to remember to hand out your warm fuzzies and directions in between. Be sure to point out great ideas, incredible ways of

floating, the students who make an effort to pick a new body part each time they pop. The last pop of the dance can be very creative, and you might want to pick out a few students for examples.