

Lesson Plan

Shuffle, Flap, and Roll

Book: *Tap Dance*

Series: Shall We Dance?

Level: Beacon

Objective

To help students practice identifying the number of syllables in words and phrases.

Supplies

- *Tap Dance* book
- Whiteboard

Before the Activity

Read through the *Tap Dance* book, or assign it to students to read on their own.

For the activity, you will also need to demonstrate two dance steps for the students. Practice these steps beforehand:

- The first step is called a flap. It involves tapping twice with one foot. Tap your right foot once by brushing the ball of your right foot away from your body. Your right toes will end up lifting off the floor slightly after this tap, so you will be standing on your left leg. Then make a second tap by touching the ball of your right foot to the floor. Keep your right heel raised as you do this. The ball of your right foot will be on the ground at the end of this step.
- The second step is called a shuffle. It also involves tapping twice. Tap your right foot once by brushing the ball of your right foot away from your body. Again, your right toes will end up lifting off the floor slightly after this tap, so you will be standing on your left leg. Tap this foot again by brushing the ball of your right foot back toward your body. Your right foot will end up in the air. A shuffle step is done on one foot and then the other. So, place your right foot back on the group and repeat this process with your left foot. Brush the left foot forward and back. Then set your left foot on the ground.

If needed, refer to this video to see what flaps and shuffles look like: <https://www.youtube.com/watch?v=TTB9zqZQXRY>

Activity

Have students stand up and move to an open area of the room. Explain that they will be practicing some basic tap dancing steps.

First, ask students to turn to pages 20 and 21 of the *Tap Dance* book and read the “Try It Out”

feature. This feature gives instructions for how to do a right cramp-roll. Students should read the instructions and try doing a right cramp-roll. If students master the right cramp-roll, they can try the left-cramp roll.

Then call the class back together. Demonstrate the flap step and the shuffle step for the students. Give students a few minutes to practice both steps, providing help as needed. Then call them back together. Explain that each tap dancing step creates a different number of taps. A flap creates two taps. A cramp-roll creates four taps. A shuffle creates three taps if you use just one foot and six taps if you use both feet. Tap dancers combine these steps to create many different kinds of dances. They match the taps to the beat of the music.

In writing, words are also measured by how many “beats” they have. These beats are called syllables. A word such as *shuffle* has two syllables, while a word such as *flap* has only one.

Write the following sentences on the whiteboard:

- Tap dancers use their shoes as instruments, so each shoe has two metal taps attached to the bottom.
- Tap dancers hit the taps against the floor in many different ways to make rhythms as they dance.

Each student should choose one of these sentences. Students should combine the three tap dancing steps to create a pattern that has as many taps as the sentence has syllables. Then they should choose a partner. This partner should count the taps in the student’s step combination to make sure the step combination has the correct number of syllables.

Evaluation

Could students successfully perform each of the tap dancing steps? Did their step combinations have the correct number of syllables?

Standards

This lesson may be used to address the Common Core State Standards’ reading informational texts standards, grade 3 (RI 3.3) and speaking and listening standards, grade 3 (SL 3.2).