

Lesson Plan: Favorite Plush Toy Dance Party

Originating Idea

On school wide pajama day, kids brought their favorite plush toy to school. Seeing their attachments and pretend play during work time led me to plan a large group activity around their favorite plush toy.

Curriculum Content Area

- **Creative Arts:** Music, rhythm, and expressive movement.
 - **Physical Development:** Gross motor skills through dancing and controlled movements.
 - **Social-Emotional Development:** Self-expression and group participation.
 - **Language & Literacy:** Listening to song cues and following verbal instructions.
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Materials

- A variety of upbeat and calming music tracks (e.g., *Head, Shoulders, Knees, and Toes*, instrumental dance songs, or classical calming tunes).
 - A portable speaker or music player.
 - Visual action cards depicting movements like jumping, spinning, and waving (for children who need visual cues).
 - Soft mat or designated area for a safe dancing environment.
 - Plush toys (brought by children or extras provided by the classroom).
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Beginning

- Use a transition song like:
“It’s time to dance, it’s time to play,
Bring your toy and come this way!”
- Greet children and introduce the activity:
“Today, we’re having a dance party with our toys! We’ll dance, twirl, and move to the music. Let’s see what fun moves our toys can do!”
- Begin with simple stretches:

- “Let’s reach up high so our toys can touch the sky!”
 - “Now sway side to side like trees in the wind.”
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Middle

1. **Dance and Move:**
 - Play upbeat music with a steady rhythm (e.g., *Head, Shoulders, Knees, and Toes*, or instrumental tracks).
 - Guide children to explore different movements:
 - **Bouncing:** “Bounce your toy to the beat!”
 - **Spinning:** “Can your toy twirl? Let’s spin slowly, then faster!”
 - **Jumping:** “Jump high with your toy in your hands!”
 2. **Follow the Leader:**
 - Take turns being the leader, creating movements with their plush toys for others to copy (e.g., waving, stomping, or rocking). Incorporate call-and-response actions: “Can your toy fly in the air? “Can your toy stomp on the floor?”
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End

1. **Calm Down with Slow Movements:**
 - Transition to slower music and movements to help children wind down:
 - “Let’s rock our toys gently like they’re going to sleep.”
 - “Now sway from side to side as we hug our toys close.”
 2. **Reflection:**
 - Ask: “What was your toy’s favorite move today? Can anyone show us one last move before we stop?”
 3. **Transition to Next Activity:**

“Dancing was fun, now it’s time to rest,
Let’s get ready for what comes next!”

 - “Dancing makes us hungry. Let’s bring our toys to snack time to rest while we eat!”
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Accommodations

1. **For Children Needing Sensory Support:(3 Students)**
 - Allow them to observe or participate at their own pace.
 - Provide noise-canceling headphones or play softer music if needed.
2. **For Children with Mobility Challenges:(1 CP)**

- Encourage upper-body movements (e.g., waving or rocking the toy).
- Create seated movements (e.g., bouncing the toy on their lap).
- 3. **For English Language Learners (ELL):(3 Students)**
 - Use gestures to demonstrate movements.
 - Incorporate visual cues like pictures of actions (e.g., jumping, spinning).
- 4. **For Advanced Learners:(4 students)**
 - Challenge them to create a dance routine with their toy.
 - Ask them to lead part of the activity and come up with new movement

Follow up

- Place plush toys, scarves, and rhythm instruments in the dramatic play area to encourage further exploration of movement and music.