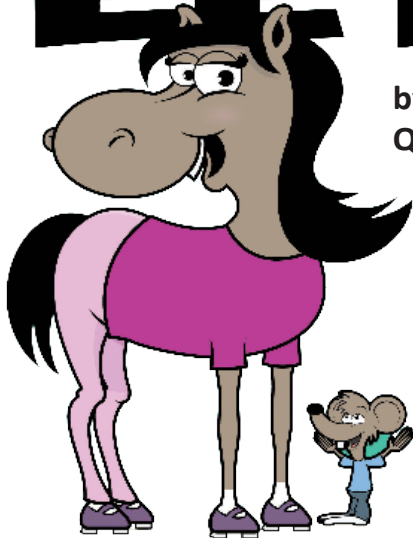


# Quynn Johnson

## Lucky Math Patterns Worksheet

# LUCKY'S TAP DANCING FEET



by Author, Educator, and Performer  
Quynn Johnson

National Core Arts Standard

Da:Re.7.1.PK

a. Identify a movement in a dance by repeating it.

Da:Re.7.1.K

a. Find the movement that repeats in a dance.

In tap dance, we use steps that repeat to help build a rhythm. This repetition creates a pattern. This lesson shares ways to use elements of tap dance (choreography) and storytelling to support students learning math. The element of choreography directly connects to creating patterns and we're going to try to make a rhythmic pattern now!

## TAP STEPS:

**Stomp**

**Heel Stomp**

**Toe Toe Stomp**

**Slide Stomp**

**Q: What is a pattern?**

**A:** A series or sequence that repeats.

**Q: What are some tap steps?**

**A: Stomp**

**Heel Stomp**

**Toe Toe Stomp**

**Slide Stomp**



**Q: Can you name 3 characters in the book?**

**A:** Lucky

Chip

Mean Kid

**Q: What will students learn from this lesson?**

**A:** Students will learn how to recognize and create patterns in the environment, the classroom, and inside a book.



# MATH PATTERNS

**Step 1:** Review the taps. Do each step 4 times.



**Step 2:** Briefly review the children’s book with the students.

Discuss the characters you plan to use for the activity.

**Step 3:** Choose 3 characters or images from the book, 4 images for kindergarten.

**Step 4:** Ask the students to choose which tap step best connects to the character. For example, Lucky connects to *heel stomp*.

**Step 5:** Connect one tap step to a character and practice it.

**Step 6:** Repeat step 5 for each character.

**Step 7:** Ask your students, *“Can we create a pattern using these tap steps?”*

**Step 8:** Demonstrate the pattern verbally using Lucky, Chip, and Kid.

*“Hmm, but is it a pattern? Oh, that’s right! It has to repeat!”*

Then, repeat the pattern verbally:

Lucky, Chip, Kid

Lucky, Chip, Kid

Lucky, Cip, Kid

**Step 9:** Now that you have your pattern verbally, it’s time to practice it with our tap steps. Use this pattern or create your own!

**Lucky:** Heel Stomp, **Chip:** Toe Toe Stomp, **Kid:** Stomp

**Lucky:** Heel Stomp, **Chip:** Toe Toe Stomp, **Kid:** Stomp

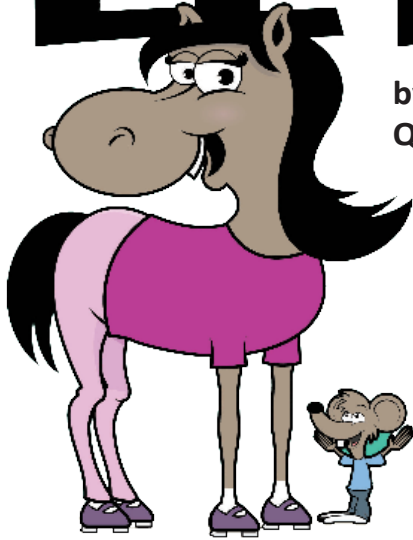
**Lucky:** Heel Stomp, **Chip:** Toe Toe Stomp, **Kid:** Stomp

**Lesson Extension 1:** Demonstrate another patten option using the characters.

**Lesson Extension 2:** Encourage the students to create their own patterns.

**TIP:** Choose the characters as they are introduced in the story.

# LUCKY'S TAP DANCING FEET



by Author, Educator, and Performer  
Quynn Johnson

National Core Arts Standard

DA:Pr.5.1.PK

c. Identify and move body parts and repeat movements upon request

DA:Pr.5.1.K

c. Move body parts in relation to other body parts and repeat and recall movements upon request

This lesson shares ways to use elements of tap dance (choreography) and storytelling to support students learning math and the importance of ordinal numbers. The element of choreography connects well to ordinal numbers. In tap dance, we place steps in order to build choreography.

## TAP STEPS:

**Stomp**  
**Heel Stomp**  
**Toe Toe Stomp**  
**Slide Stomp**

**Q: What are ordinal numbers?**

**A:** A number that gives us the exact position of each item and not the quantity of the item.

*For example, what is 1st, 2nd, or 3rd.*

**Q: What are some tap steps?**

**A: Stomp**

**Heel Stomp**

**Toe Toe Stomp**

**Slide Stomp**



**Q: Can you name 3 characters in the book?**

**A:** Lucky

Chip

Mean Kid

**Q: What will students learn from this lesson?**

**A:** Students will learn how to recognize ordinal patterns through tapdancing.



# TAP PATTERN ORDER

**Step 1:** Review the taps. Do each step 4 times.



**Step 2:** Briefly review the children’s book with the students.

Discuss the characters you plan to use for the activity.

**Step 3:** Choose 3 characters or images from the book, 4 images for kindergarten.

**Step 4:** Start to build the Lucky dance (or dance based on the theme of the book). *When building our Lucky Dance we’re going to choose 3 steps. Hmm, which step should we do for Lucky?* Ask the students to choose the tap step. For example, *Lucky equals Heel Stomp Heel Stomp*

**Step 5:** Choose a second character and step then practice it 2 times.

**Step 6:** Repeat step 5 with a third character and step then practice it 2 times

**Step 7:** Now choose which order to put the steps in remembering to place emphasis on saying the first step, second step, third step.

**Step 8:** Use a visual display to show the order using the number (and or character image) and add the step

**1st step:** Chip- *Toe- Toe Stomp*

**2nd step:** Lucky- *Heel Stomp*

**3rd step:** Mean Kid- *Slide Stomp*

**Step 9:** Now that you have your order visually, it’s time to practice the order!

**1st step:** Chip- *Toe- Toe Stomp*

**2nd step:** Lucky- *Heel Stomp*

**3rd step:** Mean Kid- *Slide Stomp*

**Lesson Extension 1:** Demonstrate another order with 1st, 2nd, 3rd positions.

**Lesson Extension 2:** Encourage the students to create their own order.

**TIP:** Choose the characters as they are introduced in the story and then mix them up.