

Theater and Writing Infused Lesson

Modify My Action

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Enduring Understanding

Using an adverb as a modifier can make verbs more powerful or change their meaning.

Lesson Description (Use for family communication and displaying student art)

Students will explore the meanings and relationships between selected verbs and adverbs. Each student will communicate the verb/adverb relationship in two different ways: through physical action and a written sentence. Working with a partner, each student will have a chance to express the action of a verb and then adjust the physical expression by applying the attributes of an adverb. Each student will write a sentence with a verb and a modifying adverb.

Learning Targets and Assessment Criteria

Target: Understands verbs and adverbs.

Criteria: Identifies and explains that verbs are action words and adverbs qualify or change the meaning of a verb.

Target: Performs the action of a chosen verb.

Criteria: Uses entire body or parts of body in motion to reflect the meaning of the action word.

Target: Modifies action by applying an adverb.

Criteria: Changes and sustains the action to reflect the new physical attribute given by the adverb.

Target: Demonstrates the relationship between a verb and an adverb.

Criteria: Writes a sentence in which a verb is modified by an adverb. Uses body movement to reflect the meaning of the action word as modified by the adverb.

Target: Communicates to others.

Criteria: Actively listens; expresses ideas – visually/physically/verbally; responds to others.

<p>Vocabulary</p> <p><u>Arts Infused:</u> Action Communication</p> <p><u>Writing:</u> Adverb Verb</p> <p><u>Theater:</u> Body Movement Physical Expression <u>Vocal Expression</u></p>	<p>Materials</p> <p><u>Museum Artworks or Performance</u></p> <p>Seattle, WA Book-It Repertory Theatre Living Voices Seattle Children’s Theatre</p> <p>Tacoma, WA Broadway Center for the Performing Arts</p> <p>Materials: List of verbs and adverbs; Classroom Assessment Worksheet; Arts Impact sketchbook</p>	<p>Learning Standards</p> <p>WA Arts State Grade Level Expectations <i>For the full description of each WA State Arts Grade Level Expectation, see:</i> http://www.k12.wa.us/Arts/Standards</p> <p>1.2.1 Skills and Techniques: Movement, Gesture, Facial Expression 1.2.2 Skills and Techniques: Voice 1.4.1 Audience Skills 2.1.1 Creative Process 2.2.1 Performance Process 2.3.1 Responding Process 3.1.1 Communicates through the Arts 4.2.1 Connection between Theater and Writing</p> <p><i>continued</i></p>
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Early Learning Guidelines (Pre-K – Grade 3)

For a full description of Washington State Early Learning and Child Development Guidelines see:

<http://www.del.wa.gov/development/guidelines/>

(Age 4-5) 3. Touching, seeing, hearing and moving around: Using the large muscles (gross motor skills): move with purpose from one place to another using the whole body.

(Age 4-5) 5. Communicating: Speaking and listening: use words to describe actions.

(Age 4-5) 6. Learning about my world: Arts: show creativity and imagination; perform simple elements of drama; participate in dramatic play.

Common Core State Standards (CCSS) in ELA

For a full description of CCSS Standards by grade level see:

<http://www.k12.wa.us/CoreStandards/ELAstandards/>

R.CCR.1. Read closely to determine what the text says explicitly and to make logical inferences from it.

R.CCR.4. Interpret words and phrases as they are used in a text, and analyze how specific word choices shape meaning or tone.

SL.CCR.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.

SL.CCR.6. Adapt speech to a variety of contexts and communicative tasks.

SL.K.6. Speak audibly and express thoughts, ideas, and feelings clearly.

L.K.1.b. Use frequently occurring nouns & verbs.

L.1.1.f. Use frequently occurring adjectives.

L.4.3. Choose words or phrases to convey ideas precisely.

L.CCR.5. Demonstrate understanding of word relationships and nuances in word meanings.

College and Career Ready Students in Writing

Demonstrate independence.

Build strong content knowledge.


Respond to the varying demands of audience, task, purpose, and discipline.

Comprehend as well as critique.

Value evidence.

ICON KEY:

 = Notes specific *Writers Workshop* Curriculum strategies addressed

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

Pre-Teach

Determine which verbs/adverbs to use for the lesson. Introduce and define the selected verbs and adverbs to the class before the lesson is taught.

Lesson Steps Outline

1. Review the definitions of verbs and adverbs.

Criteria-based teacher checklist: Identifies and explains that verbs are action words and adverbs qualify or change the meaning of a verb.

2. Model the partner activity with the whole class participating.

3. Describe how students will do Modify my Action with a partner. Divide the students into pairs, and give one a verb list and the other an adverb list.

4. Guide students in the Modify my Action partner activity.

Criteria-based teacher checklist; room scan: Uses entire body or parts of body in motion to reflect the meaning of the action word. Changes and sustains the action to reflect the new physical attribute given by the adverb.

5. Lead performance. Instruct students to utilize the 21st Century Skill of COMMUNICATION by sharing their modified actions with the class as well as responding to others' artistic choices.

Criteria-based teacher checklist, peer assessment: Uses entire body or parts of body in motion to reflect the meaning of the action word. Changes and sustains the action to reflect the new physical attribute given by the adverb. Actively listens; expresses ideas – visually/physically/verbally; responds to others.

6. Guide students to choose their own verb and adverb and create a sentence.

Criteria-based teacher checklist: Writes a sentence in which a verb is modified by an adverb.

7. Facilitate students acting out and communicating their verb and adverb sentences.

Criteria-based teacher checklist: Uses body movement to reflect the meaning of the action word as modified by the adverb. Actively listens; expresses ideas – visually/physically/verbally; responds to others.

LESSON STEPS

☞ Pre-determine how the room will be set-up for students to move through space – desks moves to the side or students moving among the desks.

☞ Note on Grade Level Adaptability: This lesson can be adapted for use at any grade level. The complexity of the verbs and adverbs should be adjusted to grade level.



Modify My Action
Steps 1-5

1. Review the definitions of verbs and adverbs.

☞ Writers Workshop Connection: conferring

- *What is a "verb?"*
- *What is an "adverb?"*

☑ **Criteria-based teacher checklist:** Identifies and explains that verbs are action words and adverbs qualify or change the meaning of a verb.

2. Model the Modify My Action activity with the whole class participating.

☞ Writers Workshop Connection: mini-lesson

☞ Use the verb and adverbs lists included in the lesson for suggestions.

- *Let's a come into a circle.*
 - *I'm going to give you a verb. Act it out in your spot in the circle.*
 - *When I call out an adverb, change your action to reflect its meaning.*
 - *Let's try a few different verbs and adverbs.*
 - *How did you change your body when I gave you a different adverb?*
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3. Describe how students will do Modify My Action with a partner. Divide the students into pairs, and give one a verb list and the other an adverb list.

☞ Writers Workshop Connection: small moments

☞ Option: For primary grades, review verbs and adverbs on the board and/or do the activity as a whole class, with teacher prompting students with different adverbs.

- *I'll divide you into duos, one will be "A" who will get a verb list. The other will be "B" and get an adverb list.*
 - *"A"s pick a verb from your list and act it out.*
 - *"B"s cue your partner by calling out a series of adverbs from the list and the "A"s must change their movements to match the adverb.*
 - *Everyone will get a chance to play both roles. How would you act out "examine?"*
 - *What does to "leap" look like?*
 - *How could you move sharply? How could you move smoothly?*
-

4. Guide students in the Modify My Action partner activity.

📖 Writers Workshop Connection: conferring

- *"A" students, act in a way that reflects the meaning of the verb you have chosen.*
- *"B" students, call out a series of adverbs to change the action.*
- *Every time the "B" partner gives a new adverb, the "A" partner must modify their action.*
- *Now switch roles.*
- *How can the adverb change the verb? How did your action change?*

☑ Criteria-based teacher checklist, self-assessment: Uses entire body or parts of body in motion to reflect the meaning of the action word. Changes and sustains the action to reflect the new physical attribute given by the adverb.

5. Lead performance. Instruct students to utilize the 21st Century Skill of **COMMUNICATION** by sharing their modified actions with the class as well as responding to others' artistic choices.

📖 Writers Workshop Connection: sharing

- *Performers, share one of your verbs. Pick two or three adverbs to modify your action.*
- *When you perform for an audience, you will be communicating an idea through movement and facial expression.*
- *Audience, what did they do with their bodies or facial expressions to change the action?*
- *When you respond verbally to another person's movement, it's important to describe exactly what you are seeing. For example, "I noticed that the actor's eyes opened more widely when he was showing creeping 'fearfully.'"*

☑ Criteria-based teacher checklist, peer assessment: Uses entire body or parts of body in motion to reflect the meaning of the action word. Changes and sustains the action to reflect the new physical attribute given by the adverb. Actively listens; expresses ideas – visually/physically/verbally; responds to others.

6. Guide students to choose their own verb and adverb and create a sentence.

📖 Writers Workshop Connection: guided writing, small moments

☐ Depending on grade level, sentences may be written or spoken; created independently, in pairs or by a whole class; and use simple or complex construction.

- *Choose a verb and an adverb that you think can go together to make an interesting sentence.*

☑ Criteria-based teacher checklist: Writes a sentence in which a verb is modified by an adverb.

7. Facilitate students acting out and communicating their verb and adverb sentences.

📖 Writers Workshop Connection: sharing

📖 Depending on time and grade level, each student may act out and say their sentence individually; volunteers may share with the class; students may work in pairs or small groups; or the whole class may work simultaneously using a single selected sentence.

- *Say your sentence out loud while you are acting it. Use physical and vocal expression to show the verb and the adverb.*
- *What vocal quality will you use to speak your sentence?*
- *Vocal expression is a part of communicating effectively. For example, if your sentence was, "The robbers sneaked stealthily through the garden," what kind of voice would you use to say your sentence? A whispery voice, excited voice, nervous voice?*
- *Now, you are using both words and actions to communicate the meaning of your sentence to others.*
- *How can what you have just experienced as actors, help you the next time you are writers?*

☑ Criteria-based teacher checklist, self-assessment worksheet: Uses body movement to reflect the meaning of the action word as modified by the adverb. Actively listens; expresses ideas – visually/physically/verbally; responds to others.

Modify My Action Verbs and Adverbs

Student Verb Lists

PRIMARY GRADES

Walk
Dance
Spin
Hop
Jump
Kick
Laugh
Swim
Step
Cough
Blink
Turn
Twist
Tip-toe
Crawl

UPPER GRADES

Leap
Pop
Pound
Creep
Flap
Bubble
Flail
Whisk
Flow
Flit
Pounce
Groan
Jerk
Soar
Rattle
Wink

Student Adverb Lists

PRIMARY GRADES

Gently
Quickly
Softly
Backwards
Sideways
Quietly
Slowly
Loudly
Wildly
Smoothly
Carefully
Sneakily
Lightly
Heavily
Crazily

UPPER GRADES

Sharply
Strongly
Intensely
Vigorously
Eagerly
Skillfully
Sluggishly
Powerfully
Timidly
Gracefully
Dramatically
Jerkily
Confidently
Clumsily
Thoughtfully
Fluidly

ARTS IMPACT LESSON PLAN Arts Infusion

Modify My Action

▣ Teachers may choose to use or adapt the following self-assessment tool.

STUDENT SELF-ASSESSMENT WORKSHEET

Disciplines	WRITING	THEATER	THEATER	WRITING/THEATER		THEATER 21 st Century Skill	Total
Concept	Verbs/Adverbs	Physical Expression	Physical Expression	Verbs/Adverbs		Communication	6
Criteria	Identifies and explains that verbs are action words and adverbs qualify or change the meaning of a verb.	Uses entire body or parts of body in motion to reflect the meaning of the action word.	Changes and sustains an action to reflect new attribute of a verb given by an adverb.	Writes a sentence in which a verb is modified by an adverb.	Uses body movement to reflect the meaning of the action word as modified by the adverb.	Actively listens; expresses ideas – visually/physically/verbally; responds to others.	
Student Name							

COMMUNICATION SELF-ASSESSMENT WORKSHEET

Put a check next to each of the ways you communicated effectively in performing and responding to modified actions.

_____ I listened and responded to my partner’s adverb cues.

One way I changed my physical action (verb) when my partner gave me an adverb was:

_____ I expressed my ideas vocally.

One way I used my voice to express how my adverb changed my verb was:

_____ I responded to my classmate’s modified action.

One thing I noticed when my classmate did when he or she was showing his or her adverb and verb was:

ARTS IMPACT LESSON PLAN Arts Infusion

Modify My Action

CLASS ASSESSMENT WORKSHEET

Disciplines	WRITING	THEATER	THEATER	WRITING/THEATER		THEATER 21 st Century Skill	Total 6
Concept	Verbs/Adverbs	Physical Expression	Physical Expression	Verbs/Adverbs		Communication	
Criteria	Identifies and explains that verbs are action words and adverbs qualify or change the meaning of a verb.	Uses entire body or parts of body in motion to reflect the meaning of the action word.	Changes and sustains an action to reflect new attribute of a verb given by an adverb.	Writes a sentence in which a verb is modified by an adverb.	Uses body movement to reflect the meaning of the action word as modified by the adverb.	Actively listens; expresses ideas – visually/physically/verbally; responds to others.	
Student Name							
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29.							
30.							
Total							
Percentage							

What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

What were the strongest connections between theater and writing?

Teacher: _____

Date: _____

THEATER AND WRITING LESSON: *Modify My Action*

Dear Family:

Today your child participated in an **Arts and Writing** lesson. We studied verbs and adverbs.

- We defined verbs and adverbs.
- We connected an action with a verb.
- We adjusted our actions by modifying our verb to show distinctions when a verb is modified by an adverb.
- We discovered that adding an adverb can change the meaning of the verb.
- We participated in a theater exercise with a partner.
- We learned how to communicate the meanings of words with both our voices and our bodies.

At home, ask your child to tell you what a verb is and what an adverb is. You could discuss the difference between a verb and a verb that is modified by an adverb. How would a verb look different than the same verb modified by an adverb?

Enduring Understanding

Using an adverb as a modifier can make verbs more powerful or change their meaning.