ARTS IMPACT LESSON PLAN

Theater and Reading Infused Lesson

Story Structure Slide Show
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Enduring Understanding

Dramatic stories can be told through a sequence of actions related to specific events.

Lesson Description (Use for family communication and displaying student art)
Students will brainstorm, in groups, and determine the beginning, middle, and end of a given story or rhyme. They will identify and physically express the main characters and their actions in a tableau – a frozen stage picture. Each group will present a series of three tableaux that represent the beginning, middle, and end of the story/rhyme.

Learning Targets and Assessment Criteria

Target: Identifies the main action that is found in the introduction of a given story.
   Criteria: Names, then using a tableau, physically recreates the characters' first action of the story's beginning.

Target: Identifies the main action that is found in the climax/turning point of a given story.
   Criteria: Names, then using a tableau, physically recreates the characters' climactic action of the story's middle.

Target: Identifies the main action that is found at the conclusion of a given story.
   Criteria: Names, then using a tableau, physically recreates the characters' resolving action of the story's end.

Target: Communicates the sequential dramatic structure of a given story.
   Criteria: Presents, in order, the sequence of the three tableaux (beginning, middle, end). Responds by describing the slide show observed.

Vocabulary	**Materials**	**Learning Standards**
Arts Infused:	**Museum Artworks or Performance**	**WA Arts State Grade Level Expectations**
Action		*For the full description of each WA State Arts Grade Level*
Character	**Seattle, WA**	*Expectation, see: http://www.k12.wa.us/Arts/Standards*
Climax	Book-It Repertory Theatre	1.1.1 Concepts: Character, Plot, Conflict
Resolution	Living Voices	1.2.1 Skills and Techniques: Movement/Stance, Gesture,
Setting	Seattle Children's Theatre	Facial Expression
Turning Point		1.4.1 Audience Skills
	Tacoma, WA	2.1.1 Creative Process
Reading:	Broadway Center for the Performing Arts	2.2.1 Performance Process
Beginning		2.3.1 Responding Process
End	**Materials**	3.1.1 Communicates through the Arts
Middle	Selected stories or rhymes; Elements of	4.2.1 Connection between Theater and Reading
	Tableau checklist; Story Structure Slide	
Arts:	Show graphic organizers; Class	**Early Learning Guidelines (Pre-K – Grade 3)**
Statue	Assessment Worksheet	*For a full description of Washington State Early Learning*
Tableau		*and Child Development Guidelines see:*
		http://www.del.wa.gov/development/guidelines/
	Connections:	(Age 4-5) 3. Touching, seeing, hearing, and moving
	Teachers College Readers Workshop	around: Using the large muscles (gross motor skills).
		(Age 4-5) 6. Learning about my world: Arts: Show
	Tools	creativity and imagination; perform elements of drama;
	Body, voice, imagination	participate in dramatic play.
		continued

ICON KEY:

📖 = Notes specific *Readers Workshop* Curriculum strategies addressed

📑 = Indicates note or reminder for teacher

☑ = Embedded assessment points in the lesson

Pre-Teach

Optimally, all of the Arts Foundation Lessons should be taught before moving into this infusion lesson. If working from a chapter book or novel, all the students should be familiar with the entire story (or the specific section that may be the focus). Review the story if needed before starting the lesson.

Lesson Steps Outline

1. Select the story or rhyme that the students will work on. Divide the class into groups and lead them in brainstorming for the main characters and their main actions at the beginning of the story.

☑ Criteria-based process assessment and teacher checklist: Uses text clues and inference to retell the first action of the story's beginning. Names the characters' first action of the story's beginning (introduction).

2. Guide the groups in developing a tableau, or frozen stage picture, that physically expresses the characters and actions at the beginning of the story or rhyme.

☑ Criteria-based teacher checklist: Names, then using a tableau, physically recreates the characters' first action of the story's beginning (introduction).

3. Repeats steps 1 & 2 in creating a tableau for the middle of the story or rhyme, focusing on the climactic action/turning point.

☑ Criteria-based teacher checklist: Names, then using a tableau, physically recreates the characters' climactic action of the story's middle.

4. Repeats steps 1 & 2 in creating a tableau for the end of the story or rhyme, focusing on the resolving action.

☑ Criteria-based teacher checklist: Names, then using a tableau, physically recreates the characters' resolving action of the story's end.

5. Guides the students in combining all three tableaux into a slide show that captures the main actions of their stories. Challenge students to use their 21st Century Skill of Communication as they present and respond to the slide shows.

☑ Criteria-based teacher checklist, self-assessment, reflection: Presents, in order, the sequence of the three tableaux (beginning, middle, end). Responds by describing the slide show observed.

LESSON STEPS_____

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

▤ Note on grade level adaptability for this lesson: This lesson can be adapted for use at any grade level. If the students aren't capable of working independently in groups, the teacher can lead small groups or the whole class through the lesson. If the students can't write, the teacher can work orally with students. The stories used can be as simple as a nursery rhyme or as complex as an entire book.

▤ A graphic organizer for listing characters and actions is provided with the lesson. Teachers can utilize this to facilitate the group brainstorming sessions.

1. Select the story or rhyme on which the students will work. Divide the class into groups and lead them in brainstorming for the main characters and their main actions at the beginning of the story.
📖 Mini-lesson: Story sequence, re-read, re-tell, text clues, and inference

▤ You could choose more than one story/rhyme if desired. A simple story or rhyme is best.

- *The beginning of a story is the introduction to the characters and actions to come.*

- *Who are the main characters?*

- *What are they doing?*

- *What do they want?*

- *How do you know?*

☑ Criteria-based process assessment and teacher checklist: Uses text clues and inference to retell the first action of the story's beginning. Names the characters' first action of the story's beginning (introduction).

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2. Guide the groups in developing a tableau, or frozen stage picture, that physically expresses the characters and actions at the beginning of the story or rhyme.
📖 Story sequence, re-read, re-tell, text clues and inference

▤ Review the Elements of Tableau checklist as needed.

- *We are going to make tableaux (taa-blow) of the beginning, middle, and end of a story. A tableau is a frozen stage picture.*

- *Let's begin by making a tableau of the beginning of the story.*

- *Use your facial expression and body shape, levels/depth, proximity, and contact to create a tableau of the characters and their actions during the beginning of the story.*

- *How can you use your face and body to express which character you are as a statue?*

- *How can you show relationships and actions while remaining frozen?*

☑ Criteria-based teacher checklist: Names, then using a tableau, physically recreates the characters' first action of the story's beginning (introduction).

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3. Repeats steps 1 & 2 in creating a tableau for the middle of the story or rhyme, focusing on the climactic action/turning point.
📖 Story sequence, re-read, re-tell, text clues and inference

- *The middle of the story usually has something very big happen to the main characters. This is where the story changes direction.*

- *What is the climactic action of the middle of the story?*

- *Let's create a tableau for the middle of the story.*

☑ Criteria-based teacher checklist: Names, then using a tableau, physically recreates the characters' climactic action of the story's middle.

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4. Repeats steps 1 & 2 in creating a tableau for the end of the story or rhyme, focusing on the resolving action.
📖 Story sequence, re-read, re-tell, text clues and inference

- *After the big action of the climax/turning point, a story usually winds down and finishes.*

- *What is the resolving action at the end of the story?*

- *Let's create a tableau for the end of the story.*

☑ Criteria-based teacher checklist: Names, then using a tableau, physically recreates the characters' resolving action of the story's end.

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5. Guide the students in combining all three tableaux into a slide show that captures the main actions of their stories. Challenge students to use their 21st Century Skill of Communication as they present and respond to the slide shows.
📖 Re-enact, synthesizing

- *Now, we are going to put all our tableaux together to show the whole story, from beginning to middle to end.*

- *You will be using your 21st Century Skill of Communication by using your bodies to communicate the sequence of your whole story through tableaux.*

- *Performers, how did your facial expressions and body shapes communicate the beginning, middle, and end of the story?*

- *Audience, what did you see? How did the actors use their bodies to communicate the sequence of the story?*

☑ Criteria-based teacher checklist, self-assessment, reflection: Presents, in order, the sequence of the three tableaux (beginning, middle, end). Responds by describing the slide show observed.

▤ Possible tableau alternatives for primary grades:

1. Guide individual students to create statues of two main characters for each part of the story.

- *What does Little Miss Muffet look like in the beginning of the story?*

- *1-2-3- Freeze!*

- *Now show me what the spider looks like in the beginning of the story.*

- *1-2-3- Freeze!*

2. Put students into pairs, with each student showing a different character. Guide students to put their statues together for each part of the story.

- *Where should Little Miss Muffet be in this picture?*

- *Now where should the spider be?*

- *You will both make your statue of what your character is doing in this part of the story. When we put your statues together, it makes a tableau.*

- *1-2-3- Freeze!*

Story Structure Slide Show Elements of Tableau Checklist

Individual facial expression and body shape/gesture
- ❑ Use whole face and body
- ❑ Show character
- ❑ Show action (body)
- ❑ Show emotion (face)

Levels and depth
- ❑ Low/medium/high
- ❑ Three dimensional use of stage or playing space: Left/right/center, downstage/upstage, near/far

Character and spatial relationships
- ❑ Eye contact
- ❑ Physical contact using positive or negative space (touching or not touching)
- ❑ Proximity or distance

Open to the audience (cheat out)
- ❑ Audience awareness

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown
And Jill came tumbling after.

Little Bo Peep has lost her sheep
And can't tell where to find them.
Leave them alone, and they'll come home,
Wagging their tails behind them

Old Mother Hubbard
Went to the cupboard to fetch her poor dog a bone;
But when she got there the cupboard was bare,
And so the poor dog had none.

Little Miss Muffet, sat on a tuffet,
Eating her curds and whey;
Along came a spider, who sat down beside her
And frightened Miss Muffet away.

Humpty Dumpty sat on a wall
Humpty Dumpty had a great fall
All the king's horses and all the king's men
Couldn't put Humpty together again

There was an old woman who lived in a shoe.
She had so many children, she didn't know what to do.
She gave them some broth without any bread,
Whipped them all soundly, and sent them to bed.

Story Structure Slide Show Graphic Organizer

Name: _____ Date: _____

Character	Beginning Action	Middle Action	End Action

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

STUDENT SELF-ASSESSMENT WORKSHEET

Disciplines	THEATER AND READING						THEATER		Total 8
Concept	**Beginning**		**Middle**		**End**		**Communication**		
Criteria	Story Sequence	Tableau	Story Sequence	Tableau	Story Sequence	Tableau	Presents, in order, the sequence of the three tableaux (beginning, middle, end).	Responds by describing the slide show observed.	
Student Name	Names the characters' first action of the story's beginning.	Physically recreates the character's first action of the story's beginning.	Names the characters' climactic action of the story's middle.	Physically recreates the character's climatic action of the story's middle.	Names the characters' resolving action of the story's end.	Physically recreates the characters' resolving action of the story's end.			

CLASS ASSESSMENT WORKSHEET

Disciplines	THEATER AND READING						THEATER		Total
Concept	Beginning		Middle		End		Communication		8
Criteria	Story Sequence	Tableau	Story Sequence	Tableau	Story Sequence	Tableau	Presents, in order, the sequence of the three tableaux (beginning, middle, end).	Responds by describing the slide show observed.	
Student Name	Names the characters' first action of the story's beginning.	Physically recreates the character's first action of the story's beginning.	Names the characters' climactic action of the story's middle.	Physically recreates the character's climatic action of the story's middle.	Names the characters' resolving action of the story's end.	Physically recreates the characters' resolving action of the story's end.			
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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 reading?

Teacher: _____   Date: _____

THEATER AND READING LESSON: *Story Structure Slide Show*

Dear Family:

Today your child participated in an **Arts and Reading** lesson in which he/she created three *tableaux (frozen stage pictures)* that showed the action sequence of a story.

- We brainstormed, in groups, and determined the beginning, middle, and end of our story.

- We identified and physically expressed the main characters and actions of the story in a tableau (frozen stage picture).

- We presented, to the class, our three tableaux of beginning, middle, and end in a living slide show.

- We used our 21st Century Skill of Communication. We communicated our story through the sequence of our tableaux and responded by describing how our peers told the stories with tableaux.

At home, you could make a series of tableaux that express the actions of your favorite stories.

Enduring Understanding

Dramatic stories can be told through a sequence of actions related to specific events.