

ARTS IMPACT—ARTS-INFUSED INSTITUTE LESSON PLAN (YR2-AEMDD)

LESSON TITLE: Precise Vocabulary

Theater and Writing Lesson

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Grade Levels: Fifth Grade

Examples:

Enduring Understanding

Acting out and writing precise language and sentences can build vocabulary and support descriptive writing.

Target: Demonstrates understanding of new vocabulary in a sentence.

Criteria: Creates a sentence using two new descriptive words: nouns/adjectives and verbs/adverbs.

Target: Demonstrates understanding of new vocabulary in a dramatic presentation.

Criteria: Makes vocal and physical choices to depict word meaning for character, action or setting.

Target: Mimics and words and actions of others.

Criteria: Makes vocal and physical choices that mirror a model.

Teaching and Learning Strategies

Introduction to Arts-Infused Concepts through Classroom Activities:

Arts-Infused Concepts: Descriptive Words

📄 Create 10-30 pieces of paper, each with vocabulary words. Use descriptive words to support writing including verbs, adverbs, adjectives, nouns, etc. OR, use the sample list of verbs and adverbs provided with this lesson.

1. **Models how to create and act a sentence with two new words.** Recruits one volunteer to model. Uses two envelopes with words in them. *Prompts: This is a lesson that is a theater lesson and a writing lesson at the same time. We are going to have fun with acting out precise language that will build your vocabulary and help your writing. I need a volunteer to help me model this exercise. We will each take a word out of an envelope. We will share our words and make sure we understand the meanings. Next we will create a sentence that uses both words. You can help us if you have an idea. The sentence can be dialogue or narrative. Now we will act out that sentence, saying the line with expression and movement or gestures. Let's practice saying it at that same time. Ready, 1-2-3 (Say sentence.) Let's practice our movements/gestures. Ready 1-2-3. (Practice movements.) Now let's put it all together. Ready, 1-2-3.*

Student: Contributes ideas.

2. **Guides pairs of students to create and act sentences.** Divides the students into pairs. Each student picks a word out of an envelope. Students rehearse. *Prompts: Make sure you know the*

meaning of the word. Check in with your partner to be sure you share the same word meaning. Practice in steps. First create a sentence, then say it together, then add the movement, practice the movement. Finally put it all together. How can you show the meaning of the word with your voice and body?

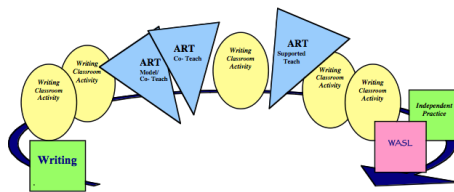
Student: Work in pairs to create and act two new vocabulary words in a sentence.

Embedded Assessment: Criteria-based teacher checklist

3. Guides students to present sentences. Students stand in a circle. One pair presents, everyone else repeats what they say and do. Move on to the next pair until everyone has had a chance. *Prompts: Stand in a circle next to your partner. Each pair will present their sentences and then we'll all repeat exactly what they say and do including vocal expression and physical choices.*

Student: Presents sentence scenes with vocal expression and physical choices. Mimics sentences of other pairs.

Embedded Assessment: Criteria-based teacher checklist



Before next THEATER lesson:



1. Use the same teaching strategies with new vocabulary words as they are introduced in the classroom throughout the year.

Independent Practice: Say a word—check for meaning! Picture yourself acting the word.

Vocabulary	Materials and Community Resource	WA Essential Learnings & Frameworks
<p><u>Arts:</u> gesture movement physical choice vocal choice</p> <p><u>Arts Infused:</u> adjective adverbs descriptive words dialogue expression narrative noun verb, vocabulary vocal</p>	<p>Performances: Broadway Center for the Performing Arts, Tacoma, WA: <i>Mad Science: CSI Investigation, Show Way on Tour, Spirit Horse, Blues Journey, The Phantom Tollbooth, Red Riding Hood and Other Stories</i></p> <p>Performance Materials: Lists of new classroom vocabulary</p>	<p><i>AEL 1.1 concepts:</i> action <i>AEL 1.2 skills and techniques:</i> uses voice, range of movement, works in a group <i>AEL 2.1 applies creative process:</i> conceptualizes, develops ideas, presents</p> <p><i>WEL3.1.1 develops ideas; elaborates using specific details and/or examples</i> <i>WEL 3.2.2 Style: variety of words:</i> uses language appropriate</p> <p>Writing State Frameworks <i>Grade 5:</i> Uses specific words and phrases, descriptions <i>Grade 5:</i> Uses precise language (e.g. powerful verbs, specific descriptions)</p>

VERBS

WALK

ACCEPT

PUSH

WAVE

STOP

LAUGH

JUMP

CRY

LOOK

RUN

GRAB

FALL

ASK

SLEEP

ENGAGE

ESCAPE

ENTER

OPEN

SURRENDER

IGNORE

SHAKE

SMELL

TAKE

SHAKE

THINK

READ

SWIM

ADVERBS

SADLY

ANGRILY

AGGRESIVELY

QUIETLY

LOUDLY

METICULOUSLY

SWEETLY

FORGETFULLY

DOUBTFULLY

CONFIDENTLY

WILLINGLY

INDIGNANTLY

SWIFTLY

SLOWLY

SILENTLY

FURTIVELY

AMIABLY

CANDIDLY

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LESSON TITLE: Precise Vocabulary

ASSESSMENT WORKSHEET

Disciplines	WRITING	THEATER	THEATER	Total
Concept	PRECISE LANGUAGE	VOCAL AND PHYSICAL CHOICES	VOCAL AND PHYSICAL CHOICES	3
Student	Creates a sentence using two new descriptive words: nouns/adjectives and verbs/adverbs	Makes vocal and physical choices to depict word meaning for character, action or setting	Makes vocal and physical choices that mirror a model	
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26.				
27.				
28.				
Total				
Percentage				

Criteria-based Reflection Questions: (Note examples of student reflections.)

Self-Reflection: *How did your voice affect your body when you put the sentence together?*

Peer to Peer: *What vocal or physical choices did others make to show the meaning of the words?*

Thoughts about Learning:

Which prompts best communicated concepts? Which lesson dynamics helped or hindered learning?

Lesson Logistics:

Which classroom management techniques supported learning?

Teacher: _____ Date: _____

ARTS IMPACT—ARTS-INFUSED LEARNING FAMILY LETTER

THEATER AND WRITING LESSON – Precise Vocabulary

Dear Family:

Today your child participated in a **theater and writing** lesson.

- We created sentences from two new words using **precise language** and then acted them with a partner. Everyone in the class repeated exactly what we did, so we all got to experience the words.
- We dramatized 15-30 new words today!

At home, you could point to words in the dictionary or from a book and create actions, gestures, or even scenes using them, just like your student did today.

Enduring Understanding

Acting out and writing precise language and sentences can build vocabulary and support descriptive writing.