

ARTS IMPACT LESSON PLAN

Theater and Writing Infused Lesson

Lesson Two: *Tongue Twisting Diction*

Author: Dave Quicksall Grade Level: Third

Enduring Understanding

Clear enunciation of consonants and vowels strengthens verbal communication.

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

Students identify and locate their diaphragms by breathing and humming. Students practice diction by using tongue twisters to explore projection, enunciation, and articulation.

Learning Targets and Assessment Criteria

Target: Identifies and isolates personal body center (the diaphragm).

Criteria: Hums vocal vibrations from the diaphragm.

Target: Applies projection to speaking in the classroom.

Criteria: Presents a spoken word in a loud, clear voice heard throughout the space.

Target: Identifies the vowel sounds within a given tongue twister.

Criteria: Circles the vowels in the text and articulates their sounds aloud.

Target: Identifies the consonant sounds within a given tongue twister.

Criteria: Circles the consonants in the text and articulates their sounds aloud.

Target: Verbally presents the tongue twister with clear diction.

Criteria: Enunciates vowel and consonant sounds in a clear and flowing manner.

Vocabulary

Arts Infused:

Diction
Enunciation
Pronunciation

Writing:

Descriptive language

Arts:

Center
Diaphragm
Vibration
Projection

Materials

Museum Artworks or Performance

Seattle, WA

Book-It Repertory Theater
Seattle Children's Theatre

Tacoma, WA

Broadway Center for the Performing Arts

Materials

Whiteboard or chart paper & markers;
Arts Impact journal; Pencil

Tools

Body, voice, imagination

Learning Standards

WA Arts State Grade Level Expectations

For the full description of each WA State Arts Grade Level Expectation, see:

<http://www.k12.wa.us/Arts/Standards>

1.2.2 Skills and techniques: *Vocal projection, articulation, expression*

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

Early Learning Guidelines (Pre-K – Grade 3)

(Age 4-5) 3. Touching, seeing, hearing and moving around: Using the large muscles (gross motor skills).

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

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

continued

**Common Core State Standards in ELA
(Speaking and Listening)**

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

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

SL.3.1. Engage in collaborative discussions.

SL.3.4. Speaks clearly.

ICON KEY:

 = Notes specific *Writers Workshop* Curriculum strategies addressed

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

COLOR CODING for ARTS AND LITERACY INFUSED PROCESSES:

GENERATE IDEAS	CONSTRUCT MEANING	SELF-REFLECT
<p>Gather Information</p> <ul style="list-style-type: none">• From WHAT you know• From WHO you know• Brainstorm	<ul style="list-style-type: none">• Create drafts• Organize ideas• Make a choice	<ul style="list-style-type: none">• Check in with self• Check in with others• Refine work

Pre-Teach

This is the second writing infused lesson in a series of three. The first infused lesson, ***The Super Expressive Body – Actions and Setting***, should be taught before this lesson. Prepare copies of tongue twisters for distribution to class.

Lesson Steps Outline

1. WARM UP. Lead students into an exploration of vibrations that are created from the center of the body (the diaphragm) through humming.

Criteria-based teacher checklist; self-reflection: Hums vocal vibrations from the diaphragm.

2. Guide students as they say the word, “HEY!” while projecting from their center.

Criteria-based teacher checklist: Presents a spoken word in a loud, clear voice heard throughout the space.

3. Write the following words: LEATHER, BUGGY, NEW YORK, and SHEEP on the board or document camera. Lead the class through an exploration of the sounds contained within those words by focusing on vowels and consonants.

Criteria-based group reflection.

4. Divide class into 5 groups. Hand out one of the five tongue twisters (provided at end of lesson) to each group. Instruct students to identify the different vowel and consonant sounds in the text.

Criteria-based teacher checklist: Circles the vowels in the text and articulates their sounds out loud; Circles the consonants and articulates their sounds

out loud.

5. Instruct students to clearly articulate each individual vowel and consonant sound as they slowly read through their tongue twister out loud.

Criteria-based teacher checklist: Circles the vowels in the text and articulates their sounds aloud; circles the consonants and articulates their sounds aloud.

6. Instruct students to present their tongue twister to their group while pressing their index finger against the place where your top and bottom lips join

Criteria-based peer assessment.

7. Lead students as each group presents their tongue twister to the class without the impediment of a finger.

Criteria-based teacher checklist; self-assessment: Combines vowel and consonant sounds in a clear and flowing manner.

8. Guide reflection.

Criteria-based self-reflection.

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.

1. WARM UP. Lead students in an exploration of vibrations that are created from the center of the body (the diaphragm) through humming.

- *Bend over and touch your toes.*
- *Now hum while you are touching your toes.*
- *Unbend slowly, humming all the time.*

▣ Listen to each student to make sure an audible hum is occurring.

- *Relax the body. Don't forget to breathe.*
- *When you are standing up straight, open your mouth to let the sound out, as though it's a long sigh.*
- *Don't force the sound as you open your mouth; just let it spill out.*

☑ Criteria-based teacher checklist; self-reflection: Hums vocal vibrations from the diaphragm.

2. Introduce concept of projection. Guide students as they say the word, "HEY!" while projecting from their center.

- *When actors use their voices in the theater they must project—that means that the actors voice needs to be loud enough so that everyone in the audience can hear it.*
- *It's not shouting, it's taking a breath and making sure the sounds comes from your diaphragm, like this: "HEY!"*
- *Now, walk around the room and say, "HEY!" to someone across the room.*

☑ Criteria-based teacher checklist: Presents a spoken word in a loud, clear voice heard throughout the space.

3. Introduce concepts of diction, enunciation and pronunciation. Practice diction through enunciating consonant and vowel sounds.

▣ Define the word "diction" for the class (or may start by asking if anyone knows what it means). A simple definition for diction is: "speaking words with clear enunciation and distinct pronunciation," (if need be, define "enunciation" and "pronunciation" for the class). Write the following words on the board or overhead: LEATHER, BUGGY, NEW YORK, SHEEP. Lead the class through an exploration of the sounds contained within those words by focusing on vowels and consonants.

- *Basically, English is made up of sounds that are divided into two basic categories: vowels and consonants.*

- *Let's generate ideas! Tell me what vowel sounds are found in the word "BUGGY"? What consonant sounds are found in the word "NEW YORK"? etc.*
- *Let's say those sounds all together, "Shhh..." "Eeee..." "P..."*
- *Let's reflect by checking in with ourselves and with others. Where did you hear a vowel? Where did you hear a consonant?*

Criteria-based group reflection.

4. Guide students in identifying vowels and consonants in a tongue twister.

▮ Divide class into 5 groups. Hand out one of the five tongue twisters (provided at end of lesson) to each group. Instruct students to copy the tongue twister into their Arts Impact Journals and identify the different vowel and consonant sounds in the text. (They could highlight vowels and consonants with different colors; put circles around vowels and squares around consonants, etc.)

- *Copy your tongue twister into your journal. As you read through it, I want you to identify and mark all the different vowels and consonants in the words.*
- *We're organizing our ideas now and constructing meaning.*

Criteria-based teacher checklist: Circles the vowels in the text and articulates their sounds aloud; Circles the consonants and articulates their sounds out loud.

5. Instruct students to clearly articulate each individual vowel and consonant sound as they slowly read through their tongue twister aloud.

▮ The class does this as a whole as the teacher circulates through the room and listens to what they are saying.

- *Let's reflect. As you read out loud, really slow down and give each vowel or consonant all of your attention.*
- *Where is the sound made? Is it made with your tongue against your teeth or on the roof of your mouth?*
- *How do your lips move when you make the sound?*

Criteria-based teacher checklist: Circles the vowels in the text and articulates their sounds out loud; Circles the consonants and articulates their sounds out loud.

6. Guide students in practicing diction with a tongue twister by over-enunciating and pressing their index finger against the hinge of the lips.

▮ Instruct students to present their tongue twister to their group while pressing their index finger against the place where your top and bottom lips join (the hinge of the lips, on the side of the mouth – think of it like a horse's bit). Now each student clearly presents their tongue twister to their group while dealing with the impediment of his/her finger. The student must be understood by the group, the only way this works is to over-enunciate.

- *The goal is to say your tongue twister in a smooth and flowing manner. Let's reflect by checking in with ourselves and with others.*
- *Can the group understand what is being said?*
- *How can you over-enunciate the sounds of the consonants and vowels?*
- *Those of you listening, can you understand the words?*

Criteria-based peer assessment.

7. Lead students as each group presents their tongue twister to the class without the impediment of a finger. Remind students to still pay attention to enunciating the sounds clearly.

- *Remember to make your consonant sounds clear.*
- *Can you articulate your word without sounding like a robot?*

Criteria-based teacher checklist; self-assessment: Combines vowel and consonant sounds in a clear and flowing manner.

8. Guide reflection.

- *Are there vocal sounds that are more challenging to make than others?*
- *What do you think makes them more challenging?*
- *What did you have to do to make your words sound clear when you had your finger across the back of your mouth?*

Criteria-based self-reflection.

EXTENSION: Have the students write their own single sentence tongue twisters.

 Independent Writing

Tongue Twisting Diction Tongue Twisters

These are by no means the only ones you can use; feel free to substitute/add ones that you like.

RED LEATHER, YELLOW LEATHER, RED LEATHER, YELLOW LEATHER

UNIQUE NEW YORK, UNIQUE NEW YORK, UNIQUE NEW YORK

THE SIXTH SHEIK'S SIXTH SHEEP'S SICK

RUBBER BABY BUGGY BUMPERS

SUE'S SNAPSHOT SHOP

ARTS IMPACT LESSON PLAN Theater and Writing Infusion

Third Grade Lesson Two: *Tongue Twisting Diction*

STUDENT SELF-ASSESSMENT WORKSHEET

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

Disciplines	THEATER	THEATER	WRITING	WRITING	THEATER	Total 5
Concept	Center	Projection	Identifies Vowels	Identifies Consonants	Diction	
Criteria	Hums vocal vibrations from the diaphragm	Presents a spoken word in a loud, clear voice heard throughout the space	Circles the vowels in the text and articulates their sounds out loud	Circles the consonants and articulates their sounds out loud	Enunciates vowel and consonant sounds in a clear and flowing manner	
Student Name						

ARTS IMPACT LESSON PLAN Theater and Writing Infusion

Third Grade Lesson Two: *Tongue Twisting Diction*

CLASS ASSESSMENT WORKSHEET

Disciplines	THEATER	THEATER	LITERACY	LITERACY	THEATER	Total 5
Concept	Center	Projection	Identifies Vowels	Identifies Consonants	Diction	
Criteria	Hums vocal vibrations from the diaphragm	Presents a spoken word in a loud, clear voice heard throughout the space	Circles the vowels in the text and articulates their sounds out loud	Circles the consonants and articulates their sounds out loud	Enunciates vowel and consonant sounds in a clear and flowing manner	
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: _____

ARTS AND WRITING LESSON: *Tongue Twisting Diction*

Dear Family:

Today your child participated in an **Arts and Writing** lesson. We talked about projection and vocal quality.

- We hummed to identify where our diaphragms, or centers, are.
- We spoke before the class in a loud, clear voice heard throughout the space.
- We used tongue twisters to practice the pronunciation of words and the enunciation of sounds.
- We identified and circled vowels and consonants in a tongue twister.
- We presented tongue twisters out loud to the class.

Practice tongue twisters at home. Do you have any favorite ones?

Enduring Understanding

Clear enunciation of consonants and vowels strengthens verbal communication.