

ARTS IMPACT LESSON PLAN

Theater and Literacy Infused Lesson

Acting Out Character and Emotion

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Grade Level: Pre-kindergarten

Enduring Understanding

Facial expression, body shape, and movement can show character and emotion.

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

Students identify the characters and emotions in *The Rain Came Down* by David Shannon. They learn how to use facial expression, body shape, and movement to communicate a specific character's feelings. They use their faces and bodies to communicate the feelings of all the characters in *The Rain Came Down*.

Learning Targets and Assessment Criteria

Target: Identifies characters and emotions.

Criteria: Names characters and emotions in a story.

Target: Communicates feelings effectively.

Criteria: Physically expresses emotions; responds by identifying emotions observed in face and body gestures.

Target: Makes a physical choice to express a character's emotion.

Criteria: Uses facial expression, shape/pose, and movement to show a character's feelings.

Vocabulary

Arts Infused:

Action
Character
Emotion

Literacy:

Story

Arts:

Body
Facial Expression
Gesture
Movement
Physical Choice
Shape/Pose

Materials

**Museum Artworks or Performance
Seattle, WA**

Seattle Children's Theater

Tacoma, WA

Broadway Center for the Performing Arts
Children's Museum of Tacoma

Materials

The Rain Came Down by David Shannon; Whiteboard or chart paper and markers; Class Assessment Worksheet

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>

- 1.1.1. Concepts: Character
- 1.2.1 Skills: Movement
- 1.2.8 Skills: Acting
- 2.1.1 Creative Process
- 2.3.1 Responding Process
- 4.2.1 Connection between Theater and Literacy

Early Learning Guidelines, if applicable

For a full description of Washington State Early Learning and Child Development Guidelines see: <http://www.del.wa.gov/development/guidelines/>
(Age 4-5) 1. About me and my family and culture: Self-management: associate emotions with words and facial expressions.
(Age 4-5) 5. Communicating (literacy): Reading: use actions to show ideas from stories, signs, pictures, etc.
(Age 4-5) 6. Learning about my world: Arts: show creativity and imagination; participate in dramatic play activities (such as acting out familiar activities, stories or events from own life).

continued

Learning Standards

Common Core State Standards (CCSS) in ELA

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

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

RL.K.1. With prompting and support, ask and answer questions about key details in a text.

RL.K.2. With prompting and support, retell familiar stories, including key details.

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Students Who Are College and Career Ready Students in Reading, Writing, Speaking, Listening, and Language

Demonstrate independence.

Build strong content knowledge.

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

Comprehend as well as critique.

Value evidence.

Come to understand other perspectives and cultures.

ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

Pre-Teach

Introduce body and facial expression.

 Although originally designed to connect with *The Rain Came Down*, this lesson can be adapted to connect with any books with characters and emotions.

Lesson Steps Outline

1. Read *The Rain Came Down* by David Shannon.

2. Guide students to identify characters and emotions in the book.

 Criteria-based teacher checklist: Names characters and emotions in a story.

3. Ask students to use the 21st Century Skill of Communication to express emotions.

 Criteria-based teacher checklist, peer assessment: Physically expresses emotions; responds by identifying emotions observed in face and body gestures.

4. Read the whole story again and ask students to act out all the characters and their feelings.

 Criteria-based teacher checklist: Uses facial expression, shape/pose, and movement to show a character's feelings.

5. Lead reflection.

 Criteria-based self-assessment and reflection: Uses facial expression, shape/pose, and movement to show a character's feelings.

LESSON STEPS

1. Read *The Rain Came Down* by David Shannon.

☐ Gather students together in a seated circle.

- *As I read the book and we look at the illustrations, notice who the characters are and what they are feeling.*
-

2. Guide students to identify characters and emotions in the book.

- *Who did we meet in the book? Let's make a list of the characters in the book.*
- *How did the people feel during the rain?*
- *How did the people feel when the sun came out?*
- *How could you tell how/what the characters were feeling?*

☑ Criteria-based teacher checklist: Names characters and emotions in a story.

3. Ask students to use the 21st Century Skill of Communication to express emotions.

- *In the book, the illustrations and the text communicated what the characters were feeling. When we are acting, we use our faces and bodies to communicate our feelings.*
- *We are using the 21st Century Skill of Communication when we use our faces and bodies to show an emotion. Will you repeat that word with me? COM-MU-NI-CA-TION. Let's tap the word into our shoulders while we say it again. COM-MU-NI-CA-TION. Let's tap another way. We'll tap while crisscrossing. Tap your right shoulder with your left hand and tap your left shoulder with your right hand. COM-MU-NI-CA-TION.*
- *Think about the emotion the chicken is feeling when the rain comes down.*
- *Show me with your face and body what the chicken is feeling.*
- *Look around the room, what emotions do you see?*
- *How do you know? What are the actors doing with their faces and bodies to communicate how they are feeling?*

☐ Continue with other characters and emotions from the book.

☑ Criteria-based teacher checklist, peer assessment: Physically expresses emotions; responds by identifying emotions observed in face and body gestures.

4. Read the whole story again and ask students to act out all the characters and their feelings.

- *Let's act out the characters and emotions in the whole story from beginning to end.*
- *Find your own bubble space. I'll read the story and you will communicate who the characters are and what they are feeling.*
- *Make sure you use your whole body and face to show how characters, like the truck driver, feel during the story.*
- *Show me with your face and body how each character feels. What shape or pose can you make with your body to communicate the character? What movement can you do with your body to show what the character is feeling? How can the expression on your face help to show the emotion?*

Criteria-based teacher checklist: Uses facial expression, shape/pose, and movement to show a character's feelings.

5. Lead reflection.

- *What characters did you show in our story?*
- *How did you use your facial expression, your shape, and your movement to show what the characters were feeling?*
- *Use your face and your body to show me how you feel now that you have acted the whole story.*

Criteria-based self-assessment and reflection: Uses facial expression, shape/pose, and movement to show a character's feelings.

ARTS IMPACT LESSON PLAN Theater and Literacy Infused Lesson

Pre-kindergarten: *Acting Out Character and Emotion*

CLASS ASSESSMENT WORKSHEET

Disciplines	LITERACY	THEATER		THEATER/LITERACY	Total 4
Concept	Character and Emotion	Communication		Character and Emotion	
Criteria	Names characters and emotions in a story.	Physically expresses emotions.	Responds by identifying emotions observed in face and body gestures.	Uses facial expression, shape/pose, and movement to show a character's feelings.	
Student Name					
1.					
2.					
3.					
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26.					
27.					
28.					
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 literacy?

Teacher: _____

Date: _____

ARTS IMPACT FAMILY LETTER

ARTS AND LITERACY INFUSED LESSON: *Acting Out Character and Emotion*

Dear Family:

Today your child participated in an **Arts and Literacy** lesson.

- We identified the characters and emotions in *The Rain Came Down* by David Shannon.
- We learned how to use facial expression, body shape, and movement to communicate a specific character's feelings.
- We used our faces and bodies to communicate the feelings of all the characters in *The Rain Came Down*.

At home, you could read a book and then together you could act out the feelings of the characters.

Enduring Understanding

Facial expression, body shape, and movement can show character and emotion.