

ARTS IMPACT LESSON PLAN

Theater and Literacy Infused Lesson

Acting Out Sequence of Daily Events

Authors: Erin Kling with Rachel Atkins Grade Level: Pre-kindergarten

Enduring Understanding

Identifying a personal sequence of events can help identify sequences in literacy and other areas of life.

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

Students use theater concepts to show their understanding of the sequence of normal daily events. They identify the sequence for a character in a book getting ready in the morning and at night and demonstrate the sequence using facial expression and body movement. They identify and show their own sequence of events in the morning and at night.

Learning Targets and Assessment Criteria

Target: Identifies a sequence of normal daily events in the beginning and end of the day from a book.

Criteria: Shows with body movement and facial expression the things the character does in the story when he gets up in the morning and when he gets ready for bed at night.

Target: Thinks critically.

Criteria: Makes body movement and facial expression to represent morning and night actions.

Target: Identifies a sequence of normal daily events.

Criteria: Shows with body movement and facial expression the first three steps in order to get ready in the morning and at night.

Vocabulary

Arts Infused:

Action
Character
Sequence

Literacy:

Daily Events
Morning
Night

Arts:

Body Movement
Facial Expression

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

All by Myself by Mercer Mayer; Smart Board or chart paper; Optional pictures of daily events; 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, Plot
- 1.2.1 and 1.2.3 Skills and Techniques: Facial Expression, Movement
- 2.1.1 Creative Process
- 2.2.1 Performance Process
- 2.3.1 Responding Process
- 4.2.1 Connection between Theater and Literacy

Early Learning Guidelines

(Age 4-5) 4. Growing up healthy: Daily living skills: Participate easily and know what to do in routine activities (such as meal time, bed time).
(Age 4-5) 5. Communicating (literacy): Reading: use actions to show ideas from stories.
(Age 4-5) 6. Learning about my world: Arts: show creativity and imagination; perform simple elements of drama; participate in dramatic play activities (such as acting out familiar activities 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.3. With prompting and support, identify characters, settings, & major events in a story.

W.K.8. With guidance and support from adults, recall information from experiences to answer a question.

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.

Come to understand other perspectives and cultures.

ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

Pre-Teach

Teach Arts Impact pre-kindergarten lesson and concepts in “Acting a Story.”

Lesson Steps Outline

Day One

1. Introduce the book *All by Myself* by Mercer Mayer. Read the morning part of the story. Then ask students to list the sequence of the critter’s morning activities. Read the story all the way to the end. Then ask students to list the sequence of his evening activities.

 Criteria-based process assessment: Names the things a character does in the morning and at night.

2. Reread the story and guide students as they act out what the little critter does in the morning and at night. Challenge students to use their Critical Thinking Skills to decide how to show their morning and night routines.

 Criteria-based teacher checklist: Makes body movement and facial expression to represent morning and night actions. Shows with body movement and facial expression the things the character does in the story when he gets up in the morning and when he gets ready for bed at night.

3. Ask children what things they do to get ready in the morning. Create a class word bank on smart board for morning ideas. Repeat with getting ready for bed. Create another class word bank for night ideas.

 Criteria-based process assessment: Names the things that they do to get ready in the morning and at night.

Day Two

1. Introduce acting out the sequence of a daily event.

2. Reference the word banks from the previous day. Ask questions to help students remember their morning routine. Then ask sequencing questions.

3. Demonstrate and guide students as they act out morning sequences. Prompt students to retell what you did by asking them to tell you what was the first thing you did, second, and third. Put students in partners and ask them to say and act out the first three things they do in the morning.

Criteria-based teacher checklist: Shows with body movement and facial expression the first three steps in order to get ready in the morning.

4. Direct performance and audience response for morning sequences. Have each child take a turn to act their first three things they do to get ready in the morning. Prompt students as needed.

Criteria-based teacher checklist, peer assessment: Shows with body movement and facial expression the first three steps in order to get ready in the morning.

5. Repeat steps 2, 3, and 4 for getting ready for bed.

Criteria-based teacher checklist, peer assessment: Shows with body movement and facial expression the first three steps in order to get ready at night.

6. Lead reflection.

Criteria-based self-assessment and reflection: Makes body movement and facial expression to represent night actions. Compares and contrasts student sequences.

LESSON STEPS

Day One

1. Introduce the book *All by Myself* by Mercer Mayor.

- *As you listen to the story, pay attention to what the little critter does to get ready in the morning and at night.*

Read the morning part of the story. Then ask students to list the sequence of the critter's morning activities.

- *What did he do to get ready in the morning all by himself?*

Read the story all the way to the end. Then ask students to list the sequence of his evening activities.

- *What did he do to get ready for bed all by himself?*

Criteria-based process assessment: Names the things a character does in the morning and at night.

2. Reread the story and guide students as they act out what the little critter does in the morning and at night. Challenge students to use their Critical Thinking Skills to decide how to show their morning and night routines.

- *You are using your Critical Thinking Skills to use when you decide how to use your face and body to show what you do in the morning and at night.*
- *Repeat those words with me! CRI-TI-CAL THINK-ING. Let's tap the words into our shoulders while we say them again. CRI-TI-CAL THINK-ING. Now let's tap while crisscrossing. Tap your right ear with your left hand and tap your left ear with your right hand. CRI-TI-CAL THINK-ING.*
- *Move to your personal space in the classroom.*
- *I am going to read this story and I want you to turn yourself into the little critter and act out what he is doing.*
- *Remember to use your whole body and face to show what the little critter is doing throughout this story.*

Make sure they are not touching any tables or chairs and are in view of the teacher.

Stop at breakfast and begin again with putting away toys.

Criteria-based teacher checklist: Makes body movement and facial expression to represent morning and night actions. Shows with body movement and facial expression the things the character does in the story when he gets up in the morning and when he gets ready for bed at night.

3. Ask children what things they do to get ready in the morning. Create a class word bank on smart board for morning ideas.

- *Come back to the carpet area and find a partner.*
- *Ask your partner, "What's the first thing you do when you get out of bed in the morning." "What is the second thing you do?" "What is the third?"*
- *I'll add your ideas to our morning word bank.*

Repeat with getting ready for bed. Create another class word bank for night ideas.

☐ Keep these to reference on day two. If possible, add picture clues to attach to each list.

Criteria-based process assessment: Names the things that they do to get ready in the morning and at night.

Day Two

1. Introduce acting out the sequence of a daily event.

- *Today we will be talking about and acting out how we get ready in the morning and how we get ready for bed at night.*
- *We'll use our faces and our bodies to show the sequence — what we do first, second, and third.*

▣ Day two activities can be done in small or large group depending on ability of students. If doing small group, before sending students to stations, introduce what you will be doing in the teacher station. "In my group we will be talking about and acting out how we get ready in the morning and how we get ready for bed at night."

2. Reference the word banks from the previous day. Ask questions to help students remember their morning routine. Then ask sequencing questions.

- *Let's look at our word banks. Think about what you do in the morning.*
 - *Who brushes their teeth in the morning? Who ___ in the morning?*
 - *Who brushes their teeth and then get dressed?*
 - *Who gets dressed and then brushes their teeth?*
-

3. Demonstrate and guide students as they act out morning sequences. Prompt students to retell what you did by asking them to tell you what was the first thing you did, second, and third.

- *I'll show you what I do to get ready in the morning. As I am acting, I'll say what I am doing. After I'm done, I'll ask you to tell me what I did first, second, and third.*

Put students in partners and ask them to say and act out the first three things they do in the morning.

▣ Tell partners who will be going first.

- *Now it's your turn, you can say and act out the first three things you do in the morning to your partner.*
- *When the first actor is done, switch so your partner will have a turn.*

☑ Criteria-based teacher checklist: Shows with body movement and facial expression the first three steps in order to get ready in the morning.

4. Direct performance and audience response for morning sequences. Have each child take a turn to act the first three things they do to get ready in the morning. Prompt students as needed.

- *Each student will show the three things you do to get ready in the morning.*
- *When the actor is done, I'll ask you to tell me what you saw.*
- *What was first? What was second? What was third?*

Criteria-based teacher checklist, peer assessment: Shows with body movement and facial expression the first three steps in order to get ready in the morning.

5. Repeat steps 2, 3, and 4 for getting ready for bed at night.

Criteria-based teacher checklist, peer assessment: Shows with body movement and facial expression the first three steps in order to get ready at night.

6. Lead reflection.

- *What did you do with your face and body to show what you did in the morning and the night?*
- *Did you notice that not everyone's sequence was the same?*
- *How were the sequences different? How were they the same?*

Criteria-based self-assessment and reflection: Makes body movement and facial expression to represent night actions. Compares and contrasts student sequences.

ARTS IMPACT LESSON PLAN Theater and Literacy Infusion

Pre-Kindergarten: *Acting Out Sequence of Daily Events*

CLASS ASSESSMENT WORKSHEET

Disciplines	LITERACY/THEATER		THEATER		THEATER		Total 6
Concept	Retelling/Sequence Facial Expression & Body Movement		Critical Thinking		Sequence Facial Expression & Body Movement		
Criteria	Shows with body movement and facial expression the things the character does in the story when he gets up in the morning and at when he gets ready for bed at night.		Makes body movement and facial expression to represent morning and night actions.		Shows with body movement and facial expression the first three steps that he/she does to get ready in the morning or at night.		
Student Name	morning	night	morning	night	morning	night	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
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21.							
22.							
23.							
24.							
25.							
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 AND LITERACY INFUSED LESSON: *Acting Out Sequence of Daily Events*

Dear Family:

Today your child participated in an **Arts and Literacy** lesson. We talked about sequence.

- We read *All by Myself* by Mercer Mayer and listed the actions the main character did when getting up in the morning and before going to bed at night.
- We created body movement and facial expression to represent the character's actions.
- We listed the actions we do in the morning and at night and used body movement and facial expression to do each action in sequence.

At home, you could read a book together and list the sequence of the character's actions and then act them out together. You could make a list of the actions you do in the morning and before going to bed at night and act them out.

Enduring Understanding

Identifying a personal sequence of events can help identify sequences in literacy and other areas of life.