

ARTS IMPACT LESSON PLAN

Theater and Literacy Infused Lesson

Acting Out Vocabulary

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Grade Level: Pre-kindergarten



Enduring Understanding

Specific facial expression and body pose/gesture can show character attributes and actions, cementing new vocabulary.

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

In this theater and literacy lesson, children learn to identify the key attributes of characters (human, animal, or objects) in a text as well as what the characters do. Using their prior experiences of the world and cues from pictures and text, students use their faces and bodies to act out each of the characters, showing how the characters stand, move, and respond to each other. Students use exaggeration to engage their whole bodies and faces to communicate the characters, which helps to cement new vocabulary to describe each character.

Learning Targets and Assessment Criteria

Target: Identifies characters in a text.

Criteria: Names human, animals, or objects that are subjects in the text.

Target: Describes attributes or actions of a character.

Criteria: Generates words that describe what the character looks like, or how it stands, moves, or responds to others.

Target: Communicates a character.

Criteria: Uses facial expression, gesture, and/or body pose to convey a character's attributes or actions.

Vocabulary

Arts Infused:

Action
Attributes
Character

Literacy:

Story

Arts:

Body
Face
Facial Expression
Gesture
Movement
Physical Choice
Pose

Materials

Museum Artworks or Performance Seattle, WA

Book-It Theater
Seattle Children's Theatre

Tacoma, WA

Broadway Center for the Performing Arts

Materials

White board or chart paper & markers;
Chairs; Class Assessment Worksheet

Books

Brett, Jan, *The Umbrella*, (New York:
G.P. Putnam's Sons, 2004)

Other options:

Ward, Jennifer, Illustrated by Lisa
Falkenstern, *The Busy Tree*, (New York:
Marshall Cavendish Corporation, 2009)

Jenkins, Steve and Robin Page, *What Do
You Do With a Tail Like This?* (Boston:
Houghton Mifflin Company, 2003)

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
1.2.1-1.2.6 Skills and Techniques: Movement, Character
Development, Improvisation
2.1.1 Creative Process
2.2.1 Performance Process
2.3.1 Responding Process
3.1.1 Communicates through the Arts
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) 3. Touching, seeing, hearing and moving
around: Using the large muscles (gross motor skills):
move with purpose from one place to another using the
whole body.
(Age 4-5) 5. Communicating: Speaking and listening: use
words to describe actions and emotions.

continued

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

Common Core State Standards in ELA (Language)

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

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

CCR.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCR.4. Interpret words and phrases as they are used in a text, including meaning and tone.

RL.K.3. Identify characters, settings, and major events in a story.

RL.K.10. Actively engage in group reading activities with purpose and understanding.

W.K.8. Recall information from experience.

L.K.4. Clarify meaning of unknown words: identify new meanings.

L.K.5. Understand word relationships and nuance: real-life connections between words and use, act out meanings of differing verbs.

Students Who Are College and Career Ready 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

Optional Preparation for Theater Lesson: Prepare a list of words (nouns, verbs, adverbs, adjectives) from the story to focus on acting out.

Lesson Steps Outline

Day One

1. Read book, *The Umbrella* (or other book with a variety of characters and actions to express). Guide students in identifying the key characters in the book.

 Criteria-based teacher checklist: Names human, animals, or objects that are subjects in the text. Generates words that describe what the character looks like, or how it stands, moves, or responds to others.

2. Using students' prior knowledge, guide them in using facial expressions, gestures, or poses to communicate each of the identified characters' attributes or actions in the book.

 Criteria-based teacher checklist: Uses facial expression, gesture, and/or body pose to convey a character's attributes or actions.

Day Two

1. Demonstrate staying in self-space. Re-read story. Guide students in using exaggerated facial expressions and body gestures/movements to act out the story in sequence.

Criteria-based teacher checklist: Uses facial expression, gesture, and/or body pose to convey a character's attributes or actions.

2. (Optional) While reading, guide students in adding facial expressions, gestures, or poses for repeated phrases and/or actions in the story.

Criteria-based process assessment: Uses face and body to act out repeating elements of the book as it is read.

LESSON STEPS

Day One

1. Read book, *The Umbrella* (or other book with a variety of characters and actions to express). Guide students in identifying the key characters in the book.

▮ Characters may be humans, animals, or objects—elements of the setting or environment. For example: Carlos, umbrella, fig tree, tree frog, jaguar, etc. On chart paper or board, draw a picture and write name of each character named by the children.

▮ The prompts in the lesson refer to *The Umbrella*, but you could also choose other books like *The Busy Tree* or *What Do You Do With a Tail Like This?*

- *Who did we meet in the book?*
- *What did they look like?*
- *What did they do?*
- *How did they react to each other?*

☑ Criteria-based teacher checklist: Names human, animals, or objects that are subjects in the text. Generates words that describe what the character looks like, or how it stands, moves, or responds to others.

2. Using students' prior knowledge, guide them in using facial expressions, gestures, or poses to communicate each of the identified characters' attributes or actions in the book.

▮ Have students remain seated in the story area and act out the vocabulary from their seated places, or find their own space to stand, if there is room available.

▮ For each new vocabulary word, ask the children to say the word aloud while crisscrossing their arms and tapping the syllables on their opposite knees (or ears, or toes, etc.). Crossing the midline of the body helps connect the two sides of the brain and cements new words in our minds.

▮ Using kinesthetic, whole body ways to show a character's attributes – making your arms or legs into Toucan's sharp beak – is another way to use the whole brain to learn the new word.

- *Now we are going to use our faces and bodies to show what each character looks like or does!*
- *We are using the 21st Century Skill of Communication when we use our faces and bodies to show a character. 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.*
- *Here is Toucan! Let's say Toucan's name while we tap out the beats of his name on our knees. TOU-CAN.*
- *Now cross your arms and tap Toucan's name on your opposite knees! TOU-CAN.*
- *How can you show the toucan's sharp beak? What can you do with your face or arms to show me?*
- *How does the jaguar move into the umbrella? Can you show me while staying in one place?*

- *How does the umbrella respond when the jaguar moves in? Make your bodies into the umbrella. How will you show what happens?*

Criteria-based teacher checklist: Uses facial expression, gesture, and/or body pose to convey a character's attributes or actions.

Day Two

1. Demonstrate staying in self-space. Re-read story. Guide students in using exaggerated facial expressions and body gestures/movements to act out the story in sequence.

▣ Guide students in using self-space to act out the story without touching anyone else.

- *Find your own space in the room where you can sit or stand without touching or bumping into anyone else. You're going to act out the characters of the story as I read it, but you have your own bubble of space around you. You get to be all the characters of the book all by yourself, without touching anyone else.*

▣ Re-read the story, emphasizing exaggeration. Exaggeration helps the brain create a memory tag through emotional experience to the new vocabulary of the characters in the text.

- *As I read the book, turn into the different characters that we've practiced being. You will use your whole face and body to act out all the parts of the story as I'm reading it.*
- *I want you to exaggerate your facial expression and body gestures. Make them ten times bigger! Whatever you're doing, do it more.*
- *Everyone become the umbrella when all the animals climb in. Show me with your body how the umbrella moves.*
- *How does the umbrella feel? Show me how hard it is for the umbrella to hold all those animals—use your whole face and body!*

☑ Criteria-based teacher checklist: Uses facial expression, gesture, and/or body pose to convey a character's attributes or actions.

2. (Optional) While reading, guide students in adding facial expressions, gestures, or poses for repeated phrases and/or actions in the story.

▣ Give children criteria-based verbal feedback, describing what you see them doing, to scaffold learning in the group.

- *"¿Qué pasa?" How do you look when you are the tree frog saying "¿Qué pasa?" I see children making their eyes big, opening their mouths, and putting their hands up next to their faces. Let's all do that every time I read this part.*

☑ Criteria-based process assessment: Uses face and body to act out repeating elements of the book as it is read.

ARTS IMPACT LESSON PLAN Theater and Literacy Infusion

Pre-kindergarten Lesson: *Acting Out Vocabulary*

CLASS ASSESSMENT WORKSHEET

| Disciplines | LITERACY | LITERACY/ THEATER | THEATER | Total 3 |
|--------------|---|--|--|------------|
| Concept | Character | Character | Communication | |
| Criteria | Names human, animals, or objects that are subjects in the text. | Generates words that describe what the character looks like, or how it stands, moves, or responds to others. | Uses facial expression, gesture, and/or body pose to convey a character’s attributes or actions. | |
| Student Name | | | | |
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
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| 16. | | | | |
| 17. | | | | |
| 18. | | | | |
| 19. | | | | |
| 20. | | | | |
| 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 LESSON: *Acting Out Vocabulary*

Dear Family:

Today your child participated in an **Arts and Literacy** lesson. We learned that characters could be acted out while we read them.

- We used our faces and bodies to communicate what characters looked like or what they were doing throughout the book.

At home, you could act out parts of your favorite stories after or during as you read them aloud. This is a great way to build and remember new vocabulary.

Enduring Understanding

Specific facial expression and body post/gesture can show character attributes and actions, cementing new vocabulary.