

ARTS IMPACT LESSON PLAN

Theater and Literacy Infused Lesson

Acting a Story

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Grade Level: Pre-kindergarten



Enduring Understanding

Specific facial expression and body pose/gesture can show character actions and emotions in a story.

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

In this theater and literacy lesson, children learn to identify the key characters (human, animal, and other objects), settings (where and when the story takes place), actions, and emotions in a story. Using their prior experiences of the world and their critical thinking skills, students use their faces and bodies to act out each of the characters, showing what the characters are doing and how they feel throughout the book. Students use exaggeration to engage their whole bodies and faces to retell the story.

Learning Targets and Assessment Criteria

Target: Identifies story elements.

Criteria: Names characters, settings, actions, and/or emotions from the story.

Target: Thinks critically.

Criteria: Makes body movements and facial expressions to represent characters, setting, actions, and emotions in the story.

Target: Makes a specific physical choice to convey a character.

Criteria: Uses facial expression, gesture, and/or body pose to communicate a character's emotion or action.

Vocabulary

Arts Infused:

Action
Character
Emotion
Setting

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

Rosen, Michael (author) and Oxenbury, Helen (illustrator), *We're Going on a Bear Hunt* (New York, London, Toronto, Sydney: Margaret K. McElderry books, 1989)

Other options:

Riley, Linnea; *Mouse Mess*, (New York: The Blue Sky Press, An Imprint of Scholastic Press, 1997)
Sendak, Maurice; *Where the Wild Things Are* (HarperCollins Publishers, 1963)

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
- 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
- 4.2.1 Connection between Theater and Literacy

Early Learning Guidelines (Pre-K – Grade 3)

(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.
(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
(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.

Value evidence.

ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

Pre-teach

This lesson could support social emotional curricula like *Second Step* by practicing facial expressions and body gestures that express a specific emotion. Teachers could preface this theater lesson by having students use a mirror to practice creating various facial expressions to show emotions.

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, *We're Going on a Bear Hunt* (or other book with a variety of characters, actions and emotions to express). Guide students in identifying the key characters, settings, actions, and emotions in the book.

 Criteria-based teacher checklist: Names specific characters, settings, actions, and/or emotions from the story.

2. Using students' prior knowledge, guide them in using their Critical Thinking Skills to use facial expressions, gestures, or poses to express the identified characters, settings, actions, and emotions in the book.

 Criteria-based teacher checklist: Makes body movements and facial expressions to represent characters, setting, actions, and emotions in the story.

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 communicate a character's emotion or action.

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, *We're Going on a Bear Hunt* (or other book with a variety of characters, actions, and emotions to express). Guide students in identifying the key characters, settings, actions, and emotions in the book.

▣ Characters may be humans, animals, or objects: elements of the setting or environment. For example: Characters: father, children, bear; Settings: long wavy grass, deep cold river, swirling whirling snowstorm; Actions: tiptoe, swirl, wave, open door, splash; Emotions: brave, scared, curious, surprised, sad.

- *Who did we meet in the book?*
- *Where were some of the places they went?*
- *What did they do when they got there?*
- *How did they feel?*

☑Criteria-based teacher checklist: Names characters, settings, actions, and/or emotions from the story.

2. Using students' prior knowledge, guide them in using their Critical Thinking Skills to use facial expressions, gestures, or poses to express the identified characters, settings, actions, and emotions 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.

- *You are using your Critical Thinking Skills when you decide how to use your face and body to show who the characters are, where they are, what they are doing, and how they are feeling.*
- *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.*
- *What does long, wavy grass look like? If you have seen long wavy grass, before you can use what you remember to help you. Can you use your arms and your body to become the long, wavy grass? Show me how the grass moves.*
- *How does the bear feel when the family comes into his cave? Show me how your face looks when you're surprised.*
- *Step into the deep, cold river. Show me how cold it is—use your whole face and body!*

☑Criteria-based teacher checklist: Makes body movements and facial expressions to represent characters, setting, actions, and emotions in the story.

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 parts of the story as I read it, but you have your own bubble of space around you. You get to be all the parts of the book all by yourself, without touching anyone else.*

▮ Re-read the story.

- *As I read the book, turn into the different characters and other parts 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 deep, cold river. Show me with your body how the water moves. Now step into the river—how does it feel? Show me how cold it is—use your whole face and body!*

▮ Continue to ask questions and cue students to use their faces and bodies with exaggeration as you read the story.

☑Criteria-based teacher checklist: Uses facial expression, gesture, and/or body pose to communicate a character's emotion or action.

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.

- *"Oh no!" How do you look when you are saying "oh no!"? 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 a Story*

CLASS ASSESSMENT WORKSHEET

Disciplines	LITERACY	THEATER/LITERACY	THEATER	Total 3
Concept	Story Elements	Critical Thinking	Expressive Body	
Criteria	Names characters, settings, actions, and/or emotions from the story.	Makes body movements and facial expressions to represent characters, setting, actions, and emotions in the story.	Uses facial expression, gesture, and/or body pose to communicate a character's emotion or action.	
Students				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
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16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
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 a Story*

Dear Family:

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

- We used our faces and bodies to show how characters felt 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.

Enduring Understanding

Specific facial expression and body pose/gesture can show character actions and emotions in a story.