

## ARTS IMPACT LESSON PLAN

### Theater and Literacy Infused Lesson

#### *Animal Bodies and Movement*

Authors: Sandra VanHoof with Rachel Atkins

Grade Level: Pre-kindergarten

#### Enduring Understanding

Body shape/pose, movement/gesture, and facial expression can represent characters and their actions.

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

Students read *Brown Bear, Brown Bear, What Do You See?* by Eric Carle. They use body shape/pose, gesture/movement, and facial expression to show the characters and their actions. As the teacher reads the book, students dance the story by using their bodies to communicate who the characters are and what they are doing.

### Learning Targets and Assessment Criteria

**Target:** Identifies story elements.

**Criteria:** Names and demonstrates characters and actions.

**Target:** Makes physical choices to identify different animals.

**Criteria:** Uses body pose, gesture/movement, and facial expression to express animal characters.

**Target:** Thinks creatively.

**Criteria:** Demonstrates at least two ways to represent a character and its action.

**Target:** Acts out a text.

**Criteria:** Physically demonstrates characters and their actions from a story's beginning to end.

#### Vocabulary

##### Arts Infused:

Actions  
Character

##### Literacy:

Story

##### Arts:

Body  
Facial Expression  
Gestures  
Movement

#### Materials

##### **Museum Artworks or Performance Seattle, WA**

Seattle Children's Theater

##### **Tacoma, WA**

Broadway Center for the Performing Arts

##### **Materials**

*Brown Bear, Brown Bear, What Do You See?* by Eric Carle; Visual props of each animal and/or blow up of last page of the book; 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 Elements: Character
- 1.2.1 Skills: Movement, Facial Expression
- 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) 3. Touching, seeing, hearing, and moving around: Using the large muscles (gross motor skills): move with purpose from one place to another; enjoy challenge of new activities.
- (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: understand that different art forms (such as dance, music or painting) can be used to tell a story show creativity and imagination.

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**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.


### ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson


### Pre-Teach

Read *Brown Bear, Brown Bear, What Do You See?* by Eric Carle. Introduce facial expression, body shape/pose, and movement/gesture.


 Although this lesson references a specific story, it is by no means limited to any one story. These strategies can be applied to other stories used in the classroom.

### Lesson Steps Outline


**1.** Read *Brown Bear, Brown Bear, What Do You See?* Ask students to identify the characters and actions in the book and to use shapes and gestures to represent them.

 Criteria-based teacher checklist: Names and demonstrates characters and actions.


**2.** Lead character exploration. Ask students to use their 21<sup>st</sup> Century Skill of Creative Thinking to choose different ways of showing who the character is and what the character is doing.

 Criteria-based teacher checklist: Uses body pose, gesture/movement, and facial expression to express animal characters. Demonstrates at least two ways to represent a character and its action.

**3.** Read the story as the students communicate the characters and their actions with their faces and bodies.

 Criteria-based teacher checklist: Physically demonstrates characters and their actions from a story's beginning to end.

**4.** Lead reflection.

 Criteria-based reflection: Considers how they used their bodies to express characters.

## LESSON STEPS

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### 1. Read *Brown Bear, Brown Bear, What Do You See?* Ask students to identify the characters and actions in the book and to use shapes and gestures to represent them.

- *What can you tell me about the characters in this book? What animals do you see in the book? Who are the people in the book?*
- *Use your body poses and gestures to express the animals we meet throughout the book.*
- *What can you tell me about the actions of the characters in the book?*
- *What does it look like the horse is doing? Show me with your body how the horse eats.*
- *What is the cat doing? Show me with your face and arms how the cat is cleaning himself.*

Criteria-based teacher checklist: Names and demonstrates characters and actions.

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### 2. Lead character exploration. Ask students to use their 21<sup>st</sup> Century Skill of Creative Thinking to choose different ways of showing who the character is and what the character is doing.

- *Stand up and get your wiggles out.*
- *Let's use our whole bodies to represent some of the characters and actions in our story.*

You may use visual props and/or last page blow-up pictures from the book to help students act out the characters.

- *Move in your own bubble space as you act out the character with your whole body.*
- *I'll model using my whole body when I am being a character.*
- *Show me the brown bear. What is he doing?*
- *What does the bear's face look like?*
- *How is your body pose or shape showing me who he is?*
- *How is your movement or gesture showing me what he is doing?*
- *Now let's get even more creative and try another way to show the character and what the character is doing. That means we will be using our Creative Thinking skills. Will you repeat those words with me? CRE-A-TIVE THINK-ING. Let's tap the words into our shoulders while we say them again. CRE-A-TIVE THINK-ING. 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. CRE-A-TIVE THINK-ING.*

Repeat the process of physically showing other characters and their actions. Emphasize using creative thinking skills and showing at least two ways to show the characters and actions.

- *How does the dog move toward the sheep? Show me with your body how the white dog moves. Show me another way.*

Criteria-based teacher checklist: Uses body pose, gesture/movement, and facial expression to express animal characters. Demonstrates at least two ways to represent a character and its action.

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### **3. Read the story as the students communicate the characters and their actions with their faces and bodies.**

- *Let's act out the characters and actions in the whole story from beginning to end.*
- *Find your own bubble space. I'll read the story and you will use your bodies to show the characters and what they are doing.*
- *Make sure you use your whole body and face!*

Criteria-based teacher checklist: Physically demonstrates characters and their actions from a story's beginning to end.

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### **4. 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 doing?*

Criteria-based reflection: Considers how they used their bodies to express characters.

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**ARTS IMPACT LESSON PLAN Theater and Literacy Infused Lesson**

Pre-kindergarten: *Animal Bodies and Movement*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	LITERACY/ THEATER	THEATER	THEATER	THEATER/LITERACY	Total 4
Concept	Character Action	Character	Creative Thinking	Character Action	
Criteria	Names and demonstrates characters and actions.	Uses body pose, gesture/movement, and facial expression to express animal characters.	Demonstrates at least two ways to represent a character and its action.	Physically demonstrates characters and their actions from a story's beginning to end.	
Student Name					
1.					
2.					
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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: *Animal Bodies and Movement*

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Dear Family:

Today your child participated in an **Arts and Literacy** lesson. We talked about how to represent animal characters from a story.

- We read *Brown Bear, Brown Bear, What Do You See?* by Eric Carle.
- We used our body poses, movement, and facial expressions to show the characters and their actions.
- We discovered how to be even more creative by inventing more than one way to show the characters.
- As the teacher read our book, we acted the story by using our shapes and movements to communicate who the characters were and what they did.

At home, you could read a story about animal characters or observe an animal in real life. Think about how the animal looks and moves. Use your acting skills to show the animal and its actions.

#### **Enduring Understanding**

Body shape/pose, movement/gesture, and facial expression can represent characters and their actions.