

## ARTS IMPACT LESSON PLAN

### Theater and Literacy Infused Lesson

#### Character Voices

Authors: Lora Bleha, Yolonda Payne with Rachel Atkins

Grade Level: Pre-kindergarten

#### Enduring Understanding

Vocal expression can communicate the emotions of characters in a story.

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

Students discover how they can use their voices to show the emotions of characters in a story. They read *Where the Wild Things Are* and identify who the characters are, what they are saying, and what they are feeling. They use their voices with volume and pitch to speak the lines of the characters in the book to communicate the characters' emotions.

### Learning Targets and Assessment Criteria

**Target:** Identifies story elements.

**Criteria:** Names characters and/or emotions.

**Target:** Incorporates vocal choices to portray a character.

**Criteria:** Uses vocal expression (pitch, volume) to represent a character in a story.

**Target:** Communicates feelings effectively.

**Criteria:** Vocally expresses emotions; responds by identifying emotions observed based on pitch and volume used.

#### Vocabulary

Arts Infused:

Character  
Dialogue  
Emotion  
Story

Arts:

Dialog  
Expression  
Pitch  
Volume

#### 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**

*Where the Wild Things Are* by Maurice Sendak; chart paper or whiteboard and markers; Class Assessment Worksheet

#### Common Core State Standards (CCSS) in

**ELA Learning Standards**  
WA Arts State Grade Level Expectations  
For a full description of CCSS Standards by grade level, see:  
For the full description of each WA State Arts Grade Level Expectation, see:  
<http://www.k12.wa.us/corestandards/ELAstandards>  
<http://www.k12.wa.us/ArtsStandards>

4.1.1 Concepts: Character  
RI.K.1. With prompting and support, ask and answer questions about key details in a text.  
1.2.2 Skills and Techniques: Voice  
2.1.1 Creative Process  
RI.K.2. With prompting and support, retell familiar stories, including key details.  
2.3. Responding Process  
4.2.1 Connection between Theater and Literacy  
RI.K.3. With prompting and support, identify characters, settings, and major events in a story.

#### Early Learning Guidelines, if applicable

For a full description of Washington State Early Learning and Child Development Guidelines see:  
**Ready in Reading, Writing, Speaking, Listening, and Language**  
<http://www.dor.wa.gov/development/guidelines/>

4-5.5. Communicating: Speaking and listening; use words to describe actions and emotions.  
Build strong content knowledge.  
Respond to the varying demands of audience, task, purpose, and discipline.  
(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).  
Come to understand other perspectives and cultures.

*continued*



### ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

### Pre-Teach

Read *Where the Wild Things Are* by Maurice Sendak.

Introduce using pitch and volume to create an expressive voice.

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

### Lesson Steps Outline

**1.** Read *Where the Wild Things Are* and guide students to identify the key characters and emotions in the story. Chart student response.

 Criteria-based teacher checklist: Names characters and/or emotions.

**2.** Ask students to identify what the characters say, by reviewing the story to look for lines of dialogue or repeated text.

 Criteria-based process assessment: Identifies dialogue in the story.

**3.** Read one of the lines of dialogue and ask students to think about how the character felt and how the character would use his voice to say the line.

 Criteria-based process assessment: Analyzes how a character would use volume or pitch when the character says a line of dialogue.

**4.** Guide students to say the line with vocal expression. Tell them that they are using the 21<sup>st</sup> Century Skill of Communication when they are using their voices to speak the line. Guide students to communicate other lines from the book using vocal expression.

 Criteria-based teacher checklist: Uses vocal expression (pitch, volume) to represent a character in a story. Vocally expresses emotions; responds by identifying emotions observed based on pitch and volume used.

**5.** Read *Where the Wild Things Are*, pausing for dialogue and prompting students to say the lines with expression.

 Criteria-based teacher checklist: Uses vocal expression (pitch, volume) to represent a character in a story. Vocally expresses emotions; responds by identifying emotions observed based on pitch and volume used.

**6. Make a connection with everyday life.**

Criteria-based reflection: Thinks about how volume and pitch are used in everyday vocal expression.

## LESSON STEPS

**1. Read *Where the Wild Things Are* and guide students to identify the key characters and emotions in the story. Chart student response.**

- *Who are the characters in our story?*
- *What are the characters feeling?*

Criteria-based teacher checklist: Names characters and/or emotions.

---

**2. Ask students to identify what the characters say, by reviewing the story to look for lines of dialogue or repeated text.**

- *Let's look at our book again and find places where the characters say something.*
- *What did Max say?*

Criteria-based process assessment: Identifies dialogue in the story.

---

**3. Read one of the lines of dialogue and ask students to think about how the character felt and how the character would use his voice to say the line.**

- *I'll read one of the lines a character says in the book. "I'll eat you up!"*
- *Who said that?*
- *How does he feel when he says it?*
- *How does his voice sound when he says it? Does he say it in a loud voice or a soft voice? A high voice or a low voice?*

Criteria-based process assessment: Analyzes how a character would use volume or pitch when the character says a line of dialogue.

---

**4. Guide students to say the line with vocal expression. Tell them that they are using the 21<sup>st</sup> Century Skill of Communication when they are using their voices to speak the line. Guide students to communicate other lines from the book using vocal expression.**

- *Let's all say the line together and use our voices to show what the character is feeling.*
- *How should we use our volume — loud or soft voices?*
- *How should we use our pitch — high or low voices?*
- *Let's say our line together again.*
- *We just used the 21<sup>st</sup> Century Skill of Communication when we used our loud or soft voices and our high and low voices to show our character's 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.*

- *Say our line again. What do emotion did we communicate with our voices? How do you know?*

▮ Repeat the process through the book.

Criteria-based teacher checklist: Uses vocal expression (pitch, volume) to represent a character in a story. Vocally expresses emotions; responds by identifying emotions observed based on pitch and volume used.

---

## **5. Read *Where the Wild Things Are*, pausing for dialogue and prompting students to say the lines with expression.**

- *I am going to read the book again, but every time I come to a place where a character speaks, I'll pause and we'll all say the line together.*
- *Our voices will communicate what the characters are feeling.*
- *What is Max's mother feeling when she says, "WILD THING"? Would she say it in a loud voice or a soft voice? Would she say it with a high voice or a low voice?*

Criteria-based teacher checklist: Uses vocal expression (pitch, volume) to represent a character in a story. Vocally expresses emotions; responds by identifying emotions observed based on pitch and volume used.

---

## **6. Make a connection with everyday life.**

- *When you go out to recess, notice how students use their voices. Are they loud, soft, high, low, grumpy, silly, or something else?*

Criteria-based reflection: Thinks about how volume and pitch are used in everyday vocal expression.

---

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

Pre-kindergarten: *Character Voices*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	LITERACY	THEATER/LITERACY	THEATER	Total 3
Concept	Character Emotion	Character Voice	Communication	
Criteria	Names characters and/or emotions.	Uses vocal expression (pitch, volume) to represent a character in a story.	Vocally expresses emotions; responds by identifying emotions observed based on pitch and volume used.	
Student Name				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
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 area?*

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## **ARTS IMPACT FAMILY LETTER**

---

### **ARTS AND LITERACY INFUSED LESSON: *Character Voices***

---

Dear Family:

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

- We learned about how characters in a story use their voices to show what they are feeling.
- We read *Where the Wild Things Are* by Maurice Sendak.
- We used our voices to speak the lines of the characters in the book.
- We spoke loudly, or softly, and with a high voice, or a low voice to communicate what the character was feeling.

At home, you could read a book to your child and ask your child to show you how to use your voice to show the emotions of the characters.

#### **Enduring Understanding**

Vocal expression can communicate the emotions of characters in a story.