

ARTS IMPACT LESSON PLAN

Theater and Literacy Infused Lesson

Inference in Tableau

Authors: Lora Bleha, Yolanda Payne, Sandra Thomas,
with Rachel Atkins

Grade Level: Pre-kindergarten

Enduring Understanding

Inferring and embodying character action and emotion increases understanding of a story.

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

Students take a book walk with The Little Mouse, The Red Ripe Strawberry, and the Big Hungry Bear. They infer what the unseen bear was doing. Then, they make statues of the mouse and the bear and create tableaus of the mouse and the bear together to show what the characters were feeling and doing in the story.

Learning Targets and Assessment Criteria

Target: Infers what a character is doing or feeling in a story.

Criteria: Describes the action or emotion of a character who is not seen in the illustrations.

Target: Collaborates.

Criteria: Communicates ideas to others and makes compromises.

Target: Makes a specific physical choice to convey a character in relationship to another character.

Criteria: Creates a statue of the mouse or the bear beside and reacting to the shape of the partner.

Vocabulary

Arts Infused:

Action
Character

Literacy:

Inference

Arts:

Actor Neutral
Size
Statue
Tableau

Materials

Museum Artworks or Performance Seattle, WA

Seattle Children's Theater

Tacoma, WA

Broadway Center for the Performing Arts

Materials

*The Little Mouse, The Red Ripe
Strawberry, and The Big Hungry Bear*
by Don and Audrey Wood; 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
- 1.2.1-1.2.6 Skills and Techniques: Movement, Voice, 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)

*For a full description of Washington State Early
Learning and Child Development Guidelines see:*

<http://www.del.wa.gov/development/guidelines/>

- (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 (CCSS) in ELA

For a full description of CCSS 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.

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story the illustration depicts).

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

Pre-teach Arts Impact's *Expressive Body* lesson to introduce making body shapes to show characters. Read *The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear*. Make statues that focus on the emotions of the mouse.

Lesson Steps Outline

Day One

1. Lead a book walk focusing on the emotions of the mouse in *The Little Mouse, The Red Ripe Strawberry, and the Big Hungry Bear*, connecting the mouse's emotions to what the bear might be doing.

 Criteria-based teacher checklist: Describes the action or emotion of a character who is not seen in the illustrations.

2. Review concept of making statues.

 Criteria-based process assessment: Makes and holds statues using whole body and face.

3. Guide students in making statues of characters in the book. Return to the beginning of the book. Make statues of the mouse and bear and what they are doing for each page.

 Criteria-based process assessment: Makes character statues.

Day Two

1. Introduce the 21st Century Skill of Collaboration.

2. Introduce Tableau and direct students to make tableaux of the story. Move the children into two equal lines standing side by side. One line will represent the mouse and the other the bear. Go through the story having the children make their statues of their characters side by side.

Criteria-based teacher assessment: Communicates ideas to others and makes compromises. Creates a statue of the mouse or the bear beside and reacting to shape of the partner.

3. Lead performance and reflection. After completing the book, have pairs of children from lines come forward and create tableaux. The first pair will create a tableau for the first page of the story and continue with pairs to the end of the story.

Criteria-based teacher checklist, peer assessment: Communicates ideas to others and makes compromises. Creates a statue of the mouse or the bear beside and reacting to shape of the partner.

LESSON STEPS

Day One

1. Lead a book walk focusing on the emotions of the mouse in *The Little Mouse, The Red Ripe Strawberry, and the Big Hungry Bear*, connecting the mouse's emotions to what the bear might be doing.

☐ Have the children sitting on mats that are spread out.

- *If this is how the mouse is feeling, what do you think the bear is doing?*
- *The bear is not in this picture, so what do you think he is doing?*
- *You are using inference when you have to figure out something you can't see in the story. You use the evidence you see in the story to help figure it out. So you are using inference to figure out what the bear is doing even though he is not in the picture.*

☐ Continue through the whole book asking similar questions for each page.

☑ Criteria-based teacher checklist: Describes the action or emotion of a character who is not seen in the illustrations.

2. Review concept of making statues.

- *What do we do to make statues?*
- *Let's practice making statues with our whole faces and bodies and staying frozen.*

☑ Criteria-based process assessment: Makes and holds statues using whole body and face.

3. Guide students in making statues of characters in the book. Return to the beginning of the book. Make statues of the mouse and bear and what they are doing for each page.

- *Can you make a statue of what the mouse is doing?*
- *Can you make a statue of what the bear would be doing?*

☐ Continue making statues for each page.

☑ Criteria-based process assessment: Makes character statues.

Day Two

1. Introduce the 21st Century Skill of Collaboration.

- *We are going to use the 21st Century Skill of Collaboration. We'll collaborate to make shapes to show what is happening to the characters in our story.*
 - *Will you repeat our word with me? COL-LAB-O-RA-TION. Let's tap the word into our shoulders while we say it again. COL-LAB-O-RA-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. COL-LAB-O-RA-TION.*
 - *Collaboration means communicating our characters to our partners by using our shapes. We will make compromises when we work together to make our stage pictures of each page of our story.*
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2. Introduce Tableau and direct students to make tableaux of the story. Move the children into two equal lines standing side by side. One line will represent the mouse and the other the bear. Go through the story having the children make their statues of their characters side by side.

- *When you put two statues together it makes a picture and that picture is a tableau.*
- *Now we are going to be making tableaux of the mouse and the bear through the parts of the story.*
- *Here is the first page of the story. When I count to three, make a statue of what the mouse is doing and what the bear is doing. You are working with the person next to you but you are not touching that person. Stay inside your bubble.*
- *Think about the size of a mouse and think about the size of a bear. How can you show that the mouse is smaller than the bear?*
- *Collaborate with your partner. You are beside your partner and reacting to their shape. Be ready to compromise, changing your ideas if necessary to work together and react to each other.*
- *Return to actor neutral after each tableau.*

☐ Continue making tableaux through the whole book.

☑ Criteria-based teacher assessment: Communicates ideas to others and makes compromises. Creates a statue of the mouse or the bear beside and reacting to shape of the partner.

3. Lead performance and reflection. After completing the book, have pairs of children from lines come forward and create tableaux. The first pair will create a tableau for the first page of the story and continue with pairs to the end of the story.

- *We are all going to sit down in our lines so we can be the audience. Each pair will come up one at a time to show us its tableau.*
- *The audience needs to sit quietly and notice how your friends are using their faces and bodies to create statues of the characters.*
- *How you can tell who is the mouse and who is the bear?*
- *How can you tell what is happening in this part of the story?*
- *How can you tell the actors are collaborating?*

☐ Continue with each pair making tableaux after a 1,2,3 freeze until the end of the story.

☑ Criteria-based teacher checklist, peer assessment: Communicates ideas to others and makes compromises. Creates a statue of the mouse or the bear beside and reacting to shape of the partner.

ARTS IMPACT LESSON PLAN Theater and Literacy Infused Lesson

Pre-kindergarten: *Inference in Tableau*

CLASS ASSESSMENT WORKSHEET

Disciplines	DANCE/LITERACY	DANCE	DANCE/LITERACY	Total 3
Concept	Inference	Collaboration	Tableau	
Criteria	Describes the action or emotion of a character who is not seen in the illustrations.	Communicates ideas to others and makes compromises.	Creates a statue of the mouse or the bear beside and reacting to the shape of the partner.	
Student Name				
1.				
2.				
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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: *Inference in Tableau*

Dear Family:

Today your child participated in an **Arts and Literacy** lesson. We talked about the mouse and the bear in *The Little Mouse, The Red Ripe Strawberry, and the Big Hungry Bear* by Don and Audrey Wood.

- We read the book and looked at the illustrations.
- We inferred what the bear was doing when we could not see him in the illustrations.
- We made statues of the mouse and the bear and created tableaux of the mouse and the bear together to show what the characters were feeling and doing in the story.

At home, you could read stories and use your bodies to make statues of what the characters are doing in the illustrations. You could also make statues of what you infer the characters are doing when they are not in the illustrations.

Enduring Understanding

Inferring and embodying character action and emotion increases understanding of a story.