

ARTS IMPACT LESSON PLAN

Theater and Literacy Infused Lesson

Using Bodies to Express Character and Emotion

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Grade Level: Pre-kindergarten

Enduring Understanding

Identifying, describing, and making facial and body expressions can help us understand emotions.

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

*Students learn about how what they do with their faces and bodies can show what they are feeling. They read *The Way I Feel* by Janan Cain and named the emotions they observe in illustrations of the characters. They play the Emotion Guessing Game and figure out what emotion someone is showing based on what they do with their faces and bodies. They mirror each other's faces and bodies showing different emotions.*

Learning Targets and Assessment Criteria

Target: Identifies another person's feeling/emotion by what they see.

Criteria: Names and describes specific feeling observed based on face and body gestures in book illustrations.

Target: Communicates feelings effectively.

Criteria: Physically expresses emotions; responds by identifying emotions observed based on face and body gestures.

Target: Makes a specific physical choice to convey an emotion.

Criteria: Uses facial expression, gesture, and/or body pose to communicate a specific emotion.

Vocabulary

Arts Infused:

Emotion
Feelings

Arts:

Body
Face
Facial Expression
Gesture
Mirroring
Pose

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

The Way I Feel by Janan Cain; 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>

1.2.1 Skills: Movement
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 (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) 1. About me and my family and culture: Self-management: associate emotions with words and facial expressions.

(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: show creativity and imagination; participate in dramatic play activities (such as acting out familiar activities, stories or events from own life).

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.

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.

Come to understand other perspectives and cultures.

ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

Pre-Teach

Read the book *The Way I Feel* by Janan Cain.

 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 about emotions that is used in the classroom.

Lesson Steps Outline

Day One

1. Read *The Way I Feel* by Janan Cain. Identify and discuss emotions portrayed in the story.

 Criteria-based teacher assessment: Names and describes specific feeling observed based on face and body gestures in book illustrations.

2. Model and guide students to show facial expressions, gestures, or poses for each identified emotion through the Emotion Guessing Game.

 Criteria-based process assessment: Identifies and demonstrates emotions physically.

3. Lead Emotion Guessing Game with other emotions. Ask students to use the 21st Century Skill of Communication to show the emotion with their faces and bodies. Guide children to take turns modeling emotions while the other children guess the emotion shown.

 Criteria-based teacher assessment: Physically expresses emotions; responds by identifying emotions observed based on face and body gestures.

Day Two

1. Model using facial expressions, gestures, or poses to show an emotion through a mirroring activity.

2. Ask children to join in the activity as a group, mirroring the teacher's shown emotion.

Criteria-based process assessment: Uses facial expression, gesture, and/or body pose to mirror a specific emotion.

3. Guide children in taking turns by giving them an emotion and having their classmates mirror them and identify the emotion.

Criteria-based teacher assessment: Uses facial expression, gesture, and/or body pose to communicate a specific emotion.

4. Lead response.

Criteria-based reflection: Discusses how face and body movements can tell you what emotion someone is feeling.

LESSON STEPS

Day One

1. Read *The Way I Feel* by Janan Cain. Identify and discuss emotions portrayed in the story.

- *Join me in the story area.*
- *You can figure out what emotions the characters in a book are feeling if you look at their bodies and the expressions of their faces. If I saw a funny face, I might say the character is feeling silly. If I saw a frowning, crying face, I might say the character is feeling sad. If I saw a face with the eyes and mouth wide open, I might say the character is feeling scared.*
- *What are some of the emotions we saw in the book?*
- *How do we know they felt _____? How did their face and body look that told us what their emotion was?*

Criteria-based teacher assessment: Names and describes specific feeling observed based on face and body gestures in book illustrations.

2. Model and guide students to show facial expressions, gestures, or poses for each identified emotion through the Emotion Guessing Game.

- *I'll whisper an emotion to the assistant teacher. Then she or he will use face and body to show that emotion. Then you can tell us what she or he is feeling and tell us what she or he is doing with face and body to show that feeling.*
- *Now it's your turn to use your face and body to show emotions.*
- *Show me how you look when you feel happy or scared. I can tell you are happy by your smile and bright eyes. I can tell you are scared when you open your eyes wide and raise your eyebrows.*
- *How else can we use our faces and bodies to show emotions?*

Criteria-based process assessment: Identifies and demonstrates emotions physically.

3. Lead Emotion Guessing Game with other emotions. Ask students to use the 21st Century Skill of Communication to show the emotion with their faces and bodies. Guide children to take turns modeling emotions while the other children guess the emotion shown.

- *We are using the 21st Century Skill of Communication when we use our faces and bodies to show an 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.*
- *Let's all take turns doing different emotions. We'll try to guess the emotion you are communicating with your face and body.*

Criteria-based teacher assessment: Physically expresses emotions; responds by identifying emotions observed based on face and body gestures.

Day Two

1. Model using facial expressions, gestures, or poses to show an emotion through a mirroring activity.

- *There are many different emotions and everyone portrays them differently. We are going to take turns mirroring each other's emotions to help us understand and identify the differences.*
 - *Notice how I am using my face and body to show an emotion.*
 - *My assistant will mirror the emotion I am communicating. What emotion is it? How do you know?*
-

2. Ask children to join in the activity as a group, mirroring the teacher's shown emotion.

- *Now I'll be the leader and all of you will be my mirrors and copy what I am doing with my face and body. Our first emotion is _____.*

Criteria-based process assessment: Uses facial expression, gesture, and/or body pose to mirror a specific emotion.

3. Guide children in taking turns by giving them an emotion and having their classmates mirror them and identify the emotion.

- *Who would like to be the leader? Our emotion is _____.*

Criteria-based teacher assessment: Uses facial expression, gesture, and/or body pose to communicate a specific emotion.

4. Lead response.

- *What did you do to show you were happy (sad, angry, etc.)?*
- *When you go out to recess today, look at students' faces and bodies. Can you tell what they are feeling?*

Criteria-based reflection: Discusses how face and body movements can tell you what emotion someone is feeling.

ARTS IMPACT LESSON PLAN Theater and Literacy Infused Lesson

Pre-kindergarten: *Using Body to Express Character and Emotion*

CLASS ASSESSMENT WORKSHEET

Disciplines	LITERACY/THEATER	THEATER	THEATER	Total 3
Concept	Emotion	Communication	Expressive Face and Body	
Criteria	Names and describes specific feeling observed based on face and body gestures in book illustrations.	Physically expresses emotions; responds by identifying emotions observed based on face and body gestures.	Uses facial expression, gesture, and/or body pose to communicate a specific emotion.	
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: *Using Body to Express Character and Emotion*

Dear Family:

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

- We learned about how what you do with your face and body can show what you are feeling.
- We read *The Way I Feel* by Janan Cain.
- We looked at the faces and bodies of the characters and named the emotions they were showing.
- We played the Emotion Guessing Game and figured out what emotion someone was showing based on what they did with their faces and bodies.
- We mirrored each other's faces and bodies showing different emotions.

You could read a book with your child and guess what the characters are feeling. Ask your child to teach you how to mirror different emotions.

Enduring Understanding

Identifying, describing, and making facial and body expressions can help us understand emotions.