ARTS IMPACT LESSON PLAN

Theater and Science Infused Lesson

Perform the Salmon Cycle

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Grade Level: 2

Enduring Understanding

Body shape, movement, and voice can communicate a life cycle.

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

In this theater and science lesson, students explore how to use their shapes, movements, and voices to communicate the different stages of the salmon life cycle. They blend their bodies and voices to communicate the whole salmon life cycle.

Learning Targets and Assessment Criteria

Target: Understands the salmon life cycle.

Criteria: Performs the cycle (egg, alevin, fry, smolt, adult, spawning adult) with body and voice.

Target: Communicates ideas to others.

Criteria: Responds to the teacher’s questions with facts; listens to one another; physically demonstrates understanding of the salmon life cycle by blending body and voice.

Vocabulary

Arts Infused:

Collaboration

Communication

Science:

Alevin

Egg

Fry

Life Cycle

Salmon

Smolt

Yolk

Arts:

Body Movement

Character

Physical Expression

Vocal Expression

Materials

Museum Artworks or Performance

Materials

Leap! A Salmon’s Story, by Sharon Fear; List of verbs to describe salmon movements; Whiteboard or chart paper and markers; 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 and Techniques: Movement

1.2.2 Skills and Techniques: Voice

1.4.1 Audience Skills

2.1.1 Creating Process

2.2.2 Performing Process

2.3.1 Responding Process

3.1.1 Communicates through the Arts

4.2.1 Connection between Theater and Science

Early Learning Guidelines, if applicable

For a full description of Washington State Early Learning and Child Development Guidelines see: http://www.k12.wa.us/EarlyLearning/guidelines.aspx

(Second Grade, Age 7) 2. Building Relationships: Participate in group activities and listen to others.

(Second Grade, Age 7) 5. Communicating: Speaking and listening (language development): Able to listen carefully and focus on the speaker.

(Second Grade, Age 7) 6. Learning about my world: Science: Identify the characteristics of things in the natural world. Arts: Enjoy joining in creative dramatics, storytelling and readers’ theatre activities.

Next Generation Science Standards

<http://www.nextgenscience.org/next-generation-science-standards>

Performance Expectations

3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.

Science and Engineering Practices

Developing and Using Models

Disciplinary Core Ideas

LS1.B: Growth and Development of Organisms

Crosscutting Concepts

Patterns

ICON KEY:

🗏 = Indicates note or reminder for teacher

🗹 = Embedded assessment points in the lesson

Pre-Teach

Introduce the salmon life cycle. Explore theater lessons about expressive voices and bodies.

Lesson Steps Outline

1. Read Leap! A Salmon’s Story and ask students to make shapes of the salmon’s life cycle.

🗹 Criteria-based process assessment: Makes shapes that show each stage of the salmon life cycle.

2. Ask students to identify verbs to describe the character’s movement of the salmon within the various stages of its life cycle.

🗹 Criteria-based process assessment: Names appropriate verbs and actively listens to responses.

3. Guide students to walk around room, freeze as the character (egg, alevin, fry, smolt, adult, spawning adult), then move around the room as the character.

🗹 Criteria-based teacher checklist and self-assessment: Performs the cycle (egg, alevin, fry, smolt, adult, spawning adult) with body.

4. Bring students back to the carpet and review what happens in each cycle. Guide them to come up with the statements. Prompt students with the facts and writes the following on the board: “I am the egg. I \_\_\_\_.

🗹 Criteria-based teacher checklist: Responds to the teacher’s questions with facts, listens to one another.

5. Prompt students to think of different kinds of voices for each stage of the cycle, and then blend their voices with their body shapes and movements.

🗹 Criteria-based teacher checklist: Performs the cycle (egg, alevin, fry, smolt, adult, spawning adult) with body and voice.

6. Split students into small groups and have them practice movement and blending of body and voice. As a group, remind them to practice all six steps of the cycle.

🗹 Criteria-based teacher checklist: Listens to one another, physically demonstrates understanding of the salmon life cycle by blending body and voice.

7. Set students up for sharing. Stand on one side of the room as groups move across the room towards the teacher.

🗹 Criteria-based teacher checklist: Performs the cycle (egg, alevin, fry, smolt, adult, spawning adult) with body and voice. Physically demonstrates understanding of the salmon life cycle by blending body and voice.

8. Lead reflection.

🗹 Criteria-based teacher checklist and peer assessment: Performs the cycle (egg, alevin, fry, smolt, adult, spawning adult) with body and voice. Listens to one another; physically demonstrates understanding of the salmon life cycle by blending body and voice.

LESSON STEPS

1. Read Leap! A Salmon’s Story and ask students to make shapes of the salmon’s life cycle.

What do you know about the salmon life cycle?

How would you describe what the salmon looks like when she is just a tiny pink egg?

How can you show me with your entire body how the pink egg looks?

🗏 Repeat with alevin, fry, smolt, adult, spawning adult.

🗹 Criteria-based process assessment: Makes shapes that show each stage of the salmon life cycle.

2. Ask students to identify verbs to describe the character’s movement of the salmon within the various stages of its life cycle.

🗏 Chart students response.

What are some verbs to describe the movement of the pink salmon?

🗏 Repeat question for egg, alevin, fry, smolt, adult, spawning adult.

🗏 Have a list of verbs appropriate for this part READY! Be ready to prompt students.

🗹 Criteria-based process assessment: Names appropriate verbs and actively listens to responses.

3. Guide students to walk around room, freeze as the character (egg, alevin, fry, smolt, adult, spawning adult), then move around the room as the character.

Walk around the room in actor neutral. Freeze. Give me a silent frozen statue of the pink egg. Move around the room as the pink egg. Remember the different verbs you gave me.

🗏 Repeat with alevin, fry, smolt, adult, spawning adult.

Freeze. Pick your favorite part of the cycle. Are you using your entire body? Give me 30 per cent more!!!

🗹 Criteria-based teacher checklist and self-assessment: Performs the cycle (egg, alevin, fry, smolt, adult, spawning adult) with body.

4. Bring students back to the carpet and review what happens in each cycle. Guide them to come up with the statements. Prompt students with the facts and writes the following on the board: “I am the egg. I \_\_\_\_.

What are some of the facts we explored earlier about the salmon cycle?

🗏 Ask for a statement about each stage of the life cycle.

How do we make this into one or two sentences about each stage of the life cycle?

🗹 Criteria-based teacher checklist: Responds to the teacher’s questions with facts, listens to one another.

5. Prompt students to think of different kinds of voices for each stage of the cycle, and then blend their voices with their body shapes and movements.

🗏 Teacher tracks timing to make it possible for all students to try and share voices.

Describe to me the different types of voices you can use if you are an egg. Are you loud or soft, high or low, fast or slow, smooth or scratchy? Why?

Let’s use our “egg” voices to say the statement we wrote for the egg.

🗏 Repeat with each stage of the salmon life cycle.

Now let us put the body and voice together.

Hold your shape and read the statement in your character voices. Then travel with one of the movements for that stage of the life cycle.

🗏 Repeat with each stage of the salmon life cycle.

🗹 Criteria-based teacher checklist: Performs the cycle (egg, alevin, fry, smolt, adult, spawning adult) with body and voice.

6. Split students into small groups and have them practice movement and blending of body and voice. As a group, remind them to practice all six steps of the cycle.

Remember to have six different voices and shapes as we move through the cycles.

Remember to collaborate. You might not agree on the favorites but be willing to compromise.

🗹 Criteria-based teacher checklist: Listens to one another, physically demonstrates understanding of the salmon life cycle by blending body and voice.

7. Set students up for sharing. Stand on one side of the room as groups move across the room towards the teacher.

Line up and travel across the room towards me in your characters of the salmon cycle. Be sure to blend your body and voice.

Make the shape of each stage of the cycle. Say the statement we practiced. Travel towards me with the movement of the character.

🗹 Criteria-based teacher checklist: Performs the cycle (egg, alevin, fry, smolt, adult, spawning adult) with body and voice. Physically demonstrates understanding of the salmon life cycle by blending body and voice.

8. Lead reflection.

What did you see? What did the groups communicate?

How did the group members use their bodies to show the stages of the salmon life cycle? How did they use their voices?

🗹 Criteria-based teacher checklist and peer assessment: Performs the cycle (egg, alevin, fry, smolt, adult, spawning adult) with body and voice. Listens to one another; physically demonstrates understanding of the salmon life cycle by blending body and voice.

ARTS IMPACT LESSON PLAN Theater and Science Infused Lesson

2nd Grade: Perform the Salmon Cycle

CLASS ASSESSMENT WORKSHEET

Disciplines: Theater and Science; Theater and Science

Concept: Salmon Life Cycle; Communication

Criteria: Performs the cycle (egg, alevin, fry, smolt, adult, spawning adult) with body; Performs the cycle (egg, alevin, fry, smolt, adult, spawning adult) with voice; Responds to the teacher’s questions with facts, listens to one another, physically demonstrates understanding of the salmon life cycle by blending body and voice

Total 3

Student Name

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What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

How could I connect the concepts in this lesson with other disciplines?

Teacher

Date

ARTS IMPACT FAMILY LETTER

ARTS AND SCIENCE INFUSED LESSON: Perform the Salmon Cycle

Dear Family:

Today your child participated in a Theater and Science Infused lesson. We talked about the life cycle of the salmon.

We discovered how we could use shapes and movements to communicate the different stages of the salmon life cycle: egg, alevin, fry, smolt, adult, spawning adult.

We discovered how we could use our voices to communicate different stages of the salmon life cycle: egg, alevin, fry, smolt, adult, spawning adult.

We created a theater piece communicating the salmon life cycle by blending our voices and our bodies.

At home, you could plant a seed and watch it grow. Then you could use your voices and bodies to communicate each stage of the plant’s life cycle.

Enduring Understanding

Body shape, movement, and voice can communicate a life cycle.