# ARTS IMPACT LESSON PLAN

Theater and Reading Infused Lesson

Story Structure Slide Show

Author: Dave Quicksall

Enduring Understanding

Dramatic stories can be told through a sequence of actions related to specific events.

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

Students will brainstorm, in groups, and determine the beginning, middle, and end of a given story or

rhyme. They will identify and physically express the main characters and their actions in a tableau – a

frozen stage picture. Each group will present a series of three tableaux that represent the beginning,

middle, and end of the story/rhyme.

Learning Targets and Assessment Criteria

Target: Identifies the main action that is found in the introduction of a given story.

Criteria: Names, then using a tableau, physically recreates the characters’ first action of the

story’s beginning.

Target: Identifies the main action that is found in the climax/turning point of a given story.

Criteria: Names, then using a tableau, physically recreates the characters’ climactic action of the

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Early Learning Guidelines (Pre-K – Grade 3)

For a full description of Washington State Early Learning

and Child Development Guidelines see:

https://www.del.wa.gov/sites/default/files/imported/public

ations/development/docs/guidelines.pdf/

(Age 4-5) 3. Touching, seeing, hearing, and moving

around: Using the large muscles (gross motor skills).

(Age 4-5) 6. Learning about my world: Arts: Show

creativity and imagination; perform elements of drama;

participate in dramatic play.

Common Core State Standards in ELA (Reading)

For a full description of CCSS ELA Standards by grade

level, see: http://k12.wa.us/CoreStandards/ELAstandards/

R.CCR.3. Analyze how and why individuals, events, and

ideas develop and interact over the course of a text.

RL.1.3. Describe characters, settings, and major events in

a story, using key details.

College and Career Ready Students in Reading

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.

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Pre-Teach

Optimally, all of the Arts Foundation Lessons should be taught before moving

into this infusion lesson. If working from a chapter book or novel, all the

students should be familiar with the entire story (or the specific section that may

be the focus). Review the story if needed before starting the lesson.

Lesson Steps Outline

1. Select the story or rhyme that the students will work on. Divide the class into

groups and lead them in brainstorming for the main characters and their main

actions at the beginning of the story.

þ Criteria-based process assessment and teacher checklist: Uses text clues and

inference to retell the first action of the story’s beginning. Names the characters’

first action of the story’s beginning (introduction).

2. Guide the groups in developing a tableau, or frozen stage picture, that

physically expresses the characters and actions at the beginning of the story

or rhyme.

þ Criteria-based teacher checklist: Names, then using a tableau, physically

recreates the characters’ first action of the story’s beginning (introduction).

3. Repeats steps 1 & 2 in creating a tableau for the middle of the story or rhyme,

focusing on the climactic action/turning point.

þ Criteria-based teacher checklist: Names, then using a tableau, physically

recreates the characters’ climactic action of the story’s middle.

4. Repeats steps 1 & 2 in creating a tableau for the end of the story or rhyme,

focusing on the resolving action.

þ Criteria-based teacher checklist: Names, then using a tableau, physically

recreates the characters’ resolving action of the story’s end.

ICON KEY:

& = Notes specific Readers Workshop Curriculum strategies addressed

3 = Indicates note or reminder for teacher

þ = Embedded assessment points in the lesson

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5. Guides the students in combining all three tableaux into a slide show that

captures the main actions of their stories. Challenge students to use their 21st

Century Skill of Communication as they present and respond to the slide shows.

þ Criteria-based teacher checklist, self-assessment, reflection: Presents, in order,

the sequence of the three tableaux (beginning, middle, end). Responds by

describing the slide show observed.

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LESSON STEPS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3 Pre-determine how the room will be set-up for students to move through space – desks moved to

the side or students moving among the desks.

3 Note on grade level adaptability for this lesson: This lesson can be adapted for use at any grade

level. If the students aren’t capable of working independently in groups, the teacher can lead small

groups or the whole class through the lesson. If the students can’t write, the teacher can work orally

with students. The stories used can be as simple as a nursery rhyme or as complex as an entire book.

3 A graphic organizer for listing characters and actions is provided with the lesson. Teachers can utilize

this to facilitate the group brainstorming sessions.

1. Select the story or rhyme on which the students will work. Divide the class into groups

and lead them in brainstorming for the main characters and their main actions at the

beginning of the story.

& Mini-lesson: Story sequence, re-read, re-tell, text clues, and inference

3 You could choose more than one story/rhyme if desired. A simple story or rhyme is best.

• The beginning of a story is the introduction to the characters and actions to come.

• Who are the main characters?

• What are they doing?

• What do they want?

• How do you know?

þ Criteria-based process assessment and teacher checklist: Uses text clues and inference to

retell the first action of the story’s beginning. Names the characters’ first action of the story’s

beginning (introduction).

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2. Guide the groups in developing a tableau, or frozen stage picture, that physically

expresses the characters and actions at the beginning of the story or rhyme.

& Story sequence, re-read, re-tell, text clues and inference

3 Review the Elements of Tableau checklist as needed

• We are going to make tableaux (taa-blow) of the beginning, middle, and

end of a story. A tableau is a frozen stage picture.

• Let’s begin by making a tableau of the beginning of the story.

• Use your facial expression and body shape, levels/depth, proximity, and contact to create a

tableau of the characters and their actions during the beginning of the story.

• How can you use your face and body to express which character you are as a statue?

• How can you show relationships and actions while remaining frozen?

þ Criteria-based teacher checklist: Names, then using a tableau, physically recreates the characters’

first action of the story’s beginning (introduction).

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Story Structure Slide Show

Step 2

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3. Repeats steps 1 & 2 in creating a tableau for the middle of the story or rhyme, focusing

on the climactic action/turning point.

& Story sequence, re-read, re-tell, text clues and inference

• The middle of the story usually has something very big happen to the main characters. This is

where the story changes direction.

• What is the climactic action of the middle of the story?

• Let’s create a tableau for the middle of the story.

þ Criteria-based teacher checklist: Names, then using a tableau, physically recreates the characters’

climactic action of the story’s middle.

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4. Repeats steps 1 & 2 in creating a tableau for the end of the story or rhyme, focusing on

the resolving action.

& Story sequence, re-read, re-tell, text clues and inference

• After the big action of the climax/turning point, a story usually winds down and finishes.

• What is the resolving action at the end of the story?

• Let’s create a tableau for the end of the story.

þ Criteria-based teacher checklist: Names, then using a tableau, physically recreates the characters’

resolving action of the story’s end.

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5. Guide the students in combining all three tableaux into a slide show that captures the

main actions of their stories. Challenge students to use their 21st Century Skill of

Communication as they present and respond to the slide shows.

& Re-enact, synthesizing

• Now, we are going to put all our tableaux together to show the whole story, from beginning to

middle to end.

• You will be using your 21st Century Skill of Communication by using your bodies to

communicate the sequence of your whole story through tableaux.

• Performers, how did your facial expressions and body shapes communicate the beginning,

middle, and end of the story?

• Audience, what did you see? How did the actors use their bodies to communicate the sequence

of the story?

þ Criteria-based teacher checklist, self-assessment, reflection: Presents, in order, the sequence of the

three tableaux (beginning, middle, end). Responds by describing the slide show observed.

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3 Possible tableau alternatives for primary grades:

1. Guide individual students to create statues of two main characters for each part of

the story.

• What does Little Miss Muffet look like in the beginning of the story?

• 1-2-3- Freeze!

• Now show me what the spider looks like in the beginning of the story.

• 1-2-3- Freeze!

2. Put students into pairs, with each student showing a different character. Guide students

to put their statues together for each part of the story.

• Where should Little Miss Muffet be in this picture?

• Now where should the spider be?

• You will both make your statue of what your character is doing in this part of the story. When

we put your statues together, it makes a tableau.

• 1-2-3- Freeze!

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Story Structure Slide Show Elements of Tableau Checklist

Individual facial expression and body shape/gesture

q Use whole face and body

q Show character

q Show action (body)

q Show emotion (face)

Levels and depth

q Low/medium/high

q Three dimensional use of stage or playing space: Left/right/center, downstage/upstage,

near/far

Character and spatial relationships

q Eye contact

q Physical contact using positive or negative space (touching or not touching)

q Proximity or distance

Open to the audience (cheat out)

q Audience awareness

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Story Structure Slide Show Selected Nursery Rhymes

Jack and Jill went up the hill

To fetch a pail of water.

Jack fell down and broke his crown

And Jill came tumbling after.

Little Bo Peep has lost her sheep

And can't tell where to find them.

Leave them alone, and they'll come home,

Wagging their tails behind them

Old Mother Hubbard

Went to the cupboard to fetch her poor dog a bone;

But when she got there the cupboard was bare,

And so the poor dog had none.

Little Miss Muffet, sat on a tuffet,

Eating her curds and whey;

Along came a spider, who sat down beside her

And frightened Miss Muffet away.

Humpty Dumpty sat on a wall

Humpty Dumpty had a great fall

All the king’s horses and all the king’s men

Couldn’t put Humpty together again

There was an old woman who lived in a shoe.

She had so many children, she didn't know what to do.

She gave them some broth without any bread,

Whipped them all soundly, and sent them to bed.

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Story Structure Slide Show Graphic Organizer

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

Character Beginning Action Middle Action End Action

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ARTS IMPACT LESSON PLAN Arts Infusion

Story Structure Slide Show

3 Teachers may choose to use or adapt the following self-assessment tool.

STUDENT SELF-ASSESSMENT WORKSHEET

Disciplines THEATER AND READING THEATER Total

8 Concept Beginning Middle End Communication

Criteria

Student Name

Story

Sequence

Tableau Story

Sequence

Tableau Story

Sequence

Tableau Presents, in

order, the

sequence

of the

three

tableaux

(beginning,

middle,

end).

Responds

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show observed.

Names the

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ARTS IMPACT LESSON PLAN Arts Infusion

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CLASS ASSESSMENT WORKSHEET

Disciplines THEATER AND READING THEATER Total

8 Concept Beginning Middle End Communication

Criteria

Student Name

Story

Sequence

Tableau Story

Sequence

Tableau Story

Sequence

Tableau Presents, in

order, the

sequence

of the

three

tableaux

(beginning,

middle,

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Responds

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Names the

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Names the

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Physically

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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 reading?

Teacher: Date:

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