



ArtsforLearning Online Curriculum

Unit 1 **Character Clues in Action!**

Part 1 Learning

Unit 1: Lesson 4

Introduce Tableau & Apply to The True Story of the Three Little Pigs

Unit 1: LESSON 4

Introduce Tableau & Apply To *The True Story Of The Three Little Pigs*, TRAIL Marker #1

LITERACY OBJECTIVES

By the end of this lesson students will be able to use clues in the text to portray characters' traits and perspectives through tableaux.

LITERACY "I CAN" STATEMENTS

"I can use evidence in the text to show characters' traits and perspectives through tableaux."

LESSON OVERVIEW

STEPS	PACING: 90 minutes
Step 1: Introduce Lesson 4 Step 2: Define Tableau	5 Minutes
Step 3: Move Desks & Find Spot in Open Space Step 4: Theater Warm-up—Silent Negotiations	15 Minutes

Step 5: Create Scenes with Tableau Elements Step 6: Introduce Tableau Elements Checklist Step 7: Extend & Solidify Understanding of Tableau Elements	15 Minutes
Step 8: Create Tableaux for <i>The True Story of the Three Little Pigs</i> Step 9: Add Vocal Expression to Tableaux	30 Minutes
Step 10: Present & Reflect on Talking Tableaux	15 Minutes
Step 11: Introduce & Guide Students through TRAIL Marker #1 Step 12: Close Lesson 4	15 Minutes

STANDARDS ALIGNMENT

TARGETED CCSS

Reading: Literature

RL 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL 3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Writing & Language

W 3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W 4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W 4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W 5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W 5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

SL 3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL 3.1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL 3.6: Speak in complete sentences when appropriate to task and situation in order to provide

requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

SL 4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL 4.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL 4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL 4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations)

SL 5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL 5.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL 5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

SECONDARY CCSS

Reading: Literature

RL 3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Speaking & Listening

SL 3.1a: Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 3.1c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL 3.1d: Explain their own ideas and understanding in light of the discussion.

SL 4.1a: Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 4.1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL 4.1d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL 5.1a: Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 5.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL 5.1d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

TEACHING RESOURCES

CLASSROOM CHARTS

- Class Story Map for *The True Story of the Three Little Pigs* (made in class)
- Tableau Elements Checklist
- Guidelines for Talking Tableaux
- Reflecting on Your Acting Choices

TEXTS

- The True Story of the Three Little Pigs*, by Jon Scieszka

A4L STUDENT NOTEBOOK

- Story Map: *The True Story of the Three Little Pigs*
- TRAIL Marker #1

ASSESSMENT

- TRAIL Marker #1 Progress Chart

LIFE & LEARNING SKILLS

Unit 1 includes the following Life & Learning Skills:

- Reflective thinking
- Creative problem-solving
- Critical and analytic thinking
- Collaboration Communication



DIFFERENTIATION OPTIONS

Differentiation Options will appear throughout the unit to suggest ways to scaffold or challenge student learning. Use the number of helping hands to select the level of differentiation that best supports student learning.



Highest level of scaffolding. Select this option if students are learning strategies for the first time, if the text is challenging for them, or if students require more guidance during activities. The Unit is written for the highest level of scaffolding.




Moderate scaffolding. Select this option if students require some support comprehending the text or navigating the activity.



Least amount of scaffolding/Extending the instruction. Select this option if students are ready to work more independently, move more quickly through the material, or are ready for additional challenge.



LEVERAGING MOMENTS

Key instructional steps where the arts are used to leverage literacy-learning (and vice versa) are marked with . Smaller leveraging moments also occur throughout the lessons.

STEP 1: Introduce Lesson 4

Process: Give an overview of the lesson objectives. Learn a theater technique called tableau and apply the elements of tableau to the characters and events in *The True Story of the Three Little Pigs*.

ELL Support Comprehensible Input: Introducing Tableau To ELL

When introducing tableau to ELL students, it is helpful to use visual references such as the icon above and/or use "picture frames" made of cardboard or file folders to guide students in conceptualizing the theater exercise. Other instructional support can be offered by creating a Unit Pictorial Vocabulary Wall in the classroom for student and instructional use.

Connecting Literacy & Art: Teaching Tableau

- Use tableau to draw students' attention to traits and perspective through specific character descriptions, actions, and dialogue.
- Students deepen their understanding of the story and literacy objectives through the discussion that occurs when creating tableaux with peers.
- When in tableau, both actors and audience reflect on the multiple perspectives within a given moment.



Differentiation Options: Teaching Tableau

- If students struggle with learning tableau as written in the unit, feel free to make adjustments to match students' development.
- Teach fewer tableau elements. For example, limit the tableau elements to levels; bold body shapes and facial expression; and keeping the body open to the audience.
- Bypass the warm-up and move directly to modeling tableau with a group of actors for an event or scene all students are familiar with; e.g., basketball, recess, library.
- Hold off on incorporating vocal expression into tableaux until a later lesson.

Suggested Dialogue

Introduce Tableaux

"Today we are going to experience a series of exercises in order to learn a theater technique called 'tableau.' Then we'll apply what we learn to the characters and events in The True Story of the Three Little Pigs."

"By the end of today's lesson, you will be able to say, 'I can use evidence in the text to show characters' traits and perspectives through tableaux.'"

STEP 2: Define Tableau

Process: Define tableau for students. Tableau is one of the theater techniques students will use to explore the literacy objectives in the unit--story elements, character traits and perspective, and making inferences.

Suggested Dialogue

Define Tableau

"Tableau means 'picture' in French. Let's say 'tableau' together on three: 1-2-3 tableau." (Children repeat the word.) "In theater, a tableau is a frozen silent picture a group of actors makes with their bodies to show a moment in time."

"Today you will learn tableaux through a series of exercises. First you'll make individual statues, similar to our last lessons, only this time, using your whole bodies and making big physical choices to show your characters. Then you'll work toward creating tableaux of scenes from the story by putting your statues together with other actors. Through tableau, you can use your facial expressions and body shapes to show characters and actions in relationship to one another."

STEP 3: Move Desks & Find Spot In Open Space

Process: Facilitate moving desks. Predetermine how the room will be set up. Tell students how and where to move the desks and where you want them to go once they've moved everything. Set a time limit; ask students how long it will take to safely and silently move the desks into the predetermined set-up. Write the time on the board. Tell them they must wait until the word "Go" to begin moving. If anyone talks or moves unsafely, have students try again. Write the final time on the board. Each time the desks are moved, try to beat the previous time. This process makes moving desks a motivational cooperation activity that is quiet and controlled.

Prompt students to find a spot in open space. Use a countdown to facilitate movement.

STEP 4: Theater Warm-Up--Silent Negotiations

Process: During Silent Negotiations, students create a series of shapes and images with a group without talking. In this way, students work together toward a common goal and exercise multiple ways to communicate. This builds cooperation and communication skills that students will use throughout the unit.

Put students into groups of 3-5. Predetermine groups in order to see dynamics for future grouping, or determine groups in the moment. Tell each group where to go in open space. Call out a series of shapes and give a count-down for the groups to work together to create those shapes. The Teaching Tip "Shapes for Silent Negotiations" has shape suggestions.

Timing for silent negotiations is 5-8 minutes.

Teaching Tip: Silent Negotiations

Students create a series of shapes with a group without talking. In this way, students work together toward a common goal and exercise multiple ways to communicate. This builds cooperation and communication skills that students will use throughout the unit.

To maintain student focus and build theater and cooperation skills during this exercise, use the following suggestions:

- Use count-downs.
- Transition from shape to shape without students breaking focus. For example, do not say "Relax" or "Good job" between shapes. Simply prompt students to create the next shape.
- Describe the positive communication choices groups are making. For example, "I see people gently moving others into position," "I see people starting a shape and others adding on," "I see people giving up their ideas for the group," "I see people mouthing things really big without voice."
- Stay positive. Encourage, remind, and prompt for silence. Students will talk, whisper, laugh, and potentially argue during the exercise. If talking persists,

pause the exercise to discuss the different ways one can communicate without talking--maybe list them on the board. Then restart the exercise beginning with the first shape.

Teaching Tip: Groups Of 3-5

To create a safe learning environment and depict dynamic tableaux, groups of five work best for students in classroom settings. For younger students, groups of three are acceptable, but they will not be able to incorporate minor characters.

To maintain student focus and build theater and cooperation skills during this exercise, use the following suggestions:

- Uneven numbers naturally creates a dynamic stage picture.
- Five students in one group are enough for some to play central characters and others to play minor roles based on comfort level.
- Five students in a group allow some to play storyline characters and others to create the setting, which tells the audience more about the story elements.
- Five students in a group make the use of class time more manageable. There will be approximately five to six groups and each group will need 3 to 5 minutes for presentation and reflection.

Teaching Tip: Shapes For Silent Negotiations

- Circle Letter of the alphabet
- Square Number
- Triangle Fish
- Diamond Star
- Crescent moon

Suggested Dialogue

Silent Negotiations

"We are going to begin today with a theater warm-up that will help us learn how to work together and communicate effectively. I am going to assign you to group and then tell each group where to go in open space." (Assign Students into groups and show each group its spot)

"Wait until I say 'Go' to move. Group 1, you'll be here. Group 2, you'll be here. When I say 'Go,' you'll have five seconds to be in a sitting circle with your group. Go! 5-4-3-2-1-Freeze"

"This exercise is called silent negotiations. What does 'silent' mean? (Students respond.) Silent means no talking--whispering counts as talking. What does 'negotiate' mean? (Students respond.) Negotiate

means to work together to come to an agreement. In this exercise, you'll work in small groups to create some shapes and scenes with your bodies."

"All groups will be working at the same time. Your group must figure out how to make each shape or scene together without talking. What are some ways we can communicate with each other without talking?" (Students respond.)

"Everybody stand. I'll give a count-down of 5-10 seconds for each shape or scene."

"Silently create a circle in 5-4-3-2-1-Freeze. (Students create.) I see lots of different ways to make these shapes. Some groups are using the floor. Remember, no talking--find another way to communicate. Make sure everyone in your group is involved."

"Silently create a square in 5-4-3-2-1-Freeze. (Students create. Make 1-2 comments on cooperation. Continue with shapes and images as focus allows.)"

STEP 5: Create Scenes With Tableau Elements

Process: Guide students to transition from creating shapes to creating scenes. While students are frozen in their last shape, tell them the next time they move, they will create a scene and will need to think about the characters, setting details, and inanimate objects that are in that scene. All actors must be involved.

Call out a series of scenes. With each scene, ask students to add tableau elements one by one and still work silently. Once an element has been introduced, guide groups as they incorporate the element into all the following tableaux. Allow all groups to complete their image before moving on to the next, using a count-down. Move quickly through the exercise, transitioning from scene to scene without downtime.

Facilitate students creating four scenes--each building on tableau elements.

1. The first scene is a warm-up to practice the transition from shapes to scenes and focus on the tableau element--body shape and facial expression.
2. The second scene is created, then adjusted to add the tableau element--levels.
3. The third scene is created, then adjusted to add the tableau element--levels, then adjusted again to add the tableau element--character relationships using physical contact.
4. The fourth scene is created, then adjusted to add levels, then adjusted to add character relationships using physical contact; then adjusted a final time to extend the tableau element--character relationships using eye contact.

Timing for scenes with tableau elements is 8-10 minutes.

TEACHING TIP: OPTIONS FOR SCENES

Select scenes that will be immediately accessible for all students. Here are some examples:

- Playground
- Basketball game
- Baseball game
- Rock Concert
- Wedding
- Dance Class
- Funeral
- Family portrait
- Cafeteria
- Birthday party
- Doctor check-up
- Playing tag

Suggested Dialogue**CREATE SCENES WITH TABLEAU ELEMENTS**

"This time you'll create scenes of events and places. Create a picture of a playground at recess (or other scene appropriate for your class) in 5-4-3-2-1-Freeze!" (Groups create tableau). "Use your whole body to create whole body shapes and facial expressions to show who your character is and what they are doing. Expand that choice by 100 percent! Extend that choice--make it bigger! Exaggerate your facial expression!"

"Create a picture of a _____ in 5-4-3-2-1-Freeze!" (Groups create tableau). "Now adjust your position so that you have three distinct levels. Some actors should go into high space and some go into low space. The levels should match your character and action. Extend your facial expression and body shape as you adjust! 5-4-3-2-1-Freeze!"

"Create a picture of a _____ in 5-4-3-2-1-Freeze!" (Groups create tableau). "Adjust for

levels in 5-4-3-2-1-Freeze! Adjust for character relationships--add one point of physical contact with at least one character. Physical contact can use positive space, where you are touching, or negative space, where you are almost touching with space between you. Use your whole face and body as you adjust in 5-4-3-2-1-Freeze!"

"Create a picture of a _____ 5-4-3-2-1-Freeze!" (Groups create tableau). "Adjust for levels in 5-4-3-2-1-Freeze! Adjust for character relationships with at least one point of physical contact in 5-4-3-2-1-Freeze! Adjust for character relationships--add one point of eye contact. Eye contact can be two people looking at each other, or looking at something else. Use your whole face and body as you adjust in 5-4-3-2-1-Freeze!"

"Actors relax. Let's celebrate your work with a 1-2-3 (clap) Huh! And gather over here to reflect on our work." (Students move to the space for the Tableau Elements Checklist.)

STEP 6: Introduce The Tableau Elements Checklist

Process: Now that students have experienced the tableau elements process, have them gather around the Tableau Elements Checklist, or create the checklist with students. Reflect on learning by highlighting the tableau elements they incorporated in the scenes.

Timing for introducing the Tableau Elements Checklist is 3-5 minutes.

CLASSROOM CHARTS & GRAPHIC ORGANIZERS: TABLEAU ELEMENTS CHECKLIST

___ Character relationships

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

Eye contact--eye-to-eye to another character or intentionally looking at something else

___ Levels

Character are on low, medium, and high levels

___ Body shape and facial expression

Use the whole body

Show character, action, and emotion

___Audience awareness

Keep body open to the audience

Suggested Dialogue

INTRODUCE TABLEAU ELEMENTS CHECKLIST

"When we use our bodies alone to show a character, that's a statue. When we put two or more statues together to create a picture, it's called a tableau--a frozen stage picture. A tableau uses certain elements to make a really strong picture for an audience. You have just experienced all the tableau elements with each of the scenes you created. Let's review the tableau elements and keep our checklist posted throughout the unit."

(Go over Tableau Elements Checklist)

STEP 7: Extend & Solidify Understand Of Tableau Elements

Process: Extend instruction and solidify students' understanding of tableau by having a volunteer group show their tableau with in-depth reflection on each tableau element. This is the moment to explicitly instruct on audience awareness—keeping one's body open to the audience, and character relationships—positive and negative space and intentional eye contact.

Timing for extending and solidifying tableau elements is 5 minutes.

Suggested Dialogue

EXPAND UNDERSTANDING OF TABLEAU ELEMENTS

(Select a volunteer group.)

"May I have one group volunteer to recreate the last tableau you made to help us reflect and extend

our learning of tableau?" (Actors re-create tableau.) "Audience, how can you tell what this character is doing or feeling—what is the actor doing with her face and body to show it? Where do you see different levels? Where do you see character relationships? Where do you see physical contact? Where do you see eye contact?"

"Can you see all of the actors in this tableau? Actors, now that you are presenting, you need to keep your bodies open to the audience so you can be seen. How can you adjust your body so that the audience can see you? Angle your body between the audience and the other actors on stage so more of the front of your body can be seen."

"Let's take a closer look at character relationships through physical contact. I want to explain what I mean by positive and negative space. May I have a volunteer? Let's shake hands. This is a positive space connection because we are making physical contact. Now, let's almost shake hands. This is a negative space connection because we are not touching, but it looks like we are or that we are about to. When you create tableaux, you can show a character relationship through positive space (touching) or negative space (not touching)."

"Let's take a closer look at character relationships through eye contact. You can show this by two characters looking at each other or maybe one is looking away. Even though the characters aren't making eye contact, there is an intentional relationship by looking away."

"The elements of tableau are tools you can use to create dynamic stage pictures that show events in a story. We'll use tableau throughout the unit to practice making inferences and to get a better understanding of character traits and perspective."

STEP 8: Create Tableaux For *The True Story Of The Three Little Pigs*

Process: Groups create events from *The True Story of the Three Little Pigs*. This is the students' opportunity to apply their understanding of tableau to the story elements of *The True Story of the Three Little Pigs*. Focus students' attention on character traits and perspective for each event. Assign each group an event from the story. See Teaching Tip "Casting Students as Characters or Inanimate Objects in Tableau." The rehearsal process takes 5–10 minutes. Tell students they have 5 minutes to create their tableaux. Telling students they have a short time frame often motivates groups to get to work and make choices.

Timing to create tableaux is 5–10 minutes.

TEACHING TIP: OPTIONS FOR CASTING STUDENTS AS CHARACTERS & INANIMATE OBJECTS IN TABLEAU

Some scenes have only two real characters. See the following suggestions to help students cast themselves appropriately in tableau:

- Two students play the same character.
If there are only two real characters in a scene, two students can each play the same character. They can choose to create the exact same statue or to portray the character in different ways. This option provides more scaffolding for students who might require additional support.
- Two students work together to play different parts of the same character.
Two students can play different parts of a single character: one can play the bottom half and the other the top half or one can play an extension of the character, such as a sneeze or shout.
- Students become inanimate objects.
Becoming an inanimate object with traits and perspective requires abstract thinking. If students decide to play a house or other object, talk with them as they rehearse about clues in the text that might help them assign traits and perspective to their 'character.' For example, the straw house might be feeling sorry for itself because it can't hold up its walls.

Suggested Dialogue

CREATING TABLEAUX FOR THE STORY

"Now you will create tableaux of the events in *The True Story of the Three Little Pigs*. Instead of creating a scene that comes from your imagination, you will pay close attention to the text so that you can show what the characters are like and why they do what they do."

"Each group will get an event. Re-read the part of the story you will enact in tableau. Think about what's happening in the event and what you learned about the characters in our last lesson. Then make choices about what and how you'll show this event. Remember, some of you can play actual characters while others in the group create objects, such as the pigs' houses. If you create an object, think about how that object might be feeling in the situation. If you are a house, a tree, or even a door, be sure to show how you are feeling using your body and face." (Tell groups which event they will represent)

"This time, you'll be allowed to talk in order to plan your tableau. Use the Tableau Elements Checklist to make sure you incorporate all the elements and use those elements to show traits and perspective. Before you start, decide where your audience is so you all stay open to the audience. You have five minutes to rehearse. Go."

STEP 9: Add Vocal Expression To Tableaux

Process: Guide groups to incorporate vocal expression to their tableaux – creating “talking tableaux.” Model adding voice by asking one group to volunteer. The group creates their tableau for the class. Then, the whole class generates ideas on what each character might say in that moment—even inanimate objects should have a perspective. Actors have a range of options for what they say. Prior to the lesson, create a chart titled Guidelines for Talking Tableaux and list the guidelines. Tap each actor on the shoulder to cue him or her when to speak—“shoulder tap” is a way to cue students when to speak. When students add voice to tableau, they are practicing making inferences.

Timing for modeling talking tableaux is 10 minutes.

After modeling adding vocal expression, give all groups an additional 3-5 minutes to add voice to their tableaux.

CLASSROOM CHARTS & GRAPHIC ORGANIZERS: GUIDELINES FOR TALKING ABOUT TABLEAUX

1. All actors speak
2. Use vocal expression to show what your character is thinking and feeling
3. Options for what characters say:
 - Select a word or phrase from the text—more than one character can say the same word or phrase (“Mr. Pig, Mr. Pig, are you in?”)
 - Create a line of dialogue to say to another character (Straw house to Pig: “I’m sorry, but my walls are falling down!”)
 - Create a thought or feeling for your character (1st Pig: “I’m scared to death!”)
 - Make an exclamation to show how your character is feeling (Stick house: “Nooooo!”)
 - Make a sound to show setting or action (Police: sound of a siren)

Suggested Dialogue

ADD VOCAL EXPRESSION

"I'll model, with your help, how to add vocal expression to a tableau. I need a volunteer group to help me demonstrate what we will call talking tableaux." (Group volunteers or select a group.)

"To cue you to get into your tableau, I will say, 'Actors, places,' and the group will respond by saying, 'Thank you, places.' Let's try that. Actors, places." (Groups responds, "Thank you, places.") "Actors ready? Audience ready? Create your tableau in 1-2-3-Freeze!" (Group creates tableau.)

"Audience, look at the characters' traits through body shape and facial expression. Look at the character relationships through physical contact and eye contact. Think about what these characters and objects might think, feel, or say in this moment if they could speak. Actors, think about what your character might think, feel, or say in this moment if you could speak. Actors, relax. As a class, let's do some initial brainstorming for what characters might say." (Students respond.)

"You have a lot of options when adding voice to tableau. Look at our Guidelines for Talking Tableaux chart for some ideas. (Read through chart.) This is your chance to tell your audience something they wouldn't get if they just saw your tableau or only read the story. As a class, let's make some decisions about what each character might say using these guidelines." (Whole class discussion.)

"Actors, I'll cue you to create your tableau again, and when I tap you on the shoulder, that's your cue to say your line."

"Audience ready? Actors ready? 1-2-3-Freeze!" (Group creates tableau. Tap each actor on the shoulder until all have spoken.)

"Relax. Let's appreciate these volunteer actors. 1-2-3 (clap) Huh!"

"Groups, you now have 3 minutes to add vocal expression to your tableaux. Then, we will present our talking tableaux to the class." (Groups add voice.)

STEP 10: Present & Reflect On Talking Tableaux

For *The True Story Of The Three Little Pigs*

Process: Create a presentation space with enough room for actors to present and for the audience to see the entire staging from head to toe. This could be the front of the room, reading area, or open space. Practice audience behavior. Introduce presentation cues to the class.

Tell groups the order in which they will present. This alleviates the stress of performing, and students are better able to focus on the groups presenting.

Cue each group to present their tableau. Tap students on the shoulder to cue voice. With a “shoulder tap,” groups often want to be tapped in a specific order—check in with each group before they present.

After each group presents, engage the class in a reflection. Reflection is an opportunity to continue instruction on character traits and perspective. Use student reflections to highlight acting choices that are connected to the text and inferences. Appreciate with a unified clap and move to the next group.

Timing for each group to show work and reflect is 3 minutes.

COACHING TIPS FOR THE ARTS: PRESENTATION MANAGEMENT IN THE CLASSROOM

- **ORDER OF PRESENTATIONS-** Tell groups the order in which they will present and/or perform. This alleviates anxiety and allows students to focus on the performers.
- **PROMPTING THE PRESENTATIONS-** When students present, prompt them by saying “1-2-3-Freeze!” This gives students a time frame to create and helps group members create in time with one another.
- **APPRECIATING WORK-** When students finish presenting, appreciate their work by the teacher saying “1–2–3,” and the whole class giving one unified clap and saying, “Huh!” This is a fun, quick way to appreciate student work and transition to reflection, the next group, or next set of instructions.
- **FOCUSING AUDIENCE & ACTORS-** When a group moves from the audience to the playing space to present their work, there is usually side-talking about the presentation. This is expected. Help students refocus by saying: “Audience ready? Actors ready?” The audience and actors do not respond verbally; this is a self-check.

Suggested Dialogue

PRACTICE ACTIVE LISTENING

"This is the first time we are formally showing our work to each other. This is the performance/presentation space, and this is the audience space. Let's practice what it means to be active listeners. Show me what it looks like when someone is telling you a really good story in 1-2-3-Freeze! (Students create sitting statues of engaged listening.) I see people leaning in, making eye contact with me, and sitting up straight."

"Now show me what it looks like when you are totally bored and not paying attention to what someone is saying in 1-2-3-Freeze! (Students create sitting statues of not listening.) I see people leaning back, side-talking, playing with their nails, heads down, or asleep. When you are performing, what do you want your audience to be like? (Students respond.) Yes, you want them to be actively listening. We will be active listeners whenever we present in class."

INTRODUCE AUDIENCE AND ACTOR CUES

"When we present in class, we will use two cues to help the group get ready to present and the audience and actors ready to focus. I'll say 'Actors, places.' The performing group will respond with 'Thank you, places' and get into the performance space. Once the group is ready to go, I will say, 'Actors ready?' 'Audience ready?' You don't answer with your voice—this is a silent self-check for you to remember to focus on the performance."

FACILITATE PRESENTATIONS AND REFLECTIONS

"The order you will perform is... (Give the sequence)."

"Let's have Group 1 come into the presentation space. Actors, places.(Actors respond 'Thank you, places' and come into the space.) Do you have an order in which you'd like to be shoulder tapped? Audience ready? Actors ready? 1-2-3-Freeze! (Actors create tableau. Tap each student on the shoulder to cue vocal expression.) "Relax."

"Let's appreciate. 1-2-3(clap)Huh! (Actors stay in the presentation space standing or sitting. This is to

receive feedback and in case they re-create their tableau during reflection.) Audience, which part of their event did the actors show? How do you know? How are the actors using the tableau elements and vocal expression to represent this part of the story? (2–3 students respond.) Let's give a final appreciation. As Group 1 leaves, Group 2 take your places. 1-2-3 (clap) "Huh!"

Repeat process for remaining groups.

STEP 11: Introduce & Guide Students Through Trail Marker # 1

Process: TRAIL Marker #1 is the first formative assessment in the unit. See Trail Maker Formative Assessment special menu, below, for more information. Introduce students to TRAIL Markers and how they will be used throughout the unit. Students turn to page 9 in their A4L Student Notebooks and reflect on their learning. Students share their reflections with one another. Sharing TRAIL Marker responses helps students think about what they are learning and helps teachers monitor student progress and re-teach or extend based on what they observe.

Select one of these two options to facilitate the activity and discussion:

1. Have students work in pairs or small groups to answer the TRAIL Marker notebook page. Have them talk before writing to get ideas flowing. Then, have a whole class discussion.
2. Have students complete the TRAIL Marker individually and then share in small groups or whole class.



TRAIL MARKER FORMATIVE ASSESSMENTS: THOUGHTS AND REFLECTIONS

Purpose: TRAIL Markers are points in the unit for teachers and students to reflect on learning.

During the TRAIL Markers, students stop and do a reflective activity connected to what they are learning with regards to reading, writing, the arts, and what they need to do next.

Use TRAIL Markers in the following ways:

1. Take stock of where the group and individuals are with respect to the learning objectives.

2. Engage students in conversation about what they have learned—get them to stop, think, and reflect. This can be whole class, small student groups, and/or individually with students.
3. Use the TRAIL Marker Progress Chart (Resources, page 14) to enter notes for individual students and use to inform future instruction.

Suggested Dialogue



INTRODUCE TRAIL MARKER

"Throughout the Character Clues in Action! unit, we will reflect on our reading and acting using TRAIL Markers. Just like a trail marker in hiking, we have TRAIL Markers in our A4L lessons. It's a place in our lessons where we stop to do a quick activity to help us think about what we're learning about reading, writing, and the arts and what we need to do next."

REFLECTION

"Open your A4L Student Notebooks to page 9. We're going to take a step back and reflect on the reading you've done and the talking tableaux you just presented. Think about your group's rehearsal and presentation:"

1. "First, what character were you?"
2. "Second, what are your character's traits? What are 1-3 acting choices you made with your body, face or voice to show your character's traits? Go back and look at the text. Find 1–3 clues that helped you learn about your character and make those acting choices."
3. "Third, what is your character's perspective—what is he or she thinking and feeling in this moment? Use the sentence starters: 'My character is thinking...' or 'My character is feeling...' What are 1–3 acting choices you made with your body, face, or voice to show your character's perspective. Go back and look at the text. Find 1–3 clues that helped you make those acting choices."

Engage in class discussion or have students share with groups. Then have students individually write their thoughts on the TRAIL Marker page.

STEP 12: Close Lesson 4

Process: Close the lesson with a look forward describing the next lesson and an optional closing ritual.

Suggested Dialogue

LOOKING FORWARD

"In the next part of our unit, we'll begin a new book and work in groups to investigate characters and create talking tableaux for our Character Clues in Action! performance."

PERFORMING THE CLOSING RITUAL (OPTIONAL)

"Let's appreciate our work and each other with a unified clap. 1-2-3 (clap) Huh!"

CONGRATULATIONS ON COMPLETING LESSON 4! YOU ARE NOW READY TO MOVE ONTO LESSON 5 OF UNIT 1.

Is this Lesson Public or Members only?:
Members Only