



# ArtsforLearning Online Curriculum

Unit 5 **Words in Motion!**

Part 3 Sharing

Unit 5: Lesson 16  
Perform & Inform

## Unit 5: Lesson 16 Perform & Inform

### LITERACY OBJECTIVE

By the end of this lesson students will be able to reflect on their learning with an audience.

### LITERACY "I CAN" STATEMENT

“I can reflect on my learning with an audience.”

### LESSON OVERVIEW

Steps	Pacing: 60 Minutes
<b>Step 1:</b> Introduce Lesson 16 <b>Step 2:</b> Final Rehearsal	<b>15 Minutes</b>
<b>Step 3:</b> Perform & Inform for an Audience	<b>30 Minutes</b>
<b>Step 4:</b> Close Unit 5	<b>15 Minutes</b>

### STANDARDS ALIGNMENT

#### TARGETED STANDARDS

##### 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 3.1b:** 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 3.1c:** 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 3.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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

**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 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.

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

**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.

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

## SECONDARY STANDARDS

None for this Lesson.

## TEACHING RESOURCES

### STUDENT NOTEBOOK

- Free-Verse Poem FINAL Draft
- Choreography Preparation Chart
- TRAIL Marker #3

### ARTS MATERIALS

- “Up and At ’Em” by Eric Chappelle
- “Totem Pole” by Eric Chappelle
- “Little Bolero” by Eric Chappelle
- Laptop or Tablet
- Speakers (Optional)

## LIFE & LEARNING SKILLS

Unit 5 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. Part 1 lessons are 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 16

**Process:** Give an overview of the lesson objective: Students present a Words in Motion! performance for an audience and reflect on learning.

## STEP ALTERNATIVES: PERFORM & INFORM AUDIENCES

Students could perform for many types of audiences, such as the following:

- Another class (younger, buddy, grade level team)
- Whole school assembly
- Friends and family (day or night)
- Family Fun Art Night
- Expeditionary Night

# STEP 2: FINAL REHEARSAL

**Process:** Students rehearse one last time. Tell groups to run through their performance two times in a row to refresh and refine. Decide the order in which the groups will perform.

# STEP 3: PERFORM AND INFORM FOR AN AUDIENCE

**Process:** Present the Words in Motion! dances to a live audience. See sidebar for Perform & Inform Audiences suggestions.

After the whole class performs, engage the audience in a question and answer session. As they respond to audience questions, authors and actors should share reflections from TRAIL Marker #3 about their poems and their experiences dancing a poem with prosody.

# STEP 4: CLOSE UNIT 5

**Process:** Close Unit 5 with a final class discussion about the process. Sit in a circle to create a sense of community and so students can see each other as they reflect. First, have each student reflect on his or her experience, and then open the discussion to talk about what students learned about writing personal narratives and how theater can help that process.

**REFLECTION PROCESS AND QUESTIONS**

-Each student responds to the instruction: "Share something you liked, learned, or something you are proud of, from this experience." (Students can say "pass," but let them know you will come back to them.)

-Move on to the unit focus and ask questions, like "What did you learn about words and why poets choose certain words?" and "How did engaging in movement and prosody help you think about word choice?"

**PERFORMING THE CLOSING RITUAL (OPTIONAL)**

"To close our theater lessons, we'll appreciate our work and each other with a unified clap. On three we'll all clap once and say, 'Huh!' 1-2-3 (clap) Huh!"

**CONGRATULATIONS ON COMPLETING UNIT 5! CLICK HERE TO RETURN TO THE UNIT 5 LANDING PAGE.**

Is this Lesson Public or Members only?:  
Members Only