



ArtsforLearning Online Curriculum

Unit 1 **Character Clues in Action!**

Part 1 Learning

Unit 1: Lesson 1

Introduce Unit and Investigate Story Elements for The Three Little Pigs

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LITERACY OBJECTIVE

By the end of this lesson students will be able to identify the basic story elements of setting, characters, plot, problem, and resolution. They will be able to determine the sequence of events in the story.

LITERACY "I CAN" STATEMENT

"I can identify the basic story elements of setting, characters, plot, problem, and resolution. I can identify the sequence in which events occurred in the story."

LESSON OVERVIEW

Steps	Pacing: 70 Minutes
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Step 1: Introduce the Unit Step 2: Introduce Lesson 1 Step 3: Pre-reading Discussion of <i>The Three Little Pigs</i>	10 Minutes
Step 4: First Read-Aloud of <i>The Three Little Pigs</i> Step 5: Introduce Open Space Step 6: Act It Out! Statues of <i>The Three Little Pigs</i> Step 7: Discuss <i>The Three Little Pigs</i> & Record Story Elements Step 8: Close Lesson 1	60 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 3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

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 4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL 4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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).

RL 5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

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 3.1a: 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. (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 4.1a: 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 4.6: 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 5.1a: 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 5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

SECONDARY CCSS

Reading: Foundational Skills

RF 5.3: Know and apply grade-level phonics and word analysis skills in decoding words.

Writing

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

W 4.9a: Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

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

W 5.9a: Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

TEACHING RESOURCES

CLASSROOM CHARTS

-Reflecting on Your Acting Choices

-Class Story Map for *The Three Little Pigs*

TEXT

The Three Little Pigs

A4L STUDENT NOTEBOOK

This Student Notebook will be used throughout Unit 1.

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 The Unit

Process: Start the Character Clues in Action! unit by talking with your students about reading like a detective. Then explain the purpose and activities of the unit and hand out the A4L Student Notebook and Unit 1 Texts. Draw their attention to the reading and acting process that occurs throughout the unit.

ELL SUPPORT: COMPREHENSIBLE INPUT

Support ELL language development and comprehension by starting with a short vocabulary lesson using Vocabulary Snapshots to provide multi-sensory pre-learning for words that may be unfamiliar to culturally diverse students. Click for a sample lesson plan.

Recommended vocabulary from *The Three Little Pigs* to pre-teach with Vocabulary Snapshots:

Sow - Pig - Straw
 Wolf - Sticks - Bricks
 Sturdiest - Blazing - Boiled

Click for Vocabulary Snapshot activities for The Three Little Pigs using visual icons and more (A4L Student Notebooks for students and Resources for teachers).

Suggested vocabulary to pre-teach using sound, facial expression and/or body movement:

Sniffed - Huff - Pish posh
 Puff - Chinny chin chin
 Fearlessness - Threatening

Suggested Dialogue

"WE ARE BEGINNING AN ARTS FOR LEARNING UNIT CALLED CHARACTER CLUES IN ACTION!"

"In Arts for Learning units, you use the arts to help with your reading. In this unit we'll read like detectives and study characters, looking for clues about what they're like and why they do what they do. We'll use theater to help us by becoming the characters and acting out the events in the stories."

"We look for clues about who people are all the time in our every day lives. We do this to help us anticipate what they're going to do. For example, imagine a 100-lb. dog is coming down the sidewalk. A 10-year-old kid who was bitten by a dog last year sees the dog. What do you think he will do? (Students respond.) How about a 10-year-old who has three big dogs that sleep with him every night? What do you think he might do when he sees the dog on the sidewalk? (Students respond.) These two people react differently because they have different experiences, likes, and dislikes. We'll think about the characters in our stories in the same way throughout the unit."

PASS OUT A4L STUDENT NOTEBOOKS AND UNIT 1.

"We'll read several stories and deepen our understanding by acting out characters and putting together scenes. Our work will culminate in a Character Clues in Action! performance for an invited audience (school peers, friends, and family)."

STEP 2: Introduce Lesson 1

Process: Give an overview of the lesson objectives. Read a story, engage in a theater warm-up called statues, use statues to interact with the text, track the story elements, and determine the sequence of events.

Suggested Dialogue

"Today We're Going To Read The Classic Tale Of *The Three Little Pigs...*"

"and engage in a theater activity to help us think about the characters in the story. Then, we'll talk about what happened in the story. By the end of today's lesson, you will be able to say, 'I can identify the basic story elements of setting, characters, plot, problem, and resolution. I can identify the sequence in which events occurred in the story.'"

STEP 3: Pre-Reading Discussion Of *The Three Little Pigs*

Process: Ask students questions about what they already know of *The Three Little Pigs*-- different versions, cultural variations, etc.

Suggested Dialogue

"WHO HAS READ OR HEARD OF THIS STORY BEFORE?"

"This story has been told and retold in many different ways and in many different cultures. What do you know about the story?" (Students pair-share)

STEP 4: First Read-Aloud Of *The Three Little Pigs*

Process: Read aloud the classic tale *The Three Little Pigs*. Have students follow along in their Unit 1 Texts. Feel free to have students read the story independently. Read the text and during this reading, clarify any unfamiliar terms. Reading the original tale of the three pigs has two purposes:

1. To establish background knowledge so that all students will understand Scieszka's fractured version of the story in the next lesson.
2. To instruct on story elements using a short and simple text.

STEP 5: Introduce Open Space

Process: Introduce the concept of Open Space. Open space is anywhere in the room students can move safely and freely without touching anything or anyone. Determine if desks need to be moved for the exercise. See "special" bar **Moving Desks** for Theater Work for a process to safely and efficiently move desks. Tell students to find their own spot in open space.

Moving Desks

It may be necessary to move desks during some of the theater exercises in this unit. If students do not have sufficient space to stand and move without touching desks or classmates, use the following procedures to safely and efficiently move desks:

- 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.

Suggested Dialogue

USING THEATRICAL DEVICES

"We are going to use theater to help us think about the characters and what happened in *The Three Little Pigs*. Before we get started, we are going to do a theater warm-up and learn about something called open space."

"Open space is a concept that we'll use a lot with theater and that will help us move safely around the room. Let's say it together on three: 1-2-3 open space." (Students repeat the words)

"Open space is anywhere in the room you can move safely and freely with your whole body without touching an object, wall, or another person. If I'm sitting on a desk like this, is that open space? (Students respond, 'no.')

If I'm leaning against the wall with just my elbow like this, is that open space? (Students respond, 'no.')

If I'm hugging my friend like this, is that open space? (Students respond, 'no.')

If I'm standing right here with enough room to move my arms and legs like this, is that open space? (Students respond, 'yes.')

Great, we're ready to start."

"When I say 'Go,' find your own spot in open space. You have 10 seconds. Go! 10-9-8-7-6-5-4-3-2-1." (Students move to open space.)

STEP 6: Act It Out! Statues Of *The Three Little Pigs*

Process: Throughout the unit students will use statues to both interact with the texts they are reading and then, by creating scenes, deepen and refine their comprehension of the text. A statue is a frozen silent picture an individual actor makes with his or her whole body to represent a moment in time. In this warm-up, students will create several statues that are easily accessible and then move into creating statues of characters in the story.

Begin the statues warm-up by having students walk through open space in "actor neutral," or, as themselves. This helps students get comfortable moving as themselves before becoming characters in front of others. Call out a character and give a count-down for students to create the character; add an action, objective, or emotion; and then ask actors to extend their choices. Create three characters using this process. See below for Character Statues to select characters that are appropriate for the level, age, and background of students. Reflect on statues using the reflection sentence stems after the exercise. Prior to the lesson, post the sentence stems in the classroom.

Timing for individual statues and reflection is 10 minutes.

DEFINITION: STATUES

A statue is a frozen silent picture an actor makes with his or her body to represent a moment in time. Statues may show characters, setting details, emotions, objects, and ideas within a story. In this unit, actors make "sitting statues" during which they are sitting at desks. They make the picture in one spot with the upper part of their bodies. Actors also make "statues" with full body in open space.

TEACHING TIPS: STATUES

1. To maintain student focus and build theater skills during this exercise, it is imperative to:

- Use "Go" and "Freeze" as the control devices.
- Use count-downs.
- Move quickly between statues.
- Transition from statue to statue without the students breaking character.
- Describe physical and facial choices students make without using individual students' names or qualifiers. For example say, "I see arms stretched high" instead of "I like how high John's arms are" or "Perfect statue."

- Build theater skills by telling students to "Extend that choice--make it bigger," "Exaggerate your facial expression," "Increase intensity by 100%"

2. Options for Character Statues

- Clown - juggling, happy, sad
- Wicked Stepmother--punishing Cinderella
- Prince--proposing; rejected; accepted
- Troll--hungry; hunting for next meal
- Baseball player--catching a fly ball; just struck out for the third time
- Ninja--saving someone; hiding from an enemy
- Movie star--accepting an award; posing for paparazzi
- Spider man - saving someone from a villain

Select those characters in this list that are most appropriate for the level, age, and background of students. Or you can create other characters appropriate for your class.

CONNECTING LITERACY & ART: STATUES

- Statues while reading keep students actively engaged in the story.
- Statues can help students think carefully about characters' traits and perspective in a given text.

DIFFERENTIATION OPTIONS: IDENTIFYING STORY ELEMENTS

Select one of the options listed below or structure the instruction in a way that appropriately meets students' needs and fosters engagement.



Model for Whole Class For students who would benefit from explicit instruction or need guidance and support identifying story elements, follow the Suggested Dialogue.



Provide targeted support. Allow some students to work independently or in pairs to

complete story maps. Pull one or more small groups for more explicit instruction.



Students work independently. If students are experienced completing story maps, allow them to work independently followed by whole class discussion.

Challenge: Create a more sophisticated story map for students that includes elements such as rising action, conflict, and climax.

Suggested Dialogue

FACILITATE WALKING AND FREEZING

"When I say 'Go,' walk through space in actor neutral. 'Actor neutral' is when you are yourself before becoming a character. As you move, notice the space and be aware of others. Go! Walk through space. (Students walk through space.) Freeze! (Students stop.) 'Freeze' means to stop in motion right where you are. When you are frozen, you are a statue; a statue doesn't move or talk. Go! Walk through space. (Students walk through space.) I see people adjusting their bodies for the objects and people around them. I see people being relaxed as themselves. Freeze! (Students stop. Repeat as needed.)"

FACILITATE INDIVIDUAL STATUES WITH FAMILIAR CHARACTERS

"Next time I say 'Freeze' I will say a character and I want you to create a statue of that character; a statue doesn't move or talk."

"Go! Walk through space. (Students walk through space.) Freeze! Show me a silent statue of a Clown juggling balls in 1-2-3-Freeze. (Students create statues.) Stay frozen. Use your whole body! Use your elbows and knees! Let it show on your face! (Students make adjustments.) Now show me a sad clown dropping all the balls in 1-2-3-Freeze. (Students make adjustments.)"

Show me a silent statue of a Baseball player in 1-2-3-Freeze. (Students create statue.) Use your whole body! Use your elbows and knees! Let it show on your face! (Students make adjustments.) Now show me of a baseball player hitting the winning run in 1-2-3-Freeze. (Students make adjustments.) Expand that choice by 100%! What are you feeling? Put it in action!" (Students make adjustments.)

"Show me a silent statue of a Troll in 1-2-3-Freeze. (Students create statue.) Use your whole body! Use your elbows and knees! Let it show on your face! (Students make adjustments.) Now show me a troll that is starving in 1-2-3-Freeze. (Students make adjustments.) Show me a troll that sees its next meal in the distance in 1-2-3-Freeze. (Students make adjustments.) Expand that choice by 100%! What are you

feeling? Put it in action!" (Students make adjustments.)

FACILITATE INDIVIDUAL STATUES WITH CHARACTERS FROM THE STORY

"The next time I say freeze, I'm going to call out one of the characters in the story."

"Show me a silent statue of the pigs' mother worried for her three pigs as they head out into the dangerous world in 1-2-3-Freeze. (Students create statue.) Expand that choice! Show me how worried she feels for her pigs." (Students make adjustments.)

"When the first pig asked the straw seller for straw to build his house, the seller told him that was not a wise idea. Show me a silent statue of the first pig saying, 'Oh what do you know' to the straw seller. 1-2-3-Freeze. (Students create statues.) I see noses in the air...I see...I see..." (Call out 1-3 physical traits.)

"Show me a silent statue of the wolf sniffing the air and smelling his favorite food, PIG. 1-2-3-Freeze. (Students create statues.) Show me on your face how hungry you are! I see...I see..." (Call out 1-3 physical traits.)

"Show me a silent statue of the first pig- nervously saying, 'Not by the hair of my chinny chin chin' to the wolf at his door. 1-2-3-Freeze. (Students create statues.) I see people biting their nails, covering faces... I see...I see..." (Call out 1-3 physical traits.)

"Show me a silent statue of the second pig snobbishly telling the wolf he won't let him in. 1-2-3-Freeze. (Students create statues.) I see noses in the air... I see...I see..." (Call out 1-3 physical traits.)

"Show me a silent statue of the wolf having eaten his second pig and feeling really full. 1-2-3-Freeze. (Students create statues.) Use your whole body! Expand those choices! (Students make adjustments.) I see...I see..." (Call out 1-3 physical traits.)

"Show me a silent statue of the wolf after trying and trying to blow down the brick house. 1-2-3-Freeze. (Students create statues.) I see...I see...(Call out 1-3 physical traits.)
Show me a sitting statue of the third pig eating up the wolf. 1-2-3-Freeze. (Students create statues.) I see...I see..." (Call out 1-3 physical traits.)

FACILITATE REFLECTION

"Have a seat where you are. Let's reflect on the physical choices we made during statues."

POINT TO POSTED REFLECTION SENTENCE STEMS

"To help our reflections, we'll use these sentence stems:"

"When I acted out _____, (name and/or describe character) my
_____. (describe what you did with your body or face)"

"You'll describe the character and then use words to describe what you did with your face or body. By using words to describe your physical choices, you're also describing the characters in the story. I'll model, using the first character we acted out as an example."

"When I acted out the ___Clown juggling balls___, my ___ tongue was sticking out and my arms were raised up in the air___."

"Pair-share what you did for (name character from the story.) Then we'll reflect with the whole class. (Students pair share. Whole class discussion.)"

"In this unit we will reflect on the acting choices we make in order to help us better understand characters and what kind of people they are. Actors always reflect on the choices they make and then revise those choices in order to better communicate the characters and scenes they are portraying."

"When I say 'Go,' you have 10 seconds to move silently and safely back to your desks. 'Go!' 10-9-8-7... (Students return to desks.)"

STEP 7: Discuss *The Three Little Pigs* & Record Story Elements

Process: Engage students in a discussion of *The Three Little Pigs* by focusing on the story elements-- characters, setting, problem, events, and resolution. Create a Class Story Map and post on the wall for future reference. See Teaching Resources below for a sample Class Story Map.

TEACHING RESOURCES

Sample Class Story Map for *The Three Little Pigs*

Suggested Dialogue

INTRODUCE CLASS STORY MAP

"Let's use the statues we just created to help us talk about *The Three Little Pigs*. As we talk, we'll create a Class Story Map for *The Three Little Pigs*. For later stories we will read, you will work on your own story maps in your A4L Student Notebooks. For now, let's work together."

RECORD CHARACTERS AND TRAITS ON CLASS STORY MAP

"Let's start by thinking about the characters in this story. Who are the characters? (Students respond. Record.) What are these characters like? What makes you say that? Let's look back at the story. (Students respond. Guide students to use evidence from the text to support their ideas.) Sometimes authors give us lots of clues about characters. Other times, we have to use our own ideas and background knowledge to guess what they are like and why they do what they do. Knowing what characters are like--their character traits--helps us anticipate what they will do in the story."

RECORD SETTING ON CLASS STORY MAP

"Where are the pigs at the beginning of this story? Does the setting change? (Students respond.) This is called the setting. What is important for us to know about the setting?" (Students respond.)

RECORD PROBLEM ON CLASS STORY MAP

"At the beginning of the story, the pigs' mother told them that they needed to stay safe from danger. Do they meet danger? (Students respond.) The wolf threatens the pigs' safety--this is the 'danger' their mother warned them of. I'll write the problem on our story map." (Record problem on Class Story Map.)

ELICIT EVENTS AND RECORD ON CLASS STORY MAP

"Let's now create a list of events that will help us remember what happened in this story. All of the events in the story lead to the problem being solved. We'll put the events in the order, or sequence, that they occur in the chapter. When we write these events, we'll try to use our own words. When making a list of events, we don't want to write down every little detail. We want to focus on the big things that happen. Think about the statues we made." (Students respond. Reference statues to help students recall the key events.)

ELICIT RESOLUTION AND RECORD ON CLASS STORY MAP

"The wolf continues hunting pigs until he is stopped and eaten by the third pig. This is called the resolution of the story. The problem is solved. (Add resolution to Class Story Map.) Tracking story elements helps a reader understand how one event leads to another as the characters go about solving the problem."

STEP 8: Close Lesson 1

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

Suggested Dialogue

CREATE A STATUE OF THE RESOLUTION

"Let's close our lesson with a statue of the resolution-- the moment the third pig has finished eating the wolf, 1-2-3-Freeze." (Students make statues.)

LOOKING FORWARD

"In our next lesson, we'll read another version of *The Three Little Pigs* and use statues to help us engage with the story."

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 LESSON 1! YOU ARE NOW READY TO MOVE ONTO LESSON 2 OF UNIT 1.

Is this Lesson Public or Members only?:
Public