



## ArtsforLearning Online Curriculum

Unit 1 **Character Clues in Action!**

Part 3 Sharing

Unit 1: Lesson 10

### Put It All Together for Character Clues in Action! Performance & TRAIL MARKER #2

## Unit 1: LESSON 10

### Put It All Together For Character Clues In Action! Performance & TRAIL MARKER #2

#### LITERACY OBJECTIVE

**Trailmarker icon goes here.** By the end of this lesson students will be able to reflect on acting choices, character traits, and perspective using evidence from the text.

#### LITERACY "I CAN" STATEMENT

“I can clearly present characters’ traits and perspectives to an audience.”

#### LESSON OVERVIEW

Steps	Pacing: 45-60 Minutes
<b>Step 1:</b> Introduce Lesson 10	<b>5 Minutes</b>
<b>Step 2:</b> Put It All Together	<b>30 Minutes</b>
<b>Step 3:</b> Guide Students through TRAIL Marker #2 <b>Step 4:</b> Close Lesson 10	<b>15 Minutes</b>

**STANDARDS ALIGNMENT****TARGETED CCSS****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 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 4.6:** 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. (See grade 5 Language standards 1 and 3 here for specific expectations.)

**SECONDARY 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 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 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).

**Speaking & Listening**

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

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

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

**TEACHING RESOURCES****ASSESSMENT**

-TRAIL Marker #2

**TEXTS**

-Toys Go Out, Chapter 3

**A4L STUDENT HANDBOOK**

-TRAIL Marker #2 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 10

**Process:** Give an overview of the lesson objectives. Complete Part Three of the rehearsal process.

**Part Three:** Put it all together so that each group flows into the next and can be heard by the audience. Guide the final TRAIL Marker and prepare open space with a clear audience and performer space.

# STEP 2: Put It All Together

**Process:** Guide the students to put the show together with entrances and exits, using one of the options below. Reflection and revision occur during this process as students ask questions and have ideas on how they want the performance to be, within the option selected.

## OPTIONS FOR ORGANIZING THE PERFORMANCE

**Option 1:** Each group enters the performance space, performs, then leaves and sits in a designated spot while the next group enters the stage.

**Option 2:** The whole class is on stage, or performance space. All students are clumped with their reading groups and seated in a semicircle. When it's time for a group to perform, the students stand, go into their positions, perform, and sit when they are finished. The next group stands, performs, and sits. Repeat this process until all groups have performed.

**Option 3:** This is similar to Option 2 with the whole class on stage, or performance space, in a

semicircle. With this option, the group performing walks down center stage, performs, and then returns to its spot in the semicircle while the next group takes center stage. Repeat until all groups have performed.

## STEP 3: Guide Students Through Trail Marker #2

**Process:** TRAIL Marker #2 is the second and final formative assessment in the unit. Students turn to page 21 in their A4L Student Notebook and reflect on their learning. For this TRAIL Marker, guide students to focus on what they learned about investigating stories for story elements, character traits and perspectives, how they made inferences during these investigations, and how theater can help with reading. This TRAIL Marker helps students self-assess their choices as readers and actors and prepares them for the question and answer session with an audience.

Select one of the following options to facilitate the activity and discussion:

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

When the students are finished, gather their A4L Student Notebooks to review and make notes on progress.



### TRAIL MARKER: FORMATIVE ASSESSMENTS

Thoughts and  
Reflections on  
Arts  
Integration and  
Literacy

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 to enter notes for individual students and use to inform future instruction.

### Suggested Dialogue

#### STUDENTS RESPONSE TO THEIR PERFORMANCE

"First, think about the tableaux your group created for the final performance. Respond to this TRAIL Marker question in your A4L Student Notebook: Which tableau is your favorite? Why?" (Students can pair-share or share with the whole class to support thinking.)

"Second, think about the character you played in that tableau. Complete the following sentence stem in your A4L Student Notebook: When I acted out \_\_\_\_\_, (name character or object) my body, face, or voice \_\_\_\_\_." (describe 1-3 acting choices you made with your body, face, or voice)

"Next, think about your character's traits and his or her perspective in this moment. Respond to the following questions in your A4L Student Notebook: What are your character's traits? What is your character thinking or feeling in this moment? Fifth, go back and look at the text. Find 1-3 clues that helped you learn about your character's traits and perspective and make those acting choices. Finally, respond to the statement in your A4L Student Notebook: What has been your favorite part of the unit? Why?"

## STEP 4: Close Lesson 10

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

### **Suggested Dialogue**

#### **LOOKING FORWARD**

"When we come back together, we will present our Character Clues in Action! performance for an audience and talk with them about our process. Then we'll reflect on our experiences as authors and actors in this unit."

#### **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 10! YOU ARE NOW READY TO MOVE ONTO LESSON 11 OF UNIT 1.**

Is this Lesson Public or Members only?:  
Members Only