



ArtsforLearning Online Curriculum

Unit 1 **Character Clues in Action!**

Part 3 Sharing

Unit 1: Lesson 11 **Perform & Inform**

Unit 1: LESSON 11 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.”

Steps	Pacing: 60 Minutes
Step 1: Introduce Lesson 11	15 Minutes
Step 2: Final Rehearsal	
Step 3: Perform and Inform for an Audience	30 Minutes
Step 4: Close Unit 1	15 Minutes

STANDARDS ALIGNMENT

TARGETED CCSS

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

SL 3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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

SL 4.3: Identify the reasons and evidence a speaker provides to support particular points.

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

SL 5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

TEACHING RESOURCES

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 11

Process: Give an overview of the lesson objective. Complete Character Clues in Action! performance. Students perform for an audience and reflect on learning.

STEP 2: Final Rehearsal

Process: Students have one last rehearsal session. First groups individually run through their sections two times in a row to refresh and refine. Then put it all together for a complete rehearsal using the final performance option selected for the class. Encourage students to work on projection every time they rehearse for the performance.

STEP 3: Perform And Inform For An Audiences

Process: Present the Character Clues in Action! performance. Use one of the options in the sidebar Perform & Inform Audiences, or use another audience appropriate for your students. After the whole class performs, engage the audience in a question and answer session. As they respond to audience questions, actors should share reflections from their final TRAIL Marker regarding what they've learned about reading for character clues and how theater has helped.

PERFORMANCE ALTERNATIVES

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 4: Close Unit 1

Process: Close Unit 1 with a final class discussion about the process. Sit in a circle to create a sense of community and let students see each other as they reflect. First, have each student reflect on his or her experience. Then open the discussion to talk about what they learned about reading and how theater can help. Reflection process and questions:

- Each student responds to the statement, "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.)
- Then move on to the unit focus and ask questions like "What did you learn about investigating stories for character clues and story elements?" and "How did theater help you?"
- To close, do a final 1-2-3, (clap) Huh!

CONGRATULATIONS ON COMPLETING UNIT 1! CLICK HERE TO RETURN TO THE UNIT 1 LANDING PAGE.

Is this Lesson Public or Members only?:
Members Only