ArtsforLearning Online Curriculum

| Unit 1 **Character Clues in Action!** | Part 2 Exploring |

Unit 1: Lesson 7

Investigate Characters in Toys Go Out, Create Talking Tableaux

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LITERACY OBJECTIVE

By the end of this lesson students will be able to independently identify clues in the text that inform the reader about characters' traits and perspectives. Students will be able to communicate their understandings to others through tableau.

LITERACY "I CAN" STATEMENT

"I can identify clues that tell me what the characters are like and what they are thinking and feeling. I can show others my understanding through tableau."

LESSON OVERVIEW

steps	pacing: 180 Minutes
Step 1: Introduce Lesson 7 **Step 2:** Groups Engage in Close Reading for Character Traits & Perspective for Chapter 3, Section 1	**20 Minutes**

Step 3: Groups Create Talking Tableaux for Section 1	**10 Minutes**
Step 4: Present & Reflect on Talking Tableaux	**15 Minutes**
Step 5: Repeat Close Reading & Talking Tableaux Process for Remaining Sections **Step 6:** Close Lesson 7	**1-2.5 Hours**

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.

Reading: Foundational

RF 3.4: Read with sufficient accuracy and fluency to support comprehension.

RF 3.4a: Read grade-level text with purpose and understanding.

RF 3.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RF 4.4: Read with sufficient accuracy and fluency to support comprehension.

RF 4.4a: Read grade-level text with purpose and understanding.

RF 4.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RF 5.4: Read with sufficient accuracy and fluency to support comprehension.

RF 5.4a: Read grade-level text with purpose and understanding.

RF 5.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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 5.1a: 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. (See grade 5 Language standards 1 and 3 here for specific expectations.)

SECONDARY CCSS

Reading: Literature

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 4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in 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 3.1a: 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.

TEACHING RESOURCES

CLASSROOM CHARTS

-Story Map for *Toys Go Out*, Chapter 3

-Tableau Elements Checklist

-Guidelines for Talking Tableaux

-Vocal Expression Guiding Questions

TEXT

-*Toys Go Out*, Chapter 3

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 Lesson 7

Process: Give an overview of the lesson objectives. Engage in close reading and create Talking Tableaux to deepen understanding of character traits and perspective.

The close reading of Chapter 3 is chunked into six sections. See the **Supporting Students' Reading** menu below for ways to differentiate the reading.

☀️ **DIFFERENTIATION OPTIONS: SUPPORTING STUDENTS' READING**

Select one or more of the options listed below to support students' reading:

-Guide the whole class through the close reading

-Have students work in groups to do the close reading

-Have students do the close reading in pairs

-Reference the vocabulary visual icons as a supporting tool for both whole and pair readings

-Have some students read independently while others receive more guidance

-Have some students listen to a taped recording of the story as they read along

-If Unit 1 Texts may be marked on, encourage ELL students to use a highlighter as they read and/or listen to build vocabulary and reinforce comprehension.

Suggested Dialogue

INTRODUCTION DIALOGUE

"For the next several lessons, we'll sharpen our detective skills and investigate the characters in Chapter 3, The Terrifying Bigness of the Washing Machine. As we go, we'll create talking tableaux, bringing together all of our acting skills."

"By the end of today's lesson, you will be able to say, 'I can identify clues that tell me what the characters are like and what they are thinking and feeling. I can show others my understanding through tableau.'"

STEP 2: Groups Engage In Close Reading For Character Traits & Perspective For Chapter 3, Section 1

Process: Put students into their reading and performance groups of between 3-5 students. Creating groups with 5 students allows groups to incorporate minor characters and objects in the environment. Groups engage in a close reading of Chapter 3, section 1 and search for clues about characters by looking carefully at the dialogue, action, and the author's descriptions of the characters. Have students use Post-it(TM) notes to mark clues and record inferences in their Unit 1 Texts to keep texts clean (for re-use by other classes), or if appropriate have students circle or underline clues in the text and write inferences in the margins. Groups discuss findings, make inferences, and record character traits and perspectives on the Story Map for *Toys Go Out*.

After each group has conducted a close reading and recorded character traits, have a whole class discussion. Have each group share one character trait and provide evidence from the text or share an inference that led them to the trait.

Feel free to provide groups with more or less scaffolding depending on reading skills. For example, post the reading and investigating process in the room. Some groups will be able to work independently, looking for clues and discussing, while others will need more support.

TEACHING TIP: PERFORMANCE GROUP DYNAMICS

When developing the reading groups for the close reading of a second chapter also consider the following dynamics that will support the group when rehearsing and performing:

-Balance leaders

-Balance students who like to hang back

-Balance boys and girls

-Break up friend groups

-Be sure to include both native English language speakers and ELL, at different stages of language acquisition, in the groups. This will facilitate modeling correct use of language and increase participation.

Suggested Dialogue

FACILITATE GROUP READING & PERFORMANCE

Facilitate as students sit with reading & performance groups to do close reading of section 1 for character traits and perspectives.

"Take out your A4L Student Notebooks and turn to page 14 for the Story Map for Chapter 3 and open your Unit 1 Texts to page 25. Your group will begin by engaging in a close reading of section 1 to investigate the characters. As you do your close reading, remember to look for clues: in the dialogue--what the characters say; in the actions-what the characters do; and in the author's descriptions of the characters."

"This time, post a sticky note in your text to mark when you find a clue or to write your inference (or marking directly on text, if appropriate). This is so you can continue reading while you look for more clues."

"After everyone in your group has finished reading and looking for clues, share what you found with your group. Together, record traits and perspectives on your own Story Map." (Groups engage in close reading and discussion. Circulate to check-in and provide assistance.)

STEP 3: Groups Create Talking Tableaux For Section 1

Process: Groups create talking tableaux for section 1. Have students think about which moment they will present, selecting a moment in which they learned something about one or more characters. Revisit the **Tableau Elements Checklist** and have the students focus on creating dynamic stage pictures for an audience.

Direct students' attention to the vocal qualities and vocal expression guiding questions (see menus below) to support students in showing what their character or inanimate object is like and what they are thinking and feeling. Decide how to use the room--open space, pockets of space, etc.

While groups rehearse, coach them on tableau elements and vocal expression. See the menu below for **Teacher Tip: Coaching Student Actors.**

Timing for creating talking tableaux is 5-8 minutes.

CLASSROOM MANAGEMENT & SETUP: MOVING DESKS FOR THEATER WORK

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.

CLASSROOM CHARTS & GRAPHIC ORGANIZERS: GUIDELINES FOR TALKING TABLEAUX

-All actors speak

-Use vocal expression to show what your character is thinking and feeling

-Options for what characters say:

- Select a word or phrase from the text--more than one character can say the same word or phrase
- Create a line of dialogue to say to another character
- Create a thought or feeling for your character
- Make an exclamation to show how your character is feeling
- Make a sound to show setting or action

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

Characters 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

TEACHING TIP: COACHING STUDENT ACTORS

When rehearsing, coach students toward acting choices rather than direct/tell them what to create. Coaching guides an actor to discover and express a unique interpretation of text and character. During rehearsal, coach students. Directing unifies individual elements of a production into a cohesive whole. When putting it all together, direct students.

How to Coach

Reframe "telling" statements to questions that prompt students to think through and solve dramatic problems independently. For example:

-Instead of, "I can only see your back. Turn around and face the audience."

-Ask, "How can you open your body up to the audience?"

TEACHING TIP: VOCAL EXPRESSION

When introducing, coaching, or prompting for expressive vocal choices:

Highlight what you hear with comments like "That's a low pitch and gravelly voice, which matches the traits we've investigated for your character."

Coach for what you want with questions like "Your character is really afraid right now. I wonder how you could show that in your voice?" (Student responds) "What if you tried a high pitched, shaky voice?"

CLASSROOM CHARTS & GRAPHIC ORGANIZERS: VOCAL QUALITIES

Pace- rate and speed of words and phrases in speech

Pitch- lowness or highness of a person's voice

Projection- loud, clear, supported voice

Timbre- quality or texture of speech--soft, gravelly, breathy

Volume- amount of sound, used interchangeably with loudness--speaking loudly or quietly

TEACHING TIP: VOCAL EXPRESSION AND GUIDING QUESTIONS

Students can ask themselves questions to help make expressive vocal choices that match the characters they are portraying. The following questions can help coach students toward expressive vocal choices.

-What character am I?

-What's happening in this part of the story?

-What are my character's traits? What's my character like?

-What's my character's perspective right now? What is my character thinking and feeling?

-How can I say my dialogue (word, phrase, thought, feeling) so that it matches these things?

-What vocal qualities could I use?

-What kind of emotion can I show?

VIDEO: TABLEAUX PERFORMANCE AND STUDENT RESPONSE WITH TEACHER GUIDANCE

STEP 4: Present & Reflect On Talking Tableaux

Process: The presentations and reflections during the close reading are less formal than in past lessons in order to keep the students' focus. Create a presentation space with enough room for actors to present. This

could be the front of the room, reading area, or where each group rehearses, with the audience shifting their bodies to see the tableau. Tell groups the order in which they will present.

Cue each group to present its tableau and tap students on the shoulder to cue voice. Ask each group if there is a specific order they would like to be shoulder tapped. As the lesson progresses, students may not need to be shoulder tapped because they know how to organize their dialogue and want to be independent.

After each group presents, engage the class in a reflection. Reflection focuses on the choices actors made regarding the moment they've selected for tableau. Reflection is also an opportunity to continue instruction on character traits and perspective. Use students' reflections to highlight acting choices that are connected to the text and inferences. Appreciate actors with a unified clap and move on to the next group.

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

Suggested Dialogue

FACILITATE PRESENTATIONS

"The order you will perform in is..." (Give order.)

"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 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 voice.) Relax."

"Let's appreciate. 1-2-3 (clap) Huh! Actors stay in the presentation space." (Actors stand or sit. This is to receive feedback and in case they re-create their tableau during reflection.)

ASK 1-2 REFLECTION QUESTIONS

"Actors, which part of the event did you decide to show and why? (Students respond.) Audience, what did the actors do with their bodies, faces, or voices? How did what they said or did help you to understand who they are and what they think and feel in this moment 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 Section 1 presentations for remaining groups.)

VIDEO: A STUDENT DESCRIBING THE CHARACTER TRAITS SHE WROTE FOR *TOYS GO OUT*.

STEP 5: Repeat Close Reading & Talking Tableaux Process For Remaining Sections

Process: Repeat the process for close reading and creating talking tableaux for each section of the chapter until complete. See the Pacing Note at the beginning of the lesson for guidance on completing this process.

STEP 6: Close Lesson 7

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

Suggested Dialogue

LOOKING FORWARD

"In our next lesson, each group will be assigned one section from Chapter 3 and create a series of talking tableaux for our final 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 7! YOU ARE NOW READY TO MOVE ONTO LESSON 8

OF UNIT 1.

Is this Lesson Public or Members only?:
Members Only