



ArtsforLearning Online Curriculum

Unit 1 **Character Clues in Action!**

Part 3 Sharing

Unit 1: Lesson 9

Rehearse Transitions for Character Clues in Action! Performance

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LITERACY OBJECTIVE

By the end of this lesson students will be able to revise acting choices based on feedback.

LITERACY "I CAN" STATEMENT

"I can reflect on my talking tableau choices and how they represent characters' traits and perspectives."

LESSON OVERVIEW

Steps	Pacing: 1-2 hours
Step 1: Introduce Lesson 9	5 Minutes
Step 1: Introduce Lesson 9	30 Minutes
Step 3: Present & Reflect on Smooth Transitions Step 4: Close Lesson 9	30 Minutes

STANDARDS ALIGNMENT

TARGETED CCSS**Speaking & Listening**

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 4.6: 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 5.6: 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 3.1: 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 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 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.

TEACHING RESOURCES**CLASSROOM CHARTS**

-Story Map for *Toys Go Out*

TEXTS

-Toys Go Out, Chapter 3

A4L STUDENT HANDBOOK

- Reflecting on Your Acting Choices
- Reflecting on Your Peer's Acting Choices
- Tableau Preparation 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 9

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

Part Two: Practice smooth transitions between tableaux; refine physical and vocal choices using feedback; work on projection—speaking with a loud, clear, supported voice for the audience to hear; present & reflect on our work.

STEP 2: Rehearse Revisions, Smooth Transitions & Voice For Performance

Process: Tell students to incorporate revisions based on audience feedback from prior lesson. Then have them practice moving from one tableau to another without counting, saying their lines in the order they've decided without being prompted. Model as needed.

While groups rehearse, coach them on tableau elements and vocal expression.

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?"

Timing for rehearsing is 20–30 minutes. To help students manage time and collaboration, feel free to give groups 5–8 minutes for each step below.

CLASSROOM CHARTS: 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

Suggested Dialogue

THIS IS THE ORDER OF TODAY'S REHEARSAL

Instruct your class on the order of the rehearsal.

- 1) "Rehearse to incorporate any revisions to your tableaux."
- 2) "Practice making transitions from one tableau to another without counting. You'll need to pay attention to how you move from the end of one tableau to the beginning of the next. Then memorize this movement. Don't say your lines—just practice moving smoothly from one tableau to the next."
- 3) "Practice saying your lines within the tableau without being prompted."
- 4) "Practice expanding your body, facial, and vocal choices—make them bigger and bolder—to clearly show each character's traits and perspectives to your audience."

STEP 3: Present & Reflect On Smooth Transitions

Process: Guide groups to present talking tableaux without any prompts. Coach on projection—speaking with a loud, clear, supported voice for an audience to hear.

Create a presentation space with enough room for actors to present. Tell groups the order in which they will present.

After each group presents, engage the class in a reflection. Reflection focuses on acting choices that tell the story and on revisions that groups can incorporate to make their performances better. This time, have the actors reflect on what they want to work on for the performance.

Appreciate actors with a unified clap and move on to the next group.

Timing for each group to show work and reflect is 3–5 minutes.

STEP 4: Close Lesson 9

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

Suggested Dialogue

LOOKING FORWARD

"When we come back together, we'll put our whole show together before we present our Character Clues in Action! performance for our audience and reflect on our learning."

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 9! YOU ARE NOW READY TO MOVE ONTO LESSON 10 OF UNIT 1.

Is this Lesson Public or Members only?:
Members Only