



# ArtsforLearning Online Curriculum

Unit 6 **Authors and Actors**

Part 3 Sharing

Unit 6: Lesson 19 **Perform & Inform**

## Unit 6: Lesson 19 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" STATEMENTS

"I can reflect on my learning with an audience."

### LESSON OVERVIEW

Steps	Pacing: 60 Minutes
<b>Step 1:</b> Introduce Lesson 19 <b>Step 2:</b> Final Rehearsal	20 Minutes
<b>Step 3:</b> Perform & Inform for an Audience	20 Minutes
<b>Step 4:</b> Close Unit 6	10 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 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 3.1a:** 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 3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**SL 3.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**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 4.1d:** 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 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.

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

**SL 5.6:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## SECONDARY CCSS

None for this Lesson

## TEACHING RESOURCES

### A4L WRITER'S NOTEBOOK

-Final Personal Narratives

-Author's Statement

### STUDENT MATERIALS

-Authors & Actors Performance Scripts

### LIFE & LEARNING SKILLS

Unit 6 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 19

**Process:** Give an overview of the lesson objectives for Authors and Actors Performance. Students perform for an audience and reflect on learning.

## STEP 2: FINAL REHEARSAL

**Process:** Students rehearse one last time. Students work on projection every time they rehearse the performances. Tell groups to run through their performance two times in a row to refresh and refine. Then put it all together using the final performance option selected for the class.

## STEP 3: PERFORM & INFORM FOR AN AUDIENCE

**Process:** Present the Authors and Actors Performance. Use one of the Perform & Inform Audience Options (see below). After the whole class performs, engage the audience in a question and answer session. As they respond to audience questions, authors and actors should share reflections from their Author's Statement about the process of writing personal narratives and using theater to support their writing.

### ALTERNATIVES: PERFORM & INFORM AUDIENCES

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 6

**Process:** Close Unit 6 with a final class discussion about the process. Sit in a circle to create a sense of community and so students can 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 writing personal narratives and how theater can help that process.

### REFLECTION PROCESS AND QUESTIONS

Each student responds to the instruction, "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 writing good personal narratives?” and “How did theater exercises help you generate ideas and write?”

To close, do a final 1–2–3 (clap) Huh!

### **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 UNIT 6! [CLICK HERE TO RETURN TO THE UNIT 6 LANDING PAGE.](#)**

Is this Lesson Public or Members only?:  
Members Only