



ArtsforLearning Online Curriculum

Unit 6 **Authors and Actors**

Part 1 Learning

Unit 6: Lesson 3

Instruct on Story Beginnings - Sounds & Exclamations

Unit 6: Lesson 3 Instruct On Story Beginnings - Sounds & Exclamations

LITERACY OBJECTIVE

By the end of this lesson students will be able to write story beginnings that grab the reader's attention using sounds and exclamations.

LITERACY "I CAN" STATEMENTS

"I can write a story beginning that grabs the reader's attention by using sounds and exclamations."

LESSON OVERVIEW

Steps	Pacing: 60 Minutes
<p>Step 1: Introduce Lesson 3 Step 2: Instruct on Story Beginnings—Sounds & Exclamations Step 3: Act It Out! Vocal Exercise Step 4: Act It Out! Statues with Voice for Sounds & Exclamations Step 5: Act It Out! Statues of Personal Memory and Write</p>	<p>30 Minutes</p>

Sounds & Exclamations	
Step 6: Model Writing Story Beginnings—Sounds & Exclamations Step 7: Students Practice Writing Story Beginnings with Sounds & Exclamations Step 8: Close Lesson 3	30 Minutes

STANDARDS ALIGNMENT

TARGETED CCSS

Reading: Literature

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 4.3: 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).

Writing & Language

W 3.3a: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W 3.3b: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W 3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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 4.3a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W 4.3b: Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W 4.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

W 4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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 5.3a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W 5.3b: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W 5.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

W 5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

L 3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L 3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L 4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L 4.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L 5.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L 5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Speaking & Listening

- 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 3.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 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 4.6:** 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 5.1:** 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 5.1c:** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL 5.6:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

SECONDARY CCSS

Reading: Literature

- 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).

TEACHING RESOURCES

CLASSROOM CHARTS

- Story Beginnings
- Word Bank: Sounds & Exclamations

A4L STUDENT NOTEBOOKS

- Brainstorming: A Time I Broke the Rules
- Act it Out: A Time I Broke the Rules: Showing Feelings & Actions
- Write it Out: A Time I Broke the Rules: Showing Feelings & Actions

TEXTS

- “Who Did It?” from Knucklehead

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 3

Process: Give an overview of the lesson objectives. Learn how to write story beginnings with sounds and exclamations. Tell students they will continue to work with one of the memories they brainstormed in the previous lesson and write using theater. Prepare a word bank space to list sounds and exclamations throughout the lesson. In this lesson, students continue to practice applying what they learn about writing strong story beginnings.

Lesson Alternatives: Exploring Additional Story Beginnings

Extend the work on story beginnings by pausing unit instruction after this lesson and instructing on different types of story beginnings. Refer back to the “Story Beginnings” chart created in Lesson 2. Investigate other mentor texts and have students practice a range of story beginnings for the same memory they explored in the previous lesson.

Lesson Option: Skip Lesson 3 and move on to Lesson 4 if your students are already writing strong beginnings.

Suggested Dialogue

Introducing Lesson 3

"Today we are going to pick one of the memories you brainstormed in our last lesson and write story beginnings using theater."

"By the end of today's lesson, you will be able to say, 'I can write a story beginning that grabs the reader's attention by using sounds and exclamations'."

STEP 2: INSTRUCT ON STORY BEGINNINGS—SOUNDS & EXCLAMATIONS

Process: Instruct on story beginnings using sounds and exclamations. Introduce several examples of story beginnings using sounds and exclamations, including returning to the mentor text. Students get out A4L Writer's Notebook in preparation for the lesson.

Teaching Tip: Sample Leads Using Sounds & Exclamations

Use a word bank: Post words for sounds and exclamations that students can access for their writing. Students can add to this bank any time they discover a new sound or exclamation.

Sample Leads:

-“Don’t leave!” I cried as the car pulled out of the driveway.

-Boom! The trunk slammed. Bang! The car doors slammed as we got out of the van.

-“Shhh, don’t make a noise,” I whispered as we lay hidden under the bed.

Suggested Dialogue

ANALYZING STORY BEGINNINGS USING SOUNDS AND EXCLAMATIONS

"Previously, we explored story beginnings that focused on showing, instead of telling, actions and feelings. Today we'll focus on story beginnings that use sounds or exclamations. Starting with a sound or exclamation is an effective way to grab your reader's attention. I'll read an example." (Select and read a story beginning from the menu above.)

"What grabbed you about this beginning? What did the author do to help you 'hear' how the character felt and what was happening?" (Students respond. Share other examples).

"Some examples of sounds are Boom! Bang! Whoosh! A sound could be something in the setting, like wind, traffic, or voices. Sounds can be very loud, very quiet, or somewhere in between. What are some other examples of sounds you can express using words? Let's create a word bank of sounds and exclamations." (Students respond.)

"Some examples of exclamations are 'Yippee!' 'Hush' and 'Don't touch it!' An exclamation is an excited outcry, complaint, or protest. What are some other examples? Let's add these to our word bank of sounds and exclamations." (Students respond.)

"Get out your A4L Writer's Notebook for some writing we'll do later."

STEP 3: ACT IT OUT! VOCAL EXERCISE

Process: Lead students in a short vocal exercise using the word bank of sounds and exclamations. Students stand at the side of their desks. Use a neutral voice when giving a word so students create the expression of the word. Have students say the same word multiple ways in order to hear different variations. Highlight vocal qualities like pitch (high or low), volume (loud or quiet), and timbre (texture—soft, gravelly, breathy).

These vocal qualities can be translated to descriptive words and phrases in students' writing. By warming up their voices with sound and exclamations, students will be more confident to

express their individual sounds and exclamations in the next steps.

Timing for the Act It Out! vocal exercise is 5 minutes.

Suggested Dialogue

VOCAL EXERCISE

"Since sounds and exclamations focus on what the reader 'hears,' we're going to do a vocal warm-up to practice using big and clear voices. What we do with our voices can become how we describe sounds and events in our writing."

"I'll say a sound, and I want you to say the sound so it sounds exactly like it. For example, if I say 'Bam!' how would you say that? (Students respond.) If you want to share your idea of how to say it differently, rub your hands together. (Select a student. Student says word with expression. Prompt others to repeat.) Let's try that together on three: 1-2-3-Bam!"

"I heard loud voices, I heard a low pitch, and it was long and smooth. What's another way to say 'Bam!?' (Select a student. Student says word with expression. Prompt others to repeat.) I heard a high pitch this time, and it was fast." (Repeat with other sounds and exclamations.)

STEP 4: ACT IT OUT! STATUES WITH VOICE FOR SOUNDS & EXCLAMATIONS

Process: Facilitate a statues exercise for students to make acting choices with their whole bodies expressing sounds and exclamations. Students use open space. If space and time are tight, have students stand beside their desks. Blending voice and body in statues helps students become more confident to express their individual sounds and exclamations in the next step.

Timing for Act It Out! statues with voice for sounds and exclamations is 5 minutes.

ELL Differentiation: Taking Notes On Statues

- Instead of writing words and phrases in English describing each statue, students can write in their native language.
- Students can select from the class word bank.

Suggested Dialogue

TRANSITIONING TO AN OPEN SPACE

"We're going to continue using theater to practice making sounds and exclamations. When I say 'Go,' I want you to find your own spot in open space. Go! 10-9-8-7-6-5-4-3-2-1."

FACILITATING STATUES WITH VOICE

"When I say 'Go,' move through space as yourself, being aware of others. Go! Walk through space. (Students walk through space.) Freeze! (Repeat 2-3 times to warm up body.) Freeze!" (Students stop.)

"Next time I say freeze, I will say a sound or exclamation. Create a silent statue until I cue you to use your voice. Go! Walk through space. (Students walk through space.) Freeze."

"On three, show me a silent statue of Bam! 1-2-3-Freeze! I see ..." (Describe 2-3 physical and facial choices of students.)

"On three, say 'Bam!' 1-2-3" (Describe 1-2 vocal qualities.)

"On three, show me a silent statue of Hush! 1-2-3-Freeze! I see ..." (Describe 2-3 physical and facial choices of students.)

"On three, say 'Hush!' 1-2-3" (Describe 1-2 vocal qualities. Repeat with other sounds and exclamations.)

STEP 5: ACT IT OUT! STATUES OF PERSONAL MEMORY AND WRITE SOUNDS & EXCLAMATIONS

Process: Students revisit the memory they selected for "A time I broke the rules." This time they will focus on sounds and exclamations for the memory and write those sounds in their A4L Writer's Notebooks. Do the exercise with students in order to model writing. Reflect as a whole class or have students pair-share.

Timing for statues with voice and writing of students' personal memories is 10 minutes.

Suggested Dialogue

TRANSITIONING TO DESKS

"When I say 'Go,' move in slow motion to your desk as you act out our last exclamation. Stay standing when you get there. Go! 10-9-8 ..."

FACILITATING STATUES

"We're going to go back to the memory you selected from your brainstorm of A time I broke the rules on page 4 in your A4L Writer's Notebook. This time we will focus on sounds and exclamations. Take a moment to recall the three moments from that memory that you acted out in our last lesson."

"As you do your statues, you will make notes about what you did with your face and body. Turn to page 8 in your A4L Writer's Notebook."

"On three, create a silent statue of your first moment 1–2–3–Freeze! On three, create your second moment 1–2–3–Freeze! On three, create your third moment 1–2–3–Freeze!"

"Next, I'll guide you to go back to each statue, and you will add a sound or exclamation. Each time, you'll write down what you said in your A4L Writer's Notebook on page 8. If you have selected a quiet memory, remember that small sounds count. For instance, you might be thinking of a time you hurt your sister's feelings and heard her crying into her pillow."

"1. On three, create a silent statue of your first moment 1–2–3–Freeze!

(While students are frozen, prompt them with the following:)

Think about what your face and body are doing—extend that choice.

Think about a sound or exclamation that might match this moment.

2. On three, say your sound or exclamation with full voice 1–2–3!

3. On three, say it again, use your full voice, and make it 100% bigger 1–2–3!

4. Unfreeze and write your sound or exclamation in your A4L Writer's Notebook." (Repeat with remaining moments.)

REFLECTING

"What sound or exclamation did you make when you acted out one of your moments? (Whole class, with 2–3 students responding, using the sentence stems below or pair-share.) When I acted out _____(describe moment)_____, my body, face or voice _____(describe appearance or sound)_____."

STEP 6: MODEL WRITING STORY BEGINNINGS - SOUNDS & EXCLAMATIONS

Process: Model writing story beginnings with sounds and exclamations using the statue exercise. Use page 9 from the A4L Writer's Notebook. Think aloud and write 1–3 story beginnings. Write one story beginning that is weaker than the others. Discuss which one grabs the reader's attention. (See sidebar Example of Modeling Writing Story Beginnings.)

Teaching Tip: Example Of Modeling Writing Story Beginnings

"The memory I thought of is the time I broke a special glass merry-go-round. To create my statues, I thought of three moments in that memory. This is what I wrote for the three statues exercises:"

First: "Whoosh"

Second: "Crash!" and "Nooooo!"

Third: "Sniffle, sob."

"Remember, I can start my story using a moment from any point in my memory. What do you think I should start with? I think it would excite the reader if I started with 'Whoosh!' But, you don't know what's making that sound, so I need to add a sentence showing what is happening and what is making that sound."

Whoosh! My shoe flew through the air aimed directly at the glass merry-go-round on my dresser.

"This grabs the reader's attention by getting them into the main action. I'll try out another story beginning using my third statue and sounds, 'sniffle, sob.'"

Sniffle, sob. I looked at the floor, crying while my parents stared at the broken merry-go-round.

"In this story beginning, I'm starting at the end of my memory. Starting with 'Sniffle, sob,' might make the reader want to know why I was sad."

Suggested Dialogue

MODEL CRAFTING STORY BEGINNINGS

"A writer wants to grab the readers' attention. I'm going to try this with my own memory. I'm going to use some of the words I have written from the statues exercise to craft my story beginning."

"Writers sometimes start their stories with a sound or exclamation as the first word. Then they write a description—something to help the reader know what's happening. I'll model this for you, and you can help me. I can start my story using a moment from any point in my memory. What do you think I should start with?" (Think aloud and write 1-3 story beginnings on the document camera.)

STEP 7: STUDENTS PRACTICE WRITING STORY BEGINNINGS WITH SOUNDS & EXCLAMATIONS

Process: Students try out several different story beginnings with sounds and exclamations in their A4L Writer's Notebooks on page 9. Circulate to guide students. Remind students that a story beginning can be one or more sentences and can come from any point in the memory. Have students share their story beginnings with a partner.

STEP 8: CLOSE LESSON 3

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, we'll revise our writing."

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 LESSON 3! YOU ARE NOW READY TO MOVE ONTO LESSON 4 OF UNIT 6.

Is this Lesson Public or Members only?:
Members Only