

ARTS IMPACT—ARTS-INFUSED INSTITUTE LESSON PLAN (YR2-AEMDD)

LESSON TITLE: Modify My Action

Theater and Writing Lesson

Artist-Mentor: Dave Quicksall

Grade Level: Third Grade

Examples:

Enduring Understandings

Using an adverb as a modifier can make verbs more powerful or change the meaning.

Target: Knows and understands verbs and adverbs.

Criteria: Identifies and verbally explains that verbs are action words and adverbs qualify or change the meaning of a verb.

Target: Performs the action of a chosen verb.

Criteria: Uses entire body or parts of body in motion to reflect the meaning of the word (verb).

Target: Modifies action by applying an adverb.

Criteria: Changes and sustains the action to reflect the new physical attribute given by the adverb.

Teaching and Learning Strategies

Introduction to Arts-Infused Concept through Classroom Activity:

Concepts for writing instruction: verbs; adverbs; nouns; adjectives

Concepts in everyday life:

PREPARATION:

- Use list of verbs and adverbs provided with this lesson. Or, make lists of verbs and adverbs, or nouns and adjectives that might interact in texts or in writing.

1. *This is a lesson that is a theater lesson and a writing lesson at the same time. Divides the students into pairs*, in which one student is "A" and the other is "B." The "A" students receive a VERB list from the teacher; the "B" students receive an ADVERB list.

2. **Explains that all of the "A's" pick any VERB from the list and act it out.** *Prompts: How would you act out "examine?" What does to "leap" look like? Pick a verb from the list and act out its meaning.*

Student: The "A" students begin to act in a way that reflects the meaning of the verb they have chosen.

Embedded Assessment: Criteria-based teacher checklist

3. **Explains that all of the "B" students tell an ADVERB to the "A" students to modify their action.** *Prompts: How can the adverb change the verb? "B" students, tell an adverb to your partner. How is the action changing?*

Student: The "A" students modify their actions to reflect the new attribute given to them by the "B" student.

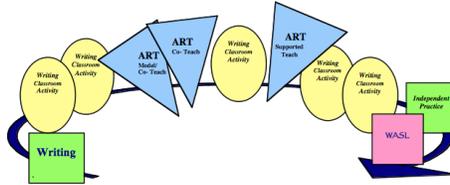
Embedded Assessment: Criteria-based teacher checklist

Third Grade—Theater and Writing—Modify My Action!

4. **Directs the students to switch roles**, after several turns so that everyone gets to work on the verbs and adverbs. Allows time for pairs to perform for the rest of the class. The class can try and guess the verbs and adverbs they see the pairs perform.

Student: Switches places and repeats exercise for as many words as time allows.

Embedded Assessment: Criteria-based teacher checklist; peer reflection



Before next THEATER lesson:



1. Use the same teaching strategies with nouns and adjectives.



2. Apply the activity to a text the class is reading. Pairs select characters and scenes in the text or scenes they infer could happen based on details in the text. Pairs act out scenes and modify them. The class can guess who they are and what moment they are depicting. Use verbs and adverbs or nouns and adjectives for this activity.



3. Students generate their own vocabulary for this activity and put those words on a word wall to reference for writing.

Independent Practice: Say a verb—write a verb! Picture yourself modifying it! Add an adverb to give more information!

Vocabulary	Materials and Community Resource	WA Essential Learnings & Frameworks
<p><u>Arts:</u> action physical choice</p> <p><u>Arts- Infused:</u> adverbs verbs</p>	<p>Performances: Broadway Center for the Performing Arts, Tacoma, WA: <i>Mad Science: CSI Investigation, Show Way on Tour, Spirit Horse, Blues Journey, The Phantom Tollbooth, Red Riding Hood and Other Stories</i></p> <p>Performance Materials: list of cards of verbs and adverbs</p>	<p>Essential Learnings <i>AEL 1.1 concepts:</i> action <i>AEL 1.2 skills and techniques:</i> expressive movement <i>AEL 3.2 for a purpose:</i> expanded meaning</p> <p><i>WEL 3.2.2 Variety of Words:</i> uses language appropriate for a specific purpose</p> <p>Writing State Frameworks <i>Grade 3:</i> selects specific words <i>Grade 5:</i> uses precise words (e.g. vivid verbs)</p>

Student Verb Lists

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VERBS LIST "1"

leaping
popping
blinking
pounding
creeping
dancing
spinning
flapping
hopping

VERBS LIST "2"

bubbling
flailing
whisking
flowing
flittering
pouncing
coughing
groaning
jumping
jerking
kicking
laughing
soaring
rattling
winking

Student Adverb Lists

ADVERBS LIST "1"

gently

fast

softly

backwards

quietly

slowly

strongly

sneakily

wildly

sharply

smoothly

ADVERB LIST "2"

lightly

intensely

vigorously

eagerly

skillfully

sluggishly

powerfully

timidly

gracefully

dramatically

jerkily

confidently

clumsily

thoughtfully

fluidly

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ASSESSMENT WORKSHEET

Disciplines Concept	WRITING SPECIFIC WORDS: Verbs/Adverbs	THEATER PHYSICAL CHOICES: Action	THEATER PHYSICAL CHOICES: Action	Total Points 3
Student	Identifies and verbally explains that verbs are action words and adverbs qualify or change the meaning of a verb	Demonstrates action of verb	Changes and sustains an action to reflect new attribute of a verb given by an adverb	
1.				
2.				
3.				
4.				
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22.				
23.				
24.				
25.				
26.				
27.				
28.				
Total				
Percentage				

Criteria-based Reflection Questions: (Note examples of student reflections.)

Self-Reflection: *How can the adverb change the verb? How is your action changing?*

Peer to Peer: *How did different classmates modify the same verb/adverb combination differently?*

Thoughts about Learning:

Which prompts best communicated concepts? Which lesson dynamics helped or hindered learning?

Lesson Logistics:

Which classroom management techniques supported learning?

Teacher: _____ Date: _____

ARTS IMPACT—ARTS-INFUSED LEARNING FAMILY LETTER

THEATER AND WRITING LESSON – Modify My Action!

Dear Family:

Your child participated in a **theater and writing** lesson. We studied **verbs and adverbs**.

- We defined verbs and adverbs.
- We connected an **action** with a verb.
- We adjusted our actions by modifying our verb to show distinctions when a verb is **modified** by an adverb, it can change the meaning. As actors we showed that by changing our **physical choices**.
- We participated in a theater exercise with a partner.

At home you could discuss the difference between a verb and a verb that is modified by an adverb. How would a verb look different than the same verb modified by an adverb?

Enduring Understanding

Using an adverb as a modifier can make verbs more powerful or change the meaning.