

ARTS IMPACT LESSON PLAN

Theater and Reading Infused Lesson

Creating Emotional Connections to a Character

Author: Dave Quicksall Grade Level: Kindergarten



Enduring Understanding

Using personal memories of an emotional experience can deepen the understanding of a character.

Lesson Description (Use for family communication and displaying student art)

Students activate prior knowledge for emotions and events in their own lives in order to make connections with the feelings and actions of characters in a story. Students explore a range of feelings through statues, movement, and vocal expression. They hear a story read aloud and look for clues about how the characters feel and the actions that go with those feelings. During and after the reading, students act out scenarios in the story and in their personal lives.

Learning Targets and Assessment Criteria

Target: Identifies and pantomimes a familiar action/reaction associated with emotions (eating).

Criteria: Uses gesture and facial expressions to reflect the sensory attributes of a specific emotional response to something (food).

Target: Identifies a time when a specific emotion was felt by self in everyday life or in a story by a character.

Criteria: Uses the statement, "I felt that way when..." or "the character felt that way" to recall a personal or character's experience.

Target: Identifies the physical attributes of a specific emotion.

Criteria: Uses movement, posture, and gesture to express a feeling of a character in a story.

Target: Identifies actions that are linked to the expression of a specific emotion.

Criteria: Uses movement, facial expressions, and vocal choices to portray the feelings of a character in a story.

Vocabulary	Materials	Learning Standards
<p><u>Arts Infused:</u> Action Character Emotions</p> <p><u>Reading:</u> Infer</p> <p><u>Arts:</u> Actor Neutral Facial Expression Gesture Movement Pantomime Physical Choice Posture Statue Vocal Choice</p>	<p>Museum Artworks or Performance</p> <p>Seattle, WA Book-it Reparatory Theatre Seattle Children's Theatre</p> <p>Tacoma, WA Broadway Center for the Performing Arts</p> <p>Materials <i>Chrysanthemum</i> by Kevin Henkes (or other book selection), copies for each student or student group; White board, document camera, or chart paper & markers; Blank cards for writing emotions; Class Assessment Worksheet</p> <p>Connections Teachers College Readers Workshop</p>	<p>WA Arts State Grade Level Expectations <i>For the full description of each WA State Arts Grade Level Expectation, see:</i> http://www.k12.wa.us/Arts/Standards</p> <p>1.1.1 Elements: Character 1.2.1 Skills and Techniques: Movement, Gesture, Facial Expression 1.2.2 Skills and Techniques: Voice 1.4.1 Audience Skills 2.1.1 Creative Process 2.2.1 Performance Process 2.3.1 Responding Process 3.1.1 Communicates through the Arts: Feelings 4.2.1 Connection between Theater and Reading</p> <p style="text-align: right;"><i>continued</i></p>

Early Learning Guidelines (Pre-K – Grade 3)

For a full description of Washington State Early Learning and Child Development Guidelines see: <http://www.del.wa.gov/development/guidelines/>

(Age 4-5) 3. Touching, seeing, hearing and moving around: Using the large muscles (gross motor skills): move with purpose from one place to another using the whole body.

(Age 4-5) 5. Communicating: Speaking and listening: use words to describe actions and emotions.

(Age 5 and K) 5. Communicating (literacy): Speaking and listening: ask and answer questions about key details in stories read aloud. Reading: make personal connections with books and stories.

(Age 4-5) 6. Learning about my world: Arts: show creativity and imagination; perform elements of drama; participate in dramatic play.

(Age 5 and K) 6. Learning about my world: Arts: join in creative dramatics and storytelling.

Common Core State Standards in ELA

For a full description of CCSS Standards by grade level see:

<http://www.k12.wa.us/CoreStandards/ELStandards/>

RL.K.1. With prompting and support, ask and answer questions about key details in a text.

RL.K.2. With prompting and support, retell familiar stories, including key details.

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear.

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10. Actively engage in group reading activities with purpose and understanding.

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults.

SL.K.2. Confirm understanding of a text read aloud by asking and answering questions about key details.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

College and Career Ready Students in Reading

Demonstrate independence.

Build strong content knowledge.

Respond to the varying demands of audience, task, purpose, and discipline.

Comprehend as well as critique.

Value evidence.

Come to understand other perspectives and cultures.

ICON KEY:

-  = Notes specific *Readers Workshop* Curriculum strategies addressed
-  = Indicates note or reminder for teacher
-  = Embedded assessment points in the lesson

COLOR CODING for ARTS AND LITERACY INFUSED PROCESSES:

GENERATE IDEAS	CONSTRUCT MEANING	SELF-REFLECT
Gather Information <ul style="list-style-type: none">• From WHAT you know• From WHO you know• Brainstorm	<ul style="list-style-type: none">• Create drafts• Organize ideas• Make a choice	<ul style="list-style-type: none">• Check in with self• Check in with others• Refine work

Pre-Teach

Introduce the concept of character as the people or animals who the story is about. Discuss how characters can have feelings. Brainstorm, or use *Second Step* poster, to identify a variety of emotions.

Lesson Steps Outline

Day One

1. As a warm-up, lead students to recall and pantomime eating a favorite food.

Criteria-based teacher checklist: Uses gesture and facial expressions to reflect the sensory attributes of a specific emotional response to something (food).

2. Guide students to generate ideas to create a short list of emotions and write them on the board. Ask students to reflect on the emotions and construct meaning by moving through the room acting out the emotions brainstormed.

Criteria-based process assessment: Uses movement, posture, and gesture to express a feeling.

3. Lead students through the “I felt that way” game where students reflect on a time they, or a character from a story, felt a specific emotion and other students try to guess what the emotion is based on the description.

Criteria-based teacher checklist: Uses the statement, “I felt that way when...” or “The character felt that way when...” to recall a personal or character’s experience.

4. Guide reflection.

Criteria-based reflection: Reflects on body memories of emotions.

Day Two

1. Read aloud the book, *Chrysanthemum* by Kevin Henkes.
2. Lead a reflection of the story, focusing on the emotions felt by the characters.
3. Lead class to recall new emotions that were felt by characters in the story and add them to the list. Guide students to act out the new emotions.

Criteria-based teacher checklist: Uses movement, posture, and gesture to express a feeling of a character in a story.

4. Guide reflection.

Criteria-based reflection: Reflects on how own memories can make a connection with to a character.

Day Three

1. Reread aloud the book, *Chrysanthemum* by Kevin Henkes to the class.

2. Guide students to make the connection between actions and feelings. Guide students to act out the actions that go with those feelings using voice and body.

Criteria-based teacher checklist, self-assessment: Uses movement, facial expressions, and vocal choices to portray the feelings of a character in a story.

3. As time permits, repeat Step 2 with other moments in the story. Record actions to match feelings. Guide students to act out the actions that go with those feelings using voice and body.

Criteria-based teacher checklist: Uses movement, facial expressions and vocal choices to portray the feelings of a character in a story.

4. Guide reflection.

Criteria-based reflection: Reflects on body memories of emotions.

LESSON STEPS

Day One

1. As a warm-up, lead students to recall and pantomime eating a favorite food.

📖 Mini-lesson, background knowledge, creating mental images

▢ Although this lesson references a specific story, these strategies can be applied to almost any story that is used in the classroom.

▢ Pre-determine how the room will be set-up for students to move through space – desks moved to the side or students moving among the desks.

- *Close your eyes and think of your favorite food – maybe its ice cream, or spaghetti, or chocolate.*
- *Pretend that you are eating that food. Pantomime by showing with your body and facial expression how you eat it. Do you scoop it with a spoon? Drink it? Is it hot or cold? Do you have to lick it?*
- *Show with your expressions how good it tastes. Show with your expressions how much you enjoy eating it.*
- *Now, imagine that you have a plate of smelly, rotten fish. You have to eat it. Pantomime eating this fish. Show with your expressions how awful it tastes. Show how you feel about eating it.*
- *I saw some awful looking expressions. Now, to get that disgusting taste out of our minds, let's eat a little more of that really yummy food.*

☑ Criteria-based teacher checklist: Uses gesture and facial expressions to reflect the sensory attributes of a specific emotional response to something (food).

2. Guide students to generate ideas to create a short list of emotions and write them on the board. Ask students to reflect on the emotions and construct meaning by moving through the room acting out the emotions brainstormed.

📖 Background knowledge, sharing, turn and talk

▢ Create a list of emotions that students generate, such as: excited, disappointed, frustrated, bored, etc. Act out 4-6 emotions.

- *We're going to be actors and readers. When actors read the plays they are going to perform, they must figure out the emotions that their character feels.*
- *When we read a story, we have to do the same thing. We are able to figure out these feelings because we have felt them too! We all have feelings and so do the characters in stories.*
- *Let's generate ideas and make a list of some feelings.*
- *First we will reflect. Turn to the person next to you and share a feeling that you have had recently. Think first of an action/event and then how you felt about it. For example, maybe you were expecting someone to notice you cleaned your room and no one noticed. How did you feel? Or, you found out a relative you love is coming to your house unexpectedly? How did you feel? Share with your partner.*

- *Let's share out. What are some feelings that you talked about? I'm going to write these on our "feelings" list.*
- *Now, let's stand up and act out some of these feelings. **By using your body to act out the feelings we have listed, you are constructing meaning in the same way an actor does.***
- *Walk around the room in actor neutral through our space. No voices and no touching anyone else. When I say "Freeze!" stop and freeze.*
- *Freeze! Make a statue of "excited." Now, move around the room "excited." Use your whole body and show how you're feeling with facial expression.*
- *Freeze! Make a statue of "disappointed." Move around the room "disappointed."*

Criteria-based process assessment: Uses movement, posture, and gesture to express a feeling.

3. Lead students through the "I felt that way" game where students **reflect on a time they, or a character from a story, felt a specific emotion and other students try to guess what the emotion is based on the description.**

 Background knowledge, sharing

 Select five emotions and write or draw them on separate cards. Select a volunteer student and pin one of the emotions on his or her back. Have him/her stand in the middle of the circle. Guide five students to give examples of that emotion, and then have the volunteer guess the emotion. Repeat the process with different volunteers until all students have had the opportunity to share an, "I felt that way..." experience.

- *Let's get into a sitting circle.*
- *When we are acting out characters and reading stories, we find that the characters have feelings just like us. We **reflect** and say to ourselves, "I remember feeling that way!"*
- *We are going to play the "I felt that way..." game. In this game, a volunteer stands in the middle of the circle with a feeling on their back. They can't see the feeling, so we have to help them by sharing a time we experienced that feeling. Our job in the class is to help our volunteer guess the feeling we all know.*
- *We will go around the circle and recall a time when we felt that emotion. **I want you to self-reflect and ask yourself the question, "When did I feel this way?"** We will say, "I felt that way when..." and fill in the rest with the memory without saying the feeling. For example, I might say, "I felt that way when my sister hid my hairbrush" or "I felt that way when I got a chocolate cake for my birthday."*
- *Who would like to be our first volunteer in the middle? I will pin/stick this feeling on your back.*
- *Everyone else, think back to a time when you had this feeling. You can also think about any of our story characters who have felt the same way. Remember, we must not say the feeling!*
- *Who would like to share a time they felt this way? Great, we have about five people to share. When I tap you on the shoulder tell our volunteer your memory for this feeling. Start by saying, "I felt this way..."*
- *You have heard many "I felt this way..." descriptions. What feelings are they describing?*

- *Who would like to volunteer to be in the middle next with a new feeling?*

Criteria-based teacher checklist: Uses the statement, "I felt that way when..." or "The character felt that way when..." to recall a personal or character's experience.

4. Guide reflection.

 Full-group reflection.

- *How easy is it to remember feeling a certain way? Did the memory come to you quickly, or did you have to think about it?*
- *Did you have a feeling in your body when you remembered the feeling? What did your body do?*

Criteria-based reflection: Reflects on body memories of emotions.

Day Two

1. Read aloud the book, *Chrysanthemum* by Kevin Henkes.

- *Did you know that readers think while they are reading?*
 - *As I read this story, think about the characters' emotions. Think about all the different feelings that the characters have. We will talk about them when I have finished.*
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2. Lead a **reflection** of the story, focusing on the emotions felt by the characters.

 Responding, text clues, turn and talk

 Keep a list on the board as students share — with students' names behind their share-out-loud on the board to have a sense of student understanding, student by student.

- *Let's **reflect** on what we just read by looking back at our list of feelings that we made I the last lesson. Let's read them out loud.*
 - *Turn to the person next to you and share a moment in the story when someone felt _____. Who would like to share with the class?*
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3. Lead class to recall new emotions that were felt by characters in the story and add them to the list. Guide students to act out the new emotions.

 Responding, background knowledge, synthesizing

 Words from the story to add to the list may include proud, scared, shy, miserable, excited, etc.

- *Was there a feeling that a character felt in the story that we don't have on our list? What was it?*
- *Let's **reflect**. Turn to the person next to you and share a time that you felt proud, shy, or scared, etc.*
- *Who would like to share a moment when they had this feeling?*
- *Now, let's stand up and act out some of these feelings. **By using your body to act out the feelings we have listed, you are constructing meaning in the same way an actor does.***
- *Walk around the room in actor neutral through our space. No voices and no touching anyone else. When I say "Freeze!" stop and freeze.*
- *Freeze! Make a statue of "proud." Now, move around the room and show me how proud you are. Use your whole body and show how you're feeling with facial expression.*
- *Freeze! Make a statue of "shy." Move around the room like you are "shy". Exaggerate your feeling.*

Criteria-based teacher checklist: Uses movement, posture, and gesture to express a feeling of a character in a story.

4. Guide reflection.

 Full-group reflection.

- *Why does remembering a time when you felt the same way a character feels in a story bring you closer to that character?*

Criteria-based reflection: Reflects on how own memories can make a connection with to a character.

Day Three

1. Reread *Chrysanthemum* by Kevin Henkes to the class.

- *This time as I read the story, I want you to think about the character of Chrysanthemum and her actions.*
- *Action is the word we use to describe things that we do, like running, skipping, crying. Actions are very important to actors because they tell the audience what the character is feeling and doing.*

2. Guide students to make the connection between actions and feelings. Guide students to act out the actions that go with those feelings using voice and body.

 Re-read, re-tell, re-enact

 Show students the pictures to help them visualize the actions and emotions.

 Record actions that go with specific emotions on the board.

- *Look back at the moment when Chrysanthemum goes to school for the first time. Here is the picture. Look at the picture. How is she feeling? Right, she is very happy. How do you know? How does she get to school? Right, she is running. The story says, "She ran all the way to school." She is running because she feels happy.*
- *Now, I want you to stand up and let's pretend we are Chrysanthemum running to school because we are so happy. Don't run through the room, let's run in place. Chrysanthemum says the line, "Hurray! School!" As you are running in place, use your happiest voice to say, "Hurray! School!"*
- *What are some other actions you might do when you feel happy? When you feel happy what do you do with your body? What does your face look like? What does your voice sound like? Act out those actions.*
- *You were constructing meaning with your bodies when you acted out feeling happy.*
- *Let's reflect and write these actions on the board. What were some actions that you used to show you were happy? What did you do with your body? What did you do with your face? What did you do with your voice?*

Criteria-based teacher checklist, self-assessment: Uses movement, facial expressions, and vocal choices to portray the feelings of a character in a story.

3. As time permits, repeat Step 2 with other moments in the story. Record actions to match feelings. Guide students to act out the actions that go with those feelings using voice and body.

 Examples of other moments in the story are: when Chrysanthemum is embarrassed by her name and she "wilts"; when Chrysanthemum is proud of her name and she "blushed, beamed, and bloomed."

Criteria-based teacher checklist: Uses movement, facial expressions, and vocal choices to portray the feelings of a character in a story.

4. Guide reflection.

 Full-group reflection.

- *Are you in control of what your body does when you have a really strong feeling, like being mad? Why? Why not?*
- *What are some ways that your body "takes over" when you have a strong feeling?*

Criteria-based reflection: Reflects on body memories of emotions.

ARTS IMPACT LESSON PLAN Theater and Reading Infusion

Kindergarten: *Creating Emotional Connections to a Character*

CLASS ASSESSMENT WORKSHEET

Disciplines	THEATER	READING/THEATER	READING/THEATER	READING/THEATER	Total 4
Concept	Sense Memory	Emotion	Emotion/Body	Emotion/Character	
Criteria	Uses gesture and facial expressions to reflect the sensory attributes of a specific emotional response to something (food).	Uses the statement, statement "I felt that way when..." or "The character felt that way" to recall a personal or character's experience.	Uses movement, posture, and gesture to express the feeling of a character in a story.	Uses movement, facial expressions, and vocal choices to portray the feelings of a character in a story.	
Student Name					
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29.					
30.					
Total					
Percentage					

What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

What were the strongest connections between theater and reading?

Teacher: _____ Date: _____

THEATER AND READING LESSON: *Creating Emotional Connections to a Character*

Dear Family:

Today your child participated in an **Arts and Reading** lesson. We talked about how we can connect to a character in story based on our own feelings and experience.

- We pretended to eat a food that we really liked and a food that was awful. We compared how the two different experiences were communicated by our bodies and facial expressions.
- We made a list of different emotions and acted them out.
- We made a personal connection to a feeling by telling the class that "I felt that way when..." and thought back to some of the characters in our stories and when they felt specific emotions based on events in the story.
- We read a story out loud, identified the main character's feelings and acted them out using our voices and actions.

At home, you could identify the feelings of characters from one of your favorite stories and act them out.

Enduring Understanding

Using personal memories of an emotional experience can deepen the understanding of a character.