

Wilson 1

Kinder: Body Language

Lexi Wilson

Spring 2018

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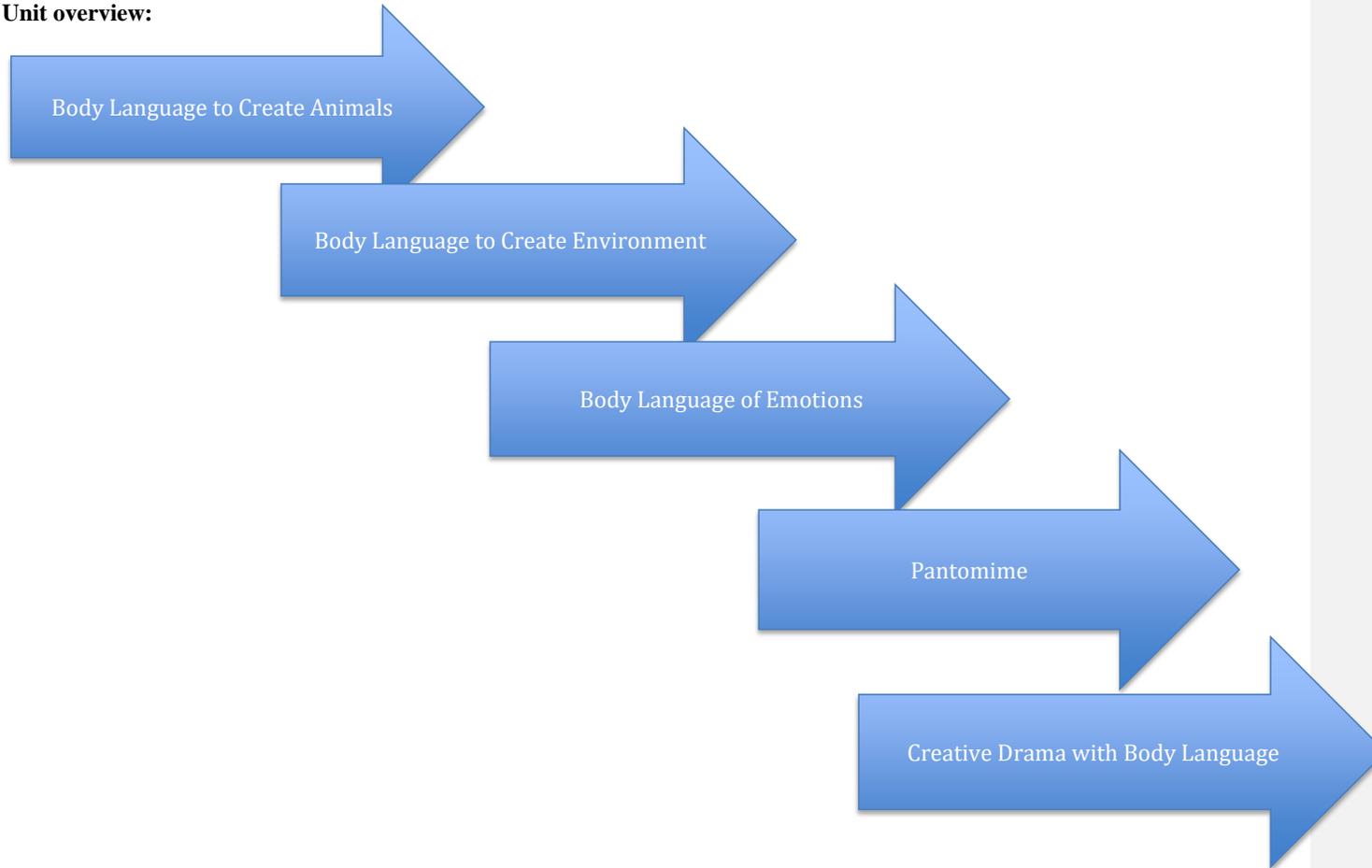
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Work Sample I

Planning Process

Unit in Body Language

Unit overview:



Elaborated Unit Overview

- I. Lesson 1: Body Language to Create Animals
 - a. We Bought a Zoo- Review/Intro
 - b. Hand Animals
 - c. Animal Characters
 - d. Draw Animals & Share
 - e. Individual Performance
- II. Lesson 2: Body Language to Create Environment
 - a. Human Machine- Groups
 - b. Walking through Jello
 - c. Environment Dramatic Play
 - i. It's winter- Playing in snow
 - ii. It's summer- Playing at the beach
 - iii. It's spring- Playing at the playground
 - iv. It's Fall- Picking Apples
- III. Lesson 3: Body Language of Emotions
 - a. Emotion Cards
 - b. Masks- History & Theatre
 - c. Mirrors
 - d. Emotion Stations
 - i. Matching Emotion Cards
 - ii. Dramatic Play with dolls
 - iii. Masks- Craft
- IV. Lesson 4: Pantomime
 - a. Charades
 - b. Dramatic Play Stations
 - i. House
 - ii. Restaurant
 - iii. Shopping
 - iv. Hospital
- V. Lesson 5: Creative Drama with Body Language
 - a. Oh the Places You Go

Calendar

Monday (50 min)	Tuesday (50 min)	Wednesday (50 min)	Thursday (50 min)	Friday (50 min)
Lesson 1	Lesson 1	Lesson 2	Lesson 3	Lesson 3
Lesson 3	Lesson 3	Lesson 4	Lesson 4	Lesson 4
Lesson 5	Lesson 5	Lesson 5	Lesson 5	Lesson 5

Unit Goals and Outcomes

Students will be able to distinguish emotion through body language.
Students will be able to demonstrate their own emotions through body language.
Students will be able to create their own world using body language.

Work Sample II
Description of Setting

Community: Greeley, CO

- Demographics
 - 46.55 square miles
 - Population (2012): 95,357
 - People under 18 years: 25.8%
 - People over 65 years: 10.7%
 - White: 59.3%
 - Hispanic/Latino: 36.0%
 - African American: 1.7%
 - Two or more races: 3.4%
 - Foreign-born: 11%
 - Language other than English spoken at home: 24.1%
 - Housing units: 36,323
 - Home ownership rate: 57.1%
 - Median household income: \$44,226
 - Persons below poverty level: 23.5%
- Occupation and labor statistics
 - Unemployment rate: 6.1 % (7,600)
 - Farming: 11.6%
 - Mining, logging, and construction: 13.3%
 - Manufacturing: 11.7%
 - Trade, transportation, and utilities: 15.8%
 - Information: .6%
 - Financial activities: 4%
 - Professional and business services: 8.4%
 - Education and health services: 8.5%
 - Leisure and hospitality: 7.3%
 - Government: 16.4%
- Opportunities for community involvement
 - Downtown Greeley
 - Ice Haus
 - Restaurants
 - Shopping

- Union Colony Civic Center
- Family FunPlex
- Farmers Market
- Greeley Recreation Center
- Island Grove Park
- Golfing
- Jesus Rodarte Center
- Museums
- Poudre River Trail
- Boys and Girls Club
- University of Northern Colorado
- Weld County Food Bank
- Greeley-Evans School District 6
 - 20,382 students from Greeley and Evans
 - 25 public schools, 5 charter schools, and 1 online academy
 - Over 50 different languages represented
 - 59% Hispanic, 35% white, 2% Asian/Pacific Islander, 2% African American, 2% multiracial, 1% American Indian
 - 64% of students qualify for reduced-price or free meals
 - 80% of students graduate on time
 - 49% of teachers have a master's degree
 - Career pathway programs
 - Architecture
 - Arts magnet
 - Construction
 - Criminal justice
 - Culinary arts
 - Entrepreneurship
 - Fire science
 - Health science
 - International Baccalaureate
 - Marine Corps JROTC
 - Science Technology Engineering Math Academy (STEM)
 - Teacher education

School: Frontier Elementary

- 2560 W. 29th Street, Greeley, Colorado 80631
- Grades K-5
- 567 students
- 1:22 teacher-student ratio
- 272 students eligible for free lunch (48%)
- Demographics
 - Hispanic: 26%
 - White: 59%
 - Asian: 2%
 - African American/Black: 10%
 - Two or more races: 3%
- 2017-2018 schedule
 - 7:50 a.m. to 3:20 p.m. Monday through Thursday
 - Morning Kindergarten - 7:50 a.m. to 11:15 a.m.
 - Afternoon Kindergarten - 12:00 p.m. to 3:20 p.m.
- Educational programs and courses
 - Enrichment Programs
 - Summer Enrichment
 - Before and After School Care
 - Friday Care
- Clubs
 - Art
 - Drama
 - Garden Club
 - Newspaper/ Creative Writing
 - Robotics
 - Running

Work Sample III
Unit Goals, Colorado Academic Standards, and Lesson
Objectives

Unit Goals and Outcomes

Students will be able to create environment and characters using their body movements. They will be able to evaluate others' and their own emotions based on body language. Students will be able to design dramatic play situations in which they pantomime and use body to tell a story through a role drama.

Colorado Standards

Standard: 1. Create

1) Prepared Graduates:

Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1a. Demonstrate characters through dramatic play

Evidence Outcomes

Students can:

a. Imitate or create people, creatures, or things based on observation using body and facial expression (DOK 1)

b. Use body and movement to create environments (DOK 1-2)

c. Create dramatizations or scenes that highlight cultural events (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does observing people help you create characters?
2. How do people in other cultures move differently?
3. How do people alter environments?
4. How do different characters move differently?
5. How do our body and faces move together?

Relevance and Application:

1. Character creation is used in video game simulations.
2. Many societies around the globe recognize dramatic play as a key component in the human developmental process.
3. People watching helps with learning social norms and mores.

Nature of Drama and Theatre Arts:

Using dramatic play as the catalyst for character creation allows for the developmentally appropriate acquisition of drama and theatre skills.

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1b. Demonstrate emotions and feelings in dramatic play

Evidence Outcomes

Students can:

a. Identify how people show emotions and feelings (DOK 1)

b. Use facial expressions and movement to demonstrate emotions and feelings (DOK 1)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why do people show emotion?
2. Why is it important to understand other people's emotions?
3. When do people show emotion?
4. How do people show their emotions?
5. How can I show my emotions?

Relevance and Application:

1. Advertisers study emotion to trigger a response in their advertising.
2. It is easier to communicate with other people when you understand their emotions.
3. Dramatic play connects with emotions and feelings portrayed in other arts disciplines such as visual arts and music.

4. Social and Emotional learning will help students understand their own emotions.

Nature of Drama and Theatre Arts:

Emotions are the seeds of play and character creation.

Standard: 2. Perform

1) Prepared Graduates:

Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Express a feeling or emotion through dramatic play or creative drama

Evidence Outcomes

Students can:

a. Use movement and facial expressions to convey feelings and emotions (DOK 1-2)

b. Use sounds to express character, feelings, and mood (DOK 1-2)

c. Demonstrate the ability to follow a simple set of steps in a dramatic task (DOK 1)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can a facial expression change a conversation?
2. How do actors move to express an emotion?
3. How can sound be used to express a feeling or emotion?
4. How are the body and emotions connected?
5. How can following tasks be fun?

Relevance and Application:

1. Sequencing simple steps is done in math, science, and literacy too.
2. Mass media use sound effects to elicit emotion in their audience.
3. The ability to follow directions is an important skill in society.
4. Playing games with others in social settings.

Nature of Drama and Theatre Arts:

Emotions are the seeds of play and character creation.

2) Prepared Graduates:

Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. Dramatize ideas and events through dramatic play

Evidence Outcomes

Students can:

a. Use body and voice to create characters from various ideas and events (DOK 1-2)

b. Use body and voice to create environments from various ideas and events (DOK 1-2)

c. Use body and voice to demonstrate knowledge of holidays and other cultural events (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does where a character lives affect how it acts?
2. How do different cultures celebrate special events?
3. What events do local communities celebrate?
4. How can our body create a character?
5. How does our body react to the environment?

Relevance and Application:

1. Dramatizing connects to the understanding of various cultures.
2. Viewing videos of various cultural events and celebrations is a window in to understanding global cultures.
3. Noticing how the body feels in different situations and reacting appropriately.

Nature of Drama and Theatre Arts:

Using dramatic play to dramatize events and ideas is the catalyst to scene creation.

3) Prepared Graduates:

Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process

Grade Level Expectation: Kindergarten

Concepts and skills students master:

3. Use dramatic play to imitate characters

Evidence Outcomes

Students can:

- a. Use body and movement to depict various pretend characters (DOK 1-2)
- b. Use body and voice to depict various everyday characters (DOK 1-2)
- c. Initiate sustained dramatic play (DOK 1)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do characters' movements differ?
2. Are pretend characters or everyday characters easier to portray?
3. How do characters' voices differ?
4. Why do characters move differently?
5. How can we tell a story with characters?

Relevance and Application:

1. Dramatic play allows one to connect with real-life experiences.
2. Video or audio can be used to demonstrate age-appropriate characters.
3. The creation of characters deepens one's understanding of others.
4. The creation of characters gives insight in to literary characters.
5. Telling stories to others.

Nature of Drama and Theatre Arts:

Developing a character allows us to connect with all people.

Standard: 3. Critically Respond

1) Prepared Graduates:

Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Identify elements of theatre in everyday life

Evidence Outcomes

Students can:

a. Identify characters (peers, family members, and others) in everyday life

(DOK 1)

b. Identify costumes (clothes) in everyday life (DOK 1)

c. Identify sets (locations) in everyday life (DOK 1)

d. Use prior knowledge to understand events in dramatizations or performances (DOK 2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Who are the characters in your life?

2. How are costumes different from everyday clothes?
3. What are the similarities between your family and families found in stories?
4. How can we use what we already know to build characters?
5. How can we use how we already move to build character?

Relevance and Application:

1. Studying theatre aids in the recognition of the difference between theatrical and literary characters.
2. Connecting how costumes create a character gives one a basic understanding of how characters are based on actual human beings.
3. Understanding environments in which characters most likely would live informs one about his or her own environment.
4. Viewing video depictions of various characters gives context for different dramatizations.
5. Creating a character based on someone they know.

Nature of Drama and Theatre Arts:

Balancing theatrical elements in a production adds to the audience's understanding and enjoyment.

2) Prepared Graduates:

Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. Respond to stories and plays

Evidence Outcomes

Students way can:

- a. Provide an initial response when exposed to a new performance, puppet show, or dramatization (DOK 1)
- b. Demonstrate an eagerness and interest in performances or dramatizations through asking questions (DOK 1)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does a story or play make you feel?
2. How do an audience's feelings affect a play?
3. What are your favorite parts of a play? Why?

Relevance and Application:

1. Realizing that critique is a step in scientific inquiry allows one to make connections between theatre and other disciplines.
2. Recognizing that critics use drama and theatre skills in all forms of media allows one to relate the arts to society.

3. Connecting the vocabulary of theatre and literature guides the practitioner to build skills in critique and future writing.

Nature of Drama and Theatre Arts:

Critiquing drama and theatre leads to a better understanding of the human condition.

Lesson Objectives

Lesson 1: Animal Body Language

Lesson 2: Body Language and the Environment

Lesson 3: Body Language and Emotions

Lesson 4: Pantomime

Lesson 5: Oh The Places You'll Go Role Drama

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Work Sample IV

Lesson Plans

Lesson 1: Overview, Topic Selection, and Creative Drama Elements

Number of participants: 20

Classroom: Open carpet with labeled squares, 4 tables in the corners of the room with chairs

Materials: Paper, colored pencils, crayons

Age: 4-6

Time: 90 minutes

1) Learning Set	
1.1 Gain Attention	<p>Hello, hello class! Wait for “hello, hello” back</p> <p>Sing our Welcome Song to begin class <i>It's time to start our day, It's time to start our day. It's time to give a great big cheer And then be on our way! Hooray!</i></p> <p>Play “We Bought a Zoo” Students are assigned at random into animal pairings. They must read their card (or look at the picture on the card). Once they know their animal, they need to make the noise of their animal and move like their animal to find their pair.</p>
1.2 Review/State Prerequisite	<p>Last week we learned about our voices and how they make noise. I know you all loved when we learned about how our muscles move to make our voices. Can everyone show me how our vocal folds move? (review gesture). We need to remember how to use our diaphragms to breathe and to keep our vocal folds safe for our next unit.</p>

1.3 Objective	<p>Objectives for Unit: Students will be able to create environment and characters using their body movements. They will be able to evaluate others' and their own emotions based on body language. Students will be able to design dramatic play situations in which they pantomime and use body to tell a story through a role drama.</p> <p>Student Objectives: Students will be able to identify animals based on body movements. Students will be able to compare how humans and animals move. Students will be able to create their own animal character through movement.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do animals move? • How is that different from the way we move? • Can animals be characters? • How can we mimic animals' movements? • How can we mimic any movements? <p>Colorado Academic Standards for Theatre: Create 1a Perform 1b,c 2a Critically Respond 1d</p>
1.4 Advance Organizer	<ol style="list-style-type: none"> 1) Opening Song 2) We Bought a Zoo 2) Review Voice 3) Hand Animals 4) Animal Characters 5) Draw Our Favorite Animal 6) Clean Up 7) Share with Class 8) Closure
2.) Present Information	
2.1 Describe	Part 1: "Look at your hands. We are going to observe how they move and how they look."

	<p>We examine our hands. I coach in the following vein: "Hold your two hands up and look at them. Use one finger to trace the lines and the shape of your other hand. Wiggle your fingers. Open and close your fists. Except your face, your hands are the most expressive part of your body. Look at all the different things they can do! Try to find as many different ways to move your hands as you can."</p> <p>The students spend several minutes (or until they're done) closely examining the infinite possibilities of hand movement.</p> <p>Next I show them that I can make my hand or hands into an animal. Usually I show them a spider. One hand becomes the spider, and it "crawls" up my arm, across my chest, and finally over my head, as I make comic-terrified faces and generally react as I would were a real spider crawling on me. The children love this, but they also get the point. I am able to make my "hand-spider" real for them.</p> <p><u>Part 2:</u> "We can make our hands move like animals, but we can also make our whole body move like an animal. Remember when we made noises and moved like the animals to find our partners in our game? We are going to try this again, but this time we are not using our voices. We are only using our bodies. You will think of an animal but keep it in your mind, don't tell anyone. When I say go, we are going to move around the room like the animal you choose. You can interact with each other as your animals. But no talking!"</p> <p><u>Part 3:</u> "Now, we are going to practice performing by ourselves! Everyone will draw their own animal that is different from the animals they chose earlier. Once you draw your animal, you will come back to the carpet and find your square. We are then going to use our audience skills we learned and support our friends while they share their drawing and then show the class how their animal moves."</p>
<p>2.2 Demonstrate</p>	<p><u>Part 1:</u> More Animals I will continue to model 3 more animals made out of my hands (bird, elephant, worm). Have the students do those animals with me</p> <p><u>Part 2:</u> Preview the game Students will pick a unique animal but keep it to themselves. They will then get up and move around the space as their chosen animal. They cannot make noises or talk, only</p>

	<p>move like their animal. In the space, they can move anywhere and interact with the other animals. They just have to keep moving like their animal. I will side coach and remind them for about 2 minutes.</p> <p><u>Part 3:</u> Show them a picture that I drew of a flamingo. I will show them how my picture represents the way a flamingo moves. Students will guess how a flamingo moves (3 guesses) and then I will walk like a flamingo.</p>
3.) Students Refine Learning	
3.1 Practice	<p><u>Part 1:</u> More Animals Students will make 3 more animals in pairs and share with each other. Brainstorm a list of animals they can create. Each student has to have their own 3 animals. They then share with the group next to them.</p> <p><u>Part 2:</u> Preview the game Students will pick a unique animal but keep it to themselves. They will then get up and move around the space as their chosen animal. They cannot make noises or talk, only move like their animal. In the space, they can move anywhere and interact with the other animals. They just have to keep moving like their animal. We will play for 3 rounds with no coaching.</p> <p><u>Part 3:</u> Own Animals Students will each draw their own animal. After they have drawn it, we are going to go around the carpet to share what animal they drew. They will also share how that animal moves.</p>
3.2 Feedback	<p><u>Part 1:</u> They will give feedback to each other in their groups of 4. We will use the sentence stems “I really liked...” and “I think you can practice...”</p> <p><u>Part 2:</u> I will give them side coaching during the first round and then after the last round. Some side coaching in the middle, but much less.</p> <p><u>Part 3:</u> I will give feedback after each student shares.</p>
4.) Closure	
4.1 Summary	“What did we learn about how animals move?”

Commented [sm2]: Missing the questions to check for learning

	Expected answers: different from humans, move their heads, use their wings, walk different, etc
4.2 Transfer	“Why is movement important?” “What different ways can you move?”
4.3 Near Transfer	“Tomorrow, I want you to remember how you moved today. We are going to use movement to show the environment and to create our own environment.”

Accommodations for Special Needs: Provide visual support through pictures of animals they can choose from.

Review the rules of being an audience (poster in room).

Extra aside side coaching during activities.

Supplemental Materials: No supplemental materials required.

Sources: <https://www.childdrama.com/hand.html>

Lesson 3: Movement and Emotions

Number of participants: 20

Classroom: Open carpet, stations set up in 3 different spots with stools and tables

Materials: Posters with song and feelings, pictures of masks, craft supplies, play supplies, emotion cards, mirrors

Age: 4-6

Time: 45 minutes (4 class periods)

1) Learning Set	
1.1 Gain Attention	<p>Sing our warm up song</p> <p>“It’s time to start our day. It’s time to start our day. It’s time to give a great big cheer And then be on our way. Hooray!”</p> <p>Show the pictures of Greek theatre masks. “What are these?” Masks “How are these masks feeling?” One is happy one is sad. “How do we know that’s how they are feeling?” Their mouths, their eyes, etc “These masks are really old. They are from Ancient Greece, where they invented theatre. They were used by actors in Ancient Greece to help them portray different characters. Instead of using their own faces, the masks helped the actors act out emotions depending on their character. How do we use masks today?”</p>
1.2 Review/State Prerequisite	<p>These past two weeks we have been working on moving our bodies in different ways for different purposes. We have used our bodies to become animals and to interact with our real and imaginary environments.</p>

<p>1.3 Objective</p>	<p>Objectives for Unit: Students will be able to create environment and characters using their body movements. They will be able to evaluate others' and their own emotions based on body language. Students will be able to design dramatic play situations in which they pantomime and use body to tell a story through a role drama.</p> <p>Teaching Objectives: To create a safe environment to explore emotions To model effective social emotional learning skills To facilitate connections between emotion and body language</p> <p>Student Objectives: Students will be able to identify emotions in others and themselves. Students will be able to compare how different emotions make their bodies feel. Students will be able to apply social emotional learning skills in dramatic play and art.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What different feelings do we experience? • How do those feelings affect our body? • Why is it important to know how we are feeling? • How can this help us build characters? <p>Colorado Academic Standards for Theatre: Create 1a Perform 1b,c 2a Critically Respond 1d</p>
<p>1.5 Advance Organizer</p>	<p>Opening Song Intro of Masks Objectives/ Standards Chameleon Story Mirrors Feelings Charades Stations Mask Craft Dramatic Play with dolls/action figures Emotion matching cards and sorting</p>

2.) Present Information	
2.1 Describe	<p><u>Part 1</u> Students will listen to and analyze the Chameleon Story. We will work together to connect it to our lives.</p> <p><u>Part 2</u> We will use hand mirrors to watch how our face moves with different emotions.</p> <p><u>Part 3</u> Students will practice showing emotion with their whole body. They will also practice identifying emotions in others based on body language.</p> <p><u>Part 4</u> Students will explore emotions and body language through art, dramatic play, and game play.</p>
2.2 Demonstrate	<p><u>Part 1</u> Read the following story: You may already know that chameleons are lizards that can change their color. But have you ever wondered why? Many people think chameleons change colors to hide from predators. However, chameleons are pretty fast, so they can get away easily. This means camouflage is not the main reason that chameleons change their color. So why do they change their color then? Scientists believe that chameleons change color to reflect their feelings. This sends social signals to other chameleons. For example, bright colors usually mean a chameleon is excited. They are often green when they are at rest. How do humans show their moods to each other?</p> <p><u>Part 2</u> “For our next activity, I will need everyone to be super in control of their bodies so we can safely use our materials. Everyone will get a small mirror that you will hold with both hands. In the mirror, we will move our faces in different ways to show emotion. So you can make happy faces like this (make face) or sad faces (make face) or even an angry face (make face). I want you to which parts of your face move with each new feeling.”</p> <p><u>Part 3</u> “We are going to play a game altogether. If you know how to play charades, put your hand on your head. (If someone knows how to play, have them explain it to the class) Great job explaining the rules to the class! Someone will come up to the front of the class, pick one card with an emotion on</p>

	<p>it, and then act out that emotion without using any noises or words. If it were my turn, I would pick a card and then act it out like this (model). If you understand give me a silent thumbs up.</p> <p><u>Part 4</u></p> <p>“Next, I am going to explain our stations. I need everyone to put on their listening ears so we all know what to do at each station. We have 3 stations for us to explore more about feelings. Our first station is our card station. There we will set out our cards upside down in rows. When it is your turn, you will turn over 2 cards and if they have the same thing on them, you get to keep that set. If they don’t match, you will flip them back over. Everyone will take turns. Once all the cards are matched up, you will take all the cards again and then sort them into positive, or good, emotions and negative, or icky, feelings.</p> <p>Our second station is our dramatic play station. Here there are dolls and action figures and other things you can use to play. I want you to focus on creating characters for each person playing and the emotions you use.</p> <p>Our third station is a craft station. There are paper plates that you’ll decorate to make into masks to show different emotions. Once you finish your mask, you can act out a skit with the others who are done with each of your masks.</p>
<p>3.) Students Refine Learning</p>	
<p>3.1 Practice</p>	<p><u>Part 1</u></p> <p>Students will answer and discuss “How do humans show their moods to each other?”</p> <p>Expected answers: blushing, smiling, laughing, pouting, clenched fists, laying down, etc.</p> <p>“Do we have control over these things?”</p> <p>Expected answers: for some, only smiling, etc.</p> <p><u>Part 2</u></p> <p>Students will spend 2 minutes watching their faces in the mirrors. We will come back together and discuss what we noticed.</p> <p>“What parts of our faces moved with our feelings? Could you control your face?”</p> <p><u>Part 3</u></p> <p>Give each student the opportunity to pick a card and act it out. Call on students who are being full body listeners. In between each turn, ask students how they know what feeling the student is showing.</p> <p><u>Part 4</u></p>

	Students will be split up in groups and spend one third of the class period in each station. I will stop by to check in and help when needed.
3.2 Feedback	<p><u>Part 1</u> Acknowledge and expand on each answer from students.</p> <p><u>Part 2</u> Watch and ask students what they are noticing. Help students come up with new feelings.</p> <p><u>Part 3</u> Help students come up with ideas for body language. Have students give feedback of how they could tell what each emotion was.</p> <p><u>Part 4</u> Check in with each station and see how students are doing at each one. Give critiques on mask features, storylines created, and sorting cards.</p>
4.) Closure	
4.1 Summary	“What did we do today? What were some things that we noticed about feelings?”
4.2 Transfer	<ul style="list-style-type: none"> • How can we use what we learned about emotions everyday? We can help friends when they feel sad, we can use our emotions and bodies to communicate, etc • How can we control our bodies and emotions when we have big feelings?
4.3 Near Transfer	<ul style="list-style-type: none"> • How does emotion effect characters that we create? • How can we use our own feelings in our theatre?

Commented [sm3]: Missing the questions to check for learning

Modifications for Special Needs: Pictures and words on cards for charades and matching, mirror stands for students with grip issues,

Supplemental Materials: Emotion Cards

Sources: <http://www.centervention.com/wp-content/uploads/2016/10/6003-Identifying-Emotions-Activity-Chameleon-Moods.pdf>

Lesson 2: Body Language and the Environment

Number of participants: 20

Classroom: Open Carpet with colored squares

Materials: N/A

Age: 4-6

Time: 45 minutes

1) Learning Set	
1.1 Gain Attention	<p>Hello, hello class! Wait for “hello, hello” back Sing our Welcome Song to begin class <i>It’s time to start our day, It’s time to start our day. It’s time to give a great big cheer And then be on our way! Hooray!</i></p> <p>Human Machine- “Alright friends, we are all going to move when I say go. First, I need you to be a full body listener for directions. We are going to stand in a circle. One person will go in the middle and begin doing a repetitive movement and sound. Then the next person will add on with their own movement and sound. And then the next person and the next person. Our goal is to make a machine as a whole class.”</p>
1.2 Review/State Prerequisite	<p>“If you remember what we learned about in our last lesson, silently make a silly face.” Have someone with a silly face describe what they remember Fill in and make sure to mention body movement, animal characters, everything moves differently.</p> <p>“We talked about the way animals move and how we can move like different animals. Did all the animals move the same way? Did you all move the same way even if you were the same animal as someone else? Can we use animals as characters?”</p>

1.3 Objective	<p>Objectives for Unit: Students will be able to create environment and characters using their body movements. They will be able to evaluate others' and their own emotions based on body language. Students will be able to design dramatic play situations in which they pantomime and use body to tell a story through a role drama.</p> <p>Teaching Objectives:</p> <ul style="list-style-type: none"> • To facilitate play and experiments in interacting with the environment • To model good body control • To encourage creative expression <p>Student Objectives:</p> <ul style="list-style-type: none"> • Students will be able to identify the given circumstances • Students will be able to analyze how their body moves in different environments • Students will be able to create characters affected by the environment <p>Essential Questions:</p> <ul style="list-style-type: none"> • What is movement? • How does our environment change our movement? • What are given circumstances and what do those do to our characters? <p>Colorado Academic Standards for Theatre: Create: 1b Perform: 1c, 2b Critically Respond: 1c</p>
1.6 Advance Organizer	<p>Opening Song Human Machine Objectives and Standards Walking Through Jello Dramatic Play Seasons and Weather</p>
2.) Present Information	
2.1 Describe	<p><u>Part 1:</u> “When I say go, we are all going to start walking around the room, slowly and in control. When I clap my hands we are going to stop immediately and listen for how we are going to change our movements.</p>

	<p>Then after I give you our new way of moving through our room, I'll say go. Then you can begin moving through our environment that way.”</p> <p><u>Part 2:</u> “Now that we have practiced walking in different environments, let’s see what else the given circumstances can do to our bodies. Given Circumstances are the facts that describe your surroundings and how you are connected to the people in the scene in a script. A lot of given circumstances deal with our environment. These can include weather, time, location, and what your location looks like. What are some given circumstances of our classroom? (Discuss) Those were all great ways to describe our given circumstances. We are now going to pretend that our given circumstances are different! I want you to notice how your body moves differently in each of our scenes. When I say go, we are going to start with our first scene. I will clap my hands when it is time for eyes on me and bubbles in our mouths so we can switch given circumstances.”</p>
2.2 Demonstrate	<p><u>Part 1:</u> I will model what walking in control looks like to begin with. Then I will model each change to the environment (walking in the rain, through a swimming pool, through spy lasers, room filled with Jello).</p> <p><u>Part 2:</u> I will participate in the dramatic play and start reacting to the different environments.</p>
3.) Students Refine Learning	
3.1 Practice	<p><u>Part 1:</u> Students will begin walking around the room normally and in control. They will then adjust their movements based on the changes on the environment I call out (walking in the rain, through a swimming pool, through spy lasers, room filled with Jello).</p> <p><u>Part 2:</u> ““We are going to start with playing in the snow. Imagine it is really cold outside and has just finished snowing and there is a whole foot of snow on the ground. The sun is shining in the sky. You have your snow suit on and are ready to play in your front yard with your friends. Go.”</p> <p>“Now we are going to go to the park. We need to remember to make safe decisions and be in control of our bodies. It is springtime and it is beginning to get warm outside. We have all just walked to the park together to play on the playground. It is our regular recess time. Go.”</p> <p>“It is now summer time. We are out of school on break. It is the middle of a really hot day. We have taken a trip to the beach with our families. There are lots of people here today laying out on towels and there are seagulls everywhere. The water is really cold. Go.”</p>

	“It’s time for fall. We are back in school and today is rainy and chilly. We are outside picking apples in an orchard (define orchard). There are tall trees everywhere. It is late afternoon and you need to finish picking your apples before it gets dark outside. Your bucket is getting really heavy. Go.”
3.2 Feedback	<p><u>Part 1:</u> I will walk around with the students as a model of the movement. I will also side coach while participating in the walks.</p> <p><u>Part 2:</u> I will walk around with the students as a model of the movement. I will also side coach while participating in the scenes. “How does it feel on your skin in your environment? How do you walk on this type of ground? What are things you can interact with? What about people?”</p>
4.) Closure	
4.1 Summary	<p>Today we learned so much about moving! What are some of the things we did? I will know you have an answer when I see you put one finger in the air.</p> <p style="padding-left: 40px;">Mention Human Machine, walking through jello, and playing in the seasons</p> <p>What are some things we learned about movement?</p> <p style="padding-left: 40px;">It is different for each environment, it is based on given circumstances, it helps us know where we are in a scene</p> <p>How can we think about our movements and environments and characters that we play?</p> <p style="padding-left: 40px;">Each character reacts differently to their environment, we can interact with things in our environment, characters are always in environments</p>
4.2 Transfer	How can we take what we learned about body language and our environment and use that in our own life?
4.3 Near Transfer	<p>How can we use this to play different characters?</p> <p>How else can we use this when doing theatre?</p>

Modifications for Special Needs: There is a lot of walking and potentially strenuous movement in the lesson. The quality of movement, not the specific action is needed so using whatever mobility they have to reenact the different qualities of movement will have the same effect. For the dramatic play, they can use whatever movement is applicable to them in those circumstances.

Supplemental Materials: None

Sources: Suzanne Martin- HS Theatre Director

Lesson 4: Pantomime

Number of participants: 20-30

Classroom: Open Carpet, 4 stations in corners of room with tables and chairs

Materials: Charades activity cards, restaurant toys, house toys, hospital toys, store toys

Age: 4-6

Time: 50 minutes

1) Learning Set	
1.1 Gain Attention	<p>Hello, hello class! Wait for “hello, hello” back Sing our Welcome Song to begin class <i>It’s time to start our day, It’s time to start our day. It’s time to give a great big cheer And then be on our way! Hooray!</i></p> <p>Ball of Energy- Students stand in a circle with a little space between them. One person will start by creating an imaginary ball filled with their energy. They will pass it to another person through eye contact, a sound, and showing the physicality of passing it. Then that person will catch the imaginary ball, decide how their energy will change the ball, and then pass it to another person. It should pass around the circle at least twice.</p>
1.2 Review/State Prerequisite	<p>If you remember what we did for our last lesson, give me a silent silly face. Have whoever remembers tell what they remember. Make sure to mention: animal characters, showing environment, expressing emotion, everyone moves differently, etc</p>
1.3 Objective	<p>Objectives for Unit: Students will be able to create environment and characters using their body movements. They will be able to evaluate others’ and their own emotions based on body language. Students will be able to design dramatic play situations in which they pantomime and use body to tell a story through a role drama.</p> <p>Teaching Objectives:</p> <ul style="list-style-type: none"> To provide opportunity for creative play

	<ul style="list-style-type: none"> • .To encourage imagination • To facilitate exploration <p>Student Objectives:</p> <ul style="list-style-type: none"> • Students will be able to define pantomime • Students will be able to use pantomime in play • Students will be able to create storylines and characters through pantomime <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does our body move when we perform activities? • What does specificity in movement look like? • What it pantomime and what can we use it for? <p>Colorado Academic Standards for Theatre: Create: 1a,b Perform: 1a,b,c 2a,b Critically Respond: 1a,c,d</p>
1.7 Advance Organizer	Opening Song Ball of Energy Objectives and Standards Define Pantomime Charades Stations Restaurant Hospital Store House
2.) Present Information	
2.1 Describe	<u>Part 1:</u> During our first game, Ball of Energy, did we have a real ball? No! That’s right. We were pretending and acting out throwing and catching all the different balls of energy we had. Does anyone know what we call acting out an activity with no props to use? (ask if we remember what

	<p>props are). We call that pantomime! So when we pretend to do an activity but don't have props that is pantomiming! Let's practice together.</p> <p><u>Part 2:</u> Now we are going to play a game called charades. We played this game with our last lesson. Before, we acted out different emotion, this time we are going to pantomime activities. I need someone who is being a full body listener to help us remember how to play. (Pick someone sitting quietly to explain that you act out what is on the card without sound.)</p> <p><u>Part 3:</u> Alright, I will know that you are ready to learn our stations when you are sitting quietly on your spot with your eyes on me. (Wait until they do) Our first station is in the front left corner of the room. At this station, we are doing dramatic play set in a restaurant. There are plates, a table and chairs, menus, and food. Our second station is in the back left corner of the room. That is our store dramatic play station. There are boxes, bags, baskets, food, and a register. Our third station is our dramatic play for a house that is in the back right corner. There are some chairs, a small kitchen set, books, and some dolls. Our last station is in the front right corner of the room and is our hospital dramatic play station. There are some unit blocks, a doctor's bag, and doctor's instruments.</p>
2.2 Demonstrate	<p><u>Part 1:</u> Show them how to pantomime brushing hair, teeth, using magnifying glass, etc</p> <p><u>Part 2:</u> I will pick one card and act it out without sound.</p> <p><u>Part 3:</u> Give ideas of who they could be or what story they can make. "One of you can be a friend visiting with another friend. Someone could be a doctor and a patient. Maybe you really need to find a specific food to make for a party. Maybe you are at a birthday party."</p>
3.) Students Refine Learning	
3.1 Practice	<p><u>Part 1:</u> We will practice pantomiming brushing our hair, teeth, looking for bugs, etc</p> <p><u>Part 2:</u> Students will take turns picking charade cards and acting them out. Each student will get to go once.</p>
3.2 Feedback	<p><u>Part 1:</u> Give them tips to be specific for each pantomime.</p>

	<p><u>Part 2:</u> Lead the class in “What are some things this person did well?” and “What can they do to be more specific?”</p> <p><u>Part 3:</u> Check in at each station and ask them how they are pantomiming. Have them explain each character in the story and their activities. Ask how they can get even more specific.</p>
4.) Closure	
4.1 Summary	<p>What did we do today, friends? If you remember something we did, give me a peace sign. Have them talk about ball of energy, pantomime, charades, and stations.</p> <p>What did we learn from our fun activities? Pantomime is acting out, we need to be specific with movements, help us create stories, etc</p>
4.2 Transfer	<p>When else do we use pantomime? When do we need to be specific? When else do we create stories?</p>
4.3 Near Transfer	<p>How can we use pantomime in our theatre class? How can we tell stories with pantomime?</p>

Modifications for Special Needs: For physical accommodations, activities in charades can be modified for child’s ability. The cards have pictures on them for reading accommodations and CLD students.

Supplemental Materials: Charade cards, dramatic play props

Sources:

N/A

Lesson 5: Oh The Places You'll Go Role Drama**Number of participants:** 20-30**Classroom:** Open carpet,**Materials:** Book, obstacle course materials, string maze, passports, brain hats**Age:** 4-6**Time:** 225 minutes (5 class periods)

1) Learning Set	
1.1 Gain Attention	<p>Hello, hello class! Wait for "hello, hello" back Sing our Welcome Song to begin class <i>It's time to start our day, It's time to start our day. It's time to give a great big cheer And then be on our way! Hooray!</i></p> <p>Passport Decorations: I will pass out the little passport books that I have premade. They will need to write their names and color the front cover. They will pass them back after about 10 minutes.</p>
1.2 Review/State Prerequisite	<p>If you remember what we have been learning about, give me a silent thumb's up. Make sure to mention movement, animals, environment, character building, pantomime, storytelling, specificity, etc</p>
1.3 Objective	<p>Objectives for Unit: Students will be able to create environment and characters using their body movements. They will be able to evaluate others' and their own emotions based on body language. Students will be able to design dramatic play situations in which they pantomime and use body to tell a story through a role drama.</p> <p>Teaching Objectives:</p> <ul style="list-style-type: none"> • To facilitate a role drama • To perform in character for the role drama • To encourage imaginative play <p>Student Objectives:</p>

	<ul style="list-style-type: none"> • Students will be able to identify different settings • Students will be able to create a story through role drama • Students will be able to compare and contrast the story and real life <p>Essential Questions:</p> <ul style="list-style-type: none"> • What makes a good story? • How can we create characters through movement? • How can we tell stories with movement? <p>Colorado Academic Standards for Theatre: Create: 1a,b Perform: 1a,b,c, 2a,b Critically Respond: 1a,c,d</p>
1.8 Advance Organizer	Opening Song Passport Decorating Standards and Objectives Read Book Create Costumes and Props Our Adventure Closure
2.) Present Information	
2.1 Describe	<p><u>Part 1:</u> Read Oh the Places You'll Go as a class.</p> <p><u>Part 2:</u> There are lots of ways that humans travel. We travel by land, water, and air. (Show them the 3 part T-chart that is labeled with Land, Air, and Water)</p> <p><u>Part 3:</u> Now we are going to write on the first page of our passports. We are going to write about how we want to travel and where we want to go! Once we have written these two things, we are going to talk to our partner about what we wrote.</p> <p><u>Part 4:</u> Our friend in the book travelled by hot air balloon. We are going to each get our own hot air balloon that needs to be decorated. We also need to decorate the brains we have in our heads. So I am going to pass out a paper hot air balloon and a brain hat to everyone. I want you to use your best coloring skills to decorate both the hot air balloon and the brain hat. You need to make sure your</p>

name is on both! When you are done coloring, I need you to raise your hand so I can help you tape your hat together.

Part 5:

Now it is time to go on adventures! We are going to visit 3 places. Before we go, we need to go over our travelling rules. 1) we need to follow directions 2) we need to move our bodies 3) we need to be kind to our fellow travelers 4) we need to stay in control. Let's repeat those together (repeat). We are going to start our journey by flying in our hot air balloons! Everyone fly around the room in your hot air balloons! Try to look out and see what is below you. Are there hills? Is there a desert? Where do the people live? Where is the water? And what's that? It's a huge breeze! And we are headed right for a big tree! How are you feeling right now? Oh no! Our balloons popped in the tree! And now we are falling!!! How do your bodies fall to the ground? We look around and we are in the Slump! Quick, pull out your passport and draw a picture of what is around you. What does the slump look like? (wait for them to draw) Now we need to find a way out of the Slump place. It looks like we have to travel through this tricky trail to get out of here! First, we need to play hopscotch, then need to crawl through the tunnel, then we are going to step on the stones, and last we are going climb over the unit blocks. We all need to do this 3 times to get out. (we go through turns) Great job everyone, we got out of the slump.

Part 6:

Now we are out of the Slump, and in the Waiting Place. It looks so different than the Slump. There's a huge body of water right over there and some plants and it's much warmer here than in the Slump. Let's take a minute to draw what see here in the Waiting Place in our passports (allow time to draw). We flew through the air in our hot air balloons and travelled over land. Now we need to take a ferry (or a boat) to continue our adventures and to get back home! It looks like we have a long wait for the ferry. So I need everyone to line up shoulder to shoulder across that side of the room. I am going to stand on this side of the room. When I am looking at you, you have to stand absolutely still. When I turn around, you can cross the room moving like you are in boat, but you have to freeze as soon as I turn back around. (Play red light green light until everyone is across).

Part 7:

We made it all the way across the water on our ferry! We made it out of the Waiting Place! It looks like we landed in the Bright Place. It is super-hot here. How are you feeling in the Bright Place? What does it look like? Let's take out our passports and draw what we see here (wait for them to draw). This is the last place we need to move through to get back home. If we look over there, we can see a whole tangle of ups and downs we need to move through. We need to climb and crawl

	<p>through all of the ups and downs. We have to move carefully and slowly so we don't disturb the ups and downs. (wait for kiddos to all go through the string maze).</p> <p><u>Part 8:</u> I am so proud of everyone for making it all the way back home! We are all going to use the last page in our passports to write about the different ways we moved on our adventure! (wait for them to write)</p>
2.2 Demonstrate	<p><u>Part 1:</u> Pause during reading to ask the class to make predictions and to discuss literary aspects.</p> <p><u>Part 2:</u> When I visit my parents, I sometimes take an airplane, which flies through the air. Sometimes, they drive a car to see me on land. (Write these under the appropriate categories on the t-chart)</p> <p><u>Part 3:</u> I am going to use my best handwriting and write down that I want to travel by submarine to the Great Wide Somewhere. I would then use my partner voice, which is a level 2 voice, to tell that to my partner. And then I will be a great full body listener while they tell me theirs.</p> <p><u>Part 4:</u> Show them an example that I have colored and put together.</p> <p><u>Part 5:</u> I will begin to move with class and then model the obstacle course.</p> <p><u>Part 6:</u> I will be the facilitator for red light, green light and model how to move like boats.</p> <p><u>Part 7:</u> I will move through the maze with the students.</p>
3.) Students Refine Learning	
3.1 Practice	<p><u>Part 1:</u> Students will make predictions throughout the story, identify characters, describe setting, etc. Students will retell the story after reading.</p> <p><u>Part 2:</u> What are ways we can travel by land? (write suggestions under land category) What about Air? (Write ideas under air) What about Water? (Write ideas under water) How do you travel every day?</p> <p><u>Part 3:</u></p>

	<p>Students will write in their passports and then share with a partner.</p> <p><u>Part 4:</u> Students will color and make their hot air balloons and brain hats.</p> <p><u>Part 5:</u> Students will participate in role drama and obstacle course.</p> <p><u>Part 6:</u> Students will participate in role drama and play red light, green light.</p> <p><u>Part 7:</u> Students will participate in role drama and go through the string maze.</p>
3.2 Feedback	<p><u>Part 1:</u> What do we think will happen next? Where are the characters right now? Who are the characters? Do we think this is a good thing to happen? How is this like your life? What happened in the story?</p> <p><u>Part 2:</u> Student answers will be evaluated by whole class to see if it matches the category. If not, we will determine what category it falls under.</p> <p><u>Part 3:</u> Help students sound out words, practice letter shapes, use proper writing rules, etc</p> <p><u>Part 4:</u> Check in to make sure students have names written, fully colored, and help them tape their hats.</p> <p><u>Parts 5-7:</u> Side coaching specific movements for each activity. Make sure the movements are safe.</p>
4.) Closure	
4.1 Summary	Where did we go today? What kinds of movements did we practice? How were we in control of our bodies? What story did we tell?
4.2 Transfer	How was our adventure like real life? Do we have places like the Slump, Waiting Place, and Bright Place? How do we move like that in real life?
4.3 Near Transfer	How can we use our movements in theatre? What about storytelling?

Modifications for Special Needs: For physical accommodations, we can use accessible obstacle courses. For reading/writing accommodations, we can use pencil grips and/or pictures instead of words. This can be used for CLD learners.

Supplemental Materials: Oh the Places You'll Go

Work Sample V
Pre-Assessment, Post-Assessment, and Performance Rubric

Name: _____
Kinder Theatre
Spring 2018

Date: _____

Pre-Assessment (Can Be Given Orally)
2 Pts Each

- 1) Name one way you can move your body:
- 2) Why do our bodies move?
- 3) How do characters move?
- 4) What is pantomime?
- 5) How can you tell a story with your body?

Name: _____
Kinder Theatre
Spring 2018

Date: _____

Pre-Assessment Key

- 1) Name one way you can move your body:
Fast, slow, twist, jumping, walking, stretching, etc
- 2) Why do our bodies move?
To let others know how we feel, to tell a story, react to surroundings, etc
- 3) How do characters move?
Each character moves differently because each person moves differently.
- 4) What is pantomime?
Acting out an activity without props
- 5) How can you tell a story with your body?
Act out, show emotions, pretend to be a character, etc

Name: _____

Date: _____

Kinder Theatre
Spring 2018

Post-Assessment(Can Be Given Orally)
2 Pts Each

- 1) Name one way you can move your body:
- 2) Why do our bodies move?
- 3) How do characters move?
- 4) What is pantomime?
- 5) How can you tell a story with your body?

Name: _____

Date: _____

Kinder Theatre
Spring 2018

Post-Assessment Key

- 1) Name one way you can move your body:
Fast, slow, twist, jumping, walking, stretching, etc
- 2) Why do our bodies move?
To let others know how we feel, to tell a story, react to surroundings, etc
- 3) How do characters move?
Each character moves differently because each person moves differently.
- 4) What is pantomime?
Acting out an activity without props
- 5) How can you tell a story with your body?
Act out, show emotions, pretend to be a character, etc

Work Sample VI
Analysis of Pre-Assessment and Post-Assessment

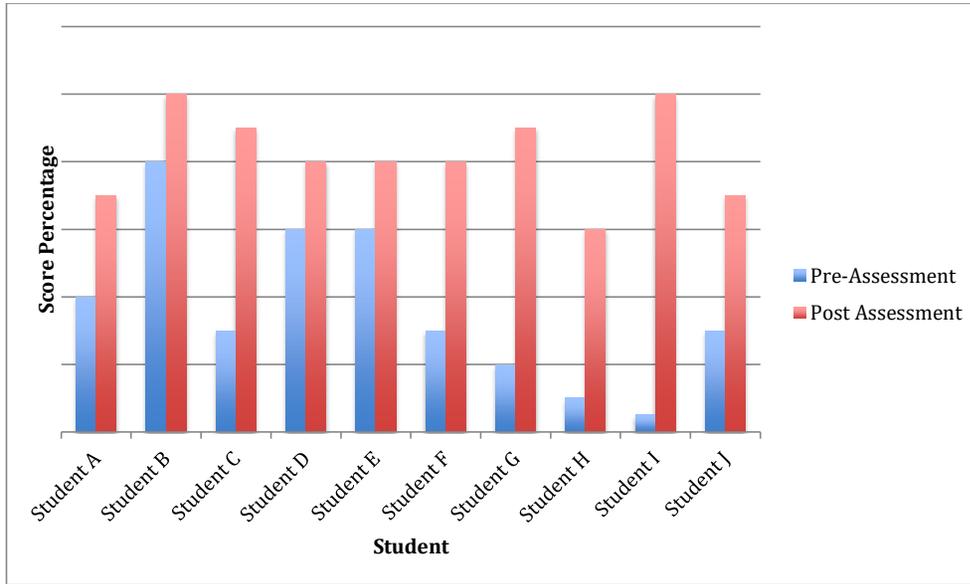
Pre-Assessment Scores

Student	Score (_/10)	Percentage
Student A	4	40
Student B	8	80
Student C	3	30
Student D	6	60
Student E	6	60
Student F	3	30
Student G	2	20
Student H	1	10
Student I	5	50
Student J	3	30

Post-Assessment Scores

Student	Score (_/10)	Percentage
Student A	7	70
Student B	10	100
Student C	9	90
Student D	8	80
Student E	8	80
Student F	8	80
Student G	9	90
Student H	6	60
Student I	10	100
Student J	9	90

Graph Representation of Pre-Assessment and Post-Assessment Scores



Analysis of Pre-Assessment

The pre-assessment is a written assessment with questions about the essential questions for the movement and body language unit based on the Colorado Department of Education's theatre standards for kindergarten. It consists of 5 open-ended questions that are worth 2 points each. The first three questions all deal with specific movement. The next question is about vocabulary that will be learned in the unit. The last question is a transfer question of how we can apply the knowledge of movement to our overall goal of storytelling.

This assessment is given before we start the unit on the day before. It can be done in a written format if students' reading and writing skills match the level of assessment or it can be given orally and answers recorded. If written, it will probably take about 20 minutes for students to finish. Done orally, each student should take about around 7 minutes. This will introduce students to the main ideas and vocabulary of the body language unit.

The scores showed a huge range of prior knowledge since we have scores starting at 10% up to 80%. This shows me that I will need to differentiate my lessons quite a bit so each student has appropriate growth. With this, I can have students with more prior knowledge become leaders in this unit to help solidify their knowledge and work on their leadership skills. Vocabulary needs to be a focus because the students have a foundational knowledge of the concepts and just don't know the vocabulary to express it in an academic way.

Analysis of Post-Assessment

The post assessment was a copy of the pre-assessment with a higher focus on vocabulary in the expected answers. It has five short answer questions that still focus on the main essential questions that we cover in the unit based on the Colorado Department of Education theatre standards for kindergarten. The first three questions all deal with specific movement. The next question is about vocabulary that will be learned in the unit. The last question is a transfer question of how we can apply the knowledge of movement to our overall goal of storytelling.

The post test is given after the end of the role drama, the next day. It can still be given in a written format for students that have those reading and writing skills. If those skills are not acquired yet, it can be administered orally and the answers recorded. If written, it will probably take about 20 minutes for students to finish. Done orally, each student should take about around 7 minutes. These questions should measure how well they have comprehended and how well they can apply the main concepts of the body language unit.

The scores show a lot of growth in student knowledge and application ability, especially in the vocabulary aspect. Most students earned an 80% or higher. This shows a mastery in the unit for those students. The students that earned less than 80% still had a huge growth in their scores and knowledge. Many of the points lost came from questions 2 and 3 since they required extended answers and not just one. So many received half points on those questions. To improve scores for this unit, we can focus more on extending our answers rather than just the vocabulary.

Understanding by Design

Stage 1: Identify Desired Results

Established Goals

1. Create
 1. Demonstrate characters through dramatic play
2. Perform
 1. Express a feeling or emotion through dramatic play or creative drama
 2. Dramatize ideas and events through dramatic play
3. Critically Respond
 1. Identify elements of theatre in everyday life

Individual Lesson Objectives

Lesson 1: Animal Body Language

- Students will be able to identify animals based on body movements.
- Students will be able to compare how humans and animals move.
- Students will be able to create their own animal character through movement.

Lesson 2: Body Language and Environment

- Students will be able to identify the given circumstances
- Students will be able to analyze how their body moves in different environments
- Students will be able to create characters affected by the environment

Lesson 3: Body Language and Emotions

- Students will be able to identify emotions in others and themselves.
- Students will be able to compare how different emotions make their bodies feel.
- Students will be able to apply social emotional learning skills in dramatic play and art.

Lesson 4: Pantomime

- Students will be able to define pantomime
- Students will be able to use pantomime in play
- Students will be able to create storylines and characters through pantomime

Lesson 5: Oh the Places You'll Go Role Drama

- Students will be able to identify different settings
- Students will be able to create a story through role drama
- Students will be able to compare and contrast the story and real life

<p>Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • What are the big ideas? <p>Body language and movement are necessary aspects of theatre. They can be used to build characters and tell stories. Movement is different for everyone.</p> <ul style="list-style-type: none"> • What specific understandings about them are desired? <p>Body language and movement can be used to express emotions. They react to different environments in different ways. Theatrical movement should be specific. Pantomime is a type of theatrical movement. Stories can be told only through movement.</p> <ul style="list-style-type: none"> • What misunderstandings are predictable? <p>Movements should be large and wild. Acting is about emoting. You can only use movement to tell stories.</p>	<p>Essential Questions</p> <p>How do animals move? How is that different from the way we move? Can animals be characters? How can we mimic animals' movements? How can we mimic any movements? What different feelings do we experience? How do those feelings affect our body? Why is it important to know how we are feeling? How can this help us build characters? What is movement? How does our environment change our movement? What are given circumstances and what do those do to our characters? How does our body move when we perform activities? What does specificity in movement look like? What is pantomime and what can we use it for? What makes a good story? How can we create characters through movement? How can we tell stories with movement?</p>
<p>Students will know...</p> <ul style="list-style-type: none"> • What key knowledge and skills students acquire as a result of this unit? <p>Students will be able to perform extended dramatic role play focused on movement. With this, they will gain more control over their fine motor skills and body movement. They will know the basic theatrical movement vocabulary.</p>	<p>Students will be able to...</p> <p>Students will be able to create environment and characters using their body movements. They will be able to evaluate others' and their own emotions based on body language. Students will be able to design dramatic play situations in which they pantomime and use body to tell a story through a role drama.</p>

Stage 2: Determine Evidence for Assessing Learning

<p>Performance Tasks:</p> <ul style="list-style-type: none"> Through what authentic performance tasks will students demonstrate the desired understandings? <p>Lesson 1: Group performance in game and individual movement presentation of animal</p> <p>Lesson 2: Group performance in dramatic play</p> <p>Lesson 3: Individual performance in game, visual art of mask, group performance in dramatic play</p> <p>Lesson 4: Individual performance in game, group performance in dramatic play</p> <p>Lesson 5: Group performance in role drama, visual art in passport, and written analysis in passport</p> <p>Overall Unit: Exploration, practice, and execution of dramatic play and performance based games with emphasis on movement.</p> <ul style="list-style-type: none"> By what criteria will performances of understanding be judged? <p>Pre-assessment and post-assessment to measure growth in students' learning about body language and theatrical movement.</p> <p>Visual observation from participation in games, dramatic play, and role drama.</p> <p>Written analysis of role drama.</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results? <p>Feedback questions/discussion</p> <ul style="list-style-type: none"> How will students reflect upon and self-assess their learning? <p>Lesson 1 What did we learn about how animals move?</p> <p>Lesson 2 What are some things we learned about movement? How can we think about our movements and environments and characters that we play?</p> <p>Lesson 3 How can we use what we learned about emotions everyday? How can we control our bodies and emotions when we have big feelings?</p> <p>Lesson 4 When else do we use pantomime? When do we need to be specific? When else do we create stories?</p> <p>Lesson 5 Where did we go today? What kinds of movements did we practice? How were we in control of our bodies? What story did we tell?</p>
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Stage 3: Build Learning Plan

Learning Activities:

What learning experiences and instruction will enable students to achieve the desired results? How will the design...

- Help students know **Where** the unit is going and **What** is expected?

Daily objectives and standards will be presented. Students will review and discuss prior knowledge. Expectations and instructions for group and individual activities will be clearly articulated. The daily agenda will always be written and followed on the board.

- **Hook** all students and **Hold** their interest?

Lesson 1: We Bought a Zoo

Lesson 2: Human Machine

Lesson 3: Masks Intro

Lesson 4: Ball of Energy

Lesson 5: Decorate Passports

- **Equip** students, help them **Experience** the key ideas and **Explore** the issues?

Lesson 1 : Students will play games to explore animalistic movements, draw pictures to help visually present, and individually perform and receive critiques on their movement.

Lesson 2: Students will explore different environmental factors in dramatic play.

Lesson 3: Students will safely identify and explore body reactions to emotions by engaging in dramatic play, visually express their learning through the creation of masks, and participating in game play.

Lesson 4: Students will define and discuss pantomime through game play and dramatic play.

Lesson 5: Students will apply their knowledge of movement and storytelling to participate in a role drama and visually/written express their learning through their passport.

- Provide opportunities to **Rethink** and **Revise** their understandings and work?

Lesson 1: Students will offer sentence stem critiques of individual animal performances.

Lesson 2: I will provide side coaching during the dramatic play/performance.

Lesson 3: Students will receive guided critiques from peers during game and dramatic play

Lesson 4: Students will offer sentence stem critiques of individual performance during game and side coaching from me during the dramatic play.

Lesson 5: I will offer side coaching during role drama.

- Allow students to **Evaluate** their work and its implications?

After each activity for the day, the students will engage in a group discussion about their experiences and observations. They will discuss what we did in each activity and how that applies to the real world.

- Be **Tailored** (personalized) to the different needs, interests, and abilities of learners?

Each of the lessons includes many activities to keep all students engaged. Most activities are active allowing young children to constantly be moving and stimulated in new ways. All written materials have pictures and visuals to accompany them.

Modifications and accommodations for students can be made for each lesson depending on the student's needs.

- Be **Organized** to maximize initial and sustained engagement as well as effective learning?

The advance organizer and communication of objectives and standards allows students to be aware of their learning process and begin to monitor their own learning. Each station and activity is set up before the class arrives and is in their own section of the room. All students know the rules of using materials and how to clean up after themselves after each activity.