Unit Title: Create and Perform an Environment

Colorado's District Sample Curriculum Project

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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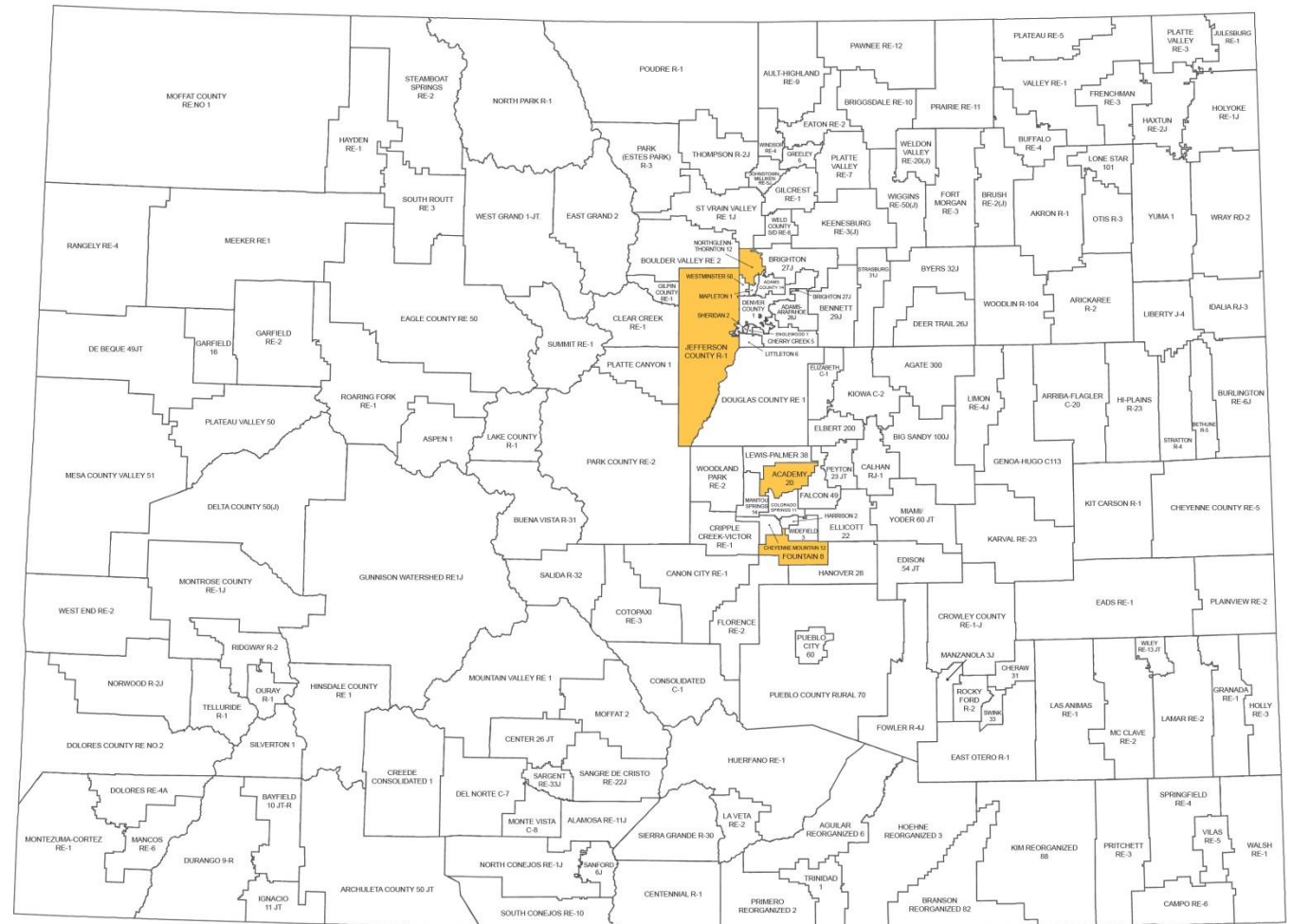Fountain School District
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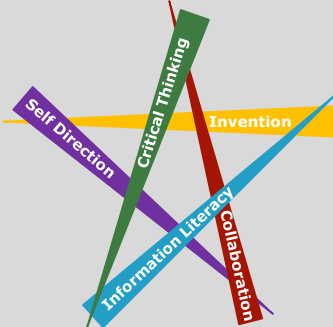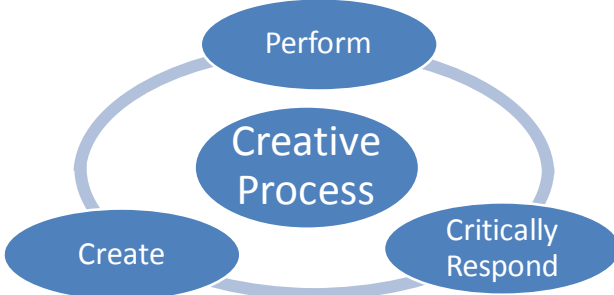Jefferson County School District
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This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

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Content Area	Drama and Theatre Arts		Grade Level	1st Grade
Course Name/Course Code				

Standard	Grade Level Expectations (GLE)	GLE Code
1. Create	1. Create characters and environments through dramatic play	DTA09-GR.1-S.1-GLE.1
2. Perform	1. Retell a short story or scene through dramatic play	DTA09-GR.1-S.2-GLE.1
3. Critically Respond	1. Identify key aspects of theatre	DTA09-GR.1-S.3-GLE.1

Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

The Colorado Academic Standards for Drama and Theatre Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all three drama and theatre arts standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Create and Perform an Environment	4 weeks/20 hours	Instructor Choice

Unit Title	Create and Perform an Environment		Length of Unit	4 weeks/20 hours
Focusing Lens(es)	Relationship Perspective	**Standards and Grade Level Expectations Addressed in this Unit**	DTA09-GR.1-S.1-GLE.1 DTA09-GR.1-S.2-GLE.1 DTA09-GR.1-S.3-GLE.1	
Inquiry Questions (Engaging-Debatable):	- How do animals and human characters interact with their environment? (DTA09-GR.1-S.1-GLE.1) and (DTA09-GR.1-S.2-GLE.1) and (DTA09-GR.1-S.3-GLE.1) - How does the environment impact characters on the stage? - How do plants and/or animal characters show feelings? - How do characters' voices and movements differ?			
Unit Strands	Create, Perform, Critically Respond			
Concepts	Movement, Character, Interaction, Observation, Dependent, Personification, Environment, Movement			

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Animal and human characters, through movements and actions help construct environments. (DTA09-GR.1-S.1-GLE.1) and (DTA09-GR.1-S.2-GLE.1) and (DTA09-GR.1-S.3-GLE.1)	What are the living and non-living things in different environments? What movements are in an environment? How do living things interact? What are the primary habitats of animal characters?	Why do the actions of living things change their environments? Why are movements in an environment at different speeds? How does something that is bad for one animal become good for the environment?
Animal characters are personified through informed actions within their environments (DTA09-GR.1-S.1-GLE.1) and (DTA09-GR.1-S.2-GLE.1) and (DTA09-GR.1-S.3-GLE.1)	What needs do animals have? What can happen when a living things needs are not met? What is the difference between living and non-living? What are the characteristics of a fictional character? What are the characteristics of a non-fictional character?	How do living things affect non-living things and vice-versa? How does having lesser needs help a living thing? What happens when living things have more than the need? How does an actor become an animal?
Animal and human characters demonstrate an understanding of environments through actions. (DTA09-GR.1-S.1-GLE.1) and (DTA09-GR.1-S.2-GLE.1) and (DTA09-GR.1-S.3-GLE.1)	What actions do animals and humans have in common? What environments do you find both human and animal characters?	How does environment impact the actions of human and animals? How can an actor use animal movement to enhance a performance within an environment?

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• The difference between a theatrical setting and a real-life setting after viewing a performance (DTA09-GR.1-S.3-GLE.1) • Different ways animal characters move in specific environments that show relationships and dependency. (DTA09-GR.1-S.1-GLE.1) • Examples of scene setting (DTA09-GR.1-S.3-GLE.1)	• Create environments, where characters interact through movement with their setting DTA09-GR.1-S.1-GLE.1) and (DTA09-GR.1-S.2-GLE.1) • Describe several different environments where animals relate to their environment (DTA09-GR.1-S.2-GLE.1) and (DTA09-GR.1-S.3-GLE.1) • Identify how audience members understand an animal's relationship to their environment through observation. (DTA09-GR.1-S.3-GLE.1) • Describe how the stage, actions and relationships of the performers and the setting communicated the environment to the audience. (DTA09-GR.1-S.3-GLE.1) • Ask questions, based on discoveries, after viewing each performance. (DTA09-GR.1-S.1-GLE.1) and (DTA09-GR.1-S.2-GLE.1) and (DTA09-GR.1-S.3-GLE.1)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Animal and human characters act differently depending on where they are.*
Academic Vocabulary:	Environment, adaptation, living and non-living, habitat
Technical Vocabulary:	Scene, character, performance, improvisation, stage, create, movement, personify

Unit Description:	This unit explores the ways that human and animal characters reflect and construct their environments. As students work through the unit, they will explore the ways in which actors use movement, body language, and verbal communication within unique contexts to convey particular characters' perspectives and relationships with other characters. The unit asks students to use what they know about animals and their environments to explore further the ways in which actors use context and physical structure (i.e., body types, sizes, etc.) in creating characters. The unit builds to a culminating performance assessment that asks students to create and perform an-animal based folktale, in this case a Tibetan folktale entitled, *The Elephant Pit*, for an audience of their peers.
Considerations:	The authors of this unit intentionally chose *The Elephant Pit* for two key reasons. First, the use of a fable connects authentically with the literacy texts focused on in 1st grade standards for reading, writing, and communicating. Second, while the tale does anthropomorphize characters, the animals in the play do, in fact, behave in ways that are unique to their animal nature. This play does NOT have to be the focus of this unit; teachers are free to choose another! *The Elephant Pit*, however, represents a choice based both on developmental/content appropriateness and the drama/theatre arts generalizations (big understandings) at the heart of this unit. As always, the focus in the unit should be on children's problem solving; they should be encouraged to think their way through choices and not to simply follow or mimic teacher direction(s). The best drama occurs when students feel free to create and explore their own ideas

Unit Generalizations	
Key Generalization:	Animal characters are personified through informed actions within their environments
Supporting Generalizations:	Animal and human characters, through movements and actions help construct environments
	Animal and human characters demonstrate an understanding of environments through actions

Performance Assessment: *The capstone/summative assessment for this unit.*	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Animal characters are personified through informed actions within their environments.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	Your troupe of theatre performers has been asked to present a play for students who are reading and studying fairy tales and fables! You have chosen to present a play based on a Tibetan folk tale entitled, *The Elephant Pit*. This play will allow you to use your vast knowledge of animal characteristics and their environments to create a dramatic retelling using voices, facial expressions, and body movement. Working together, you will create and dramatize the animal and human characters that help to tell this folk tale and convey the moral of the story. You and your fellow performers will be responsible for making sure the environment of the play (sets and backgrounds) and the performances capture the characters and theme!
Product/Evidence: (Expected product from students)	Students will collaborate to translate *The Elephant Pit* into dramatic play that uses animal characters and their emotional context to convey the story's message. If performing this play only once, not all students can portray the animals, so peer analysis should be a central part of this assessment. That is, students should be encouraged to help each other flesh out the ways in which animal characteristics, true to the unique characters, inform the movements, vocal intonations, facial expressions, and body language/movement of the students who are performing the animals. Teachers, however, may consider having the students perform the play on multiple occasions; this would allow all students the opportunity to create and perform an animal character http://www.byramhills.org/files/filesystem/Kindergarten-Jean-Mary%20Beth-Linda-Mardi-Kathy%20IOP%20SUMMARY%202013-FINAL.pdf (Modifiable ideas for peer and self-evaluation rubrics)

Differentiation: (Multiple modes for student expression)	Students will all be responsible for ensuring the successful creation of the animal characters and the performance of the play- regardless of single or multiple performance decision. Students may, however, take on different (even multiple) responsibilities, including: • Actor • Set designer • Writer • Narrator • Graphic artist • Assistant director (with teacher as director)

Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	**Fiction**
How Animals Work by DK Publishing (Lexile level 200) *Uncover a Dog* by Paul Beck (Lexile level 450) *Uncover a Cat* by Paul Beck (Lexile level 450) *Uncover a Horse* by David George Gordon (Lexile level 450) *Uncover a Tiger* by Paul Beck (Lexile level 450) *Watch me Hop* by Rebecca Young (Lexile level 120) *Safari: A phototicular book* by Dan Kainen (Lexile level 120) **For Teacher Use:** *101 Drama Games for Children: Fun and Learning with Acting and Make-Believe (SmartFun Activity Books by* Paul Rooyackers and Cecilia Bowman *101 Drama Games and Activities and 101 MORE Drama Games and Activities by D*avid Farmer *Take a Bow!: Lesson Plans for Pre-School Drama (Young Actors Series) by N*ina Czitrom *Drama Start:Plays and Monologues for Young Children-* Julie Meghan *Elephant Talk*: *The surprising Science of Elephant Communication* by Ann Downer	*How to Be a Cat* by Nikki McClure (Lexile level 120) *From Head to Toe* by Eric Carle (Lexile level 120) *Move* by Robin Page (Lexile level 450) *What do You do When Something Wants to Eat You*? by Steve Jenkins (Lexile level 400) *Biggest, Strongest, Fastest* by Steve Jenkins (Lexile level 840**)** *Waddle* by Rufus Butler Seder **(**Lexile level 120) *Gallop* by Rufus Butler Seder **(**Lexile level 120)

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think/Work like an Actor: Building an animal character connected to the environment	Teacher Resources:	http://plays.about.com/od/actvities/a/minutetales.htm (Ideas for 60 second Fairy Tales) http://www.altdevblogaday.com/2011/12/20/improv-acting-and-game-development-2/#4 (C.R.O. W.-Character, Relationship, Objective/Obstacle, Where-explanation) http://www.byramhills.org/files/filesystem/Kindergarten-Jean-Mary%20Beth-Linda-Mardi-Kathy%20IOP%20SUMMARY%202013-FINAL.pdf (Action research project by Kindergarten teachers with modifiable ideas for peer and self-evaluation rubrics)

			Student Resources:	See teacher resources for peer observation ideas. Students, however, may use graphic organizers to capture visually and in writing their peers' efforts to effectively convey an animal character http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)
	Skills:	Ask questions, based on discoveries, after viewing performances	Assessment:	Students will, throughout the unit, be asked to provide peer observations intended to help their fellow performers develop their characters. They will pay particular attention to the most effective ways to convey animal characters!
2.	Description:	Think/work like an actor: Using various techniques to convey character	Teacher Resources:	*Show Time: Music, Dance, and Drama Activities for Kids*- Lisa Bany-Winters http://www.childdrama.com/picturebook.html (Ideas for using picture books for drama) http://sites.uci.edu/class/kindergarten/theater-kindergarten/kindergarten-theater-lesson-5/ (Warm up lesson for building focus and increasing vocabulary while learning to speak audibly and clearly)
			Student Resources:	http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)
	Skills:	Demonstrate a variety of emotions through facial expressions , variety of emotions through body movements, variety of emotions through vocal inflections	Assessment:	Students will keep a "character" journal wherein they will document the multiple opportunities they will have to create facial expressions, body language, and sounds related to specific animals and animal characters (Note: This journal could also be a "video" journal using something like Voicethread as the means for students to upload entries: https://voicethread.com/)

Prior Knowledge and Experiences

These dramatic activities build upon a presumed (student) working knowledge of moving in a given space safely and respectfully. Practicing and role playing the dos and don'ts of space use is recommended.
Personal space resources:
http://room8-adventuresinkindergarten.blogspot.com/2013/02/personal-space.html (Adventures in Kindergarten blogspot)
http://misssciamanna.blogspot.com/2013/10/personal-space.html (Teacher's personal blogspot)

Learning Experience # 1

The teacher may utilize various improvisational games and/or texts (e.g., "Barnyard" and picture books) to activate student background knowledge so that students can begin exploring the dramatic expression of animals with a given environment.

Generalization Connection(s):	Animal and human characters, through movements and actions help construct environments.
Teacher Resources:	http://improvencyclopedia.org/games//Barnyard.html (Barnyard improvisational game)

Student Resources:	*From Head to Toe* by Eric Carle (Lexile level 120+) *Move* by Robin Page (Lexile level 450) *What do You do When Something Wants to Eat You*? by Steve Jenkins (Lexile level400) *Biggest, Strongest, Fastest* by Steve Jenkins (Lexile level 840**)** *Waddle* by Rufus Butler Seder **(Lexile level 120+)** *Gallop* by Rufus Butler Seder **(Lexile level 120+)**	
Assessment:	Students will convey basic animal movements and /or sounds Students may use wordless picture books listed in teacher resources as bases for practicing/demonstrating these expressions. http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom (Great ideas for observational note-taking for young students' performance work)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students may participate in a guided movement exercise http://dramaresource.com/games/mime-and-movement (Good ideas for working with students and guided movement)	N/A
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
		Students may use a costume center, puppets or picture boxes to augment their work
Critical Content:	• Different ways animal characters move in specific environments that show relationships and dependency • Examples of scene setting • The difference between a theatrical setting and imaginary characters	
Key Skills:	• Create environments, where characters interact through movement with their setting • Describe several different environments where animals relate to their environment	
Critical Language:	Mood, setting, character, communicate, feelings, observations, costume, scene	

Learning Experience # 2	
The teacher may utilize video and/or picture book examples of animal facial expressions so that students can begin to consider and explore how animals express emotions.	
Generalization Connection(s):	Animal and human characters, through movements and actions help construct environments
Teacher Resources:	http://www.youtube.com/watch?v=m7eCSoy0LWA (Gorilla facial expressions)

Student Resources:	*How Animals Work* by DK Publishing (Lexile level 200+)
	Uncover a Dog by Paul Beck (Lexile level 450 +)
	Uncover a Cat by Paul Beck (Lexile level 450 +)
	Uncover a Horse by David George Gordon (Lexile level 450 +)
	Uncover a Tiger by Paul Beck (Lexile level 450 +)

Assessment:	Students will begin their character journal (see Ongoing Learning Experience #2) by documenting (drawing) one animal facial expression and writing about the expression they have depicted (i.e., short-even one word-entries about the expression they have documented and the emotion it conveys)

Differentiation:	**Access** (Resources and/or Process)		**Expression** (Products and/or Performance)
(Multiple means for students to access content and multiple modes for student to express understanding.)	Students may require additional explanation or repetition of the video (or additional videos) Students may be provided with ideas about expressions (from the text) to capture		Students may dictate the writing necessary for the journal entry (to a peer or the teacher)

Extensions for depth and complexity:	**Access** (Resources and/or Process)		**Expression** (Products and/or Performance)
	N/A		Students may document multiple expressions from the video and/or multiple animal expressions based on the texts

Critical Content:	• Different ways animal characters move in specific environments that show relationships and dependency
	• Examples of scene setting
	• The difference between a theatrical setting and imaginary characters

Key Skills:	• Create environments, where characters interact through movement with their setting
	• Describe several different environments where animals relate to their environment

Critical Language:	Mood, setting, character, communicate, feelings, observations, costume, scene

Learning Experience # 3
The teacher may utilize video and/or picture book examples of animal movement and body language so that students can begin to consider and explore how animals express emotions with their bodies.

Generalization Connection(s):	Animal and human characters, through movements and actions help construct environments.
Teacher Resources:	http://www.youtube.com/watch?v=bvsfB7sf4QU (Cat facial expressions and body language)
Student Resources:	*Move* by Robin Page (Lexile level 450)
	What do You do When Something Wants to Eat You? by Steve Jenkins (400 Lexile level)
	Biggest, Strongest, Fastest by Steve Jenkins (Lexile level 840)
	Waddle by Rufus Butler Seder (Lexile level 120+)
	Gallop by Rufus Butler Seder(Lexile level 120)

Assessment:	Students will continue their character journal (see Ongoing Learning Experience #2) by documenting (drawing) one example of a unique movement for a particular animal and writing about the movement they have depicted (i.e., short-even one word-entries about the movement they have documented and the emotion it conveys)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students may require additional explanation or repetition of the video (or additional videos) Students may be provided with ideas about expressions (from the text) to capture	Students may dictate the writing necessary for the journal entry (to a peer or the teacher)
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students may document multiple movements from the video and/or multiple animal movements based on the texts
Critical Content:	• Different ways characters move in specific environments that show relationships and dependency • Examples of scene setting	
Key Skills:	• Create environments, where characters interact through movement with their setting • Describe several different environments where animals relate to their environment	
Critical Language:	Mood, setting, character, costume, scene, speed, pitch, volume, culture, mood, setting (time and place), character, communicate, feelings, observation, express	

Learning Experience # 4	
The teacher may utilize video and audio clips of vocal variations of animals so that students can begin to consider and explore how animals use sound to express emotions.	
Generalization Connection(s):	Animal and human characters, through movements and actions help construct environments.
Teacher Resources:	http://www.youtube.com/watch?v=vuiwA4Ne_pU (Farm animal sounds) http://soundbible.com/tags-animal.html (Various animal sounds in different contexts)
Student Resources:	http://www.youtube.com/watch?v=vuiwA4Ne_pU (Farm animal sounds) http://soundbible.com/tags-animal.html (Various animal sounds in different contexts)
Assessment:	Students will continue their character journal (see Ongoing Learning Experience #2) by documenting (drawing) one example of a unique sound for a particular animal and writing about the sound they depicted (i.e., short-even one word-entries about the sound they have documented and the emotion it conveys). They could create an onomatopoeia type entry or this could be a great place to have students audio/video tape their journal entry using something like Voicethread as the means for students to upload entries: https://voicethread.com/ (Voicethread – Audio and video presentation).

Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)
(Multiple means for students to access content and multiple modes for student to express understanding.)	Students may require additional explanation or repetition of the video (or additional videos) Students may be provided with ideas about expressions to capture	Students may dictate the writing necessary for the journal entry (to a peer or the teacher)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may document multiple sounds from the video and/or multiple animal sounds based on the texts
Critical Content:	• Different ways characters move in specific environments that show relationships and dependency • Examples of scene setting	
Key Skills:	• Create environments, where characters interact through movement with their setting • Describe several different environments where animals relate to their environment	
Critical Language:	Mood, setting, character, costume, scene, speed, pitch, volume, culture, mood, setting (time and place), character, communicate, feelings, observation, express	

Learning Experience # 5
The teacher may read aloud a picture book (e.g., *How to be a Cat* by Nikki McClure) so that students can explore bringing together verbal and non-verbal forms of expression to create/depict an animal character.

Generalization Connection(s):	Animal characters are personified through informed actions within their environments Animal and human characters demonstrate an understanding of environments through actions
Teacher Resources:	*How to Be a Cat* by Nikki McClure (Lexile level 120+)
Student Resources:	*How to Be a Cat* by Nikki McClure (Lexile level 120+)
Assessment:	Students will continue their character journal (see Ongoing Learning Experience #2) choosing one particular animal to document (draw) a movement, facial expression, and sound that conveys emotional responses to a given context (e.g., hunger, satisfaction, etc) Students will also write about the animal they have selected and the associated expressions they chose (i.e., short-even one word-entries)

Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)
(Multiple means for students to access content and multiple modes for student to express understanding.)	Students may be provided with ideas about expressions to capture	Students may dictate the writing necessary for the journal entry (to a peer or the teacher)

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may document multiple animals and their associated expressions
Critical Content:	• Different ways characters move in specific environments that show relationships and dependency • Examples of scene setting	
Key Skills:	• Create environments, where characters interact through movement with their setting • Describe several different environments where animals relate to their environment	
Critical Language:	Mood, setting, character, costume, scene, speed, pitch, volume, culture, mood, setting (time and place), character, communicate, feelings, observation, express	

Learning Experience # 6	
The teacher may utilize a fairytale inspired improvisational scenario (e.g., The Lion King and/or Sea Lion King Court) so that students can begin exploring the creation of animal expressions, movements, and sounds within a given context.	
Generalization Connection(s):	Animal characters are personified through informed actions within their environments Animal and human characters demonstrate an understanding of environments through actions
Teacher Resources:	http://www.childdrama.com/lplion.html (Lion King and Sea Lion Court role play and improvisational game)
Student Resources:	*From Head to Toe* by Eric Carle (Lexile level 120) *Move* by Robin Page (Lexile level 450) *What do You do When Something Wants to Eat You*? by Steve Jenkins (Lexile level 400) *Biggest, Strongest, Fastest* by Steve Jenkins (Lexile level 840**)** *Waddle* by Rufus Butler Seder (Lexile level 120) *Gallop* by Rufus Butler Seder (Lexile level 120
Assessment:	Students will create and perform a short scene that indicates animal characterization (use of appropriate facial expression, body movement and vocal intonation) and changing characterization based upon a given environment (outside-various seasons/temperatures, inside-various furniture and size of room)

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.kidactivities.net/post/Improv-Games-and-Exercises.aspx (Drama games listed, Cross the Circle" can be used to shift environments and have students show their environmental shifts one at a time versus a group)	Students may draw their own idea of the character and setting before acting out the scene. Students may warm up with a "cross the circle" game to prepare for shifting environments and character reactions

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
		Students may create up to three environments to act within considering possible transitions needed (e.g., inside to outside acting cold)
Critical Content:	• Different ways characters move in specific environments that show relationships and dependency • Examples of scene setting	
Key Skills:	• Create environments, where characters interact through movement with their setting • Describe several different environments where animals relate to their environment • Identify how audience members understand an animal's relationship to their environment through observation • Describe how the stage, actions and relationships of the performers and the setting communicated the environment to the audience • Ask questions, based on discoveries, after viewing each performance	
Critical Language:	Mood, setting, character, costume, scene, speed, pitch, volume, culture, mood, setting (time and place), character, communicate, feelings, observation, express	

Learning Experience # 7	
The teacher may introduce the characters, themes, conflict of an animal-based fable, story, or fairy tale so that students can begin to explore performance of the fable/story/tale.	
Generalization Connection(s):	Animal and human characters, through movements and actions help construct environments
Teacher Resources:	http://hazel.forest.net/whootie/script.html (*The Elephant Pit*- written script) http://www.youtube.com/watch?v=dQeFONpT_Nk (*The Elephant Pit*- read aloud with transcript) http://www.youtube.com/watch?v=O9jr-EbISMI (*The Elephant Pit*- performed by elementary students) http://www.storiestogrowby.com/stories/From%20the%20Elephant%20Pit.mp3 (*The Elephant Pit*- audio telling by elementary students)
Student Resources:	http://hazel.forest.net/whootie/script.html (*The Elephant Pit*- written script) http://www.youtube.com/watch?v=dQeFONpT_Nk (*The Elephant Pit*- read aloud with transcript) http://www.youtube.com/watch?v=O9jr-EbISMI (*The Elephant Pit*- performed by elementary students) http://www.storiestogrowby.com/stories/From%20the%20Elephant%20Pit.mp3 (*The Elephant Pit*- audio telling by elementary students)
Assessment:	Students will continue their character journal (see Ongoing Learning Experience #2) identifying the main and supporting animal and human characters in the chosen story (e.g., *The Elephant Pit*), noting one characteristic that describes each character

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use visuals to help delineate the character attributes in the story
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Thinking map for comparing and contrasting)	Students may compare and contrast different characters (and attributes) in the chosen story
Critical Content:	• Different ways characters move in specific environments that show relationships and dependency • Examples of scene setting	
Key Skills:	• Create environments, where characters interact through movement with their setting • Describe several different environments where animals relate to their environment	
Critical Language:	Mood, setting, character, costume, scene, speed, pitch, volume, culture, mood, setting (time and place), character, communicate, feelings, observation, express	

Learning Experience # 8	
The teacher may highlight the behaviors and actions of characters within a fable/story/tale so that students may begin seeing inclusion of particular animals as central to the themes, messages, and actions of the fable/story/tale.	
Generalization Connection(s):	Animal and human characters, through movements and actions help construct environments.
Teacher Resources:	http://hazel.forest.net/whootie/script.html (*The Elephant Pit*- written script) http://www.youtube.com/watch?v=dQeFONpT_Nk (*The Elephant Pit*- read aloud with transcript) http://www.youtube.com/watch?v=O9jr-EbISMI (*The Elephant Pit*- performed by elementary students) http://www.storiestogrowby.com/stories/From%20the%20Elephant%20Pit.mp3 (*The Elephant- Pit* audio telling by elementary students)
Student Resources:	http://hazel.forest.net/whootie/script.html (*The Elephant Pit*- written script) http://www.youtube.com/watch?v=dQeFONpT_Nk (*The Elephant Pit*- read aloud with transcript) http://www.youtube.com/watch?v=O9jr-EbISMI (*The Elephant Pit*- performed by elementary students) http://www.storiestogrowby.com/stories/From%20the%20Elephant%20Pit.mp3 (*The Elephant Pit*- audio telling by elementary students)
Assessment:	Students will continue their character journal (see Ongoing Learning Experience #2) choosing one animal character and describing the ways in which the unique attributes of that animal contribute to the story.
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students may use images/drawings to document the "animal" characteristics exemplified in the story

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Simple costume parts, puppets	Students may add an additional animal character to the story, defending its inclusion and/or how this character could benefit the story

Critical Content:	• Different ways characters move in specific environments that show relationships and dependency • Examples of scene setting
Key Skills:	• Create environments, where characters interact through movement with their setting • Describe several different environments where animals relate to their environment
Critical Language:	Mood, setting, character, costume, scene, speed, pitch, volume, culture, mood, setting (time and place), character, communicate, feelings, observation, express

Learning Experience # 9

The teacher may highlight the physical context(s) of a fable/story/tale so that students can explore the actions of animal and human characters in a particular environment(s).

Generalization Connection(s):	Animal and human characters, through movements and actions help construct environments
Teacher Resources:	http://hazel.forest.net/whootie/script.html (*The Elephant Pit*- written script) http://www.youtube.com/watch?v=dQeFONpT_Nk (*The Elephant Pit*- read aloud with transcript) http://www.youtube.com/watch?v=O9jr-EbISMI (*The Elephant Pit*- performed by elementary students) http://www.storiestogrowby.com/stories/From%20the%20Elephant%20Pit.mp3 (*The Elephant Pit*- audio telling by elementary students)
Student Resources:	http://hazel.forest.net/whootie/script.html (*The Elephant Pit*- written script) http://www.youtube.com/watch?v=dQeFONpT_Nk (*The Elephant Pit*- read aloud with transcript) http://www.youtube.com/watch?v=O9jr-EbISMI (*The Elephant Pit*- performed by elementary students) http://www.storiestogrowby.com/stories/From%20the%20Elephant%20Pit.mp3 (*The Elephant Pit*- audio telling by elementary students)
Assessment:	Students will perform/convey basic animal movements and /or vocal intonations related to a particular scene in the story (e.g., the initial capture of the animals) http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom (Great ideas for observational note-taking for young students' performance work)

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	• Different ways characters move in specific environments that show relationships and dependency • Examples of scene setting	
Key Skills:	• Create environments, where characters interact through movement with their setting • Describe several different environments where animals relate to their environment • Identify how audience members understand an animal's relationship to their environment through observation. • Describe how the stage, actions and relationships of the performers and the setting communicated the environment to the audience • Ask questions, based on discoveries, after viewing each performance	
Critical Language:	Mood, setting, character, costume, scene, speed, pitch, volume, culture, mood, setting (time and place), character, communicate, feelings, observation, express	

Learning Experience # 10	

The teacher may highlight the conflict(s) within a fable/story/tale so that students can begin to internalize the ways in which the relationships between human and animal characters bring about story-resolution.

Generalization Connection(s):	Animal and human characters, through movements and actions help construct environments
Teacher Resources:	http://hazel.forest.net/whootie/script.html (*The Elephant Pit*- written script) http://www.youtube.com/watch?v=dQeFONpT_Nk (*The Elephant Pit*- read aloud with transcript) http://www.youtube.com/watch?v=O9jr-EbISMI (*The Elephant Pit*- performed by elementary students) http://www.storiestogrowby.com/stories/From%20the%20Elephant%20Pit.mp3 (*The Elephant Pit*- audio telling by elementary students)
Student Resources:	http://hazel.forest.net/whootie/script.html (*The Elephant Pit*- written script) http://www.youtube.com/watch?v=dQeFONpT_Nk (*The Elephant Pit*- read aloud with transcript) http://www.youtube.com/watch?v=O9jr-EbISMI (*The Elephant Pit*- performed by elementary students) http://www.storiestogrowby.com/stories/From%20the%20Elephant%20Pit.mp3 (*The Elephant Pit*- audio telling by elementary students)
Assessment:	Students will perform/convey conflict resolution related to a particular scene in the story (e.g., the initial capture of the animals) http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom (Great ideas for observational note-taking for young students' performance work)

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	• Different ways characters move in specific environments that show relationships and dependency • Examples of scene setting	
Key Skills:	• Create environments, where characters interact through movement with their setting • Describe several different environments where animals relate to their environment • Identify how audience members understand an animal's relationship to their environment through observation • Describe how the stage, actions and relationships of the performers and the setting communicated the environment to the audience • Ask questions, based on discoveries, after viewing each performance	
Critical Language:	Mood, setting, character, costume, scene, speed, pitch, volume, culture, mood, setting (time and place), character, communicate, feelings, observation, express	

Learning Experience # 11
The teacher may use (and revisit) students' understandings of movement, character, and contexts so that students can begin creating a dramatic environment that best conveys the actions and meaning of a fable/story/tale.

Generalization Connection(s):	Animal and human characters, through movements and actions help construct environments
Teacher Resources:	http://hazel.forest.net/whootie/script.html (*The Elephant Pit*- written script) http://www.youtube.com/watch?v=dQeFONpT_Nk (*The Elephant Pit*- read aloud with transcript) http://www.youtube.com/watch?v=O9jr-EbISMI (*The Elephant Pit*- performed by elementary students) http://www.storiestogrowby.com/stories/From%20the%20Elephant%20Pit.mp3 (*The Elephant Pit*- audio telling by elementary students)
Student Resources:	http://hazel.forest.net/whootie/script.html (*The Elephant Pit*- written script) http://www.youtube.com/watch?v=dQeFONpT_Nk (*The Elephant Pit*- read aloud with transcript) http://www.youtube.com/watch?v=O9jr-EbISMI (*The Elephant Pit*- performed by elementary students) http://www.storiestogrowby.com/stories/From%20the%20Elephant%20Pit.mp3 (*The Elephant Pit*- audio telling by elementary students))
Assessment:	Students will discuss the particular environment(s) of the story (e.g., pit, castle, etc.) to come to consensus on the ways in which they can best convey the emotional import of those contexts http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom (Great ideas for observational note-taking for young students' performance work) And/or Students may create digital collages representing a particular environment for the story http://www.bhg.com/crafts/scrapbooking/digital/collages/square-photo-collage-templates/ (Downloadable zip file of photo collage templates)

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.bhg.com/crafts/scrapbooking/digital/collages/square-photo-collage-templates/ (Downloadable zip file of photo collage templates)	Students may work in partners to create digital collages representing a particular environment for the story
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.bhg.com/crafts/scrapbooking/digital/collages/square-photo-collage-templates/ (Downloadable zip file of photo collage templates)	Students may create visual collages representing each of the environments in the story
Critical Content:	• Different ways characters move in specific environments that show relationships and dependency • Examples of scene setting	
Key Skills:	• Create environments, where characters interact through movement with their setting • Describe several different environments where animals relate to their environment • Identify how audience members understand an animal's relationship to their environment through observation • Describe how the stage, actions and relationships of the performers and the setting communicated the environment to the audience • Ask questions, based on discoveries, after viewing each performance	
Critical Language:	Mood, setting, character, costume, scene, speed, pitch, volume, culture, mood, setting (time and place), character, communicate, feelings, observation, express	