

Integrated Lesson Plan

Visual and Performing Arts – Theatre
English Language Arts

This is a standards based lesson that integrates instruction on the English Language Arts and Visual and Performing Arts standards developed for use with the Houghton Mifflin grade 1 ELA materials.

The Kern County Superintendent of Schools Office developed this sample lesson plan as part of a pilot project through a grant from the California County Superintendents Educational Services Association (CCSESA) and with financial support from the Hewlett Foundation.

Please note the following features of the sample lesson.

- Include two standards. One from the arts area and the other from an academic area other than the arts.
- Include instruction that addresses and leads to understandings in both standards. Utilizes Direct Instruction model that includes Teacher Modeling and Guided Practice prior to Independent Practice.
- Include a level of integrated connectedness between the two standards.

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The Sleeping Pig
Integrated Lesson Plan
Visual and Performing Arts – Theatre
English Language Arts

Concept Summary:

This first grade Performing Arts and Reading integration lesson was designed to conclude a weekly plan using the Houghton Mifflin Reading, Theme 6 story, “The Sleeping Pig” by Carmen Tafolla and Jan Epton Seale (TE pp. 44-53 activities). This culminating activity allows the students to perform a play based on the story, “The Sleeping Pig.” In performing the roles of the characters in the story, the students will become familiar with the characters, the plot and the setting. This lesson should take place after completion of the scheduled Houghton Mifflin instruction, practice, and assessment.

Lesson Objectives

Language Arts: Students will identify characteristics of plot, characters, and setting from the story “The Sleeping Pig” by Carmen Tafolla and Jan Epton Seale.

Theater: Students will perform the story “The Sleeping Pig” as a one act play.

Grade/Level: First Grade

Time Frame: One hour – practice may occur over several days

Standards California K-12 Academic Content Standards

Subject: Language Arts

Grade: First Grade

Area: Reading

Standard 3.1: Identify and describe the elements of plot, setting, and character(s) in a story as well as the story’s beginning, middle, and end.

Subject: Visual and Performing Arts

Grade: First Grade

Area: Theatre

Sub-strand 2.2: Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.

Knowledge and Skills:

Reading

Skill (Verb): Identify and describe

Knowledge (Noun phrase): the elements of plot, setting, and character(s) in a Story as well as the story’s beginning, middle, and end

Context: By reading the story of “The Sleeping Pig” by Carmen Tafolla and Jan Epton Seale

Theater

Skill (Verb): Dramatize or improvise

Knowledge (Noun phrase): familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.

Context: play performance of “The Sleeping Pig” by Carmen Tafolla and Jan Epton Seale

Sequence of activities

Reading:

1. Using the story map on page T52, transparency 6-3, the teacher will lead the students through a review of the elements of the setting, characters and plot of the Sleeping Pig.
2. Students will re-read the story in pairs to review vocabulary.
(Houghton Mifflin, Theme 6 story, “The Sleeping Pig” TE pp. 44-53 activities).

Theatre:

1. The teacher will explain that the students will be reading the story again but in the form of a play. The teacher will explain “play” form and provide the script to read. Each student will choose a character to read. The teacher will read the part of the narrator.
2. The teacher and students read the story in play form.
3. The teacher explains that the students are going to act out the story of “The Sleeping Pig.” The students need to think about which character they can portray the best.
4. The students name the characters and the teacher lists them on the board. Each student then chooses a character to portray. (In a class of 20 the play could be done twice with two different casts. The snake character could be made up of several students moving together to make it long. There could also be more than two narrators.)
5. The teacher will model examples of how the coyote and the mule characters might be dramatized using the language of the story. (Direct Instruction: explain, demonstrate, model)
6. The teacher will lead the students back to the story to determine the actions and motivations of the remaining characters. As a class, they will dramatize those characters. (Guided Practice)
7. The teacher will determine/assign characters. Students will be given their highlighted script. Teacher will model how to read highlighted script and lead students in guided practice of reading a highlighted script. Students practice their parts with teacher guidance and independently.
8. The students will practice dramatizing their character as they read their lines from the script working with a partner. The narrators will read their scripts. They do not have to be memorized. The character parts will continue learning their parts with the script until memorized. Teacher will circulate and help students with expression and movement. Then as a group the students will practice the play using the scripts until memorized.
9. The teacher will provide the “costumes” which will be simple masks for each character. The set could also include a watermelon patch made with paper watermelons. The narrators could wear hats (straw hats would be perfect).
10. Students perform “The Sleeping Pig.” (Independent Practice)

Reflection:

1. Reflection/review activity summarizing the ELA and theater standards.
2. Teacher asks reflection questions to review the element of plot used in the play and how they dramatized the story.

Assessments:

Reading

Students will identify characters, setting, and plot after reading the story of “The Sleeping Pig” by Carmen Tafolla and Jan Epton Seale (These tasks would have been completed on previous days of instruction in accordance with the Houghton Mifflin Reading Teacher Edition annotated notes.)

Theater

Students will dramatize the story of “The Sleeping Pig” reading from a teacher prepared script of the story.

Assessment Rubric

Performance task: Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.

Far Below Basic	Below Basic	Basic	Proficient	Advanced
The student does not participate or is not able to demonstrate any dramatization of the story.	The student participates and is able to demonstrate some dramatization of the story but is lacking in ability to portray the character.	The student participates and is able to demonstrate the dramatization of the character at a beginning level.	The student participates and is able to demonstrate consistent dramatization of the character.	The student participates and is able to demonstrate consistent dramatization of the character and shows command and confidence.

Differentiated Instruction:

Having two small casts provides an opportunity to provide assistance to all students. Special needs students (EL, special education or students not yet fluent readers) could pantomime the characters/actions in the story as it is being read by other students.

At-risk learners could be paired with the same character in the other group in order to learn their lines.

Advanced learners could read cue lines to other students. They would also make good narrators.

Resources:

Materials and resources

1. “The Sleeping Pig” by Carmen Tafolla and Jan Epton Seale
2. Script – one for each student with parts highlighted
3. Costumes - masks
4. Paper watermelons
5. Paper watermelon slice