

# Arts Integrated Lesson Plan



**ART FORM:**  
Theatre



**SUBJECT AREA:**  
Reading/English  
Language Arts

Lesson Title: <b>Animals everywhere</b>	Grade: Pre-K
Contributor, School: Janet Dutton, Willards Elementary School	Time Frame: Two 30-minute lessons

## State Curriculum Content Standards, Indicators, Objectives

<p><b>Fine Arts Content Standard(s)</b> Theatre</p> <p>Standard 3.0 Creative Expression and Production: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.</p>	<p><b>Reading/English Language Arts Content Standard(s)</b> 1.0 General Reading Processes General Reading Comprehension</p>
<p><b>Fine Arts Content Indicator(s)</b> Theatre</p> <p>3.1 Use a variety of theatrical elements to communicate ideas and feelings.</p>	<p><b>Reading/English Language Arts Content Indicator(s)</b> 1.4 Demonstrate understanding of text (after reading).</p>
<p><b>Fine Arts Content Objective(s)</b> Theatre</p> <p>3.1.c Explore the expressive qualities of a variety of locomotor and non-locomotor movements. 3.1.d Improvise roles and behaviors associated with a variety of domestic animals and wildlife.</p>	<p><b>Reading/English Language Arts Content Objective(s)</b> 1.4.a Recall information from text. 1.4.b Respond orally to questions. 1.4.c Respond to text in a variety of ways.</p> <ul style="list-style-type: none"> <li>• Retell</li> <li>• Dramatize</li> <li>• Draw</li> </ul>

**Objective(s) (Connecting the content areas)**

Students will explore, through their voices and bodies, animals that live around the world by dramatizing scenes from the text *The Water Hole* by Graeme Base.

<p><b>Key Arts Vocabulary</b> <i>acting tools and basic skills, character</i></p>	<p><b>Key Reading/English Language Arts Vocabulary</b> <i>water hole, shrinks</i></p>
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## Prior Knowledge Students Need for This Lesson

<p><b>Arts</b></p> <ul style="list-style-type: none"> <li>• Acting tools and basic skills</li> <li>• Exploring, through voice and body,</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Various animals from all over the world</li> <li>• The importance of water for all living things</li> </ul>
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various animals and the sounds they make

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### Materials and Resources

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#### Materials and Resources for the Class

- Pictures of animals
- Paper, markers, and/or crayons

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#### Materials and Resources for the Teacher

*The Water Hole* by Graeme Base

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### Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

- After students have explored, through voice and body, various animals from around the world and the sounds they make, the teacher will read aloud *The Water Hole* by Graeme Base. (The teacher may need to abridge the text if it is too long for the students.)
- As the teacher reads the story, the students will identify the animals they see. The teacher will review or introduce to the students where the animals live.
- Throughout the Read Aloud, the students will use the acting tools of voice and body to create the sounds of the animals and predict what the animals will say to each other as their water hole shrinks. This can be done seated or standing.
- After reading the story, the students will review the sequence of the story.
- The students will develop their cooperation and concentration by slowly becoming the large water hole and then slowly shrinking.
- The teacher and/or the students will select 2–3 scenes from the story to dramatize. The students will all become each of the animals and share in character their feelings and concerns about the shrinking water hole.
- The students will then become a slow growing rainstorm, starting from drops to steady rain to a thunder storm. They can create this vocally and possibly physically.
- The students will then enact the last scene of the book where the animals from all over the world celebrate the new found water.
- The students will then predict what they think will happen next in the story and will then enact a sequel.

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### Closure/Summary

#### Reflective Discussion

- Students will discuss what animals they played and how they changed their voices and bodies to become these animals.
- Students will discuss what they want to change about their portrayal of the animals for the next dramatization.

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### Assessment (Description/Tools)

- Students will sequence the story using pictures with the name of the animals printed on them.
- Students will select three animals that live in different parts of the world. They will draw the animals. They will share their drawings with the class. They will choose one animal to portray using voice and body. They will share in character one thing the animal said in the story.

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### Lesson Extensions

- The story can be reenacted several times with students playing different parts.
- The story can be reenacted so that groups of students play different parts, e.g., one group can play the water hole, one group the pandas, one group the toucans, etc.
- Students can create their own story and act it out using other animals from around the world.
- Students can discuss/count all the circles in the story and what they mean.

