

# Arts Integrated Lesson Plan



**ART FORM:**  
Theatre



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

Lesson Title: <b>Developing vocabulary through drama</b>	Grade: 2
Contributor, School: Kathleen Schneider, Saint Ursula School	Time Frame: 45 minutes

## State Curriculum Content Standards, Indicators, Objectives

<p><b>Fine Arts Content Standard(s)</b> Standard 3.0 Creative Expression and Production</p> <p>Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.</p>	<p><b>1.0 General Reading Processes</b> Vocabulary</p>
<p><b>Fine Arts Content Indicator(s)</b> 3.2 Demonstrate knowledge of theatre performance and production skills in formal and informal presentations.</p>	<p><b>Reading/English Language Arts Content Indicator(s)</b> 1.1 Develop and apply vocabulary through exposure to a variety of texts.</p>
<p><b>Fine Arts Content Objective(s)</b> 3.2.b Create characters and perform scenes that communicate exposition, conflict, climax, and resolution. 3.2.c Create and perform scenes that combine unrelated sources and characters through collaboration with a partner. 3.2.d Collaborate with peers to select interrelated characters, environments, and situations to create dramatic activities.</p>	<p><b>Reading/English Language Arts Content Objective(s)</b> 1.1.b Discuss words and word meanings daily that are encountered in texts, instruction, and conversation. 1.1.c Make connections to prior knowledge and new vocabulary by listening, reading, and responding to a variety of texts.</p>

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

Prior to reading the story, students will accurately use new vocabulary words for the story *Ann's First Day* by Constance Andrea Keremes in order to create an original scene that includes a conflict, a prediction of what will happen in the story, and effective portrayal of characters.

<p><b>Key Arts Vocabulary</b> <i>acting tools and basic skills, dialogue, scene, character</i></p>	<p><b>Key Reading/English Language Arts Vocabulary</b> <i>hurry, lucky, carrots, roots, shy, crawls, homework, conflict</i></p>
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### Prior Knowledge Students Need for This Lesson

#### Arts

- Students will need prior experience in using their acting tools and basic skills as well as developing characters.

#### Reading/English Language Arts

- Students will need to have reviewed the meaning of the vocabulary words.
- Students will need to have been introduced to the concept of conflict.

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### Materials and Resources

#### Materials and Resources for the Class

None

#### Materials and Resources for the Teacher

- *Ann's First Day* by Constance Andrea Keremes
- A poster listing acting tools and basic skills
- Word cards with vocabulary
- PowerPoint presentation of vocabulary words

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

- The teacher will present the vocabulary words for the story *Ann's First Day* by Constance Andrea Keremes. Through discussion and pulling on prior knowledge, the students will work to define all the words.
- The teacher will lead the students in acting skill building activities focused on cooperation and concentration, as well as using the imagination, voice, and body to create a character.
- The teacher will review the definitions of *characters*, *conflict*, and *scenes*.
- Students will go into small groups and work to create an original scene entitled *Ann's First Day*. The scene will include a prediction of what will happen in the story and a conflict. The dialogue must include three of the new vocabulary words, and the words must be used accurately in the scene.
- The students will rehearse their scenes trying to portray the characters effectively by using the acting tools and basic skills.
- The teacher will move from group to group and observe a rehearsal of the scenes. The teacher will give some feedback on what needs to be improved.
- The teacher will give the students an observation checklist for the scenes. The checklist will ask students to look for three new vocabulary words; a scene that has a clear beginning, middle, and end; a conflict; a prediction that makes sense for the title of the story; actors who use voice and body when portraying their characters; and actors who stay "in character" using their concentration.
- The students will present their scenes.
- The teacher will lead a reflective discussion based on the observation checklist.

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### Closure/Summary

- The teacher will ask the students to consider all the scenes and select one or two that are most likely to occur in the story.
- The students will begin to read in their readers the story *Ann's First Day* by Constance Andrea Keremes.

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**Assessment (Description/Tools)**

- The observation checklist described above will serve as an informal assessment for the lesson.
- Students will also use PQP (Praise, Question, and Polish) to reflect on each scene and to provide feedback for improvement.
- After they read the story, students will write a comparison between the book and the scene they created. They will decide which version they like better and why.

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**Lesson Extensions**

- Once they finish the story students can work in groups to create a sequel and present it to the class.
- Students can write and/or improvise scenes entitled *Ann's Last Day*.