**Information**

*Grade 4*

*25 students – whole class lesson*

*Literacy – 60 minute lesson*

**NYS ELA Common Core Standards – Grade 4**

**Speaking and Listening Standards**

Grade 4 Students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.
   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   2. Follow agreed-upon rules for discussions and carry out assigned roles.
   3. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
   4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
   5. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**NYS Arts Standards**

1. Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.

Students:

* use creative drama to communicate ideas and feelings
* imitate experiences through pantomime, play making,  dramatic play, story dramatization, story telling, and role  playing
* use language, voice, gesture, movement, and observation  to express their experiences and communicate ideas and  feelings

**Learning Objectives:**

Students will be able to:

* Create tableaus of their favorite stanzas
* Adequately display their chosen stanza
* Use the show-not-tell technique with their bodies to express ideas and feelings

**Materials:**

* Song lyric pages

**Skill and Strategy:**

Skill: Comprehension

Strategy: Show-not-tell

**Justification:**

By using their bodies to recreate written material, as well as working in groups, students are much more likely to confirm and reinforce understanding and comprehension of text.

**Set / Implementation Procedures:**

*Yesterday, we were able to listen to a couple of songs that were written about Coney Island. Who can remind us of those songs?* [Student(s) will refresh our memories of the songs we listened to and studied in the previous day’s lesson] *In your groups, you analyzed the lyrics from these songs and chose the stanza that you liked best. Today, in your same groups, you will be using your bodies to “show not tell” the class your chosen stanza. How is it possible to have a group of people show us a scene without speaking a word? By raising your hand, I would like someone to tell the class how this is going to be possible.* [Student suggests using tableau, or another similar word/description] *Exactly. We are going to be making tableaus. When I say, “go,” I want you to get together with your groups, and you will have* ***fifteen minutes*** *to develop a tableau that conveys your stanza. Once that fifteen minutes is up, we will come back together as a class to perform our tableaus and give each other feedback. Are there any questions?* [Answer any questions that might be asked] *Alright, ready set GO!*

* Groups will work for 15 minutes on their tableaus
* Class will reconvene to present tableaus
* Each group will get 3-5 minutes to present and take questions/feedback from the audience
* Class will end with a reflection about the lesson, additional feedback, and what they may have done differently if they were to try again

**Modifications:**

* Students who have physical disabilities will be able to participate in the activity, since the tableau will be a “frozen picture” instead of a moving scene.
  + Students will accommodate their classmates to create tableaus that enable all group members to participate
* Students with stage fright will be highly encouraged to participate; however, if the fear is too strong, they will be able to “direct” his/her classmates in their tableau creation

**Extensions/Follow-up Activities:**

In tomorrow’s lesson, students will be using their increasing knowledge of “show not tell” to write their own poems or songs about places that they feel emotionally drawn to.

**Assessment of Student Learning:**

Students will be assessed on:

* Ability to converse, listen, and participate in a group discussion about their poem
* Appropriately interpret stanza to develop a tableau
* Work together with classmates to create a functioning and appropriate tableau for their chosen stanza
* Participate fully and cooperate with classmates