

Art Integration 5E Lesson Plan

Grade 4 (differentiated for grades 3 through 6)

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Endeavor STEM Teaching Certificate Project

Abstract

The fourth grade English Language Arts Curriculum focuses on literary elements. The students learn character traits, setting, and plot. The Lorax, by Dr. Seuss, will be used as an anchor text for this unit. The students will reread parts of The Lorax and work together to write dialogue that sequences the events in the story. Each group will practice and perform their script in the classroom. My goal is to create a cohesive unit that will enable students to find meaning and make connections between content areas.

New York State Learning Standards for the Arts

Anchor Standard 1 Generate and conceptualize artistic ideas and work.

4th: Cr1.1.4

- Articulate the visual details of imagined worlds and improvised stories that support given circumstances
- Visualize and design technical elements that support a story and given circumstances.
- Imagine how a character might move to support a story and given circumstances.

Anchor Standard 2 Organize and develop artistic ideas and work.

4th: Cr2.1.4

- Collaborate to devise original ideas by asking questions about characters and plots.
- Make and discuss group decisions and identify responsibilities required to present a drama or theater work to peers.

Anchor Standard 3 Refine and complete artistic work.

4th: Cr3.1.4

- Revise an improvised or scripted drama or theater work through repetition and collaborative review.
- Develop physical and vocal exercise techniques for an improvised or scripted drama theater work
- Collaborate on solutions for design and technical problems.

Anchor Standard 4 Select, analyze, and interpret artistic work for presentation.

4th: Pr4.1.4

- Modify the dialogue and action to change a story in a drama or theater work.
- Make physical and vocal choices to create a character.

Anchor Standard 11 Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

4th: Cn11.1.4

- Respond to community and social issues and incorporate other content areas in a drama or theater work for peers.

Next Generation Science Standards

- K-ESS3-3 Earth and Human Activity

Communicate solutions that will reduce the impact of humans on the land, water, air, and other living things in the local environment

- 3-LS2-1 Ecosystems: Interaction, Energy, and Dynamics

Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

- 4-ESS3-1 Earth and Human Activity

Obtain and combine information to describe that energy and fuels are derived from natural resources, and their uses affect the environment.

- HS-LS2-7 Ecosystems: Interactions, Energy, and Dynamics

Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

- ESS3.C: Human Impacts on Earth Systems

Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.

(secondary)

- LS2.C: Ecosystem Dynamics, Functioning, and Resilience

When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.

(secondary to 3-LS4-4)

- ESS3.A: Natural Resources

Energy and fuels that humans use is derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.

- LS4.C: Adaptation

For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)

- LS4.D: Biodiversity and Humans

Populations live in a variety of habitats and change in those habitats affects the organisms living there. (3-LS4-4)

New York State Common Core English Language Arts Standards

Production and Distribution of Writing:

- CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are

appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

- CCSS.ELA-LITERACY.W.4.9.A

Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

Key Ideas and Details:

- CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- CCSS.ELA-LITERACY.RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

- CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.RL.4.7

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

- Comprehension and Collaboration:
- CCSS.ELA-LITERACY.SL.4.1

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.

- CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

- CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- CCSS.ELA-LITERACY.W.4.3.A

Orient the reader by establishing a situation and introducing a narrator and characters; organize an event sequence that unfolds naturally.

- CCSS.ELA-LITERACY.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

- CCSS.ELA-LITERACY.W.4.3.C

Use a variety of transitional words and phrases to manage the sequence of events.

- CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

- CCSS.ELA-LITERACY.W.4.3.E

Provide a conclusion that follows from the narrated experiences or events.

Objectives of Readers' Theater

- Reading fluency and comprehension improves
- Reluctant readers are motivated
- Students are allowed exploring genre and characterization.
- Provides students an opportunity to imagine themselves as a character and become part of the story.
- Students learn to use their voice as a tool to express feelings and emotions
- Students practice the collaborative process of theater, and the learn necessity of teamwork.
- Ability to concentrate and maintain focus increases as students create and maintain roles.
- Students learn to summarize information and write dialogue
- Grammar will improve as students begin to express themselves and communicate ideas more effectively.

Science Objectives

- Know and explain the definition of pollution.
- Explain how different pollutants enter the water
- Demonstrate an understanding how water pollution impacts humans and wildlife
- Be able to define vocabulary related to water pollution
- Relate population growth to its effect on the environment
- Recognize how technology meets the needs communities
- Identify ways humans can control pollution

Introduction

The art forms incorporated in this unit are script writing, readers' theater, and Makerspace. Children will experience the challenges of writing a script. They will use a graphic organizer to sequence the plot from The Lorax by Dr. Seuss.

The students will work in small groups to write dialogue for specific sections of the plot. Once the dialogue has been completed and revised, each small group will perform their script. These activities will build comprehension skills while strengthening their understanding of plot and identifying theme. The unit will conclude with a lesson on deforestation and a makerspace activity.

Integrating the Curriculum Unit

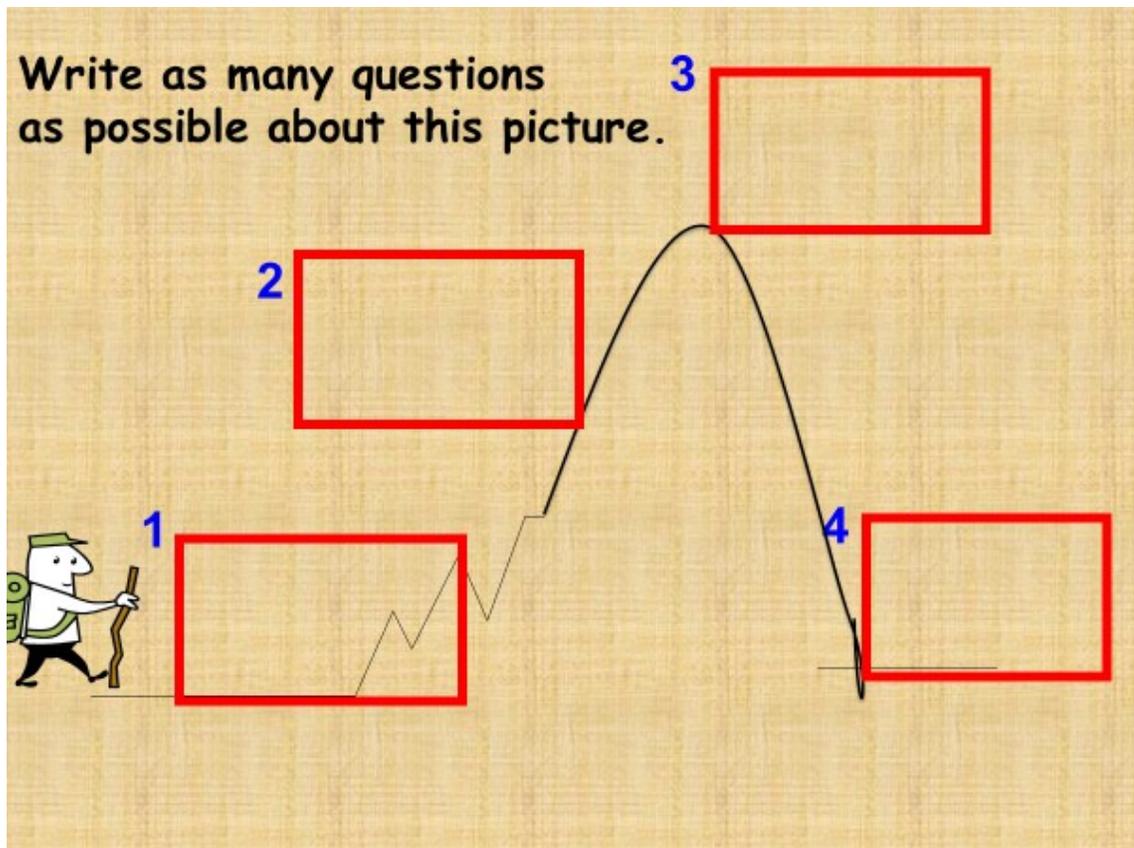
Art Integration

Engage: Engage-Day 1

Review the Rules for Producing Questions (QFT) Source: www.rightquestion.org

- Ask as many questions as you can
- Do not stop to answer, judge or to discuss the questions
- Write down every question exactly as stated
- Change any statement into a question

Students will work in groups of 3-4. The group will choose a note taker who will be responsible for writing down every question as stated. When time is up, the students will look over their questions and label open-ended questions with O and closed-ended questions with C.



Explore

Each group will choose three priority questions to share with the class and place them in the O or C column. This process of developing questions generates students' interests, activates prior knowledge, promotes deeper thinking while introducing the topic. The questions will be recorded on chart paper and discussed with the class. As the lesson progresses, students will recognize the diagram as a visual for organizing the plot of a story.

How does organizing the plot help the reader understand a story ?





The Three Little Pigs

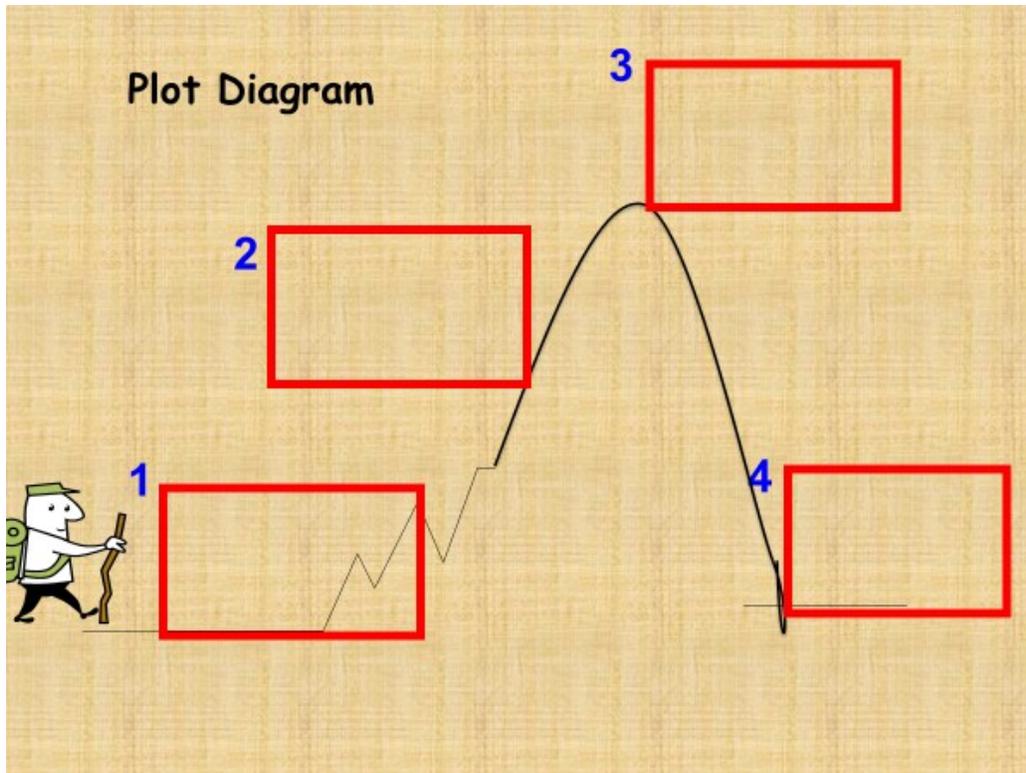
There was a big, bad wolf looking for food who finally discovers three little pigs, each of whom has his own home made of straw, sticks and, finally, bricks. The wolf knocks on each door, threatening to blow each pig's house down. The pig with the straw house and the pig with the stick house fall victim to the wolf's threat. The homeless pigs escape to the third pig's brick house. The wolf continues to huff, puff, and blow the house down but when he finally gives up and decides to come down the chimney, the pigs are ready with a trap and the wolf is killed. The three little pigs live happily ever after in the brick house and they never have to worry about the big, bad wolf ever, again.

Plot

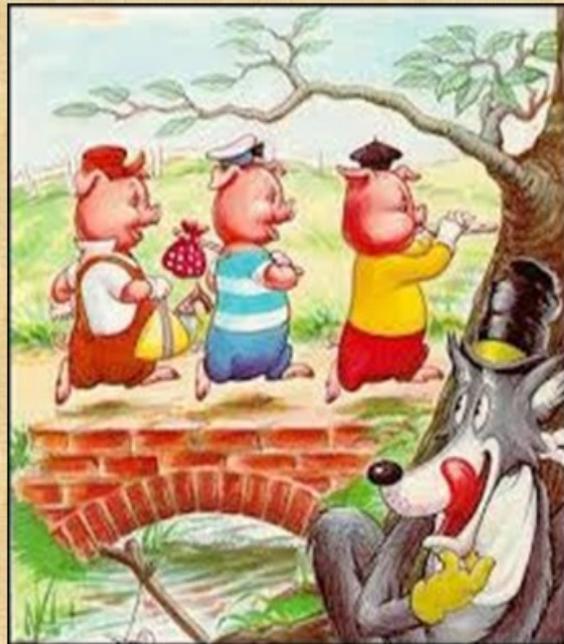
Organized pattern or sequence of events that make up a story.

The plot explains to the reader what is happening in the story.





"The Three Little Pigs"



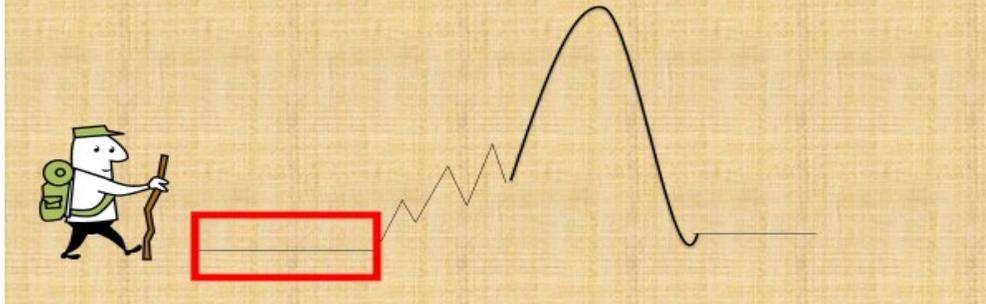
The first part of the pattern is the *introduction*
This is the beginning of the story where the characters
and setting are introduced.

Characters:

the people and/or
animals of the
story

Setting:

the place and
time of where
the story takes
place



Characters

- Who are the characters?

The characters are the three pigs and the wolf.



What happens in the introduction of
"The Three Little Pigs"?



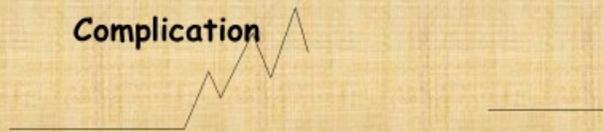
Once you determine the characters and setting, enter the information to the **introduction** on the plot chart.

Introduction

The story takes place in a village where 3 little pigs live and a big bad wolf.

As we continue through
the story we reach the
complication.
Every story has a conflict
or problem to solve.

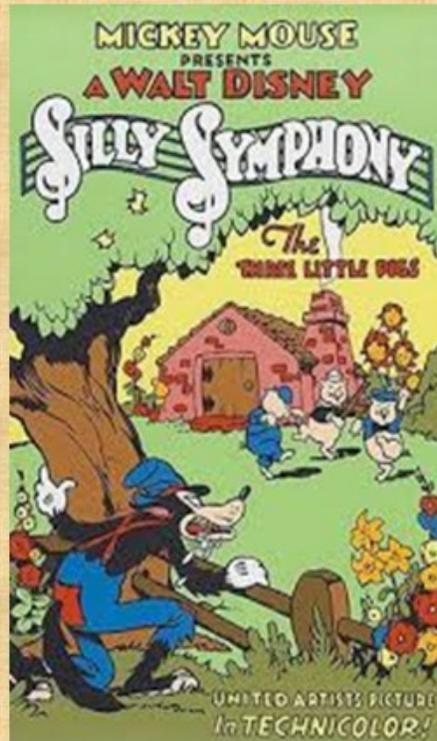
Complication



Complication/problem:

- What is the main problem?

The problem is that the wolf wants to eat the pigs.



Complication

Add the complication to your plot chart.

Complication

The problem is that the wolf wants to eat the pigs.

Introduction

The story takes place in a village where 3 little pigs live and a big bad wolf.

The story continues-

The wolf goes to the first two houses and blows them down and the pigs have to run to the third pig's house.



- What is the climax of "The Three Little Pigs"?

The climax is when the wolf tries to blow down the third house.



Write the **climax** of the story in the top box. This is often called the high point of the story.

Climax
The climax is when the wolf tries to blow down the third house.

Complication
The problem is that the wolf wants to eat the pigs.

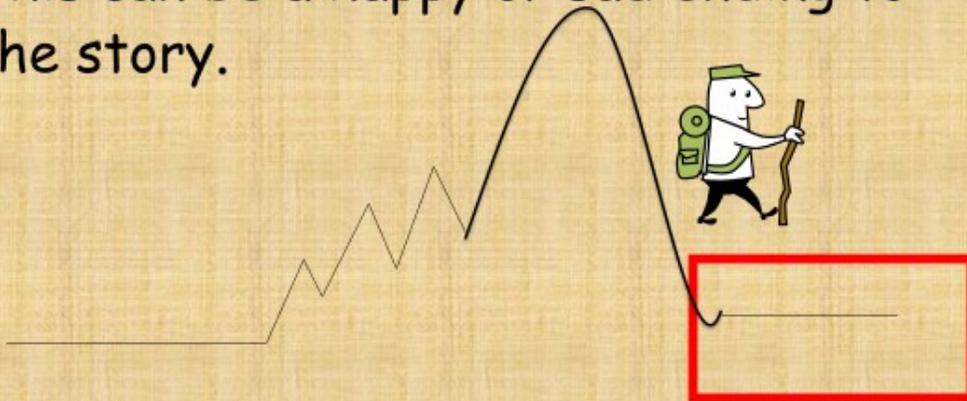
Introduction
The story takes place in a village where 3 little pigs live and a big bad wolf.

What is going to happen?



Resolution

Finally, the conflict is resolved. The characters have solved the problem. This can be a happy or sad ending to the story.

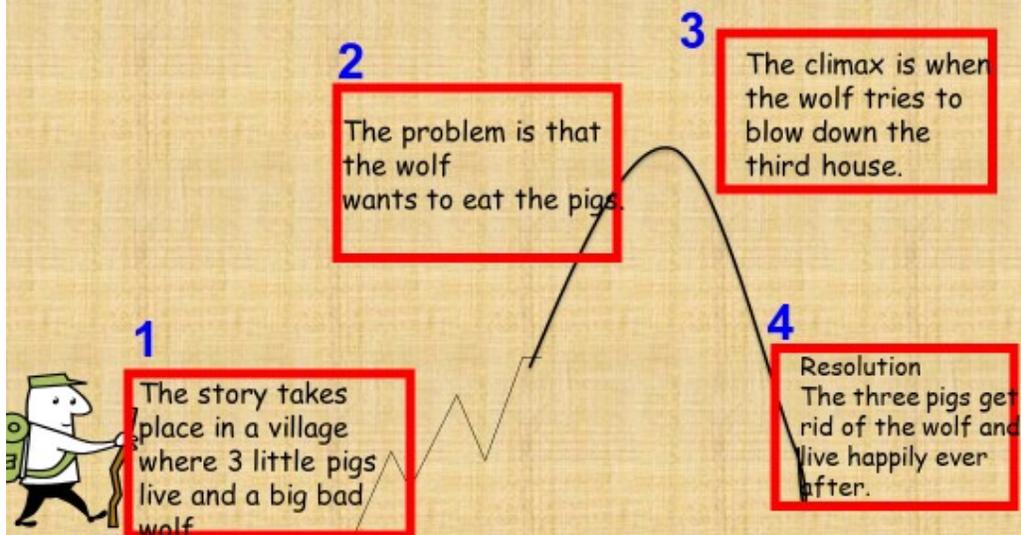


- What is the **resolution** of "The Three Little Pigs"?

The resolution is when the three pigs get rid of the wolf and live happily ever after.



Completed Plot Chart



Elaborate/Extend

Review

- Choose one of the following stories and identify the parts of its plot.



Directions:

Materials: Plot Chart
Pencil

Partner Work

Step 1 using your **Whisper Voice**, read one of the stories listed above.

Step 2- Underline the complication, climax, and resolution in the story.

Step 3- Complete the **Plot Chart** provided.

Group Share

On your own- Use the back of your paper to answer the question at the bottom of your worksheet.

Extension: Use the chart to organize the plot of a story you are currently reading.

Name _____

Story _____ **Plot Chart**

Climax
Danger or most exciting part of the character's life

Complication
The conflict or main problem in the story

Resolution
The end where the conflict or problem is solved.

Introduction
The beginning of the story where the characters and setting are established

How does a plot chart help me understand the story and characters?

Evaluate

The teacher will review the student's response to the final question "How does a plot chart help me understand the story and its characters?"

Art Integration Unit Day Two

Engage

Review the The Question Formulation Technique (QFT)

Source: www.rightquestion.org

- Ask as many questions as you can
- Do not stop to answer, judge or to discuss the questions
- Write down every question exactly as stated
- Change any statement into a question

Students will work in groups of 3-4. The group will choose a note taker who will be responsible for writing down every question as stated. When time is up, the students will look over their questions and label open-ended questions with O and closed-ended questions with C.



Explore

Each group will choose three priority questions to share with the class and place them in the O or C column. This process of developing questions generates students' interests, activates prior knowledge and promotes deeper thinking while introducing the topic. The questions will be recorded on chart paper and discussed with the class.

Explain

In small groups, the students will reread The Lorax by Dr. Seuss. Independently, each student will use a graphic organizer to sequence the events in the story. The teacher will monitor the students to complete the plot chart and guide them through the process.

THE LORAX ~Dr. Seuss

At the far end of town where the Grickle-grass grows and the wind smells slow-and-sour when it blows and no birds ever sing excepting old crows... is the Street of the Lifted Lorax. And deep in the Grickle-grass, some people say, if you look deep enough you can still see, today, where the Lorax once stood just as long as it could before somebody lifted the Lorax away. What was the Lorax? And why was it there? And why was it lifted and taken somewhere from the far end of town where the Grickle-grass grows? The old Once-ler still lives here. Ask him. He knows.

You won't see the Once-ler. Don't knock at his door. He stays in his Lerkim on top of his store. He lurks in his Lerkim, cold under the roof, where he makes his own clothes out of miff-muffered moof. And on special dank midnights in August, he peeks out of the shutters and sometimes he speaks and tells how the Lorax was lifted away.

He'll tell you, perhaps... if you're willing to pay. On the end of a rope he lets down a tin pail and you have to toss in fifteen cents and a nail and the shell of a great-great-great-grandfather snail. Then he pulls up the pail, makes a most careful count to see if you've paid him the proper amount.

Then he hides what you paid him away in his Snuvv, his secret strange hole in his gruvvulous glove. Then he grunts, "I will call you by Whisper-ma-Phone, for the secrets I tell you are for your ears alone."

SLUPP! Down slupps the Whisper-ma-Phone to your ear and the old Once-ler's whispers are not very clear, since they have to come down through a snergelly hose, and he sounds as if he had smallish bees up his nose. "Now I'll tell you," he says, with his teeth

sounding gray, "how the Lorax got lifted and taken away... It all started way back... such a long, long time back...

Way back in the days when the grass was still green and the pond was still wet and the clouds were still clean, and the song of the Swomee-Swans rang out in space... one morning, I came to this glorious place. And I first saw the trees! The Truffula Trees! The bright-colored tufts of the Truffula Trees! Mile after mile in the fresh morning breeze. And, under the trees, I saw Brown Bar-ba-loots frisking about in their Bar-ba-loot suits as they played in the shade and ate Truffula fruits. From the rippulous pond came the comfortable sound of the Humming-Fish humming while splashing around.

But those trees! Those trees! Those Truffula Trees! All my life I'd been searching for trees such as these. The touch of their tufts was much softer than silk. And they had the sweet smell of fresh butterfly milk. I felt a great leaping of joy in my heart. I knew just what I'd do! I unloaded my cart. In no time at all, I had built a small shop. Then I chopped down a Truffula Tree with one chop. And with great skillful skill and with great speedy speed, I took the soft tuft, and I knitted a Thneed! The instant I'd finished, I heard a ga-Zump! I looked. I saw something pop out of the stump of the tree I'd chopped down. It was sort of a man. Describe him?... That's hard. I don't know if I can.

He was shortish. And oldish. And brownish. And mossy. And he spoke with a voice that was sharpish and bossy. "Mister!" he said with a sawdusty sneeze, "I am the Lorax. I speak for the trees. I speak for the trees, for the trees have no tongues. And I'm asking you, sir, at the top if my lungs"- he was very upset as he shouted and puffed- "What's that THING you've made out of my Truffula tuft?" "Look, Lorax," I said. "There's no cause for alarm. I chopped just one tree. I am doing no harm. I'm being quite useful. This thing is

a Thneed. A Thneed's a Fine-Something-That-All-People-Need! It's a shirt. It's a sock. It's a glove, It's a hat. But it has other uses. Yes, far beyond that. You can use it for carpets. For pillows! For sheets! Or curtains! Or covers for bicycle seats!" The Lorax said, "Sir! You are crazy with greed. There is no one on earth who would buy that fool Thneed!"

But the very next minute I proved he was wrong. For, just at that minute, a chap came along, and he thought the Thneed I had knitted was great. He happily bought it for three ninety-eight I laughed at the Lorax, "You poor stupid guy! You never can tell what some people will buy." "I repeat," cried the Lorax, "I speak for the trees!" "I'm busy," I told him. "Shut up, if you please." I rushed 'cross the room, and in no time at all, built a radio-phone. I put in a quick call. I called all my brothers and uncles and aunts and I said, "Listen here! Here's a wonderful chance for the whole Once-ler Family to get mighty rich! Get over here fast! Take the road to North Nitch. Turn left at Weehawken. Sharp right at South Stitch." And, in no time at all, in the factory I built, the whole Once-ler Family was working full tilt. We were all knitting Thneeds just as busy as bees, to the sound of the chopping of Truffula Trees.

Then... Oh! Baby! Oh! How my business did grow! Now, chopping one tree at a time was too slow. So I quickly invented my Super-Axe-Hacker which whacked off four Truffula Trees at one smacker. We were making Thneeds four times as fast as before! And that Lorax?... He didn't show up any more. But the next week he knocked on my new office door. He snapped, "I am the Lorax who speaks for the trees which you seem to be chopping as fast as you please. But I'm also in charge of the Brown Bar-ba-loots who played in the shade in their Bar-ba-loot suits and happily lived, eating Truffula Fruits. "NOW... thanks to your hacking my trees to the ground, there's not enough Truffula Fruit

to go 'round. And my poor Bar-ba-loots are all getting the crummies because they have gas, and no food, in their tummies! "They loved living here. But I can't let them stay. They'll have to find food. And I hope that they may. Good luck, boys," he cried. And he sent them away. I, the old Once-ler, felt sad as I watched them all go. BUT... business is business! And business must grow regardless of crummies in tummies, you know.

I meant no harm. I most truly did not. But I had to grow bigger. So bigger I got. I biggered my factory. I biggered my roads. I biggered my wagons. I biggered the loads of the Thneeds I shipped out. I was shipping them forth to the South! To the East! To the West! To the North! I went right on biggering... selling more Thneeds. And I biggered my money, which everyone needs. Then again he came back! I was fixing some pipes when that old-nuisance Lorax came back with more gripes. "I am the Lorax," he coughed and he whiffed. He sneezed and he snuffled. He snarggled. He sniffed.

"Once-ler!" he cried with a cruffulous croak. "Once-ler! You're making such smogulous smoke! My poor Swomee-Swans... why, they can't sing a note! No one can sing who has smog in his throat. "And so," said the Lorax, "-please pardon my cough- they cannot live here. So I'm sending them off. "Where will they go?... I don't hopefully know. They may have to fly for a month... or a year... To escape from the smog you've smogged up around here.

"What's more," snapped the Lorax. (His dander was up.) "Let me say a few words about Gluppity-Glupp. Your machine chugs on, day and night without stop making Gluppity-Glupp. Also Schloppity-Schlopp. And what do you do with this leftover goo?... I'll show you. You dirty old Once-ler man, you! "You're glumping the pond where the Humming-Fish hummed! No more can they hum, for their gills are all gummed. So I'm

sending them off. Oh, their future is dreary. They'll walk on their fins and get woefully weary in search of some water that isn't so smeary." And then I got mad. I got terribly mad. I yelled at the Lorax, "Now listen here, Dad! All you do is yap-yap and say, 'Bad! Bad! Bad! Bad! Bad!' Well, I have my rights, sir, and I'm telling you I intend to go on doing just what I do! And, for your information, you Lorax, I'm figgering On biggering and BIGGERING and BIGGERING and BIGGERING, turning MORE Truffula Trees into Thneeds which everyone, EVERYONE, EVERYONE needs!" And at that very moment, we heard a loud whack! From outside in the fields came a sickening smack of an axe on a tree. Then we heard the tree fall. The very last Truffula Tree of them all!

No more trees. No more Thneeds. No more work to be done. So, in no time, my uncles and aunts, every one, all waved me good-bye. They jumped into my cars and drove away under the smoke-smuggered stars.

Now all that was left 'neath the bad smelling-sky was my big empty factory... the Lorax... and I. The Lorax said nothing. Just gave me a glance... just gave me a very sad, sad backward glance... as he lifted himself by the seat of his pants. And I'll never forget the grim look on his face when he heisted himself and took leave of this place, through a hole in the smog, without leaving a trace. And all that the Lorax left here in this mess was a small pile of rocks, with one word... "UNLESS." Whatever that meant, well, I just couldn't guess.

That was long, long ago. But each day since that day I've sat here and worried and worried away. Through the years, while my buildings have fallen apart, I've worried about it with all of my heart. "But now," says the Once-ler, "Now that you're here, the word of the Lorax seems perfectly clear. UNLESS someone like you cares a whole awful lot, nothing is going to get better. It's not.

"SO... Catch!" calls the Once-ler. He lets something fall. "It's a Truffula Seed. It's the last one of all! You're in charge of the last of the Truffula Seeds. And Truffula Trees are what everyone needs. Plant a new Truffula. Treat it with care. Give it clean water. And feed it fresh air. Grow a forest. Protect it from axes that hack. Then the Lorax and all of his friends may come back."

Elaborate

When the groups have finished completing their charts, the teacher will sequence the introduction, complication, climax, and resolution on the smartboard.

Introduction: The boy meets the once-ler and pays to hear a story.

Complication: The Once-ler traveled to the land, built a shop, and chopped down a truffula tree.

Climax: The Once-ler mass produces, pollutes the land, sends off all the animals and then abandons his business when there are no more trees

Resolution: The Once-ler gave the boy the last truffulu seed to plant.

Evaluate

Evaluate the groups on the completeness and accuracy of their plot charts and their written response to the question. What was the theme of the story? A

Example of written response: The main idea of The Lorax was to make people aware of pollution and how to help it.

Art Integration Unit Day Three

Engage

The students will view a short video on the technique of writing dialogue.

<https://www.bing.com/videos/search?>

[q=punctuating+dialogue+grade+4&&view=detail&mid=AC0C98D3FA125D21BFEDAC0C98D3FA125D21BFED&&FORM=VRDGAR](https://www.bing.com/videos/search?q=punctuating+dialogue+grade+4&&view=detail&mid=AC0C98D3FA125D21BFEDAC0C98D3FA125D21BFED&&FORM=VRDGAR)

Explore



In their groups, the students will use the Dialogue Planner to record what they think the character is saying in the picture. After several minutes each group will be asked to share their dialogue with the class. When the last group has finished sharing, the students will evaluate their dialogue using the rubric.

Name: _____ Date: _____

Dialogue Planner

The dialogue planner consists of six rows of speech bubbles and ovals. Each row contains a large horizontal speech bubble on the left and a smaller vertical oval on the right. The speech bubbles are arranged in an alternating pattern: the first, third, and fifth rows have bubbles pointing downwards, while the second, fourth, and sixth rows have bubbles pointing upwards. The ovals are positioned to the right of the bubbles, with their top or bottom edge aligned with the bubble's tail. The entire form is designed for students to write dialogue between two characters.

Dialogue Rubric

CATEGORY	4	3	2	1
Dialogue	There is an appropriate amount of dialogue to bring the characters to life and it is always clear which character is speaking.	There is too much dialogue in this story, but it is always clear which character is speaking.	There is not quite enough dialogue in this story, but it is always clear which character is speaking.	It is not clear which character is speaking.
Characters	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately.	The main characters are named and described. Most readers would have some idea of what the characters looked like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.

Explain

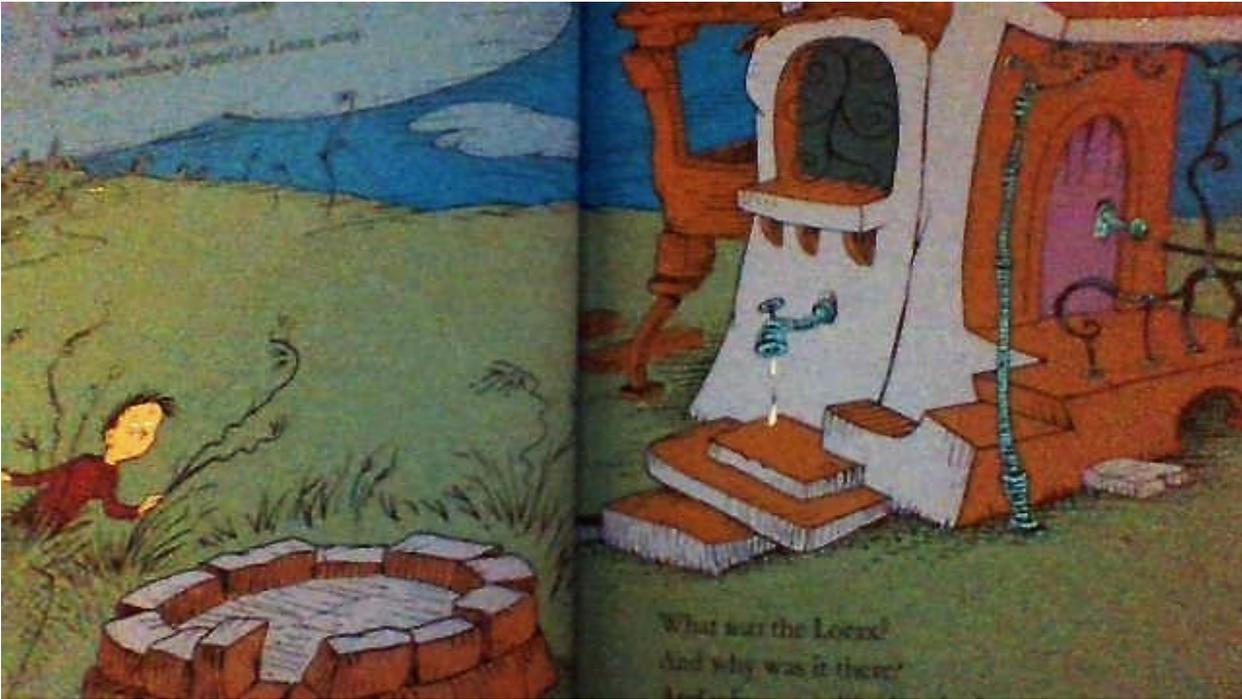
Playwrights, actors, directors, and designers all work together creatively to bring scripts to life on the stage. The students will participate in an activity that encourages them to think and work as theatrical collaborators do when they stage a performance. They will experience the creative decision making involved in preparing a story for a stage performance.

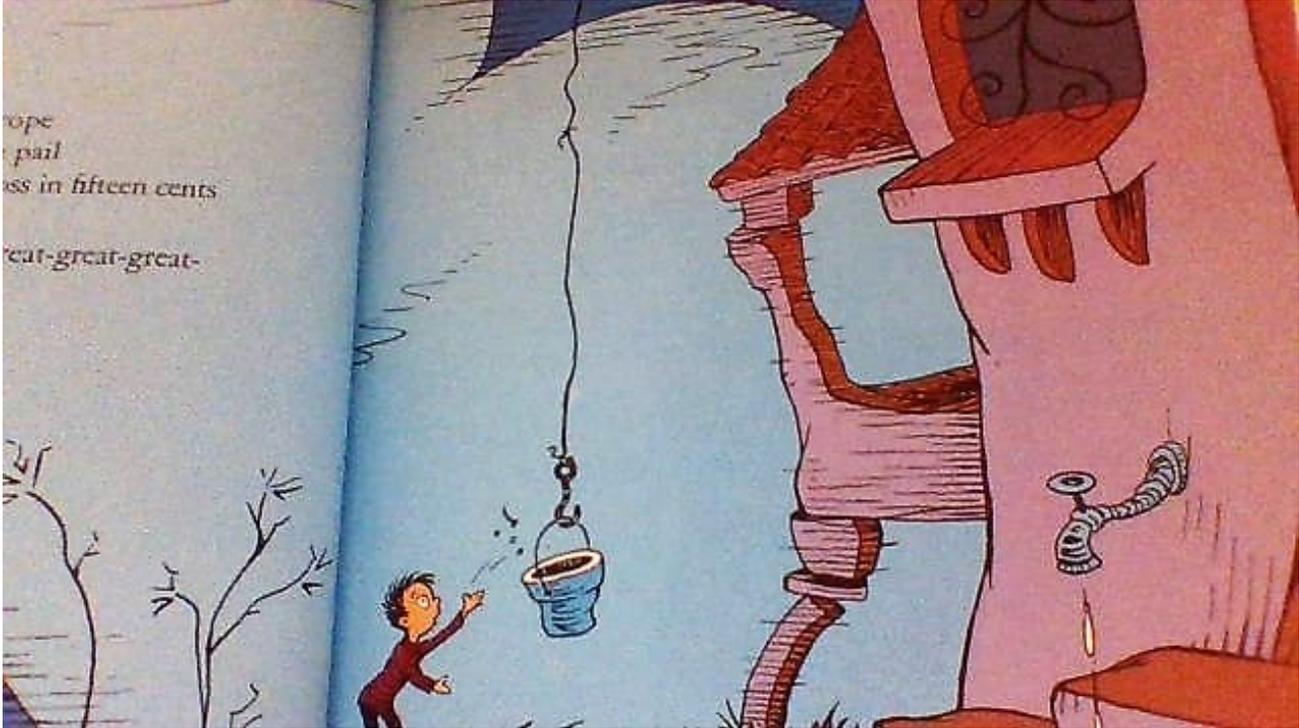
In today's lesson, the students will create dialogue for The Lorax. Each group will be assigned a specific part of the plot and several pictures to use as guides. They will read the story color that includes their sequence of the plot. The Blue Team will write dialogue for the introduction. The Red Team will write dialogue for the complication. The Purple Team will write dialogue for the climax. The Green Team will write dialogue for the resolution. Each team should use the graphic organizer to plan their dialogue and refer to the Rubric for their writing goals. Characters and events may be combined, simplified, or eliminated and added or changed slightly to keep the dialogue coherent and easier to follow.

Extend

The groups will refer to pictures from the story sequence to assist them when writing their dialogue.

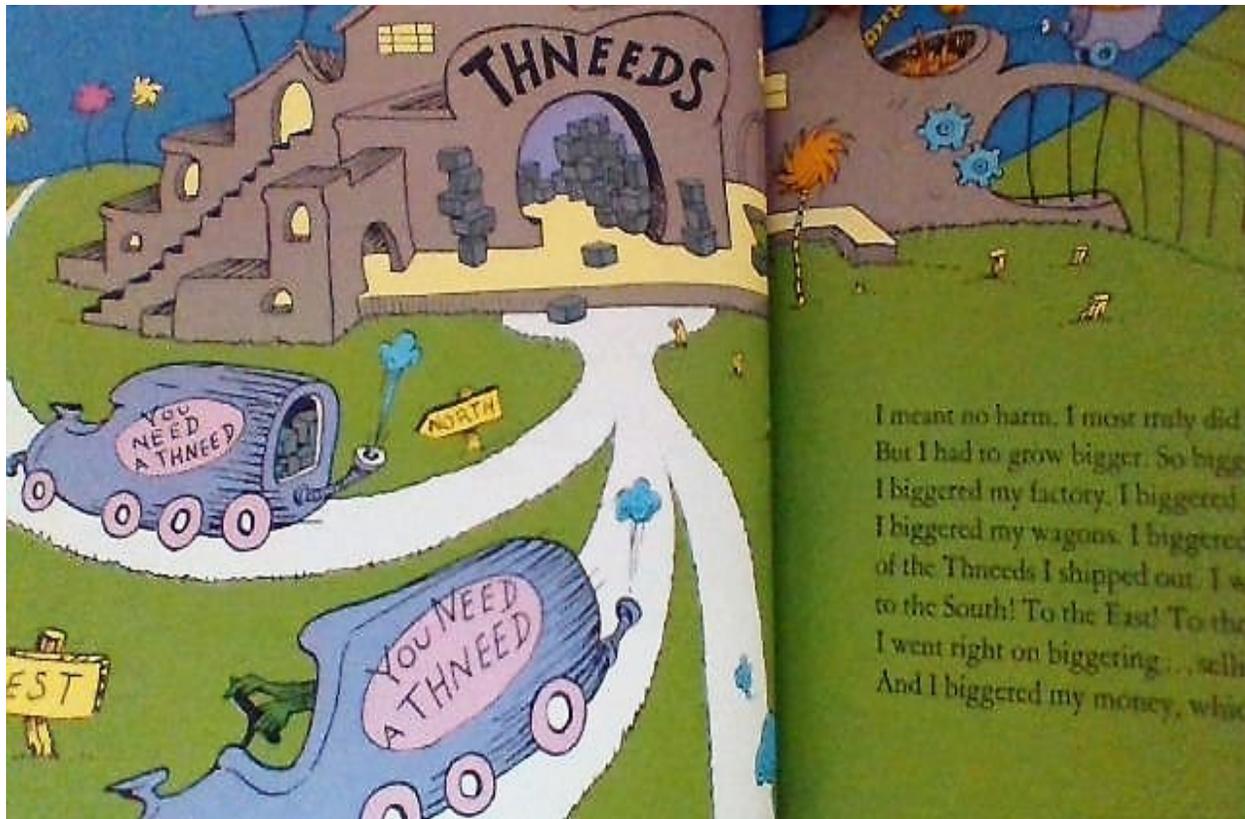
Blue Team- Introduction





Green Team- Complication



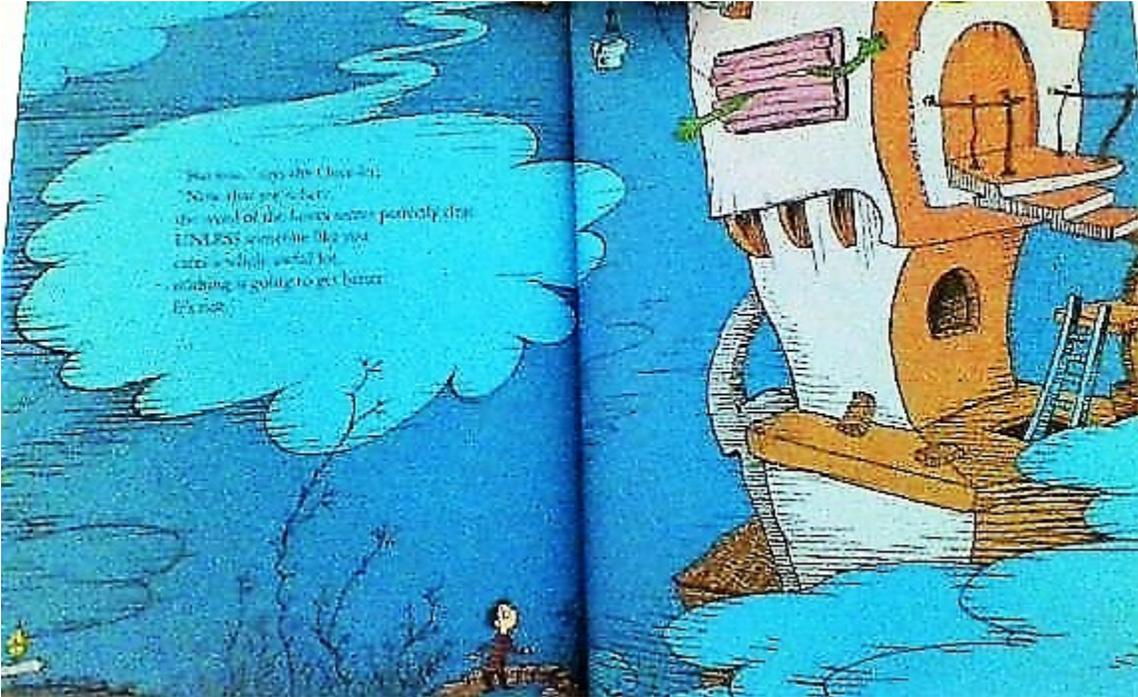


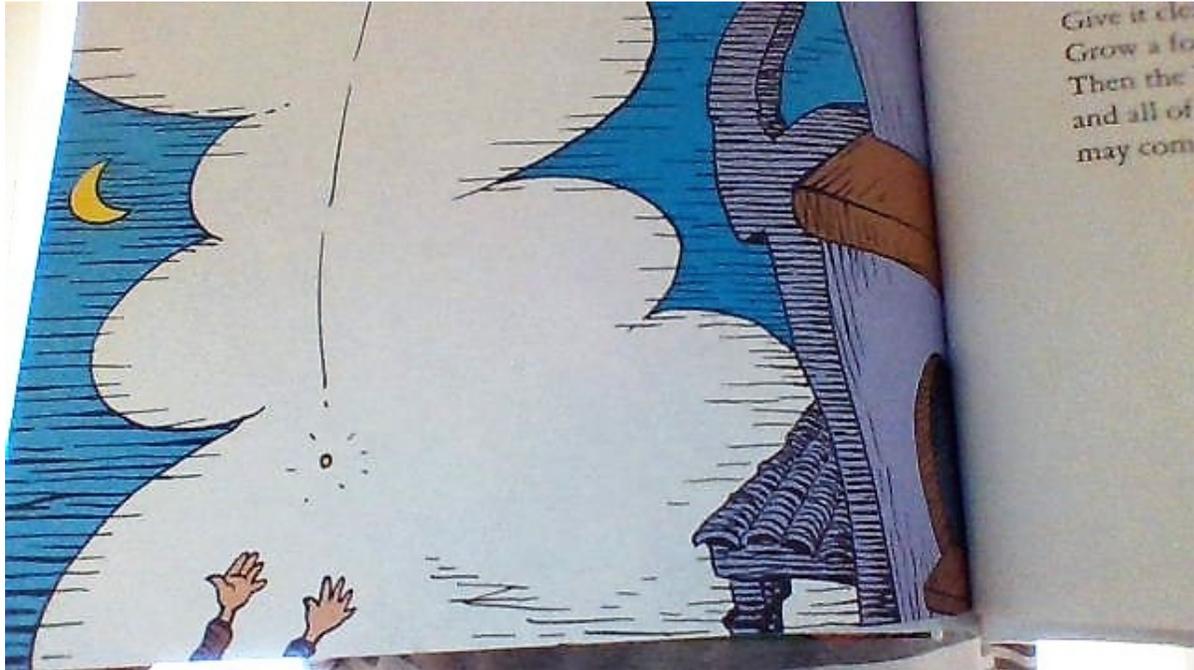
Red Team- Climax





Purple Team- Resolution





Give it cle
Grow a fo
Then the
and all of
may com



Evaluate

The teacher will collect the scripts from each group. Using the Dialogue Rubric, the scripts will be evaluated to determine how much learning and understanding has taken place.

Art Integration Unit Day Four

Engage

Each in the group will given a copy of their script. The students will review their work, make changes or add narration.

Explore

The groups will determine which members will be actors, narrators, or set designers. They can decide to use props, sound effects, or music to create the mood of the story.

Explain

The teacher will explain the theater conventions used by actors to make a story come to life for the audience.

Body- an actor uses their body to communicate nonverbally.

Voice- an actor uses their voice to communicate verbally. They must project their voice and speak clearly for the audience to understand and hear them.

Imagination- an actor must imagine that they are the character they are portraying. They can only act and react as their character.

Elaborate

A specific amount of time will be allotted for the students to rehearse their scenes and make certain everyone knows their lines.

Evaluate

The teacher will video the final product to evaluate the students oral speaking skills, writing skills, and collaboration.

Art Integration Unit Day Five

Engage

In your notebook list as many reasons why forests are important. Choose the most important reason to share with the class.

Explore

[ps://www.bing.com/videos/search?
q=deforestation+explained+to+kids&&view=detail&mid=9B7F951045AD7D052DDD9B7F951
045AD7D052DDD&&FORM=VRDGAR](https://www.bing.com/videos/search?q=deforestation+explained+to+kids&&view=detail&mid=9B7F951045AD7D052DDD9B7F951045AD7D052DDD&&FORM=VRDGAR)

After viewing the deforestation video, the students will complete the graphic organizer.

Cause

Effect

Effect

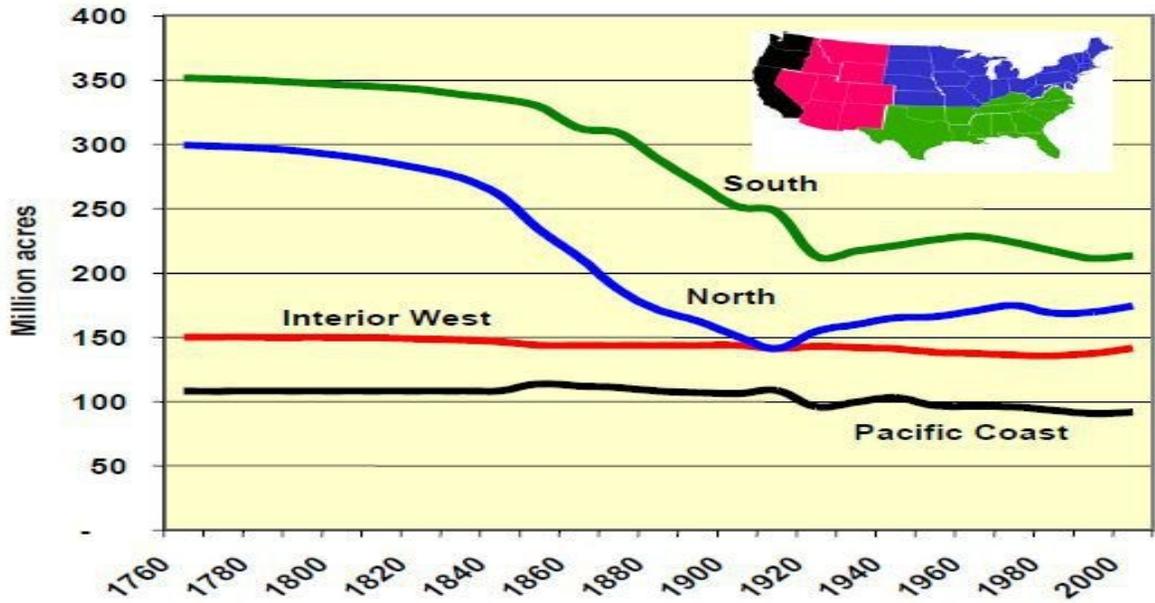
Effect

© Gay Miller

Explain

The students will work with a partner to define deforestation. Example of definition: Deforestation removes trees from an environment and affects all the animals and plants that depend on the trees to meet their needs. Suggested causes can include logging, mining, agriculture, building, and natural disasters.

Using your knowledge about the causes and effects of deforestation, work with your group to interpret the line graph below. What data is represented in the graph?



The students will share their interpretations in a class discussion.

Extend

Habitat Challenge

Name _____

Team _____

Design Challenge: A healthy forest ecosystem requires a balance of resources. Your team must create a deciduous forest habitat that sustains plant and animals.

Criteria

Odd number of living things

One moving part

Even number of non-living things

Items must fit inside the shoe box

Materials

Shoe box

Tissue paper

Crayons

Two brads

Clay

Masking tape

Pipe cleaners

One paper tower roll

Plan

On the back of the paper design your habitat.

Build

The groups will begin to build their habits.

Revise

Do you need to change your design and add or remove elements?

Share

Explain the elements of your habitat, and how it sustains life.

Evaluate

Could you improve your habitat? _____

If so, what improvements would you make? Explain.

Check yes or no for each component of your habitat.

Yes

No

_____ _____ Odd number of living things

_____ _____ Even number of non-living things

_____ _____ One moving part

_____ _____ Items must fit inside the shoe box

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