



Project Essential Questions

- How does an animal evolve through the various stages in a life cycle?
- How can drama, movement and sound be used to dramatize an animal life cycle?

PROJECT DESCRIPTION

In this project, students will be introduced to local animals with sets of life cycle sequencing cards. Students will be asked to sort the cards in sequential order of their life cycle stages and then explain why they sorted them the way they did. Next, students will choose a local animal and use various books and technology to research the sequence of the life cycles. Next, they will choose a locomotor movement to represent transitions through the animal's life cycle. Then, each student in the group will pick a non-locomotor movement as well as a sound to represent a particular stage of the animal's life cycle. Audience members will use observation of rhythm and movement clues to predict which life cycle of the animal the students are performing. Students will explain their reasoning using evidence from the drama along with a writing prompt provided by teacher.

LEARNING TARGETS

"I Can..."

- Use grade level appropriate literature and technology to research the life cycle of a particular animal
- Demonstrate the sequence of a life cycle of an animal through movement, sound, and gestures
- Analyze various life cycles through audience observations and discussions about my peers' dramatizations

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Units provide differentiated ideas and activities aligned to a sampling of standards.

The units do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

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Cherokee County (GA) School District and ArtsNow, Inc.

DURATION: 2-3 days

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ESSENTIAL QUESTIONS

<ul style="list-style-type: none"> • How does an animal evolve through the various stages in a life cycle? • How can drama, movement and sound be used to dramatize an animal life cycle?

STANDARDS

Curriculum Standards	Arts Standards
<p>S2L1 Students will investigate the life cycles of different living organisms.</p> <p>a. Determine the sequence of the life cycle of common animals in your area: a mammal such as a cat or dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly.</p> <p>ELAGSE2W7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>ELAGSE2W8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>ELAGSE2RI1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>TAES2.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments.</p> <p>TAES2.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence:</p> <p>b. Reflects on theatre experiences using a variety of written, graphic, non-verbal and oral responses.</p> <p>TAES2.11 Engaging actively and appropriately as an audience member in theatre or other media experiences.</p> <p>D2FD.1 Identifies and demonstrates movement elements, skills, and terminology in dance.</p> <p>a. Recognizes and applies terminology of creative movement elements and sub-elements to describe and create movements.</p>

<p>ELAGSE2L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>M2GM.4 Improvising melodies, variations and accompaniments.</p>
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KEY VOCABULARY

Content Vocabulary
<ul style="list-style-type: none"> ● Cycle ● Life Cycle ● Sequence ● Stage ● Transition ● Observe ● Predict
Arts Vocabulary
<ul style="list-style-type: none"> ● Locomotor: refers to a movement that travels through space ● Non-locomotor: refers to a movement that does not travel through space ● Pathway: design traced on the floor as a dancer travels across space ● Timbre: refers to the distinctive quality of sounds; the tone, color or special sound that makes one instrument or voice sound different from another ● Gesture: expressive movement of the body or limbs ● Dress rehearsal: the final few rehearsals prior to opening night ● Concentration: the ability of the actor or actress to be “in character” that is, to be like the character he or she is portraying - in dialogue, attitude, carriage, gate, etc. ● Collaboration: two or more people working together in a joint intellectual effort ● Rhythm: long and short sounds

TECHNOLOGY INTEGRATION

<ul style="list-style-type: none"> ● www.Pepplego.com ● www.tumblebooklibrary.com/ ● http://www.tgfl.org.uk/tgfl/custom/resources_ftp/netmedia_II/ks1/science/hamshall/life_cycles/index.htm ● Suggested activator: grog and butterfly virtual sort

ASSESSMENTS

Formative	Summative
<ul style="list-style-type: none"> ● Teacher will check for understanding through observation of student sequencing animal manipulatives. ● Teacher will check for understanding through graphic organizer completion. ● Teacher will check for understanding through observation of student’s 	<ul style="list-style-type: none"> ● Living through the Life Cycles with Drama Rubric (see Downloads) ● Small Group Performance

interpretation of life cycles through the rehearsal and performance.	
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MATERIALS

- *The Life Cycle* series by Lisa Trumbauer
- Ipads/Ipods
- Desktop Computer
- Animal Life Cycle Sequencing Kit: 2 sets per class (available from Lakeshore Learning)

Activating Strategy (5-10 min)

- Teacher will model sorting one set of animal life cycle manipulatives to demonstrate the life cycle of that animal.
- Teacher will then ask students to sort the animal life cycle manipulatives in small groups.
- Each group will get a set of manipulatives to explain why they put the cards in the order that they did.

Main Activity

PROCESS: Students will be provided with the *The Life Cycle* books by Lisa Trumbauer. The students will research a particular animal’s life cycle and then work in small groups to create a script and dramatization of their animal and its various life cycle stages.

PART 1:

- Place students in small groups of 3-5 students and assign a different animal life cycle to each small group. (If you prefer to give student choice, direct groups to select and sign up for an animal of the 6 pre-determined local animals to choose from to research.)
- Direct students to independently research their animal’s particular life cycle.
- Provide students with *The Life Cycle* books by Lisa Trumbauer. Students gather information by using texts and internet resources.
- Teacher will provide copies of the **Blank Life Cycle Graphic Organizer** (see Downloads) for gathering life cycle information.
- When students finish their independent research, place them in their small groups to discuss their research findings and discoveries.

PART 2:

- Give students time to review the information they gathered from the previous day.
- Pass out rubric to students and discuss expectations for life cycle stage performance: 1) Use your research (and graphic organizer) to create your dramatization 2) Collaborate effectively with your group 3) Use movement, body levels and sound to clearly dramatize each life stage 4) Create a script for the performance that integrates our science vocabulary and any key supporting details about your animal.
- Give students time to collaborate with each other about their dramatization.
- Students together will create a script that can accompany their performance, every group member should have at least one line they speak.
- Teacher should monitor groups and clarify questions.

Part 3:

- Teacher will explain audience expectations as well as writing task expected to be completed during performance (additional time may be needed after each performance).
- Students will perform their animal life cycle dramatizations.

REFLECTION

Reflection Questions

- *After performances, teacher will facilitate a class discussion on their predictions, talk about what the animals actually were and the similarities and differences between each group's life cycle.*
- *What did the student actors do to dramatize each particular life cycle stage?*
- *Which life cycle stage was the most important? Was this clear through the performance, why or why not?*

DIFFERENTIATION

Accelerated:

- Advanced students could write a compare and contrast paragraph about either the different stages of their own life cycle – or a different animal's life cycle.
- Advanced students could write journal entries from the point of view of the animal at each stage of the life cycle.
- The journal dates should reflect the time differences between stages (for example – if the animal is born on Day 1, and takes 10 days to progress to the next stage, the second journal entry should be labelled Day 11).
- Advanced students could compose a theme song to accompany their movements through the life cycle.

Remedial/EL Students:

- Small group if needed
- Printing the online research out so students can highlight on physical paper when researching
- Using the computer for researching

ADDITIONAL RESOURCES

- Life Cycle Graphic Organizer
- Lisa Trumbauer: *The Life Cycle of* (Class sets)
- Animal Life Cycle Sequencing Kit: 2 sets per class (available from Lakeshore Learning)
http://www.lakeshorelearning.com/product/productDet.jsp?productItemID=1%2C689%2C949%2C371%2C923%2C174&ASSORTMENT%3C%3East_id=1408474395181113&bmUID=1464967144549
- Website to find list of local animals <http://www.enature.com/zipguides/>

APPENDIX (see Downloads)

- **Living through the Life Cycles with Drama Rubric**
- **Blank Life Cycle Graphic Organizer**

CREDITS

U.S. Department of Education




Arts in Education--Model Development and Dissemination Grants Program

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Living Through The Life Cycles With Drama Rubric

CHECKLIST			
I used texts and/or internet resources to correctly complete my Animal Life Cycle graphic organizer.	All information was in correct sequence order.	Most information was in correct sequence order.	Little or no information was correct.
I collaborated well with my peers in my group to plan, rehearse and perform the life cycle stages of my organism.	I contributed significantly to the ideas of my group and was a superb listener, remaining attentive to my peers' ideas.	I contributed some to the ideas of my group and somewhat listened to my peers' ideas.	I contributed little to the ideas of my group and had difficulty listening to my peers' ideas.
I made movement choices, sounds and used body levels that helped dramatize the story of the various stages of my animal in his/her life cycle.	All of my stages were fully developed with clear movement choices and body levels.	At least half of the stages were fully developed with clear movement choices and body levels.	Little or no movement choices were made to depict the various stages of the life cycle.
My script-writing piece explained each life cycle stage using science vocabulary and supporting details.	My writing piece included 3-4 science vocabulary words and significant supporting details.	My writing piece included 1-2 science vocabulary words and adequate supporting details.	My writing piece included little to no science vocabulary and had insufficient supporting details.

Name _____

Date _____

Life Cycles

