artsNOW
Integrated learning solutions

UNIT: STARS & PLANETS
STARS VERSUS PLANETS–MEET & GREET (Lesson 3 of 5)
Grade Band: 4
Content Focus: Theatre & Science



LEARNING DESCRIPTION

In this theater integration lesson, students will compare stars and planets, identifying their similarities and differences. They will use this knowledge to design a character, drawing inspiration from the distinct physical attributes of either a star or a planet. This task will allow them to apply their understanding creatively. By doing so, they will deepen their grasp of the unique characteristics that distinguish stars from planets.

LEARNING TARGETS

Essential Questions	"I Can" Statements
How are stars and planets alike and different? How can I use my body and voice to personify a star or planet?	I can communicate the physical attributes of stars and planets. I can use vocal elements, body, and movement to communicate attributes of the star and planet character I am representing.

GEORGIA STANDARDS

Curriculum Standards	Arts Standards
S4E1: Obtain, evaluate, and communicate information to compare and contrast the	TA4.PR.1 Act by communicating and sustaining roles in formal and informal environments.

physical attributes of stars and planets. c. Construct an explanation of the differences between stars and planets.	a. Use vocal elements (e.g. inflection, pitch, volume, articulation) to communicate a character's thoughts, emotions, and actions. b. Use body and movement to communicate a character's thoughts and emotions.

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
• (Composition) Gaseous - A planet composed of mostly gasses • (Composition) Rocky - A planet composed of mostly rocks • Orbit - The path an object takes in space • Planet - Large natural objects that orbit around a star • Relative size - How the size of one object compares to another • Satellite - Any object that orbits another object • Star - A massive, luminous sphere held together by its own gravity • Telescope - A tool used to observe far away objects	• Voice - Actors use their voice to be heard by the audience clearly. Actors must also apply vocal choices such as pitch, tempo, and volume to the character they are dramatizing. • Body - Actors use their body to become a character through body posture and movement. What your mind thinks, what your emotions feel, all of this is supposed to show up in your body. • Inflection - Changing your voice to convey different feelings or ideas • Pitch - The highness or lowness of a voice • Volume - How loud or soft a voice is • Articulation - How clearly or precisely words are pronounced • Levels - How high or low an actor moves; the three levels are low, middle, high

MATERIALS

- Nametags
- Index cards
- Pencils
- Exit ticket or paper to record answer to exit ticket
- If doing technology extension, you will need computers and a Flip link set up.
- GA DOE Science Teacher Notes
- Planet Character Profile page
- Video: Planets' & stars' size comparison
- Planning Character Profile
- See, Think, Wonder Artful Thinking Routine

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- Watch the Video: Planets' and stars' size comparison.
- Engage students in the See, Think, Wonder Artful Thinking Routine.
    - Ask students:
        - What do you **see**?
        - What do you **think** about what you see?
        - What do you **wonder** about?
- Review similarities and differences between stars and planets.
    - Create a T-chart or Venn Diagram together as a class.

Work Session

- Give students a name tag of either the name of a planet or a star.
- Ask students:
    - If you were given an acting role to "be" this planet or star, how would you use your voice to represent your role? What volume would you use? What pitch would you use?
    - As your star or planet, how would you move your body? What level would you be at–high, middle, low?
    - How would you move? What would your facial expression be?
    - What adjectives would you use to describe yourself?
- Students will create their character based upon their previous knowledge and what was reviewed in "mini-lesson." Students can plan their "character" using the Planning Character Profile graphic organizer.
    - Example of character notes: Star–HUGE, produces light, hotter and bigger, and appears to twinkle
    - The student could stand stretched out in an X and bounce. "X" shape represents taking up as much space as possible (HUGE); bouncing represents appearing to twinkle.
    - They might use a booming, angry voice to represent hot and large.
- Students should then create a short "bio" about themselves written in the first person. They will use this to introduce themselves to other characters in the class. They should include relevant details about their attributes in their bios.
- Have students form an inner circle and outer circle. The inner circle will face the outer circle so that students are face to face.
- Play music; instruct the circles to rotate in opposite directions while the music plays. When the music stops, the students will stop and introduce themselves using their bios to the student across from them.
    - Remind students to use their voices and bodies to stay in character.
- Continue this process as time allows.

Closing/Reflection

- Have students engage in the following reflection:
    - Share about someone/something you met today. Do you think you would be friends? Why or why not? (Do they have similarities to you? Do they have differences from you?)
- Have students complete the following exit ticket - Name someone you met today. How are you alike? How are you different? Record your answers.

ASSESSMENTS

Formative

- Observation of students' discussion and Planning Character Profile
- Exit ticket

Summative
● Students' written bios demonstrating they understand the attributes of their star or planet ● Students' performances demonstrating that they can use their voices and bodies to communicate characteristics of their character (star or planet)

DIFFERENTIATION

Accelerated:

- Students do not use their names with introductions; the other person must then guess who they are meeting.
- Technology extension: Students record their introduction by creating a Flipgrid video (or other source), and students watch each other's introductions.

Remedial: Pull students into a small group for filling out the Planning Character Profile.

ADDITIONAL RESOURCES

CREDITS

U.S. Department of Education- STEM + the Art of Integrated Learning
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**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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