

Project Description	Learning Targets
<p>In this project, students will use guided research to create a tableau that brings to life a scene of living organisms and nonliving things in a particular habitat. The scene will also include animals' offspring. Students will use their bodies, levels, and facial expressions to communicate their frozen tableau scene.</p>	<p>"I Can..."</p> <ul style="list-style-type: none"> ● Complete a shared research project ● Create a tableau to represent living and nonliving things ● Identify similarities and differences among animals and their babies

ESSENTIAL QUESTIONS

<ul style="list-style-type: none"> ● How can I work with others to conduct research? ● Why is it important for me to identify similarities and differences among animals and their young? ● How can I use my body to bring an image to life?

STANDARDS

Curriculum Standards	Arts Standards
<p>SKL2 Students will compare the similarities and differences in groups of organisms.</p> <p>a. Explain the similarities and differences in animals. (color, size, appearance, etc.)</p> <p>c. Recognizes the similarities and differences between a parent and a baby.</p> <p>d. Match pictures of animal parents and their offspring explaining your reasoning. (Example: dog/puppy; cat/kitten; cow/calf; duck/duckling, etc.)</p> <p>ELAGSEKW5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>ELAGSEKW6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.</p> <p>ELAGSEKW7 With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>ELAGSEKW2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>TAESK.2 Developing scripts through improvisation and other theatrical methods.</p> <p>e. write/pre-play event; preparing to write/dramatize; writing/dramatizing story; evaluation, reflection, editing; rewrite/replay dramatization.</p> <p>TAESK.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments.</p> <p>a. Uses voice to communicate ideas and emotions.</p> <p>b. Uses body to communicate ideas and emotions.</p> <p>TAESK.4 Designing and executing artistic and technical elements of theatre.</p> <p>a. Identifies and uses personal and partner space; playing space and audience space.</p> <p>c. Uses sound in dramatizations.</p> <p>TAESK.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance.</p> <p>c. Listens to others with respect and courtesy.</p> <p>TAESK.11 Engaging actively and appropriately as an audience member in theatre or other media experiences.</p> <p>a. Participates as audience.</p> <p>b. Identifies the basic elements of theatre etiquette.</p>

<p>ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>ELAGSEKL1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>f. Produce and expand complete sentences in shared language activities.</p> <p>ELAGSEKL2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p>	
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KEY VOCABULARY

Content Vocabulary

- Character
- Setting
- Habitat
- Living
- Nonliving
- Adult
- Baby (offspring)
- Reproduce
- Similarities
- Differences

Art Vocabulary

- Tableau: frozen, silent picture depicting a story or moment in time
- Character: an actor or actress in a specific role
- Collaboration: two or more people working together in a joint intellectual effort
- Concentration: the ability of the actor/actress to be “in” character-that is, to be like the character s/he is portraying - in dialogue, attitude, carriage, gait, etc.
- Diction: using a “crisp and clear” actor voice that can be understood by everyone watching and listening
- Gesture: expressive movement of the body or limbs
- Facial Expression: using your face to show emotion
- Projection: using a “big” actor voice so that you can be heard in the very back row of a space (classroom, auditorium, theatre)

TECHNOLOGY INTEGRATION

- www.Pebblego.com
- www.BrainPop Jr.

ASSESSMENTS

Formative	Summative
<ul style="list-style-type: none"> • Questioning students during activities • Teacher observations • Monitoring student-led research 	<ul style="list-style-type: none"> • Research paper • Tableaus Come to Life Rubric (See Downloads) • Presentation of the tableau

MATERIALS

- Access to a computer
- **Frayer Model Graphic Organizer** (See Downloads)
- **Shared Research Sheet** (See Downloads)
- Crayons and colored pencils

Activating Strategy (5-10 min)

- Explain how we create tableaus or “frozen pictures”.
- Review how to select a body level (low, mid, high) and how to express a facial expression.
- Ask students how their face and body would look if they were happy, mad, sad, scared, surprised, etc.
- After students have practiced creating emotions with their bodies and faces, give them a variety of living and nonliving items to practice acting out. Ex: tiny mouse, big bear, a flower about to grow, a sneaker.
- Direct students to freeze in the position they think best represents their item.

Main Activity**PART 1**

- Students will be divided into groups and given an animal (or allowed to choose an animal that interests them) to research on www.gopebble.com
- If you do not have access to the subscribed program gopebble.com, you could use any other kid-friendly database for your research. Ex: National Geographic Kids or Scholastic
- Groups will complete a **Frayer Model Graphic Organizer** (see Downloads) while researching their animals.
- Students will illustrate and/or write short answer responses to the provided questions on the **Frayer Model Graphic Organizer**.
- Students will take the information they have found on their animal and write a shared research paper.
 - If additional guidance is needed, use the **Shared Research Sheet** (see Downloads).

PART 2

- Teacher will help each group create a tableau from the research.
- Each student will be given a specific character or setting to act out with their bodies.
- Each student will have to create a sentence to bring their character or setting to life.
 - This should be in riddle form. For example the student would say: “I am big. I have tusks. I live in the Grasslands. What am I?”

PART 3

- After students have created and practiced their tableaus they will perform their tableaus for an older grade level.
- Students will make a wax museum for an older grade level to observe and interact with. The older grade level students will walk around the wax museum stopping at each station.

- The older student will tap each Kindergartener in the scene (one at a time). Once the Kindergartener is tapped, they will share their riddle from Part 2 (EX: "I am big. I have tusks. I live in the Grasslands. What am I?").
- While the older grade level student is observing each station they must complete following questions:
 1. I like _____.
 2. I wonder _____.
 3. I think you are a _____.
- After the Wax Museum is complete the Kindergarteners will reveal to the older grade level students what they were portraying in their tableau. The two grade levels will do partner talks to discuss the similarities between the animals and plants that portrayed in the tableaus.

Classroom Tips:

- Review what a respectful audience looks like. Review group procedures.

REFLECTION**Reflection Questions**

- *How is my living thing like your living thing and how is my living thing different from yours?*
- *How does my living thing move (fly, crawl, hop, slither, walk, etc)?*
- *Describe your body shape that you picked to portray your living thing (body level, relationship to the other).*
- *Why did you make these particular acting choices in your tableau?*

DIFFERENTIATION**Accelerated:**

- Advanced students could read the story "Are you my Mother?" by PD Eastman.
- Students could use this information to write a piece with illustrations from the point of view of non-traditional parent/child animals (such as penguins and seahorses).
<http://www.factmonster.com/ipka/A0768562.html>

Remedial Students:

- Ask students to create a drawing of their tableau.
- This can be done before they create their tableau to help with their brainstorming.
- It also could be done at the end to assess their understanding of their tableau.
- Also consider mixed levels groupings so that the accelerated students can assist the remedial students.

EL Students:

- When grouping students, do it with mixed level groupings. This will give the opportunity for a higher level student to help provide guidance and support to an EL student.
- Also, consider introducing the key vocabulary that will be included in their research before they actually are reading through the research. This pre-work can help EL students get familiar with the content vocabulary.

ADDITIONAL RESOURCES

- <http://www.factmonster.com/ipka/A0768562.html>
- www.pebblego.com
- www.brainpopjr.com

APPENDIX (See Downloads)

- **Frayer Model Graphic Organizer**
- **Shared Research Sheet (if needed)**
- **Tableaus Come to Life Rubric**

CREDITS

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