

Reflections/Notes:

Color List:

yellow	blue	red	black	green
pink	purple	gold	orange	aqua
lavender	lime	navy	tan	indigo
silver	brown	grey	cream	olive
fuchsia	khaki	mauve	turquoise	periwinkle

Emotion List:

happy	sad	angry	fearful	Calm
jealous	excited	furious	scared	love
paranoid	guilty	curious	confused	anxious
afraid	amazed	irritated	surprised	depressed
hurt	careful	worried	hopeful	lonely

Technology Extension

- Students can listen to a read aloud version of the book on YouTube.
- They could draw their own color monster and then take photo of it
- They could videotape themselves acting out the story with a friend or family member.
- They would tell the story from the Color Monster’s point of view and videotape themselves.

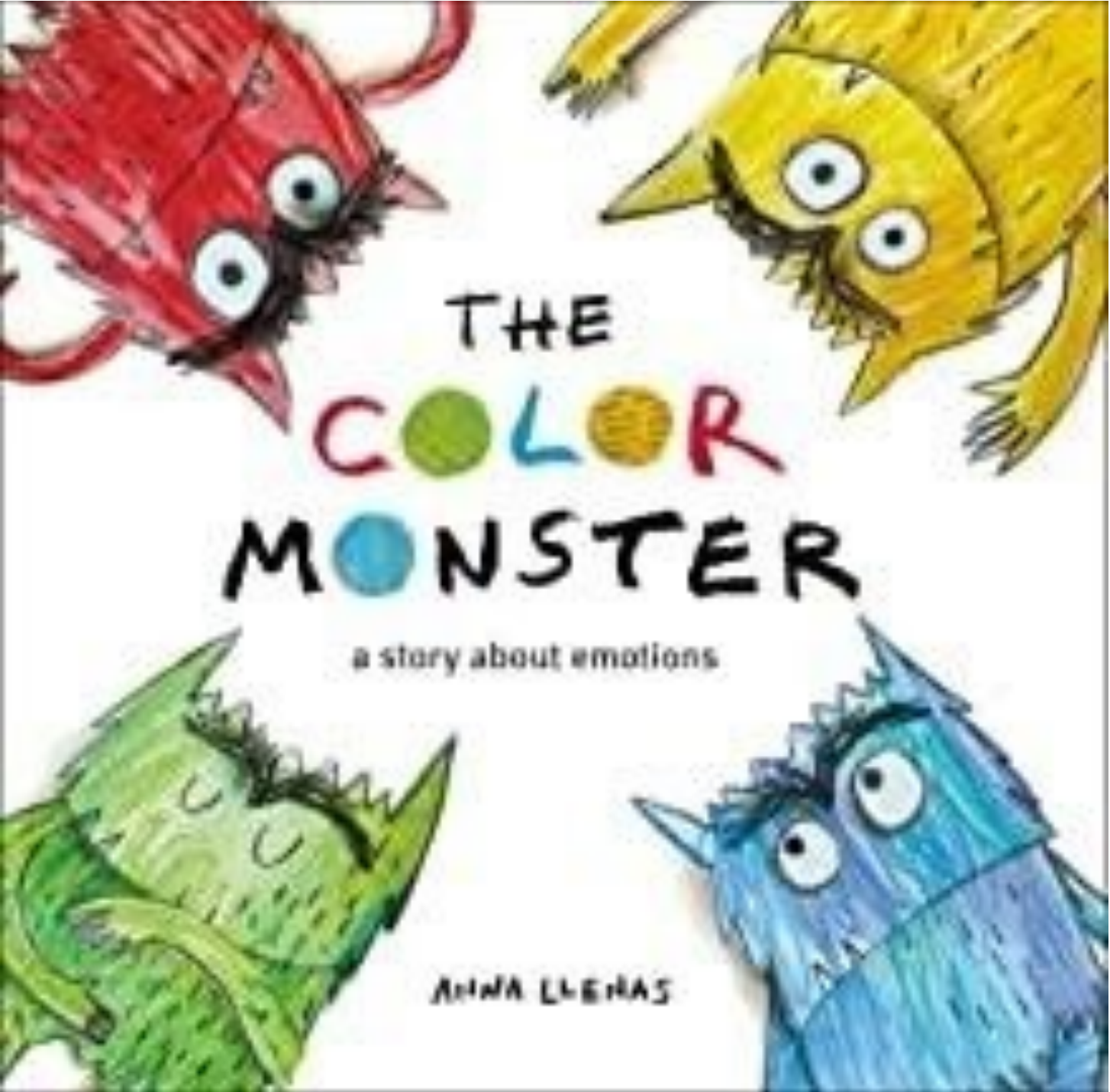
Technology Resources:

Read aloud video version of “The Color Monster”
<https://www.youtube.com/watch?v=Ih0iu80u04Y>

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Organization/Structure/Form • Story Elements •
Creative Writing • Playwriting



Explore how our emotions color our lives and add
depth to our stories!

The Shades of Monster Emotions

Using the book, “The Color Monster. A story about Emotions” by Anna Llenas, students will investigate the story elements and dive into the world of emotions and colors and explore emotions using their faces, bodies and voices.

Essential Question:

How do emotions add color to our life’s story?

Process

Color Words:

- Have a discussion about colors and how they make us feel or what they remind us of. Ask students what their favorite colors are and why.

Color Repeat with Feeling:

- Now show them a color using your body, voice and face. Have them guess the color. Explain that you are going to call out another color. They need to repeat that word but add color and emotion to their voice that would match the color. When you call out the color make sure to speak without expression as not to clue the students. Encourage them to add emotion to the color.

Emotion Faces & Bodies:

- Show an exaggerated face to the class and ask what emotion they think you are showing. Tell students that you are going to call our different emotions and they need to respond in silence. Just using their faces and bodies to become the emotion. Explain that this is **pantomiming**.
- Then call out different emotions and have them use their faces and bodies to respond as that emotion. Try this with several emotions from the list on the last page.

Emotion Sounds:

- Now ask them to add sound to their faces and bodies when they show you an emotion. Call out several more emotions from the list.

Read Book Aloud:

- Read the book, “The Color Monster. A story about Emotions” by Anna Llenas.
- As you read the book, have students add sound and body to express the characters and repeat lines after you read them. Encourage them to become the characters with their face, body and voice.
- Identify the colors and emotions in the book.
- (yellow = happy, blue = sad, red = anger, black = fear, green= calm, pink=love)

Story Elements:

- Lead a discussion to help students discover the story elements of the book.
- (Character, setting, problem, solution, plot, beginning, middle, end)

Tableau:

- Explain that a tableau is a frozen picture that tells a dramatic story. Have students come up to the front of the room to create tableaux of the beginning, middle and end of the book. They should start frozen and have no sound. Then call “action” and each character can come to life. Students should be able to put the three parts in the correct order of the plot.

Assessment

- Students will demonstrate understanding by using their bodies, faces and voices.
- They will physically demonstrate comprehension of all story elements and work in groups to show these elements.
- They will be assessed with questioning and modeling techniques for comprehension and understanding.

Materials

Book - “The Color Monster. A story about Emotions” by Anna Llenas.

Emotion List

Color List

Vocabulary

Color - a component of light which is separated when it is reflected off of an object

Emotion – A state of feeling such as: angry; sad; excited; nervous; happy.

Story elements – the elements that make up a story (characters, setting, plot, theme, problem, solution)

Characters – the people, animals, or creatures that are in stories, plays an do other texts.

Monster – an imaginary frightening creature, especially one that is large and strange.

Setting – where and when the story happens.

Plot – All the events in a story. What happens first, next and last in the beginning, middle and end of a story.

Problem – what does wrong in the story

Solution – how the problem is solved

Theme – the lesson of the story

Audience – people watching or listening to a story on stage or screen.

Actor – This is a person who performs a role in a play, work of theatre, or movie.

Director – A director oversees the entire process of staging a production.

Pantomime - an acting technique that conveys emotion through non-verbal communication. Occasionally referred to as 'the art of silence,' pantomime relies on facial expressions, body language and gestures.

Facial Expression – how an actor uses his or her face (eyes, cheeks, mouth, chin, nose) to convey meaning.

Body Gestures –any movement of the actor’s head, shoulder, arm, hand, leg, or foot to convey meaning.

Classroom Tips

This lesson can be taught with students sitting at the desks and them moving to a carpet to allow for more space. You can also create a small playing area to serve as your “stage” at the front of the room.

Georgia Standards of Excellence: (Core Curriculum & The Arts)

ENGLISH LANGUAGE ARTS

GRADE K

ELAGSEKRL1: With prompting and support, ask and answer questions about key details in a text. **ELAGSEKRL2:** With prompting and support, retell familiar stories, including key details. **ELAGSEKRL3:** With prompting and support, identify characters, settings, and major events in a story.

GRADE 1

ELAGSE1RL1: Ask and answer questions about key details in a text. **ELAGSE1RL2:** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **ELAGSE1RL3:** Describe characters, settings, and major events in a story, using key details. **ELAGSE1RL4:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **ELAGSE1W8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **ELAGSE1SL2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **ELAGSE1SL4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **ELAGSE1SL5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings

GRADE 2

ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **ELAGSE2RL2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **ELAGSE2RL3:** Describe how characters in a story respond to major events and challenges. **ELAGSE2RL5:** Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action. **ELAGSE2RL6:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. **ELAGSE2RL7:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **ELAGSE2RI1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **ELAGSE2SL2:** Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media. **ELAGSE2SL5:** With guidance and support, create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings .

Georgia Standards of Excellence: (Core Curriculum & The Arts)

THEATRE ARTS

GRADE K

TAK.CR.1: Organize, design, and refine theatrical works. a. Use imagination to create, revise, and/or add to ideas. b. Demonstrate skills of the mind (e.g. imagination, focus, concentration). c. Follow directions for and contribute in planning theatre experiences. d. Listen to others with respect and courtesy in an ensemble. e. Identify basic theatre vocabulary (e.g. setting, character, problem, resolution, plot, beginning, middle, end). **TAK.CR.2:** Develop scripts through theatrical techniques. a. Retell stories. b. Sequence plot events for dramatizations. c. Generate original ideas for dramatizations. **TAK.PR.1:** Act by communicating and sustaining roles in formal and informal environments. a. Use voice to communicate emotions. b. Use your body to communicate emotions. c. Cooperate in theatre experiences. d. Assume roles in a variety of dramatic forms (e.g. narrated story, pantomime, puppetry, dramatic play). **TAK.RE.1:** Engage actively and appropriately as an audience member. a. Participate as an audience.

b. Identify the basic elements of theatre etiquette.

GRADE 1

TA1.CR.1: Organize, design, and refine theatrical work. a. Use imagination to create, revise, and/or add to ideas. b. Demonstrate skills of the mind (e.g. imagination, focus, concentration). c. Follow directions and contribute to planning in theatre experiences. d. Listen to others with respect and courtesy in an ensemble. e. Identify basic theatre vocabulary (setting, character, problem, resolution, plot, beginning, middle, end). **TA1.CR.2:** Develop scripts through theatrical techniques. a. Retell stories. b. Sequence plot events for dramatizations. c. Generate original ideas for dramatizations. **TA1.PR.1:** Act by communicating and sustaining roles in formal and informal environments. a. Use voice to communicate ideas and emotions. a. Use your body to communicate ideas and emotions. b. Cooperate in theatre experiences. c. Assume roles in a variety of dramatic forms (e.g. narrated story, pantomime, puppetry, dramatic play). **TA1.PR.2:** Execute artistic and technical elements of theatre. a. Identify and use personal and partner space. **TA1.RE.1:** Engage actively and appropriately as an audience member. a. Participate as an audience. b. Identify the basic elements of theatre etiquette.

GRADE 2

TA2.CR.1: Organize, design, and refine theatrical work. a. Use imagination to create characters. b. Contribute and collaborate in planning a theatre experience. c. Use theatre vocabulary (e.g. character, setting, dialogue, plot, problem, resolution, cause, effect). d. Use and apply sensory elements to create characters. **TA2.CR.2:** Develop scripts through theatrical techniques. a. Explore the dramatic writing process. b. Collaborate to generate story ideas. c. Develop dialogue based on stories (e.g. personal, imaginary, real). d. Develop character and setting through action and dialogue. e. Sequence plot events for dramatizations. **TA2.PR.1:** Act by communicating and sustaining roles in formal and informal environments. a. Use imagination and vocal elements (e.g. inflection, pitch, volume, articulation) to communicate a character’s thoughts, emotions, and actions. b. Use imagination and physical choices to communicate a character’s thoughts and emotions. c. Collaborate and perform with an ensemble to share theatre with an audience. d. Explore character choices and relationships in a variety of dramatic forms (e.g. narrated story, pantomime, puppetry, dramatic play). **TA2.RE.1:** Engage actively and appropriately as an audience member. a. Participate as an audience. b. Demonstrate appropriate theatre etiquette.

National Arts Standards

THEATRE

GRADE K

TH:Cr1.1.K. a. With prompting and support, transition between imagination and reality in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). **TH:Cr2-K.b.** With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama). **TH:Pr4.1.K.a.** With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). **TH:Re7.1.K. a.** With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

GRADE 1

TH:Cr1.1.1.a. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama). **TH:Cr2-1. a.** Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama). **TH:Pr4.1.1. b.** Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama). **TH:Pr5.1.1. a.** With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama). **TH:Pr6.1.1. a.** With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama). **TH:Re7.1.1. a.** Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama). **TH:Re8.1.1.a.** Explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance. **b.** Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).

GRADE 2

TH:Cr1.1.2. c. Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama). **TH:Cr3.1.2. a.** Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama). **TH:Pr4.1.2. a.** Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama). b. Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., (e.g., process drama, story drama, creative drama **TH:Pr5.1.2. a.** Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama). **TH:Re8.1.2. a.** Explain how personal preferences and emotions affect an observer’s response in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance. b. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama). c. Explain or use text and pictures to describe how others’ emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).