DRAMA AND TEXT STRUCTURES
Grade Band: 4-5
Content Focus: Drama & ELA

LEARNING DESCRIPTION

In this lesson students will use body movement, facial expression and voice to portray six different non-fiction text structures. In small groups, students will read a script that is based off of an informational text that demonstrates each of the different text structures. They will show the emotions and body movements of the characters in the scripts. After groups perform, the audience will choose which text structure they think was being demonstrated.

LEARNING TARGETS

Essential Questions	"I Can" Statements
How can elements of drama be used to accurately display non-fiction text structures?	I can demonstrate and explain how various non-fiction texts are organized. I can use my body, face, and voice to portray a character.

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GEORGIA STANDARDS

Curriculum Standards	Arts Standards
Grade 4 ELAGSE4RI5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. **Grade 5** ELAGSE5RI5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	**Grade 4** TA4.PR.1 Act by communicating and sustaining roles in formal and informal environments. TA4.RE.1 Engage actively and appropriately as an audience member. **Grade 5** TA4.PR.1 Act by communicating and sustaining roles in formal and informal environments. TA5.RE.1 Engage actively and appropriately as an audience member.

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
Grade 4 **READING - INFORMATIONAL TEXT (RI)** **Language, Craft, and Structure (LCS)** Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. 8.1 Determine how the author uses words and phrases to shape and clarify meaning. 8.2 Apply knowledge of text features to gain meaning; describe the relationship between these features and the text. **Grade 5** **READING - INFORMATIONAL TEXT (RI)** **Language, Craft, and Structure (LCS)** Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. 8.1 Analyze how the author uses words and phrases to shape and clarify meaning. 8.2 Apply knowledge of text features in multiple sources to gain meaning or solve a problem.	**Anchor Standard 3:** I can act in improvised scenes and written scripts. I can experiment with physical and vocal characterization choices in a simple theatrical work. **Anchor Standard 5:** I can interpret and evaluate live or recorded dramatic performances as an active audience member. **Anchor Standard 8:** I can relate theatre to other content areas, arts disciplines, and careers.

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KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
● <u>Non-fiction</u> - A text that is factual ● <u>Text structure</u> - The way information is organized and presented within a written text to achieve its purpose ● <u>Descriptive</u> - A genre of writing that aims to provide detailed, vivid descriptions of real-life events, people, places, or things ● <u>Sequential</u> - A type of nonfiction writing that presents information in a clear, logical order, often following a step-by-step sequence ● <u>Compare and contrast</u> - A type of writing that aims to identify the similarities and differences between two things ● <u>Cause and effect</u> - A type of nonfiction that explores the relationships between events or phenomena, focusing on how one or more causes lead to specific effects ● <u>Problem and solution</u> - A type of nonfiction that identifies a specific problem and then explores one or more solutions to address it ● <u>Proposition and support</u> - A type of nonfiction that presents a specific argument or claim (the proposition) and then provides evidence and reasoning to support it	● <u>Character</u> - A person, animal, or other being portrayed by an actor in a play, musical, or other dramatic work ● <u>Face (expression)</u> - Conveying emotions, intentions, and reactions, both to the audience and to other characters on stage ● <u>Pitch</u> - The highness or lowness of a character's voice when speaking ● <u>Tempo</u> - The speed or pace at which characters speak ● <u>Body</u> - The physical presence and movements of actors on stage ● <u>Heavy body</u> - A type of physical characterization and movement style where an actor adopts a sense of weight and solidity in their portrayal of a character ● <u>Light body</u> - A type of physical characterization and movement style where an actor adopts a sense of lightness, buoyancy, and agility in their portrayal of a character ● <u>Movement</u> - The physical actions and gestures performed by actors on stage ● <u>Dialogue</u> - The spoken interactions between characters on stage

MATERIALS

● [Text Structures Skit](#)

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INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- Say various emotion words. Ask students to show that emotion their movements, facial expressions and/or voice.
- Introduce the concepts of body, face and voice in theatre. As a class, discuss why these elements of drama are important to creating a memorable character.
- Watch a clip of a movie or show that shows an example of acting that uses body, face and voice. Discuss how the actor(s) used these elements.

Work Session

- Review the six different types of nonfiction text structures as a class.
- Match students with an acting partner.
  - Assign each pair characters and emotions (ex: two exhausted construction workers or two happy butterflies in a field).
  - Remind students use their body, face and/or voice to match their characters and their emotions.
  - Provide time for students to practice embodying these characters using the elements.
  - Allow time for a few pairs to perform for the class. If time permits, allow students to try to identify the characters and/or emotions being portrayed.
  - Facilitate a class discussion around how the partners used body, face and/or voice to portray their characters and emotions.
- Tell students that they will be using body, face, and voice to demonstrate their understanding of text structures.
- Arrange students into small groups of three to five. Give each group a short script that is based on a specific nonfiction text structure.
- Students will act out their scenes using their body, face and voice to portray the specific characters from the script. Allow students time to practice their scenes.
  - Circulate the room and provide support as needed.
- Allow groups to perform their scenes for the class.
  - Discuss proper audience participation prior to group performances.
  - While groups are performing, students should complete the provided chart to mark which scenes demonstrate which text structures.

Closing/Reflection

- Facilitate a class discussion around how body, face and voice can be used as a tool of communication.
- Discuss which body, face, and voice choices best match each text structure.

ASSESSMENTS

Formative

Teachers will assess student understanding by observing how students are using the elements of drama, students' responses to the review of the types of text structures, and students' participation with their partners and their groups.

Summative
CHECKLIST: ● Students can demonstrate and explain how various non-fiction texts are organized. ● Students can use body, face and voice to portray a character and demonstrate understanding of text structures.

DIFFERENTIATION

Accelerated: ● Students can add stage directions to their performances. ● Students can write their own script based on a nonfiction text structure. ● Students have the option of memorizing their script. **Remedial:** ● Students use peer support to help reading lines. ● Reduce the content in the script.

ADDITIONAL RESOURCES

NA

*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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