

**Elk Grove Unified School District**  
**Visual and Performing Arts Resources**  
**Theatre**

**Grade 3: Lesson 3**

**Title: Movement and Actable Verbs**

**Standards Addressed**

**Creative Expression**

*Creating, Performing, and Participating in Theatre*

2.1 Participate in cooperative scriptwriting or improvisations that incorporate the 5 W's.

**Connections, Relationships, Applications**

*Connecting and Applying What is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers*

5.1 Use problem-solving and cooperative skills to dramatize a story or a current event from another content area, with emphasis on the 5 W's.

**Time:** 40-50 minutes

**Floor Plan:** Classroom floor.

**Materials Needed:**

- Paper
- Colored markers or crayons

**Purpose:**

The students will demonstrate their understanding of actable verbs by using them in an improvised performance.

**Background:**

The students have had little background for the lesson. This activity is designed to get them to be less intimidated by performance.

**Key Questions:**

- Do people look at things and see the same thing?
- Can you show emotion without saying words?
- Can you take a drawing and act out the picture on the drawing?

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p><b>1 Set up purpose/goals</b> Your body can be an instrument to replicate an event or picture.</p>	<p><b>How are you making your purpose clear to the students?</b> By using visual/verbal clues.</p>
<p><b>2 Engage students</b> Have the students volunteer by trying to have the class guess what they are depicting.</p>	<p><b>How can I effectively get the students interested in the content of the lesson?</b> Have the students guess what you are trying to show through body movement only (i.e., ice skating).</p>
<p><b>3 Learning Sequence</b> a) Have the class guess what you are doing. b) Have the students try to have each other guess what a classmate in front of the room is doing. c) Follow lesson plan.</p>	<p><b>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present?</b> The purpose of this lesson is for the students to see how they can communicate with body movement. This can be positive or negative. Ask the students if they have ever been hurt by someone's body language.</p>
<p><b>4 Assessment</b> Have the students write down a common character like Paul Bunyan, Johnny Appleseed, or Scooby Doo and put them in a hat. Have the students volunteer to act out the parts individually or with a partner.</p>	<p><b>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice)</b> Have the students think of a character that they see on T.V. This should be a character that everybody knows. Have them act out the character and try to have the other students try and figure out the character.</p>

### Actual Lesson Sequence

1. Hand the students a blank piece of paper, have them close their eyes and draw whatever they want to.
2. Collect the pictures before the students have opened their eyes. Mix the pictures up and pass them back out making sure that the original drawer does not receive his/her picture.
3. Have the students individually perform a depiction of the picture they are holding. Sound may be used in these interpretations however, words may not be used. This exercise does not require side-coaching. Allow the students to explore and enjoy using their bodies to explain something.
4. Have the students turn their papers over and write a word (verb) that describes that picture.
5. Combine the students into groups of four to five. Ask them to create a scene to perform for the class that incorporates all of their pictures and displays each of the verbs listed on the backside of the picture.
6. After each performance, ask the class which emotions they saw and what caused them to believe the emotions that were portrayed. Compare with the performers and see what they were trying to convey and how they decided to use the physical delivery chosen.
7. This lesson does not require a "wrap-up" however, if desired, the importance of usingactable verbs may be covered. It may be beneficial to discuss what they have learned and how they might use this lesson to help them explore a character they are trying to perform for an audience.