



K-2

Theatre Arts Curriculum

Oradell Public School District

Oradell, NJ

2023

The K-2 Theatre Arts curriculum was developed by the Oradell Language Arts Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLS).

Oradell Public School District

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

Oradell Public School District Theatre Curriculum K-2

Introduction

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

At Oradell Public School we strive to empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society. Through our visual art classes, all students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

Language taken from 2020 New Jersey Student Learning Standards – Visual and Performing Arts Introduction



Oradell Public School District

Suggested Pacing Guide for Theatre Bend in Language Arts

Grades K-2

Theatre performance expectations will be taught as a separate bend in the Oradell Language Arts curriculum as noted below:

Grade	Anchor Standards	Subject	Unit	Approximate Month
K	Anchor Standard 1: Conceptualizing and generating ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products. Anchor Standard 4: Developing and refining techniques and models or steps needed to create products. Anchor Standard 5: Selecting, analyzing, and interpreting work. Anchor Standard 6: Conveying meaning through art.	Reading	Unit 2: Emergent Reading: Looking Closely at Familiar Texts	October

	<p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 8: Applying criteria to evaluate products.</p> <p>Anchor Standard 9: Interpreting intent and meaning.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p>			
1	<p>Anchor Standard 1: Conceptualizing and generating ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 3: Refining and completing products.</p> <p>Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 5: Selecting, analyzing,</p>	Reading	Unit 6: FICTION: Meeting Characters and Learning Lessons	May

	<p>and interpreting work.</p> <p>Anchor Standard 6: Conveying meaning through art.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 8: Applying criteria to evaluate products.</p> <p>Anchor Standard 9: Interpreting intent and meaning.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>			
2	<p>Anchor Standard 1: Conceptualizing and generating ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p>	Reading	Unit 4: Fiction: Digging Deeper: Folktales, Fairy Tales, Fables	February

	<p>Anchor Standard 3: Refining and completing products.</p> <p>Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 5: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 6: Conveying meaning through art.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 8: Applying criteria to evaluate products.</p> <p>Anchor Standard 9: Interpreting intent and meaning.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within</p>			
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	societal, cultural, and historical contexts to deepen understanding.			
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Note: Highlighted activities indicate Holocaust Awareness or Amistad Commission or Asian American and Pacific Islander legislation related activities.

Oradell Public School Visual and Performing Arts:

1.4 THEATRE

By the end of Grade 2

Theatre: K2

In order to authentically bring these theatre standards to life, we chose a unit in the grade level for full immersion of the eleven theatre standards. Theatre empowers students to develop creative and critical thinking skills, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society. Bringing theatre into the language arts curriculum builds on an environment in which the students have already become comfortable, and expands it to create a safe space where they can imagine, investigate, construct, and reflect. This is most thoroughly accomplished by fully immersing ourselves in theatre standards for one unit, creating a comprehensive, complete theatre experience for the students.

	Kindergarten	Grade 1	Grade 2
Unit	Grade K: Reading Unit 2: Emergent Reading: Looking Closely at Familiar Texts.	Grade 1: Reading Unit 6: Fiction: Meeting Characters and Learning Lessons	Reading Unit 4: Fiction: Digging Deeper: Folktales Fairytales, Fables
Explanation	This unit will address Theatre standards 1-10.	This unit will address Theatre standards 1-11.	This unit will be addressing Theatre standards 1-11.

	<p>We will be incorporating theatre standards in this unit as students revisit familiar texts. Students will be exposed to classic story books such as The Carrot Seed and The Three Billy Goats Gruff. We are looking at what is already being taught from a theatre standpoint. Look at the theatre standards below, and incorporate them into your literacy lessons, allowing the students to create, imagine, and construct through a performance lens.</p> <p>The Theatre bend of this unit will take place at the end of October.</p>	<p>We will be incorporating theatre standards in this unit as students revisit familiar texts. Students will be exposed to classic story books such as The Little Red Hen and Chrysanthemum. We are looking at what is already being taught from a theatre standpoint. Look at the theatre standards below, and incorporate them into your literacy lessons, allowing the students to create, imagine, and construct through a performance lens.</p> <p>The Theatre bend of this unit will take place in mid-May.</p>	<p>We will be incorporating theatre standards in this unit as students revisit familiar texts. Students will be exposed to classic fables such as Jack and the Beanstalk, Three Little Pigs, and Three Billy Goats Gruff. We are looking at what is already being taught from a theatre standpoint. Look at the theatre standards below, and incorporate them into your literacy lessons, allowing the students to create, imagine, and construct through a performance lens.</p> <p>The Theatre bend of this unit will take place at the end of February.</p>
<p>Interdisciplinary Connections</p>	<p>Reading Literature</p> <ul style="list-style-type: none"> ● RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). ● RL.K.5. Recognize common types of texts (e.g., storybooks, poems). ● RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). <p>Writing</p> <ul style="list-style-type: none"> ● W.K.8. With guidance and support from adults, recall information from experiences or gather 	<p>Reading Literature</p> <ul style="list-style-type: none"> ● RL.1.1. Ask and answer questions about key details in a text. ● RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. ● RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. ● RL.1.6. Identify who is telling the story at various points in a text. ● RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. 	<p>Reading Literature</p> <ul style="list-style-type: none"> ● RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ● RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral. ● RL.2.3. Describe how characters in a story respond to major events and challenges using key details. ● RL.2.6. Acknowledge differences in the points of

	<p>information from provided sources to answer a question..</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> ● SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> A. Follow agreed upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges. ● SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. ● SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. ● SL.K.4. Describe familiar people, places, things, and 	<ul style="list-style-type: none"> ● RL.1.9. Compare and contrast the adventures and experiences of characters in stories. <p>Writing</p> <ul style="list-style-type: none"> ● W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <p>Speaking and Listening</p> <ul style="list-style-type: none"> ● SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. ● Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ● Build on others' talk in conversations by responding to the comments of others through multiple exchanges. ● Ask questions to clear up any confusion about the topics and texts under discussion. ● SL.1.2. Ask and answer questions about key details in a text read aloud or information presented 	<p>view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> ● SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Follow agreed upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ● Build on others' talk in conversations by linking their explicit comments to the remarks of others. ● Ask for clarification and further explanation as needed about the topics and texts under discussion ● SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ● SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional
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	<p>events and, with prompting and support, provide additional detail.</p> <ul style="list-style-type: none"> ● SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>orally or through other media.</p> <ul style="list-style-type: none"> ● SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. ● SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ● SL.1.6. Produce complete sentences when appropriate to task and situation. 	<p>information, or deepen understanding of a topic or issue.</p> <ul style="list-style-type: none"> ● SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<p>Bend in Language Arts</p>	<p>Reading Unit 2/Bend 3: Readers Bring Stories to Life With prompting and support, students will plan how to retell a portion of the story as a performance. Then they will create the props, costumes and scenery. Finally they will perform a small portion of the story and reflect on their experience as a character in the skit and a member of the audience.</p> <ul style="list-style-type: none"> ● Students work with partners to decide on how to sequence the story using pictures. ● Students think about what the characters will say when they are retelling the story. 	<p>Reading Unit 6/Bend 5: Readers Bring Stories to Life Through Theatre With prompting and support, students will plan how to retell a portion of the story as a performance. Then they will create the props, costumes and scenery. Finally they will perform a small portion of the story and reflect on their experience as a character in the skit and a member of the audience.</p> <ul style="list-style-type: none"> ● Students work with partners to decide on how to sequence the story using pictures and writing. ● Students think about what the characters will say when they are retelling the 	<p>Reading Unit 4/Bend 3: Readers Bring Stories to Life Through Theatre With prompting and support, students will plan how to retell a portion of the story as a performance. Then they will create the props, costumes and scenery. Finally they will perform a small portion of the story and reflect on their experience as a character in the skit and a member of the audience.</p> <ul style="list-style-type: none"> ● Students work with partners to decide on how to sequence the story using pictures. ● Students think about what the characters will say when they are retelling the

	<ul style="list-style-type: none"> ● Students make decisions about what the characters will sound like when they speak. ● Students discuss with partners what sort of props, costumes, and scenery they would need to act out the story. ● Students will think about ways to show how a character feels using facial gestures, body movement, tone and volume. ● Students will make decisions about sound effects and lighting when retelling the story as a performance. ● Students will provide feedback to their peers to enhance the guided drama. ● Students will share about their experience taking part in the guided drama. ● Students will share about the experience as a member of the audience. ● Throughout this work, students will reflect on their own and the contributions of others. (Glow and Grow) 	<p>story.</p> <ul style="list-style-type: none"> ● Students make decisions about what the characters will sound like when they speak. ● Students discuss with partners what sort of props, costumes, and scenery they would need to act out the story. ● Students will think about ways to show how a character feels using facial gestures, body movement, tone and volume. ● Students will make decisions about sound effects and lighting when retelling the story as a performance. ● Students will provide feedback to their peers to enhance the guided drama. ● Students will share about their experience taking part in the guided drama. ● Students will share about the experience as a member of the audience. ● Throughout this work, students will reflect on their own and the contributions of others. (Glow and Grow) 	<p>story.</p> <ul style="list-style-type: none"> ● Students make decisions about what the characters will sound like when they speak. ● Students discuss with partners what sort of props, costumes, and scenery they would need to act out the story. ● Students will think about ways to show how a character feels using facial gestures, body movement, tone and volume. ● Students will make decisions about sound effects and lighting when retelling the story as a performance. ● Students will provide feedback to their peers to enhance the guided drama. ● Students will share about their experience taking part in the guided drama. ● Throughout this work, students will reflect on their own and the contributions of others. (Glow and Grow)
<p>Throughout this additional bend in language arts, the following standards will be infused into lessons:</p>			

Career Readiness, Life Literacies and Key Skills	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives . 9.4.2.CI.2: Demonstrate originality and inventiveness in work . 9.4.2.CT.2: Identify possible approaches and resources to execute a plan. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).</p> <p>Practices CLKSP1 Act as a responsible and contributing community members and employee. CLKSP4 Demonstrate creativity and innovation. CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. CLKSP6 Model integrity, ethical leadership and effective management. CLKSP8 Use technology to enhance productivity increase collaboration and communicate effectively.</p>
Computer Science and Design Thinking	<p>8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process. 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks. 8.2.2.NT.1: Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together. 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.</p>
The following Social Emotional Learning Competencies will be addressed in this	
Social Emotional Learning Competencies	<ul style="list-style-type: none"> ● <u>Self-Awareness</u>: ability to recognize one’s emotions and know one’s strengths and limitations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Students will activate schema to become responsible for both understanding their own emotional responses and connecting with character’s emotional responses, drawing parallels where applicable. ■ Students will use non verbal cues to communicate with their peers ● <u>Self-Management</u>: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Students will be responsible for engaging in discussion about stories, sequence, and technical elements of a drama. In order to do this, they need to be able to communicate and work collaboratively allowing all team members to share their own

individual thoughts and opinions. In order to engage in a dialogue, they are responsible for self regulating and active listening in order to most fully participate in a group.

- Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
- Students will practice self-regulation during discussions and while performing as a particular character.
- Students will be working in partnerships or small groups. During this time students will need to regulate their emotions to work collaboratively with their peers. There may be times when they do not agree with what a classmate is saying and will need to make suggestions without reacting emotionally.

- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others

- Connections:

- Students will be responsible for engaging in discussion about stories, sequence, and technical elements of a drama. In order to do this, they need to be able to communicate and work collaboratively allowing all team members to share their own individual thoughts and opinions.
- Students will demonstrate empathy by acting appropriately towards the presenters
- Students will practice empathy by taking the perspective of characters throughout the text. They will acknowledge and appreciate similarities and differences when comparing their experiences to that of the character.

- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts

- Connections:

- Relationship skills are being reinforced through how we give feedback to one another. The teacher will model appropriate ways to give constructive feedback using "Glows" and "Grows" while strengthening classroom relationships.
- Students will be working collaboratively in groups. Students will be practicing appropriate social skills and behaviors while monitoring their emotions to communicate with their peers. There may be times when students will need

- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Students will utilize responsible decision-making when working collaboratively to establish appropriate sounds, movement, and voices for the script.
 - Class rules and discussions
 - Students will utilize responsible decision-making when working collaboratively to establish appropriate nonverbal body and facial gestures for the script.

The following Modifications/Accommodations will be used as needed:

Modifications				
English Language Learners	Special Education	At Risk	Gifted and Talented	504
<ul style="list-style-type: none"> ● Picture clues ● Emotions on picture cards ● Facial expression and tone of voice providing context throughout 	<ul style="list-style-type: none"> ● Partnered learning ● Flexible grouping ● Modeling ● Frontloading (providing dialogue ahead of time) 	<ul style="list-style-type: none"> ● Partnered learning ● Flexible grouping ● Modeling 	<ul style="list-style-type: none"> ● Introduction of more complex vocabulary ● Allow students to use the computer to type the script. ● Allow students access to the next scene to prepare and share. 	<ul style="list-style-type: none"> ● Extended practice time if necessary ● Frontloading

CREATING

Anchor Standard 1	Generating and conceptualizing ideas.
Enduring Understanding	Theatre artists rely on intuition, curiosity, and critical inquiry.
Essential Question	What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
Practice	Imagine, Envision

- Performance Expectations:**
- 1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
 - 1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).

<ul style="list-style-type: none"> 1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama). 			
Key Vocabulary	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> Character Expressive Voice Setting Storyteller voice 	<ul style="list-style-type: none"> Character Setting Sequence of events Tone Dialogue Inside/Outside character traits 	<ul style="list-style-type: none"> Narrator Character Setting Tone Pitch Fluent Gestures
Student Learning Objectives	Kindergarten	Grade 1	Grade 2
	<p>With guidance and support, students will be able to:</p> <ul style="list-style-type: none"> Identify the characters and setting in a story Retell a story in order, and discuss their reasoning for ordering the beginning, middle, and end of the story Choose different voices, gestures, and movements to represent characters at various points in the guided drama experience 	<p>With prompting, students will be able to:</p> <ul style="list-style-type: none"> Identify the characters and setting in a story Use knowledge of character traits to make decisions on how to portray that character (voice, tone, volume, gestures, costumes, etc.) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify the characters and setting in a story Fluently retell a story chronologically Identify how differentiation in character voice, gestures, and movement influences our understanding of the character Sound like the characters in their books using varying tones and volumes
Suggested Tasks/Activities	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> Cut and glue create a retelling of <i>Three Billy Goats Gruff</i> chronologically 	<ul style="list-style-type: none"> Use knowledge of character traits to engage in peer discussions, make decisions 	<ul style="list-style-type: none"> Have students partner to practice retelling <i>The Three Little Pigs</i> or fairy tale, fable,

	<ul style="list-style-type: none"> ● Identify little, middle, big voices for the goats ● <i>The Carrot Seed</i> by Ruth Krauss study character choices ● <i>The Little Red Hen</i> participates in a guided drama. Study character choices. Pay attention to setting, characters, and costume. ● Have students create their own backdrop for a retelling of one of the suggested fairy tales. 	<p>on how to portray that character (voice, tone, volume, gestures, costumes, etc.) and support the reasons for those decisions</p> <ul style="list-style-type: none"> ● Allow students the opportunity to discuss and determine the main events of the story. ● Allow students the opportunity to discuss and determine which characters are important to the telling of the story. ● Explore different voices, gestures, and movements to represent characters in their books 	<p>or folktale of choice</p> <ul style="list-style-type: none"> ● Identify differentiation in voices between the pigs and the wolf ● Have students create their own backdrop for a retelling of one of the suggested fairy tales. ● Charades with tone- give students a dialogue and have them choose a random tone to guide their reading of the dialogue.
Evidence of Learning (Assessment)			
	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> ● Observation ● Student discussion <ul style="list-style-type: none"> ○ What materials did you use to make your props? Setting? Why? ● Rubric <ul style="list-style-type: none"> ○ self assessment ○ peer assessment ● K-2 Theatre Rubric 	<ul style="list-style-type: none"> ● Observation ● Student discussion <ul style="list-style-type: none"> ○ What character traits helped you determine your tone of voice, actions, costumes, etc. ● Rubric <ul style="list-style-type: none"> ○ self assessment ○ peer assessment ● K-2 Theatre Rubric ● Review of Story Organizer (Beginning/Middle/End) 	<ul style="list-style-type: none"> ● Observation ● Student discussion <ul style="list-style-type: none"> ○ After the props are created, what is the plan on how to use and how often to use them? ○ Will the scenery support the plot and setting? ● Rubric <ul style="list-style-type: none"> ○ self assessment ○ peer assessment ● K-2 Theatre Rubric

Resources/Materials	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> • <i>Three Billy Goats Gruff</i> • <i>The Carrot Seed</i> by Ruth Krauss • <i>The Little Red Hen</i> • Glossary of Theater Terms • Explanation of Performance Expectations 	<ul style="list-style-type: none"> • Story Organizer • Inside/Outside traits organizer • <i>The Little Red Hen</i> • <i>Elephant and Piggie</i> series • <i>The Very Hungry Caterpillar</i> • <i>Corduroy</i> • <i>Chrysanthemum</i> • Glossary of Theater Terms • Explanation of Performance Expectations 	<ul style="list-style-type: none"> • <i>Little Red Riding Hood</i> Retold By Sara Shapiro • <i>The Frog Prince</i> By Edith H. Tarcov • <i>The Three Billy Goats Gruff</i> Retold By Sara Shapiro • Glossary of Theater Terms • Explanation of Performance Expectations

Theatre: K2				
CREATING				
Anchor Standard 2	Organizing and developing ideas.			
Enduring Understanding	Theatre artists work to discover different ways of communicating meaning.			
Essential Question	How, when, and why do theatre artists' choices change?			
Practice	Plan, Construct			
Performance Expectations:				
<ul style="list-style-type: none"> • 1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). • 1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama). 				
Key Vocabulary				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #FFD700; text-align: center;">Kindergarten</td> <td style="background-color: #FFA500; text-align: center;">Grade 1</td> <td style="background-color: #FFB6C1; text-align: center;">Grade 2</td> </tr> </table>	Kindergarten	Grade 1	Grade 2
Kindergarten	Grade 1	Grade 2		

	<ul style="list-style-type: none"> ● Character ● Expressive Voice ● Setting ● Storyteller voice ● First, Next, Then, Last ● Beginning, Middle, End 	<ul style="list-style-type: none"> ● Character ● Expressive Voice ● Setting ● Storyteller voice ● First, Next, Then, Last ● Beginning, Middle, End 	<ul style="list-style-type: none"> ● Dialogue ● Events ● Guided drama experience
Student Learning Objectives	Kindergarten	Grade 1	Grade 2
	<p>With guidance and support, students will be to:</p> <ul style="list-style-type: none"> ● Collaborate in sequencing a story with a beginning, middle, and end, using existing dialogue in a story 	<p>With prompting, students will be able to:</p> <ul style="list-style-type: none"> ● Collaborate in sequencing a story with a beginning, middle, and end, using the story as a script to develop their own dialogue 	<p>Students will be to:</p> <ul style="list-style-type: none"> ● Collaborate in sequencing a story with a beginning, middle, and end, adding dialogue throughout an existing story
Suggested Tasks/Activities	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> ● Tell a friend about the beginning, middle, end of the story. ● Act it out- Act out small portions of the story. 	<ul style="list-style-type: none"> ● Students will act out and add dialogue in a guided drama experience as the teacher narrates by reading directly from the book ● Collaborate in sequencing a story through picture cards and discussing/sharing reasons why the cards go in that order 	<ul style="list-style-type: none"> ● Turn and Talk about the sequence of the story. ● Discuss with reading group. ● Visualize on storyboard. ● Fairy Tale Drama Circle cards
Evidence of Learning (Assessment)			

	<p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> ● Observation ● Guided teacher discussion <ul style="list-style-type: none"> ○ Does the story make sense in that order? Why? ● Student discussion ● Retelling student checklist (retelling stick) ● Rubric <ul style="list-style-type: none"> ○ self assessment ○ peer assessment ● K-2 Theatre Rubric 	<p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> ● Observation ● Guided teacher discussion <ul style="list-style-type: none"> ○ Does the story make sense in that order? Why? ○ Why did you decide to have ___ character say ___? ● Student discussion ● Retelling student checklist (five-finger retell) ● Rubric <ul style="list-style-type: none"> ○ self assessment ○ peer assessment ● K-2 Theatre Rubric 	<p style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> ● Observation ● Guided teacher discussion <ul style="list-style-type: none"> ○ Does the story make sense in that order? Why? ● Student discussion ● Retelling student checklist (five-finger retell) ● Rubric <ul style="list-style-type: none"> ○ self assessment ○ peer assessment ● K-2 Theatre Rubric
	<p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> ● <i>Three Billy Goats Gruff</i> ● <i>The Carrot Seed</i> by Ruth Krauss ● <i>The Little Red Hen</i> ● Suggested materials for props/setting: <ul style="list-style-type: none"> ○ Construction paper ○ Blocks ○ Recycled materials from home ○ Furniture found in the classroom, including but not limited to desks, chairs, etc. ○ Markers, crayons, other assorted art supplies 	<p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> ● <i>The Little Red Hen</i> ● <i>Elephant and Piggie</i> series ● <i>The Very Hungry Caterpillar</i> ● <i>Corduroy</i> ● <i>Chrysanthemum</i> ● Five Finger Retell checklist ● Glossary of Theater Terms ● Explanation of Performance Expectations 	<p style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> ● Suggested materials for props/setting: <ul style="list-style-type: none"> ○ Construction paper ○ Blocks ○ Recycled materials from home ○ Furniture found in the classroom, including but not limited to desks, chairs, etc. ○ Markers, crayons, other assorted art supplies ● Glossary of Theater Terms ● Explanation of Performance Expectations

	<ul style="list-style-type: none"> • Glossary of Theater Terms • Explanation of Performance Expectations 		
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Theatre: K2

CREATING

Anchor Standard 3	Anchor Standard 3: Refining and completing products.
Enduring Understanding	Theatre artists refine their work and practice their craft through rehearsal.
Essential Question	How do theatre artists transform and edit their initial ideas?
Practice	Evaluate, Clarify, Realize

Performance Expectations:

- 1.4.2.Cr3a: With prompting and support, contribute to the adaptation of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr3b: Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr3c: Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).

Key Vocabulary			
	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> • Dialogue • Character voice • Expression • Feelings/Mood • Shouting, whispering • Same and different • Sound effects 	<ul style="list-style-type: none"> • Dialogue • Personality • Expression • Intonation • Sound effects 	<ul style="list-style-type: none"> • Dialogue • Expressive voice • Pitch • Feelings/Mood/Emotions • Shouting, whispering • Same and different • Sound effects

Student Learning Objectives			
	Kindergarten	Grade 1	Grade 2
	With guidance and support, students	With prompting, students will be able	Students will be able to:

	<p>will be able to:</p> <ul style="list-style-type: none"> • Determine what is needed to bring a text to life • Differentiate how the volumes, voices, and movements of characters (example: trip traps) contributes to the story • Brainstorm how to create a object from a text 	<p>to:</p> <ul style="list-style-type: none"> • Determine how they will show a story in their guided drama experience • Discuss what changes from reading to performing • Infer feelings, tone of voice and actions 	<ul style="list-style-type: none"> • Determine what is needed to bring a text to life • Differentiate how the volumes, voices, and movements of characters (example: huff and puff for the wolf) contributes to the story • Brainstorm how to create a object from a text
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Suggested Tasks/Activities

Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> • Engage in a classwide discussion, covering how different voices, volumes, and postures influence our understanding of characters. • Possible Guided Discussions: <ul style="list-style-type: none"> ○ Do all the Billy Goats sound the same? How do they differ and why? ○ Do all characters move the same? Why or why not? • Independently brainstorm different ways to represent one of the objects from the story, and how to create that object as a prop. (Example: using the desks as a bridge). 	<ul style="list-style-type: none"> • Engage in partner reading, with one partner reading and the other performing. • Possible Guided Discussions: <ul style="list-style-type: none"> ○ What makes one character sound and act differently from another? ○ How can you show how a character feels without speaking? 	<ul style="list-style-type: none"> • Engage in a classwide discussion, covering how different voices, volumes, and postures influence our understanding of characters. • Possible Guided Discussions: <ul style="list-style-type: none"> ○ Do all the Little Pigs sound the same? How do they differ and why? ○ Do all characters move the same? Why or why not? • Independently brainstorm different ways to represent one of the objects from the story, and how to create that object as a prop. (Example: using classroom materials to create different houses for the pigs).

Evidence of Learning (Assessment)			
<p style="text-align: center;">Kindergarten</p>	<p style="text-align: center;">Grade 1</p>	<p style="text-align: center;">Grade 2</p>	
<ul style="list-style-type: none"> ● Teacher Observation of classwide discussion ● Student-created idea for one prop that could be used in a performance ● K-2 Theatre Rubric 	<ul style="list-style-type: none"> ● Teacher Observation of classwide discussion ● Rubric <ul style="list-style-type: none"> ○ self assessment ○ peer assessment ● K-2 Theatre Rubric 	<ul style="list-style-type: none"> ● Teacher Observation of classwide discussion ● Student-created idea for one prop that could be used in a performance ● K-2 Theatre Rubric 	
Resources/Materials			
<p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> ● <i>Three Billy Goats Gruff</i> ● <i>The Carrot Seed</i> by Ruth Krauss ● <i>The Little Red Hen</i> ● Suggested materials for props/setting: <ul style="list-style-type: none"> ○ Construction paper ○ Blocks ○ Recycled materials from home ○ Furniture found in the classroom, including but not limited to desks, chairs, etc. ○ Markers, crayons, other assorted art supplies ● Glossary of Theater Terms ● Explanation of Performance Expectations 	<p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> ● <i>The Little Red Hen</i> ● <i>Elephant and Piggie</i> series ● <i>The Very Hungry Caterpillar</i> ● <i>Corduroy</i> ● <i>Chrysanthemum</i> ● Glossary of Theater Terms ● Explanation of Performance Expectations 	<p style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> ● <i>Three Little Pigs</i> text ● Suggested materials for props/setting: <ul style="list-style-type: none"> ○ Construction paper ○ Blocks ○ Recycled materials from home ○ Furniture found in the classroom, including but not limited to desks, chairs, etc. ○ Markers, crayons, other assorted art supplies ● Glossary of Theater Terms ● Explanation of Performance Expectations 	

Theatre: K2

PERFORMING

Anchor Standard 4	Selecting, analyzing, and interpreting work.
Enduring Understanding	Theatre artists develop personal processes and skills for a performance or design.
Essential Question	How do theatre artists fully prepare a performance or design?
Practice	Choose, Rehearse

Performance Expectations:

- 1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).

Key Vocabulary	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> Dialogue Character voice Expression Feelings/Mood Shouting, whispering Same and different Sound effect KIBO 	<ul style="list-style-type: none"> Dialogue Personality Expression Intonation Sound effects KIBO 	<ul style="list-style-type: none"> Dialogue Character voice Expression Feelings/Mood Body language Shouting, whispering Same and different Sound effect

Student Learning Objectives	Kindergarten	Grade 1	Grade 2
	<p>With guidance and support, students will be able to:</p> <ul style="list-style-type: none"> Practice using different voices, body movement, and sounds to portray different characters Experiment with different technical elements of a performance within the 	<p>With prompting, students will be able to:</p> <ul style="list-style-type: none"> Practice using different voices, body movement, and sounds to portray different characters Students will use different voices and body language to communicate emotions of 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Practice using different voices, body movement, and sounds to portray different characters Experiment with different technical elements of a performance within the classroom, including lighting,

	classroom, including lighting, sound, and props	different characters, and share with their classmates	sound, and props
Suggested Tasks/Activities			
	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> • Students begin rehearsing their characters with their small groups • Students will assist with coding KIBO to portray character movements in their performance • Students will record a character voice and use KIBO to integrate that voice into their performance 	<ul style="list-style-type: none"> • Students begin rehearsing their characters with their small groups • Students will assist with coding KIBO to portray character movements in their performance • Students will record a character voice and use KIBO to integrate that voice into their performance • Exploring various technical elements (lighting, sound, setting, etc.) in a guided drama experience 	<ul style="list-style-type: none"> • Students begin rehearsing their characters with their small groups • Use Smartboard to project a backdrop that students choose using Google Junior.
Evidence of Learning (Assessment)			
	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> • Self-reflection (Example: glows and grows) • K-2 Theatre Rubric 	<ul style="list-style-type: none"> • Rubric <ul style="list-style-type: none"> ○ self assessment ○ peer assessment • K-2 Theatre Rubric 	<ul style="list-style-type: none"> • Self-reflection (Example: glows and grows) • Peer Glow and Grow worksheet • K-2 Theatre Rubric
Resources/Materials			
	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> • <i>Three Billy Goats Gruff</i> 	<ul style="list-style-type: none"> • <i>The Little Red Hen</i> 	<ul style="list-style-type: none"> • <i>The Three Little Pigs</i>

	<ul style="list-style-type: none"> • <i>The Carrot Seed</i> by Ruth Krauss • <i>The Little Red Hen</i> • Glows and Grows worksheet • Suggested materials for props/setting: <ul style="list-style-type: none"> ○ Construction paper ○ Blocks ○ Recycled materials from home ○ Furniture found in the classroom, including but not limited to desks, chairs, etc. ○ Markers, crayons, other assorted art supplies • Glossary of Theater Terms • Explanation of Performance Expectations 	<ul style="list-style-type: none"> • <i>Elephant and Piggie</i> series • <i>The Very Hungry Caterpillar</i> • <i>Corduroy</i> • <i>Chrysanthemum</i> • Glossary of Theater Terms • Explanation of Performance Expectations 	<ul style="list-style-type: none"> • Glows and Grows worksheet • Suggested materials for props/setting: <ul style="list-style-type: none"> ○ Construction paper ○ Blocks ○ Recycled materials from home ○ Furniture found in the classroom, including but not limited to desks, chairs, etc. ○ Markers, crayons, other assorted art supplies • Glossary of Theater Terms • Explanation of Performance Expectations
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Theatre: K2			
PERFORMING			
Anchor Standard 5	Developing and refining techniques and models or steps needed to create products.		
Enduring Understanding	Theatre artists make choices to convey meaning.		
Essential Question	How do theatre artists use tools and techniques to communicate ideas and feelings?		
Practice	Establish, Analyze		
Performance Expectations:	<ul style="list-style-type: none"> • 1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama). • 1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama). 		
Key Vocabulary	Kindergarten	Grade 1	Grade 2

	<ul style="list-style-type: none"> ● Body language ● Facial expression ● Feelings (happy, sad, angry, excited, disappointed, proud, vain, lazy) 	<ul style="list-style-type: none"> ● Body language ● Facial expression ● Feelings (happy, sad, angry, excited, disappointed, frustrated, proud, shocked, silly) 	<ul style="list-style-type: none"> ● Body language ● Facial expression ● Emotions (frustrated, honored, etc.) ● Pantomime
Student Learning Objectives	Kindergarten	Grade 1	Grade 2
	<p>With prompting and support, students will be able to:</p> <ul style="list-style-type: none"> ● Describe the characters and setting as they understand it ● Use body language and facial expression to demonstrate the character's feelings ● Practice using different voices and body language to portray different characters 	<p>With prompting, students will be able to:</p> <ul style="list-style-type: none"> ● Describe the character and setting as they understand it ● Students will connect different voices and body language to portray different characters 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Describe the characters and setting as they understand it ● Use body language and facial expression to demonstrate the character's feelings ● Use pantomime in order to express their characters' feelings and emotions ● Practice using different voices and body language to portray different characters
Suggested Tasks/Activities	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> ● Students will continue to work in groups rehearsing their characters': <ul style="list-style-type: none"> ○ movements ○ tone ○ expression ● Students will provide positive and constructive feedback to improve their performances ● Use Open Circle strategies to 	<ul style="list-style-type: none"> ● Students will continue rehearsing their characters with their small groups ● Use Open Circle strategies to relate to characters and determine how characters might feel based on body verbal expression, body language and tone ● Using knowledge of tone, 	<ul style="list-style-type: none"> ● Students will continue to work in groups rehearsing their characters': <ul style="list-style-type: none"> ○ movements ○ tone ○ expression ○ gestures ● Students will provide positive and constructive feedback to improve their performances

	determine how characters might feel	feelings, body language and expression, students will provide positive and constructive feedback to improve their performances	<ul style="list-style-type: none"> Use Open Circle strategies to determine how characters might feel
Evidence of Learning (Assessment)	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> Student-led discussion on the use of facial expression to convey emotion Teacher Observation Peer Feedback K-2 Theatre Rubric 	<ul style="list-style-type: none"> Teacher observation of student discussion Rubric <ul style="list-style-type: none"> self assessment peer assessment K-2 Theatre Rubric 	<ul style="list-style-type: none"> Student-led discussion on the use of facial expression to convey emotion Teacher Observation Peer Feedback K-2 Theatre Rubric
Resources/Materials	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> Feelings chart <i>Three Billy Goats Gruff</i> <i>The Carrot Seed</i> by Ruth Krauss <i>The Little Red Hen</i> Glossary of Theater Terms Explanation of Performance Expectations 	<ul style="list-style-type: none"> Open Circle Posters Feelings Poster <i>The Little Red Hen</i> <i>Elephant and Piggie</i> series <i>The Very Hungry Caterpillar</i> <i>Corduroy</i> <i>Chrysanthemum</i> Glossary of Theater Terms Explanation of Performance Expectations 	<ul style="list-style-type: none"> Emotions chart <i>The Three Little Pigs</i> or other fables, folktales or fairytales Glossary of Theater Terms Explanation of Performance Expectations

Theatre: K2

PERFORMING

Anchor Standard 6	Conveying meaning through art.
Enduring Understanding	Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.
Essential Question	What happens when theatre artists and audiences share creative experiences?
Practice	Share

Performance Expectations:

- 1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.

Key Vocabulary	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> Body language Facial expression Feelings (happy, sad, angry, excited, disappointed, proud, vain, lazy) 	<ul style="list-style-type: none"> Body language Facial expression Feelings (happy, sad, angry, excited, disappointed, frustrated, proud, shocked, silly) 	<ul style="list-style-type: none"> Body language Facial expression Emotions (frustrated, honored, etc..) Pantomime

Student Learning Objectives	Kindergarten	Grade 1	Grade 2
	<p>With guidance and support, students will be able to:</p> <ul style="list-style-type: none"> Use body language and facial expression to demonstrate the character's feelings in front of their peers 	<p>With prompting, students will be able to:</p> <ul style="list-style-type: none"> Practice using different voices and body language to communicate emotions of different characters 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Use body language and facial expression to demonstrate the character's feelings in front of their peers. Use pantomime in order to express their characters' feelings and emotions Determine their peers feelings and emotions through pantomime gestures Practice using different voices and body language to portray different characters.

Suggested Tasks/Activities			
	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> ● Students will continue to work in groups rehearsing their characters': <ul style="list-style-type: none"> ○ Movements ○ tone ○ Expression ● Students will provide positive and constructive feedback to improve their performances ● Use Open Circle strategies to determine how characters might feel ● Students will perform with KIBO to portray character emotion in their performance using movement ● Students will perform with KIBO to portray character emotion in their performance using tone 	<ul style="list-style-type: none"> ● Students will continue rehearsing their characters with their small groups ● Use Open Circle strategies to relate to characters and determine how characters might feel based on body verbal expression, body language and tone ● Using knowledge of tone, feelings, body language and expression, students will provide positive and constructive feedback to improve their performances 	<ul style="list-style-type: none"> ● Students will continue to work in groups rehearsing their characters': <ul style="list-style-type: none"> ○ movements ○ tone ○ expression ○ gestures ● Students will provide positive and constructive feedback to improve their performances ● Use Open Circle strategies to determine how characters might feel and how they might respond
Evidence of Learning (Assessment)			
	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> ● Student-led discussion on the use of facial expression to convey a feeling ● K-2 Theatre Rubric 	<ul style="list-style-type: none"> ● Teacher observation of student discussion ● Rubric <ul style="list-style-type: none"> ○ self assessment ○ peer assessment ● K-2 Theatre Rubric 	<ul style="list-style-type: none"> ● Student-led discussion on the use of facial expression and gestures to convey emotions ● K-2 Theatre Rubric
Resources/Materials			

	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> • Open Circle lessons • Glossary of Theater Terms • Explanation of Performance Expectations 	<ul style="list-style-type: none"> • Open Circle Lessons & Posters • Feelings Poster • <i>The Little Red Hen</i> • <i>Elephant and Piggie</i> series • <i>The Very Hungry Caterpillar</i> • <i>Corduroy</i> • <i>Chrysanthemum</i> • Glossary of Theater Terms • Explanation of Performance Expectations 	<ul style="list-style-type: none"> • Open Circle lessons • Glossary of Theater Terms • Explanation of Performance Expectations

Theatre: K2			
RESPONDING			
Anchor Standard 7	Perceiving and analyzing products.		
Enduring Understanding	Theatre artists reflect to understand the impact of drama processes and theatre experiences.		
Essential Question	How do theatre artists comprehend the essence of drama processes and theatre experiences?		
Practice	Examine, Discern		
Performance Expectations:			
<ul style="list-style-type: none"> • 1.4.2.Re7a: Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama). 			
Key Vocabulary			
	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> • Body language • Facial expression • Feelings (happy, sad, angry, excited, disappointed, proud, vain, lazy) 	<ul style="list-style-type: none"> • Volume • Body language • Tone • Performance • Props • Feelings (happy, sad, angry, excited, disappointed, frustrated, proud, shocked, 	<ul style="list-style-type: none"> • Body language • Facial expression • Emotions (frustrated, honored, etc..) • Drama • Artistic Choices

		silly)	
Student Learning Objectives	Kindergarten	Grade 1	Grade 2
	<p>With guidance and support, students will be able to:</p> <ul style="list-style-type: none"> ● Observe each other’s choices regarding characters’ volume and expression ● Give feedback on how those choices contribute to character development 	<p>With prompting, students will be able to:</p> <ul style="list-style-type: none"> ● Use volume and body language to understand a story 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Observe each other’s artistic choices regarding character volume and expression ● Give feedback on how those choices contribute to character development
Suggested Tasks/Activities	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> ● Students will continue to work in groups rehearsing their characters’: <ul style="list-style-type: none"> ○ movements ○ tone ○ expression ● With guidance and support, students will provide positive and constructive feedback to improve their classmates’ performances ● Students will say how their classmate’s volume/expression impacted their understanding of the story ● Peer feedback (Example: Glows and Grows) ● If students need additional 	<ul style="list-style-type: none"> ● Students will continue rehearsing their characters with their small groups ● Use Open Circle strategies to relate to characters and determine how characters might feel based on body verbal expression, body language and tone ● Discuss and chart characters, their volume and body language, and what that says about their personality and/or feeling ● Using knowledge of tone, feelings, body language and expression, students will provide positive and constructive feedback to 	<ul style="list-style-type: none"> ● Students will continue to work in groups rehearsing their characters’: <ul style="list-style-type: none"> ○ movements ○ tone ○ expression ● Students will provide positive and constructive feedback to improve their classmates’ performances ● Students will say how their classmate’s volume/expression impacted their understanding of the story ● Peer feedback (Example: Glows and Grows) ● If students need additional clarification, refer back to the

	clarification, refer back to the original text and compare character choices to character in text	<p>improve their performances</p> <ul style="list-style-type: none"> Students will provide specific feedback and share how their classmate's volume/expression impacted their understanding of the story Refer to the original text to compare character choices to character in text 	original text and compare character choices to character in text
Evidence of Learning (Assessment)	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> Peer feedback (Example: Glows and Grows) K-2 Theatre Rubric 	<ul style="list-style-type: none"> Teacher observation of student discussion Rubric <ul style="list-style-type: none"> self assessment peer assessment K-2 Theatre Rubric 	<ul style="list-style-type: none"> Peer feedback (Example: Glows and Grows) K-2 Theatre Rubric
Resources/Materials	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> <i>Three Billy Goats Gruff</i> <i>The Carrot Seed</i> by Ruth Krauss <i>The Little Red Hen</i> Glows and Grows from peers Glossary of Theater Terms Explanation of Performance Expectations 	<ul style="list-style-type: none"> <i>The Little Red Hen</i> <i>Elephant and Piggie</i> series <i>The Very Hungry Caterpillar</i> <i>Corduroy</i> <i>Chrysanthemum</i> Glossary of Theater Terms Explanation of Performance Expectations 	<ul style="list-style-type: none"> <i>Three Little Pigs</i> or other fables, folktales, or fairy tales Glows and Grows from peers Glossary of Theater Terms Explanation of Performance Expectations

**Theatre: K2
RESPONDING**

Anchor Standard 8	Interpreting intent and meaning.
Enduring Understanding	Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
Essential Question	How can the same work of art communicate different messages to different people?
Practice	Interpret

- Performance Expectations:**
- 1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
 - 1.4.2.Re8b: Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).
 - 1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

Key Vocabulary	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> • Props • Costumes • Challenges 	<ul style="list-style-type: none"> • Feedback • Props • Costumes • Characters • Compare/Contrast 	<ul style="list-style-type: none"> • Props • Costumes • Challenges • Dramatic • Conflict • Characters • Compare/Contrast

Student Learning Objectives	Kindergarten	Grade 1	Grade 2
	<p>With guidance and support, students will be able to:</p> <ul style="list-style-type: none"> • Provide suggestions for improvement on peer's performances and continue to develop their performance • Identify and use props and costumes that might be used • Identify what is the same and 	<p>With prompting, students will be able to:</p> <ul style="list-style-type: none"> • Provide peers with suggestions for improving performances • Brainstorm props and costumes that could be used to put on a performance of the text 	<ul style="list-style-type: none"> • Students will be able to: <ul style="list-style-type: none"> ○ Provide suggestions for improvement on peer's performances and continue to develop their performance ○ Identify and use props and costumes that

	different about the way characters respond to the conflict	<ul style="list-style-type: none"> Compare how different characters respond to the same challenge. 	<ul style="list-style-type: none"> might be used <ul style="list-style-type: none"> Compare and contrast how characters respond to the main conflict
Suggested Tasks/Activities			
	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> At the start of the unit, have students identify how each character responds to the main challenge Teacher made picture match of characters and their appropriate props 	<ul style="list-style-type: none"> Discuss and chart how characters respond to the same challenge and compare character responses Identify items in the classroom that could be used as props and how they could be used Identify items in the classroom that could be used as costumes and how they could be used Students will provide a “Glow” and a “Grow” to classmates in order to improve performances 	<ul style="list-style-type: none"> At the start of the unit, have students identify how each character responds to the main challenge Identify items in the classroom that could be used as props and how they could be used Venn diagram of characters and how they respond to conflict
Evidence of Learning (Assessment)			
	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> Teacher discussion/class discussion Teacher review of picture match of characters and appropriate props K-2 Theatre Rubric 	<ul style="list-style-type: none"> Teacher observation of student discussion Rubric <ul style="list-style-type: none"> self assessment peer assessment K-2 Theatre Rubric 	<ul style="list-style-type: none"> Teacher discussion/class discussion Teacher review of props and costumes Venn diagram K-2 Theatre Rubric

	<ul style="list-style-type: none"> • Emotions (Mood/Feelings) • Setting • Character • Action • Audience • Connections 	<ul style="list-style-type: none"> • Feedback • Props • Costumes • Characters (Performers) • Compare/Contrast • Audience • Perspective 	<ul style="list-style-type: none"> • Emotions (Mood/Feelings) • Setting (Scene) • Character (Performer) • Action (Plot) • Perspective (their version of the story) • Audience • Empathy
Student Learning Objectives	Kindergarten	Grade 1	Grade 2
	<p>With guidance and support, students will be able to:</p> <ul style="list-style-type: none"> • Form character-to-self connections • Identify what leads characters to make certain decisions • Articulate how audience understanding is dependent on the actions of the character 	<p>With prompting, students will be able to:</p> <ul style="list-style-type: none"> • Identify how they felt while watching certain parts of a performance/text • Identify what leads a character to make certain decisions • Make character-to-self connections 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Create character-to-self connections • Identify what leads characters to make certain decisions • Articulate how audience understanding is dependent on the actions of the character
Suggested Tasks/Activities	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> • With prompting and support students will discuss as a group any emotional responses to the performances that were observed • Students will self-reflect using a checklist provided by 	<ul style="list-style-type: none"> • Class discussion of emotional responses. For example: "When the character did/said __, how did it make you feel to watch?" • Discuss and chart why characters make certain decisions • Complete a character-to-self 	<ul style="list-style-type: none"> • Discuss as a group any emotional responses to the performances that were observed • Students will self-reflect using a checklist provided by the teacher, as well as provide a Glow and a Grow

	the teacher, as well as provide a Glow and a Grow (a strength, and an area that needs improvement) for their performance	connections worksheet/writing. “When the character did/said ____, it reminded me of when I ____” <ul style="list-style-type: none"> • Empathize with character feelings and decisions through class discussion 	(a strength, and an area that needs improvement) for their performance
Evidence of Learning (Assessment)	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> • Self evaluation checklist • Peer Feedback • Teacher Observation (with the use of rubric) • K-2 Theatre Rubric 	<ul style="list-style-type: none"> • Teacher observation of student discussion • Rubric <ul style="list-style-type: none"> ○ self assessment ○ peer assessment • K-2 Theatre Rubric 	<ul style="list-style-type: none"> • Self evaluation checklist • Peer Feedback • Teacher Observation (with the use of rubric) • K-2 Theatre Rubric
Resources/Materials	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> • Checklist • Rubric • Grow and Glow star • Glossary of Theater Terms • Explanation of Performance Expectations 	<ul style="list-style-type: none"> • Checklist • Rubric • <i>The Little Red Hen</i> • <i>Elephant and Piggie</i> series • <i>The Very Hungry Caterpillar</i> • <i>Corduroy</i> • <i>Chrysanthemum</i> • Glossary of Theater Terms • Explanation of Performance Expectations 	<ul style="list-style-type: none"> • Checklist • Rubric • Grow and Glow star • Glossary of Theater Terms • Explanation of Performance Expectations

Theatre: K2

CONNECTING

Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products.		
Enduring Understanding	Theatre artists allow awareness of interrelationships between self and others to inform their work.		
Essential Question	What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy?		
Practice	Incorporate		
Performance Expectations:	<ul style="list-style-type: none"> 1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experience to personal experiences of self and peers (e.g., process drama, story drama, creative drama). 		
Key Vocabulary	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> Text to Self Connection Feelings Experience 	<ul style="list-style-type: none"> Text Connections (Text-to-self, text-to-world) Feelings Experience Reaction 	<ul style="list-style-type: none"> Text Connections (Text to Self and Text to Others) Emotions Personal Experience Peer Experience
Student Learning Objectives	Kindergarten	Grade 1	Grade 2
	With guidance and support, students will be able to: <ul style="list-style-type: none"> Identify how they felt while watching certain parts of a performance/text Articulate a time in their life when they experienced an emotional response similar to the character 	With prompting, students will be able to: <ul style="list-style-type: none"> Identify how they felt while watching certain parts of a performance/text 	Students will be able to: <ul style="list-style-type: none"> Identify how they felt while watching certain parts of a performance/text Articulate a time in their life when they experienced an emotional response similar to the character Deduce how certain actions can be caused from emotional responses
Suggested Tasks/Activities	Kindergarten	Grade 1	Grade 2

	<ul style="list-style-type: none"> Have students name a time when they felt an emotion similar to the characters in the text <p>Guided Discussion Questions:</p> <ul style="list-style-type: none"> How is the character feeling? When was a time when you felt what the character was feeling? 	<ul style="list-style-type: none"> Stop at specific parts of the performance/read aloud and discuss/chart feelings and what made students feel that way <p>Guided Discussion Questions:</p> <ul style="list-style-type: none"> How is the character feeling? When was a time when you felt what the character was feeling? How did it make you feel to watch the performance? Have you had a similar experience to the character? Did that add to your reaction to that part in the performance? 	<ul style="list-style-type: none"> Have students name a time when they felt an emotion similar to the characters in the text and why. <p>Guided Discussion Questions:</p> <ul style="list-style-type: none"> How is the character feeling? When was a time when you felt what the character was feeling? Have you ever had a similar experience as the character? How did you react to the experience? What is similar or different from the character? Why?
Evidence of Learning (Assessment)			
	Kindergarten	Grade 1	Grade 2
Resources/Materials	<ul style="list-style-type: none"> Teacher observation Class discussion K-2 Theatre Rubric 	<ul style="list-style-type: none"> Teacher observation of student discussion Rubric <ul style="list-style-type: none"> self assessment peer assessment K-2 Theatre Rubric 	<ul style="list-style-type: none"> Teacher observation Class discussion K-2 Theatre Rubric
	<ul style="list-style-type: none"> <i>Billy Goats Gruff</i> Text Glossary of Theater Terms Explanation of Performance Expectations 	<ul style="list-style-type: none"> Rubric <i>The Little Red Hen</i> <i>Elephant and Piggie</i> series <i>The Very Hungry Caterpillar</i> <i>Corduroy</i> <i>Chrysanthemum</i> 	<ul style="list-style-type: none"> <i>The Three Little Pigs</i> or other fable/fairy tale Glossary of Theater Terms Explanation of Performance Expectations

		<ul style="list-style-type: none">• Glossary of Theater Terms• Explanation of Performance Expectations	

Theatre: K2

CONNECTING

Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Enduring Understanding	As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.
Essential Question	What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
Practice	Affect, Expand

- Performance Expectations:**
- 1.4.2.Cn11a: With prompting and support, identify similarities and differences in stories and various art forms from one’s own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change. (Grade 2)
 - 1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings.

Key Vocabulary	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> Standard addressed in Grades 1 and 2 	<ul style="list-style-type: none"> Similarities Differences Culture Community Text Connections (Text-to-World connections) 	<ul style="list-style-type: none"> Similarities Differences Today A long time ago Now Then Oradell Culture Community

Student Learning Objectives	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> Standard addressed in Grades 1 and 2 	With prompting and support, students will be able to: <ul style="list-style-type: none"> Relate the experience of characters to something they’ve experienced (make text-to-self connections) 	Students will be able to: <ul style="list-style-type: none"> Relate the experience of characters in the play to something they’ve experienced, making a text to

		<ul style="list-style-type: none"> Bring a piece further to life by including their own personal experiences 	<p>self connection</p> <ul style="list-style-type: none"> Make decisions on how to dramatize a portion of text Students will be using the text as an anchor for the scene but bringing it to life with the inclusion of their own personal experiences
Suggested Tasks/Activities			
	<p style="text-align: center;">Kindergarten</p>	<p style="text-align: center;">Grade 1</p>	<p style="text-align: center;">Grade 2</p>
	<ul style="list-style-type: none"> Standard addressed in Grades 1 and 2 	<ul style="list-style-type: none"> Independently and in small groups, make text-to-self connections Create an alternate story ending and perform in groups 	<ul style="list-style-type: none"> Students will work in groups to create and perform a short skit portraying the group text Allow students time to work in small groups to make decisions on how to dramatize a portion of text Students will be using the text as an anchor for the scene but bringing it to life with the inclusion of their own personal experiences At the completion of the unit, the teacher will share the story of the Legend of the Coqui. Students will compare similarities and differences between this legend and The Frog Prince. After learning about where the coqui frogs live, students will engage in a discussion of the importance of being kind to the earth so the natural habitats of animals can stay

			intact.
Evidence of Learning (Assessment)	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> Standard addressed in Grades 1 and 2 	Teacher observation of student discussion <ul style="list-style-type: none"> Rubric <ul style="list-style-type: none"> self assessment peer assessment K-2 Theatre Rubric 	<ul style="list-style-type: none"> Teacher observation K-2 Theatre Rubric
Resources/Materials	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> Standard addressed in Grades 1 and 2 	<ul style="list-style-type: none"> Rubric <i>The Little Red Hen</i> <i>Elephant and Piggie</i> series <i>The Very Hungry Caterpillar</i> <i>Corduroy</i> <i>Chrysanthemum</i> Glossary of Theater Terms Explanation of Performance Expectations 	<ul style="list-style-type: none"> Mentor text (Teacher choice) Glossary of Theater Terms Explanation of Performance Expectations