

Reflections/Notes:

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Teaching and Learning Across the Curriculum

Curriculum guides provide differentiated ideas and activities aligned to a sampling of standards. The guides do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

GRADES 3 - 5 Curriculum Guide

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Bringing Our Reading to Life

Summary • Tableau • Inference •



Increase reading comprehension by making tableaux!

In this lesson students will form tableaux (frozen pictures) representing what they are reading or hearing. This is a great way to bring the story to life and to check for comprehension. It is also a great way to activate learning.

Essential Question:

How can the arts help to increase reading comprehension?

Process

Warm-up: Play Family Portraits

- Break the students into groups
- Each group must go on to the playing area and make a family portrait. The leader calls out a type of family and they must pose as that family. They have 3 seconds to get into pose and freeze when I hit the drum.
 - Crazy Family
 - Sick Family
 - Magical family
 - Loving Family
 - Fighting Family
 - Goofy Family
 - Circus Family
 - Dancing family
 - Rock'n'Roll Family
 - Gymnastics Family
 - Sports family
 - Swimming family
 - Movie star family
 - Sad family
 - Fire fighting family
 - Artist family
 - Aerobics family
 - Lion family
 - Teacher family

Play Tableaux

- Discuss the meaning of Tableaux. A tableau is a “living picture” in which a group of people takes on various poses and maintains the poses silently in order to illustrate an abstract idea or communicate a concrete image.
- With 3/5 cards have the students pull different situations:
 - A train robbery
 - A car accident
 - Seeing a big bear
 - Shopping at the grocery store
- In the same groups as the family portrait, ask the students to make a tableau of a summary of a story. Ask them to listen for the key points of the passage and think about how they can this be shown in a picture.
- Read an excerpt from a story passage. Ask students to listen for the key points of the story, answering the questions who, what, when, where, and how.
- After reading the excerpt, ask each group to take a 3-4 minutes to plan their tableau.
- After planning time, announce, “On a count of 3 show me, freeze!”
- Move around the room and discuss the success of each of the tableaux and how they show a summary of the passage.
- Read another excerpt and repeat the process.
 - Ask the students to go to the very next moment in their tableau. Give them very little time to make the next picture.
- Read another excerpt and repeat, but plan to have this tableau come to life.
 - Once the students are frozen, ask one student to say a line that the character would say at this point in the story. Then ask another student to do the same.

Assessment

- Students should participate in each tableau.
- Students should create tableaux representing a summary of the story excerpts.
- Students should make appropriate inferences from the given information.

Materials

- Tambour
- Story excerpts

Vocabulary

Ensemble

All the parts of a thing taken together, so that each part is considered only in relation to the whole

Tableau

A “living picture” in which actors pose and freeze in the manner of a picture or photograph

Summary

A short version of a text that highlights key points and main ideas

Classroom Tips

If each of the activities is taking too long have the students make the happy family picture all at the same time. If they have no background knowledge of making physical pictures this may be a struggle for some. Do not pass judgment but only make comments like, “oh I can see how this character is upset with this character” and so on.

Common Core Georgia Performance Standards

ENGLISH LANGUAGE ARTS

GRADE 3

ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELACC3RL2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

ELACC3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

ELACC3SL2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

GRADE 4

ELACC4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

ELACC4RL3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

GRADE 5

ELACC5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC5RL2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

ELACC5RL3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Georgia Performance Standards

THEATRE

GRADE 3

TAES3.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environments

TAES3.7: Integrating various art forms, other content areas, and life experiences to create theatre technology

GRADE 4

TAES4.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environments

TAES4.7: Integrating various art forms, other content areas, and life experiences, to create theatre

GRADE 5

TAES5.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environments

TAES5.7: Integrating various art forms, other content areas, and life experiences, to create theatre

National Standards

THEATRE ARTS

Standard 2: Acting by assuming roles and interacting in improvisations