



## Common Core Georgia Performance Standards

(\*CCGPS implementation year 1: 2012-2013)

### ENGLISH LANGUAGE ARTS

#### GRADE K

**ELACCKR1:** With prompting and support, ask and answer questions about key details in a text.

**ELACCKRF4:** Read emergent-reader texts with purpose and understanding.

**ELACCKSL2:** Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

#### GRADE 1

**ELACC1R1:** Ask and answer questions about key details in a text.

**ELACC1RF4:** Read with sufficient accuracy and fluency to support comprehension.

**ELACC1SL2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

#### GRADE 2

**ELACC2R1:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

**ELACC2RF4:** Read with sufficient accuracy and fluency to support comprehension.

**ELACC2SL2:** Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

## WIDA English Language Proficiency Standards

**Standard 1:** English language learners communicate for Social and Instructional purposes within the school setting.

**Standard 3:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.

**Standard 4:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

## Georgia Performance Standards

### ENGLISH LANGUAGE ARTS

#### GRADE K

**ELAKR4:** The student demonstrates the ability to read orally with speed, accuracy, and expression.

**ELAKR6:** The student gains meaning from orally presented text.

**ELAKLSV1:** The student uses oral and visual skills to communicate.

#### GRADE 1

**ELA1R4:** The student demonstrates the ability to read orally with speed, accuracy, and expression.

**ELA1R6:** The student uses a variety of strategies to understand and gain meaning from grade-level text.

**ELA1LSV1:** The student uses oral and visual strategies to communicate.

#### GRADE 2

**ELA2R2:** The student demonstrates the ability to read orally with speed, accuracy, and expression.

**ELA2R4:** The student uses a variety of strategies to gain meaning from grade-level text.

**ELA2LSV1:** The student uses oral and visual strategies to communicate.

### MATHEMATICS

#### GRADE K

**MKM3:** Students will understand time as it relates to a daily schedule.

**MKP4:** Students will make connections among mathematical ideas and to other disciplines.

#### GRADE 1

**M1M2:** Students will develop an understanding of the measurement of time.

**M1P4:** Students will make connections among mathematical ideas and to other disciplines.

#### GRADE 2

**M2P4:** Students will make connections among mathematical ideas and to other disciplines.

### THEATER

#### GRADE K

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

#### GRADE 1

**TAES1.3:** Acting by developing, communicating, and sustaining roles within a variety of situations and environments

#### GRADE 2

**TAES2.3:** Acting by developing, communicating, and sustaining roles within a variety of situations and environments

## National Standards

### ENGLISH LANGUAGE ARTS

**NL-ENG.K-12.4:** Students adjust their use of spoken, written, and visual language (e.g., convention, style, vocabulary) to communicate effectively with a variety of audiences for a variety of purposes.

### MATHEMATICS

**NM-MEA.PK-2.1:** Understand measurable attributes of objects and the units, systems, and processes of measurement

### THEATER

**Standard 2:** Acting by assuming roles and interacting in improvisations

**Standard 4:** Directing by planning classroom dramatizations



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## Explore Time with Theater

Students explore different activities performed at different times of day. Student directors physically place other students in the order in which activities are performed during the course of a day. Students then become “Story Detectives” as they sleuth to find the beginning, middle and end of three different nursery rhymes.

### Essential Question:

How can drama be used to understand time and sequence?

### Process: My Day Play

- Ask students what comes to their minds when you say the following words: morning, afternoon and night.
- Ask students what the beginning, middle and end of the day is called (morning, afternoon and night).
- Display visual cards with morning/afternoon/night written on them while discussing that particular time of day. When finished, tape the visuals on the wall to designate that area for that time of day in the following exercise.
- Ask students to tell you what activities are done at the different times of the day.
- Show visuals of some activities performed at different times of the day. [Note: Have visuals stacked in groups by the three times of the day.]
  - *Morning (ex: brushing teeth, sun rising, rooster crowing, eating breakfast, getting on the school bus at home)*
  - *Afternoon (ex: eating lunch in the cafeteria at school, playing outside with friends, getting off the school bus at home)*
  - *Night (ex: eating dinner at home with family, putting on pajamas, going to bed, looking at the stars and moon)*
- Say to students, “Now we are going to bring these activities to life using a sound and our bodies. When I call out an activity, you will start doing it. When I say *freeze*, you will stop all sound and movement. Ready, Set, Go!”
- Call out “rooster crowing” and let the students perform. Follow up with asking what time of day that activity happens. Call out at least three different activities, one from each of the three times of day.
- Ask three students to come to the front of the room. Have each student pick one activity from one of the times of day. All three times of the day should be represented.
- Ask each student, one at a time, to show you his/her activity using a sound, movement and whole body.
- Now ask another student to come up and play the director. Ask the director to put the three students in order from beginning, middle and end of the day when the activity students come to life.
- Tell the activity students, “When I count to three, I want all of you to do your activity with lots of energy until I say *freeze*. The director is going to gently put you in order of the times of day that these activities happen while you are performing the activity.”
- Continue until every student gets to perform or direct!

### Process B: Story Detectives

- Tell the students, “We just talked about our days having a beginning, middle and an end.”
- Say, “What else in our lives have beginning, middle and ends?”
  - trains (front car, middle cars and caboose)
  - games (we set them up, play them and then put them away)
  - school (arrive/bell rings, class/lunch/recess, bell rings/go home)
- Ask the class, “Do stories that we read and tell have a beginning, middle and end? Yes, they do.”
- Ask the class, “What is a story?” A story usually tells about what happens to someone or something with a beginning, middle and an end.
- Place the three cards (beginning, middle and end) on the wall.
- Say, “We can always figure out what happens at the beginning, in the middle and at the end of a story. Are nursery rhymes stories? Yes, they are.”
- Read “Humpty Dumpty” aloud while holding up the visual:
 

*Humpty Dumpty sat on a wall.  
Humpty dumpty had a great fall.  
All the king’s horses and all the king’s men  
Couldn’t put Humpty together again.*
- Read Humpty Dumpty one more time and tell the students to become Humpty by using their bodies and arms.

### Materials

- “Time of Day” cards (3)
- “Beginning, Middle, End” cards (3)
- Visual Activity Cards
- Nursery Rhyme Cards

### Vocabulary

#### Morning

Early part of the day

#### Afternoon

Daytime between midday and evening

#### Night

Dark time between bedtime and waking

#### Beginning

The start or first part

#### Middle

Halfway between the beginning and end, center part

#### End

Final part or stop

#### Story

An account or report that tells you what is happening to someone or something with a beginning, middle and an end

### Classroom Tips

This activity works best in an open space with room for students to move. Review audience etiquette and expectations before students perform for their classmates.

- Tell students, “I need some help today. Do you think you could be detectives for me? What does a detective do? He/she investigates something. I need to find the beginning, middle and end of some nursery rhymes that you might know. We are going to be Beginning, Middle and End Detectives.”
- Have the students take out magnifying glasses and put on detective hats.
- Read “Humpty Dumpty” aloud again while holding up the visual of the story.
- Ask, “What happened at the beginning of the story? Humpty sat on a wall.”
- “What happened in the middle of the story? Humpty fell off the wall.”
- “What happened at the end of the story? Humpty was broken and could be fixed by his horsemen.”
- Repeat this process with “Itsy Bitsy Spider” and “Jack and Jill.”
- Read “Itsy Bitsy Spider” aloud while holding up the visual and follow-up with questions.
 

*The Itsy Bitsy Spider went up the waterspout.  
Down came the rain and washed the spider out.  
Out came the sun and dried up all the rain,  
And the Itsy Bitsy Spider went up the spout again.*
- Read “Jack and Jill” aloud while holding up the visual and follow-up with questions.
 

*Jack and Jill went up the hill  
To fetch a pail of water.  
Jack fell down and broke his crown  
And Jill came tumbling after.*
- Ask three students to come to the front of the room. Have each student pick one activity from one of the three parts of the nursery rhyme. All three parts of the story should be represented.
- Ask each student, one at a time, to show you their activity using a sound, movement and their whole body.
- Now ask for another student to come up and play the director. Ask the director to put the three students in the order from beginning, middle and end of the nursery rhyme when the activity students come to life.
- Tell the activity students, “When I count to three I want all of you to do your activity with lots of energy until I say *freeze*. The director is going to gently put you in order that these activities happen in the nursery rhyme while you are performing the activity.”
- Continue until every student gets to perform or direct!

### Assessment

- Students demonstrate understanding by correctly sequencing the activities of the day.
- Students identify the beginning, middle and end of the nursery rhymes.

### ESOL Modifications and Adaptations

Introduce vocabulary and discuss what activities happen for each of the following words: morning, afternoon, night, beginning, middle, and end. Teacher will have picture cards of different activities that happen during different time of the day. Student can perform the activity as the cards/pictures are shown. For the nursery rhymes, teacher will need to make should they have cards/pictures that illustrate the nursery rhyme for students to put in sequence order.

### ESOL Assessments

Students demonstrate understanding by correctly sequencing the activities of the day. Students identify the beginning, middle and end of the nursery rhymes.

### Gifted Modifications and Extensions

Provide students with a story that is out of order. Students will determine the appropriate order and rearrange the story to make logical sense. The student will pick one activity from each section of the story (beginning, middle, and end) to represent and perform through movement.

### Gifted Assessments

The student evidences knowledge of correct story sequence through text and accompanying sound and movement representation.

### Special Education Modifications and Adaptations

Begin with one nursery rhyme. Teacher will provide a sound and movement and encourage students to match it with the correct beginning, middle, or end illustration of the nursery rhyme. Discuss student choices. Repeat with each section of the rhyme.

### Special Education Assessments

Student accurately identifies beginning, middle and end of a nursery rhyme by providing the correct movement as the section is read.