

Pencil 2 Paper

Guess What

Grade Level 2

Exploring the lifecycle of an animal through theater and creative writing



Overview

Students will analyze the life cycle by assuming the roles of various plants and animals in the cycle. Students will also use a guessing game and a tableau to dramatize their place in the life cycle. After the students share their tableau, they will write from the point of view of their plant/animal and discuss the changes they went through in the form of poetry.

Essential Question

How can tableau and scientific questioning be used to explore the life cycle of an animal and plant?

Step-by-step

1. Place students in small groups. The teacher will assign each group a life cycle of a plant or animal.
2. Each student in the group will make a headband. Then each student will draw on a notecard one part of his or her group's life cycle. The group together should have all stages. They will tape the notecard onto the headbands. Then they will create a list of clues about their life cycle for another group to answer.

Key Words

- Life cycle
- Sequence
- Mammal
- Amphibian
- Insect
- Organisms
- Fungi

Georgia Performance Standards

ELA

- ELAGSE2RL1
- ELAGSE2RL4

Theater

- TAESK3

Science

- S2L1

2. (continued) - This list of clues when examined correctly should inform the reader about what life cycle is on the headbands. Direct the group to asking thoughtful, detailed, and scientific questions
3. The groups switch headbands and the list of questions. Each student puts on a headband. The kids cannot look at their cards nor can they tell their other group members what they are. They must answer the list of questions provided to figure out what animal/plant life cycle they are.
4. Once the kids have an idea of their animal/plant they will get in line where they think they go in the life cycle. For example, the kids with the life cycle of a butterfly should be in this order: egg, caterpillar, chrysalis, and butterfly.
5. The teacher calls the groups up one by one to present to the class. She will use, "3-2-1 freeze" as the cue for the kids to make their tableau. The kids will get back in the order they established before. This time when the teacher yells, "freeze" the kids will also have to act as their notecard.
6. If a student gets their notecard wrong, the teacher can give the student clues.
7. Reflect: Ask students What do their classmates think they are portraying? Emphasis on facial expression and body language.
8. Students Write In – Role: Students return to their seats. In their groups (for second grade only), students will write a free verse poem about the changes that their animal/plant went through. For example, write about how the butterfly started as an egg and then became a butterfly. Third grade classes/advanced classes will write a rhyming poem individually.