

## Georgia Performance Standards

### ENGLISH LANGUAGE ARTS

#### GRADE K

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

**ELAKW2:** The student begins to write in a variety of genres, including narrative, informational, persuasive, and response to literature.

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

#### GRADE 1

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

**ELA1W2:** The student writes in a variety of genres, including narrative, informational, persuasive and response to literature.

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

#### GRADE 2

**ELA2W2:** The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.

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

### THEATER

#### GRADE K

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

a. Uses voice to communicate ideas and emotions

b. Uses body to communicate ideas and emotions

#### GRADE 1

**TAES1.1:** Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

d. Infers character thoughts and feelings through their actions and words

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

a. Makes vocal choices in assuming roles

b. Makes movement choices in assuming roles



Idea Contributed by Greg Sena and Susie Spear Purcell  
Modifications, Extensions, and Adaptations Contributed by:  
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Reviewed by Michael Miller

#### GRADE 2

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

a. Communicates a character's actions, motives, emotions and traits, through voice, speech, and language

b. Communicates a character's thought, emotions, and actions through movement

c. Uses imagination to create characters

## National Standards

### ENGLISH LANGUAGE ARTS

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

**NL-ENG-12.5:** Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

**NL-ENG.K-12.12:** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

### THEATER

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

**Standard 3:** Designing by visualization and arranging environments for classroom dramatization

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Use acting and writing to encourage creativity and problem solving!

Students will demonstrate their competency in the writing process by integrating theater arts and writing. The integration will help the writer to effectively communicate his character's true self to the audience.

**Essential Questions:**

**How can I use drama to create a writing piece that appeals to my reading audience? What strategies can I use to help me formulate ideas to develop a writing piece?**

**Process**

Day 1

- To introduce the lesson, the teacher should create and show a model alien.
- Students will be given a sheet of paper and some crayons or markers. The students will use their imagination to think about what they might look like if they were an alien. Students will take time to imagine their alien, draw it, and give it a name.
- Students will then be asked to come up with a name for the planet on which they live as the alien and one problem that their planet is having. This information will be used later on in the lesson.
- The students will now use theater to show how their alien would walk and talk. The teacher should demonstrate an example, and then give each student an opportunity to walk and talk like their alien, being sure to tell the class their name, planet, and the problem occurring on their planet. One example of how to share is by having the teacher use a talk show setting and interviewing each student.

Day 2

- Using the details and picture from the previous day, students will now begin the process of writing out their creative story.
- Each story needs to include all of the details that have been covered so far: name of alien, planet name and the problem they are having on their planet. Each student also needs to describe a solution to their planet's problem.

**Assessment**

- Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing.
- Students must utilize voice modulations/modifications during improvisations.

**Rubric**

Grade appropriate writing rubric

**Materials**

- paper
- pencils
- crayons or markers

**Vocabulary**

**Theater**

Dramatic literature or its performance; drama

**Movement**

The act or an instance of moving; a change in place or position. A particular manner of moving.

**Expression**

A look on the face that indicates mood or emotion. The act of expressing, conveying, or representing in words, art, music, or movement

**Classroom Tips**

This activity works best in an open space with chairs around the perimeter of the room.

**ESOL Modifications and Adaptations**

ESOL teachers will need to provide students with a graphic organizer that will allow students to write the name of the alien and planet, the problem occurring or happening on their planet, and a solution to the problem. The graphic organizer should allow students to write a sentence that they will be able to transfer for their writing.

**ESOL Assessments**

Depending on students' language level, students will demonstrate (in various degrees): command of the conventions of standard English capitalization, punctuation, and spelling in writing.

**Gifted Modifications and Extensions**

Students will draw an alien, create a name, and a planet. Then, instead of creating their own problem, they will do research to find a current event or world problem to use in their creative story. They will then write a creative writing piece to highlight the problem on the alien's planet and one way the alien will solve the problem and defend their solution.

**Gifted Assessments**

Students use research to identify a problem. Students use appropriate mechanics to write a story including a problem, solution and defense.

**Special Education Modifications and Adaptations**

Students will complete step 1 of Day 1 as written. Teacher will provide scenarios of common daily problems (ex: My shoe is untied. My hands are dirty). Students will work together to create solutions to each problem. Students will choose one problem and illustrate how their alien solves it. Students will write or dictate 1 – 2 sentences for each picture.

**Special Education Assessments**

Students will accompany their alien problem and solution drawing with 1 to 2 sentences.

**Common Core Georgia Performance Standards**

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

**ENGLISH LANGUAGE ARTS**

**GRADE K**

**ELACCKRL3:** With prompting and support, identify characters, settings, and major events in a story.

**ELACCKW2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**ELACCKW3:** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**ELACCKSL5:** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**GRADE 1**

**ELACC1RL3:** Describe characters, settings, and major events in a story, using key details.

**ELACC1W3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**ELACC1SL4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**ELACC1SL5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**GRADE 2**

**ELACC2RL3:** Describe how characters in a story respond to major events and challenges.

**ELACC2W3:** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**ELACC2SL4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**WIDA English Language Proficiency Standards**

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

**Standard 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.