*Below are the recommended two week lesson activities:*

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| Day | TEKS / Skills | Approximate Time |
| 1 | **3rd Grade**   |  |  | | --- | --- | | **Perception**  The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:  **THEATRE.3.1A** React to sensory and emotional experiences such as sight or sound and happiness or sadness through creative play.  **4th Grade**   |  | | --- | | **Perception**  The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:  **THEATRE.4.1A** Integrate sensory and emotional response in dramatic play.  **5th Grade:**  **Perception**  The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:  **THEATRE.5.1A** Develop characterization using sensory and emotional recall. | | | 30min |
| 2 | **3rd Grade**   |  |  | | --- | --- | | **Perception**  The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:  **THEATRE.3.1B** Create playing space using expressive and rhythmic movement.  **4th Grade**   |  | | --- | | **Perception**  The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:  **THEATRE.4.1B** Develop body awareness and spatial perception using rhythmic and expressive movement.  **5th Grade:**  **Perception**  The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:  **THEATRE.5.1B** Develop body awareness and spatial perceptions using pantomime. | | | 30min |
| 3 | **3rd Grade**   |  |  | | --- | --- | | **Perception**  The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:  **THEATRE.3.1C** Respond to sounds, music, images, language, and literature using movement.  **4th Grade**   |  | | --- | | **Perception**  The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:  **THEATRE.4.1C** Respond to sound, music, images, language, and literature with voice and movement and participate in dramatic play using actions, sounds, and dialogue.  **5th Grade:**  **Perception**  The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:  **THEATRE.5.1C** Respond to sounds, music, images, languages, and literature using movement. | | | 30min |
| 4 | **3rd Grade**   |  |  | | --- | --- | | **Perception**  The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:  **THEATRE.3.1C** Respond to sounds, music, images, language, and literature using movement.  **4th Grade**   |  | | --- | | **Perception**  The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:  **THEATRE.4.1D** Express emotions and ideas using interpretive movements, sounds, and dialogue.  **5th Grade:**  **Perception**  The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:  **THEATRE.5.1D** Express emotions and relate ideas using interpretive and planned movement and dialogue. | | | 30min |
| 5 | **3rd Grade**   |  |  | | --- | --- | | **Perception**  The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:  **THEATRE.3.1D** Reflect the environment, portray character, and demonstrate actions in classroom dramatizations.  **4th Grade**   |  | | --- | | **Perception**  The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:  **THEATRE.4.1E** Imitate and synthesize life experiences in dramatic play.  **5th Grade:**  **Perception**  The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:  **THEATRE.5.1E** Integrate life experiences in dramatic play. | | | 30min |
| 6 | **3rd Grade**   |  |  | | --- | --- | | **Creative expression: performance**  The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:  **THEATRE.3.2A** Demonstrate safe use of movement and voice.  **4th Grade**   |  | | --- | | **Creative expression: performance**  The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:  **THEATRE.4.2A** Demonstrate safe use of the voice and body.  **5th Grade:**  **Creative expression: performance**  The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:  **THEATRE.5.2A** Demonstrate safe use of the voice and body. | | | 30min |
| 7 | **3rd Grade**   |  |  | | --- | --- | | **Creative expression: performance**  The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:  **THEATRE.3.2B** Participate in a variety of roles in real life or imaginative situations through narrative pantomime, dramatic play, or story dramatization.  **4th Grade**   |  | | --- | | **Creative expression: performance**  The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:  **THEATRE.4.2B** Describe characters, their relationships, and their surroundings.  **5th Grade:**  **Creative expression: performance**  The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:  **THEATRE.5.2B** Describe characters, their relationships, and their surroundings in detail. | | | 30min |
| 8 | **3rd Grade**   |  |  | | --- | --- | | **Creative expression: performance**  The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:  **THEATRE.3.2C** Dramatize literary selections using shadow play or puppetry.  **4th Grade**   |  | | --- | | **Creative expression: performance**  The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:  **THEATRE.4.2C** Develop characters and assume roles in short improvised scenes using imagination, personal experiences, heritage, literature, and history.  **5th Grade:**  **Creative expression: performance**  The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:  **THEATRE.5.2C** Create movements and portray a character using dialogue appropriately. | | | 30min |
| 9 | **3rd Grade**   |  |  | | --- | --- | | **Creative expression: performance**  The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:  **THEATRE.3.2D** Dramatize literary selections using pantomime and imitative dialogue.  **4th Grade**   |  | | --- | | **Creative expression: performance**  The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:  **THEATRE.4.2D** Dramatize literary selections in unison, pairs, or groups, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings.  **5th Grade:**  **Creative expression: performance**  The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:  **THEATRE.5.2D** Dramatize literary selections in unison, pairs, or groups, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings. | | | 30min |
| 10 | **3rd Grade**   |  |  | | --- | --- | | **Creative expression: performance**  The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:  **THEATRE.3.2D** Dramatize literary selections using pantomime and imitative dialogue.  **4th Grade**   |  | | --- | | **Creative expression: performance**  The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:  **THEATRE.4.2E** Create simple stories collaboratively through imaginative play, improvisations, and story dramatizations, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings.  **5th Grade:**  **Creative expression: performance**  The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:  **THEATRE.5.2D** Dramatize literary selections in unison, pairs, or groups, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings. | | | 30min |

Day 1:

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| Activity/Task | Warm up games/activities:   1. Slow Motion Race—The student and Parent/Guardian/Caregiver attempt to be the slowest person to run in slow motion across the room. 2. Create a Perfect Performance Space—the student will list appropriate audience behaviors for for theatre performances. The student then demonstrates appropriate and inappropriate behaviors for the Parent/Guardian/Caregiver. 3. Three-minute fairy tale (see handout), used with permission |
| Resources |  |
| Handouts | Three-minute fairy tale handout, used with permission of the author |
| Additional Notes |  |

Day 2:

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| Activity/Task | Warm up games/activities:  Slow Motion Race—The student and Parent/Guardian/Caregiver attempt to be the slowest person to run in slow motion across the room.  *Create a Movement:*  Students read a script or storybook and create then create movements that would be needed by the characters in the story or one section of the story. Student shows movements to Parent/Guardian/Caregiver.  Begin *Create a Character:*  Working with Parent/Guardian/Caregiver, the students create their own version of a story with two characters based on a well-known story, i.e. From Cinderella—Cinderella and . . . the prince, one stepsister, stepmother, or godmother. |
| Resources |  |
| Handouts |  |
| Additional Notes |  |

Day 3:

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| Activity/Task | Warm up games/activities:  Slow Motion Race—The student and Parent/Guardian/Caregiver attempt to be the slowest person to run in slow motion across the room.  Continue *Create a Character:*  Working with Parent/Guardian/Caregiver, the students create their own version of a story with two characters based on a well-known story, i.e. From Cinderella—Cinderella and . . . the prince, one stepsister, stepmother, or godmother.  Part 2: Adding props – with the help of the Parent/Guardian/Caregiver, the student will select three to five items found in their home to be hand props in their play based on the story they were read or told.  Part 3: The student (possibly along with the Parent/Guardian/Caregiver) acts out the whole story with hand props. |
| Resources | Anything in the home that the Parent/Guardian/Caregiver gives the student permission to use |
| Handouts |  |
| Additional Notes |  |

Day 4:

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| Activity/Task | Act Out a Story:  Part 1: Student reads a short story or script to the Parent/Guardian/Caregiver; this can be a storybook or a play that the student has in their home, or one that HISD has included on the list for grades 3-5). The student is going to create a performance of this script or storybook.  Part 2: The student (possibly along with the Parent/Guardian/Caregiver) acts out the part of the story using movements they have identified as needed movements. |
| Resources | A book of the child’s choosing (this can be a storybook that the child has at home or one on the list of books for 3-5 sent out by HISD) |
| Handouts |  |
| Additional Notes |  |

Day 5:

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| Activity/Task | Act Out a Story:  Part 1: Student reads a short story or script to the Parent/Guardian/Caregiver; this can be a storybook or a play that the student has in their home, or one that HISD has included on the list for grades 3-5). The student is going to create a performance of this script or storybook.  Part 2: The student (possibly along with the Parent/Guardian/Caregiver) selects hand props needed for the story.  Part 3: The student picks out three items of clothing (from their closet or from anything the Parent/Guardian/Caregiver will allow them to use) for one character in the play.  Make sure to keep everything in a place where the student can find it on Day 6. |
| Resources | A book of the child’s choosing (this can be a storybook that the child has at home or one on the list of books for grades 3-5 sent out by HISD)  Anything around the house that the Parent/Guardian/Caregiver will allow the child to use |
| Handouts |  |
| Additional Notes |  |

Day 6:

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| Activity/Task | Act Out a Story:  Part 1: **Rehearsal.** Student reads a short story or script to the Parent/Guardian/Caregiver; this can be a storybook or a play that the student has in their home, or one that HISD has included on the list for grades 3-5). The student is going to create a performance of this script or storybook  Part 2: Using props and costumes selected on Day 5, the student will act out the story or play (this may involve the Parent/Guardian/Caregiver, or not) ; this is to be considered a “rehearsal” and not a “final performance”. The student is encouraged to stop and try certain moments again, try different voices/actions/choices throughout. Rehearsal is about trial and error.  Part 3: The student tells their Parent/Guardian/Caregiver three things that they want to improve in their play. |
| Resources | A book of the child’s choosing (this can be a storybook that the child has at home or one on the list of books for grades 3-5 sent out by HISD)  Anything around the house that the Parent/Guardian/Caregiver will allow the child to use |
| Handouts |  |
| Additional Notes |  |

Day 7:

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| Activity/Task | Act Out a Story:  Part 1: **Rehearsal.** Student reads a short story or script to the Parent/Guardian/Caregiver; this can be a storybook or a play that the student has in their home, or one that HISD has included on the list for grades 3-5). The student is going to create a performance of this script or storybook  Part 2: Using props and costumes selected on Day 5, the student will act out the story or play (this may involve the Parent/Guardian/Caregiver, or not) ; this is to be considered a “rehearsal” and not a “final performance”. The student is encouraged to stop and try certain moments again, try different voices/actions/choices throughout. Rehearsal is about trial and error. The student should get through a full run through without stopping at least once, as tomorrow is the final performance.  Part 3: The student tells their Parent/Guardian/Caregiver three things that they want to improve in their play. |
| Resources | A book of the child’s choosing (this can be a storybook that the child has at home or one on the list of books for grades 3-5 sent out by HISD)  Anything around the house that the Parent/Guardian/Caregiver will allow the child to use |
| Handouts |  |
| Additional Notes |  |

Day 8:

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| Activity/Task | Act Out a Story:  Part 1: **Final performance** Student reads a short story or script to the Parent/Guardian/Caregiver; this can be a storybook or a play that the student has in their home, or one that HISD has included on the list for grades 3-5). The student is going to create a performance of this script or storybook  Part 2: Using props and costumes selected on Day 5, the student will act out the story or play (this may involve the Parent/Guardian/Caregiver, or not). This will be the final performance and must happen without stopping.  Part 3: The student tells the Parent/Guardian/Caregiver five things they are happy with in the performance, and three things they would work on further if they had more time. |
| Resources | A book of the child’s choosing (this can be a storybook that the child has at home or one on the list of books for grades 3-5 sent out by HISD)  Anything around the house that the Parent/Guardian/Caregiver will allow the child to use |
| Handouts |  |
| Additional Notes |  |

Day 9:

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| Activity/Task | Create a Puppet—  Part 1: Using whatever is available at home (t-shirts, paper, yarn, glue, socks, scarves, etc), the student creates a puppet to use in telling a story of the student’s choosing (this can be made up by the student and/or the Parent/Guardian/Caregiver or this can be the student’s version of a story from a storybook they have at home). This is a two-day project. The student will work on the puppet today and finish it tomorrow. |
| Resources | Socks, scarves, rubber bands, paper, etc |
| Handouts |  |
| Additional Notes |  |

Day 10:

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| Activity/Task | Create a Puppet—  Part 2: Continuing to add to what was started yesterday, asing whatever is available at home (t-shirts, paper, yarn, glue, socks, scarves, etc), the student creates a puppet to use in telling a story of the student’s choosing (this can be made up by the student and/or the Parent/Guardian/Caregiver or this can be the student’s version of a story from a storybook they have at home). Once the student is finished with their puppet, they will use it to tell a story to their Parent/Guardian/Caregiver. |
| Resources | Socks, scarves, rubber bands, paper, etc |
| Handouts |  |
| Additional *Notes* |  |