

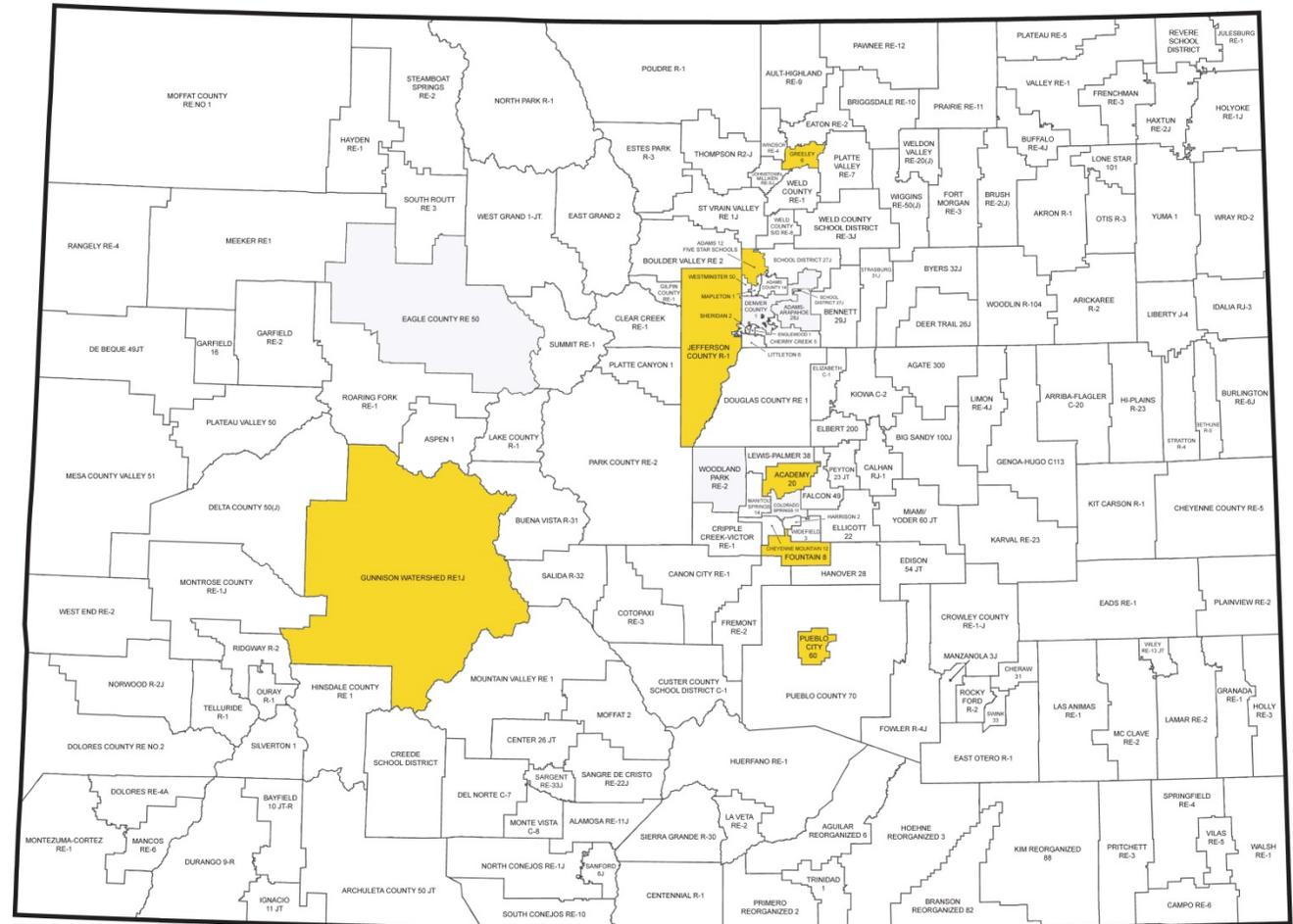
# Unit Title: Creative Expression for Healthy Problem Solving

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*This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.*

## Colorado Teacher-Authored Sample Instructional Unit

This instructional unit integrates the following separate units:

- Comprehensive Health, 1<sup>st</sup> grade, **Express Myself** (see the Unit Overview here in [Word](#) or [PDF](#)); and
- Drama and Theatre Arts, 1<sup>st</sup> grade, **Create and Perform an Environment** (see the Unit Overview here in [Word](#) or [PDF](#))

Throughout this unit we denote levels of content area integration by listing an **Integration Continuum Color\***, as follows:

<b>GREEN</b>	Active involvement in developmentally appropriate knowledge production results in work that fuses arts and non-arts disciplines.
<b>BLUE</b>	Equal and significant attention is given to arts and non-arts techniques, skills, or concepts. Authentic experiences and media are used.
<b>PINK</b>	Work combines some techniques, skills, and concepts from arts and non-arts disciplines, but proficiency is uneven.
<b>YELLOW</b>	Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

*\* Adapted from Varieties of Arts Integration developed by Center for Applied Research and Educational Improvement and Perpich Center for Arts Education ©2002 Regents of the University of Minnesota*

<b>Unit Description:</b>	This unit explores the ways that human and animal characters express emotions both verbally and non-verbally. The unit asks students to include what they know about characters (human and animal) and their environments to further explore the ways in which actors use context and physical structure (i.e., body types, sizes, etc.) in creating characters. The unit builds to a culminating performance assessment that asks students to create and perform a living-book project that includes the story environment as well as verbal/non-verbal communication, facial expressions, and body language in order to express emotions. The goal of this unit is to help teach children to develop life-long skills around appropriate and healthy problem-solving. Through the use of experiential learning and dramatic re-telling, students will articulate how writers use animal stories/fables to illuminate conflicts similar to problems people face in their own lives.
<b>Considerations:</b>	N/A
<b>Unit Generalizations</b>	
<b>Key Generalization:</b>	<p><b>Comprehensive Health:</b> Appropriate expression of emotions with others will improve communication, allow for problem-solving in a healthy way and develop lifelong skills</p> <p><b>Drama and Theatre Arts:</b> Animal characters are personified through informed actions within their environments</p>
<b>Supporting Generalizations:</b>	<p><b>Comprehensive Health:</b> Various resources such as parents or other trusted adults can provide problem-solving strategies to help a person to make more positive decisions Effective listening skills aid positive communication; trusted adults are resources that help young people develop proper health care</p> <p><b>Drama and Theatre Arts:</b> Animal and human characters, through movements and actions help construct environments Animal and human characters demonstrate an understanding of environments through actions</p>

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**Performance Assessment: *The capstone/summative assessment for this unit.***

Both disciplines integrated

**Integration Continuum Color: GREEN BLUE PINK YELLOW**

BLUE: Equal and significant attention is given to arts and non-arts techniques, skills, or concepts. Authentic experiences and media are used.

<p><b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)</p>	<p><b>Comprehensive Health:</b> Appropriate expression of emotions with others will improve communication, allow for problem-solving in a healthy way and develop lifelong skills.</p> <p><b>Drama and Theatre Arts:</b> Animal characters are personified through informed actions within their environments.</p>
<p><b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)</p>	<p>As a group of authors, you have been asked to create and present a living-book to a company interested in developing an interactive storybook app. Using a familiar animal-based story (e.g. The Elephant Pit) that portrays a positive solution to a common conflict or problem you must include the setting as well as characters’ unique verbal/non-verbal communications (e.g. facial expressions, and body language). Your group is responsible for bringing to life one of the conflicts in the story to help teach children how positive communication helps to develop life-long skills around appropriate and healthy problem-solving. The goal is for children to see how the conflicts in the animal story are similar to problems they face in their own lives.</p>
<p><b>Product/Evidence:</b> (Expected product from students)</p>	<p>Students will work in groups to produce a living-book page based on one scene of the children’s book, <u>The Elephant Pit</u>. Emphasis will be placed on animal and human characters in the correct environment as well as verbal/non-verbal communication, facial expressions, and body language in order to express emotions and show problems and their solutions throughout the story. The final product can be a live performance or technology enhanced presentation, but students should always create the characters with their own bodies. Students will self-evaluate their performances based on teacher-created criteria.</p> <p><a href="http://www.byramhills.org/files/filesystem/Kindergarten-Jean-Mary%20Beth-Linda-Mardi-Kathy%20IOP%20SUMMARY%202013-FINAL.pdf">http://www.byramhills.org/files/filesystem/Kindergarten-Jean-Mary%20Beth-Linda-Mardi-Kathy%20IOP%20SUMMARY%202013-FINAL.pdf</a> (Modifiable ideas for peer and self-evaluation rubrics)</p>
<p><b>Differentiation:</b> (Multiple modes for student expression)</p>	<p>Students will all be responsible for ensuring the successful creation of the animal characters and the performance of the living-book regardless of single or multiple performance decision. Students may, however, take on different (even multiple) responsibilities, including:</p> <ul style="list-style-type: none"> <li>● Actors</li> <li>● Illustrator</li> <li>● Set designer</li> <li>● Writer</li> <li>● Narrator</li> <li>● Graphic artist/colorist</li> <li>● Assistant director (with teacher as director)</li> <li>● Photographer</li> <li>● Presenter</li> </ul> <p>Students may present verbally or have a one on one discussion with teacher Students may include an option to incorporate an adult/peer mediator, community resources within the solution</p>

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<b>Texts for independent reading or for class read aloud to support the content</b>	
<b>Informational/Non-Fiction</b>	<b>Fiction</b>
<p><b>Comprehensive Health Texts:</b>  <i>If You Had to Choose, What Would You Do?</i> – Sandra McLeod Humphrey (25 scenarios for decision making) (Lexile range 300)  <i>What Should I Do? Making Good Decisions</i> – John Burstein (Making good decisions) (Lexile level 660)  <i>Can We Get Along? Dealing With Differences</i> – John Burstein (Decision Making) (Lexile range 300)  <i>Speak Up! Communicating Confidently</i> – John Burstein (Effective Communication) (Lexile level 700)  <i>I Want It!</i> -Elizabeth Crary (Lexile range 300)  <i>Talk and Work It Out</i> - Cheri J. Meiners  <i>No, It's Mine</i> – Shimrit Nothman, Lior Misrachi, Bushra Owais  <i>Give It Back</i> - Shimrit Nothman, Lior Misrachi, Bushra Owais  <i>Howard B Learns It's Okay to Back Away: A Story About Managing Anger</i> - Howard Binkow (Lexile Level 500)  <i>Helpers in My Community</i> –Bobby Kalman (Lexile level 590)  <i>Community Workers Activities: A Kid Pix Activity Kit, Ages 5-9-</i> Teacher Created Materials (Computer Activities) (Lexile range 300-700)</p> <p><b>Drama and Theatre Arts Texts:</b>  <i>How Animals Work</i> - DK Publishing (Lexile level 200)  <i>Uncover a Dog</i>- Paul Beck (Lexile level 450)  <i>Uncover a Cat</i> - Paul Beck (Lexile level 450)  <i>Uncover a Horse</i>- David George Gordon (Lexile level 450 )  <i>Uncover a Tiger</i>-Paul Beck (Lexile level 450)  <i>Watch me Hop</i>- Rebecca Young (Lexile level 120)  <i>Safari: A phototacular book</i> -Dan Kainen (Lexile level 120 )</p> <p><b>For Teacher Use:</b>  <i>101 Drama Games for Children: Fun and Learning with Acting and Make-Believe</i> (SmartFun Activity Books Paul Rooyackers and Cecilia Bowman)  <i>101 Drama Games and Activities and 101 MORE Drama Games and Activities-</i> David Farmer  <i>Take a Bow!: Lesson Plans for Pre-School Drama (Young Actors Series)-</i>Nina Czitrom  <i>Drama Start: Plays and Monologues for Young Children-</i> Julie Meghan  <i>Elephant Talk: The surprising Science of Elephant Communication-</i>Ann Downer</p>	<p><b>Comprehensive Health Texts:</b>  <i>Weekend with Wendell</i> -Kevin Henkes, (Lexile level 510)  <i>The Quarreling Book</i> - Charlotte Zolotow, (Lexile level 870)  <i>Thump and Plunk</i> - Janice Udry, (Lexile level 210)  <i>The Unfriendly Book</i> -Charlotte Zolotow. (Lexile range 300)  <i>Howard B Wigglebottom Learns to Listen</i> - Howard Binkow (Picture Book, Lexile Level 460)  <i>Listen, Buddy-</i> Helen Lester (Lexile Level 520)  <i>Howard B Learns It's Okay to Back Away: A Story About Managing Anger</i> - Howard Binkow (Lexile Level 500)  <i>Listening Lotto: Nursery Rhymes: Develop Listening Skills and Learn Some Wonderful Traditional Nursery Rhymes</i> –Game by Key Education Publishing (Lexile range 300)</p> <p><b>Drama and Theatre Arts Texts:</b>  <i>How to Be a Cat-</i> Nikki McClure (Lexile level 120)  <i>From Head to Toe-</i> Eric Carle (Lexile level 120)  <i>Move</i> -Robin Page (Lexile level 450)  <i>What do You do When Something Wants to Eat You?</i>-Steve Jenkins (Lexile level 400)  <i>Biggest, Strongest, Fastest-</i> Steve Jenkins (Lexile level 840)  <i>Waddle</i> - Rufus Butler Seder (Lexile level 120)  <i>Gallop-</i> Rufus Butler Seder (Lexile level 120)</p>

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<b>Ongoing Discipline-Specific Learning Experiences – Comprehensive Health</b>				
1.	Description:	Think and work like a health advocate- developing positive verbal and non-verbal communication skills	Teacher Resources:	<a href="http://www.teachingchannel.org">http://www.teachingchannel.org</a> (Developing Communication Skills in the Elementary Classroom) <a href="http://www.natcom.org">http://www.natcom.org</a> (Communication skills training for elementary school students)
			Student Resources:	<a href="http://www.eduplace.com/graphicorganizer/pdf/4column.pdf">http://www.eduplace.com/graphicorganizer/pdf/4column.pdf</a> (Four column chart)
	Skills:	Develop strong communication skills to solve problems appropriately for a given situation	Assessment:	Students will write a daily journal entry that focuses on either human or animal verbal or non-verbal communication skills and how they relate to emotions, environments, and/or problem solving.
2.	Description:	Think and work like a health advocate- to express emotions and feelings in ways that are appropriate to the situation	Teacher Resources:	<a href="http://www.ehow.com/how_5139498_teach-preschool-children-emotions-feelings.html">http://www.ehow.com/how_5139498_teach-preschool-children-emotions-feelings.html</a> (Teaching children about emotions and feelings) <a href="http://www.byramhills.org/files/filesystem/Kindergarten-Jean-Mary%20Beth-Linda-Mardi-Kathy%20IOP%20SUMMARY%202013-FINAL.pdf">http://www.byramhills.org/files/filesystem/Kindergarten-Jean-Mary%20Beth-Linda-Mardi-Kathy%20IOP%20SUMMARY%202013-FINAL.pdf</a> (Modifiable ideas for peer and self-evaluation rubrics)
			Student Resources:	<a href="http://www.byramhills.org/files/filesystem/Kindergarten-Jean-Mary%20Beth-Linda-Mardi-Kathy%20IOP%20SUMMARY%202013-FINAL.pdf">http://www.byramhills.org/files/filesystem/Kindergarten-Jean-Mary%20Beth-Linda-Mardi-Kathy%20IOP%20SUMMARY%202013-FINAL.pdf</a> (Modifiable ideas for peer and self-evaluation rubrics)
	Skills:	Develop strong communication skills to express emotions in a healthy manner	Assessment:	Teacher will assess the verbal and nonverbal communication skills of a small group of students each day through observation and data keeping. Teacher will also provide immediate feedback to those students each day.

<b>Ongoing Discipline-Specific Learning Experiences – Drama and Theatre Arts</b>				
1.	Description:	Think/work like an actor- building an animal character connected to the environment	Teacher Resources:	<a href="http://plays.about.com/od/activities/a/minutetales.htm">http://plays.about.com/od/activities/a/minutetales.htm</a> (Ideas for 60 second Fairy Tales) <a href="http://www.byramhills.org/files/filesystem/Kindergarten-Jean-Mary%20Beth-Linda-Mardi-Kathy%20IOP%20SUMMARY%202013-FINAL.pdf">http://www.byramhills.org/files/filesystem/Kindergarten-Jean-Mary%20Beth-Linda-Mardi-Kathy%20IOP%20SUMMARY%202013-FINAL.pdf</a> (Action research project by Kindergarten teachers with modifiable ideas for peer and self-evaluation rubrics)
			Student Resources:	See teacher resources for peer observation ideas. Students, however, may use graphic organizers to capture visually and in writing their peers' efforts to effectively convey an animal character <a href="http://www.abcteach.com/free/p/port_26pt_line_story.pdf">http://www.abcteach.com/free/p/port_26pt_line_story.pdf</a> (Blank, lined paper with room for illustrations/visuals-great for journal entries)
	Skills:	Ask questions, based on discoveries, after viewing performances	Assessment:	Students will, throughout the unit, be asked to provide peer observations intended to help their fellow performers develop their characters. They will pay particular attention to the most effective ways to convey animal characters!

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2.	Description:	Think/work like an actor- using various techniques to convey character	Teacher Resources:	Show Time: Music, Dance, and Drama Activities for Kids- Lisa Bany-Winters <a href="http://www.childdrama.com/picturebook.html">http://www.childdrama.com/picturebook.html</a> (Ideas for using picture books for drama) <a href="http://sites.uci.edu/class/kindergarten/theater-kindergarten/kindergarten-theater-lesson-5/">http://sites.uci.edu/class/kindergarten/theater-kindergarten/kindergarten-theater-lesson-5/</a> (Warm up lesson for building focus and increasing vocabulary while learning to speak audibly and clearly)
			Student Resources:	<a href="http://www.abcteach.com/free/p/port_26pt_line_story.pdf">http://www.abcteach.com/free/p/port_26pt_line_story.pdf</a> (Blank, lined paper with room for illustrations/visuals-great for journal entries)
	Skills:	Demonstrate a variety of emotions through facial expressions, variety of emotions through body movements, variety of emotions through vocal inflections	Assessment:	Students will keep a “character” journal wherein they will document the multiple opportunities they will have to create facial expressions, body language, and sounds related to specific animals and animal characters (Note: This journal could also be a “video” journal using something like Voicethread as the means for students to upload entries: <a href="https://voicethread.com/">https://voicethread.com/</a> )

<p><b>Prior Knowledge and Experiences</b></p> <p>Teachers will use their professional judgment and knowledge of their students (including information gained from relevant pre-assessments) to determine the kinds of introductory learning experiences and/or reinforcement experiences that may need to be delivered prior to or within the unit.</p> <p>The learning experiences build upon a presumed (student) working knowledge of concepts such as active listening and sharing ideas. This unit will continue to develop the skills of positive communication and positive expressions of emotions.</p> <p>These dramatic activities build upon a presumed (student) working knowledge of moving in a given space safely and respectfully. Practicing and role playing the dos and don'ts of space use is recommended.</p> <p>Personal space resources:  <a href="http://room8-adventuresinkindergarten.blogspot.com/2013/02/personal-space.html">http://room8-adventuresinkindergarten.blogspot.com/2013/02/personal-space.html</a> (Adventures in Kindergarten blogspot)  <a href="http://misssciamana.blogspot.com/2013/10/personal-space.html">http://misssciamana.blogspot.com/2013/10/personal-space.html</a> (Teacher's personal blogspot)</p>
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<b>Learning Experience # 1</b>	
<i>Both disciplines integrated</i>	
The teacher may utilize a children’s picture book containing both humans and animals so that students can begin exploring ways to pantomime different characters and emotions.	
<b>Integration Continuum Color:</b> <span style="background-color: green; color: white; padding: 2px;">GREEN</span> BLUE PINK YELLOW <small>GREEN: Active involvement in developmentally appropriate knowledge production results in work that fuses arts and non-arts disciplines.</small>	
<b>Generalization Connection(s):</b>	<p><b>Drama and Theatre Arts:</b> Animal and human characters, through movements and actions help construct environments</p> <p><b>Comprehensive Health:</b> Appropriate expression of emotions with others will improve communication, allow for problem-solving in a healthy way and develop lifelong skills</p>

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<b>Teacher Resources:</b>	<a href="http://www.mariadismondy.com/2012/9/books-that-teach-trust">http://www.mariadismondy.com/2012/9/books-that-teach-trust</a> (Picture books that teach children about trust and trusted adults) <a href="http://www.babble.com/toddler/10-toddler-books-about-feelings/">http://www.babble.com/toddler/10-toddler-books-about-feelings/</a> (Picture books that can be used by the teacher or students) <i>Those Darn Squirrels</i> -Adam Rubin and Daniel Salmieri <i>Tuesday Tucks Me In: The Bond Between a Soldier and His Service Dog</i> - Luis Carlos Montalvan and Bret Witter	
<b>Student Resources:</b>	<a href="http://www.mariadismondy.com/2012/9/books-that-teach-trust">http://www.mariadismondy.com/2012/9/books-that-teach-trust</a> (Picture books that teach children about trust and trusted adults) <a href="http://www.babble.com/toddler/10-toddler-books-about-feelings/">http://www.babble.com/toddler/10-toddler-books-about-feelings/</a> (Picture books that can be used by the teacher or students) <i>Those Darn Squirrels</i> -Adam Rubin and Daniel Salmieri <i>Tuesday Tucks Me In: The Bond Between a Soldier and His Service Dog</i> - Luis Carlos Montalvan and Bret Witter	
<b>Assessment:</b>	Students will safely explore animal and human movements, emotions, and problem-solving through pantomime. Students will discuss two different emotions attached to verbal and non-verbal expressions as well as the problem in the story. <b>AND</b> Students will also reflect on their pantomime using a student reflection/self-evaluation checklist. <a href="http://www.byramhills.org/files/filesystem/Kindergarten-Jean-Mary%20Beth-Linda-Mardi-Kathy%20IOP%20SUMMARY%202013-FINAL.pdf">http://www.byramhills.org/files/filesystem/Kindergarten-Jean-Mary%20Beth-Linda-Mardi-Kathy%20IOP%20SUMMARY%202013-FINAL.pdf</a> (Modifiable ideas for peer and self-evaluation rubrics)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may require additional explanation or repetition of the story Students may be provided with ideas about expressions	Student may dictate the writing necessary for the student rubric Students may utilize whole class, small group, or paired discussions for assessment
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.enchantedlearning.com/graphicorganizers">www.enchantedlearning.com/graphicorganizers</a> (Story frame graphic organizer) <a href="http://www.eduplace.com/graphicorganizer">www.eduplace.com/graphicorganizer</a> (Examples of T-charts) <a href="http://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf">http://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf</a> (Wheel graphic organizer with topic at the center)	Students may use graphic organizers or artistic expressions to illustrate understanding around animal and human movements, emotions, and problem-solving
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>● Communication skills</li> <li>● Effective listening skills</li> <li>● Various expressions of emotions</li> <li>● Appropriate expressions of feelings and emotions</li> <li>● Different ways characters move in specific environments that show relationships and dependency</li> <li>● The difference between a theatrical setting and imaginary characters</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>● Skills of cooperation and sharing with others</li> <li>● Problem-solving strategies</li> <li>● Share and cooperate with other students, teachers, and family members</li> <li>● Solve problems appropriately for a given situation</li> <li>● Express emotions and feelings in ways that are appropriate to the situation</li> <li>● Respond politely and empathetically in many situations</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Listen effectively to the speaker</li> <li>• Create environments, where characters interact through movement with their setting</li> <li>• Ask questions, based on discoveries, after viewing each performance</li> </ul>
<b>Critical Language:</b>	Communication, listening skills, emotions, feelings, expressions, cooperation, compare, contrast, observation, express, feelings, character, mood, communicate, pantomime

**Learning Experience # 2**

*Both disciplines integrated*

The teacher may utilize examples of human facial expressions and body language so that students can begin to consider and explore how humans express emotions non-verbally.

**Integration Continuum Color:** GREEN **BLUE** PINK YELLOW

BLUE: Equal and significant attention is given to arts and non-arts techniques, skills, or concepts. Authentic experiences and media are used.

<b>Generalization Connection(s):</b>	<p><b>Comprehensive Health:</b> Appropriate expression of emotions with others will improve communication, allow for problem-solving in a healthy way and develop lifelong skills</p> <p><b>Drama and Theatre Arts:</b> Animal and human characters, through movements and actions help construct environments</p>
<b>Teacher Resources:</b>	<p><a href="http://www.education.com/reference/article/effective-parent-child-communication/">http://www.education.com/reference/article/effective-parent-child-communication/</a> (Website on effective ways of communication)</p> <p><a href="http://www.buzzle.com/articles/communication-skills-activities.html">www.buzzle.com/articles/communication-skills-activities.html</a> (Communication skills activities)</p> <p><a href="http://homework.answers.com/study-methods/8-games-to-help-you-practice-nonverbal-communication-at-home-with-family-and-friends">http://homework.answers.com/study-methods/8-games-to-help-you-practice-nonverbal-communication-at-home-with-family-and-friends</a> (Games to Help You Practice Nonverbal Communication at Home with Family and Friends)</p> <p><i>The Classroom X-Factor: The Power of Body Language and Non-Verbal Communication in Teaching</i> –John White</p> <p><a href="http://www.teachingchannel.org/videos/teaching-non-verbal-communication">http://www.teachingchannel.org/videos/teaching-non-verbal-communication</a> (Video showing how non-verbal communication can be taught through movement and dance)</p> <p><a href="http://www.skillsyouneed.com/">http://www.skillsyouneed.com/</a> (Communication Skills strategies)</p> <p><a href="http://lifehacker.com/5901468/use-this-body-language-cheat-sheet-to-decode-common-non+verbal-cues">http://lifehacker.com/5901468/use-this-body-language-cheat-sheet-to-decode-common-non+verbal-cues</a> (Facial and body language cues)</p> <p><a href="http://center-for-nonverbal-studies.org/6101.html">http://center-for-nonverbal-studies.org/6101.html</a> (Non-verbal dictionary with pictures)</p> <p><a href="http://www.shutterstock.com/cat.mhtml?searchterm=body+language&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=body+language&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Images of body language)</p>
<b>Student Resources:</b>	<p><a href="http://www.babble.com/toddler/10-toddler-books-about-feelings/">http://www.babble.com/toddler/10-toddler-books-about-feelings/</a> (Picture books that can be used by the teacher or students)</p> <p><a href="http://www.youtube.com/watch?v=sTziMz8ukSg">http://www.youtube.com/watch?v=sTziMz8ukSg</a> (Sesame Street: Emotions With Margaret Cho)</p> <p><a href="http://www.youtube.com/watch?v=zEk48QQSPo4">http://www.youtube.com/watch?v=zEk48QQSPo4</a> (Learn Emotions!)</p> <p><a href="http://www.youtube.com/watch?v=eQVR-LSja68">http://www.youtube.com/watch?v=eQVR-LSja68</a> (Walt Disney – Donald Duck – Self Control...consider taking out the sound to focus on non-verbal movement)</p> <p><i>Weekend with Wendell</i> - Kevin Henkes, (Lexile level 510)</p>

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	<p><i>The Quarreling Book</i> - Charlotte Zolotow, (Lexile level 870)  <i>Thump and Plunk</i> - Janice Udry, (Lexile level 210)</p>	
<b>Assessment:</b>	<p>Students will work with a partner or independently to create their first journal page about a human non-verbal scenario that uses body language and facial expressions only, to tell a story. Students will share their depictions with their classmates to check if their classmate can verbally describe the scenario that was being depicted in the drawing.  <a href="http://www.abcteach.com/free/p/port_26pt_line_story.pdf">http://www.abcteach.com/free/p/port_26pt_line_story.pdf</a> (Blank, lined paper with room to write and visually document the stories told in the scenarios)</p>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><a href="http://www.abcteach.com/free/p/port_26pt_line_story.pdf">http://www.abcteach.com/free/p/port_26pt_line_story.pdf</a>                  (Blank, lined paper with room to write and visually document the stories told in the scenarios)</p>	<p>Students may illustrate and/or dictate the story from the scenario to a peer or teacher</p>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><a href="http://www.enchantedlearning.com/graphicorganizers">www.enchantedlearning.com/graphicorganizers</a> (Story frame graphic organizer)</p>	<p>Students may write a short story in which they describe a situation when they have had to use non-verbal communication                  Pairs can perform non-verbal stories for the class</p>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Various expressions of emotions</li> <li>• Appropriate expressions of feelings and emotions</li> <li>• Examples of polite and empathetic responses</li> <li>• Communication skills</li> <li>• Different ways characters move in specific environments that show relationships and dependency</li> <li>• Examples of scene setting</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Express emotions and feelings in ways that are appropriate to the situation</li> <li>• Manage emotions and feelings in a healthy matter</li> <li>• Respond politely and empathetically in many situations</li> <li>• Create environments, where characters interact through movement with their setting</li> <li>• Describe several different environments where animals relate to their environment</li> </ul>	
<b>Critical Language:</b>	<p>Emotions, feelings, communication, non-verbal, mood, setting, character, volume, culture, setting (time and place), character, communicate, feelings, observation, express</p>	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Learning Experience # 3</b>		
<i>Both disciplines integrated</i>		
The teacher may utilize examples of animal facial expressions and body language so that students can begin to consider and explore how animals express emotions non-verbally.		
<b>Integration Continuum Color:</b> GREEN BLUE PINK YELLOW		
<small>BLUE: Equal and significant attention is given to arts and non-arts techniques, skills, or concepts. Authentic experiences and media are used.</small>		
<b>Generalization Connection(s):</b>	<p><b>Comprehensive Health:</b> Appropriate expression of emotions with others will improve communication, allow for problem solving in a healthy way and develop lifelong skills</p> <p><b>Drama and Theatre Arts:</b> Animal and human characters, through movements and actions help construct environments</p>	
<b>Teacher Resources:</b>	<p><a href="http://www.youtube.com/watch?v=m7eCSoy0LWA">http://www.youtube.com/watch?v=m7eCSoy0LWA</a> (Gorilla facial expressions)</p> <p><a href="http://www.youtube.com/watch?v=bvsfB7sf4QU">http://www.youtube.com/watch?v=bvsfB7sf4QU</a> (Cat facial expressions and body language)</p>	
<b>Student Resources:</b>	<p><i>How Animals Work</i> -DK Publishing (Lexile level 200+)</p> <p><i>Uncover a Dog</i>-Paul Beck (Lexile level 450 +)</p> <p><i>Uncover a Cat</i>- Paul Beck (Lexile level 450 +)</p> <p><i>Uncover a Horse</i> - David George Gordon (Lexile level 450 +)</p> <p><i>Uncover a Tiger</i>-Paul Beck (Lexile level 450 +)</p> <p><i>Move</i>- Robin Page (Lexile level 450)</p> <p><i>What do You do When Something Wants to Eat You?</i>-Steve Jenkins (400 Lexile level)</p> <p><i>Biggest, Strongest, Fastest</i>-Steve Jenkins (Lexile level 840)</p> <p><i>Waddle</i>-Rufus Butler Seder (Lexile level 120+ )</p> <p><i>Gallop</i>-Rufus Butler Seder(Lexile level 120)</p>	
<b>Assessment:</b>	<p>Students will work with a partner or independently to create a journal page about an animal non-verbal scenario that uses body language and facial expressions only, to tell a story.</p> <p><b>AND</b></p> <p>Students will write about the unique animal movement they have depicted (e.g. short/ one word-entries about the movement they have documented and the emotion it conveys)</p> <p><a href="http://www.abcteach.com/free/p/port_26pt_line_story.pdf">http://www.abcteach.com/free/p/port_26pt_line_story.pdf</a> (Blank, lined paper with room to write and visually document the stories told in the scenarios)</p>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may require additional explanation or repetition of the video (or additional videos) Students may be provided with ideas about expressions (from the text) to capture understanding)	Students may dictate the writing necessary for the journal entry (to a peer or the teacher)

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<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may document multiple expressions from the video and/or multiple animal expressions based on the texts
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Various expressions of emotions</li> <li>• Appropriate expressions of feelings and emotions</li> <li>• Communication skills</li> <li>• Different ways animal characters move in specific environments that show relationships and dependency</li> <li>• Examples of scene setting</li> <li>• The difference between a theatrical setting and imaginary characters</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Express emotions and feelings in ways that are appropriate to the situation</li> <li>• Manage emotions and feelings in a natural matter</li> <li>• Create environments, where characters interact through movement with their setting</li> <li>• Describe several different environments where animals relate to their environment</li> </ul>	
<b>Critical Language:</b>	Emotions, feelings, communication, non-verbal, mood, setting, character, scene, volume, culture, setting (time and place), character, communicate, feelings, observation, express	

<b>Learning Experience # 4</b>	
<i>Drama and Theatre Arts Focus</i>	
<p>The teacher may introduce an improvisation game so that students can explore moving like a particular animal or human character (e.g. snake, mouse, lion, eagle, hunter, king/queen).</p> <p align="right"><b>Integration Continuum Color: GREEN BLUE PINK <b>YELLOW</b></b></p> <p align="center"><small>YELLOW: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.</small></p>	
<b>Generalization Connection(s):</b>	<b><i>Drama and Theatre Arts:</i></b> Animal and human characters, through movements and actions, help construct environments
<b>Teacher Resources:</b>	<a href="http://improvcyclopedia.org/games//Barnyard.html">http://improvcyclopedia.org/games//Barnyard.html</a> (Barnyard improvisational game)
<b>Student Resources:</b>	<i>From Head to Toe-</i> Eric Carle (Lexile level 120+) <i>Move-</i> Robin Page (Lexile level 450) <i>What do You do When Something Wants to Eat You?-</i> Steve Jenkins (400 Lexile level) <i>Biggest, Strongest, Fastest-</i> Steve Jenkins (Lexile level 840) <i>Waddle-</i> Rufus Butler Seder (Lexile level 120+ ) <i>Gallop-</i> Rufus Butler Seder (Lexile level 120)
<b>Assessment:</b>	Students will play an improvisation game to explore moving like a particular animal or human character (e.g. snake, mouse, lion, eagle, hunter, king/queen) so that students can identify their matches through movements.

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	<a href="http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom">http://tccl.rit.albany.edu/knilt/index.php/Unit Four: How to incorporate play observations in the kindergarten classroom</a> (Great ideas for observational note-taking for young students' performance work)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may participate in a guided movement exercise <a href="http://dramaresource.com/games/mime-and-movement">http://dramaresource.com/games/mime-and-movement</a> (Good ideas for working with students and guided movement) Students may use wordless picture books listed in teacher resources as bases for practicing/demonstrating these expressions	Students may explain how their movement represents their character
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may use a costume center, puppets or picture boxes to augment their work or reference their previous journal pages
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Different ways animal characters move in specific environments that show relationships and dependency</li> <li>• Examples of scene setting</li> <li>• The difference between a theatrical setting and imaginary characters</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Create environments, where characters interact through movement with their setting</li> <li>• Describe several different environments where animals relate to their environment</li> </ul>	
<b>Critical Language:</b>	Mood, setting, character, communicate, feelings, observations, costume, scene, game, improvisation	

<b>Learning Experience # 5</b>	
<i>Comprehensive Health Focus</i>	
The teacher may provide students with examples of verbal communication (e.g., word choice, politeness, tone, empathy) so that students can begin to consider how people use sound to express emotions.	
<p align="right"><b>Integration Continuum Color:</b> GREEN BLUE PINK <b>YELLOW</b></p> <p align="center">YELLOW: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.</p>	
<b>Generalization Connection(s):</b>	<b>Comprehensive Health:</b> Appropriate expression of emotions with others will improve communication, allow for problem-solving in a healthy way and develop lifelong skills
<b>Teacher Resources:</b>	Owie-Cadabra's Verbal First Aid for Kids: A Somewhat Magical Way to Help Heal Yourself and Your Friends – Book by Judith Simon Prager <a href="http://www.buzzle.com/articles/communication-skills-activities.html">www.buzzle.com/articles/communication-skills-activities.html</a> (Communication skills activities) <a href="http://creation.com/communication-fundamentals-10-fun-ways-to-teach-children-effective-communication-skills">http://creation.com/communication-fundamentals-10-fun-ways-to-teach-children-effective-communication-skills</a> (Communication activities)

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	<p><a href="http://colegacy.org/resource/bullying-prevention-best-practices">http://colegacy.org/resource/bullying-prevention-best-practices</a> (Tips for teachers, parents and students to improve school climate and culture through a social, emotional and mental health approach)</p> <p><a href="http://www.teachingchannel.org">http://www.teachingchannel.org</a> (Developing Communication Skills in the Elementary Classroom)</p> <p><a href="http://www.natcom.org">http://www.natcom.org</a> (Communication skills training for elementary school students)</p> <p><a href="http://www.everydaylife.globalpost.com">http://www.everydaylife.globalpost.com</a> (Games to improve listening skills for elementary students)</p> <p><a href="http://www.eduplace.com/graphicorganizer">www.eduplace.com/graphicorganizer</a> (Examples of T-charts)</p> <p><a href="http://www.zerotothree.org/early-care-education/early-language-literacy/communication-skills.html">http://www.zerotothree.org/early-care-education/early-language-literacy/communication-skills.html</a> (Website on supporting communication in children)</p> <p><i>How to Make and Keep Friends: Tips for Kids to Overcome 50 Common Social Challenges</i> - Nadine Briggs (Problem-solving between friends)</p> <p><i>Conflict Resolution, Kindergarten-Grade 1: Positive Actions</i> - Martha Kendall (Strategies, role plays, useful dialogue)</p> <p><i>If You Had to Choose, What Would You Do?</i> – Books by Sandra McLeod Humphrey (25 scenarios for decision making)</p> <p><i>What Should I Do? Making Good Decisions</i> – Books by John Burstein (Making good decisions)</p> <p><i>Can We Get Along? Dealing With Differences</i> – Books by John Burstein (Decision Making)</p> <p><i>Speak Up! Communicating Confidently</i> – Books by John Burstein (Effective Communication)</p>	
<p><b>Student Resources:</b></p>	<p><i>I Just Don't Like the Sound of No!</i> - Julia Cook</p> <p><i>Tattle Tongue</i> – Julia Cook</p> <p><i>My Mouth is a Volcano</i> – Julia Cook</p> <p><i>Lacy Walker-Non-stop Talker</i> – Christianne C. Jones</p> <p><i>What If Everybody Did That?</i> – Ellen Javernick</p> <p><i>Making Friends is an Art</i> – Julia Cook</p> <p><i>Thanks For the Feedback – Best Me I Can Be</i> - Julia Cook</p> <p><i>Sorry I Forgot To Ask! : My Story About Asking Permission and Making an Apology</i> - Julia Cook</p> <p><i>I Just Don't Like the Sound of No!</i> - Julia Cook</p> <p><i>Speak Up! Communicating Confidently</i> – Books by John Burstein (Effective Communication)</p>	
<p><b>Assessment:</b></p>	<p>Students will complete a T-chart in their journal with 3 examples of negative and/or positive communication skills and examples of when they have used each skill (e.g., <a href="http://www.enchantedlearning.com/graphicorganizers/pmi/">http://www.enchantedlearning.com/graphicorganizers/pmi/</a>)</p>	
<p><b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p><b>Access</b> (Resources and/or Process)</p>	<p><b>Expression</b> (Products and/or Performance)</p>
	<p><a href="http://www.eduplace.com/graphicorganizer">www.eduplace.com/graphicorganizer</a> (Example of T-charts)</p>	<p>Students may complete a T-chart by drawing pictures or using pictures from magazines</p>
<p><b>Extensions for depth and complexity:</b></p>	<p><b>Access</b> (Resources and/or Process)</p>	<p><b>Expression</b> (Products and/or Performance)</p>
	<p>N/A</p>	<p>Students may use examples from their T-charts to create posters that highlight negative and/or positive forms of communication Students may complete a t-chart digitally using images online</p>
<p><b>Critical Content:</b></p>	<ul style="list-style-type: none"> <li>• Communication skills</li> </ul>	

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<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Express emotions and feelings in ways that are appropriate to the situation</li> <li>Respond politely and empathetically in many situations</li> </ul>
<b>Critical Language:</b>	Communication, tone, empathy, politeness, word choice

**Learning Experience # 6**

*Drama and Theatre Arts Focus*  
 The teacher may utilize examples of vocal variations of animals so that students can begin to consider and explore how animals use sound to express emotions.

**Integration Continuum Color: GREEN BLUE PINK YELLOW**  
YELLOW: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

<b>Generalization Connection(s):</b>	<b>Drama and Theatre Arts:</b> Animal and human characters, through movements and actions help construct environments	
<b>Teacher Resources:</b>	<a href="http://www.youtube.com/watch?v=vuiwA4Ne_pU">http://www.youtube.com/watch?v=vuiwA4Ne_pU</a> (Farm animal sounds) <a href="http://soundbible.com/tags-animal.html">http://soundbible.com/tags-animal.html</a> (Various animal sounds in different contexts)	
<b>Student Resources:</b>	<a href="http://www.youtube.com/watch?v=vuiwA4Ne_pU">http://www.youtube.com/watch?v=vuiwA4Ne_pU</a> (Farm animal sounds) <a href="http://soundbible.com/tags-animal.html">http://soundbible.com/tags-animal.html</a> (Various animal sounds in different contexts)	
<b>Assessment:</b>	Students will continue their journal by documenting (drawing) one example of a unique sound for a particular animal and writing about the sound they depicted (e.g. short/word-entries-about the sound they have documented and the emotion it conveys). <i>And/Or</i> Students will create an onomatopoeia type entry or audio/video tape their journal entry using software such as Voicethread as the means for students to upload entries. <a href="http://www.abcteach.com/free/p/port_26pt_line_story.pdf">http://www.abcteach.com/free/p/port_26pt_line_story.pdf</a> (Blank, lined paper with room to write and visually document the stories told in the scenarios) <a href="https://voicethread.com/">https://voicethread.com/</a> (Voicethread – Audio and video presentation)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may require additional explanation or repetition of the video (or additional videos) Students may be provided with ideas about expressions to capture <a href="https://itunes.apple.com/us/app/dragon-dictation/id341446764?mt=8">https://itunes.apple.com/us/app/dragon-dictation/id341446764?mt=8</a> (Dragon Speak dictation software app)	Students may dictate the writing necessary for the journal entry (to a peer, using dictation software, older student or parent volunteer or the teacher)

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<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may document multiple sounds from the video and/or multiple animal sounds based on the texts Students may illustrate an image of the sound in their journals (shape, color, image)
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Different ways characters move in specific environments that show relationships and dependency</li> <li>• Examples of scene setting</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Create environments, where characters interact through movement with their setting</li> <li>• Describe several different environments where animals relate to their environment</li> </ul>	
<b>Critical Language:</b>	Mood, setting, character, costume, scene, speed, pitch, volume, culture, mood, setting (time and place), character, communicate, feelings, observation, express	

**Learning Experience # 7**

*Social Studies Focus*  
**The teacher may utilize a fairytale inspired improvisation scenario (e.g. The Lion King Court) so that students can apply what they have learned about animal expressions, body movements, and sounds to a given context.**  
**Integration Continuum Color: GREEN BLUE PINK YELLOW**  
GREEN: Active involvement in developmentally appropriate knowledge production results in work that fuses arts and non-arts disciplines.

<b>Generalization Connection(s):</b>	<p><b>Comprehensive Health:</b>          Appropriate expression of emotions with others will improve communication, allow for problem-solving in a healthy way and develop lifelong skills          Effective listening skills aid positive communication</p> <p><b>Drama and Theatre Arts:</b>          Animal characters are personified through informed actions within their environments          Animal and human characters demonstrate an understanding of environments through actions</p>
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**Teacher Resources:** <http://www.childdrama.com/lplion.html> (Lion King Court role play and improvisational game)

**Student Resources:**

*From Head to Toe*-Eric Carle (Lexile level 120)  
*Move*-Robin Page (Lexile level 450)  
*What do You do When Something Wants to Eat You?* -Steve Jenkins ( Lexile level 400)  
*Biggest, Strongest, Fastest*- Steve Jenkins (Lexile level 840)  
*Waddle* by Rufus Butler Seder (Lexile level 120)  
*Gallop* by Rufus Butler Seder (Lexile level 120)  
*How to Be a Cat* by Nikki McClure (Lexile level 120+)  
*Does a Seal Smile?* by Harriet Ziefert  
*Flip-A-Face Series: Furry Friends: Same and Different* by SAMi  
*Do Goldfish Gallop?: A Book About Animal Movement (Animals All Around)* -Michael Dah

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	<a href="http://www.youtube.com/watch?v=bvsfB7sf4QU">http://www.youtube.com/watch?v=bvsfB7sf4QU</a> (Cat facial expressions and body language) <a href="https://www.youtube.com/watch?v=lyU-O6F8-Js">https://www.youtube.com/watch?v=lyU-O6F8-Js</a> (Primal Girl's Animal Movement Medley) <a href="http://www.youtube.com/watch?v=m7eCSoyOLWA">http://www.youtube.com/watch?v=m7eCSoyOLWA</a> (Gorilla facial expressions)	
<b>Assessment:</b>	Students will create and perform a short scene (e.g. Lion King Court) that indicates animal characterization (use of appropriate facial expression, body movement and vocal intonation) based upon a given context of qualities or traits that make a character trustworthy or loyal. <a href="http://www.childdrama.com/lplion.html">http://www.childdrama.com/lplion.html</a> (Lion King Court role play and improvisational game)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.kidactivities.net/post/Improv-Games-and-Exercises.aspx">http://www.kidactivities.net/post/Improv-Games-and-Exercises.aspx</a> (Drama games listed, Cross the Circle” can be used to shift environments and have students show their environmental shifts one at a time versus a group)	Students may draw their own idea of the character and setting before acting out the scene Students may warm up with a “cross the circle” game to prepare for shifting environments and character reactions
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may create up to three environments to act within considering possible transitions needed (e.g. visiting another kingdom, preparing for a conflict, preparing for a celebration) Students may interact with other characters Students may change characters
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Skills of cooperation and sharing with others</li> <li>• Problem-solving strategies.</li> <li>• Communication skills</li> <li>• Various expressions of emotions</li> <li>• Appropriate expressions of emotions</li> <li>• Effective listening skills</li> <li>• Different ways characters move in specific environments that show relationships and dependency</li> <li>• Examples of scene setting</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Listen effectively to the speaker</li> <li>• Express emotions and feelings in ways that are appropriate to the situation</li> <li>• Create environments, where characters interact through movement with their setting</li> <li>• Describe several different environments where animals relate to their environment</li> <li>• Identify how audience members understand an animal’s relationship to their environment through observation</li> <li>• Describe how the stage, actions and relationships of the performers and the setting communicated the environment to the audience</li> <li>• Ask questions, based on discoveries, after viewing each performance</li> </ul>	
<b>Critical Language:</b>	Emotions, feelings, expressions, listening skills, mood, setting, character, costume, scene, speed, pitch, volume, culture, mood, setting (time and place), character, communicate, feelings, observation, express	

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Learning Experience # 8

*Both disciplines integrated*

The teacher may introduce a student-centered context (e.g., emotional situations when students had an argument with a friend/sibling, emotional choice about following a parent’s rule) so that students can begin examining specific verbal and non-verbal expressions of feelings to a given context.

**Integration Continuum Color:** GREEN BLUE **PINK** YELLOW

PINK: Work combines some techniques, skills, and concepts from arts and non-arts disciplines, but proficiency is uneven.

<p><b>Generalization Connection(s):</b></p>	<p><b>Comprehensive Health:</b>                  Appropriate expression of emotions with others will improve communication, allow for problem-solving in a healthy way and develop lifelong skills                  Various resources such as parents or other trusted adults can provide problem-solving strategies to help a person to make more positive decisions</p> <p><b>Drama and Theatre Arts:</b>                  Animal characters are personified through informed actions within their environments</p>
<p><b>Teacher Resources:</b></p>	<p><a href="http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1263&amp;context=ipp_collection">http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1263&amp;context=ipp_collection</a> Theatre Games and Group Problem-Solving Exercises for the Foreign Language Classroom (Look at Initiative Games. These have no set solution and require students to problem solve together.)</p> <p><a href="http://www.amazon.com/How-Make-Keep-Friends-Challenges/dp/1456313460">http://www.amazon.com/How-Make-Keep-Friends-Challenges/dp/1456313460</a> How to Make and Keep Friends: Tips for Kids to Overcome 50 Common Social Challenges - by Nadine Briggs (Problem-solving between friends)</p> <p><a href="http://www.amazon.com/Conflict-Resolution-Kindergarten-Positive-Actions/dp/0742427862">http://www.amazon.com/Conflict-Resolution-Kindergarten-Positive-Actions/dp/0742427862</a> Conflict Resolution, Kindergarten-Grade 1: Positive Actions - by Martha Kendall (Strategies, role plays, useful dialogue)</p>
<p><b>Student Resources:</b></p>	<p><i>I Want It!</i> - Elizabeth Crary (Problem-solving among kids)  <i>Talk and Work It Out</i> - Cheri J. Meiners (Problem-solving among kids)  <i>No, It's Mine</i> – Shimrit Nothman, Lior Misrachi, Bushra Owais (Problem-solving among kids)  <i>Give It Back</i> - Shimrit Nothman, Lior Misrachi, Bushra Owais (Problem-solving among kids)</p>
<p><b>Assessment:</b></p>	<p>Students will perform an improvised scene of possible problem-solving steps that could be used in a teacher-selected peer scenario that would provide a resolution (e.g., an argument with a friend/sibling, choice about following a parent’s rule)</p> <p>And                  Create a journal entry where they illustrate their favorite problem and solution from the day.</p> <p><a href="http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1263&amp;context=ipp_collection">http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1263&amp;context=ipp_collection</a> -pages 29-32 (Theatre Games and Group Problem Solving Activities)</p> <p><a href="http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom">http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom</a>                  (Great ideas for observational note-taking for young students’ performance work)</p> <p><a href="http://www.abcteach.com/free/p/port_26pt_line_story.pdf">http://www.abcteach.com/free/p/port_26pt_line_story.pdf</a> (Blank, lined paper with room to write and visually document the stories told in the scenarios)</p>

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<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.enchantedlearning.com/graphicorganizers">www.enchantedlearning.com/graphicorganizers</a> (Story frame graphic organizer)	Students may work with a peer using a graphic organizer to develop the problem solving steps Students may orally present the problem solving steps to a peer or teacher
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.buzzle.com/articles/problem-solving-activities-for-kids.html">http://www.buzzle.com/articles/problem-solving-activities-for-kids.html</a> (Teachers will select problem-solving activities) <a href="http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1263&amp;context=ipp_collection">http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1263&amp;context=ipp_collection</a> (Teacher will select problem-solving activities)	Students may explore various problem solving games and scenarios to extend their understanding concerning how people solve problems in different ways
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Skills of cooperation and sharing with others</li> <li>• Problem-solving strategies</li> <li>• Communication skills</li> <li>• Different ways characters move in specific environments that show relationships and dependency</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Share and cooperate with other students, teachers, and family members</li> <li>• Solve problems appropriately for a given situation</li> <li>• Use problem-solving skills when faced with a difficult choice</li> <li>• Create environments where characters interact through movement with their setting</li> <li>• Describe several different environments where animals relate to environment</li> </ul>	
<b>Critical Language:</b>	Cooperation, communication, problem-solving, resolution, mood, character, communicate, feelings, observations, scene	

<b>Learning Experience # 9</b>	
<i>Both disciplines integrated</i>	
The teacher may introduce the characters, themes, conflict of an animal-based fable (e.g. Elephant Pit), story or fairytale so that students can begin to analyze problem-solving skills in the animal world and how this relates to interpersonal situations.	
<p align="right"><b>Integration Continuum Color:</b> <span style="background-color: #90EE90; padding: 2px;">GREEN</span> BLUE PINK YELLOW</p> <p align="center"><small>GREEN: Active involvement in developmentally appropriate knowledge production results in work that fuses arts and non-arts disciplines.</small></p>	
<b>Generalization Connection(s):</b>	<b>Comprehensive Health:</b> Appropriate expression of emotions with others will improve communication, allow for problem-solving in a healthy way, and develop life-long skills

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	<p><b>Drama and Theatre Arts:</b>            Animal and human characters, through movements and actions help construct environments            Animal characters are personified through informed actions within their environments</p>	
<p><b>Teacher Resources:</b></p>	<p><a href="http://hazel.forest.net/whootie/script.html">http://hazel.forest.net/whootie/script.html</a> (The Elephant Pit- written script)  <a href="http://www.youtube.com/watch?v=dQeFONpT_Nk">http://www.youtube.com/watch?v=dQeFONpT_Nk</a> (The Elephant Pit- read aloud with transcript)  <a href="http://www.youtube.com/watch?v=O9jr-EbISMl">http://www.youtube.com/watch?v=O9jr-EbISMl</a> (The Elephant Pit- performed by elementary students)  <a href="http://www.storiestogrowby.com/stories/From%20the%20Elephant%20Pit.mp3">http://www.storiestogrowby.com/stories/From%20the%20Elephant%20Pit.mp3</a> (The Elephant Pit- audio telling by elementary students)  <a href="http://hazel.forest.net/whootie/stories/elephant_pit_tibet.html">http://hazel.forest.net/whootie/stories/elephant_pit_tibet.html</a> (The Elephant Pit- read aloud for class)</p>	
<p><b>Student Resources:</b></p>	<p><a href="http://hazel.forest.net/whootie/script.html">http://hazel.forest.net/whootie/script.html</a> (The Elephant Pit- written script)  <a href="http://www.youtube.com/watch?v=dQeFONpT_Nk">http://www.youtube.com/watch?v=dQeFONpT_Nk</a> (The Elephant Pit- read aloud with transcript)  <a href="http://www.youtube.com/watch?v=O9jr-EbISMl">http://www.youtube.com/watch?v=O9jr-EbISMl</a> (The Elephant Pit- performed by elementary students)  <a href="http://www.storiestogrowby.com/stories/From%20the%20Elephant%20Pit.mp3">http://www.storiestogrowby.com/stories/From%20the%20Elephant%20Pit.mp3</a> (The Elephant Pit- audio telling by elementary students)  <a href="http://hazel.forest.net/whootie/stories/elephant_pit_tibet.html">http://hazel.forest.net/whootie/stories/elephant_pit_tibet.html</a> (The Elephant Pit- read aloud for class)</p>	
<p><b>Assessment:</b></p>	<p>Students will perform/convey the first problem/solution found in a particular story (e.g. the initial capture of the animals) and create a journal entry where they draw their favorite problem and solution from the story.  <a href="http://www.byramhills.org/files/filesystem/Kindergarten-Jean-Mary%20Beth-Linda-Mardi-Kathy%20IOP%20SUMMARY%202013-FINAL.pdf">http://www.byramhills.org/files/filesystem/Kindergarten-Jean-Mary%20Beth-Linda-Mardi-Kathy%20IOP%20SUMMARY%202013-FINAL.pdf</a> (Modifiable ideas for peer and self-evaluation rubrics)  <a href="http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom">http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom</a>            (Great ideas for observational note-taking for young students’ performance work)</p>	
<p><b>Differentiation:</b>            (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p><b>Access</b> (Resources and/or Process)</p>	<p><b>Expression</b> (Products and/or Performance)</p>
	<p><a href="http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom">http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom</a> (Great ideas for observational note-taking for young students’ performance work)</p>	<p>Students may describe a story solution to teacher orally</p>
<p><b>Extensions for depth and complexity:</b></p>	<p><b>Access</b> (Resources and/or Process)</p>	<p><b>Expression</b> (Products and/or Performance)</p>
	<p><a href="https://itunes.apple.com/us/app/playwriter/id493494958?mt=8">https://itunes.apple.com/us/app/playwriter/id493494958?mt=8</a> (Script writing app)  <a href="https://itunes.apple.com/us/app/story-planner-for-writers/id860024390?mt=8">https://itunes.apple.com/us/app/story-planner-for-writers/id860024390?mt=8</a> (Story planning app)  <a href="http://www.enchantedlearning.com/graphicorganizers">www.enchantedlearning.com/graphicorganizers</a> (Story frame graphic organizer)            Simple costume parts, puppets</p>	<p>Students may write a script for a scene in the story that conveys problem/solution            Students may write and/or perform an alternate solution to a problem in the story            Students may add an additional animal character to the story, defending its inclusion and/or how this character could change the problem in the story</p>
<p><b>Critical Content:</b></p>	<ul style="list-style-type: none"> <li>• Skills of cooperation and sharing with others</li> <li>• Problem-solving strategies</li> <li>• Communication skills</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Different ways characters move in specific environments that show relationships and dependency</li> <li>• Examples of scene setting</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Share and cooperate with other students, teachers, and family members</li> <li>• Solve problems appropriately for a given situation</li> <li>• Use problem-solving skills when faced with a difficult choice</li> <li>• Ask questions, based on discoveries, after viewing each performance</li> </ul>
<b>Critical Language:</b>	Cooperation, communication, problem-solving, resolution, mood, character, communicate, feelings, observations, scene

<b>Learning Experience # 10</b>	
<i>Both disciplines integrated</i>	
<p>The teacher may introduce “environment” through a fable (e.g. Elephant Pit), story or fairytale so that students may begin to analyze the importance of environment and its effect on human and animal problem solving skills, strategies, and resolutions.</p> <p align="right"><b>Integration Continuum Color:</b> GREEN BLUE PINK YELLOW</p> <p align="center">GREEN: Active involvement in developmentally appropriate knowledge production results in work that fuses arts and non-arts disciplines.</p>	
<b>Generalization Connection(s):</b>	<p><b>Comprehensive Health:</b> Appropriate expression of emotions with others will improve communication, allow for problem-solving in a healthy way and develop lifelong skills</p> <p><b>Drama and Theatre Arts:</b> Animal and human characters, through movements and actions help construct environments</p>
<b>Teacher Resources:</b>	<p><a href="http://hazel.forest.net/whootie/script.html">http://hazel.forest.net/whootie/script.html</a> (The Elephant Pit- written script)</p> <p><a href="http://www.youtube.com/watch?v=dQeFONpT_Nk">http://www.youtube.com/watch?v=dQeFONpT_Nk</a> (The Elephant Pit- read aloud with transcript)</p> <p><a href="http://www.youtube.com/watch?v=O9jr-EbISMI">http://www.youtube.com/watch?v=O9jr-EbISMI</a> (The Elephant Pit- performed by elementary students)</p> <p><a href="http://www.storiestogrowby.com/stories/From%20the%20Elephant%20Pit.mp3">http://www.storiestogrowby.com/stories/From%20the%20Elephant%20Pit.mp3</a> (The Elephant Pit- audio telling by elementary students)</p> <p><a href="https://www.youtube.com/watch?v=1bUKu9NvEHg">https://www.youtube.com/watch?v=1bUKu9NvEHg</a> (Animal Survival and Adaptation)</p> <p><a href="http://hazel.forest.net/whootie/stories/elephant_pit_tibet.html">http://hazel.forest.net/whootie/stories/elephant_pit_tibet.html</a> (The Elephant Pit Story)</p>
<b>Student Resources:</b>	<p><a href="http://hazel.forest.net/whootie/script.html">http://hazel.forest.net/whootie/script.html</a> (The Elephant Pit- written script)</p> <p><a href="http://www.youtube.com/watch?v=dQeFONpT_Nk">http://www.youtube.com/watch?v=dQeFONpT_Nk</a> (The Elephant Pit- read aloud with transcript)</p> <p><a href="http://www.youtube.com/watch?v=O9jr-EbISMI">http://www.youtube.com/watch?v=O9jr-EbISMI</a> (The Elephant Pit- performed by elementary students)</p> <p><a href="http://www.storiestogrowby.com/stories/From%20the%20Elephant%20Pit.mp3">http://www.storiestogrowby.com/stories/From%20the%20Elephant%20Pit.mp3</a> (The Elephant Pit- audio telling by elementary students)</p> <p><a href="https://www.youtube.com/watch?v=1bUKu9NvEHg">https://www.youtube.com/watch?v=1bUKu9NvEHg</a> (Animal Survival and Adaptation)</p> <p><a href="http://hazel.forest.net/whootie/stories/elephant_pit_tibet.html">http://hazel.forest.net/whootie/stories/elephant_pit_tibet.html</a> (The Elephant Pit Story)</p>
<b>Assessment:</b>	Students will write a letter in their journals from the perspective of a character at the first problem in the story (e.g., the initial capture of the animals) explaining how the character acts, feels, and speaks in that environment.

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	<a href="http://www.abcteach.com/free/p/port_26pt_line_story.pdf">http://www.abcteach.com/free/p/port_26pt_line_story.pdf</a> (Blank, lined paper with room to write and visually document the stories told in the scenarios) <a href="http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom">http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom</a> (Great ideas for observational note-taking for young students' performance work)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)  <a href="https://itunes.apple.com/us/app/dragon-dictation/id341446764?mt=8">https://itunes.apple.com/us/app/dragon-dictation/id341446764?mt=8</a> (Dragon Speak dictation software app)	<b>Expression</b> (Products and/or Performance)  Students may orally dictate the letter to a peer, teacher or use of dictation software) Students may perform the letter Students may draw a picture of the ideas in the letter
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)  N/A	<b>Expression</b> (Products and/or Performance)  Students may perform the letter
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Various expressions of emotions</li> <li>• Appropriate expressions of feelings and emotions</li> <li>• Problem-solving strategies</li> <li>• Skills of cooperation and sharing with others</li> <li>• Different ways characters move in specific environments that show relationships and dependency</li> <li>• Examples of scene setting</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Listen effectively to the speaker</li> <li>• Express emotions and feelings in ways that are appropriate to the situation</li> <li>• Solve-problems appropriately for a given situation</li> <li>• Share and cooperate with others</li> <li>• Create environments, where characters interact through movement with their setting</li> <li>• Describe several different environments where animals relate to their environment</li> <li>• Identify how audience members understand an animal's relationship to their environment through observation.</li> <li>• Describe how the stage, actions and relationships of the performers and the setting communicated the environment to the audience</li> <li>• Ask questions, based on discoveries, after viewing each performance</li> </ul>	
<b>Critical Language:</b>	Communication, listening skills, tone, empathy, word choice, cooperation, resolution, expressions, feelings, mood, setting, character, costume, scene, speed, pitch, volume, culture, mood, setting (time and place), character, communicate, feelings, observation, express	

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**Learning Experience # 11**

*Both disciplines integrated*

(Post Performance Assessment) The teacher may model the process of self-assessment so that students can begin to connect how dramatic portrayals can illuminate challenges to effective verbal and non-verbal communication as well as the potential positive outcomes/benefits of each.

**Integration Continuum Color:** GREEN BLUE PINK YELLOW

GREEN: Active involvement in developmentally appropriate knowledge production results in work that fuses arts and non-arts disciplines..

<b>Generalization Connection(s):</b>	<p><b><i>Comprehensive Health:</i></b> Appropriate expression of emotions with others will improve communication, allow for problem-solving in a healthy way and develop lifelong skills</p> <p><b><i>Drama and Theatre Arts:</i></b> Animal and human characters, through movements and actions help construct environments</p>	
<b>Teacher Resources:</b>	N/A	
<b>Student Resources:</b>	N/A	
<b>Assessment:</b>	<p>Students will reflect through discussion and/or journaling on performing the scenarios helps them think about better ways to communicate and problem solve. Possible prompts could include: What are some ways the characters expressed emotion? Looking at the problem in story, was the solution positive or negative? How do you know? In the performance, was verbal or non-verbal communication a more effective strategy to solve the problem? How do you know? What was your favorite interaction between characters in the performance and why?</p> <p><a href="http://www.abcteach.com/free/p/port_26pt_line_story.pdf">http://www.abcteach.com/free/p/port_26pt_line_story.pdf</a> (Blank, lined paper with room for illustrations/visuals-great for journal entries)</p>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><a href="https://itunes.apple.com/us/app/dragon-dictation/id341446764?mt=8">https://itunes.apple.com/us/app/dragon-dictation/id341446764?mt=8</a> (Dragon Speak dictation software app)</p>	Students may dictate their reflections
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><a href="http://www.scholastic.com/teachers/lesson-plan/how-books/">http://www.scholastic.com/teachers/lesson-plan/how-books/</a> (Lesson plan from Scholastic on writing “hoe to” stories with first graders-includes mini lessons and activity ideas)</p>	Students may write a book from their perspective on tips about putting a play
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Ways to discuss performances in positive ways</li> <li>• Emotion depictions</li> <li>• Compare and contrast</li> <li>• Ways to share personal reaction to verbal or non-verbal communication</li> </ul>	

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<b>Key Skills:</b>	<ul style="list-style-type: none"><li>• Identify important moments within a performed text in a dramatic context</li><li>• Ability to critique performance and self-reflect in a positive way</li></ul>
<b>Critical Language:</b>	Blocking, stage directions, improvisation, ensemble work, dramatize, breath control, vocal tones, plot, setting, mood, beginning, middle, end, character, main idea, sequence