



Theater Curriculum Infusion Project 14-15

2nd Grade: Visit # 3

Cause and Effect : *Why Mosquitoes Buzz*

This workshop was developed for The Rose Theater's Theater Curriculum Infusion Project, a school year in-depth partnership between the professional teaching artists at The Rose and the classroom teachers at Washington Elementary. During the 2014-15 school year, each grade level will receive nine visits where the teaching artist from The Rose will develop and lead a drama class tied to a curricular topic chosen by the classroom teacher. During each visit, students will actively explore both theater arts and curriculum through kinesthetic experiences. The goal of this project is for teaching artists to model creative drama techniques that classroom teachers can continue to use to connect drama to the curriculum in subsequent school years.

Description	Students will explore the meaning and creation of cause and effect by using their three main acting tools: the body, the voice and the imagination. They will act parts of the story, better understand the characters, and kinesthetically and empathetically explore the ideas of cause and effect. Students will also express themselves and their own creative ideas physically, vocally and creatively through guided exercises.
Grade	2nd Grade
Date and Time	Tuesday, November 12 th (50 minutes)
Classroom Teachers	Kiley Ruff, Lisa Price, Cari Briscoe
Curriculum Topic	Cause and effect
Teaching Artist	Jackie Kappes
Materials	<i>Why Mosquitoes Buzz in People's Ears</i> , White Board, Markers, Print Outs of Definitions of Cause and Effect, Cause and Effect Worksheets, Music, CD Player

Student Learning

Objectives <i>What I want my students to be able to do and know.</i>	Assessment Criteria <i>What I will observe in my students.</i>
1. To define and use the terms cause and effect	Students are able to explain in their own words what cause and effect are, and are able to give examples
2. To search and identify cause and effect in a story	Students will act out different causes and effects, and will be able to identify key words that are clues to finding causes and effects
3. To use acting tools to help comprehend the meanings of certain vocabulary words	Students will communicate the meanings of certain vocabulary words by using their bodies, voices, and imaginations in different ways.
4. To create a safe environment where everyone can learn and play	Students will work together to respect each other and share ideas.

State Standards

LA 2.1.5.b Vocabulary	Relate new grade level vocabulary to prior knowledge and use in new situations
LA 2.3.3.b Reciprocal Communication	Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact, stay on topic, non-verbal cues)
CCSS ELA - Literacy	Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area
CCSS.ELA-Literacy	Compare and contrast two or more versions of the same story by different authors or from different cultures

CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
--------------------------	--

National Theatre Standards

Content Standard #2	Acting by assuming roles and interacting in improvisations a) Students imagine and clearly describe characters, their relationships, and their environments b) Students use variations of locomotor and nonlocomotor movement and vocal pitch, tempo, and tone for different characters c) Students assume roles that exhibit concentration and contribute to the action of classroom dramatizations based on personal experience and heritage, imagination, literature, and history.
Content Standard #8	Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life a) Students identify and compare similar characters and situations in stories and dramas from and about various cultures, illustrate with classroom dramatizations, and discuss how theatre reflects life

OPENING: Total time : 10 mins

1. Anticipatory Set (getting class ready for lesson) : Focus Question time: 5 min

- Introduction : Who I am, what I am doing at The Rose. Why I am here. Today we are going to talk about cause and effect. Can anyone help me remember the definition of cause? Of effect?
- Teaching artist goes over rules with the class
Be Safe, Be a Good Listener, Be Brave
- Focus Question
How can we find causes and effects in a story? How can we then create our own original causes and effects?

2. Modeled Learning (Teacher does the work): Vocabulary Song time: 5 min

Vocab Song : Play song that fits style of book. Have students be teacher's echo. Teacher says one of the key words in the book, for example, python, and then does a pose or motion to symbolize that word, such as slithering with snake-like hands. Continue this with other keys words in the book, conveying emotions or actions that take place with the key word.

Sample Dialogue: I am going to play a song that sounds like something we would hear in our story. It is a traditional African song. I am then going to say a word from our story today and make a frozen statue that represents that word. You guys will then be my echo. We will use this to start thinking about our story. Maybe at the end you guys could guess what our story is about.

3. Modeled Learning (Teacher does the work): Read Story time: 10 mins

Teacher reads *Why Mosquitoes Buzz in People's Ears*. Students can do the pose we practiced in the vocab song when the teacher reads the word. For example, when she says python they all do snake hands.

BODY : Total time 35 mins

4. Shared (Teacher and Student work together) : BODY: Stretch with Cause and Effect (5 mins)

Have students stand up to stretch. Explain that we will stretch like the different animals.

For instance, we may stretch neck by slowly taking it around in circles and imagining we are the owl refusing to hoot, or by shaking out arms while we pretend we have buzzing wings of the mosquito.

Then say one cause for the animal and have students attempt to identify the effect.

For example, cause: the owl finds her baby owlet dead, have students try to figure out what the effect is, she refuses to hoot and bring back the light.

5. Shared (Teacher, Student work together): VOICE: Noises on the Cause & Effect Rollercoaster (5mins)

Go through the book and practice the different animal noises that are listed.

For instance the mosquito goes "buzz" and the lion laughs "nge, nge". These are spelled out in the book. You can practice them at opposite tempos, volumes, pitches, etc.

Then have students explore how a cause might then effect how they feel and then how their animal noise sounds.

For instance, at first the snake is calm, and says "sssss" but then the iguana doesn't answer his hello (cause), so he hides in the hole and is scared and says "SSSSSS".

6. Shared (Teacher and Student work together) IMAGINATION: Cause and Effect Statues (15 mins)

Create chart on board and have students list some of the causes and effects in the book. Then have a small group of students (4-8 depending on time and class) come up to the front of the room. Teacher directs half of them on how to form a frozen statue of the cause. One student in that group holds the sign that says "cause". Teacher then directs other half of the students to form a statue of the effect. One student holds sign that says "effect".

Teacher then takes picture to later post in class.

Repeat this process with a few of the causes and effects in the book, slowly giving the students more and more responsibility in imagining and creating their statues.

7. Guided (Students do work with Teacher support) IMAGINATION: Cause & Effect Statues (10mins)

Continue the activity above but have the students imagine an animal that we did not meet, but could run into in the African jungle. How could we run into this animal (cause) and what might happen because of our running into it (effect). Chart these and form statues of these as well.

8. Independent (Student do the work)

Leave cause and effect worksheets for them to fill out on their own time, with both examples from the story and their own creative ideas of what we could add to the story.

CLOSING : Total time 5 mins

6. Summary: Review and Hook for Next Time

total time: 5 min

Today we learned about cause and effect. Can anyone define cause for me? Give me an example? Define effect for me? Give me an example? We also combined using our acting tools to learn and review our vocabulary words. Anyone remember one of the new words we used today?

- *At our next visit we will learn more about cause and affect, by acting out a new story!*

RESOURCES

Why Mosquitoes Buzz in People's Ears by Verna Aardema, Illustrations by Leo and Diane Dillon

<http://www.readworks.org/lessons/grade2/cause-and-effect/lesson-3>

<http://www.teachjunkie.com/filing-cabinet/free-download/ela-cause-effect-inference/>