



ARTWORKS FOR SCHOOLTIME

Learning Module



to accompany the Van Wezel **Schooltime** Performance of
TheatreworkUSA's

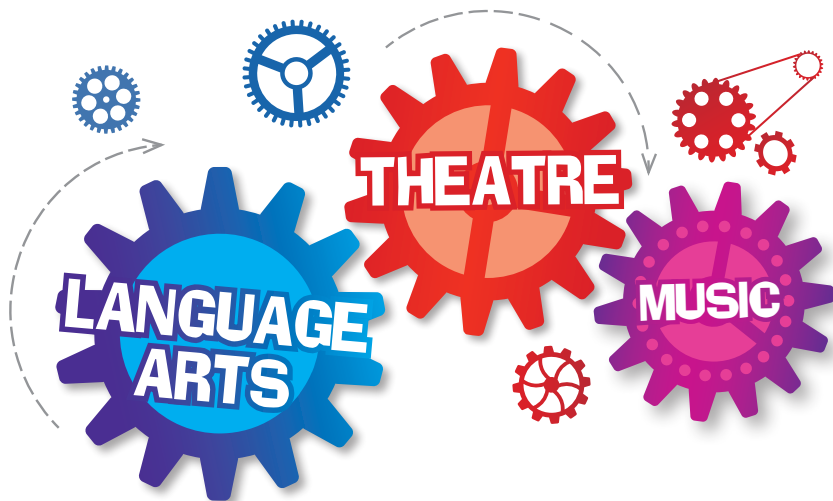


TABLE OF CONTENTS:



MODULES

PAGE

Module 1: Dragons Love Tacos (Theme/Details)	1
Module 2: The Dot (Facial Expression/Gesture and Emotion)	5
Module 3: Interrupting Chicken (Problem/Solution)	8
Module 4: Mercy Watson Takes a Ride (Reading Fluency)	11

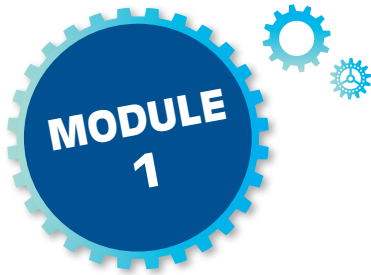


ATTACHMENTS

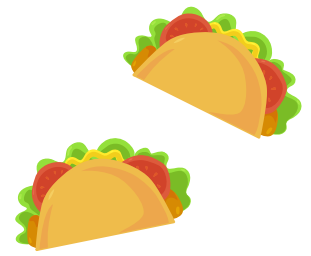
PAGE

Attachment 1: Tableau Basics	14
Attachment 2: Vocabulary	15
Attachment 3: Illustrations from Dragons Love Tacos	16
Attachment 4: Party Theme Graphic Organizer	18
Attachment 5: Illustrations from The Dot	19
Attachment 6: Scenarios for Module 2	21
Attachment 7: Interrupting Game	23
Attachment 8: Illustration from Interrupting Chicken	24
Attachment 9: Illustration from Mercy Watson Takes a Ride	25
Attachment 10: Dialogue for Module	26
Attachment 11: Dialogue for Extension Activity	27





DRAGON LOVE TACOS



GOAL: Students will identify key details in reading or illustrations to gain an understanding of Theme and Main Idea in story or a book.

GUIDING QUESTIONS: How do students discover details (small and big) that support Theme and Main idea? How do actors show main ideas through Tableau? How do actors use details to support main idea in a Tableau?

PRIOR KNOWLEDGE: Familiar with the book "Dragons Love Tacos"
Tableau instruction sheet (Attachment 1)

MATERIALS

For Warm-Up:

- ✿ Tableau exercises introducing focus point, holding focus, freeze and level/scale of Tableau
- ✿ Vocabulary words for scale of emotion (Attachment 2)

For Main Activity:

- ✿ Illustrations from the book (Attachment 3)
- ✿ Party Graphic organizer (Attachment 4)

PROCEDURE:

Warm-Up: Tableau exercise, exploring scale of emotion

DISCUSSION:

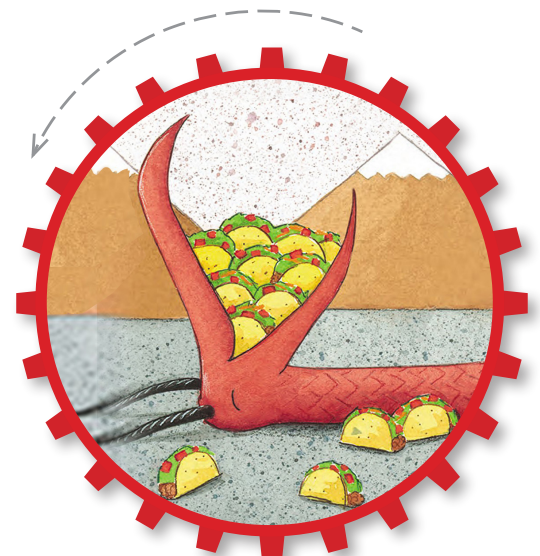
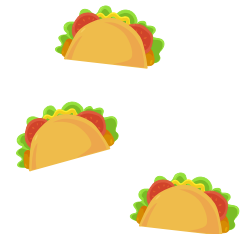
- ✿ What is important when creating a strong Tableau?
- ✿ Why are details like levels and emotions important? (What can they tell us about the subject/character?)
- ✿ What other details can you focus on while creating a tableau?
- ✿ Why are details important when looking at a story?

Review Definition of THEME. Explain that many things have themes: Books, Parties, etc.

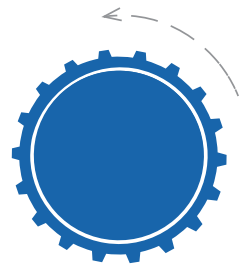
Main Activity: Creating a Tableau using the prompt: What is your favorite type of party?

READ the book.

DISCUSS the theme or main idea. Give examples that support the theme or main idea.



EXPLAIN to students that you will be looking at how you can put details in Tableau as well as a story.



FIRST they will practice by identifying all the details in an illustration (Attachment 3) and demonstrating them in a Tableau.

- ✿ Look at the illustration
- ✿ Identify the Party THEME
- ✿ Identify the characters
- ✿ Discuss the details



What other details do you see?

- ✿ Small details?
- ✿ Big details?

With student volunteers, create a Tableau of the illustration (Attachment 3), including all of the details identified by the students.

Read the sentence on the page for the illustration, and discuss how all of the details from the Tableau helped to show what the sentence was telling us?



BRAINSTORM with the students different Party Themes.

SELECT one of the student's ideas.

DISCUSS all the details that could support this party idea:

Setting-where the party could take place

Characters-who would be at that party

Details: Have each student share an idea including activities and emotions

SHARE As a group perform Tableaus using several of the student's ideas about the party you selected.

DISCUSS the details that support the party ideas. Pay attention to levels, emotions and big and small details the students show.

SHARE with students they will create their own party Tableau and TEXT using different levels of details.

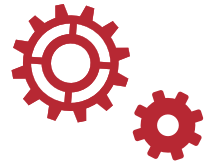
Optional: You may use the Graphic Organizer (Attachment 4) for planning with this exercise.

Note: Older Students may work in small groups to create a Party Theme Tableau.

EXTENSION ACTIVITIES

Divide the class into groups

- ✿ Give each group a graphic organizer (Attachment 4)
- ✿ Explain they will be creating a Tableau based on the prompt:
Join us for a _____ party!
- ✿ Brainstorm 3-5 ideas they might use.
- ✿ Side coach each group as they complete the graphic organizer steps 1-3.
- ✿ When the students have completed step 3, have each group create the tableau (frozen picture) of their party idea.
 - i. Make sure students are including all the characters and details from the organizer
 - ii. Students use their facial expressions and gestures to make them look as much like the characters in their sentence.
 - iii. Encourage them to use different levels of space and levels of expression.
- ✿ Once they have completed their TABLEAU, have students write a TITLE for their Tableau.
- ✿ Have them “present” the Tableau and the TITLE.



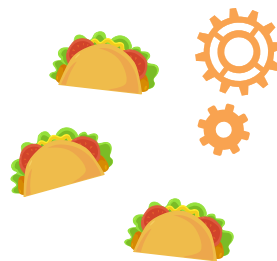
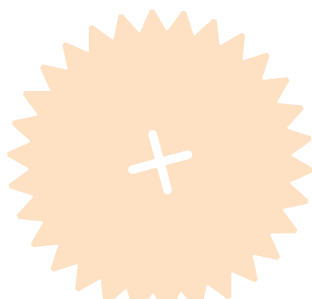
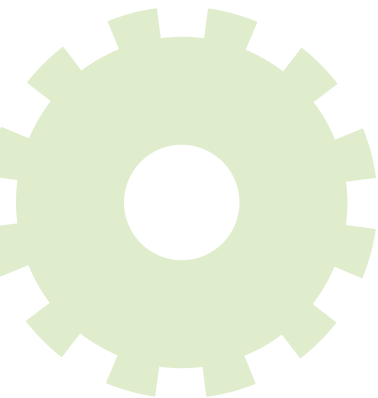
REFLECTION QUESTIONS:



- ✿ How does creating a tableau help us think about theme and details?
- ✿ How do details help us find the theme or main idea in book or tableau?
- ✿ How does looking at big and small details help us give a Tableau a title?

TEACHING TIPS:

- ✿ Teacher may call “1,2,3 Freeze” or “Freeze” as a signal for students to take their images
- ✿ Teacher may use whole group or partners for this exercise.
- ✿ When reviewing the book, teacher may (or have students) identify where some of the vocabulary words are seen in the book.



STANDARDS:

LAFS.K12.R.1.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

LAFS.1.RI.1.2 Identify the main topic and retell key details of a text.

LAFS.1.SL.2.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

LAFS.1.RL.3.7 Use illustrations and details in a story to describe its characters, setting or events.

LAFS.1.RL.1.3 Describe characters, setting and major events in a story, using key details.

LAFS.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

LAFS.1.L.3.5: With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.

LAFS.1.RI.2.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

LAFS.1.2.1.3 Write a narrative in which they recount two or more appropriately sequenced events including details regarding what happened, use temporal words to signal event order and provide a sense of closure.

LAFS.2.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

LAFS.2.RI.1.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

LAFS.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. LAFS.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

LAFS.2.2.1.3 Write a narrative in which they recount two or more appropriately sequenced events including details regarding what happened, use temporal words to signal event order and provide a sense of closure.

LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

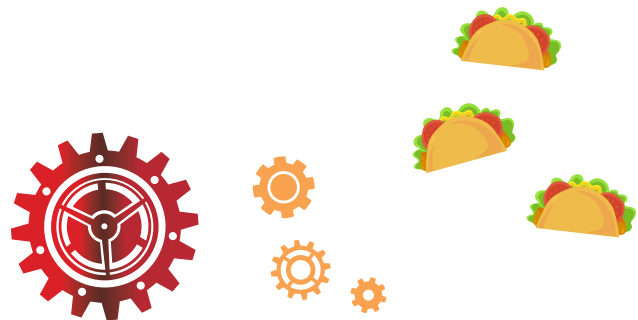
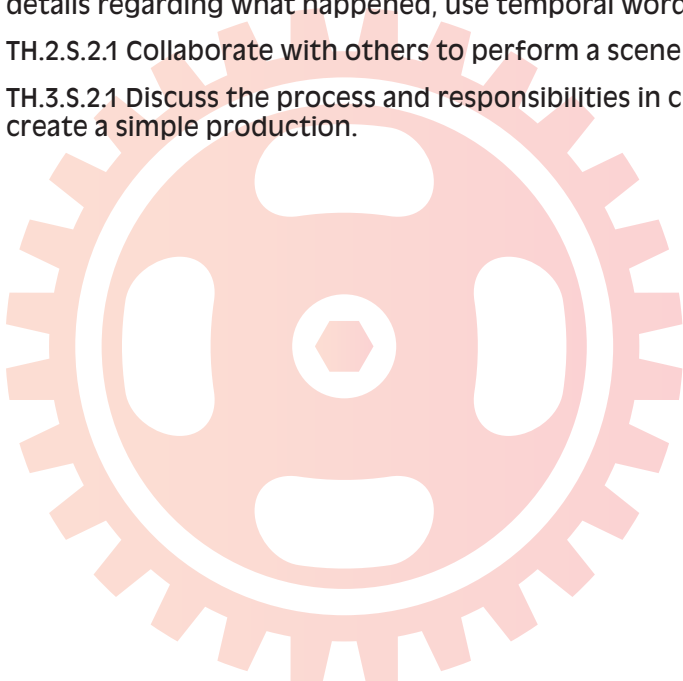
LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

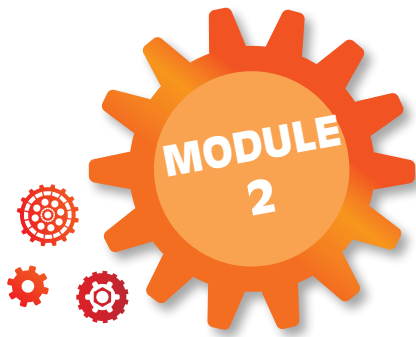
LAFS.3.RL.1.2 Recount stories, including fables folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

LAFS.3.W.1.3 Write a narrative in which they recount two or more appropriately sequenced events including details regarding what happened, use temporal words to signal event order and provide a sense of closure.

TH.2.S.2.1 Collaborate with others to perform a scene and solve challenges

TH.3.S.2.1 Discuss the process and responsibilities in creating a play and then apply them to collaborate and create a simple production.





THE DOT

GOAL: Students will identify a character's emotions through the examination of facial expressions and colors in illustrations.

GUIDING QUESTIONS:

- What are some types of artists?
- How do artists communicate emotions?
- What details (in illustrations) show emotion?

PRIOR KNOWLEDGE:

- ✿ Familiar with the book *The Dot*.
- ✿ Tableau Instruction Sheet (Attachment 1)
- ✿ Using imagination to play out scenes.

MATERIALS:

FOR WARM-UP:

- ✿ Vocabulary words for dance. (Attachment 2)
- ✿ Music for dance.
- ✿ Movement scarves for dance.

FOR MAIN ACTIVITY:

- ✿ Pictures you are using from the book. (Attachment 5)
- ✿ *The Dot* book.
- ✿ List of scenarios for emotion activity. (Attachment 6)

PROCEDURE:

WARM-UP

EXPLAIN to students that one of the actor's tools is their **BODY** and they can show emotion using:

- ✿ **FACIAL EXPRESSION** (how we use our faces)
- ✿ **GESTURE** (how we move our body)
- ✿ Introduce the vocabulary words (Attachment 1) and have students demonstrate that word through their **FACIAL EXPRESSION** and **GESTURE**.



- ✿ Have students select a word and have them suggest ideas of **FACIAL EXPRESSION** and **GESTURE** to show what it means.
- ✿ Introduce the concept of "**FREEZE**" as we stop to act out each vocabulary word (have them perform an action and freeze it, do this several times)
- ✿ Hand out scarves to move along with the music.
- ✿ Call "**Freeze**" at various times during the dance and call on individual students to select a word from the vocabulary words list (Attachment 2) have them read or repeat it, and then have all students create the pose from that word.
- ✿ Repeat the dance and "**Freeze**" until all words have been selected.
- ✿ End with discussion:
 - What types of art did we do? How did we show emotion?
 - Let's look at how another type of artist shows emotion.
 - What is an Illustrator? (review definition)



WARM-UP EXTENSIONS:

Introduce how other artists show emotion:

Play music and have students move their bodies and scarves to express the emotion they feel from the music. Ask students what feelings matched each piece of music.

Have students group according to like colored scarves. What emotions might match each color? Have students create a Tableau using **FACIAL EXPRESSION** and **GESTURE** to communicate their idea.

MAIN ACTIVITY:

Explain to students just like actors, illustrators can show how a character is feeling through **FACIAL EXPRESSION** and **GESTURE**.

SHOW students the situation illustrations of a character from The Dot. (Attachment 5)

- ✿ Have them identify what is happening in the picture and how the character is feeling.
 - Ask: "What do you think is happening in the picture?"
 - "What do you see that makes you say that?"
 - Ask: "How is the character feeling?" Ask students what **FACIAL EXPRESSION** and **GESTURE** shows us that emotion.
- ✿ **READ** the book The Dot. **EXPLAIN** to students they will be talking about describing words that create Facial Expressions and Gestures.
- ✿ Read the text, make connections from the **FACIAL EXPRESSION** and **GESTURE**.
- ✿ Use the list of scenarios (Attachment 6) to discuss how you feel in each situation. Ask students to create an individual Tableau for each scenario. (You may use the list provided or allow students to brainstorm for a scenario for each emotion.)

EXTENSION:

- ✿ Act out the scenarios using voice and body.
- ✿ Talk about how the character might change how they are feeling. (Problem /Solution)

STANDARDS:

LASF.K.RL.1.3 With prompting and support retell familiar stories including key details.

LAFS.K.RL.3.7 With prompting and support describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).

LAFS.K.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

LAFS.K.L.3.5: With guidance and support from adults, explore word relationships and nuances in word meanings

LAFS.1.RL.3.7 Use illustrations and details in a story to describe its characters, setting or events.

LASF.1.RL.1.3 Describe characters, setting and major events in a story, using key details.

LASF.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

LAFS.1.L.3.5: With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.

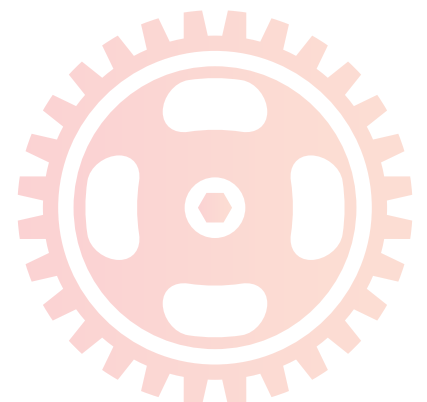
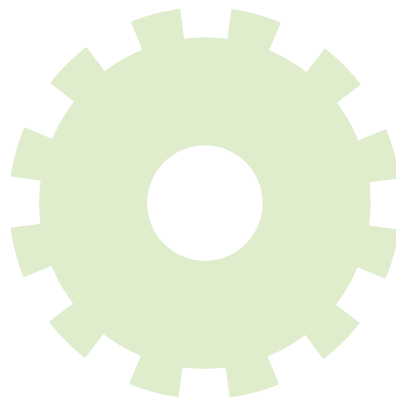
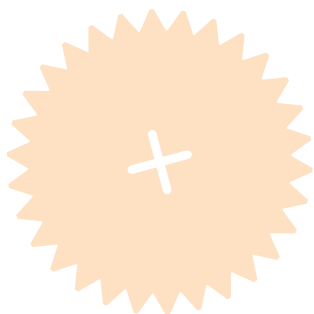
LAFS.1.RI.2.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

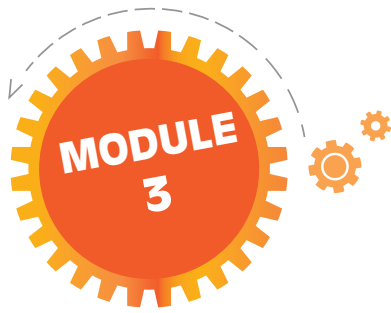
LAFS.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. LASF.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

TH.K.S.2.1 Pretend to be a character from a given story

TH.K.S. 3.2 Describe the concept of beginning, middle and ending doing dramatic play

TH.2.S.2.1 Collaborate with others to perform a scene and solve challenges





INTERRUPTING CHICKEN



GOAL: Students will identify key details in reading or illustrations to gain an understanding of problem solving/ solution using Interrupting Chicken as a starting point. Students will use the actor’s tools of voice and gesture to identify how we communicate problems.

GUIDING QUESTIONS: How do actors communicate problems and solutions through voice and gesture?

PRIOR KNOWLEDGE: Familiar with the book “Interrupting Chicken”
Tableau instruction sheet (Attachment 1)

MATERIALS

For Warm-Up:

- ✿ Tableau exercises introducing focus point, holding focus, freeze and level/scale of Tableau (Attachment 1)
- ✿ Music for Tableau
- ✿ The Interruption Game (Attachment 7)



For Main Activity:

- ✿ Picture from the book (Attachment 8)

PROCEDURE:

Warm up: “Interrupting” Tableau Practice The Interrupting Game (Attachment 7)

INTRODUCE the actor’s tools of gesture and voice.

EXPLAIN to the students we will be looking at ways we communicate we are having a problem (i.e. interrupt teachers, parents and friends because we have something we want to say) Students will look at gestures and vocal sounds to interrupt. Students will be presented with a list of reasons they might interrupt to (present a problem) and present it as an individual Tableau (Solo Frozen Image) and Vocal Exercise. (Attachment 7). After students explore the situations, ask them what some solutions might be for the problem. (If time allows, have them show through another Voice/Gesture exercise.)

Main Activity: Creating a Tableau using an illustration



READ the book.

EXPLAIN to students that you will be looking at how you can put details in Tableau as well as a story.

FIRST they will practice by identifying all the details in an illustration (Attachment 8) and demonstrating them in a Tableau.

- ✿ Look at the picture
- ✿ Identify the characters
- ✿ Discuss the details
- ✿ What gestures are the characters using?
- ✿ How do you imagine they are using their voices?
- ✿ What is the problem? (What does each character want?) What about their voices/gestures tell us this?

With 2 student volunteers, create a Tableau of the illustration (Attachment 8), including all of the details identified by the students.

Have students work with a partner and create the tableau. What sound might the character make with their voices to match the gesture? (i.e. yawn, aha!, groan) Have each student say the line on the page, adding gesture.

RECALL with the students “what happened next in the story.” What was the solution to the story?

Extension Activities

Bring the Tableau to life and create a short scene with dialogue. Have students create a short scene showing the problem and solutions.

Have students identify the problem/solution in the stories Chicken tells. Have them act out the original story and then the new versions Chicken tells. Have them compare the two versions. (What is different? The same?)

REFLECTION QUESTIONS:



How does creating a tableau help us see details in reading such as problem/solution?

How does looking at big and small details help us give a Tableau a title?

TEACHING TIPS:

- ✿ Teacher may call “1,2,3 Freeze” or “Freeze” as a signal for students to take their images
- ✿ Teacher may use whole group or partners for this exercise.
- ✿ When reviewing the book, teacher may (or have students) identify where some of the vocabulary words are seen)





STANDARDS:

LAFS.1.RL.3.7 Use illustrations and details in a story to describe its characters, setting or events.

LASF.1.RL.1.3 Describe characters, setting and major events in a story, using key details.

LASF.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

LAFS.1.L.3.5: With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.

LAFS.1.RI.2.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

LAFS.1.2.1.3 Write a narrative in which they recount two or more appropriately sequenced events including details regarding what happened, use temporal words to signal event order and provide a senses of closure.

LAFS.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

LASF.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

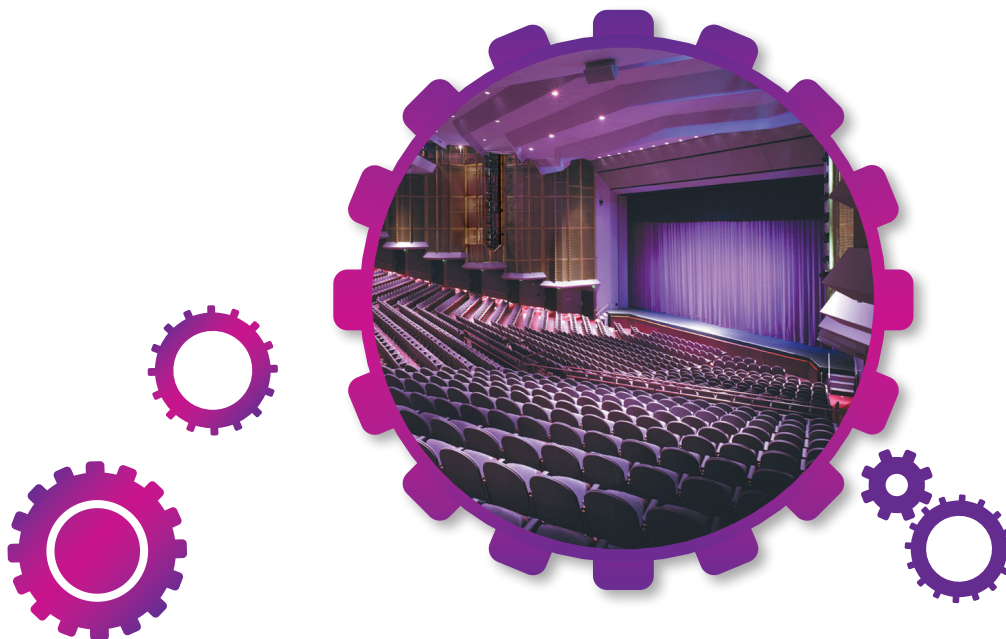
LAFS.2.2.1.3 Write a narrative in which they recount two or more appropriately sequenced events including details regarding what happened, use temporal words to signal event order and provide a senses of closure.

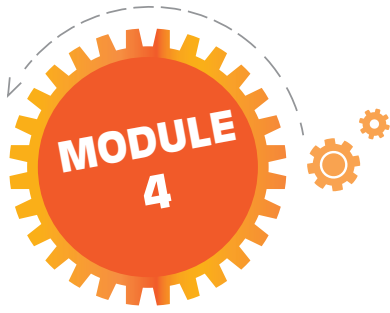
LASF.3.RL.1.2 Recount stories, including fables folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

LAFS.3.W.1.3 Write a narrative in which they recount two or more appropriately sequenced events including details regarding what happened, use temporal words to signal event order and provide a senses of closure.

TH.2.S.2.1 Collaborate with others to perform a scene and solve challenges

TH.3.S.2.1 Discuss the process and responsibilities in creating a play and then apply them to collaborate and create a simple production





MERCY WATSON TAKES A RIDE- ELEMENTARY



GOAL: Students will use the actor's tool of Voice (volume, pitch and emphasis) using the book *Mercy Watson Takes a Ride*, for reading fluency. Students will identify different character voices from the characters found in the book.



GUIDING QUESTIONS: How do actors use their voice to create characters? How can different voices create interesting characters in reading? How does reading with expression distinguish characters?

PRIOR KNOWLEDGE: Familiar with the book "Mercy Watson Takes a Ride" or use activity as an intro to the book.

Understand the concept of Characters in a book

MATERIALS



For Warm-Up: Pig or other item for passing around among the students.

For Main Activity: Illustration of Mr. and Mrs. Watson (ATTACHMENT 9)

Dialogue for the vocal exercises. (ATTACHMENT 10)

For Extension Activity: Dialogue for the scene. (ATTACHMENT 11)



PROCEDURE:

Warm up-Learning to use our Voices

Explain to the students that one of the actor's tools is Voice. Demonstrate how they can change their voices by using: Volume (how loud a line is spoken), Pitch (use of high and low tones) and Emphasis (picking words that can change the meaning of the sentence).

Introduce the lines we will be using while passing the pig around the circle.

"My darling, my dear, please tell me you are all right! (Mr. Watson)

Pass the pig around the circle having the students repeat the line.

Encourage the students to try different voices using volume, pitch or emphasis.

ASK students what pitch, volume, emphasis worked best for the line? What types of characters did they portray?

Main Activity- Creating a Scene using a variety of characters and voices



Explain to students they will create scenes with dialogue using “voice” from the characters found in the book “Mercy Watson Goes for a Ride”.

Review the characters in the scene, Mr. and Mrs. Watson (if students have read the book) or show students illustration of Mr. and Mrs. Watson (ATTACHMENT 9) and have students describe the characters)

- ✿ Model the dialogue with a volunteer.
- ✿ The scene (Attachment 10)

Actor 1-“Bon voyage, my dears! We will all have hot buttered toast when you return”

- ✿ Actor 2-“Goodbye, Mrs. Watson.”
- ✿ Actor 1-“You and Mercy drive carefully!”

Model by:

- ✿ Read it without adding any additional volume, pitch or emphasis
- ✿ Read it again adding volume (loud and soft)
 - Pitch (high and low tones)
 - Emphasis (picking words to change the meaning)



DISCUSS with students which volume, pitch, and emphasis might fit for the character you are modeling. Ask them why they think this will fit?

Read it a final time changing your voice to model how one of the characters might sound

Have the students work in pairs to create their own scene using the lines they have practiced.

Have students present their scenes and discuss with the group what choices they made. (Volume, Pitch, or Emphasis)

Extension Activities:

- ✿ Divide the class into groups.
- ✿ Give each group one of the dialogue sets from the Vocal/Acting Exercise (ATTACHMENT 11) In groups, have students discuss how this character might sound (what **VOLUME**, **PITCH** and **EMPHASIS** they selected for their characters?)

Give each group time to rehearse their scene.

Present each the group’s scene.

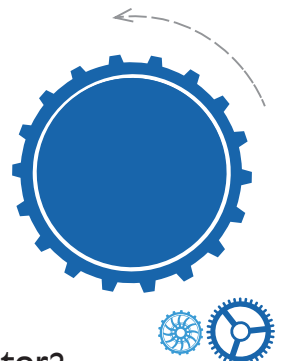
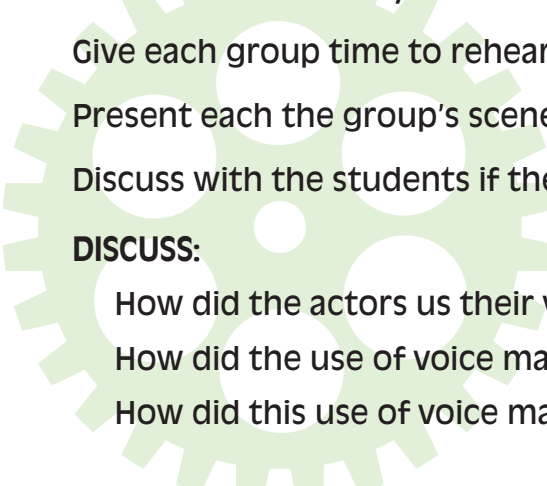
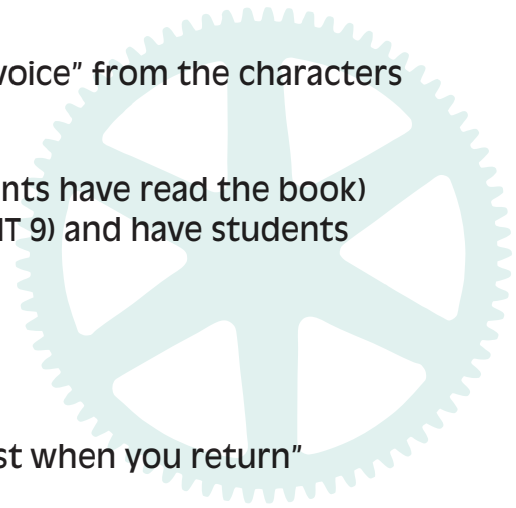
Discuss with the students if the group used Volume, Pitch or Emphasis.

DISCUSS:

How did the actors use their voices?

How did the use of voice make it easier/harder to read the dialogue as an actor?

How did this use of voice make it easier/harder to understand the text as an audience?



Follow-up

Have the students select a picture with two characters, but no dialogue from another book. Have them write a scene for the characters and then present.



REFLECTION QUESTIONS:

How does changing the Volume? Pitch? and Emphasis change dialogue in a book?

How did using the actor's tool help you to read text out loud?

TEACHING TIPS:

- ✿ Practice your dialogue so you can demonstrate 3 distinct interpretations of the piece.
- ✿ Encourage your students to experiment with different voices.

STANDARDS:

LAFS. 1. RI.1.1 Ask and answer questions about key details in a text.

LAFS. 1. RI.1.3 Describe the connection between two individuals events, ideas, or pieces of information in a text.

LAFS.1.RL.3.7 Use illustrations and details in a story to describe its characters, setting or events.

LAFS.1.RL.1.3 Describe characters, setting and major events in a story, using key details.

LAFS. 2. RL.1.2 Recount stories including fables and folktales from diverse cultures and determine diverse cultures and determine their central message, lesson, or moral.

LAFS.2.RL.1.3 Describe how characters in a story respond to major event and challenges.

LASF.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

LAFS.1.L.3.5: With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.

LAFS.1.RI.2.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

LAFS.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

LAFS.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

LAFS.3.RL.1.2 Recount stories including fables and folktales from diverse cultures and determine diverse cultures and determine their central message, lesson, or moral.

LAFS.3.RL.1.3 Describe character in a story (e.g. Their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.

LASF.3.RL.1.2 Recount stories, including fables folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

TH.K.S.2.1 Pretend to be a character from a given story

TH.K.S. 3.2 Describe the concept of beginning, middle and ending doing dramatic play

TH.2.S.2.1 Collaborate with others to perform a scene and solve challenges

TH.3.S.2.1 Discuss the process and responsibilities in creating a play and then apply them to collaborate and create a simple production.

ATTACHMENT 1

INTRODUCING TABLAEU AND DETAILS IN TABLAEU



Tableau is theatrical technique in which actors freeze to show a moment in time.

As the teacher you will learn the roles necessary for leading the successful tableau: Director, Encourager, and Gentle Enforcer

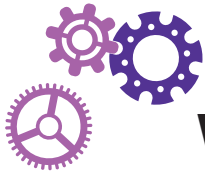
EXPLAIN to students that they will be looking at TABLAEU to identify how actors can use LEVELS OF DETAIL to show an idea.

Tableau Warm Up

1. Have the students stand in circle. Ask them to relax with hands at their sides.
2. Ask them to look directly above the circle and find a spot on the wall in front of you. This point is called your focus point. Stare at the focus point; freeze your body and your voice.
3. Looking at that spot, I will be able to walk around the circle and look you in the eye and you will only look at your focus point. You will not look at me. You will not smile. You will not move.
4. Walk slowly around the circle, making direct eye contact with each student. If a child takes his eyes off or laughs, encourage them to try to concentrate.

LEVEL WARM-UP (Levels in space and levels of emotion:

- ✿ Tell students to think about if there are levels between 1 and 10 – 1 is as low as you could possibly go, 10 is as high as you could go without jumping, and 5 is you standing still at normal height.
- ✿ Have them practice showing you different levels. The teacher will call out different levels (1-10) and have students demonstrate those levels.
- ✿ EXPLAIN to students that when creating a TABLEAU they should look at what LEVEL IN SPACE they are using. GOOD and INTERESTING Tableau use varied levels.
- ✿ EXPLAIN to students that TABLAEU can have levels of EMOTION just like they can have LEVELS in SPACE.
 - Have them show you “normal” HAPPY. This is level 5.
 - EXPLAIN to students they will use the 1-10 scale (1 showing a little happiness/subtle and 10 being you can’t contain how happy you are and show it very exaggerated). Have them practice 1 and 10.
 - PROMPT students by giving them numbers between 1-10 and they show you the levels for the emotion.
 - USE THE EMOTION CARDS (Attachment 2) to show students practice different emotions on the scale. (For longer instructional periods you can use all of the emotions. Otherwise, only use HAPPY & SAD to conserve time.)
- ✿ EXPLAIN to students that when they look at details to add to their TABLAEU they should also think about what level of emotion they are showing.



**ATTACHMENT 2
VOCABULARY FOR SCALE OF EMOTION**

HAPPY

SAD

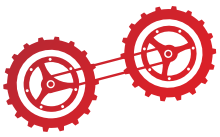
EXCITED

DISAPPOINTED

SCARED

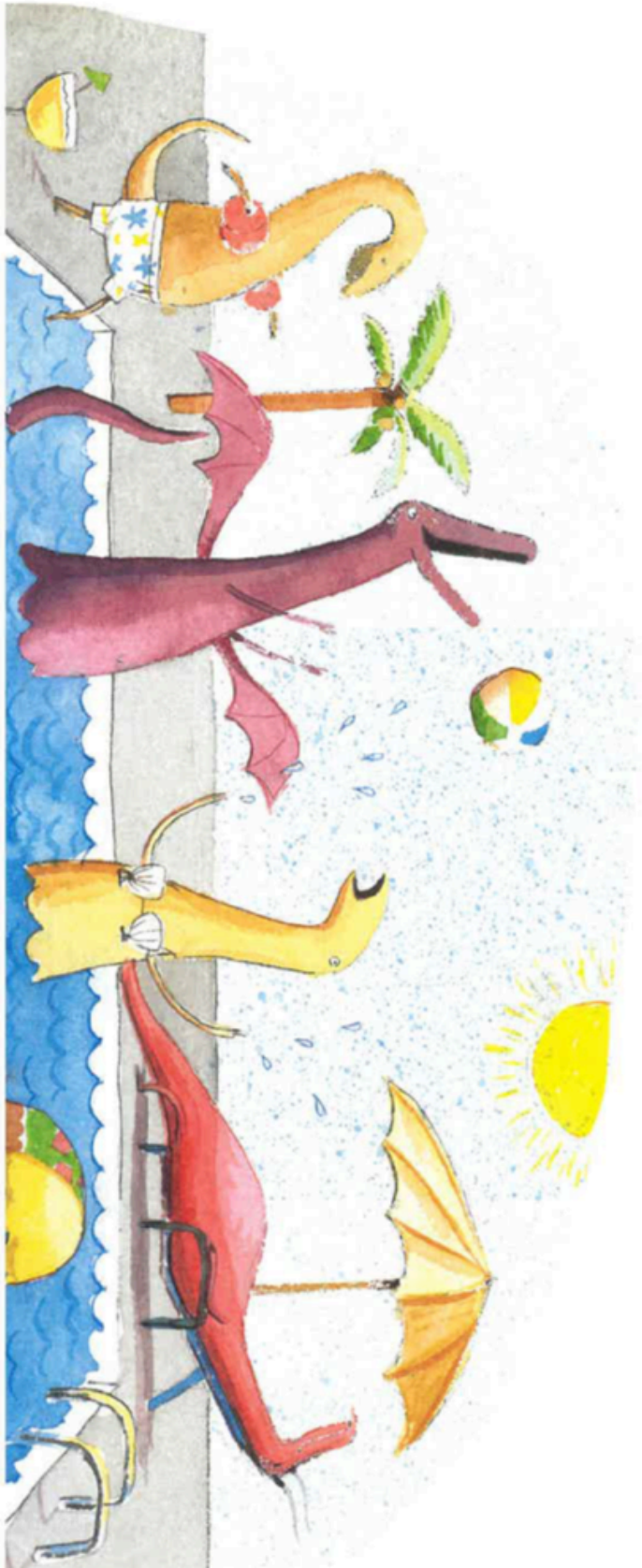
FEARLESS

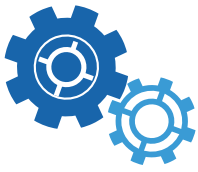
ANGRY



ATTACHMENT 3
ILLUSTRATIONS FROM
DRAGONS LOVE TACOS FOR THEME TABLEAU







ATTACHMENT 4 PARTY THEME GRAPHIC ORGANIZER

Name:

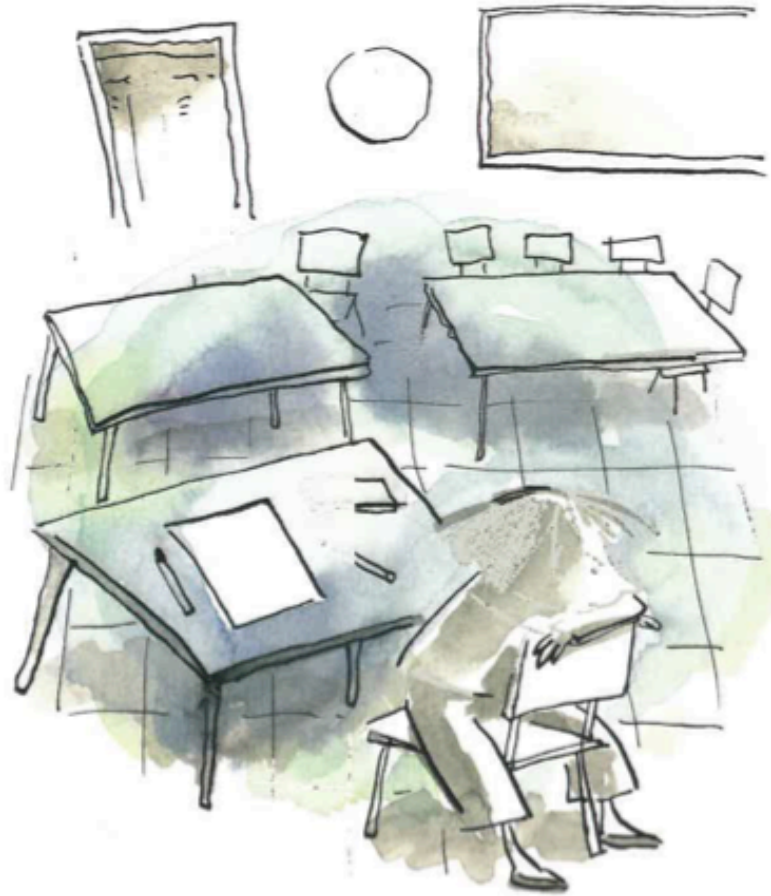
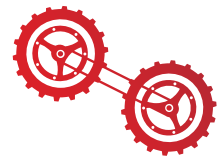
1. What type of theme will your party have?

2. What details will you include that will support your theme?

3. Create a TABLEAU of your Party. Be sure to include all the CHARACTERS and DETAILS you have written.

4. Write a TITLE for your Tableau (5 words max.):

ATTACHMENT 5: ILLUSTRATIONS FROM *THE DOT*





ATTACHMENT 6 SCENARIOS FOR MODULE 2



You fell and scrapped your knee.

Someone broke your favorite toy.

You lose your favorite stuffed animal.

You found your favorite stuffed animal that you had lost.

You were surprised with tickets to Disney World.

Your parents made your favorite dinner.

Your parents made your least favorite dinner.

You see a snake on the playground.

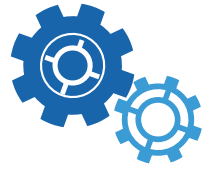
Your team lost the game.

You have a bad dream.

You stood up to a bully at school.

ATTACHMENT 7

INTERRUPTING GAME



Gestures

- Stop with your palm
- Pointing with your finger
- Tapping your foot
- Wave with one hand
- Double wave (both hands)
- Movement to draw attention
- Tapping on the shoulder

Vocal:

- Clear your throat
- Ask a question
- Excuse me
- Shhhh sound

Tableau:

Things you might want and need to interrupt someone for:

You can't reach a toy on a high shelf

You are thirsty

You are hungry

You are having trouble tying/putting on your shoes

You want someone to read a book

You fell and scrapped your knee

You disagree with your friend about what you will play

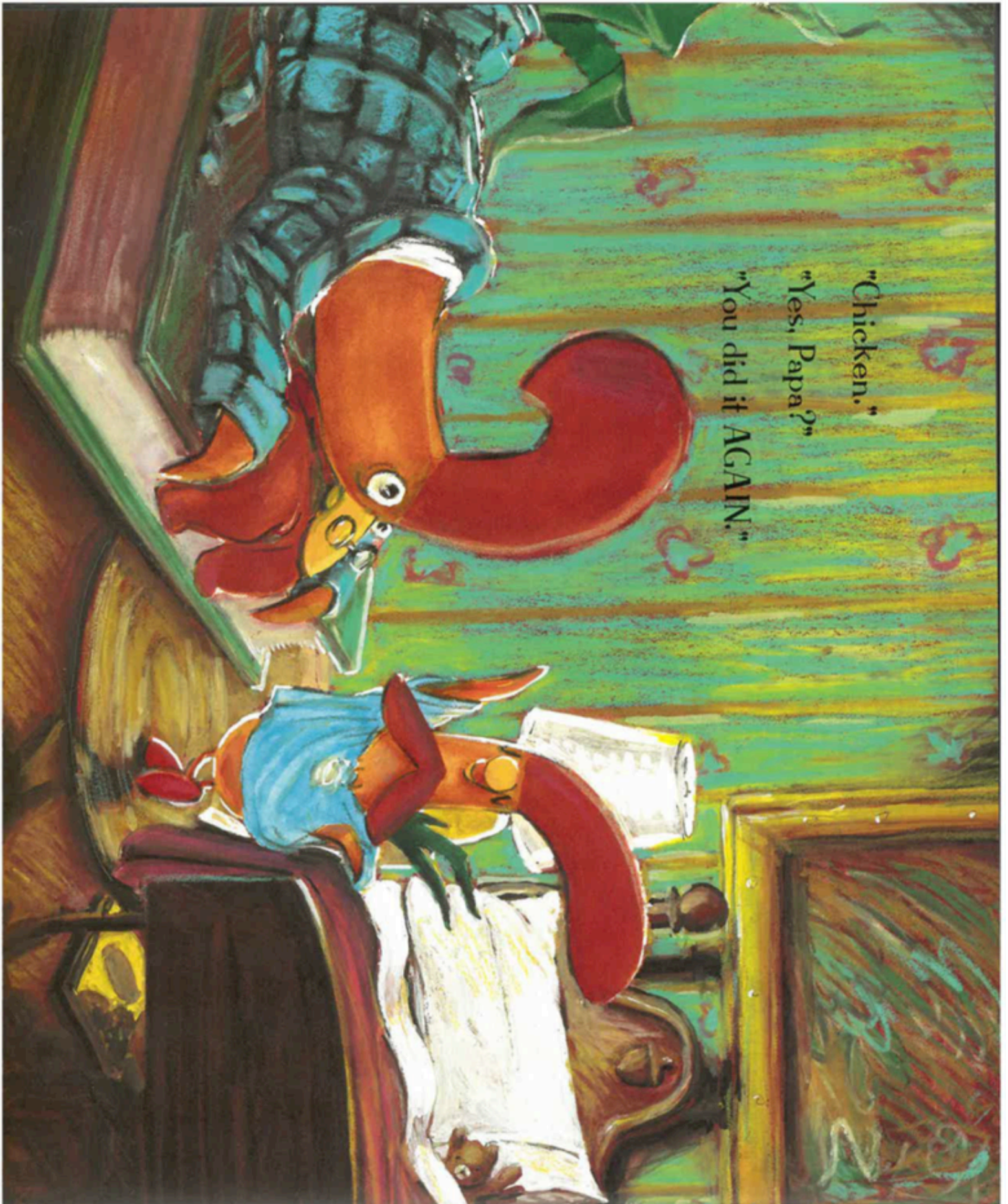
You need help with your homework

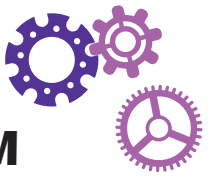


ATTACHMENT 8



ILLUSTRATION FROM *INTERRUPTING CHICKEN*





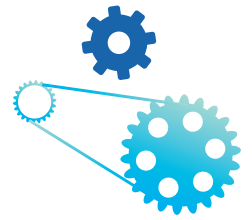
ATTACHMENT 9

ILLUSTRATION OF MR. AND MRS. WATSON FROM *MERCY WATSON TAKES A RIDE*



ATTACHMENT 10

DIALOGUE FOR MODULE 4



Actor 1: "Bon voyage, my dears!
We will all have hot buttered toast when you return."

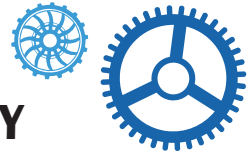
Actor 2: "Goodbye, Mrs. Watson."

Actor 1: "You and Mercy drive carefully!"



ATTACHMENT 10

DIALOGUE FOR EXTENSION ACTIVITY



EUGENIA AND BABY LINCOLN

Eugenia: Mr. Watson is a very bad driver. He is a menace behind the wheel.

Baby: Yes, Sister.

Eugenia: Furthermore, it is my firm opinion that pigs should not be taken for rides in automobiles. Particularly that pig. That pig is a sly pig. I do not trust her.

Baby: No, Sister.

Eugenia: Folly, it is folly, I say.

Baby: Yes, Sister.

MR. WATSON, BABY LINCOLN, MERCY

Baby: It is wonderful to go fast. (She is in the back seat)

Mr. Watson: Who said that?

Baby: Hello, Mr. Watson.

Mercy: Oink!

Baby: Hello, Mercy.

Mr. Watson: What are you doing?

Baby: I am having a little adventure. I am indulging in some folly.

Mr. Watson: Folly?

MRS. WATSON, EUGENIA

Eugenia: Mrs. Watson, Baby is missing.

Mrs. Watson: Goodness.

Eugenia: And I believe that your pig is responsible.

Mrs. Watson: Mercy?

Eugenia: Yes, exactly

Mrs. Watson: But Mercy is not here. She is on her Saturday ride with Mr. Watson.

Eugenia: Folly!

Mrs. Watson: Heavens, you don't think...

Eugenia: I do think. That is my point exactly. I do think. And apparently, I am the only one around here who does.

OFFICER TOMILELLO, MR. WATSON, BABY

Officer Tomilello: Is that a pig....behind the wheel? Yes, yes, that pig is most definitely behind the wheel. (Shouting) Pull over! Pigs cannot drive cars. Pull over immediately!

Mr. Watson: He is absolutely correct. Pigs cannot drive cars. And I would like to pull over. But I can no longer feel my legs. Therefore, I cannot step on the brake pedal. Therefore, I cannot stop this car.

Baby: Oh dear, I think we are in trouble.

MRS. WATSON, EUGENIA

Mrs. Watson: There is no point in worrying alone. Come in and help me fix a snack for my darlings. Will you help me butter some toast?

Eugenia: Toast? Who cares about toast?

Mrs. Watson: Don't worry. If Baby is with Mr. Watson, then she is just fine. Mr. Watson is an excellent driver.

Eugenia: He is a menace!

Mrs. Watson: Pardon?

Eugenia: Nothing.

MRS. WATSON, EUGENIA

(Eugenia applying the tiniest amount of butter to the toast)

Mrs. Watson: Oh, heavens. You have to put on more than that. Mercy likes a great deal of butter on her toast.

Eugenia: Who care how pigs like their toast?

Mrs. Watson: There, there, I know you are worried. But everything will work out. Baby will come home. In the meantime, why don't we just concentrate on our buttering?

Eugenia: (grumbling) Toast is not the answer.

OFFICER TOMILELLO, MR. WATSON, BABY LINCOLN, MERCY

Officer Tomilello: You must stop the car!

Mr. Watson: But I cannot stop the car.

Mercy: OINK! OINK!

Baby Lincoln: I have an idea, Mr. Watson. If you tell me where the brake pedal is, I will apply it.

Mr. Watson: The brake pedal is the pedal to the left of the gas pedal. The brake pedal is the pedal that I do not have my foot on.

Baby: I have located the brake pedal, Mr. Watson!

Mr. Watson: Excellent! Now apply it.

Baby: I am applying the brake pedal, Mr. Watson! Hold on! Hold on everyone!

MR. WATSON, OFFICER TOMILELLO, MERCY, BABY LINCOLN

Baby: Oh, dear.

Mr. Watson: It's an emergency! Alert the fire department!

Officer Tomilello: Was that pig wearing a seat belt? No! That pig most certainly was not! Have laws been broken here? Most certainly, most definitely, laws have been broken here!
(*Mercy flies into the bush*)

Mercy: OOOOFFFFF!

Mr. Watson: (runs to Mercy) My darling, my dear. Please tell me that you are all right.

Mercy: Oink?

Baby: Hooray! She is fine.

Mr. Watson: Oh, thank you. Thank you, thank you, thank you. You are a miracle, a prodigy, a dear. You are a porcine wonder. But even porcine wonders cannot drive. In fact, porcine wonders should never be allowed to drive. Ever.

EUGENIA, MRS. WATSON, BABY LINCOLN, OFFICER TOMILELLO, MR. WATSON

Eugenia: As I suspected. Trouble, folly. And that pig is right in the middle of it.

Mrs. Watson: Oh, my darlings, my dears! I am so glad you are home. The toast was starting to get cold.

Mr. Watson: We have had something of an adventure, Mrs. Watson.

Baby: Yes, we have had an adventure, Sister.

Eugenia: Folly!

Baby: Yes, Folly!

Officer Tomilello: Laws have been broken!

Eugenia: Pig!

Officer Tomilello: Excuse me?

Eugenia: It's all that pig's fault. (She points at Mercy)

OFFICER TOMILELLO, MRS. WATSON, EUGENIA, BABY

Officer Tomilello: Laws have been broken. Tickets must be written.

Mrs. Watson: Officer, do you like toast?

Officer Tomilello: Toast? Do I like toast? Why, yes I do. I do like toast.

Mrs. Watson: Why don't you come inside and have some?

Officer Tomilello: Why don't I come inside and have some toast? Hmmm, I can't think of a reason not to.

Mrs. Watson: Lovely! Right this way.

Eugenia: What nonsense! Toast is not the answer.

Baby: No, Sister. But it does smell heavenly.

Eugenia: Well, it has been expertly buttered.