



ARTWORKS FOR SCHOOLTIME

Learning Module Series 3

to accompany the Van Wezel **Schooltime** Performance of
Lifeline Theater's

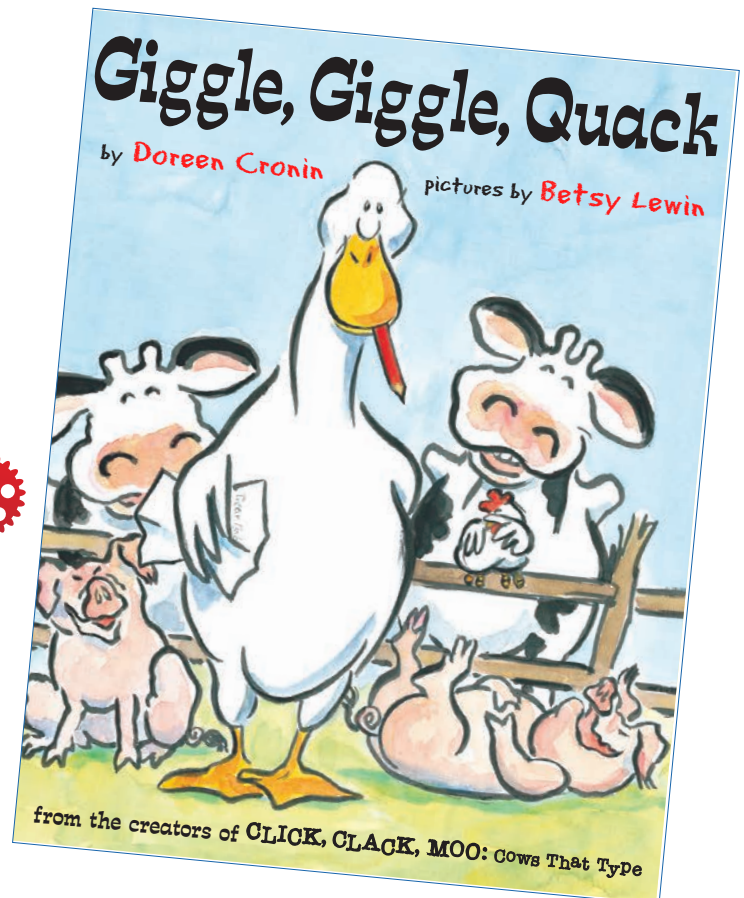
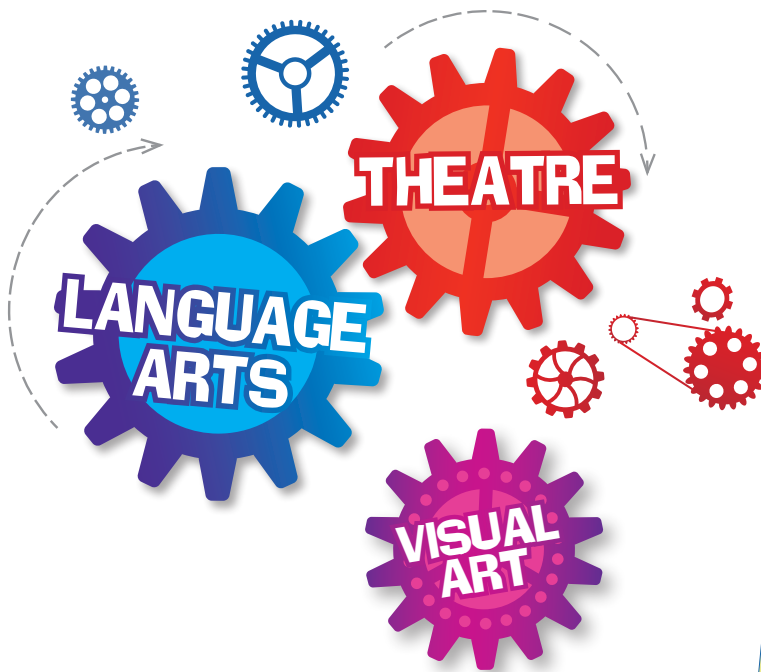
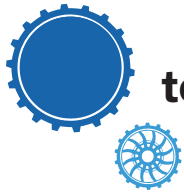
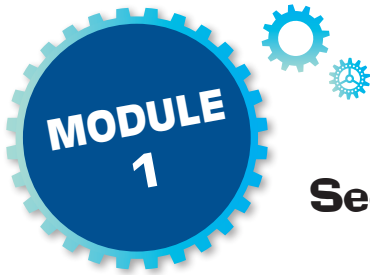


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GIGGLE, GIGGLE, QUACK-

Sequencing the Story using Pantomime

GOAL: Students will use pantomimes to demonstrate Beginning, Middle, and End of a sequence and/or story

GUIDING QUESTIONS: How can we use pantomime to demonstrate the concept of Beginning, Middle, and End?

PRIOR KNOWLEDGE: Familiar with “Giggle, Giggle, Quack”

MATERIALS

For Warm-Up:

- ✿ Music Suggestion “Blackberry Blossom” American Square Dance
- ✿ “Giggles Vocabulary” cards with animals and their sounds. (**Attachment 1**)

For Main Activity:

- ✿ Key illustrations for sequencing the story. (**Attachment 2**)

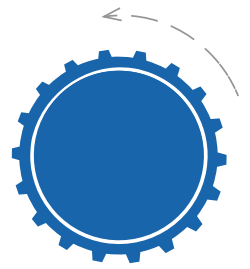
PROCEDURE:

Warm-Up: Giggles Vocabulary

- ✿ Explain to students they will be learning about **pantomime** today, and ask if anyone is familiar with the word? Explain that a pantomime is a skill an actor uses to show an action without sound/words.
- ✿ Demonstrate to the students an example of a pantomime, and have students repeat it with you. (i.e. brushing your teeth)
- ✿ Discuss the steps: get the toothpaste, pick up the toothbrush, put the toothpaste on the brush, etc.
- ✿ Discuss how this pantomime has a Beginning, Middle and End. Review the order and point out the beginning, middle and end of the sequence.
- ✿ Present the vocabulary cards (**Attachment 1**) and introduce and demonstrate the sounds each animal makes and tell us something the animal does (an action).
- ✿ Distribute the cards to the students.
- ✿ Ask the students to pick one of the actions for each animal, and what would be the beginning, middle, and end of a pantomime of the action.



- ⚙️ Start the dance, have the students introduce their animal's action through a pantomime with a beginning, middle, and end.
- ⚙️ Add a sentence about the action they chose, and what the beginning middle and end is. ("The dog scratched its fleas. He felt the itch, then he scratched, and at the end he smiled.)



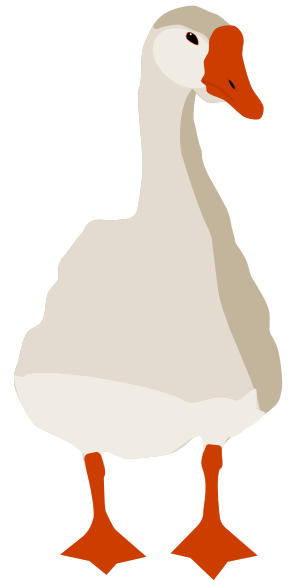
DISCUSSION:

How did beginning, middle, and end help us create good pantomimes? What else has a beginning, middle, and end? (You may have students discuss with partners.) If needed, prompt or support students to discuss how stories have beginning, middle, and end just like pantomime.

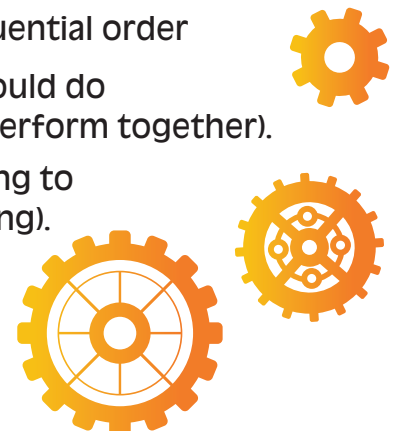
Read the book.

Main Activity: Pantomiming an illustration from the Book

- ⚙️ Review the illustrations from the book. (Attachment 2)
- ⚙️ Place the illustrations on the floor, out of sequential order.
- ⚙️ Ask the students to help you put the illustrations in the order they happened in the story. If needed, ask which one happened first, give options, or support them putting the pictures in sequence.
- ⚙️ Have the students identify the characters in each picture.
 - Illustration 1-Eating pizza (duck, chickens and pigs)
 - Illustration 2-Bathing the pigs (pigs and Bob)
 - Illustration 3-Watching the movie (duck, 2 pigs)
- ⚙️ Discuss with the students the action they could pantomime in each picture.
- ⚙️ Tell the students we will be pantomiming each illustration.
- ⚙️ Discuss the action of each illustration, and what will be the beginning, middle, and end of the pantomime.
- ⚙️ Put the students in partners to work out their pantomime. (alternatively, you may have students work as a large group)
- ⚙️ Have pairs rehearse pantomimes with clear beginning, middle, and end.
- ⚙️ Present the pantomimes. (You may have individual groups share or all groups present together.)
- ⚙️ Give a location for each part of the story to stand, so they are in sequential order
- ⚙️ Set up the pantomimes and present them in sequential order (you could do individual groups in sequence, or have all groups doing a sequence perform together).



Optional: Have students create a sentence about what the animal is doing to state after the pantomime or play music while the groups are performing).



EXTENSION ACTIVITIES:

- ⚙️ Have students recall lines the characters might say that go along with the picture.
- ⚙️ Present the additional pictures and have the students present a pantomime of the task.
- ⚙️ Have students write a sentence or caption for their pantomime.
- ⚙️ Have students draw a picture of each activity: eating the pizza, washing the pigs, or watching the movie and put them in sequential order.

REFLECTION QUESTIONS:

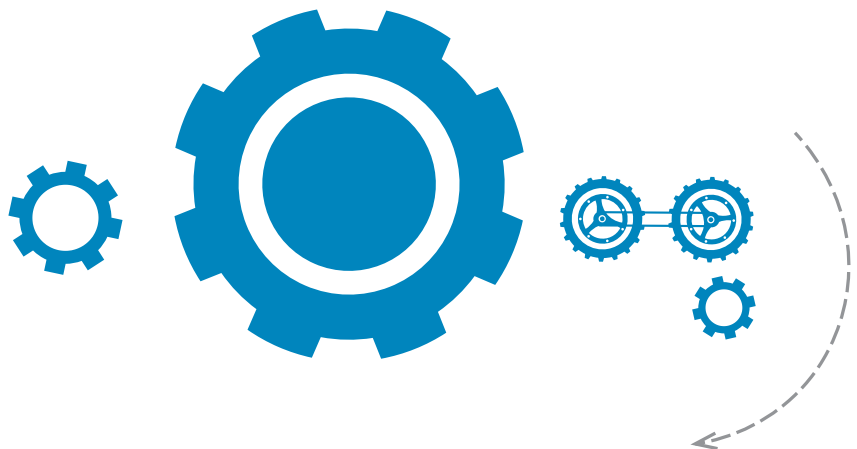
How does a pantomime of an illustration from the book help us remember the beginning, middle, and end of a story or sequence?

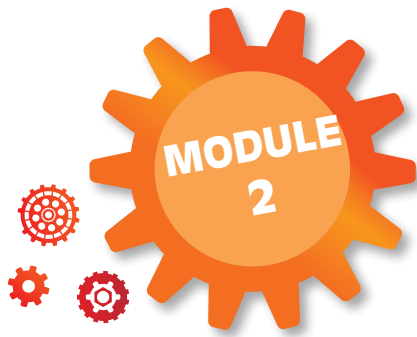
Why are beginning, middle, and end important in a pantomime/story?

What was easy/hard about this exercise?

TEACHING TIPS:

- ⚙️ Teacher may use whole group or partners for this exercise.





DOOBY, DOOBY, MOO AND THE TECHNIQUE OF TABLEAU

GOAL: Students will gain an understanding of information presented as directional and positional words by demonstrating them through a movement piece and applying them to an illustration by creating a Tableau.

GUIDING QUESTIONS: How can we use pantomime to demonstrate the concept of Beginning, Middle, and End?

PRIOR KNOWLEDGE: Familiar with the book "Dooby, Dooby, Moo"
Actor's tools
Tableau and Levels

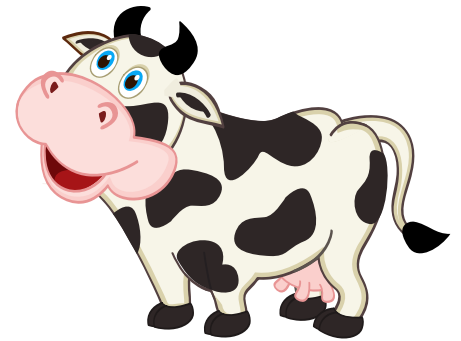
MATERIALS

For Warm-Up:

- "Blackberry Blossom" American Square Dance
Directional Vocabulary (**Attachment 3**)
Scarves

For Main Activity:

- Picture from the book for Tableau. (**Attachment 4**)



PROCEDURE:

Warm-Up:

- If students are not familiar with Tableau, define it and practice freezing and levels (1-10/Low-High).
- Introduce the Directional Vocabulary (**Attachment 3**)
- Have the students work in pairs to demonstrate each vocabulary word (above, beside, below)
- Ask the students for sentence describing the action in the Tableau. (i.e. I am above my partner.)
- Introduce the scarves and have students will create scarf movements for each word of the directional vocabulary.
- Play the music and dance the vocabulary.

Read the book.



MAIN ACTIVITY: Creating a Tableau using an Illustration

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

FIRST they will discuss (in pairs or as a group with support) the characters and their position in an illustration (Attachment 4). Suggested steps/questions are below:

- ⚙️ Look at the illustration
- ⚙️ Identify the characters
- ⚙️ Discuss the details, directions, and positions
- ⚙️ Discuss the directional vocabulary with the illustration:
 - Which pig is below the truck?
 - Which animal is above the sheep?
 - Which animal in the truck is near the duck?
 - Which animal is far from the duck?
 - Which animal is over Farmer Brown?
 - Which animals are under the cow?
 - Which animals are right sides up in the truck?
 - Which animal is behind the pigs and sheep?
 - Which animal is beside the cow?
 - Which animals are to the left of Farmer Brown?
 - Which animals are to the right of Farmer Brown?
- ⚙️ Ask the students to work with a partner. Give each a group a copy of the illustration. (Attachment 4)
- ⚙️ Give each group one of the directional words. (i.e. above, below, beside)
- ⚙️ With their partners, select two of the animals in the illustration that demonstrates their word.
- ⚙️ Ask the students to set up a Tableau including all of the details of their selection.
- ⚙️ Ask the students to create a sentence that explains their Tableau.(i.e. The pig is behind Farmer Brown.)
- ⚙️ Have the students restate the directional word they demonstrated in the sentence.

Optional Next Step: Work with the students to create a full Tableau of the illustration, noting the positions of the characters.





REFLECTION:

How does vocabulary that states direction or position help us create a Tableau? How does it help us understand a book or illustration?

What are other words that can tell us someone's position or direction?

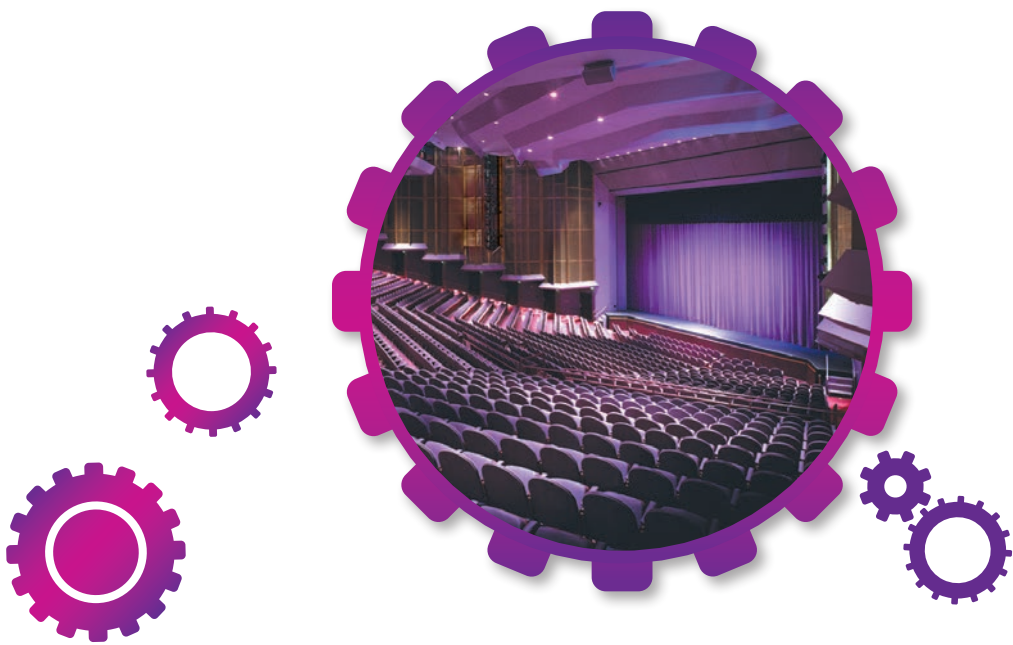
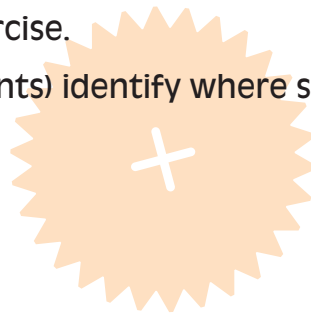
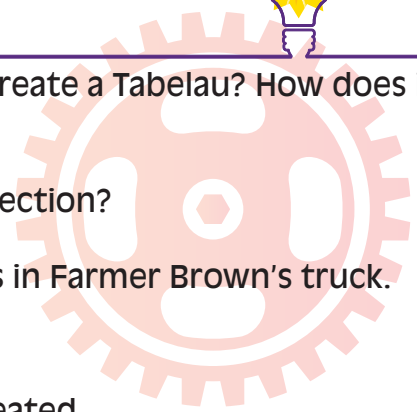
FOLLOW-UP: Add a line of dialogue as each character gets in Farmer Brown's truck.

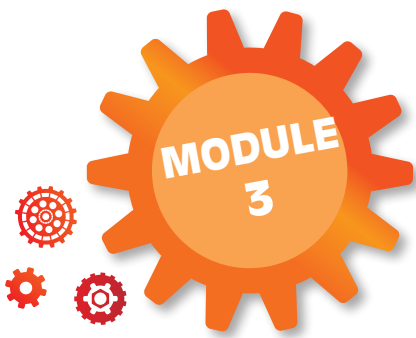
EXTENSION ACTIVITIES:

- ✿ Write a sentence or draw a picture about the Tableau you created.
- ✿ Draw a picture of the animal you portrayed getting in the truck.
- ✿ Select another picture from the book and create a new Tableau.

TEACHING TIPS:

- ✿ Teacher may call "1,2,3 Freeze" or "Freeze" as a signal for students to make 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)





CLICK, CLACK, MOO COWS THAT TYPE



GOAL: Students will be introduced to vocabulary that describes textures found on a farm (animals and objects). Through observation, discussion, and creating portraits, they will learn how textures can help us understand animals found on a farm.

GUIDING QUESTIONS: What are words that describe texture and what do they mean? How can we use texture to create portraits of animals?

PRIOR KNOWLEDGE: Students should be familiar with "Click, Clack Moo."

MATERIALS

For Warm-Up:

- Texture Vocabulary Words (**Attachment 5**)
- Basket that can be passed from student to student with a variety textures that would be found on a farm. (**Attachment 6**)
- Supplemental material: (**Attachment 7**) Photographs of cows
- Half sheets of white watercolor paper
- oil pastels

For Main Activity:

- Construction paper in brown, beige and or white. Oil pastels in a variety of colors. Should have at minimum black, brown, white, and pink.
- Template of Cow shape. (**Attachment 8**). *Please note this is an adaptive piece for the module. The template may be necessary to use in a 30 minute session.
- Directed drawing may be used in a 45 minute session.
- Attachment 9 Illustration depicted in story of 3 cows.
- Examples of Cow Portraits (**Attachment 10**).



PROCEDURE:

Warm-Up:

Have the list of texture vocabulary words (**Attachment 5**) up on the "White board".

HAVE the students sit in a circle on the floor.

ASK the students to define the word texture (or if they are familiar with the word).

DEFINE OR CLARIFY the meaning of texture: The feeling or looks of an object.

PROVIDE EXAMPLES of ROUGH or SMOOTH textures: *A marble might look or feel SMOOTH and a piece of wood might look or feel ROUGH.*

HAVE STUDENTS BRIEFLY DISCUSS WITH A SHOULDER PARTNER what other objects might be SMOOTH or ROUGH.

REVIEW TEXTURE VOCABULARY (**Attachment 5**) and explain that students will use these words to describe objects from the Texture Basket (**such as Attachment 6**).

DEMONSTRATE by selecting something from the basket. (**Attachment 6**) Show it to the students. Touch the object with your hands, mindfully move your hands around all the parts of the object. Rub your fingers over the surface. Then, while still holding the object begin to describe the object using the texture vocabulary. Include words that describe the temperature of the object. Describe where you might find this texture on a farm or in the story.

PASS THE BASKET to one of the students and allow each student a turn to touch, examine, and describe one of the objects.

EXPLAIN to students that artists can show different textures in illustrations.

DEMONSTRATE on watercolor paper using an oil pastel various types of marks that can be made that show texture (include rough vs. smooth marks).

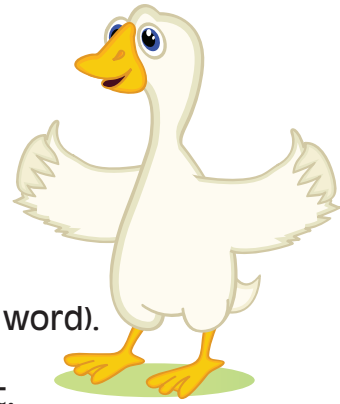
Have students **PRACTICE** making different types of textural marks on their paper and identifying them using the texture vocabulary. (See **Attachment 16** for examples)

WARM-UP REFLECTION:

What textures were easy or hard to illustrate with oil pastels? Why is texture important to artists?

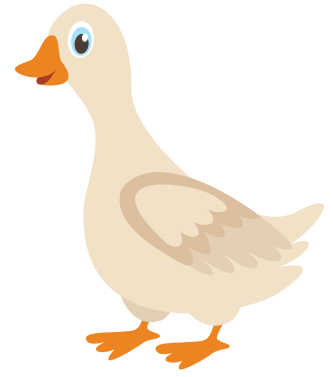
WARM-UP EXTENSIONS

Printing Textures using Plasticine and Ink Pads



MATERIALS:

- ✿ Texture Vocabulary Words (**Attachment 5**)
- ✿ Examples of Completed Texture Prints (**Attachment 11**)
- ✿ Plasticine any color
- ✿ Brayer or small rolling pins
- ✿ Black Ink Pads or brush acrylic paint onto the clay
- ✿ White drawing paper, *optional explore a variety of paper types and colors using this process.
- ✿ Various objects that will reveal texture; shells, yarn, feathers, leaves, nuts, etc.
- ✿ This technique is an accessible and clean printmaking approach. It's easy to use working with small groups of children rotating through 2 different stations.



DEMONSTRATE:

- ✿ Push an Object into the Plasticine.
- ✿ Press the Plasticine onto an Ink pad or paint acrylic paint directly onto the plasticine.
- ✿ Place the Plasticine down onto the Paper and use a Roller to apply Pressure.
- ✿ Reveal Print.
- ✿ Have a table tour so the students may see the wide variety of textured prints created by their classmates.
- ✿ Have students write a description of their print using texture vocabulary.
- ✿ These prints can also be cut out and glued on folded paper to make greeting cards.

MAIN ACTIVITY - Cow Portrait

PROCEDURE:

EXPLAIN to the students that they will be drawing a portrait of a cow, and incorporating **TEXTURE** into their portrait. Define, or have students define **PORTRAIT**: a portrait is a painting of a person's face. (*In this case, it's a painting of a cow's face.*)

SHOW students the illustration of the 3 cows in the story. (**Attachment 9**). Point out that the illustration only shows the cows' heads and shoulders.

SHOW students the photographs of real cows (**Attachment 7**). In pairs or small groups, have students describe the different shapes, colors, and textures they see in the photographs.

GIVE each students a piece of construction paper and a black oil pastel. Demonstrate tracing the cow pattern onto the paper. (**Attachment 8**). (*Optional: You can also create cow templates if you need to save time*). Demonstrate how to draw the details of the cow; eyes, mouth, and nose. Have students include 2-3 details they noticed from the real cow pictures, and at least 1-2 textures.

When complete, have students share their picture with a partner and identify all of the details and textures they included.



REFLECTION QUESTIONS:

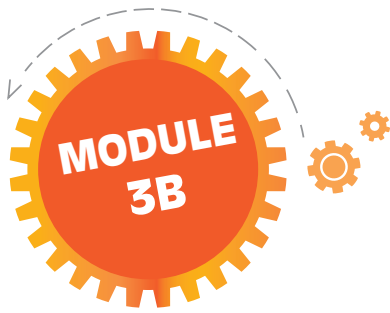
How did textures help you create your portraits? What textures were easy or hard to incorporate? Why? How was your portrait similar or different to the illustration from the book? From the pictures of real cows? What other animals from the book could we create portraits of? What textures would we need to include?

TEACHING TIPS:

Using Oil Pastels:

Explain to the students that oil pastels are actually paint, the only difference is that you don't use a brush. When students use pencils remind them to draw large otherwise they will have difficulty using the broad tip oil pastels. Show the students that oil pastels are meant to be blended using more than one color. They should press firmly so that the result looks more painterly. Otherwise, the result will look like a drawing lightly filled in with crayon. The color results when working on colored paper will create different outcomes than if they worked on white paper. It's helpful to let the students experiment with the oil pastels on scraps of various types of paper before beginning the project.





CLICK, CLACK, MOO COWS THAT TYPE LANDSCAPE AND TEXTURE

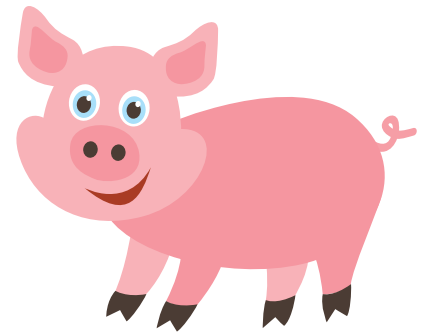
GOAL: Students will review vocabulary that describes textures found on a farm (animals and objects) and learn how they can be used in landscapes and setting. Students will be able to describe landscapes using vocabulary from landscape paintings, textures, and settings.

GUIDING QUESTIONS: what is a landscape, and how can artists and illustrators use textures when creating a setting?

PRIOR KNOWLEDGE: Students should be familiar with “Click, Clack, Moo.”

MATERIALS

- Landscape Vocabulary Words (**Attachment 12**)
- Example of Landscape illustration from story (2 pages in book showing duck on his way with note) (**Attachment 13**)
- Step by Step Directions (**Attachment 14**)
- Half sheets of white watercolor paper (6" x 9")
- Oil pastels in a variety of colors (black or brown for sketching)
- Completed Painting Samples (**Attachment 15**)
- Oil Pastel Texture and “Color Recipes” (**Attachment 16**)

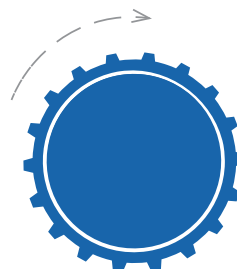


NOTE: If students are new to texture, introduce through Warm-Up in Module 3 (page X)

PROCEDURE:

Explain to the students that they will be painting a landscape depicting farmland. Ask the students to define landscape. Explain that a landscape is a painting/illustration of a place or setting. Have students identify the setting of “Click, Clack, Moo”. (If needed, prompt them to recall the farm as the setting.) Ask students to share with a partner all of the details and textures they might expect to see on and around a farm. If needed, prompt them to consider things such as fences, trees, streams, grass, crops, clouds, etc) Show the students the illustration of the FARMLAND setting from the book (**Attachment 13**). Have the students compare and contrast the illustration from the book to the details and settings they identified. (You may also choose to have them compare their ideas to the sample landscapes painting created using oil pastels in **Attachment 15**.)

Ask the students to pick 2-3 details and 1-2 textures they plan to use in their landscape.



Give each student a piece of white paper and a black oil pastel. Demonstrate that the paper should be placed in front of them in Landscape format. Then, explain that everyone will be drawing the start of their landscape together step-by-step. Remind students that even with the same directions “no 2 drawings will look alike.” Students will not be depicting any animals in this landscape. Their focus should be on the farmland. Demonstrate (using a clip board or a white board works well) the step by step directions (Attachment 13) making sure that all the students have completed each step before moving on.

Once initial setting is created, encourage students to add their details and textures to make their landscape unique.

Discuss and share completed landscapes. Identify use of texture and compare/contrast to the illustration in the book.

(Optional) Explain and demonstrate to the students that oil pastels can be blended to create a large variety of colors (Color recipes Attachment 16). Students can also create textures with the oil pastels (Textures Attachment 16) Students can fill the background in quickly by using an unwrapped pastel. Laying the pastel on it’s side and moving it across the paper will allow the student to fill areas rapidly. Students can outline parts of their painting with a black pastel as the last step.

When complete, have students share their landscape with a partner. What details and settings do they see? How is it similar or different to setting illustration in the book?

REFLECTION QUESTIONS:

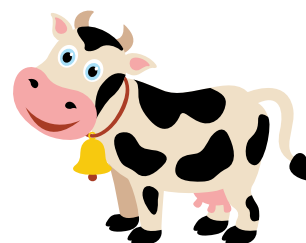
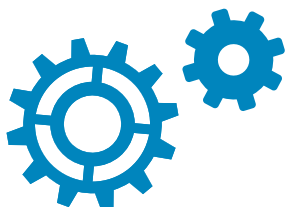


How are details and textures important to landscapes? What details or textures were easy or hard to show in your landscape. What are settings from other books that would make good landscapes? What details or textures might you include?

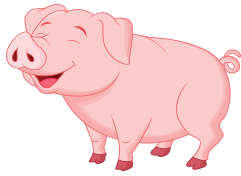
TEACHING TIPS:

Using Oil Pastels:

Explain to the students that oil pastels are actually paint (even though they look like crayons), the only difference is that you don’t use a brush. When students use pencils remind them to draw large otherwise they will have difficulty using the broad tip oil pastels. For this reason it’s better to sketch using an oil pastel. Demonstrate to the students that oil pastels are meant to be blended using more than one color. Optional: Have the students create Color Recipes as a warm up. (Attachment 16) They should press firmly so that the result looks more painterly. Otherwise, the result will look like a drawing lightly filled in with crayon. The color results when working on colored paper will create different outcomes than when they worked on white paper. It’s helpful to let the students experiment with the oil pastels on scraps of various types of paper before beginning the project.



**ATTACHMENT 1
GIGGLES VOCABULARY**



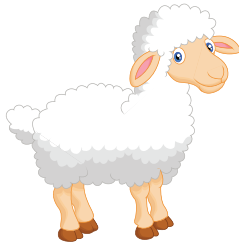
PIG



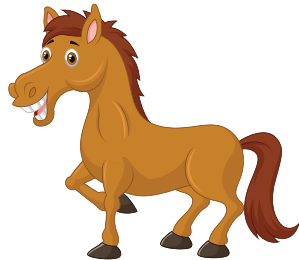
CHICKEN



DUCK



SHEEP



HORSE

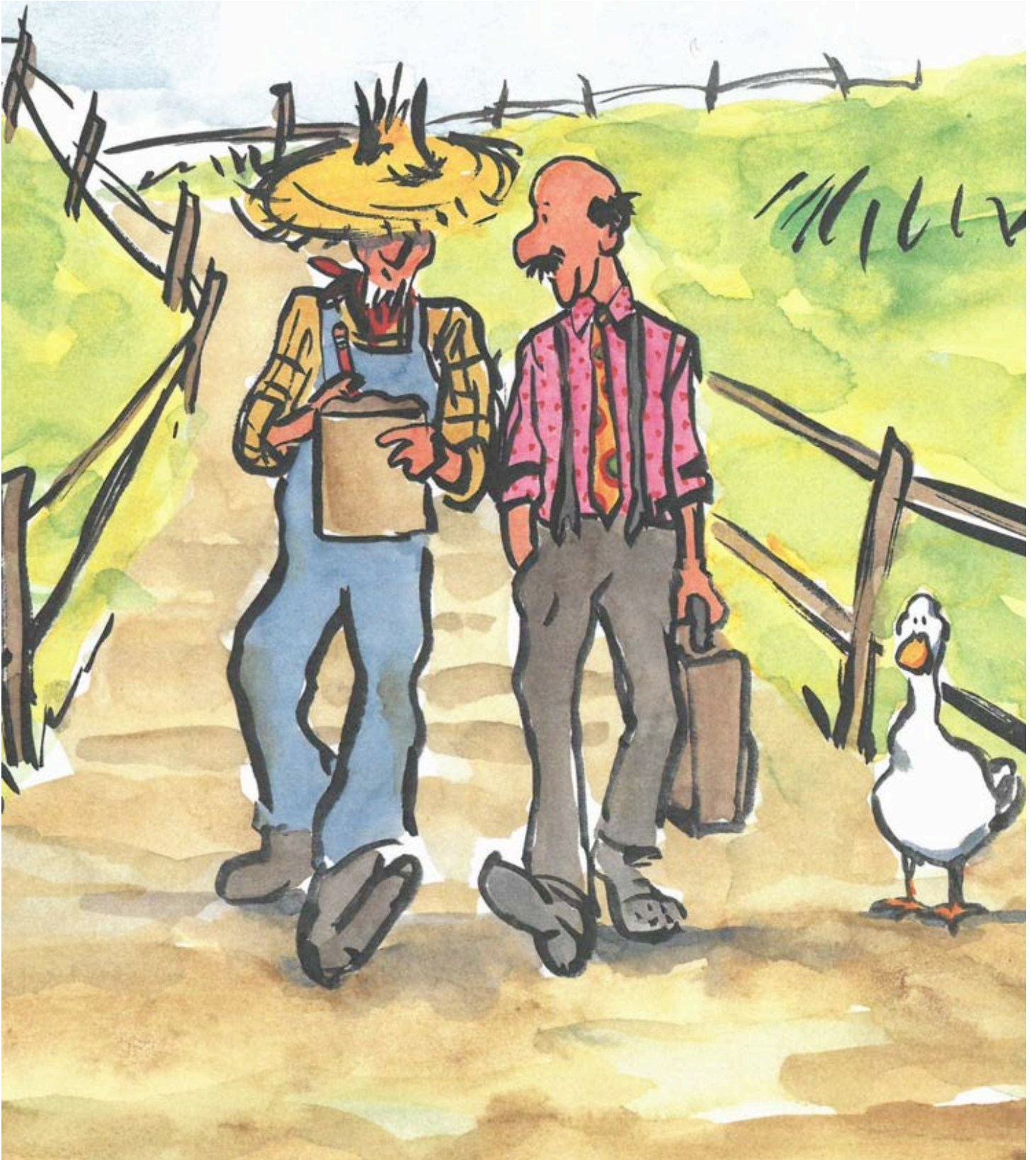


DOG

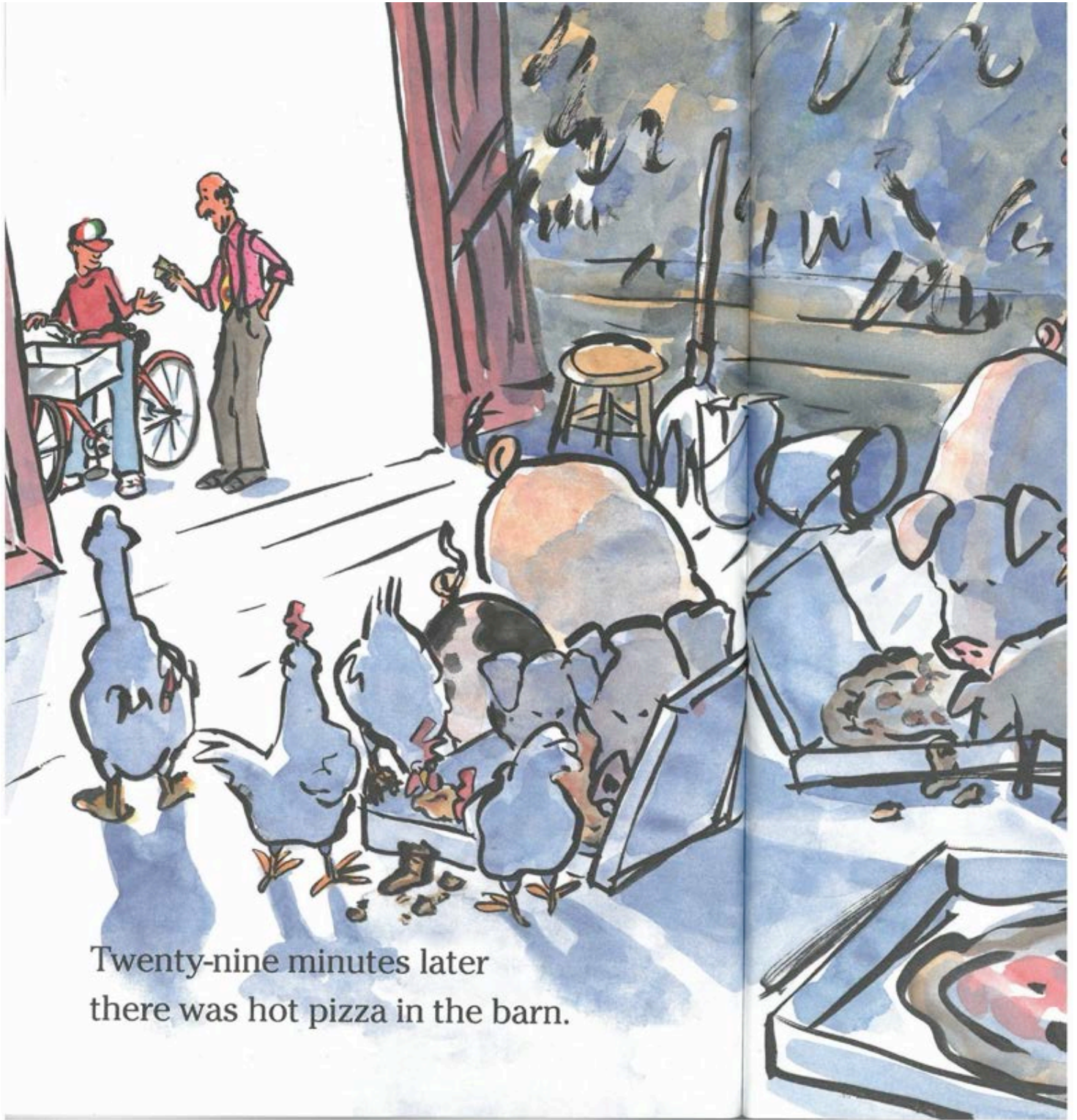


CAT

ATTACHMENT 2 ILLUSTRATIONS FOR PANTOMIME







Twenty-nine minutes later
there was hot pizza in the barn.

Bob was in the kitchen, popping corn.
Just as the animals settled in
to watch THE SOUND OF MOOSIC,
the phone rang.





**ATTACHMENT 3
DOOBY DOOBY MOO VOCABULARY**



Above



Near



Below



Far



**Upside
down**



Over



**Right
side up**



Under



Right



Behind



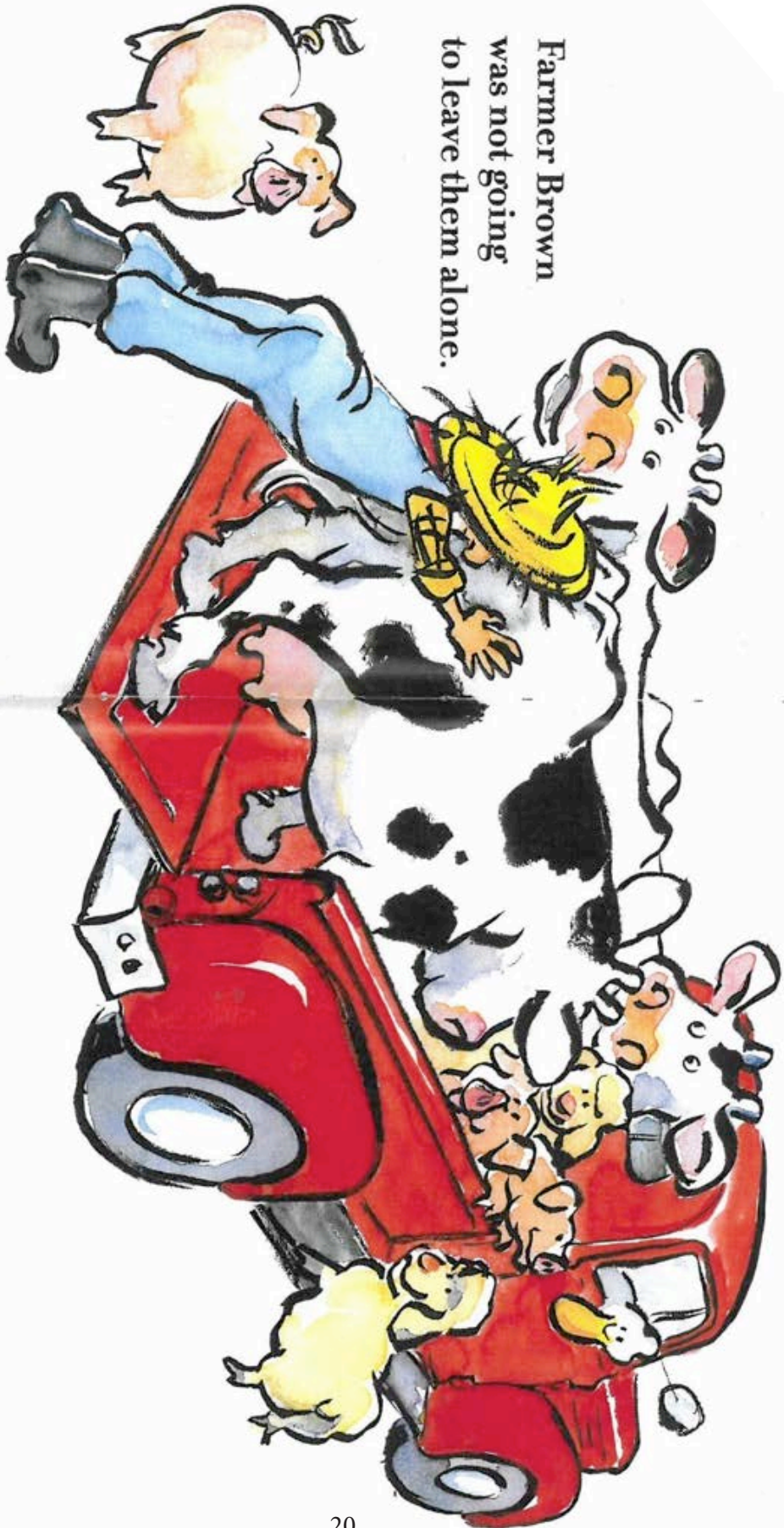
Left



Beside

ATTACHMENT 4 ILLUSTRATION FOR TABLEAU

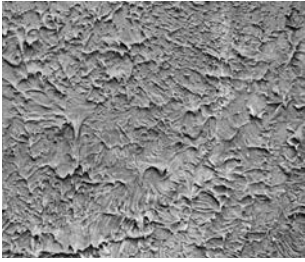
Farmer Brown
was not going
to leave them alone.



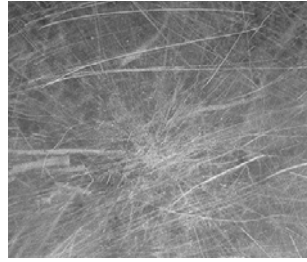
He loaded all the animals into the

back of his truck and drove to the fair.

**ATTACHMENT 5
TEXTURE VOCABULARY**



Rough



Scratchy



Smooth



Woven



Hard



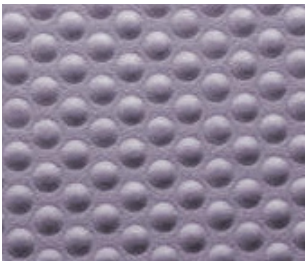
Crinkly



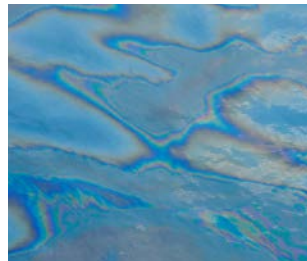
Soft



Wrinkly



Bumpy



Slick



Furry



Gritty

ATTACHMENT 6

SAMPLES OF TEXTURED MATERIAL TO PLACE IN BASKET



ATTACHMENT 7 PHOTOGRAPHS OF COWS







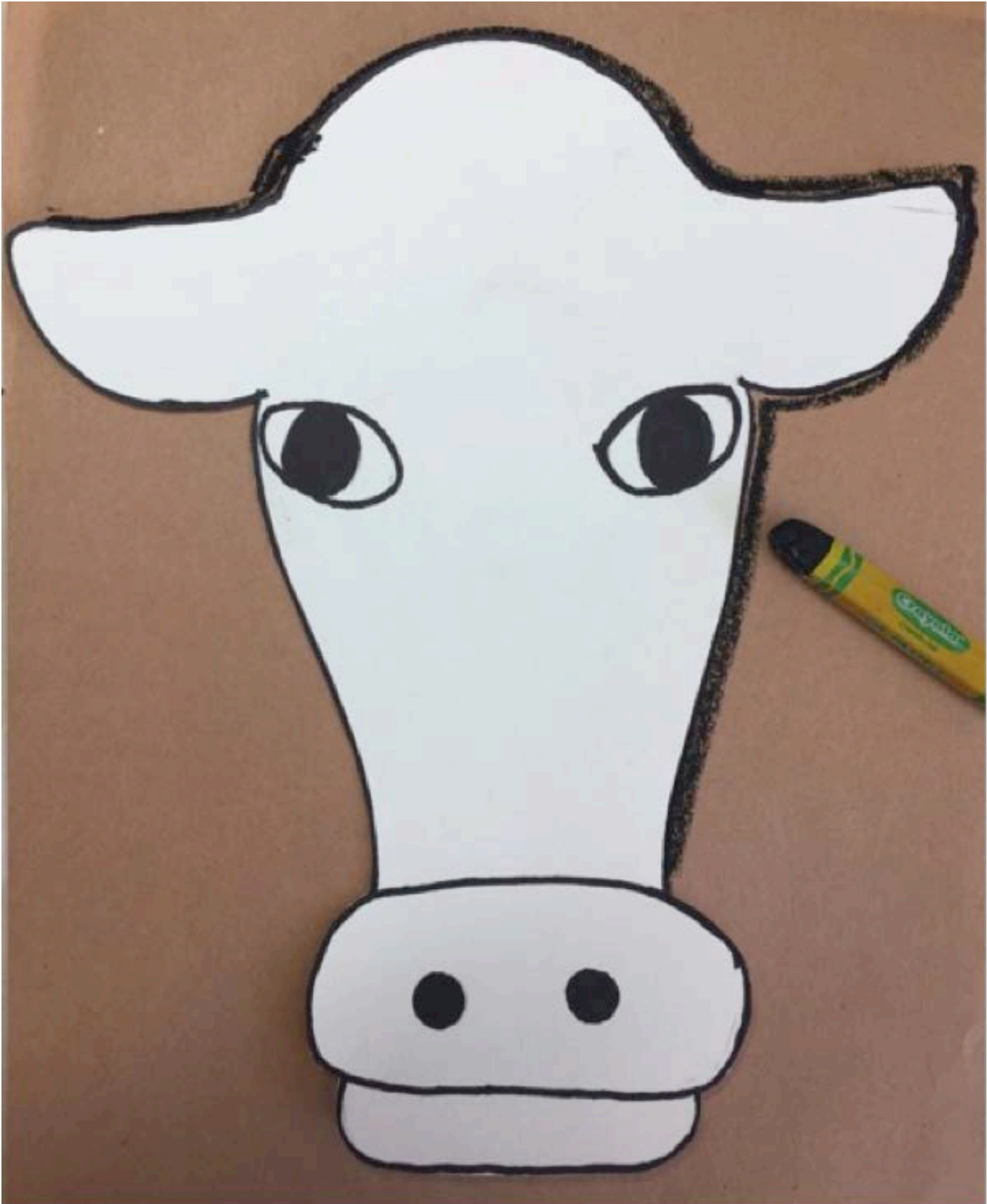


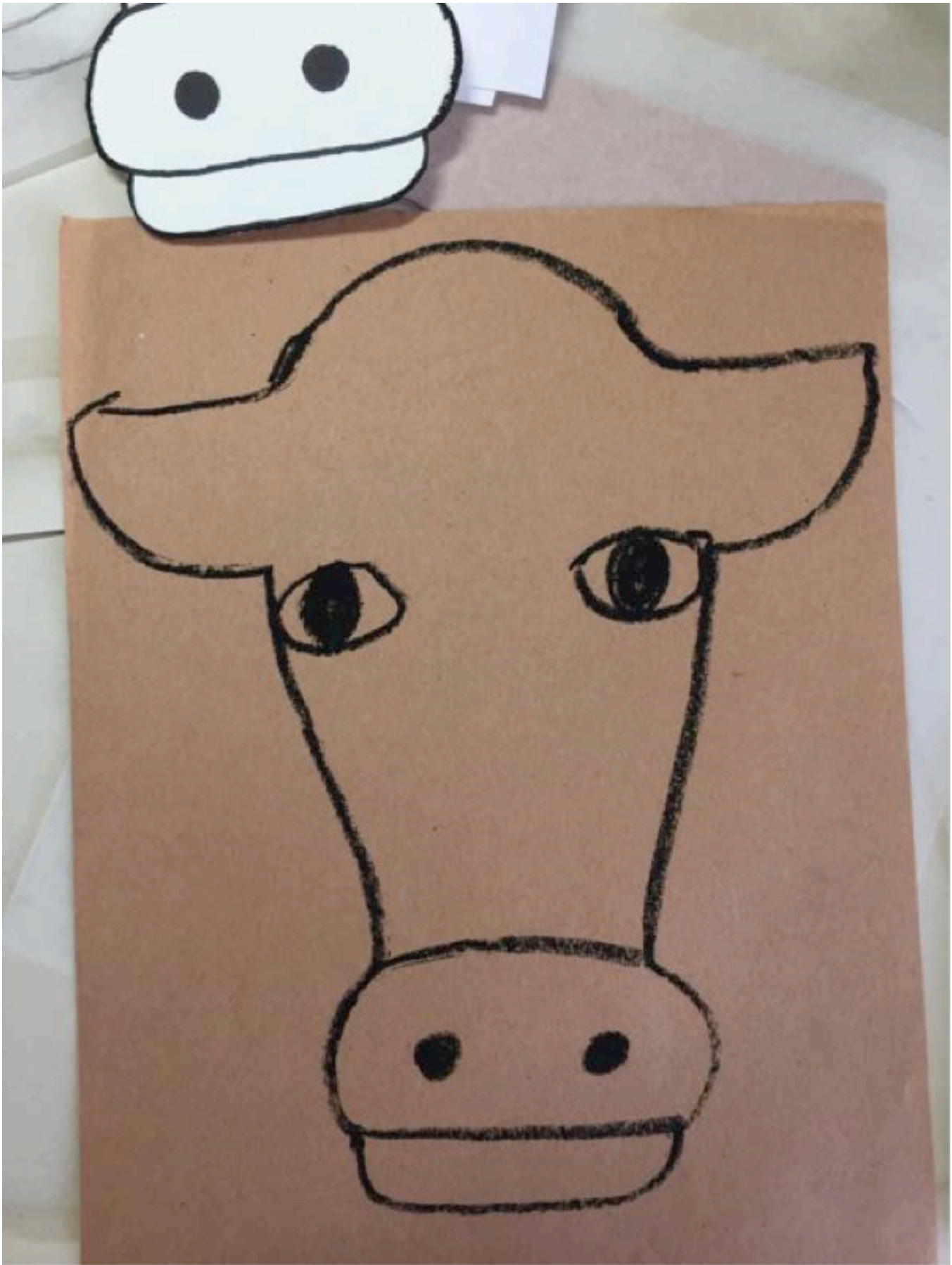


© Can Stock Photo



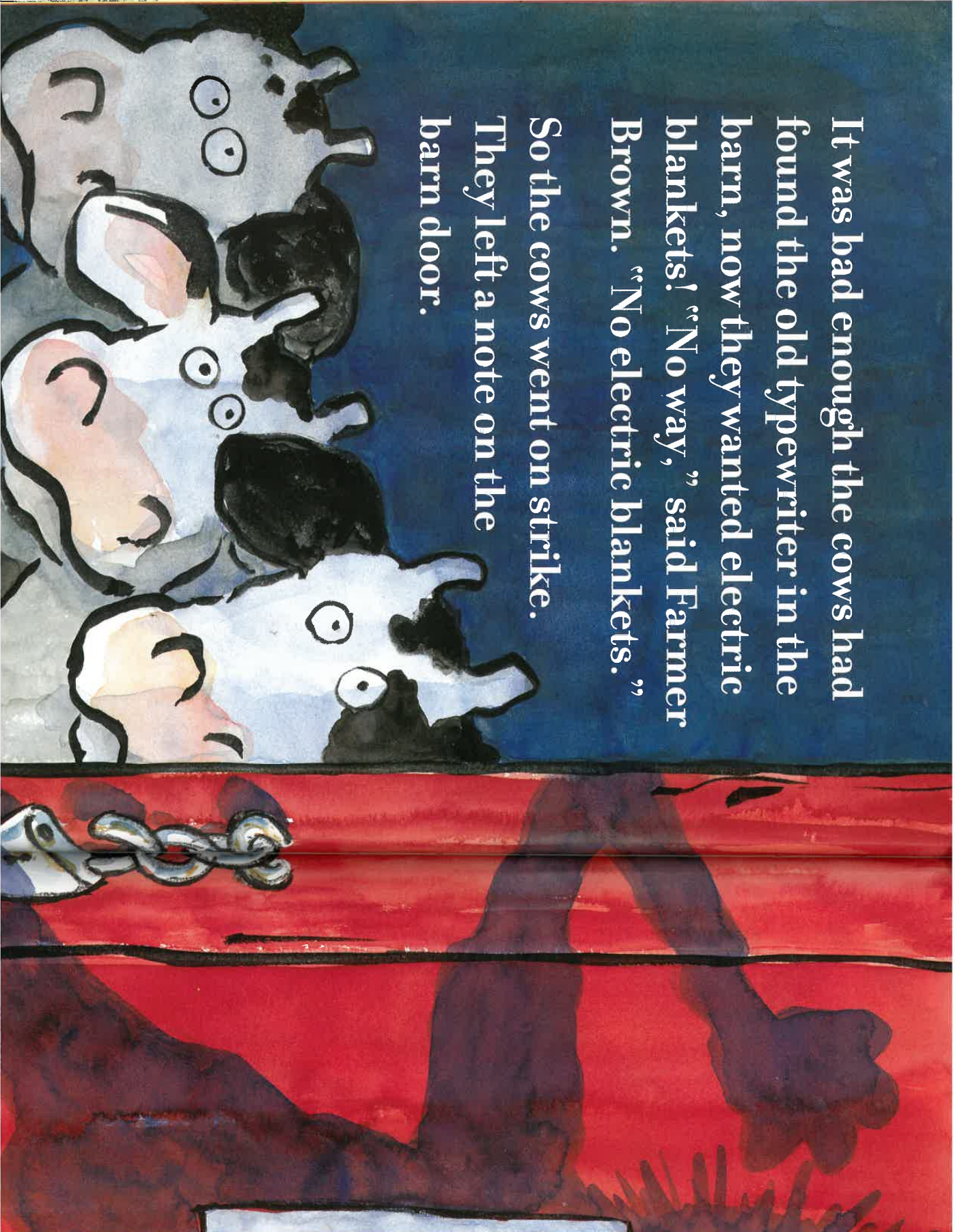
**ATTACHMENT 8
COW TEMPLATE**



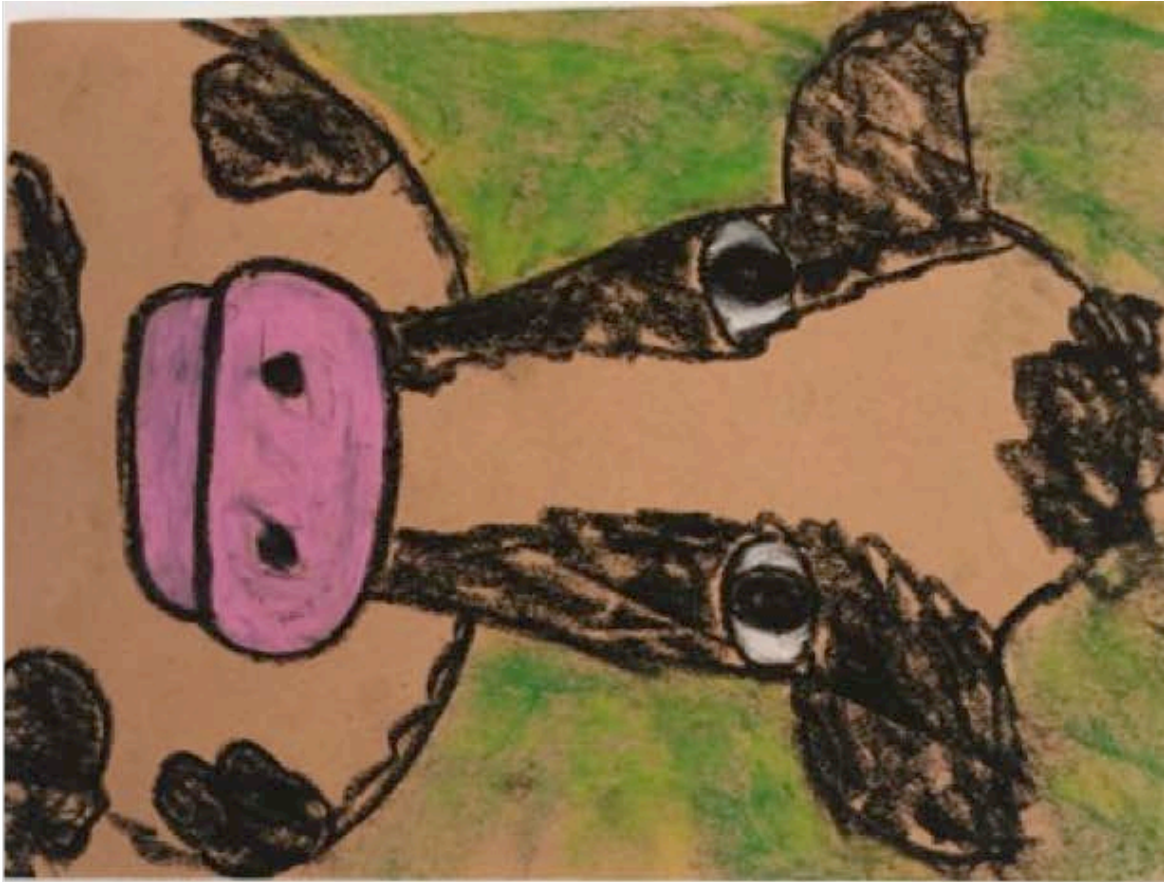


ATTACHMENT 9
ILLUSTRATION FROM BOOK OF 3 COWS

It was bad enough the cows had found the old typewriter in the barn, now they wanted electric blankets! “No way,” said Farmer Brown. “No electric blankets.” So the cows went on strike. They left a note on the barn door.

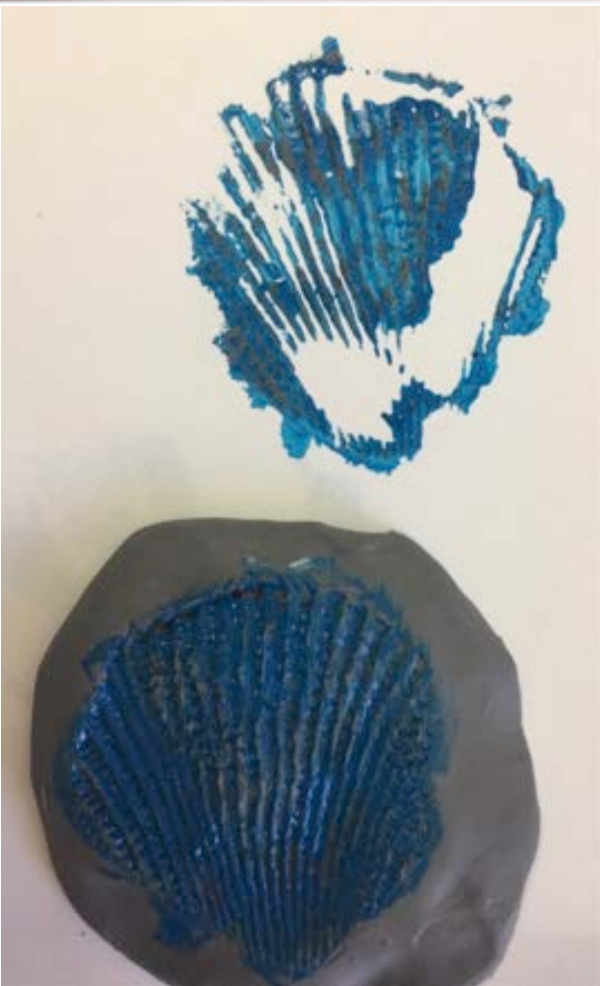


**ATTACHMENT 10
EXAMPLE OF COMPLETED COW PORTRAITS**



ATTACHMENT 11

EXAMPLE OF PLASTICINE TEXTURE PRINTS



**ATTACHMENT 12
LANDSCAPE VOCABULARY**



Landscape



Pond



Foreground



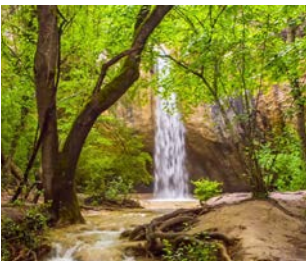
Stream



Background



River



Scenery



Fences



Farmland



Setting



Crops



Author

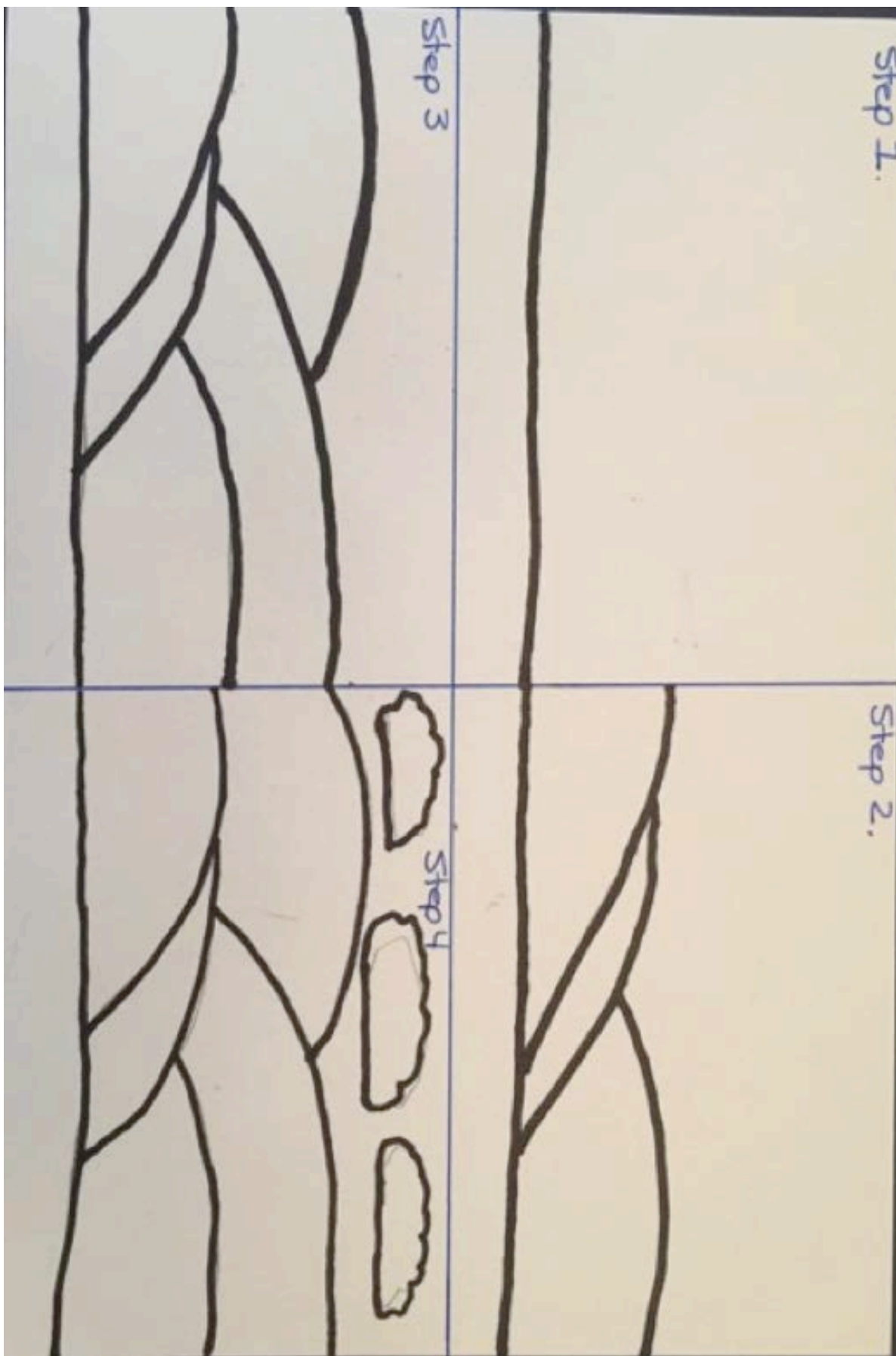
ATTACHMENT 13

LANDSCAPE ILLUSTRATION FROM BOOK



ATTACHMENT 14

STEP BY STEP OF LANDSCAPE DRAWING

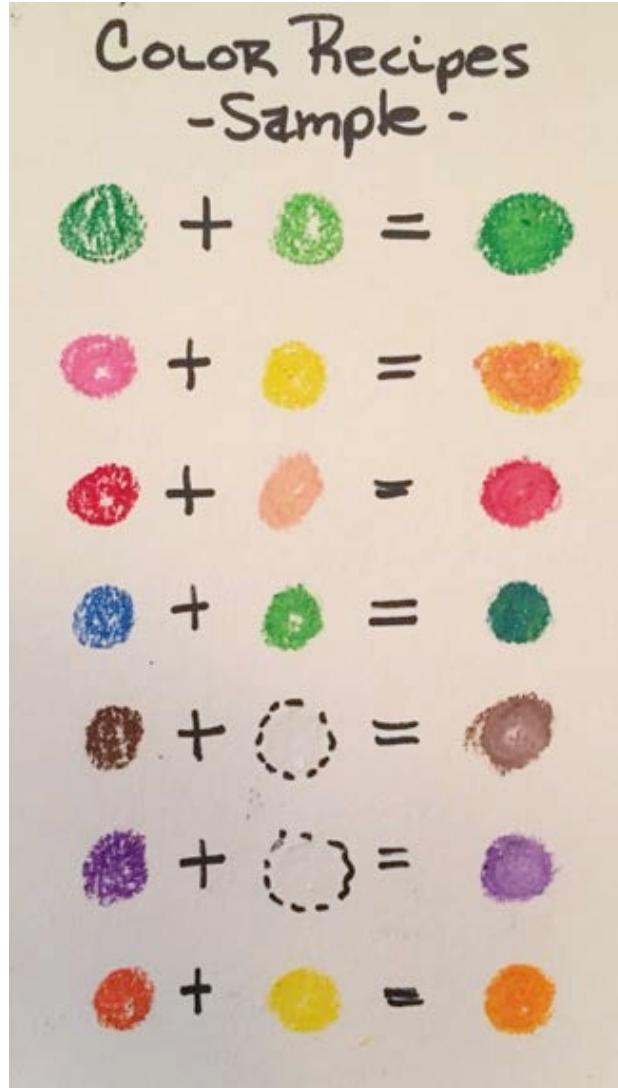


ATTACHMENT 15 SAMPLE LANDSCAPES



ATTACHMENT 16

SAMPLE COLOR RECIPES AND TEXTURE SKETCH





STANDARDS

Module 1 Standards:

≡IV. Language and Communication

A. Listening

A.1. Gains meaning by listening Benchmark: Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.

A.2. Follows two- and three-step directions Benchmark: Child has mastery of two-step directions and usually follows three-step directions.

B. Speaking

B.1. Speaks clearly enough to be understood without contextual clues Benchmark: Child's speech is understood by both a familiar and an unfamiliar adult.

C. Vocabulary

C.1. Shows an understanding of words and their meanings

Benchmark a: Child has age appropriate vocabulary in several categories and demonstrates a wide variety of words within each category (e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe, adjectives and adverbs; and action words, verbs).

Benchmark b: Child has mastery of instructional language of the classroom and objects in the classroom (e.g., same and different, in front of and behind, next to, opposite, below). Benchmark c: Child understands or knows the meaning of many thousands of words, many more than he or she uses.

C.2. Uses an expanded vocabulary to describe many objects, actions, and events

Benchmark a: Child uses a large speaking vocabulary, adding new words weekly.

Benchmark b: Child uses category labels (e.g., fruit, vegetable, animal, transportation, tools).

D. Sentences and Structure

D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences P

Benchmark a: Child typically uses complete sentences of four or more words, usually with subject, verb, and object order. Benchmark b: Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.

D.2. Connects phrases and sentences to build ideas

Benchmark a: Child uses sentences with more than one phrase.

Benchmark b: Child combines more than one idea using complex sentences. Benchmark c: Child combines sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning.

E. Conversation

E.1. Uses language to express needs and feelings, share experiences, predict outcomes and resolve problems

Benchmark: Child demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem-solving).

E.2. Initiates, ask questions, and responds to adults and peers in a variety of settings Benchmark a: Child follows another's conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content.

Benchmark b: Child provides appropriate information for the setting (e.g., introduces himself or herself; requests assistance such as asking for help; answers questions such as providing name and address to a police officer or other appropriate adult).

E.3. Uses appropriate language and style for context

Benchmark a: Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation).

Benchmark b: Child demonstrates knowledge of nonverbal conversational rules (e.g., appropriate eye contact, appropriate facial expressions, appropriate distance in conversation).

Benchmark c: Child matches language to social contexts (e.g., uses volume appropriate to context, addresses adults more formally than he or she addresses other children).

Social Studies and The Arts

The Arts B(a). Expression and Representation B(a).

1. Uses a variety of art materials for tactile experience and exploration B(a).

2. Participates in group music experiences B(a).

3. Participates in creative movement, dance, and drama

Understanding and Appreciation

1. Responds to artistic creations or events

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

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.1.S.2.1 Collaborate with others to present scenes from familiar stories.

TH.1.S.3.1 Use simple acting techniques to portray a person, place, action, or thing.

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

TH.2.S.3.1 Create imagined characters, relationships, and environments using basic acting skills.

Module 2 Standards:

VPK

IV. Language and Communication

A. Listening

A.1. Gains meaning by listening Benchmark: Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.

A.2. Follows two- and three-step directions Benchmark: Child has mastery of two-step directions and usually follows three-step directions.

B. Speaking

B.1. Speaks clearly enough to be understood without contextual clues Benchmark: Child's speech is understood by both a familiar and an unfamiliar adult.

C. Vocabulary

C.1. Shows an understanding of words and their meanings

Benchmark a: Child has age appropriate vocabulary in several categories and demonstrates a wide variety of words within each category (e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe, adjectives and adverbs; and action words, verbs).

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C.2. Uses an expanded vocabulary to describe many objects, actions, and events

Benchmark a: Child uses a large speaking vocabulary, adding new words weekly.

Benchmark b: Child uses category labels (e.g., fruit, vegetable, animal, transportation, tools).

D. Sentences and Structure

D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences P

Benchmark a: Child typically uses complete sentences of four or more words, usually with subject, verb, and object order. Benchmark b: Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.

D.2. Connects phrases and sentences to build ideas

Benchmark a: Child uses sentences with more than one phrase.

Benchmark b: Child combines more than one idea using complex sentences. Benchmark c: Child combines sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning.

E. Conversation

E.1. Uses language to express needs and feelings, share experiences, predict outcomes and resolve problems

Benchmark: Child demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem-solving).

E.2. Initiates, ask questions, and responds to adults and peers in a variety of settings Benchmark a: Child follows another's conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content.

Benchmark b: Child provides appropriate information for the

setting (e.g., introduces himself or herself; requests assistance such as asking for help; answers questions such as providing name and address to a police officer or other appropriate adult).

E.3. Uses appropriate language and style for context

Benchmark a: Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation).

Benchmark b: Child demonstrates knowledge of nonverbal conversational rules (e.g., appropriate eye contact, appropriate facial expressions, appropriate distance in conversation).

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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.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LAFS.1.RL.1.3

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

LAFS.1.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

LAFS.1.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

LAFS.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details 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.

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.1.S.2.1 Collaborate with others to present scenes from familiar stories.

TH.1.S.3.1 Use simple acting techniques to portray a person, place, action, or thing.

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

TH.2.S.3.1 Create imagined characters, relationships, and environments using basic acting skills.

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

Module 3 Standards:

STANDARDS

IV. Language and Communication

A. Listening

A.1. Gains meaning by listening Benchmark: Child shows understanding by asking and answering relevant question, adding comments relevant to the topic, and reacting appropriately to what is said.

A.2. Follows two and three-step directions Benchmark: Child has mastery of two-step direction ad usually follows three-step directions.

B. Speaking

B.1. Speaks clearly enough to be understood without contextual clues Benchmark: Child's speech s understood by both a familiar and an unfamiliar adult.

C. Vocabulary

C.1. Shows an understanding of words and their meanings

Benchmark a: child has age appropriate vocabulary in several categories and demonstrated a wide variety of words within each category.

Benchmark b: Child has mastery of instructional language of the classroom and objects in the classroom.

Social Studies and The Arts

The ArtsB(a). Expression and Representation B(a)

1. Uses a variety of art materials for tactics experience and exploration B(a).

Understanding and Appreciation

1. Responds to artistic creations or events

Module 3B Standards:

STANDARDS

IV. Language and Communication

A. Listening

A.1. Gains meaning by listening Benchmark: Child shows understanding by asking and answering relevant question, adding comments relevant to the topic, and reacting appropriately to what is said.

A.2. Follows two and three-step directions Benchmark: Child has mastery of two-step direction ad usually follows three-step directions.

B. Speaking

B.1. Speaks clearly enough to be understood without contextual clues Benchmark: Child's speech s understood by both a familiar and an unfamiliar adult.

C. Vocabulary

C.1. Shows an understanding of words and their meanings

Benchmark a: child has age appropriate vocabulary in several categories and demonstrated a wide variety of words within each category.

Benchmark b: Child has mastery of instructional language of the classroom and objects in the classroom.

Social Studies and The Arts

The ArtsB(a). Expression and Representation B(a)

1. Uses a variety of art materials for tactics experience and exploration B(a).

Understanding and Appreciation

1. Responds to artistic creations or events

K-2 Standards for "Click, Clack MOO, Cows That Type"

Kindergarten

LAFS.K.RL.1.3

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

LAFS.K.RL.2.4

With prompting and support, ask and answer questions about unknown words in a text.

LAFS.K.3.4

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content.

VA.K.C.1.1

Create and share personal works of art with others.

VA.K.C.2.1

Describe personal choices made in the creation of artwork.

VA.K.F.1.2

Identify real and imaginary subject matter in works of art.

VA.K.S.1.2

Produce artwork influenced by personal decisions and ideas.

VA.K.S.3.1

Develop skills and techniques to create with two- and/or three-dimensional media.

1st Grade

LAFS.1.RL.1.3

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

LAFS.1.RL.2.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

LAFS.1.L.3.4

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

VA.1.C.2.1

Describe visual imagery used to complete artwork.

VA.1.C.2.2

Use various media or techniques to learn how changes affect the completed artwork.

VA.1.C.3.1

Identify vocabulary that is used in both visual art and other contexts.

VA.1.S.1.2

Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.

VA.1.S.3.1

Practice skills and techniques to create with two- and/or three-dimensional media.

2nd Grade

LAFS.2.RL.1.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

LAFS.2.L.3.4

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and

content, choosing flexibly from an array of strategies.

LAFS.2.RL.3.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding.

VA.2.C.1.1

Use the art-making process to communicate personal interests and self-expression.

VA.2.C.2.1

Use appropriate decision-making skills to meet intended artistic objectives.

VA.2.C.2.2

Identify skillful techniques used in works by peers and others.

VA.2.C.3.1

Use accurate art vocabulary to identify connections among visual art and other contexts.

VA.2.S.1.4

Use accurate art vocabulary to discuss art.

VA.2.S.3.1

Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.

