

**Lesson Title:** Leonardo the Terrible Monster

**Focus Question:** How can we use our body, shapes, and movement to explore different characters?

<b>Lesson Objectives</b>	<b>Assessment Strategy(ies)</b>
<p><b>Content Objective:</b> Students will be able to use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience.</p>	<p><b>Performance Tasks:</b> Students will physically and vocally create a monster and then journal about the experience.</p> <p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>- Student constructively participates in making shapes, moving around the room, and exploring characters physically.</li> <li>- If the student chooses to use their voice, they use the voice appropriately.</li> <li>- Student writes “Monster” in their journal.</li> <li>- Student draws a picture of a monster that they created.</li> </ul> <p><b>Documentation:</b>            Monster Character Creation Rubric (Assessment B) in the appendix of this lesson plan.</p>
<p><b>Content Objective:</b> Students will be able to compare and contrast the experiences of characters in a guided drama experience.</p>	<p><b>Performance Tasks:</b> Students will participate in a discussion on the differences between Sam and Leonardo and then embody these differences through shapes and movement.</p> <p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>- Student uses their body to make a shape representing Sam before meeting Leonardo.</li> <li>- Students will use their body to make a shape representing Sam after being scared by Leonardo.</li> <li>- Student uses their body to make a shape representing Sam after he becomes friends with Leonardo.</li> <li>- Student participates in the discussion on the differences and similarities between Sam and Leonardo.</li> </ul> <p><b>Documentation:</b>            Check List (Assessment A) in the appendix of this lesson plan.</p>

**Related Standards:**

1<sup>st</sup> TH:Cr1.1.1.a:

- Propose potential choices that characters could make in a guided drama experience.

1st TH:Pr4.1.1.b:

- Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience.

1st TH:Re9.1.1 .c:

- Compare and contrast the experiences of characters in a guided drama experience.

**Modifications Relevant to the Lesson:**

*ELL Modifications*

- At the beginning of the week the name of the story will be sent home to parents of these children so if the family has the means to, they can look it up and explore it at home first.
- Verbally saying what you see in the room puts ideas that are happening in case there is a child who does not know what to do. This can be done during
  - Exploring Sam’s different beings.
  - Shapes representing different monsters
  - When kids are walking around as their own monsters
- The word “monster” will be written on the board for students to copy.
- The date will be written on the board for students to copy.

*Physical Modifications*

- Students can use whatever part of their body is available during the warm up dance
  - This is why there are different arm and leg movements
- When making shapes with their body, students can use whatever parts of their body are available to them on whatever level suits the needs of their body best.
- When instructed to move around the room, if a child is unable to move around the room they may move in their place or in whatever way is accessible to them.

*Over Active Behavior Modifications*

- Explicit instructions are given at all times so students know the exact instructions.
- Little down time is given in between exercises.
- Students will be given verbal reminders to rejoin the class.
- Various opportunities to move around the space and use the body are given to keep the students moving and active.

**Spatial Organization:** The classroom must be empty. No chairs, no desks. Maximum room to walk and move around. Any and all bags and coats must be on the South window sill or against the south part of the West Wall. At the beginning of class, the word “Monster” and the date will be written on the board.

**Materials Needed:** *Leonardo the Terrible Monster*, white board, white board marker, speaker, “Monster Mash” song and “Circle of Life” on the speaker.

## Procedures

### Warm Up (5 Minutes)

- Students will enter the room and sit in a circle on red dots.
- Teacher will tell the students they explore monsters today but first we must do our warm up!
- Teacher will ask students to stand in their own personal space where they will not touch anyone.
- Teacher will lead students in the “Circle of Life” Warm Up.

### Read Book (4 Minutes)

- Teacher will instruct students to sit on the floor in front of the rocking chair.
- Teacher will read *Leonardo the Terrible Monster* out loud to the students, making sure to show them the pictures.
- HAVE THEM STAY SEATED WHERE THEY ARE UNTIL FIRST SHAPE

### Talk About Connection Between Sam and Leonardo (5 Minutes)

- *“Stay right where you are and start to think about how Sam Felt before he met Leonardo. Think about that terrible day he had.”*
- Teacher will ask the students the following questions:
  - *How is Sam feeling before he meets Leonardo?*
    - *“Stand up and make a shape with your body to show what Sam looks like before he met Leonardo. Go.”*
    - Reminders of the 4 S’s of Shape if needed.
  - *What kind of day is Sam having? How can we show this with our shape?*
    - *Can you make your shape look sadder?*
    - Side coach to draw out the exaggerations.
  - *From right where you are, who can say what was different about Sam and Leonardo?*
    - Take a few answers
  - *What was the same about Sam and Leonardo?*
    - Take a few answers
  - *How did Sam feel after Leonardo scared him?*
    - *“Make a shape with your body that shows how he felt right after he was scared on this awful day.”*
  - *How did Sam feel after Leonardo and him became friends?*
    - *“Make a shape with your body to show what Sam looks like after he became friends with Leonardo.”*

### Explore Sam (5 minutes)

- *“Now imagine you are Sam.”*
- Teacher will ask students to walk around the space, staying in their own personal bubble and making sure they do not touch anyone else.
  - *“Move around the space right before you met Leonardo on this terrible day.”*

- Teacher commentary: teacher validates the movements that they see in the room using the language of:
  - *I notice, I see... (etc)*
- “Move around the space now like Leonardo has just scared you.”
  - Teacher commentary: teacher validates the movements that they see in the room using the language of:
    - *I notice, I see... (etc)*
- “Move around the space now like you and Leonardo just became friends. How does this change the way you walk from before?”
  - Teacher commentary: teacher validates the movements that they see in the room using the language of: I notice, I see...
- Teacher will ask students to freeze exactly where they are and ask them to shake out Sam.

### **Monster Exploring (3 Minutes) How do monsters move?**

- Teacher will guide students in creating their own monster.
  - “Now think about all the monsters we read about in the book. Do you remember any of the monsters that were not Leonardo? There were 3.”
    - Teacher will call on students to remember the three monsters and if they do not remember, teacher will remind.
  - We read about
    - *Tony, the monster with 1,642 Teeth*
      - “make a shape with your body showing me Tony, go!”
    - *Eleanor the monster that is SO SO SO SO Big*
      - “make a shape with your body showing me Eleanor, go!”
    - *Hector, the monster that is just plain weird.*
      - “make a shape with your body showing me Hector, go!”
    - *Now as Hector start to move around the space. How does this weird monster move around?*
- Teacher will instruct everyone to sit where they are and close your eyes if you want to.

### **Monster Creating (3 Minutes)**

- Teacher will guide students in imagining their new monster:
  - *Knowing all you know about them, think about a whole new monster...*
    - *You are your own monster. Is your monster tall? Is your monster short? How many legs do they have? How does that make them move?*
    - *Are they weird? Are they scary?*
    - *How does they head move? Side to side? Back and forth? Up and down?*
    - *Do their legs know how to bend? Do their arms know how to bend?*
    - *Do they move fast? Slow? Like they are swimming? Are their movements random? Do they hop? Stomp? Dance? Boogie?*
    - *Do they know how to talk? Do they speak their own language? Can they speak at all?*

- “Now, open your eyes if they were closed and quick! Make a shape with your body to show what your monster looks like. Go!”
- “Now, let’s see how our monsters move around the space?” (Students will move around the room.)
  - Teacher commentary: teacher validates the movements that they see in the room using the language of: *I notice, I see...*
- Teacher will instruct class to freeze in a monster shape and sit down where they are.

### **Class Dance to Cheer Up Sam (8 minutes)**

- Teacher will give the following instructions
  - *We as monsters notice Sam. Sam is very sad and needs to be cheered up.*
  - *We decided we are going to make a monster dance to cheer up Sam!*
  - *There will be 4 dance moves.*
- Teacher will take suggestions of dance moves from students and facilitate which four will be used.
- Teacher and student [that proposes the dance move] will teach the move to the whole class.
- After each move is introduced, the whole class will try the move together and then try it in sequence with whatever dance moves have been decided already.
- Class will do the dance moves to the “Monster Mash”.
  - Dance moves we created happen during the chorus.
  - Free style during the verses.
- Once 3 cycles of the dance and free style have occurred, teacher will ask students to sit right where they are.

**\*If time permits, go to Extension A in the Appendix of this lesson, if time does not permit, move on to the Dance Journal.**

### **Dance Journal (7 minutes)**

- Teacher will call hand out dance journals and pencils.
- Students will write “Monsters” in their journal, copying it from the board.
- Students will draw a picture of the monster they imagined in their mind.
- Students will hand their journal to either of the teachers.
- Teacher will use “I notice, I see” language to describe what is in the picture.
- When students are finished, they will line up against the East Wall.

Appendix

**EXTENTION A**

**Monster Mash Party (3 minutes)**

- If time permits, teacher may play “Monster Mash” and students may dance as monsters all together in complete free style.

**Assessment A**

<i>Leonardo The Terrible Monster- Compare &amp; Contrast Check List</i>	
<b>Name:</b>	
<b>Criteria</b>	<b>Points</b>
Student uses their body to make a shape representing Sam <i>before</i> he meets Leonardo.	[Worth 1 point]
Student uses their body to make a shape representing Sam <i>after being scared</i> by Leonardo.	[Worth 1 point]
Student uses their body to make a shape representing Sam <i>after he becomes friends</i> with Leonardo.	[Worth 1 point]
Student participates in the discussion on the differences between Sam and Leonardo through any of the following: <ul style="list-style-type: none"> <li>- Asking questions</li> <li>- Answering questions</li> <li>- Providing opinions</li> <li>- Using the “same”/ “me too” hand signal to agree with a point another student brought up.</li> <li>- Raising their hand to participate even if they do not get called on.</li> </ul>	[Worth 1 point]
<b>Total Points</b>	#/4

**Assessment B**

***Leonardo The Terrible Monster-*** Monster Character Creation Rubric

Name			
	<b>1</b>	<b>2</b>	<b>3</b>
<b>Student constructively participates in making shapes, moving around the space, and exploring characters physically.</b>	Student did not participate for most of the class OR student spent most of the class distracting others by talking or being silly in inappropriate ways.	Student constructively participated some of the time and mostly did not distract others while exploring.	Student constructively participated the whole class and did not distract others.
<b>Student uses their voice appropriately during the exercises.</b>	Student constantly speaks at inappropriate times AND/OR talks throughout all the exercises.	Student sometimes speaks at inappropriate times and sometimes uses their voice for reasons other than creating a monster or answering questions.	Student speaks to friends at appropriate times and always uses their voice to create a monster or answer questions.
<b>Student writes appropriate material in their journal.</b> - The date - The word "Monster"	Student does not write anything at all OR writes information irrelevant to the lesson.	Student write the date OR "Monster" in their journal, but not both.	Student writes both the date and "Monster" in their journal.
<b>Student draws a picture of the monster that they imagined and created in class.</b> * If teacher is struggling to see the relevancy of the picture, they should ask the student questions to get a vocal justification. So long as there is a justification or some resemblance of the monster, the full points are given.	Student does not draw a picture, OR the picture is not related to the class at all.	X	Student draws a picture of a monster.
<b>Final Score</b>			<b>#/12</b>