

Unit Title: Tackling Tactics
Focus of the Unit: Studying Tactics and Objectives

| Overarching Unit Objectives | Summative Assessment Strategies |
|---|--|
| <p>Students will be able to identify and define objectives and tactics and apply this knowledge to character choices, dramatizations, and theatrical experiences.</p> | <p>Performance Tasks: Students will dramatize a poem and will determine the main character, main character’s objective, and tactic(s) the main character will use by using their given poem as their Given Circumstances.</p> <p>Criteria:</p> <ul style="list-style-type: none"> - Student Group Filled out the Worksheet - Every student was involved in the performance. - A Narrator Read the Poem Out Loud - There was a main character that was taken from the poem. - The main character used one or more tactics to achieve their goal and the tactic(s) used came from the poem. <p>Documentation: Poem Performance Rubric [Attachment F] in the appendix of this unit.</p> |

A. Relevant Learning Standards:

Relevant New York State Standards for the Arts:

Anchor Standard 1: 3rd TH:Cr1.1.3.b.: Collaborate to determine how characters might move and speak to support a story and given circumstances.

Anchor Standard 2: 3rd TH:Cr2.1.3.a.: Participate in methods of investigation to devise theatrical experiences.

B. Context for Learning:

Audience:

Class of 18 third grade students at a private school. 9 of the students are boys and 9 of the students are girls. These students have been attending this school since they were in kindergarten and have been taking dance theatre with the same teacher the whole time. This class has dance theatre once a week every week for 40 minutes at a time.

Known Learning Needs:

- One Student is an English Language Learner (ELL)
- Sometimes students will have temporary physical injuries, such as sprained ankles.
- Three students tend to be over active, yet do not have an IEP or anything.

Modifications:

ELL Modifications

1. At the beginning of the week the new vocabulary and names of the books will be sent home so that the family, if they want to and/or have the means to, can explore the material on their own before the child enters the classroom.
2. 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.
3. All key words will be written on the board and read out loud.
4. All new vocabulary will be defined vocally and written on the board.
5. When working in groups, let student choose their group so they can pick the work environment they think they can thrive in the most and ensures they will be with people they think help them comprehend.
6. Nonverbal signs of comprehension and contributions to class discussion and critical response will count as participation, such as, but not limited to: showing a “me too” sign language symbol, raising their hand, thumbs up, nodding their head in agreement, etc.

Physical Modifications

1. 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.
2. 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

1. Explicit instructions are given at all times so students know the exact instructions.
2. Little down time is given in between exercises.
3. Students will be given verbal reminders to rejoin the class.
4. Classroom management tools that the students have been using for three years will be used to redirect and regain the attention of the whole class, including these students. This will be a familiar reminder to redirect their energy. These include but are not limited to: clapping patters, woosh/ah, the attention chime, and the drum. This will help these students especially during transitions.
5. Various opportunities to move around the space and use the body are given to keep the students moving and active.
6. Students that get distracted while working together will intentionally not be placed in the same group.
7. Some students in this group will be allowed to choose the group they work best in, to ensure they will be in a work environment they think their energy can best be used productively.
8. Teacher will stand closer to students who are distracted to redirect attention.

Previous Knowledge:

- Each day of third grade dance theatre class starts with a theatre game.
- How to make a frozen shape (tableaux)
- Given circumstances.
- Beginning, middle, and end/ parts of a story.
- Milling and seething/ walking in the space in their own bubble.
- Three years of playing chess and taking chess class.
- Understanding and exploring dramatization.
- Dramatizing Poetry.
- Definition of a verb

Lesson One of Three: Tactic Time!
Focus Question: What is a tactic?

| Lesson Objectives | Assessment Strategy(ies) |
|---|---|
| <p>Content Objective: Students will be able to identify different tactics to “scare” someone.</p> | <p>Performance Tasks: Students will create a monster, choose its favorite scare tactics, and practice using the different tactics on their fellow monsters.</p> <p>Criteria:</p> <ul style="list-style-type: none"> - Students will use different methods of scaring each other. - When it is their turn to perform their “scare” for the class, student participates - Student engages in critical feedback by identifying or commenting on different tactics their peer does. <p>Documentation: Monster Performance Rubric (Attachment A) in the appendix of this unit plan.</p> |
| <p>Language-Based Objective: Students will be able to understand and write a definition of “tactic”.</p> | <p>Performance Tasks: Students will write the definition of “Tactic” on their reflection worksheet (attachment J) and cite examples of tactics they explored today.</p> <p>Criteria:</p> <ul style="list-style-type: none"> - One sentence defining “tactic” - Examples of tactics they used in class today. - Example of another verb that they could use and find tactics for. <p>Documentation: Monster Participation Rubric (Attachment B) in the appendix of this unit plan.</p> |

Related Standards:

Anchor Standard 1: 3rd TH:Cr1.1.3.b.

Anchor Standard 2: 3rd TH:Cr2.1.3.a.

Modifications Relevant to the Lesson:

ELL Modifications: 1, 2, 3, 4, 6

2: Verbally saying “I see and I notice” about things other students are doing in the classroom to help put ideas that are happening in case there is a child who does not know what to do. This can be done during:

- Creating a Monster
- Musical Scares

Physical Modifications: 1, 2

Over Active Behavior Modifications: 1, 2, 3, 4, 5, 8

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.

Materials Needed: *Leonardo the Monster* by Mo Willems, white board, white board marker, speaker, “Monster Mash” or other Halloween related song, pencils, copies of attachment J in the appendix.

Procedures (40 Minutes)

Warm Up: Park Bench (7 minutes)

- Students will enter the room and sit in a circle on a red dot, like they do every day when they enter the class.
- Teacher will introduce the game of Park Bench and model an example.
- Teacher will choose who goes next each time
 - Do not have a set order, because then the students will only focus on waiting for their turn! Also remind students that not everyone will get to go today.
- Reflection
 - *Why did we play this game?*
 - *What did you have to do to be successful in this game?*

Activity 1: *Leonardo the Monster* (3 minutes)

- Teacher will introduce the book to the students, prefacing with the book may appear young, but what we will be doing is not.
- Read the book out loud to the students, making sure to let them see pictures.

Tactics (6 Minutes)

- Teacher will write the verb “to scare” on the board.
- Teacher will ask students to name the ways in which you can scare someone.
- Teacher will write down the answers under “to scare” on the board.
- Teacher will ask students if they know what a verb is and write down a student driven definition on the board.
- Teacher will explain what a “tactic” is:
- Teacher will write the definition of tactic on the board and underline “strategy” and “achieve a goal”.

Activity 2: Create a Monster (6 minutes)

- Teacher will instruct students to walk around the room in their own space, not touching anyone or talking to anyone.
- Teacher will describe the monster Tony and have students explore space as the monster.
- Teacher will describe the monster Eleanor and have students explore space her.
- Teacher will describe Hector from the book and have students explore space as him.
- During all three of these, teacher will call out things they notice and side coach when needed to give students ideas who are need reminders to redirect their energy or are struggling.
- Teacher will ask students to now make their own monster while teacher guides them with side coaching.

Practice Your Scares (3 Minutes)

- Teacher will ask students to stand in a circle and face the outwards wall
- Teacher will tell students that in the circle they will practice one tactic they would use.
- Teacher will tell students to practice a second tactic
- Teacher will tell students to practice a third tactic
- Teacher will ask the students to face inward.
- On the teacher's count of three everyone will pick their favorite scare tactics and do it towards the center!

Musical Scares (6 minutes)

- Teacher will explain the following instructions to the students
 - Students will walk around the space as their monster without interacting with the rest of the monsters. Music will be playing.
 - When the music stops, students will link elbows with the nearest monster they can find and decide who is each of the two fruits the teacher has called out. (Teacher will change the fruits each time)
 - Teacher will tell students that "Fruit A" will pick a scare tactic first.
 - When the teacher yells "Musical Scares!" the first fruit will practice a scare tactic on their monster buddy. Then teacher will say "switch" and the second person will go.
 - Every time the music stops, students will choose a new partner.
- Process repeats until the time is up.

Show and Tell (3 minutes)

- Teacher will choose half of the current pairs to stay at the front of the class and ask the rest of the students to sit against the West Wall.
- Teacher will tell students to each pick their favorite scare tactic and perform it for the class with their buddy. The same fruit system from above will be used to see who goes first.
- Then the audience will perform and the group that just performed will watch.
- If time permits, teacher will ask audience members to talk about what they noticed, specifically gearing the conversation towards tactics they saw or wish they had seen more clear.

Reflection (6 minutes)

- Students will fill out the reflection worksheet
 - What is a tactic?
 - What tactics for “To Scare” did we explore today?
 - Today we explored all the tactics we could use to do the verb “To Scare”. Can you think of another verb that we could find tactics for?

Lesson Two of Three: Tying Tactics to Characters and Objectives
Focus Question: What is an objective and how can tactics relate to them?

| Lesson Objectives | Assessment Strategy(ies) |
|---|---|
| <p>Content Objective: Students will be able to connect their knowledge of tactics to character objectives.</p> | <p>Performance Tasks: Students will work in groups to determine the tactics the character can achieve their objective and each student will perform one.</p> <p>Criteria:</p> <ul style="list-style-type: none"> - Student performed a tactic that related to the objective “to get the cat down from the tree”. - Student participated in critical response to their peers’ performances through, but not limited to: <ul style="list-style-type: none"> -Answering a question -Identifying a tactic that was performed -Raising their hand (even if they are not called on) -Providing advice for next time. - Group somehow portrayed the character they were assigned <p>Documentation: Performance Rubric (Attachment E) in the appendix of this unit.</p> |
| <p>Language-Based Objective: Students will be able to define objective.</p> | <p>Performance Tasks: Students will reflect about the experience after performing (Attachment K).</p> <p>Criteria:</p> <ul style="list-style-type: none"> - Students will write the objective of the character in at least one full sentence. - Student will write the objective that they explored today. - Student will write examples of the tactics that they explored today. <p>Documentation: Participation Check List (Attachment D) in the appendix of this unit.</p> |

Related Standards:

Anchor Standard 1: 3rd TH:Cr1.1.3.b.

Anchor Standard 2: 3rd TH:Cr2.1.3.a.

Previous Knowledge Additional to Start of the Unit:

- Definition of tactic

Modifications Relevant to the Lesson:

ELL Modifications: 1, 3, 4, 5, 6

Physical Modifications 1, 2

Over Active Behavior Modifications: 1, 2, 3, 4, 5, 6, 7, 8

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.

Materials Needed: *Backstage Cat* book, premade poster with characters, white board, white board marker, pre-made character cards (Attachment C in the appendix of this unit), pencils, and copies of Objectives Reflection Worksheet (Attachment K in the appendix of this unit).

Procedures (40 minutes)

Warm Up: Magic Stick Game (6 minutes)

- Students will enter the room and sit in a circle on a red dot, like they do every day when they enter the class.
 - Teacher will introduce the game: students, alone or in pairs, will use different tactics to get the “stick” from me without touching me or harming anyone.
- Teacher will ask students to sit on the floor in front of the white board.

Warm Up Debrief/ Tactic Review (3 minutes)

- Teacher will ask the following questions to the students:
 - *Why did we play this game?*
 - *How this relate to what we have been doing in class last week?*
 - *What was our goal of this game?*
 - *Did you use tactics? What tactics did you use?*
- Teacher will ask students to sit in front of the rocking chair.

Begin Reading *Backstage Cat* (5 Minutes)

- Teacher will read *Backstage Cat* out loud to the students, making sure to show the students the pictures.
- Teacher will STOP reading at page marked with an orange sticky note (when the cat climbs up the tree and the stage manager yells at him to come down).
- Teacher will explain to the class that from this page on, many people working on the show will also try to get the cat to come down.

Activity Explanation/ Tactic Brainstorming (6 minutes)

- Teach objectives
 - Teacher will define Objective.

- Ask students if they can connect this idea to what they do in chess class. Teacher will then reinforce with:
 - *This is very similar to what you do in chess class. In chess class you have a goal, an objective. You find a problem on the board and you have to think of all the ways that you can solve that problem and try to choose the best one that won't cause any problems later on. This is the same thing with objectives in theatre.*
- Teacher will explain that at this point in the book, our objective is to get the cat down from the tree.
- Teacher will ask the students to give examples of different tactics a person could get a cat down from a tree.
 - Connect this idea of tactics to achieve an objective to the Magic Stick Game.
- Teacher will talk about how different characters have different perspectives and thus their motivation behind each objective is different.
 - Teacher will connect the idea of working toward an objective to working towards the verb “to scare” from last week’s lesson.
- Teacher will model with an example related to the book if students are unable to generate their own ideas yet:
 - *If I was an audience member, I would be scared to go on stage, so I may hiss at the cat to try to scare it down, since I am in the audience and cannot get to it.*
- Teacher will then reveal a poster with the different characters who are about to come up.
- The characters we will meet, or have met are:
 - Stage Manager
 - Stage Hands
 - Leading Lady/Actress
 - Costume/Wig Person/ Make Up Person
- Teacher will ask the class if they know what each of the roles are and will explain the roles students do not understand/ do not know.
- Teacher will take mental note of which students do not know what certain roles are and try to make sure minimal amounts of students are assigned roles they do not understand.
- Teacher will explain the following directions to the class:
 - The class will be split into four groups.
 - Each group will be assigned a character.
 - You will write down the objective.
 - You will write down why this character specifically may want to get this cat down.
 - You will then choose different tactics that your character would do to get the cat down from the tree.
 - You will then perform your favorite tactic in a mini scene for the class and we will see if it gets the cat down!
 - Teacher will split the class into four groups and give each group a worksheet to fill out to help brainstorm ideas for their tactics.

Rehearsal (6 minutes)

- Students will have 5 minutes to rehearse and brainstorm with their group.

- Teacher will walk around the room and assist groups that need help.

Performing (5 minutes)

- Groups will perform their favorite tactic for the group.
- Audience will identify what the tactic is.
- Audience Response questions:
 - *What do you notice?*
 - *Who was the main character?*
 - *What tactics did you see?*
 - *If the group were to rehearse the performance again, what is one thing you would ask them to do/ change?*

If you have time, Finish Book (4 minutes), if not, continue on to Reflection

- Teacher will finish reading the book and ask students to put a silent thumb on their knee every time they hear a new tactic being used.

Reflection (5 minutes)

- Students will journal about the following prompts:
 - *What is an objective?*
 - *What character did you explore today?*
 - *What objective did you explore today?*
 - *What tactics did you explore to achieve your objective?*

Lesson Three of Three: The Tackle of it All

Focus Question: How can we find objectives and tactics in a piece of poetry and dramatize them?

| Lesson Objectives | Assessment Strategy(ies) |
|---|--|
| <p>Content Objective: Students will be able to apply their knowledge of tactics and objectives to creating a dramatization of a poem.</p> | <p>Performance Tasks: Students will dramatize a poem.</p> <p>Individual Criteria:</p> <ul style="list-style-type: none"> • Student collaborated and participated to help portray the story, objectives, and tactics found in the poem through both of the following: <ul style="list-style-type: none"> ○ Contributed to group discussion ○ Performed constructively in a group performance that had an objective related to the poem • Student participated in critical response to their peers' performances in a way that showed their understanding of tactics and/or objectives through, but not limited to: <ul style="list-style-type: none"> ○ Answering a question ○ Identifying a tactic that was performed ○ Identifying an objective that was performed. ○ Raising their hand (even if they are not called on) ○ Providing advice for next time <p>Group Criteria</p> <ul style="list-style-type: none"> • Tactics taken directly from the poem were used to work towards the objective. • There was a clear objective taken from the poem performed in the student group performance that was supported by the tactics used and was supported by verbal justification if needed. <p>Documentation: Poem Performance Rubric (Attachment F) that is in the appendix of this unit.</p> |
| <p>Language-Based Objective: Students will be able to comprehend and deconstruct a poem to find objectives and tactics.</p> | <p>Performance Tasks: Students will perform a dramatization of the poem.</p> <p>Criteria:</p> <ul style="list-style-type: none"> - Students dramatize a main character or main characters in some way. - Students perform an objective of the character(s). - Students perform a tactic of the character(s). - The dramatization relates to/ represents the poem the students were given. |

| | |
|--|---|
| | Documentation: Group Participation Check List (Attachment G). |
|--|---|

Related Standards:

Anchor Standard 1: 3rd TH:Cr1.1.3.b.

Anchor Standard 2: 3rd TH:Cr2.1.3.a.

Previous Knowledge Additional to Start of the Unit:

- Definition of Tactic
- Definition of Objective

Modifications Relevant to the Lesson:

ELL Modifications: 1, 3, 4, 5, 6

Physical Modifications: 1, 2

Over Active Behavior Modifications: 1, 2, 3, 4, 5, 6, 7, 8

Spatial Organization: Describe the way in which the room should be set up, and what the transition (if any) will require of the learning community.

Materials Needed: White board, white board marker, print out of model poem “We’re Shaking Maracas” (Attachment H) print out of poems for students (Attachment I).

Procedures (40 minutes)

Warm Up: Hunny, I Love You, But I Just Can’t Smile (6 minutes)

- Students will enter the room and sit in a circle on a red dot, like they do every day when they enter the class.
- Teacher will introduce the game of Friend, Will You Please Smile
 - *Person in the middle has to use tactics to make someone smile while saying the phrase:*
 - *Friend, Will You Please Smile*
 - *Person on the outside cannot smile or laugh and must say “I forgot how to smile.”*
 - *If the person on the outside laughs or smiles, then they are in the middle.*
 - *No one is allowed to touch anyone at any point. Touching is not a tactic that is allowed, if you touch another person you will sit out!*
 - *Only the teacher will say when someone is/ isn’t out.*
- Teacher will start in the middle for the first 2 people, giving a magic redo out to the first student to crack a smile. Then once another student cracks a laugh or a smile, the teacher will step out of the game.

Warm Up Debrief/ Review of Objectives Tactics (5 minutes)

- Teacher will ask students to sit on a red dot in the circle.
- Teacher will ask the following debrief questions:
 - *Why did we play this game?*
 - *What did we do in the game?*
 - *How did we get people to do that?*
 - *What did the person in the middle want?*
 - What is their goal called: Objective
 - *What are these strategies called again?*
 - TACTICS- teacher will write tactic on the board and write the definition if no one remembers what it is.

Model the Activity with We're Shaking Maracas (Attachment H) (5 minutes)

- Teacher will ask students to sit in front of the rocking chair.
- Teacher will read a poem out loud to the class.
- Teacher will tell the students the following instructions
 - *Based on this poem, we will pick one of the main characters, which can be the narrator, and decide what their objective is, what they want.*
 - *Once we decide we will write this information right on the back of our poem.*
 - *Then, we will make a mini performance while we have a narrator read the poem. The rest of the group will act out the poem story, making sure to show the main character trying to get what they want.*
- Teacher will model the above instructions with the students exercise with the students with the poem "We're Shaking Maracas" by Jack Prelutsky.

Group Time (9 minutes)

- Teacher will split the class into 4 groups and give each group a poem. See Attachment I in the appendix.
- Students will now do the same thing but in their own groups
- Teacher will walk around and help groups.

Perform (15 minutes)

- Each group will perform for the group
- Critical response will be allowed from the audience
 - *"What did you notice?"*
 - *"What tactic did you see?"*
 - *"What objective did you see?"*
 - *"What did you see that made you know it was that specific [tactic/objective]?"*
 - *"If this group were to rehearse and perform again, what is one piece of advice you would give them?"*
- Critical response as a whole if there is time
 - *What was hard about this exercise?*
 - *What did you like about this exercise?*

Appendix

Attachment A

Monster Performance Rubric

| Name | | | |
|---|--|--|---|
| | 1 | 2 | 3 |
| Student uses different tactics of scaring. | Student did not try to scare other people OR did so in inappropriate ways, like touching another person. | Student tried one tactic of scaring other people. | Student tried multiple tactics of scaring others. |
| The student engages in critical feedback by identifying or commenting on a different student's tactics, raising their hand to comment/answer a question, or showing a "same" or "me too" signal. | Student did not engage in critical feedback at all OR all comments were mean or irrelevant to the conversation. | X | Student participated in critical feedback. |
| Student participated by physically creating a monster. | Student did not participate at all during the physical creation of a monster time OR student spent the whole time being inappropriately silly or distracting others. | Student spent some of the time participating and creating a monster and some of the time being inappropriately silly or distracting to others. | Student participated for most of the time set to create a monster AND was not inappropriately silly or distracting to others. |
| When it is the student's turn to perform for the class, the student participates. | Student did not participate at all OR was inappropriately silly or distracting to others. | X | Student participated the whole time! |
| Final Score | | | #/12 |

Attachment B

| Monster Participation Rubric | |
|---|-----------------|
| Name: | |
| Criteria | Points |
| Student writes one sentence defining "tactic". | [Worth 1 point] |
| Student provides examples of tactics that they used in class. | [Worth 1 point] |
| Student provides an example of another verb that they could use and find tactics for. | [Worth 1 point] |
| Total Points | #/3 |

Attachment C – **Backstage Cat** Character Cards

Stage Manager:

A person who is in charge of making sure everything in a show goes correctly. The director chooses what should happen, and the stage manager makes sure everything happens. They make sure actors know their lines, they make sure lights are on when they need to be, they make sure microphones are on when they need to be, and everything else. They are in charge of making sure the whole show goes exactly as planned!

As a stage manager, your objective is to get the cat down from the tree.

The show must go own!

What tactics, can you as a stage manager do to get the cat down from the tree?

Things They May Have Access To:

- Ladder
- Microphone
- Computer
- Sound Effects
- Control of lights

Stage Hands:

This is a person who works backstage during a play. They help bring set pieces on during set changes, they help the actors if they need help back stage. They are there to make sure nothing goes wrong with the set so the show can go on.

As a stage hand your objective is to get the cat down from the tree.

The show must go own!

What tactics, can you as a stage hand do to get the cat down from the tree?

Things They May Have Access To:

- Rope
- Set and set pieces
- Props
- Walkie Talkies
- Ladder

Leading Lady:

This is the actor who is the star of the show! Without her, the story of the show could not continue. It is your cat, that you love dearly, that is in the tree!

As a the Leading Lady, your objective is to get the cat down from the tree.

The show must go own!

What tactics, can you as the Leading Lady do to get the cat down from the tree?

Things They May Have Access To:

1. Microphone
2. Acting Skills
3. Relationship with the cat
4. Anything she has bought for the cat in the past
(remember, she is the owner of the cat... what could that mean?)

Costume, Wig, and Make Up Master:

This is the person who is charge of making all the costumes and wigs for the whole show. They also do the actors' make up ever night. Having a cat on stage would certainly put your costumes at risk!

As a Costume, Wig, and Make Up Master your objective is to get the cat down from the tree.

The show must go own!

What tactics, can you as a Costume, Wig, and Make Up Master do to get the cat down from the tree?

Things They May Have Access To:

- Costumes
- Wigs
- Make up
- Shoes
- Fabric
- Sewing Supplies

Attachment D

| <i>Backstage Cat Journal and Participation Check List</i> | |
|---|-----------------|
| Name: | |
| Criteria | Points |
| Student will write one sentence defining objective. | [Worth 1 point] |
| Student writes the name of the character the explored in class. | [Worth 1 point] |
| Student writes an objective that they explored today. | [Worth 1 point] |
| Student writes examples of tactics that they explored to achieve their objective. | [Worth 1 point] |
| Total Points | #/4 |

Comments:

Attachment E

Backstage Cat Performance Rubric

| Name | | | |
|---|--|--|---|
| | 1 | 2 | 3 |
| Student performed a tactic that related to the objective “to get the cat down from the tree”. | There was no tactic used at all OR student was inappropriately silly the whole time. | There was a tactic used, but no justification could be found for how it related to the objective, even with prompting questions from the class and/or the teacher. | The student used a clear tactic that was related to the objective. |
| Student participated in critical response to their peers’ performances through, but not limited to: - Answering a question - Identifying a tactic that was performed - Raising their hand (even if they are not called on) -Providing advice for next time | Student made no effort to participate in critical response. Student did not raise their hand or provide any response OR student was inappropriately silly with all responses they did provide. | X | Student participated in one of the aforementioned ways. |
| Student portrayed the character in some way through the tactic they performed. | Student clearly did not portray the character in any way. | Student portrayed the character, but not verbal justification or audience response could connect the tactic used to the character. | Student portrayed the character they were assigned and the tactic they used could be clearly connected to their character through audience response or student justification. |
| Final Score | | | #/12 |

Comments:

Attachment F

Poem Performance Rubric

| | | NAME OF STUDENT: | | |
|-------------------|--|---|---|--|
| | | 1 | 2 | 3 |
| Individual | Student collaborated and participated to help portray the story, objectives, and tactics found in the poem through both of the following: - Contributed to group discussion - Performed constructively in a group performance that had an objective related to the poem | Student did not participate in the presentation at all, was inappropriately silly the whole time, or student portrayed a character that did not aid the story, objective, or tactics at hand. AND Student did not contribute at all to the conversation on collaboration student was distracting, off topic, or not emotionally flexible during the conversation. | Student performed constructively in a group performance in a way that related to and helped show the poem's story, objective, and tactics OR Student contributed to the group discussion. But not both. | Student performed constructively in a group performance in a way that related to and helped show the poem's story, objective, and tactics. AND Student constructively contributed to the group discussion. |
| | Student participated in critical response to their peers' performances in a way that showed their understanding of tactics and/or objectives through, but not limited to: - Answering a question - Identifying a tactic that was performed - Identifying an objective that was performed. - Raising their hand (even if they are not called on) - Providing advice for next time | Student made no effort to participate in critical response. Student did not raise their hand or provide any response OR student was inappropriately silly with all responses they did provide. | Student participated in some way but was not able to prove their knowledge of tactics and/or objectives. They got a definition wrong, incorrectly identified a tactic or objective and were unable to self-correct with prompting, or some other way that showed they were trying, but could not showcase knowledge about tactics and objectives. | Student participated in at least one of the aforementioned ways. |
| Group | Tactics taken directly from the poem were used to work towards the objective. | No tactics were used at all. | There was at least one tactic, but the tactic(s) did not come from the text and/or could not just be justified by the text | At least one tactic was used AND it could be found in the text or justified by the text and connected to the objective the student group was working to. |
| | There was a clear objective taken from the poem performed in the student group performance that was supported by the tactics used and was supported by verbal justification if needed. | No objective was shown at all. | An objective was vaguely there, but really could only be seen through verbal justification. OR an objective was there and clearly seen, but did not relate to the poem. | An objective was clearly seen in the performance, was supported by the tactics used, and if need could be supported by verbal justification. |

Attachment G

| Poem Worksheet Checklist | |
|--|-----------------|
| Name: | Poem: |
| Criteria | Points |
| Students dramatize a main character or main characters in some way. | [Worth 1 point] |
| Students perform an objective of the character(s). | [Worth 1 point] |
| Students perform a tactic of the character(s). | [Worth 1 point] |
| The dramatization relates to/ represents the poem the students were given. | [Worth 1 point] |
| Total Points | #/4 |

Attachment H

We're Shaking Maracas by Jack Prelutsky

We're shaking maracas
And beating on drums
We're tapping on tables
With fingers and thumbs
We jingle our bells
And we play tambourines
We rattle our bottles
Of buttons and beans

We're blowing our whistles
And tooting kazoos
We're clanging our cymbals
As loud as we choose
We stomp up and down
On the floor with our feet
We love making music
The sound is so sweet

Attachment I

Willie's Wart

BY KENN NESBITT (ABBRIDGED VERSION)

Willie had a stubborn wart
upon his middle toe.
Regardless, though, of what he tried
the wart refused to go.

So Willie went and visited
his family foot physician,
who instantly agreed
it was a stubborn wart condition.

The doctor tried to squeeze the wart.
He tried to twist and turn it.
He tried to scrape and shave the wart.
He tried to boil and burn it.

He whacked it with a hammer,
and he yanked it with a wrench.
He seared it with a welding torch
despite the nasty stench.

He hit the wart with everything,
but when the smoke had cleared,
poor Willie's stubborn wart remained,
and Willie'd disappeared.

I'm Staying Home from School Today
By Kenn Nesbitt

I'm staying home from school today.
I'd rather be in bed
Pretending that I have a pain
that's pounding in my head.

I'll say that I have a stomach ache.
I'll claim that I've got the flu.
I'll shiver like I'm cold
and hold my breath until I'm blue.

I'll fake a cough. I'll fake a sneeze.
I'll say my throat is sore.
If necessary I can throw
a tantrum on the floor.

I'm sure I'll get away with it.
Of that, there's little doubt.
But, even so, I really hope
my students don't find out.

Hurry Grandma Hurry
by Jack Prelutsky

Hurry Grandma hurry,
Grandma, look at me,
I'm right side up, I'm upside down,
I'm swinging from a tree.
I'm jumping like a squirrel,
I think that I can fly.
Grandma please don't worry,
Grandma please don't cry.

Hurry Grandma hurry,
See what I can do,
I'm roller-skating backwards
Across the Avenue,
Here's a juicy little bug,
I think I'll take a bite.
Grandma, stop your screaming,
Everything's all right.

Hurry Grandma hurry,
Grandma watch me please,
I'm climbing up a ladder,
I'm dangling from knees,
I found this giant spider
That was stuck in gobs of paint,
Granma take a closer look...
Whatever made you faint?

Halloween Party

BY KENN NESBITT

We're having a Halloween party at school.
I'm dressed up like Dracula. Man, I look cool!
I dyed my hair black, and I cut off my bangs.
I'm wearing a cape and some fake plastic fangs.

I put on some makeup to paint my face white,
like creatures that only come out in the night.
My fingernails, too, are all pointed and red.
I look like I'm recently back from the dead.

My mom drops me off, and I run into school
and suddenly feel like the world's biggest fool.
The other kids stare like I'm some kind of freak—
the Halloween party is not till next week.

Homework! Oh, Homework!

By: Jack Prelutsky

Homework! Oh, Homework!
I hate you! You stink!
I wish I could wash you away in the sink,
if only a bomb
would explode you to bits.
Homework! Oh, homework!
You're giving me fits.

I'd rather take baths
with a man-eating shark,
or wrestle a lion
alone in the dark,
eat spinach and liver,
pet ten porcupines,
than tackle the homework,
my teacher assigns.

Homework! Oh, homework!
you're last on my list,
I simple can't see
why you even exist,
if you just disappeared
it would tickle me pink.
Homework! Oh, homework!
I hate you! You stink!

I'm Wrestling with an Octopus

Jack Prelutsky

I'm wrestling with an octopus
and faring less than well,
one peek at my predicament
should be enough to tell.
It held me in a hammerlock,
then swept me off my feet,
I'm getting the impression
that I simply can't compete.

I'd hoped that I could hold my own,
but after just a while,
I ascertained I couldn't match
an octopus's style.
It flipped me by a shoulder,
and it latched onto a hip,
essentially that octopus
has got me in its grip.

I tried assorted armlocks,
but invariably missed,
and now I'm in a headlock,
and it's clinging to my wrist.
It's wound around my ankles,
and it's wrapped around my chest -
when grappling with an octopus,
I come out second best.

Attachment J

Tactics and Objectives

Name: _____

Tactics Day One

What is a tactic?

What tactics for “To Scare” did we explore today?

Today we explored all the tactics we could use to do the verb “To Scare”. Can you think of another verb that we could find tactics for?

Attachment K

Objectives Day Two

What is an objective?

What character did you explore today?

What objective did you explore today?

What tactics did you explore to achieve your objective?
