



ARTS + ACADEMIC EXTENSIONS

GRADES 1-2: LITERACY/THEATER

Using Your Words: Expressing Big Feelings with Appropriate Language

DESCRIPTION: In this lesson, students will consider different ways of speaking and how to adapt language accordingly. They will role play different combinations of audience and setting and explore how these variables change their word choice and delivery.

CONNECTED OBJECTIVE: Students will use dialogue and voice to express themselves differently based on the audience and the setting.

MATERIALS NEEDED DURING EPISODE: None.



Standards:

CCSS.ELA-LITERACY.CCRA.SL.6 (Adapt speech) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



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TH:Pr6.1.1a. With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

TH:Re7.1.2a. Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).

ARTS EXTENSIONS:

- **Theater Warm up:** Use the theater warm up at the beginning of the lesson: Teacher will pick an emotion out of a hat and read it out loud. Students will take turns saying a line using that particular emotion. Discuss how the line stayed the same but sounded different based on the emotion that was selected.
 - **Possible lines to use for the game:**
 - Is that your dog?
 - Hi. Can I help you?
 - Have a nice day.
 - Possible emotions/intents to use for the game: happy, sad, angry, excited, shy, sarcastic, busy, sleepy, etc.
- **Guess the emotion:** Teacher will lead a discussion on how actors use their facial expressions to show emotions. Then place one child in a breakout room while the other students show an emotion using only their faces and no words. Students will then return from the breakout room to try to guess which emotion is being displayed.
- **Guess the setting:** Teacher will lead a discussion on how different environments or settings determine the volume that you use, i.e., whisper, regular voice, and outside voice. Teachers will place one child in a breakout room while other students speak with a certain volume. The student will return from the breakout room and, depending on the volume that the other students are using, try to guess what environment or setting the students are in

ACADEMIC EXTENSIONS:

- **Person/place:**

Students can play the same game that was modelled in the episode. Make two piles of cards, one with possible people they are talking to and one with possible places. Choose one from each and use language that is appropriate for the person and the place.
- **Group story:**

Create a collaborative story by asking each student to orally contribute a sentence at a time. Teacher begins by providing a starter sentence. (Sentences must match the theme



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of the story) Teacher may want to provide a correct example and a NON example.

- **Do this, do that!**

Verbs have different forms and endings that tell what time period they are telling about and only certain verbs/endings can be used to convey certain times, past, present, or future. Create a chart for present, past, and future tense and have students practice the present/past/future tense of certain action verbs.

- **Class Brainstorm:**

- Make a list of places where it is fine to yell
- Make a list of places where it's appropriate to be use an inside voice
- Make a list of places where you should whisper
- Make a list of places where it's fine to sing