



# ARTS + ACADEMIC EXTENSIONS

GRADES 1-2: LITERACY/THEATER

## House Party

Rhymes are fun! We learn how to identify words that rhyme based on changing the first letter or sound. Putting words that rhyme together can create fun characters that you can act out, dance, or imitate by movement.

**CONNECTED OBJECTIVE:** Students will create, write, and act out different rhyming sentences by using their bodies, knowledge of isolating beginning sounds, and imagination.

**MATERIALS NEEDED DURING EPISODE:** Pencil and paper, if you want kids to follow along.



### Standards:

**CCSS.ELA-LITERACY.RF.1.1.A**

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).



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## **CCSS.ELA-LITERACY.RF.1.2.A**

Distinguish long from short vowel sounds in spoken single-syllable words.

## **CCSS.ELA-LITERACY.RF.1.2.B**

Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

## **CCSS.ELA-LITERACY.RF.1.2.C**

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

## **CCSS.ELA-LITERACY.RF.1.2.D**

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

## **CCSS.ELA-LITERACY.RF.1.3**

Know and apply grade-level phonics and word analysis skills in decoding words.

## **TH:Cr1.1.1**

- a. Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).
- c. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

## **ARTS EXTENSIONS:**

### **Follow the Leader**

This activity gives students the opportunity to utilize the theatrical element **body movement** while strengthening their observation skills. Have one student turn away from the screen. Choose one student to be the leader. (You can tell them via chat or write their name on a piece of paper to show on screen) Make sure all students are muted so no one accidentally ruins the surprise. Once chosen, the leader will move their bodies and the other students follow along. Encourage the leader to go slow so that the rest of the class can follow along with ease. Once the class is following the leader the initial student turns around and tries to guess who is the leader. The leader can change movements as much as they want but must remember they don't want to get caught!

### **Class Storyteller**

The teacher chooses a set of rhyming words. These words will be the foundation for the class story. The teacher starts the story off with one sentence. Then each student will take a turn adding a sentence to the story until everyone has a turn. (Ex. rhyming words: *bug/rug*. Teacher: "Once upon a time there was a beautiful lady bug." Student 1 "And she lives in a garden." Student 1 "The lady bug needed a rug for her bedroom") The students have freedom with the storytelling but if it gets off track or if students get stuck the teacher can come in to continue the story to help the next student. The story doesn't have to rhyme, just contain the rhyming words, and use all of them before the last sentence. The last student has the final say on how the story ends.



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## Class Picnic

This activity allows students to practice using words with similar sounds. The class will use their imagination and pretend they are going to a picnic. Discuss what things are needed for a picnic (Food, something to sit on, activities, etc) Each student has to bring an item that is the same letter as their name. (I am Britteny and I'm bringing blueberries) the students don't have to bring food but it does have to be something associated with a picnic. (Nasir can bring napkins and Kevin can bring a kite). Test their memory and ask if they can remember two other students' items once everyone has shared.

## ACADEMIC EXTENSIONS:

### Ready, set, go

Tell the class they are going to work out their brains today! The teacher is going to yell out a word family and the class is going to have 3 mins to write down all the words they know that go into that word family! Have a student read out the words they wrote and if their classmates had that word they put their hands on their head! Do this for all the word families they've learned! Students can do this at home and share a doc with the words they wrote or a video of them saying the words!

### Your turn!

Yell out a word family word, choose a student to act out a word that rhymes/goes into that word family too- classmates then have to guess what the child is acting out! I yell cat and pick a student to act out a word family word- making sure they don't say their word out loud- they then act out their word by pretending to wear a hat, once a student yells out the correct word it is that child's turn! Students can play this game with friends or families at home too and upload videos of them acting or writing down the words they acted out!

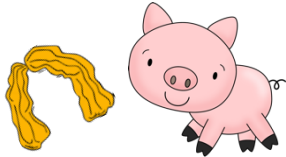
### Read it and write it

This activity helps with reading comprehension, tapping out words, and connecting the idea that pictures should depict what is written. Write out different sentences using the same word family in each sentence. Have students copy, if you're doing this together, or give each student their own copy on google classrooms if this is for asynchronous/family time work. Ask students to underline the words that are in the same family, write out the family they belong to, and draw a picture of their sentence.

*Example- The wig fell off the pig!  
The wig fell off the pig! ig family*



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Sentences to use: I eat chips with my lips.  
A man has a pan and a can.  
That bug is drinking from a mug.  
I see a fat cat sitting on a mat!