

Sample #3. Grades K-4, Theater/Literary Arts--Fosston

Unit: "Environment" Grade 4, Theater & Language Arts

Title of Unit: "Environment"

Unit/Lesson Designer/Teacher: Beverly Anderson

School/City: Magelssen Elementary School, Fosston, MN 56542

Subject Area(s): Language Arts & Theater

Grade Level: Grade 4 (Intermediate)

Total Time Needed for Unit: 2 weeks to 1 month

Brief description of unit:

In this unit, the students will become aware of their environment in a fun and educational atmosphere. They will read, write, perform, and publish different parts of the unit.

Context/purpose for doing this unit:

My first purpose in doing this unit is to help the children realize that protecting our environment is important. A second purpose for this unit is to tie many "have to do" lessons with fun and challenging lessons and have the students have the responsibility of expanding on the unit as they are so inclined.

Three unit goals:

- 1) Respect for yourself, others and the environment.
- 2) Responsibility of conserving natural resources and taking care of materials within our classroom and school area.
- 3) Completion of the quarter 1 test in Scott Forsman Running Free test to show parents students' ability to read, write and understand at an 80% success rate.

FACS Standards Addressed in Unit:

(Major Standards here, sub-headings are on individual lesson forms)

a) Grades K-4, Visual Arts

- #1: Students explore, generate, and develop feelings, ideas, and values through writing stories, poems, and other works of creative writing.
- #4: Students experience various roles in the literary arts field, including writing, editing, publishing, and sharing literature with an audience.

b) Grades K-4, Theater

- #1: Students employ skills and techniques of script writing.
- #2: Students explore the art of acting.
- #3: Students acquire the knowledge to develop ideas in creating an environment for theater.
- #7: Students apply and construct personal meanings from theater.

Sample #3. Grades K-4, Theater/Literary Arts--Fosston, continued

"Environment" Unit continued

MN Graduation Rule Standards Addressed in Unit:

Grad Rule # MN Grad Rule Statements:

- a) G5.1 **Read, View, Listen, Comprehend** literal meaning information received through reading, viewing and listening selections. Interpret and evaluate information in reading, viewing and listening selections.
Writing and Speaking Write for a variety of academic and technical purposes and audiences. Speak to an audience or interact with a group.
Arts: Create. Interpret and evaluate a variety of artistic expressions.
Mathematics: Space, Shape and Measurement. Describe and analyze two and three-dimensional shapes and spaces.
Media, Observation and Investigation. Answer questions using information gathered through direct observations, experiments and other sources.
Living and Non-living Systems. Understand how individuals and objects interact in life, earth/space systems and physical systems.
Historical Events. Understand historical events and contributions of key people from different time periods.
Personal Health and nutrition. Use a decision-making model to promote personal health, nutrition and safety.
Technology skills. Use computer software to access information and produce products.
- b) G5.2 **Number Sense.** Use number concepts and variety of math operations to represent information and solve problems.
Geography and Citizenship. Understand the interaction of people, places and locations.
- c) G5.3 **Chance and Data Handling.** Apply concepts of chance and data analysis to evaluate information and solve problems in a familiar context.

LESSON OUTLINES:

LESSON #1: (Week One)

Students will read the story "Amy Boulder" from the Scott Forsman 4th grade Running Free book. They will study the vocabulary, identify main idea and supporting detail. They will be able to retell the story in sequence. They will distinguish between realistic and fantasy in the selection. They will make predictions based on information in the selection.

LESSON #2: (Week Two)

Lesson #2 involves theater production. The students will pick their favorite character and construct (with the help of their guardians) a puppet to be used in a puppet show retelling the story of Amy Boulder. A stage will be constructed in school with materials made available by the teacher and supplies within the system.

LESSON #3: (Week Three)

Students will write invitations to various classrooms within the system asking for the privilege to present their program. After receiving responses a schedule will be set up and confirmed to present the program.

LESSON #4: (Week Four)

Students will evaluate themselves and the teacher will evaluate. A third evaluation will be given by the room of students who see the productions. These evaluations along the the worksheet completion will allow for a grade for this particular unit.