



Grade: Preschool

Subjects: Drama and English Language Arts (ELA)

**Move with Me and See What I am Trying to Be: Movement and Onomatopoeia**

<p><b>Lesson Overview</b></p>	<p>This lesson, designed for an art class of fifteen PreK students, combines the theatre/acting arts standard of creating characters through physical movement, gestures, and sound traits with the PreK reading standards for informational text when exploring onomatopoeia. Students will work with a partner and small groups developing positive social-emotional relationships while they create animal movements to represent onomatopoeia associated with given animals. Students will become more aware of their body and how it moves as they manipulate their body to create the various movements to represent animals and the sounds they make. They will also justify why they chose their movement to represent the animal.</p>								
<p><b>How the Arts Improve this Lesson</b></p>	<p>Exploring the concept of onomatopoeia beautifully integrates the theatre arts standard to create movement. Their body will become their canvas to create their artistic thoughts. These artistic works of art will enhance the written form of language representing onomatopoeia. Incorporating the arts into this lesson presents new access points into the curriculum in a manner that offers individual choice and expression, allowing students for whom more traditional instructional methods do not work to find ways to be successful in learning. It also offers alternatives to “sage on the stage” instruction and paper and pencil assessments. This can present new opportunities to challenge students who have been successful with traditional education methods.</p>								
<p><b>Assessment of Student Learning</b></p>	<table border="1"> <thead> <tr> <th data-bbox="394 1144 934 1234">Massachusetts Learning Standards</th> <th data-bbox="934 1144 1459 1234">Evidence</th> <th data-bbox="1459 1144 1995 1234">Collection Strategy</th> </tr> </thead> <tbody> <tr> <td data-bbox="394 1234 934 1448"> <p><b>PreK. Theatre. Performing.</b> 6. Convey meaning through the presentation of artistic work. Portray simple characters in a dramatic play. PK-K.T.P.06</p> </td> <td data-bbox="934 1234 1459 1448"> <ul style="list-style-type: none"> <li>Students will be able to demonstrate character traits of animals through personal interpretation of movement gestures. These movement</li> </ul> </td> <td data-bbox="1459 1234 1995 1448"> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Teacher documentation taken during the various movement activities. <b>**Note:</b> documentation sheet</li> </ul> </td> </tr> </tbody> </table>	Massachusetts Learning Standards	Evidence	Collection Strategy	<p><b>PreK. Theatre. Performing.</b> 6. Convey meaning through the presentation of artistic work. Portray simple characters in a dramatic play. PK-K.T.P.06</p>	<ul style="list-style-type: none"> <li>Students will be able to demonstrate character traits of animals through personal interpretation of movement gestures. These movement</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Teacher documentation taken during the various movement activities. <b>**Note:</b> documentation sheet</li> </ul>		
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		<p>gestures may reflect one or all of the aspects of the animal's environment, body parts, the quality of the gesture (quick/slow) or the levels of the movement (up high, to down low on the ground).</p> <ul style="list-style-type: none"> <li>• Students will be able to demonstrate sound traits of animals through their own interpretation. These sound traits may be reflections of prior knowledge of animals the students bring into the lesson.</li> </ul>	<p>modified from <a href="#"><u>Strategies to Integrate the Arts in Language Arts</u></a></p> <ul style="list-style-type: none"> <li>• Teacher documentation of peer collaboration feedback **Note: taken from the Reggio Emilia Philosophy of PreK Assessment</li> <li>• Teacher documentation through photographs</li> <li>• Exit Tickets after each lesson part</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• The teacher will document the students' final parade movement to coincide with the picture created and the onomatopoeia (word and sound) chosen. These three variables should mesh together to show deep knowledge and understanding.</li> </ul>
	<p><b>PreK. Reading Standards for Informational Text (RI). Key Ideas and Details.</b></p>	<ul style="list-style-type: none"> <li>• Students will be able to represent through their reflection of animal movement gestures and</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Teacher documentation taken during various activities incorporating</li> </ul>

	<p>3. With prompting and support, represent or act out concepts learned from hearing an informational text read aloud.</p>	<p>prior knowledge of animal sound traits, a culminating understanding of onomatopoeia.</p> <ul style="list-style-type: none"> <li>• Students will transfer this knowledge to create an onomatopoeia consisting of an animal sound trait and animal movement gesture.</li> <li>• Students will justify their creative idea and choice through verbal collaboration with their peers.</li> </ul>	<p>onomatopoeia during the lesson **Also using a version of an adapted documentation form Student Peer Collaboration feedback documentation **Reggio Emilia Philosophy of PreK Assessment</p> <ul style="list-style-type: none"> <li>• Teacher documentation through photographs</li> <li>• Exit Tickets</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• The teacher will document the students' drawing to represent the onomatopoeia chosen. The student will justify their drawing, movement and onomatopoeia (word and sound) to mesh appropriately together.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• What is movement and how can it be created?</li> <li>• How can we use movement to represent onomatopoeia?</li> </ul>		
<p><b>Enduring Understandings</b></p>	<ul style="list-style-type: none"> <li>• There is a relationship between movement and different animals.</li> <li>• We can transfer knowledge of onomatopoeia onto the body canvas as movement.</li> <li>• Onomatopoeia is a big word for noises.</li> </ul>		
<p><b>Materials and Needs</b></p>	<ul style="list-style-type: none"> <li>• bodies</li> <li>• <i>Crocodile Beat</i> by Gail Jorgensen and Patricia Mullins</li> <li>• onomatopoeia words from the story</li> <li>• vocabulary word strips</li> </ul>		

	<ul style="list-style-type: none"> <li>● permanent marker</li> <li>● pictures of the animals from the story or pictures of the animals from the computer</li> <li>● drawing paper</li> <li>● pencils</li> <li>● Paint Stix or crayons</li> <li>● teacher documentation sheet</li> <li>● large open space for moving, such as the hallway, cafeteria, gymnasium, or playground</li> </ul>
<b>Advancing Vocabulary</b>	<ul style="list-style-type: none"> <li>● chitter-chatter</li> <li>● growl</li> <li>● hiss</li> <li>● movement</li> <li>● onomatopoeia</li> <li>● quack</li> <li>● roar</li> <li>● levels - high, medium, low</li> <li>● characters</li> <li>● gesture</li> <li>● facial expression</li> </ul>
<b>Support &amp; Accommodations Inspired by Universal Design for Learning</b>	<ul style="list-style-type: none"> <li>● Students will be working with a partner</li> <li>● The book <i>Crocodile Beat</i> will be available for the students to refer back to as needed</li> <li>● Stuffed animals such as a snake, lion, bear, monkey, and duck will be available to students who are physically unable to move their own body to create movement by manipulating the stuffed animals</li> <li>● The teacher will verbally prompt and question to support</li> </ul>
Lesson Plan Progression Details	<p><b><u>Day 1</u> 30 minutes</b></p> <p><b>Background Information for The Teacher:</b></p> <ul style="list-style-type: none"> <li>● The teacher will take the class to a space where there is enough room to form a circle. To do this, the students will all hold hands and spread out until everyone is part of the circle. Then everyone will drop hands and try to stay in circle formation for the activity. Children at this age can have a difficult time seeing and understanding their own personal space. Throughout the activity the teacher may have to have the students hold hands several times to regain the circle using the verbal cue “circle up” to remind them to hold hands to reposition themselves to create the circle again when needed. This version of</li> </ul>

Across the Circle allows the students to use creative movements to choreograph their movement gestures as they participate when they go across the circle. The dynamics of this activity create an excellent platform for the students to be able to express themselves through movement while understanding their own personal spatial relationship with the other students. The teacher needs to present enough space for this activity so the students' creativity isn't stifled due to the danger of bumping into someone else. Attention spans for PreK are short so the teacher has to be flexible and chunk together several quickly-paced activities.

### **Warm-Up:**

- The teacher may say something like, "Today we are going to try something new. We are going to do an activity only using our bodies. We are not going to talk or make any sounds when we do this activity. The only rules are that we stay in the circle area and we don't bump into each other. We need to respect each other's space." The teacher will begin with a few guided gestures to get students started, such as: "stretch out your arms in front of you," "reach up high to the sky," "reach down low to the ground," or "reach out as far as you can to both sides." Instruction on **levels** of movement should occur at this time, with the teacher explaining that movements and gestures are more interesting when they have varying **levels** of height. The teacher should remind students that they shouldn't touch anyone when trying this. This short warm up gives them a better sense of their personal space and understanding of **levels**.
- To give students without much experience with movement some background knowledge, the teacher will start off with a version of Follow the Leader to demonstrate the main concept of the Across the Circle activity. The teacher will show the students an example of going across the circle. The teacher will move their body using a creative gesture/movement as they move from their spot across the circle, stopping at a student across from where they started. That student will then replicate this action by moving their body the same way as they go across the circle to someone else (**DOK 1 - reproduce movements**). The teacher may want to repeat this demonstration a few times using varied **levels** to ensure students understand and are prepared to begin the Across the Circle activity.

### **Across the Circle Activity: Part One**

#### Beginning Modeling Stage: Teacher-Directed

- Students will form a circle. The teacher will do various warm-up movements to get them started and thinking about their own personal space. The teacher will then model going across the circle using only animal movement gestures. (One example could be of a bird flying in order to cue students to think of a

bird.) No words or sounds will be incorporated yet. The teacher will not model using any of the animals chosen for the students to use in the lesson so the students' creativity won't be impacted later.

- Teacher will tell the students that they will perform their animal movement continuously as they go across the circle. The teacher will demonstrate using an animal movement, stopping in front of a student across the circle from them. That student will be directed to go across the circle mimicking the same movement. That student will stop across the circle facing another student. Then the next student will be directed to go across the circle mimicking the same movement.
- This will continue until three or four students have had a turn crossing the circle and then the group will guess what animal is being represented. Questions to be posed:
  - What animal do you think they were representing and how could you tell? **(DOK 3 - reason with evidence)**
  - What specific movements made you think of that animal? **(DOK 1 - recall, DOK 2 - classify)**
  - What other movements could be used to represent that animal? **(DOK 4 - extend thinking, create movements)**
  - Please show us what you mean by that movement. **(DOK 1 - reproduce)**
- The teacher will previously have created a documentation sheet which will provide a strategy to collect evidence as this discussion occurs. The teacher will document the answers and who was involved in the dialogue.

**Read Aloud:** *Crocodile Beat* by Gail Jorgensen and Patricia Mullins

- Students will go to the circle area where the teacher will read aloud the story *Crocodile Beat*. The teacher will read part of the page and ask the students to give their ideas as to how the animal is moving and sounding. For example: (teacher reads) "Down by the river in the heat of the day, the crocodile sleeps and awaits his prey." (teacher asks) "Who can show me how the crocodile is moving in the picture?" "What do you think he is doing?" "How could you show me sleeping in a different movement?" "What sound is he making as he sleeps?" "How do you know he is making that sound?" This will extend the students' thinking about movement from today's Across the Circle activity, increasing their understanding of specific animal movements and acknowledging sound words (onomatopoeia). After the read-aloud and discussion, the teacher should teach students that words that sound like what they say have a special name called onomatopoeia. The teacher may want to ask students to come up with other examples of onomatopoeia. If they are unable, the teacher could provide other examples such as

squeal, squeak, thump, bump, etc. **(DOK 1 - recall, DOK 2 - contrast, give examples, DOK 3 - draw conclusion/infer)**

**Day 1 Exit Ticket:** Students will be asked to make a movement of their choice as they get into line to go back to class. They can use any movements represented during the lesson or create their own. **(DOK 1 - reproduction, DOK 2 - demonstrate understanding of concept of movement)**

**Day 2 30 minutes**

**Review:** Today will start with a quick review of creating a circle in an open space and showing/creating movement with our bodies. The teacher will also review the story from Day One, possibly re-reading it if needed.

**Across the Circle Activity Part Two**

**Implementing Stage:** Student Directed

- This stage starts with the teacher “secretly” telling the student an animal to represent with movement gestures. The teacher will use monkeys as the example this time so students have the freedom to create their own gestures/movements. They don’t have to mimic the same movement for the monkey if they are picked to cross the circle, but they can if they choose to do so. **(DOK 1 - mimicking, or DOK 3 - critical thinking and problem solving to find a way to move to represent an animal)**
- The teacher will repeat the directions from the beginning stage to solidify understanding before the next element of allowing students to create their own movement/gesture, providing scaffolding for those students who are uneasy or unsure of the directions.
- After three or four students have a turn using monkeys as the animal, they will go through the same questions from the beginning stage, allowing for rich discussion and providing evidence for the teacher to add to the learning documentation.
  - What animal do you think they were representing and how could you tell? **(DOK 3 - reason with evidence)**
  - What specific movements made you think of that animal? **(DOK 1 - recall, DOK 2 - classify)**
  - What other movements could be used to represent that animal? **(DOK 4 - extend thinking, create movements)**

○ Please show us what you mean by that movement. **(DOK 1 - reproduce)**

- This procedure will be repeated with students working in partners using the following animals: duck, lion, snake, and bear. The teacher will take one pair of students aside and ask them to choose an animal and sound word, and they will work together to perform the movement gestures for that animal as they go across the circle. They will go across the circle, one partner group at a time, demonstrating their movement but not verbally identifying their animal. The student partner group to which they go across the circle will mimic the movement the students previously performed.
- After two times crossing the circle, the teacher will ask the same questions as before to document evidence of learning and understanding. The teacher will encourage students to ask questions about the choices the partner groups made to represent their animal, as well as to offer feedback and suggestions. This procedure will be repeated until each pair of students has had the opportunity to choose an animal, create movement, and move across the circle. **(DOK 3 - critical thinking and problem solving in choosing how to represent the animal through movement)**
- The last phase of the implementing stage is to have students create their own individual movement gestures to represent a sound word (**onomatopoeia**) that goes with the animal they chose. The teacher may want or need to remind students of both what **onomatopoeia** is and of the sound words from the story before they begin (eg. splash, boom, eek, **chitter-chatter**, swish, roar, **growl**, **hiss**, snap). Leaving the pictures and sound words on display may aid students in making their choice of animal. This time, when they take another child's place in the circle, that student says what they think the animal is, guided by a series of questions such as: "What animal and sound word do you think the student's movements represented?" "How do you know?" "What part of their movement expressed that idea to you?" Students who are performing will justify their creative choices, explaining why they chose the movement. **(DOK 3 - reason to justify how the movement represents the animal and sound)** Teacher will once again document the work by collecting evidence of the rich conversations, collaborative peer feedback, and justification of their creative choices. The teacher will also take photographs during different phases of this activity to document evidence.

**Activity: "Onomatopoeia Match Game"**

- Students will participate in a matching game activity with a partner. Partner groups will help students with social/emotional relationships which is very important to establish in the formative years of PreK. There will be eight copies of each of the animals from the story and eight copies of the sound words (**onomatopoeia**) to go with the animal pictures. As they work with a partner they will try to match the correct animal picture with the correct sound word. This activity will be taught similar to a “turn and talk” activity where students use discourse to support their ideas. The teacher will explain “turn and talk” to those that are not familiar with this process. Students will be reminded of two questions they will need to answer about each animal/word match they come up with: “Why did you make that choice?” “How do you know you are correct?” (**DOK 3 - reason with evidence**) The teacher will facilitate discussions for students to support their ideas with logical arguments as to why they made their choices. The teacher will document student questions and comments as evidence of rich conversations and collaborative peer feedback using justification. Students may not agree on some answer outcomes with their partners and the teacher will be available to provide guidance for further discussion.

#### **Day 2 Exit Ticket:**

- Students will decide if they want to perform movement gestures for their animal or provide **onomatopoeia** for their animal as they line up to leave. (**DOK 1 - recall and reproduction, DOK 2 - demonstrate understanding of the concept of movement**)

#### **Day 3 30 minutes**

#### **Culminating Activity**

##### **Collaborative Connection:**

- Working in small groups of five, students will use what they have learned about movement and sounds for animals and create the “moving parts” of the animals. Each group will choose an animal that they have learned about through the book and collaborate together to make the animal move. They have to decide what parts are necessary to create movement gestures for their animal, for example, arms, legs, wings, tails, etc. Each student will be a specific part of that animal. After each group collaborates to choose the animal, body parts, and movements, they will perform their movements so the other students will be able to guess through their “connected” movements what animal they chose. Following each performance, students will be asked to justify their choices of animal movements and discuss each moving part for that particular animal. (**DOK 3: strategic thinking and reasoning, and DOK 4:**

	<p><b>extended thinking - how can we work together to “be” a moving animal representing a sound word)</b></p> <ul style="list-style-type: none"> <li>• Only one group will work at a time because it will be too long of a period of time between the actual performances for PreK students to remember their parts. This may be a good time to have the other students attempt to do the Onomatopoeia Match from Day Two again, so they won't be just waiting for the group whose turn it is to practice and perform. Peer collaboration will be documented as the teacher observes and listens to the dialogue. The teacher will also take photographs of each group as they perform their animal movements.</li> </ul> <p><b>Day 3 Exit Ticket: Onomatopoeia Drawing and Parade</b></p> <ul style="list-style-type: none"> <li>• The last day of the lesson will provide students the opportunity to select an onomatopoeia word from the past two lessons and draw a picture of the animal it represents. They will use pencils and drawing paper to sketch animals they have been learning about for the past two lessons. Paint Stix and/or crayons will be available for the students to color their animal. Pictures of the animals will be available only if needed so the teacher will be better able to observe the students' transfer of knowledge and understanding. Students will then glue their <b>onomatopoeia</b> word to their animal picture and proceed to form a line of everyone holding their artwork. As they get into line, the other students have to guess the animal they drew by looking at the picture and the <b>onomatopoeia</b> word. The student who created it will be able to discuss if they are correct or not. The teacher will prompt students to explain why they created their animal in such a way so students can provide justification of their choices. The teacher will document students' responses. (<b>DOK 3: strategic thinking and reasoning, and DOK 4: extended thinking</b>)</li> <li>• Students will then proceed to parade around the space with everyone holding their artwork. This parade will be similar to the story of <i>Crocodile Beat</i> as they will make their sound word as they parade around creating their own beat. The teacher will ask them to step away from the parade one at a time and as they put their pictures down on the table they will perform their movement for their chosen animal. Their movement will be performed as they line up to leave the art space. The teacher will document each child's choice of drawing, onomatopoeia word, and movement as evidence of understanding through notetaking and photographs. Student artwork will be used to create a bulletin board, sparking interest in animals and <b>onomatopoeia</b> associations for the entire school.</li> </ul>
<b>Resources</b>	Jorgensen, G. and Mullins, P. (1988) <i>Crocodile Beat</i> by Gail Jorgensen and Patricia Mullins. New York: Scholastic Inc.

	<p>Bogard, J. and Donovan L. (2013) Strategies to Integrate the Arts in Language Arts by Jennifer M. Bogard and Lisa Donovan. Huntington Beach, CA: Shell Educational Publishing Inc.</p> <p>The Reggio Emilia Approach. (n.d.). Retrieved December 10, 2020, from <a href="https://www.scholastic.com/teachers/articles/teaching-content/reggio-emilia-approach/">https://www.scholastic.com/teachers/articles/teaching-content/reggio-emilia-approach/</a></p>
<b>Appendix</b>	<p><i>Plan written by Wendy Lamberton</i></p> <p><i>Plan edited by BRAINworks Curriculum Review Committee</i></p> <p><i>Stamp design by AGRAND.ie</i></p>