



Grade: Preschool  
 Subjects: Drama and Science  
**Guess Who?**

<b>Lesson Overview</b>	<p>In this two-day lesson, preschool and special education students become natural actors as they use pantomime, which is the art of acting without words, to provide gestures as clues showing attributes of an animal for a partner to guess. Students will wear a headband with the photo of an animal, and class partners will act out the animal. They will also demonstrate knowledge of attributes of animals through pantomime and on an Animal Classification Sheet. This lesson is for Day 2.</p>		
<b>How the Arts Improve this Lesson</b>	<p>Preschool students have loved lessons in which pantomime is used and this is another way to use their bodies to communicate without the use of words. By utilizing pantomime, students for whom language is a challenge are given the opportunity to participate in learning in a fun manner. It also provides a kinesthetic method of engagement for learning and demonstrating knowledge without the sometimes-perceived stress of needing to have an exact answer or word.</p>		
<b>Assessment of Student Learning</b>	<b>Massachusetts Learning Standards</b>	<b>Evidence</b>	<b>Collection Strategy</b>
	<b>PreK. Theatre. Performing.</b> 6. Create characters through physical movement, gesture, sound and/or speech, and facial expressions. PK-K.T.P.06	<ul style="list-style-type: none"> <li>Students act out the animal located on their partner's headband using body movements and gestures.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher documentation of student responses/facial expressions by taking observational notes</li> <li>Photos of students acting out an animal without using words.</li> </ul>
	<b>PreK. Speaking and Listening [SL]. Comprehension and Collaboration.</b>	<ul style="list-style-type: none"> <li>Students will need to take turns (using "my turn," "your turn") and wait during this</li> </ul>	<ul style="list-style-type: none"> <li>Teacher documentation of student comments and</li> </ul>

	<p>1. Participate in collaborative conversations with diverse partners during daily routines and play.</p> <p>a. Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer, gaining the floor in appropriate ways).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>PreK-SL-1</p>	<p>activity in which they are working in pairs.</p> <ul style="list-style-type: none"> <li>• Students will continue an interaction with at least two exchanges each focusing on the animal pantomime.</li> </ul>	<p>questions during the discussion.</p> <ul style="list-style-type: none"> <li>• Checklist showing whether students take turns using the terms “my turn” and “your turn” and wait while their partner speaks or acts.</li> <li>• Checklist on which teachers document the number of exchanges between partners as they participate.</li> </ul>
	<p><b>PreK. Life Science. From Molecules to Organisms: Structures and Processes.</b></p> <p>1. Compare, using descriptions and drawings, the external body parts of animals (including humans) and plants and explain functions of some of the observable body parts.</p> <p>PreK-LS1-1 (MA)</p>	<ul style="list-style-type: none"> <li>• Students will act out attributes of an animal without speaking. After the activity students will be able to describe the different characteristics of animals during the summation of the activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will conduct ‘check-ins’ with the students as they are interacting during the activity. Teacher will record students’ descriptions of the animals on chart paper.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can we tell different animals apart? <i>LS: Students commented that they look different, different colors, some have four legs, some have no legs. We used the word attributes in regards to what they noticed.</i></li> <li>• How can we communicate without words?</li> </ul>		

<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>● Animals have similarities and differences in how they look, move, and what they eat.</li> <li>● People can communicate without words in a variety of ways, including through pantomime, pictures, facial expressions, and gestures.</li> </ul>
<b>Materials and Needs</b>	<ul style="list-style-type: none"> <li>● headbands for each student or few to share</li> <li>● camera</li> <li>● chart paper</li> <li>● markers</li> <li>● teacher-made Animal Classification Sheet</li> <li>● computer with speakers and projector to show/play video song</li> <li>● photos of about 20 different animals of varying sizes and heights that will be easy to act out</li> </ul>
<b>Advancing Vocabulary</b>	<ul style="list-style-type: none"> <li>● pantomime</li> <li>● acting</li> <li>● characteristic</li> <li>● communicate</li> <li>● carnivore</li> <li>● herbivore</li> <li>● omnivore</li> </ul>
<b>Support &amp; Accommodations Inspired by Universal Design for Learning</b>	<ul style="list-style-type: none"> <li>● use of varying modalities (visual, kinesthetic, tactile)</li> <li>● mix of individual, small, and large group activities</li> <li>● teacher prompting and questioning as students work</li> <li>● opportunities for verbal/non-verbal students to engage in activities (talking, looking, pointing)</li> </ul>
<b>Lesson Plan Progression Details</b>	<p><b>Introduction:</b></p> <p><b>Day 1:</b></p> <ul style="list-style-type: none"> <li>● Teacher will say to the students “Good morning students, today we are going to take a look at some animals. We have to decide whether the animals have fur, feathers, or scales. Before we look at the animal cards does anyone know an animal and what it has on its body?” <b>(DOK 1 - recall, and DOK 2 - categorize)</b> Listen to student examples. Teacher says “I need your help in putting the animals in the categories I have on this chart. What is a category?” Listen to answers. Give each child an animal picture to place on the chart paper under the fur, feathers, scales headings <b>(DOK 2 - classify)</b>.</li> </ul>

- Students will be involved in discussion around the animals and features of the animals. Students will use art materials to create an animal that has fur, feathers, or scales.

## Day 2:

### Introduction:

- Teacher says to the class “Good morning boys and girls. Today we are going to learn more about the animals we discussed yesterday.” The teachers will ask the following: “How are animals similar and different?” (**DOK 2 - compare and contrast**) The teacher may need to follow up with these questions: How do they move? Where do they live? What do they eat? *LS: Student responses: fast, slow, run, hop, swim. Student responses: in our houses, outside, in the jungle, in the water, ocean, trees. Student responses: leaves, meat, chickens, bugs, trees, flowers, salmon.* “Animals have different characteristics just like people do. Does anyone have an idea what **characteristic** means?” (**DOK 1 - define**). *LS: Students were unable to answer.* **Characteristics** are features or behaviors that make an animal the same or different from another animal. Yesterday we discussed how animals look and what covers their bodies. Today we are going to talk about ways that animals move and what they like to eat. We will watch a short video of animals.” The teacher will play a video of the song called the “Herbivore, Carnivore, Omnivore Song.” (video link in the resources) After viewing, the teacher will ask students what they saw. (**DOK 1 - recall, list**) The teacher will chart their responses, and may want to chart information under headings **herbivore, carnivore, and omnivore**. The teacher may need to do more direct instruction on these terms. After students have had time to share, the teacher will remind students that they saw many animals and what they like to eat, and this information will help us during today’s fun game.

### Activity:

- **Activate Prior Knowledge:** To prepare for the activity, the teacher will display photos of some of the animals that the class looked at the previous day. The teacher will remind students that they already know that these animals have different features/**characteristics** that make them the same or different. The teacher will ask what students remember about the giraffe? (**DOK 1 - recall**) Can you think of another animal with similar features? (**DOK 2 - compare**) *LS: Student responses: The giraffe has a long neck, long legs, a tail, it has scales (the child thought the spots looked like large scales) they eat from the tops of the trees. A discussion followed about how giraffes can eat off the ground if they spread their legs apart and lean down.* The teacher restates what students have contributed: “Animals move in different ways and eat different foods in addition to looking

different.” If students have a difficult time answering, the teacher may model and prompt in the following way: “Let’s say I were a giraffe. Is a giraffe short or tall? Big or small? Would I stand like this perhaps?” (Standing straight and tall, leaning over, sitting down on the floor, to give the kids some choices) “I think maybe I would stand very tall and straight, because a giraffe is very tall.” *LS: This part of the lesson was not needed as students came up with great answers.*

- The teacher will tell students that animals move in different ways in addition to looking different. The teacher will ask, “How do you think a giraffe moves?” *LS: Student responses: a few students said slow because its legs were long, the rest said fast, it can run. Teacher added that giraffes have strong legs and can kick. (DOK 2 - describe with explanation)*
- The teacher will remind students that they also learned that giraffes are **herbivores**, and will ask if anyone can tell what that means? **(DOK 1 - recall, define)** The teacher will remind students that they said that giraffes eat only leaves and plants, and state that herbivores are animals that eat plants. The teacher will ask the following: If a giraffe is really tall where do you think they would find plants to eat? **(DOK 3 - use evidence to reason)** The teacher builds upon what students contribute, saying, “So I might pretend to be eating the leaves on the trees a little like this. I also know that they walk a bit like this” (demonstrate).
- The teacher will hold up a picture of a turtle, asking what students know about a turtle. **(DOK 1 - list)** If students need more guidance, the teacher could ask how a turtle is similar and different from a giraffe. **(DOK 2 - compare and contrast)** The teacher will then prompt students to think about what gestures and facial expressions they might use if they wanted to act like a turtle. **(DOK 3 - explain with evidence)** If students are unsure, the teacher will lead a discussion on what turtles eat and if it is an **omnivore, carnivore, or herbivore**. “What do you think a turtle would eat? How would a turtle move?” Allow time for students to give suggestions.
- The teacher will take out several animal cards to spark conversation and discussion to see if the students recognize each animal.  
*LS: We changed this part of the lesson to fit in better during this part of the discussion. Student responses: an alligator eats chicken, a bear eats salmon, alligator eats meat and it has scales it eats on the ground ‘cause its flat and big (Student showed how the animal is on the ground.). Teacher said bears eat other things like things that are little and can be blue, red, are juicy... students guessed berries as I gave descriptions. The conversation went on to discuss what people are considered: “What do you eat?” Students replied salads, meat, chicken nuggets, food.*

**Game Explanation and Modeling:**

- Teacher tells the class “Today’s game is called Guess Who? It is a game where one person acts something out and the other person has to guess what it is. Today the game is about animals.” The teacher asks students what they remember about the Norman Rockwell project they did in which they saw animal silhouettes. **(DOK 1 - recall, list)** *LS: Student answer: “I remember it was with the boy and the girl. We pretended to be the boy and the girl.”* “What did we do? Did we use words? What is that called when we act without using words?” **(DOK 1 - recall)** “We are going to **pantomime** what we know about animals.” *LS: Students could not remember the word.* The teacher may need to re-teach the term **pantomime** from past lessons. **Pantomime** is acting without using words. Next the teachers will introduce the activity with the following script or something similar: “Wait until you see how fun this game is going to be! We are going to wear these magical headbands with an animal picture on it... but we CANNOT look at our own headbands. We are going to guess which animal is on our heads by watching our partner pantomime or act out how that animal might move and eat. SHH! This is a quiet game so we can’t talk.” The two teachers (or teacher and aide) choose an animal and demonstrate for the children. *LS: During this part of the activity, we modeled how the guesser could ask some questions of the person acting out the animal. This seemed to help students understand they could not give the answer and that some “clues” make it easier to figure out the animal.*



### Children Play “Guess Who?”

- Once the children seem to understand how it works, the teacher will pair the children up and have two children at a time play “Guess Who?” while the class watches. The teacher may say something like the following: “Boys and girls, each one of you will have a headband. One of you will have a photo on your headband and your partner will act out what you are. The person with the photo doesn’t know what they are. You may not use sounds. It may be hard not to make a sound, but you may only use your body. “Remember no one can tell the person with the photo what it is. Shhhhhh.” The student with the photo guesses what their photo is based on the way in which their partner is acting. The teacher will take photos during the activity for evidence. After the **pantomime**, the teacher asks “Why did you think the animal was a \_\_\_\_\_ ? What made you think that?” (**DOK 3 - reason with evidence**) As the activity progresses, the teachers may offer suggestions and feedback if students are having a difficult time.

*LS: Students were able to come up with “clues” to help with the guessing. Does it have legs? Is it medium? Is it small? Is it large? Does it go in the water? Does it fly? Students were able to accurately answer the questions posed by their peers.*



### **Sharing/Observations:**

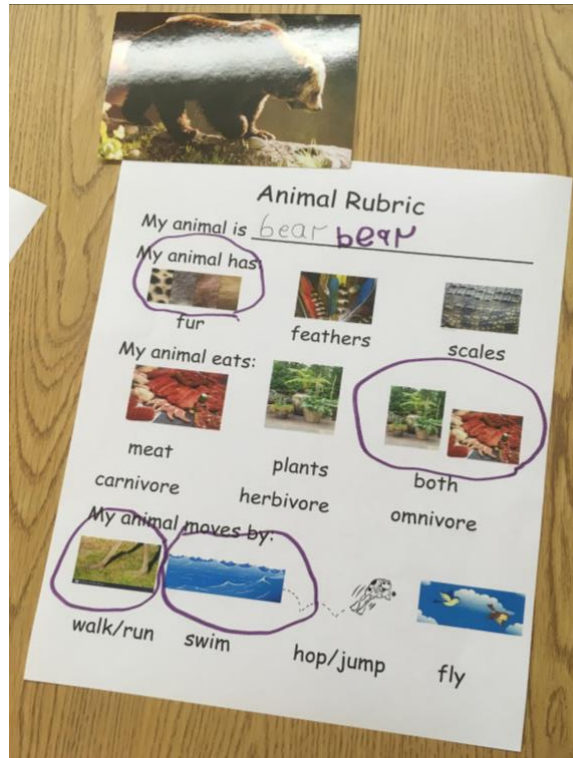
- After each pair has a chance to act out an animal and guess, the teacher will ask students what they may have done to add to the **pantomime** or how they might do it differently. “Do you think if we had added voices/sounds it may have been easier for the person to guess? Why or why not?” (**DOK 3 - reason with evidence**)

*LS: Student responses: “It was easy to guess, I knew he was a bird, because birds can fly.” Teacher reminded students that other animals could fly and asked how we could change the ‘clue’ if the bird was a butterfly or a bee. Students responded by saying that bees and butterflies are tiny so they can do wings smaller.*



### Assessment:

- The children will take their animal picture back to their seat and fill out the attached Animal Classification Sheet.



*LS Final Reflections: The lesson was assessed through listening and jotting down student answers along with photographs of the students during the activity. To up the rigor of our assessment, an animal assessment sheet was used to identify each student's ability to identify if their animal has fur, feathers, or scale, how it moves and whether it is an omnivore herbivore, or carnivore. We could have more arts terminology in regards to the pantomime. Deeper understanding was seen as the students engaged in thoughtful discussions about the attributes of the animals. Students loved the big kid words herbivore, omnivore, carnivore. Student led conversations often lead more in depth, deeper conversations on the subject.*

**Resources**

- Omnivore, Herbivore, Carnivore Song: Mr. R.'s World of Science. (2019, August 31). Retrieved November 28, 2020, from <https://sciencepoems.net/omnivore-herbivore-carnivore-music-video/>

**Appendix**

- Animal Classification Sheet was created to assess students' understanding of animals.



**Communication Checklist**

Tally for each time you hear or see a student do the following during discussions and the activity.

<b>Student Name</b>	<b>“my turn”</b>	<b>“your turn”</b>	<b>waited turn</b>	<b>exchanges</b>
ex. Sally	IIII	III	III	III

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