

Clue, Context, Sentence

Adapted from *Learning with Readers Theatre*

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Grade Level: 2 (with modifications) 3-5+

Elements of Language Arts/Drama Addressed: Vocabulary, Expression, Cooperation

NM Language Arts Core Content Standards:

Craft and Structure

Grades 3, 4, 5

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade level topic or subject area

Fluency

Grade 3, 4, 5

4. Read with sufficient accuracy and fluency to support comprehension.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NM Drama Standards Addressed:

Standard 1: Learn and develop the essential skills and meet technical demands unique to dance, music, theatre/drama and visual arts.

K-5 Benchmark 1A: Use body and voice to portray character.

Standard 2: Use dance, music, theatre/drama and visual arts to express ideas.

K-5 Benchmark 2A: Develop classroom dramatizations that express various moods or emotions (e.g., happy/sad, funny, scary, mysterious, etc.).

Lesson Objectives: Students will:

- Read sentences with expression.
- Investigate various vocabulary.
- Cooperate with peers.

Materials:

- Adverb cards—one set for each group (see attached)
 - Sentence cards—three different sentences per group (see attached)
 - Context/Situation cards—three different situations per group (see attached)
- NOTE: Copy each set of cards on a different color so they can be easily referenced.**
- Students in groups of 3
 - Room for groups to work

Vocabulary: Adverbs, emotions, context, situation

Teaching Process:

- Discuss emotions—encourage students to move beyond *mad, sad, glad*. Ask what might cause or when might someone have certain emotions—*thrilled* that a friend is going to visit; *bored* with hearing the same story; *scared* about their first day in a new school; etc.
- Read the 12 adverbs from the emotion cards. Note that these are **adverbs** and ask students to recognize that the **way** something is said can provide a clue for the emotion that person/character is feeling.
- Divide students into groups of three—if needed, make pairs, too. **NOTE some of the situations are for three characters, so plan/group accordingly.**
- Give each small group/pair a set of adverb cards. Read the cards once again.
- Give each group three sentences and three context/situation cards. Have the groups read amongst themselves each of these cards.
- Of their options, groups choose one sentence to say and one context/situation it in which it will be said. They will also need an adverb—how to say it.
- One person in the group will say the sentence, using the adverb and the others will silently react based on the context/situation. For example—a child **loudly** explaining to his/her parents, “Can you eat it?” and the parents reacting as if they are in a public setting. Allow time for the groups to rehearse—a minute or two.
- Without stating situations or emotions, each group presents to the others. The rest of the class must guess the emotion (adverb) and the context/situation. The goal is for each group to present so clearly that it is VERY obvious what the situation is and the emotion with which the sentence is spoken.

Assessment: Teacher observation, group discussion

Modifications:

- **Younger students**—work in pairs with only two emotions, one sentence, and one context/situation card.
- **Younger students**—work in small adult/guided reading groups to explore vocabulary, and then place cards in a center, having students explore situations on their own.
- **Older students**—create an improvised scene based on the context/situation and a character saying the sentence with a give emotion. Write dialogue for a scene using the sentence as the first line and the emotion as its stage direction.

Excitedly

Bravely

Firmly

Happily

Guiltily

Sadly

Decisively

Stubbornly

Enthusiastically

Angrily

Grumpily

Loudly

What time is it?

The grass is getting long.

Clean up your mess.

Can you eat it?

Go to your room.

Don't let them hear you.

You'll never catch me.

Shut the door.

How long will you be?

I'd really like to play with him/her.

I didn't mean it.

Don't come near me.

Child explaining to a parent

Three people keeping a secret

Police officer speaking to
another adult

Child speaking to a pet

Three good friends playing together

Teacher speaking to a group of
children who are working

Teacher speaking to a rowdy class

Doctor speaking to a nervous patient

Siblings getting ready for something

Child daring another child
to do something

Parent explaining to an angry child

Parent explaining to a
very young child