

**Standards,  
Benchmarks &  
Indicators  
Covered in This Unit**

**ENGLISH LANGUAGE ARTS**

**DANCE**

**ELA STANDARD 3**

*Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies*

➤ **Benchmark A**

*Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.*

**Indicator gr3:6**

*Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.*

➤ **Benchmark C**

*Draw conclusions from information.*

**Indicator gr3:5**

*Make inferences regarding events and possible outcomes from information in text.*

**ELA STANDARD 4**

*Reading Applications: Informational, Technical, and Persuasive Text Standard*

➤ **Benchmark D**

*Use visual aids as sources to gain additional information from text.*

**Indicator gr3:4**

*Draw conclusions from information in maps, charts, graphs, and diagrams.*

**ELA STANDARD 5**

*Reading Applications: Literary Text*

➤ **Benchmark B**

*Use supporting details to identify and describe main ideas, characters, and setting.*

**Indicator gr3:2**

*Use concrete details from the text to describe characters and setting.*

(continued)

## *Characters in Motion*

### Using Dance as a Tool to Understand Character Traits

#### Overview

Students use a familiar story (Goldilocks and The Three Bears) and the 4 elements of Dance (B.E.S.T., described herein) to identify, portray, and create a mental picture of the character traits in a story/dance performance. Students recognize and support a character's traits with details from the story/performance.

#### By the End of this Unit, Students Will Be Able to:

- Identify traits of a character in a story and support those traits with details
- Create a mental image of how a character is portrayed in a story using the elements of dance (B.E.S.T.)
- Organize information about a character in a chart and use that information to write a paragraph and create a dance
- Edit and submit a final copy of their writing
- Use a rubric to score the final paragraph

#### Student Work Product/Assessment

- Whole class chart: Character Traits
- Individual character chart about dance performance
- Paragraph about a character from the dance performance
- Pre-/Post-Assessments

#### Time Required

- Pre-Performance: Two 45-minute sessions
- Attendance at a dance performance (varies by engagement).
- Post-Performance: Two 45-minute sessions

#### Required Materials

Character Chart (Attachment A)  
Pre and Post Assessments (Attachment B and C)  
B.E.S.T. Teacher Cards (Attachment D)  
*Goldilocks and The Three Bears*

#### Appropriate Engagements

Dance Performance and residency: Field Trip or In-House

#### Teacher Preparation

Chart Paper labeled: Character Traits  
Familiarize yourself with B.E.S.T. (Attachment D)  
Pre-Assessment (Attachment B)  
Post-Assessment (Attachment C)  
ODE Grade Three Writing Rubric (Attachment E)

#### Teacher/Arts Provider Preparation

The teacher and arts provider have conversation and discuss the live dance performance. The teacher familiarizes herself/himself with B.E.S.T. and the character/traits in the performance (per conversation with arts provider).

**DANCE STANDARD 2**

*Creative Expression and Communication*

➤ **Benchmark A**

*Improvise, create and perform movement phrases with concentration and kinesthetic awareness.*

**Indicator gr3:1**

*Perform a variety of movements with clarity, focus, and kinesthetic awareness.*

➤ **Benchmark B**

*Use elements of dance to create a mood or express an idea in a dance study.*

**Indicator gr3:2**

*Create and perform a dance sequence that communicates an experience, story, or event.*

➤ **Benchmark C**

*Invent multiple solutions to movement problems varying space, time, and energy.*

**Indicator gr3:3**

*Invent and demonstrate movements that combine the elements of dance.*

**HELPFUL DEFINITIONS**

**Character:** A person, or any thing presented as a person (e. g. an object, animal, or natural force), in a literary work.

**Character Traits:** A distinguishing feature or quality of a character's personality/being.

**Plot:** The structure of a story. The sequence in which the author arranges events in a story.

**Setting:** The time and place in which a story unfolds.

**B.E.S.T.:** An acronym used by dancers to describe four tools a dancer uses: Body, Energy, Space and Time

**Body:** Dancers use the different parts of their body to communicate, instead of using their voice.

**Energy:** Dancers use energy to make traditional movements more interesting.

**Space:** Dancers use energy to make traditional movements more interesting.

**Time:** Dancers move at different speeds in order to convey a mood or a feeling.

**BEFORE THE PERFORMANCE**

**Pre-Engagement Class Activities**

Two 30 - 45-minute sessions

The second of these sessions should occur no more than a week before the performance.

**Instructions**

1. Teacher reads aloud *Goldilocks and the Three Bears*

2. Students complete pre-assessment on their own (see Attachment A).

*Put these papers to the side. Do not review them. The students will complete the same activity for the post-assessment using the same story.*

3. Teacher reviews the fundamentals of narrative structure: setting, character, plot and character traits (see definitions in sidebar). Our focus will be character traits.

4. Do **“Shape/Move” Procedural Lesson** (directly below) which will prepare students to critically examine the elements of narrative structure in a live performance

**PROCEDURAL LESSON**

***Shape, Move***

**Overview:** *Students create shapes with their bodies associated with vocabulary words or character traits.* This lesson can be used to help students learn & show their understanding of information in non-verbal ways, and can be applied to many subject areas, for example: demonstrating character traits, the setting of an event, math concepts (triangles, circles, etc. . .).

**Time:** 10 minutes

**Instructional Procedures:**

- Gather students** into a circle — you may have to move furniture, or you can have students stand around the perimeter of the room.
- Each student **creates a simple movement to accompany their name.** For example—Devonte will state his name while lifting both of his arms over his head.
- Teacher models example** using his/her own name & movement.
- Continue with the next student** stating their name and doing their movement. *NOTE: Don't let the momentum bog down by having students think too long about their movement. If a student is stuck, suggest one for them or the teacher may imitate an action the student is doing, and that will become the student's movement.*
- The format is **“call-and-response.”** Devonte simultaneously says his name and does his movement. Then, the whole class responds exactly as he did with *his name and movement.* We move around the circle in this way... Continue with the next student stating their name and doing their movement.

*This is the end of the Shape, Move activity.*

- In the same or different session, teacher explains that we can all communicate literally through movement, using different gestures.
  - Teacher says: Can anyone think of a gesture that says, “I'm sad?”

### Sample List of Character Traits

*Note how this list includes synonyms for some of the simple words students often think of. This process can be used as a tool for expanding vocabulary.*

1. Happy – Thrilled – Excited
2. Sad – Depressed – Blue
3. Angry – Mad – Furious
4. Sorry – Remorseful
5. Mean – Fierce
6. Shy – Bashful
7. Funny – Comical – Humorous
8. Ambitious – Determined – Eager
9. Tired – Sleepy – Lazy
10. Lonely – Dejected – Needy
11. Hungry – Ravenous
12. Full – Satiated – Satisfied
13. Hardworking - Dedicated
14. Sneaky – Sly – Conniving – Underhanded
15. Forgiving – Kind – Understanding

(Students demonstrate)

- b. Teacher says: Can anyone think of gestures that say, “Hello” (wave, high-five, nod of the head, shaking hands)
  - c. Teacher asks student to demonstrate other gestures for common words (character traits), such as “I’m sad. I’m hungry. I’m tired.”
6. Teacher explains that the tools dancers use to communicate spell the word B.E.S.T.: Body, Energy, Space, Time. Using the B.E.S.T. note cards (Attachment D), lead the class in a discussion of movement as a method of communication.
  7. Teacher now leads students in a discussion of the characters in Goldilocks and the Three Bears.
    - a. Teacher leads class in generating a list of character traits for the characters in Goldilocks. You may do this on the chalkboard/white board/chart paper, etc. You may want the students to take out their reading books to refresh their memories. See the “Sample List of Character Traits” in the sidebar at left to help students generate words.
    - b. Once the class list is complete, each student selects one trait and creates a movement or body shape that depicts the movement (as in the Shape/Move lesson).
    - c. Form a circle and use the Shape, Move Procedural Lesson so that each student shares their trait and movement in turn.
  8. Teacher explains that at the arts engagement, they will be seeing professional dancers who will communicate characters through dance. Have students watch for gestures and movement that tell us about the character’s traits in the dance.

### AFTER THE PERFORMANCE Post-Engagement Class Activities

Two 45-minute sessions

1. Immediately following the performance, have each student complete the character chart (Attachment A). (If the dancers incorporate a question and answer session after the performance, you may choose to include the performers in helping students to generate words to describe each character.)
2. Teacher reviews the BEST model with students.
3. Break the class into groups of 3-4 students.
4. Ask each group to choose a character from the dance they saw. List 3 character traits for that character.
5. Ask each student to select one trait and create a movement. When the students present, ask them to state the trait and then perform the movement (as in the Shape/Move Lesson)
6. Ask the groups to decide the order or to present the movements (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, etc...) to create an interesting sequence about the characters from the performance.
7. Have each group present their sequence in slow motion.
8. In the same or different session, have students write 1 paragraph based on the characters in the Live Dance Performance
  - Each student chooses a character from their completed character chart.

Based on the information in the chart, have them write about that character's traits. Support the trait(s) with details from the chart and examples of how that trait was demonstrated by the dancer(s) in the performance. Write 1-3 paragraphs based on this information and the rubric provided by your teacher.

9. Teacher may replicate this process with each story they study throughout the year. Don't forget to keep adding to the character traits chart.

### **Assessing Your Students' Work**

- Have students complete the Post-Assessment (Attachment C).
- Use the attached Ohio Department of Education Grade 3 Writing Scoring Rubric to grade your students' writing project.
- Collect the scored pre and post assessments and students' scored writing samples and save them to turn into your arts engagement provider.

### **Attachments**

- A. Character Chart (1 per student)
- B. Pre-Assessment (1 per student)
- C. Post-Assessment (1 per student)
- D. B.E.S.T. note cards (for teacher)
- E. Ohio Department of Education Grade Three Writing Rubric (for teacher)

### CHARACTER CHART

Directions: Choose 2-3 characters from the dance performance you saw. Complete the character chart for each character based on what you learned about the 4 elements of dance.

Name of Characters	Body	Energy	Time	Space

Choose a character from the chart and based on the information in the chart what is the character's trait(s) from the dance performance? Support that trait with details from your chart. Write 1 paragraph based on this information and the rubric provided by your teacher.

Student Name \_\_\_\_\_

Date \_\_\_\_\_

**Pre-Assessment**

The teacher will read *Goldilocks and the Three Bears* to you.

What are character traits? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List 3 character traits about Goldilocks.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

Choose one of the character traits from your list above and give 3 details from the story, *Goldilocks and the Three Bears*, that help to demonstrate that character trait.

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_

Student Name \_\_\_\_\_

Date \_\_\_\_\_

**Post-Assessment**

The teacher will read *Goldilocks and the Three Bears* to you.

What are character traits? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List 3 character traits about Goldilocks.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

Choose one of the character traits from your list above and give 3 details from the story, *Goldilocks and the Three Bears*, that help to demonstrate that character trait.

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_

**B.E.S.T. Teacher Notecards**

**Body – Energy – Space – Time\***  
**4 Elements of Dance**

*\*Shape is also noted here as an additional element*

**Directions:** Use these cards to help you explain B.E.S.T. (the 4 elements of dance). Cut out each card and use them for the classroom activities.

**Body**

Dancers use the different parts of their body to communicate, instead of using their voice. For example: Which parts of your body do you use to say hello? Try waving “hello” using your feet. Turn to the person sitting next to you and shake their hand, look them in the eye, and say “hello” without saying it. Which parts of your body do you use to say I’m hungry (no words)?

**Energy**

Dancers use energy to make traditional movements more interesting. Turn to the person sitting next to you and shake their hand with limp, wimpy energy.

**Shape**

Dancers make shapes with their bodies to communicate ideas. With a partner, make the shape of a square, a triangle...

**Space**

Dancers also work within the space on the stage-sometimes they take up a lot of space, sometimes they stay in one spot.

**Time**

Dancers move at different speeds in order to convey a mood or a feeling. Try your handshake (with a partner) in slow motion. How slow can you go? How fast can you go?

## **DURING THE PERFORMANCE**

- Encourage students to think about the following questions when watching the performance: What does each character want? If you had to describe each character in one word, what would it be? Which characters interact with each other (are on stage at the same time)? Which ones don't? What do you think each character's thoughts and feelings are? You might have students bring notebooks to the performance and have them begin jotting down their observations during intermission or on the bus back to school.

## **FOLLOWING THE PERFORMANCE**

### **Post-Engagement Class Activities**

Two 30-40 minute sessions

These sessions should occur as soon possible after the performance.

### ***Instructions***

1. Adapt the Character Circle Procedural Lesson and allow student to explore conversations between different characters from the live performance.
  - a) Write all the character names on the board. Ask the students, "What did each of the characters in the play want?" Next to each character name write the answer. This is the character's objective.
  - b) Set the students up for the Character Circle Procedural Lesson. Assign the main character to the student in the center of the circle. Assign the minor characters to the students forming the circle. Instruct each student that when it is their turn they will have a conversation with the main character and prevent or help the main character get what they want (achieve their objective).
  - c) Place one of the minor characters in the center of the circle. Repeat the activity above.
  - d) Repeat for all characters, or as many as time allows.
2. Explain to the students that as each of the characters from the Character Circle conversations tried to get what they wanted (achieve their objective), they developed hi/her individual story. This is how the story is explored from a different point of view.
3. Have students choose a minor character and rewrite the story from the point of view of this character. Select the form you would like students' writing to take, e.g. a dialogue between one or more characters that relays a particular scene/incident or a descriptive narrative of one or more paragraphs that relates a particular scene/incident or the full story. Encourage students to use the dialogue from the previous Character Circle game as inspiration for their re-writes.
4. Have students share and edit their writing.

### **Assessing Your Students' Work**

- Adapt the attached Ohio Department of Education Grade 3 Writing Scoring Rubric by adding the following additional questions:
  1. Does the student use details from the play that support his/her new version of the story?
  2. Does the student's work reflect the ideas generated in the Character Circle game?

**Grade 3 Writing Scoring Rubric**

Score Point	Content Standards: Process 2 – 3, 11 Applications 2, 4	Organization Standards: Processes 2, 5, 6, 7	Conventions Standards: Conventions 1 – 6, 8 – 12, 14 – 17
<b>4</b>  <b>Effective</b>	<ul style="list-style-type: none"> <li>develops a main idea or prompt completely</li> <li>supports a main idea with details from text</li> <li>focuses on a main idea with no extraneous information</li> <li>displays evidence of an author's voice</li> </ul>	<ul style="list-style-type: none"> <li>contains a clear message with a developed introduction, body and closure</li> <li>contains well-constructed paragraph(s)</li> <li>contains fluent and easy-to-follow complete sentences</li> <li>varies sentence structure and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>displays legible handwriting</li> <li>displays correct use of nouns, verbs and adjectives</li> <li>displays correct agreement between subject and verb, noun and pronoun</li> <li>displays correct spelling of grade-level words and reasonable attempts at beyond-grade-level words</li> <li>displays correct capitalization and punctuation</li> </ul>
<b>3</b>  <b>Adequate</b>	<ul style="list-style-type: none"> <li>develops a mostly complete main idea or prompt</li> <li>supports a main idea with some details from text</li> <li>focuses on the main idea with little extraneous information</li> <li>displays some evidence of an author's voice</li> </ul>	<ul style="list-style-type: none"> <li>conveys a clear message with a simple introduction, body and closure</li> <li>contains properly constructed paragraphs</li> <li>contains complete sentences that are somewhat fluent</li> <li>varies sentence structure and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>displays legible handwriting in most cases</li> <li>displays mostly correct use of nouns, verbs and adjectives</li> <li>displays mostly correct agreement between subject and verb, noun and pronoun</li> <li>displays mostly correct spelling of grade-level words</li> <li>displays mostly correct capitalization and punctuation</li> </ul>
<b>2</b>  <b>Partial</b>	<ul style="list-style-type: none"> <li>develops an incomplete main idea or prompt</li> <li>supports a main idea with a few details from text</li> <li>focuses on the main idea, but with some extraneous information</li> <li>does not display an author's voice</li> </ul>	<ul style="list-style-type: none"> <li>contains a somewhat confusing message with a simple introduction, body and closure; one or more may be missing</li> <li>contains one or more paragraphs</li> <li>contains mostly complete sentences that are difficult to follow and do not flow well</li> <li>varies sentence structure and vocabulary with some repetition</li> </ul>	<ul style="list-style-type: none"> <li>displays legible handwriting some of the time</li> <li>displays partially correct use of nouns, verbs and adjectives</li> <li>displays partially correct agreement between subject and verb, noun and pronoun</li> <li>displays partially correct spelling of grade-level words</li> <li>displays partially correct use of capitalization and punctuation</li> <li>displays patterns of errors that sometimes impede meaning</li> </ul>
<b>1</b>  <b>Minimal</b>	<ul style="list-style-type: none"> <li>does not develop a main idea or prompt</li> <li>includes few details, which do not support a main idea</li> <li>focuses on topic, but extraneous information impedes comprehension</li> <li>does not display an author's voice</li> </ul>	<ul style="list-style-type: none"> <li>conveys a confused message without an introduction, a body or a closure</li> <li>contains little or no paragraph structure</li> <li>contains disjointed sentences with little relation between them</li> <li>uses repetitive sentence structure and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>displays mostly illegible handwriting</li> <li>displays minimally correct use of nouns, verbs and adjectives</li> <li>displays minimal use of correct agreement between subject and verb, noun and pronoun</li> <li>displays minimal use of correct spelling</li> <li>displays minimal use of correct capitalization and punctuation</li> <li>contains patterns of errors that seriously interfere with meaning</li> </ul>
<b>0</b>	Student attempts to respond, but response is off-topic, illegible, or insufficient or otherwise fails to meet requirements for a score of 1.		