

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5	Content Area: Theater
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Introduction

The grade 3-5 Theater curriculum provides a variety of integrated, interdependent learning opportunities for students to develop artistic literacy and fluency in the theater arts discipline. Students are expected to engage in imagining, creating, and performing ways to express their ideas, and analyze and respond to the artistic works of others. Artistic processes, anchor standards, practices, and performance expectations assist in developing these skills along with grade level appropriate vocabulary, resources, and techniques.

Original Adoption: October 23, 2018
Revised on: March 18, 2019
Revised by: C. McBride, C. Sheplin
Revised on: August 16, 2022
Revised by: Cathy McBride

Recommended Pacing Guide	
Creating	10 days throughout
Performing	10 days throughout
Responding	10 days throughout
Connecting	10 days throughout

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Theater

Unit 1: Creating

Duration: 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Standards:

- 1.4.5.Cr1a: Create roles, imagined worlds and improvised stories in a drama/theater work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theater work.
- 1.4.5.Cr1b: Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theater work.
- 1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theater work.
- 1.4.5.Cr2a: Devise original ideas for a drama/theater work that reflect collective inquiry about characters, plots and their given circumstances.
- 1.4.5.Cr2b: Participate and identify defined responsibilities required to present a drama/theater work informally to peers/audience and participate in the process.
- 1.4.5.Cr3a: Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theater work through self and collaborative review.
- 1.4.5.Cr3b: Use and adapt sounds and movements in a guided drama experience.
- 1.4.5.Cr3c: Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theater work.

Primary Interdisciplinary Connections:

Visual Art and Dance

- Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.
- Dance for and with others in a space where the audience and performers occupy different areas.
- Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple dance terminology.
- Make art or design with various materials and tools to explore personal interests, questions, and curiosity.
- Identify safe and non-toxic art materials, tools, and equipment.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

English Language Arts:

- NJSLA.W3. Write narratives to develop real or imagined experiences or

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Theater

events using effective technique, well-chosen details, and well-structured event sequences.

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

Social Emotional Learning [SELARTS](#)

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Evaluate personal, ethical, safety and civic impact of decisions
- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices

Social Studies:

- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Theater

Career Readiness, Life Literacies and Key Skills

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

LGBT and Disabilities Law N.J.S.A 18A:35-4.35 Instruction on the political, economic, and social integration of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum

Amistad Law: N.J.S.A 18A:52:16A-88-4.35 Instruction regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of secondary school students. <https://njsbf.org/new-breaking-bias-lessons-from-the-amistad-curriculum/>
<http://www.njamistadcurriculum.net/>

Holocaust Law N.J.S.A 18A:35-28

Instruction on the Holocaust and genocides in an appropriate place in the curriculum with an emphasis on the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Evidence of Student Learning

Formative Tasks:

- Class participation
- Teacher observation
- Questioning
- Discussion
- Demonstration
- Composition
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down
- Emoji Self-assessment Door Chart

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final project or performance
- Does the students' acting (body, voice, movement, creative choices) demonstrate what they know? How?
- Does the way the students use space demonstrate what they know? Provide evidence.
- Does the content of what the students say demonstrate what they know?

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5	Content Area: Theater
	<p>Describe how you came to this conclusion.</p> <ul style="list-style-type: none"> • Does the way the students say words, make sounds, move their bodies, engage the other actors, and/or engage the audience demonstrate what they know? Explain what you notice about these connections. • Does the way the group scripted their work demonstrate what they know? What do you see that supports evidence of learning? • Do the creative choices including design, character work, and staging demonstrate what they know? How did you come to this answer? • Does the way the group worked together demonstrate what they know? Explain your observations.
<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Listening Exam • Performance • Verbal feedback • Student Critique • Individual evaluation • Observation 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher. • Oral review of technique and vocabulary
Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Theater artists rely on intuition, curiosity, and critical inquiry • Theater artists work to discover different ways of communicating meaning. • Theater artists refine their work and practice their craft through rehearsal. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What happens when theater artists use their imaginations and/or learned theater skills while engaging in creative exploration and inquiry? • How, when, and why do theater artists' choices change? • How do theater artists transform and edit their initial ideas?
<p>Unit Objectives <i>Students will know...</i></p>	<p>Unit Objectives: <i>Students will be able to...</i></p>

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Theater

- How does observing people help you create characters?
- How do actors move to express an emotion?
- How are costumes different from everyday clothes?
- What are the similarities between your family and families found in stories?
- Do all stories have a beginning, middle and end structure?
- Why is plot important to a story?
- Why are props important?
- What makes theater a unique experience?
- Why is stage space necessary?
- How does a performer's vocal quality and movement convey a message about a character?
- Why is it necessary to look at different perspectives of a story?
- How are performer's impacted by feedback?
- How can different members of an audience have different reactions to a dramatization?
- When might a critic allow their feelings to impact how they evaluate a dramatization?
- Why are there so many plots that revolve around community and family stories?

- Imitate or create people, creatures, or things based on observation using body and facial expression
- Demonstrate the ability to follow a simple set of steps in a dramatic task.
- Use body and voice to demonstrate knowledge of holidays and other cultural events.
- Describe the difference between theater and real life
- Retell through drama and voice the plot of a short story and highlight the beginning, middle and end using movement and voice.
- Use appropriate theater vocabulary to critique a live performance
- Improvise to create original characters and environments from an existing work such as a fairy tale, folktale, or story.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Scripted works as needed
- Facility with open space and stage
- Props as needed
- Reader's theater activities
- Create Google Slides presentation of reader's theater performance
- Record podcasts of reader's theater performances

Varied Levels of Text:

- Grade level theater scripts, and reader's theater scripts:
 - [Melissa Stewart - Readers Theater Scripts](#)
 - https://melissa-stewart.com/img2018/pdfs/Under_Snow_RT_2019.pdf
 - [Margie Palatini • Barry Moser READER'S THEATER FUN](#)

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Theater

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| <ul style="list-style-type: none"> ● Record Flipgrid video of reader's theater performance ● A Funny Thing Happened on the Way to School ● https://education.byu.edu/arts/lessons/buy-it-today ● Creating a Character McKay School of Education ● https://education.byu.edu/arts/lessons/is-this-on-sale%3f-everyday-math-applications ● Mother Goose Academy McKay School of Education ● Statue Stories with Rory's Story Cubes McKay School of Education ● Reader's Theater Scripts and Plays for the Classroom ● Drama Games & Activities for Kids - Hand-picked by a Drama Teacher Teach Starter ● Creative Drama Lesson Plans ● Creative Drama from Picture Books ● Creative Drama in the Classroom & Beyond by Nellie McCaslin ● Structuring Drama Work: A handbook of available forms in theater and drama by Jonothan Neelands and Tony Goode ● Theater Games for the Classroom: A Teacher's Handbook by Viola Spolin | <ul style="list-style-type: none"> ○ http://www.margiepalatini.com/wp-content/uploads/readers_theater/PIGGIE_PIE_READERS_THEATER.pdf ● Grade level texts for reader's theater: <ul style="list-style-type: none"> ○ "Charlie and the Chocolate Factory" ○ "Alexander and the Horrible, No Good Day" ○ "Fox and His Friends" ● "The Hare and the Tortoise" ● "Nature Talks Back" ● "Peter Rabbit" ● "Rikki Tikki Tavi" ● "How the Elephant Got Its Trunk" ● "Amandina" ● "Backstage Cat" ● "Rifka Takes a Bow" ● "Moses Sees a Play" ● "Amazing Grace" ● "Kamishibai Man" ● "Stagestruck" ● "Pet of the Met" ● "Louise the Big Cheese: Diving Diva" ● "The Happiest Tree" ● "The Boy, the Bear, the Baron, and the Bard" ● "Full Moon and Star" |
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Suggested Accommodations For All Units

English Language Learners:

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Special Education/504 Plans/Students with Disabilities:

- Pair visual prompts with verbal presentations

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Theater

- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Students may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Students may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Gifted and Talented:

- Extension Activities
- Conduct research and provide presentation of cultural topics
- Debate topics of interest / cultural importance
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Anchor Activities
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

Students at Risk of Failure:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
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Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Theater

- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

Gifted and Talented

- Peer mediated strategies
- Cooperative learning groups
- Differentiated instruction

Presentation accommodations allow a student to:

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Use technology tools to enhance content
- Explore real world connections

Response accommodations allow a student to:

- Turn and Talk
- Reward risk taking while encouraging students to think "outside of the box"

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Theater

Setting accommodations allow a student to:

- Use flexible seating
- Have choice in seating/grouping

Timing accommodations allow a student to:

- Have flexible pacing in terms of content, assignments, and assessments
- Explore extended activities

Scheduling accommodations allow a student to:

- Establish a timeline for completing a project
- Have rigorous Pacing

Organization skills accommodations allow a student to:

- Model executive functioning
- Utilize independent skills practices

Assignment modifications allow a student to:

- Complete enrichment tasks
- Write longer passages on essays and open ended responses including academic vocabulary
- Answer higher order thinking questions
- Cite text evidence
- Create alternate projects or assignments, student developed rubrics, student choice when completing a project or alternate labs

Curriculum modifications provide:

- Topics of interest to the student and/or relevant to how the world works
- Students access to supplemental reading materials matched to individual student lexiles
- Opportunities for open-ended, self-directed activities
- Opportunities to get graded or assessed using a different standard than the one for classmates

Unit 2: Performing: Fundamentals and Basics of Theater

Duration: 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Standards:

1.4.5.Pr4a: Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theater work.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Theater

- 1.4.5.Pr4b: Identify and utilize basic technical/design elements that can be used in drama/theater work to demonstrate an understanding of the elements.
- 1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theater work.
- 1.4.5.Pr5b: Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theater work.
- 1.4.5.Pr6a: Practice drama/theater work and share reflections individually and in small groups, and informally with an audience

Primary Interdisciplinary Connections:

Visual Art

Combine concepts collaboratively to generate innovative ideas for creating art.

English Language Arts:

- R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly
- W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Theater

- speaking about a text.
- RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Science

5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Social Studies:

- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Social Emotional Learning [SELARTS](#)

Recognize one's feelings and thoughts

Recognize the impact of one's feelings and thoughts on one's own behavior

Recognize one's personal traits, strengths and limitations

Recognize the importance of self-confidence in handling daily tasks and challenges

Recognize and identify the thoughts, feelings and perspectives of others

Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds

Demonstrate an understanding of the need for mutual respect when viewpoints differ

Demonstrate an awareness of the expectations for social interactions in a variety of settings

Utilize positive communication and social skills to interact effectively with others

Identify the consequences associated with one's actions in order to make constructive choices

Develop, implement and model effective problem solving and critical thinking skills

Career Readiness, Life Literacies, and Key Skills Practices:

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

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Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

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Holocaust Law N.J.S.A 18A:35-28

Instruction on the Holocaust and genocides in an appropriate place in the curriculum with an emphasis on the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Evidence of Student Learning

Formative Tasks:

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- Does the way the group scripted their work demonstrate what they know? What do you see that supports evidence of learning?
- Do the creative choices including design, character work, and staging demonstrate what they know? How did you come to this answer?
- Does the way the group worked

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5	Content Area: Theater
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	together demonstrate what they know? Explain your observations.
Summative Assessments: <ul style="list-style-type: none"> • Listening Exam • Performance • Verbal feedback • Student Critique • Individual evaluation • Observation 	Benchmark Assessments: <ul style="list-style-type: none"> • A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher. • Oral review of technique and vocabulary
Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none"> • Theater artists develop personal processes and skills for a performance or design. • Theater artists make choices to convey meaning • Theater artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience. 	Essential Questions: <ul style="list-style-type: none"> • How do theater artists fully prepare a performance or design? • How do theater artists use tools and techniques to communicate ideas and feelings? • What happens when theater artists and audiences share creative experiences?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: <ul style="list-style-type: none"> • Scripted works as needed • Facility with open space and stage • Props as needed • Reader's Theater performances • Aesop's Fables: Comedy & Tragedy Masks • Get Dramatic: Reduce, Reuse, Recycle • Harriet Tubman: Retelling History Through Dance & Drama • Drama Games & Activities for Kids - Hand-picked by a Drama Teacher Teach Starter • Creative Drama Lesson Plans • Creative Drama from Picture Books 	Varied Levels of Text: <ul style="list-style-type: none"> • Grade level theater scripts, and reader's theater scripts: • Melissa Stewart - Readers Theater Scripts • https://melissa-stewart.com/img2018/pdfs/Under_Snow_RT_2019.pdf • Margie Palatini • Barry Moser READER'S THEATER FUN • http://www.margiepalatini.com/wp-content/uploads/readers_theater/PIGGIE_PIE_READERS_THEATER.pdf • Resources about Harriett Tubman • Grade level texts for reader's theater:

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Theater

- “Alexander and the Horrible, No Good Day”
- “Fox and His Friends”
- “Nature Talks Back”
- “Peter Rabbit”
- “Rikki Tikki Tavi”
- “How the Elephant Got Its Trunk”
- “Amandina”
- “Backstage Cat”
- “Rifka Takes a Bow”
- “Moses Sees a Play”
- “Amazing Grace”
- “Kamishibai Man”
- “Stagestruck”
- “Pet of the Met”
- “Louise the Big Cheese: Diving Diva”
- “The Happiest Tree”
- “The Boy, the Bear, the Baron, and the Bard”
- “Full Moon and Star”

Suggested Accommodations For All Units

English Language Learners:

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Special Education/504 Plans/Students with Disabilities:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Students may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Theater

- Extra textbooks for home.
- Students may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Gifted and Talented:

- Extension Activities
- Conduct research and provide presentation of cultural topics
- Debate topics of interest / cultural importance
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
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- Use of Higher Level Questioning Techniques
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Students at Risk of Failure:

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Economically Disadvantaged:

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Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Theater

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

Gifted and Talented

- Peer mediated strategies
- Cooperative learning groups
- Differentiated instruction

Presentation accommodations allow a student to:

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Use technology tools to enhance content
- Explore real world connections

Response accommodations allow a student to:

- Turn and Talk
- Reward risk taking while encouraging students to think "outside of the box"

Setting accommodations allow a student to:

- Use flexible seating
- Have choice in seating/grouping

Timing accommodations allow a student to:

- Have flexible pacing in terms of content, assignments, and assessments
- Explore extended activities

Scheduling accommodations allow a student to:

- Establish a timeline for completing a project

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Theater

- Have rigorous Pacing

Organization skills accommodations allow a student to:

- Model executive functioning
- Utilize independent skills practices

Assignment modifications allow a student to:

- Complete enrichment tasks
- Write longer passages on essays and open ended responses including academic vocabulary
- Answer higher order thinking questions
- Cite text evidence
- Create alternate projects or assignments, student developed rubrics, student choice when completing a project or alternate labs

Curriculum modifications provide:

- Topics of interest to the student and/or relevant to how the world works
- Students access to supplemental reading materials matched to individual student lexiles
- Opportunities for open-ended, self-directed activities
- Opportunities to get graded or assessed using a different standard than the one for classmates

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5	Content Area: Theater
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Unit 3: Responding, Interpreting and Evaluating	Duration: 10 days throughout
Standards/Learning Targets	
<p>New Jersey Student Learning Standards:</p> <p>1.4.5.Re7a: Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theater work through participation and observation.</p> <p>1.4.5.Re8a: Develop and implement a plan to evaluate drama/theater work.</p> <ul style="list-style-type: none"> ● 1.4.5.Re2b: Analyze technical elements from multiple drama/theater works and assess how the technical elements may support or represent the themes or central ideas of drama/theater works. ● 1.4.5.Re8c: Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theater work. <p>1.4.5.Re9a: Compare and contrast multiple personal experiences when participating in or observing a drama/theater work and justify responses to drama/theater work based on personal experience.</p> <ul style="list-style-type: none"> ● 1.4.5.Re9b: Explain responses to characters based on cultural perspectives when participating in or observing drama/theater work. ● 1.4.5.Re9c: Identify and discuss physiological changes connected to emotions in posture, gesture, breathing, and vocal intonation in a drama/theater work. 	
<p>Primary Interdisciplinary Connections:</p> <p>English Language Arts:</p> <ul style="list-style-type: none"> ○ R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ○ R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <p>Social Studies:</p> <ul style="list-style-type: none"> ○ 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. 	
<p>Social Emotional Learning SELARTS</p> <p>Recognize one's feelings and thoughts</p> <p>Recognize the importance of self-confidence in handling daily tasks and challenges</p> <p>Recognize the impact of one's feelings and thoughts on one's own behavior</p> <p>Utilize positive communication and social skills to interact effectively with others</p> <p>Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</p> <p>Recognize the importance of self-confidence in handling daily tasks and challenges</p> <p>Recognize and identify the thoughts, feelings and perspectives of others</p> <p>Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds</p> <p>Demonstrate an understanding of the need for mutual respect when viewpoints differ</p> <p>Demonstrate an awareness of the expectations for social interactions in a variety of settings</p> <p>Develop, implement and model effective problem solving and critical thinking skills</p>	

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Theater

Career Readiness, Life Literacies and Key Skills Practices

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

LGBT and Disabilities Law N.J.S.A 18A:35-4.35 Instruction on the political, economic, and social integration of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum

Amistad Law: N.J.S.A 18A:52:16A-88-4.35 Instruction regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of secondary school students. <https://njsbf.org/new-breaking-bias-lessons-from-the-amistad-curriculum/>
<http://www.njamistadcurriculum.net/>

Holocaust Law N.J.S.A 18A:35-28

Instruction on the Holocaust and genocides in an appropriate place in the curriculum with an emphasis on the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Evidence of Student Learning

Formative Tasks:

- Class participation
- Teacher observation
- Questioning
- Discussion
- Demonstration
- Composition
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down
- Emoji Self-assessment Door Chart

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final project or performance
- Does the students' acting (body, voice, movement, creative choices) demonstrate what they know? How?
- Does the way the students use space demonstrate what they know? Provide evidence.
- Does the content of what the students say demonstrate what they know? Describe how you came to this conclusion.
- Does the way the students say words, make

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5	Content Area: Theater
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	<p>sounds, move their bodies, engage the other actors, and/or engage the audience demonstrate what they know? Explain what you notice about these connections.</p> <ul style="list-style-type: none"> • Does the way the group scripted their work demonstrate what they know? What do you see that supports evidence of learning? • Do the creative choices including design, character work, and staging demonstrate what they know? How did you come to this answer? • Does the way the group worked together demonstrate what they know? Explain your observations.
Summative Assessments: <ul style="list-style-type: none"> • Listening Exam • Performance • Verbal feedback • Student Critique • Individual evaluation • Observation 	Benchmark Assessments: <ul style="list-style-type: none"> • A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher. • Oral review of technique and vocabulary
Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none"> • Theater artists reflect to understand the impact of drama processes and theater experiences. • Theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics. • Theater artists apply criteria to investigate, explore, and assess drama and theater work. 	Essential Questions: <ul style="list-style-type: none"> • How do theater artists comprehend the essence of drama processes and theater experiences? • How can the same work of art communicate different messages to different people? • How are the theater artist's processes and the audience's perspectives impacted by analysis and synthesis?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: <ul style="list-style-type: none"> • Scripted works as needed • Aesop's Fables: Comedy & Tragedy Masks 	Varied Levels of Text: <ul style="list-style-type: none"> • Grade level theater scripts and texts • Grade level theater scripts, and reader's theater scripts:

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Theater

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| <ul style="list-style-type: none"> ● Drama Games & Activities for Kids - Hand-picked by a Drama Teacher Teach Starter ● Creative Drama Lesson Plans ● Creative Drama from Picture Books ● Drama/Home BYU Arts Partnership ● From Head to Toe by Eric Carle McKay School of Education ● Goin' on a Bear Hunt McKay School of Education ● The Day the Crayons Quit and Came Home McKay School of Education ● Animal Question-and-Answer Reports McKay School of Education ● Resources: Drama BYU McKay School of Education ● Reader's Theater scripts ● Facility with open space and stage ● Props as needed ● Reader's Theater performances ● Describe settings and causes of character actions ● Compare personal emotions to those of characters ● Compare and contrast characters' responses to challenges | <ul style="list-style-type: none"> ○ Melissa Stewart - Readers Theater Scripts ○ https://melissa-stewart.com/img2018/pdfs/Under Snow RT 2019.pdf ○ Margie Palatini • Barry Moser READER'S THEATER FUN ○ http://www.margiepalatini.com/wp-content/uploads/readers_theater/PIGGLIE_PIE_READERS_THEATER.pdf ● Grade level texts for reader's theater: <ul style="list-style-type: none"> ○ "If You Take a Mouse to School" ○ "Giraffes Can't Dance" ○ "The Three Little Pigs" ○ "Goldilocks and the Three Dinosaurs" ○ "Molly Lou Melon: Stand Tall Molly Lou Melon" ○ "Wolf!" ○ "The Web Files" ○ "Alexander and the Horrible, No Good Day" ○ "Fox and His Friends" ● "From Head to Toe by Eric Carle" ● "Goin' on a Bear Hunt" ● "The Day the Crayons Quit" ● A Reader's Theater Script for - The Day the Crayons Quit Written by Drew Daywalt Illustrated by Oliver Jeffers ● "The Day the Crayons Came Home" ● "Nature Talks Back" ● "Peter Rabbit" ● "Rikki Tikki Tavi" ● "How the Elephant Got Its Trunk" ● "Amandina" ● "Backstage Cat" ● "Rifka Takes a Bow" ● "Moses Sees a Play" ● "Amazing Grace" ● "Kamishibai Man" ● "Stagestruck" ● "Pet of the Met" ● "Louise the Big Cheese: Diving Diva" ● "The Happiest Tree" ● "The Boy, the Bear, the Baron, and the Bard" ● "Full Moon and Star" |
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Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Theater

Suggested Accommodations For All Units

English Language Learners:

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Special Education/504 Plans/Students with Disabilities:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Students may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Students may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Gifted and Talented:

- Extension Activities
- Conduct research and provide presentation of cultural topics
- Debate topics of interest / cultural importance
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Anchor Activities
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

Students at Risk of Failure:

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Theater

- Pair visual prompts with verbal presentations
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- Encourage student to proofread assignments and tests
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- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

Gifted and Talented

- Peer mediated strategies
- Cooperative learning groups

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Theater

- Differentiated instruction

Presentation accommodations allow a student to:

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Use technology tools to enhance content
- Explore real world connections

Response accommodations allow a student to:

- Turn and Talk
- Reward risk taking while encouraging students to think “outside of the box”

Setting accommodations allow a student to:

- Use flexible seating
- Have choice in seating/grouping

Timing accommodations allow a student to:

- Have flexible pacing in terms of content, assignments, and assessments
- Explore extended activities

Scheduling accommodations allow a student to:

- Establish a timeline for completing a project
- Have rigorous Pacing

Organization skills accommodations allow a student to:

- Model executive functioning
- Utilize independent skills practices

Assignment modifications allow a student to:

- Complete enrichment tasks
- Write longer passages on essays and open ended responses including academic vocabulary
- Answer higher order thinking questions
- Cite text evidence
- Create alternate projects or assignments, student developed rubrics, student choice when completing a project or alternate labs

Curriculum modifications provide:

- Topics of interest to the student and/or relevant to how the world works
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- Opportunities for open-ended, self-directed activities
- Opportunities to get graded or assessed using a different standard than the one for classmates

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Theater

Unit 4: Connecting

Duration: 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 1.4.5.Cn10a: Explain how drama/theater connects oneself to a community or culture and identify the ways drama/theater work reflects the perspectives of a community or culture.
- 1.4.5.Cn11a: Identify, respond to and investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work.
- 1.4.5.Cn11b: Compare the drama/theater conventions of a given time period with those of the present

Primary Interdisciplinary Connections:

English Language Arts:

- R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Social Studies:

- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Career Readiness, Life Literacies, and Key Skills

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.5.Cl.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

LGBT and Disabilities Law N.J.S.A 18A:35-4.35 Instruction on the political, economic, and social integration of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum

Amistad Law: N.J.S.A 18A:52:16A-88-4.35 Instruction regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of secondary school students. <https://njsbf.org/new-breaking-bias-lessons-from-the-amistad-curriculum/>
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Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Theater

Holocaust Law N.J.S.A 18A:35-28

Instruction on the Holocaust and genocides in an appropriate place in the curriculum with an emphasis on the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Evidence of Student Learning

Formative Tasks:

- Class participation
- Teacher observation
- Questioning
- Discussion
- Demonstration
- Composition
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down
- Emoji Self-assessment Door Chart

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final project or performance
- Does the students' acting (body, voice, movement, creative choices) demonstrate what they know? How?
- Does the way the students use space demonstrate what they know? Provide evidence.
- Does the content of what the students say demonstrate what they know? Describe how you came to this conclusion.
- Does the way the students say words, make sounds, move their bodies, engage the other actors, and/or engage the audience demonstrate what they know? Explain what you notice about these connections.
- Does the way the group scripted their work demonstrate what they know? What do you see that supports evidence of learning?
- Do the creative choices including design, character work, and staging demonstrate what they know? How did you come to this answer?
- Does the way the group worked together demonstrate what they

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5	Content Area: Theater
<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Listening Exam • Performance • Verbal feedback • Student Critique • Individual evaluation • Observation 	<p>know? Explain your observations.</p> <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher. • Oral review of technique and vocabulary
Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Theater artists allow awareness of interrelationships between self and others to inform their work. • As theater is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What happens when theater artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy? • What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work?
Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • Scripted works as needed • Facility with open space and stage • Props as needed • Reader's Theater performances • Aesop's Fables: Comedy & Tragedy Masks • Drama Games & Activities for Kids - Hand-picked by a Drama Teacher Teach Starter • Creative Drama Lesson Plans • Creative Drama from Picture Books 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • Grade level theater scripts and texts • Grade level books • "Nature Talks Back" • "Peter Rabbit" • "Rikki Tikki Tavi" • "How the Elephant Got Its Trunk" • "Amandina" • "Backstage Cat" • "Rifka Takes a Bow" • "Moses Sees a Play" • "Amazing Grace" • "Kamishibai Man" • "Stagestruck" • "Pet of the Met"

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Theater

- “Louise the Big Cheese: Diving Diva”
- “The Happiest Tree”
- “The Boy, the Bear, the Baron, and the Bard”
- “Full Moon and Star”

Suggested Accommodations For All Units

English Language Learners:

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Special Education/504 Plans/Students with Disabilities:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
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- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Gifted and Talented:

- Extension Activities
- Conduct research and provide presentation of cultural topics
- Debate topics of interest / cultural importance

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Theater

- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Anchor Activities
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

Students at Risk of Failure:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
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Economically Disadvantaged:

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- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Theater

- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

Gifted and Talented

- Peer mediated strategies
- Cooperative learning groups
- Differentiated instruction

Presentation accommodations allow a student to:

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
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- Explore real world connections

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- Turn and Talk
- Reward risk taking while encouraging students to think “outside of the box”

Setting accommodations allow a student to:

- Use flexible seating
- Have choice in seating/grouping

Timing accommodations allow a student to:

- Have flexible pacing in terms of content, assignments, and assessments
- Explore extended activities

Scheduling accommodations allow a student to:

- Establish a timeline for completing a project
- Have rigorous Pacing

Organization skills accommodations allow a student to:

- Model executive functioning
- Utilize independent skills practices

Assignment modifications allow a student to:

- Complete enrichment tasks
- Write longer passages on essays and open ended responses including academic vocabulary
- Answer higher order thinking questions
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Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5	Content Area: Theater
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Curriculum modifications provide:

- Topics of interest to the student and/or relevant to how the world works
- Students access to supplemental reading materials matched to individual student lexiles
- Opportunities for open-ended, self-directed activities
- Opportunities to get graded or assessed using a different standard than the one for classmates