

A4L Notebook

Unit 1: *Character Clues in Action!*

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UNIT OVERVIEW FOR STUDENTS

Unit 1 *Character Clues In Action!*

This diagram shows the path this unit takes you on to create a Character Performance in a few weeks of classes.

Part 1

Reading, Looking for Clues, & Acting with...Pigs and Wolves!

The Three Little Pigs

The TRUE Story of the Three Little Pigs



Part 2



Reading, Looking for Clues, & Acting with...a StingRay, A Buffalo, and someone called Plastic!



Toys Go Out

Part 3



***Character Clues in Action!* Performance**

Story Map for *The True Story of the Three Little Pigs*
(1 of 3)



CHARACTERS

TRAITS

--

SETTING – where does the story take place?

--

PROBLEM – what issue is the character trying to solve?

--



Story Map for *The True Story of the Three Little Pigs* *continued (2 of 3)*

EVENTS

What happens in the story?

CHARACTER PERSPECTIVE

S/he is feeling.... S/he is thinking...

Story Map for *The True Story of the Three Little Pigs* continued (3 of 3)



EVENTS

What happens in the story?

CHARACTER PERSPECTIVE

S/he is feeling.... S/he is thinking...

RESOLUTION – how is the story solved?

--

Reflecting on *Your* Acting Choices

Directions: Use these sentence stems to reflect on your acting choices.

When I acted out _____,
(name or describe character)

my body, face, or voice _____
(describe what you did with your body, face, or voice)

I did this to show that my character was thinking or feeling _____



When I acted out _____,
(name or describe character)

my body, face, or voice _____
(describe what you did with your body, face, or voice)

I did this to show that my character was thinking or feeling _____

Reflecting on Your *Peer's* Acting Choices

Directions: Use these sentence stems to reflect on your peer's acting choices.

When you acted out _____,
(name or describe character)

your body, face, or voice _____
(describe what your partner did with his or her body, face, or voice)

This makes me think your character was thinking or feeling _____



When you acted out _____,
(name or describe character)

your body, face, or voice _____
(describe what your partner did with his or her body, face, or voice)

This makes me think your character was thinking or feeling _____

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First TRAIL Marker

Reflecting on Reading and Acting



1. When I acted out _____,
(name character or object)

my body, face, or voice _____
(describe 1-3 acting choices you made with your body, face, or voice)

2. What are your character's traits? _____

3. What is your character's perspective in this moment? Use one or both of the sentence starters:

- In this moment, my character is feeling...
- In this moment, my character is thinking...

4. Go back and look at the text. Find 1-3 clues that helped you learn about your character's traits and perspective and make those acting choices.

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Story Map for *Toys Go Out*, Chapter 1

(1 of 3)



CHARACTERS

TRAITS

SETTING – where does the story take place?

PROBLEM – what issue is the character trying to solve?



Story Map for *Toys Go Out*, Chapter 1

continued (2 of 3)

EVENTS

What happens in the story?

CHARACTER PERSPECTIVE

S/he is feeling.... S/he is thinking...

Story Map for *Toys Go Out*, Chapter 1

continued (3 of 3)



EVENTS

What happens in the story?

CHARACTER PERSPECTIVE

S/he is feeling.... S/he is thinking...

RESOLUTION – how is the story solved?

--

Story Map for *Toys Go Out*, Chapter ____
(1 of 3)



CHARACTERS

TRAITS

SETTING – where does the story take place?

PROBLEM – what issue is the character trying to solve?



Story Map for *Toys Go Out*, Chapter ____
continued (2 of 3)

EVENTS

What happens in the story?

CHARACTER PERSPECTIVE

S/he is feeling.... S/he is thinking...

Story Map for *Toys Go Out*, Chapter ____
continued (3 of 3)



EVENTS

What happens in the story?

CHARACTER PERSPECTIVE

S/he is feeling.... S/he is thinking...

RESOLUTION – how is the story solved?

--

Tableaux Preparation



Members of your performance group: _____

What chapter & section are you performing? _____

Tableau 1

What is happening in this moment of the story? Write a short summary.

Characters	Who will play that character?	What will the character say?	What is this character thinking and feeling in this moment?

Tableaux Preparation

continued



Tableau 2

What is happening in this moment of the story? Write a short summary.

Characters	Who will play that character?	What will the character say?	What is this character thinking and feeling in this moment?

Tableaux Preparation

continued



Tableau 3

What is happening in this moment of the story? Write a short summary.

Characters	Who will play that character?	What will the character say?	What is this character thinking and feeling in this moment?

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Second TRAIL Marker

Reflecting on Reading and Acting



1. Think of the tableaux your group created for the final performance. What was your favorite? Why?

Think of the character you played in your favorite tableau and answer the following questions.

2. When I acted out _____,
(name character or object)

my body, face, or voice _____
(describe 1-3 acting choices you made with your body, face, or voice)

3. What are your character's traits? _____

4. What is your character's perspective in this moment? Use one or both of the sentence starters:

- In this moment, my character is feeling...
- In this moment, my character is thinking...

5. Go back and look at the text. Find 1-3 clues that helped you learn about your character's traits and perspective and make those acting choices.

6. What has been your favorite part of the unit? Why?

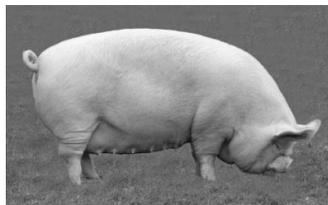


Vocabulary Snapshots

The Three Little Pigs

Adapted by A4L

This is a **sow**.



Describe a **sow**:

This is a **pig**.



Describe a **pig**:

This is **straw**.



Describe **straw**:

This is a wolf.



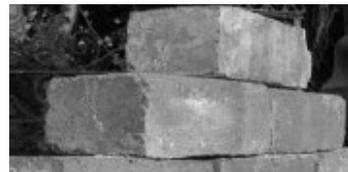
Describe a **wolf**:

These are sticks.



Describe **sticks**:

These are bricks.



Describe **bricks**:

This is **sturdiest**.



Describe **sturdiest**:

This is **blazing**.



Describe **blazing**:

This is **boiled**.



Describe **boiled**:



Vocabulary Snapshots

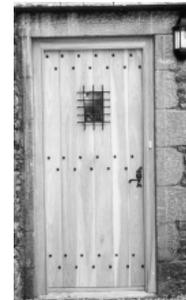
The True Story Three Little Pigs

by Jon Scieszka



This is a **granny**. →

Describe **granny**:



These are **doornails**. →

Describe **doornails**:



This is shaving. →

Describe **shaving**:



These are brains. →

Describe **brains**:



Vocabulary Snapshots

Toys Go Out

Chapter 1

by Emily Jenkins

This is **cramped**. →



Describe **cramped**:

These are **curls**. →



Describe **curls**:

This is **fluffy**.



Describe **fluffy**:

This is a **barrette**.



Describe a **barrette**:

This is **hungrier**.



Describe **hungrier**:



Vocabulary Snapshots

Toys Go Out

Chapter 3
by Emily Jenkins

This is **patchwork**.



Describe **patchwork**:

This is **shaggy**.



Describe **shaggy**:

This is a **basement.**



Describe a **basement:**

This is **gallop.**



Describe **gallop:**