

# 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)

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

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When I acted out \_\_\_\_\_,  
(name or describe character)

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

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---

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

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# 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)

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This makes me think your character was thinking or feeling \_\_\_\_\_

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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)

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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?**

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# 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.

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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.

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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.

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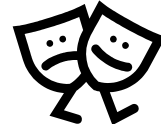
Characters	Who will play that character?	What will the character say?	What is this character thinking and feeling in this moment?

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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?

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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)

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3. What are your character's traits? \_\_\_\_\_

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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...

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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.

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

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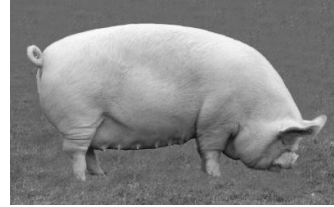


# Vocabulary Snapshots

## 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

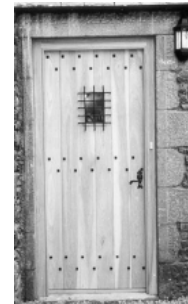
# The True Story Three Little Pigs

by Jon Scieszka



This is a **granny**. →

Describe **granny**:



These are **doornails**. →

Describe **doornails**:



**This is shaving.** →

Describe **shaving**:



**These are brains.** →

Describe **brains**:



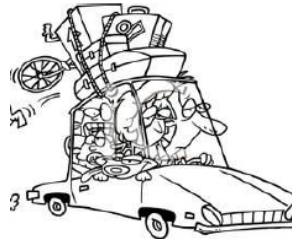
## Vocabulary Snapshots

# 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**: