



Themes: Courage, Leadership
The Midnight Ride of Paul Revere, 1931
 Grant Wood, 1892-1942

Picturing America

**Lesson Plan Seed:
 Dance/Theater and
 Reading/Language Arts
 Grade 3**



Building Vocabulary Through Dance: The Midnight Ride of Paul Revere Part 1

<p><u>Fine Arts Content Standard: Visual Art</u></p> <p>Standard 1 Perceiving and Responding: Aesthetic Education Students will demonstrate the ability to perceive, perform, and respond to dance.</p>	<p><u>Content Standard: Reading</u></p> <p>Standard 1 General Reading Processes Topic D. Vocabulary</p>
<p><u>Visual Art Indicator(s):</u></p> <p>1.1 Demonstrate knowledge of how elements of dance are used to create meaning.</p>	<p><u>Reading Indicator(s):</u></p> <p>1.1 Develop and apply vocabulary through exposure to a variety of texts.</p>
<p><u>Visual Art Objective(s):</u></p> <p>1.1.b Apply the elements of dance using sensory stimuli to create movement sequences.</p>	<p><u>Reading Objective(s):</u></p> <p>1.1.a Acquire new vocabulary through listening to, and independently reading and discussing a variety of literary texts.</p> <p>1.1.b Discuss words and word meanings as they are encountered in text.</p>
<p><u>Objective(s) (Connecting the content areas)</u></p> <p>Students will use <i>I See, I Think, I Wonder</i> routine to stimulate thinking and new vocabulary. Students will use drama techniques to attach meaning to new vocabulary.</p>	

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Description of Lesson/Activities

Procedure:

- **Teacher will use the Artful Thinking Routine, *I See, I Think, I Wonder***, using the image *The Midnight Ride of Paul Revere* from the *Picturing America* resource kit to help students make careful observations and thoughtful interpretations and to stimulate curiosity and set the stage for inquiry. The following three questions may be used:
 - What do you **observe** about the image?
 - What does the image make you **think** about?
 - What does the image make you **wonder** about? (What do you wonder about the topics the image relates to?)
- **Teacher will display image** and students will take turns offering ideas while teacher records responses on a chart. (Three columns – “I See,” “I Think,” and “I Wonder.”)
- **Teacher will read Longfellow’s poem *The Midnight Ride of Paul Revere*** out loud to students and help them draw connections to the image.
- To further develop the vocabulary from the poem, **teacher will determine essential vocabulary** from both poem and print.
- **Teacher will prepare cards** with word or phrase on one side and definition on the other side. Vocabulary word card examples: Village, moorings, summerset, lantern, belfry arch, signal, oar, mast, tramp, stealthy, encampment, mount, steeple.
- **Teacher will model how to create a dance sequence** of three moves that will convey the meaning of the word or phrase.
- **Teacher will distribute cards** to pairs of students.
- **Students will create and practice a three-movement dance** sequence that displays the meaning of the word.
- **Teacher will circulate among student pairs** to answer questions, and rephrase definitions as necessary.
- **The class will sit together in a circle** when the pairs have finished creating and practicing their dance sequence.
- **Each pair says their word** and demonstrates their action for the whole group to see.
- **Students or teacher will explain any vocabulary** that may still be unclear and draw connections to known ideas. Other students then repeat the word and show the movement sequence.
- **Teacher reads the poem to the group**, pausing at selected words to give the students a chance to respond. As each word is read in context, students display the action.

Possible Assessment Strategies:

- **Reading.** Verbal explanation of why dance movement captures meaning of identified word using dance and reading vocabulary.
- **Dance.** Checklist of dance elements (Body, Energy, Space, Time).

Dance Element	Evidence
Body: Uses body parts, actions, or moves and shapes to convey message.	
Energy: Demonstrates strong flow, appropriate energy, and mood.	
Space: Uses pattern, direction, or size of movement to enhance message.	
Time: Sequence includes three beats.	

**Enhancing Fluency through Reader’s Theater
The Midnight Ride of Paul Revere
Part 2**

<u>Fine Arts Content Standard: Theater</u>	<u>Content Standard: Reading</u>
Standard 3 Creative Expression and Production Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theater presentations.	Standard 1 General Reading Processes Topic C Fluency
<u>Theater Indicator(s):</u> 3.1 Use a variety of theatrical elements to communicate thoughts and feelings.	<u>Reading Indicator(s):</u> 1.3 Read grade-level text with expression.
<u>Theater Objective(s):</u> 3.1.b Use dramatic narrative conventions to adapt a scene from a book, short story or folk tale.	<u>Reading Objective(s):</u> 1.3.a Demonstrate appropriate: <ul style="list-style-type: none"> - use of phrasing - use of punctuation cues to guide meaning and expression - use of pacing and intonation (emphasis on certain words) to convey meaning and expression Adjust intonation and pitch (rise and fall of spoken voice) appropriately to convey meaning and expression.

Objective(s) (Connecting the content areas)

Students will engage in Reader’s Theater using drama techniques for improved oral reading fluency.

Description of Lesson/Activities

Purpose: Vocabulary development and fluency

Resources: Reader’s Theater Script *The Midnight Ride of Paul Revere* by Longfellow

Procedure:

- **Students divide into two groups.** Each student is assigned to read a different stanza.
- **All “like” stanza readers get into pairs** to practice their parts chorally and then individually.
- **Teacher circulates to help students** with posture, movement, use of space, pronunciation, fluency, and expression.
- **Students regroup** back to two larger groups to participate in the Reader’s Theater by reading their parts from the script.
- While each is reading their part, the other **students in the small group display the previously identified dance sequences** as the specified words are read.
- If students are comfortable, **each group may present to the whole class**, with classmates performing dance sequences as the story is read.

Possible Assessment Strategies:

- **Reading.** Fluency Checklist.
- **Theater.** Expression items on Fluency Checklist.
- **Observational Checklist.**

Proficiency Level	4 = complete understanding	3 = general understanding	2 = developing understanding	1 = minimal understanding
	Essential Learning: Read grade level text with expression			
	Criteria:			
4	Read in meaningful phrases with appropriate expression with attention to punctuation, sentence patterns, pacing, and intonation.			
3	Read in phrases, with some attention to expression, pausing at appropriate punctuation, but with inconsistent pacing and intonation.			
2	Read with some smaller phrasing or word by word, inconsistently uses punctuation to assist with expression, with little intonation or pacing.			
1	Read word by word, with little attention to punctuation, pace, or intonation.			