

# GRADE TWO

## Standards Comparison Recommendations

### Theatre and English/Language Arts CCSS

#### Connections

- retelling or telling stories, experiences, thoughts, feelings and concepts in detail
- using descriptive language and vocabulary of the art form in complete sentences in detail using standard English
- breaking down and describing stories
- having peer conversations and improvisations
- following steps in a process
- studying stories from various cultures and identifying the message
- comparing and contrasting different versions of the same story
- noting character qualities and reactions
- critiquing performances by forming an opinion and supporting it with details
- completing short research projects
- creating audio recordings

#### Suggestions

- Retell familiar stories or tell original stories or experiences in detail through dramatization; allow students to use their own words.
- Dramatize thoughts, feelings and concepts using tableaux, machine or pantomime.
- Describe verbally and in writing including details settings, characters, plots before and after doing theatre activities such as walkabouts, pantomimes, tableaux or improvisations.
- Create storyboards to breakdown stories and dramatize each section in detail.
- Set up multi-step directions for theatre activities. Have students explain the steps after doing the activity.
- Dramatize stories from various cultures with emphasis on why the story was created. Include depictions of customs and traditions. Discuss the author's intent.
- Working in small groups, dramatize different versions of the same story. Compare and contrast them after the performances.
- Create detailed character descriptions from stories including qualities and behaviors. Portray the characters in scenes or story dramatizations through pantomime or improvisation.
- Critique performances by forming an opinion based on details of the performance. Create a checklist or rubric as a guide.
- Do research on a culture or story version and present the information to the class using theatre techniques.
- Create audio recordings of stories, scenes, or poetry.
- Pair share and improvise often and switch partners frequently. Share improvisations briefly with the class.

## **Theatre and History-Social Science State Standards**

### **Connections**

- considering audience as buyers and performers as sellers
- studying characters from history and how they have influenced the present

### **Suggestions**

- Before dramatizing a story, discuss its relevance to the audience and performers.
- If a story is being shared, plan how to advertise it to the potential audience.
- Prepare a short study guide for a performance.
- Portray characters from history through improvisation, walkabouts and interviews. Discuss how they have influenced the present.
- Prepare parallel scenes showing the historical character in a situation and a current situation showing the influence.

### **When participating in theatre activities, students should:**

- base their choices on text.
- defend those choices.
- relate inferences to specific points in the text.
- describe story elements in detail.
- discuss performances by referencing details from the performance.