

Facilitation Guide



Scene Sequence Arts Integrated Routine

EXPERIENCE OVERVIEW

In this activity, students will build empathy as a reader and an actor. When explaining what the text says, students will point to specific details and examples from the text, then physically embody the sequence of actions.

Standards

COMMON CORE STATE STANDARD

CCSS.ELA-Literacy.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.

NATIONAL ARTS STANDARDS

TH:Cr1.1.4.a - Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.

TH:Cr1.1.4.c - Imagine how a character might move to support the story and given circumstances in a drama/theatre work.

Getting Ready

PURPOSE

To refer to details and examples in a text when explaining what the text says explicitly and to describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

- This activity encourages memory retention and will also help students contextualize their understanding of each text. Embodying the main action points of a particular chapter or section of a text will help the students to make personal connections to the text and have a deeper understanding of some of the internal conflicts that the characters are facing. By physically embodying the sequence of actions, students also are given another pathway to help retain and reinforce the information they have been given.

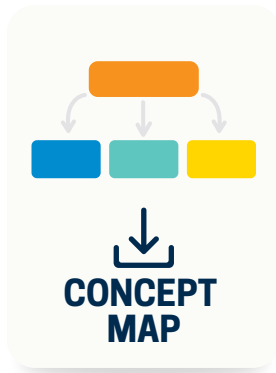
SUGGESTED IMPLEMENTATION

Use this check for understanding throughout the module as an integrated method for reviewing the contents of a given section of text and ensuring students understand the plot and character development.

TECHNIQUE TYPE

- Storyboarding
- Tableau

ARTS INTEGRATION MATERIALS



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TEACH

To Use

1. In teams or small groups, students will sketch the main plot points of a given section of a text in a storyboard format.
2. Next students can either take turns acting out what happened first, then, next, last in the text one group at a time, or students can develop a simple tableau for each section of the storyboard and present the sequence to the class.



VIDEO TUTORIAL