

Facilitation Guide



Sharks and Squids Charades Wit & Wisdom FQ3

EXPERIENCE OVERVIEW

Students use their Sharks & Squids graphic organizer to gather at least two ideas from the text explaining why it is important to study sharks or squids. Students choose one of their facts to “act out” silently for their peers. The rest of the class must guess what piece of text evidence the student is referring to and which animal it connects with in their charade performance. Students gather additional information shared by their peers on the graphic organizer to prepare for writing .

Standards

COMMON CORE STATE STANDARD

CCSS.ELA-Literacy.W.3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-Literacy.SL.3.4 - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

NATIONAL ARTS STANDARDS

TH:Cr3.1.3.a - Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.

Getting Ready

LEARNING OBJECTIVE

- Students will gather text evidence supporting their claims about why it's important to study sharks or squids. Students will then act out their facts to their peers, demonstrating their understandings.

ACCESSIBILITY NOTES

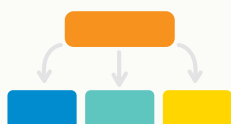
- A graphic organizer is provided for students that will support them later on for independent writing.

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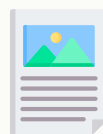
ARTS INTEGRATION MATERIALS



↓
**CONCEPT
MAP**



↓
**VIDEO
PLAYLIST**



↓
HANDOUT



↓
**FEEDBACK
PRINTABLES**

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TEACH

Step One

Step 1: Review with your students

1. Prepare & Review:

- Students work independently or in pairs to complete graphic organizers with facts about sharks and squids from the module texts *Shark Attack!* and *Giant Squid: Searching for a Sea Monster*.
- Have students cut out their graphic organizer segments to create separate Fact Cards.
- Gather all Fact Cards in a bucket.

2. **Create Teams:** Split students into teams for gameplay (you may wish to divide the class in half or create smaller teams). Have teams select a sea creature-themed name.

3. Explain the Game:

- Members of each team will take turns acting out a fact on a Fact Card. Students have 60 seconds to act out their fact and for their team to guess the animal (shark, squid, or both) and characteristic. Students get a point for 1) a correctly guessed characteristic, and 2) the correctly named animal.
 - *Note: All students are encouraged to act a fact, however it is recommended this is to be an invitation and not a mandate.*
 - *Note: You may wish to assign a student who does not desire to act the role of timekeeper or scorekeeper.*
- Model acting out the facts: Explain that, for example, one fact is "Sharks have a good sense of smell." Ask students, "How can you show that with your actor tools/bodies?"



Extensions

Extensions:

- Have students take notes on the facts to prepare for FQT3 (use additional organizer)
- Add a prop box for students to select from.
- Create a tie breaker card in case your teams end up with the same number of points.
- Add dialogue to the traditionally silent form of charades.