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Book-ItWhiteLogo.tif

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| **Workshop Overview** | |
| **Description** | Students investigate literary elements such as character, setting, sequence, vocabulary, and point of view, and then adapt those investigations into a script for performance in the Book-It Style. The purpose is to engage students in telling stories dramatically. When students explore stories in the Book-It Style, they ask questions, dialogue with others, make artistic choices, and make meaning out of what they read, see, and hear. |
| **Grade(s)** | 3 - 12 |
| **Time** | 1 hour |
| **Materials** | * Text: short story (50 words or less); * Adapt It! Stage It! Graph * Markers to write * Select descriptive words for *Purple Word Activation* * Open space for students to move |

***ADAPT IT! STAGE IT!***

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| **Student Learning Assessment** | | |
| **Learning Objectives**  *What I want my students to know and be able to do.* | | **Assessment Criteria**  *What I will observe in my students – traits that can be seen and/or heard.* |
| Demonstrate understanding of point of view. | | Use gesture, facial expression, and vocal expression to communicate a character’s thoughts and/or feelings. |
| Identify story elements in a given text. | | Use evidence from the text to record characters (text-based and inferred); setting (time and place); sequence (the order events and/or actions occur in the story); purple words (essential words and phrases). |
| Analyze and adapt a piece of text into a script through the characters in the story (the Book-It Style). | | Divide phrases and sentences within the text into lines of dialogue that communicate different characters’ points of view. |
| Dramatize a Book-It Style script through voice and body. | | Endow the words and phrases in the adaptation with physical and vocal expression to communicate characters’ thoughts and/or feelings. |
| **Vocabulary** | | |
| **Theatre** | actor, adaptation, audience, body shapes, character, emotion, facial expression, freeze, movement, point of view, problem, setting, statue, tableau, vocal expression, sequence | |
| **Subject: *Literacy*** | analysis, beginning, character, end, inanimate object, middle, point of view, problem, sequence, setting, solution, story | |
| **WA State Theatre Standards & Common Core State Standards** | | |
| **EARLs in Theatre** | 1. The student understands and applies arts knowledge and skills.  1.1.1 Understand arts concepts and vocabulary, *specifically*, identifies and describes characters, setting, actions, conflict, sounds and main idea within a scene/play/story.  1.2 Develop arts skills and techniques, *specifically*, selects and uses vocal qualities, movements, and emotion in dramatic activities; solves a dramatic problem.  2. The student demonstrates thinking skills using artistic processes.  2.1 Applies a creative process in the arts: Conceptualize; Gather; Develop; Organize; Reflect; Refine; Present | |
| **CCSS in ELA** | RL.K-5.1; RL.K-5.2; RL.K-5.3; RL.2-5.4; RL.2-5.5; RL.2-5.6; RL.K-5.7; SL.3-5.1; SL.3-5.4 | |