

COURSE: Grade 2 Theatre
Unit: Drama and the World Around Us
Lesson Topic: "The Hidden Corn" – Drawing

Grade level: K-2
Teacher: Liz Adams
Length of lesson: 48 minutes

Stage 1 – Desired Results	
Content Standard: MA Theatre Standard 1 – Acting 1.2 Imagine and clearly describe characters, their relationships, setting, conflict, and plot from a variety of appropriate literature	
Understandings/goals Students will understand that they can create a concrete representation of what they imagine of character and setting Students will understand that classmates can imagine different things from the same story	Essential Questions: How do I translate the story I hear to the picture I draw? What are the most important parts of a story? How does what I imagine and believe compare to what others imagine and believe?
Student objectives – skills and knowledge Students will be able to identify key elements of theatre in this story: main characters, major plot points, and setting. Students will be able to create images based on these elements. Students will know that this story adapts a folk tale from a culture that may be unfamiliar to them. Students will know that different cultures have different beliefs and different mythologies to explain the world around them. Students will know that their own culture's stories, and their own imaginations, differ from those of others, but that they can still cooperate on a shared project.	
Stage 2 – Assessment Evidence	
Performance Task(s): <ul style="list-style-type: none"> Students will create drawings based on "The Hidden Corn" in a group project Students will participate effectively in class discussion of this story 	Other Evidence: <ul style="list-style-type: none"> Students will participate effectively in shared project
Stage 3 – Learning Plan	
Learning Activities: Script: http://www.scholastic.com/teachers/contributor/collateral_resources/pdf/43/0545124743_e003.pdf f Welcome students to class and sit in a circle. Introduce characters and main ideas of the story "The Hidden Corn" (Scholastic, link above). Discuss who they are: Fox, Coyote, Yaluk, Woodpecker, etc. Read script aloud with students playing as many of the characters as possible. Ask students to gather in four different groups, of their choice. Distribute large sheets of paper to each group and crayon/colored pencil/marker boxes to each group. Instruct students to draw on the large sheets of paper their versions of Fox, Coyote, Yaluk, and Woodpecker, and an event in the story – perhaps lightning breaking open the rock and the corn spilling out, though there can be others. They will discuss in their groups what event they would like to draw. Tell students we will look at the drawings as a class at the end of class. As students work, circulate among the groups, facilitating sharing of drawing materials and of	

group discussion, noting and praising the drawing choices of students and supporting their group decisions. Remind groups quietly when time is almost up.

Wrap-up: First group! Let's look at what you drew! Note details and ask students to describe and explain their drawings. Continue with other groups.

Good work, everyone! Time to put away the markers and crayons and get ready to leave class.

