

Family Vocabulary Freeze Frame



Vocabulary & Theatre

Grade
K

MD Language Common Core Standard(s) Grade K

L5.c Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).

With prompting and support,

- access prior knowledge and experiences to identify connections between words and their application to real life
- develop prior knowledge and vocabulary through exposure to a variety of literary and informational text (narrative and expository) reflecting a wide range of cultures.

Drama (MD) Standard(s) Grade K

Creative Expression and Production

3.1.A Pantomime familiar short stories.

3.2.B Describe feelings that characters express in a variety of settings.



CONNECTED OBJECTIVES

Students show comprehension of vocabulary words associated with families by observing and discussing artwork illustrating family life and then performing a tableau and adding dialogue to the tableau.

MATERIALS & RESOURCES

- Treasures K Family Unit 1, Week 2, "Families Get Together" theme
- Four pieces of artwork that shows family activities.
- Anchor chart that shows vocabulary words, definition and picture.

KEY CONTENT VOCABULARY

- Activity
- Cooperate
- Exciting
- Exhausted
- Gather

KEY ARTS VOCABULARY

- Tableau
- Dialogue

A S S E S S M E N T

- Observation-can students pantomime family activity shown in picture?
- Observation-can students use appropriate dialogue to show understanding of family vocabulary words?



L E S S O N S T E P S

Prior to implementing this lesson, teach vocabulary words from Treasures Families Unit 1, Week 2, “Families Get Together” theme throughout the week: activity, cooperate, exciting, exhausted, gather.

1. Review vocabulary words with entire class by playing quick association game, “This reminds me...” In this game students sit in a circle on the carpet. A ball or object is passed/tossed to students when it is their turn. Teacher reviews vocabulary word and models game by taking the first turn. Teacher reminds students that vocabulary words must include a family reference, e.g. “The word activity reminds me of times when my family went to a museum together.” Then ball is passed to students who have hands raised. After a few turns teacher reviews the next vocabulary word and models turn, “Cooperating reminds me of when I had to take turns playing a game with my brother.” Game goes on until all words have been reviewed.
2. Tell students that they will be observing paintings that show ideas about family. They will show their understanding of vocabulary words by using the tableau technique. Explain tableau as using pantomime or actions to show someone doing something. Explain that students will also use dialogue or words that families might say to each other to show they are cooperating, excited, exhausted or gathering.
3. Show paintings to class and model possible dialogue and stance, e.g. “I am going to act out playing an instrument. To show that we are “gathering” I might say, “Let’s gather together after dinner and play a song on our instruments.”
4. Introduce/ Review techniques for *freeze frame* and tableau with students. Ask students what they could do to act out the vocabulary words. Call on students to respond.
5. Next have students partner/pair/share freeze frames, tableaus, and possible dialogue.
6. Break students into groups for each painting. Explain that they will work with their group to create a tableau with dialogue to show understanding of the vocabulary words. Words can be assigned to groups if needed or students can choose their own words. Allow students time to collaborate and practice. Teacher facilitates with each group as needed.
7. Groups present to their classmates.

EXTENSIONS & OPTIONS

- This lesson can be adapted for any vocabulary instruction, any grade.
- This lesson was used on Day 5 of Week 2 in order to build a deeper understanding of the vocabulary words, but it could be adapted and used as an introduction.

SOURCES & RESOURCES

Suggested paintings:

Home on the Mississippi, Anonymous, 1865

Marie Antoinette and her Children, Elizabeth Vigee-Lebrun, 1755-1842

The Banjo Lesson, Henry Ossawa Tanner, 1893

Dancing at the Louvre, Faith Ringgold, 1991

Other suggestions:

In the Kitchen, Tsugouhara, 1886-1968

The Domino Players, Hi Pippin

G E T S M A R T T H R O U G H T H E A R T S

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S u p p o r t i n g D o c u m e n t s