

SENTENCE STATUES: *Character and Action*

Essential Question: How do characters and actions help us understand sentences?

Students Learn about DRAMA

* Demonstrate collaboration and cooperation.

Students Learn about LANGUAGE ARTS

* Write complete sentences.

* Identify nouns and verbs in a sentence.

VOCABULARY

Cooperation & Collaboration	Noun
"Ask, don't tell"	Verb
Character	
Action	

MATERIALS

Tambourine or other signaling device
 Flip chart paper or other large strips of paper
 Markers

LESSON DIGEST

1. Review the previous lesson and drama terms, especially cooperation and collaboration.
2. Ask the essential question.
3. Have each student think of a character.
4. Model making a statue of a sample sentence. Write your sentence on the board to label the noun (character) and verb (action).
5. Pair students and have them decide who will be the statue maker and who will be the clay.
6. Statue maker #1 makes a sentence statue and tells the leader his sentence. The students switch roles.
7. Have students write their sentences on strips of paper.
8. Create a statue garden so students can display their statues and sentences.
9. Lead the Debrief and Learn.

SPACE

Open space for moving.

TIME

30-60 minutes

SENTENCE STATUES: *Character and Action*

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Your Personal
NOTES

LESSON

HINTS AND
STRATEGIES

STARTERS

- ♣ Review the last drama session and any skills covered.
- ♣ Review: cooperation and collaboration
- ♣ Ask the essential question: How do characters and actions help us understand sentences?
- ♣ Review: “Ask, Don’t Tell”
- ♣ Preview all steps of the lesson with the students.

ACTIVITIES GUIDE

NAMING A CHARACTER

1. Ask the students to think of a character. No specific names of people and perhaps not the name of any other character that some other author has created. Encourage them to think of a generic character like: a mom, dad, grandfather, dancer, man, boy, girl, fireman, librarian, farmer, etc.

Have students put a thumbs up when they have a character in their mind.

MODELING

2. Model making a statue doing an action: An old man drank a hot cup of tea.
3. Write your sentence on the board and label the noun and verb portion of the sentence. Also label the noun (character) and the verb (action).
4. Partner the students.
5. Have the students decide who will be the first statue maker and who will be the first clay. The first statue maker makes a statue of his character doing an action (with or without an object – your call).
6. Then, the second statue maker makes a statue of his character doing an action.
7. Circulate the room and have the students orally tell you the sentence frozen in the statue. Here are sample sentences from second graders:
The ballerina danced.

Put some adjectives and/or adverbs in your sentence too. This encourages the students to do the same when they make up their statues and write their sentences. You might also include a direct object, though I would not teach this to very young students.

The baseball player hit the ball hard.
The man karate kicked a board.
The boy smelled a flower.
Cinderella twirled for the prince.
The policeman helped the old lady.

CREATING A STATUE GARDEN

8. Have the students write their sentences on strips of paper, flip chart paper, etc. and place the sentence underneath their statue.
9. Have all statues find a space around the room and stand behind the sentence that describes their statue character and statue action.
10. Have half of the class relax and walk around the statues reading the sentences and viewing the statues. Then ask those students to return to being statues as the other half comes into the statue garden and views the sentence statues.

Make a word wall and put up words the students have not yet had experience spelling. They will want to write words that they have not yet learned in class as they will make statues based on their oral vocabulary.

Is there a way to incorporate your vocabulary words into the lessons?

DAY TWO OR FOR A LONGER LESSON

1. Put students into groups of three.
2. Have the students decide who will be the statue maker and which two will be the two pieces of clay.
3. Model a sentence using two actors that has one subject/character with two actions for example: The old man drank hot tea from a cup and read the newspaper. Write the sentence on the board labeling the ONE character and showing the two actions joined by the word “and.” Also demonstrate how you read your sentence from left to right
4. Have the statue makers make a sentence with two actions and one character. Have each statue maker write her sentence on a label and place it in front of, over, or next to her statue.
5. If time permits, switch and let each student have a turn at making a sentence.

Take photos of the statues and the sentences for documentation or display in the hall.

DEBRIEF AND LEARN

- ♣ Ask the essential question: How do characters and actions help us understand sentences?
- ♣ What kind of problems came up today when working in your group? How did you solve them?
- ♣ Who can give a word of praise to someone in your group for concentration? Imagination?
- ♣ What sentence (not your own) did you see that you really liked? Why?

ASSESSING STUDENT ACHIEVEMENT

- ♣ Did students ask each other when deciding roles and practice peaceful problem solving?
- ♣ Could students write the sentences at each step of the lesson?
- ♣ Was there concentration without showing off?

SOME SAMPLE QUESTIONS YOU MIGHT ASK

See if students only praise their friends. If they are open about praising others, you are moving along to building an ensemble.

LOOK FOR THESE THINGS!