

Grade Level(s): One and Two
Lesson Title: Disorder into Order



Focus: (Concept or skills to be emphasized)

Reading comprehension, sequencing, creative visual arts, tolerance, listening

Objectives: See end of lesson for objectives and standards achieved.

Background Information:

By completing this cross-curricular lesson students will have the opportunity to organize the scenes of a story into the proper sequence, create an illustrated book of *Peter and the Wolf*, write an alternate story ending, and create a dance sequence to perform as a class.

Activities (Procedures):

1. Read the story of *Peter and the Wolf*, as found in the Teacher's Section under The Verizon Literacy Resource Section with your class. Ask several students to summarize the story. Explain to students that the version of the story on the WVSO CD ROM is broken up into 11 scenes. Tell students the scenes are parts of a story or play where the action and/or setting changes, similar to the changes from page to page in books.
2. Tell students that as a part of this lesson they will be asked to illustrate their own picture book for the story of *Peter and the Wolf*.
 - a. Organize students into groups of 2-3. Assign the following roles: artist, creative advisor and/or reporter. SC.1.6.1, SC.2.6.1, SS.1.2.1
 - b. Ask each group to illustrate one or two of the 11 scenes of *Peter and the Wolf* (this will vary depending on the size of your class). RLA.1.3.2, RLA.2.3.2 Explain that the creative advisor's job is to ensure that the illustrations are related to the characters, setting, and major actions in their assigned scene.
 - c. Once illustrations are complete, ask the reporter or creative advisor for each group at random to stand at the front of the class and discuss their illustration and what happened in their scene. Once the reporter has finished, ask them to remain at the front of the class.
 - d. After each reporter or creative advisor presents their scene, ask the class to help them line up in the correct order of scenes. RLA.1.1.8, RLA.2.1.6, SC.1.2.4
 - e. As a class, create a front and back cover for the student book of illustrations and bind the book together. Be sure to include the title of the book, your class and school name, and the names of each of your students (the illustrators).

- f. Send your book to the Education Director, WVSO (P.O. Box 2292, Charleston, WV 25328). Please also refer to the Submission of Student Artwork section in the Teacher's Resource section. We will proudly display your book at the Clay Center for the Arts and Sciences during the Young People's Concert Series you will be attending.
3. Ask students to write an alternate ending to *Peter and the Wolf* on their own or with a small group. RLA.1.2.3, RLA.2.2.2 Direct students to create an illustration of their alternate ending. RLA.1.2.3
 4. As a class, create a dance sequence for each scene of *Peter and the Wolf*. VA.1.6.2 Assign each student a role, including each of the major characters and things in each scene (e.g., Peter, cat, tree, wall). Play the appropriate orchestral music as found in either the WVSO CD ROM or the WVSO Audio CD Companion as students perform each scene. GM.1.2.3, GM.1.4.1, GM.2.4.2
 5. Ask students to think of ways that the story seemed similar and different when it was read, illustrated, acted, and performed through dance. Ask them which way(s) they preferred to experience the story. Explain that they will experience the story in yet another way when they listen to the WVSO performance of *Peter and the Wolf* during the Young People's Concert Series. VA.1.6.1, VA.2.6.2

Assessment/Evaluation*:

1. Active student participation in small and whole group activities.
2. Accurate student summarization of the story.
3. Student completion of illustrated story and including major characters and actions in their assigned scene(s).
4. Completed student written and illustrated alternate ending for the story.

Supplemental Materials and Equipment Needed:

Blank paper

Pencils

Crayons

A copy of the *Peter and the Wolf* CD ROM or WVSO Audio CD Companion

Computer able to play audio files on CD ROM

National Standards:

Music

Listening to, analyzing and describing music.

Understanding relationships between music, the other arts and disciplines outside the arts.

Science

Content standard A

Abilities necessary to do scientific inquiry:

- Scientists use different kinds of investigations depending on the questions they are trying to answer. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting).

English Language Arts

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Visual Arts

Content Standard 3

Choosing and evaluating a range of subject matter, symbols, and ideas

- Students select and use subject matter, symbols, and ideas to communicate meaning

Mathematics

Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them:

- Sort and classify objects according to their attributes and organize data about the objects

Social Studies

V. Individuals, Groups, and Institutions

- a. identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member.

WV Content Standard Objectives:

First-Grade

- RLA.1.1.8 recognize basic comprehension concepts (e.g., story elements; main idea; sequence; cause/effect; prediction).
- RLA.1.2.3 develop a simple story with appropriate sequence (e.g., beginning; middle; end).
- RLA.1.3.2 listen, recite and respond to familiar stories, poems, nursery rhymes, songs and stories with repeated patterns (e.g., retell in sequence; relate information to own life; describe character - setting - plot; engage in creative and dramatic play; imagine beyond the story).
- VA.1.6.1 recognize how a story is told through dance, music, theatre, and visual art.
- VA.1.6.2 explore visual and kinetic elements in dance, music, theatre, and visual art.
- SC.1.2.4 collect, record and compare information using a variety of classification systems (e.g., ordering, sorting, sequencing) and using a variety of communication techniques (e.g., sketches, pictographs, models).
- SC.1.6.1 listen to and be tolerant of different viewpoints while working in collaborative groups.
- SS.1.2.1 identify and practice various group roles (e.g., group leader, recorder, reporter, collector) in the classroom.
- GM.1.2.3 identify same and different sections of music.
- GM.1.4.1 participate in a singing game or play party.

Second-Grade

- RLA.2.1.6 use basic comprehension skills to understand a story (e.g., story elements; main idea; sequence; cause/effect; predicting; drawing conclusions; fact or opinion; summarizing; responding creatively to texts).
- RLA.2.2.2 develop a story with proper sequence (e.g., beginning - middle - end containing a main idea and supporting details).
- RLA.2.3.2 listen, recite and respond to familiar stories, poems and songs (e.g., retell in sequence; relate information to own life; describe character - setting - plot; engage in creative and dramatic play; imagine beyond the story).
- VA.2.6.2 identify how visual art and other arts disciplines can affect the senses.
- SC.2.6.1 listen to and be tolerant of different viewpoints while working in collaborative groups.
- GM.2.4.2 participate in the musical dramatization of a folk tale.

Kentucky Program of Studies:

ELA-P-R-1

Students will listen to a variety of genres (e.g., stories, poems, articles) to form an understanding of reading.

ELA-P-R-26

Students will re-tell stories or parts of stories containing beginning, middle, and end, and important details.

ELA-P-R-28

Students will summarize what happened in a story by telling and/or drawing.

ELA-P-R-36

Students will identify story elements in a passage, including characters, setting, problem/solution, and plot.

ELA-P-W-1

Students will produce, through drawing, symbols, and letters, writing which has meaning to the student.

ELA-P-SLO-1

Students will interpret and apply meaning from listening.

ELA-P-SLO-3

Students will apply listening, speaking, and observing skills for a variety of purposes.

S-P-PS-1

Students will understand that properties (e.g., size, shape) of materials can be measured and used to describe, separate, or sort objects.

AH-P-Da-6

Students will explore locomotor (walk, run, hop, jump, leap, skip, slide, gallop) and nonlocomotor (e.g., bend, stretch, twist, swing) movements.

AH-P-Da-7

Students will demonstrate locomotor and nonlocomotor movements.

AH-P-VA-5

Students will explore a variety of media (e.g., crayon, pencil, paint) and processes (e.g., drawing, painting, weaving) used for creating works of art.

AH-P-M-2

Students will begin to demonstrate an awareness of the elements of music.

Ohio Academic Content Standards:

First-Grade

Y2003.CER.S03.GPK-03.BA.L01.I03

Comprehension Strategies /

03. Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions.

Y2003.CEW.S05.GPK-02.BE.L01.I05

Speaking Applications /

05. Deliver brief informational presentations that:

- a. demonstrate an understanding of the topic;
- b. include and sort relevant information and details to develop topic;
- c. organize information with a clear beginning and ending; and
- d. express opinions.

Y2003.CSS.S07.GKG-02.BC.L01.I05

Communicating Information /

05. Communicate information orally or visually.

Y2003.CSS.S07.GKG-02.BD.L01.I06

Problem Solving /

06. Display courtesy and respect for others in group settings including:

- a. Staying on the topic;
- b. Focusing attention on the speaker.

Y2003.CAM.S01.GKG-04.BB.L01.I02

Historical, Cultural and Social Contexts /

02. Create movements that represent animal actions and behaviors.

Y2003.CAV.S05.GKG-04.BA.L01.I01

Connections, Relationships and Applications /

01. Make connections between visual art, music and movement.

Second-Grade

Y2003.CEW.S05.GPK-02.BE.L02.I08

Speaking Applications /

08. Deliver informational presentations that:

- a. present events or ideas in logical sequence and maintain a clear focus;
- b. demonstrate an understanding of the topic;
- c. include relevant facts and details to develop a topic;
- d. organize information with a clear beginning and ending;
- e. include diagrams, charts or illustrations as appropriate; and
- f. identify sources.

Y2003.CAV.S05.GKG-04.BA.L02.I01

Connections, Relationships and Applications /

01. Use visual art materials to express an idea from a song, poem, play or story.

*All Assessments are to be at the expected state assessment standard; in West Virginia this is mastery level; in Ohio this is benchmark level; and, in Kentucky, this is academic expectations level.