

Arts Integration Lesson Plan: K - 2

Lesson Title: Becoming Clever and Wise

Lesson Authors: Jodie Engle,
Althea Jerome, Kathryn Lewis

Lesson Goal or Big Idea: Literature can teach valuable lessons that readers can apply to their own lives.

Target Audience: K-2nd Grades

Lesson Objectives: The students will...

1. Review the basic elements (setting, characters and plot) of the story *Flossie and the Fox*, by Patricia C. McKissack, using an inquiry process, discussion and theatre strategies.
2. Examine the dialect and vocal production of the folktale's characters, which add interest to the story.
3. Discover how Flossie used observation skills and her clever talk to reach her goal.

Competencies addressed are quoted from MS Core Subject Frameworks: Grade 2

Language Arts

1. The student will use word recognition and vocabulary skills to communicate.
 - e. The student will develop and apply knowledge of words and word meanings to communicate.
2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

Theatre – Grades 1-2

2. Act by assuming roles and interacting in improvisations. (Creating/Performing Strand)
 - d. Use skills in pantomime, tableau, and improvisation to create characters and to demonstrate their feelings, relationships, and environments.
6. Recognize content in theatre experiences that connects to other art disciplines, subject areas, and everyday life. (Connections Strand, Critical Analysis Strand)
 - c. Develop individual focus and group cooperative skills through participation in group theatre activities.

Dance

2. Exhibit movement problem-solving experiences while demonstrating kinesthetic awareness of movement. (Creating/Performing Strand, Critical Analysis Strand)
 - b. Respond through movement to a wide range of stimuli, music, books, pictures, rhymes, and/or props.

Lesson Vocabulary Words:

Language Arts: smokehouse, straw doll, troubled, rascal, tarry, commenced, curtsy, disgusted, luxurious, clearing, feline, adequate, whimper, exceedingly.
Flossie's coined words: slickster, disremember, confidencer

Theater: storytelling (folktale), character, pantomime, improvisation, setting, dialect

Lesson Description:

- Introductions; teaching artists provide a brief overview of the big idea and the lesson title, plus an invitation for students to become participants in acting out a folktale/story.
- Warm-up: become an animal (standing/in self-space). Act out what various animals look like within 16 counts/beats; cat, rabbit, rat, squirrel, ask for two student suggestions.

Arts Integration Lesson Plan

- Practice observation skills: draw a fox, using a handout page that shows the drawing sequence. During this session determine if students know any expressions or traditional ideas about a fox, *i.e.*, foxes are sometimes thought of as *sly*, *quick* or *clever*.
- Define clever: smart, good problem-solving, good observer, wise (not sneaky, conniving or manipulative).
- Introduce *Flossie and the Fox* as a folktale: a story passed on by word of mouth rather than by writing, often including magical elements; for example, animals can talk.
- Introduce the author/illustrator, setting, time period, etc. of the book prior to reading the whole book aloud. Teaching artists will assume the roles of Flossie and the Fox.
- After the story has been read, ask children to stand; teach them the steps of pantomime: look, reach, take, use, look, release. Practice these steps of pantomime by “putting a peach in a pocket,” like Flossie did, before she started her journey. A good pantomime will encompass appropriate facial expression, gestures, and posture.
- Divide the class into four or five groups. Most groups will create an animal pantomime to perform as part of the story sequence. Groups: rats, rabbits, dogs, cats, storytellers (grade 2). Each group of students will be given an illustration from one of the pages of the book. In their groups they will answer three questions: 1) What do I see? 2) What do I know? 3) What do I wonder? These are observation skills similar to what Flossie used in the story. The storyteller group will establish a sequence of events to re-tell the story.
- Students will retell the story through pantomime; the storytelling group will use illustrations as prompts for the story sequence. K and 1st grade students may need help.
- Ask students to reflect on the groups’ performances. Did they use dialect like Flossie’s? Did the Fox speak in “proper” English? Did the expressions and gestures of the groups match the sequence of the story? Was there a memorable performance? What made it so?
- Teaching artists will lead students in a reflection about situations where they could use cleverness in a real life situation. What would you do if...someone is acting like a bully; you’re walking down the street and a stranger offers you candy; your friends want you to play with them at a construction site; you’re at home and a stranger knocks at the door.
- Close the lesson by teaching American Sign Language signs for the word clever (a combination of two signs, clever and bright). Challenge students to be clever and bright.

Assessment methods/tools or indicators of success:

1. Students are engaged and active participants in movement warm-up, observation drawing, storytelling, pantomime exercise, discussion/reflection segments of the lesson.
2. Student performances accurately reflect the sequence of events in the story.
3. Students propose reasonable/or clever solutions to potential problems using Flossie’s example as a model.

Lesson Resources and Links:

1. *Improv! A handbook for the Actor* by Greg Atkins (Heinemann,1994).
2. *Theater Games for the Classroom: A Teacher’s Handbook* by Viola Spolin (Northwestern University Press, 1986).
3. *Three Billy Goats Gruff* by Glen Rounds (Holiday House, 1993)
4. *Flossie and the Fox*, Patricia McKissack, illustrated by Rachal Isadora, (Dial, 1986).

Materials Needed:

Space for movement, white board, drawing handout, pencils, and a copy of the book.

Arts Integration Lesson Plan: 3 - 4

Lesson Title: Becoming Clever and Wise

Lesson Authors: Jodie Engle,
Althea Jerome, Kathryn Lewis

Lesson Goal or Big Idea: Literature can teach valuable lessons that readers can apply to their own lives.

Target Audience: 3rd – 4th grades

Lesson Objectives: The students will...

1. Review the basic elements (setting, characters and plot) of the story *Flossie and the Fox*, by Patricia C. McKissack, using an inquiry process, discussion and theatre strategies.
2. Examine the dialect and vocal production of the folktale's characters, which add interest to the story.
3. Discover how Flossie used observation skills and her clever talk to reach her goal.

Competencies addressed are quoted from MS Core Subject Frameworks: Grade 4

Language Arts

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.
 - f. The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate.
2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of length, difficulty, and complexity.
 - a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text.

Theatre – Grades 3-4

2. Act by assuming roles and interacting in improvisations and scripted scenes. (Creating/Performing Strand)
 - a. Demonstrate the ability to utilize the body and voice (e.g., breath control, diction, concentration, and isolation) for creative self-expression in thought, feeling, and character.
9. Experience theatre and relate to various arts and everyday life. (Connections Strand, Critical Analysis Strand)
 - a. Use problem solving and cooperative skills to dramatize a story or a current event from another content area.

Dance

2. Demonstrate a problem-solving experience integrating kinesthetic awareness of movement. (Creating/Performing, Critical Analysis)
 - a. Use improvisational skills to problem-solve through assembling or sequencing movement and creating new movement.

Lesson Vocabulary Words:

Language Arts: smokehouse, straw doll, troubled, rascal, tarry, commenced, curtsy, disgusted, luxurious, clearing, feline, adequate, whimper, exceedingly.
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Theater: storytelling, character, pantomime, improvisation, setting, dialect, tableau

Lesson Description:

- Introductions; teaching artists provide a brief overview of the big idea and the lesson title, plus an invitation for students to become participants in acting out a folktale/story.
- Warm-up: become an animal (standing/in self-space). Act out what various animals look like within 16 counts/beats; cat, rabbit, rat, squirrel, ask for two or more student choices.
- Practice observation skills: draw a fox, using a handout page that shows the drawing sequence. During this session determine if students know any expressions or traditional ideas about a fox, *i.e.*, foxes are sometimes thought of as *sly*, *quick* or *clever*.
- Define clever: smart, good problem-solving, good observer, wise (not sneaky, conniving or manipulative).
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- After the story has been read, ask children to stand; teach them the steps of pantomime: look, reach, take, use, look, release. Practice these steps of pantomime by “putting a peach in a pocket,” like Flossie did, before she started her journey. A good pantomime will encompass appropriate facial expression, gestures, and posture.
- Divide the class into four or five groups. Most groups will create an animal pantomime to perform as part of the story sequence. Groups: rats, rabbits, squirrels, cats, storytellers. Each group of students will be given an illustration from one of the pages of the book. In their groups they will answer three questions: 1) What do I see? 2) What do I know? 3) What do I wonder? These are observation skills similar to what Flossie used in the story. The storyteller group will establish a sequence of events to re-tell the story.
- Students will retell the story through pantomime; the storytelling group will use illustrations as prompts for the story sequence.
- Ask students to reflect on the groups’ performances. Did they use dialect like Flossie’s? Did the Fox speak in “proper” English? Did the expressions and gestures of the groups match the sequence of the story? Was there a memorable performance? What made it so?
- Teaching artists will lead students in a reflection about situations where they could use cleverness in a real life situation. What would you do if...someone is acting like a bully; you’re walking down the street and a stranger offers you candy; your friends want you to play with them at a construction site; you’re at home and a stranger knocks at the door.
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3. *Flossie and the Fox*, Patricia McKissack, illustrated by Rachel Isadora, (Dial, 1986).

Materials Needed: drawing handout, pencils, illustrations and a copy of the book.

Flossie & the Fox Script

by Patricia McKissack

Note: The following script was adapted from the book by Kathryn Lewis. The main characters are Flossie and the Fox. There are additional lines for Flossie's Mom and a single line for the Cat in the story.

Mom: Flo-o-o-ossie!

Flossie: Here I am, Big Mama.

Mom: Take these eggs to Miz Viola over at the McCutchin Place. Seem like they been troubled by a fox. Miz Viola's chickens be so scared, they can't even now lay a stone.

Flossie: Why come Mr. J. W. can't catch the fox with his dogs?

Mom: Ever-time they corner that ol' slickster, he gets away. I tell you, that fox is one sly critter.

Flossie: How do a fox look? I disremember ever seeing one.

Mom: Chile, a fox be just a fox. But one thing for sure, that rascal loves eggs. He'll do most anything to get at some eggs. Don't tarry now, and be particular 'bout them eggs.

Flossie: Yes'um. (*Saying to herself*) What if I come upon a fox? Oh well, a fox be just a fox. That aine so scary.

Fox: (*Flossie is skipping over to the fox*) Top of the morning to you, Little Missy, and what is your name?

Flossie: I be Flossie Finley. I reckon I don't know who you be either.

Fox: I am a fox. At your service.

Flossie: Nope. I just purely don't believe it.

Fox: You don't believe what?

Flossie: I don't believe you a fox, that's what.

Fox: My dear child, of course I'm a fox. A little girl like you should be simply terrified of me. Whatever do they teach children these days?

Flossie: Well, whatever you are, you sho' think a heap of yo'self. (*Flossie skips away.*)

Flossie & the Fox Script

by Patricia McKissack

Fox: Wait, you mean...you're not frightened? Not just a bit?

Flossie: (*Stops and looks back*) I aine never seen a fox before. So, why should I be scared of you, and I don't even-now know you a real fox for a fact?

Fox: Are you saying I must offer proof that I am a fox before you will be frightened of me?

Flossie: That's just what I'm saying. (*Skipping away and stopping to rest under a tree*)

Fox: I have proof, see I have thick, luxurious fur. Feel for yourself.

Flossie: (*Rubbing his back*) Ummm. Feels like rabbit fur to me. Shucks! You aine no fox. You a rabbit, all the time trying to fool me.

Fox: ME! A Rabbit! I have you know my reputation precedes me. I am the third generation of foxes who have out-smarted and out-run Mr. J. W. McCutchin's fine hunting dogs. I have raided some of the best henhouses from Franklin to Madison. Rabbit indeed. I am a fox, and you will act accordingly.

Flossie: Unless you can show you a fox, I'll not accord you nothing. (*She skips away*)

Fox: I have a long pointed nose. Now that should be proof enough.

Flossie: Don't prove a thing to me. Come to think of it, rats got long pointed noses. That's it! You a rat trying to pass yo'self off as a fox.

Fox: (*Shocked*) I beg your pardon.

Flossie: You can beg all you wanna. That still don't make you no fox.

Fox: I'll teach you a thing or two, young lady. You just wait and see.

Flossie: (*Skipping down the road and seeing a cat*) Hi, pretty kitty.

Fox: Since you won't believe me when I tell you I am a fox, perhaps you will believe that fine feline creature, toward whom you seem to have some measure of respect.

Flossie: (*Petting the cat and whispering*) He sho' use a heap o' words.

Cat: (*Purring*) This is a fox because he has sharp claws and yellow eyes.

Flossie & the Fox Script

by Patricia McKissack

Flossie: All due respect, Miz Cat, but both y'all got sharp claws and yellow eyes. So...that don't prove nothing, 'cep'n y'all be cats.

Fox: (*Howling mad*) I AM A FOX AND I KNOW IT. This is absurd!

Flossie: No call for you to use that kind of language.

Fox: (*Pleading*) Wait, wait! I just remembered something. It may be the solution to this – this horrible situation.

Flossie: Good. It's about time.

Fox: I – I – I have a bushy tail. That's right, all foxes are known for their fluffy, bushy tails. That has got to be adequate proof.

Flossie: Aine got to be. You got a bushy tail. So do squirrels. Here, have a bite of peach.

Fox: (*Crying*) NO, No, no, If I promise you I'm a fox, won't that do? (*Flossie shakes her head no and walks*) OH, woe is me, I may never recover my confidence.

Flossie: That's just what I been saying. You just an ol' confidencer. Come tellin' me you was a fox, than can't prove it. Shame on you! (*She keeps walking*)

Flossie: (*Following Flossie-pleading*) Give me one last chance.

Flossie: Okay. But just this once more.

Fox: I – I have sharp teeth and I can run exceedingly fast.

Flossie: (*Rocking back and forth*) You know, it don't make much difference what I think anymore.

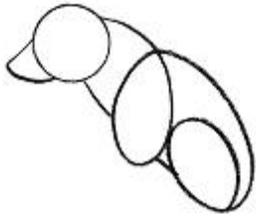
Fox: What? Why?

Flossie: Cause there's one of Mr. J. W. McCutchin's hounds behind you. He's got sharp teeth and can run fast too. And, by the way, that hound's lookin', it's all over for you!

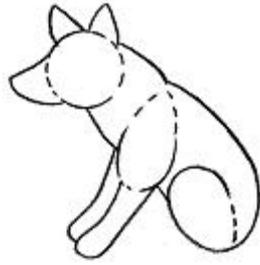
Fox: (*Dashing off*) The hound knows who I am! But I'm not worried. I sure can out-smart and out-run one of Mr. J. W. McCutchin's miserable mutts any old time of the day, because like I told you, I am a fox!!

Flossie: (*Tucking the eggs under her arm*) I know... I know.

Practice Observation Skills – Draw A Fox



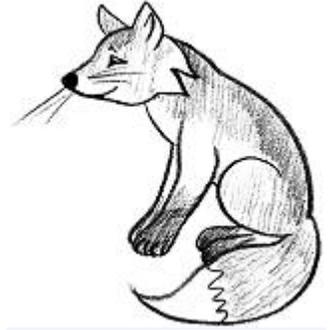
Step 1



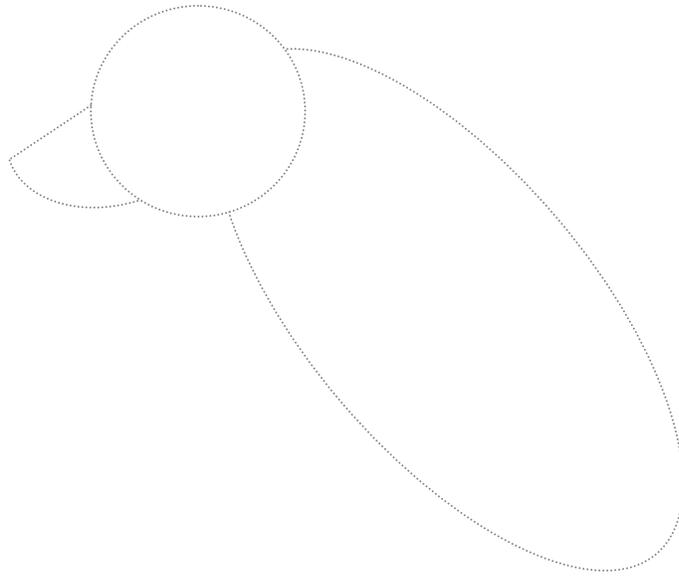
Step 2



Step 3



Step 4



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