

**Thematic Unit: Kinesthetic
Learning and Comics**

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General Information

Time Span:

This project as well as the various elements that can be found within it can be modified to accommodate for a more specific set of needs. On average this lesson might take anywhere from one week to a month depending on what amount of elements from the various lessons are being utilized.

Grade Level:

The grade level will vary from project to project and any project may be modified to suit the needs of your grade level. These projects are all very diverse and therefore may be applied to grade levels K-12.

Classroom Setup:

The classroom is setup for thirty four students. It is setup in a U formation, with two sets of rows on all sides of the U. I tend to teach from the open area of the U and the rows closest to me have six people in each row, whereas the rows furthest from me have five students in each row.

Materials/resources:

The students will need their: Anthology (book with stories), white paper, dry-erase markers, pencils, and paper. The most significant aspect required for all of these lessons is simply space for students to move.

Intended Audience:

The intended audience is meant to target: students within the classroom, peers across various grade levels, and possibly parents and administrators.

Objectives: What will be learned and achieved?

- Students will understand how text features make information accessible.
- Students will analyze text that is organized in sequence.
- Students will identify the main problem of a selection.
- Students will describe the function of imagery.
- Students will communicate their personal insights with an original work of art.
- Students will self assess their own work through the use of rubrics.
- Students will identify the structural elements of plot.
- Students will demonstrate the use of blocking.

Content: Curriculum Area/Skills

Throughout this project students will be focusing heavily on the curricular areas of reading, writing, social science, and theatre.

Standards Addressed:

Reading:

- 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, charts, maps) make information accessible and usable.
- 2.2 Analyze text that is organized in sequential or chronological order.

Writing:

- 3.2 Identify the main problem or conflict of the plot and explain how it is resolved.
- 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).

Visual Art:

- 2.7 Communicate values, opinions, or personal insights through an original work of art.
- 4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.

Theatre:

- 1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.
- 2.2 Demonstrate the use of blocking (stage areas, levels, and actor's position, such as full front, quarter, profile, and full back) in dramatizations.

Why utilize movement?

Kinesthetic learning is a type of learning that emphasizes movement through learning. It is the process of taking a two dimensional lesson and making it a three dimensional lesson. The goal is to engage the child and get them to interact through movement with the given material.

- Better levels of engagement
- Higher test scores
- More focused students
- Better classroom management
- More positive feelings- release of dopamine and noradrenaline
- Increased levels of comprehension
- Increased heart rate and oxygen intake

Lesson Plan: Comic Skit

Curricular Area:

Reading, Writing, and Theatre

Grade Level:

Kindergarten-12th

Teaching Objectives:

Cognitive: Create a four panel comic that identifies the main idea and details of a reading selection.	Social: Work collaboratively in pairs and organize presentation.
Affective: Communicate relevant ideas about a reading selection.	Artistic: Create an original work of art that communicates the main idea behind a reading selection and a theatrical performance.

Standards:

Reading Comprehension:

- ❖ 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

Visual Arts:

- ❖ 2.7 Communicate values, opinions, or personal insights through an original work of art.

Theatre:

- ❖ 2.3 Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances.

Rationale for Adaptations:

If accommodations need to be met students can read the given reading selection in triads, split up the work on the short comic book, and take on a modified role in the performance.

Required Movement Pre-Experiences:

Students in will not need to have had any prior experiences in relation to movement in order to perform this piece.

Safety Considerations:

Students will need to be mindful of their kinospheres as they are preparing and practicing for their short performances.

Space Required:

This particular activity will require the use of a large space in planning as students will be practicing throughout the room. For the final performance students will perform at a designated location in the classroom and other students will be at their seats.

Materials Needed:

Students will need several things for this process: Anthology (book with stories), 4-panel comic sheet, dry-erase markers, pencils, and paper.

Life Skills Taught:

- ❖ Teamwork: working in pairs.
- ❖ Self-Esteem: heightened self-esteem as performing in front of peers.
- ❖ Critical Thinking: thinking about the main points and details of the story.
- ❖ Planning/Organizing: planning and organizing their thoughts for the comic panels and theatre performance.
- ❖ Social Skills: collaborating and working with other individuals.

Movement Lesson: Step by Step Description

Lesson Opening:

- T- Perform cross crawls with the class.
- S- Perform cross crawls to energize students.
- T- Discuss the elements of a comic such as: sequence, onomatopoeia, and characters.
- S- Utilize a think-pair-share with neighboring partners.

Movement Experience Inside a Lesson:

- T- Activate Prior Knowledge about the given reading selection.
- S- Read the selected story with their partner.
- T- Explain the significance of details within a story.
- S- Fill out a main idea and details graphic organizer as they read.
- T- Pass out the white sheet of paper.
- S- Create a 4-panel comic related to the story.
- T- State that the comic is essentially a storyboard that will be acted out.
- S- Plan their short skit that will be based off of the comic.
- T- Introduce the idea of telling a story without the use of dialogue.
- S- Practice acting like a mime in a box and pulling a rope.
- T- Explain that the retelling will be a nonverbal storytelling session.
- S- Brainstorm ideas as a class as to how they can showcase their story non-verbally.
- T- Explain the concepts of force (how much energy), time (when), and space (where).
- S- List ideas for each various concept: force, time, and space.
- T- Give guidelines for practicing skits. (i.e. no hurting self, no hurting others, no busting up the place, and always being respectful)
- S- Create their selected four panel story via gestures.
- T- Reiterate to class the concept of a good and attentive audience.
- S- Perform their comic skits based on the story (both students will be acting out the comic skit).

Lesson Closing:

- T- Situate class and give cue for groups to start.

- S- Conduct their various performances.
- T- Discuss the process that was undergone to reach the final product.
- S- Reflect upon the process through a: “What?, So what?, and Now what? reflection.

Comic Connection:

Prior to working on the Comic Experience an educator can open the lesson with a few cross crawls to energize the class. The educator can also have students turn their comics into a silent skit in which case more planning is involved.

Assessment:	1	2	3	4
Cognitive	Unsuccessful creation of 4 panel comic.	Progressing towards creation of 4 panel comic.	Met expectations for creation of 4 panel comic.	Exceeded expectations for creation of 4 panel comic.
Affective	Ineffective communication of story.	Moderately effective communication of story.	Effective communication of story.	Highly effective communication of story.
Social	Unacceptable collaboration in pairs and unacceptable organization.	Acceptable collaboration in pairs and acceptable organization.	Excellent collaboration in pairs and excellent organization.	Exemplary collaboration in pairs and exemplary organization.
Artistic	Utilized the elements of visual arts, force, time, and space minimally.	Utilized the elements of visual arts, force, time, and space partially.	Utilized the elements of visual arts, force, time, and space adequately.	Utilized the elements of visual arts, force, time, and space fully.

Lesson Plan: Cinquain with Gestures

Curricular Area:

Reading, Writing, and Theatre

Grade Level:

Kindergarten-12th

Teaching Objectives:

Cognitive: Create a cinquain with gestures about the selection.

Social: Work collaboratively in pairs and organize presentation.

Affective: Communicate relevant ideas about the selection.

Artistic: Utilize poetry as well as the elements of force, time, and space.

Standards:

Reading Comprehension:

- ❖ 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
- ❖ 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

Rationale for Adaptations:

If accommodations need to be met students can read the story in pairs, they can switch roles of reading and acting. If needed, students can act or read out of their seats.

Required Movement Pre-Experiences:

Students will not need to have had any prior experiences with movement prior to performing this piece.

Safety Considerations:

Students will need to be mindful of their kinospheres as they are preparing their short performances.

Space Required:

This particular activity will require the use of a large space in planning as students will be practicing throughout the room. For the final performance students will perform at a designated location in the classroom and other students will be at their seats.

Materials Needed:

Students will need several things for this process: Anthology (book with stories), white paper, dry-erase markers, pencils, and paper.

Life Skills Taught:

- ❖ Teamwork: working in pairs.
- ❖ Self-Esteem: heightened self-esteem as performing in front of peers.

- ❖ Critical Thinking: thinking about the main points and details of the story.
- ❖ Planning/Organizing: planning and organizing their thoughts for the cinquain and gestures.
- ❖ Social Skills: collaborating and working with other individuals.

Movement Lesson: Step by Step Description

Lesson Opening: Hook-Ups and Simon Says

- T- Introduce the concept of a hook-up and run students through hook-up A
- S- Conduct the breathing and refocusing exercise.
- T- Introduce hook-up B with a funny sound on the exhale.
- S- Conduct the second hook up and refocus.
- T-State, define, and show gestures for each of the five vocabulary words.
- S- Stand behind seats and chorally state the word and show gesture.
- T-Facilitate the Simon Says game and interject vocabulary word gestures.
- S- Play the Simon Says game that incorporates weekly vocabulary words.

Movement Experience Inside a Lesson: Four Corners and Cinquain

- T- Read through a given selection with students.
- S- Fill out a main idea and details graphic organizer.
- T- Explain that the classroom consists of four corners and number each one.
- S- Familiarize themselves with the number of the corner.
- T- Provide a multiple choice comprehension based question.
- S- Move to the corner that represents their answer.
- T- Provide another multiple choice comprehension based question.
- S- Move to the corner that represents their answer.
- T- Repeat several times to review various questions from the selection.
- S- Continue moving to the various corners to answer the question.
 - See extra movement ideas for a fun modification
- T- Review components of the reading selection and major details.
- S- Summarize what happened throughout the reading selection.
- T- Explain the notion of a cinquain: a poem that consists of five short lines, the first line with one word, the second line with two words, the third line with three words, the fourth line with two words, and the fifth line with one word.
- S- Reiterate the patten and showcase it with their fingers.
- T- Provide a brief example of a cinquain on the white board.
- S- Analyze the cinquain to see if it follows the rules of a cinquain.
- T- Read the cinquain and add a movement to represent each word as it is read.
- S- Create cinquain on white paper and add visual details about the story.
- T- Circulate throughout the room and check on student progress.
- S- Create gestures to accompany the written words of the cinquain.

Lesson Closing:

- T- Allow practice time.
- S- Start with a practice round on the teachers cue.
- T- Situate class and give cue for groups to start.
- S- Conduct their various performances.
- T- Discuss the process that was undergone to reach the final product.
- S- Reflect upon the process through a: “What?, So what?, and Now what? reflection.

Comic Connection:

The educator can utilize hook-ups to refocus a class prior to moving on to the Comic Experience. Furthermore, the Simon Says game can be utilized to teach key terms needed to further understand comics. Four corners can also be utilized to ask questions about key terms related to comics or to ask questions about how students are doing in general. Students can even go as far as to put a cinquain on the cover of their Final Comic in order to better represent its ideals.

Assessment:	1	2	3	4
Cognitive	Unsuccessful creation of cinquain with gestures.	Progressing towards creation of cinquain with gestures.	Met expectations for creation of cinquain and gestures.	Exceeded expectations for creation of cinquain and gestures.
Affective	Ineffective communication of details about reading selection.	Moderately effective communication of details about reading selection.	Effective communication of details about reading selection.	Highly effective communication of details about reading selection.
Social	Unacceptable collaboration in pairs and unacceptable organization.	Acceptable collaboration in pairs and acceptable organization.	Excellent collaboration in pairs and excellent organization.	Exemplary collaboration in pairs and exemplary organization.
Artistic	Utilized the elements of poetry, force, time, and space minimally.	Utilized the elements of poetry, force, time, and space partially.	Utilized the elements of poetry, force, time, and space adequately.	Utilized the elements of poetry, force, time, and space fully.

Lesson Plan: Scaffolding Tableau

Curricular Area:

Reading, Writing, and Theatre

Grade Level:

Kindergarten-12th

Teaching Objectives:

Cognitive: Create a tableau that represents a specific scene.

Social: Work collaboratively in small groups and organize presentation.

Affective: Communicate relevant ideas about a comic book.

Artistic: Utilize elements of theatre as well as the elements of force, time, and space.

Standards:

Reading Comprehension:

- ❖ 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Writing:

- ❖ 3.2 Identify the main problem or conflict of the plot and explain how it is resolved.

Theatre:

- ❖ 5.1 Use theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history social science.

Rationale for Adaptations:

If accommodations need to be met students can modify the three panel tableau to either a one panel or two panel tableaux.

Required Movement Pre-Experiences:

Students will not need to have had any prior experiences with movement or theatre prior to performing this piece.

Safety Considerations:

Students will need to be mindful of their kinospheres as they are preparing their short performances. The following rules should be followed in regards to the movement: no hurting self, no hurting others, no busting up the place, and respect is always required.

Space Required:

This particular activity will require the use of a large space in planning as students will be practicing throughout the room. For the final performance students will perform at a designated location in the classroom and other students will be at their seats.

Materials Needed:

Students will need several things for this process: Anthology (book with stories), white paper, dry-erase markers, pencils, and paper.

Life Skills Taught:

- ❖ Teamwork: working in pairs.
- ❖ Self-Esteem: heightened self-esteem as performing in front of peers.
- ❖ Critical Thinking: thinking about the setup of the tableau.
- ❖ Planning/Organizing: planning and organizing their thoughts for the cinquain and gestures.
- ❖ Social Skills: collaborating and working with other individuals.

Movement Lesson: Step by Step Description

Lesson Opening: Energy Yawn, Lazy Eights, and Be It or Use It

T- Introduce the concept of an energy yawn as a type of self-care.

S- Conduct an energy yawn.

T- Introduce the lazy eight to refocus the eyes.

S- Conduct the lazy eight.

T- Facilitate the game “Be It or Use It,” in relation to items found within classroom comics.

Example of Play:

Teacher: States a noun and either says be it or use it.

Students: Stand, walk around class, and either act as the noun or pretend to use it.

S- Play the game “Be It or Use It.”

T- Review the rules of the game and the manner in which it was played.

S- Think-pair-share for the following question: What would you like to more about in relation to the game?

T- Toss squishy Koosh ball to students with answers.

S- Respond to the question.

Movement Experience Inside a Lesson: Mingle Game and Tableaux

T- Introduce the Mingle Game.

Example of Play:

Teacher: Chant mingle, mingle, mingle... 1-panel x 2-panels, mingle, mingle, mingle... 3-panels + 1-panel

Students: Get into a group of people that has the correct amount in it.

S- Play several rounds of the Mingle game.

T- Review the game as well as the procedure for playing the game.

S- Think of how they can modify the game to fit within other subjects.

T- Toss the Koosh ball to anyone with an answer.

S- Answer the question and jot an answer down in their journal.

T- Select the comic that gets selected as the class publication.

S- Chorally read the short comic, alternate groups of students for every paragraph.

- T- Explain the concept of a summary and how it sums up what the selection was about.
- S- Write a five sentence summary of the selected comic.
- T- Describe how every selection has a beginning, middle, and end.
- S- Draw three images that represent the beginning, middle, and end of the selection.
- T- Introduce the concept of a Tableau...a frozen image of a scene.
- S- Play the Mingle game to get into groups of six.

Example of Play:

Teacher: Performers step forward from back wall and enter tableaux.

Audience: Closes eyes during setup and opens on teacher cue. Audience looks on in silence and closes eyes on teacher cue.

Performers: Enter tableau and reach stillness. They remain frozen until teacher/director states that eyes should be closed.

- T- Establish the back wall in class and closing the curtain (eyes).
- S- Point to the back wall that will represent the stage.
- T- Give each different group a noun. (i.e. horse, house)
- S- Create a tableau that represents the given noun.
- T- Give each group a different scene. (i.e. desert, highway)
- S- Create a tableau that represents the scene.
- T- Reiterate the concept of beginning, middle, and end.
- S- Create three tableaux that represent each point in the story.

Lesson Closing: Performances and Wordsmith

- T- Allow practice time.
- S- Start with a practice round on the teachers cue.
- T- Situate class and give cue for group to step forward from back wall.
- S- Conduct their various performances.
- T- Discuss the process that was undergone to reach the final product.
- S- Reflect upon the process through a: "What?, So what?, and Now what? reflection.

Rubric:

Assessment:	1	2	3	4
Cognitive	Unsuccessful creation of tableaux that represents specific scenes.	Progressing towards creation of tableaux that represents specific scenes.	Met expectations for creation of tableaux that represents specific scenes.	Exceeded expectations for creation of tableaux that represents specific scenes.
Affective	Ineffective communication of relevant ideas about comic book.	Moderately effective communication of relevant ideas about comic book.	Effective communication of relevant ideas about comic book.	Highly effective communication of relevant ideas about comic book.
Social	Unacceptable collaboration in small groups and unacceptable organization.	Acceptable collaboration in small groups and acceptable organization.	Excellent collaboration in small groups and excellent organization.	Exemplary collaboration in small groups and exemplary organization.
Artistic	Utilized the elements of theatre as well as the elements of force, time, and space.	Utilized the elements of theatre as well as the elements of force, time, and space.	Utilized the elements of theatre as well as the elements of force, time, and space.	Utilized the elements of theatre as well as the elements of force, time, and space.

Extra Movement Ideas

Four Corners Movement Break:

Rather than using the game of Four Corners for the sake of an academic venue, Four Corners can also be used as a fun indoor game. One person comes to the front of the class and faces a wall; this student is the main agent in the game. The students' goal is to have his/her eyes closed as he/she counts backwards from ten to one. During the time that the counting is taking place students head over to a corner. When the agent is done with the counting he/she selects a corner. Everyone in that corner is then out of the game and asked to take a seat. At this point the agent will continue counting once again and then he/she will select another corner and those students will be out.

Question and Response: Koosh Ball

This is a great way to incorporate the concept of catching a ball with questioning. The teacher is the main agent throughout the game. The teacher poses a question to the students and once they have an answer, their hands go up in the air as always. When the teacher selects a student they say the name of the student and toss the ball in an underhand motion to the student. The student catches the ball, answers the question, and tosses it back to the teacher. I have found that through the incorporation of a simple Koosh ball, student participation will always increase.

Movement as a Transition- Touch Four Walls

This is a modified version of Four Corners, the only difference is that walls are being utilized. If students have been sitting for somewhat of a prolonged period of time, this is a means of getting them up and moving for a short amount of time. The teacher simply states that students will stand up and touch four walls. As soon as students have touched four walls in the class they are to find their seat and take out their next textbook.

Example of Play:

Teacher: I know that all of you have been working really hard and you have been seated for some time. When I say "Go" I need for you to stand up and touch four walls in the classroom. As soon as you finish please take out your Anthology.
Ready, set, go.

Math- Fractions

The main idea is to get students to showcase various fractions through movement. If the ground represented 0% and as high as the student could reach represented 100%, then students would showcase the fraction in relation to this. Break students into small groups of four. As the teacher write at least twenty differing fractions on the board. Students in groups then select four. The goal of the students at this point is to say the fraction and represent it in relation to their height. If a student got $1/9$, they would then be very close to the floor. If a student got $1/3$, they would then be a little bit higher in relation to the floor. To add more to the project have students create a map that includes four stopping points for their group. As students arrive at each point, they are to switch to the representation of their next fraction. To make it even more fun, have students move from one point to another point by jumping, hopping, skipping, or walking while they are showcasing the fraction.

Language Arts- Parts of Speech: Mirror

Verbs: Break students into pairs; then have them stand and face each other. One student will mirror exactly what the other student does. The acting student will then respond to the given verb that the teacher states by performing the action of the verb. The other student will simply mirror the performing student.

Prepositions: Break students into pairs one student is to reach a state of stillness or simply remain still. The other student is to showcase the various prepositions in relation to the still performer. The teacher might say something like “above” and one student will need to remain still, whereas the other will need to model above the still performer.

Mingle Game/Math Scramble

The mingle game is a favorite game of mine for putting students into groups. The teacher simply chants: mingle, mingle, mingle, and a random number. The students get into a group that represents that number. Anyone who is not in a group simply stands by me and the rule is that a student can't be by me more than a round.

Math Scramble is a modified version of the mingle game with an emphasis on math skills. Rather than singing the mingle chant, the teacher simply states a math problem like $7+3$. Students then get into a group that represents that number of students. As a modified version for higher grades simply add more steps: $7 \times 3 - 11 =$.

Reflection Tool:

What?	So what?	Now what?
<ul style="list-style-type: none">• What did you do?	<ul style="list-style-type: none">• What is the importance of what you did?	<ul style="list-style-type: none">• How will you use this knowledge in the future?

Blank Rubric:

Assessment:	1	2	3	4
Cognitive				
Affective				
Social				
Artistic				