Instructional Unit Title: Neighborhoods and Communities

The teacher may utilize video and/or picture book examples of facial expressions so that students can revisit, reflect on, and deepen their understanding of the power of this non-verbal form of communication.



The teacher may utilize video and/or picture book examples of movement and body language so that students can revisit, reflect on, and deepen their understanding of the power of this non-verbal form of communication.



The teacher may utilize video and audio clips of vocal variations so that students can revisit, reflect on, and deepen their understanding of the power of verbal forms of communication.



The teacher may utilize a familiar picture book (e.g., *The Little Red Hen* by Susanna Davidson) so that students can explore working as an ensemble to depict character and character interactions in a community setting.



The teacher may use the anchor text (e.g., Stone Soup) as a read aloud so that students can begin exploring descriptive elements related to characters and unique character traits.



The teacher may use the anchor text (e.g., Stone Soup) as a read aloud so that students can begin exploring vocabulary (words and phrases) and descriptive elements associated with the ways in which characters work together to solve a conflict/problem.



The teacher may use the anchor text (e.g., Stone Soup) as a read aloud so that students can begin exploring vocabulary (words and phrases) and descriptive elements associated with conflict.



The teacher may use the anchor text (e.g., Stone Soup) as a read aloud so that students can begin exploring the dynamics of character interactions.



The teacher may use the anchor text (e.g., Stone Soup) as a read aloud so that students can begin exploring vocabulary (words and phrases) used to signify emotions.



The teacher may use the anchor text (e.g., Stone Soup) as a read aloud so that students can begin exploring descriptive elements related to setting(s).



The teacher may model the peer evaluation process during (dress) rehearsal so that students understand the role, significance, and value of feedback in finalizing the preparations for a dramatic presentation.



PERFORMANCE ASSESSMENT: The principal of our school is very worried that some students do not know the true meaning of community and the positive things that can happen when we use our individual strengths to work together. The principal has asked you, as a class, to create a dramatic presentation that will help your fellow students understand community and the need for everyone' contribution! To address the principal's request, you and your theatre troupe have decided to stage a dramatic retelling of the classic tale, *Stone Soup*. Using your knowledge of character development (body language, facial expression, vocal intonation, etc.) you will create characters and scenes that show the relationships and interrelationships in the story and its community members. You will perform your community-building play at the next school assembly.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.