
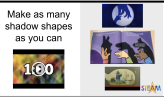
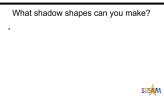


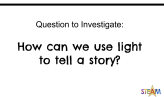
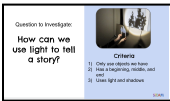


Unit of Inquiry Name: Shine a Light		Estimated Time: 195-245 minutes	THEATRE Lesson # 8
<p><b>SEP</b> SEP3 - Planning and Carrying Out Investigations: Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question.</p> <p><b>DCI</b> PS4.B - Electromagnetic Radiation: Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach.</p>			<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"><li>● I can use light to create a shadow puppet show about my year in first grade.</li><li>● I can create a beginning, middle, and end.</li><li>● I can work as a team.</li></ul>
<p><b>CA Arts Standards:</b></p> <p>1.Theatre: Creating 2a: Contribute to the development of a sequential plot in a guided drama experience.</p> <p>1.Theatre: Creating 2b: With prompting and supports, participate in group decision making in a guided drama experience.</p> <p>1.Theatre:Performing 4a: Describe a story’s character actions and dialogue in a guided drama experience.</p> <p>1.Theatre: Performing 5b: With prompting and supports, identify technical theatre elements that can be used in a guided drama experience.</p> <p>1.Theatre: Responding 9a: Build on others’ ideas in a guided drama experience.</p> <p>1.Theatre: Connecting 11.1b: Use active listening skills to participate in and observe a guided drama experience.</p>			
<p><b>Anchor Phenomenon:</b> A man created a shadow show. (<a href="#">Raymond Crowe Shadow Show</a>)</p> <p><b>Lesson Objective:</b> Students work together to create a shadow puppet story with a beginning, middle, and end.</p> <p><b>Question to Investigate:</b> How can we use light to tell a story?</p>			
<p><b>Key Vocabulary:</b> shadow puppet, puppeteer, rehearsing</p>			
<p><b>Habit of Mind #11:</b> Creating, Imagining and Innovating: Starts with a vision and works backwards. Uses creative ideas to solve problems. Considers multiple perspectives and is open to feedback. Able to compare and contrast emotional and factual information. (I can try a new idea!)</p>			

Materials Needed	Seesaw Activities	Prepare
<ul style="list-style-type: none"> <li>● <a href="#">Resource Slides</a></li> <li>● Videos: <a href="#">How to Make Shadow Puppets With Your Hand</a> and <a href="#">How to Make Shadow Animals With Your Hands</a></li> <li>● <a href="#">Shadow Puppet Show Storyboard</a> or <a href="#">Seesaw Activity</a></li> <li>● Option: <a href="#">Shadow Puppets #1</a> &amp; <a href="#">#2</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Shadow Puppet Show Storyboard</a></li> <li>● <a href="#">First Grade Shadow Puppet Show</a></li> </ul>	<ul style="list-style-type: none"> <li>● Review the <a href="#">Final Product</a> document. Decide if students will construct Shadow Puppet Theaters</li> <li>● Option: Print and cut <a href="#">Shadow Puppets #1</a> &amp; <a href="#">#2</a> for each group.</li> </ul>

Stage	Teacher Does	Student Does
<p>Lesson 8 Launch/ Engage 10-15 min.</p>      	<p><b>DCI - PS4.B: Electromagnetic Radiation</b></p> <p><b><i>Scientists, we have been exploring light. Our anchor phenomenon for our project is a shadow show. We've been working to understand and explain this phenomenon. We made shadow creatures and have explored how shadows can change. Today, we will make our very own shadow puppet show!</i></b></p> <p><b><i>Making shadow puppets is fun! Turn and talk: What do you know about how shadows are made?</i></b></p> <p><b><i>Let's start by sharing all the shapes we can make with our hands. What shapes can you make with your hands? Take a minute to use your flashlight and make as many different shadow shapes as you can. Then, we'll share the shapes we can make.</i></b></p> <p><b><i>What shadow shapes can you make?</i></b> Invite students to share the shapes they can make with their hands.</p> <p><b><i>Wonderful job, artists! Those were some amazing shadow shapes! When we make shadow shapes and puppets with our hands, our hands are blocking the light to make the shadow. Let's watch a video of a professional shadow puppeteer. She will teach us how to make different shadow puppets. As the video plays, try to make the shapes she makes with your hands.</i></b> Play video: <a href="#">How to Make Shadow Puppets With Your Hand</a>.</p> <p>Option: Play video: <a href="#">How to Make Shadow Animals With Your Hands</a> for more advanced puppet ideas.</p> <p><b><i>Do you want to make even more puppets?!? These shadow puppets are more advanced. Let's give them a go!</i></b></p> <p><b><i>Excellent job, artists! We have been investigating many questions throughout our project to help us fully understand our anchor phenomenon. We have reached our last question for our project. Our final question to investigate is: "How can we use light to tell a story?"</i></b></p>	<p>Students turn and talk to share what they know about how shadows are made. (1 minute)</p> <p>Students use a flashlight to make shadow shapes with their hands. (2 minutes)</p> <p>Students share the shapes they can make. (2 minutes)</p> <p>Students watch <a href="#">How to Make Shadow Puppets With Your Hand</a> and mimic the shapes the puppeteer makes with her hands. (3 minutes)</p> <p>Option: Students watch <a href="#">How to Make Shadow Animals With Your Hands</a> and practice making more shadow puppets. (5 minutes)</p>

Lesson 8  
Explore/  
Explain  
180-225  
min.



**We just watched Corina Bona tell pieces of a story. We saw her make a person, a bird, a dog, and a rabbit. She was telling parts of a story. When she made a person, she was making the person talk. Click to animate. He said, “Hey, how’s it going?” Click to animate. She also made the bird fly. Click to animate. And the dog bark.**

**We are all going to be puppeteers today! We can try Corina’s ideas, but let’s stretch ourselves and use our Habit of Mind of creating, imagining, and innovating to try new ideas and new puppets!**

**Tell pieces of a story. What can you make your puppets do? Try making a new puppet and try making it do something different.** Provide time for students to explore making a new puppet.

**Turn and talk: What did you make your puppet do?**

**Puppeteers don’t only use their hands to make shadow puppets. They use many different kinds of materials to make puppets. In this picture we can see that the puppeteer has made people. It looks like he has used cloth for their clothes and he is using sticks to make them move. You can use anything that blocks light to create a shadow. In many cultures, shadow puppet theatre is very important for story telling. Click to animate to show maps. It started thousands of years ago in China and India. I’m so excited for us to create our own shadow puppet shows!**

### **SEP3 - Planning and Carrying Out Investigations**

**We are going to investigate our question by trying to create shadow puppet shows. We will work in partnerships to create a shadow puppet show. You can tell any story you want in your show. We are doing this show to help prepare us for our shadow puppet show about first grade. Because we don’t want to spend a lot of time on the creation of this story and show, the first criteria for this show is that we only use objects we have. We won’t spend time creating puppets for this show. Instead, we might use LEGO, toys, or other objects we can find around our room. Your shadow puppet show should have a beginning, middle, and end.**

Students make new puppets with their hands and make it do something different. (3 minutes)

Students turn and talk to share what they made their puppet do. (1 minute)

***You could tell a story you already know like the Three Little Pigs or you could make up your own story. The last criteria is that your show must use light and shadows. This is a time to have fun and be creative! Be as silly or as serious as you want!***

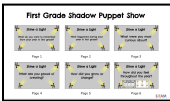
Provide 15-20 minutes for students to create a show in partnerships. Remind students that this show doesn't have to be perfect. That the purpose of the show is to practice telling a story using light.

Invite partnerships to share their shadow puppet shows with another partnership.

Bring the class back to the carpet. ***You created wonderful shows! I loved seeing how creative you were with the objects in the room. Our question to investigate is: "How can we use light to tell a story?" What did you learn about using light to tell a story?***



***We are going to use what we learned about how we can use light to tell a story to create a shadow puppet show about our year in first grade. This has been a very unique year and is definitely a story worth sharing!***



***We have been developing our story throughout our project with our Shine a Light Seesaw Activity.***



***To help us plan our story, we need to think of who we want to create it for.***

***There are many people who might want to know about our year in first grade... including our family and friends, incoming first graders, our principal, or other students in the school.***

***Think about who you want to make your shadow puppet show for. Are you making it for incoming first graders, other students and staff in our school, your family and friends, or are you making it for everyone?***




***Now that we know who our stories are for, we can begin to draft our stories. Our storyboards will help us create our stories.*** Distribute [Shadow Puppet Show Storyboard](#). Review all pages (including the criteria) and then guide students through completing Page 1 of the [Shadow Puppet Show Storyboard](#). Provide the choice of using different sentence starters as well. Invite the class to share other ways they might start their stories about first

Partnerships create shadow puppet shows that have a beginning, middle, and end. (15-20 minutes)

Partnerships show their show to another partnership. (8-10 minutes)

Students share what they learned about trying to tell a story with light. (3 minutes)

Students complete Page 1 of the [Shadow Puppet Show Storyboards](#) or [Seesaw Activity](#). (10 minutes)

	<p>grade. Provide time for students to create the puppets they need for the beginning of their story and to practice with them.</p> <p><b>SESSION 2</b> Invite students to share the beginning of their first grade shadow puppet shows with a partner. Select a couple of students who started their shows in unique ways to share with the class.</p> <p>Provide time for students to complete their <a href="#">Shadow Puppet Show Storyboards</a> or <a href="#">Seesaw Activity</a> and to create the puppets they need for their shows.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>During this time, determine students who could go first in their groups.</p> </div>	<p>Students create puppets for the beginning of their story. (10 minutes)</p> <p>Students complete their <a href="#">Shadow Puppet Show Storyboards</a> and create the puppets they need to perform their shows. Students practice reading their story and animating it with their puppets. (60 minutes)</p>
	<p><b>OPTIONAL SESSION - THEATER CONSTRUCTION</b> Students can perform their shadow shows against a wall or they can create a stage for their show. If students will be creating stages, review the 8 examples of shadow puppet shows and invite students to make observations of what the artists use for their shows. Use the notes underneath the slides to facilitate.</p> <p><b>Turn and talk: What did the artists use to create their shows?</b> Invite students to share their observations of materials used with the class. Highlight that some artists brought in other artists to help.</p> <p>Introduce students' groups for their shadow puppet shows. Support groups in constructing a stage for their shadow puppet show.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Note: Watch: <a href="#">How To - Kenneth Wingard's DIY Shadow Puppet Theater</a> or Read: <a href="#">Make a Shadow Puppet Theater</a> to learn more about creating a stage. Possible Materials: large cardboard boxes, tissue paper, <a href="#">muslin</a>, sheets, tape.</p> </div>	<p>Students make observations of shadow puppet show stages. (2 minutes)</p> <p>Students turn and talk to share what the artists used to create their shows, then share their observations with the class. (3 minutes)</p> <p>Students construct stages for their shadow puppet shows. (40 minutes)</p>

<div><div><div>Roles</div><div><div>1) Performer</div><div>2) Light Designer</div><div>3) Cinematographer</div><div>4) Director</div></div></div><div><div>Performer</div><div>Light Designer</div><div>Cinematographer</div><div>Director</div></div></div> <div><div><div>Shadow Puppet Show Criteria</div><div><div>1. About year in first grade</div><div>2. Has a beginning, middle and end</div><div>3. Uses light and shadows</div><div>4. Uses different colors</div><div>5. Uses sound or music</div></div><div><div>ABOUT FIRST GRADE</div><div><div>1. About year in first grade</div><div>2. Has a beginning, middle and end</div><div>3. Uses light and shadows</div><div>4. Uses different colors</div><div>5. Uses sound or music</div></div></div></div></div> <div><div><div>Way to Go!</div><div>Bravo!</div></div><div><div>Phenomena Wall</div><div><div>What we did</div><div>What we figured out</div><div>What we learned</div></div></div></div>	<div><div>SESSION 3</div><div><div>Artists, it is time to rehearse our shows! We are going to work in groups to help tell our stories.</div><div>The performer is the storyteller. They created the puppets for the story and tell their story of their year in first grade.</div><div>The lighting designer holds the light and may change the color for different scenes to match the emotions of the story.</div><div>The cinematographer records the story using the video tool on Seesaw.</div><div>The director helps the performer tell their story clearly. The director gives the performer feedback and helps them with their puppets.</div></div><div><div>Facilitate the process so each performer is able to rehearse their story. Have the Performers open their Chromebooks and access the <a href="#">First Grade Shadow Puppet Show Seesaw Activity</a> before handing their Chromebook over to the cinematographer. Provide each performer 10 minutes to work with their group to tell their story.</div><div><div>Display the Shadow Puppet Show Criteria while students rehearse their shows.</div><div>After each performer's time, call the class back to the carpet to share what they learned from the experience before moving to the next performer.</div></div></div></div>	<div><div>Performers rehearse their First Grade Shadow Puppet Shows in groups. Cinematographers use the Performer's Chromebook to record their rehearsal in the <a href="#">First Grade Shadow Puppet Show Seesaw Activity</a>. Students return as a class after each Performer's rehearsal to share what they learned from the experience.</div><div>(60 minutes)</div><div><div>Groups share what they learned after each rehearsal.</div></div></div>
<div><div>Lesson 8</div><div>Reflect/</div><div>Evaluate</div><div>5 min.</div></div> <div><div><div>Way to Go!</div><div>Bravo!</div></div><div><div>Phenomena Wall</div><div><div>What we did</div><div>What we figured out</div><div>What we learned</div></div></div></div>	<div><div><div>Artists, I have been watching your shadow puppet shows and I've got to say bravo! I love hearing you talk about your experience in first grade and am so grateful that I got to experience this year with you!</div><div>Our question to investigate was: How can we use light to tell a story?</div><div>You were puppeteers and performers, lighting designers, directors, and cinematographers. Turn and talk: What did you figure out about using light to tell a story?</div></div><div><div>Add student thinking to "What We Figured Out" section of the Phenomena Wall.</div></div></div>	<div><div>Students share what they figured out about how they can use light to tell a story.</div><div><div>Expected Student Responses (ESR)</div><div><div><div>• We can use shadow puppets to block light. We can make the shadow puppets move and do different actions.</div><div>• We can use different colors of light to add emotions to the story.</div></div></div></div></div>



Return to the anchor phenomenon. **Scientists, everything we are learning is helping us understand more about our anchor phenomenon. Let's watch part of our phenomenon and think about how Raymond Crowe uses light to tell a story.** Play 1 minute of [Raymond Crowe Shadow Show](#).

**Turn and talk: How does Raymond Crowe use light to tell a story?**

**You have learned a lot about our anchor phenomenon! What questions do you still have about our phenomenon?**

**After we have all performed our own shadow puppet shows, we will return to our anchor phenomenon to share what we understand about it. I am so impressed with what you all have learned!**

Students watch 1 minute of [Raymond Crowe Shadow Show](#). (1 minute)

Students turn and talk to share how Raymond Crowe uses light to tell a story. (1 minute)

Students share questions they have about the anchor phenomenon. (1 minute)

## Lesson 8 Phenomena Wall

Anchor Phenomenon: A man created a shadow show. ( <a href="#">Raymond Crowe Shadow Show</a> )				
Essential Question: What do we want to shine a light on?				
Question to Investigate	What We Did	What We Figured Out	Connection to Phenomenon	Questions We Have Now
How can we use light to tell a story?	We created shadow puppet shows.	The light needs a surface to shine on so that we can see the shadows. We can use different objects to block light and tell a story.	Raymond Crowe shines the light on a screen and puts his hands in front of the light to create characters. He makes the characters move by changing the shapes and by moving his hands different distances from the light.	(List questions students provide.)

Please join the Unit 4 Curriculum Discussion at <https://forms.gle/A64bXVLk3XC4DLcD9> to provide feedback on this lesson.