

Theatre Intermediate 1 (#5004230) Third Grade

Third grade* theatre students strengthen their knowledge of such theatre skills and concepts as storytelling, plot, pantomime, and awareness of the audience-performer relationship through imagination and creative dramatics. High-quality children's literature, including prose and poetry, continues to provide a strong foundation for development of their theatrical, literacy, and life skills as students begin to learn about history, culture, and the technical elements used to create theatre. Readers' Theatre may be introduced at this level, contributing to students' vocabulary acquisition and reading fluency, and both vocal and physical techniques are instituted as prerequisites for character analysis. Students add to their vocabulary through readings, group discussions, and development of simple scripts. As students play, move, and create together, they continue to develop important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21st century.

General Notes

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

* Intermediate Theatre 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate elementary grades. Theatre teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Theatre previously should be enrolled in Intermediate Theatre 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Theatre for the first time may be enrolled, as a class, in Upper Elementary Theatre 1, and must then progress to Intermediate Theatre 2 in the following year.

Name	Description
TH.3.C.1.1:	Create an imaginative costume piece or prop out of everyday items found around the classroom or at home and use it as the basis to tell an original story.
TH.3.C.1.2:	Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.
TH.3.C.2.1:	Revise a formal or informal performance after receiving a critique.
TH.3.C.2.2:	Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
TH.3.C.3.1:	Discuss the techniques that help create an effective theatre work.
TH.3.F.1.1:	Create and/or collect appropriate props and costumes and use them to help tell a story.
TH.3.F.1.2:	Arrange classroom furniture to create an environment for a story.
TH.3.F.2.1:	Identify non-theatre professions that require the same skills as are used in theatre.
TH.3.F.3.1:	Participate in a collaborative project to create a theatrical performance and reflect on the experience.

TH.3.H.1.1:	Understand how cultural differences are expressed through character, environment, and theme.
TH.3.H.1.2:	Interview an adult and create a story from his or her life using any theatrical form.
TH.3.H.2.1:	Identify geographical or cultural origins of stories.
TH.3.H.2.2:	Create and tell a story, fable, or tale.
TH.3.H.3.1:	Identify interpersonal skills that are learned through participation in a play.
TH.3.H.3.2:	Discuss differences between stories that are presented in different modes or time periods.
TH.3.H.3.3:	Plan and perform a simple performance based on a theme from another content area.
TH.3.O.1.1:	Describe how an actor creates a character.
TH.3.O.1.2:	Discuss why costumes and makeup are used in a play.
TH.3.O.2.1:	Describe what happened in a play, using age-appropriate theatre terminology.
TH.3.O.2.2:	Collaborate to create a collage to show the emotion(s) of a particular story or play.
TH.3.O.3.1:	Compare the characteristics of theatre to television and movies.
TH.3.S.1.1:	Demonstrate effective audience etiquette and constructive criticism for a live performance.
TH.3.S.1.2:	Compare a theatrical performance with real life and discuss how theatre makes pretense seem like real life.
TH.3.S.1.3:	Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.
TH.3.S.2.1:	Discuss the process and responsibilities in creating a play and then apply them to collaborate and create a simple production.
TH.3.S.3.1:	Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story.
TH.3.S.3.2:	Use information gained from research to shape the creation of a character.
TH.3.S.3.3:	Describe elements of dramatic performance that produce an emotional response in oneself or an audience.
TH.3.S.3.4:	Describe the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions.
Actively participate in effortful learning both individually and collectively.	
Mathematicians who participate in effortful learning both individually and with others:	
MA.K12.MTR.1.1:	<ul style="list-style-type: none"> • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

[MA.K12.MTR.2.1:](#)

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

[MA.K12.MTR.3.1:](#)

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

[MA.K12.MTR.4.1:](#)

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

[MA.K12.MTR.5.1:](#)

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

[MA.K12.MTR.6.1:](#)

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

[MA.K12.MTR.7.1:](#)

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.

- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

[ELA.K12.EE.1.1:](#)

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

[ELA.K12.EE.2.1:](#)

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

[ELA.K12.EE.3.1:](#)

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

[ELA.K12.EE.4.1:](#)

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

[ELA.K12.EE.5.1:](#)

Use appropriate voice and tone when speaking or writing.

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

[ELA.K12.EE.6.1:](#)

[DA.3.F.3.1:](#)

Be on time and prepared for classes, and work successfully in small- and large-group cooperative settings, following directions given by the teacher or peers.

[DA.3.S.1.1:](#)

Create movement to express feelings, images, and stories.

[DA.3.S.1.2:](#)

Respond to improvisation prompts, as an individual or in a group, to explore new ways to move.

[DA.3.S.1.3:](#)

Explore positive and negative space to increase kinesthetic awareness.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[PE.3.C.2.2:](#)

Understand the importance of safety rules and procedures in all physical activities.

Name

Description

[TH.3.C.1.1:](#)

Create an imaginative costume piece or prop out of everyday items found around the classroom or at home and use it as the basis to tell an original story.

[TH.3.C.1.2:](#)

Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.

[TH.3.C.2.1:](#)

Revise a formal or informal performance after receiving a critique.

<u>TH.3.C.2.2:</u>	Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
<u>TH.3.C.3.1:</u>	Discuss the techniques that help create an effective theatre work.
<u>TH.3.F.1.1:</u>	Create and/or collect appropriate props and costumes and use them to help tell a story.
<u>TH.3.F.1.2:</u>	Arrange classroom furniture to create an environment for a story.
<u>TH.3.F.2.1:</u>	Identify non-theatre professions that require the same skills as are used in theatre.
<u>TH.3.F.3.1:</u>	Participate in a collaborative project to create a theatrical performance and reflect on the experience.
<u>TH.3.H.1.1:</u>	Understand how cultural differences are expressed through character, environment, and theme.
<u>TH.3.H.1.2:</u>	Interview an adult and create a story from his or her life using any theatrical form.
<u>TH.3.H.2.1:</u>	Identify geographical or cultural origins of stories.
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<u>TH.3.S.3.2:</u>	Use information gained from research to shape the creation of a character.
<u>TH.3.S.3.3:</u>	Describe elements of dramatic performance that produce an emotional response in oneself or an audience.

[TH.3.S.3.4:](#)

Describe the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions.

Actively participate in effortful learning both individually and collectively.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

[MA.K12.MTR.1.1:](#)

Clarifications:

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Mathematicians who demonstrate understanding by representing problems in multiple ways:

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[MA.K12.MTR.2.1:](#)

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

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[MA.K12.MTR.3.1:](#)

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- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

[MA.K12.MTR.4.1:](#)

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- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
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[MA.K12.MTR.5.1:](#)

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Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

[MA.K12.MTR.6.1:](#)

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

[MA.K12.MTR.7.1:](#)

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.

- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
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9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

[ELA.K12.EE.1.1:](#)

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

[ELA.K12.EE.2.1:](#)

Make inferences to support comprehension.

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Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make

[ELA.K12.EE.3.1:](#)

predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

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Clarifications:

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In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

[ELA.K.12.EE.4.1:](#)

Use the accepted rules governing a specific format to create quality work.

Clarifications:

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[ELA.K.12.EE.6.1:](#)

[DA.3.F.3.1:](#)

Be on time and prepared for classes, and work successfully in small- and large-group cooperative settings, following directions given by the teacher or peers.

[DA.3.S.1.1:](#)

Create movement to express feelings, images, and stories.

[DA.3.S.1.2:](#)

Respond to improvisation prompts, as an individual or in a group, to explore new ways to move.

[DA.3.S.1.3:](#)

Explore positive and negative space to increase kinesthetic awareness.

[ELD.K.12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[PE.3.C.2.2:](#)

Understand the importance of safety rules and procedures in all physical activities.

Actively participate in effortful learning both individually and collectively.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

[MA.K12.MTR.1.1:](#)

Clarifications:

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- Cultivate a community of growth mindset learners.
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