

MANCHESTER COLLEGE
Education Department

LESSON PLAN by: Emily Quandt, Joanna Sajda, Ashley Vice, and April Zuber

Lesson: Space Exploration Narrative

Length: 45 min-1hour

Age or Grade Intended: 4th Grade

Academic Standards:

Theatre

4.6.4. Explore the use of sounds and the voice to express character, feelings, and mood.

4.6.5. Create spontaneous dialogue to express feelings.

4.8.2. Create and present an age-appropriate character in a real-life situation.

Performance Objectives:

1. The students, when acting out the scene read by the teacher, will use sounds to express the character's feelings with 100% accuracy.
2. The students, when acting out the scene read by the teacher, will use dialogue to accurately express the character's feelings with 100% accuracy.
3. The student, after being taught about astronauts, will portray their occupation with 80% accuracy.

Advanced Preparation by Teacher:

Before participating in the Space Exploration Narrative, the students will have already gone through several lessons addressing the occupation of being an astronaut, and space exploration. The teacher will have a large area cleared away in the classroom so that the students will have plenty of room to act out to the teacher's narrative. The teacher will also have a narrative printed out describing a space exploration in great detail so the students can act out many different aspects of an astronaut's journey. The teacher will have read over the script many times in order to read through the narrative as smooth as possible while the students are acting. There will also be various props and costume pieces available so the students will be able to sink into their character.

Procedure:

Introduction/Motivation: This activity will give the students an opportunity to pretend like they are an astronaut exploring the universe. To grab their interest, the teacher will ask questions to the class to help set the stage. The following are some of the questions:

- Describe some different things that astronauts do. (Knowledge)
- What are some things you might explore in space? (Knowledge)
- In what ways do you think the earth and the moon are different? (Comprehension)
- How do you think Neil Armstrong felt when he first stepped on the moon? (Comprehension)

- Predict how your body would react to living in surroundings with much less gravity. (Application)

Step-by-Step Plan:

- Ask the students the questions above to help grab their attention and get the class focused on astronauts and space exploration.
- Have the students spread out and get in their own personal space.
- Explain to the students that the teacher is going to read a narrative, and they are going to act it out using sounds and short dialogue to express their feelings and mood.
- They are NOT to go into anyone's personal space, this is an individual activity.
- The students must listen attentively because the narrative will cue all of the actions and responses they will use.
- Notify the students that we will do this activity twice. (The first round in like a practice run.)
- Have the students close their eyes.
- Begin reading the narrative. (The students will act out accordingly to parallel what is being read in the story.)
- After reading through once, have the students sit down where they are so the class may discuss how the first run of the activity went.
 1. How did it feel to be an astronaut? (Knowledge)
 2. What did you do to make yourself feel like you were actually going on a space exploration? (Knowledge)
 3. Were you scared? Excited? Nervous? (Knowledge)
 4. What are some examples of how you acted out various emotions or moods? (Knowledge)
 5. What are some suggestions for when we do this activity the second time around?
- Taking the classes suggestions into account, go through the narrative again.
- Have the class sit in a circle in preparation for closure.

Closure: The students will first have an opportunity to share and express any thoughts or feelings about the activity that was just completed. Then the teacher will ask questions that aid in reflection upon the space exploration activity.

- During which trial did you feel more comfortable acting to the narrative?
- What were some cues that helped you decide what actions you were going to take? (Knowledge)
- What kind of pictures did you envision while you were acting out the narration? (Knowledge)
- How accurate do you think those pictures were compared to a real space exploration? (Comprehension)

The students will then stand up, stretch their bodies, and help put desks back in place. The students will take a bathroom/drink break to help steer them back into the regular classroom routine.

Adaptations/Enrichments:

We will have a review session with our autistic kids to give them a heads up on the upcoming activity. We will ask and have the students explain some general ideas about space exploration and astronauts. This will give them an opportunity to be thinking about options beforehand, so it will be easier for them to act out the space exploration. During the narrative the teacher can help prompt those students.

This activity helps meet two of Gardner's Multiple Intelligences. The Space Exploration activity helps meet the needs of bodily-kinesthetic learners because they get to move around and act out the narrative. This provides an opportunity for them to use their entire bodies to express ideas, emotions, and moods. This activity also reaches out to intrapersonal learners because each student gets to work on their own throughout the activity. They can express their own ideas in whatever way they feel best fits the situation.

Self Reflection:

- Did all of the students participate in the activity?
- Were they responding well to the narrative?
- Did the narrative provide enough opportunities for the students to express themselves and their feelings?
- Did the first trial or second trial go better?
- Did I read the narrative too fast? Too slow?
- Was the narrative too long? Too short?
- Was there enough space in the classroom?
- Did the students get a good feeling of what a space exploration would feel like?