

Title: Magic Tree House

Airplanes and Animals

(inspired by *Monday With a Mad Genius* – Merlin Mission Book 10, and *Afternoon on the Amazon* Book 7)

Schedule: This is a minimum five-hour curriculum. It can be scaled to take place over two longer days, five or six one-hour days, or up to five days of half-day camp.

Teaching Artist: Janet Cole Hamilton

Classroom Teacher:

Grade(s)/Age(s): K-3

Number of Participants: 16-30

School/Location: KIDSTAGE or school residency.

Description: Using the two Magic Treehouse books *Monday With a Mad Genius* – Merlin Mission Book 10, and *Afternoon on the Amazon* Book 7, students explore design, environments, flight, and creatures that live in the rainforest while learning stage directions and how to make stage pictures while creating characters with their bodies, faces and voices.

Materials & Space: An open space, suitable for up to 16 people at a time, with room around it for “audience”. “Scripts” or outlines for *Monday With a Mad Genius* and *Afternoon on the Amazon*, “Books” that give the clue for each day’s adventure (Leonardo da Vinci biography, Amazonian Rainforest book), emoji flashcard sets, paper airplane patterns and directions, butcher paper, coloring implements, painter’s tape, masks or copies of masks to color, scissors if masks need to be cut out.

Class 1: Monday with a Mad Genius “script” or outline (below), Leonardo Book, Emoji flashcard sets, “Banana Pudding” script on board or butcher paper.

Class 2: Leonardo Book, stage direction grid (several copies), Flying Machine patterns (3 different, several copies of each) and directions. Community Agreement.

Class 3: Afternoon on the Amazon “script” or outline, “Book” clue, butcher paper, coloring implements

Class 4: Afternoon on the Amazon “script” or outline, “Book” clue, rainforest back drop, rainforest animal pictures, painter’s tape (or other way to attach pictures to backdrop), blank masks, coloring implements, scissors (if masks need to be cut out).

Class 5: Full sharing script or outline, Rainforest backdrop, paper airplanes, masks.

Class 6: Same as 5.

Assessment Tools: Checklist

Big Idea: Theatre uses both creativity and science to tell stories.

Student Learning Assessment

Learning Objectives <i>What I want my students to know and be able to do.</i>	Assessment Criteria <i>What I will observe in my students – traits that can be seen and/or heard.</i>
1. Identify emotions focusing on facial expressions.	1. Students identify emotions they observe when read a story, by using emoji flashcards.
2. Perform emotions with their facial expressions.	2. Students change their facial expressions to recognizable emotions, similar to the emoji flashcards.
3. Identify stage directions, specifically areas of the stage.	3. Students move to the correct areas of the stage when given stage directions. They name correct areas of the stage when flying paper airplanes to them.
4. Follow directions and build a model to represent a specific object.	4. Each student will follow the given directions and complete a paper airplane to fulfill a specific need from the available choices. Students will also create a rainforest backdrop through drawing and painting.
5. Create tableaux utilizing staging levels and character choices.	5. Students will use low, medium or high levels to make tableaux of plants and animals that live in the layers of the Amazonian rainforest.
6. Make observations of plants and animals to compare the diversity of life in different habitats.	6. Students place animal pictures on a rainforest backdrop, and verbalize why they fit in that layer.
7. Create a model to represent the relationship between the needs of different animals and the places they live.	7. Students create animal faces on masks that include camouflage, or other adaptations for the rainforest.
8. Collaborate with peers to conceptualize masks to use in a guided drama experience.	8. Students create tableaux showing interaction based on their masks/character choices.

Vocabulary:

Emotions, Emoji, Levels of the Rainforest (forest floor, understory, canopy, emergents), Theatrical levels (low, medium, high), Camouflage, Adaptations, Habitat.

State Standards:

Science:

- K-3-ETS1-3 Engineering/Design: Develop a simple sketch, drawing or physical model to illustrate how the shape of an object helps its function as needed to solve a problem.
- 3-LS5-1 Biological Evolution: Unity and Diversity: Make observations of plants and animals to compare the diversity of life in different habitats.
- K-ESS4-1 Earth and Human Activity: Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

Theatre:

- TH:Re8.1.K: Perceive and analyze artistic work. With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

- TH:CR1.1.1a: Propose potential choices characters could make in a guided drama experience.
- TH:CR1.1.1b: Collaborate with peers to conceptualize costumes and props in a guided drama experience.

Instructions:

Below are general activities which can be used in *every* class. Followed by a schedule for each individual class.

Enter the space ritual: See the Magic Tree House, climb the ladder into it. Enter the classroom space (or open eyes) and describe what is inside it. What is new each new class? Where can students leave their belongings? Where/what is the book that gives a clue as to what the day's adventure will be?

Greeting ritual themed for Magic Tree House: Examples from the books: "I am Jack and I like to read." "I am Annie, and I am curious." Answers can be different every week. Begin by asking students to speak to a partner only. Work up to sharing with class so that everyone learns names.

Community Agreement ritual: Be Kind, Be Safe, Be Brave, Have Fun. Point it out in a prominent place in the space. Ask for agreement with a clap, a promise, or similar. After first day, ask what happens if we forget one of these things – have students add on to the community agreement in subsequent classes – expand definitions, define consequences, etc.

Community Builders:

Yes Let's
Cross the Line
Four Corners
Where I Come From, We Do...

Reflections:

Emoji cards – how I feel about x, y, z. Or make a face, or make a shape.
Word Whip: If I was an animal... My favorite way to fly
Thumbs up, down, middle
Today was... yes, and it was...

Class 1 – Emotion recognition and performance

- Enter the space ritual.
- Greeting ritual
- Choose at least one community builder activity.
- Community agreement
- Activity: Read adaptation of *Monday with a Mad Genius* that focuses on the emotions of Jack, Annie, and Leonardo, (adapted from pages 37-113, or use script below). Ask students to select emojis from the flashcards that match the emotions in the story.

Sample dialogue:

Friends! Today we are going back over 500 years to Florence, Italy to meet the amazing person Leonardo Da Vinci. Has anyone heard of him? We will learn (more) about him very soon. He will be able to help us learn a secret to happiness. I'm going to read you a story

about Jack and Annie meeting Leonardo. Listen closely to the emotions of the characters, the people in the story. What's an emotion? Can someone define it for me/tell me what emotion means? Give me some examples of emotions.

Pass out emoji flash card sets

Sample dialogue:

Here are some emotions that are represented by emoji, little drawings. Let's go over them and see if we understand them all. Angry, Annoyed, Calm, Confused, Happy, Nervous, Sad, Shy, Surprised, Excited. These are just a few of the emotions we might feel, or characters might feel. Let's practice showing the emotion you hear.

Name different emotions. Room scan to ensure everyone is holding up the corresponding emoji.

Sample dialogue:

We are ready for our story. Jack and Annie knew that the Magic Tree House would land them in Florence, Italy more than 500 years ago. They knew they had to find Leonardo. Leonardo da Vinci was not only a great painter, but also an inventor, architect, stage and costume designer, horseman, chef, geologist, and botanist. They were Excited to get started.

Check for Excited emoji – from now on, they will be indicated in italics.

They walked around a tall hedge from the garden in which the Tree House had landed and came to a busy road that ran along a river. There were many people passing by, but no one looked like the person on the cover of the book they had. This made them a little *Confused*, and *Nervous*.

They asked a girl selling flowers if they knew who Leonardo was. She was very *Excited* to tell them that everyone knew who he was and that he had just bought flowers from her. She pointed them in the direction that Leonardo had gone.

- *Formative Assessment Checkpoint for Objective #1:*

1. Identify emotions focusing on facial expressions.	1. Students identify emotions they observe when read a story, by using emoji flashcards.
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- *Process: Using emoji flashcards, students identify emotions being portrayed. Use room scan for emojis shown.*

They walked all over the city on the trail of Leonardo, asking several different people if they had seen him, and getting new directions each time. When they reached the market of hundreds of tents and stalls all selling things, they got very *Frustrated*, thinking they would never find him. Finally he found them when Annie accidentally set a bird seller's little bird free. They were so *Happy* to finally find him. He paid for the bird that Annie had set free and Jack and Annie both offered to help Leonardo for the day as his apprentices – that means someone who is learning by helping.

Leonardo led them around the city while he did his errands. He sketched a girl, but was *Disappointed* (this is NOT a flashcard, it will be interested to see what they might choose instead), in the result so he gave it to Jack to keep. They went to the palace of the great council, where a fresco – a work of art painted on a wall – was underway.

Leonardo had invented new paint that would dry very slowly, but he was *Annoyed* that it was too slow. So he tried to dry it with fire pots to warm the wall and the paint. Unfortunately, this method caused the paint to drip and run which caused much *Surprise* and panic. Leonardo,

Annie, Jack, and the workers all fetched water from the fountain to splash on the fresco – which ruined it. Leonardo was very *Sad* and *Embarrassed* (NOT a flashcard).

Leonardo was an inventor, and was curious about everything. Sometimes his inventions did not turn out the way he hoped they would, but it never stopped his *Curiosity*.

- Sample Dialogue:

Were there any emotions we heard that we didn't have cards for? *Disappointed*, *Embarrassed*, *Curious*. Let's define these. *Disappointed* is sort of a version of *Sad* isn't it? What is *Embarrassed* related to? *Shy*? How about *Curious*? Is that kind of related to *Excited*? When you're happy to learn about all kinds of things?

- Activity: Banana Pudding/Stone Soup/Bean Soup/Bean Cooker

Sample Dialogue: Let's do an activity that helps us show emotions in our faces and bodies, and helps us guess the emotions that others are showing. This is an activity that you might play in many KIDSTAGE classes and might have played it before. Today we are using it to work on acting emotions. This is called Banana Pudding (Bean Soup, Stone Soup, etc.). I need three volunteers. One will be the cooker, one will be the taster, one will be the doctor. The lines are really simple and I've written them down for you (on board, on butcher paper).

Taster: What is that you're making?

Cooker: Banana Pudding.

Taster: May I try some?

Cooker: Sure, here you go.

Cooker offers a taste to the Taster. Taster tastes it, then faints.

Cooker: Doctor! Doctor! Is there a Doctor in the house?

Doctor: *(enters)* I'm a Doctor. What seems to be the problem?

Cooker: This person tasted my Banana Pudding and then fainted!

Doctor: *(to the Taster)* You are healed!

Taster: *(wakes up)* Thank you.

Cooker: Whew!

Sample Dialogue: Let's put some emotions on that. Each of my three volunteers, please select an emotion that we have discussed today. You can look at your flashcards for hints. We also discussed: embarrassed, disappointed, and curious. Don't tell us what it is yet. Put your hand on your head when you have chosen one. Audience – when they do their scene, let's try to guess what emotions they are acting. Keep your guesses to yourselves for right now.

- Banana Pudding scene

Sample Dialogue: Audience, raise your hands if you think you know which emotion this person was acting? Etc.

- Allow each student to do Banana Pudding choosing their own emotions and audience guessing.
- Variation: audience chooses emotions for actors before the scene.
 - *Formative Assessment Checkpoint for Objective #2:*

2. Perform emotions with their facial expressions.	2. Students change their facial expressions to recognizable emotions, similar to the emoji flashcards.
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- *Process: Use the Checklist to ensure each student has used a facial expression to perform at least one emotion.*

- Activity: Night at the Museum

Sample Dialogue: Everyone show me a *Sad* face. *Happy*. Show me an *Angry* body.

Ooooooh. I think we're ready for Night at the Museum. In this activity, I'll be the Night Guard at a big museum where you are all the various exhibits and statues. The things IN the museum get to move when the Guard is not looking at them. Your goal is to get all the way around me joining hands. If I look at you, you must freeze, or you will be blasted back to the walls of the room to start over. As Night Guard, I like to pretend to be a tour guide, so I'll describe the exhibits and emotions, and you will become those things with your bodies. You can work with each other to make shapes that are big, or scenes that have many people in them. Got it? Let's go.

- Night at the Museum.
- Describe scenes from the book: the market square, Annie setting the bird free, the fresco at the palace of the great council, the magic tree house in the garden. Describe emotions from the flashcard set, plus others used in the story. Coach students to use levels, to work together.

Sample Dialogue: I am walking through the Italian Renaissance art exhibit. Here is a still life of a bowl of fruit. Here is a big painting of 12 men all looking shocked. Here is a statue of one guy, it's really big. Here is a model of a garden in Florence. Here is a big room that is made to look like the Florence market, there are stalls selling all kinds of things, food, clothing, birds. There are happy people, and angry people, and some are excited, and some are frustrated. I see the high walls of the courtyard, the trees, a bench to sit on, a stall selling food. Etc.

- Transition to Reflection

Sample dialogue: Now we are exiting the museum, show me a pose of all of you sitting in a circle.

- Reflection – Emotion check in.

Sample Dialogue: Show me on your faces how you felt about class BEFORE class began. Now show me how you feel about class NOW. Next week we will continue the adventure with Leonardo in Florence and learn about flying machines. But for right now, the Magic Tree House has taken us home. Please take a set of emoji and choose one to show how you are feeling about NEXT week. Get your things and line up at the door. Hand me your emoji set with your chosen emoji showing as you leave the Magic Tree House.

Class 2 – Flying machines that fly farther, stay up longer, swoop, etc.

- Enter the Space Ritual
- Greeting Ritual
- Ice breaker, community builder
- Community Agreement revisit and add on if needed
- Activity: Stage Directions/Director Says/Captain's Coming – if Captain's Coming, connect poses to flying, emotions.

○ *Formative Assessment Checkpoint for Objective #3:*

3. Identify and utilize stage directions, specifically areas of the stage.	3. Students move to the correct areas of the stage when given stage directions.
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- *Process: use reverse room scan to spot those who need more coaching to achieve objective.*

Sample Dialogue:

Director says everyone to center stage and have a seat.

- Activity: Read adaptation of *Monday with a Mad Genius* that focuses on the flying machine, and the flying sequence.

Sample Dialogue

Remember our story from last week about Leonardo Da Vinci? Well, Leonardo was very curious. He asked questions about everything. He admired Jack and Annie's creative thinking. Leonardo decided to show them his flying machine. They ran to the hills outside of town where his flying machine was perched high on a steep hill. He had not had the courage to try it before, but now he did. Unfortunately, it did not work, and Leonardo was very sad. Let's put ourselves back in that moment. Let's make models of flying machines for Leonardo. What would you want a flying machine to do? *Students supply answers.* We have three different styles today and one looks really different. One flies straight. One flies in a straight line but makes spirals while it does, and one does tricks – and you're never quite sure where it will end up. Please choose which flight style you want: straight, spiral, or tricks. If you want straight, come over here, if you want spiral, over here, and tricks over here. *Provide written directions and patterns for students to begin folding and creating the flying machines.* When I say GO, start building your flying machine. GO!

- Activity: Build the flying machines according to the patterns. Make sure students put their names on them.

○ *Formative Assessment Checkpoint for Objective #4:*

4. Build a model to represent an object.	4. Each student completes and shares a paper airplane to fulfill a specific need from the available choices.
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- *Process: Use checklist for each completed flying machine. Machines should have student names on them and be collected by the end of the class.*

- Let students practice flying their machines to get a sense of how they move.
- Activity: Stage directions for where it flies.

Sample Dialogue:

Do you think you can predict where your flying machine will end up? Do you need a little more practice? *If yes, allow for it.* Okay now everyone come stage right. I need a brave volunteer.

Where do you think your flying machine will land? *Mark it on a stage floorplan, or have student mark it.* Ok, launch your flying machine. Let's mark where it did land. *Repeat for all students.*

- *Formative Assessment Checkpoint for Objective #3:*

3. Identify and utilize stage directions, specifically areas of the stage.	3. Students name correct areas of the stage when flying paper airplanes to them.
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- *Process: use reverse room scan to spot those who need more coaching*
- Collect flying machines and set aside where students can get them in the next activity.
- Activity: Act out the story:

Sample Dialogue

Let's act out what we've already done! I need all my actors in the Magic Tree House on Stage Left in 3-2-1. Okay, I'll be narrator and you guys act out what I say. Show me the emotions we worked on last week.

Jack and Annie were in the Magic Tree House. The tree house started to spin. It spun faster and faster. Then everything was still. Absolutely still. They had travelled back over 500 years to Florence, Italy. They immediately began looking for Leonardo. They asked some people which direction Leonardo had gone and each person pointed them along the way. *Have fun with this section.*

They were getting frustrated, but finally they found him! Leonardo made them his apprentices for the day, which made them all happy and they helped him with his errands. He sketched a girl but was disappointed with it. Then he went to the palace of the great council where he asked a crew of workers to dry his painted fresco with fire pots. Unfortunately the paint started to run and drip and finally everyone had to throw water on the fresco, which ruined it. Everyone was sad and Leonardo was embarrassed.

This didn't stop his curiosity or his excitement for new ideas though. He decided to show Jack and Annie his flying machine. They traveled to the hills outside of Florence. Leonardo showed off his flying machine, but it didn't work. So we made some flying machines to do what we wanted. Let's all come to stage right. *Pick a few students* make your flying machines go all the way to stage left. Did they do it? *Repeat for other stage directions as needed.*

Jack and Annie helped Leonardo learn a few things about flight that day. The end.

Everyone get your flying machines, come center stage and have a seat.

- Activity – Reflection. *Choose from the reflections above.*
- Collect Flying Machines. If students want one to take home, fresh copies of the patterns can be handed out at the end of class.

Class 3 – Amazon Rainforest Tableau and Backdrop

Materials: Afternoon on the Amazon adaptation (below in LP), mock up of the Amazon Rainforest book, butcher paper, coloring implements. Optional: pre-prepared outline of forest layers so that students don't accidentally place forest floor animals in the emergents layer in the sky.

- Enter the Space Ritual
- Greeting Ritual
- Ice breaker, community builder
- Community Agreement revisit and add on if needed
- Activity: I Am a Tree

Sample Dialogue: I need all my actors in the audience in 3...2...1! Thank you. We are going to do an activity that makes stage pictures. There is fancy theatre word for stage pictures does anyone know it? Tableau. Or Tableaux if you mean more than one – although when you say them out loud both words sound the same. It's French! A tableau is a frozen moment, a stage picture. We are going to build our first tableau by adding one person at a time. Each person gets to declare what they are in this picture, and then take the shape of that thing. Then you must freeze and hold your pose until the tableau/picture is complete. This activity is called I Am a Tree. And although that's the name of the activity, you don't have to start with a tree, you don't even have to have a tree in your tableau. It's fine if you want one though, this IS Magic Tree House. Can I please have a brave volunteer to begin our tableau?

- Proceed with 3-4 rounds of I Am a Tree. You can suggest locations to start: park, shopping mall, school, etc. Coach for using levels and creating elements that work together.

Sample Dialogue: The most interesting tableaux have parts that are at a low level, and some that are at a high level, in addition to many at a medium level. Bonus if you become something that relates to something that is already in the tableau, for example if I am a tree, the next person might be a picnic blanket, and then someone else might be a person having a picnic, and someone else might be an ant at the picnic.

- Activity: *Afternoon on the Amazon* story time

Sample Dialogue: Everyone all at the same time show me a tableau of students ready for story time in 3...2...1!

When Jack and Annie entered the Magic Tree House, they found a book open. The cover of the book said Amazon Rainforest. *Show the book.* All together they said, "I want to go there!" and touched the book. *Encourage students to say the line together and touch the book.*

The wind began to blow. Tree House began to spin and spun faster and faster. Then everything was still. Absolutely still. Wild sounds broke the silence. Screech! Buuuuuzzzzz! Chirp! Chirp! They opened their eyes. The air was hot and steamy. From the windows of the Tree House it looked like they had landed in bushes instead of a tree, because there were leaves all around the windows. The Amazon Rainforest book told them the rain forest is in four different layers. Thick treetops, often 150 feet in the air, make up the forest canopy. Below the canopy is the understory, then at the bottom is the forest floor. Emergents are tree tops that rise even above the forest canopy.

Jack and Annie found themselves in the tree canopy, more than 150 feet above the ground. When they looked outside, they could see flowers, bright butterflies, and birds. They carefully climbed down the ladder to the forest floor. Dead leaves crunched under their feet. They could

see vines and moss hanging in the understory everywhere. They felt that eyes were on them, but could not see any animals. Jack checked the book and it said that in the rain forest many living creatures blend in with their surroundings. This is called camouflage. They realized there were tons of creatures all around them, that they could not see.

During their journey, they encountered army ants, piranha fish, a green snake that may have been an emerald tree boa, a crocodile, a small brown monkey hanging by its tail from a tree branch, a jaguar cub and its mama, and vampire bats. Finally, the monkey helped them find the magic mango, well he threw it at them, and they were finally able to use the Tree House to return home. The end.

Sample Dialogue: Let's draw our own rainforest. Here is some paper and markers/crayons/etc. What things do we need in the rainforest? What did we hear about in our story? Has anyone been through the rainforest exhibit at the Woodland Park Zoo? What other animals are in the rainforest *poison dart frog, golden lion tamarin, ocelot, toucan, tarantula*.

- Activity: Build rainforest backdrop
 - *Formative Assessment Checkpoint for Objective #4:*

4. Build a model to represent an object.	4. Students create a rainforest backdrop.
○ <i>Process: use room scan and key for rainforest layers.</i>	

- Activity I Am a Tree Rainforest
 - *Formative Assessment Checkpoint for Objective #5:*

5. Create tableaux utilizing staging levels and character choices.	5. Students make tableaux of plants and animals that live in the layers of the Amazonian rainforest.
○ <i>Process: use reverse room scan to prompt for more specificity about levels, poses, interaction between elements.</i>	

- Reflection: Choose from reflections above.

Class 4 – Animal features and masks - Define and discuss how animals interact with their environment. Appearance and behavior, camouflage.

- Ice breaker, community builder
- I Am A Tree

Sample dialogue: Today we are exploring the Amazon Rainforest, the animals that live in the different layers of the rainforest, and their camouflage. We will look at some pictures of animals and decide where they go in our Rainforest backdrop. We will talk about what those animals look like within the rainforest. We will create our own animal faces on masks and wear them. The big idea we are exploring today is that camouflage is one feature that helps animals survive in order to preserve the species.

First up, to remind ourselves about the layers of the Amazon Rainforest, let's play I Am a Tree. Refresh on Emergents, Canopy, Understory, Forest Floor and acting levels.

- Two rounds of I Am a Tree.
- Activity: Place Animals in the Rainforest and Camouflage

Sample Dialogue: Everyone fly up high as a creature that would be up in the Emergents layer. Now come down very low to the forest floor. Come gather on the forest floor over here (ideally in front of backdrop). I will know you are ready for the next step when you are criss-cross applesauce and your hand is on your head.

- Handout images, one per student, face down.

Sample Dialogue: When I say GO, you may turn your paper over, look at the animal, and then take it over to our backdrop and place it where you think it fits in our rainforest: in the Tree Canopy up high, in the Understory here in the middle, or on the Forest Floor down low.

- Students place images on backdrop.
- Place animals on backdrop in the layers they live in.
 - *Formative Assessment Checkpoint for Objective #6:*

6. Make observations of plants and animals to compare the diversity of life in different habitats.	6. Students place animal pictures on a rainforest backdrop, and verbalize why they fit in that layer.
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- *Process: use checklist and ask each student to place an animal and explain why it belongs where he/she has placed it..*

Sample Prompts:

- Do we think all of these animals are where they belong? (Adjust based on feedback)
- Which animals seem to blend in really well with their part of the forest? (Highlight those with pen marks or stickers.) Today we are going to focus on those animals that seem to blend in really well. (Eliminate any animals which do NOT have camouflage.)
- Sample dialogue: Why is camouflage necessary? Why is it helpful? To avoid predators? To survive long enough to ensure there are more of your kind in the future?

- *Formative Assessment Checkpoint:*

2. Students identify and create effective animal camouflage.	2. Students place animal pictures on a backdrop, and verbalize which animals have camouflage.
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- *Tools: Use a key to ensure animals are placed correctly, and which have camouflage. Coach to correct if necessary. Use checklist, column #2.*

- Activity: I Am a Tree Rainforest Animals

Sample Dialogue: Choose an animal from these we've placed in our backdrop and take a shape like that animal. Adjust for levels, are you in the Tree Canopy, so you're on a high level, Emergent level so you're even higher, or the Understory at the medium level, or are you on the forest floor at a low level? Shift this tableau or stage picture to be in front of our backdrop so it's like we're really on stage."

- *Formative Assessment Checkpoint:*

1. Students will utilize staging levels (low, medium, high) to create tableaux of the layers of the rainforest (forest floor, understory, tree canopy).	1. Students will choose an animal from one specific layer of the rainforest and stage themselves using that level.
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- *Tool: Reverse room scan with side coaching as needed for specificity of level.*

- Activity: Create animal character faces on masks.

Sample Dialogue: Friends, let's make our own camouflage animal faces. You will need one of these masks, and the coloring things are here.

- Pass out materials.
- Students color masks. Use tape to assemble them.
 - *Formative Assessment Checkpoint for Objective #7:*

7. Create a model to represent the relationship between the needs of different animals and the places they live.	7. Students create animal faces on masks that include camouflage, or other adaptations for the rainforest.
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- *Process: use reverse room scan to prompt for more specificity of facial features.*
- Activity: Story Drama – use the story from week 4. Act out “script”. Enter the Magic Tree House, arrive in the Amazon emergent, encounter all the rainforest character animals, get the mango from the monkey.
 - *Formative Assessment Checkpoint for Objective #8:*

8. Collaborate with peers to conceptualize masks to use in a guided drama experience.	8. Students create tableaux showing interaction based on their masks/character choices.
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- *Process: use room scan to prompt for more specificity about levels, poses, interaction between animals.*
- Choose from the Reflection above.

Class 5 – practice

- Follow formula for previous classes.
- Explore the two story drama scenes more. Have students decide which adventure they wish to participate in for sharing (both is fine if most students want that and number of students make it feasible). Be sure the Leonardo story includes using the flying machines for stage directions, and the Amazon story includes the rainforest backdrop and their masks.
- Sharing should be 15 minutes total. Add games that have been played and have students vote on which ones. Make sure all students know what the sharing will entail.
- Collect paper airplanes and masks at the end.
- Choose from reflections above

Class 6 – practice and sharing

- Follow formula for previous classes.
- Practice the two story drama scenes. Practice the games students have voted to include.
- Sharing suggestion:
 - Act out Leonardo story drama. Include flying machine/stage direction demonstration within the story using stage direction terminology – keep that part game like.
 - Act out the Amazon story drama. Include the rainforest backdrop and have students name and indicate the layers of the rainforest. Play I Am a Tree as part of this story with students wearing their masks.

- Include an opportunity for students to reflect on what they've learned during the class as a way of introducing themselves to the audience. Ex. "My name is Janet and I learned that downstage is near the audience and that the understory is where monkeys live in the rainforest."