


<b>Lesson Title:</b> What is Sharing?	
<b>Arts Content Focus:</b> Theatre	<b>Non-Arts Content Focus:</b> Social Emotional Learning

<b>Lesson at a Glance</b>	<b>Lesson Summary</b> <i>2-3 sentence lesson "snapshot":</i>	<b>Photo</b> <i>What does this work look like? Student work examples:</i>
	<p>Students will explore the meaning and actions of sharing. Working with a partner, the student will take turns sharing a toy and reflect on the benefits and challenges of sharing. In pairs, students will link the concept of sharing with the concept of cooperation by talking turns pretending to be a teacher and a student.</p>	

<b>Setting the Stage</b>	<b>Who &amp; Where</b>	<b>Community Collaboration</b> <i>What actions can I take to include and invite:</i>
	<p><b>Author(s):</b> Zophia Olson and Dave Quicksall</p> <p><b>Cultural Identity of Author(s) - optional:</b> Zophia: Euro-American; Dave: Euro-American</p> <p><b>Learning Setting:</b> Pre-K through Kindergarten Classrooms</p> <p><b>Student Age Range:</b> 3-6 years old</p> <p><b>Time Needed:</b> 20 minutes</p> <p><b>Materials Needed:</b> See Relevant Resources, below.</p>	<p><b>Local Artists:</b> Invite actors or directors from Woodland Theatre or other local theatre groups to take part or lead the lesson.</p> <p><b>Elders and Families:</b> Send home a short student reflection (in the form of a drawing and/or a dictated sentence) that expresses what sharing is.</p> <p><b>Languages:</b> English; Russian; Spanish; Colville Indian Tribe</p>

# Learning Goals

## Big Idea(s) & Key Concepts

*What concept matters most to my students? For example: Pattern; Active Voice; Volume; Collaboration.*

1. Acting out a series of events can demonstrate a sequence.
2. Sharing a toy or other object can demonstrate how we show respect for others.
3. Taking on the role of a teacher can deepen understanding and respect.

### Skills & Thinking

*Briefly describe the arts and non-arts content goals. \*See Related Resources for a sample of selected standards.*

1. Understands and demonstrates a sequence.
2. Understands sharing sequence.
3. Understands what a teacher does

### Looking for Learning

*What will we see and hear that shows student learning?*

1. Re-enacts the series of events from waking up to arriving at school.
2. Shares a toy with another student.
3. Instructs a fellow student in a simple task.

# Learning with Students

## Lesson Step-by-Step

### Time Needed

### Teacher Script

*Describe what it is you are going to do. For example: Demonstrate; Question; Listen; Participate, Invite.*

### Looking for Learning

*What do you want your students to know and do? For example: Arrange; Respond; Express; Copy; Perform.*

10 minutes

Lead a group re-enactment of what the students did from the moment of waking up to arriving at school. Brainstorm with students' what events occur and when, then re-enacts the sequence.

*Let's pretend that we are asleep. Time to wake up. What's the first thing we do when we wake up? That's right, get dressed for school. Let's all do that. What's next? Eat breakfast...brush teeth...put on shoes...etc.*

Participates in naming actions in the morning's sequence. Acts out and pantomimes the actions of the morning's activities.

5 minutes

Models sharing with a student volunteer. Brainstorm with entire class on how and why we should share.

*I have a toy that I want to share. (Call on a student and/or ask for volunteer.) Why do we share? Why is it important? How could I ask someone to share with me? What could I say when someone asks to share with me? How could I do it?*

Offers ideas on how to share. Provides ideas on how to ask someone to share. Observes student volunteer sharing the toy with the teacher.

# Learning with Students

	Teacher and student volunteer take turns sharing the toy while class offers ideas and creates a sharing sequence.	
10 minutes	Divide class into pairs; give each pair a toy to share. Guide students as they take turns sharing and playing with the toy. Allow time for the students to negotiate sharing and play together. Observe students and share reflections on the sharing practices happening.	With a partner, negotiates, shares and plays with a toy.
5 minutes	Link sharing with cooperation. Brainstorm a short list of some different tasks that teachers ask students to do during they day.  <i>Part of sharing is cooperating with the classroom and following teacher directions. What are some activities that I ask you to do in the classroom? That's right: share toys, clean up after playing, put your backpack in your cubbie, etc.</i>	Offers ideas and participates in the brainstorm.
5-10 minutes	Instructs students to act out a teacher instructing a student to perform a simple task. Keep the same pairs (or make new ones).  <i>For example, with your partner, you are going to take turns pretending to be the teacher. I want you to instruct the student to put his/her backpack away in the cubbie and then join us on the carpet.</i>	Takes turns being the teacher and the student.
5 minutes	Lead a reflection on sharing and being a teacher.  <i>How does it feel to share? What does it take in order to share a toy with a friend? Is it hard to share? Why? How do you think practicing how to share helped you grow today?</i>  <i>How did it feel to be the teacher? The student? Was it hard to follow the teacher's instructions?</i>  <i>How does it feel to follow instructions? How would you feel if you were the teacher and the student didn't do what you asked? How do you think practicing how to give or follow directions helped you grow today?</i>	Reflects and offers feedback.

## After Teaching

### Reflection on Learning

*What did students say and do to show learning?  
Where were students successful? What were some barriers and challenges?*

Students demonstrate a sequence of events from waking up to arriving at school.

Students share a toy with another student. Students take turns being a teacher giving instruction and a student following the teacher's instruction.

### Next Steps

*How will you celebrate student successes? How will you address identified barriers and challenges?*

Have student pairs perform teacher/student acting scenarios in front of whole group.

Read alouds for further practice: Teacher read and ask the students to act out the story showing emotions, or specific sharing scenarios:

- *Care Bears Friendship Club: The Day Nobody Shared* by Nancy Parent & Quinlan B. Lee
- *The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear* by Don and Audrey Wood
- *Learning to Get Along: Share and Take Turns* by Cheri J. Meiners, M.Ed.
- *Learning to Get Along: Listen and Learn* by Cheri J. Meiers, M.Ed.

## Related Resources

### Materials Needed

Create an open space in classroom for movement.

Enough toys/stuffed animals for pairs to share.

### Standards

**Note:** *Standards are intended as a guide to encourage developmentally appropriate, complex thinking in the arts and beyond. Notice the emphasis on creating, performing, responding, and connecting (as opposed to creating an object or product only).*

Relevant Sample Standards:

#### Theater

Performance Standard (TH:Cr3.1.K )

- With prompting and support, ask and answer questions in dramatic play or a guided drama experience

See more Theatre Standards [here](#).

#### SEL

STANDARD 5 SOCIAL MANAGEMENT -

Individuals have the ability to make safe and constructive choices about personal behavior and social interactions.

- BENCHMARK 5C - Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.

See more SEL Standards [here](#).

Watch a video of the is Arts Integrated Lesson and find more at: <https://vimeo.com/426125896>

Lesson Plan template designed by ArtsWA, Creative Start Team (Updated August 2020).

Find more lesson plan examples and teaching resources at: <https://www.arts.wa.gov/creative-start-studio/>.