

Arts Education Learning Exchange

SAN DIEGO COUNTY 2016

Rosa Parks Elementary

Rosa Parks Elementary 4510 Landis St San Diego, CA 92105	Arts Partner: San Diego Guild of Puppetry Grade Level: 2nd Academic Content: ELA Arts Discipline: Theatre
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Arts Integration Unit Overview

The Guild currently works with all K-2nd graders at Rosa Parks Elementary, bringing puppetry arts experiences to bolster the school's expressed priority of improving English language literacy. The focus for the 2nd graders in this 10-session residency segment is to infuse and integrate their literature curriculum with theater and puppetry arts at their most lively! Our aim is to work with both fiction and non-fiction content in an in-depth, and intentional manner through the lens and practice of theater modalities; to give opportunities for all students to participate and build their capacity for language, comprehension and joy!

San Diego Guild of Puppetry

The Guild is the primary puppetry resource in the county. Now in its 22nd year as a nonprofit, its mission is to introduce the magic of the puppet theatre experience to the community. To this end, it creates and presents single session and in depth school residencies from pre-school through college; workshops and performances for all ages from young children to adults; and special events such as exhibits, festivals and giant puppet parade pageants. It shares its knowledge with all who ask; builds puppets for and serves as consultants to local theaters, and drama departments in shows that include puppetry.

www.sandiegopuppetry.org



Lesson Plan - Rosa Parks

Lesson 9 Focus

Complete puppet theatre explorations and expression of Rough-Faced Girl literature.
ELA

This is a unique lesson of one-half hour duration including reflection. Our usual lesson is one hour in duration. The lesson will be given to Mrs. Valdez' Grade 2 biliteracy class. At times, instruction will be in Spanish. The script for Rough-Faced Girl, our focus work, is in English. All dialogue is in English. Students rotate through the following roles almost every scene: Narrator(s); puppeteers (all speaking); musicians.

Special note: All except Narrators are off-script. We have worked with paraphrasing, and are not yet memorized as we would be for performance. This is process work. Puppeteering is best done with full focus through the puppet when speaking (reading simultaneously does not facilitate this).

ELA Standards

[CCSS.ELA-Literacy.RL.2.2](#)

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

[CCSS.ELA-Literacy.RL.2.6](#)

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

[CCSS.ELA-Literacy.SL.2.1.b](#)

Build on others' talk in conversations by linking their comments to the remarks of others.

[CCSS.ELA-Literacy.SL.2.2](#)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

NCAS - Theatre

TH: Cr 1.1.3.b Collaborate with peers to conceptualize scenery in a guided drama experience.

TH: Cr 3.1.2.b Use and adapt sounds and movements in a guided drama experience

TH: Pr 5.1.2 a Demonstrate the relationship between and among body, voice, and mind in a guided drama experience.

TH: Pr 6.1.2 a. Contribute to group guided drama experiences and informally share with peers.

Vocabulary: performance; introduction; bow

Overview: This week closes our in-depth exploration of RFG, literature piece, through puppet theatre. We will run Scene 4, and if time allows, Scene 7. “Loneliness” (and animal friends by lake) is the focus subtitle word for Scene 4. “Gratitude” is the focus subtitle word for Scene 7, if we have time!

Presentation

CT leads discussion of the focus subtitle word (synopsis word) for the big idea of Scene 4.

TA & CT guide students through performing all scenes of RFG.

CT assists Narrators and Puppeteers with script, when need. TA guides puppeteering and rhythms.

Practice

TA leads students in a theater warmup. (Body, voice, mind)

CT calls up the Narrators, puppeteer cast, and musicians from cast list.

TA assists cast to assume puppeteering positions: In order of entrance: RFG; Raccoon; Frog; Butterflies; Bird; Bat.

TA leads musicians in starting rhythm. (Later, one musician may play for each animal.)

CT conducts: Whole group reflection as what their roles meant to them, and the challenges performing those roles. (Students may pair and share first.)
Teacher may record the responses as part of ongoing chart.

If time allows: Students will go directly into practicing Scene 7. “Gratitude”

CT calls up the new cast of narrators; Puppeteers; Musicians from cast list.

TA assists puppeteers in assuming their positions: Characters are in order: FRG; Father.

CT leads whole class in reflection of Scene 7. As above.



Demographic Profile: Fall Enrollment Data, 2009-10 to 2014-15

(230) PARKS

School Calendar: YEAR-ROUND

Grades K-5

Type: ELEMENTARY

Cluster: HOOVER

Student Group	2014-2015		2013-2014		2012-2013		2011-2012		2010-2011		2009-2010	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
ALL												
All Students	984	100.0	928	100.0	929	100.0	882	100.0	881	100.0	886	100.0
ETHNICITY												
African American	43	4.4	30	3.2	37	4.0	33	3.7	43	4.9	50	5.6
Asian	29	2.9	24	2.6	13	1.4	14	1.6	11	1.2	8	0.9
Filipino	3	0.3	2	0.2	2	0.2	2	0.2	2	0.2	1	0.1
Hispanic	784	79.7	739	79.6	764	82.2	731	82.9	733	83.2	746	84.2
Indochinese	93	9.5	104	11.2	89	9.6	85	9.6	80	9.1	70	7.9
Native American	0	----	1	0.1	1	0.1	2	0.2	3	0.3	1	0.1
Pacific Islander	1	0.1	1	0.1	1	0.1	2	0.2	2	0.2	2	0.2
White	6	0.6	8	0.9	7	0.8	6	0.7	3	0.3	7	0.8
Multiracial	25	2.5	19	2.0	15	1.6	7	0.8	4	0.5	1	0.1
ENGLISH LANGUAGE PROFICIENCY												
English Only	107	10.9	99	10.7	111	11.9	96	10.9	101	11.5	108	12.2
Initially Fluent English	20	2.0	14	1.5	13	1.4	11	1.2	17	1.9	25	2.8
Reclassified English Learner	62	6.3	44	4.7	51	5.5	48	5.4	35	4.0	31	3.5
English Learner	789	80.2	769	82.9	753	81.1	726	82.3	727	82.5	722	81.5
Other	6	0.6	2	0.2	1	0.1	1	0.1	1	0.1	0	----
GENDER												
Female	450	45.7	428	46.1	444	47.8	435	49.3	424	48.1	426	48.1
Male	534	54.3	500	53.9	485	52.2	447	50.7	457	51.9	460	51.9
MEAL ELIGIBILITY												
Meal-Eligible	957	97.3	876	94.4	929	100.0	882	100.0	881	100.0	886	100.0
Not Meal-Eligible	27	2.7	52	5.6	0	----	0	----	0	----	0	----
Provision 2 Status	Prov 2		Prov 2		Prov 2		Prov 2		Prov 2		Prov 2	
GIFTED-IDENTIFIED STATUS (GRADES 3 TO 12 ONLY)												
Gifted-Identified, Seminar	9	2.0	9	2.0	10	2.4	11	2.6	15	3.6	10	2.2
Gifted-Identified, Cluster	82	18.6	91	20.4	92	21.9	95	22.5	77	18.6	74	15.9
Not Gifted-Identified	350	79.4	347	77.6	318	75.7	316	74.9	322	77.8	380	81.9
INDIVIDUALIZED EDUCATION PROGRAM (IEP)												
With IEP	90	9.1	65	7.0	63	6.8	74	8.4	82	9.3	93	10.5
Without IEP	894	90.9	863	93.0	866	93.2	808	91.6	799	90.7	793	89.5
PARENT EDUCATION LEVEL												
Decline to State	213	21.6	144	15.5	166	17.9	205	23.2	217	24.6	334	37.7
Not a High School Graduate	327	33.2	310	33.4	259	27.9	225	25.5	204	23.2	150	16.9
College Graduate or Higher	74	7.5	75	8.1	86	9.3	76	8.6	97	11.0	84	9.5

Data Notes: (1) Data for 2014-2015 do not include Empower (roughly 65 students) and Elevate (roughly 170 students). (2) Prior to 2013-2014, Provision 2 schools were reported as 100% meal-eligible, (3) Data on students with an Individualized Education Program (IEP) for 2014-15 are incomplete for the following charter schools served by the El Dorado SELPA: Audeo, Charter School of SD, Elevate, Empower, Laurel Preparatory Academy, Learning Choice, Magnolia, and Preuss.