

TAP Lesson Plan: Discovering Plot through Story

Grade Level: 3rd Grade

Teaching Artist: Alyssa Digges

Objectives:

- 1) Students will be able to define the term “plot.”
- 2) Students will be able to embody a story through physical expression.
- 3) Students will be able to recognize and identify major plot points in a story.

Inquiry Questions:

- 1) How can we use our bodies to express a story?
- 2) How can we summarize the plot in six sentences?

Supplies:

- *Oliver Button is a Sissy* by Tomie DePaola
- Large post-it paper
- Plot worksheet

Classroom Teacher Role: Assist with plot worksheets and help students stay on task.

Opening Ritual (5 Minutes):

Objective: To focus class and develop a routine that encourages students to come into a creative space.

Activity Name: Deep Breathing Exercise

Description:

- 1) Instruct class to rub hands together, then place one hand on chest and the other on their stomach. Lead the class in taking deep breaths in and releasing them. Continue until class is calm and focused.
- 2) Ask class to hold up 1, 2, or 3 fingers to indicate how calm they felt on a 1-3 scale during the exercise. Ask class what they experienced during the exercise.
- 3) Ask class to shake out their bodies to get prepared for the next part of the lesson.

Intro Activity (5 Minutes):

Objective: Introduce the term “plot.”

Activity Name: Plot Introduction

Description:

- 1) Ask students if they’ve ever heard the term “plot.”
- 2) Define “plot” as “the main events of a story.”
- 3) Use call and response to help students learn and remember the definition of plot.

Main Activity (25 Minutes):

Objective: Read and embody *Oliver Button is a Sissy* and explore the major plot points.

Activity Name: *Oliver Button is a Sissy* Embodiment and Plot

Description:

- 1) Hand out plot worksheet.

- 2) Read *Oliver Button is a Sissy*. Ask students to act out the following parts from their chairs:
 - a. How do you think Oliver feels when he gets picked last for sports? Show me with your face.
 - b. Perform a tap dance like Oliver. Show me with your whole body!
 - c. Take a bow like Oliver.
 - d. How do you think Oliver feels when he loses the talent show? Show me with your face.
 - e. How do you think Oliver feels when he sees that his classmates have written “Oliver Button is a star?” Show me with your face.
- 3) Stop on different pages and point out plot points. Ask “what just happened?” and engage students in the process of discovering plot points. Give students time to write down the plot points each time the question is asked.
 - a. Oliver Button would rather draw pictures or dance than play outside.
 - b. Oliver’s parents enroll him in dance classes.
 - c. His classmates make fun of him.
 - d. Oliver enters into the talent show.
 - e. Oliver loses the talent show.
 - f. Oliver’s parents and classmates are still proud of him.
- 4) Have one or two students share the plot points they came up with.
- 5) Work as a class to write down the six major plot points of *Oliver Button is a Sissy*.

Closing activity (2 Minutes):

Objective: To reflect and close out class.

Activity Name: “I have a voice” chant

Description:

- 1) Call and response of the following:
 - I have a voice. (I have a voice.)
 - My voice is powerful. (My voice is powerful.)
 - My voice can change the world. (My voice can change the world.)

Multiple Intelligences Addressed:

Visual-Spatial, Bodily-Kinesthetic, Musical, Intrapersonal, Linguistic, Interpersonal