

# 3 Rebel Words

## KEY STANDARDS

CONTENT	ARTS
CCSS.ELA.Lit.L.3.2.F	Theater: TH:Pr6.1.3.

## PACING

DAY 1

Pages 1- 3

## ASSESSMENT TYPE

- Formative Assessment/ Rebel Words

## ELEMENTS OF THEATER

- Action
- Language



## MATERIALS LIST

- Open Space for movement
- Paper and pencils

## Lesson Objective:

Students will reinforce spelling patterns through creating dramas about words that break the rules.

## Vocabulary

Either	Deer	Where
Their	Leaves	
Science	Have	
Leisure	Done	
Teeth	Lose	

## 21st Century Skills:

- Creativity
- Critical Thinking

## Content Standards:

### CCSS.ELA.Lit.L.3.2.F:

Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. *By learning about words that break spelling rules students will reinforce knowledge of spelling patterns and word families.*

## Arts Standards:

### TH.Pr6.1.3.:

Practice drama work and share reflections individually and in small groups. *Students will practice drama productions about words that break conventional spelling patterns.*

## Essential Questions:

How can students learn about words that don't follow language conventions through drama?

## Warm-Up Options - 10 Min

Pick from any of the warm-ups below. Directions for the warm-ups are in the back of this lesson packet.

- 33- Crazy 8s
- 34- Finding Our Voices
- 35- Guided Improv
- 36- I'm a Bird
- 37- Memory
- 38- Mrs. Mumble
- 39- Pedestrians
- 40- Pepperoni
- 41- What Are You

# 3 Rebel Words



Writing



Theater

Ex

Expressionism

## Lesson Sequence:

The expressionism movement was a result of widespread anxiety about humanity's distant relationship with both spirituality and the world around them. It was also a reaction or rebellion against the impressionist movement and the "rules" of painting.

Today, students will apply the expressionist mentality of rebelling against the rules to studying words in the English language that don't follow the normal conventions.

### 1 STEP 1

Begin this lesson by explaining to students that today they will be examining words that don't follow the "rules" or conventions of the English language.

Explain that during the Expressionism movement, artists began breaking conventional rules of art. Instead of painting things as they really were, artists painted things with different colors and shapes to show how they felt about something, and not just how it physically appeared.

**Ask:** How does *The Scream* break artistic conventions?

## Artful Thinking Routine

**Think, Puzzle, Explore routine.** Use the expressionist painting *The Scream* by Edvard Munch to answer the following questions.

- What do you think you know about this artwork?
- What questions or puzzles do you have?
- What does this artwork make you want to explore?

## 2 STEP 2

Using the resource pages, show students some examples of words that do not follow standard language rules. Point out the rule, some examples of the rule, and then a word that breaks the rule.

Explain that although words normally follow the rules and patterns, there are sometimes some exceptions to word families that we need to learn about.

Ask students to complete the practice activities included in the resource pages to help enforce some traditional spelling patterns.

## STEP 3: Main Activity/Project

**Word Jail Drama:** Gather students into small groups. Explain that students will be creating small drama productions about “Word Jail” inspired by words that break the rules of classical language.

Student groups should choose one word from the resource list to be the main “character” in their drama. The drama should create a back-story about why and how this word has ended up in “word jail.”

Students should note specifically which “law” or language rule their word has broken. Other characters in the play can be rule-following words. For props, distribute “Hello, my name is...” name tags to students. Students should write what word they are portraying on their name tag.

Each group should rehearse their drama 3 times and make revisions to their play. The teacher should rotate throughout groups to offer commentary during this time.

**Estimated Time: 20 minutes**

# 3 Rebel Words

  
Writing

  
Theater

**Ex**  
Expressionism

## 4 STEP 4

Have students volunteer to share their drama productions with the class. The groups who are not currently performing should sit in the common carpet space and offer constructive feedback after each presentation.

Audience should also guess which rule the “word rebel” broke.

### Teacher To Teacher



For additional information regarding silent letter rules, check out [this video](#). For additional information regarding drama during the Expressionist movement, check out [this video](#).

## TEACHER SCORING GUIDE

Use the rubric below to help you assess student's participation in today's lesson.

Criteria	Distinguished (Level 4)	Excelled (Level 3)	Adequate (Level 2)	Basic (Level 1)
<i>The student is able to use spelling patterns and rules in writing words.</i>	The student is able to reference spelling patterns when writing new words.	The student is mainly able to reference spelling patterns when writing new words.	The student is somewhat able to reference spelling patterns when writing new words.	The student is not yet able to reference spelling patterns when writing new words.
<i>The student is able to work together with their group to create a drama performance.</i>	The student works cooperatively with their group to develop a creative dramatic piece.	The student works with their group to develop a dramatic piece.	The student requires some redirection to work with their group.	The student does not work with their group.
<i>The student is able to identify words that follow spelling patterns and words that break spelling patterns.</i>	The student is able to identify words that follow conventions and words that do not.	The student is mainly able to identify words that follow spelling conventions and words that do not.	The student is somewhat able to identify words that follow spelling conventions and words that do not.	The student is not yet able to identify words that follow spelling conventions and words that do not.
<i>The student is able to share reflections on their drama practice with peers.</i>	The student shares thoughtful feedback and creative commentary with peers.	The student offers a few comments and questions to peer groups.	The student offers at least one comment to a peer performance group.	The student does not offer any reflection to any peer performance groups.

# Rebel Words Checklist

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

## Directions:

Use the checklist below to help you self-assess whether or not you met the criteria of today's lesson.

Criteria	
<i>I use spelling patterns to figure out how to write words.</i>	
<i>I work together with my group to create a drama performance.</i>	
<i>I am able to identify words that follow spelling patterns and words that break spelling patterns.</i>	
<i>I share creative feedback with peer groups.</i>	

# Three Spelling Patterns

## I before E

Usually the letter "i" comes before the letter "e" except after "c" or when sounding like "a" as in "neighbor" or "sleigh."

Examples: piece believe chief receive

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## Silent E

A final silent E makes the vowel say its name

Examples: rat/rate hid/hide

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## Plurals

Add "s" or "es" to make a word plural.

Examples: cats plays churches foxes

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# Spelling Practice

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Choose five Rebel Words off the chart on the next page and practice spelling them.

Write It!	Draw It!	Use It! (in a sentence)

# RULEBREAKERS!



Rebel Words	What rule does it break?
Either	"i" before "e" except after "c"
Their	
Science	
Leisure	
Teeth	Add "s" or "es" to make a word plural
Deer	
Leaves	
Have	A final silent E makes the vowel say its name.
Done	
Lose	
Where	