Fort Bend AIN PD Activities
Quick-Look Book
### SIOP Alignment Matrix

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<th>Active Hands–On Participation</th>
<th>Systematically Asking Multiple to Share Their Thinking</th>
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<th>Quality Questioning to Promote Student Thinking</th>
<th>Guided Practice with Partner/Group</th>
<th>Student to Student Discourse</th>
<th>Process and Collaboration Time Prior to Sharing</th>
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<td>Bippity Bippity Bop (pg. 10)</td>
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Symbol Legend

- Teacher
- Standing student
- Sitting student
- Sending energy, a word, or a clap
- Student movement
- Tableau
- Pantomime

Theatre Vocabulary

- **Actor’s Neutral**: Good balance; good posture; no tension; eyes on you
- **Actor’s Toolbox**: Voice, body and imagination
- **Ensemble**: Creating and working as a group
- **Focus**: Includes eye contact and still feet
- **Improvisation**: Coming up with words/movement “on the spot”; spontaneity
- **Pantomime**: Physically expressing something with body and NO voice
- **Tableau**: A frozen picture; statue
- **Vesture**: Vocabulary + gesture
**ACTOR’S NEUTRAL**

- **C**— Level 0 (silent)
- **H**— None
- **A**— Actor’s Neutral
- **M**— None
- **P**— Individual
- **Success!**

**Head straight forward**
No tension in neck
Eyes focused
Mouth closed

**Good posture**
Straight back
Not overly arched

**Hands relaxed**
Palm down by the sides
No tension in knees

**Feet Planted**
Legs shoulder width apart

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**Full Body Personification**

**Tableau**

**Vestures**

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Full Body Personification

Introduction to Tableau

1. Students start in seated circle with space around them to move.
2. Ask students to find a shape while seated with a different body part in the air (e.g. find a shape with head/hand/foot in air).
3. Ask them to find shapes in high, middle, and low levels. Students freeze in each shape. Encourage full body choices (e.g. make fingers and toes important, with corners, with places for balloons around the body, with twists).
4. Make verbal observations about the shapes – “I notice Angelo’s eyes are open wide and his fingers are spread.”
5. Have one student find a shape and freeze in the center of the circle. Have the next student join in the center, finding a new shape at a different level that “fills” the space around the other shape. Have the first student carefully leave the center, while the other student remains frozen.
6. Repeat step 5. You may have up to 4 students in the center at a given time.
7. After the first few shapes, ask the students what they notice or what story could be taking place in this frozen tableau.
8. Use tableau in extended group activities.

Introduction to Vestures

Vesture Creation works well for introducing/reviewing vocabulary words and concepts.

1. Introduce the vocabulary definition and its relation to the concept
2. Let students play as you lead a brainstorm session of possible sounds and movements that help students correctly personify concepts (e.g., a Precipitation vesture may be two hands starting high and moving down as the fingers twinkle).
3. Choose one vesture (vocabulary inspired gesture) to represent each specific vocabulary word for the entire class.
4. Review vestures through quick response theatre games.

Bippity Bippity

Bop

Theatre Objectives:

C – Level 0 - not your turn/Level 2 - it is your turn
H – None
A – Listen & respond correctly with your voice and body
M – Actor’s Neutral until Your Turn
P – Individual Responses, All stay focused on center

Focus

Eye contact

Common Uses:

♦ Review/CFU
♦ Vocabulary Recall
♦ Quick Problem Solving

Your Ideas:

Visual:

Teacher note: Add content vocabulary and adjust as needed, may also be useful to pair with Quizzle
Directions:
1. Students stand in a circle and the teacher stands in the middle
2. The teacher has three choices of dialogue (see below)
3. He/she picks one line to say, randomly chooses one student and points at that student
   - Bippity Bibbity Bop- the student must say “Bop!” before the teacher does
   - Hippity Hippity Hop- the student must jump and clap once before the teacher finishes speaking
   - Bop- the student must stand in actor’s neutral and send focused eyes to the teacher
4. Teacher can add content-related vocabulary and vestures as well

Smithsonian

<table>
<thead>
<tr>
<th>Theatre Objectives:</th>
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<tr>
<td>Focus</td>
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<tr>
<td>Body</td>
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<td>Imagination</td>
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- C: Level 0 unless adding lines
- H: Raise Hand
- A: Create tableau of scene
- M: Listen and use body and imagination to create a frozen scene with a partner or small group
- P: Small Group
- S: Success

Common Uses:
- Bringing diagrams to life
- Understanding big objective
- Identifying/demonstrating relationships or processes
- Small group work
- Whole class work
Your Ideas:

Teacher note: Use this group tableau as a quick response in BBB or Quizzle
Directions:

1. Students may begin in a circle, in performance/audience spaces, or mingling around the room
2. Prompt students to get in groups and create a tableau of a specific subject (e.g. pilgrims landing on Plymouth Rock, Predator/Prey)
3. Bring the class back together and have the students share their created tableaux.
4. Discuss with the class which small group tableau, or combination of tableau best represents the idea

Clap Game

**Theatre Objectives:**
- Focus
- Ensemble
- Eye contact
- Focus

**Common Uses:**
- Passing along words in categories
- Reviewing/creating patterns
- Skip counting
- Activating prior knowledge—clapping around KWL ideas
- Exploring environments
- Generating examples/real work connections

**Your Ideas:**
- Level 0 - not your turn
- Level 2 - it is your turn
- None
- Pass around a clap alone or with a line
- Twist at the waist, look at your shoulder partner in the eye and clap/crap and speak
- Individual Responses, all sit focused on the clap
- Success!

**Teacher note:** Multiple uses- Pass the Sound, Pass the Tableau, Pass the Synonym, Pass Multiples of ____, etc
Directions:

1. Students stand in a circle (or sit with younger students)
2. To “send” the clap one student pivots to their right or left, looks their neighbor in the eye and they clap simultaneously
3. The student that has “received” the clap then turns to their neighbor and repeats
4. The clap travels around the circle
5. The teacher (or chosen student) can change directions by yelling “Switch!”
6. The game can become more advanced by sending multiple claps

**Zip Zap Zop**

**Theatre Objectives:**
- **C**– Level 0 - not your turn/
- Level 2 - it is your turn
- **H**– None
- **A**– Pass around a clap alone or with a line
- **M**– twist at the waist, look at your shoulder partner in the eye and clap / clap and speak
- **P**– Individual Responses, all sit focused on the clap
- **S**– Success!

**Focus Ensemble**

**Common Uses:**
- Brain break
- Processes, Cycles, Patterns,
- Sequences, Generating
- Your Ideas:

**Visual:**

**Teacher note:** Eye contact is key! Can’t pass without it.
Directions:

1. Students begin in a standing circle

2. Teacher begins with a ball of energy and sends to first student with the word “Zip”, that student sends on with “Zap”, next student sends on with “Zop”

3. Words are repeated in a pattern, focusing on eye contact and clear voices

<table>
<thead>
<tr>
<th>Quizzle</th>
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<tr>
<td><strong>Theatre Objectives:</strong></td>
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<td>Focus Tableau</td>
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<td><strong>Common Uses:</strong></td>
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<tr>
<td>♦ Vocabulary/Concept review</td>
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<tr>
<td>♦ CFU</td>
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<tr>
<td>♦ Exploring environments</td>
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<td>♦ Quick response critical thinking</td>
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**Teacher note:** Must use with tambourine and mixes well with Bippity Bippity Bop. Add options like walk in mud, dance, walk slowly
Directions:
1. Students begin by mingling around the room, walking with hands and feet to themselves, cued by “Walk” and “Stop”
2. When teacher says “Hop”, students must hop once. When teacher says “Clap”, students must clap once
3. When teacher says “Twinkle”, students must put hand in air and wiggle fingers. When teacher says “Quizzle”, students must jump in the air while turning a full circle
4. Other fun cues:
   “Air Raid” - Arms out to both sides with a “Whoosh” sound, must say in unison
   “Captain’s Coming” - Salute and say “Aye, aye Captain”, can’t move until they hear “At ease”
   “Cockroach” – Lay on floor and flail arms and legs around
   “Lighthouse” – Two join hands, while one turns in between them
   “Mermaid” – Lay on floor and say “Well, hello sailor”
Build upon the skills you have been perfecting in previous games!

**Build and Break**

**Theatre Objectives:**
- C—Level 0
- H—Raise hands
- A—Create tableau scenes
- M—Listen & use your body and imagination to build scene and break it down
- P—Performers build/ break, Audience stays focused on performers
- Success!

**Tableau**

**Ensemble**

**Dialogue**

**Common Uses:**
- Bringing diagrams to life
- (can be done in a circle as well)
- Understanding big objective
- Identifying/demonstrating relationships or processes
- Small group work
- Whole class work

**Your Ideas:**

**Visual:**

Teacher note: Useful as human thinking maps—tree, bridge, etc. Create large tableau one part at a time or small tableau with audience
Directions:
1. Students will begin in performance/audience spaces
2. Using topic at hand, class will build a large tableau one piece at a time
3. Ask class which part(s) of the picture are needed. Take students suggestions and have them come to the performance space and create a tableau
4. Allow the class a moment to observe then ask performers to rejoin the audience by cuing with “Break”
5. Prompt them to quickly retake their places using the cue “Build” and ask class which part(s) of the picture are needed next
6. Repeat this process until all parts have been added
7. If time allows, the tableau parts could be prompted to come alive and speak in character by the teacher
8. This can also be played with the class in a seated circle to begin

Stack Action

Theatre Objectives:
- C – Level 0
- H – Raise hands
- A – Create tableaus
- M – Listen & use your body and imagination to create a fitting statue
- P – Performers freeze in statue, Audience stays focused on performers

Common Uses:
- Generating / Reviewing:
  - sequences
  - procedures
  - processes
  - transitional phrases
- CHAMP-ing out activities before doing them/ as a reminder of expectations

Your Ideas:

Visual:

Teacher note: Useful for first day/week procedures and processes that will not change (EX: steps for long division, prob-solving, water cycle, etc)
Directions:

1. The first participant comes to the front and demonstrates the first step in a sequence of action (pouring a glass of water, washing hands, writing a letter, etc.)

2. The second participant repeats the action of the first participant and then adds the second step in the sequence of action

3. Play continues until the sequence is completed

My Notes

Now it is your turn to make it your own! Experiment, play, and personalize these games for your classroom.
The Kennedy Center’s Definition for Arts Integration

Arts Integration is an APPROACH to TEACHING in which students construct and demonstrate UNDERSTANDING through an ART FORM. Students engage in a CREATIVE PROCESS which CONNECTS an art form and another subject area and meets EVOLVING OBJECTIVES in both.