Jack & The Giants

Sixth Grade + Math and Drama
Adapted by L. Lang

CORE SUBJECT AREA

Math

ART FORM + ELEMENTS

Drama

Monologue

Reader's Theater

DURATION

 2 days

MATERIALS NEEDED

Paper, Pencil, Drama handout

RECOMMENDED RESOURCES

Telling Tales: Jack and the Giants (https://www.ket.org/education/resources/tellingtales/#jack-and-the-giants)

OBJECTIVES

I can create and solve word problems involving whole numbers and decimals.

I can create visual fraction models to represent a problem.

I can find the greatest common factor and least common multiple of two given numbers.

I can create and evaluate expressions with exponents.

I can identify what makes two expressions equivalent.

I can identify how a storyteller uses voice, body, and imagination to communicate character and indicate imaginary props.

I can participate in a group reader's theater.

I can collaborate with my peers to improvise a short scenario.

VOCABULARY

Fraction, model, expression, equivalent, decimals, fluent, divide, add, subtract, multiply, opposite, quantity/quantities, values, positive, negative, GCM, LCM, evaluate, exponent

MSCCR STANDARDS

6.NS.A.1 - Interpret and compute quotients of fractions, and solve real world problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

6.NS.B.2 - Fluently divide multi-digit numbers using the standard algorithm.

6.NS.B.3 - Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

6.NS.B.4 - Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two numbers less than or equal to 12.

6.EE.A.1 - Write and evaluate numerical expressions involving whole number exponents.

6.EE.A.4 - Identify when two expressions are equivalent.

MSCCR CREATIVE ARTS STANDARDS

TH:Cr2-5 - Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.

TH:Pr4.1.6 - Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

LESSON SEQUENCE

Students should have been introduced to decimals and understand that dollars and cents are an application of decimals. They should be familiar with the concepts of greatest common factor and least common multiple. Tell students they are going to watch a tandem team (two storytellers) tell a Jack Tale. Ask how many remember the story of "Jack and the Beanstalk." What other Jack Tales do they know? Point out that traditional storytellers do not use technical elements of theater like props or scenery to tell their stories. Instead, they rely on using the performance elements of acting, speaking, and nonverbal expressions. A story teller uses his voice, body movement, and facial expressions to help listeners "see" the scenery and props in their imaginations.

Show the video to the students and pass out the "Responding to Drama" handout. Remind students that opinions will vary and being able to discuss opinions in a supportive manner is an important skill to develop.

The teacher can then tell a short story of her own using amounts of money $12 and less and can then have the students find the least common multiple and greatest common factor of two numbers from that story. This will introduce the day's activity to the students in a smaller, more comprehensible manner. Tell the students they are going to be doing a similar activity, but with much larger money amounts.

Day 1: Divide students into groups and inform them that they are going to create a new scene for the story "Jack and the Giants." Based on the original story, each team will include the characters Jack and the king. The story will begin with the king paying Jack. Remind students that a long time ago, gold coins were used as currency. There was not a standard currency like we have today. It would have been difficult for Jack to "count" his gold. You are going to modernize the tale. (Point out that folktales often change to reflect the changes in culture and society.) In your version, Jack is going to be paid in cash. He will receive $4,560.30 for the youngest giant, $5,897.25 for each twin, and $8,367.80 for the daddy giant. (Modify the amounts to fit the needs of your class). If Jack buys a car for $12,348.62, how much will he have left? Have each group work the problem and then improvise a scene in which Jack adds up all his money and spends the remaining money on the three items of his choice, adding and subtracting amounts, as necessary. While coming up with their stories, the groups should make visual models of the money and how it's being divided and used. They could take the remaining money after the car purchase and divide it into 3 equal portions using the standard algorithm, so Jack knows what he can spend equally on three items, if that's what he chooses to do. Each student in the group should be involved in the improvisation. They can play roles as Jack, the king, Jack's family or friends, salespeople, etc. Tell the groups that they should include at least three imaginary props in their improvisations. The groups will then "storytell" their created story to other groups.

Day 2: Have students finish their story telling from the day before. When complete, the groups should all swap stories. Each group now has a story created by a different group. They have heard all these stories acted out and visualized what each story means. The groups will now take the new stories and create numerical expressions for each one. They will collaborate with each other to make sure the expression written corresponds with the story and amounts of money used. When finished, they will give the story back to the original group who created it and have them evaluate the expression created. They will also create a separate expression that is equivalent to the one they solved. They will identify what makes the expressions equivalent.

SOURCES
Adapted from pbslearningmedia.org : Jack and the Giants: Jack Spends His Pay
Link: https:mpb.pbslearningmedia.org/resource/ket-5drama/jack-spends-his-pay