
New Mexico 3 Theatre / Dance

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	New Mexico
Grade	3 (Elementary)
Subject	Theatre / Dance
Course category	Fine Arts
Standards family	Fine Arts
Framework	National Core Arts Standards, adopted as the New Mexico Core Arts Standards (6.29.2 NMAC)
Issuing agency	New Mexico Public Education Department
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — The Shape of a Story

Unit 3: Stories and How They Are Told • Month 3 • Quarter 1 • Semester 1 • Instructional Days 41–45

Essential question	What makes a story work on stage?
Standards	The Shape of a Story -> TH:Cr1.1.3 Generate and conceptualize artistic ideas and work. — a. Create roles, imagined worlds, and improvised stories in a drama/theatre work. b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work. c. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.
Learning target	"I can find the parts of a story and use them to make a scene."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will apply the elements of dramatic structure to a story.
- Students will use the structure to create a drama work.

Success criteria (student-friendly)

- "I find the beginning, middle and end."
- "I find the problem."
- "I use the structure in a scene."

Academic vocabulary

structure, conflict, resolution, climax, sequence

Materials and technology

- A story with a clear beginning, middle and end (teacher-supplied)
- Structure cards
- Open space
- Drama journals
- Chart paper

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.

Support area	This week's plan
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Scene demonstrating a recognisable dramatic structure.

Family communication

Ask your child what the problem in their story was.

Day 41 — Beginning, Middle and End

Week 9, Day 1 • Unit 3 • Standards: TH:Cr1.1.3

Focus	Basic shape.
Learning target	"I can find the parts of a story and use them to make a scene."
Vocabulary in use	structure, conflict, resolution
Local date	_____

Learning sequence

Connect: our improvised stories. Teach: stories have parts in order. Try: shared mapping. Apply: children map a story. Reflect: teacher supplies the story; none prescribed here.

Check for understanding

Student identifies the beginning, middle and end of a story.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Finding the Problem

Week 9, Day 2 · Unit 3 · Standards: TH:Cr1.1.3

Focus	Conflict.
Learning target	"I can find the parts of a story and use them to make a scene."
Vocabulary in use	structure, conflict, resolution
Local date	_____

Learning sequence

Connect: story shape. Teach: something must go wrong or be wanted. Try: shared identification. Apply: children identify. Reflect: conflict named.

Check for understanding

Student identifies the problem in a story.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — The Moment It Turns

Week 9, Day 3 · Unit 3 · Standards: TH:Cr1.1.3

Focus	Climax.
Learning target	"I can find the parts of a story and use them to make a scene."
Vocabulary in use	structure, conflict, resolution
Local date	_____

Learning sequence

Connect: problem. Teach: the point of greatest tension. Try: shared identification. Apply: children locate it. Reflect: tension discussed.

Check for understanding

Student locates the turning point of a story.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — How It Is Settled

Week 9, Day 4 · Unit 3 · Standards: TH:Cr1.1.3

Focus	Resolution.
Learning target	"I can find the parts of a story and use them to make a scene."
Vocabulary in use	structure, conflict, resolution
Local date	_____

Learning sequence

Connect: climax. Teach: resolution need not be happy. Try: shared discussion. Apply: children identify. Reflect: range of endings accepted.

Check for understanding

Student identifies how a story is resolved.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Staging a Story With Structure

Week 9, Day 5 · Unit 3 · Standards: TH:Cr1.1.3

Focus	Application.
Learning target	"I can find the parts of a story and use them to make a scene."
Vocabulary in use	structure, conflict, resolution
Local date	_____

Learning sequence

Connect: four elements. Teach: building a scene that shows the structure. Try: shared devising. Apply: children devise. Reflect: structure visible to a viewer.

Check for understanding

Student devises a scene with a recognisable structure.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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Source citation

New Mexico Public Education Department. National Core Arts Standards, adopted as the New Mexico Core Arts Standards (6.29.2 NMAC). The codes and statements here are the National Core Arts Standards, which New Mexico adopts as the New Mexico Core Arts Standards (6.29.2 NMAC). The New Mexico document linked above is the adoption itself and does not reprint the standards, so verify the wording against the National Core Arts Standards. New Mexico adopts them whole and adds one binding clause: every reference to history or culture shall be interpreted to include New Mexico history and culture, and every reference to artwork to include local and New Mexico produced artwork, with guidance developed in consultation with tribal leaders. Retrieved 2026-07-27 from <https://web.ped.nm.gov/wp-content/uploads/2025/01/New-Mexico-Core-Arts-Standards.pdf>