LOS ANGELES UNIFIED SCHOOL DISTRICT
Arts Education Branch
DISCIPLINE: THEATRE

Lesson # ONE **Session Title: INTRODUCTION** **Grade: 1**

Standard(s): 1.1 Use the vocabulary of the theatre, such as play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences.
Student Objective(s): Express themselves theatrically using body, voice and imagination.
Teacher Objective(s): Understand how to introduce students to elements of theatre and establish rules for theatre class.
Resources / Materials: Nametags, Magic bags, Story: "The Garden" from *Frog and Toad Together*, by Arnold Lobel, *Adventure in the Park*

Opening Phase	***Gathering/ Warming-up*** (Suggested 5 minutes)	**1. Enter Theatre Space**: Establish ritual for entering class (e.g. with music, follow the leader, holding hands). Students form a circle. **2. Body: Go/Stop:** Practice moving and freezing using a *Go/Stop* technique. Move when the leader says "Go" / *freeze* when the leader says "Stop." Provide reasons for moving such as sneaking past a sleeping animal, walking through hot sand, searching for a missing object. (**Rule:** Stay in your own space, not touching others. Freeze when signaled.)
Exploring/Creating Phase	***Exploring*** (Suggested 10 minutes)	**1. Voice: Name Game: Take Your Name to the Center:** With students standing in a circle, each comes to the center individually, says his/her name while doing a movement/gesture. All students in the circle copy two times. Teacher demonstrates. **Individual Expression:** With students seated in a circle, each one in turn shares something he/she enjoys doing. Reverse direction and each student names a story he likes. Pair share first. **Sound Story:** Adventure in the Park; students provide vocal sound effects. (**Rule:** Practice active listening.) **2. Imagination: Body Shake into Statues with Feelings:** Working individually and simultaneously, students shake body into statues of different feelings. Leader adds conditions (e.g. you just won an award; you just lost your pet; you can't find your homework, etc.).
	Review/Preview/ Vocabulary (Suggested 5-10 minutes)	**1. Ask:** Have you been in or seen a play? **2. Actors' Tools**: body, voice, imagination **3. Vocabulary**: **pantomime:** silent acting using imaginary objects**, pretend:** focused make believe
	Improvising/ Inventing Story (Suggested 15 minutes)	**Pantomime Game:** Students sit in a circle and pass a "magic bag" (My Friend Henry, mold from clay) around the circle. Each student takes an imaginary object from the bag, uses it, and replaces it. Then others may guess the object; the answer should not be the activity but the name of the thing used. It is the noun (naming word). Leader models activity first. Encourage students to select simple, easy to understand objects. Before beginning, ask for suggestions of "things."

Sharing/Reflectin g Phase		
	Playmaking (Suggested 10 minutes)	**Guided Storytelling:** Using "The Garden," have students enact appropriate parts of it using pantomime. Dialogue may be added.
	Reflecting/ Journal Prompt (Suggested 5 minutes)	**1. Discuss:** Which activity did you like best? Why? **2. Journal:** Choose your favorite _____ (mime object, animal, statue, etc.) from today's class and draw and label a picture of it.

Connections/Extensions: Listening skills, pretending

Teacher Task: For the next lesson, teacher will lead a simple pantomime activity related to a current curricular theme.

THE GARDEN

FROM

FROG AND TOAD TOGETHER

By Arnold Lobel

Frog was in his garden.

Toad came walking by. "What a fine garden you have, Frog," he said.

"Yes," said Frog. "It is very nice, but it was hard work."

"I wish I had a garden," said Toad.

"Here are some flower seeds. Plant them in the ground," said Frog, "and soon you will have a garden."

"How soon?" asked Toad.

"Quite soon," said Frog.

Toad ran home. He planted the flower seeds. "Now seeds," said Toad, "start growing." Toad walked up and down a few times. The seeds did not start to grow. Toad put his head close to the ground and said loudly, "Now seeds, start growing!" Toad looked at the ground again. The seeds did not start to grow. Toad put his head very close to the ground and shouted, "NOW SEEDS, START GROWING!"

Frog came running up the path. "What is all this noise?" he asked.

"My seeds will not grow," said Toad.

"You are shouting too much," said Frog. "These poor seeds are afraid to grow."

"My seeds are afraid to grow?" asked Toad.

"Of course," said Frog.

"Leave them alone for a few days. Let the sun shine on them, let the rain fall on them. Soon your seeds will start to grow."

That night Toad looked out of his window. "Drat!" said Toad. "My seeds have not started to grow. They must be afraid of the dark." Toad went out to his garden with some candles. "I will read the seeds a story," said Toad. "Then they will not be afraid." Toad read a long story to his seeds. All the next day Toad sand songs to his seeds. And all the next day Toad read poems to his seeds. And all the next day Toad played music for his seeds. Toad looked at the ground. The seeds still did not start to grow. "What shall I do?" cried Toad. "There must be the most frightened seeds in the whole world!" Then Toad felt very tired, and he fell asleep.

"Toad, Toad, wake up," said Frog. "Look at your garden!"

Toad looked at his garden. Little green plants were coming up out of the ground. "At last," shouted Toad, "my seeds have stopped being afraid to grow!"

"And now you will have a nice garden too," said Frog.

"Yes," said Toad, "but you were right, Frog. It was very hard work."

LOS ANGELES UNIFIED SCHOOL DISTRICT
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Lesson # TWO **Session Title: PANTOMIME** **Grade: 1**

Standard(s): 2.2 Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.
Student Objective(s): Practice using pantomime in various ways.
Teacher Objective(s): Understand how to introduce and practice pantomime with students.
Resources / Materials: Nametags, Nursery rhymes, Suggested: Music

Opening Phase	*Gathering/ Warming-up* (Suggested 5 minutes)	**1. Enter Theatre Space**: Review ritual for entering class (e.g. with music, follow the leader, holding hands). **2. Teacher teach back:** Classroom teacher leads teacher task from previous week. (pantomime activity) **3. Journals:** Two or three students share their journals from previous week. Reinforce presentation skills: stance and voice.

Exploring/Creating Phase	*Exploring* (Suggested 15 minutes)	**1. Voice: Description:** Students verbally describe one of the teacher-led pantomime activities to a partner. **2. Imagination: Object Improvisation:** Find various ways you can use an imaginary object. Examples: imaginary ball: bounce, throw, catch, etc; inflating a balloon; packing for a trip; preparing for picnic, etc. Add fantasy elements when possible. Freeze to make a picture.
	Review/Preview/ Vocabulary (Suggested 5 minutes)	**1. Body: Group pantomime, follow the leader:** Suggestions: dressing, eating, playing sports, playing with a toy. Be specific. Ask for suggestions from students, and they become the leader for their suggestion. **2. Vocabulary: pantomime:** silent acting using imaginary objects; **partner; audience**
	Improvising/ Inventing Story (Suggested 15 minutes)	**1. Pantomime Activities:** All working together, practice activities that will be in the nursery rhymes (e.g. getting water from a well, eating, falling, etc.) **2. Pantomime in Pairs:** In pairs, students play catch, carry large, heavy box across the room, fold a large blanket together, inflate a ball together.
Sharing/Reflecting Phase	*Playmaking* (Suggested 10 minutes)	**Guided Storytelling: Nursery Rhymes:** Leader recites nursery rhymes while players individually and simultaneously act them out using pantomime. Ask students for their own nursery-rhyme suggestions. Discuss beginning, middle, end. Split class in half; half becomes audience. One half recites nursery rhyme, pausing between each line, and the other half pantomimes in response. Have students form frozen picture at end of nursery rhyme. Audience pantomimes taking a snapshot.
	Reflecting/ Journal Prompt (Suggested 5 minutes)	**1. Reflection:** Leader asks questions such as "What is your favorite food, toy, sport, animal, musical instrument?" etc. Class responds using pantomime. **2. Journal:** Draw a picture of one of the nursery rhyme's ending snapshot.

Connections/Extensions: Pretending, sequence (beginning, middle, end)
Teacher Task: For the next lesson, teacher will review by having students pantomime an activity from a recent Language Arts story.

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Lesson # THREE **Session Title: IMPROVISATION** **Grade: 1**

Standard(s): 2.2 Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or pantomime.
Student Objective(s): Express themselves through improvisation, verbally and nonverbally.
Teacher Objective(s): Understand the rules and techniques of improvisation and practice ways of using it in the curriculum.
Resources / Materials: Nametags, Suggested: Pictures of various beaches and caves, Music

Opening Phase	*Gathering/ Warming-up* (Suggested 5 minutes)	1. **Voice: Tongue Twisters:** The big blue bird bit the bouncy blue balloon. **2. Teacher teach back:** Classroom teacher leads teacher task from previous week. **3. Journals:** Two or three students share their journals from previous week. Reinforce presentation skills: stance and voice.
	Review/Preview/ Vocabulary (Suggested 5 minutes)	**2. Vocabulary: improvisation:** acting without a script; making it up on the spot, **imagination**: an actor's tool, pretending with focus, **obstacle:** a problem to overcome **3. Beach Pictures:** Students look at a variety of beach pictures and identify the objects using details.
Exploring/Creating Phase	*Exploring* (Suggested 10 minutes)	**1. Body: Room Filled With…:** Move through different substances (e.g., swim in hot chocolate with marshmallows, dance on ice cubes, crawl through desert, jump in jello.) **2. Voice: Describing:** Working with a partner, describe in detail one of the "rooms" above. 3. **Imagination: Go/Stop:** Students work alone and simultaneously with no touching or talking. Leader suggests activities with problem/obstacle, which students begin doing on "Go," and freeze when the leader says "Stop." Examples: simple mime activities, reading a book/pages stick together, basketball player/ball goes flat, putting on a jacket/zipper breaks, playing with a toy/toy breaks.
	Improvising/ Inventing Story (Suggested 15 minutes)	**1. Growing Objects: Drama Seed** Students curl up in a ball on the floor, leader gives a signal, and they grow into various animals or objects from the directed story to be created; freeze; explore space as that character; repeat. Examples: sea shell, tree, rock, bat in a cave, dragon, etc. 2. **Guided Story:** Students prepare for a journey to the beach to find a treasure (they choose). They imagine an animal walking with them on the journey. It can be either a pet or a wild animal. They walk through the hot sand, the cool water, back into the sand that sticks to their feet. On the journey they are blocked by some sort of obstacle (they choose). They must then discover a way to get past the obstacle, either over, under or through it. When they get to the beach they come upon a cave, and they see the treasure far inside the cave. They encounter something in the cave that is alive (they choose). Students must find a way to befriend the thing they encounter in the cave so they can get the treasure. (Students determine ending.) They return and determine what to do with the treasure.
Sharing/Reflecting Phase	*Playmaking* (Suggested 10 minutes)	**Paired Improvisation:** Teacher and student-volunteer (or classroom teacher) demonstrate cave encounter. Students improvise encounter in pairs. Students volunteer to perform.
	Reflecting/ Journal Prompt (Suggested 5 minutes)	**1. Reflection:** What was your favorite part of the journey? What animal came with you? What was your obstacle? How did you get past it? What creature was in the cave? What did the treasure look like? **2. Journal**: Select a moment from the story and draw a picture of it or draw a picture of the treasure.

Connections/Extensions: Describe a trip or experience.

Teacher Task: For the next lesson, teacher tells a story (or part of one) from classroom literature while students act it out using improvisation.

Lesson # FOUR **Session Title: SETTING** **Grade: 1**

Standard(s): 2.1 Demonstrate skills in pantomime, tableau, and improvisation.

Student Objective(s): Use the five senses to create and experience various settings.

Teacher Objective(s): Understand how to use the five senses to help students learn setting.

Resources / Materials: Nametags, Suggested: Pictures of hot air balloons, Music, Numbered tickets

Opening Phase	*Gathering/ Warming-up* (Suggested 10 minutes)	**1. Imagination: Guided Transformations in different settings:** Using the Go/Stop technique, students pantomime an activity in a setting; leader transforms setting keeping same activity. Then ask students what was different. Continue the pattern. Examples: playing with a ball on playground, in a pool, in the snow; reading a book in a library, at the beach, in a noisy classroom; eating a snack at home, in the cafeteria, at the movies or activities tied to curricular themes. **2. Teacher teach back:** Classroom teacher leads teacher task from previous week. **3. Journals:** Two or three students share their journals from previous week. Reinforce presentation skills: stance and voice.
Exploring/Creating Phase	*Exploring* (Suggested 10 minutes)	**1. Voice: Sounds of settings:** Using leader suggestions, students make the sounds they would hear in various locations. Examples: beach, jungle, farm, forest **2. Context: Group Observations:** Students sit in small circles and discuss details they observe in hot air balloon pictures. Share with entire group.
	Review/Preview/ Vocabulary (Suggested 5 minutes)	**1. Vocabulary: setting:** where and when a story takes place; **concentration**: focus on activities and ideas **2. Five Senses:** review sight, hearing, smell, taste, touch. What is our setting right now? How do you know? What can you see? Close your eyes. What do you hear? Smell? Touch? Taste? Can you still taste what you had for breakfast? etc.
	Improvising/ Inventing Story (Suggested 5 minutes)	**Body: Yes, let's be a…:** Students identify objects in the room. One students begins by saying, "Let's be a (book or…) All respond by saying "Yes, let's be a (book or…)" and become the object using entire body. Another student selects a different object and it continues. Examples: air vent, flag, folding chair, piano, window.
Sharing/Reflecting Phase	*Playmaking* (Suggested 15 minutes)	**Hot-Air Balloon:** Students each receive a "ticket" for the ride and gather in small groups. In their balloon groups, students describe their "balloon," get into the basket, and float over different environments. Balloon lands in setting from recent curriculum, and students repeat "Yes, let's be a…" using the setting. Encourage students to react with the five senses. On return trip, students remember the different environments they float over.
	Reflecting/ Journal Prompt (Suggested 5 minutes)	**1. Discuss:** How can you make an imaginary setting seem real? **2. Journal:** Draw a picture of your balloon or the setting.

Connections/Extensions: Settings in literature
Teacher Task: For the next lesson, teacher guides class through a sensory journey to establish setting. Students predict setting based on the improvisation.

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Lesson # FIVE (Part 1 of a 2 part lesson) **Session Title: CHARACTER** **Grade: 1**

Standard(s): 1.2 Observe and describe the traits of a character.
Student Objective(s): Develop various characters through body, voice, imagination, movement and situation.
Teacher Objective(s): Understand how to use improvisational skills to teach how to create a character.
Resources / Materials: Nametags, Story: *Lion and Mouse* by Aesop, Suggested: Comedy and Tragedy masks, Pictures of lions, mice, Aesop; Music

Opening Phase	*Gathering/ Warming-up* (Suggested 10 minutes)	**1. Body: Character Statues:** Students become statues of characters from story. Statues come to life to do an activity. Lion searches for food, sleeps in the cave. Mouse scurries through the jungle, hides behind plants, chews ropes. Look at pictures of lions and mice for character traits. Develop character walks. **2. Teacher teach back:** Classroom teacher leads teacher task from previous week. **3. Journals:** Two or three students share their journals from previous week. Reinforce presentation skills: stance and voice.
Exploring/Creating Phase	*Exploring* (Suggested 10 minutes)	**1. Voice: Character Voices:** Using voice of suggested character, simultaneously answer questions such as: **Lion:** What is it like inside your cave? What kinds of food do you like to eat? How did you become king of the jungle? **Mouse**: Where do you and your family live? What do you do to have fun? What would you do if you saw a lion? **Roar:** Working simultaneously, practice a Lion's roar. **2. Imagination: Objects as Characters:** Become trees, plants in the jungle, the net, a cave, etc. Personify the objects by reacting to situations such as hearing the Lion's roar, being gnawed by the mouse, protecting the Lion or the Mouse, etc. **3. Context:** Discuss Aesop, fables, use pictures of Aesop (if available)**Ask:** Have you ever helped someone who is larger than you?
	Review/Preview/ Vocabulary (Suggested 5-10 minutes)	**1. Vocabulary: character:** people, animals or things that perform the action of the story, **comedy:** happy, **tragedy:** sad, **fable:** short story with a moral **2. Theatre Symbol:** comedy and tragedy masks

	Improvising/ Inventing Story (Suggested 15 minutes)	**1. Story**: Leader tells the fable of the *Lion and Mouse*. Identify beginning, middle, end. Discuss African jungle setting, list characters. **2. A/B Improvisations from story:** Lion wants to eat Mouse/Mouse wants to be free and alive Mouse wants to help Lion/Lion wants to escape from netting
Sharing/Reflecting Phase	*Playmaking*	**This will be done in Part 2.**
	Reflecting/ Journal Prompt (Suggested 5 minutes)	**1. Discuss:** How do you become a character in a story? **2. Journal:** Draw one of the characters in the story.

Connections/Extensions: Characters in literature
Teacher Task: For the next lesson, teacher guides class through making a list of all of the characters in the story, including parts of the setting.

THE LION AND THE MOUSE

By Aesop

A lion was asleep in his den one day, when a mischievous mouse for no reason at all ran across the outstretched paw and up the royal nose of the king of beasts, awakening him from his nap. The mighty beast clapped his paw upon the new frightened little creature and would have made an end of him.

"Please," squealed the mouse, "don't kill me. Forgive me this time, O King, and I shall never forget it. A day may come, who known, when I may do you a good turn to repay your kindness." The lion, smiling at his little prisoner's fright and amused by the thought that so small a creature ever could be of assistance to the king of beasts, let him go.

Not long afterward the lion, while ranging the forest for his prey, was caught in the net which the hunters had set to catch him. He let out a roar that echoed through the forest. Even the mouse heard it, and recognizing the voice of his former preserver and friend, ran to the spot where he lay tangled in the net of ropes.

"Well, your majesty," said the mouse, "I know you did not believe me once when I said I would return a kindness, but here is my chance." And without further ado he set to work to nibble with his sharp teeth at the ropes that bound the lion. Soon the lion was able to crawl out of the hunter's snare and be free.

Moral: *No act of kindness, no matter how small, is ever wasted.*

Lesson # SIX (Part 2 of a 2 part lesson) **Session Title: CHARACTER** **Grade: 1**

Standard(s): 2.2 Dramatize or improvise familiar stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.

Student Objective(s): Develop various characters through body, voice, imagination, movement and situation and retell a story.

Teacher Objective(s): Understand how to use improvisational skills to teach how to create a character and guide the retelling of a story.

Resources / Materials: Nametags, Story: *Lion and Mouse*, List of characters, Suggested: Music

Opening Phase	*Gathering/ Warming-up* (Suggested 10 minutes)	**1.Imagination: Character Activities:** Students become characters from their prepared list and perform an activity as that character. **2. Teacher teach back:** Classroom teacher leads teacher task from previous week. **3. Journals:** Two or three students share their journals from previous week. Reinforce presentation skills: stance and voice.
Exploring/Creating Phase	*Exploring* (Suggested 10 minutes)	**1. Voice: Character Voices:** Each student selects one character from the list and answers questions with that character's voice. Leader asks questions such as: What is your most important job? What do you like to do for fun? Who is your best friend? Why? **2. Body: Group Characters:** Working in small groups, discover ways to create a cave, twisted vines, and a net that covers animals and gets chewed apart.
	Review/Preview/ Vocabulary (Suggested 5 minutes)	**Vocabulary: character:** people, animals or things that perform the action of the story, **audience:** people watching the performance
	Improvising/ Inventing Story	**This was done in Part 1.**
Sharing/Reflecting Phase	*Playmaking* (Suggested 20 minutes)	**Dramatization:** Cast all students in roles and enact story with no audience. Discuss what worked. Divide into two groups, recast roles, rehearse and each group present for the other which becomes the audience.
	Reflecting/ Journal Prompt (Suggested 5 minutes)	**1. Discuss:** Which character was most interesting to you? Why? Were the characters different at the end of the story? How? **2. Journal:** Draw and describe your favorite character in a setting.

Connections/Extensions: Characters in literature

Teacher Task: For next lesson, teacher develops five adjectives to describe a character and leads class in character activities. Prepare three questions they can answer in the character's voice.

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Lesson # SEVEN **Session Title: PLOT/STORY** **Grade: 1**

Standard(s): 2.2 Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.
Student Objective(s): Understand plot: beginning, middle, end and be able to sequence events.
Teacher Objective(s): Use theatre activities to break down a story's plot structure.
Resources / Materials: Nametags, Story: *The Rooster Who Went to His Uncle's Wedding* by Alma Flor Ada (OCR *The Bossy Gallito*,) Suggested: Music, Balloon, Sunrise visuals (early am, mid-morning, noon)

Opening Phase	*Gathering/ Warming-up* (Suggested 10 minutes)	**1. Imagination: Mime with beginning, middle, ending:** Working individually and simultaneously, students find an imaginary object somewhere (shelf, pocket, etc.), which is the beginning; they use the object and leader indicates a problem with it, which is the middle; problem is resolved and object is placed somewhere, which is the ending. Suggested objects include a book with a page tearing, yo-yo with a string that breaks. Introduce this section with a real object such as a balloon and have students identify beginning, middle, and ending uses. (Ask for student suggestions.) **2. Teacher teach back:** Classroom teacher leads teacher task from previous week. **3. Journals:** Two or three students share their journals from previous week. Reinforce presentation skills: stance and voice.
Exploring/Creating Phase	*Exploring* (Suggested 10 minutes)	1. **Body: Drama Seeds:** Leader directs growing from small seeds into rooster, blade of grass, lamb, dog, stick, fire, water, and sun rising from dawn to noon. **2. Voice: Character Voices:** Working as a group, repeat the statements: "No, I won't. Why should I?" using character voices listed above. Select one character voice and answer questions such as: Why don't you want to help when you're asked? What interesting things happen at a wedding?
	Review/Preview/ Vocabulary (Suggested 5 minutes)	**2. Vocabulary: plot:** action of the story; has a beginning, middle, end; **objective:** what the character wants; **stage:** location of performance

	Improvising/ Inventing Story (Suggested 10 minutes)	*The Rooster Who Went to His Uncle's Wedding*: 1. Read/storytell story focusing on beginning, middle, ending. Show illustrations. It is Cuban folk tale. 2. Place all students in groups for each section of the story. Groups: 1 – grass dancing, 2 – lamb(s) balancing fruit in basket on head, 3 – dog(s) catching butterflies, 4 – stick(s) resting under a tree while playing the guitar, 5 – fire burning, 6 – water flowing, 7 – sun shining Give groups about one minute to decide how they will portray their activity and another minute to create an opening frozen picture. Place groups throughout the stage. Rehearse the lines, "No, I won't. Why should I?" in groups.
Sharing/Reflectin g Phase	***Playmaking*** (Suggested 10 minutes)	Leader does role of rooster and allows time for each group to improvise. Students are frozen when not "performing."
	Reflecting/ Journal Prompt (Suggested 5 minutes)	**1. Discuss:** What were the beginning, middle, and ending of the story? What was the rooster's objective? **2. Journal:** Draw a picture of the wedding. Write a sentence describing the picture.

Connections/Extensions: Sequencing skills

Teacher Task: For the next lesson, using plant life (seed, sprout, flower) or water cycle, have students act out beginning, middle and end.

THE ROOSTER WHO WENT TO HIS UNCLE'S WEDDING

By Alma Flor Ada

Early one morning, when the sun had not yet appeared, the rooster of this story was busy shining his beak and combing up his feathers. It was the day of his uncle's wedding, and the rooster wanted to be on time.

When everything looked perfect he set off down the road with a brisk and springy walk. With each step the rooster nodded his head, thinking of all the wonderful things waiting for him at the wedding banquet.

Before long his stomach began to growl. "I wish I'd eaten breakfast," he said. Then something caught his eye. There, next to the road, sat a single golden kernel of corn.

Perfect, the rooster thought. But when he got closer he could see that the kernel was lying in a puddle of mud. If he ate it he would get his beak all dirty.

Oh, that rooster was hungry. But he couldn't go to his uncle's wedding with a dirty beak. *What to do? Peck or not peck?* he wondered.

The rooster stared at the kernel.

Then with one sharp peck he gobbled it down…and would up with a beak full of mud.

So the rooster looked around quickly for someone who could help him. First he noticed the grass growing on the side of the road.

The rooster said to the grass: “Dear grass, velvety grass, won’t you please clean my beak so that I can go to my own uncle’s wedding?”

But the grass answered: “No, I won’t. Why should I?”

The rooster looked around to see if there was anyone else who could help him. Just then he saw a lamb grazing in the field. Maybe he could *scare* the grass into helping. So he asked the lamb: “Dear lamb, woolly lamb, please eat the grass that won’t clean my beak so that I can go to my own uncle’s wedding.”

But the lamb answered: “No, I won’t. Why should I?”

The rooster strutted back and forth in dismay. But then he was a dog walking on the road. So he asked the dog: “Dear dog, fierce dog, please bite the lamb that won’t eat the grass that won’t clean my beak so that I can go to my own uncle’s wedding.”

But the dog answered: “No, I won’t. Why should I?”

Well, this rooster was not one to give up. So he went over to a stick lying by the road. And he asked it: “Dear stick, hard stick, please hit the dog that won’t bite the lamb that won’t eat the grass that won’t clean my beak so that I can go to my own uncle’s wedding.”

But the stick answered: “No, I won’t. Why should I?”

The rooster was starting to worry. But he looked around for someone else to help, and he spotted a campfire the shepherds had lit. He got close to the fire and asked: “Dear fire, bright fire, please burn the stick that won’t hit the dog that won’t bite the lamb that won’t eat the grass that won’t clean my beak so that I can go to my own uncle’s wedding.”

But the fire answered: “No, I won’t. Why should I?”

The rooster ruffled his feathers and paced. Would anyone be able to help him in time? Then he noticed a brook crossing the field. He bent over and whispered, as sincerely as he could: “Dear water, clear water, please put out the fire that won’t burn the stick that won’t hit the dog that won’t bite the lamb that won’t eat the grass that won’t clean my beak so that I can go to my own uncle’s wedding.”

But the water answered: “No, I won’t. Why should I?”

Now the poor rooster couldn’t think of anyone else to ask for help. He lifted his muddy beak up and crowed. But then he noticed that the sun was beginning to appear among the clouds. And he said: “Dear sun, my good friend, please dry out the water that won’t put out the fire that won’t burn the stick that won’t hit the dog that won’t bite the lamb that won’t eat the grass that won’t clean my beak so that I can go to my own uncle’s wedding.”

And the sun answered: “Of course I will. Every morning you greet me with your bright song, my friend. I will gladly dry out the water.”

But then the water cried out: “No, please don’t dry me out. I will put out the fire.”

And the fire cried out: “No, please don’t put me out. I will burn the stick.”

The stick, in turn, cried out: “No, please don’t burn me I will hit the dog.”

But the dog cried out: “No, please don’t hit me. I will bite the lamb.”

So the lamb quickly cried out: “No, please don’t bite me. I will eat the grass.”

But the grass cried out very loudly, “No, please don’t eat me. I will clean the rooster’s beak.”

And before you know it the rooster’s beak shone as bright as the day.

So the rooster said good-bye to everyone with a happy “Cock-a-doodle-doo!” and went on his way to his uncle’s wedding. And he walked with a brisk and springy walk, to get there on time for the banquet.

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Lesson # EIGHT **Session Title: STORY DRAMATIZATION** **Grade: 1**

Standard(s): 5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.
4.1 Describe what was liked about a theatrical work or a story.

Student Objective(s): Explore and practice improvisation and pantomime to retell a story with a beginning, middle and end.

Teacher Objective(s): Use directing tools to guide the students’ dramatization of a story from the curriculum.

Resources / Materials: Nametags, Story: *The Little Red Hen* by Paul Galdone (OCR), Suggested: Music, Pictures of flour mills

Opening Phase	***Gathering/ Warming-up*** (Suggested 5 minutes)	**1. Journals:** Two or three students share their journals from previous week. Reinforce presentation skills: stance and voice. **2. Teacher teach back:** Classroom teacher leads teacher task from previous week. **3. Set Up:** When students are totally involved with classroom teacher, interrupt several times asking them to help you do some boring task. Let them know that you'll just do it yourself. Then ask them to do something of high interest. When they say yes, tell them they didn't help you before so they don't get to participate now.
Exploring/Creating Phase	***Exploring*** (Suggested 10 minutes)	1. **Body: Character Statues:** Working alone and simultaneously, grow from a drama seed into statues of: hen, cat, dog, mouse. **Machine:** Working in small groups, develop machines to turn wheat into flour. **2. Voice: Character Voices:** Working as a group, make realistic animal sounds for hen, cat, dog, mouse. Answer questions in voices of those animals. Have cat, dog, mouse say, "Not I." Explore other phrases that mean the same. **3. Imagination: Go/Stop:** Working individually and simultaneously, perform activities from story such as: cleaning the house, working in the garden, baking a cake, eating something delicious. Begin when the leader says go; freeze when the leader says stop.
	Review/Preview/ Vocabulary (Suggested 5 minutes)	**2. Vocabulary: Review: setting, character, plot, pantomime, improvisation**
	Improvising/ Inventing Story (Suggested 10 minutes)	**1**. *The Little Red Hen*: Read/storytell story. **2. A/B Improvisations:** Hen wants help with the work/Dog wants to sleep and dream of its bone Cat wants to eat some of the cake/Hen doesn't think she should have to share **3. Movement:** Discover different ways of sleeping as a dog, cat, mouse. Select a gesture for each type of animal.
Sharing/Reflecting Phase	***Playmaking*** (Suggested 15 minutes)	**Dramatization:** Cast everyone using multiples of animals and some for the flour mill machine. Improvise the story including the improvisations and movement above.
	Reflecting/ Journal Prompt (Suggested 5 minutes)	**1. Discuss:** What were the beginning, middle and end of the story? What did the Hen want? How was she able to get what she wanted? What lesson did the other animals learn? Who was your favorite character? **2. Journal:** Draw a picture of some of the animals in a farm setting.

Connections/Extensions: Social studies – farmyard; Science – plant cycle

Teacher Task: For the next lesson, select a story to dramatize. Optional: Choose music.