**LOS ANGELES UNIFIED SCHOOL DISTRICT**
**Arts Education Branch**
**DISCIPLINE: THEATRE**

**Lesson # ONE** **Session Title: INTRODUCTION** **Grade: 2**

**Standard(s):** 1.1 Use the vocabulary of theatre, such as plot (beginning, middle and end), scene, sets, conflict, script and audience, to describe theatrical experiences.
**Student Objective(s)**: Express self theatrically using body, voice and imagination. Learn theatre vocabulary and practice pantomime.
**Teacher Objective(s)**: Learn how to establish rules for theatre class. Introduce the elements of theatre. Introduce and practice pantomime.
**Resource Materials**: Nametags, (magic bags, if that activity is chosen)

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| *Opening Phase* | *Gathering/ Warm-up* (Suggested 5 minutes) | **1. Enter Theatre Space**: Establish ritual for entering class (e.g. with music, follow the leader).<br>**2. Voice: Name Game with Feelings:** Students sit in a circle, the first person says his/her name with a feeling. Class repeats. Go around the circle until everyone has had a turn. |
| *Exploring/Creating Phase* | *Exploring* (Suggested 5 minutes) | **Body/Imagination: Walkabouts:** Students spread out in space provided. There are two rules: no sounds, no touching. When the leader says, "Go," students move; when the leader says, "Freeze," students freeze. Leader gives pantomime/action suggestions that students follow. **Stop students at various times and ask: What do you see, hear, feel, etc.?**<br>1. Walking on hot rocks, swimming in the ocean, walking on the moon OR activities tied to your curricular themes.<br>2. Students are then told they have a pretend camera and are in the jungle searching for a rare plant or animal. Silently they decide what they are each searching for, then, on a signal from leader, try to get the picture.<br>3. Sitting in a circle, each student tells what she/he was looking for. |
| | *Review/Preview/ Vocabulary* (Suggested 5-10 minutes) | **1. Discuss the "Rules of Drama"**: No hitting, pushing, shoving, touching; Respect others' ideas; Active listening; No pretending to have guns, knives or any other weapons; Freeze/Neutral<br>**2. Vocabulary**: **3 tools of the actor**: body, voice, imagination<br>**Neutral**: a "ready" position<br>**Pantomime (or mime)**: using body and imagination to pretend something is there when it's not |
| | *Improvising/ Inventing Story* (Suggested 20 minutes) | **Pantomime Game: "My Friend Henry."** Leader shows students "My friend Henry" who can turn into a **noun** (a thing - not a person or a place). Students sit in a circle, and each person turns Henry into something by pantomiming a way to use him. The rest of the students guess what the noun is. Another way to play this game is to ask students to mold the objects from "clay," find them in a "magic box," or remove them from a real bag.<br>Students may play the game in pairs or small groups to increase the opportunities for invention. |
| *Sharing Phase* | Playmaking (Suggested 10 minutes) | After choosing a setting from a classroom story, students pantomime objects that would be found in that setting. |
| | *Reflecting/ Journal Prompt* (Suggested 5 minutes) | **1. Discuss**: What did people do to make their objects look real?<br>**2. Journal**: Draw a picture of the object you pantomimed in Henry (or magic bag) and then use adjectives to describe it. |

**Connections/Extensions:** Settings in literature

**Teacher Task:** For the next lesson, teacher leads students through pantomime activities of a chosen setting from classroom literature.

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**Lesson # TWO** **Session Title: MACHINE** **Grade: 2**

**Standard(s):** 2.3 Use improvisation to portray such concepts as friendship, hunger or seasons.
**Student Objective**: Express self theatrically using body, voice and imagination. Learn theatre vocabulary and practice machine.
**Teacher Objective**: Introduce the elements of theatre. Introduce and practice machine.
**Resource Materials**: Nametags

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| *Opening Phase* | *Gathering/ Warm-up* (Suggested 5 minutes) | **1. Mechanical Gestures**: Elicit a variety of machine-like gestures and sounds (big and small, loud and soft, different parts of body) and go around the circle with each student leading a new gesture and sound. Emphasize that they cannot imitate but must come up with their own gesture, using any part of their body.<br>**2. Teacher Teach back**: Classroom teacher leads teacher task from previous week.<br>**3. Journals:** Two or three students share their journals from previous week. Reinforce presentation skills: stance and voice. |
| *Exploring/Creating Phase* | *Exploring* (Suggested 5 minutes) | **Who Started the Movement?** Students stand in a circle. One student, "the Guesser," is sent from the room while the others select a leader who will initiate and change motions, e.g. tapping foot, nodding head, moving hands, that the other circle members copy. The guesser then stands in the center of the circle and tries to discover who the leader is. When the guesser discovers the leader, two other students are chosen. |
| | *Review/Preview/ Vocabulary* (Suggested 5-10 minutes) | **Vocabulary: Machine**: Man-made tool to make something, **Cooperation:** working together |
| | *Improvising/ Inventing Story* (Suggested 20 minutes) | **Machine Game**: Choose a machine that does an activity, e.g. pizza making machine. Elicit ideas for what each part of the machine can do (e.g. mix dough, roll dough, flip in air, pour sauce, sprinkle cheese, put in oven) as well as a sound for each activity. Have several groups demonstrate the machine. |
| *Sharing/Reflecting Phase* | Playmaking (Suggested 10 minutes) | **Discuss** characteristics of a good machine: levels, shapes, different sounds and movement, same rhythm, "connected" to each other, varied placement, expression, etc. Each group chooses a different activity and makes a machine the same way as the pizza-making machine. Demonstrate groups who didn't share previously. |
| | *Reflecting/ Journal Prompt* (Suggested 5 minutes) | **1. Discuss**: How did you use the 3 tools of the actor to make a machine?<br>**2. Journal**: While performing _____ (machine, statue, etc.), I felt… and while being an audience member during _____ (machine, statue, etc.), I felt… |

**Connections/Extensions:** Machine may be used to demonstrate vocabulary definitions or illustrate concepts, emotions, careers, games, etc.
**Teacher Task:** For the next lesson, teacher will demonstrate use of machine to teach classroom vocabulary words.

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**Lesson # THREE** **Session Title: IMPROVISATION** **Grade: 2**

**Standard(s):** 2.1 Perform in group improvisational theatre games that develop cooperative skills and concentration.
**Student Objective**: Practice improvisation, relating verbally and non-verbally with another person.
**Teacher Objective**: Set up improvisations with clear objectives and lead students to resolutions.
**Resource Materials**: Nametags

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| *Opening Phase* | *Gathering/ Warm-up* (Suggested 5 minutes) | **1. Body: Mirror Game**: In A/B pairs, one person is the leader, the other is the follower. The pairs face each other; the leader (A) leads and the follower (B) mirrors. Switch leaders. Can be done to music. Stress that students should not try to trick each other; if the follower can't follow, they are going too fast. Also stress the use of levels.<br>**2. Teacher Teach back**: Classroom teacher lead teacher task from previous week.<br>**3. Journals:** Two or three students share journals from the previous week. Choose different students each week. Reinforce presentation skills: |
| *Exploring/Creating Phase* | *Exploring* (Suggested 5 minutes) | **1. Voice: Tongue Twister**: "Unique New York" or "I'd like a cup of tea in a proper coffee pot."<br>**2.** Set up a two-character **A/B improvisation** with clear objectives for each character. Example: parent and child – parent wants child to go to bed, child wants to stay up. Each character must try as many ways as possible (at least three) to gain objective. Convince and switch characters. |
| | *Review/Preview/ Vocabulary* (Suggested 5-10 minutes) | **1. Vocabulary**: **Improvisation**: making things up as you go along, **Conflict**: the problem, **Dialogue**: the words the characters say to each other, **Objective**: what the character wants.<br>**2.** After the first improvisation, discuss the **Rules of Improvisation:**<br>1. Listen to the other student so you can respond appropriately.<br>2. Use different methods to get what you want instead of just repeating "yes" or "no."<br>3. Do not deny a fact that someone has just introduced (example: If Student A says, "I'll tell mom," Student B cannot say, "We don't have a mom."). |
| | *Improvising / Inventing Story* (Suggested 20 minutes) | **Convince & Switch:** In A/B pairs: Improvise a second conflict situation. Entire class works at the same time. Remind students to freeze on the leader's signal. At a certain point, when it looks like students are "winding down" (which may be as soon as one minute or as long as three minutes at this early stage), freeze the action. Then tell the group they have one minute to come to some kind of solution. After, each pair can relate their solution to the others to demonstrate there are no "right" answers to an improvisation. Sample conflict: Siblings argue over whose turn it is to clean their room. |
| *Sharing/Reflecti* | Playmaking (Suggested 10 minutes) | Choose at least one of the following **Convince & Switch (or create your own from your curricular themes)**: 1. Two friends: One wants to play inside, one wants to play outside.<br>2. Parent and child: Can child keep the animal they found on the street? |
| | *Reflecting / Journal Prompt* (Suggested 5 minutes) | **1. Discuss**: What was your favorite line of dialogue that either you or your partner said?<br>**2. Journal**: Choose one of the improvisations and write about what you wanted (objective) and how you got it (or didn't get it). |

**Connections/Extensions:** Setting and Conflict in literature

**Teacher Task:** For next lesson, teacher will lead students in a 5-minute activity that extends classroom curriculum to explore conflict through improvisational techniques.

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**Lesson # FOUR** **Session Title: TABLEAU** **Grade: 2**

**Standard(s):** 2.2 Retell familiar stories, sequencing story points and identifying character, setting, and conflict.
**Student Objective**: Explore various ways of using tableaux to define concepts, words, or to tell a story.
**Teacher Objective**: Use tableau(x) in curricular studies.
**Resource Materials**: Nametags, *TheThree Little Pigs* by Kate Greenway

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| *Opening Phase* | *Gathering/ Warm-up* (Suggested 5 minutes) | **1. Body: Statue/Partner**: Working with a partner, one student is a statue and the other sculpts it. Do not touch the face. Switch parts and continue.<br>**2. Teacher Teach back**: Classroom teacher lead teacher task from previous week.<br>**3. Journals:** Two or three different students share journals from previous week, using good presentation skills. |
| *Exploring/Creating Phase* | *Exploring* (Suggested 5 minutes | **1. Voice: Mechanical sounds:** Working as a group, students make sounds that mechanical objects might make such as ticking, clanging, clicking, zapping, humming, etc.<br>**2. Imagination:** Working without speaking, first individually, then in pairs, then in small groups, make statues (tableaux) that represent various inanimate nouns: tree, chair, cave, house, river, mountain, boat, slide, swing, etc. |
| | *Review/Preview/ Vocabulary* (Suggested 5-10 minutes) | **1. Review tools of the actor.**<br>**2. Vocabulary**: **Tableau**: a still (frozen) picture, **Inanimate objects**: things that are not alive |
| | *Improvising / Inventing Story* (Suggested 10 minutes) | **Setting tableau**: One student at a time enters acting area to form parts of a tableau of a setting such as the desert or a forest. Add sounds from players or from offstage students OR students can bring their tableaux to life. |
| *Sharing Phase* | *Playmaking* (Suggested 20 minutes) | Using the story, *The Three Little Pigs,* groups create a tableau from the story at the moment the wolf is knocking on the door of the third house with three pigs inside. Each group plans a second tableau showing what they think could happen next. Group shows their 2 tableaux to class. Teacher can put open hand over each character in the second tableau and ask: "If my hand were a word bubble in a cartoon, what might this character be saying?" |
| | *Reflecting/Journal Prompt* (Suggested 5 minutes) | **1. Discuss**: What makes a good tableau? (e.g. facial expression, focus, levels, frozen action)<br>**2. Journal**: Write a story in which an inanimate object comes alive. |

**Connections/Extensions:** Tableaux may be used to illustrate vocabulary, concepts, show beginning, middle and end of story.
**Teacher Task:** At the start of next lesson, teacher will lead students in the creation of a tableau that illustrates a concept in science, a detail from social studies, or a plot point in a piece of literature from recent class work.

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**Lesson # FIVE** **Session Title: Setting** **Part 1 of a 2 part class** **Grade: 2**

**Standard(s)** 2.3 Use improvisation to portray such concepts as friendship, hunger, or seasons.
**Student Objective**: Use the three tools of the actor to explore settings.
**Teacher Objective**: Understand how to use the three tools of the actor to help students learn setting**.**
**Resource Materials**: Nametags, Story: *The Adventure of the Two Rabbits*

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| *Opening Phase* | *Gathering/ Warm-up* (Suggested 5 minutes) | **1. Imagination: Room filled with...** Students move through a "room" filled from wall to wall and floor to ceiling with imaginary objects. Nonverbal activity with no touching. Choose a few of the following suggestions: balloons, honey, giant marshmallows (look for a ping pong ball among the marshmallows), soapsuds, chocolate, flowers, saw dust, etc. Remind students that the objects are above, below, behind them.<br>**2. Teacher Teach back**: Classroom teacher lead teacher task from previous week.<br>**3. Journals:** 2-3 students share their journals from the previous week. Reinforce presentation skills. |
| *Exploirng/Creating Phase* | *Exploring* (Suggested 5 minutes) | **Walkabouts** in various settings as characters from the story with conditions: Grow from a drama seed into: a**.** Rabbits in a forest, rabbits in a cage<br>b. Old man/woman sweeping or building a fire in a hut, digging potatoes in a garden |
| | *Review/Preview/Vocabulary* (Suggested 10 minutes) | **1. Vocabulary: Setting:** where and when a story takes place<br>**2. Open-ended questioning:** How did it feel to be a rabbit in the forest? In the cage? |
| | *Improvising/ Inventing Story* (Suggested 25 minutes) | **1. Story-tell or read**: *The Adventure of the Two Rabbits***.** (Note: discuss before-hand that treacle is like honey or molasses in England or change treacle to honey when you tell the story.)<br>**2. Playing of scenes from story:**<br>Children choose a partner and pick A & B. Leader asks for show of hands to make sure children know their letter. A's line up on one side of room, B's on the other. All work at the same time.<br>a. Old woman/man (A) enters, drops treacle, goes to get mop, (B) is rabbit who enters and gets stuck. Do it again, SWITCHING parts.<br>b. Old woman (A) returns, pretends to see the rabbits, then calls the Goodman (B) in from the garden. They discuss making rabbit stew, digging potatoes, making a fire as in story. SWITCH parts and repeat.<br>c. A&B are now the stuck rabbits - on a signal by the leader, the rabbits become unstuck. (Do not switch parts as they are both rabbits.)<br>d. A&B are the Old Woman and Old Man. They enter together and see the rabbits are gone. (Do not switch.) |
| *Sharing/Reflecting Phase* | *Playmaking* | **This will be done in Part 2 of this lesson.** |
| | *Reflecting/Journal Prompt* (Suggested 5 minutes) | **1. Discuss**: What is the setting of this story and how does it change?<br>**2. Journal**: Create a flow map of the events (plot) of this story. |

**Connections/Extensions:** What are the settings in the stories you are currently reading?
**Teacher Task:** Review flow map with students before they do their journal prompt.

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**Lesson # SIX** **Session Title: Setting** **Part 2 of a 2 Part Class** **Grade: 2**

**Standard(s)** 2.3 Use improvisation to portray such concepts as friendship, hunger, or seasons.
**Student Objective**: Use the three tools of the actor to explore settings.
**Teacher Objective**: Understand how to use the three tools of the actor to help students learn setting**.**
**Resource Materials**: Nametags, Story: *The Adventure of the Two Rabbits*

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| *Opening Phase* | *Gathering/ Warm-up* (Suggested 5 minutes) | **1. Voice**: "The rabbits are gone!" Repeat sentence with several emotions: shock, surprise, glee, disappointment, etc.<br>**2. Teacher Teach back**: Classroom teacher lead teacher task from previous week.<br>**3**. **Journals:** Students share flow (sequence) map assignment from last week's journal. Reinforce presentation skills. |
| *Exploring/Creating Phse* | *Exploring* (Suggested 5 minutes) | **Walkabouts** in various settings as characters from the story:<br>a**.** Rabbits stuck in the treacle (honey)<br>b. Old man/woman carrying a basket of heavy potatoes, see that the rabbits are gone |
| | *Review/Preview/ Vocabulary* (Suggested 5-10 minutes) | **1**. **Vocabulary review: characters, setting** |
| | *Improvising / Inventing Story* (Suggested 0 minutes) | **This was done in Part 1 of this lesson.** |
| *Sharing/Reflecting Phase* | *Playmaking* (Suggested 25 minutes) | **Playing of entire story:**<br>**1.** In groups of 4's, the children pick parts, (2 rabbits), Old Man and Old Woman.<br>**2.** Each group practice the whole story at the same time.<br>**3.** Create a criteria chart for successful performing (i.e. speak loud enough, face audience, etc.).<br>**4.** Groups present in front of the class IF the students are ready. |
| | *Reflecting / Journal prompt* (Suggested 5 minutes) | **1. Discussion**: Using the criteria chart, discuss what each group did well.<br>**2. Journal**: Pick one character, create a bubble map, and describe him/her. Then write a paragraph about that character. |

**Connections/Extensions::** See Part One of the Lesson
**Teacher Task:** Chose a two-person scene from an Open Court story and have students improvise it.

# THE ADVENTURE OF TWO LITTLE RABBITS

*Author Untraced*

"Deary me," said the Little Old Woman as she peered into the cupboard. "Not a thing in the house to eat except treacle!"

Then she looked into the bread crock. "Oh, here is enough bread for the Goodman and me. I declare, it will taste right good with the treacle. But I do wish we had a bit of meat!"

She reached up for the jar of treacle. It was heavier than she expected, and when she pulled it toward her, it suddenly slipped off the shelf and smashed on the floor.

"Oh! Oh!" she exclaimed in dismay. "Dinner gone, and this sticky treacle spreading all over the floor like a lake!"

She carefully picked her way around to the corner for the mop. It wasn't there. She looked for it behind the door, by the fire-place, everywhere.

"Oh, now I remember," she said to herself. "Dame Hodge borrowed it yesterday. I'll have to go and borrow it back or this treacle will get so thick that I'll not be *able* to mop it up!"

She hurried out the door just as a little head with two long ears popped up in the open window.

"Sniff! Sniff!" went the little nose. "There's something sweet in here."

In a moment a second head appeared in the window. "Why don't you check it out?" the second rabbit said.

"Why don't you go first?" said the first rabbit.

"Because you're bigger than me!" said the second rabbit.

"You always make me go first," grumbled the first rabbit. He looked about, and then hopped over the sill - and right down into the treacle! His feet stuck a little, but he didn't mind that. This treacle was really delicious!

"Come on in," the first rabbit said to the second – and she did. Right in the midst of a wonderfully sweet meal, they were startled by the sound of someone coming. They tried to hop away, but they *could not* pull their feet out of the thick treacle!

Just then the door opened and they saw the Goodman coming in!

"What's this?" he cried. "Rabbits! Two of them! Wife!" he called to the Little Old Woman, returning with the mop. "Look here!"

"They're caught in the treacle!" she exclaimed in delight. "Now we can have rabbits for dinner! Catch them while I make a fire!"

"What's the use?" chuckled the Goodman. "They can't get free. We've got them all right. I'll go out to the garden and dig some potatoes to eat with them." And he hurried off.

Meanwhile, the two little rabbits pulled and pulled to get loose. But no sooner did they free one foot than another stuck more tightly. The littler one even got an ear stuck in the thick treacle. The future looked dark indeed for those two little rabbits!

Then something happened! As the fire grew hotter, the treacle began to get thin! And by the time the Little Old Woman went to the door to call the Goodman, the rabbits had discovered that it was much easier to move about.

"I'm ready for the rabbits!" she called out. "Bring what potatoes you've dug and come along."

In a moment the Goodman came up to the door. And as the Little Old Woman turned to come in, do you know what she saw? Just the little white powder-puff tail of the last rabbit disappearing over the windowsill!

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**Lesson # SEVEN** **Session Title: CHARACTER** **Grade: 2**

**Standard(s) 2.2** Retell familiar stories, sequencing story points and identifying character, setting and conflict.
**Student Objective**: Create various characters from an Open Court story.
**Teacher Objective**: Help students create characters from a story they've read.
**Resource Materials**: Nametags, Story: *Mushroom in the Rain* (in Open Court anthology)

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| *Opening Phase* | *Gathering/ Warm-up* (Suggested 5 minutes) | **1. Imagination**: **Walkabout** a forest. It begins to rain. React. Hunt for mushrooms; choose one that looks very special. In pairs describe the mushroom you found to your partner.<br>**2. Teacher Teach back**: Classroom teacher lead teacher task from previous week.<br>**3. Journals:** 2-3 students share journals from the previous week. Reinforce presentation skills. |
| *Exploring/CreatingPhase* | *Exploring* (Suggested 5 minutes | **Walkabout** as characters from the story. Grow from a drama seed into mushroom, ant, butterfly, sparrow, mouse, rabbit, fox and frog. How might each character sound? |
| | *Review/Preview/ Vocabulary* (Suggested 5minutes) | **1. Vocabulary: Character**: a person or animal that speaks in a story. **Motivation:** why a character wants something<br>**2. Review:** objective and dialogue from the improvisation class. |
| | *Improvising/ Inventing Story* (Suggested 15 minutes) | **1. Story-tell, read, or review** *Mushroom in the Rain*. List characters, in order of appearance, on the board.<br>**2. Playing of scenes** from story in A/B pairs. Review WHY each character wants to get out of the rain (motivation).<br>a. Mushroom and ant<br>b. Ant and butterfly<br>c. Butterfly and sparrow<br>d. Sparrow and mouse<br>e. Mouse and rabbit<br>f. Mouse and fox<br>g. Frog and mushroom |
| *Sharing/Reflecting Phase* | *Playmaking* (Suggested 15 minutes) | **1.** Review criteria chart from week before (or create a new one).<br>**2.** IF the students are ready, split class into two groups. A's go with classroom teacher, B's go with drama teacher. Students pick parts, line up in order and play out story (any "extra" students can work together to be one mushroom). OR One teacher calls up a student for each part, they play out the story, rest of class watches. Then switch so that the audience members are now the performers.<br>**3.** Each group plays out story for the other group. |
| | *Reflecting/Journal prompt* (Suggested 5 minutes) | **1. Discuss**: How did individual students create their characters?<br>**2. Journal**: What makes a good performance? |

**Connections/Extensions::** Characters in Literature
**Teacher Task:** Choose another Open Court story, identify the characters, and then pantomime character activities.

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**Lesson # EIGHT** **Session Title: PLOT** **Part 1 of a 2 Part Class** **Grade: 2**

**Standard(s)** 2.2 Retell familiar stories, sequencing story points and identifying character, setting and conflict.
**Student Objective**: Recreate a folk tale with beginning, middle and end.
**Teacher Objective**: Help students recreate a folk tale with all plot elements.
**Resource Materials**: Nametags, Story: *Elves and the Shoemaker* (in Open Court anthology) by Paul Galdone. Suggested: Pictures of old shoe-making tools, Music

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| *Opening Phase* | *Gathering/ Warm-up* (Suggested 5 minutes) | **1. Imagination**: Working individually and simultaneously, make a mime shoe out of whatever you want. Pair up. Each partner describes the shoe he/she created. Some of the partners can then share to the rest of the group.<br>**2. Teacher Teach back**: Classroom teacher lead teacher task from previous week.<br>**3. Journals:** 2-3 students share journals from the previous week. Reinforce presentation skills. |
| *Exploring/Creating Phase* | *Exploring* (Suggested 5 minutes) | **Walkabouts** in various settings as characters from the story. Grow from a drama seed into:<br>a. Elves dancing in the forest, elves sneaking through the town<br>b. Customers trying on shoes |
| | *Review/Preview/Vocabulary* (Suggested 10 minutes) | **Vocabulary: Plot**: beginning, middle and end of a story<br>Beginning: set-up: find out setting and some of the main characters<br>Middle: conflict(s)<br>End: solution |
| | *Improvising/ Inventing Story* (Suggested 25 minutes) | **1. Story-tell, read, or review** *The Elves and the Shoemaker.*<br>**2. Playing of scenes** from story- in A/B pairs<br>a. Shoemaker and wife – tired, hungry, no money, cut leather and go to sleep<br>b. Elves sneak in and make shoes<br>c. Shoemaker and customer<br>d. Shoemaker and wife deciding to hide<br>e. Elves sneak in and make more shoes<br>f. Shoemaker and wife seeing elves and deciding to make them clothes<br>g. Elves don their new clothes and dance into the forest |
| *Sharing/Reflecting Phase* | *Playmaking* (Suggested 0 minutes) | **This will be done in Part 2 of this lesson.** |
| | *Reflecting/Journal prompt* (Suggested 5 minutes) | **1. Discuss**: What are the conflicts in this story?<br>**2. Journal**: Create a flow map of the events (plot) of this story. |

**Connections/Extensions: :** See Part Two.
**Teacher Task:** Review flow map with students before they do their journal prompt.

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**Lesson # NINE** **Session Title: PLOT** **Part 2 of a 2 Part Class** **Grade: 2**

**Standard(s)** 2.2 Retell familiar stories, sequencing story points and identifying character, setting and conflict
**Student Objective**: To create a folk tale with beginning, middle and end
**Teacher Objective**: To help students create a folk tale with all plot elements
**Resource Materials**: Nametags, Story: *Elves and the Shoemaker* (in Open Court anthology), Suggested: Music

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| *Opening Phase* | *Gathering/ Warm-up* (Suggested 5 minutes) | **1. Voice**: "Red Leather, Yellow Leather"<br>**2. Teacher Teach back**: Classroom teacher lead teacher task from previous week.<br>**3. Journals:** Students share flow (sequence) map from their journals. |
| *Exploring/Creating Phase* | *Exploring* (Suggested 5 minutes) | **1. Walkabouts** in various settings as characters from the story.<br>a. Shoemakers pantomiming making shoes<br>b. Elves pantomime making shoes<br>**2. Open-ended question:** What was the difference when you made shoes as different characters? |
| | *Review/Preview/ Vocabulary* (Suggested 5-10 minutes) | Review characters, setting, and some key dialogue moments. |
| | *Improvising/ Inventing Story* (Suggested 0 minutes) | **This was done in Part 1 of this lesson.** |
| *Sharing/Reflecting Phase* | *Playmaking* (Suggested 25 minutes) | **Playing of entire story for the class:**<br>1. In groups of 6's, the children pick parts: 2 Shoemakers, 2 Customers, 2 elves.<br>2. Each group practices the whole story at the same time.<br>3. Create a criteria chart for successful performing (i.e. speak loud enough, face audience, etc.). Add plot elements (did they have a clear beginning, middle and end?)<br>4. If students are ready, each group presents in front of the class. |
| | *Reflecting/ Journal prompt* (Suggested 5 minutes) | **1. Discuss**: Using the criteria chart, discuss what each group did well.<br>**2. Journal**: Why do you think the elves never came back to the Shoemaker's shop? |

**Connections/Extensions::** Identify the various plot elements in other pieces of literature.
**Teacher Task:** Choose a two-person scene with a clear conflict from an Open Court story and have students improvise it with a resolution.