LOS ANGELES UNIFIED SCHOOL DISTRICT
Arts Education Branch
DISCIPLINE: THEATRE

Lesson # ONE **Session Title: INTRODUCTION** **Grade: 3**

Standard(s): 1.1 Use the vocabulary of theatre, such as character, setting, conflict, audience, motivation, props, stage areas and blocking, 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).

Opening Phase	***Gathering/ Warm-up*** (Suggested 5 minutes)	**1. Enter Theatre Space**: Establish ritual for entering class (e.g. with music, follow the leader) **2. Voice: Name Game with Pantomime Ball Toss:** Students stand in a circle. Leader tosses a pantomime ball to someone. That person states his/her name, then tosses the "ball" to someone else, who then says their name. 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.?** -e.g., playing basketball: regular speed, slow motion, fast speed OR activities which are tied to curricular themes (e.g., city wildlife, vocabulary words) -students are then told they have a pantomime camera and are in the jungle, forest, or desert searching for a camouflaged animal. Several students verbally share what they saw.
	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. **2. Vocabulary: 3 tools of the actor**: body, voice, imagination **Neutral**: a "ready" position **Pantomime (or mime)**: pretending something is there when it's not and/or silent acting
	Improvising/ Inventing Story (Suggested 20 minutes)	**Pantomime Game: Magic Box (or "My Friend Henry"** an imaginary friend who changes into things**):** Leader brings out "Magic Box" (pantomime). Leader and class describe the box. (It is "red with blue stripes," etc.). Pass the box around. Each student opens the box, takes something out, uses the object, and then puts it back. There should be a clear beginning, middle and end. Class guesses the object. Students may play the game in pairs or small groups to increase the opportunities for invention.
Sharing/Reflecting Phase	***Playmaking*** (Suggested 10 minutes)	In small groups, each group chooses a place (setting) and pantomimes an activity that they have to work together to do (e.g. the beach: volleyball game OR an activity tied to a curricular theme). Each group shows to the rest of the class.
	Reflecting/Journal Prompt (Suggested 5 minutes	**1. Discuss**: What was interesting about each group? How did we know what place (setting) they were pantomiming? **2. Journal:** How did the groups work together to create an activity and the setting?

Connections/Extensions: Settings in literature

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

LOS ANGELES UNIFIED SCHOOL DISTRICT
Arts Education Branch
DISCIPLINE: THEATRE

Lesson # TWO **Session Title: MACHINE** **Grade: 3**

Standard(s): 5.2 Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.
Student Objective: Express self theatrically using body, voice and imagination. Learn theatre vocabulary and practice machine.
Teacher Objective: Continue to introduce the elements of theatre (machine).
Resource Materials: Nametags, Poem: *The Homework Machine* by Shel Silverstein

Opening Phase	*Gathering/ Warm-up* (Suggested 5 minutes)	**1. Mechanical Sounds**: 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 a new gesture and sound. Emphasize that they cannot imitate but must come up with their own gesture, using any part of their body. **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 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 the leader. When the guesser discovers the leader, two other students are chosen.
	Review/Preview/ Vocabulary (Suggested 5-10 minutes)	**Vocabulary**: **Machine**: Man-made tool used to make something, **Cooperation or collaborating:** working together to accomplish a task
	Improvising/ Inventing Story (Suggested 20 minutes)	**Machine Game**: One person comes into the circle and chooses a movement and a sound that can be repeated over and over. A second student comes into the center and adds to the first person's movement, making it look like they are making the first person move. Add 2-3 more students, each one building onto the machine so that it looks like it would work. Stress levels; each person comes up with a different movement and sound.
Sharing/Reflecting Phase	*Playmaking* (Suggested 10 minutes)	**Read** *The Homework Machine* by Shel Silverstein In groups of 4-6, students make a homework machine, using movement, sound and "homework" words. Each group demonstrates their machine to the class.
	Reflecting/ Journal Prompt (Suggested 5 minutes)	**1. Discuss**: What worked about each machine? **2. Journal:** Invent a machine and describe what it does.

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 or other curriculum.

THE HOMEWORK MACHINE
BY SHEL SILVERSTEIN
(FROM *A LIGHT IN THE ATTIC*)

The Homework Machine, oh, the Homework Machine
Most perfect contraption that's ever been seen.
Just put in your homework, then drop in a dime,
Snap on the switch, and in ten seconds' time,
Your homework comes out, quick and clean as can be.
Here it is – "nine plus four?" and the answer is "three."
Three?
Oh me. . .
I guess it's not as perfect
As I thought it would be.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Arts Education Branch
DISCIPLINE: THEATRE

Lesson # THREE **Session Title: IMPROVISATION** **Grade: 3**

Standard(s): 2.1 Participate in cooperative scriptwriting or improvisations that incorporate the 5 W's.
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

Opening Phase	*Gathering/ Warm-up* (Suggested 5 minutes)	**1. Body/Imagination: Paired Pantomime Game w/activities**: Students choose a partner and pick an "A" and a "B." Leader asks for show of hands to check that each pair knows who is A and who is B. Then pantomime activities that require two people. Choose several from the following list: activities with a ball: playing catch, tennis, ping-pong (note difference in the way the body moves with the different sized racquets). Before each activity starts, tell the group which partner (A or B) starts the activity. **2. Teacher teach back**: classroom teacher leads teacher task from previous week. **3. Journals:** Two or three students share journals from the previous week. 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" **2. Imagination:** Set up a two-character A/B improvisation with clear objectives for each character. Example: parent and child: child wants to go outside to play, parent wants them to clean their room. 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)	**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 **Rules of Improvisation:** 1. Listen to the other student so you can respond appropriately. 2. Use different methods to get what you want instead of just repeating "yes" or "no." 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 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. After the first improvisation, discuss the Rules. Use conflict situations from your curriculum OR conflicts such as: 1. Siblings argue over which television program to watch OR which game to play. 2. Two friends: One wants to keep the wallet s/he found, the other wants to return it.
Sharing/Reflecting Phase	Playmaking (Suggested 10 minutes)	**Buy & Sell**: in pairs, one "salesman" tries to sell imaginary object to a "customer." Then involve whole class by having everyone react to a catastrophe (sprinklers, fire, etc.) that strikes store.
	Reflecting/ Journal Prompt (Suggested 5 minutes)	**1. Discuss**: What did your character do when the sprinklers or fire struck? **2. Journal:** Write about how it felt to try to convince your partner to do what you wanted in an improvisation.

Connections/Extensions: Conflict and Resolution 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.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Arts Education Branch
DISCIPLINE: THEATRE

Lesson # FOUR **Session Title: TABLEAU** **Grade: 3**

Standard(s): 2.1 Participate in cooperative scriptwriting or improvisations that incorporate the 5 W's.
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, Open Court story of your choosing, or Nursery Rhymes

Opening Phase	*Gathering/ Warm-up* (Suggested 5 minutes)	**1. Mirrors:** In A/B pairs, students face each other. A leads and B copies A's movements exactly. Switch leaders. Can use music. Note: if the partner can't copy exactly, the leader is going too fast. **2. Teacher teach back**: Classroom teacher lead teacher task from previous week. **3. Journals:** Two or three different students share journals from previous week, using good presentation skills.
Exploring/Creating Phase	*Exploring* (Suggested 5 minutes)	**Imagination:** Working without speaking, first individually, then in pairs, then in small groups, make statues that represent various inanimate nouns: tree, chair, cave, house, river, mountain, boat, slide, swing, etc.
	Review/Preview/ Vocabulary (Suggested 5-10 minutes)	**Vocabulary**: **Tableau**: a still (frozen) picture, **Inanimate objects**: things that are not alive
	Improvising/ Inventing Story (Suggested 20 minutes)	**Picture building:** **1.** Teacher calls out words and the students, working individually and simultaneously, make a still shape that represents that word; e.g. the clown, the winner, sad, excited. **2.** In A/B pairs, one student makes the shape (e.g. the clown) and the partner enters the scene and freezes so that the pair, when taken together, makes a meaningful picture (e.g. Clown, Kid laughing). Switch and use new words. **3**. Half of the class shows the other half the last one, switch. **4**. Ask students to pick a pair and tell what works about it. 5. Create a list: What makes a good tableau? (You should have answers such as: facial expressions, frozen pictures, levels, gestures, etc.) .
Sharing/Reflecting Phase	*Playmaking* (Suggested 10 minutes)	**Choose an Open Court story or review several nursery rhymes:** In groups of 4-5, choose one major event from the story or nursery rhyme and make a tableau. Show to group. OR Various groups can be told to do a tableau from the beginning of the story, the next group from the middle, another group from the end of the story.
	Reflecting/ Journal Prompt (Suggested 5 minutes)	**1. Discuss**: What makes a good tableau? (e.g. facial expression, focus, levels, frozen action) **2. Journal**: Pick one of the group tableaux that you saw. Describe how you knew it was from the beginning, middle or end of the story.

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.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Arts Education Branch
DISCIPLINE: THEATRE

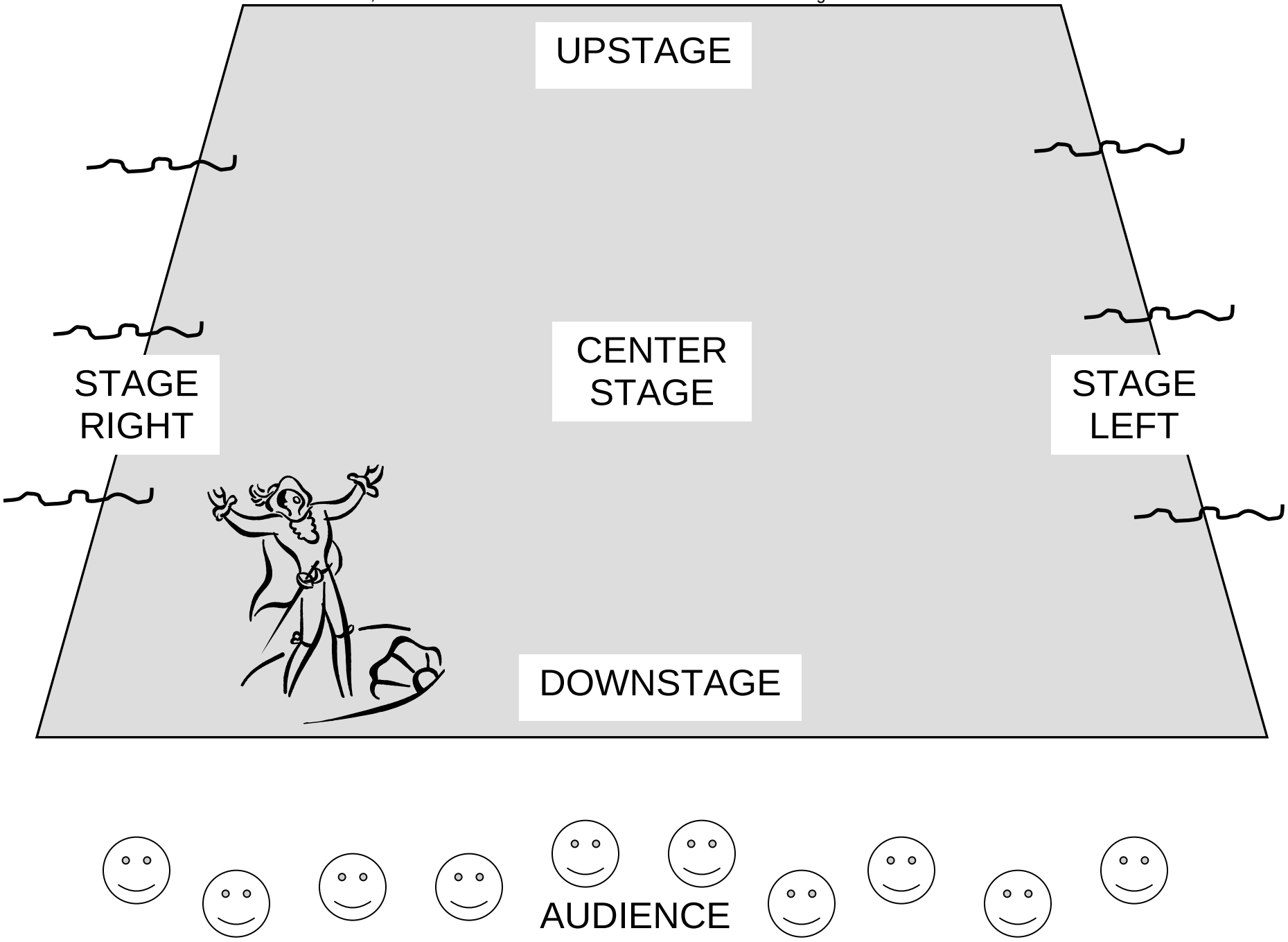
Lesson # FIVE **Session Title: SETTING** **Grade: 3**

Standard(s): 2.2 Create for classmates simple scripts that demonstrate knowledge of basic blocking and stage areas.
Student Objective: Create a setting and use stage positions. Learn what a director does.
Teacher Objective: Apply setting to improvisations.
Resource Materials: Nametags, Stage Position Chart, Music

Opening Phase	*Gathering/ Warm-up* (Suggested 5 minutes)	**1. Body: Follow the Leader**: warm-up to music. Leader starts by doing various movements to music, students follow. Can then choose various students to lead the movements. **2**. **Teacher Teach back**: Classroom teacher lead teacher task from previous week. **3. Journals:** Two or three different students share journals from previous week, using good presentation skills.
Exploring/Creating Phase	*Exploring* (Suggested 5 minutes)	**Imagination:** Choose a setting from either an Open Court story, science or history and pantomime various activities in that setting.
	Review/Preview/ Vocabulary (Suggested 5-10 minutes)	**Vocabulary**: **Setting:** where and when a story takes place. Discuss what makes up when (time of day, seasons, past, present, future, etc.) **Stage Positions:** present chart to students: The Nine Areas of the Stage (all from the POV of the actor). Back row: UP RIGHT, UP CENTER, UP LEFT, Middle Row: RIGHT CENTER, LEFT CENTER, Front Row: DOWN RIGHT, DOWN CENTER, DOWN LEFT **Blocking**: where the actors go onstage **Director:** the person in charge of a play; gives the actors their blocking
	Improvising/ Inventing Story (Suggested 10 minutes)	**1. Group Movement:** Split class in half. One half of the students go onto the stage. Leader gives directions: everyone in a pink shirt cross Down Left. Everyone with a sweatshirt cross Up Right. Everyone with glasses cross to Center, etc. **2.** Switch to the other half of students.
Sharing/Reflecting Phase	*Playmaking* (Suggested 20 minutes)	**1.** Choose a group of students (3-4). **2**. Choose a setting (e.g. haunted house). One person is the Director and gives the group directions: Enter from Up Right. Cross Down Left. Open a door; a mummy comes out. Cross to Center. Bats fly into your hair, etc. Switch to another group of students and another setting (e.g. a zoo: Cross Center Left to the Monkey Cage. Cross Down Center to the Snack Bar, etc.). Students must keep the scene going as they listen to the instructions. Keep switching students and settings until all the students have gone. Can also add students to the scene (e.g. snack bar attendant).
	Reflecting/ Journal Prompt (Suggested 5 minutes)	**1. Discuss**: How did the students show us their setting? **2. Journal**: Draw a map (ground plan) of the setting you were in, labeling the things you saw (e.g. monkey cage left center, snack bar down center).

Connections/Extensions: Settings in Open Court stories and in history

Teacher Task: At the start of the next lesson, teacher will lead students in the creation of a setting.



AEB:RL:12/21/05

Malcolm MacDonald

LOS ANGELES UNIFIED SCHOOL DISTRICT
Arts Education Branch
DISCIPLINE: THEATRE

Lesson # SIX **Session Title:** CHARACTER **Grade: 3**

Standard(s) 3.2 Identify universal themes in stories and plays from around the world.
Student Objective: Identify the Trickster characteristics of the Fox in *Fox and Crow.*
Teacher Objective: Understand how to help students create characters.
Resource Materials: Nametags, Story: *Fox and Crow*, Suggested: Pictures of foxes and crows

Opening Phase	*Gathering/ Warm-up* (Suggested 5 minutes)	**1. Imagination:** From a drama seed (ball), each student grows into a tree. Add various conditions: it's raining, the wind blows, etc. **2. Teach back**: Classroom teacher lead teacher task from previous week. **3. Journals:** 2-3 students share their journals from the previous week. Reinforce presentation skills.
Exploring/Creating Phase	*Exploring* (Suggested 5 minutes)	**Walkabouts** in various settings as characters from the story: crow finding cheese, fox looking for something to eat.
	Review/Preview/ Vocabulary (Suggested 10 minutes)	**Vocabulary**: **Character**: the people, animals or objects (if they talk) in a story **Fable**: A story, usually with animal characters, that has a moral **Moral**: a lesson **Flattery**: to praise excessively with motives of self-interest
	Improvising/ Inventing Story (Suggested 15 minutes)	**Playing of scenes from the story:** 1. Story-tell Aesop's *The Fox and the Crow***.** What is the moral of the story? 2. Playing of scenes from story Children choose a partner and pick A & B. Leader asks for show of hands to make sure each student knows its letter. A's line up on one side of room, B's on the other. All work at the same time. a. Crow (A) finds cheese, asks Oak Tree (B) if she can sit on his branch and eat the cheese. SWITCH parts. b. Fox (A) tricks Crow (B) into singing, and then she drops the cheese. SWITCH parts.
Sharing/Reflecting Phase	*Playmaking* (Suggested 10 minutes)	**Story Improvisation:** 1. Create criteria chart for what makes a good performance. 2. In groups of 3, pick parts: Fox, Crow, Tree; practice story. 3. Groups present story if students are ready.
	Reflecting/ Journal prompt (Suggested 5 minutes)	1. **Discuss:** Using the criteria chart, discuss what worked for each performance? 2. **Journal**: How did the Fox trick the Crow? Why was Crow tricked?

Connections/Extensions: Characters in literature.
Teacher Task: At the start of the next lesson, teacher will lead students in the improvisation of a 2-character scene from one of the stories you are reading.

THE FOX AND THE CROW
BY AESOP, RETOLD BY CAROL TANZMAN

A crow was flying through the forest when she saw a hunk of cheese left by some picnickers.

"Hmm," said the Crow. "I wonder where I can eat this cheese without anyone bothering me?" She looked around and noticed the mighty Oak Tree. "Let me see if the Oak Tree will let me eat lunch on his branches."

The Crow flew to him. "Good afternoon, Oak Tree. May I eat my lunch on your branches?" she asked.

"I don't know. There was a rainstorm last night, and I took a nice shower. My leaves and branches are very clean, " the Oak Tree said.

"Oh, I won't make a mess, I promise," Crow replied. "I'm a very neat eater. Please."

"Okay," said the Oak Tree, and the Crow began eating on one of his strong branches. Just then a Fox saw her.

"I wonder how I can get that cheese," he said to himself. Then he had an idea. He went and stood under the Tree. "Good afternoon, Crow. How beautiful you look today. Your feathers are so black and shiny."

"Oh, thank you, Fox. I do take good care of them," mumbled the Crow.

"And your eyes are so bright," Fox said.

"Oh, do you think so? Thank you," said Crow, keeping his mouth mostly closed.

"I bet if you could sing, your voice would be lovelier than any other bird in the forest."

"Oh, you know I can sing," replied Crow. She gave a loud "CAW!" but as soon as she opened her beak wide, the cheese fell to the ground. Fox snapped it up.

"You can sing, I see," remarked Fox, "but what you lack is brains."

MORAL: DON'T BE FOOLED BY FLATTERY.

AEB:RL:12/21/05

LOS ANGELES UNIFIED SCHOOL DISTRICT
Arts Education Branch
DISCIPLINE: THEATRE

Lesson # SEVEN **Session Title: PLOT** **Grade: 3**

Standard(s) 2.1 Participate in cooperative scriptwriting or improvisations that incorporate the 5 W's.
Student Objective: Improvise beginning, middle and end scenes from a classroom story.
Teacher Objective: Use pantomime and improvisation to help students learn plot.
Resource Materials: Nametags, Story: *The Three Javelinas* by Susan Lowell, Suggested: Pictures of javelinas, Music

Opening Phase	*Gathering/ Warm-up* (Suggested 5 minutes)	**1. Body**: **Mime with beginning, middle, end:** 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: book with a page tearing, shoelaces with one breaking. **2. Teacher teach back**: Classroom teacher lead teacher task from previous week. **3. Journals:** .2-3 students share their journals from the previous week. Reinforce presentation skills.
Exploring/Creating Phase	*Exploring* (Suggested 5 minutes)	**1. Imagination:** Build a house. Each person, on their own, mimes building a house out of anything they want. They can then pair share (tell a partner) what they built their house out of. **2. Voice:** Using the whole playing space, the entire class grows into javelinas (Southwest cousin of pigs), then coyotes. At first, they silently explore the setting and then add their voices.
	Review/Preview/ Vocabulary (Suggested 10 minutes)	**Vocabulary**: **Plot:** (Beginning: the set-up, setting and character, Middle: the conflict, End: the solution)
	Improvising/ Inventing Story (Suggested 15 minutes)	**Playing of scenes from the story:** **1.** Story-tell the first part of Susan Lowell's *The Three Javelinas.* **2.** In A/B pairs, the whole class plays out the first scene, (1st pig and coyote) and then they switch parts. Leader stresses that the first pig confronts a dust storm before building house. **3.** Leader reads middle of *The Three Javelinas*. In pairs, the whole class plays out the middle scene, and then they switch parts. Leader stresses the second pig is hot and thirsty, finds saguaros cactus, and first drinks from the cactus, then builds hut out of the sticks from the insides of the cactus before the coyote appears. **4.** Leader reads end of *The Three Javelinas*. In pairs, the whole class plays out end scene, and then they switch parts. Leader stresses that the third pig sees snake, eagle before finding the bricks, and the Coyote first tries to trick the 3rd Javelina by using an old man's voice, then a little kid's voice.
Sharing/Reflecting Phase	*Playmaking* (Suggested 10 minutes)	**1.** If class is ready, different pairs can do one of the scenes in front of the class OR the class can be separated into larger groups. Each group practices, and then presents, the whole story. Students can choose to be a Javelina, Coyote, Dust Storm, Saguaros Cactus, Snake, Hawk. **2.** Create criteria chart (or use one from the week before) for what makes a good performance.
	Reflecting/ Journal prompt (Suggested 5 minutes)	**1. Discuss:** What does this story remind you of? (*The Three Little Pigs*). Discuss the similarities and differences between the two stories. Teacher can Double Bubble answers on board. **2. Journal**: Write a brief story that has a clear beginning, middle and ending and contains a problem that gets solved.

Connections/Extensions: Universal stories

Teacher Task: At the beginning of next lesson, teacher will divide class into thirds and assign each group the task of creating a tableau of the beginning, middle, or end of a story or event studied recently.

THE THREE LITTLE JAVELINAS

by Susan Lowell

This is a southwestern adaptation of a familiar folk tale: a chile-flavored "The Three Little Pigs." The story takes place in the Sonoran Desert, where Native American, Mexican, and Anglo cultures blend together.

Javelina (pronounced ha-ve-LEE-na) comes from a Spanish name for the collared peccary, a relative of swine (but not a true pig). Javelinas are extremely bristly-very hairy on the chinny-chin-chin.

Once upon a time way out in the desert, there were three little javelinas. Javelinas (ha-ve-LEE-nas) are wild, hairy, southwestern cousins of pigs.

Their heads were hairy, their backs were hairy, and their bony legs--all the way down to their hard little hooves--were very hairy. But their snouts were soft and pink.

One day, the three little javelinas trotted away to seek their fortunes. In this hot, dry land, the sky was almost always blue. Steep purple mountains looked down on the desert, where the cactus forests grew.

Soon the little javelinas came to a spot where the path divided, and each one went a different way.

The first little javelina wandered lazily along. He didn't see a dust storm whirling across the desert--until it caught him.

The whirlwind blew away and left the first little javelina sitting in a heap of tumbleweeds. Brushing himself off, he said, "I'll build a house with them!" And in no time at all, he did.

Then along came a coyote. He ran through the desert so quickly and so quietly that he was almost invisible. In fact, this was only one of Coyote's many magical tricks. He laughed when he saw the tumbleweed house and smelled the javelina inside.

"Mmm! A tender juicy piggy!" he thought. Coyote was tired of eating mice and rabbits.

He called out sweetly, "Little pig, little pig, let me come in."

"Not by the hair of my chinny-chin-chin!" shouted the first javelina (who had a lot of hair on his chinny-chin-chin!)

"Then I'll huff, and I'll puff, and I'll blow your house in!" said Coyote.

And he huffed, and he puffed, and he blew the little tumbleweed house away.

But in all the hullabaloo, the first little javelina escaped--and went looking for his brother and sister.

Coyote, who was very sneaky, tiptoed along behind.

The second little javelina walked for miles among giant cactus plants called saguaros (sa-WA-ros). They had their ripe red fruit high in the sky. But they made almost no shade, and the little javelina grew hot.

Then he came upon a Native American woman who was gathering sticks from inside a dried-up cactus. She planned to use these long sticks, called saguaro ribs, to knock down the sweet cactus fruit.

The second little javelina said, "Please, may I have some sticks to build a house?"

"Ha'u," (Ha-ou) she said, which means "yes" in the language of the Desert People.

When he was finished building his house, he lay down in the shade. Then his brother arrived, panting from the heat, and the second little javelina moved over and made a place for him.

Pretty soon, Coyote found the saguaro rib house. He used his magic to make his voice sound just like another javelina's.

"Little pig, little pig, let me come in!" he called.

But the little javelinas were suspicious. The second one cried, "No, not by the hair of my chinny.chin-chin!"

"Bah!" thought Coyote. "I am not going to eat your *hair*."

Then Coyote smiled, showing all his sharp teeth: "I'll huff, and I'll puff, and I'll blow your house in!"

So he huffed, and he puffed, and all the saguaro ribs came tumbling down.

But the two little javelinas escaped into the desert.

Still not discouraged, Coyote followed. Sometimes his magic did fail, but then he usually came up with another trick.

The third little javelina trotted through beautiful Palo verde trees, with green trunks and yellow flowers. She saw a snake sliding by, smooth as oil. A hawk floated round and round above her. Then she came to a place where a man was making adobe bricks from mud and straw. The bricks lay on the ground, baking in the hot sun.

The third little javelina thought for a moment, and said, "May I please have a few adobes to build a house?"

"Si." answered the man in Spanish, his language.

So the third javelina built herself a solid little adobe house, cool in summer and warm in winter. When her brothers found her, she welcomed them in and locked the door behind them.

Coyote followed their trail.

"Little pig, little pig, let me come in!" he called.

The three little javelinas looked out the window. This time Coyote pretended to be very old and weak, with no teeth and a sore paw. But they were not fooled.

"No, not by the hair of my chinny.chin-chin," called back the third little javelina.

“Then I’ll huff, and I’ll puff, and I’ll blow your house in!” said Coyote. He grinned, thinking of the wild pig dinner to come.

“Just try it!” shouted the third little javelina.

So Coyote huffed and puffed, but the adobe bricks did not budge.

Again, Coyote tried, “I’LL HUFF…AND I’LL PUFF…AND I’LL BLOW YOUR HOUSE IN!"

The three little javelinas covered their hairy ears. But nothing happened. The javelinas peeked out the window.

The tip of Coyote’s raggedy tail whisked right past their noses. He was climbing upon the tin roof. Next, Coyote used his magic to make himself very skinny.

“The stove pipe!” gasped the third little javelina. Quickly she lighted a fire inside her wood stove.

“What a feast it will be!” Coyote said to himself. He squeezed into the stove pipe. “I think I’ll eat them with red hot chile sauce!”

Whoosh. S-s-sizzle!

Then the three little javelinas heard an amazing noise. It was not a bark. It was not a cackle. It was not a howl. It was not a scream. It was all of those sounds together.

“Yip, yap, yeep, YEE-OWW-OOOOOOOOOOOOOOOOOOO!”

Away ran a puff of smoke shaped like a coyote.
The three little javelinas lived happily ever after in the adobe house.

And if you ever hear Coyote’s voice way out in the desert at night…well, you know what he’s remembering!

LOS ANGELES UNIFIED SCHOOL DISTRICT
Arts Education Branch
DISCIPLINE: THEATRE

Lesson # EIGHT **Session Title:** The 5W's: **(Part 1 of 2)** **Grade 3**

Standard(s) 5.1: Use problem-solving and cooperative skills to dramatize a story, or a current event from another content area, with emphasis on the 5 W's.
Student Objective: Improvise a story using the 5W's.
Teacher Objective: Help students create a story using the 5W's.
Resource Materials: Nametags, Nature Myth: *Why the Evergreen Trees Keep Their Leaves in Winter,* Suggested: pictures of various trees

Opening/Phase	*Gathering/ Warm-up* (Suggested 5 minutes)	**1. Body**: **Enclosed Space:** One person "A" makes an "enclosed space" with two body parts, e.g. fingertip to fingertip to make a large circle with their arms. "B" then makes an enclosed space through "A's" enclosed space, e.g. they put one arm through A's circle, then they touch that arm to their nose. "A" steps out, and puts one arm through "B's" enclosed space, and then touches his knee. "B" steps out, puts his two legs around "A's" knee, etc **2. Teacher teach back**: Classroom teacher lead teacher task from previous week. **3. Journals:** 2-3 students share journals from the previous week. Reinforce presentation skills.
Exploring/Creating Phase	*Exploring* (Suggested 5 minutes	**Voice: Pair share**: tell your partner a real story about a tree, either something that happened to you, something you saw, or something you know about. A few people share their partner's story to the class.
	Review/Preview/ Vocabulary (Suggested 10 minutes)	**1. Vocabulary:** **Drama: Character**: a person or animal that speaks in a story, **objective:** what the character wants, **motivation:** why the character wants it **Science: broadleaf tree:** trees that lose their leaves in fall, **needleleaf:** trees that keep their leaves Show pictures of: Willow, Birch, Oak, Evergreen trees **Literature: Nature myth:** a story told to explain natural phenomena **2. DISCUSS:** How might earlier civilizations explain stars?
	Improvising/ Inventing Story (Suggested 25 minutes)	**Playing of scenes from story:** **1.** Story-tell or read *Why Evergreen Trees Keep Their Leaves in Winter*. **2.** List characters, in order of appearance, on the board. **3.** Alone or in pairs: grow into willow, birch, oak and evergreen trees (and have each tree say a line of dialogue), bird, Frost King, North Wind. **4.** Playing of scenes from story in A/B pairs. Review WHY each tree won't let the bird winter on its branches (motivation). Bird: "May I winter on your branch?" Birch tree: "We have our own birds to help." Oak tree: "Spring is too far, you might eat some of my acorns." Willow tree: "Willows never talk to strangers." Spruce Tree: "I can help; you can live on my branches." Frost King/Wind: "May I touch every tree?" "No, only the trees who were not kind to the bird."
Sharing/Reflecting Phase	*Playmaking* (Suggested 0 minutes)	**This will occur next week in Part 2.**
	Reflecting/ Journal prompt (Suggested 5 minutes)	**1. Discuss**: How did individual students create their characters? **2. Journal**: Do a sequence (flow) map of the plot of the story.

Connections/Extensions: Science/Myth
Teacher Task: Review sequence map.

WHY THE EVERGREEN TREES KEEP THEIR LEAVES IN WINTER

Florence Holbrook

A nature myth with a fine idea, good opportunity for characterization and some interesting action. Even the trees have a chance for characteristic movement.

Winter was coming, and the birds had flown far to the south, where the air was warm and they could find berries to eat. One little bird had broken its wing and could not fly with the others. It was alone in the cold world of frost and snow. The forest looked warm, and it made its way to the trees as well as it could, to ask for help.

First it came to a birch tree. "Beautiful birch tree, it said, "my wing is broken, and my friends have flown away. May I live among your branches till they come back to me?

"No, indeed," answered the birch tree, drawing her fair green leaves away. "We of the great forest have our own birds to help. I can do nothing for you."

The birch is not very strong," said the little bird to itself, "and it might be that she could not hold me easily. I will ask the oak. So the bird said, "Great oak tree, you are so strong, will you not let me live on your boughs till my friends cone back in the springtime?"

"In the springtime!" cried the oak. "That is a long way off. How do I know what you might do in all that time? Birds are always looking for something to eat, and you might even eat up some of my acorns."

It may be that the willow will be kind to me, thought the bird, and it said, "Gentle willow, my wing is broken, and I could not fly to the south with the other birds. May I live on your branches till the springtime?"

The willow did not look gentle then, for she drew herself up proudly and said, "Indeed, I do not know you, and we willows never talk to people whom we do not know. Very likely there are trees somewhere that will take in strange birds. Leave me at once."

The poor little bird did not know what to do. Its wing was not strong, but it began to fly away as well as it could. Before it had gone far, a voice was heard. "Little bird," it said, "where are you going?"

"Indeed, I do not know," answered the bird sadly. I am very cold."

"Come right here, then," said the friendly spruce tree, for it was her voice that had called. "You shall live on my warmest branch all winter if you choose."

"Will you really let me?" asked the little bird eagerly.

"Indeed, I will," answered the kind-hearted spruce tree. "If your friends have flown away, it is time for the trees to help you. Here is the branch where my leaves are thickest and softest."

"My branches are not very thick," said the pine tree, "but I am big and strong. I can keep the north wind from you and the spruce."

"I can help too," said a little juniper tree. "I can give you berries all winter long, and every bird knows that juniper berries are good."

So the spruce gave the lonely little bird a home, the pine kept the cold north wind away from it, and the juniper gave it berries to eat.

The other trees looked on and talked together wisely.

"I would not have strange birds on my boughs," said the birch.

"I shall not give my accords away for any one," said the oak.

"I never have anything to do with strangers," said the willow, and the three trees drew their leaves closely about them.

That night, the Frost King called the North Wind.

"North Wind! I want you to go down into the forest tonight."

"May I touch every leaf in the forest?" asked the wind in its frolic.

"No," said the Frost King. "Do not go near the trees that have been kind to the little bird with the broken wing."

In the morning, all the leaves of the birch, oak and willow lay on the ground, for the cold north wind had indeed come in the night, and every leaf that it touched fell from the tree. However, it did not go near the spruce, pine and the juniper, and that is why their leaves are always green.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Arts Education Branch
DISCIPLINE: THEATRE

Lesson # NINE **Session Title:** PLAYMAKING (**Part 2 of 2**) **Grade 3**

Standard(s)) 5.1: Use problem-solving and cooperative skills to dramatize a story, or a current event from another content area with emphasis on the 5 W's.
Student Objective: Dramatize a story with an awareness of who, what, where, when, why.
Teacher Objective: Guide students' dramatizations of a story using improvisation and pantomime to establish the 5 W's.
Resource Materials: Nametags, Story: *Why the Evergreen Trees Keep Their Leaves*

Opening Phase	*Gathering/ Warm-up* (Suggested 5 minutes)	**1. Voice**: Tongue twister: The Lips, the teeth, the tip of the tongue **2. Journals:** Students share flow (sequence) map assignment from last week's journal. Reinforce presentation skills.
Exploring/Creating Phase	*Exploring* (Suggested 5 minutes)	**Walkabouts** in various settings as characters from the story
	Review/Preview/ Vocabulary (Suggested 5-10 minutes)	**Vocabulary Review:** characters, setting, plot
	Improvising/ Inventing Story (Suggested 0 minutes)	**This was done in Part 1.**
Sharing/Reflecting Phase	*Playmaking* (Suggested 25 minutes)	**Playing of entire story for the class:** **1.** In groups of 7-9, the students pick parts. **2.** Each group practices the whole story at the same time. **3.** Create a criteria chart for successful performing(e.g. speak loud enough, face audience) or use one created previously. **4.** 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. **2. Journal**: Create a double bubble map comparing needle leaf and broadleaf trees. Using the map, write two paragraphs comparing and contrasting the two trees. OR Create your own nature myth.

Connections/Extensions: Science, nature myths
Teacher Task: Choose a nature myth and have the students work on a scene from that story.

AEB:RL:12/21/05