LOS ANGELES UNIFIED SCHOOL DISTRICT
Arts Education Branch
DISCIPLINE: THEATRE

Lesson # ONE **Session Title: INTRODUCTION** **Grade: 4**

Standard(s): 2.1: Demonstrate the emotional traits of a character through gesture and action
Student Objective: Express selves theatrically using body, voice and imagination. Learn theatre vocabulary and practice pantomime.
Teacher Objective: Establish rules for theatre class. Introduce the elements of theatre. Introduce and practice pantomime.
Resource Materials: Name tags

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 Gesture:** Players stand in a circle. Each player says his or her name and creates a gesture which everyone in the circle then copies. Move to the next person until everyone has had a turn.
Exploring/Creating Phase	*Exploring* (Suggested 5 minutes)	**Body/Imagination: Walkabouts:** Players spread out in space provided. There are two rules: no sounds, no touching. When the leader says, "Go," players move; when the leader says, "Freeze" players freeze. Leader gives pantomime/action suggestions that players follow. **Stop players at various times and ask: what do you see, hear, feel, etc.** -walking on hot rocks, walking on the moon, playing basketball OR pantomime activities tied to curricular themes (e.g. panning for gold)
	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 **2. Vocabulary: 3 tools of the actor**: Body, voice, imagination, **Neutral:** a "ready" position **Gesture**: a movement a person does that means something, **Pantomime (or mime)** – pretending something is there when it's not
	Improvising/ Inventing Story (Suggested 20 minutes)	**Pantomime Game: "My Friend Henry"** or **Magic Box**: Leader shows players Magic Box or "My friend Henry", who can turn into a **noun** (a thing - not a person or a place) or a "Magic Box." Players sit in a circle and each person either turns Henry into something by pantomiming a way to use him or taking an object out of the Magic Box. **Focus is on details and steps, giving realistic weight and size to the object,** as well as: where do you get the object from, what do you do with it, where do you put it down? More advanced students can create a problem with their object. 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. Students may play the game in pairs or small groups to increase the opportunities for invention.
Sharing/Reflecting Phase	*Playmaking* (Suggested 10 minutes)	Choose a setting from a classroom story, and students pantomime people and the objects that would be found in that setting, using both gestures and pantomime.
	Reflecting/Journal Prompt (Suggested 5 minutes)	**1. Discuss**: What did people do to make their objects look real? **2. Journal:** How did you use the three tools of the actor in today's lesson?

Connections/Extensions: Setting 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:** 4

Standard(s): 5.3: Exhibit team identity and commitment to purpose when participating in theatrical experiences.
Student Objective: Work as a group to create a machine.
Teacher Objective: Foster cooperation and creativity when working in a group.
Resource Materials: Nametags, Shel Silverstein's poem, *The Homework Machine.*

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 child leading in 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 5-10 minutes)	**Who Started the Movement?** Players stand in a circle. One player, "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 the leader is. When the guesser discovers the leader, two other players are chosen.
	Review/Preview/ Vocabulary (Suggested 5-10 minutes)	**Vocabulary**: **Machine**: Man-made tool used to make something, **Cooperation**: Working together
	Improvising/ Inventing Story (Suggested 15 minutes)	**1. Machine Game**: Leader demos with volunteers (up to 4). One player initiates a rhythmic sound and movement, others add one at a time with their own sound and movement while keeping the rhythm established by the first, so that a machine is created with one part "working" directly with another. Conditions may be placed on the completed machine, e.g., speed up or slow down. Encourage students to form different levels. **2. Read** *The Homework Machine***.**
Sharing/Reflecting Phase	*Playmaking* (Suggested 10 minutes)	**Machine making:** Get into groups of 5-6. Decide on a specific type of homework machine (e.g. math machine, spelling machine) and each group makes a different machine using sound and words. OR Groups invent their own machine which does a specific thing. Demonstrate.
	Reflecting/ Journal prompt (Suggested 5 minutes)	**1. Discuss:** How did you use the 3 tools of the actor to make a machine? **2. Journal**: Pick one of the groups and write about why that particular machine worked.

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

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Lesson # THREE **Session Title: IMPROVISATION** **Grade: 4**

Standard(s): 1.1 Use the vocabulary of theatre such as plot, conflict, climax, objectives, motivation and stock characters to describe theatrical experiences.
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. Imagination: Paired Pantomime Game w/ activities**: Players 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: e.g.: activities with a ball: playing catch, tennis, ping-pong (note difference in the way the body moves with the different sized racquets etc), tug of war, folding sheets. With each activity, tell the group who has the ball to begin with (A or B) or who is pulling the rope or sheet first, so that they can get started easily. **2. Teacher Teach back**: Classroom teacher lead teacher task from previous week. **3. Journals:** Two or three different students share journals from the previous week.
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.** Set up a two-character A/B improvisation with clear objectives for each character. Example: two siblings want to watch different TV shows. 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, **Motivation**: why the character wants it. **Rules of Improvisation**: 1. Listen to the other player 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 Player A says, "I'll tell mom", Player B cannot say, "We don't have a mom.")
	Improvising/ Inventing Story (Suggested 20 minutes)	**1. 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 players 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. **2. Conflicts**: Use conflicts from your curriculum or use realistic conflicts such as: 1. Siblings: one found a wallet and wants to keep it; the other doesn't, 2. Parent and child: Can child keep the animal they found on the street?
Sharing/Reflecting Phase	*Playmaking* (Suggested 10 minutes)	**Library**: In pairs, one "patron" comes into the library to get assistance from the "librarian." Then involve whole class by having everyone react to a catastrophe (earthquake) that strikes the library.
	Reflecting/Journal Prompt (Suggested 5 minutes)	**1. Discuss**: Using details, what happened to the library and the people during and after the earthquake? **2. Journal**: Choose one of the improvs and write 4 lines of dialogue that you and your partner said.

Connections/Extensions: Conflicts in literature and history
Teacher Task: For the 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 **Lesson Title: TABLEAU** **Grade: 4**

Standard(s): 5.2 Use improvisation and dramatization to explore concepts in other content areas.
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, Fairy Tales (list)

Opening Phase	*Gathering/ Warm-up* (Suggested 5 minutes)	**1. Body: Movement/Shape/Freeze/Exchange**: Working with a partner, all of the A's make a frozen shape to a count of 8. B's then copy the frozen shape to a count of 4. Switch. **2. Voice: Mechanical sounds:** Working as a group, students makes sounds such as clanging, clicking, zapping, humming, etc. **3. Teacher teach back**: Classroom teacher lead teacher task from previous week. **4. Journals:** Two or three new 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, **Focus:** put your attention on something
	Improvising/ Inventing Story (Suggested 20 minutes)	**1. Freeze-frame Statues in Pairs** 1. Ask students to form pairs (Back-to-Back). On the leader's direction, the pairs will turn and get into a photo of complementary actions. No talking, no planning it out. Students must use observation to see what their partner does and then go into the opposite action. Examples: a. Two astronauts on a spacewalk: one is losing air, the other tries to help, b. A doctor gives shot to a patient c. A dog tries to bite a person OR choose examples of opposing actions from your curriculum. 2. Half of the class shows the other half the last one, switch. 3. Ask students to pick a pair and tell what works about it. 4. Create a list: What makes a good tableau? (You should have answers such as: facial expressions, frozen pictures, levels, gestures, etc.) **2. Group objects:** in groups of 5, make a still picture (tableau) of a boat, spaceship, garbage truck.
Sharing/Reflecting Phase	*Playmaking* (Suggested 10 minutes)	**Fairy tale:** In groups of 5 or 6, choose a fairy tale and create 3 tableaux of that fairy tale: one should show the beginning, one the middle, one the end. Show to group. OR choose stories from Open Court and create beginning, middle, and end tableaux.
	Reflecting/Journal prompt (Suggested 5 minutes)	**1. Discuss**: What makes a good tableau? (e.g. facial expression, focus, levels, frozen action) **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 the 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** **Grade 4**

Standard(s): Use improvisation and dramatization to explore concepts in other content areas.
Student Objective: Use improvisation within a specific setting to create a story.
Teacher Objective: Help students to create stories in a specific setting.
Resource Materials: Name tags, tablecloth, glasses, candles, 2 place settings

Opening Phase	*Gathering/ Warm-up* (Suggested 10 minutes)	**1. Imagination**: **Room filled with...** Players move through a "room" filled from wall to wall and floor to ceiling with imaginary objects. Nonverbal activity with no touching. Chose a few of the following suggestions: balloons, honey, giant marshmallows (look for a ping pong ball among the marshmallows), soap suds, chocolate, flowers, saw dust, etc. Remind students that the objects are above, below, behind **2. Teacher Teach back**: Classroom teacher lead teacher task from previous week. **3. Journals:** Two or three new students share journals from previous week, using good presentation skills.
Exploring/Creating Phase	*Exploring* (Suggested 5 minutes)	**Sounds of setting: 1.** Students sit in a circle. Close eyes and listen to the sounds in the room. Discuss what they hear and how some sounds are continuous and some intermittent. **2**. Sound collage: Choose a setting (i.e. the jungle or the beach). Each student picks one sound to begin with and then, at the leader's signal, recreates their sound either intermittently, continuously, or rhythmically, depending on what sound they have chosen. As conductor, leader can cue sounds for louder, softer, faster, slower, individual, small or large group. **3.** Close eyes. What might you see, smell, taste, touch in each of the above settings?
	Review/Preview/ Vocabulary (Suggested 5 minutes)	**Vocabulary: Setting**: where and when a story takes place**, Set:** scenery, backdrops, and props used to create an environment for a performance, **scene:** a part of a story with its own beginning, middle and end
	Improvising/ Inventing Story (Suggested 10 minutes)	**Setting Development:** In groups of 4-6, pick a setting that has tables (e.g. library, pizzeria, park picnic area). Starting from tableau, bring it to life, first in pantomime and then with dialogue. Classs guesses the setting.

Sharing/Reflecting Phase	*Playmaking* (Suggested 15 minutes)	**Setting Tableau: 1.** View the table set nicely with the tablecloth, candles, plates, etc. Discuss what the setting might be. Who might the characters be who would use that setting? **2.** Teacher asks class to close eyes. Teacher then changes the setting, (e.g. knocking over the glasses, moving the napkins to the chair, messing up the tablecloth,). Class opens eyes and tells what might have happened. What might the conflict have been that caused the set to change? **3.** In pairs, the students plan 2 tableaux with their own characters and conflict that will show the audience a change in scene. **4.** Show the class their 2 tableaux using the actual "set" and then ask the class to try to imagine what might have happened.
	Reflecting/Journal Prompt (Suggested 5 minutes)	**1.Reflection:** See no. 4 above **2.Journal:** Use the characters, setting and conflict that you just created with the table setting and write the story of what happened.

Connections/Extensions: Settings in literature and history
Teacher Task: Have the students pantomime various settings from the stories you are reading.

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Lesson # SIX **Session Title: CHARACTER (Part 1 of a 2 part class)** **Grade 4**

Standard(s): 1.2 Identify a character's objectives and motivations to explain that character's behavior.
Student Objective: Create various characters in a story.
Teacher Objective: Help students create characters from a story.
Resource Materials: Nametags, Story: *Stone in the Road*

Opening Phase	*Gathering/ Warm-up* (Suggested 5 minutes)	**1. Imagination**: In pairs, pantomime throwing a ball that changes in weight and size, e.g. tennis ball, volleyball, bowling bowl, tiny bouncy ball, large medicine ball **2.** Individually, pantomime finding a huge stone. Try 3 different ways to move it. **3. Teacher teach back**: Classroom teacher leads teacher task from previous week. **4. Journals:** 2-3 students share journals from the previous week. Reinforce presentation skills.
Exploring/Creating Phhase	*Exploring* (Suggested 5 minutes)	1. **Body**: **Isolations**: Move only one body part at a time: roll **neck/head**, then move the head forward and back, side to side. Then go to **shoulders**: roll around, one shoulder after another, **rib cage**: forward and back, side to side, **hips**: right-center-left-center, round in circles, then **legs:** 8 X to ball of foot, 8 X lift for right foot, then left foot. **2. Choose** one isolation and extend/exaggerate, e.g..: lift one shoulder -- then walk around the space with that isolation leading, feel what it feels like, what kind of character it might be, what kind of voice it might have. Walk up to someone and have a conversation. Leader then asks what kinds of characters the players felt like. Try it with chin jutting out, and/or hips swinging. **3. Walkabou**t: as characters from the story, each one leading from a different body part: e.g. Duke leads from nose, Farmer leads from stomach, egg-carrying Ladies lead from hips
	Review/Preview/ Vocabulary (Suggested 10 minutes)	**Vocabulary: Character**: a person or animal that speaks in a story, **Review**: **objective, motivation, and dialogue** from the improvisation class.

	Improvising/ Inventing Story (Suggested 25 minutes)	**Playing of scenes from story:** **1. Story-tell, read, or review** *Stone in the Road*. List characters, in order of appearance, on the board. Discuss the Duke's motivation for putting the stone in the road. **2. Playing of scenes in A/B pairs.** Review how each character crosses past the stone instead of moving it. Scenes: a. Duke and Page getting the idea to test the villagers b. 2 Farmers taking sheep to market, come across stone, decide to go around c. 2 Ladies carrying eggs to market, decide to step over the stone d. 2 Kids with pennies who want to buy candy at market, race around stone d. Boy with sick mom who moves rock/Duke who pops out of bushes and gives him gold for his "independent thinking"
Sharing Reflect	*Playmaking*	**To be done as Part 2 next week.**
	Reflecting/Journal Prompt (Suggested 5 minutes)	**1. Discussion**: How did you create different characters? How did it feel? **2. Journal:** Create a flow map of the sequence of events and characters in the story.

Connections/Extensions: (see next week)
Teacher Task: Review flow map with students.

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Lesson # SEVEN **Session Title: CHARACTER (Part 2 of a 2 part class)** **Grade 4**

Standard(s): 4.1 Develop and apply appropriate criteria or rubrics for critiquing performances as to characterization, diction, pacing, gesture, and movement.
Student Objective: Create various characters and dramatize a story.
Teacher Objective: Help students create characters and dramatize a story.
Resource Materials: Name tags, Story: *Stone in the Road*

Opening Phase	*Gathering/ Warm-up* (Suggested 5 minutes)	**1. Voice**: Tongue Twister: The lips, the teeth, the tip of the tongue. **2.** Students share flow (sequence) map from their journals.
Exploring/Creating Phase	*Exploring* (Suggested 5 minutes)	**1. Walkabouts** as characters from the story
	Review/Preview/ Vocabulary (Suggested 5-10 minutes)	**1. Vocabulary: critique** **2. Review** characters, setting, and some key dialogue
	Improvising/ Inventing Story (Suggested 0 minutes)	**This was done in Part 1**

Sharing/Reflecting Phase	*Playmaking* (Suggested 25 minutes)	**Story Improvisation:** **1. Rehearse:** Split class into groups. Students pick parts, line up in order of their character's entrance and practice playing out the story. **2**. **Create criteria chart** of what makes a good performance. **3. Perform:** Each group plays out story for the other groups.
	Reflecting/ Journal Prompt (Suggested 5 minutes)	**1. Reflection:** Using the criteria chart, discuss what each group did well (critique). **2. Journal**: Create a character biography for the character you played in the story.

Connections/Extensions: Stories where a character tests another
Teacher Task: Chose a two-person scene with a clear conflict from an Open Court story and have students improvise it.

THE STONE IN THE ROAD

An Old Tale

There was once a very rich Duke who took pride in his estate and excellent care of his people. Indeed, no one could be found with a kinder heart or greater willingness to improve the lot of others. He not only shared his wealth but personally aided all those who came to him with their troubles. Whether it was a new barn, money for a cow, or sickness in a family, the Duke could be counted on for assistance. As the years went by, however, it became apparent that so much help had not strengthened the people. More and more, they depended on their benefactor rather than solving their problems themselves. Nor would they help a neighbor in distress. They simply referred the matter to the Duke, or – worse yet – blamed him for anything that went amiss anywhere in the country.

This troubled the Duke. He began to wonder whether there was anyone in the whole countryside who would make an effort to help himself, let alone another. He also wondered if anyone used independent thinking,. Very early one morning, he spoke to his Page and told him the problem. The Page came up with an idea,. "Why don't we find a large stone and put it in the middle of the highway? Then we can hide and see if anyone moves it." "Excellent idea," said the Duke. "To make it even better, I will hide a bag of gold under the stone. Whoever moves the stone, can keep the bag of gold.

They headed for the main road and found a large stone. Together, they pushed and tugged and worked at it. Finally, with all the strength they could muster, they succeeded in moving the great rock into the middle of the highway. Next, the Duke pulled a small bag from his pocket and carefully tucked it out of sight under the stone. Then he asked the Page to come with him to a spot behind some bushes where they had a good view of the road without being seen. Scarcely had they settled themselves when the first of a long procession approached. It was a Farmer and his Son driving sheep to market. Seeing the great stone, they stopped and complained bitterly of the inconvenience it caused, and wondered why the Duke would let the stone stay there. Though he and his son had great difficulty finding a place wide enough for their sheep to pass by, it never occurred to either of them to remove the obstacle. Finally, each of the farmers took half the sheep and went around the rock.

Next came two Ladies carrying baskets of eggs on their heads. They were also on their way to market and they, too wondered why the Duke allowed the stone to stay there. They even sat down on the stone to rest of a bit, and talked over what they might buy with the money they hoped to make from the sale of their eggs and flowers. "Someone should really tell the Duke how inconvenient this is," one of the ladies said. "Not me," said the other. "Me either." Presently, they step over the rock and go on their way. All day, one after another passed down the road: two kids on their way to buy penny candy at the market a scholar, a musician, a fine gentleman and his lady, and others. But none offered to move the stone. If they noticed it at all, they only complained that the Duke should take better care of the highway.

The old man's heart was heavy as evening approached. Was there no one who would trouble to move it? Finally, as he and the Page were about to go home, they saw a young lad coming around the bend, whistling merrily, with a sack of flour slung over his shoulder. No sooner had he reached the spot than he stopped and put down his burden. "What is that stone doing in the middle of the road?" he said to himself. "Why, someone might fall over it."

With that, he pushed and pulled and tugged, and finally succeeded in moving it to one side. "There," he said, "now people can get past it." As he turned to pick up his sack of flour, he noticed the small bag the Duke had placed on the ground under the stone. "What can this be?" he said aloud. And finding it filled with gold pieces, added, "I must find the owner."

Overjoyed that someone had taken the trouble to move the stone, the Duke and Page came out of their hiding place and stood before him. "Read what it says," he commanded.

The miller's boy read the words that were tied to it: "This gold is for him who moves the stone." "It is for you," said the Duke. "At last I have found one person who took the trouble to help his neighbors." "It was nothing," replied the boy. "But thank you, sir. Thank you. Now I can buy medicine for my sick mother."

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With that, he ran home swiftly to tell his mother all about his adventure.

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Lesson # EIGHT **Session Title: PLOT** **Grade 4**

Standard(s) 2.2 Retell or improvise stories from classroom literature in a variety of tones.
Student Objective: Recreate a folk tale with beginning, middle and end.
Teacher Objective: Help students recreate a folk tale with all the plot elements, including original endings.
Resource Materials: Name tags, Story: *Theft of a Smell* (A Peruvian folktale), Suggested: Pictures of Lima, Peru, Coins

Opening Phase	*Gathering/ Warm-up* (Suggested 5 minutes)	**1. Imagination**: **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: yo-yo with a string which breaks, balloon which won't inflate. **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)	**Walkabouts** as characters from the story: Industrious baker who bakes bread, lazy neighbor who smells bread, wise judge considering a difficult problem
	Review/Preview/ Vocabulary (Suggested 10 minutes)	**Vocabulary: Plot**: beginning, middle and end of a story. **Beginning**: set-up: find out setting and some of the main characters, **Middle:** conflict(s) **End:** Climax and Resolution
	Improvising/ Inventing Story (Suggested 10 minutes)	**Playing of scenes from story** **1. Story-tell or read** *The Theft of a Smell. STOP* before the baker and neighbor get to the court. **2. Playing** of opening scenes from story in A/B pairs a. Baker demands neighbor pay a fee for smelling the bread. SWITCH parts b. Baker tells Judge the problem. SWITCH parts c. Neighbor spreads news of Baker's request
Sharing/Reflecting Phase	*Playmaking* (Suggested 15 minutes)	1. Ask: What might the wise judge decide? Each student thinks of an idea. then in groups of 4, they share their idea. **2. In groups of four:** **a.** Each student shares his/her idea. **b.** Group chooses best idea. **c.** Group picks parts (can add a bailiff who brings in the baker and neighbor). **d.** Each group practices the climax/resolution of the story (the scene in the court with the ending they invented). **e.** Review criteria chart from previous week. **f**. Groups perform the climax/resolution. **g**. Teacher reads END of story as the author wrote it.

	Reflecting/ Journal Prompt (Suggested 5 minutes)	**1**. **Discuss**: What worked in each group? **2. Journal:** Do you think the judge in the story was wise? Why or why not?

Connections/Extensions: Stories from other cultures
Teacher Task: Choose a story and have students improvise one of the major scenes of the story (either conflict or climax/resolution).

THE THEFT OF A SMELL

A Peruvian Tale

Once upon a time, there lived a stingy baker in the city of Lima, Peru. Early each morning he mixed flour, milk, eggs, and raisins and baked his bread, rolls, and cookies. Then he placed the delicious goods in the open window of his shop and sold them to his customers.

The baker was so stingy that he never gave so much as a crumb of his baked goods away, even if it was a stale crumb and the birds were hungry.

The baker's neighbor, however, was a much different kind of man. He enjoyed a leisurely life and never cared about money or a steady job. In fact, one of his greatest pleasures was to smell the wonderful aromas of the baked goods in the baker's open window. The cool breeze carried the luscious smells to him like a gift each morning. He especially liked the odor of fresh-baked cinnamon rolls.

The selfish baker knew that his neighbor was benefiting from his hard work and he felt that the lazy fellow shouldn't be allowed to have such enjoyment for free. Thus the baker went to his neighbor and said, "You may no longer steal the smell of my baked goods from me. You must pay me ten gold pieces each month for such a privilege. If not, I'll take you to court."

The neighbor laughed and said that it was a good joke! Then he told all the other neighbors about the baker's special smelling fee, and soon the baker was the laughingstock of the city. This made him angry enough to speak to a judge.

The judge had a good sense of humor, and after hearing the complaint, ordered both the baker and the neighbor to appear before him the following day. He also ordered the neighbor to bring ten pieces of gold. The baker was quite pleased to hear this and could already feel the weight of the gold in his pocket.

The next day the courtroom was packed with curious citizens. The judge entered and asked the baker and his neighbor to approach the bench and tell their stories. The baker spoke at length about the beautiful aromas produced by his delicious pastries and how his neighbor had enjoyed them each morning for several years without ever paying so much as a penny for them.

The judge listened patiently to all that the baker had to say and then asked the neighbor if he had in fact enjoyed the smells without paying for them. The neighbor replied, "Yes, your honor, it is true."

The judge again spoke to the neighbor, "Take the ten gold pieces from your pocket and shake them in your hand so that we can hear them clink together."

The man was surprised at such a strange request but did as he was told.

"Did you hear the clinking of your neighbor's gold coins?" the judge asked the baker.

"Yes, your honor," said the baker.

"And does the sound of gold coins clinking together please your ears?"

"Yes," replied the baker.

"This, then, is my decision," said the judge. "The neighbor has enjoyed the smell of baked goods. In return, the baker has enjoyed the sound of gold coins. Case dismissed!"