

Grade 1 Theatre Lesson #1

Communication Facial Expression

Lesson-at-a-Glance

Warm Up

In pairs, students think of two expressions (happy, sad, etc.) and discuss when they felt that way. Share what happens in the face when emotions are expressed.

Modeling

As a group, use the "Expression Chart" and discuss what each picture is feeling. Identify what is expressed on the face that makes the emotion. Do warm up exercises for the face (eyes and mouth).

Guided Practice

In pairs, students will practice making facial expression. Partner A makes the facial expression, Partner B observes and shares with partner what is happening on the face. Special attention is made to the eyes and mouth.

Debrief

Use the rubric to assess if students can use their face (eyes and mouth) to convey emotion and expression. Share as a group how an actor uses the face to communicate feelings.

Extension

Read a favorite book and identify the feelings a character or characters are expressing. Look at pictures in books and magazines and identify and describe how the person is feeling. Identify words within text that describe a character's feelings. Discuss what happened to cause the character to feel that way.

Materials

Expression Rubric
CD Player and Music (option)
Expressions Chart

Assessment

Discussion, Demonstration, Q&A, Rubric

ELA Standards Addressed

Reading Comprehension: 2.2 Respond to who, what where, and how questions, 2.6 Relate prior knowledge to textual information

Speaking Applications: 2.4 Provide descriptions with careful attention to detail.

THEATRE – GRADE 1 Communication

Facial Expression Lesson 1

Done in conjunction with lessons 2 and 3. Refer to Kindergarten Lesson #7, "Mirroring".

CONTENT STANDARDS

1.2 Observe and describe the traits of a character.

TOPICAL QUESTIONS

- How do I use my face to express emotion and feeling?

OBJECTIVES & STUDENT OUTCOMES

- Students will identify, imitate, mirror and create feeling and expression by using the face as an expressive tool.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Pathway Criteria and Rubric (included)
 - Student response to inquiry
 - Student Worksheet
- **Feedback for Student**
 - Teacher feedback
 - Student Pathway Worksheet
 - Pathway Criteria and Rubric

WORDS TO KNOW

- **character:** personality or part an actor recreates
- **actor:** person, male or female, who performs a role in a play or an entertainment
- **expression:** communication of thoughts or feelings through the look on the face or body (posture and gesture)

MATERIALS

- Emotions Chart, "How Do You Feel?" on either overhead or poster.
- Picture book(s) and Grade Level Appropriate Texts
- CD player (optional)
- CD (optional): "Show Me What You Feel"

RESOURCES

- Equipment and books available on site
- Emoticons Chart included.
- *Music and Movement in the Classroom Grades 1&2*, by Steven Traugh; "Show Me What You Feel"

WARM UP (Engage students, access prior learning, review, hook or activity to focus the student for learning)

- In pairs, ask students to come up with two *expressions* (emotions, e.g., mad or angry, happy, embarrassed, sad, scared, silly).
- Have the students identify a time when they felt one of these emotions.

- Ask the students:
 - "What were you doing?"
 - "How did your voice sound, how did your body move?"
 - "What happened to make you feel that way?"
- Show the emoticons chart to students (either on the overhead or draw on the board) and discuss the expressions and feelings shown in the pictures. Have students use their observations skills to identify and describe what the eyes, nose and mouth are doing to express that feeling.

MODELING (*Presentation of new material, demonstration of the process, direct instruction*)

- Show students the Expressions Chart showing facial expressions (on overhead or draw on board).
- As you move from picture to picture, ask the students:
 - "How is the feeling expressed on this faces?"
 - "What about the eyes and the mouth on the face gives you clues to the feeling being expressed?"
- Discuss with students that moving parts of the face (eyes, eyebrows, nose, lips, tongue) is how an actor creates a character (real or imaginary) with feelings and emotions (expressions).
- Have students sit on their hands so that they focus solely on facial expression. (Students may not use any postures or gestures).
- Lead students through silent face warm-ups: e.g., yawn, open and shut mouth, move mouth from side to side, make fish lips, wiggle nose, raise and lower eyebrows, and experiment with various tongue and lip movements.
- As you move the parts of your face, ask the students "how am I feeling when I make this face"?
- Have students imitate and then mirror your facial movement. (You might also have them repeat verbally how they are feeling).

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

- Tell students that they will get a chance to create an expression using their face.
- Arrange students in pairs and identify one as partner A and the other as partner B.
- From a list of prompts select an emotion and give to partner A e.g., *happy*.
- Partner B observes partner A's face closely noting the eyes, nose, mouth, tongue, and how they are being moved.
- Ask partner B "What did your partner do to show *happy* on their face"? Partner B describes to partner what was seen (eyes crinkly, corners of mouth turned up, etc.).
- Switch roles. Repeat several times with different expressions.
- **As a review or warm-up activity for lesson #2:** Play "Show Me What You Feel" and ask students to use their faces to show the feelings in the song.

Options:

- Play several musical selections and have students attach a mood or feeling with the music.
- Choose a favorite picture book and ask students to identify the feelings depicted in the pictures.
- Extend these feelings to animals, inanimate objects, etc.

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, come up with solutions, discuss learning that took place and review*)

- Use the Facial Expressions Rubric and evaluate student's ability to create five expressions.
- Ask the students:
 - "What is expression and what parts of the face convey emotion?"
 - "How does an actor use the face to show emotion to an audience?"

- "Is it possible to communicate with facial expressions only?"
- "What would it be like to communicate without facial expression?"
- For next lesson: "When you made your face happy, sad, angry, etc. how did your body feel? How would that further communicate emotion to the audience?" (The goal here is to get students to make connections between face and body for the next lesson).

EXTENSION (*Climate of expectation is created by the teacher that encourages students to do further research, look for connections and apply understanding and skills previously learned to personal experiences*)

- Read a favorite book and identify the feelings a character or characters are expressing.
 - Look at pictures and identify and describe with words.
 - Identify words within text that describe a character's feelings.
 - Discuss what happened to cause the character to feel that way.
 - Create facial expression to portray that character.
- Show a video clip of actors expressing emotions. Identify and describe what the actor is doing with the face. Try to mirror those facial expressions.
- Identify different kinds of expressions you see on your mom, dad, or siblings. "Can you guess what they feeling at the time?"

Expression Chart

"How Do You Feel?"



Scared



Confused



Surprised



Sad



Excited



Disgusted



Proud



Angry



Sick



Happy



Very Happy



Hungry



Lost



Shy



Sleepy



Nervous



Unhappy



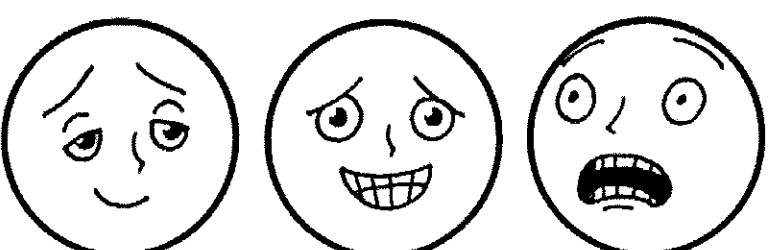
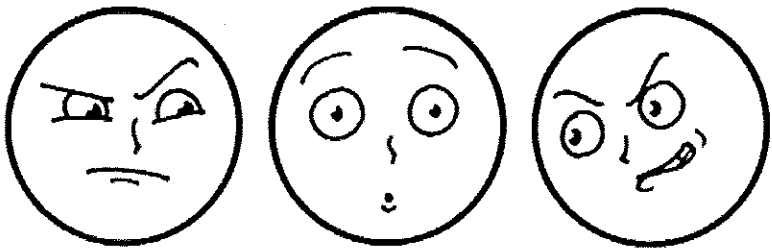
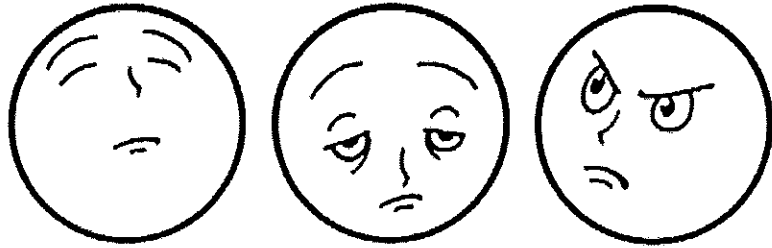
Very Sad



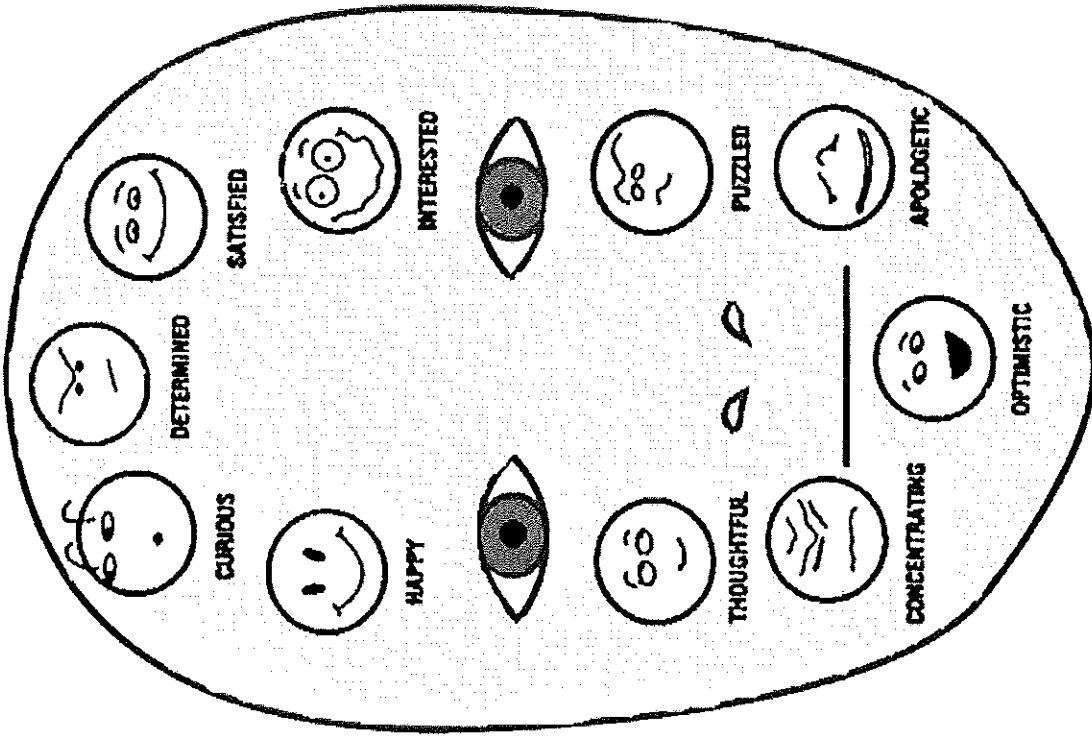
Bored



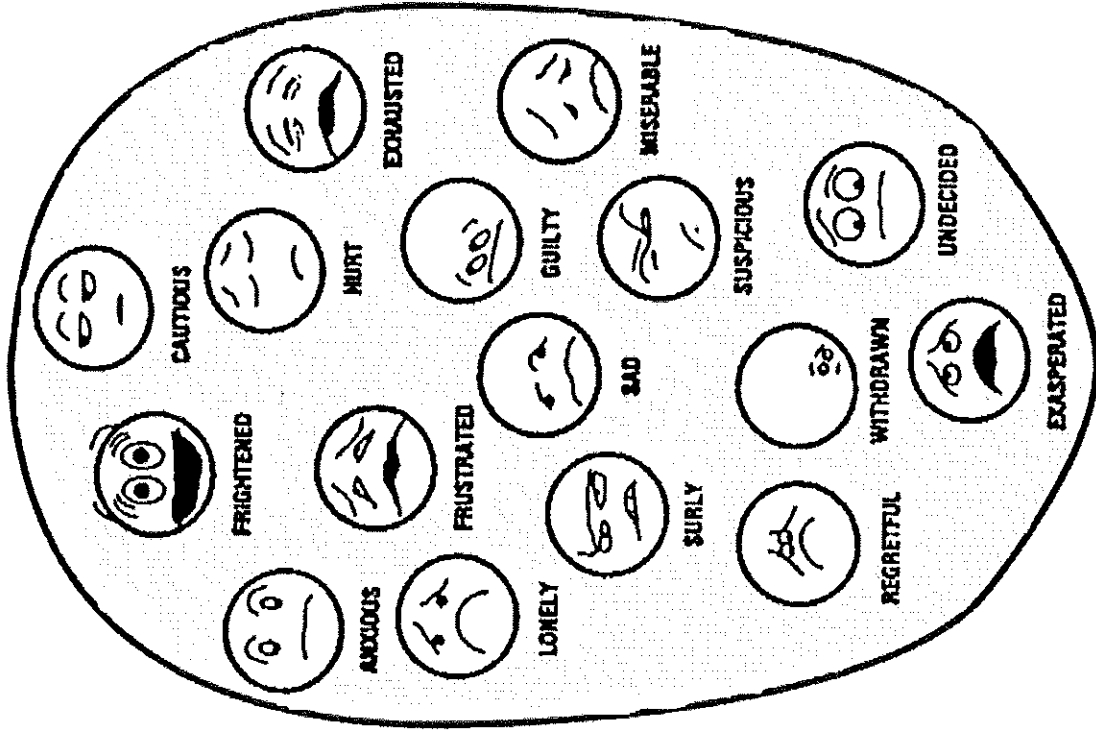
Embarrassed



Feelings shown to the world



Feelings hidden inside



Grade 1 Theatre Lesson #2

Communication Body Expression

Lesson-at-a-Glance

Warm Up

As a group, review facial expressions from lesson #1. Warm up the face and body.

Modeling

As a group discuss the meaning of gesture and posture. Practice several gestures (waving, yawning and stretching) and postures (kneeling, sitting, lying down, turning body away) and ask students to identify the meaning created by the movement.

Guided Practice

As a group, guide students through creating gestures and postures from descriptive words and facial expression pictures. Create movement that expresses feelings.

Debrief

Use the rubric to assess student ability to use their face and body to convey emotion and expression. Share as a group how an actor uses the body to communicate feelings.

Extension

Choose a favorite picture book and ask students to identify the feelings depicted in the pictures. Have students imitate the pictures in the book with correct facial and body expression. Identify descriptive words in text that convey a character's feeling and mood. Create postures, gestures and movement.

Materials

Expression Rubric
CD Player and Music (option)
Expressions Chart

Assessment

Discussion, Demonstration, Q&A, Rubric

ELA Standards Addressed

Reading Comprehension: 2.2 Respond to who, what where, and how questions, 2.6 Relate prior knowledge to textual information

Speaking Applications: 2.4 Provide descriptions with careful attention to detail.

THEATRE – GRADE 1
Communication

Body Expression-
Lesson 2

CONTENT STANDARDS

1.2 Observe and describe the traits of a character.

TOPICAL QUESTIONS

- What is posture and gesture and how do I express emotion and feeling through body movement?

OBJECTIVES & STUDENT OUTCOMES

- Students will identify, imitate, mirror and create feeling and expression by using posture and gesture as an expressive tool.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Rubric – Posture and Gesture
 - Student response to inquiry
 - Performance
- **Feedback for Student**
 - Teacher feedback
 - Rubric – Posture and Gesture

WORDS TO KNOW

- **gesture** – an expressive movement of the body and limbs
- **posture** - a position the body can assume, for example, standing, sitting, kneeling, or lying down that conveys an idea, feeling or emotion

MATERIALS

- "Expressions Chart" (included)
- Overhead project (optional)
- CD Player
- Musical selections (optional)

RESOURCES

- Equipment available on site
- "Expressions Chart" included

WARM UP (*Engage students, access prior learning, review, hook or activity to focus the student for learning*)

- Discuss how expression is made on the face and how that communicates feeling.
- Warm-up the parts of the face and body (bend, twist, stretch, reach, curl, etc.).

MODELING (Presentation of new material, demonstration of the process, direct instruction)

- Discuss with students that moving the parts of the body (head, hands, arms, shoulders, back side, hips, legs, feet) is another way the actor conveys feelings and emotions.
- Actors use *gestures* (e.g., use of arms, hands, head) and *postures* (e.g., use of whole body, such as slouching, turning your back, putting head on desk, slumping and putting head in hand) to convey feelings.

- Lead students through silent warm-ups that show expression.
- Model and tell students how you are feeling (use a descriptive word). Ask students to mimic and repeat:
 - yawn and stretch then blink slowly and close eyes (sleepy or tired)
 - open mouth and place hands on cheeks (surprised, shocked)
 - close mouth tightly cross arms over chest (pouting, mad)
 - cross arms over chest and turn your back (angry, annoyed)
 - move mouth to one side, move eyes and head side to side, up and down, shift weight from foot to foot or rock forward and back on heels, place hands on hips, sigh (bored)
 - wrinkle nose and tilt and scratch head (confused, wondering, thinking)
 - clench teeth and open lips, clench fists, tighten body (angry)
 - raise and lower eyebrows with hand on chin then add a smile with mouth closed (thinking, sneaky)
 - sit down, drop head, place head in hands, slump forward (sad)
 - turn profile (sideways), look over shoulder at class, place hands on hips, purse lips, flip head up
- After you have modeled each of the above gestures, postures and facial expressions, ask "What was this movement expressing? What clues were you given?"
- Discuss in detail what is happening in the body and the face.

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

- Using verbal instruction only, guide students through movements that express feelings (e.g., hands, body, feet and face)
 - Wave slowly. Now make face and body movement to match. Ask, "How are you feeling? Why?"
 - Wave vigorously; make face and body to match (like jumping up and down). Ask, "How are you feeling? Why?"
 - Wave hand slowly like fanning face; make face and body to match. Ask, "How are you feeling? Why?"
 - Shake hand vigorously; make face and body to match (hit hand with hammer, "ouch"). Ask, "How are you feeling? Why?"
 - Slowly sit down slowly at your desk; put head down on folded arms. Ask, "How are you feeling? Why?"
 - Sit down quickly, fold arms across chest; then put head down. Ask, "How are you feeling? Why?"
- Students explore creating their own expressions with face and body.
- Show the faces on the "Expression Charts" attached to this lesson.
- Ask students to create a gesture and/or a posture for two of the facial expressions.
- Explore and create movement in personal or general space for this expression (e.g., if angry, try stomping in a circle, or if sad try rocking forward and back; see [Grade 1 Dance Lesson #4](#)).
- Perform singly for class or have three students perform at a time.
- Say **freeze** and allow the audience to try and identify what each person is feeling.
- Ask the students in the audience to observe the face and body movement carefully. "What did the actor do with their face and body to convey the feeling?" Look for details in the face, arms, legs, and whole body.

Options:

- Play several musical selections and have students create feelings with facial expression and body movement to the music.
- Choose a favorite picture book and ask students to identify the feelings depicted in the pictures.
- Extend these feelings to animals, inanimate objects, etc.

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?)*

- Use the attached "Facial Expression Rubric" to assess facial expression and body movement (*posture and gesture.*)

- Ask the following questions:
 - "What is *gesture*? What is *posture*? What parts of the body convey emotion?"
 - "What did you learn about facial expression and body movement?"
 - "How does an actor use the body to show emotion to an audience?"
 - "Is it possible to communicate with gestures and postures only?"
 - "When you made your body move in a certain way (like jumping up and down, being limp, stomping your feet, etc), how did it make you feel?"
 - "What techniques do actors use to make characters believable?"

EXTENSION (*Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.*)

- Choose a favorite picture book and ask students to identify the feelings depicted in the pictures. Have students imitate the pictures in the book with correct facial and body expression. Identify descriptive words in text that convey a character's feeling and mood. Create postures, gestures and movement.
- Play several musical selections and have students attach a mood or feeling with the music. Ask them:
 - "What is it about the music that makes you feel that way?"
 - "Could you tell a story through your facial expression, postures and gestures?"
- Watch your favorite movie.
 - "Who is your favorite character?"
 - Identify the ways the actor showed expression for the character.
 - "How did the actor move?"
 - "What expressions did the actor use on his/her face?"
 - "Can you identify postures and gestures the actor used?"
 - "How are your expressions and those of the character alike?"

Emotions Chart

"How Do You Feel?"



Scared



Confused



Surprised



Sad



Excited



Disgusted



Proud



Angry



Sick



Happy



Very Happy



Hungry



Lost



Shy



Sleepy



Nervous



Unhappy



Very Sad

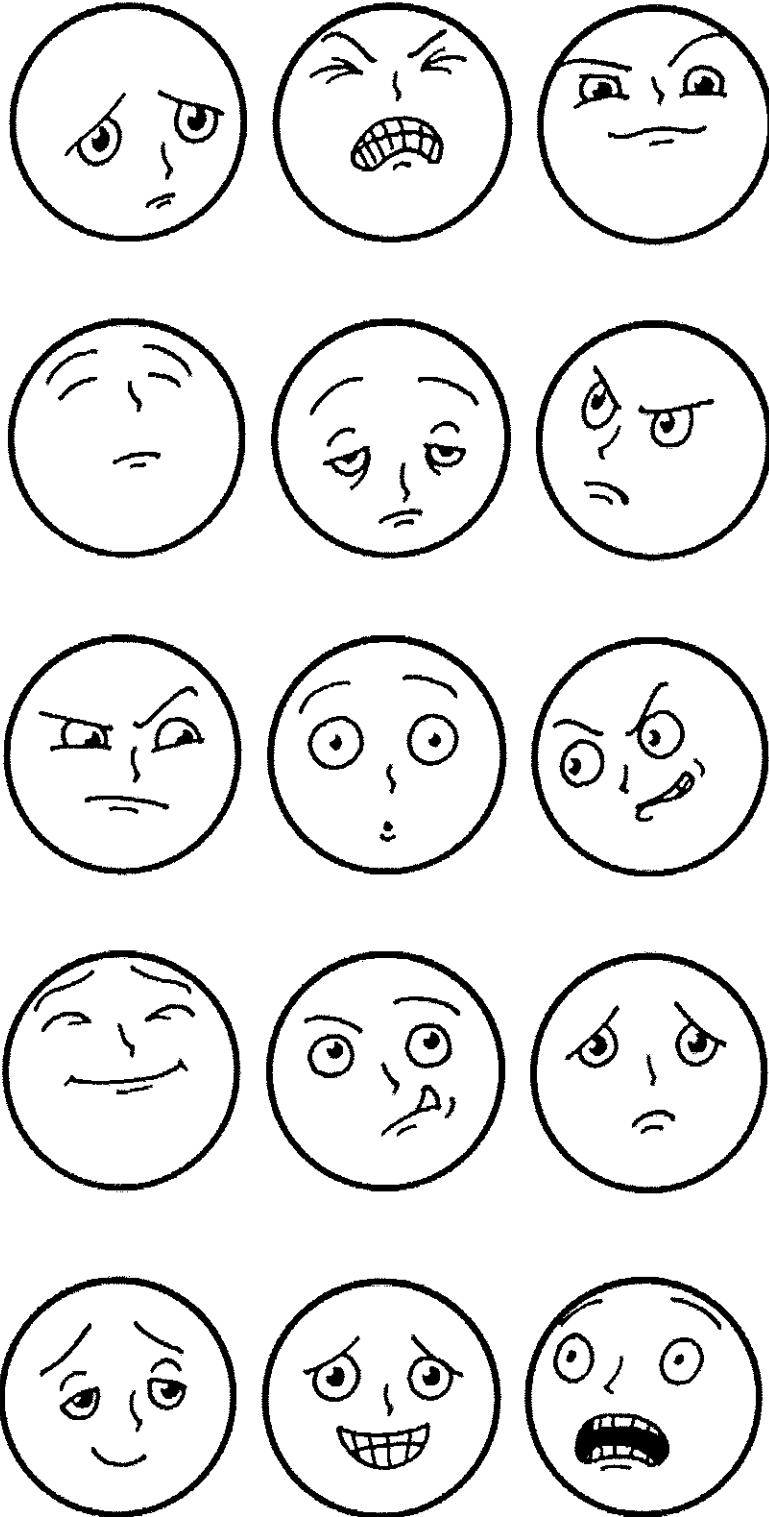


Bored

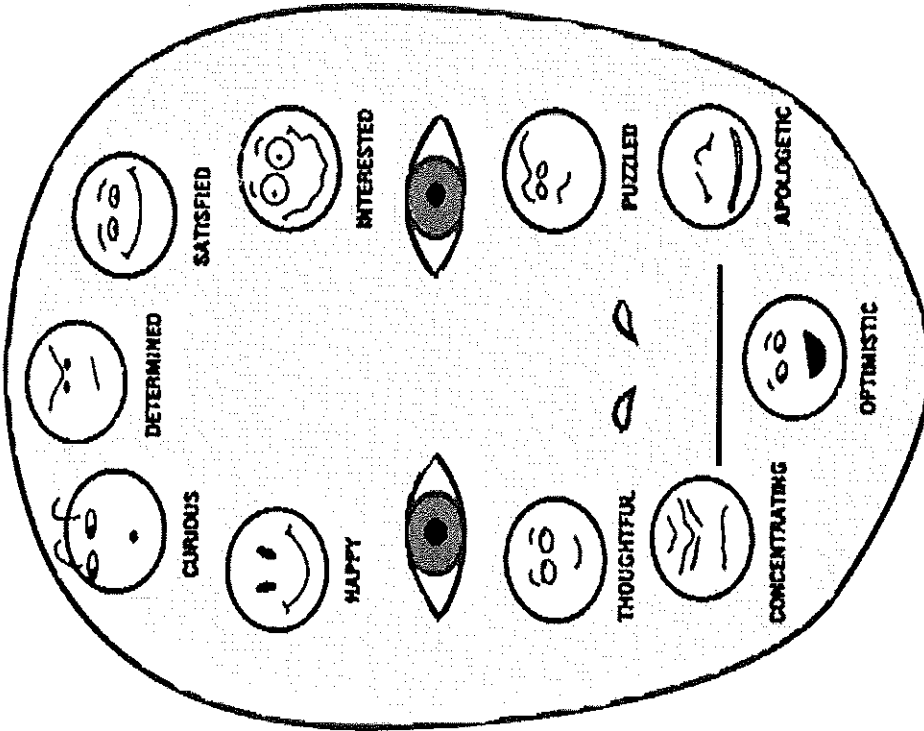


Embarrassed

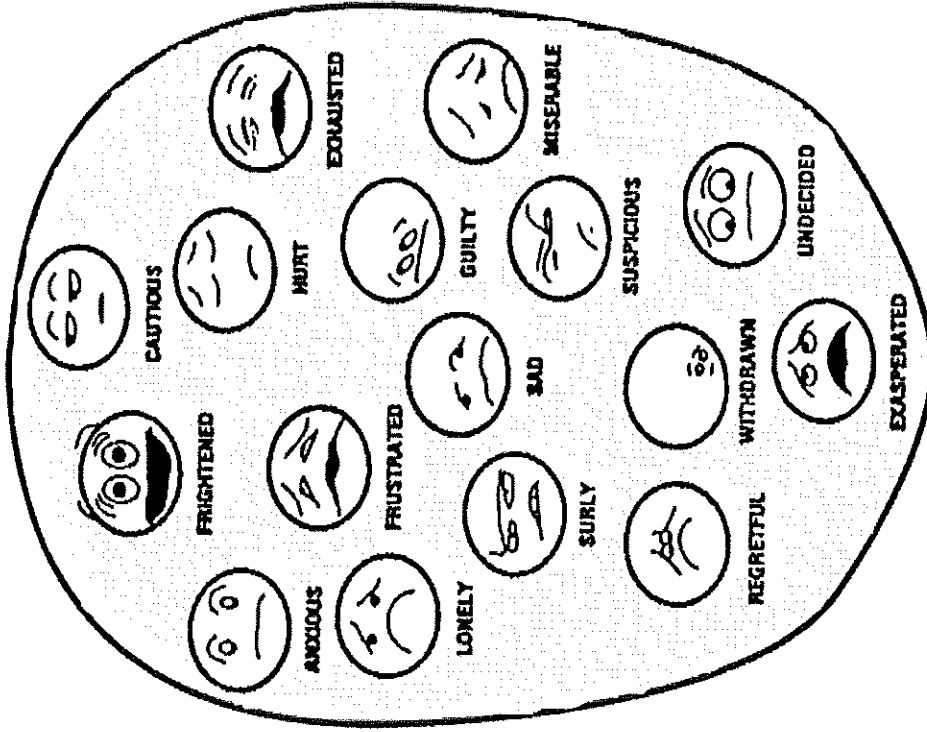
Identify the facial expressions. Create postures and gestures for these expressions.



Feelings shown to the world



Feelings hidden inside



Grade 1 Theatre Lesson #3

Communication Vocal Expression

Lesson-at-a-Glance

Warm Up

In pairs, ask students to select six things that make a sound. Create vocal quality for each.

Modeling

Discuss as a group the way the mouth, teeth and tongue help make a variety of sounds. Explore vocal quality moving the mouth, teeth, lips and tongue to create sounds using vowels, nonsense and gibberish words.

Guided Practice

In pairs, create voice, face and body movement for feeling words using Expression Word Flash Cards. Perform and have the audience share what was seen and heard to express the feeling.

Debrief

Use the rubric to assess student ability to use their voice, face and body to convey emotion and expression. Share as a group how an actor uses the voice, face and body to communicate feelings.

Extension

Identify words and phrases in text that express emotions (e.g., "watch out", "what a shame", "I had so much fun", etc.). Create vocal and physical expression for each phrase.

- o Make connections to punctuation. Look for exclamation points and question marks that will cause the voice to change pitch or volume. Create appropriate vocal and physical expression.

Materials

Voice, Face, and Body Expression Rubric
Expressions Chart
Expression Words Flash Cards

Assessment

Discussion, Performance, Q&A, Rubric

ELA Standards Addressed

Word Analysis: 1.1 Match oral words to printed words

Speaking Applications: 2.4 Provide descriptions with careful attention to detail.

**THEATRE – GRADE 1
COMMUNICATION**

**Vocal Expression
Lesson 3**

CONTENT STANDARDS

1.2 Observe and describe the traits of a character.

TOPICAL QUESTIONS

- What is vocal quality and how do I express emotion and feeling by using my voice?

OBJECTIVES & STUDENT OUTCOMES

- Students will identify, imitate, and create feeling and expression by using their voice, face and body.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Voice, Face and Body Rubric (included)
 - Student response to inquiry
 - Performance
- **Feedback for Student**
 - Teacher feedback
 - Voice, Face and Body Rubric
 - Peer feedback
 - Performance

WORDS TO KNOW

- **pitch:** the degree of height or depth of a tone or of sound, depending upon the relative rapidity of the vibrations by which it is produced
- **vocal quality:** characteristics of a voice including pitch and tone
- **inflection:** a change in the tone or pitch of the voice.

MATERIALS

- Expression Chart used in lessons 1 and 2
- Expression Word Flash Cards

RESOURCES

- "Expressions Charts" (included with lessons 1 and 2).

WARM UP (*Engage students, access prior learning, review, hook or activity to focus the student for learning*)

- In pairs, ask students to name six things that make a sound. Three of the sounds have to be real creatures (e.g., people and animals) and three are to be inanimate objects (e.g., sirens, horns, bells, whistles, etc.).
- Chart answers.
- Select and create sounds for three real creatures and three objects by teacher leading the sounds and students mimicking.

MODELING (*Presentation of new material, demonstration of the process, direct instruction*)

- Discuss with students that the formation of the lips and the placement of the tongue against the lips and teeth create a variety of sounds. Vocal folds tighten and relax changing air that passes through change in *pitch*, much like a balloon.
- Take a balloon and blow it up. Pinch and stretch the mouth of the balloon at differing amounts of stretch. The stretching of the balloon to make the sound is similar to how the vocal folds work. The tighter the folds, the higher the pitch.
- "To create *vocal quality*, make some sounds using your vocal chords. Say 'ahhhhhh' making the voice sound like a siren sound. 'Slide' the voice starting from a low pitch to a high pitch and return from a high to a low pitch." As the pitch gets higher, the mouth should open wider.
- "When we add movement of the mouth we can make more sounds: (e.g., hum, mouth is closed; using vowels, make short sounds tee-tee-tee-tee, it-it-it-it, la-la-la-la, ma-ma-ma-ma, weeeeeeee; gibberish words blub-blub-blub, etc.)."
- Model the sound and have students imitate.
- "We can make silly sounds using our tongues and lips: (e.g., the raspberry, flipping tongue to make clucking sound, smacking lips, popping, clicking, etc.)."
- Model the sound and have students imitate.
- Ask students, "Do any of these sounds make you feel a certain way?" (E.g., students may feel that "weeeeeee" makes them feel happy as if they are playing on a slide, etc.)

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

- Review as a group facial and body expression from the previous two lessons. Remind them actors create character with feelings and emotions by using their face and body (*gesture and posture*). Actors also use their voices to express feeling and emotion.
- Make sounds that represent an emotional state and have students imitate. Use voice *inflection* to accentuate the word and make it strong: (e.g., yuck, bummer, yippee, ugh, hurray, creepy, icky, cool, dude, whine, whimper, growl, snarl, oops, wheeee, cluck, raspberry etc.)
- Select a word from the list above and say it without any feeling.
 - Have students say the word with appropriate vocal expression. (Students may automatically add a facial expression. If they do, discuss how the feeling expressed with the voice easily involves the face).
 - Next, have the students add postures (body position), gestures (body movement) and facial expression to express the word physically.
- After each word, stop and talk about what happened in the body and face.
- Find one or two students with strong expression to demonstrate to class.
- Working in pairs distribute emotion word flash cards: happy, sad, sick, hot, tired, angry, silly, scared, worried, surprised, sad, excited, bored, shy, embarrassed, etc.
- Pairs will create a gesture and/or posture, facial expression and sound for the word.
- Call out the words and ask pairs to perform for the class.
- Audience will watch and afterward respond appropriately by talking about how the actors portrayed those emotions through voice, body and face.

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

- Use the rubric to assess student ability to express feelings with the voice, face and body.
- "What did you learn about using your voice, body and face all together?"
- "What was challenging doing all three at the same time?"
- "Can a sound mean more than one thing? Can you think of an example?"
- "Can a gesture mean more than one thing? Can you think of an example?"
- "How can you tell if your mom or dad is having a bad day?"
- "How do you know when your friend is sad? What does their voice sound like? What does their face and body look like?"

EXTENSION (*Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.*)

- Identify words and phrases in text that express emotions (e.g., "watch out", "what a shame", "I had so much fun", etc.). Create vocal and physical expression for that phrase.
 - Make connections to punctuation. Look for exclamation points and question marks that will cause the voice to change pitch or volume. Create appropriate vocal and physical expression.
- Watch your friends on the playground or in class...or even your teacher!
- Ask the students:
 - "Do you notice that they have a certain body language and vocal quality when they are feeling something? How about you?"
 - "Do you have a certain body language and vocal quality when you are feeling a certain way?"

Expression Words Flash Cards

yuck

bummer

yippee

ugh

hurray

creepy

icky

cool

dude

whine

whimper

growl

snarl

oops

wee

Grade 1 Theatre Lesson #4

Pantomime

Acting Without Speaking

Lesson-at-a-Glance

Warm Up

Pantomime several common activities for the class and ask them to guess what it is you are doing. Explain "pantomime".

Modeling

As a group, using appropriate pitch and volume say phrases from the story (e.g., very, very hungry, ugly, mean old troll, eating something very yummy, beg to be spared of being eaten, etc.). Model for students the appropriate action to accompany the phrase.

Guided Practice

Discuss *plot*, important events and characters in the story. Divide class into four groups, read the story and create pantomime.

Debrief

Use the rubric to assess student ability to create pantomime. Share as a group how an actor uses the face and body to retell a story.

Extension

Identify the plot, characters and action words or phrases for stories read in class. Create pantomimes for stories.

Materials

Pantomime Rubric
Student Worksheet
Three Billy Goats story

Assessment

Discussion, Performance, Q&A, Rubric, Worksheet

ELA Standards Addressed

Word Analysis: 1.1 Match oral words to printed words
Speaking Applications: 2.4 Provide descriptions with careful attention to detail.

**THEATRE – GRADE 1
PANTOMIME**

**Acting Without Speaking
Three Billy Goats
Lesson 4**

CONTENT STANDARDS

- 1.1 Use the vocabulary of the theatre, such as *play*, *plot* (beginning, middle and end), improvisation, *pantomime*, stage, character, and audience, to describe theatrical experiences.
2.1 Demonstrate skills in *pantomime*, tableau, and improvisation.

TOPICAL QUESTIONS

- What is pantomime and how do I use gestures and movement to retell a story?
- What does plot mean and how do I identify the elements of plot?

OBJECTIVES & STUDENT OUTCOMES

- Students will identify ways actors use gestures and movement to retell a story through pantomime.
- Students will identify the elements of plot.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Pantomime Rubric (included)
 - Student response to inquiry
 - Student Worksheet
 - Student performance
- **Feedback for Student**
 - Teacher feedback
 - Student Worksheet
 - Pantomime Rubric

WORDS TO KNOW

- **pantomime:** creating action without words through facial expression, gesture, and movement.
- **plot:** structure of a play, including the beginning, middle and end

MATERIALS

- *The Three Billy Goats* (included)

RESOURCES

- *The Three Billy Goats* (included)

WARM UP (*Engage students, access prior learning, review, hook or activity to focus the student for learning*)

- As a group, discuss the word *pantomime*. (*Acting without speaking*).
- Ask students to watch carefully in silence while you demonstrate several different actions: pick up a pencil and pretend to write, wash hands, comb or brush hair, make a phone call on a home or cell phone, take a picture, brush your teeth, ride a bike, hit your thumb with a hammer, etc.
- After you complete each pantomime, freeze momentarily and ask students "What action did I pantomime? What did I do with my body and face that gave you clues to what I was doing"?

- Share observations and chart.

MODELING (*Presentation of new material, demonstration of the process, direct instruction*)

- **Note:** For best results, students would already be familiar with the story "Three Billy Goats Gruff", the four characters and important events.
- Discuss the *plot* of the story: important events, the conflict and resolution and the characters.
- Tell students they are going to listen to your voice and create appropriate movement for a story.
- It will be very important that they listen carefully to how you speak and observe carefully the movement and facial expression you demonstrate. It will be important for students to understand the connection between words, voice and movement.
- Lead the students in pantomiming for the following statements: (Make sure your movement represents the pitch and volume of your voice.)
 - rub your tummy, use your tongue and mouth to show you are "very, very hungry"
 - scowl and look big and mean like a "cranky, ugly, mean old troll"
 - move your hands as if you are "eating something very yummy"
 - "beg to be spared of being eaten" by holding your hands out with palms up or place them in a praying position
 - wave hello or goodbye with enthusiasm
 - puff out your cheeks and place hands on tummy as if you are very, very full and satisfied
 - puff out your chest and place your arms to show you are very, very proud

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

- **Class management:**
 - Divide the class in half. One half will be the actors the other half the audience. Switch groups midway through the story and complete the story with new actors.
 - Divide the story into four important events and class into four groups. Change the group of actors for each event.
 - Divide the class into four groups, each group assumes one of the characters.
 - Students can also play the part of the "bridge".
- **Procedure:** Read the story "Three Billy Goats".
- Read each line with expression. Quickly discuss the movement suggested in the story (or create your own) and have the actors pantomime as you re-read the line.
- Encourage the students to stretch their imaginations by making their body larger or smaller to better express the characters and action in the story.
- Have groups pantomime the sequence of important events silently. Give cues only as necessary so that the story is told in silence.
- Use the rubric to assess student pantomime work.

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

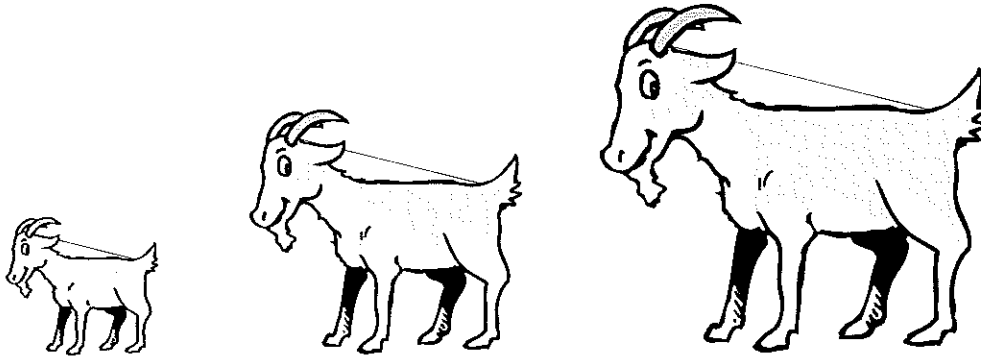
- Distribute student worksheet.
- "What is pantomime?"
- "How did pantomiming the story make it more interesting?" (Action was observed as the story was read).
- "How do actors retell stories without speaking?" (Body movement, gestures, facial expression)
- "How many characters were in the story? What were their names?"
- "How would you describe the characters?"
- "Were they real or imaginary characters?"
- "What was the plot of this story?"

EXTENSION (*Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.*)

- Identify the plot, characters and action words or phrases for stories read in class. Create

pantomime.

- Think of two things that you do everyday that you could demonstrate through pantomime.
- Share with another student or a small group. Ask if they can guess what you are doing.



“Three Billy Goats”

Teacher reads aloud and students echo and create action (lesson 4)
Students perform gesture and tableau (lesson 4 & 5)

Once upon a time.....	raise index finger and slightly bow
there were three goats.....	hold up three fingers
and they were very hungry.	rub tummy and make face as if hungry/uncomfortable
They could see green grass across the bridge.....	hold hand above eyes as if looking out and far away
“Let’s go across the bridge” they said.....	motion as if to follow and walk in place
The Little Billy Goat started across the bridge.....	measure “little” fingers, small body shape, walk in place
A mean ugly troll lived under the bridge.....	scowl, walk and act tough
He heard the trip trap of the Little Billy Goat.....	cup ear as if to hear something while looking up
“Who’s trip trapping across my bridge?”.....	cup mouth as if shouting upward
“It is I, the Little Billy Goat”.....	Measure “little fingers”, small body shape, walk in place
“I’m going to gobble you up” said the troll.....	move hands as if eating
“Oh no, please don’t eat me.....	fold hands and beg

Wait for the middle size goat, he's much bigger"....	push hands in front of body as if to say stop, wait
"Be gone with you"..... off'	use hands in flipping motion to "wave off"
Then the troll heard the trip trapping of the middle-sized goat.....	cup ear as if to hear something while looking up
"Who's trip trapping across my bridge?".....	cup mouth as if shouting upward
"It is I, the Middle Size Goat".....	stand straight and open fingers at shoulder level
"I'm going to gobble you up" said the troll.....	move hands as if eating
"Oh no, please don't eat me.....	fold hands and beg
Wait for the Biggest Billy goat, he's much bigger"....	push hands in front of body as if to say stop, wait
"Be gone with you"..... off"	use hands in flipping motion to "wave off"
Then the troll heard the trip trapping of the biggest sized goat.....	cup ear as if to hear something while looking up
"Who's trip trapping across my bridge?".....	cup mouth as if shouting upward
"It is I, the Biggest Billy Goat".....	stand straight and stretch arms up high
"I'm going to gobble you up" said the troll.....	move hands as if eating
"Well, come along" said the Biggest Billy Goat.....	motions as if to follow
Up came the mean ugly troll..... hands	make climbing motion with feet and hands
The Biggest Billy Goat knocks the troll down..... butt	make horns with fingers and do head butt
And that was the last of the mean ugly troll.....	wave good bye
The Biggest Billy Goat went over to the green grass.	stretch tall and walk in place
The Three Billy Goats ate and ate.....	move hands as if eating
And they were very full and satisfied.....	puff chest and cheeks, and rub tummy
Curtain	smile and bow

"The Three Billy Goats" Student Worksheet

List the characters in the story

--

Label and draw a picture of the important events of this story

Pantomime Rubric: Gr. 1 Theatre Lesson #4

4 Advanced: Student fully integrates body movement, gestures and facial expression with exaggeration and confidence, and in complete silence.

3 Proficient: Student uses body movement and gesture, and facial expression, but may not focus completely and may giggle.

2 Basic: Student needs some prompting or coaching to create pantomime, lacks focus either from giggling or self-consciousness

1 Approaching: Student lacks confidence and focus when creating pantomime.

Name	Demonstration of Skills	Score
	Notes:	4 3 2 1
	Notes:	4 3 2 1
	Notes:	4 3 2 1
	Notes:	4 3 2 1
	Notes:	4 3 2 1
	Notes:	4 3 2 1
	Notes:	4 3 2 1
	Notes:	4 3 2 1

Skills to look for:

- o very, very hungry
- o ugly, mean old troll
- o eating something very yummy
- o beg to be spared of being eaten
- o wave hello or goodbye with enthusiasm
- o very, very full and satisfied
- o very, very proud

Grade 1 Theatre Lesson #5

Tableau Retelling Stories with Frozen Pictures

Lesson-at-a-Glance

Warm Up

Review pantomime and create actions showing pantomime. Stop action and freeze! This is a frozen picture called tableau.

Modeling

Define the five scenes in the story and create tableaux for each. Arrange students into five groups and assign them a scene. Coach each group into a tableau to represent the event.

Guided Practice

Read and perform the story "Three Billy Goats" with appropriate vocal expression. get students ready to create by saying the cue word **scene**. Students will create tableau and freeze. Continue reading the story until all groups have created their tableau. Perform the story with *pantomime and tableau*.

Debrief

Use the rubric to assess student ability to create tableau. Share as a group how an actor uses the face and body to retell a story. Discuss the differences between tableau and pantomime.

Extension

Create a storyboard for stories read in class. Create tableau.

Materials

Pantomime Rubric
Student Worksheet
Three Billy Goats story

Assessment

Discussion, Performance, Q&A, Rubric, Worksheet

ELA Standards Addressed

Word Analysis: 1.1 Match oral words to printed words

Speaking Applications: 2.4 Provide descriptions with careful attention to detail.

THEATRE – GRADE 1 TABLEAU

Retelling Stories with Frozen Pictures Lesson 5

CONTENT STANDARDS

- 2.1 Demonstrate skills in pantomime, tableau, and improvisation.
- 5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.

TOPICAL QUESTIONS

- What is tableau and how do I use plot and my acting skills to retell a story?

OBJECTIVES & STUDENT OUTCOMES

- Students will work cooperatively to retell a story using tableaux (plural for tableau).

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Tableau Rubric (included)
 - Student response to inquiry
 - Performance
- **Feedback for Student**
 - Teacher feedback
 - Tableau and Rubric

WORDS TO KNOW

- **tableau:** a silent and motionless depiction of a scene created by actors, often from a picture. The plural is *tableaux*.
- **scene:** a part of a play or story
- **storyboard:** a set of sketches, arranged in sequence which outline the scenes (important events) in a story or play

MATERIALS

- *Three Billy Goats* story
- Tableau Rubric

RESOURCES

- *The Three Billy Goats* (attached)

WARM UP (Engage students, access prior learning, review, hook or activity to focus the student for learning)

- Review the word pantomime.
- In pairs, ask students to pantomime an action.
- Select a few students to demonstrate their pantomime and say "freeze!"
- Tell them that this "frozen picture" of the pantomime is called a *tableau*.
- Perform several frozen positions of yourself in tableau (e.g., saluting, running, eating, drinking, etc.).
- Ask students to identify what you are doing.
- Discuss their observations in detail: what the face looked like, the position of the arms, legs, and body that gave clues to identify the activity.
- Ask for a volunteer to create a tableau.
- Repeat discussion reminding students that tableau is a frozen picture. It does not move or talk. It

involves the face (feeling) and gestures.

- Tell students that they will be creating tableaux for "Three Billy Goats".

MODELING (*Presentation of new material, demonstration of the process, direct instruction*)

- Review the *plot, characters, problem and solution and setting* for the story.
- Chart answers and make a simple *storyboard*.
- Create tableaux for each of the following five *scenes*:
 1. The Three Billy Goats walking toward the meadow (students can also represent the bridge).
 2. Little Billy goat meets the troll at the bridge (pleading and gobbling)
 3. Middle-size Billy Goat meets the troll at the bridge (pleading and gobbling)
 4. Largest Billy Goat and the troll (butting and knocking troll down)
 5. Three Billy Goats at end on the other side of the bridge (full and satisfied)
- Pay particular attention to relationships and positions of characters to each other and to the setting.
- Arrange students into five groups and assign an event. Coach each group into a tableau to represent the scene.
- Set the five scenes in order as if reading them from left to right.

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

- Read and perform the story "Three Billy Goats".
- Say the lines with expression. When you get to the section where the tableau happens, get students ready to create by saying the cue word *scene*.
- Students will create tableau and freeze.
 - Insist that the students freeze their position until the next part of the story is read. If they are unable to hold the tableau, ask actors to freeze five seconds, then allow them to relax while reading the next part of the story.
- Continue reading the story until all groups have created their tableau.
- At the end have the students take a bow.
- Now have the students perform the story with *pantomime and tableau*. Student groups will pantomime each event and complete it by freezing in a tableau. Continue story until it is fully retold using pantomime and tableau.

Options: To further this lesson and create a performance:

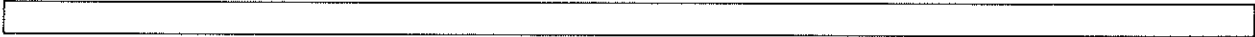
- Create a reader's theatre for the four characters with one or more narrators.
- Combine the pantomime and tableau into a simple blocked play.
- Students perform the pantomime movement as the story is being read and continue without stopping, through each line, showing all the action which will freeze at the end of each character's part.

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

- Use the rubric to assess student's ability to create and hold tableau within a group of actors.
- "What is tableau? How is it different from pantomime?"
- "How does tableau represent the story?" (Identifies and summarizes important events in the story).
- "Who were the characters in the story?"
- "What did you like best, pantomiming or creating tableaux? Why?"

EXTENSION (*Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.*)

- "What kind of costumes and props would you use in this story?" Draw a picture and describe.
- Draw a picture of the bridge and the green meadow where the story took place.
- Draw your favorite character in the picture.
- **Literacy Connection:**
 - Select a story read in class and create a storyboard.
 - Create tableau and/or pantomime to retell the story.



Three Billy Goats

Story

Once upon a time.....
There were three goats.....
And they were very hungry.
They could see green grass across the bridge.....

Pantomime

Raise index finger and slightly bow.
Hold up three fingers.
Rub tummy and make face as if hungry/uncomfortable.
Hold hand above eyes as if looking out and far away.

CREATE TABLEAU #1

"Let's go across the bridge" they said.....
The Little Billy Goat started across the bridge.....
A mean ugly troll lived under the bridge.....
He heard the trip trap of the Little Billy Goat.....
"Who's trip trapping across my bridge?".....
"It is I, the Little Billy Goat".....

Motion as if to follow and walk in place.
Measure "little" fingers, small body shape, walk in place.
Scowl, walk and act tough.
Cup ear as if to hear something while looking up.
Cup mouth as if shouting upward.
Measure "little fingers", small body shape, walk in place.

CREATE TABLEAU #2

"I'm going to gobble you up" said the troll.....
"Oh no, please don't eat me.....
Wait for the middle size goat, he's much bigger"....
"Be gone with you"
Then the troll heard the trip trapping of the middle-size goat.....
"Who's trip trapping across my bridge?".....
"It is I, the Middle Size Goat".....

Move hands as if eating in a disgusting manner.
Fold hands and beg.
Push hands in front of body as if to say, "Stop, Wait."
Use hands in flipping motion to "wave off".
Cup ear as if to hear something, and look up.
Cup mouth as if shouting upward.
Stand straight and open fingers at shoulder level.

CREATE TABLEAU #3

"I'm going to gobble you up" said the troll.....	Move hands as if eating.
"Oh no, please don't eat me.....	Fold hands and beg.
Wait for the Biggest Billy goat, he's much bigger"....	Push hands in front of body as if to say, "Stop, Wait!"
"Be gone with you".....	Use hands in flipping motion to "wave off".
Then the troll heard the trip trapping of the biggest sized goat.....	Cup ear as if to hear something, and look up.
"Who's trip trapping across my bridge?".....	Cup mouth as if shouting upward.
"It is I, the Biggest Billy Goat".....	Stand straight and stretch arms up high.

CREATE TABLEAU #4

"I'm going to gobble you up" said the troll.....	Move hands as if eating.
"Well, come along" said the Biggest Billy Goat.....	Motion as if to follow.
Up came the mean ugly troll.....	Make climbing motion with feet and hands.
The Biggest Billy Goat knocks the troll down.....	Make horns with fingers and do head butt.
And that was the last of the mean ugly troll.....	Wave good-bye.
The Biggest Billy Goat went over to the green grass..	Stretch tall and walk in place.

CREATE TABLEAU #5

The Three Billy Goats ate and ate.....	Move hands as if grazing.
And they were very full and satisfied.....	Puff chest and cheeks, and rub tummy
Scene.....	Smile and bow

Tableau Rubric: Gr. 1 Lesson #5

4 Advanced: Student holds tableau through the entire reading of next scene employing strong focus, group connection and exaggerated facial and body expression.

3 Proficient: Student holds tableau for 5 seconds employing focus, group connection and facial and body expression depicting character.

2 Basic: Student holds tableau for a very brief time (one second). Tableau and group connection is not committed and needs coaching or prompting.

1 Approaching: Student cannot perform tableau in a group.

Name	Tableau/Scene Number	Score
	Scene # _____ Notes:	4 3 2 1
	Scene # _____ Notes:	4 3 2 1
	Scene # _____ Notes:	4 3 2 1
	Scene # _____ Notes:	4 3 2 1
	Scene # _____ Notes:	4 3 2 1
	Scene # _____ Notes:	4 3 2 1
	Scene # _____ Notes:	4 3 2 1

Rubric can be applied to entire group if desired.

Grade 1 Theatre Lesson #6

Tableau Retelling Stories with Frozen Pictures

Lesson-at-a-Glance

Warm Up

Review tableau. Demonstrate for students several different tableaux and have them guess who you are based on the clues are given with your body and face.

Modeling

As a group, ask the students to recreate two or three of the tableaux. In pairs and smaller groups ask students to recreate scenes with tableau. Discuss the clues in body and face for the tableau.

Guided Practice

In small groups, students create tableau for a scene showing plot (beginning, middle and end), setting and characters.

Debrief

Use the checklist to assess student ability to create tableau alone and in groups. Share as a group how an actor uses the body and face in tableau.

Extension

- Read a favorite book and look closely at the pictures. Describe the action that is taking place. Choose two pictures to create a tableau with peers.
- Read a story and identify three or more important events. Discuss what is happening in the story and create tableau for each event.

Materials

Character and Scene Cards and Activity Pictures (included with lesson)

Assessment

Discussion, Performance, Q&A, Tableau Assessment

ELA Standards Addressed

Reading Comprehension: 2.2 Respond to who, what, when, where, and how questions.

Literary Response and Analysis: 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and end.

THEATRE – GRADE 1 TABLEAU

Retelling Stories with Frozen Pictures Lesson 6

CONTENT STANDARDS

- 2.1 Demonstrate skills in pantomime, tableau, and improvisation.
- 5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.

TOPICAL QUESTIONS

- How do I recreate an image with tableau?
- How do I cooperate with a group to create a three-part story with tableau?

OBJECTIVES & STUDENT OUTCOMES

- Students will work alone and in groups to create group stage pictures (*tableaux*).
- Students will work cooperatively to tell a story through tableaux.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Pathway Criteria and Rubric (included)
 - Student response to inquiry
 - Student Worksheet
- **Feedback for Student**
 - Teacher feedback
 - Student Pathway Worksheet
 - Pathway Criteria and Rubric

WORDS TO KNOW

- **tableau:** group stage pictures or characters frozen in a moment in time. The plural is *tableaux*.
- **improvisation:** A spontaneous style of theatre in which scenes are created without advance rehearsing or scripting.
- **gesture:** expressive movement of the body or limbs
- **actor:** a person, male or female, who performs a role in a play or an entertainment
- **plot:** structure of a play, including the beginning, middle and end

MATERIALS

- Pictures of characters, scenes and people engaged in activity (included)
- Picture books, posters, paintings, etc.

RESOURCES

- SDUSD VAPA Core Learnings

WARM UP (*Engage students, access prior learning, review, hook or activity to focus the student for learning*)

- Review tableau.
- Demonstrate for students several different tableau: e.g., making a phone call while sitting in a chair, reading a book while reclining, assuming the stance of a batter at the plate, pose like a proud superhero or a horrible ogre, running, sleeping, etc. Remember appropriate facial

expressions.

- Ask students to watch carefully in silence while you perform a tableau.
- After you finish ask the students what action you were doing. Discuss the clues that gave the character and action away. "What did I do with my body and face to make you think I was a _____?"

MODELING (*Presentation of new material, demonstration of the process, direct instruction*)

- Tell students they are going to create frozen pictures (tableaux) with their bodies.
- As a group, ask the students to re-create two or three of the tableaux you did in the warm-up or consider:
 - sleeping lying down or sitting at your desk
 - making a telephone call and freezing while talking (mouth should be open)
 - cheering at a sporting event
 - being a sports figure, dancer or gymnast frozen in an action of that sport or activity
 - stand at attention and salute
 - be a shy person
- Encourage students to use facial expressions that are appropriate for the characters they are choosing.
- Tell students, "We are going to make *tableau* that will show several characters in a particular setting."
- Arrange students in small groups. Select one group and give a prompt, e.g., baseball game.
- Give the actors a little time to discuss how to create the tableau for a baseball game. Coach as necessary. The rest of the class observes the process.
- After the group has demonstrated the tableau, discuss what the actors did to make the characters or setting believable by asking the following questions:
 - "How did the tableau show frozen action?"
 - "What was the body doing?"
 - "What were the facial expressions like?"
 - "What is each character feeling?"

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

Part 1

- Clip picture cards (included in this lesson), place picture cards on overhead, or collect pictures from a book, magazines, photographs, paintings or posters, etc.
- One at a time, show pictures and have the students recreate the picture.
 - Individual photos can be recreated as a whole group.
 - If several people are in the picture, select the same number of students and recreate the tableau while the rest of the class observes.
- Assist students with getting into a pose that imitates what is happening in the picture.
- Once students are in position, say **freeze**. Students are to remain frozen for three seconds.
- Ask the following questions:
 - "If this tableau was part of a story, what do you think the story was about?"
 - "If another tableau was to follow this one, what would it look like?"
 - "How would the characters show this in tableau?"

Part 2

- Give students a scenario with four characters and create a simple story in three parts (plot). Show setting and characters using tableau. Use the idea below or create a scenario of your own.
- The same four students can do the three tableaux **OR** you can use a different group of four students for each of the following tableaux:
 - Scene 1: a baseball game with a person pitching a ball, a batter waiting for the pitch, the umpire and the catcher.
 - Scene 2: The umpire is standing, the catcher is holding his hand above his eyes looking out, the batter is running and the pitcher is looking out too.

- Scene 3: the crowd is cheering (ask four students to show jumping and cheering).
- Ask the following questions:
 - "What happened in this story?"
 - "What are the beginning, the middle and end?"
- Create another scenario of your own or have the students create a simple story with tableaux. Students can work in pairs or smaller groups.

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

- Use checklist for assessing student's ability to create tableau individually and in groups.
- Ask the following questions:
 - "What is tableau?"
 - "What does an actor have to do with his/her body and face to create a stage picture?"
 - "What makes the picture easily understood?" (You may want to talk a little about exaggeration here).
 - "What was challenging about creating tableaux with a group?"
 - "How can you tell a story using only tableaux?"

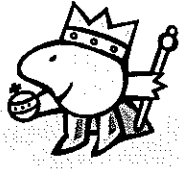
EXTENSION (*Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.*)

- Read a favorite book and look closely at the pictures. Describe the action that is taking place. Choose two pictures to create a tableau with peers.
- Read a story and identify three or more important events. Discuss what is happening in the story and create a tableau for each event.

Assessment - Tableau

Name	Individual: Student can recreate a tableau from a picture alone and in pairs or groups. Uses appropriate body and face.	In Groups: Student responds quickly to "freeze" prompt and tableau is frozen for 3 seconds. Uses appropriate body and face. Plot is clear and tableau is clearly read by audience.
	Y N Notes:	Y N Notes:
	Y N Notes:	Y N Notes:
	Y N Notes:	Y N Notes:
	Y N Notes:	Y N Notes:
	Y N Notes:	Y N Notes:
	Y N Notes:	Y N Notes:
	Y N Notes:	Y N Notes:

Character Card Illustrations



King



Queen



Karate Expert



Movie Star



Secret Agent



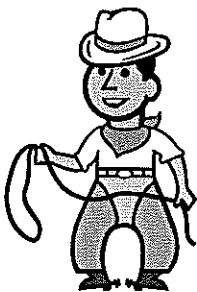
Super Hero



Baby



Clown



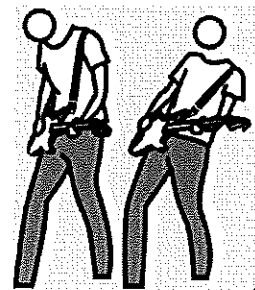
Cowboy



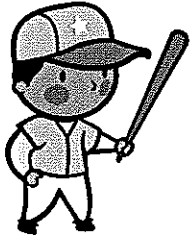
Police Officer



Fire Fighter



Rock Star



Baseball Player



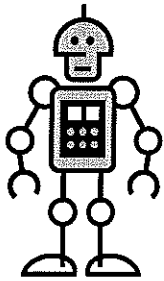
Soccer Player



Football Player



Villain



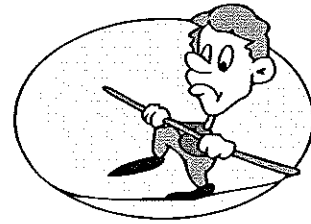
Robot
Walker



Dancer



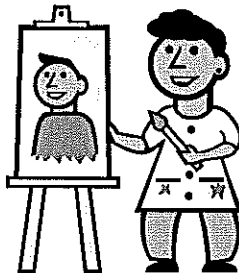
Spaceman



Tightrope



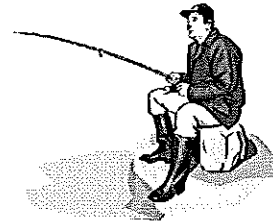
Doctor



Artist



Soldier

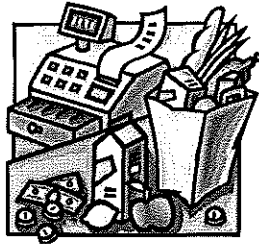


Fisherman

Setting Illustrations



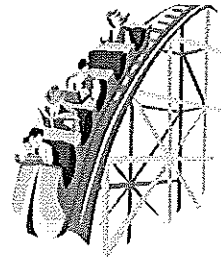
Beach



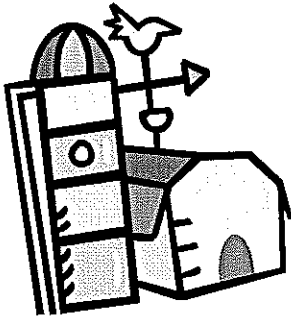
Grocery Store



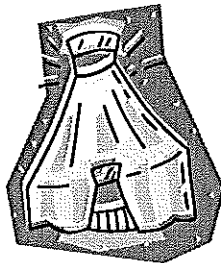
Kitchen



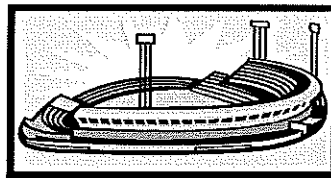
Amusement Park



Farm



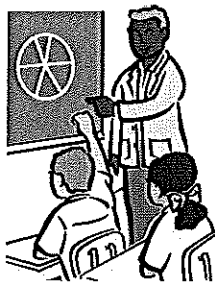
Circus



Sports Event



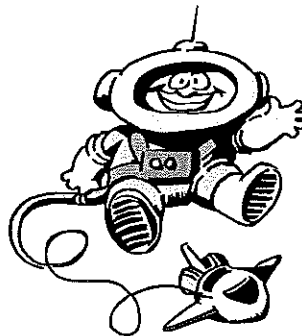
Library



Classroom



Playground



Outer Space



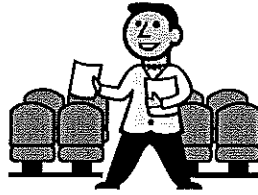
The Mall



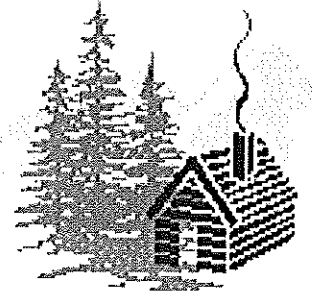
Airplane



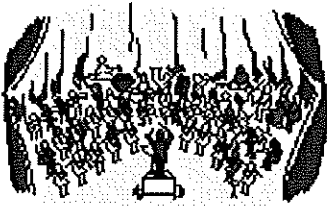
Church



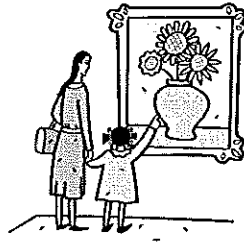
Theatre



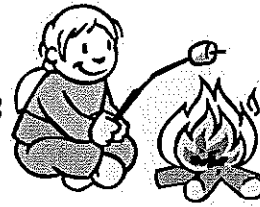
Mountains - Cabin



Symphony Concert



Museum



Camping



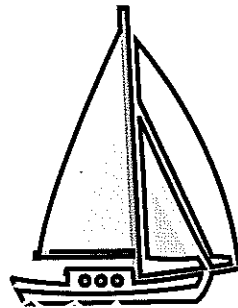
Ski Slope



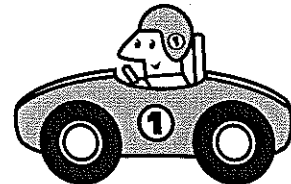
Zoo



Haunted House



Boat



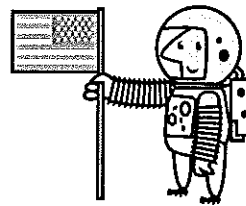
Race Track



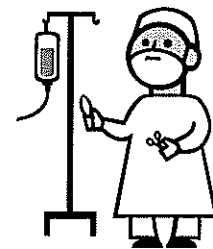
Birthday Party



Swimming Pool



The Moon



Hospital

Action Pictures

Grade 1 Theatre Lesson #7

Tableau Retelling Rhymes with Frozen Pictures

Lesson-at-a-Glance

Warm Up

Review tableau. Demonstrate or ask student volunteers to show two or three different tableaux. Discuss the clues given by the actors which show what is happening in the tableau.

Modeling

Select a rhyme and identify the important events showing plot. Divide the class into groups of four. Guide each group through the creation of an exaggerated stage picture for each of the important events.

Guided Practice

In small groups, students create original tableau for an event in a nursery rhyme.

Debrief

Use the rubric to assess student performance for tableau. Discuss with the class the process it takes to perform a rhyme in tableau. Discuss exaggeration and its importance for actors to use to make a message or idea clear to an audience.

Extension

- Create a storyboard and write captions for each tableau. Take clipped pictures of the rhyme given out in the guided practice and arrange into sequence. Use the tableau photos taken of the performance and arrange into sequence. Write a caption for each tableau photo and place it under the photo.
- Have students place pictures into a book along with the story to create a unique storybook.
- Perform tableau stories as an informal performance for parents and peers. Have one student narrate as the tableaux are being performed.

Materials

Nursery Rhymes (included with lesson), Tableau Performance Rubric, Digital Camera

Assessment

Discussion, Performance, Q&A, Performance Rubric

ELA Standards Addressed

Word Analysis 1.1 Match oral words to printed words

Reading Comprehension: 2.2 Respond to who, what, when, where and how questions, 2.7 Retell the central ideas of simple expository or narrative passages

Literary Response and Analysis: 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and end.

THEATRE – GRADE 1 TABLEAU

Retelling Rhymes with Frozen Pictures Lesson 7

CONTENT STANDARDS

- 2.1 Demonstrate skills in pantomime, tableau, and improvisation.
- 5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.

TOPICAL QUESTIONS

- What is exaggeration and why is it important to the actor?
- How do I retell nursery rhymes by creating group tableau?

OBJECTIVES & STUDENT OUTCOMES

- Students will perform exaggerated body and facial expressions with focus and cooperation to create tableau for nursery rhymes.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Tableau Performance Rubric (included)
 - Student response to inquiry
 - Student Worksheet
- **Feedback for Student**
 - Teacher feedback
 - Tableau Performance Rubric

WORDS TO KNOW

- **tableau:** group stage pictures or characters frozen in a moment in time. The plural is *tableaux*
- **exaggerate:** to make speech, facial expressions, postures and gestures appear more noticeable or prominent than is usual

MATERIALS

- Digital Camera – optional
- Paper and pencils
- Nursery Rhymes (included)

RESOURCES

- SDUSD VAPA Core Learnings
- Literature books
- Equipment and supplies available on site

WARM UP (*Engage students, access prior learning, review, hook or activity to focus the student for learning*)

- Review tableau.
- Ask for individuals or group volunteers to create a tableau for a scene (e.g., a soccer or baseball game).
- Discuss with class the clues: body, face and frozen picture to describe the characters and action.

MODELING (*Presentation of new material, demonstration of the process, direct instruction*)

- Select a nursery rhyme (e.g. Little Miss Muffet). As a group, identify the important events of the plot.
- Divide the class into groups of four.
- Guide the first group through the creation of a stage picture for the first of the important events.
- Discuss *exaggeration*. Make frozen actions and facial expressions as big and exaggerated as possible.
- Create tableau for each of the events using a different group of students until the entire story has been told.
- Note: Consider the number of characters in the story. A tableau can use actors as characters and objects. (E.g., in "Miss Muffet" there are two characters. If each group of students number four, students can act the "tuffet", the "bowl of curds and whey", two students can create the spider with eight legs, etc.).
- When you have finished each event in the story ask the students, "What did the actors do to give clues about this event?"
- At the end of the story ask, "How was the story told through tableau"?

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

- Select a rhyme from those included in this lesson as handouts.
- Note how many panels there are in the rhyme that you chose. Arrange class into small groups. The number of panels will determine how many small groups you need as each group will represent one panel in the rhyme you chose.
- Make a copy of the chosen rhyme for each group. Clip the pictures and have each group arrange them into the proper sequence.
- Assign each group one of the events to re-create through tableau.
- Here are some guidelines:
 - All students in the group must play a part in the tableau. Students can be anything found in the story: a tree, rock, building, pond, etc. as well as a character.
 - Students can take turns playing the lead part from tableau to tableau if necessary.
 - Each stage picture must be frozen for four seconds.
- Give each group two minutes to plan their tableau and practice.
- Performance:
 - Arrange student groups in sequence from left to right.
 - Remind students to exaggerate their facial expression and body position.
 - Student groups are to perform tableau as soon as their part of the rhyme is read.
 - Option: Take pictures of each group's tableau to be used to create a storyboard for the extension.

Option: If class is independent, give each group a different nursery rhyme and have them create the entire rhyme in tableau.

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

- Use the rubric to assess student performance for tableau.
- Discuss with the class the process of performing a rhyme (read the rhyme, break into important events, brainstorm ideas for tableau, create the tableau, perform).
- Ask the class, "How does tableau retell a rhyme"?
- Discuss exaggeration and its importance for actors to use to make a message or idea clear to an audience.
- Select a few actions or feelings to demonstrate using exaggeration. E.g., model the difference between happy as a simple smile to happy with expressive face and body; show hot and tired by slumping and exaggerated with tongue hanging out, hand on forehead, body off balance, etc. Ask students to identify the things the actor does with the face and body to make the action more clear.

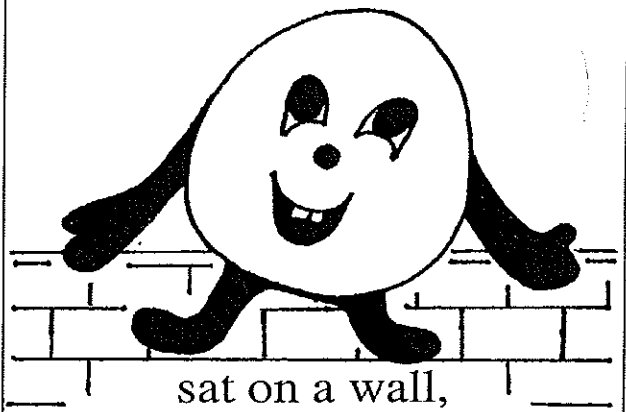
- Discuss with the group, "As 'actors' how did you show your important event?"

EXTENSION (*Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.*)

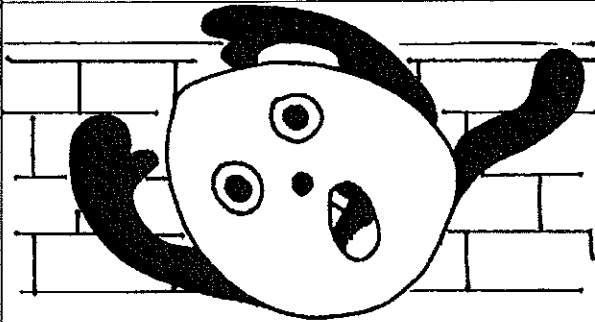
- Create a storyboard with paraphrased captions for each tableau.
 - Take clipped pictures of the rhyme given out in the guided practice and arrange into sequence.
 - Use the tableau photos taken of the performance and arrange into sequence.
 - Write a caption for each tableau photo and place it under the photo.
- Have students place pictures into a book along with the story to create a unique storybook.
- Perform tableau stories as an informal performance for parents and peers. Have one student narrate as the tableaux are being performed.



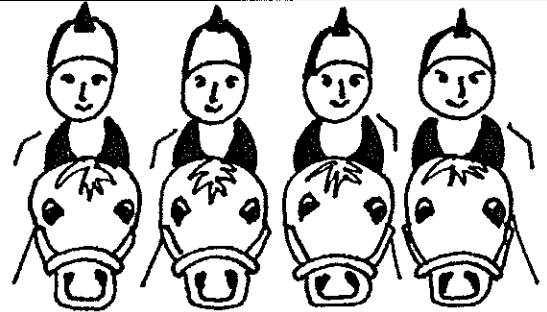
Humpty Dumpty



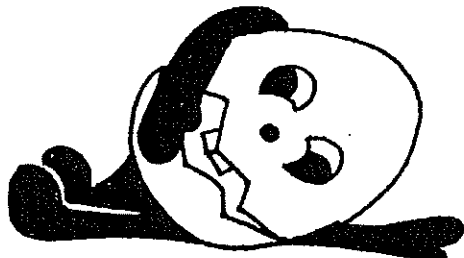
sat on a wall,



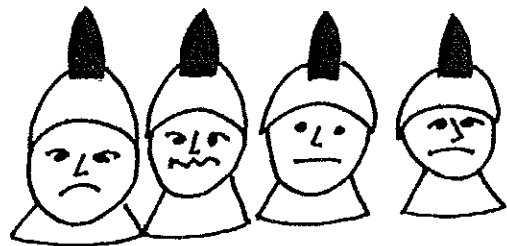
Humpty Dumpty
had a great fall.



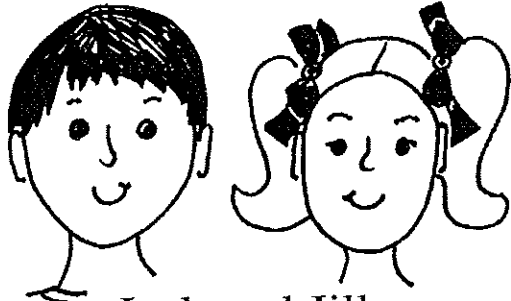
All the king's horses
and all the king's men,



couldn't put Humpty
together again!



The End!



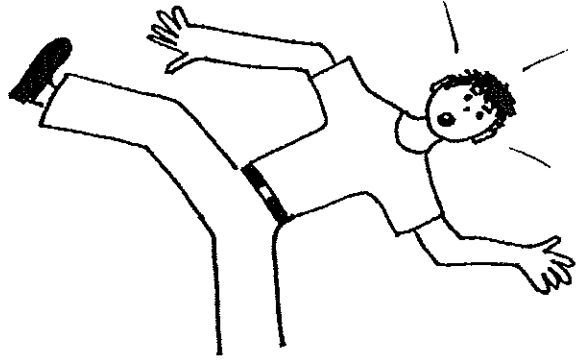
Jack and Jill



went up a hill,



to fetch a pail of water.



Jack fell down,



and broke his crown,



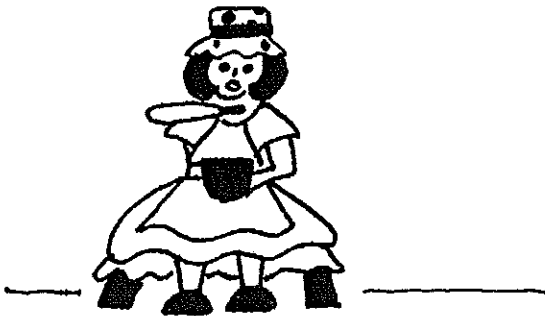
and Jill came tumbling
after.



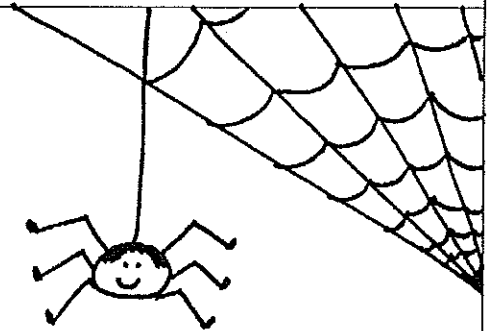
Little Miss Muffet



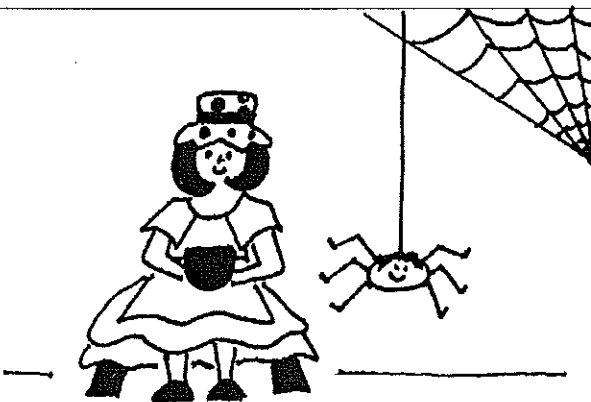
sat on a tuffet,



eating her
curds and whey.



Along came a spider,



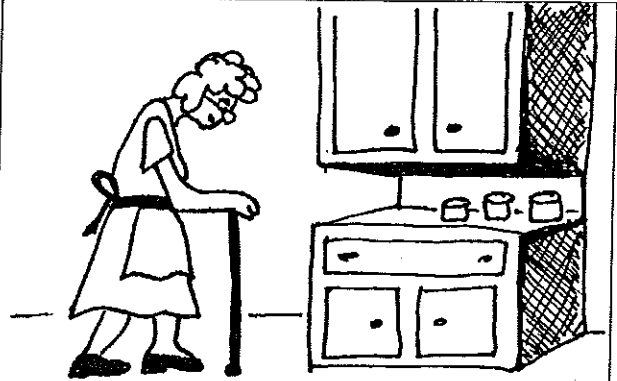
who sat down beside her



and frightened
Miss Muffet away!



Old Mother Hubbard



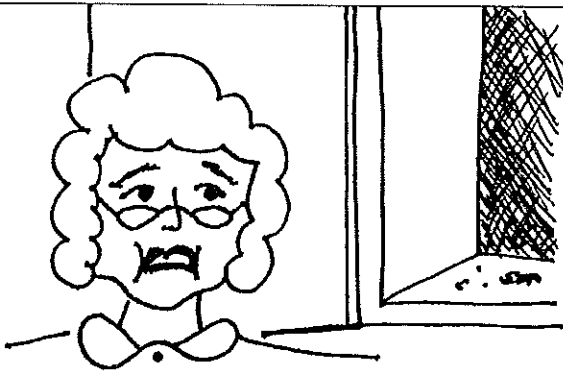
went to the cupboard,



to fetch
her poor dog a bone.



But when she got there,

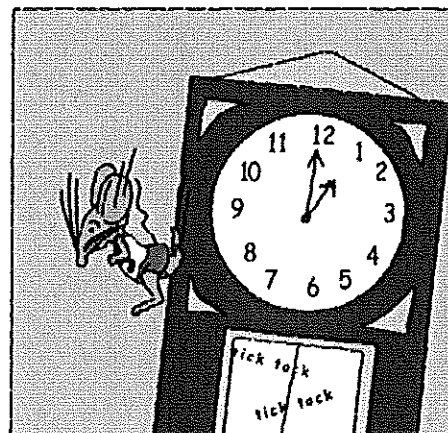
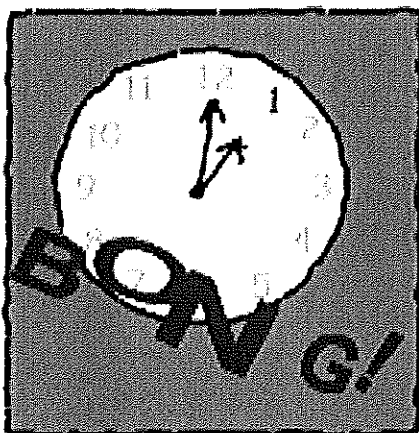
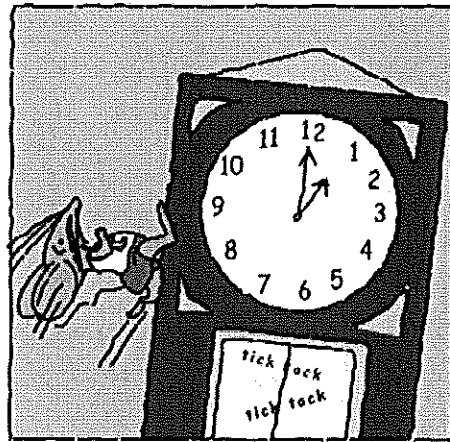
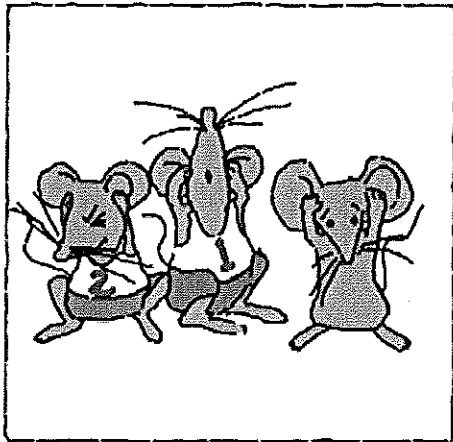
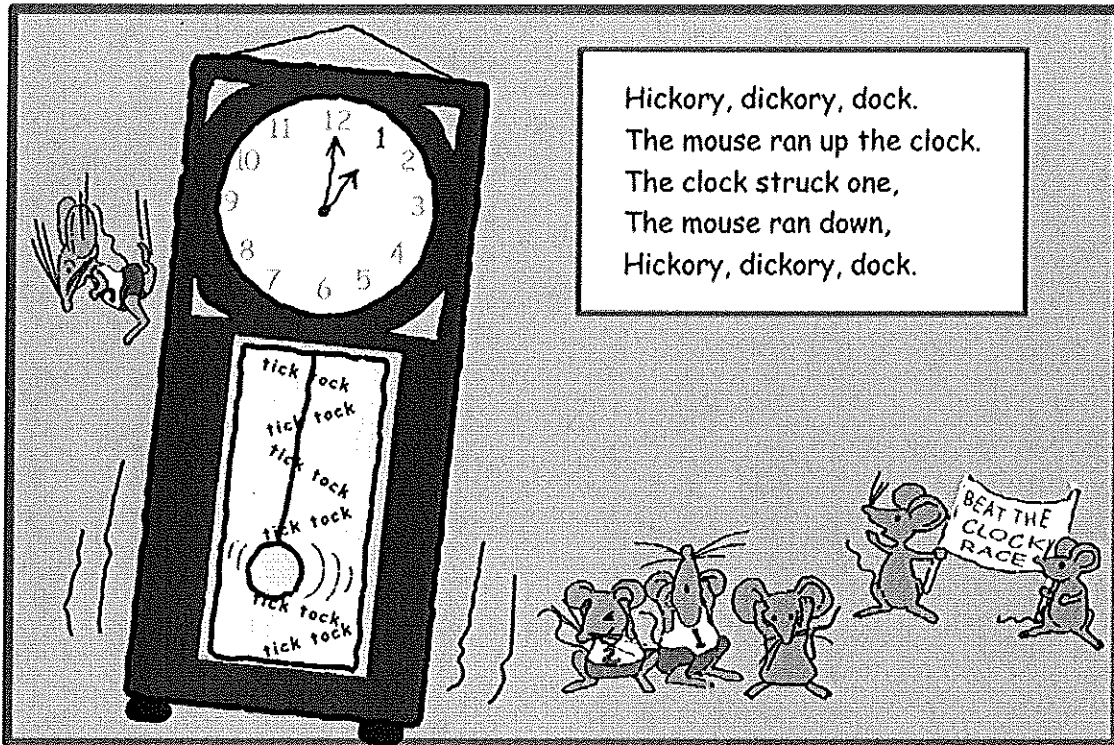


the cupboard was bare



and so,
the poor dog had none.

Drawings by Marty Stegeman, Visual & Performing Arts Department, San Diego City Schools



Grade 1 Theatre Lesson #8

DRAMATIZATIONS Dramatizing Nursery Rhymes

Lesson-at-a-Glance

Warm Up

Lead students through nursery rhymes. Repeat each nursery rhyme two times showing illustrations so that students will remember them when they see the rhymes in picture form later on in this lesson.

Modeling

Select a rhyme. Identify and discuss the **plot** (sequence of events), the **characters**, the **setting** and **problem/solution**, **costumes** and **props**. Chart observations. Coach each group to start in an opening tableau, create pantomime for the event and end in tableau.

Guided Practice

In small groups, students identify story elements, costumes and props, and create original pantomime and tableau for an event in a nursery rhyme. Conduct a formal performance.

Debrief

Use the rubric to assess student performance for pantomime and tableau. Discuss with the class the process it takes to perform a rhyme in pantomime and tableau and how props and costumes can enhance the story. Discuss performing before a live audience.

Extension

- Make a class collage for each of the four rhymes including pictures of the actors in costume, original drawings and comments from the audience about the performances.
- Identify plot, characters, setting, problem and solution for fiction books read in class. Create pantomime and tableau to retell the story.

Materials

Nursery Rhymes (included with lesson), Pantomime and Tableau Performance Rubric, Student worksheets, Digital Camera, Video Camera

Assessment

Discussion, Performance, Q&A, Performance Rubric

ELA Standards Addressed

Word Analysis 1.1 Match oral words to printed words

Reading Comprehension: 2.2 Respond to who, what, when, where and how questions, 2.7 Retell the central ideas of simple expository or narrative passages

Literary Response and Analysis: 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and end.

THEATRE – GRADE 1 DRAMATIZATIONS

Dramatizing Nursery Rhymes Lesson 8

This lesson could take up to three sessions to complete

CONTENT STANDARDS

- 1.1 Use the vocabulary of theatre, such as play, *plot* (beginning, middle and end), improvisation, *pantomime*, *stage*, *character*, and *audience*, to describe theatrical experiences.
- 2.2 Dramatize or improvise simple stories from classroom literature or life experiences, incorporating *plot* (beginning, middle and end) and using *tableau* or a *pantomime*.
- 3.3 Describe theatrical conventions, such as props, costumes, masks, and sets.
- 5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.

TOPICAL QUESTIONS

- How do I identify plot, setting, costumes and props and use these elements to perform a retelling of a nursery rhyme using pantomime and tableau?

OBJECTIVES & STUDENT OUTCOMES

- Students will perform in groups demonstrating focus and cooperation to create pantomime and tableau to retell nursery rhymes showing correct plot, sequence of events, setting, problem and solution.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Nursery Rhyme Performance Rubric (included)
 - Student response to inquiry
 - Student Worksheet
- **Feedback for Student**
 - Teacher feedback
 - Student Worksheet
 - Nursery Rhyme Performance Rubric (included)

WORDS TO KNOW

- **actor:** a person, male or female, who performs a role in a play or an entertainment
- **character:** personality or part an actor recreates
- **costume:** clothing or items worn by an actor
- **prop:** items carried on stage by an actor
- **plot:** structure of a play
- **audience:** people who watch, listen and respond to live theatre
- **entrance:** when an actor comes into a scene or enters on stage
- **exit:** when an actor leaves a scene or exits from the stage
- **stage:** space where an actor performs

MATERIALS

- Fairy Tales: "Humpty Dumpty", "Jack and Jill", "Little Miss Muffet", "Old Mother Hubbard" (attached)
- Props (optional):
 - cane or stick

- variety of hats (or make paper hats)
- granny glasses
- chair or stool
- bowl and spoon, bucket
- large box
- several dresses
- shawls or capes (or pieces of fabric)
- Picture prompts from fairy tales (included)
- Movement ideas for rhymes (included)
- Video Camera (optional)
- Digital Camera

Words to know:

-

RESOURCES

- *Mother Goose Nursery Rhymes*
- Equipment available on site

WARM UP (*Engage students, access prior learning, review, hook or activity to focus the student for learning*)

- Lead students through the four nursery rhymes: "Humpty Dumpty", "Jack and Jill", "Little Miss Muffett", and "Old Mother Hubbard".
- Repeat each nursery rhyme two times showing illustrations so that students will remember them when they see the rhymes in picture form later on in this lesson.

MODELING (*Presentation of new material, demonstration of the process, direct instruction*)

- Review what an actor does to tell stories, make characters believable and show setting.
- Divide students into four groups and distribute one of the picture prompts for a rhyme. Each group will be performing a single event in the same nursery rhyme.
- Discuss the rhyme and determine the plot (sequence of events), the characters, the setting and problem/solution. Chart observations.
- Coach each group to start in an opening tableau, create pantomime for the event (movement suggestions included in this lesson), and freeze in a tableau. The entire performance for each event should only be about 10 seconds long.
- Consider the following as you create movement for the characters in the rhyme:
 - "Little Miss Muffet" must enter the performance space. How would she do that? Skip? Walk? Stomp? It depends on how she feels. Is she happy, angry that her mother is making her come in from playing to eat lunch, etc.? Freeze in tableau to introduce Miss Muffet.
 - "Sat on a tuffet" - show action of sitting and freezing.
 - "Eating her curds and whey." How does she eat? Quickly? Slowly? Daintily or sloppily? Where is the bowl? Does she have a spoon or not? Freeze in tableau.
 - "Along came a spider" – How are you going to show the spider's entrance? Will it enter from the side to sit beside Miss Muffet or will it enter and drop down from above to imitate the picture? Will it move slowly or quickly?
- Perform each event in sequence showing tableau-pantomime-tableau as the rhyme is read (total time should be about 60-70 seconds). **Note:** Pause as necessary so students have time to show the action.
- Review *costumes* and *props* and how actors use them to create characters and make meaning from text.
- Discuss and chart what kinds of props and costumes would be needed for this nursery rhyme.

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

- Select another rhyme to create.

- Follow procedures in the modeling section:
 - Clip rhyme pictures ahead of time and distribute to each group along with a student worksheet.
 - Arrange rhyme pictures into sequence and paste onto worksheet. Determine characters, setting, problem and solution and record on worksheet.
 - Determine what costumes and props could be used for this rhyme. Circle on worksheet.
 - Assign each group an event for which they will create pantomime and tableau.
 - Ask students to select or create costumes and props for the rhyme (optional). Consider the feelings of the characters in the story. Create appropriate movement.
 - Allow groups ample time to create pantomime and tableau for each event of the rhyme using appropriate voice, posture, gesture, movement and feeling for the characters and action in the rhyme. Each event will start with tableau, transition to pantomime and end in tableau.
 - Coach as necessary.
 - Each event is approximately 10 seconds long. The entire rhyme is 60-75 seconds long.
 - Narrate the rhyme as students perform OR have a student narrate.
- Select costumes and props to use to enhance the characters and storyline (optional) and rehearse with them.
- Discuss *stage* as a place where actors perform. Define a space in classroom or use performance space on site.
- Create entrances and exits for each group's performance. Videotape for viewing.
- Discuss performance etiquette (being still on stage, not giggling or talking onstage, facing the correct direction and looking out to the audience, etc.).
- Conduct a formal performance for Kindergarten classes, parents, etc.
- Videotape performance and show to students afterwards.
- Take digital photographs.

Option: If class is independent, give each group a different nursery rhyme and have them retell the entire rhyme in pantomime and tableau.

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

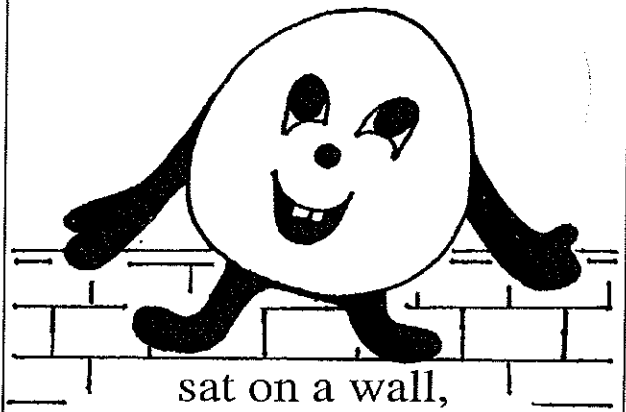
- Use the performance rubric to assess students.
- "What was challenging about acting both pantomime and tableau?"
- "What did you see the other actors doing in their rhymes that make the story clear and the characters believable?"
- If props and costumes were used:
 - "What was challenging about using props?"
 - "How do props and costumes help bring more meaning to the characters and storyline?"
- About performing:
 - "How did you feel when you performed? Were you excited, scared?"
 - "How did the audience react?"
 - "What does it mean to be a good audience?"
 - "What did you like best about your performance?"

EXTENSION (*Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.*)

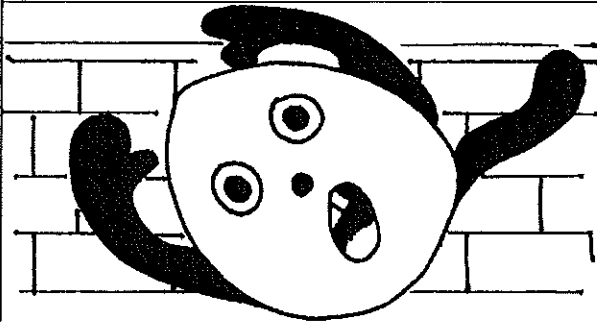
- Make a class collage for each of the four rhymes including pictures of the actors in costume, original drawings and comments from the audience about the performances.
- Identify plot, characters, setting, problem and solution for fiction books read in class. Create pantomime and tableau to retell the story.



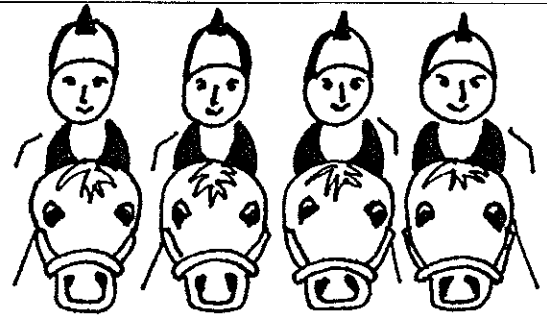
Humpty Dumpty



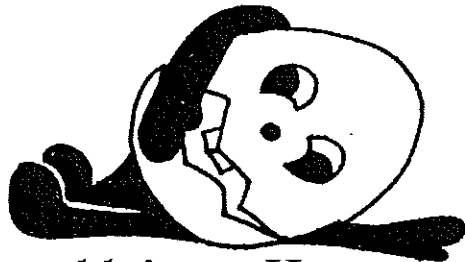
sat on a wall,



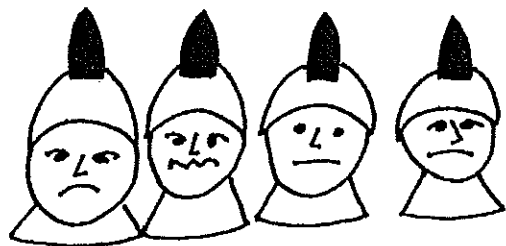
Humpty Dumpty
had a great fall.



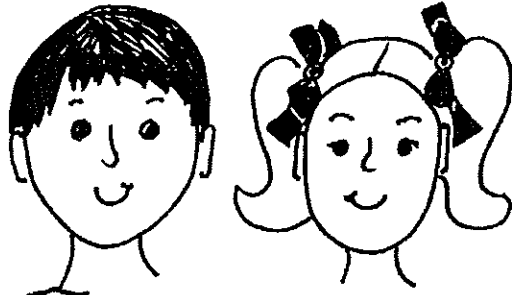
All the king's horses
and all the king's men,



couldn't put Humpty
together again!



The End!



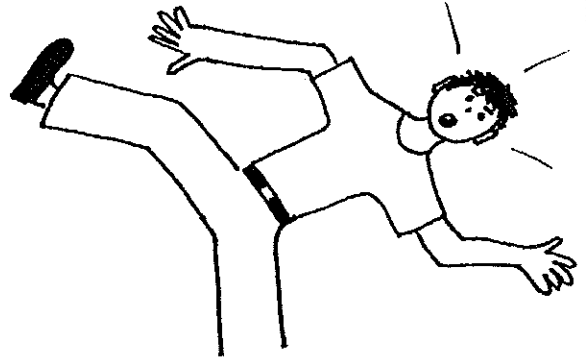
Jack and Jill



went up a hill,



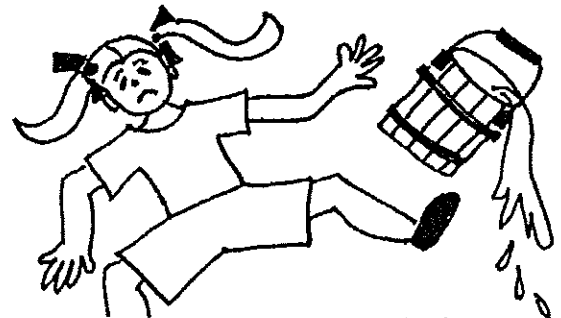
to fetch a pail of water.



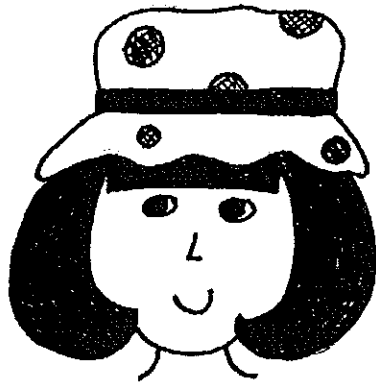
Jack fell down,



and broke his crown,



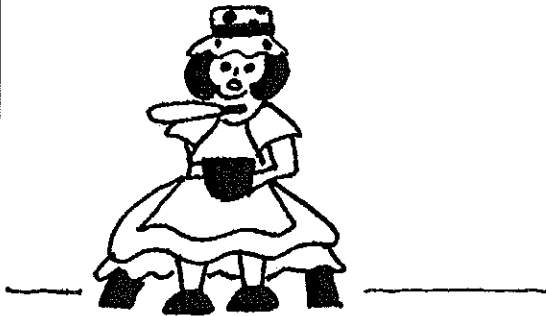
and Jill came tumbling
after.



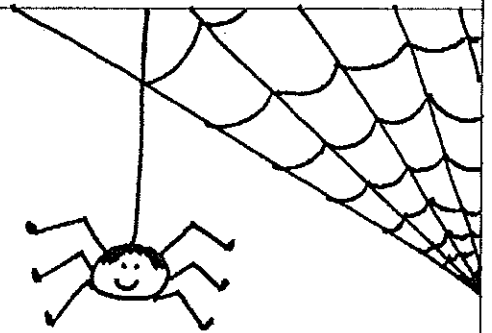
Little Miss Muffet



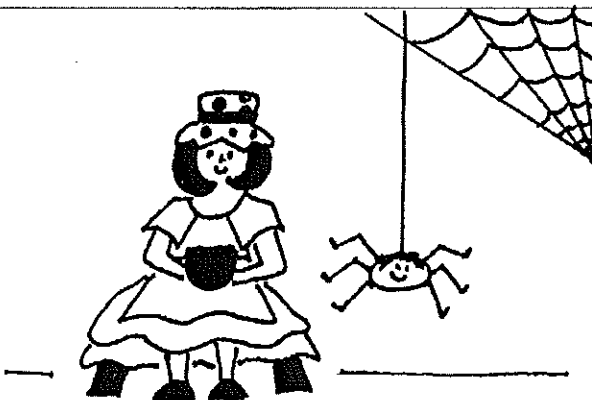
sat on a tuffet,



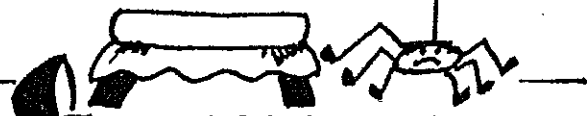
eating her
curds and whey.



Along came a spider,



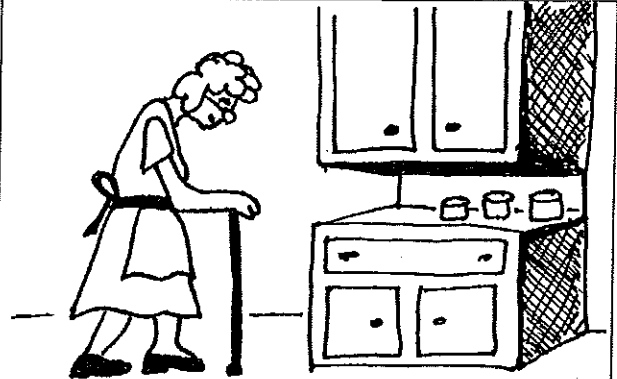
who sat down beside her



and frightened
Miss Muffet away!



Old Mother Hubbard



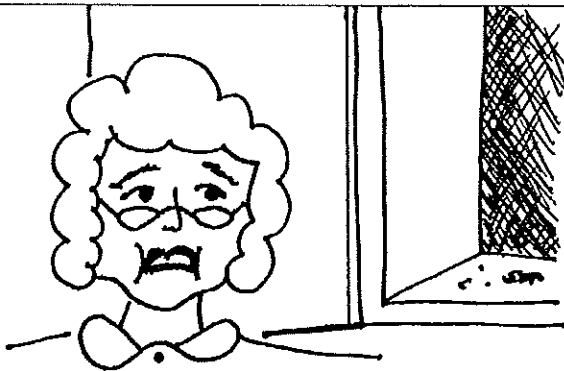
went to the cupboard,



to fetch
her poor dog a bone.



But when she got there,

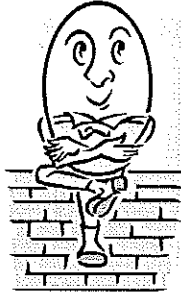


the cupboard was bare



and so,
the poor dog had none.

Drawings by Marty Stegeman, Visual & Performing Arts Department, San Diego City Schools



Humpty Dumpty

Humpty Dumpty sat on a wall,

(Make body into an egg shape, happily wobble forward, backward and side to side.)

Humpty Dumpty had a great fall.

(Continue to wobble but start to lose balance and fall slowly making a scared face.)

All the king's horses and all the king's men (this can be divided into two separate sections)

(Several characters prance in on horses, whinny, slap legs, etc., dismount horse and look over Humpty Dumpty who is moaning, etc.)

Couldn't put Humpty together again.

(King's men shake their heads, shrug their shoulders, looks sad, etc. while Humpty lies there.)

FREEZE



JACK AND JILL

Jack and Jill went up the hill (separate into two separate events)

(Hold hands and skip around carrying a bucket, get tired as you go up hill.)

To fetch a pail of water.

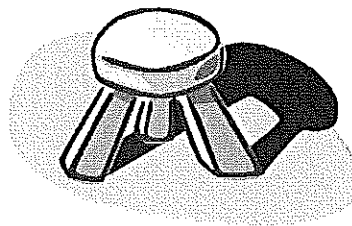
(Pretend to turn a handle to draw up water, pour water from that bucket into the one you carried up the hill.)

Jack fell down and broke his crown (separate into two separate events)

(Lose balance and fall slowly making scared face and sounds, after falling rub head and say ouch or something to that effect.)

And Jill came tumbling after.

(Make arms circles backward as if starting to tumble, fall slowly and spin to a falling position or fall slowly and roll.) FREEZE



LITTLE MISS MUFFETT

Little Miss Muffett

(Skip around, stop and swing dress and curtsy.)

Sat on a tuffet,

(Skip around to chair or stool and wiggle to sit down and fix dress.)

Eating her curds and whey;

(Pick up the bowl and spoon, stir, scoop and eat the imaginary food.)

Along came a spider,

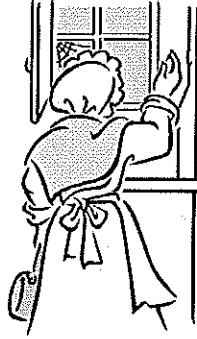
(Spider walks in wiggly, jaggedly, slowly, creepily in toward Miss Muffett.)

Who sat down beside her,

(Slowly wiggle and slowly stoop next to her while looking up at her.)

And frightened Miss Muffet away.

(Do scary motion with face, arms, whole body. Miss Muffet is scared, makes voice, uses arms and voice to show scared, runs a few steps away.) FREEZE



OLD MOTHER HUBBARD

Old Mother Hubbard

(Using a cane, walk bent over and shaky toward the cupboard.)

Went to the cupboard,

(Continue to hobble and walk to cupboard dog enters happily wagging backside and panting.)

To fetch her poor dog a bone

(Dog sits up, shows paws as if begging and pants, barks excitedly, pats dog on head.)

When she got there,

(Open the cupboard doors, dog follows and acts excited.)

The cupboard was bare

(Old lady turns to dog and makes a very surprised face with appropriate body movements.)

And so the poor dog had none.

(Dog makes an "oh no, woe is me" face, paws to face, whimpers, shakes head, acts sad.)

FREEZE

**Nursery Rhyme – Plot, Characters, Problem and Solution, and Costumes/Props
Student Worksheet**

Name: _____

<p>My group's Nursery Rhyme is:</p>
<p>The characters are:</p>
<p>The setting is:</p>
<p>Costumes and Props: List and draw pictures or clip from magazines</p>

Sequence of Events:
Arrange pictures of your rhyme and paste in proper sequence.

A large, empty rectangular box with a thin black border, intended for pasting pictures related to a rhyme sequence.

Grade 1 Theatre Lesson #9

DRAMATIZATIONS Fables: The Lion and the Mouse

Lesson-at-a-Glance

Warm Up

Review tableau, pantomime and the actor's responsibility, costumes, props and setting in stories.

Modeling

Identify and discuss the **plot** (sequence of events), the moral of the story, the **characters**, the **setting**, the **problem/solution**, **costumes and props** for a fable. Also discuss the relationships and feelings of the characters. Chart observations.

Guided Practice

Coach each group to start in an opening tableau, create pantomime and end in tableau for each event. Rehearse. Design costumes, props and setting for performance. Invite guests and conduct a formal performance.

Debrief

Use the rubric to assess student performance. Discuss with the class the process it takes to perform before an audience and the role of costumes and props. Discuss the moral of the story and how it applies to real animals and to character education.

Extension

Create a puppet play by creating lion, mouse and hunter puppets or create other dramatizations of favorite fables and fairy tales.

Materials

"The Lion and the Mouse" (included with lesson), Performance Rubric, Student worksheets, Digital Camera, Video Camera

Assessment

Discussion, Performance, Q&A, Performance Rubric, Worksheets

ELA Standards Addressed

Word Analysis 1.1 Match oral words to printed words

Reading Comprehension: 2.2 Respond to who, what, when, where and how questions, 2.7 Retell the central ideas of simple expository or narrative passages

Literary Response and Analysis: 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and end.

THEATRE – GRADE 1 DRAMATIZATIONS

Fables – The Lion and the Mouse Lesson 9

Because this lesson is written as a culminating experience involving multiple activities: designing, producing, acting, performing and evaluating it is considered more of a unit that will take up to several weeks to accomplish..

CONTENT STANDARDS

- 1.1 Use the vocabulary of theatre, such as play, plot (beginning, middle and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences.
- 2.2 Dramatize or improvise simple stories from classroom literature or life experiences, incorporating plot (beginning, middle and end) and using tableau or a pantomime.
- 3.2 Identify theatrical conventions, such as props, costumes, masks, and sets.
- 5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.

TOPICAL QUESTIONS

- How do I identify plot, setting, costumes and props and use these elements to perform a retelling of a fable using pantomime and tableau?

OBJECTIVES & STUDENT OUTCOMES

- Students will work collaboratively demonstrating focus and cooperation to create pantomime and tableau, costumes and sets showing plot as they retell fables,

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Performance Rubric (included)
 - Student response to inquiry
 - Student Worksheets (included)
- **Feedback for Student**
 - Teacher feedback
 - Student Worksheets
 - Performance Rubric
 - Video reflection

WORDS TO KNOW

- **actor:** a person, male or female, who performs a role in a play or an entertainment
- **blocking:** the planning and working out the movements of actors on stage.
- **character:** personality or part an actor recreates
- **costume:** clothing worn by an actor on stage during a performance
- **prop:** items carried on stage by an actor small items on the set used by the actors
- **plot:** structure of a play, beginning, middle and end
- **stage:** area where actors perform
- **audience:** people who watch, listen and respond to live theatre
- **entrance:** when an actor comes into the scene or enters the stage
- **exit:** when an actor leaves the scene or exits the stage

MATERIALS

- Fable: "Lion and the Mouse" (three versions (included)
- "Star Wars" movies

- Cartoons that have animal characters (e.g., Winnie the Pooh, Bugs Bunny, Disney movies).
- Construction paper, crayons, scissors, glue, colored pencils or paints

RESOURCES

- Equipment and materials available on site.
- Pictures of the savanna and jungle at local library.
- Videos available at library or video rental stores.
- Printable Activities for "The Lion and the Mouse" <http://www.first-school.ws/activities/fable/lionmouse.htm>
- Mouse themes activities including mask making with shapes http://www.first-school.ws/activities/shapes/animals/mouse_hearts.htm
- Links:
 - <http://us.penguin.com/static/packages/us/yreaders/aesop/index.html>
 - <http://www.first-school.ws/activities/fable/lionmouse.htm>
 - <http://www.dltk-teach.com/fables/lion/index.htm>
 - http://www.longlongtimeago.com/lta_fables_lionmouse.html

WARM UP *(Engage students, access prior learning, review, hook or activity to focus the student for learning)*

- Review how an actor makes characters believable (effective and exaggerated use of voice and body gestures using tableau and pantomime).
- Ask students to give examples of **costumes, props, and setting**. Star Wars movies are great examples to use. Show a clip of Darth Mal, Darth Vader, etc. and talk about what the character is wearing, the prop that is used, where the story is taking place. ("Where is the setting? Is it in a sky lab, space ship, tunnel, etc.?")

MODELING *(Presentation of new material, demonstration of the process, direct instruction)*

- Review and explain the characteristics of a fable.
- Choose one of the versions in this lesson of "The Lion and the Mouse" (or choose you own) and read it to the class. Ask the students the following questions:
 - "What are the sequential events in the story (*plot*)?"
 - "What is the problem?"
 - "What is a trap? How did the mouse free the lion? What is the solution?"
 - "Where does the story take place?"
- Show pictures of the savanna or jungle habitat and discuss characteristics.
- Ask students to use their imagination to interpret the story through voice and movement.
- All students should practice acting as each of the characters, then have them answer the following questions:
 - "What is the relationship of the lion to the mouse?" (Lion is larger, stronger, louder, heavier, etc. than the mouse.)
 - "How would the lion look while he slept?"
 - "How does he feel when awakened? What would his voice and movement look like?"
 - "What does the mouse do to wake the lion? How can you show it through movement?"
 - "How does the mouse feel before he wakes the lion?"
 - "How does he feel when he gets caught?"
 - "How can you show the mouse being caught by the lion through voice and body movement?"
 - "What would the hunters look like walking through the savanna or jungle and setting a trap?"
 - "What would the lion look and sound like when he is trapped by the hunters?"
 - "How does the little mouse free him?"
 - "How do both characters feel at the end of the story?"
 - "What is the moral of the story?"

GUIDED PRACTICE *(Application of knowledge, problem solving, corrective feedback)*

Part 1 Creating and Rehearsing

- Arrange students into groups of four to represent the lion, mouse and two hunters.
- Allow student groups to create pantomime and tableau for the important events using the same procedure from lesson #7 (tableau-pantomime-tableau).
- Encourage the students to work together, using their bodies, faces and voices if desired. Give ample time to create and rehearse each event in the story. Assist with **blocking** the actors (see Theatre Gr. 3 Lesson # 4: Blocking).
- Rehearse events several times in sequence.
- Re-read the fable as many times as needed to rehearse, memorize and pace the performance.
- Fable can be performed with:
 1. narration by a student or students as pantomime and tableau.
 2. music with pantomime and tableau only.
 3. dialogue created from the text.
- Tell students that a **stage** is where actors perform. Create a space in your room that will be used as the **stage** or rehearse in a performance venue.
- **Block** entrance and exit for actors.

Part 2 Designing Theatrical Elements

- Create **costumes** (See Visual Art Grade 2 lesson #8 or construction ideas included in this lesson), **props** (for the hunter's net see Visual Art Grade 2 Lesson #3: Weaving), and **sets** (See Visual Art Grade 1 Lesson #5 and 6: Landscapes) for the jungle or savannah setting.

Part 3 Producing and Technical Elements

- Create advertisements (posters or flyers) for the performance.
- If performing in the classroom, create a space where the audience will sit or arrange for a performance venue at your site.
- Decorate stage area with sets (drawings, paintings, fabrics, etc.).
- Determine how lighting will be used (turns lights on and off to signify scene change, to get audience seated, to end the performance, etc.).
- Obtain microphones, CD player, etc. if needed.

Part 4 The Performance

- Audience can turn their backs or close their eyes as the **actors** make their **entrance**. During the performance, the audience watches silently.
- Allow for appropriate audience responses to the actors and the story.
- After the performance, the **audience applauds** and the **actors bow** and **exit** the stage.
- If doing an "in class" performance with a single set of actors doing the entire fable or groups of actors performing a single event, ask the audience what they liked about the characters voices and bodies. "What did the actors do to make the characters believable?"
- Take video and digital pictures.
- Perform a more formal presentation for other classes, parents and community.

DEBRIEF AND EVALUATE *(Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?)*

- Use the rubric to assess student performance.
- Distribute worksheets and have students fill them in.
- As a group watch the videotaped performance(s) and look at the photos. Discuss what was liked about the performance and what changes could be made if there was another performance.
- Discuss the challenges of performing before a live audience.

Character Education Questions:

- "What was the moral of this story?"
- "Can you think of a time when you did something kind for someone?"
- "Can you think of a time when someone did something kind for you?"

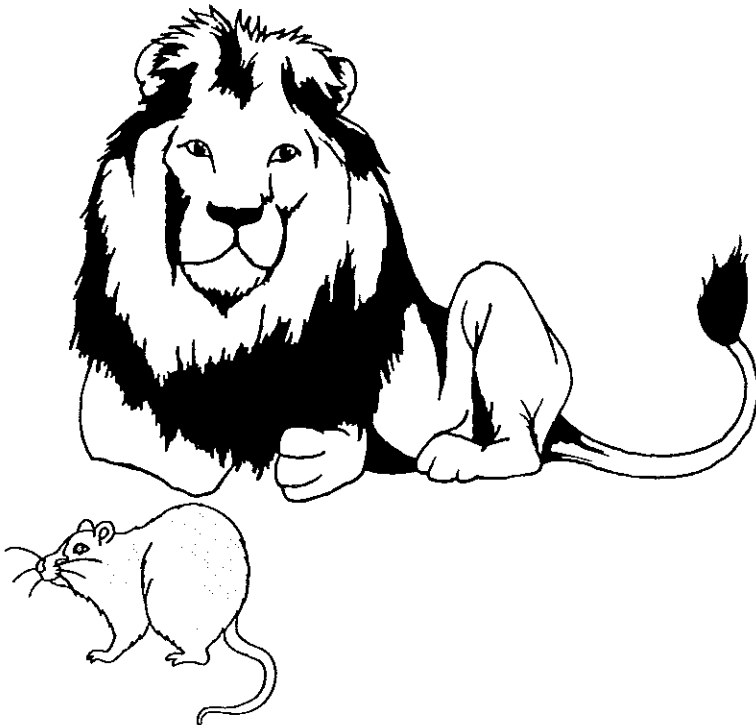
- "What does it mean to be a good citizen?"

Extension Questions:

- "Do animals really help each other in real life? How?"
- "Which are two other animals that could help each other?"
- "How would they help each other?"

EXTENSION (*Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.*)

- Create a puppet play by creating lion, mouse and hunter puppets (see Visual Art Grade 1 Lesson #7), and a background for the savanna or jungle.
- Create other dramatizations of favorite fables and fairy tales.



The Lion and the Mouse #1

Once when a lion was asleep a little mouse began running up and down upon him; this soon wakened the lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O King," cried the little mouse: "Forgive me this time, I shall never forget it: who knows but what I may be able to do you a turn one of these days?"

The lion was so tickled at the idea of the mouse being able to help him that he lifted up his paw and let him go. Some time after the Lion was caught in a trap. The hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him on.

Just then the little mouse happened to pass by, and seeing the sad plight of the lion, went up to him and soon gnawed away the ropes that bound the King of the Beasts. "Was I not right?" said the little mouse.

Little friends may prove great friends.

The Lion and the Mouse #2

Once, as a lion lay sleeping in his den, a naughty little mouse ran up his tail and onto his back and up his mane and danced and jumped on his head ...so that the lion woke up.

The lion grabbed the mouse and, holding him in his large claws, roared in anger. "How dare you wake me up! Don't you know that I am King of the Beasts? Anyone who disturbs my rest deserves to die! I shall kill you and eat you!"

The terrified mouse, shaking and trembling, begged the lion to let him go. "Please don't eat me, Your Majesty! I did not mean to wake you. It was a mistake. I was only playing. Please let me go - and I promise I will be your friend forever. Who knows but one day I could save your life?"

The lion looked at the tiny mouse and laughed. "You! Save my life? What an absurd idea!" he said scornfully. "But you have made me laugh, and put me into a good mood again, so I shall let you go." And the lion opened his claws and let the mouse go free.

"Oh thank you, Your Majesty," squeaked the mouse. And the mouse scurried away as fast as he could.

A few days later the lion was caught in a hunter's snare. Struggle as he might, he couldn't break free and became even more entangled in the net of ropes. He let out a roar of anger that shook the forest. Every animal heard it, including the tiny mouse.

"My friend, the lion, is in trouble," cried the mouse. He ran as fast as he could in the direction of the lion's roar, and soon found the lion trapped in the hunter's snare.

"Hold still, Your Majesty," squeaked the mouse. "I'll have you out of there in a jiffy!" And without further delay, the mouse began nibbling through the ropes with his sharp little teeth. Very soon the lion was free.

"I did not believe that you could be of use to me, little mouse, but today you saved my life," said the lion humbly.

"It was my turn to help you, Sire," answered the mouse.

Even the weak and small may be of help to those much mightier than themselves.

The Lion and the Mouse #3

A Lion was sleeping peacefully when he was woken by something running up and down his back and over his face.

Pretending to be still asleep, the Lion slowly opened one eye and saw that it was a little mouse.

With lightening speed the Lion reached out and caught the little mouse in one of his large paws. He dangled it by its tail and roared, "I'm the King of Beasts! You'll pay with your life for showing me such disrespect."

The Lion held the little mouse over his huge open jaws and prepared to swallow it.

"Please, please don't eat me, Mr King of Beasts, Sir," squeaked the mouse. "If you forgive me this time and let me go I'll never, never forget it."

"I may be able to do you a good turn in the future to repay your kindness," it squeaked.

"You, do me a favor!" roared the Lion with laughter. "That is the funniest thing I've ever heard."

Still laughing, the Lion put the mouse down on the ground and said; "You've made me laugh so much I can't eat you now. Go on, off you go before I change my mind."

The little mouse scurried away as fast as its little legs could go.

Not long after this the Lion was caught in a trap by some hunters. They tied him to a tree with rope while they went to get their wagon.

The little mouse was nearby and came when he heard the mighty Lion's roar for help.

The mouse gnawed the rope with his sharp teeth and set the Lion free.

"I know you didn't believe me, but I told you I could help you one day," squeaked the little mouse. "Even a little mouse like me can help some one as big and strong as you."

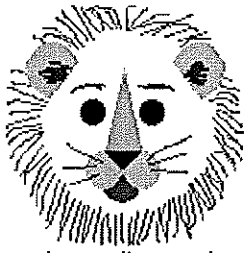
"Thank you my little friend. I won't forget that lesson," said the Lion as he ran away before the hunters returned.

The End

Little friends may prove to be great friends.

Good things come in small packages.

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



"King of the Jungle" Mask

What you need:

paper plate
tan or brown yarn
brown/tan, red, and black construction paper
3 or 4 brown pipe cleaners
craft glue
scissors
utility knife (grownups only!)
crayons
hole punchers (for mask)

This project can either be a creative art project - where each child designs their own lion, or it can be a cutting project for younger children, where the necessary shapes - circles, triangles and ears are marked on construction paper for them to cut.

What to do:

1. Do this step only if you are making a mask - this can also be a wall hanging.
Put the plate over your face like a mask. Ask the grownup to use a pencil to lightly mark where your eyes are under the plate. Ask the grownup to cut out the eyes so that you will be able to see from behind the finished mask.
2. Use the crayons to color the mask the color you would like your lion to be. If you would like, draw on details (nose, mouth, etc.) at this time. The plates can also be painted tan, and decorated later when they are dry.
3. If you are going to cut out shapes to make the face, the cheeks are made of two circles, and are put on (touching each other) before the black nose is put on. The eyebrows and inner ear details are drawn on. Cut out your face parts and glue them on.
4. Have a grownup cut the brown pipe cleaners in half. Glue these on for the lion's whiskers.
5. Cut pieces of yarn about 2 inches long to make the lion's mane. Glue these all around the "head" of the lion. Using a thick craft glue will make this part much easier.
6. If you're making a mask, use the hole punch to punch a hole on either side of the mask. Cut two pieces of yarn (about six inches long apiece) Tie one piece in each hole to make a strap to hold the mask. Tie the mask on and give your best growl! Another option for kids who do not like having masks tied on is for them to just hold it up to their face.

Printable Masks

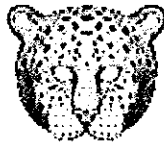
<http://www.angelfire.com/dc/childsplay/masks.htm>

To Make a Mask

1. Choose mask of your choice from below.
2. Print on 8.5" x 11" cardstock.
3. Carefully cut out around mask. Apply clear contact paper to both sides of mask and cut around outside of mask again - leaving a 1/8" of contact paper intact.
4. Cut out area for eyes.
5. Attach string or elastic to sides of mask
or
6. Glue mask to a pair of children's sunglasses - lenses removed (discard). (Hot glue works best.) You could also apply velcro to the glasses & mask - you will need fewer sunglasses this way and the children can interchange masks easily.

*Note: A good source for sunglasses - the dollar stores.

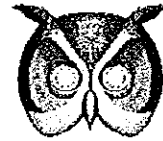
~ Click on a thumbnail to view the full size printable mask ~



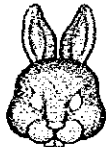
Leopard



Mountain Lion



Owl



Rabbit



Raccoon



Panda



mouse

Performing Fables – Student Worksheet

Name: _____

The name of the fable and characters:

The important events:

The problem:

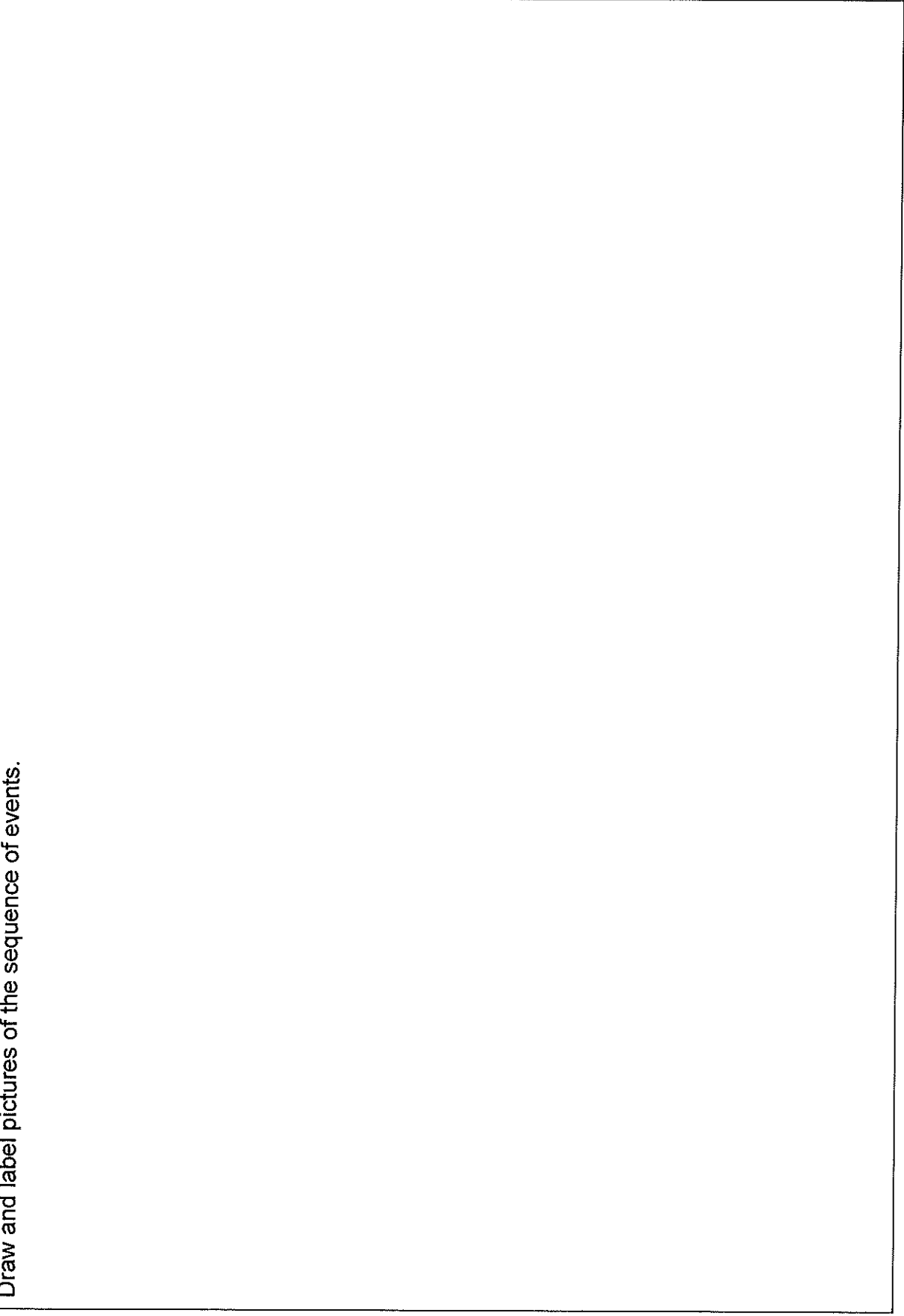
The solution:

The moral of the fable:

Costumes and Props:
List and draw pictures or clip from magazines

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for students to draw pictures or list costumes and props related to their project.

Draw and label pictures of the sequence of events.



Draw a Line from the Word

To the Definition

Actor	personality or part an actor recreates
Prop	a person who performs in a play
Tableau	structure of a play, beginning, middle and end
Exit	action without speaking
Plot	items carried on stage or used by an actor
Character	people who watch, listen and respond to live theatre
Audience	when an actor goes off stage
Pantomime	silent and frozen action of a scene picture
Costume	area where actors perform
Stage	when an actor comes on stage
Entrance	clothing worn by an actor