**LOS ANGELES UNIFIED SCHOOL DISTRICT**

**Arts Education Branch**

**DISCIPLINE: THEATRE**

**Module Two: Stories in Action: Stories have a beginning, a middle and an end.**

**Sample Lesson # ONE CHARACTER DEVELOPMENT Grade: 1**

**Standard:** 1.2 Observe and describe the traits of a character.

**Student Objective**: Explore ways to create a character using body, voice and imagination.

**Resources / Materials**: Nametags, Music, books of familiar stories with illustrations: *Gingerbread Man*, *Three Billy Goats Gruff*, *Little Red Hen*, *Tortoise and the*

*Jackrabbit* by Susan Lowell, *Where the Wild Things Are* by Maurice Sendak, *Rainbow Fish* by Marcus Pfister, Nursery Rhyme illustrations

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| ***Opening Phase*** | ***Gathering/***  ***Warming-up***  (Suggested 10 minutes) | **1.** Teacher has students enter class with “treasure” from journey. Show what it is.  **2. Body & Imagination: Drama Seed:** From a drama seed, grow into character statues, add movement and specific activities to pantomime. (animals, people in the community, familiar story characters, nursery rhyme characters) |
| ***Exploring/Creating Phase*** | ***Exploring***  (Suggested 10 minutes) | **1. Voice:** Character Voices: Using familiar lines from stories, (“You can’t catch me.” “Who is walking on my bridge?” “Then I will do it myself.” e.g.) echo lines.  **2. Motivation:** Form character statues, walk, freeze and select emotion and reason and walk. Continue. Ask why character feels like that. |
| ***Review/Preview/ Vocabulary***  (Suggested 5 minutes) | **1. Vocabulary:** **Character, Drama Seed, Motivation**  **2. Journals:** Two or three students share their journals from previous week. |
| ***Improvising/Inventing Story***  (Suggested 15 minutes) | **Group Improvisation:** Walkabout as definite characters in a specific setting from a story and respond to situation with 5 senses. Repeat as different characters in different settings. (animals in “Tortoise and Jackrabbit” watching the race, wild things in “Where the Wild Things Are” having a rumpus, fish in “Rainbow Fish” ignoring Rainbow Fish while playing together, e.g.) |
| ***Sharing/Reflecting Phase*** | ***Playmaking***  (Suggested 5 minutes) | **Suggested A/B Improvisation:** In “The Tortoise and the Hare,” Tortoise wants to race against the Hare; Hare wants to show off. |
| ***Reflecting/***  ***Journal Prompt***  (Suggested 5 minutes) | **1. Discuss:** If you could pretend to be any character, who would it be? Why?  **2. Journal:** Draw and describe a character you became. |

**Connections/Extensions:** Characters in Literature

**Teacher Task:** For the next lesson, teacher has students enter class as a character from a familiar story.

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**Sample Lesson # TWO CHARACTER DEVELOPMENT (Object Personification) Grade: 1**

**Standard:** 2.1 Demonstrate skills in pantomime, tableau and improvisation.

**Student Objective**: Understand that objects can be characters played by actors.

**Resources / Materials**: Nametags, Music, *Beauty and Beast* pictures, books of stories with objects as characters: *Goldilocks and* **the Three Bears**, *The Three Little* *Pigs*, *Corduroy* by Don Freeman, *Little Red Riding Hood*, *Hansel and Gretel*, sponge, Sponge Bob pictures, spatula, clock

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| ***Opening Phase*** | ***Gathering/***  ***Warming-up***  (Suggested 10 minutes) | **1.** Teacher has students enter class as chosen character from a familiar story.  **2. Body, Voice & Imagination: Sponge Bob:** Show sponge and ask if they can be that character. Progress toward Sponge Bob pictures and activities he would do. Then add things he would say. |
| ***Exploring/Creating Phase*** | ***Exploring***  (Suggested 10 minutes) | **1. Objects as Characters:** Become character statues of spatula, clock; add movement; add sounds; add words and activities. Repeat with objects in the room (book, pencil sharpener, door, e.g.)  **2. Stories:** **Chairs in *Goldilocks*:** I’m very hard and big. I’m soft and bouncy. I’m just right. Sit here. **Door in *3 Pigs*:** Go away. No one’s home. |
| ***Review/Preview/ Vocabulary***  (Suggested 5 minutes) | **1. Vocabulary:** **Personification**  **2. Journals:** Two or three students share their journals from previous week. |
| ***Improvising/Inventing Story***  (Suggested 10 minutes) | **Walkabout:** as object characters in a specific setting from a story, respond to situation with 5 senses. Repeat as different characters in different settings. (dishes and silverware dancing in *Beauty and the Beast*, Toys playing in the store in *Corduroy).* |
| ***Sharing/Reflecting Phase*** | ***Playmaking***  (Suggested 10 minutes) | **Improvisation:** Working in pairs as two different characters from a familiar story (wolf and Red Riding Hood or Hansel and Gretel), explore the setting created by groups of students as trees, rocks, stream, flowers, e.g.) |
| ***Reflecting/***  ***Journal Prompt***  (Suggested 5 minutes) | **1. Discuss:** What other object characters from stories could you become?  **2. Journal:** Select one “object character” and draw it with an expression and some dialogue. |

**Connections/Extensions:** Characters in Literature

**Teacher Task:** For the next lesson, teacher has students enter class as an object character from a familiar story.

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**Module Two: Stories in Action: Stories have a beginning, a middle and an end.**

**Sample Lesson # THREE IMPROVISATION INTRODUCTION Grade: 1**

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

**Student Objective**: Learn and practice improvisation.

**Resources / Materials**: Nametags, Music, pictures: plumber, library, toy store, post office; pink package pick up slip; Books: *Jack and the Beanstalk, Three Little Pigs*

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| ***Opening Phase*** | ***Gathering/***  ***Warming-up***  (Suggested 10 minutes) | **1.** Teacher has students enter class as an object character from a familiar story.  **2. Body, Voice & Imagination: Characters:** From a drama seed, grow into various characters, pantomime activities, add voice. (Jack climbing beanstalk, Wolf trying to get in house of pigs, plumber fixing a leaky pipe, mail carrier bringing mail, librarian putting books away, e.g.) |
| ***Exploring/Creating Phase*** | ***Exploring***  (Suggested 10 minutes) | **Situations:** Working as a group, explore situations by having a specific objective. With Teacher in role, create conflicts and encourage problem-solving. (Child wants a book/librarian needs card, child wants to pick up birthday package at post office/postal worker Says it won’t be there until tomorrow, e.g.) |
| ***Review/Preview/ Vocabulary***  (Suggested 5 minutes) | **1. Vocabulary:** **Improvisation, Objective, Resolution**  **2. Journals:** Two or three students share their journals from previous week. |
| ***Improvising/Inventing Story***  (Suggested 10 minutes) | **A/B Improvisation:**  Child wants to keep pet/Parent wants no more pets  Child wants to rinse shampoo from hair/Plumber had to turn off water  Wolf wants to get into pig’s house/Door wants to protect pigs  Jack wants to climb beanstalk/Parent wants him to stay and be safe  (share resolutions) |
| ***Sharing/Reflecting Phase*** | ***Playmaking***  (Suggested 10 minutes) | **Story:** Set up Jack and Parent improvisation with a tableau for the beginning and one for the ending; improvise the middle. Share some stories. |
| ***Reflecting/***  ***Journal Prompt***  (Suggested 5 minutes) | **Journal:** If you wanted to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, explain some ways you could \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Example: (*Jack and the Beanstalk*) If you wanted to get Mom’s permission to climb the beanstalk, explain some ways you could convince her. |

**Connections/Extensions:** Stories, Jobs in the community

**Teacher Task:** For the next lesson, teacher has students enter class as though they are shopping at the grocery store.

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**Module Two: Stories in Action: Stories have a beginning, a middle and an end.**

**Sample Lesson # FOUR IMPROVISATION OF STORY** **Grade**: **1**

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

**Student** **Objective**: Practice improvisation and establish beginning, middle and end.

**Resource Materials:** Name Tags, Story: *The Boy Who Cried Wolf*, Music: *Peter and the Wolf*

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| ***Gathering/***  ***Warm-up***  (Suggested 10 minutes | 1. Teacher has students enter class as though they are shopping at the grocery store. Change it to shopping for a new sweater.  **2. Body & Imagination: Walkabout:** Shepherd in the mountains taking care of sheep and getting bored, Sheep grazing happily, townspeople being worried about danger.  **3. Voice:** Laugh believably, grumble loudly, Project: Wolf! Wolf! The Wolf is chasing the sheep! |
| ***Exploration***  (Suggested 5 minutes) | **Walkabout:** Doing a job and getting bored, doing a job and getting interrupted for something unimportant, wolf prowling, shearing sheep, knitting sweaters, selling sweater to make a living, buying sweater to stay warm. |
| ***Journal/Review***  ***Vocabulary Preview***  (Suggested 5 minutes) | **1. Vocabulary:** character, objective, motivation, fable, Aesop, moral, jobs, setting, plot (beginning, middle, end)  **2. Journals**: Two or three Students share journals from last week.  **3. Context:** Have you ever told a lie? What happened? |
| ***Improvisation/***  ***Story***  (Suggested 15 minutes) | **1. Read/Storytell:** *The Boy Who Cried Wolf.*  **2. Beginning:** Establish setting with sheep and shepherd safely grazing and getting bored. Establish townspeople doing jobs such as shearing sheep, knitting sweaters, selling sweaters, buying sweaters to stay warm.  **3. Middle:** Boy cries out, townspeople are interrupted and come to help; he laughs and they leave grumbling. Boy cries out again; townspeople again arrive and get angry and tell him to stop making things up. He cries again when he sees a real wolf; they ignore the cries. Worried when he didn’t return with the sheep.  **4. Ending:** Find him crying with sheep scattered; old man comforts. |
| ***Invention*/ *Playmaking***  (Suggested 10 minutes) | **Groups:** In small groups students enact either the beginning, middle or end. Choose, cast, rehearse, share. |
| ***Reflection/***  ***Journal Prompt***  (Suggested 5 minutes) | **1. Discussion:** What can help after two big whopping lies? Apologies, Forgiveness, Trust, Time. What are the consequences of his actions? Missing sheep so sheep owners have less wool, less yarn for fewer sweaters, less money to buy food. Cold and hungry winter. Did the boy think about any of that?  **2. Journal:** If you could change the ending of the story, what would it be? |

**Connections/Extensions: Community, livelihoods, consequences.**

**Teacher Task:** For the next lesson, teacher has students enter class as though someone has tricked them, and they just realized it.

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**Module Two: Stories in Action: Stories have a beginning, a middle and an end.**

**Sample Lesson # FIVE PLOT Grade: 1**

**Standard:** 5.1 Apply the theatrical concept of beginning, middle and end to other content areas.

**Student Objective**: Begin to understand plot (beginning, middle, end) and the importance of conflict in a story.

**Resources / Materials**: Nametags, Music, Story: *Anansi and the Moss-Covered Rock* by Eric A. Kimmel, foam rock, zube tube

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| ***Opening Phase*** | ***Gathering/***  ***Warming-up***  (Suggested 10 minutes) | **1.** Teacher has students enter class as though someone has tricked them and they just realized it.  **2. Body & Imagination: Mime beginning, middle, end with problem:** reading a book & page tears, playing with a yo-yo and string breaks, flying a kite and it’s stuck in a tree, putting on a shirt and button comes off, e.g. |
| ***Exploring/Creating Phase*** | ***Exploring***  (Suggested 10 minutes) | **1. Voice: Line from story:** Isn’t that a strange-looking moss-covered rock.  **2. Character:** Become animal characters from story, do walkabout, mime eating food from story |
| ***Review/Preview/ Vocabulary***  (Suggested 5 minutes) | **1. Vocabulary:** **Plot (beginning, middle, end); conflict, trickster**  **2. Journals:** Two or three students share their journals from previous week. |
| ***Improvising/Inventing Story***  (Suggested 10 minutes) | **1. Read/Storytell story:** *Anansi and the Moss-covered Rock*  **2. Improvisations:**  Beginning: Anansi in jungle & meeting Lion  Middle: Playing tricks on each animal (A/B Improvisation) - conflict  Biggest Conflict: Anansi wants coconuts/Bush Deer wants to get food back  Ending: Animals with food, Anansi ready for another adventure |
| ***Sharing/Reflecting Phase*** | ***Playmaking***  (Suggested 10 minutes) | **Story:** Cast story with multiples of animal characters and enact it. |
| ***Reflecting/***  ***Journal Prompt***  (Suggested 5 minutes) | **Journal:** Describe your favorite part of the story – beginning, middle or end. Why did you like it? |

**Connections/Extensions:** Story Plots

**Teacher Task:** For the next lesson, teacher has students enter class as characters in a setting from the beginning **ONLY** of a familiar story.

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**Module Two: Stories in Action: Stories have a beginning, a middle and an end.**

**Sample Lesson # SIX PLOT Grade: 1**

**Standard:** 5.1 Apply the theatrical concept of beginning, middle and end to other content areas.

**Student Objective**: Create an original middle and ending for a familiar story.

**Resources / Materials**: Nametags, Music, Story: classroom teacher choice

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| ***Opening Phase*** | ***Gathering/***  ***Warming-up***  (Suggested 10 minutes) | **1.** Teacher has students enter class as characters in a setting from the beginning of a familiar story.  **2. Body, Imagination, Voice: Pantomime:** Working alone, perform an activity such as catching a fish, moving a heavy object, climbing a tree. Set up the situation only. **Pair Share:** Discuss possible conflicts (problems) that could happen. Share some with group. Choose one problem and pantomime it working with a partner. Perform a solution to the problem. |
| ***Exploring/Creating Phase*** | ***Exploring***  (Suggested 10 minutes) | **1. Character:** Become each character from chosen story doing an activity.  **2. Setting:** Explore setting(s) of story using the five senses. |
| ***Review/Preview/ Vocabulary***  (Suggested 5 minutes) | **1. Vocabulary:** **Plot (beginning, middle, end); conflict**  **2. Journals:** Two or three students share their journals from previous week. |
| ***Improvising/Inventing Story***  (Suggested 10 minutes) | **1. Read/Storytell Selected story:** Stop at the end of the beginning.  **2. Improvisations:**  Beginning: Students perform beginning activity.  Middle: In groups, create and improvise a conflict.  Biggest Conflict: Make the conflict stronger (more exciting).  Ending: Create and improvise an ending. |
| ***Sharing/Reflecting Phase*** | ***Playmaking***  (Suggested 10 minutes) | **Story:** Groups share complete stories with each other. |
| ***Reflecting/***  ***Journal Prompt***  (Suggested 5 minutes) | **Journal:** Describe the conflict (problem) in one of the stories presented. How did they solve it? |

**Connections/Extensions:** Story Plots

**Teacher Task:** For the next lesson, teacher has students enter class pantomiming eating one of their favorite foods.

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**Sample Lesson # SEVEN STORY DRAMATIZATION Grade: 1**

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

**Student Objective**: Perform a story and identify the beginning, middle and end.

**Resources / Materials**: Nametags, Music, Story: “Cookies” from *Frog and Toad Together* by Arnold Lobel

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| ***Opening Phase*** | ***Gathering/***  ***Warming-up***  (Suggested 10 minutes) | **1.** Teacher has students enter class pantomiming eating a favorite food.  **2. Body & Imagination: Pantomime:** eating the chosen food, trying not to eat it, wanting more of it, trying to do something with the food so you won’t eat it. |
| ***Exploring/Creating Phase*** | ***Exploring***  (Suggested 10 minutes) | **1. Voice: Pair Share:** Tell each other about a food you like to eat. Include details about preparing it or eating too much and getting sick or not being allowed to have more.  **2. Character:** Become frog or toad character eating cookies, making the cookies, eating too many cookies |
| ***Review/Preview/ Vocabulary***  (Suggested 5 minutes) | **1. Vocabulary:** **Plot (beginning, middle, end); conflict, Tableau**  **2. Journals:** Two or three students share their journals from previous week. |
| ***Improvising/Inventing Story***  (Suggested 10 minutes) | **1. Read/Storytell story:** “Cookies”  **2. Flow Map:** Make a Flow Map of the story points and mark the beginning, middle and end.  **3. Tableau:** In partners, make a tableau of the beginning of the story. Observe and note positive qualities: frozen, clear expression, obvious activity, able to be seen |
| ***Sharing/Reflecting Phase*** | ***Playmaking***  (Suggested 10 minutes) | **Story:** In groups create two more tableaux to illustrate the middle and ending of the story. Perform for one another showing all three tableaux. |
| ***Reflecting/***  ***Journal Prompt***  (Suggested 5 minutes) | **Journal:** Describe your favorite part of the story – beginning, middle or end. Why did you like it? |

**Connections/Extensions:** Story Plots

**Teacher Task:** For the next lesson, teacher has students divided into groups of four to do the performance task.