**LOS ANGELES UNIFIED SCHOOL DISTRICT**

**Arts Education Branch**

**DISCIPLINE: THEATRE**

**Module Three: Theatre in the World: We all have stories to tell.**

**Sample Lesson # ONE MANY STORIES HAVE SIMILAR IDEAS Grade: 1**

**(Everyone can Share)**

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

**Student Objective**: Connect ideas in life to stories.

**Resources / Materials**: Nametags, Music, books of stories about sharing such as: *The Magic Porridge Pot, The Little Red Hen; Everybody Serves Soup, Everybody* *Brings Noodles, Everybody Bakes Bread* and *Everybody Cooks Rice* by Norah Dooley; *A chair for My Mother* by Vera B. Williams, *The Lonely Prince* by Max Bollinger, *Rainbow Fish* by Marcus Pfister, “The Garden” from *Frog and Toad Together* by Arnold Lobel, *Sitti and the Cats* by Sally Bahous, porridge pot, cape

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| ***Opening Phase*** | ***Gathering/***  ***Warming-up***  (Suggested 15 minutes) | **1. Module Introduction:** Storytell *The Magic Porridge Pot*.  **2. Voice:** Identify the elements of the story. Which character wanted to share? Which character did not want to share? What is the story teaching us?  **3. Body & Imagination:** Working in partners, pantomime: sharing a ball, sharing a yo-yo, sharing a kite, sharing a swing. |
| ***Exploring/Creating Phase*** | ***Exploring***  (Suggested 10 minutes) | **1. Brainstorm:** Examples of sharing: siblings, friends, parent/child.  **2. Pantomime or Improvise** situations from examples above. |
| ***Review/Preview/ Vocabulary***  (Suggested 5 minutes) | **1. Vocabulary:** **Theme**  **2. Journals:** Two or three students share their journals from previous week. |
| ***Improvising/Inventing Story***  (Suggested 10 minutes) | **1. Stories:** Using stories listed above, identify sharing activities. Compare to examples from personal experience.  **2. Partners:** Choose a moment from a story or personal experience and dramatize it. |
| ***Sharing/Reflecting Phase*** | ***Playmaking***  (Suggested 5 minutes) | **Share** some scenes if ready. |
| ***Reflecting/***  ***Journal Prompt***  (Suggested 5 minutes) | **Journal:** Why is sharing important to you? |

**Connections/Extensions:** Social Studies, Language Arts

**Teacher Task:** For the next lesson, teacher has students enter class as though bringing some food to share with others.

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**Sample Lesson # TWO FOLKTALES: STONE SOUP Grade: 1**

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

**Student Objective**: Use movement to create characters and story.

**Resources / Materials**: Nametags, Music, Book: *Stone Soup*, Pictures of characters from 18th century European village, food pyramid

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| ***Opening Phase*** | ***Gathering/***  ***Warming-up***  (Suggested 7 minutes) | **1. Enter** as though bringing food to share.  **2. Voice:** Describe the food to a partner.  **3. Body & Imagination:** Pantomime cooking/preparing the food. |
| ***Exploring/Creating Phase*** | ***Exploring***  (Suggested 8 minutes) | **Walkabout:** Using pictures for ideas, walk as various types of people from old European village. Develop a gesture for each character. |
| ***Review/Preview/ Vocabulary***  (Suggested 5 minutes) | **1. Vocabulary:** **character, gesture, soup “sop”**  **2. Journals:** Two or three students share their journals from previous week.  **3. Context:** Tell a little about the history of soup. Look at the food pyramid and determine which sections could be used for soup ingredients. |
| ***Improvising/Inventing Story***  (Suggested 15 minutes) | **1. Read/Storytell:** *Stone Soup.*  **2. Connection:** Using the food pyramid, figure out which types of food could be used to make healthy soup.  **3. Select:** Choose a character and specific food for the story.  **4. Rehearse** bringing it to the pot and saying, “I have brought some \_\_\_\_\_\_.” |
| ***Sharing/Reflecting Phase*** | ***Playmaking***  (Suggested 10 minutes) | **Perform** with teacher in role as man. As villagers, each student brings food to the pot and says the line: “I have brought some \_\_\_\_\_\_\_\_\_.” Pretend to stir the pot and serve the soup. |
| ***Reflecting/***  ***Journal Prompt***  (Suggested 5 minutes) | **1. Reflect:** Discuss the different ways that students used their bodies to show their character.  **2. Journal:** Ask students to think of other ways people, like the characters in the story, share food. Have students draw or write about sharing food. |

**Connections/Extensions:** Nutrition

**Teacher Task:** For the next lesson, teacher has students enter class as though going fishing.

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**Module Three: Theatre in the World: We all have stories to tell.**

**Sample Lesson # THREE FOLKTALES: THE TALE OF MR. JEREMY FISHER (Part 1) Grade: 1**

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

**Student Objective**: Perform an improvisation of a story and connect the ideas to the reasons people do things in the real world.

**Resources / Materials**: Nametags, Music, Books: *The Tale of Mr. Jeremy Fisher* and other Beatrix Potter stories, Pictures: England, ponds, frogs, fish, chart paper

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| ***Opening Phase*** | ***Gathering/***  ***Warming-up***  (Suggested 10 minutes) | **1. Enter** as though going fishing.  **2. Body, Voice & Imagination:** Improvise getting into a boat, baiting the hook, catching a very small fish and then a huge fish. |
| ***Exploring/Creating Phase*** | ***Exploring***  (Suggested 10 minutes) | **Walkabout** as frog character and react to: the rain, being pinched on the foot, being pricked by sharp fins, being laughed at, being swallowed and dragged down to the bottom of the pond. |
| ***Review/Preview/ Vocabulary***  (Suggested 5 minutes) | **1. Vocabulary:** **improvisation, character, setting**  **2. Journals:** Two or three students share their journals from previous week.  **3. Context:** Tell a little about Beatrix Potter and late 19th and early 20th Century English lake district. |
| ***Improvising/Inventing Story***  (Suggested 20 minutes) | **1. Read/Storytell:** *The Tale of Mr. Jeremy Fisher.*  **2. Sequence:** Make a list of the characters. Indicate if they came at the beginning, middle or end of the story.  **3. Interview:** Teacher in role as reporter interviews characters about what happened. Include questions to reveal objectives and motivations for their behavior. Record motivations on character list. |
| ***Sharing/Reflecting Phase*** | ***Playmaking***  (Suggested 0 minutes) | Will be done in next lesson. |
| ***Reflecting/***  ***Journal Prompt***  (Suggested 5 minutes) | **Journal:** Draw a picture of the pond setting and describe it. |

**Connections/Extensions:** Social Studies, Language Arts

**Teacher Task:** For the next lesson, teacher has students enter class as one of the characters from the story on his/her way to the pond.

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**Module Three: Theatre in the World: We all have stories to tell.**

**Sample Lesson # FOUR FOLKTALES: THE TALE OF MR. JEREMY FISHER (Part 2) Grade: 1**

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

**Student Objective**: Perform an improvisation of a story and connect the ideas to the reasons people do things in the real world.

**Resources / Materials**: Nametags, Music, Books: *The Tale of Mr. Jeremy Fisher* and other Beatrix Potter stories, Pictures: England, ponds, frogs, fish, character list

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| ***Opening Phase*** | ***Gathering/***  ***Warming-up***  (Suggested 10 minutes) | **1. Enter** as character from story and go to the pond.  **2. Body & Imagination:** React to rain and wind, fish splashing, strong storm.  **3. Voice:** Color the Phrase: I will get some worms and go fishing. |
| ***Exploring/Creating Phase*** | ***Exploring***  (Suggested 5 minutes) | **Review** characters and behaviors (motivation). Use list from previous lesson. |
| ***Review/Preview/ Vocabulary***  (Suggested 10 minutes) | **1. Vocabulary:** **improvisation, motivation**  **2. Journals:** Two or three students share their journals from previous week.  **3. Context:** Make a storyboard with beginning, middle and end. |
| ***Improvising/Inventing Story***  (Suggested 0 minutes) | Done in previous lesson. |
| ***Sharing/Reflecting Phase*** | ***Playmaking***  (Suggested 15 minutes) | **Beginning, middle and end:** Use characters and events from interview responses and story board to recreate the story with everyone working simultaneously; many students can play the same character. |
| ***Reflecting/***  ***Journal Prompt***  (Suggested 10 minutes) | **1. Discuss:** Characters teach us about ourselves and others. How can characters help us understand our reasons for doing things in our lives? Do you ever behave like any of the characters in the story?  **2. Journal:** Draw the character you portrayed showing the character’s feelings. |

**Connections/Extensions:** Social Studies, Language Arts

**Teacher Task:** For the next lesson, teacher has students enter class as though in a tropical rain forest looking for a fruit tree.

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**Sample Lesson # FIVE FOLKTALES: TRICKING A CROCODILE Grade: 1**

**Standard:** 3.2 Identify theatrical conventions, such as props, costumes, masks and sets.

**Student Objective**: Create a setting in which to improvise a folktale.

**Resources / Materials**: Nametags, Music, Book: *Tricking a Crocodile*, Pictures: Malaysia, rivers, trees, crocodile, mousedeer; umbrella map, fabric pieces, rehearsal boxes

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| ***Opening Phase*** | ***Gathering/***  ***Warming-up***  (Suggested 7 minutes) | **1. Enter** as though in a tropical rain forest looking for a fruit tree.  **2. Body & Imagination:** Walkabout & Pantomime: push tall plants out of the way, move a large rock, climb a tree, wade in the river.  **3. Voice:** Sound collage: Malaysian rain forest |
| ***Exploring/Creating Phase*** | ***Exploring***  (Suggested 8 minutes) | **Characters**: From drama seed grow into a crocodile, develop walk and voice; explore the setting using the 5 senses. Repeat process for mousedeer. |
| ***Review/Preview/ Vocabulary***  (Suggested 5 minutes) | **1. Vocabulary:** **trickster character, sound collage, mousedeer**  **2. Journals:** Two or three students share their journals from previous week.  **3. Context:** Malaysian culture; mousedeer is common trickster |
| ***Improvising/Inventing Story***  (Suggested 15 minutes) | **1. Read/Storytell:** *Tricking a Crocodile* from the beginning up to the problem of the tree being on the opposite side of the river.  **2. Predict:** Students predict solutions.  **3. Read/Storytell:** rest of story.  **4. Technical:** Using fabric pieces and boxes, half of class makes a river; other half makes a fruit tree. |
| ***Sharing/Reflecting Phase*** | ***Playmaking***  (Suggested 10 minutes) | **Improvisation:** Dramatize story using set. Rotate roles and repeat. Some students provide sound collage. |
| ***Reflecting/***  ***Journal Prompt***  (Suggested 5 minutes) | **Journal:** Draw the setting. How did the scenery help tell the story? |

**Connections/Extensions:** Geography

**Teacher Task:** For the next lesson, teacher has students enter class as though in a dark and crowded space.

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**Sample Lesson # SIX FOLKTALES: SUN AND MOON Grade: 1**

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

**Student Objective**: Work with others to create a drama from a story.

**Resources / Materials**: Nametags, Music, Book: *Sun and Moon*, Pictures: Cuba, cave, sun, moon; umbrella map, fabric pieces, boxes, chairs, scarves

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| ***Opening Phase*** | ***Gathering/***  ***Warming-up***  (Suggested 5 minutes) | **1. Enter** as though in a dark and crowded space.  **2. Voice:** Grumble about being crowded and wanting to have own space. |
| ***Exploring/Creating Phase*** | ***Exploring***  (Suggested 10 minutes) | **1. Body:** Working with a partner exchange places by watching one another; designated space is occupied by only one at a time, and someone must be there at all times.  **2. Imagination**: Action/Reaction: overeat/feel sick, spend all money/have none left, break playground rule/benched |
| ***Review/Preview/ Vocabulary***  (Suggested 5 minutes) | **1. Vocabulary:** **setting, character, problem, plot (beginning, middle, end)**  **2. Journals:** Two or three students share their journals from previous week.  **3. Context:** Folktales of the past often explained scientific happenings that people could not otherwise explain. |
| ***Improvising/Inventing Story***  (Suggested 15 minutes) | **1. Read/Storytell:** *Sun and Moon.* Identify the setting, characters, problem, plot (beginning, middle, end).  **2. Groups:** Divide into groups, and each group arranges a set and stages the story. |
| ***Sharing/Reflecting Phase*** | ***Playmaking***  (Suggested 10 minutes) | **Share:** Each group presents story for others. |
| ***Reflecting/***  ***Journal Prompt***  (Suggested 5 minutes) | **1. Discuss:** How did you feel about working with others to dramatize a story? What did you like best about it? What would you change if you were to do it again?  **Journal:** Create an illustration showing the subject of “consequences.” Example: having to stay indoors to finish incomplete homework when friends are outside. |

**Connections/Extensions:** Science, Language Arts

**Teacher Task:** For the next lesson, teacher has students enter class in groups to do performance task. Select story(ies) and have groups storyboard beginning, middle and end.