

Story Drama

Second Grade

Adapted by Abby Calhoun

CORE SUBJECT AREA

English Language Arts

ART FORM + ELEMENTS

DRAMA - READER'S THEATRE, Role-playing, improvisation, Storytelling

DURATION

30 minutes

OBJECTIVES

Students will... actively participate in reading “The Lion and the Mouse” (Aesop’s Fable) and use their voice to read with expression.

Students will... identify and acknowledge the roles of the characters of the story

MATERIALS NEEDED

Song with clear pitch sections like “Levelance” from Music for Creative Dance: Contrast and Continuum (I) by Eric Chappelle

Document camera, computer projection, paper copies, to display story dialogue.

Aesop’s fable “The Lion and the Mouse”

Scene from “Jack and the Beanstalk” with dialogue between Jack and the Giant, if desired for assessment

Video recording device (cell phone)

VOCABULARY

Point of view, dialogue, storytelling, drama, cold read, voice pitch

MSCCR STANDARDS

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

MSCCR CREATIVE ARTS STANDARDS

TH:Cr1.1.2c. Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences

TH: Cr3.1.2: Refine and Complete artistic work.

Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

TH: Cr.2.1.2: Organize and develop artistic ideas and work

a. Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).

THPr4.1.2: Select, analyze and interpret artistic work for presentation.

a. Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama).

LESSON SEQUENCE

Warm the students physically by having them move from a low level to a high level creating a small, contracted shape at the low level (raisin) and a large, expansive shape at a high level (watermelon). Warm their voices by having them move their voices from a low level to a high level on “ooo” like a roller coaster. Play the song

“Levelance” or another song with clear low and high pitches having them create gestures to show when the pitches are high, low or medium level.

Explain to the students that they are actors and actors have 3 tools available to them - body, voice and imagination. Actors use their bodies, voices and imaginations to show their characters. The students just warmed up and utilized their bodies and voices. Listening to the selection again and using their imaginations, ask the students to imagine what kind of characters might use those high, low and medium pitches.

1. Read the story “The Lion and the Mouse”. Do not alter your voice to indicate different characters as you read. Direct the students to engage their actor’s tool of imagination as you read to imagine what each character’s voice would sound like including the pitch.

2. In pairs have the students talk to one another as lions and then as mice. Have them discuss their vocal choices explaining why they chose that pitch for that character to their partners. As a class, discuss reasons for the most likely choice of low pitch for lion and high pitch for mouse. You may wish to include body shape and size to reflect character as well and explain why a larger animal might have a lower pitched voice than that of a smaller animal.

3. Keep students in these pairs. Have one student in each pair play the lion and the other play the mouse. Try dramatizing this story as a class with the teacher narrating and prompting lines and students repeating lines with appropriate voice and movements/ body shape/size.

4. Have the students continue working on their lion and mouse scenes as you observe. Have the students take turns playing the two different roles. Observe students looking for appropriate character choices. You may even wish to team up pairs and have them present to one another as you circulate and observe aurally and visually.

EXTENDED LEARNING ACTIVITIES

As an extension, you may wish to take a short scene from a familiar story like “Jack and the Beanstalk” that includes dialogue between Jack and the Giant. In pairs, have the students practice their scene together with one student playing each role. Have them discuss their vocal and physical choices. Observe students looking for appropriate character choices. Team up pairs of actors and have them present to one another as you circulate and observe aurally and visually.

SOURCES

Education Closet; updated and edited by Abby Calhoun