

Lesson: One-Minute Fairy Tales

GRADE: Five

SUBJECT: Drama

Goal of the Lesson: Students will explore some more movement and will start to explore improvisation through short dramatic scenes.

General Learning Outcomes: The child should realize and appreciate the uniqueness of self. The child should sharpen observations of people, situations, and the environment. The child should develop an awareness of the body and voice as tools of communication.

Specific Learning Outcomes: The child should develop acceptance of self and others. The child should role play. The child should develop the confidence to make choices.

Materials/Classroom Set Up:

- Pre set up fairy tale choices on the white board and have the same choices cut on paper in the hat.
- Popsicle stick names.

LESSON CONTENT

Time:	<p>Welcome the students and ask them to sit in a circle. Start right away with some breathing and stretching exercises.</p> <ul style="list-style-type: none">- Neck- Arms/hands- Legs <p>Explain that today we're still focused on movement, because movement is always a part of drama. We will also be talking about and doing some improvisation activities.</p> <p>Ask the students, "what is improv?"</p> <p>Talk to the students about some important rules and information and rules for doing improv.</p> <ul style="list-style-type: none">- Be confident. Even if what you're doing doesn't make sense, the audience will think whatever's happening is funny. We always appreciate you putting yourself out there.- Always accept new information as it comes. Believe all of the new pieces of your scene/what you're doing as though it's true. <p>We're going to do an improv activity called one-minute fairy tale.</p> <p>Have the fairy tale examples written on the board/on paper in a hat. Turn the board around.</p> <p>Students will be put into groups of 4. I will pick groups at random (with popsicle sticks) to be together and to present.</p> <p>Once your group is called, you will choose a fairy tale from a hat and have one minute to tell us that story.</p> <p>You will quickly have 10 seconds to assign your storyteller. They will tell the story as the rest of your group acts it out.</p> <p>If you don't know the fairy tale, make something up that goes along with the title that makes sense.</p> <p>After the groups present, split them all into pairs to play "questions only". When I say go, they have to have a conversation only using questions.</p>
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Extension/Extra Time Plan: Play “look up” with the students if there is extra time.

Reflection:

Lesson: Animorphs!!

GRADE: Five

SUBJECT: Drama

Goal of the Lesson: Students will create animal characters using movement.

Objective of the Lesson (In connection to the POS): Students will react to their environments and create characters for that environment through movement.

General Learning Outcomes: Students will develop a capacity for imaginative and creative thought. Students will develop belief in identification with and commitment to role.

Specific Learning Outcomes: Students will express simple characterization through movement. Students will observe and study the animal kingdom, the size, shape and weight of animals, and the ways they move and react to their environment.

Pre-learning: Students should have a basic knowledge of different animals within the animal kingdom. They should also be able to give clues as to what those animals are.

Materials/Classroom Set Up:

- Have music set up on the computer to play in the classroom.

LESSON CONTENT

<p>Introduction:</p> <p>Time: 10 minutes.</p>	<p>Welcome the students to class and get them to sit in a circle. Introduce yourself and tell them a little about you.</p> <p>Explain that we're going to do a fun warm up together to help me get to know your names. The game is called "dance circle". I'm going to play a dance song. First we need to take a big step back in the circle. Next, when the music plays we're all going to start dancing. Then, one at a time we're going to dance into the circle and shout our name, then dance back into place.</p> <p>Next we will do our movement activity. I call it "Animorphs".</p> <p>Ask the students what they think the activity will involve based on its name.</p>
<p>Transition:</p> <p>Time: 1 minute.</p>	<p>Get the students to find their own place in the room. They should be able to reach out their arms and not be touching anyone.</p>
<p>Activity:</p> <p>Time: 12 minutes.</p>	<p>Get the students to close their eyes. Tell them to choose an animal. It can be any animal that is currently living. Nothing Extinct. They need to give thumbs up when they've chosen.</p> <p>Now, get them to change their posture so that they might appear more like that animal. Now, because it's Animorphs, I still want your animal to have human qualities. This means that I don't want people crawling on the ground. Think of another way to show that your animal walks on all fours. Give me thumbs up when you have the posture you want.</p> <p>Next, I need you to picture your Animorphs character with a voice. If you're uncomfortable with a different voice it's okay to keep your characters voice the same as yours, but I really want you to try developing a new voice for their character. I'll give you 1 minute to talk out loud to get the sound of voice that you want.</p> <p>Now, when I say go, you're all going to open your eyes and walk around the room and talk to each other about your new character. You need to give your classmates clues so that they can guess</p>

	<p>what kind of animal you are. For example, If you're a mouse you could say, "Man I really like cheese" **insert mouse voice** You can guess what someone is during your conversation with them. Please don't shout it so that it's given away to the whole class, just say it so that the person can hear it, and then move on.</p> <p>Put up your thumbs if you understand the instructions.</p> <p>Let them play the game for a while so that they can all mingle as their animals.</p> <p>**Assessment: Watch the students as they do this to see if they really grasped the character creations and if their making good, calculated movements. **</p> <p>Get the students back into the circle and one at a time they need to tell us what animal they were.</p> <p>Next, get them to slowly shake out their fingers, arms, legs and feet. This will return them back to their human selves.</p>
Transition: Time:	No transition time needed. Just get the kids to sit down.

<p>Conclusion:</p> <p>Time: 12 minutes.</p>	<p>Now, to end the class with some more movement, we're going to play "Wink Murder". Even if the kids have played the game before explain your rules, as they may be different. It also ensures that everyone will understand.</p> <p>They will sit in the circle with their eyes closed. I will walk around the circle and lightly tap the "murderer" on the head. Then we will all get up and pretend that we're at a very fancy, very grand party. The murderer will go around and wink at his/her victims, and they will die a very dramatic death. You cannot die until 10 seconds after you're winked at. You can make a guess to who the murderer is at any time by raising your hand. You cannot guess if you're dead. Don't guess if you're not 100% sure!</p>
<p>Total Time:</p>	<p>If the killer is guessed, they get to choose the next killer.</p> <p>Please make sure your movements during the game make sense to the scene we're creating. Treat it as an acting experience, as though you're creating a character.</p> <p>**Assessment: watch the students move around during the game to see how well they create characters.**</p>

Modifications: No modifications should be needed for this lesson.

Extension/Extra Time Plan: We will continue to play the game until the end of class.

Reflection: