

Elk Grove Unified School District
Visual and Performing Arts Resources
Theatre

Grade 1: Lesson 1

Title: Being Afraid: Character

Standards Addressed

Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

1.2 Observe and describe the traits of a character.

Creative Expression

Creating, Performing, and Participating in Theatre

2.1 Demonstrate skills in pantomime, tableau, and improvisation.

Time: 40-50 minutes

Floor Plan: Classroom floor.

Materials Needed:

- *Clyde Monster*, by Robert L. Crowe

Purpose:

To connect theatre skills to literature being studied.

Background:

Besides reading the book, the students have had little background for this lesson. Few have performed in front of others. This activity is set up to get them to be less intimidated by performance. For full academic meaning, the students would have read *Clyde Monster*, by Robert L. Crowe from the Open Court Literature.

Key Questions:

How would a cat talk if it could?

If you really wanted something, what would you do to get it?

How would certain animals walk?

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p>1 Set up purpose/goals Ask the students if they have watched their cat or dog on a hot day. How do they act? Write the responses on the board.</p>	<p>How are you making your purpose clear to the students? By using visual/verbal clues.</p>
<p>2 Engage students Have the students develop faces for certain voices that you say. If you talk in a gruff voice, then they will make a harsh face, etc.</p>	<p>How can I effectively get the students interested in the content of the lesson? Read the story of <i>Clyde Monster</i>. The students can learn about “how to treat others.”</p>
<p>3 Learning Sequence a) Read the story. b) Have the students try to imitate their own pet. c) The students will imitate real life creatures.</p>	<p>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present? Create improvisational dramatizations that include plot, theme, character development, dialogue, sound, and visual aspects. Write or record the dialogue and situations.</p>
<p>4 Assessment What did Clyde’s mother and father say to him to make him feel better about being scared?</p>	<p>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice) Once every two weeks have an activity where the students have to get in front of the class and say a sentence in a chosen animal’s voice.</p>

Actual Lesson Sequence

1. Working individually and simultaneously, the students grow into a hard-working hen, lazy cat, lazy dog, lazy mouse, etc.
2. Working in a group and using the story line, “Not I,” the students develop voices for a cat, dog, mouse, etc.
3. Walkabout: The students spread out into space provided. There are two rules: no sounds and no touching. When the leader says, “Go,” the players move; when the leader says, “Stop,” the players freeze. The leader gives pantomime/action suggestions that the players follow. Suggestions are: cat sleeping and dreaming; dog sleeping on a porch; mouse sleeping by a fireplace; cat, dog, or mouse walking lazily; hen who is cooking, cleaning, planting, cutting wheat, taking wheat to the mill, or making a cake. While moving, the students develop gestures for each character.
4. Working in groups of four, cast each student as a character. The leader/story teller reads the story as the students improvise, all groups working simultaneously. Each group may share one portion of the story with the rest of the class.