

**Elk Grove Unified School District**  
**Visual and Performing Arts Resources**  
**Theatre**

**Grade 2: Lesson 1**

**Title: Kindness: Character—Fantasy**

**Standards Addressed**

**Creative Expression**

*Creating, Performing, and Participating in Theatre*

- 2.2 Retell familiar stories, sequencing story points and identifying character, setting, and conflict.
- 2.3 Use improvisation to portray such concepts as friendship, hunger, or seasons.

**Time:** 40-50 minutes

**Floor Plan:** Classroom floor.

**Materials Needed:**

- *Cinderella*, by Fabio Cohen
- Drawing paper
- Pencils
- Crayons

**Purpose:**

To connect theatre skills to literature being studied.

**Background:**

Besides reading the story, 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 *Cinderella*, by Fabio Cohen from the Open Court Literature.

**Key Questions:**

Is there obvious parts of a story that let you know it is a fantasy?

What are the obvious signs?

What would be the difference between a realistic character and a fantasy character?

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p><b>1 Set up purpose/goals</b> Ask the students if they have ever seen a Walt Disney movie that wasn't fantasy. Does a cartoon automatically make it a fantasy? (Not if it's historical non-fiction.) Have them tell you which Walt Disney movies are fiction. Write down the responses.</p>	<p><b>How are you making your purpose clear to the students?</b> By using visual/verbal clues.</p>
<p><b>2 Engage students</b> Have the students draw a picture of a person that is alone, without anyone or anything around him. Have them comment on what they think the person is thinking. Then have them draw people around him. They can also draw toys and presents. Then ask them what the person feels.</p>	<p><b>How can I effectively get the students interested in the content of the lesson?</b> Start out by telling the students that they are going to hear about a girl that went from being very poor to being very rich. However, be careful, the most important message here is that you are rich with happiness.</p>
<p><b>3 Learning Sequence</b> a) Read the story. b) Prior knowledge. c) Identify real vs. fantasy. d) Perform.</p>	<p><b>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present?</b> The students will be able to look at a character in literature and tell whether it is real or fiction.</p>
<p><b>4 Assessment</b> What are the differences between portraying realistic and fantasy characters?</p>	<p><b>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice)</b> Have the students brainstorm other well-known stories and label them fantasy or fact.</p>

### Actual Lesson Sequence

1. Working individually and simultaneously, the students become statues of the Fairy Godmother (or wizard, magical type character), pumpkin, carriage, glass slipper, and clock. Encourage expression and human attitudes.
2. Using any tongue twister, the students develop voices for characters in body segment (i.e., Sally sells seashells down by the seashore.)
3. Working individually and simultaneously, the students begin when the leader says, "Go," and freeze when the leader says, "Stop." Suggestions are: magical character casting a spell, pumpkin transforming into a carriage, carriage rolling through the town, glass slipper being tried on many feet, clock striking midnight to signal the end of magic.
4. Divide the students into groups of five to seven. Then cast, dramatize, and rehearse selected moments from the story. Encourage personification of the object characters. Suggestions: transformation of pumpkin into a carriage; clock striking midnight and reversal of the magic; glass slippers being tried on various characters.
5. Have each group perform for the class.