

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

Kindergarten: Lesson 2

Title: School (*Boomer Goes to School*, by Constance W. McGeorge)

Standards Addressed

Creative Expression

Creating, Performing, and Participating in Theatre

2.2 Perform group pantomimes and improvisations to retell familiar stories.

Historical and Cultural Context

Understanding the Historical Contributions and Cultural Dimensions of Theatre

3.2 Role-play different characters in the community, such as firefighters, family members, teachers, and cooks.

Time: 40-50 minutes

Floor Plan: A regular classroom setting.

Materials Needed:

- None

Purpose:

The purpose of this lesson is for the students to realize that people can use movement/sound to communicate a wide range of ideas and emotions without words to connect theatre skills to literature being studied.

Background:

It is assumed that the children have little background in theatre and while most children are comfortable with movement, they have had little exposure to performing in front of others. For full academic meaning, the students should have read *Boomer Goes to School*, by Constance W. McGeorge from Open Court Literature.

Key Questions:

- How can actors imitate a living object?
- What movements do dogs make that are unique?

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
1 Set up purpose/goals Ask the students if they know how to imitate movements and voices. Write any responses on the board. Let the students know that a variety of movements can imitate a variety of things.	How are you making your purpose clear to the students? By using visual/verbal clues.
2 Engage students Have a few students volunteer to imitate their own dogs for the whole group. How does your dog get ready for a nap? What does your dog do to show it is hungry?	How can I effectively get the students interested in the content of the lesson? Have the students bring pictures of their own dogs and put them on the board. Have them draw a dog.
3 Learning Sequence a) Read the story. b) Do statues and movement of things in the community. c) Body movement can imitate animals and persons in our society.	What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present? Identify connections between elements of theatre and other content areas, and between the arts and lifelong learning skills.
4 Assessment What are some of the dog's activities that you remember? Can you demonstrate them?	How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice) Assessment will be embedded into the lesson and tied to the big ideas.

Actual Lesson Sequence

BODY—Character Switch: Working individually and simultaneously, the players become statues of a child. Then a dog; switch back and forth several times.

VOICE—Dog Sounds and Commands: Working as a group, make sounds a dog would make if it meant: yes, no, maybe, I'm hungry, etc. Also have the players state commands one would normally make to a dog, such as sit, roll over, etc. Make a list even though they may not be reading. You will need information.

IMAGINATION—Walkabout: The players spread out in space provided. There are two rules: no sounds, 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. Using the list from voice, the players become dogs doing the activities.

CREATIVE EXPRESSION: Set up the room for "sharing time." Have the players work in pairs; one is the child and one is the dog. Pairs take turns doing demonstrations for the rest of the class.