

Shared by: the teachers from the Hershey Area Playhouse Education Department	Acting out the Actions Grade: Kindergarten
Objectives	The children will be able to identify the beginning, middle and end of a story. The children will be able to identify and act out the actions in a story during a guided drama experience.
Standards	<p>TH:Cr1.1.K.a. With prompting and support invent and inhabit an imaginary elsewhere in a dramatic play or guided drama experience. (e.g. process drama, story drama, creative drama.)</p> <p>TH:Cr2.2.K.a. With prompting and support interact with peers and contribute to dramatic play or a guided drama experience. (e.g. process drama, story drama, creative drama.)</p> <p>TH:PR4.1.K.a.. With prompting and support, identify characters and setting in dramatic play or a guided drama experience. (e.g. process drama, story drama, creative drama.)</p> <p>TH:Pr6.1.PK.a. With prompting and support engage in dramatic play or a guided drama experience. (e.g. process drama, story drama, creative drama.)</p>
Time/Materials	SEGMENT
5 mins Objects, images of rural Africa, illustrated storybook with an Anansi tale	<p>OPENING: Seat the children in a circle and pass around images of life in rural Africa. If possible have ready object to pass as well. During this time play a simple African folk tune in the background, drums or other culturally appropriate music.</p> <p>Show the children the front cover of the book and ask them to guess where the story takes place.</p>
15 mins - DRUM	<p>PRE PLAY – warming up body, mind and imagination</p> <p>Tell the children we will be listening to a story and then pretending the story together using our storyteller’s tools- body, mind and voice, so we will begin by waking up those tools.</p> <p>Shake Out with Volume Control</p> <p>For: Vocal and Physical Warm Up</p> <p>Ask the gathered children to stand in their circle. Teacher as group leader begins clapping a beat and demonstrates shaking one hand then the other, one foot than the other. As the teacher leads the group all counts aloud as they raise and shake first right hand, then left hand, then right leg, then left leg to the count starting with eight shakes each side, then seven shakes, then six shakes, etc. till 1 is reached.</p> <p>Repeat 3 or 4 times with teacher coaching LOUDER – softer – LOUDER, etc. during the exercise for vocal warm up.</p>

	<p>Everyday Actions</p> <p>For: Breaking Action into Parts – warming up imaginations</p> <p>Share the word pantomime and explain what it means. (showing an action). Next ask the group to imagine something they do every day- brushing their teeth. Ask them to close their eyes and imagine they are brushing their teeth right now- then pantomime brushing their teeth as they sit with closed eyes. Ask all to open their eyes and together discuss how to brush your teeth and decide on a number of action steps. (i.e. get the toothpaste- get a brush- open the toothpaste- put some on the brush, etc.) Once you have decided on the number of steps ask the group to stand and all act out “brushing your teeth” to the beat of the drum as the teacher leads and counts the steps.</p> <p>When the group experience is complete- thank them for showing how to brush your teeth, using the new vocabulary word pantomime.</p> <p>“Thank you for showing the actions it takes to brush your teeth! Now we are going to read a story together and listen for the action steps in the story, then act them out together.”</p>
10 mins	<p>PREPARATION</p> <p>Look through the images in the Anansi story, and identify the actions for the children. (example from <i>Anansi and the Yams</i>- actions would include planting, spinning a web, etc.) Ask the children to identify any action words they heard.</p> <p>Read the story to the children. After you have read the story, ask the children to identify the characters, the beginning, middle and end and the problem. Encourage them to talk about the actions in the story and imagine how they might show these actions to act out the story.</p>
15 mins	<p>PERFORMING</p> <p>Ask the children to act out the story as the teacher becomes the narrator. Teacher retells the story as a simple narration, with an emphasis on the actions, demonstrating and acting out all of the parts for the children to copy/mimic.</p> <p>Example: (from Anansi & the Yams. “One day when everyone was planting.” Teacher pantomimes planting and encourages all of the children to do the same. “Anansi came walking up” Teacher becomes 8 armed Anansi and struts around the space, encouraging all of the children to do the same.) Teacher says “Then Anansi said “What are you planting?” and encourages all of the children to imagine they are Anansi and say aloud “What are you planting” in an Anansi voice, standing in an Anansi way. (as they imagine Anansi might speak and stand.)</p> <p>In this way the group acts out the story together miming the parts and adding dialogue prompted by the teacher in a call and response.</p>
10 mins	<p>EVALUATION/REFLECTION</p> <p>Ask the children as a group to reflect on their experience, asking individuals to recall details from their story drama experience.</p>

Prompt: Thank you for acting out this Anansi story with me today. We pantomimed the actions in the story to help us remember what happened in the beginning, the middle and the end.

Let's all sit quietly for one minute on the clock to remember what we did. What happened in the story and how did we act it out? What actions did we show? When the minute is up, I am going to go around the circle and ask you each to share one action you remember pantomiming when we acted out the story together, and to tell me if this was the beginning, the middle or the end. Ready to think quietly? Begin now.

After one minute has elapsed, call on each child to share an action they remember pantomiming during the acting out of the story and to identify if this action happened at the beginning, the middle or the end of the story.