

# The Teaching Activities

## **DRAMATIZATION**

- 1 – Warmup to Movement
- 2 – Acting Out
- 3 – Dance
- 4 – Role Playing
- 5 – Five Senses
- 6 – Pantomime

## **TALKING ABOUT: Main Ideas and Details**

## **RETELLING THE STORY**

- 1 – Dioramas
- 2 – Mobiles
- 3 – Scroll Story
- 4 – Making Filmstrips
- 5 – Flannel Board
- 6 – Murals
- 7 – Puppet Dialogue
- 8 – Picture and Caption
- 9 – “Here’s My Line”
- 10 – Radio Announcer
- 11 – Mock TV Shows

## **WRITING DOWN**

- 1 – Comics
- 2 – Comprehension: Inference and Validation
- 3 – Add On
- 4 – Imagine Yourself
- 5 – New Roles and Story Endings
- 6 – Writing Notes
- 7 – Making Songs
- 8 – Writing Talk
- 9 – Making Tests

## **IN OTHER WORDS (Making Books)**

## **WORD STUDY**

- 1 – What Do You Say?
- 2 – Oral Reading
- 3 – Building Vocabulary
- 4 – Words in My World
- 5 – Action Words

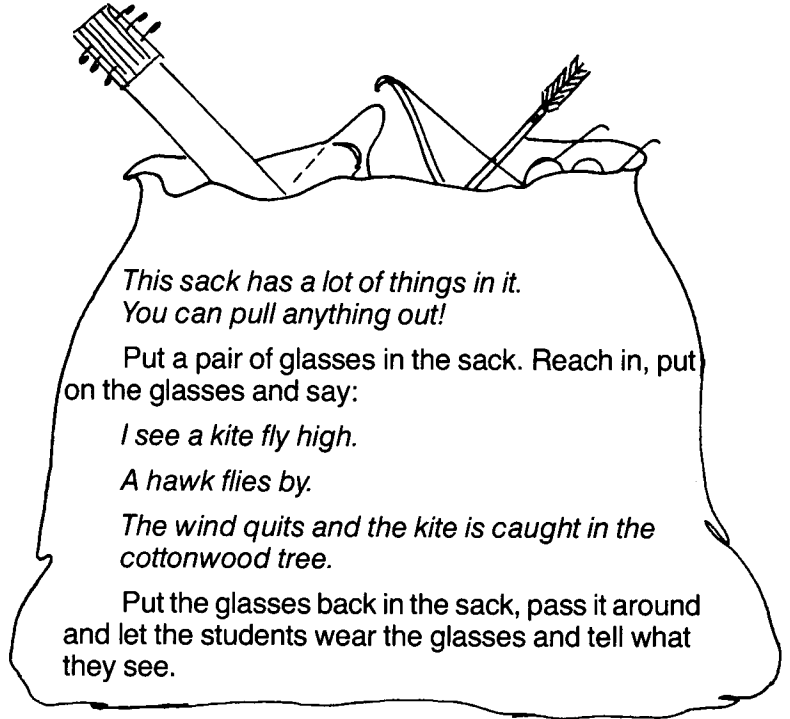
**DRAMATIZATION**

- 1 – Warmup to Movement*
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## Warmup to Movement

These “icebreaker” activities can be used at random to warm up the students.

### The Sack

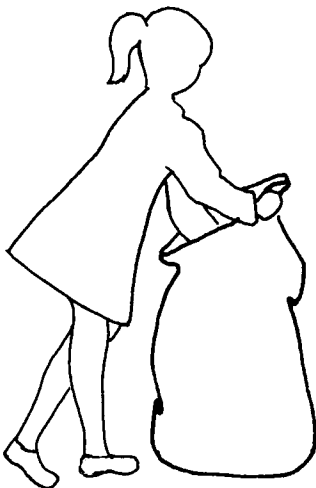


Next, fill the sack with chalk, a paper clip, a tea bag, etc., and pass it around. (Use your imagination!)

*You can't see what is in the bag.*

*Reach in and feel what is inside.*

*Try to guess what it is.*



## Head Off

*Take off the top of your head and pour in some water. Feel the water go all over and begin to freeze in the cold.*

*Your toes, ankles, knees, legs, back, arms and elbows, wrist and fingers are solid ice. You can't move very well, maybe something like a robot.*

*Now, back in the sun, you take off your shoes, and the water from the melted ice pours out of your toes.*

*You can move again! You start playing in the water – swimming like a dog, moving like a frog under water or whatever else you do in the water.*



## Feathers

Have one child be a feather and another child be a vacuum cleaner, broom, wind or whatever else you or the children can think of.

*How would wet feathers be?*



Next, the children can be baby chicks hatching out of their shells.

*First, you're curled up, then you slowly move your head and peck at the shell. You move your wings, wriggle around and roll all over the floor. Then you finally sit down, look around, go to a weak stand and wobble walk.*

*Be a tree – on a windy day, on a rainy day...*

*Be a spider – spin a web and get caught in it...*

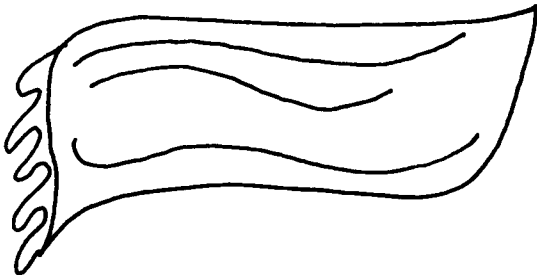
*Be jello...*

*Be a flower seed – in the ground, root, sprout, grow, bloom...*

*Movement...feeling space...  
different movements in a  
minute...touching floor with  
different parts of the body...*



## Magic Carpet



This is like "Musical Chairs," except the children walk on sheets of newspaper. A sheet of colored paper is the magic carpet. When a person lands there, the others ask him or her a question, or tell one good thing they know about the person on the magic carpet.

Q. *Why is Pink Panther pink?*

A. *Because he drinks pink lemonade.*

OR

*Tammy is good because she gives us candy.*



## Giggle Belly

Have the children lay their heads on each others stomachs (like a chain). One laughs, then the next...



## It Could Be Anything

*Here's a cat.*

*Pick it up and rub it, pet it and pass it around.*

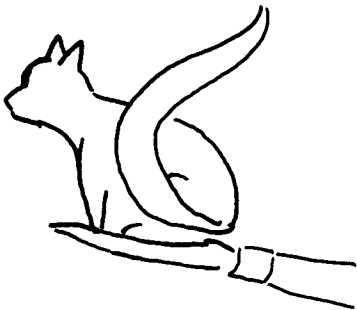
*Come on, use your imagination.*

*It could be anything.*

*Here, mold nothing into anything and pass it on.*

*"I made a fire engine..."*

*"I made a doll..."*



## Freeze

Have the children move in a large area (e.g., gym) without touching or bumping into each other. Ask them to freeze at the sound of a tambourine, a whistle, a yell, a hoot, a bell or whatever else you want for a signal.



gym



$\frac{1}{2}$  gym



$\frac{1}{4}$



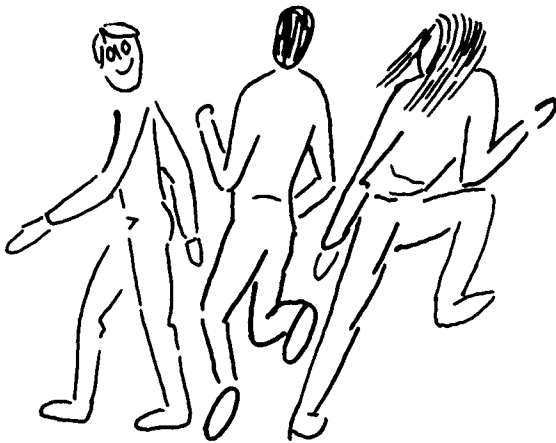
$\frac{1}{8}$



$\frac{1}{16}$



$\frac{1}{32}$



Each time the children freeze, cut down the area by half and change the movement. The children can move again when they hear the sound of the tambourine. The next time they hear the sound, they'll freeze again.

Keep cutting the area by half and vary the movement – skip, glide, gallop, slow run, backwards walk – until the sound of the tambourine.

Don't let the children run into each other. As the area is decreased, the speed must be decreased until the children can cope with the smaller space.



## Mirror Game

Two people face each other. One is the mirror and mimics the other person's actions.



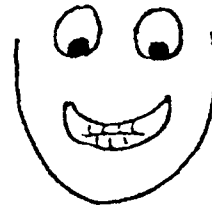
## Many Faces

Ask the children, "How would your face look if..."

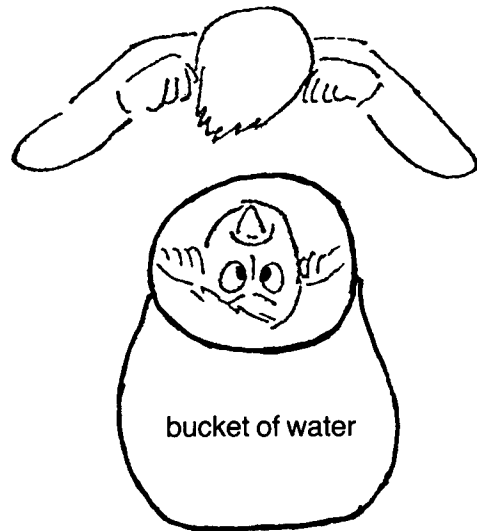
*A bear is coming behind you!*



*You have a birthday present!*



In the beginning, use a bucket of water and let the children watch their reflections on the water.



*I am me, and you are the reflection,  
Do what I do, my body and all.*



## Acting Out

### Acting Words

*How does it look to...*

*brush hair or teeth?*

*jump rope?*

*be cold or hot, mad or happy, shy  
or nice?*

### Acting Phrases

*How does it look to...*

*waddle like a penguin?*

*jump like a frog?*

*hop like a rabbit?*

### Acting Sentences

*How does it look?*

*A frog dives in the water.*

*A bear fishes in a stream.*

*A horse prances in a parade.*

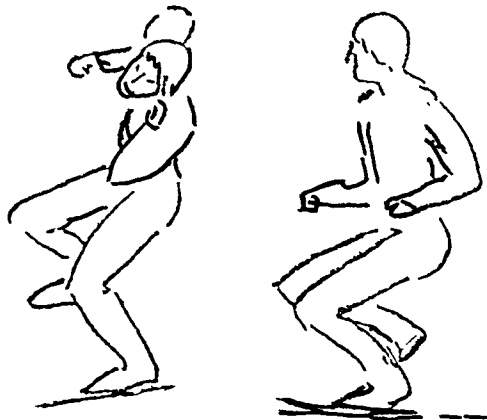


## Dance

Put on the cassette tape, *Little Songs and Indian Dances*, and let the children play with the following movements.

Before the children dance, you might talk about the animal they are going to be; how the animal looks, where it lives, how it moves and what it eats.

*Dance as if your feet are on the drum.*



*Move like a bird flying, circling, soaring, diving for prey, eating prey.  
Or a bear moving slowly, sitting up, sniffing air, smelling honey – oops! – in a swarm of bees.*



*Move like an eagle.  
First you are sitting on the ground and then you are flying, your wings moving slowly and heavily.  
You spread your wings and look like a kite as you circle a rabbit.  
You dive for the rabbit and take it home.*



*Move like a prairie chicken.  
Hold in your wings, let them out, then let them in again.  
Turn left or right by following your elbow down and then wiggling your way up.*



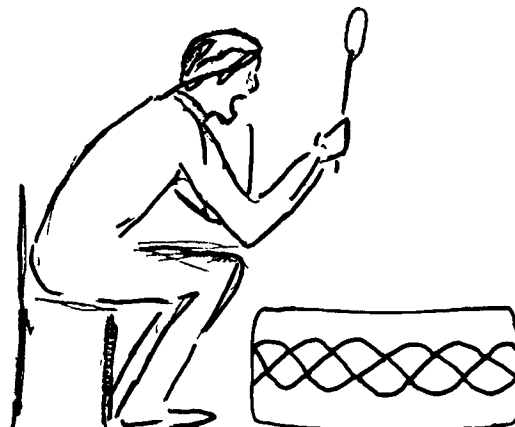
The different animals might interact and then dance when you put on the music.

They could each dance as the animal they are and then tell a story they have made up, through their dance.



*How would a turtle dance?  
With elbows out as if it were moving in water?*

*Dance like a bluejay.  
Can you think of more?*



## Role Playing

Role playing involves the children empathizing with and acting out the characters of a book.

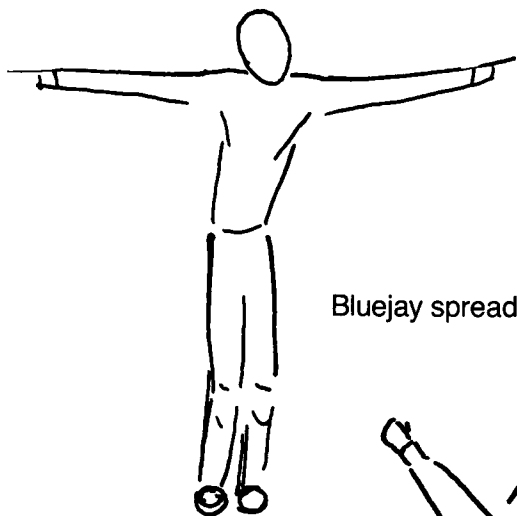
First, read the story aloud and discuss it. Then discuss the characters as individuals — i.e., their likes, dislikes, opinions, actions, needs, physical make-up or behavior.

Have the children become the characters and act out how they think the characters feel. Then, as one child reads the story, have another group of children act out the physical part of the story.

A painted background can be placed behind the performing children, which might help them feel the part and get into character.



hopping and acting like a jackrabbit



Bluejay spreading his wings like Skatefish spread himself



Raven pulling the string and aiming his arrow

You might combine this activity with *New Roles and Story Endings* (which is particularly effective after the children have acted out the story in its original form).

## Five Senses

*Stop and think.*

*What do you think you think?*

Read the story aloud and then stop anywhere you want. Let the children get into their minds, using their five senses.

*Does it make sense?*

Give them back their senses.

*Stop and think of what you see...*



*Stop and think of what you feel...*



*Stop and think of what you smell...*

*Stop and think of what you taste...*

*Stop and think of what you hear...*



In the story *My Name Is Pop*, Pop is under the snow in winter.

Have the children pretend to be Pop talking.

*I'm blind in the white snow.*

*I feel so cold and numb.*

*I smell clean air through the snow.*

*I taste fresh snow.*

*I hear a snowplow going by.*



## Pantomime

Pantomime involves physical action through acting out the events in a story. The children should go through the motions as if in a silent movie.

Read the story aloud; then reread, leaving out parts for the class to complete orally (spontaneously, if they wish).

Study the different movements related to a story. After the movements of each character have been explored, let the children try doing the movement of the character. The children then can try pantomiming a different character's movement.

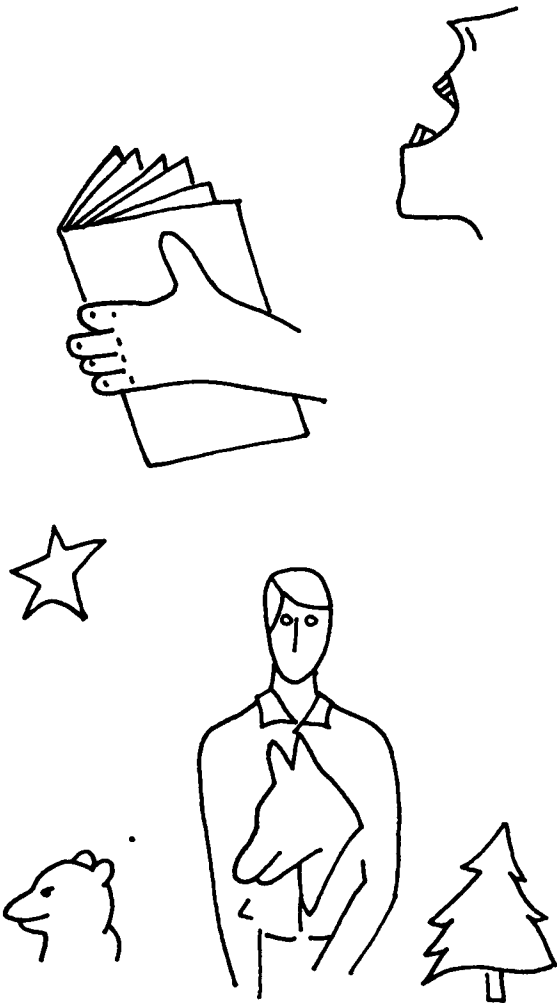
For example, the children might try out the following movements with the book *Coyote and the Stars*.

*Coyote rubbing his chin, then rubbing his hands... walking back and forth and around, holding his hands behind his back... running around, asking how he can get to the stars... then maybe dancing with the pretty girl stars...*

The more movement, the more room the children need.

Sometimes, it helps children to make pictures of the character they are going to pantomime, beforehand, which can then be pinned to their chests.

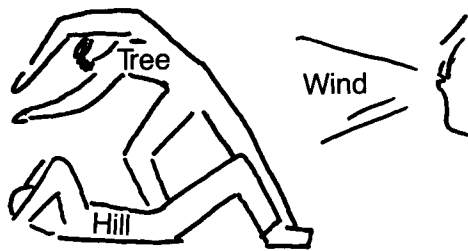
The children might take turns talking about, guessing and acting out parts of the story.



Hints  Discussion  Trying out movements

Discuss the movement and have three or four voluntary coyotes practice the movement.

*What do you feel like, Coyote?*



Also, it's good to let the children pantomime being hills... a tree swaying in the wind... wind howling and whistling... waves moving in a river...



You might establish a signal of control, perhaps the sound of a tambourine, in order to regain the children's attention when it is time to go on.

The children should freeze in whatever action they are, listen and get ready to go on to a different character or part.

It might be a good idea to have a quiet moment before and after the pantomime.

Before — *Think about how you will act and what you will feel.*

After — *Think about what you and the others did and how you liked it.*

