



Theater Lesson Plan

Performing – Anchor Standard 6: Convey Meaning through the Presentation of Artistic Work

Process Component

Share, Present

Enduring Understanding

Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience in diverse cultures.

Essential Question

- What happens when theatre artists and audiences share a creative experience?

Lesson Title

It's All About Feelings!

Grade Level

1st Grade

1.TH.Pr6

With prompting and supports, use movement and [gestures](#) to communicate emotions in a [guided drama experience](#) and share with others.

SEL Core Competency(ies)

Self-Awareness

Self-Management

Social Awareness

Relationship Skills

Responsible Decision Making

Objectives

The learner should be able to act out part of a scene from a storybook or play, and be able to convey emotions to the audience

Materials

Sample passage from student's favorite story book, or use "The Ant and the Grasshopper," which is listed in the instructional resources below.

Instructional Resources

(Story Source: Public Domain, adapted by Center for Urban Education)

It is wintertime. The weather is cold, but the ants are doing fine. They have their warm home, and they have a lot of food to eat. They can wait for the warm weather in the spring.

The reason the ants have a lot of food is because they worked in the summer. So now they have grain to eat. Grain is a kind of plant. People plant it and cut it and then they use it to make bread. The ants get the grain in the summer, because that is when the grain grows.

The ants live in the fields where the grain grows. The ants live in the fields where the grain grows. When the wind blows, some grain falls and the ants rush to get it. They do not eat it right then. They save it because they need to be able to have food in the winter months when plants do not grow. This goes on all summer.

The ants work hard every day. They pick up the grain, they carry it to their home. Every ant helps. Each ant carries one piece of grain. It is hard work. They carry more than they need to eat every day. They carry grain they will eat in winter, too. They play sometimes, but most of the time they work.

The grasshoppers live near the ants, and they love summer. They hop and play and they laugh at the ants. They say, "We have fun every day while you work every day. Come and play. You can get grain later." But the ants say, "No, we have to work."

Soon it is winter, and the grasshoppers are cold. They are hungry, too. They do not have food to eat. Since they played all summer, they did not save food for winter.

One day, a grasshopper came to see the ants and he was very hungry. "Please, ants, could you help me a little bit? I am just so hungry!" said the grasshopper. The ants asked him, "Why didn't you work in summer? We did. Remember, how you played while we worked? You made fun of us and said, 'All work and no play is no good.' Well, now we have food and you are hungry."

The grasshopper said, "I didn't have the time. The weather was so lovely that I spent all the days singing. I couldn't help but have fun. We had such a good time."

The ants said, “We are sorry you have no food. We have a lot because we worked hard. You have none because you played. But, we will give you some food because we are good, kind neighbors. We want you to live, so we will help you now. But learn from us. Playing is a lot of fun. But you need to work to live.”

The grasshopper thanked the ants. The grasshopper had learned a lesson. It is fun to play, but you need to save for winter, too. You need to work if you want to eat. Next summer, he would work and play, too, just like the ants.

Vocabulary

gesture: An expressive and planned movement of the body or limbs.

guided drama experience: A leader guides participants during a process drama, story drama, or creative drama experience (see the definitions) through side-coaching, narration, and prompting; the action of the drama does not stop in order for the leader to support the students; facilitator may guide participants in or out of role.

Instruction/Motivation

Student will make a story come to life, by bringing it off of the page, and onto “the stage,” and performing for others. Ideally, they will work with a favorite story of theirs, for maximum engagement.

Procedure

1. Read the story or passage to the student.
2. Decide which role the student would like to act out.
3. If costuming/prop materials are available, the student should incorporate these into their retelling.
4. Emphasize with the student, that they will be using their movements and gestures to convey emotion in their acting.
5. Working with the parent/teacher guide, the student will recreate the story. They should try to paraphrase any dialogue they can recall. The guide will prompt if the student has difficulty remembering certain parts.

Closure/Reflection

- Ask the student what role they were playing?
- Ask the student how they attempted to use motion and gestures to convey emotions?
- Ask them what emotions they were trying to convey to the audience...happiness, sadness, anger, etc?

Evaluation

- Did the student recreate the scene effectively?
- Did the student use movement and gestures to convey emotions?
- Did the student convey emotions, as they intended?