Georgia Standards of Excellence for the Lesson:
ELAGSEKRL3 With prompting and support, identify characters, settings, and major events in a story.

Georgia Fine Arts Standards for the Lesson:
TAESK.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments
• Uses voice to communicate ideas and emotions
• Uses body to communicate ideas and emotions
• Uses imagination to create, revise or add to ideas

Teacher’s Arts Strategy Goal for the Residency: Use imagination to create/develop character with the body and voice

Today’s Arts Focus: Drama

At the end of this lesson students will be able to:
Identify and dramatize characters of a story using body, voice and imagination.

Curriculum Content Vocabulary: Character, setting, slow, fast, steady, forest, tortoise, hare, owl

Arts Vocabulary: Stage, imagination, story, body, voice, costume

Materials needed: “Stage” fabric; Story Basket, character objects: tortoise & hare

Procedure: What to say in BOLD. Directions in basic, Teacher Role in italics

❖ Introduction:
• Sing Friends
• Hello to Wolfie
• TA says: The story we told yesterday is still in this basket. What story did we tell together? Today we are going to use our imagination and pretend to be IN the story.

Teacher Role: Call on children to answer questions.

❖ Warm Up:
Today we are going to using our body and our voice as actors, so we need to be safe. Teacher, will you help us put on our Safety Bubble?
Teacher Role: Teacher guides children to put on Safety Bubble.

❖ Transition: Chant- Story Chant with character and setting.
Main Experience  Interactive Story Basket using Imaginary Bag of Costumes

“Today we are going to tell the story of ‘The Tortoise and the Hare’ all together.”
“Our stage will be the whole circle.”
“Who are the characters in the story?” (As they are named, take the object out of the basket and place on small stage fabric.)
(Both characters will be explored through body and voice in the circle. Remind the students that the characters need to be on two feet and using their own space within the circle and inside their Safety Bubble. Suggestion - Use Places Drama Activity)

• “Let’s choose one character. I have everything need to become that character in this bag. TA “brings out” IMAGINARY BAG OF COSTUMES. What do you need to become this character? TA takes one idea at a time from students, models reaching into the imaginary bag and putting on the suggested ‘costume’. When finished say: How would the character voice sound when it speaks? High/low? Fast/slow? Quiet/Loud? Let’s reach in a get our character’s voice. (for Tortoise say: ‘Slow and steady wins the race’. For the Hare say: ‘I’m gonna beat you, I’m gonna win!’

• We have become the character with our body & voice. How would the character move? Is the character slow & steady or fast? How will you show that and stay in the circle? TA to teacher: “Will you be the owl again? Show us how you will become the owl with your body. Show us how will you say “On your mark, get set, go!”

• (The TA narrates the story as the students enact the characters. The TA guides the students to transition from one character to the other. This can be done in the circle, or moving around the room as the setting. Students can select one character they want to become.)

Plot Points for Tortoise and the Hare for Narrated Pantomime

• Tortoise & Hare make soup one day. The Tortoise stirs slowly, and when Tortoise is not looking, Hare stirs the soup very fast and spills it everywhere. “Sorry,” says Hare, “but sometimes you just need to go fast. Like in racing. “I could beat you in a race!,” says Hare.
• Tortoise says, “I will race you while the soup cooks.”
• They both warm up their bodies to be ready for the race.
• The trail for the race is announced by the wise old Owl. (develop a trail with 3 specific points of reference, ie: tree where the Hare will nap, pond, finish line)
• The race begins with the Wise Old Owl saying, “On your mark…”
• Tortoise is slow and steady. “Slow and steady wins the race”
• Hare is quick, but takes too many breaks. “I’m gonna beat you, I’m gonna win!”
• Hare naps and sleeps by a tree.
• Tortoise stays focused and keeps racing.
• Hare wakes up, passes the Tortoise, but jumps into the pond because he knows he can win.
• Tortoise gets almost to the finish line.
• Hare sees Tortoise about to win and jumps out of the pond.
• Hare tries to catch up but doesn’t make it.
• Wise Old Owl announces Tortoise wins.
• Tortoise sees Hare is upset and says to him, “C’mon, Hare. Let’s go have some soup.
• Hare says, “Thanks, Tortoise. I will try to eat it slow and steady.”
• The two friends leave together.
• Moral: slow and steady wins the race
• And everyone says: “The End!”
Teacher Role: In Role as the Owl to start the race. Observe and participate in Imaginary Bag of Costumes.

- Transition: Story Chant (with character and setting)

- Reflection/Closing
  How did your body show the characters in our story? How did you change your voice for each character? How did you show you were a fast Hare without really running around the room? How did you show you were the slow Tortoise without getting on the floor? Did you stay in your Safety Bubble?”

Teacher Role: Co-lead discussion about the story and how it was dramatized, making connections to working and learning in the classroom.

Possible extension activities: Draw a picture of the character you became in the story. Tell what is happening.