

TITLE:

Coffee Can Theater: Story Dramatization

DEVELOPED BY:

Melissa Richardson

ART FORM: Dance/Movement Drama Music Puppetry Multi-disciplinary / _____**OBJECTIVE(S)/GOAL:**

Children will be able to:

- recall and sequence a story
- repeat and create dialogue
- change their voices to play a character

VOCABULARY:**Arts Vocabulary**

Story

Character

Setting

Problem

Props

Curriculum Content Vocabulary

First/Second/Third

MATERIALS NEEDED:

Green Material

Trees

Goldilocks

3 Bears (1 large, 1 medium and 1 small)

3 Bowls (1 large, 1 medium and 1 small)

3 Chairs (1 large, 1 medium and 1 small)

3 Beds (1 large, 1 medium and 1 small)

Table

House/Door

Dramatic play table or the flat side of a cube chair (if necessary)

MAIN EXPERIENCE:

Explain that today you will share a story, but instead of reading from a book, you are going to tell the story with objects.

Situate children so that they can see but are not too close to the objects. If you tell a story in small groups, you can do this right on the floor. For the whole class, use a low surface. Dramatic play tables or the flat side of a cube chair are good heights for this.

Start by introducing the setting, and then the characters. Lay out simple props to represent the woods. Ask children for ideas of what they might hear in the woods. Examples include wind, water, rustling leaves, calling birds, chattering squirrels, etc. Make some of these sound effects all together as a group.

Introduce the Bear family. Give children a few moments to say hello to a neighbor in a Baby Bear voice. Repeat for Mama Bear and Papa Bear.

Set up the objects in the Bear family house: three bowls, three chairs, and three beds. Explain that the Bear family loves to spend time together and help each other. Take ideas for what the Bear family might do together in their house, such as eat a meal, play a board game, or read a book. Children can act out some of these activities using imaginary (invisible) objects in their own space.

Tell the story of "Goldilocks and the Three Bears." Move the objects to show the action of the story. For example, when the Bears go for a walk, you can move the bear toys out of sight. Then, you can move a Goldilocks toy from the bowls to the chairs to the beds.

The most important part of any coffee can theatre is having the children participate in the telling of the story. They can create sound effects and act out simple activities as mentioned above.

Children can also create dialogue. If children are new to creating dialogue, start with having children repeat dialogue. Children can repeat, "*Someone's been sitting in my chair*" and other similar lines in the voice of Papa Bear, Mama Bear, and Baby Bear. After the first round, they may be able to predict the upcoming dialogue.

Children can also create original dialogue. Take multiple ideas for each question you ask so children understand there is not one correct answer. Chant some of these ideas in the character's voice all together.

You may need to give several examples before the children understand that there are many possible things the character could say. (When the bears first taste their porridge, they might say, "*This is too hot*" Or they could say, "*Ouchie! Hot!*" Or "*My porridge is burning hot*" or "*This is so so so so hot*" or "*Wow, this is hot porridge!*" *What else could they say about their hot porridge?*") Their responses may start as one - or two-word answers, and that is fine. It is also fine if several of them copy something another child has said. Both of these are steps along the way to the children being more comfortable with inventing dialogue.

These are some sample questions to get children thinking about what the characters might say:

- What might the bears say when they realize their porridge is too hot?
- What could Goldilocks say when she sees the house?
- What could Goldilocks say when she breaks the chair?
- What could the bears say when they first see Goldilocks?
- What could Goldilocks say when she sees the bears?
- What could the bears say after Goldilocks leaves?

After you finish the story, put away the toys so the children can use them to recall the story.

INTENTIONAL QUESTIONS:**Open-Ended (i.e. children contributing possibilities, thoughts)**

Where is do you think this story takes place? How do you know?

What things would you find in a city setting or in your school courtyard?

Demonstration (i.e. "show me...")

Can you say that line like Mama Bear?

Show us how you act like you're eating porridge.

Application to Other Areas (i.e. making connections to other areas)

What might you hear in the woods?

What could a family do together in their home?

Problem Solving/Critical Thinking (i.e. prediction)

What might happen when Goldilocks and the three bears see each other?
