

TITLE:

Story Dramatization: Growth Patterns and Positional Language

DEVELOPED BY:

Katherine Lyons

ART FORM:

Dance/Movement

Drama

Music

Puppetry

Multi-disciplinary / _____

OBJECTIVE(S)/GOAL:

The children will be able to:

- understand the concept of “bigger” and “smaller”
- count the sequence of characters

VOCABULARY:**Arts Vocabulary**

First character, second character, third character

Setting

Prop

Content Vocabulary

Tiny/bigger

Slow/faster

Long

Beginning, Middle, End

Under, beside, over, above

Problem

Attributes

Vertical/horizontal lines

Symmetrical

Equal

MATERIALS NEEDED:

Book *Mushroom in the Rain* by Mirra Ginsbur

Story Box props

Book

Word cards
Spray bottle
Colored scarves

MAIN EXPERIENCE:

Introduction

I have an imaginary box behind my back. Let's count to "three" and take them out. Do "I have A Box" experience. Find Ant, Butterfly, "Thunder/Rain" in box. All do physical movements and sound effects. "I Grow Like This." Bigger and bigger and bigger (show). Put imaginary boxes away. We counted to 3 when we took them out, how can we count backwards to put them away? 3,2,1.

Main Experience

"I Have A Box." Take out book. Take out setting. *What is "setting?"* Put up words in spatial relation on board. Ask questions. Discuss "props." Introduce Ant character and discuss "cue." All do Butterfly.

Stop here on Day 1. Each demonstration would normally be spread out over four or five different lessons in the classroom and scaffolded so children can build on prior knowledge and be successful.

Talk about Mouse character. *Mouse has a long, long tail. Show me "long" with your hands. What does his tail look like? A line. If I hold it this way it's a horizontal line. Now, when it's hanging down, what kind of line is it? Vertical. Can you make a horizontal line with your finger? Can you make a vertical line with your finger? Show me with your whole body. Can you find a vertical line in the room?* Discuss how children are given animal props and create movements, dialogue and sound effects. Children chant, "No, no, no, there's only room for one."

Put up words and numbers on the board. Children come up and show spatially where they should go. Rabbit goes behind mushroom. Have child put prop and word behind mushroom.

When Fox looks under he counts the 4 he can see. We count the 4 on the board. When rain stops animals come out one by one and sit in front of the mushroom on different size mushroom tops. Reverse sequence. Ask which animal goes on which top. *What animal went under when the mushroom was biggest? (Rabbit.) How many are still under? Who is the last to come out? (Reverse order.)* Frog is on top. We hand out rainbow colors to children and they stand up and make a rainbow. Teacher asks who has red and children bring cloths up. Then sit. We lay them on floor and count them. Do this for each color. *Which color do you think had the most? Why?*

Closing

Play a guessing game to put props away. Ask assessment questions. Match words and numbers to the characters. Find imaginary "sleeping powder" in the box. Then rain (spray) wakes them up. They grow into flowers, bigger, and bigger and bigger. Tap them on head to sit back down.

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

Where is the mouse going today?

What does he want to do when he gets there?

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

How many animals are under now?

Show me a vertical line with your whole body.

Make a frog with your hand and put him on top of your mushroom (other hand).

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

Weather

Spring

Growing things

Animals

Insects

Colors

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

What do you think the fox is going to do? Say?

What is the Rabbit's problem?

What character has a horizontal line for one of its body parts?

Factual Questions

How many animals are under now? How many are beside?

How many characters can we see? How many are hiding? How many in all are under the mushroom?

What was the first thing I took out of my real box?

Who was the first character in the story? Who was second?

Who had a long tail?

Who was flying above the mushroom?

Who had six legs?

ASSESSMENT:

During the closing ask questions. *What was the first thing I took out of my real box? Who was the first character in the story? Who was second? Who had a long tail? Who was flying above the mushroom? Who had six legs?*

MODIFICATION:

Adaptations for Kindergarten: Discuss and observe symmetry. Ask *which character has symmetrical wings?* (Butterfly.) There is symmetry in other characters as well ("the Ant has 3 legs on each side"). *What does symmetrical mean? Same size, same shape, equal.*