

Rebecca East

STORY DRAMA- IF I HAD A RAPTOR

Description: Kindergarteners who have participated in numerous other story dramas will be read *If I Had a Raptor* by George O'Connor and take on roles from the story. After mastering their characters, the class will determine where they want to visit and play in different make-believe spaces.

Subject Matter: Improvised acting, dramatic play, storytelling

Rationale: In exploring how to formulate a character that does not offer much from the first read, the students will develop autonomy in their acting and use it as a platform for improv work and creating individualized characters. The dinosaur in the story *If I Had A Raptor* by George O'Connor will be a familiar figure for this age group and thus be a jumping off point for developing characters.

Materials Needed:

- *If I Had a Raptor* storybook by George O'Connor
- Large dice with dry erase sides
- Dry erase marker
- A bell

Time: 30 minutes

Essential Questions: How can we add more depth to a given character? How do characters change in different physical spaces?

Objectives: By the end of this lesson, students will be able to...

- Dramatically play as different characters
- Adapt their character to exist in different locations they go to
- Use expressive movements to portray characters

TEKS Addressed:

117.104.b.1.b: Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to explore space using expressive movement

117.104.b.2.d: Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to participate in dramatic play

117.104.b.5.b: Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to respond to dramatic activities through discussion

Lesson

Preset: The space should be clear of everything and have a chair stationed at the front for the teacher to eventually sit in while reading the story.

Activities and Timeframe:

Daily check in / procedure (5 minutes)

The students will come in from recess and be prompted to sit in a circle on the floor. Ask students how reeces was and check in with students. Go over two main rules for class today:

1. If the teacher is talking, no one else should be
2. Always keep your hands to yourself

Once students are settled in, grab *If I Had A Raptor* book and sit in a circle with the students.

Reading the book (4 minutes)

The teacher will read the book *If I Had a Raptor* and periodically ask questions about the story:

What is the raptor doing there?

What do you think is going to happen?!

Would you let the raptor sit on your lap?

Do you like snuggling in clean laundry?

Getting into character (5 minutes)

Ask students how they liked the story. Tell the students we are going to be acting out parts of the story today. Have students think about what their dinosaur will look like, what kind of dinosaur they want to be, how their dinosaur walks, how they eat, how they move when they're cold, how they move when they're hot, how they laugh, etc.

Introduce the rule that if they hear you jingle the bell then they will need to sit where they are, just like how Jilly put a bell on her dinosaur in the story. Ask them to repeat what you just asked of them so they comprehend the rule.

"I would like everyone to stand up and find a place to stand where you have a little bit of space to move around. Put your arms out and make sure you can't touch anyone around you. Great! First, let's give the little girl from the story a name. Let's call her Jilly. For today I am going to play Jilly and the rest of you are going to be the raptor from the story. But first, I am going to introduce a rule. If at any point you hear this bell *ring the bell* I need all of you to immediately stop

what you are doing, stop talking, and look at me. In order for all of us to safely have fun, I need you guys to listen when I ring this bell.

Okay, I want all of us to become Jilly's raptor. We are going to move, talk, and play in our own ways as we develop what our unique characters look like. First, we're going to figure out how each of you moves as your character. Staying in your places, I want you to show me how your raptor moves its head. How does your dinosaur move its arms? How does your dinosaur use its fingers? What do your fingers or claws maybe look like? How does your dinosaur walk in place? How would your dinosaur walk if it were really really cold? Would you move slower? Would you be shivering a little bit? What if your raptor was hot? Great! Now, when I count to 3 I want you to give one big roar out. 1. 2. 3. *ring the bell* That was so good! Some of you guys are really scary dinosaurs. Okay, now, when I count to 3 I want you to give out your happiest raptor laugh, does it sound like your laugh? Is it a longer laugh, or a shorter one? Does your raptor laugh silly? Think about it for a second. 1. 2. 3. *ring bell* Okay, thank you. Now that we have an idea of what our raptors move and sound like, let's put our characters in a story."

Transition: Picking our places (3 minutes)

Call on 6 different students and get 6 different locations for the class to travel to. Write these on the faces of the dry erase dice block.

Visiting our place(s) (10 minutes)

Once the dice has been rolled, have the students go to that place using their imagination, take them on a tour if you will, and show them around, give them things that you see in the environment or other animals to interact with. This will require you to improvise as you visit places. If time allows, roll the dice again and visit another place, but make sure that in each place conflict is introduced, such as it starting to rain or the wind is blowing super fast, etc. To bring attention back to the teacher in the midst of loud volume, ring the bell.

"Everyone lets stand and get in a circle. Okay, when I roll the dice we're all going to count '1, 2, 3,' and jump up in the air one time and when we land, we will be in a new place. I want you to be thinking about how your character may be different in a new location depending on whether or not they are hot or cold or having a really fun time or just having an okay time. When we get to the new place I am going to be in role as Jilly, the girl from the story, and remember that if you hear Jilly or I ring the bell you must immediately sit where you are and make zero noise."

When you are ready to end this activity say: *Ring the bell* Come back to a circle my raptors! On the count of three we're going to jump up and then we will be back at school. 1, 2, 3! Okay let's take a seat sitting in a circle, I want you to be seated by the time I get to one. Start counting down from 10 to focus them on sitting down.

Closing (3 minutes):

The class should be sitting on the floor in a circle. Reflect with the students by asking them the following questions by raising their hands:

- When you first look at a dinosaur they look scary, and some of you guys were, but how did you change that with the dinosaur you made up?
- What things did you do as your dinosaurs?
- How did you change the ways your dinosaur moved or talked when you went to a new place?

Extension Activity/Homework (if any):

None.

Contingencies:

If time is running short:

- Only visit one place
- Only ask the first reflection question

If the lesson is moving faster than expected:

- Roll the dice and visit more locations
- Incorporate props from their play spaces into the dramatic play