



ARTWORKS FOR SCHOOLTIME

2022-23 Learning Module Series 6

to accompany the Van Wezel **Schooltime** Performance of



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ACTING OUT A FABLE AND CHOOSING CHARACTERS

by Laura Courter



GUIDING QUESTIONS

- ✿ What is a fable?
- ✿ How do we use the skill of acting to retell a fable?
- ✿ What is a moral?

STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA

Today I will use dramatic techniques to perform and retell a Fable.

I will know I am successful when I can recognize the parts of story: character, location(setting), action and plot.

STANDARDS

ELA.2.C.1.2 Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.

ELA.3.C.1.2 Write personal or fictional narratives using a logical sequence of events appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.

ELA.4.C.1.2 Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words or phrases, and an ending.

ELA.5.C.1.2 Write personal or fictional narratives demonstrating an effective use of techniques such as descriptions and transitional words and phrases.

TH.1.S.2.1 Collaborate with others to perform a scene and solve challenges.

TH.2. S.2. 1 Collaborate with others to perform a scene and solve challenges.

TH.3.S.2.1 Discuss the process and responsibilities in creating a play and then apply them to collaborate and create a simple production.

TH.4.S.2.1 Collaborate with others to share responsibilities for a production.

TH.5.S.2.1 Collaborate with others to create productions and solve challenges.

SKILL BUILDING

What do we already know about fables? Introduce and discuss with the students what they already know about fables, including the following framing information:



BASIC FABLE INFORMATION

- ✿ A fable is a short narrative that features animals, people or forces of nature (sun, moon, wind) as central characters. The characters are given human qualities such as talking, thinking and feelings.
- ✿ We learn wisdom about human nature, behavior, and feelings. This wisdom can be used today.
- ✿ Use of natural enemies learning from each other
- ✿ The weaker animal tricks the stronger more powerful animal.
- ✿ At the end of every fable there is a moral or lesson.

Introduce the CLAPS worksheet to the students explaining these are the parts of any fictional story they may write. We will use this plan to make our own fables.

Explain to the students they will hear a fable and at the conclusion they should be able to identify the Characters, Setting, Action, Plot and Ending, which includes the moral.

Teacher reads the fable "The Alligators and the Flamingos." (Attachment)

Review CLAPS sheet, placing parts of the fable into the corresponding sections of CLAPS.

Ask the students to select a character from the fable they would like to portray when we re-tell the fable as an acting exercise.

Place the students around the room with their chosen characters and teacher again reads "The Alligators and the Flamingos". As the teacher reads the fable, ask the students to act out the action as their chosen characters. At the end, reinforce the what moral is, repeating it and having the students speak it aloud.

MAIN ACTIVITY- Choosing the characters and the moral

Put the students with their writing partners and give them a copy of the CLAPS Worksheet. Explain to the students they will be using the worksheet to plan their paper before they write it.

Ask them to select a moral they will use for their fable by circling the moral. (CLAPS Worksheet)

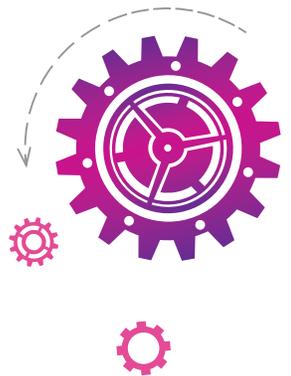
Ask the students to select 2-3 characters for their fable by circling the options on the worksheet.

Remind the students that the animals must be from the same habitat and the animals/birds/reptiles they choose will determine the location (setting) of their story.



REVIEW THE PURPOSE. TODAY:

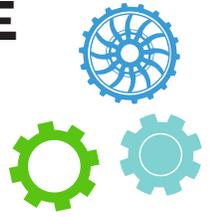
- ⚙️ You learned about fables.
- ⚙️ You applied the skill of story re-telling by acting out a fable.
- ⚙️ You recognized the parts of story.





CHOOSING THE LOCATION (SETTING) AND ACTION FOR THEIR FABLE

*One hour class
By Laura Courter*



GUIDING QUESTIONS

- ⚙ How do we choose a location (setting) for the fable?
- ⚙ How do we use the skill of improvisational acting to portray the setting of a story?
- ⚙ What is the Main Action of a story?

STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA

Today I will use the dramatic technique of improvisation to show the location (setting) of a story.

I will know I am successful when I can place my characters in a location and give them an action.

MATERIALS PREPARATION

Individual cards with a location written on each. Use: Farm, Beach, Cave, River/Pond/Lake, Mountain, Jungle, Forest

SKILL BUILDING

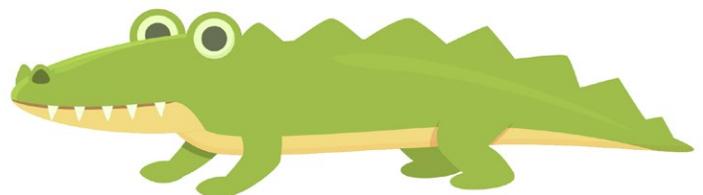
Using their CLAPS Worksheet, review with the students their work from lesson 1

Explain to the students they will be exploring different settings in the next activity. Ask them to remember their 5 senses (what you see, what you hear, what you smell, what you feel/touch, what you taste). Try to have all 5 senses recalled from the students. Students should think about these senses when they play the Location game.

LOCATION GAME (graphically set in a box)

20 minutes total. Get into groups of 4-5

Explain the location game: Say, "Each group will get a card. On the card is written a location for a fable. In your group, you will make a short scene that shows that location **WITHOUT SAYING WHAT IT IS**. Everyone watching will have to guess what the location is based on your scene. Everyone in your group must say something.



Give the students 10 minutes to develop and rehearse their scene. Have the students get on their feet and rehearse their scene before they perform for the class. Groups should perform in the same place as they rehearse. Have everyone sit and the performers stand when it's their turn.

Have each group show their Location scene with the other groups guessing. After each scene, discuss with the class where the location is and how did they know.

MAIN ACTIVITY

Get into writing pairs. Thinking about the locations they saw performed ask the students to select their location for their fable and write it on their CLAPS Worksheet. Remind them that the characters they chose in lesson one will help determine the setting.

Review with the students they have chosen their characters and location.

Have the students write the beginning of their fable by introducing the characters and the setting in the opening sentences.

In their writing pairs the students decide what the action of their story will be. The main action is what the characters are doing in the story. Are they swimming? Having a picnic? Riding a rollercoaster? Make a choice and then write it under the A on the CLAPS Worksheet.

Ask the students to write the action into their fable. Tell us what is happening with your characters.

WRITE FOR 15 MINUTES

Introduce the Story Mountain. (Attachment 4) Use this as a review with students to check their characters, location, and action.

- ⚙ Review the Purpose for today:
- ⚙ You learned about the acting skill of improvisation.
- ⚙ You applied the skill to developing a location with descriptions.
- ⚙ You began to write the Fable.



CREATING A PLOT, WRITING IT INTO THE STORY AND ENDING THE STORY WITH A MORAL

by Laura Courter

LESSON 3



GUIDING QUESTIONS

- ✿ How do we identify the plot or conflict of a Fable?
- ✿ How do we use the theatre technique of improvisation to share our Fables?
- ✿ Student Learning Intentions and Success Criteria
- ✿ Today I will write the plot and ending of my story.
- ✿ I will know I am successful when my characters are in a location doing an action, solving a problem, and adding an appropriate moral.



SKILL BUILDING

Review the previous work with the students checking for characters, action and location. Define plot and give examples. For this lesson, plot is defined as: “A problem that leads to the big moment (climax) that leads to the end”.

Select one group’s paper to use to show how to decide on a plot. Explain a plot may come from the characters, the location, or the action. Read the paper aloud and then ask the other students what they think *could* happen next?

Have the students suggest different plots and replay the fable using one of those suggestions.

Discuss and point out that the plot may go in many directions determined by the characters, setting or action.

List plot under the P on the CLAPS Worksheet.

MAIN ACTIVITY

Have the students continue to write their fable, adding a solution.

At the end, have the students write in their chosen morals.

When the fables are completed, begin to select those that are ready to be shared in the fable performances the following day. Review the Performance Day Checklist.

REVIEW THE PURPOSE. TODAY:

- ✿ You discovered how to add a plot from the characters, location, or action of your Fable.
- ✿ You developed your plot, concluded your fable, and added the moral.

ADDENDUM 1

Fable Performance Day Checklist

If your class is excited to share their fables as a performance, this checklist will help in your preparation.

The teacher will gather the fables from the students and will narrate each fable. Students self-select the roles they wish to portray in their own fable.

For each fable, the actors come to the front of the classroom announce to the class which role they are playing.

Remind the students to:

- ✿ Face the audience!
- ✿ Speak in loud, clear actor voice!
- ✿ Listen carefully to the narrator!

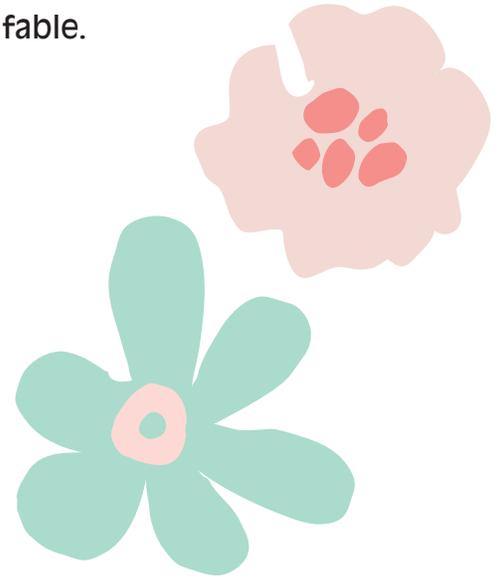
Teacher reads the fable, and the students act it out.

Encourage the students to follow the action of the story as you are reading.

You may give them lines to recite, or they may come up with lines to say on their own.

At the conclusion of the fable the student actors and the authors take a bow.

Read their moral again and discuss with the class how their moral worked with their fable.



ATTACHMENT 1

The Alligators and the Flamingos

Adapted from the play "The Alligators and Flamingos" written by Jim Weaver

Once upon a time in Lodi Swamp an alligator named Herbert and his friends loved to swim in the swamp. He and his friends didn't want anyone else to swim there.

On the other side of the forest lived the flamingos. Terrell and his friends were so hot, so they decided to take a swim in the cool swamp water. They flew over to the swamp and landed in the cool water and began to play.

When Herbert and the alligators saw them, they told them to get out. They told them the swamp belonged to them and if they didn't leave, they would eat them up because birds are alligators' favorite food. Terrell and his friends flew away.

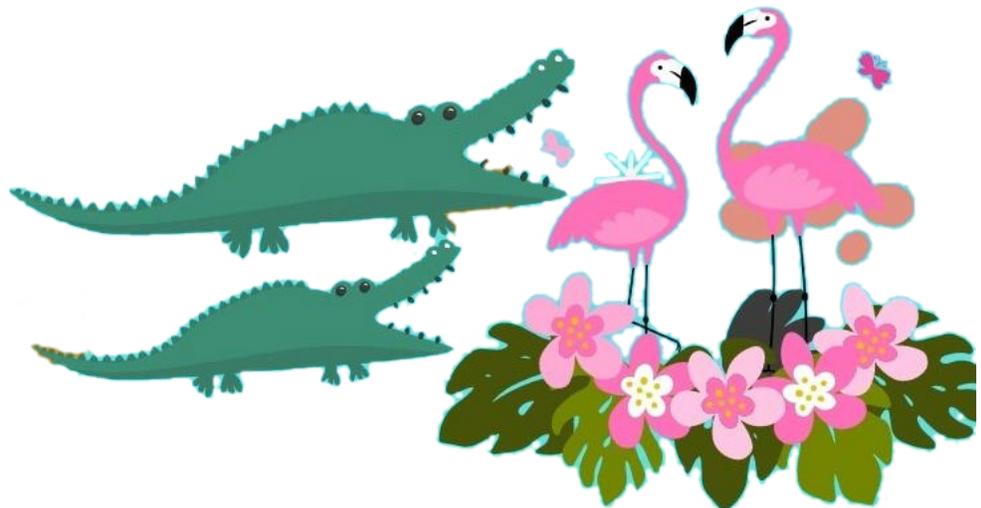
Herbert and his friends went to visit the mayor of the swamp, Mr. Toad. They told him the flamingos were planning on swimming in THEIR swamp. Mayor Toad said it's not your swamp, it belongs to ALL the animals. The alligators argued that flamingos weren't animals, they were birds. They told the mayor the flamingos would ruin his town if he let them in the swamp.

Just then, the flamingos arrived at the swamp. They saw a big sign that said CLOSED. They were so disappointed. Herbert and his friends jumped out of the bushes and told them they would have to find somewhere else to swim. They began to argue.

The alligators and flamingos began to hear laughter. They stopped fighting and looked over and there in the swamp was a baby alligator and a baby flamingo playing in the swamp together.

Herbert thought, "If these little ones can get along, then why can't we?" He realized he had been wrong and from that day on, he declared that anyone was welcome to swim there. They ALL jumped in the water and had a grand time...together!

Moral: Adults can learn important lessons from children.



ATTACHMENT 2

FABLES CLAPS PLANNING GUIDE

<p>CHARACTERS</p> <p>Who is in the fable? Characters may be people, animals or forces of nature. Turn over for a list of possible characters.</p>	<p>LOCATION</p> <p>Where your fable takes place. Make sure your characters fit your location Possible locations include: farm, beach, cave, mountain, lake/pond, jungle, forest.</p>	<p>ACTION</p> <p>What are the characters doing? Use an "ING" word like tricking, fooling, swimming, playing soccer.</p>	<p>PLOT</p> <p>The problem of the story. The problem may come from the C, L or A struggle, battle, accident</p>	<p>SOLUTION</p> <p>Solve the problem in a logical way. Turn over to choose a moral or lesson to be learned.</p>

A Moral is the lesson we learn at the end of a fable.

CIRCLE WHICH MORAL YOU WOULD LIKE TO USE FROM THE FOLLOWING LIST:

Never give up!

Work hard and play hard.

When you don't succeed, try, try again.

Be happy with what you have.

An act of kindness is a good investment.

Don't make promises you can't keep.

Or one of your own! _____

CHARACTER CHOICES:

Which characters would you like in your Fable? Circle the ones you choose.

ANIMALS	BIRDS	REPTILES	INSECTS	HUMANS
Lion Fox Elephant Mouse Rabbit Monkey Cat Dog	Crow Hummingbird Parrot Woodpecker Blue Jay Mockingbird Seagull Owl	Frog Turtle Fish Snake Lizard Gecko	Grasshopper Butterfly Spider Ant Beetle Cricket	Farmer Cook Police Teacher Surfer Scientist Traveler

STORY MOUNTAIN

ATTACHMENT 3

