



# Workbook Preview



# Manitoba – Dramatic Arts Curriculum

## Grade 2 – Drama

<b>Learning Area: Making</b>		The learner develops language and practices for making drama/theatre.
	<b>Recursive Learnings</b>	<b>Pages</b>
DR-M1	The learner demonstrates an understanding of and a facility with a variety of dramatic forms.	29-31, 41-46, 49-54, 57-61, 63-68, 71-74, 76-84, 91-100, 103-107, 109-111, 118-119, 122-127, 130-132, 135-167
DR-M2		27, 49-54, 76-84, 115, 135
DR-M3		6-84, 119, 138,
<b>Learning Area: Creating</b>		ideas for creating drama.
	<b>Recursive Learnings</b>	<b>Pages</b>
DR-CR1	The learner generates ideas for creating drama using a variety of sources.	6-7, 9-15, 18-19, 21-24, 103-107, 109-111, 118-119, 128, 147-156
DR-CR2	The learner experiments with, develops, and uses ideas for creating drama.	71-74, 136-138
DR-CR3	The learner revises, refines, and shares dramatic arts ideas and creative work.	113-115, 134-135, 161-162

**Preview of 15 activities  
from this unit that  
contains 37 activities in  
total.**

# Manitoba – Dramatic Arts Curriculum

## Grade 2 – Drama

<b>Learning Area:</b> Connecting		The learner develops understandings about the significance of the dramatic arts by making connections to various contexts of times, places, social groups, and cultures.
	<b>Recursive Learnings</b>	<b>Pages</b>
DR-C1	The learner experiences and develops an awareness of people and practices from various times, places, social groups, and cultures.	25-27, 166-171
DR-C2	The learner experiences and develops an awareness of a variety of dramatic forms, styles, and traditions.	25-27, 168-169
DR-C3	The learner demonstrates an understanding of the roles, purposes, and meanings of the dramatic arts in the lives of individuals and in communities.	172

<b>Learning Area:</b> Responding		The learner uses critical reflection to inform dramatic arts learning and to develop agency and identity.
	<b>Recursive Learnings</b>	<b>Pages</b>
DR-R1	The learner generates initial reactions to dramatic arts experiences.	32, 38, 47, 69, 89, 101, 121, 133, 142, 157
DR-R2	The learner observes and describes dramatic arts experiences.	20, 28, 55, 146, 158-160, 163-165, 170-171, 173
DR-R3	The learner analyzes and interprets dramatic arts experiences.	8, 16-17, 56, 75, 108, 112, 116-117
DR-R4	The learner constructs meaning and applies new understandings from dramatic arts experiences.	48, 62, 70, 85, 90, 102, 121, 129, 143

## Activity: Character Interview

**Objective** What are we learning more about?

Students will understand the background and motivations of characters from stories by interviewing each other while staying in character. This activity will encourage thinking about character development and backstory.

**Materials** What do we need for our activity?

- ✓ Copies of a chosen story and character descriptions
- ✓ Pre-selected list of interview questions
- ✓ Simple costume pieces or props (optional)
- ✓ Chairs arranged in pairs or in a circle



**Instructions** How do we complete the activity?

- 1) **Introduction:** Explain the concept of character interviews to the students. Discuss how understanding a character's background and motivations helps actors bring the character to life.
- 2) **Character Selection:** Hand out copies of the character descriptions. Allow students to choose the characters they want to portray or assign the characters to them randomly.
- 3) **Preparation:** Have students think about their character's background and motivations. Encourage students to write down notes about their character.
- 4) **Interviews:** Arrange chairs in pairs or in a circle. Students will take turns being the interviewer and the interviewee. The interviewer will ask questions from the provided list to better understand the character. The interviewee will answer in character, using their background and motivations to shape their responses.
- 5) **Reflection:** After the interviews, ask students to draw the character they portrayed.



**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Stay in Character</b>	Answer questions as if you are really the character, using their background and personality.
<b>Use Imagination</b>	Think creatively about the character's story and motivation.
<b>Show Enthusiasm</b>	Speak with excitement and interest to make the character come to life.
<b>Listen Carefully</b>	Pay close attention to the interviewer's questions to provide thoughtful answers.
<b>Use Clear Expressions and Actions</b>	Use facial expressions and actions that match your character's feelings and story.

**Activities**

Complete the activities below that use the drama elements

**Word Search – Find The Words Below**

STAY	IN	CHARACTER	ENTHUSIASM	EXPRESSION
LISTEN	IMAGINATION	ACTING	CREATIVE	DRAMA

Z	K	T	Q	E	R	O	Z	T	M	Q	E	M	B	A	E	G	S	D	F	X	Y									
C	N	V	F	E	R	O	I	M	A	G	I	N	A	T	I	O	N	R	Y	B	N									
I	A	O	L	Q	E	R	O	I	M	A	G	I	N	A	T	I	O	N	R	Y	B	N								
N	S	Z	V	F	E	R	O	I	M	A	G	I	N	A	T	I	O	N	R	Y	B	N								
D	Q	S	N	K	Z	V	F	E	R	O	I	M	A	G	I	N	A	T	I	O	N	R	Y	B	N					
Y	Z	T	D	G	X	E	R	O	I	M	A	G	I	N	A	T	I	O	N	R	Y	B	N							
C	R	E	A	T	I	V	E	R	O	I	M	A	G	I	N	A	T	I	O	N	R	Y	B	N						
R	D	B	B	K	S	V	C	R	O	I	M	A	G	I	N	A	T	I	O	N	R	Y	B	N						
N	X	A	C	E	T	K	M	B	O	I	M	A	G	I	N	A	T	I	O	N	R	Y	B	N						
H	L	A	V	T	A	M	Y	B	N	O	I	M	A	G	I	N	A	T	I	O	N	R	Y	B	N					
Q	H	D	A	D	Y	U	O	M	M	Y	Q	N	D	O	I	M	A	G	I	N	A	T	I	O	N	R	Y	B	N	
L	A	D	J	Q	R	W	T	C	J	A	I	N	O	I	M	A	G	I	N	A	T	I	O	N	R	Y	B	N		
H	K	X	C	R	Z	C	H	A	R	A	C	I	N	O	I	M	A	G	I	N	A	T	I	O	N	R	Y	B	N	

**Word Scramble – unscramble the words in the word search above**

TEREVCAI			
RREHTACAC			
NESSROIXPE			
CGITAN			
AYTS			

**Planning**

Answer the questions below.

1) Which character do you want to be, and why?

2) How does your character feel in the story?

3) What kind of personality does your character have (e.g., brave, kind, funny)?

4) What are some interesting things about your character's background?



**Characters**

Optional: Assign the characters below for the students.

Character	Description
King	A wise and just ruler who always puts his kingdom first.
Queen Isabella	A compassionate and strong queen who cares deeply for her people.
Princess	A curious and adventurous princess who loves exploring the kingdom.
Prince Theo	A brave and kind prince who helps his parents in ruling the kingdom.
Knight Roland	A brave and courageous knight who defends the kingdom from threats.
Lady Beatrice	A noblewoman expert for diplomacy and solving conflicts.
Wizard Merlin	A wise and powerful wizard who advises the royal family and protects the kingdom with his magic.
Fairy Fiona	A playful fairy who uses her magic to help the people of the kingdom.
Squire Henry	An eager and hardworking squire training to become a knight.
Baker Betty	A cheerful baker who makes the best bread and pastries in the kingdom.
Blacksmith Bill	A skilled blacksmith who forges the finest weapons and tools.
Healer Hannah	A gentle healer who uses herbs and potions to cure the sick and injured.
Farmer Frank	A dedicated farmer who provides food for the kingdom with his bountiful harvests.



**Characters**

Optional: Assign the characters below for the students.

Character	Description
Merchant	A clever merchant who travels far and wide to bring exotic goods to the kingdom.
Stable Master Sam	A kind and patient stable master who takes care of the royal horses and teaches others how to ride.
Captain	The leader of the royal guard who ensures the safety of the kingdom.
Gardener Grace	The dedicated gardener who maintains the beautiful royal gardens.
Musician Melody	A talented musician who brings joy to the kingdom with her singing and dancing.
Librarian Leo	The knowledgeable librarian who knows everything about the kingdom's history and stories.
Painter Paula	An artist who paints beautiful scenes of the kingdom.
Jester Jolly	The court jester who entertains the royal family and the kingdom with his humor and tricks.
Messenger Max	The speedy and reliable messenger who delivers important news across the kingdom.
Seamstress Sarah	The skilled seamstress who creates beautiful garments for the royal family and the kingdom.
Inventor Ivan	A creative inventor who builds innovative machines to help the kingdom.
Fisherman Finn	A hardworking fisherman who provides fresh fish for the kingdom.
Chef Clara	The royal chef known for creating delicious and extravagant meals.

**Questions**

Ask your interviewee the questions below.

Where are you from?

Can you tell us about your family?

What is your favourite thing to do?

What makes you happy?

What is your biggest dream?

What is something you really want to achieve?

What is a challenge you have faced?

How did you overcome that challenge?

Who is your friend?

How do you help your friend or family?

What do you like most about your role/job?

How do you help the kingdom?

What is your favourite thing?

How did you learn your special skills?

What makes you proud of your kingdom?

How do you solve problems in your kingdom?

What do you hope to learn more about?

How do you show kindness to others?

What do you do to protect the kingdom?

How do you feel when you help someone?

Name: \_\_\_\_\_

16

Curriculum Connection  
DR-R3

Reflection

Draw two characters from the story.

Draw your character and one other character of your choice from the story.

**PREVIEW**



**Rubric**

How did you do on the assignment?

Criterion	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Character	Rarely stayed in character	Sometimes stayed in character	Mostly stayed in character	Always stayed in character
Use Imagination	Used little imagination	Used some imagination	Used a lot of imagination	Used very creative imagination
Show Enthusiasm	Showed little enthusiasm	Showed some enthusiasm	Showed good enthusiasm	Showed a lot of enthusiasm
Listen Carefully	Rarely listened to questions	Sometimes listened to questions	Mostly listened to questions	Always listened carefully to questions
Use Expressions	Used few expressions and actions	Used some expressions and actions	Used many expressions and actions	Used excellent expressions and actions

**Teacher Comments****Mark****Student Comments – What Could You Do Better?**



## Activity: Mystery Box Mime

**Objective** What are we learning more about?

Students will use their imagination and mime skills by pretending to pull different objects out of an imaginary box and using them in a short mime scene. This activity develops creativity and the ability to visualize and act out everyday objects.

**Materials** What do I need for this activity?

- ✓ An open space
- ✓ A circle of chairs or a marked area on the floor



**Instructions** How do we complete the activity?

- 1) **Introduction:** Explain to the students that they will use their imagination to pull different objects out of an imaginary box. They will act out using the objects in a short mime scene without speaking.
- 2) **Demonstration:** Stand in the circle with the students and pretend to open an imaginary box. Demonstrate pulling an imaginary object out of the box and using it in a short mime scene (e.g., pulling out a toothbrush and pretending to brush your teeth). Emphasize clear and expressive movements so everyone can understand what the object is and how it is used.
- 3) **Passing the Magic Box:** Pass the invisible box to the student on your right. That student pulls out an imaginary object and mimes a short scene with it. Then, they pass the box to the next person.
- 4) **Reflection:** After the activity, have students sit in a circle and discuss their experiences.

**Planning**

Answer the questions below.

1) What kind of objects do you think might be in the magic box?

---

---

---

2) What are some silly objects you can imagine pulling from the box?

---

---

---

3) Draw yourself with the object you want to have from the magic box.





## Activity: Alien, Tiger, Cow

**Objective** What are we learning more about?

Students develop quick thinking and physical expression by striking poses as an alien, tiger, or cow. This activity enhances spontaneity and encourages creativity in physical movements.

**Materials** What do we need for our activity?

- ✓ Prop Box filled with character props (optional)
- ✓ An open space



**Instructions** How do we complete the activity?

- 1) Have everyone form a circle and stand together.
- 2) On the count of three, players can choose to be one of three characters (similar to rock, paper, scissors):
  - **ALIEN:** Hold fingers up to your head like antennae and say "Bleep, bleep, bleep."
  - **TIGER:** Extend your hands like claws and say "Roooa."
  - **COW:** Place your hands on your stomach and fingers spread like udders and say "Mooo."
- 3) At the count of three, everyone decides which character to be.
- 4) The character chosen by the fewest people is in the minority. All players must leave the circle. For example, if there are 4 aliens and 3 cows, the cows are in the minority and must exit the circle.
- 5) Continue playing until only one or two participants remain.

### Variation:

Another way to play this game is for everyone to try to become the same character (without anyone being eliminated). It may take a few rounds for the group to figure this out organically.

Name: \_\_\_\_\_

24

Curriculum Connection  
DR-M2, DR-CR1

Character Sketch

Draw the Alien, Tiger and Cow involved in the game.

PERVALEZ



## Activity: Silent Stress Scenarios

**Objective** What are we learning more about?

To help students understand and express emotions through body language and non-verbal communication by creating a group mime that shows how characters respond to a situation of conflict, stress, or anticipation.

**Materials** What do we need for our activity?

- ✓ Scenario cards with written stressful situations such as conflict, depression, or anxiety
- ✓ Open space (classroom)
- ✓ Simple props (optional, small objects)



**Instructions** How do we complete the activity?

- 1) **Introduction:** Explain to the students what it means to be performing a "mime," a type of acting without words, to tell a story using only their bodies and facial expressions.
- 2) **Warm-Up:** Have students spread out and perform simple stretching and facial expression exercises to warm up.
- 3) **Discussion:** Discuss different emotions like conflict, stress, and anticipation, and how they look without words, including how the body and face might react.
- 4) **Group Formation:** Divide the students into small groups and randomly assign a scenario to each group.
- 5) **Planning:** Allow each group time to plan their mime and encourage them to think about the beginning, middle, and end of their story. Suggest simple movements and facial expressions to show their emotions.
- 6) **Rehearsal:** Give each group time to rehearse their mime. Walk around to provide guidance, encouraging students to use their whole bodies to express the story.
- 7) **Performance:** Have each group perform their mime in front of the class. Urge the other students to follow the act quietly.
- 8) **Reflection:** After each performance, allow the audience to guess the emotions and the story being told. Discuss how the performers used their bodies and faces to communicate without words.

**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Use of Facial Expressions</b>	Use clear and exaggerated facial expressions to convey different emotions.
<b>Body Movements</b>	Use body movements to express actions and feelings without using words.
<b>Team Collaboration</b>	Work together with group members to tell a cohesive and clear story.
<b>Emotion Recognition</b>	Show the ability to recognize and describe emotions like conflict, departure, and anticipation.
<b>Engagement and Enthusiasm</b>	Participate actively and with enthusiasm throughout the activity and performance.



**Activities**

Complete the activities below that use the drama elements

**Word Search – Find The Words Below**

Facial Expressions	Body	Movements	Working Together
Different Emotions	Enthusiasm	Feelings	

G J Y N F E I G S Y R M C B K G W E M X B M A I  
 L Y Y U F I Y J K H A T J M U Q Y P W O U  
 E X P R E S S I O N S J P U G O N N T W N Y M D P G E  
 T B A V W U A H Q L Z B M E F G C P O W V H C  
 B Z N O O A C L Q Z K R H Y Q L V U M U I  
 D P V W R X B F T E S E R T X F E Z C H G  
 O I K M K B Y N Y V B Y C F P W R W M I T U P  
 T W N U I F A C I Q O P K F S V I V E C E O X  
 V T J J N E M O T I O N T I G C L G N J R S M  
 C V T O G E T H E R D D Y X J C T R C K O  
 E N T H U S I A S M F D L Z H L I S Q V E N

**Matching – Draw a line from the drama element to its description****Drama Element****Facial Expressions**

Showing different feelings, like being excited, scared, or angry.

**Body Movements**

Understanding how a character feels and showing those feelings in your movements.

**Working Together**

The way your face looks to show what a character is feeling, like happy or sad.

**Different Emotions**

When everyone in the group helps each other to make the scene or play better.

**Enthusiasm**

Acting with lots of energy and excitement to make the scene fun and interesting.

**Feelings**

How you move your body to show what a character is doing, like walking or jumping.

**Planning**

Answer the questions below.

1) What is the main emotion in your story?

2) Who are the characters in your story, and what do they do?

3) What props can we use to help tell our story?

4) What is the most important part of your scene that you want to understand?



## Scenarios

Choose a prompt from the list below.

Scenario	Characters	Description
Lost Parent in a Park	Parent, Child, Amusement Worker, Stranger, Security Guard	<b>Description:</b> The child is excited and runs ahead, getting separated from the parent. The child's friend tries to help look for the parent. They ask a worker for help. The worker talks to a stranger who might have seen the parent. Finally, the security guard helps reunite the family.
Missing Pet	Children, Parent, Neighbour, Pet, Animal Control	<b>Description:</b> The children realize their pet is missing and feel sad and worried. They search around the house and yard, asking neighbours if they've seen the pet. The parent helps search. They call animal control for help. After a lot of looking, they find the pet and celebrate.
First Day at a New School	New Student, Teacher, Classmate 1, Classmate 2, Principal, Parent	<b>Description:</b> The new student feels nervous about the classroom. The teacher greets them and classmates invite the new student to activities. The principal shows the new student is safe. The parent reassures the child at the end of the day.
Preparing for a Surprise Party	Birthday Kid, Friend 1, Friend 2, Parent, Sibling, Neighbour	<b>Description:</b> Friends and family prepare decorations, food and gifts. They hide and get ready to surprise the birthday kid. The sibling distracts the birthday kid. The parent and neighbour help with preparations. Finally, they all shout "Surprise!" when the birthday kid arrives.

## Scenarios

Choose a prompt from the list below

Scenario	Characters	Description
Trip to the Airport	Parent 1, Parent 2, Child, Sibling, Pilot	<b>Description:</b> The family rushes to get to the airport. They go through security, where the staff checks their tickets and bags. They encounter a delay and the child feels anxious. The parents comfort the child and sibling. The pilot finally announces it's time to board the plane.
Storm Approaching	Parent, Child, Neighbour, Weather Reporter, Emergency Worker	<b>Description:</b> A storm is coming. The parent and child prepare the house, securing windows and bringing the pet inside. The neighbour helps with the preparations. The weather reporter on TV tells them the storm is getting closer. An emergency worker gives advice on staying safe.
Forgotten Homework	Student, Teacher, Classmate 1, Classmate 2, Parent, Sibling	<b>Description:</b> A student realizes they forgot their homework and feels stressed. They explain the situation to classmates who offer help. The parent and sibling comfort the student. The student talks to the teacher who shows understanding and helps plan to complete the homework.
School Play Rehearsal	Director, Actor 1, Actor 2, Stagehand, Costume Designer, Parent	<b>Description:</b> Students are in a school play. The director gives instructions on how to act. The actors practice their parts with enthusiasm. The stagehand arranges props. The costume designer helps actors with their costumes. A parent assists by providing snacks and encouragement.



Name: \_\_\_\_\_

47

Curriculum Connection  
DR-R1

Emotion Drawing

Draw three different emotions felt in your play

PERVALEZ



**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Facial Expressions</b>	Rarely uses facial expressions	Uses some facial expressions	Uses clear facial expressions	Uses very clear and exaggerated facial expressions
<b>Body Movements</b>	Rarely uses body movements	Uses some body movements	Uses clear body movements	Uses very clear and exaggerated body movements
<b>Team Collaboration</b>	Rarely works with the group	Sometimes works with the group	Works well with the group	Works very well and helps others in the group
<b>Emotion Recognition</b>	Shows little understanding of emotions	Shows some understanding of emotions	Shows good understanding of emotions	Shows excellent understanding of emotions
<b>Engagement</b>	Shows little enthusiasm	Sometimes shows enthusiasm	Shows good enthusiasm	Shows excellent enthusiasm throughout

**Teacher Comments****Mark****Student Comments – What Could You Do Better?**

## Activity: The Echo of the Chorus

**Objective** What are we learning more about?

Students will learn the concept of Choric Drama by working together as a group to create a unified story, rhythm, and movement. They will explore how a chorus can tell a story or express emotions together.

**Materials** What do we need for our activity?

- ✓ An open space
- ✓ A short rhyme or story (like "The Itsy Bitsy Spider") – We have provided several options.



**Instructions** How do we complete this activity?

- 1) **Chorus Warm-Up:** Start with easy words like "yes," "no," or their names, and make sure they speak in unison (all at the same time). After they get comfortable, have them practise saying these words with different emotions (happy, sad, scared).
- 2) **Storytime Chorus:** Divide students into groups and select different short rhymes or stories and read them aloud to the class. Then randomly assign the rhymes to the groups or let them choose one.
- 3) **Chorus Practice:** Students in each group practise saying their part loudly, softly, quickly, or slowly.
- 4) **Add Movement:** Show the students simple movements (like climbing for "climbed up the waterspout"). Have them practise moving together while saying their part.
- 5) **Performance:** Have each group perform their short rhyme to the class. They should say it in a way they think sounds best and with movement.



**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Speak in Unison</b>	Make sure everyone in your group says the words at the same time.
<b>Use Different Emotions</b>	Practice saying your rhyme using different emotions, such as happy, sad, or scared.
<b>Adjust Volume and Speed</b>	Try saying your rhyme loudly, softly, quickly, and slowly during practice.
<b>Add Movements</b>	Move together with your group while saying your rhyme, such as jumping or walking.
<b>Work as a Team</b>	Listen to your group members and work together to say the rhyme smoothly.



**Warm-Up**

Practice saying these sentences in unison. Then say them in the different emotions below. Next, act out the different actions. Lastly, have fun making animal sounds and sound effects.

**Warm-Up Simple Sentences**

- 1) We are happy.
- 2) What is your name?
- 3) Can you see it?
- 4) I have something to tell you.
- 5) It is happening now.

**Emotions**

Happy, Sad, Angry, Embarrassed, Scared, Surprised

**Actions**

Climb, Jump, Run, Dance

**Animal Sounds**

Bark, Meow, Moo, Roar, Squeal

**Sound Effects**

Boom, Crash, Whoosh, Bang, Splash, Clap

**Rhymes**

Perform these stories/rhymes in unison.

**Goldilocks and the Three Bears**

Goldilocks went for a walk in the forest.  
She found a house and knocked on the door.  
She saw three bowls of porridge.  
She tasted the big bowl, but it was too hot.  
She tasted the middle bowl, but it was too cold.  
She tasted the small bowl and it was just right.  
Goldilocks ate it all up and fell asleep in the little bed.

**The Three Little Kittens**

The three little kittens, they lost their mittens,  
And they began to cry.  
"Oh mother dear, we sad little kittens,  
That we have lost our mittens."  
"What? Lost your mittens? You naughty kittens!  
Then you shall have no pie."  
The three little kittens found their mittens, and they began to  
cry!

**Rhymes**

Perform these stories/rhymes in unison.

**The Cat and the Fiddle**

Yodle diddle, the cat and the fiddle,  
The cat and the dog jumped over the moon.  
The dog laughed to see such fun,  
And the cat danced away with the spoon.  
The cat said, "Now, look at me fly!"  
The dog barked with a loud cry.  
And the spoon and the cat were never seen again!

**Old MacDonald Had a Farm**

Old MacDonald had a farm, E-I-E-I-O.  
And on that farm, he had a cow, E-I-E-I-O.  
With a moo moo here, and a moo moo there,  
Here a moo, there a moo, everywhere a moo.  
Old MacDonald had a farm, E-I-E-I-O.  
And on that farm, he had a pig, E-I-E-I-O.  
With an oink oink here, and an oink oink there.



**Rhymes**

Perform these stories/rhymes in unison.

**The Ugly Duckling**

A little duckling hatched from its egg.  
It didn't look like the other ducks.  
"You're ugly!" said the other ducks and ran away.  
The duckling was sad and left the farm.  
Winter came and the duckling grew big and strong.  
In spring, the duckling jumped into the water.  
It had become a beautiful swan!

**Baa Baa Black Sheep**

Baa baa black sheep, have you any wool?  
Yes sir, yes sir, three bags full.  
One for the master, one for the dame,  
And one for the little boy who lives down the lane.  
Baa baa black sheep, have you any wool?  
Yes sir, yes sir, three bags full.

**Checklist**

Use the checklist below to assess a group's performance.

Criteria	Check (✓)	(X)
The group spoke together at the same time (in unison).		
The group used clear and distinct voices.		
The group showed different emotions with their voices.		
The group made movements to match their words.		
The group worked well together without interrupting each other.		
The performance was fun and interesting to watch.		
The group remembered all of their lines or parts.		
The group used different speeds (slow/fast) in their performance.		

**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Speaking	Did not speak with the group.	Spoke with the group sometimes.	Spoke with the group most of the time.	Always spoke with the group.
Using Emotions	Did not use any emotions.	Used one emotion.	Used a few emotions.	Used many emotions to show feelings.
Volume and Speed	Did not change volume or speed.	Changed volume or speed a few times.	Changed volume or speed a few times.	Changed volume and speed a lot.
Using Movements	Did not use any movements.	Used a few movements.	Used a few movements.	Used lots of movements to match the words.
Teamwork	Did not work with the group.	Worked with the group sometimes.	Worked well with the group.	Worked very well with the group.

**Teacher Comments****Mark****Student Comments – What Could You Do Better?**



## Activity: Choral Speech Soundwave

### Objective

What are we learning more about?

Students will work together to explore choral speech by reciting a simple poem or rhyme. Students will learn how to speak as one voice, while experimenting with volume, speed, and pitch.

### Materials

What do we need for our activity?

- ✓ A simple poem or rhyme (e.g., "Twinkle Little Star")
- ✓ Chart paper and markers (optional for writing the poem on the board)



### Instructions

How do we complete this activity?

- 1) **Introduction:** Explain to students that choral speech means speaking together as a group, just like a choir sings together.
- 2) **Warm-Up:** Have the class hum together, starting softly and gradually getting louder. Then reverse the step.
- 3) **Group Practice:** Choose a simple, familiar poem (e.g., "Twinkle Little Star" or a short rhyme. Write it on the board if needed.
- 4) **Echo Exercise:** Divide the class into two groups. One group says a line of the poem, and the other group echoes the same line back. Repeat a few times.
- 5) **Full Choral Recitation:** Now, the entire class will say the poem together. Start by speaking at a normal pace.
- 6) **Experiment with Volume, Speed, and Pitch:** Experiment by saying the poem loudly, softly, slowly, and quickly. Then encourage the class to experiment with pitch by saying the poem in high voices (like a chipmunk) and low voices (like a giant).
- 7) **Reflection:** After experimenting with different ways to say the poem, sit together in a circle and discuss the experience using the reflection questions.

**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Speak at the Same Time</b>	Make sure you are starting and ending each line at the same time as the rest of the group.
<b>Match Volume with Group</b>	Choose a voice to match the group's volume—neither too loud nor too soft.
<b>Keep the Same Speed</b>	Follow the pace set by the group, speaking neither too fast nor too slow.
<b>Listen Carefully to Others</b>	Pay attention to how your classmates are speaking and adjust your voice to blend smoothly with theirs.
<b>Stay Focused and Attentive</b>	Concentrate on the poem and the group's performance to stay synchronized throughout the activity.



**Warm-up**

Do these steps to get the students ready.

Step	Instructions
<b>1. Introduction</b>	Explain that they will warm up their voices by humming together.
<b>2. Soft Humming</b>	Ask students to start humming very softly. Encourage them to focus on making their voices low.
<b>3. Gradual Volume Increase</b>	Gradually increase the volume of the humming from soft and moving to a louder hum.
<b>4. Gradual Volume Decrease</b>	After reaching a louder hum, guide the students to gradually decrease the volume back to a soft hum.
<b>5. Volume Changes Repeat</b>	Repeat the exercise, varying the volume from soft to loud and back to soft. Encourage students practice control.
<b>6. Reflection</b>	Ask students how it felt to change their voice together and if they could feel everyone speaking as one.



## Poems

Perform the following poems in a choral speech.

**The Crocodile**

How doth the little crocodile  
Improve his shining tail,  
And pour the waters of the Nile  
On every golden scale!  
How often he seems to grin,  
How neatly up he draws his claws,  
And complacently fishes in,  
With graceful jaws!

**My Shadow**

I have a little shadow that goes in and out with me,  
And what can be the use of him I can't at all see.  
He is very, very like me from the head up to the head;  
And I see him jump before me, when I jump and laugh and lead.  
The funniest thing about him is the way he likes to grow—  
Not at all like proper children, which is always very slow;  
For he sometimes shoots up taller like an india-rubber ball,  
And he sometimes gets so little that there's none of him at all.

## Poems

Perform the following poems in a choral speech.

## The Swing

You like to go up in a swing,  
Up in the air so blue?  
Oh, that's the pleasantest thing  
I ever a child can do!

Up in the air over the wall,  
Till I can see so far,  
Rivers and trees and cattle and all  
Over the countryside

Till I look down on the garden green  
Down on the roof so brown,  
Up in the air I go flying again,  
Up in the air and down!

## Poems

Perform the following poems in a choral speech.

**Furry Bear**

If I were a bear,  
And a big bear too,  
I shouldn't much care  
If it snowed or snowed;  
I shouldn't much mind  
If it snowed or friz—  
I'd have a fur cap,  
With a coat like

For I'd have fur boots and a fur cap,  
And brown fur knickers and a fur cap,  
I'd have a fur muffle-ruff to cover my ears,  
And brown fur mittens on my big brown hands.

With a big brown furry-down up to my head,  
I'd sleep all the winter in a big fur bed.



**Reflection**

Answer the questions below.

1) What was the hardest part about speaking in unison with your classmates?

---

---

---

2) Draw what you are picturing while you read one of the poems.

**PREVIEW**

**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Speak in Sync</b>	Rarely starts and ends with the group.	Sometimes starts or ends with the group.	Usually speaks in sync with the group.	Always starts and ends at the same time as the group.
<b>Match Volume with Group</b>	Often too loud or soft.	Sometimes too loud or soft.	Usually matches the group's volume.	Always matches the group's volume perfectly.
<b>Keep the Same Speed</b>	Speaks too fast or too slow often.	Sometimes speaks too fast or too slow with the group.	Usually speaks at the right speed.	Always keeps the same speed as the group.
<b>Listen Carefully to Others</b>	Rarely listens to others' voices.	Sometimes listens but doesn't adjust voice.	Usually listens and adjusts voice.	Always listens carefully and adjusts voice with others.
<b>Stay Focused and Attentive</b>	Often loses focus.	Sometimes loses focus during activity.	Usually stays focused through activity.	Always stays focused and attentive during the activity.

**Teacher Comments****Mark****Student Comments – What Could You Do Better?**

## Activity: Gibberish Express

### Objective

What are we learning more about?

To help students understand the importance of non-verbal communication and vocal expressiveness by having a conversation in gibberish, using tone, pitch, and body language to communicate.

### Materials

What do we need for our activity?

- ✓ Cards with a variety of emotions written on them
- ✓ Simple props (optional) such as hats, shoes, or small toys) to help with expressing emotions
- ✓ Open space for students to move around



### Instructions

How do we complete the activity?

- 1) Introduction:** Explain to the students that they will be having conversations using made-up words (gibberish) and that they will be using their tone of voice, pitch, and body language to communicate. Give them scenarios given to them. If possible demonstrate a short gibberish conversation with a volunteer student.
- 2) Pair Up:** Have students pair up. If there's an odd number of students, create one group of three.
- 3) Presentation:** Let the pairs come forward one by one and perform with a simple scenario (e.g., two friends meeting after a long time, asking for directions, or ordering food at a restaurant) and present their act. Encourage students to use props available for them.
- 4) Discussion and Reflection:** Discuss with the students what they learned about communication without words. Highlight the importance of tone, pitch, and body language in everyday conversations.



**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Use of Tone and Pitch</b>	Experiment with different tones and pitches in your voice to express different emotions or intentions.
<b>Body Language</b>	Use your hands, face, and whole body to show what you mean when you speak in gibberish.
<b>Facial Expressions</b>	Make sure your facial expressions match the feelings you are trying to communicate.
<b>Active Listening</b>	Pay close attention to your partner's gibberish and body language to understand what they are saying.
<b>Creative Props</b>	Use any props available to help add meaning to your gibberish conversation.

## Cards

Act out the scenarios below using gibberish.

## Scenario Description

Friends meeting after a long time

Asking for directions to a park

Ordering ice cream from an ice cream truck

Lost and asking for help

Shopping for a new toy

Telling a friend about a trip

Finding a lost item

Playing a game of tag

Asking to borrow a pencil in class

Describing a favourite book to a friend

## Cards

Act out the scenarios below using gibberish.

## Scenario Description

Inviting a friend to a birthday party

Showing a friend's drawing

Asking if someone wants to play on the swings

Pretending to be a superhero saving the day

Helping a friend who fell and hurt their knee

Sharing a secret with a friend

Telling someone they have a stain on their shirt

Asking if someone wants to trade books

Pretending to be at a zoo looking at animals

Asking a friend to join in a dance



**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Use of Voice</b>	Rarely changes voice tone or pitch	Sometimes changes voice tone or pitch	Often changes voice tone or pitch	Consistently uses varied tones and pitches
<b>Body Language</b>	Rarely uses body movements	Sometimes uses body movements	Often uses body movements	Consistently uses body movements
<b>Facial Expressions</b>	Rarely changes facial expressions	Sometimes changes facial expressions	Often changes facial expressions	Consistently uses varied facial expressions
<b>Active Listening</b>	Rarely pays attention to partner	Sometimes pays attention to partner	Often pays attention to partner	Consistently pays close attention to partner
<b>Creative Props</b>	Rarely uses props creatively	Sometimes uses props creatively	Often uses props creatively	Consistently uses props in very creative ways

**Teacher Comments****Mark****Student Comments – What Could You Do Better?**

## Activity: Storytelling with Voices

### Objective

What are we learning more about?

Students will use their expressive reading skills by acting out a story through Readers' Theatre. The focus is on voice, expression, and storytelling without the need for props or costumes.

### Materials

What do we need for our activity?

- ✓ A simple, short script (from a children's book or a teacher-created script based on a short story)
- ✓ Copies of the script for each student or pair of students



### Instructions

How do we complete the activity?

- 1) Introduction:** Explain to students that Readers' Theatre is a fun way to act out a story using only their voices. They do not need costumes or props—just their scripts and lots of expression!
- 2) Choose a Script:** Select a simple story or script that all students will enjoy and can easily follow. Split the students into small groups, with each group assigned a role from the story (narrator, characters, etc.).
- 3) Highlight the Lines:** Give each student or pair their own script and have them highlight their parts to make it easier to follow along.
- 4) Practice the Reading:** In groups, students practice reading their parts aloud, focusing on using different voices and emotions to match the characters or scenes.
- 5) Perform the Story:** Once the students have practiced, have each group stand up and perform their Readers' Theatre piece for the rest of the class, reading with expression but without moving around or using props.



**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
<b>Speak clearly</b>	Use a loud, clear voice so that everyone can hear you.
<b>Use Expression</b>	Choose your voice to show emotion, like being happy, sad, or excited, when reading your character's lines.
<b>Stay Focused on the Script</b>	Follow along with the script and know when it's your turn to speak.
<b>Listen to Others</b>	Pay attention to the other reader and respond when it's your turn.
<b>Stay in Character</b>	Stay in the role of your character while reading, using the voice and personality of the character.



## Stories

Read the stories and express emotions with your voice.

## Story 1: "The Lost Puppy"

**Characters:** Narrator, Max (the Puppy), Bird, Rabbit, Cat**Script****Narrator:**

One sunny morning, the puppy went for a walk in the park. He was having so much fun chasing butterflies that he didn't notice how far he wandered. Suddenly, he looked around and realized he was lost.

**Max (worried):**

Oh no! I can't find my home. What do I do?

**Narrator:**

Max saw a bird flying by and called to it.

**Max:**

Excuse me, Bird! Can you help me find my way home?

**Bird (cheerfully):**

I'm sorry, Max, I fly high in the sky, so I don't know the ground very well. Maybe Rabbit can help you!

**Max (politely):**

Thank you, Bird! I'll go find Rabbit.

**Narrator:**

Max thanked the bird and kept walking until he found a rabbit hopping near a bush.

**Max (hopeful):**

Hello, Rabbit! I'm lost. Can you help me find my way home?

**Rabbit (thinking):**

I hop all around the meadow, but I don't know the way to your home, Max. Why don't you ask Cat? She knows everything about the neighbourhood.

## Stories

Read the stories and express emotions with your voice.

## Story 1: "The Lost Puppy"

Characters: Max (the Puppy), Bird, Rabbit, Cat

**Max (nervous):**  
Thank you, Bird and Rabbit. Cat for help.

**Rabbit:**  
Good luck, Max! I hope you find your way home soon.

**Narrator:**  
Max thanked Rabbit and Bird and Cat was sitting by a tree.

**Max (nervous):**  
Hi, Cat. I'm lost and can't find my home. Can you help me?

**Cat (smiling):**  
Of course, Max! I know exactly where your home is. Follow me!

**Narrator:**  
Max followed Cat through the park and home. He was so happy to be home again!

**Max (relieved):**  
Thank you so much, Cat! I'm finally home!

**Cat (proud):**  
You're welcome, Max. Just remember not to wander too far from home!

**Narrator:**  
From that day on, Max stayed close to home, always remembering to ask for help when he needed it.

**Stories**

Read the stories and express emotions with your voice.

**Story 2: "The Missing Toy"****Characters:** Narrator, Lily, Sam, Emily, Grandma**Script:****Narrator:**

It was a rainy day and Lily couldn't find her favorite toy, Benny the bear. She searched over her room.

**Lily (worried):**

Oh no! Where's Benny?

**Narrator:**

Lily rushed to her brother Sam's room.

**Lily (frantic):**

Sam, have you seen Benny?

**Sam (shrugging):**

No, maybe he's in the living room?

**Lily (determined):**

Thanks, I'll check!

**Narrator:**

Lily ran to the living room and found her cousin Emily.

**Lily (hopeful):**

Emily, have you seen Benny?

**Emily (thinking):**

I saw him this morning. Maybe he's in the kitchen?

**Narrator:**

Lily checked the kitchen but couldn't find Benny. Just then, Grandma walked in.



**Stories**

Read the stories and express emotions with your voice.

**Story 2: "The Missing Toy"****Character:** Narrator, Lily, Sam, Emily, Grandma**Grandma (caring):**

What's wrong, Lily?

**Lily (sad):**

I lost Benny! I don't know where he is.

**Grandma (smiling):**

Let's retrace your steps to see if you have him last?

**Lily (thinking):**

Outside this morning!

**Narrator:**

Lily and Grandma went to the backyard, and there, under a tree, was Benny!

**Lily (relieved):**

Benny! I missed you!

**Grandma (helpful):**

Retracing your steps worked!

**Narrator:**

Lily hugged Benny and ran to tell Sam and Emily the news.

**Lily (excited):**

I found Benny! He was outside!

**Narrator:**

Lily was happy and learned that with a little help, she could solve any problem.

**Stories**

Read the stories and express emotions with your voice.

**Story 3: "The Silly Dragon"****Characters:** Narrator, Drake (the Dragon), Owl, Squirrel, Fox**Script:****Narrator:**

In a faraway land, there lived a dragon named Drake. But Drake wasn't like other dragons. He couldn't breathe fire or roar loudly. Instead, Drake loved to be silly.

**Drake (giggling):**

I love doing funny things and making silly faces!

**Narrator:**

One day, Drake wanted to make new friends, but he wasn't sure how. He decided to ask Owl, the wisest animal in the forest.

**Drake:**

Owl, how can I make new friends?

**Owl (wise):**

Just be yourself! Talk to others, but make sure you're making silly faces right away.

**Narrator:**

Drake nodded and thanked Owl. He saw Squirrel running up a tree.

**Drake (politely):**

Hi, Squirrel! Do you want to play with me?

**Squirrel (curious):**

Sure! Do you have any fun games?

**Drake (excited):**

Yes! I know a silly dance. Let me show you!

## Stories

Read the stories and express emotions with your voice.

## Story 3: "The Silly Dragon"

Character: Narrator, Drake (the Dragon), Owl, Squirrel, Fox

**Narrator:**

Drake curled around, wiggling his tail. Squirrel giggled and joined in.

**Squirrel (laughing):**

You're fun, Drake! Let's play again tomorrow!

**Drake (happy):**

I'd love that! See you tomorrow!

**Narrator:**

Drake was happy he had made a friend. Next, he saw Fox sitting by a rock.

**Drake (confident):**

Hi, Fox! Want to see my silly dance?

**Fox (interested):**

Show me!

**Narrator:**

Drake danced, and Fox clapped.

**Fox (cheerful):**

That was awesome! Let's be friends!

**Drake (grateful):**

Thanks, Fox! I'm so glad we can be friends!

**Narrator:**

From then on, Drake, Squirrel, and Fox spent their days laughing and dancing, showing everyone that being yourself is the best way to make friends.



**Stories**

Read the stories and express emotions with your voice.

**Story 4: "The Brave Little Turtle"****Character:** Narrator, Timmy (the Turtle), Frog, Bird, Fish**Script:**  
**Narrator:**

One day, Timmy was sitting by the pond, feeling nervous. He wanted to swim across the pond, but he had never done it before.

**Timmy (nervous):**

I've never swum across the pond. What if I can't do it?

**Narrator:**

Just then, Frog hopped over.

**Frog (cheerful):**

Hi, Timmy! Why do you look so nervous?

**Timmy (unsure):**

I want to swim across the pond, but I'm scared.

**Frog (encouraging):**

You can do it! Start small and take it one step at a time!

**Narrator:**

Timmy felt a bit better. He walked to the edge of the pond. Just as he could start, Bird flew down.

**Bird (curious):**

What are you up to, Timmy?

**Timmy (determined):**

I'm going to swim across the pond, but I'm a little scared.

**Stories**

Read the stories and express emotions with your voice.

**Story 4: "The Brave Little Turtle"****Characters:** Narrator, Timmy (the Turtle), Frog, Bird, Fish

**Bird:** You can do it, Timmy!  
I believe in you! You're stronger than you think. Just keep going.

**Narrator:**  
Timmy took a deep breath and began to swim. He was halfway across the pond when Fish swam up beside him.

**Fish (cheerful):**  
You're doing great, Timmy! Keep going!

**Timmy (encouraged):**  
I can do this!

**Narrator:**  
With a big push, Timmy reached the other side of the pond.

**Timmy (proud):**  
I did it! I swam across the pond!

**Frog (proud):**  
See, Timmy? You were brave the whole time.

**Bird:**  
You just needed to believe in yourself!

**Fish:**  
We knew you could do it, Timmy!

**Narrator:**  
Timmy smiled. From that day on, he wasn't afraid to try new things, knowing he had friends to cheer him on.

Name: \_\_\_\_\_

101

Curriculum Connection  
DR-R1

Reflection

Answer the questions below.

1) What was your favourite character out of all the performances? Why?


---

---

---

---

2) Draw your favourite character





**Rubric**

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Speak</b>	Hard to hear most of the time.	Sometimes hard to hear.	Mostly loud and clear.	Always loud and clear.
<b>Use Expression</b>	Seldom uses expression.	Sometimes uses expression.	Often uses good expression.	Always uses strong, clear expression.
<b>Stay Focused on the Script</b>	Frequently loses place in the script.	Sometimes loses place in the script.	Usually follows the script well.	Always stays focused and follows the script.
<b>Listen to Others</b>	Rarely listens to others.	Sometimes listens to others.	Usually listens and responds.	Always listens carefully and responds on time.
<b>Stay in Character</b>	Rarely stays in character.	Sometimes stays in character.	Usually stays in character.	Always stays in character throughout.

**Teacher Comments****Mark****Student Comments – What Could You Do Better?**

## Activity: Dino Decisions

### Objective

What are we learning more about?

To teach problem-solving and decision-making skills by having students respond to a safety scenario involving a pet dinosaur that poses a safety hazard.

### Materials

What do we need for our activity?

- ✓ Dinosaur props or toys
- ✓ Lab coat or scientist costume (optional)
- ✓ Open space for role-play

### Instructions

How do we complete the activity?



- 1. Introduction:** Tell the students they will perform role-play to decide what to do with a pet dinosaur causing safety problems. One student will be the scientist, and the others will be the decision-makers.
- 2. Group Formation:** Divide the class into small groups (4-6 students). Let them choose one student to be the scientist and the others to be the decision-makers (pet owners, neighbours, town officials).
- 3. Scenario Setup:** Describe the scenario: A scientist has discovered that a pet dinosaur in the town is causing safety issues (e.g., knocking over things, scaring people), and the decision-makers must come up with a solution.
- 4. Role-Play Activity:** Give students time to discuss and decide on a solution. Encourage creative thinking and considering consequences. The scientist can ask questions and challenge their ideas for deeper thinking.
- 5. Group Sharing:** Have each group present their solution to the class. Discuss the different solutions and their potential outcomes.
- 6. Discussion:** Discuss what students learned about problem-solving and decision-making while focusing on the importance of considering different perspectives and consequences.



**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
<b>Active Participation</b>	Contribute ideas and listen to others during the problem-solving process.
<b>Creative Thinking</b>	Generate original and imaginative solutions for the problem.
<b>Consider Consequences</b>	Think about what might happen as a result of each solution.
<b>Ask Questions</b>	Ask questions to understand the problem better and explore different solutions.
<b>Work as a Team</b>	Collaborate with classmates to agree on the best solution.



**Activities**

Complete the activities below that use the drama elements

**Word Search – Find The Words Below**

Active	Participation	Creative	Thinking	Solutions
Teamwork	Problem Solving	Questions	Consider	Consequences

J N M W V O P O V Y R J B D Y Z K S R G K J Q N  
 S O L U D B B K V C P O T B V N X A C E K  
 P A R T I T I O N M B O B U P X O L Y C Q F T  
 H L A V M Y T G N V P Y I R A S K I N G I A Q  
 H D A D U O M Y T U C C U V R L A D J Q R W  
 T C J A I V N G J H K X C R Z L T W Q E  
 E T E A M W O R O U I Q U E S T I O N S O H P  
 E Z U I E A D E R S I C O N S E Q U E N C E S  
 M T D R M C D C J E M S D F S X V V L X U R J  
 C T H H P T C O N S I I S R B N F E S B P  
 D G Y H P I Q S A F K I Z Y X D T O C W D X  
 R B V K K V S U D X J Q P N H A T X O W L I E B Q  
 O W P T C E C R E A T I V E T W E N D X L N C N I  
 W W N T V H B W K L W N C E W I W Z V H J B E

**Word Scramble – unscramble the words from the word search above**

EAVIECRT		NRITCTIAPIO	
NEIQSUSTO		SSINOLUTO	
IVCETA		INSKGA	
ONCNQEESESCU		DRCISONE	
KTMWORAE		GINKHITN	

**Planning**

Answer the questions below.

1) What do you think the dinosaur might be doing that is causing problems?

---

---

---

2) What ideas do you have to solve the problem with the dinosaur?

---

---

---

3) What could happen if we choose this solution?

---

---

---

4) Draw a picture of the scene you are thinking of.

---

---

---

---

---

---

---

---

---

---

**Performance  
Review Chart**

Write a short review of your own experience about the performance.

Category	Details
Best Moment	
Biggest Challenge	
Most Surprising Part	
What I Learned	



**Rubric**

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Active Participant</b>	Rarely contributes ideas	Sometimes contributes ideas	Often contributes ideas	Always contributes ideas
<b>Creative Thinking</b>	Rarely thinks creatively	Sometimes thinks creatively	Often thinks creatively	Always thinks creatively
<b>Consider Consequences</b>	Rarely considers consequences	Sometimes considers consequences	Often considers consequences	Always considers consequences
<b>Ask Questions</b>	Rarely asks questions	Sometimes asks questions	Often asks questions	Always asks thoughtful questions
<b>Work as a Team</b>	Rarely collaborates	Sometimes collaborates	Often collaborates	Always collaborates well

**Teacher Comments****Mark****Student Comments – What Could You Do Better?**

## Activity: Word by Word Tales

**Objective** What are we learning more about?

To engage students in oral and narrative building by having students create a story together, with each student contributing one word at a time.

**Materials** What do we need for our activity?

- ✓ A small object or talking stick to pass around (optional)
- ✓ Open space for students to sit in a circle



**Instructions** How do we complete the activity?

- 1) **Introduction:** Explain to the students that they will be creating a story together, one word (or sentence) at a time. Emphasize the importance of listening to each other and working together to build the story.
- 2) **Form a Circle:** Have the students sit in a circle. If using a talking stick, explain that only the person holding the stick can add a word/sentence to the story.
- 3) **Start the Story:** Begin the story with a simple sentence such as "Once upon a time...". Each student adds one word/sentence to the story, passing the talking stick (if used) to the next person. Encourage students to listen carefully and think about how their word/sentence will contribute to the story.
- 4) **Continue the Story:** Keep the story going around the circle. Each student has multiple turns to contribute. If the story naturally comes to an end, start a new one or continue building on the existing one with a new twist.
- 5) **Share and Reflect:** After the story is complete, have a volunteer read the entire story aloud to the class. Discuss the story and the collaborative process with the students.



**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Listening Carefully</b>	Pay attention to the words that others say to understand the story and add your word/sentence appropriately.
<b>Taking Turns</b>	Wait for your turn to add a word/sentence to the story.
<b>Staying On Topic</b>	Add words/sentences that make sense and keep the story going in the same direction.
<b>Being Creative</b>	Think of interesting and new words/sentences to add to the story.
<b>Supporting Each Other</b>	Encourage and help your classmates by staying positive and respectful during the activity.



**Story Sequence**

Select one character from the story and draw a scene involving them at the beginning, middle, and end.

**PREVIEW**

**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Listening Carefully	Sometimes not listening to others	Sometimes listens to others	Usually listens to others	Always listens carefully to others
Taking Turns	Sometimes waits for turn	Sometimes waits for turn	Usually waits for turn	Always waits patiently
Staying On Topic	Sometimes adds words that are not fitting	Sometimes adds fitting words	Usually adds fitting words	Always adds words that fit well
Being Creative	Uses simple words	Sometimes uses creative words	Usually uses creative words	Always uses very creative words
Supporting Each Other	Rarely supports others	Sometimes supports others	Usually supports others	Always encourages and supports others

**Teacher Comments****Mark****Student Comments – What Could You Do Better?**

# Sesame Street: Teaching Through Puppetry

## What Is Sesame Street?

"Sesame Street" is a TV show that uses fun puppets to help kids learn. It started in 1969 and has been a favorite show for many children around the world. The puppets on the show, like Elmo, Big Bird, and Cookie Monster, teach kids about numbers, letters, and how to be good friends.



## Meet the Puppets

Here are some of the main puppets you'll see on "Sesame Street":

- **Elmo:** A small, red, and very friendly muppet who loves to laugh and learn.
- **Big Bird:** A very tall and kind yellow bird who likes to explore and ask questions. His mouth is actually controlled by a puppet master.
- **Cookie Monster:** A blue monster who loves cookies and teaches us about sharing and patience.

## What We Learn

"Sesame Street" helps children learn many important things:

- 1) **Numbers:** Counting with Count von Count.
- 2) **Letters:** Learning the alphabet with Elmo.
- 3) **Friendship:** How to share and care for others.
- 4) **Feelings:** Understanding and talking about our emotions.

These fun characters and stories make learning easy and enjoyable. Every day, they share new lessons through songs, games, and stories.



Name: \_\_\_\_\_

123

Curriculum Connection  
DR-M1, DR-M2

### True or False

Is the statement true or false?

1) The show teaches only about numbers.	True	False
2) Sesame Street started in 1979.	True	False
3) Sesame Street is just for fun and not for learning.	True	False
4) Big Bird is a really tall bird.	True	False
5) Elmo is a famous character.	True	False

### Drawing

Draw three puppets in the "Sesame Street".

--	--

### Matching

Match the puppets with what they like to do by drawing lines.

**Elmo**

☐ likes to explore and

**Cookie Monster**

☐ loves to laugh and learn.

**Big Bird**

☐ teaches us about sharing and patience

## Activity: Paper Bag Puppet Theatre

**Objective** What are we learning more about?

Students will create simple puppets using paper bags and explore basic puppetry techniques by performing short skits, learning how to bring a character to life through movement and voice.

**Materials** What do we need for our activity?

- ✓ Paper bags (one per student)
- ✓ Markers, crayons, or colored pencils
- ✓ Construction paper
- ✓ Glue sticks
- ✓ Googly eyes (optional)
- ✓ Popsicle sticks (optional for hands)
- ✓ Scrap fabric or felt for decorative details (optional)



**Instructions** How do we complete the activity?

- 1) Show how puppets work by making a puppet and to "talk." Explain how puppets are characters we bring to life with movement and voice.
- 2) Students create a character for their puppet or select one from the provided table. Using the materials, they then create and decorate their puppets.
- 3) Students practice making their puppet talk by moving the mouth. Encourage them to use a voice that matches their puppet's personality.
- 4) Pair students up. Each student will use their puppet to role-play a first meeting, greeting and introducing their puppet by sharing its name and personality traits. Optional: allow students to perform in front of the class.
- 5) Gather as a class to discuss the activity using the reflection questions.

**Criteria**

Use the criteria below to complete the assignment.

<b>Criteria</b>	<b>Description</b>
<b>Create a Puppet Character</b>	Come up with a unique name and personality for your puppet.
<b>Decorate the Puppet</b>	Use materials to fully decorate the puppet's face and features.
<b>Make the Puppet Talk</b>	Move the puppet's mouth using the bag's flap and speak clearly in its character.
<b>Use a Matching Voice</b>	Use a voice that matches your puppet's personality (e.g., soft if shy, loud if confident).
<b>Stay in Character</b>	While role-playing, stay in character and respond based on your puppet's traits and personality.



**Characters**

Create the characters below for the role-play.

Character Name	Materials Needed	Personality Traits
Happy H	Markers, felt for a big smile, googly eyes	Cheerful, always laughing, and loves to make others smile
Shy Sally	Light-coloured paper, small	Quiet, gentle, and a little nervous to meet new people
Brave Benny	Red construction paper, cape	Confident, courageous, and always ready to help others
Curious Carl	Markers, googly eyes, construction paper, string	Inquisitive, always asking questions and exploring
Silly Sam	Markers, black hair, nose from yellow paper	Playful, loves to joke around and make others laugh
Caring Claire	Soft fabric, heart, construction paper	Kind, thoughtful, and loves to help her friends
Bossy Bella	Strong colours, crown made from gold paper	Loves to lead and be in charge, sometimes a little bossy
Adventurous Alex	Markers, fabric backpack, map cut from paper	Always looking for the next challenge
Sleepy Steve	Dark markers for sleepy eyes, soft fabric	Always tired, yawning a lot, and taking a nap
Energetic Emma	Bright colours, stars drawn on, popsicle sticks for legs	Always happy and loves to dance
Artistic Andy	Markers, crayons for extra decoration, felt beret	Creative, loves drawing and making things
Grumpy Gus	Dark colours, big frown drawn on with marker	Grouchy, complains a lot but still loves his friends
Thoughtful Theo	Markers, a thoughtful expression with big eyes	Thinks deeply, asks interesting questions

**Characters**

Create the characters below for the role-play.

Character Name	Materials Needed	Personality Traits
Playful Max	Bright colours, pom-poms for hair	Loves playing games and having fun with others
Musical Max	Markers, construction paper, glue, scissors	Sings all the time and loves making up songs
Friendly Fiona	Markers, construction paper, glue, scissors	Warm and welcoming, always makes new friends easily
Nervous Nelly	Markers, construction paper, glue, scissors	Nervous in new situations, but very kind-hearted
Super Sam	Markers, construction paper, glue, scissors, fabric or paper for mask	Loves superheroes, always pretending to save the day
Thoughtful Tina	Markers, paper cut-out book, glue, scissors	Loves reading and thinking, always thoughtful
Hungry Hank	Big mouth drawn with markers, felt food props	Always talking about food, always hungry
Explorer Ellie	Markers, construction paper, glue, scissors, binoculars	Loves exploring new places, always going on adventures
Brave Bella	Bright cape, shiny construction paper shield	Courageous and strong, ready for any challenge
Dreamy Daisy	Soft pastels, stars and moon drawn with markers	Always daydreaming, thinking about ideas
Clever Charlie	Markers, paper cut-out glasses and book	Smart and loves solving puzzles and riddles
Sporty Sam	Markers, paper sports equipment	Loves all sports, especially soccer and basketball

**Reflection**

Answer the questions below.

1) Describe how the design of your puppet relates with its character.

---


---

---

---

---

2) Draw your puppet from your





**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Create a Puppet Character</b>	Puppet has a name and clear personality.	Puppet has a name, but no personality is clear.	Puppet has a name and some personality.	Puppet has a unique name and clear personality.
<b>Decorate the Puppet</b>	Puppet is decorated.	Some decorations, but not complete.	Puppet is mostly decorated.	Puppet is fully decorated with details.
<b>Make the Puppet Talk</b>	Hardly move the puppet's mouth or talks.	Makes the puppet talk a little but barely.	Makes the puppet talk most of the time.	Puppet talks clearly with good movement.
<b>Use a Matching Voice</b>	Voice doesn't match the character at all.	Voice sometimes matches the character.	Voice usually matches the character.	Voice always matches the puppet's personality.
<b>Stay in Character</b>	Rarely stays in character.	Sometimes stays in character.	Usually stays in character.	Always stays in character during the role-play.

**Teacher Comments****Mark****Student Comments – What Could You Do Better?**

## Activity: Shadows Come Alive

**Objective** What are we learning more about?

To better understand the use of light and shadow in creating mood and setting by making shadow puppets and telling a story.



**Materials** What do we need for our activity?

- ✓ Flashlights (one per group)
- ✓ A blank wall or a white sheet
- ✓ A dark room or a way to turn off the lights
- ✓ Optional: Simple props to create different shadow shapes

**Instructions** How do we complete the activity?

- 1) **Introduction:** Discuss how light and shadow can be used to create different moods and settings in a story. Explain to the students they will be using flashlights and their hands to create shadow puppets.
- 2) **Group Formation:** Divide the students into small groups (3-4 students per group). Give each group a flashlight and a designated area with a blank wall or sheet.
- 3) **Creating Shadow Puppets:** Demonstrate how to make simple shadow puppets using hands and fingers (e.g., dog, bird). Encourage students to try making different shapes and figures with their hands.
- 4) **Storytelling with Shadows:** Give each group a short story to tell using shadow puppets. Let them present their stories to the class one by one, using different shadow sizes and movements to enhance the story.
- 5) **Reflection:** After each presentation, discuss how the shadows and light were used to create different moods and settings. Talk about what worked well and what could be improved.



**Stories**

Tell the stories below using shadow puppets.

Story Title	Short and Simple Story	Characters
<b>The Brave Dog</b>	A brave dog leads a lost kitten, a helpful bird, a curious squirrel, and a wise owl out of a dark forest, overcoming danger together.	Dog, Kitten, Bird, Squirrel, Owl
<b>The Clever Fox</b>	A clever fox saves its friends from a bear. It has a friendly bear, a helpful squirrel, a curious rabbit, and a wise owl to help in danger.	Fox, Bear, Squirrel, Rabbit, Owl
<b>The Happy Fish</b>	A happy fish explores the ocean and makes new friends, including a curious crab, a playful dolphin, an old turtle, and a friendly seahorse.	Fish, Crab, Dolphin, Turtle, Seahorse
<b>The Magic Butterfly</b>	A magic butterfly helps flowers bloom and brings colours to the garden. With the help of a busy bee, a curious ladybug, a wise spider, and a playful caterpillar.	Butterfly, Bee, Ladybug, Spider, Caterpillar
<b>The Helpful Mouse</b>	A helpful mouse rescues a lion trapped in a net with the assistance of a curious bird, a playful monkey, a wise elephant, and a brave ant.	Mouse, Lion, Bird, Monkey, Elephant, Ant



**Stories**

Tell the stories below using shadow puppets.

Story Title	Short and Simple Story	Characters
<b>The Friendly Bunny</b>	A friendly bunny learns to dance and teaches all the animals in the forest, including a curious deer, a playful fox, a wise owl, and a grumpy bear, to dance along.	Bunny, Deer, Fox, Owl, Bear
<b>The Brave Squirrel</b>	A brave squirrel shares nuts to share with others. One storm with the help of a friendly rabbit, a curious mouse, and a wise old owl.	Squirrel, Bird, Rabbit, Mouse, Owl
<b>The Lost Puppy</b>	A lost puppy finds his way home with the help of a friendly kitten, an old dog, a playful rabbit, a bird, and a helpful squirrel.	Puppy, Kitten, Dog, Rabbit, Bird, Squirrel
<b>The Singing Bird</b>	A singing bird brings joy to the forest with the help of a friendly squirrel, a curious rabbit, a wise owl, and a playful cat, creating a forest concert.	Bird, Tree, Squirrel, Rabbit, Owl, Cat
<b>The Mischievous Monkey</b>	A mischievous monkey learns to be kind and helps a friend in need with the help of a wise old elephant, a playful parrot, a curious tiger, and a friendly zebra.	Monkey, Elephant, Parrot, Tiger, Zebra

**Group Reflection Chart**

Discuss with your group and fill in the chart.

Category	Our Thoughts
<b>Strengths</b>	What we did well:
<b>Challenges</b>	What we did for:
<b>Improvements</b>	How we can do better next time:

# Drama in Our Lives and Communities

## Why Drama is Important in Our Lives

Drama is a part of many people's lives. It helps us learn about our feelings, share ideas, and even solve problems. Through drama, we can act out stories, play different roles, and pretend to be someone else for a little while. This helps us understand how other people feel, which makes us kinder and more thoughtful.



## How Drama Helps Our Communities

Drama is important because it connects people and helps them understand each other. Here are some ways that drama helps communities:

- Drama brings people together in their communities.
- Drama helps people learn about their culture and traditions.
- It helps people understand stories and events important to them.

## What We Learn from Drama

Drama teaches us many skills that we can use in our everyday lives. Here are some important things we learn in drama class:

- **Communication:** How to speak and listen to others.
- **Teamwork:** How to work together with friends.
- **Confidence:** Feeling good about sharing ideas.
- **Creativity:** Using our imagination to create new things.



## True or False

Is the statement true or false?

1) Drama helps people learn to speak and listen to others.	True	False
2) We can't use imagination in drama.	True	False
3) Teachers teach the skills learned in drama class.	True	False
4) Drama helps children come together.	True	False
5) Drama has no impact on how we understand the world.	True	False

## Writing

What skills can we learn from drama?

---

---

---

---

---

## Drawing

Draw your favourite character from a play/ what you would want to act out

---

---

---

---

---

---

---

---

---

---

## Activity: Freeze Frame Fun!

### Objective

What are we learning more about?

To help students understand the importance of timing, movement, and stillness in drama, they will participate in a game of musical statues, where they will learn to express different emotions or actions through their poses.

### Materials

What do we need for our activity?

- ✓ A device to play music
- ✓ Variety of music tracks
- ✓ Open space in the room



### Instructions

How do we complete the activity?

- 1) **Set Up the Space:** Clear a space for the activity, ensuring students can move freely without obstacles. Depending on the space available, you may divide the students into two groups or have them all participate together.
- 2) **Explain the Game:** Tell the students that they will be playing musical statues, but with a twist. When the music plays, they can dance around. When the music stops, they must freeze in a pose that shows an emotion or action you call out before starting the music.
- 3) **Start the Music:** Play the music. As the students move, observe their movements to ensure everyone is participating and safe.
- 4) **Stop the Music:** Randomly stop the music and shout out an emotion or action (like happy, sad, sleeping). Students must freeze in a pose that shows this.
- 5) **Review the Poses:** Once everyone is frozen, walk around to see each pose. Give light-hearted feedback and ask some students to explain their choice of pose.
- 6) **Repeat:** Change the emotion or action each time you stop the music. Play as many rounds as time allows, ensuring each child gets to express different emotions and actions.

**List**

30 different emotions/actions that students can act out during the activity

Emotion	Action
Happy	Climbing a Steep Mountain
Sad	Diving into water
Angry	Lifting a heavy weight
Surprised	Opening a giant door
Scared	Paddling a canoe
Excited	Pushing a car
Confused	Climbing a ladder
Bored	Riding a bike
Proud	Throwing a frisbee
Shy	Walking through mud
Nervous	Building a sandcastle
Frustrated	Balancing a seesaw
Relaxed	Swinging a baseball bat
Curious	Tying a shoelace
Thoughtful	Starting a race



**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
Participation	Actively join in during all rounds of the game, moving and freezing as directed.
Pose Accuracy	Make a pose that clearly represents the emotion or action.
Response Time	Quickly stop moving and assume the pose when the music stops.
Creativity	Use imaginative and varied poses to express different emotions and actions.
Focus	Maintain focus on the activity, paying attention to instructions and remaining engaged throughout.

Name: \_\_\_\_\_

142

Curriculum Connection  
DR-R1

**Tableau Reflection**

Draw yourself in different poses expressing the called-out emotions.

**PREVALENCE**

**Rubric**

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Participation</b>	Participates in rounds with enthusiasm.	Participates in most rounds actively.	Participates hesitantly in some rounds.	Rarely participates or needs encouragement
<b>Pose Accuracy</b>	Poses accurately to represent emotions.	Usually poses accurately to represent emotions.	Sometimes struggles to represent emotions.	Has difficulty representing emotions.
<b>Response Time</b>	Freezes immediately when the music stops.	Usually freezes quickly with minor delays.	Delays often when trying to freeze.	Struggles to freeze when the music stops.
<b>Creativity</b>	Uses varied and imaginative poses each round.	Usually uses a variety of poses most of the time.	Sometimes uses creative poses.	Rarely uses creativity in poses.
<b>Focus</b>	Remains fully focused and attentive throughout.	Generally focused with occasional distractions.	Occasionally distracted.	Frequently off-task and needs redirection.

**Teacher Comments****Mark****Student Comments – What Could You Do Better?**



# Charades Activity: Expression Expedition

**Objective** What are we learning more about?

To enhance understanding of non-verbal communication and the power of facial expressions and body language through a game of charades. Students will learn to express scenarios without words, emphasizing exaggerated expressions.

**Materials** What do we need for activity?

- ✓ Scenario cards (prepared with different scenarios written on them)
- ✓ A hat or bag to hold the scenario cards
- ✓ Timer or stopwatch
- ✓ Open space in the classroom



**Instructions** How do we complete the activity?

- 1) **Prepare the Space:** Ensure there's an open room for students to act out scenarios without obstacles.
- 2) **Introduce the Game:** Explain that they will be playing charades where they must act out a scenario without speaking or making noise. The goal is to use only their faces and bodies to communicate.
- 3) **Draw Scenarios:** Let each student draw a card from the hat that describes a scenario they must act out.
- 4) **Act it Out:** One by one, each student takes turns acting out their scenario in front of the class. The other students can guess what the scenario is.
- 5) **Observation:** After each student's turn, discuss briefly what expressions and movements were effective and why.
- 6) **Rotate Turns:** Continue until all students have had at least one turn to act out a scenario.

## List

40 different scenarios that students can act out during the activity

Brushing your teeth	Flying a kite
Riding a rollercoaster	Planting a seed
Putting a present	Catching a butterfly
Eating a meal	Washing a dog
Painting a picture	Jumping into a pool
Flying a model airplane	Digging a hole
Making a sandwich	Baking a cake
Blowing up a balloon	Chopping vegetables
Reading a book	Rowing a boat
Watering plants	Making a sandwich
Riding a horse	Playing the piano
Playing basketball	Goose skating
Tying your shoes	Climbing a rope
Catching a fish	Swimming a pool
Hiking up a mountain	Riding a roller
Sweeping the floor	Waving a flag
Building with blocks	Blowing out birthday candles
Climbing a tree	Folding laundry
Flying a plane	Putting on a coat
Pouring a drink	Brushing your hair



## Two Stars And A Wish

Identify two strengths (stars) and one area for improvement (wish) about your peers' performances.

Write two **stars** and one **weakness** from one of your classmates' performances.



**PERFORMANCE**



## Activity: TV Show Character Parade

**Objective** What are we learning more about?

To help students identify and describe their favourite TV show characters, including their main setting, and plot, while encouraging creative expression through drawing and writing.

**Materials** What do we need for our activity?

- ✓ Large sheets of drawing paper
- ✓ Crayons, coloured pencils, or markers
- ✓ Pencils and erasers
- ✓ A chart template with columns for "Show," "Character Name," "Setting," "Story Line," and "Why I Like Them"



**Instructions** How do we complete the activity?

- 1) **Introduction:** Discuss what a TV show is and ask students to name their favourite character. Explain that they will create a chart and drawing their favourite character and writing a bit about it.
- 2) **Chart Template Creation:** Hand out the chart templates to each student. Go over each column in the template and explain what information goes into each one.
- 3) **Drawing and Writing:** Give students large sheets of drawing paper to draw their favourite TV show character. Then, have them fill out the chart template with the show's name, character's name, setting, its main story line, and why they like the character.
- 4) **Sharing:** Allow students to share their drawings and charts with the class, explaining why they like their chosen character.
- 5) **Display:** Create a "TV Show Character Parade" wall where all the drawings and charts can be displayed for everyone to see.

**Planning**

Answer the questions below.

1) What is your favourite TV show?

2) What is the main story of your favourite TV show?

3) Who is your favourite character in the show?

4) Why do you like this character? What makes them special to you?

5) What does your character look like? What clothes do they wear?

**PREVIEW**

TV Show Character Chart

Fill out the chart below

TV Show Name	Character Name	Setting	Story	Why I Like Them
<div>Draw a picture of something from your TV show</div>				

PREVIEW



# The Lion King Musical

## The Lion King Musical: A New Way to Enjoy a Classic Story

From the movie to the stage, "The Lion King" tells the story of a lion cub named Simba who becomes king. It started as a cartoon movie and then became a musical on stage. This show changed it from a movie you watch on screen to a show you see live.



### What Stayed the Same and What Changed?

In the musical, some things stayed the same as the movie:

- **Songs:** The musical still has fun songs like "Hakuna Matata."
- **Characters:** Simba, Nala, and Mufasa are still the main characters.

But some things are different to make the story work on stage:

- **Costumes and Puppets:** Actors wear amazing costumes and use puppets to look like animals.
- **Sets:** The stage has big pieces that look like the jungle and Pride Rock.

### Why It's Special?

The musical uses music and dance to tell the story in a new way. These make the show exciting and fun to watch. By seeing both the movie and the musical, students can learn how stories can be told in different ways.

## True or False

Is the statement true or false?

1) Simba becomes the king of the jungle.	True	False
2) "The Lion King" started as a stage musical.	True	False
3) Actors tried to look like animals.	True	False
4) The musical was based on the movie.	True	False
5) The musical version is live.	True	False

## Drawing

Draw Simba, the lion cub with his father and mother.

## Word Search

Find the words in the word search.

Lion	Elephant
Forest	Story
Cub	Dance
King	Monkey
Stage	Animals
Movie	Song

Q	J	V	F	X	B	Y	A	I	S	M	D	Q
I	Q	V	C	A	W	L	I	O	N	Z	O	T
F	W	O	R	B	K	P	Z	D	I	P	I	
N	H	W	V	X	N	P	E	Z	S	F	B	Q
W	M	X	P	F	B	F	H	T	T	O	M	E
I	Z	K	E	U	U	M	D	P	A	R	H	G
D	A	N	C	E	Z	L	E	K	G	E	H	T
A	I	A	M	B	G	W	Y	E	E	S	C	B
W	A	K	G	C	U	B	T	Y	S	T	O	R
X	F	K	T	Z	M	O	V	I	E	L	E	P