

# Literary Terms: Take Me to the Theater!

**Grade Level:** Grade 1  
**Written by:** Betsy Watwood, Lincoln Academy, Arvada, Colorado  
**Length of Unit:** Five lessons with a Culminating Activity

## I. ABSTRACT

In this unit first grade students will learn many literary terms that are related to drama. They will become familiar to acting and the different types of characters that actors/actresses play such as villains or heroes/heroines. They will learn that scenery, props, and costumes all help create the setting of a play. Through participating in different forms of theater, the students will experience being on stage, understanding the part of a stage crew, and also being a part of the audience in a theater. For the Culminating Activity the students will take a unit assessment and then present their own plays for their classmates.

## II. OVERVIEW

- A. Concept Objectives
  1. Students recognize literature as an expression of human experience. (Jefferson County English Language Arts Content Standard #2)
  2. Students understand how to speak and listen for effective communication in a variety of contexts. (Jefferson County English Language Arts Content Standard #4)
- B. Content from the *Core Knowledge Sequence*
  1. Characters, heroes, and heroines (page 26)
  2. Drama (page 26)
  3. Actors and actresses (page 26)
  4. Costumes, scenery and props (page 26)
  5. Theater, stage, audience (page 26)
- C. Skill Objectives
  1. Students will learn the meaning of the word “drama.”
  2. Students will recognize various forms of drama.
  3. Students will begin to organize and keep track of papers through the use of a rubric.
  4. Students will write about their favorite form of playacting.
  5. Students will become familiar with the words and definitions of Script, Characters, Actor/Actress, Hero/Heroine, Villains, and Director.
  6. Students will identify different characters in a play as either hero/heroines or villains.
  7. Students will act out different hero/heroines or villains for their peers.
  8. Students will recall various characters from the 1<sup>st</sup> Grade Core Knowledge Sequence and differentiate between hero/heroines and villains.
  9. Students will be assessed on their understanding of the words hero/heroine or villain.
  10. The students will define and write the words Theater, Stage, Audience, and Setting.
  11. The students will read and take part in a readers theater of the “Tortoise and the Hare.”
  12. The students will be assessed on their understanding of Setting, Characters, and Theater.
  13. The students will define and write the definitions to the words Props, Costumes, and Scenery.

14. The students will work together in small groups.
15. The students will act and use various props in short skits.
16. The students will listen to a play and be able to pick out the characters and setting.
17. The students will listen to a play and decide what kind of props and costumes could be used in that play.
18. The students will review all of the vocabulary words that they learned in this unit.
19. The students will recall Aesop’s fables from earlier in the year.
20. The students will work in groups to perform a play for their classmates.
21. The students will fill out a checklist to help them complete their task.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. Burkholder, Kelly. *Artistic Adventures: Plays*. Vero Beach, FL: The Rourke Press, Inc., 2001. 1-57103-357-2.
  2. Hirsch, E.D. *What Your First Grader Needs to Know*. USA: Doubleday, 1997. 0-385-48119-5.
- B. For Students
  1. Aesop’s Fables from Kindergarten and 1<sup>st</sup> Grade
  2. This unit should be done near the end of the year because reading and writing are incorporated.

### IV. RESOURCES

- A. Barchers, Suzanne I. *Fifty Fabulous Plays: Beginning Readers Theater*. Englewood, Colorado: Teacher Ideas Press, 1997. 1-56308-553-4. (Lessons Three and Five)
- B. Burkholder, Kelly. *Artistic Adventures: Plays*. Vero Beach, FL: The Rourke Press, Inc., 2001. 1-57103-357-2. (Lessons One, Two, and Four)
- C. Hayes, Ann. *Onstage & Backstage at the Night Owl Theater*. New York: Harcourt Brace & Company, 1997. 0-15-200782-2. (Lesson Three)
- D. Hirsch, E.D. *What Your First Grader Needs to Know*. USA: Doubleday, 1997. 0-385-48119-5. (Lessons Four and Five)
- E. Schwartz, Harriet. *Backstage with Clawdio*. New York: Alfred A. Knopf, Inc., 1993. 0-679-81763-8. (Lesson Two)

### V. LESSONS

#### Lesson One: What is a Play?

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students recognize literature as an expression of human experience.
  2. Lesson Content
    - a. Drama (page 26)
  3. Skill Objective(s)
    - a. Students will learn the meaning of the word “drama.”
    - b. Students will recognize various forms of drama.
    - c. Students will begin to organize and keep track of papers through the use of a rubric.
    - d. Students will write about their favorite form of playacting.
- B. *Materials*
  1. *Artistic Adventures: Plays*
  2. A large piece of butcher paper for a word wall

3. Copies of Appendix A - Drama Vocabulary Words and Finished Version of Drama Vocabulary for each student- do not copy the Finished Version for the students
  4. Words Appendix B - Checklist for the Portfolio
  5. 12" x 18" inch pieces of construction paper per student folded in half
  6. Scissors
  7. Glue
  8. Markers or crayons
  9. Copies of Appendix C - Front of the Portfolio Page for each student
  10. Copies of Appendix D - What I Like to Pretend to Be for each student
- C. *Key Vocabulary*
1. Drama - playacting
- D. *Procedures/Activities*
1. Ask students if they like to pretend. Ask what some of the things are that they like to pretend to be. Tell them that they are playacting. Drama is another word for playacting (*What Your First Grader Needs to Know* page 99).
  2. Start a word wall with the title being "Drama" by writing this on piece of butcher paper that will be used throughout this unit. Tell the students that they will be adding new words to this wall that have to do with Drama.
  3. Pass out Appendix A- Drama Vocabulary Words to students. They will also write down the vocabulary words as you add them to the word wall as well. The first word Drama is written for them. They must write the definition.
  4. After they have finished writing, ask them if they can think of some examples of drama (plays, television shows, movies, puppet shows).
  5. Read from *Artistic Adventures: Plays*, pages 5-11.
  6. The students will make portfolios to hold the papers and activities from this unit.
  7. To make the portfolios, have 12 x 18 inch sheets of construction paper already folded in half to look like a folder. In the inside of the front flap, paste the checklist (Appendix B) for the unit. The students will be able to check off on their rubric what they have added in their folders throughout the unit. This step should be done prior to the lesson by a parent or aide if possible.
  8. Pass out the folded portfolios with the rubrics already pasted inside them to the students. Also pass out glue, scissors, and Front of the Portfolio Page (Appendix C). Let students color the word "Drama" and then paste it on the front of their folder.
  9. They should place their Drama Vocabulary Sheets in their folders.
- E. *Assessment/Evaluation*
1. Have the students write a sentence about their favorite thing to pretend to be and then draw a picture to illustrate what they wrote about (Appendix D).

## **Lesson Two: Who is in a Play?**

### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand how to speak and listen for effective communication in a variety of contexts.
2. Lesson Content
  - a. Characters, heroes, and heroines (page 26)
  - b. Actors and actresses (page 26)
3. Skill Objective(s)
  - a. Students will become familiar with the words and definitions of Script, Characters, Actor/Actress, Hero/Heroine, Villains, and Director.

- b. Students will identify different characters in a play as either hero/heroines or villains.
- c. Students will act out different hero/heroines or villains for their peers.
- d. Students will recall various characters from the 1<sup>st</sup> Grade Core Knowledge Sequence and differentiate between hero/heroines and villains.
- e. Students will be assessed on their understanding of the words hero/heroine or villain.

B. *Materials*

- 1. *Artistic Adventures: Plays*
- 2. Student Drama folders
- 3. *Backstage With Clawdio*
- 4. Copies of Appendix E - Hero/Heroine or Villain Charades for each student
- 5. Copies of Appendix F - Acting Resume for each student

C. *Key Vocabulary*

- 1. Characters - the people or animals in the story (*Artistic Adventures: Plays*, page 15)
- 2. Actors/actresses - the people who act out the characters
- 3. Heroes/heroines - the outstanding, good person in a play
- 4. Villains - the evil, bad person in a play
- 5. Scripts - the story written out as a play
- 6. Director - the person who directs the play

D. *Procedures/Activities*

- 1. Read pages 12 and 13 from *Artistic Adventures: Plays*.
- 2. Pass out student folders. Add the words Script, and Characters to the classroom word wall as the students add them to their Drama Vocabulary Words sheet. (Appendix A)
- 3. Ask students if they can think of different names that we give characters. Give them a clue such as, this is someone who is the bad person in a play (villain). Or, this character is the opposite of the villain. He is always the good guy (hero). What is a girl hero called (heroine)?
- 4. Add these words to the word wall in a category under "Character"- Heroes, Heroines, and Villains.
- 5. Most students will already know that the people who play characters are called actors or actresses. These words do not need to go on the word wall, but should be mentioned out loud.
- 6. Also mention that the person who tells that actors what to do, and directs the play is the Director. Write this word on the word wall and have students add this word to their Drama Vocabulary Words. (Appendix A)
- 7. Read *Backstage with Clawdio* asking the students to be able to identify what kind of characters the actors portray in the play Peter Pan. Who are the heroes, heroines, or villains?
- 8. Play a game of Hero/Heroine or Villain Charades with the students. Using the cards from Appendix E, ask a brave volunteer to come forward and act out the Hero/Heroine or Villain. (Depending on which units you have covered in the 1<sup>st</sup> grade *Core Knowledge Sequence*, you can use many characters from history.) They may not talk or give clues to the other students. You may need to help the student come up with motions. The first student to guess the character and correctly say if the character is a hero/heroine or villain, gets to do the next charade.

- E. *Assessment/Evaluation*
1. Tell students that they are going to pretend that they are actors/actresses who want to try out for a play. They will need to give their resume to the director (the person who directs the play). They need to write down what type character they would like to play. Would they like to be the Hero/Heroine or the Villain? (Appendix F)
  2. Collect these sheets and the folders. Assess whether or not they understand what these words mean.

### **Lesson Three: Where is a Play Performed?**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand how to speak and listen for effective communication in a variety of contexts.
  2. Lesson Content
    - a. Theater, stage, audience (page 26)
  3. Skill Objective(s)
    - a. The students will define and write the words Theater, Stage, Audience, and Setting.
    - b. The students will read and take part in a readers theater of the “Tortoise and the Hare.”
    - c. The students will be assessed on their understanding of Setting, Characters, and Theater.
- B. *Materials*
1. *Onstage and Backstage at the Night Owl Theater*
  2. Students folders - Drama Vocabulary Sheets
  3. Copies of Appendix G - Script for the “Tortoise and the Hare” for each student
  4. Highlighters
  5. Copies of Appendix H - Announcement of a Play for each student
- C. *Key Vocabulary*
1. Theater - the place where the play is performed
  2. Stage - the part of the theater where the actors act
  3. Audience - the people who come to watch the play
  4. Setting - where the story in the play takes place
- D. *Procedures/Activities*
1. Read *Onstage and Backstage at the Night Owl Theater*.
  2. After reading, write the words Theater, Stage, Audience, and Setting on the word wall.
  3. Ask students to give definitions for each. They may need help with Setting.
  4. Pass out student folders, and as you write these definitions on the word wall, have the students write these definitions on their Drama Vocabulary Sheets in their folders. (Appendix A)
  5. Pass out the script of the “Tortoise and the Hare” for the children to follow along with as you read out loud. See Appendix G.
  6. Have groups of students highlight certain character’s lines, so they will become familiar with the idea of lines in a script.
  7. After reading through the script with the students, tell students that you are going to choose a few students to perform the play for the class.
  8. Before choosing readers, tell the class that the audience is also an important aspect of a play. Tell them that the audience must behave in a respectful way when attending a theater performance. We call this Audience Behavior.

9. Ask students to give you some ideas of what proper Audience Behavior is. Write these down on the board or on a sheet of butcher paper. You may want to discuss how making a mistake makes you feel and the importance of encouragement. The following are some ideas:
    - a. Be silent during a play and listen to the performers.
    - b. Never make fun of the performers or the play even if they make a mistake.
    - c. Clap and encourage the actors when they are done.
    - d. Unruly patrons will be escorted out of the theater.
  10. Choose a name for the classroom theater, such as the “Fabulous First Grade Theater.” Write this on the board.
  11. Choose a few readers, one from each of the highlighted groups, to come perform the reader’s theater for the class. Have them bring up their chairs to sit in the front or on the stage in the classroom.
  12. Remind the audience of their Audience Behavior. Encourage them when they show good behavior.
- E. *Assessment/Evaluation*
1. The students will make up a setting, characters, and theater name for an announcement of a play coming out soon. See Appendix H.

#### **Lesson Four: Putting It All Together**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand how to speak and listen for effective communication in a variety of contexts.
    - b. Students recognize literature as an expression of human experience.
  2. Lesson Content
    - a. Costumes, scenery and props (page 26)
  3. Skill Objective(s)
    - a. The students will define and write the definitions to the words Props, Costumes, and Scenery.
    - b. The students will work together in small groups.
    - c. The students will act and use various props in short skits.
    - d. The students will listen to a play and be able to pick out the characters and setting.
    - e. The students will listen to a play and decide what kind of props and costumes could be used in that play.
- B. *Materials*
1. *Artistic Adventures: Plays*
  2. Drama folders - Drama Vocabulary Words
  3. Two props per groups of three-four students:
    - a. a stapler and a book
    - b. a globe and a board eraser
    - c. a cup and a trash can
    - d. a ruler and a hat
    - e. a ball and a marker
    - f. a chair and glue
    - g. a coat and a lunch box
  4. Copies of Appendix I - Prop Description for each student
  5. *What Your First Grader Needs to Know*
  6. Copies of Appendix J - Create Your Own Play for each student

7. Copies of Appendix K - "Take Me Out to the Theater" for each student, or one version written out on chart paper for everyone to see
- C. *Key Vocabulary*
1. Props - objects used to help the story in a play
  2. Costumes - the clothes actors/actresses wear when playing a character
  3. Scenery - the part stage that helps create the setting
- D. *Procedures/Activities*
1. Read page 20 from *Artistic Adventures: Plays*.
  2. Add Props to the word wall.
  3. Ask students if they can think of other items actors might need, besides props, for a play (costumes, scenery).
  4. Pass out Drama folders and add the words Props, Costumes, and Scenery to the word wall and student Drama Vocabulary Words sheet. (Appendix A)
  5. Tell the students that you are going to divide them into groups of three-four students. You are going to give them two objects and they must come up with a short skit using those two objects. (I used common classroom items.) They must also fill out Appendix I, giving their skit a name, telling what their objects originally are, and what their objects will become in their play.
  6. Let the groups come up to the stage of the Fabulous First Grade Theater one group at a time.
  7. Remind the audience of the Audience Behavior rules before you begin.
  8. After the groups are done you may want to teach the students "Take Me Out to the Theater" (Appendix K) for fun. It brings many of the vocabulary words that the students have learned together in a song.
- E. *Assessment/Evaluation*
1. Pass out Appendix J and explain to the students that they will fill in this sheet as you read a play to them. Read the play "The Boy Who Cried Wolf: A Drama" from *What Your First Grader Needs to Know* pages 100-103. As they listen to the play, they should write down the characters, the setting, the props, and the costumes that they could use for this play.

### **Lesson Five: Rehearsal Time!**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students recognize literature as an expression of human experience.
    - b. Students understand how to speak and listen for effective communication in a variety of contexts.
  2. Lesson Content
    - a. Characters, heroes, and heroines (page 26)
    - b. Drama (page 26)
    - c. Actors and actresses (page 26)
    - d. Costumes, scenery and props (page 26)
    - e. Theater, stage, audience (page 26)
  3. Skill Objective(s)
    - a. The students will review all of the vocabulary words that they learned in this unit.
    - b. The students will recall Aesop's fables from earlier in the year.
    - c. The students will work in groups to perform a play for their classmates.
    - d. The students will fill out a checklist to help them complete their task.

- B. *Materials*
1. Five copies of Appendix L - The Boy Who Cried Wolf
  2. Four copies of Appendix M - The Dog in the Manger
  3. Four copies of Appendix N - The Wolf in Sheep's Clothing
  4. Six copies of Appendix O - The Maid and the Milk Pail
  5. Three copies of Appendix P - The Fox and the Grapes
  6. Three copies of Appendix Q - The Goose that Laid the Golden Eggs
  7. Highlighters
  8. *What your First Grader Needs to Know*
  9. Six copies of Appendix R - Play Practice Checklist
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
1. Review all of the vocabulary words on the word wall.
  2. Tell the students that they are now going to practice putting together their own play.
  3. Remind students of the Aesop's Fables that they learned earlier. Every play is based on a one of those fables.
  4. Divide students into groups to perform plays (Appendices L-Q).
  5. Make enough copies for each student to have a copy of the play they are in.
  6. Either assign parts or have students choose their own part within their groups. (Some of the plays are harder to read than others. You may want to pre-assign harder reading parts to your better readers.)
  7. Pass out Appendix R to each group. This is a checklist, so the students know what is expected of them during this time. Tell students that tomorrow they will perform these plays for their classmates, so they need to be on task during this time.
  8. After each student has a part, have them highlight their lines.
  9. Have the groups first practice reading their lines in a reader's theater style.
  10. After they have read through their plays at least twice, they may then start thinking about how they are going to act out the play.
  11. For students who cannot read these lines yet, you may want to just let them act the play out as someone reads the fable from a book or *What Your First Grader Needs to Know*.
  12. Student may use classroom items as their props, or even bring in props from home for tomorrow.
  13. If possible, have extra adult help this day to supervise the plays as they are being practiced.
  14. If some groups are done earlier than others, you may let them create a poster advertising their play.
- E. *Assessment/Evaluation*
1. Collect Appendix R to see if each group was using their time wisely and working on their plays.

## VI. CULMINATING ACTIVITY

- A. Give students the Drama Unit Assessment (Appendix S). This may be read orally to the class and given to everyone at the same time, or given individually with the help of an aide or parent volunteer.
- B. Make your classroom into an Aesop's Theater. The students will perform their plays for their classmates. Before beginning the plays, remind the students of their Audience Behavior. Let each group perform one at a time in your classroom theater.

- C. Collect the student's Drama folders and assess to see whether they were able to complete the rubric in the front of their folder. Do they have all of the correct papers filled in and included in the folder?
- D. An extension to this unit could be to take your class to see an actual play. In Arvada the Arvada Center presents children's plays throughout the year for school children. Many times the plays are fairytales that fit into the *Core Knowledge Sequence*.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Drama Vocabulary Words and Finished Version of Drama Vocabulary Words
- B. Appendix B: Checklist for the Portfolio
- C. Appendix C: Front of the Portfolio Page
- D. Appendix D: What I Like to Pretend to Be
- E. Appendix E: Hero/Heroine or Villain Charades
- F. Appendix F: Acting Resume
- G. Appendix G: A Script - "The Tortoise and the Hare"
- H. Appendix H: Announcement of a Play
- I. Appendix I: Prop Description
- J. Appendix J: Create Your Own Play
- K. Appendix K: "Take Me Out to the Theater"
- L. Appendix L: The Boy Who Cried Wolf
- M. Appendix M: The Dog in the Manger
- N. Appendix N: The Wolf in Sheep's Clothing
- O. Appendix O: The Maid and the Milk Pail
- P. Appendix P: The Fox and the Grapes
- Q. Appendix Q: The Goose that Laid the Golden Eggs
- R. Appendix R: Play Practice Checklist
- S. Appendix S: Drama Unit Assessment

## VIII. BIBLIOGRAPHY

- A. Barchers, Suzanne I. *Fifty Fabulous Plays: Beginning Readers Theater*. Englewood, Colorado: Teacher Ideas Press, 1997. 1-56308-553-4.
- B. Burkholder, Kelly. *Artistic Adventures: Plays*. Vero Beach, FL: The Rourke Press, Inc., 2001. 1-57103-357-2.
- C. Hayes, Ann. *Onstage & Backstage at the Night Owl Theater*. New York: Harcourt Brace & Company, 1997. 0-15-200782-2.
- D. Hirsch, E.D. *What Your First Grader Needs to Know*. USA: Doubleday, 1997. 0-385-48119-5.
- F. Schwartz, Harriet. *Backstage with Clawdio*. New York: Alfred A. Knopf, Inc., 1993. 0-679-81763-8.

Appendix A  
Drama Vocabulary Words

Name \_\_\_\_\_

**DRAMA**  
Vocabulary Words

1. Drama- Playacting

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

Name \_\_\_\_\_

## DRAMA

### Vocabulary Words

1. **Drama**- playacting
2. **Theater**-the place where a play is performed
3. **Script**- the play written out
4. **Character**- the part an actor/actress plays
5. **Villain**- a bad character
6. **Hero/Heroine**- a good character
7. **Stage**- the part of the theater where the actors act
8. **Audience**- the people who come to watch the play
9. **Director**- the person who directs the play
10. **Setting**- where the story in the play takes place
11. **Props**- objects used to help the story in a play
12. **Costumes**- the clothes actors/actresses wear when playing a character
13. **Scenery**- part of the stage that helps create the setting

**Appendix B  
Rubric for Portfolio**

Name \_\_\_\_\_

**Drama Checklist**

Check off the papers that you have in your portfolio.

	<b>Yes</b>	<b>No</b>
Drama Vocabulary Words		
What I Like to Pretend to Be		
Acting Resume		
The "Tortoise and the Hare"		
The Announcement of a Play		
Create Your Own Play		
Script and highlighted lines from your play		

Name \_\_\_\_\_

**Drama Checklist**

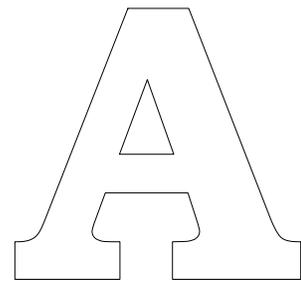
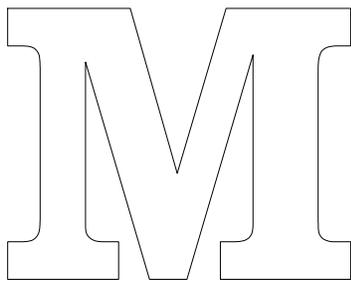
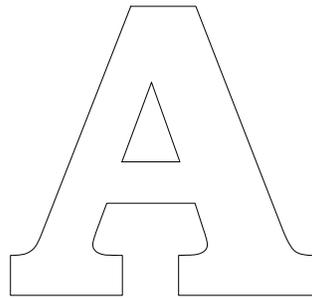
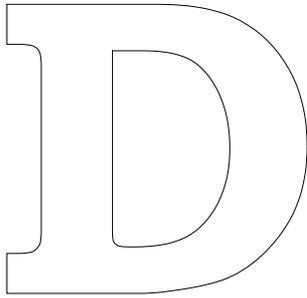
Check off the papers that you have in your portfolio.

	<b>Yes</b>	<b>No</b>
Drama Vocabulary Words		
What I Like to Pretend to Be		
Acting Resume		
The "Tortoise and the Hare"		
The Announcement of a Play		
Create Your Own Play		
Script and highlighted lines from your play		

**Appendix C**

**Front of the Portfolio Page**

Color and cut out these letters. Paste them on the front of your portfolio so it reads the word- **DRAMA.**



**Appendix D**  
**What I Like to Pretend to Be**

Name \_\_\_\_\_

Write a sentence about what you like to pretend to be when you are playing, then illustrate your sentence.

I like to pretend that I am

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**Appendix E**  
**Hero/Heroine or Villain Charades**

Cut these out and make them into cards for the students to draw from when it is their turn to act out the charade. You may want to laminate these or make some of your own according to what you have studied in the Core Knowledge Sequence. I have left some blanks for you to write your own characters down.

Spiderman	Paul Revere	Thomas Edison	Betsy Ross
The witch in <i>Hansel and Gretel</i>	The giant in <i>Jack and the Beanstalk</i>	The boy in the <i>Boy at the Dike</i>	Pinocchio
A Redcoat soldier from the Revolutionary War	The wolf in <i>Little Red Riding Hood</i>	Little Red Riding Hood	George Washington

Appendix F  
Acting Resume



Insert or draw picture here

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

Current Occupation: \_\_\_\_\_

Hobbies: \_\_\_\_\_

Favorite Character: \_\_\_\_\_

I would like to play the part of a  
\_\_\_\_\_ because I like to  
act out the \_\_\_\_\_ characters.  
Villain Hero/Heroine  
Bad Good

**Appendix G**  
**A Script - “The Tortoise and the Hare”**  
(From *Fifty Fabulous Fables* by Suzanne Barchers)

## **The Tortoise and the Hare**

### **Setting**

This story takes place in a forest with a race course that is a path that goes through the woods.

### **Cast of Characters**

**N Narrator**

**H Hare**

**T Tortoise**

**S Starter**

**N Narrator:** Once there were a tortoise and a hare. The tortoise was slow and careful. The hare did everything fast. He loved to brag about his speed.

**H Hare:** I am so fast! I have never been beaten in a race. There isn't anyone who can beat me! In fact, no one is brave enough to try.

**T Tortoise:** I am brave enough. I will race you.

**H Hare:** You! That is a fine joke. I could run circles around you and still win the race!

**T Tortoise:** You should save your bragging until you've won.

**H Hare:** Let's race then!

**N Narrator:** The tortoise and the hare agreed on a race course. They would race on the path that led through the woods. All the animals lined up to watch.

**S Starter:** Quiet! Quiet! It is time for the race. You know the rules. The first to cross the finish line is the winner. Tortoise, are you ready?

**T Tortoise:** Yes, I am.

**S Starter:** Hare, are you ready?

**H Hare:** Of course! This will be a quick race!

**S Starter:** On your marks. Get set. GO!

## Appendix G, page 2

- N** **Narrator:** The tortoise got off to a steady start. The hare left a trail of dust as he races off down the path.
- T** **Tortoise:** Oh, dear! Look at the hare go. I shouldn't have been so brave. But there is no going back., only forward.
- N** **Narrator:** The tortoise plodded on. Hardly lifting his head to look down the path. Meanwhile, the hare stopped to look back at the tortoise. He waited and waited but didn't see him.
- H** **Hare:** This is too boring. I think I'll take a bit of a nap. That tortoise won't be along for hours.
- N** **Narrator:** The tortoise plodded on. The hare slept on. Finally, the tortoise neared the finish line. His animal friends began to cheer.
- H** **Hare:** What? What is all that noise? It must be time to finish the race.
- N** **Narrator:** But it was too late for the hare. The tortoise crossed the finish line just as the hare came around the last turn. As the animals cheered the tortoise had only one thing to say to the hare.
- T** **Tortoise:** *Slow and steady wins the race.*

Appendix H  
Announcement of a Play

Name \_\_\_\_\_

***Coming Soon To A Theater Near You...***  
the thrilling play “The Night That \_\_\_\_\_  
Ate the \_\_\_\_\_.”

***The Starring Characters:***

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

The **setting** of our play takes place in

\_\_\_\_\_.

Come get your tickets at our **neighborhood**  
**theater**, the

\_\_\_\_\_.

**Appendix I  
Prop Description**

Names of Group Members:

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Our 2 objects are:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_

In our skit \_\_\_\_\_,  
(Write the name of your skit here.)

our 2 objects will become these 2 *props* for our skit.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_

**Appendix J**  
**Create Your Own Play**

Name \_\_\_\_\_

**“The Boy Who Cried Wolf: A Drama”**

Listen to the play and write down the answers to the following:

1. Name 3 **Characters**:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

2. Where is the **Setting**:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Draw a costume for one of your characters.**

3. Write down **3 Props** you could use in this play.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Appendix K  
“Take Me Out to the Theater”

**Take Me Out to the Theater**

(Sung to the tune “Take Me Out to the Ballgame” by Mary Jo Watwood)

Take me out to the theater  
Take me out to a play  
Show me the stage and the audience  
I don't care if I miss my recess  
For it's hip hip hooray for actors  
Without them we won't have a play  
For it's fun, fun, fun when you go  
to the theater! Okay!!

**Appendix L**  
**The Boy Who Cried Wolf**  
(from *Fifty Fabulous Fables* by Suzanne I. Barchers)

## **The Boy Who Cried Wolf**

**Setting:** This story takes place outside of a town in a pasture.

### **Cast of Characters**

**N**    **Narrator**

**B**    **Boy**

**V1**   **Villager One**

**V2**   **Villager Two**

**V3**   **Villager Three**

**N**    **Narrator:** Once a young boy tended sheep at the foot of a mountain near a dark forest. He was a good boy, but he got lonely on that mountain. One day, he thought of a plan so that he could have a bit of company and a little excitement.

**B**    **Boy:** I know what I'll do! I'll run toward the village raising the alarm that a wolf is after the sheep. People will come up to help. The wolf will be gone, but I'll have some fun on this boring day.

**N**    **Narrator:** So the boy ran toward the village.

**B**    **Boy:** Help! Help! Wolf! Wolf!

**N**    **Narrator:** Several of the villagers came running to meet him. They ran to the flock of sheep but decided the wolf must have run off.

**V1**   **Villager One:** The wolf must be gone. We'll go back to work, but take care, now.

**V2**   **Villager Two:** And call us if another wolf comes.

**V3**   **Villager Three:** We don't want you to lose any sheep!

**Appendix L, page 2**

- N** **Narrator:** A few days later the boy got bored again. He decided to try the same trick and ran toward the village.
- B** **Boy:** Help! Help! Wolf! Wolf!
- N** **Narrator:** Again, several of the villagers came running to meet him. They ran to the flock of sheep but again decided the wolf must have run off.
- V1** **Villager One:** Well, you are lucky again.
- V2** **Villager Two:** But how could a wolf get away so quickly?
- V3** **Villager Three:** Be watchful, son, but be sure there really is a wolf. We are busy people you know.
- N** **Narrator:** The villagers returned to their work, but shortly after this a real wolf did come out of the forest. It began to stalk the sheep, and the boy couldn't chase it off. The boy ran toward the village.
- B** **Boy:** Help! Help! Wolf! Wolf!
- V1** **Villager One:** I am tired of that boy calling out when there is no wolf.
- V2** **Villager Two:** Does he think we are stupid?
- V3** **Villager Three:** I'm not going to be made a fool of again. I'm staying right here.
- N** **Narrator:** And so the wolf had a good meal with the boy's flock. The boy learned too late that: *A liar will not be believed, even when he speaks the truth.*

**Appendix M**  
**The Dog in the Manger**

## **The Dog in the Manger**

**Setting:** A barn with a manger

### **Cast of Characters:**

**N**    **Narrator**

**D**    **Dog**

**O1**   **Ox One**

**O2**   **Ox Two**

**N**    **Narrator:** There once was a dog who liked to nap on hot summer days in a cool barn. His favorite place to sleep was the manger where hay was placed for the farm animals to eat.

**D**    **Dog:** What a hot day it is! I am going to take a long nap in this manger where it will be cool and quiet.

**N**    **Narrator:** After a short while, the oxen returned from working outside in the heat, ready for their dinner of hay.

**O1**   **Ox One:** I am so hungry after working all day! I can't wait to eat my dinner.

**O2**   **Ox Two:** I agree! I am looking forward to being in the cool barn and a big serving of hay.

**O1**   **Ox One:** Look, the dog is in our manger. I will ask him to move so that we can eat our hay. Um, excuse me, would you please move so that we can eat our hay?

**N**    **Narrator:** The dog was not happy about being awakened from his nap and growled and barked at the oxen.

**D**    **Dog:** Grrrr! I do not like to be woken up from my nap!

Appendix M, page 2

- O2 Ox Two:** We are very hungry and have had a long day of work. Would you please move so we can eat our dinner?
- D Dog:** I refuse to move. I was here first and I don't care that you are hungry!
- N Narrator:** The dog, of course, did not eat the hay, and refused to move. Finally the two tired and hungry oxen had to leave. The moral of this fable is this *“Don't be mean and stingy when you have no need of things yourself. Don't be a dog in a manger.”*

**Appendix N**  
**The Wolf in Sheep's Clothing**

## **The Wolf in Sheep's Clothing**

**Setting:** A pasture

### **Cast of Characters**

**N**    **Narrator**

**W**    **Wolf**

**L**    **Lamb**

**S**    **Shepherd**

**N**    **Narrator:** There once was a wolf to prowled around a flock of sheep, always looking for one to eat. The Shepherd would always find him and chase him away, until one day when the wolf found the skin of a sheep that had been thrown aside.

**W**    **Wolf:** Hmmm, how interesting! I will carefully put this skin over me so that none of my fur shows. The sheep and the shepherd will think that I am one of them. I will get the little lambs to follow me into the woods where I will eat them!

**N**    **Narrator:** So the wolf, dressed as a sheep, was able to trick many lambs into thinking that he was their mother. They would follow him into the woods.

**W**    **Wolf:** Come follow me little lamb into the woods where there is tasty grass to eat.

**L**    **Lamb:** Baaa! Are you my mother? I will follow you!

**N**    **Narrator:** The wolf did this for many days and was able to get a lamb whenever he pleased, until one day...

**S**    **Shepherd:** Tonight I will take home the biggest sheep that I have to be cooked for dinner. I am in the mood for lamb stew tonight.

**Appendix N, page 2**

- N**    **Narrator:** So the shepherd found the biggest sheep, which happened to be the wolf, and killed him on the spot.
- L**    **Lamb:** There are two morals to this fable: 1.) Beware of people who pretend to be something they are not: Things are not always what they appear to be. 2.) If you pretend to be what you are not, you may get caught.

**Appendix O**  
**The Maid and the Milk Pail**  
(from *Aesop's Fables: Plays for Young Children* by Dr. Albert Cullum)

## **The Maid and the Milk Pail**

**Setting:** a county road

### **Cast of Characters:**

**M Milk maiden**

**1S First stranger**

**2S Second stranger**

**3S Third stranger**

**4S Fourth stranger**

**5S Fifth stranger**

**1S First stranger:** Where are you going, maiden, with that pail of milk on your head?

**M Milk maiden:** I am going to market to sell my milk, and with the money, I am going to buy three hundred eggs.

**1S First stranger:** Good luck!

**M Milk maiden:** Thank you.

**2S Second stranger:** Where are you going, maiden, with that pail of milk on your head?

**M Milk maiden:** I am going to market to sell my milk, and with the money, I am going to buy three hundred eggs and those three hundred eggs will become three hundred chickens.

**2S Second stranger:** Good luck!

**M Milk maiden:** Thank you.

**3S Third stranger:** Good luck to you!

## Appendix O, page 2

**M Milk maiden:** Thank you, stranger.

**4S Fourth stranger:** Where are you going, maiden, with that pail of milk on your head?

**M Milk maiden:** I am going to market to sell my milk for money, and with the money, I will buy three hundred eggs that in time will become three hundred chickens. Then I will sell the three hundred chickens for a pretty new gown to wear to the Christmas party!

**4S Fourth stranger:** Good luck to you!

**M Milk maiden:** Thank you, stranger.

**5S Fifth stranger:** Where are you going, woman, with that pail of milk on your head?

**M Milk maiden:** I am going to market to sell my milk for money, and with the money, I will buy three hundred eggs that in time will become three hundred chickens. Then I will sell the three hundred chickens for a pretty new gown to wear to the Christmas party!

**5S Fifth stranger:** Well, you certainly have many plans.

**M Milk maiden:** Yes, I do! And when I am at the Christmas party and all the guests ask “Is that a new dress?” I will shake my head “Yes!” I will shake my head just like this!

(Shakes her head and the milk pail falls to the ground.)

**1S First stranger:** The moral of this fable is this “*Do not count on getting everything you want, or having everything turn out exactly as you plan, because you may be disappointed*” (*What Your First Grader Needs to Know*, page 36)

## Appendix P

## The Fox and the Grapes

# The Fox and the Grapes

**Setting:** a hot, summer day

## Cast of Characters:

**N1** Narrator

**N2** Narrator Two

**F** Fox

**N1 Narrator One:** One hot, summer day there was a fox out for a walk. As he was walking, he spied some ripe, juicy grapes hanging from a high vine.

**F Fox:** Mmmm! Those grapes look very tasty. They would be perfect on this hot, summer day.

**N2 Narrator Two:** He stepped back a few steps and jumped into the air, but missed the grapes.

**F Fox:** Those grapes are higher than I thought. I will try again.

**N1 Narrator One:** This time, the fox took a running start and jumped as high as he could into the air. He missed the grapes again.

**N2 Narrator Two:** The fox was getting even more hungry and thirsty, so he kept trying to reach the grapes. They were just too high for him.

**N1 Narrator One:** Finally the fox realized that he couldn't reach them.

**F Fox:** Actually, I am glad that I did not reach those grapes anyway. I am sure that they were probably old and sour.

**N2 Narrator Two:** The moral of this fable is: When people cannot get what they want, they sometimes tell themselves that what they want is no good anyway.

**Appendix Q**  
**The Goose and the Golden Eggs**  
(from *Fifty Fabulous Fables* by Suzanne I. Barchers)

## **The Goose That Laid the Golden Eggs**

**Setting:** a barnyard

### **Cast of Characters:**

**N**    **Narrator**

**F**    **Farmer**

**W**    **Wife**

**N**    **Narrator:** There once was a farmer who live happily with his wife. They didn't have much, but they did have a fine goose. And every day this fine goose laid an egg so big that they could each eat a hearty breakfast. Each day the farmer would go to the shed and collect the egg. Then his wife would cook their breakfast. But one day he found a surprise.

**F**    **Farmer:** What is this? Where is my goose egg? This egg is yellow and way to heavy too be anything that we can eat. I had better get my wife so we can decide what to do.

**N**    **Narrator:** The farmer brought his wife out to the shed.

**F**    **Farmer:** Look at this egg, wife! It's useless. What will we eat for our breakfast?

**W**    **Wife:** Wait a minute, husband. Look closely at that egg. I think it is made of gold.

**F**    **Farmer:** Gold! That couldn't be. Someone has played a trick on us.

**W**    **Wife:** Don't be so sure. Let's take it to town and find out what it is.

**N**    **Narrator:** So the farmer and his wife took the egg to town and learned that it was truly pure gold.

## Appendix Q, page 2

- W** **Wife:** Well, husband, what are we going to do with this egg of gold?
- F** **Farmer:** First we're going to sell it, my dear! Then we will buy the finest breakfast we've ever had. And, finally, we will shop for whatever suits your heart's desire.
- N** **Narrator:** And so the farmer and his wife had a wonderful day of shopping in the town. The next day they both went out to the shed together and tiptoed up to the goose. They peeked inside the nest.
- F&W** **Farmer and Wife:** Ahh! Another golden egg!
- N** **Narrator:** The farmer and wife danced a jig of delight. Then they took that egg into the town and enjoyed selling it and buying themselves new things. Every day this happened, and the couple became quite rich. But one day the farmer became very greedy.
- F** **Farmer:** Wife, I am going to open the goose to find all the gold inside.
- W** **Wife:** No, husband. If you do that, you will kill the goose for sure.
- F** **Farmer:** But we have to wait a day for the next egg. This takes too long. There are too many things that I want to buy.
- N** **Narrator:** In spite of his wife's pleading, the farmer picked up his ax and opened the goose with one stroke. Inside he found nothing. To his sadness, he learned that: *One shouldn't kill the goose that lays the golden eggs.*

**Appendix R**  
**Play Practice Checklist**

**Cast members names**

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**The name of our play is** \_\_\_\_\_

**Play Check-Off List**

\_\_\_\_\_ Each person in our group has a part.

\_\_\_\_\_ Each person has highlighted his/her part.

\_\_\_\_\_ We read through the play 2 times.

\_\_\_\_\_ We practiced the play at least 2 times.

**Some props we may use are** \_\_\_\_\_

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**Appendix S**  
**Drama Unit Assessment**

**Name** \_\_\_\_\_

**Drama Unit Assessment**

Please answer the questions.

Fill in the blanks.

1. The part an actor or actress plays in a play is called the \_\_\_\_\_.
2. The place where the play is performed is the \_\_\_\_\_.
3. The people who come to watch the play are called the \_\_\_\_\_.

Multiple Choice

4. The clothes that an actor or actress wears to look like the character is called
  - a. costumes
  - b. props
5. The bad character is called
  - a. the hero
  - b. the villain

True or False

6. Another word for Drama is playacting. True or False
7. The part of the theater where the actors act is called the scenery.  
True or False