



Fun with Drama

June: Lessons 1 – 2

Our Gift to You



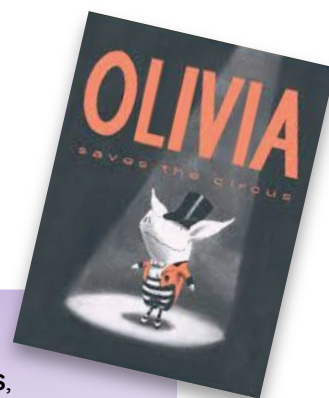
PAL+ EARLY LEARNING ARTS COMPONENTS DRAMA - LESSON 1

Fun with Drama

LESSON ONE

MATERIALS NEEDED:

Recommended Children's Book: I. Falconer, *Olivia Saves the Circus*,
Atheneum Books for Young Readers (2010)



FOCUS



LESSON 1 – ACTIVITY 1: Dramatize the Story *Olivia Saves the Circus*



TEACHING PROCESS

| <i>Olivia Saves the Circus</i> by Ian Falconer | DRAMA AND MOVEMENT SUGGESTIONS |
|--|---|
| <p><i>*Refer to the book for the full text</i></p> <p>Before school, Olivia...lan.</p> <p>This is a BIG help to her mother.</p> <p>After a nice...uniform.</p> <p>Of course, you...through.</p> <p>Today is Olivia's...audience. "One day my mother...nap. But when...infections.</p> | <p>SUGGESTED TEACHER NARRATIVE: (When asking questions, allow students time to answer.) Let's make some pancakes for William and Ian too!</p> <p>(Show students the image of the messy kitchen in the book.) Do you think that Olivia is a big help to her mother?</p> <p>Can you show me what you would look like when riding your scooter?</p> |



LESSON ONE continued



| <i>Olivia Saves the Circus</i> | DRAMA AND MOVEMENT SUGGESTIONS |
|---|---|
| Luckily...everything. | SUGGESTED TEACHER NARRATIVE- continued: Do you think that you could balance on an elephant? Let's try! Be careful, it is wobbly. |
| I was Olivia...marker. | How would you show off your tattoos? |
| Then...the Lion Tamer | Whoa... Look at that lion! Let's help Olivia tame the lion! |
| And...Tightrope Walker | Can you balance on your tightrope? Look straight ahead... Don't look down! |
| And...stilts | Let's get on our stilts and try walking with Olivia! |
| and juggled | Let's try juggling with our juggling scarves just in case Olivia needs our help! |
| and...Clown | Show me your funniest clown face! |
| and...unicycle. | Can you get on your imaginary unicycle? Let's ride around the classroom. |
| I was...Trampoline | Look out! The trapeze swing is coming our way! Let's grab it and go for a swing! Swoosh... Swoosh... What does it mean to be the <i>Queen of the Trampoline</i> ? Yes, the best! Imagine that you're on a trampoline at the circus! Show me how you would jump in the air! |
| and for the grand finale... trained. | What are these dogs doing? Oh no! If you were a dog, what would you look like if Olivia was trying to train you? What kinds of tricks would you do? |
| And that's how I saved...end." | |
| "Was that true?" Olivia's teacher asks... | Hmm... Do you think Olivia really saved the circus? |
| "To...recollection." | |
| Gracefully...home. | Step onto your scooters. Show me how you would gracefully scooter home. Would you go slow? Fast? |
| "How was school today, darling?"..."Nothing." | I wonder why Olivia didn't tell her mom about how she saved the circus. What do you think? <i>(Allow students to answer.)</i> |
| It's bedtime..."They are closed." | Can you pretend that you are sleeping like Olivia? Are your eyes closed? |



LESSON ONE continued

| <i>Olivia Saves the Circus</i> | DRAMA AND MOVEMENT SUGGESTIONS |
|--|---|
| <p>“Then go to sleep!”</p> <p>“I am asleep.”</p> <p>“And remember, no jumping.”</p> <p>“Okay, Mommy.”</p> <p>“OLIVIA...Queen of the Trampoline?”</p> <p>“Maybe.”</p> | <p>SUGGESTED TEACHER NARRATIVE- continued:</p> <p>Are you asleep like Olivia?</p> <p>How do you think Olivia was jumping? Can you show me what you would look like if you were jumping like the <i>Queen of the Trampoline</i>?</p> <p>Why do you think Olivia answered “Maybe”?</p> |



Modifications

Develop the vocabulary of students by showing them the images of Olivia in the book and helping them move like her.

Say the word aloud repeatedly while moving to it. This will help them develop an understanding of the word.



PAL+ EARLY LEARNING ARTS COMPONENTS

DRAMA - LESSON 2

LESSON TWO

MATERIALS NEEDED:

Music: *Circus Music - Big Top, Under the Big Top Circus Music* or other children's circus music

Source: Apple Music or Spotify

Recommended Children's Book: I. Falconer, *Olivia Saves the Circus*, Atheneum Books for Young Readers (2010)

Instruments: A triangle

Other: 4-6 pieces of brightly coloured thick yarn (approx. 6 feet each in length); painter's tape/masking tape to secure tightropes; coloured juggling scarves; paper cups and plates (approx. 10-15 small and/or dinner sized paper plates and 10-15 paper cups); a pretend microphone, rhythm stick or maraca (optional)

FOCUS



LESSON 2 – ACTIVITY 1: Juggling Station

2

LESSON 2 – ACTIVITY 2: Tightrope Station

3

LESSON 2 – ACTIVITY 3: Balancing Station

CIRCUS SET-UP

Prior to class, set up three circus stations in separate areas of your classroom: Tightrope, juggling and balancing stations.

1. **Juggling Station:** 8-10 coloured scarves available for students to juggle with.
2. **Tightrope Station:** Set up 4-6 tightropes on the floor by taping and "X" on both ends of brightly coloured yarn (approximately 6-foot each in length) to the floor. Place these "tightropes" at least one arm's length away from each other.
3. **Balancing Station:** 8-10 big and small paper plates. Set up green tape to make "X's" and a few lines to walk on.

MUSIC PREPARATION

Prepare by choosing any fun children's circus music. Apple Music and Spotify have several choices of music for young children under the search **Circus Music - Big Top**.

LESSON TWO continued

TEACHING PROCESS

LESSON 2 – ACTIVITY 1: Juggling Station



SUGGESTED TEACHER NARRATIVE:

Who can remember the book that we read last time about the circus? Do you remember what it was about?

Students share the basic idea of the story *Olivia Saves the Circus* by Ian Falconer.

SUGGESTED TEACHER NARRATIVE continued:

What was the problem when Olivia went to the circus?

Yes, all the circus people were out sick with ear infections!

SUGGESTED TEACHER NARRATIVE continued:

Olivia said that she needed some brave tightrope walkers, talented jugglers, and the amazing balancers to help with her show since everyone was sick with ear infections!

Since I know all our friends here are so kind and helpful, I thought that maybe we could help Olivia out by training for some of the circus acts! That would be a big help to Olivia! Who would like to train for her circus?

Let's work together as a team and do a little training in each of the stations so that we can help Olivia perform in the big show! Training for a circus is hard work. Are you up for the challenge? Yay! Let's begin training!

Teacher plays triangle once and lets it ring. Repeat until students freeze, showing that they understand what to do when the triangle rings.



SUGGESTED TEACHER NARRATIVE continued:

When you hear the sound of my triangle, that means freeze and listen as a circus performer! If we all train together, this will really help Olivia save the circus! She really needs our help!

Spend approximately 5 minutes in each station. Demonstrate what to do - remember to keep it simple and fun! There are two levels plus a challenge for each station so that everyone can participate.

SUGGESTED TEACHER NARRATIVE continued:

Here is what we will do for each station. Follow me.

Here is the Juggling Station. Let's start with Level One: Try to toss one scarf high into the air and catch it!



LESSON TWO continued



Demonstrate with one scarf and then ask students to join in. Practice for a few minutes, giving a lot of positive reinforcement to the students.



SUGGESTED TEACHER NARRATIVE continued:

Great job! You are ready for Level Two. Let's try to toss two scarves in the air and juggle them both.

Demonstrate with two scarves and ask students to join in. Have fun with them as they try!

SUGGESTED TEACHER NARRATIVE continued:

Let's try the Challenge! Can you toss a scarf in the air and do a twirl before catching it?

Give students a few minutes to try the challenge. Teacher prepares triangle for the next station.

SUGGESTED TEACHER NARRATIVE continued:

Do you remember what you need to do when I play the triangle? You need to freeze as a circus performer.

Teacher plays the triangle.

SUGGESTED TEACHER NARRATIVE continued:

Let's go to the next station.



LESSON 2 – ACTIVITY 2: Tightrope Station

Refer to the **June Classical Music** component for the story of Kai and the Very Grumpy Ringmaster.

SUGGESTED TEACHER NARRATIVE:

I bet that you are really good at this station because you have already been practicing with Kai and the very grumpy Ringmaster!

Let's start with Level One. Try to walk across the tightrope by placing your hands out, looking forward and not falling off this VERY high rope! Be careful!

Demonstrate on prepared "tightrope" (yarn taped to the floor) if necessary. Allow students a minute to practice being a tightrope walker.

SUGGESTED TEACHER NARRATIVE continued:

Great job! You are ready for Level Two. Can you walk to the middle of the rope and do a "Leap, leap, cha, cha, cha"? Imagine how scared you would be trying to do such a big trick?



LESSON TWO continued



Allow students a minute to practice the “Leap, leap, cha, cha, cha”.

SUGGESTED TEACHER NARRATIVE continued:

Let’s try the Challenge. Can you balance on one leg while holding the other high in the air? Good luck!

Allow students a minute to practice balancing on one leg while holding the other high in the air.

SUGGESTED TEACHER NARRATIVE continued:

We can’t forget about the part of the very grumpy Ringmaster! What does he do? He introduces the show with his fancy microphone as he runs the circus! Can you grab your microphone?

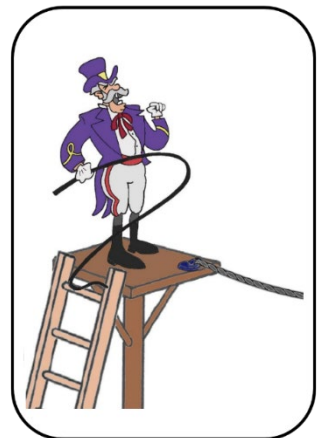
Grab a toy microphone, or a rhythm stick or a maraca to show students that you are just using your imagination.

SUGGESTED TEACHER NARRATIVE continued:

Let’s pretend we are introducing the show! “Ladies and gentlemen, girls and boys... Welcome to the greatest show in the world!”

The Ringmaster also climbs the ladder, stands on the X at the end of the rope, and snaps his whip in the air - twice! Let’s try that. He is hoping that the tightrope walker will fall off so that he can be the star of the show! What would the Ringmaster look like if he was really, really, mad? Show me your grumpy face. Good job! You are looking VERY grumpy!

Teacher mimes the actions and expressions with the students.



LESSON 2 – ACTIVITY 3: Balancing Station

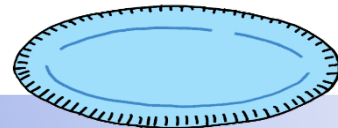
SUGGESTED TEACHER NARRATIVE:

Let’s start with Level One. Place a paper plate on your head and try to walk in a straight line. Be careful. This takes amazing balance! Only a few people in the world can do this! Let’s give it a try!

Let the students try both the larger and/or the smaller sized plates - whatever is available.

SUGGESTED TEACHER NARRATIVE continued:

Great job! You are ready for Level Two. Try to place a big plate on your head and walk around this station. Now can you stand still and balance, lifting one leg without dropping the plate? WOW!!! Amazing!





LESSON TWO continued



SUGGESTED TEACHER NARRATIVE continued:

Great job! You are ready for Level Two. Try to place a big plate on your head and walk around this station. Now can you stand still and balance, lifting one leg without dropping the plate? WOW!!! Amazing!

Allow students time to try balancing a paper plate while lifting one leg.

SUGGESTED TEACHER NARRATIVE continued:

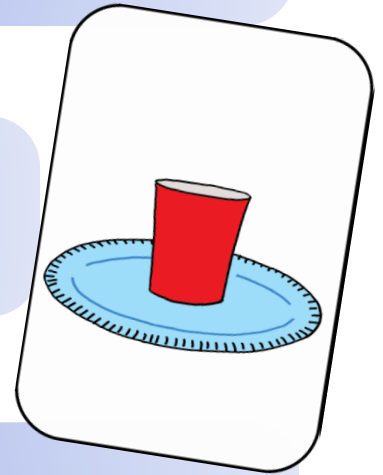
Let's try the Challenge. Can you balance a paper cup on your head or on the plates while you walk? Good luck! You must have great balance for this station!

Allow students time to try the challenge. Demonstrate if necessary.

SUGGESTED TEACHER NARRATIVE continued:

Yay! You did it! All three stations! Olivia is going to be very relieved to know that she has some circus performers to help her out! Maybe we can try having our own circus someday soon!

If there's still time left in the lesson, let students try the three stations again.



PAL+ Drama Lessons 3 and 4 are available with a subscription.

