



**Educational
Theatre
Company**

Changing lives through the arts

MadTales! Lesson Plan

Instructor: Katie McCreary

Grades K-2

Standards Fulfilled by this Lesson based on the National Standards for Theatre Education Grades K-4:

- **Content Standard #2:** *Acting by assuming roles and interacting in improvisations*
 - a) Students imagine and clearly describe characters, their relationships, and their environments
 - b) Students use variations of locomotor and nonlocomotor movement and vocal pitch, tempo, and tone for different characters

Objectives:

The Learner Will learn different parts of speech (noun, verb, adjective, etc.)

TLW act out a story as it is told.

TLW use their whole body to embody a given character.

Materials:

- *Big Pumpkin* by Erica Silverman and S.D. Schindler
- Paper and writing instrument for instructor

Set-Up:

- Room should be as clear as possible, with defined “ends of space” (even if just imaginary walls that the students can picture against a desk, etc.)
- An “audience” side is not necessary, as it can be any side of the room, but a instructor should decide on where the “audience” will be prior to the start of the storytelling

Introduction/Warm-Up:

- Students should stand in a circle with enough space between them to move without touching another student (take giant steps backward if needed)
- Review the 5 rules with student help (1. Have Fun! 2. Respect each other and the room – only touch the floor and the air, etc. 3. Three Strike rule of ETC 4. Word of the Day – “when I say it, however silly, you say it back the same way and then close mouths and put eyes on me. Today’s word of the Day: Pumpkin!” 5. Have Fun!)
- Everyone stretch up and reach as high as possible, then flop over – do this 3 times, reaching higher each time (flat footed, on tip toes, etc.)
- Start moving your face around without sounds to stretch it out, then add any nonverbal vocalizations that go along with those faces
- **Poses**



- Everyone stand in neutral (arms at sides, feet slightly apart, ready to go!) – can also modify if students have a lot of energy and have them jog in place instead of stand in neutral between poses
- “At the count of 3, I want you to strike a [big, medium, tiny/small] pose that is _____” (examples could be happy, sad, angry, like a SuperHero, like a SuperVillain, an elephant, a Super Dinosaur, etc.)
- After each pose, back to neutral or jogging, then do another pose
- Encourage students to use their WHOLE body, even if a tiny pose
- Call out good poses – ideally a different student or two each time – that are frozen (these are poses, not movements) and that use whole body or are very expressive, innovative, etc.
- As an extension, can add a sound or word or nonverbal exclamation to each pose

Instruction:

- **Prep for Mad Scripts**
 - Review with Students the meaning of noun, verb, and adjective.
 - For students this age, these are new terms
 - Repeat (“I need a noun or a thing”) description when using words later
- **MadTale: Cinderella**
 - First, fulfill your “mad lib” needs
 - Ask Students for a piece of clothing (for the slipper), a type of party (for the ball), a kind of person based on career – nurse, teacher, coach, etc. (for the stepsisters), a type of transportation (for the carriage), and a magical animal/being (for the fairy godmother)
 - Be sure to write these down – you’ll need a cheat sheet later!
 - Second, ask Students who knows the story of Cinderella
 - Third, cast the show
 - This is dependent on number of students in the class. At minimum, you need Cinderella, Prince, Stepmother, Stepsister (at least one), and Fairy Godmother
 - If you have a student who feels confident and knows the story well, they can be the narrator
 - Additional students can be more stepsisters/brothers, King, Queen, etc.
 - Fourth, tell the Story of Cinderella as you know it
 - Be sure to begin with “Once Upon a Time” to set it up as a fairytale
 - Be sure to end with “They Lived Happily Ever After” to tie in with other fairytale stories told in class
 - If a student narrator, be ready to prompt them to move the story along



- If no student narrator, teacher should act as narrator
- As the story is being told, students should act it out as the characters they were given
- Be sure to assign an “audience” side so that everyone is performing the story for their imaginary audience
- Fifth, re-tell the story with the MadStory words!
 - If you have a student narrator, let them take on a new character (adding in another wicked step-family-member is the easiest way)
 - With teacher as narrator, retell and act out the story, replacing the words as chosen in the first step
 - Students should act out as you tell the story, don’t let them know what’s coming!
 - This can get very silly, so allow time for giggles, but also always bring it back to acting out what is being said, using your whole body, etc.
- **MadStory: Big Pumpkin**
 - First, collect MadLib words
 - Something that can get big (for pumpkin), a tiny animal (for bat), and then as many types of people as there are students in the class minus 1 (a class of 5 students needs 4 types, etc. for the various spooky characters)
 - Be sure to write these down again – this is where it gets a bit confusing!
 - Second, Read the Book
 - Have students sit and listen to the story as you read and show the pictures from the book *Big Pumpkin* by Erica Silverman and S.D. Schindler
 - This is a good mid-lesson quiet activity to get focus back and get some giggles calmed down before the next silly part!
 - Third, Act out the MadStory
 - Teacher should assign parts
 - Everyone is one of the types of people chosen (it’s helpful, but not necessary, to assign students a type of person that they came up with to avoid some grumpy feelings), but one student is the small animal
 - Teacher re-reads the book as students act it out, but this time using the MadWords collected instead of the characters in the book
 - Students should again be encouraged to use their whole bodies while being these characters, even as things get silly!

Wrap-Up:

- **Circle Time**
 - Have students come back to a circle and sit down



**Educational
Theatre
Company**

Changing lives through the arts

- Review what was done that day and talk a little bit about why it is important to use your whole body when acting
- Review the rules one-by-one and ask if they were followed, finishing with “And did you have enough fun that it was the rule two times?!”
- Have students gather up belongings and line up for dismissal

Back Pocket Games: Silly Tag, Charades