

## Grade 1 Theatre Lesson #9

### **DRAMATIZATIONS** **Fables: The Lion and the Mouse**

#### Lesson-at-a-Glance

#### **Warm Up**

Review tableau, pantomime and the actor's responsibility, costumes, props and setting in stories.

#### **Modeling**

Identify and discuss the **plot** (sequence of events), the moral of the story, the **characters**, the **setting** and **problem/solution, costumes and props** for a fable. Also discuss the relationships and feelings of the characters. Chart observations.

#### **Guided Practice**

Coach each group to start in an opening tableau, create pantomime and end in tableau for each event. Rehearse. Design costumes, props and setting for performance. Invite guests and conduct a formal performance.

#### **Debrief**

Use the rubric to assess student performance. Discuss with the class the process it takes to perform before an audience the role of costumes and props. Discuss the moral of the story and how it applies to real animals and to character education.

#### **Extension**

Create a puppet play by creating lion, mouse and hunter puppets or create other dramatizations of favorite fables and fairy tales.

#### **Materials**

"The Lion and the Mouse" (included with lesson), Performance Rubric, Student worksheets, Digital Camera, Video Camera

#### **Assessment**

Discussion, Performance, Q&A, Performance Rubric, Worksheets

#### **ELA Standards Addressed**

*Word Analysis* 1.1 Match oral words to printed words

*Reading Comprehension:* 2.2 Respond to who, what, when, where and how questions, 2.7 Retell the central ideas of simple expository or narrative passages

*Literary Response and Analysis:* 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and end.

# THEATRE – GRADE 1 DRAMATIZATIONS

## Fables – The Lion and the Mouse Lesson 9

*Because this lesson is written as a culminating experience involving multiple activities: designing, producing, acting, performing and evaluating it is considered more of a unit that will take up to several weeks to accomplish..*

### CONTENT STANDARDS

- 1.1 Use the vocabulary of theatre, such as play, plot (beginning, middle and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences.
- 2.2 Dramatize or improvise simple stories from classroom literature or life experiences, incorporating plot (beginning, middle and end) and using tableau or a pantomime.
- 3.2 Identify theatrical conventions, such as props, costumes, masks, and sets.
- 5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.

### TOPICAL QUESTIONS

- How do I identify plot, setting, costumes and props and use these elements to perform a retelling of a fable using pantomime and tableau?

### OBJECTIVES & STUDENT OUTCOMES

- Students will work collaboratively demonstrating focus and cooperation to create pantomime and tableau, costumes and sets showing plot as they retell fables,

### ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
  - Performance Rubric Pantomime and Tableau (included)
  - Student response to inquiry
  - Student Worksheets (included)
- **Feedback for Student**
  - Teacher feedback
  - Student Worksheets
  - Performance Rubric
  - Video reflection

### WORDS TO KNOW

- **actor:** a person, male or female, who performs a role in a play or an entertainment
- **blocking:** the planning and working out the movements of actors on stage.
- **character:** personality or part an actor recreates
- **costume:** clothing worn by an actor on stage during a performance
- **prop:** items carried on stage by an actor small items on the set used by the actors
- **plot:** structure of a play, beginning, middle and end
- **stage:** area where actors perform
- **audience:** people who watch, listen and respond to live theatre
- **entrance:** when an actor comes into the scene or enters the stage
- **exit:** when an actor leaves the scene or exits the stage

### MATERIALS

- Fable: “Lion and the Mouse” (three versions (included)

- Making Masks Directions (included)
- Cartoons that have animal characters (e.g., Winnie the Pooh, Bugs Bunny, Disney movies).
- Construction paper, crayons, scissors, glue, colored pencils or paints

## RESOURCES

- Equipment and materials available on site.
- Pictures of the savanna and jungle at local library.
- Videos available at library or video rental stores.
- Printable Activities for “The Lion and the Mouse” <http://www.first-school.ws/activities/fable/lionmouse.htm>
- Mouse themes activities including mask making with shapes [http://www.first-school.ws/activities/shapes/animals/mouse\\_hearts.htm](http://www.first-school.ws/activities/shapes/animals/mouse_hearts.htm)
- Links:
  - <http://us.penguingroup.com/static/packages/us/yreaders/aesop/index.html>
  - <http://www.first-school.ws/activities/fable/lionmouse.htm>
  - <http://www.dltk-teach.com/fables/lion/index.htm>
  - [http://www.longlongtimeago.com/llta\\_fables\\_lionmouse.html](http://www.longlongtimeago.com/llta_fables_lionmouse.html)

## WARM UP *(Engage students, access prior learning, review, hook or activity to focus the student for learning)*

- Review how an actor makes characters believable. (Effective and exaggerated use of voice and body gestures using tableau and pantomime).
- Ask students to give examples of **costumes**, **props**, and **setting**. Star Wars movies are great examples to use. Show a clip of Darth Mal, Darth Vader, etc and talk about what the character is wearing, the prop that is used, where the story is taking place (“Where is the setting? Is it in a sky lab, space ship, tunnel, etc.?”)

## MODELING *(Presentation of new material, demonstration of the process, direct instruction)*

- Review and explain the characteristics of a fable.
- Choose one of the versions in this lesson of “The Lion and the Mouse” (or choose you own) and read it to the class. Ask the students the following questions:
  - “What are the sequential events in the story (**plot**)?”
  - “What is the problem?”
  - “What is a trap, how did the mouse free the lion? What is the solution?”
  - “Where does the story take place?”
- Show pictures of the savanna or jungle habitat and discuss characteristics.
- Ask students to use their imagination to interpret the story through voice and movement.
- All students should practice acting as each of the characters, then have them answer the following questions:
  - “What is the relationship of the lion to the mouse”? (Lion is larger, stranger, louder, heavier, etc than the mouse).
  - “How would the lion look while he is slept?”
  - “How does he feel when awakened? What would his voice and movement look like?”
  - “What does the mouse do to wake the lion? Can you show it through movement?”
  - “How does the mouse feel before he wakes the lion?”
  - “How does he feel when he gets caught?”
  - “Can you show the mouse being caught by the lion through voice and body movement?”
  - “What would the hunters look like walking through the savanna or jungle and setting a trap?”
  - “What would the lion look and sound like when he is trapped by the hunters?”
  - “How does the little mouse free him?”
  - “How do both characters feel at the end of the story?”
  - “What is the moral of the story?”

## **GUIDED PRACTICE** (*Application of knowledge, problem solving, corrective feedback*)

### **Part 1 Creating and Rehearsing**

- Arrange students into groups of four to represent the lion, mouse and two hunters.
- Allow student groups to create pantomime and tableau for the important events using the same procedure from lesson #7 (tableau-pantomime-tableau).
- Encourage the students to work together, using their bodies, faces and voices if desired. Give ample time to create and rehearse each event in the story. Assist with **blocking** the actors (see Theatre Gr. 3 Lesson # 4: Blocking).
- Rehearse events several times in sequence.
- Re-read the fable as many times as needed to rehearse, memorize and pace the performance.
- Fable can be performed with
  1. narration by a student or students as pantomime and tableau
  2. music with pantomime and tableau only
  3. dialogue created from the text
- Tell students that a **stage** is where actors perform. Create a space in your room that will be used as the **stage** or rehearse in a performance venue.
- **Block** entrance and exit for actors

### **Part 2 Designing Theatrical Elements**

- Create **costumes** (See Visual Art Grade 2 lesson #8 or construction ideas included in this lesson), **props** (for the hunter's net see Visual Art Grade 2 Lesson #3: Weaving), and **sets** (See Visual Art Grade 1 Lesson #5 and 6: Landscapes) for the jungle or savannah setting.

### **Part 3 Producing and Technical Elements**

- Create advertisements (posters or flyers) for the performance.
- If performing in the classroom, create a **space** where the audience will sit or arrange for a performance venue at your site.
- Decorate stage area with sets (drawings, paintings, fabrics, etc.).
- Determine how lighting will be used (turns lights on and off to signify scene change, to get audience seated, to end the performance, etc.).
- Sound – microphones, CD Player

### **Part 4 The Performance**

- Audience can turn their backs or closes their eyes as the **actors** make their **entrance**. During the performance, the audience watches silently.
- Allow for appropriate audience responses to the actors and the story.
- After the performance, the **audience applauds** and the **actors bow** and **exit** the stage.
- If doing an "in class" performance with a single set of actors doing the entire fable or groups of actors performing a single event, ask the audience what they liked about the characters voices and bodies. "What did the actors do to make the characters believable?"
- Take video and digital pictures
- Perform a more formal presentation for other classes, parents and community.

## **DEBRIEF AND EVALUATE** (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

- Use the rubric to assess student performance.
- Distribute worksheets have students fill them in.
- As a group watch the videotaped performance(s) and look at the photos. Discuss what was liked about the performance and what changes could be made if there was another performance.
- Discuss the challenges of performing before a live audience.

### **Character Education Questions:**

- “What was the moral of this story?”
- “Can you think of a time when you did something kind for someone?”
- “Can you think of a time when someone did something kind for you?”
- “What does it mean to be a good citizen?”

**Extension Questions:**

- “Do animals really help each other in real life? How?”
- “Could you think of two other animals that could help each other?”
- “How would they help each other?”

**EXTENSION** *(Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.)*

- Create a puppet play by creating lion, mouse and hunter puppets (see Visual Art Grade 1 Lesson #7), and a background for the savanna or jungle.
- Create other dramatizations of favorite fables and fairy tales.

## **The Lion and the Mouse (video version)**

One upon a time in the middle of the forest there lived a big lion. He was asleep in his den when in scurried a tiny little mouse. He scurried up the lion's tail, across the lion's back, and started playing in the lion's hair.

The lion woke up ferocious! He grabbed the mouse right out of his hair and said, "WHO DARES TO WAKE ME UP?"

The little mouse says, "Its me, the little mouse."

And then the lion says. "Well then, I'm gonna eat you up!"

The little mouse says, "No! Don't eat me! Maybe I could save your life."

The lion laughs and says, "Imagine a tiny mouse like you saving me, that's ridiculous! But you made me laugh so I'm going to let you go."

And the little mouse runs away screaming, "Thank you your majesty!" And the lion falls back asleep.

Meanwhile, in the middle of the forest two hunters come walking through the forest. One hunter is really mean. He catches lions and tigers and bears and grasshoppers. He's the meanest lion hunter in the world. The other hunter is not that smart. Actually, he is pretty silly. He repeats everything his friend says. So this is how they sound:

The first hunter says, "Oy, were gonna catch a big lion."

And his friend repeats, "Yep, yep, yep, were gonna catch a big lion!"

Hunter: Were gonna set a trap"

Friend: "Yep, yep, yep were gonna set a trap!"

Hunter "Now, were gonna tie the net up high in the trees"

Friend: "Yep, yep, yep were gonna tie it in the trees"

Hunter: "Were gonna pull those ropes tight!"

Friend: "Yeah were gonna pull the ropes tight"

Hunter: "And then were gonna cover it up with leaves so the lion doesn't see."

Friend: "Oh were gonna cover it up with leaves!"

Hunter: "Ahem, stop copying me"

Friend: "Oh stop copying me"

Hunter: "No, no, no, I mean it, stop copying me right now!"

Friend: "Oh I mean it stop copying me!"

And the lion hunter gets so upset he says "You're driving me crazy!" and he runs off into the forest. The lion hunters now leave. The net is now set in the woods.

The next morning the lion wakes up and he starts walking through the woods and he steps on the trap. The net falls out of the trees, covers up the lion, scoops him up in the air, and the lion is trapped inside the net.

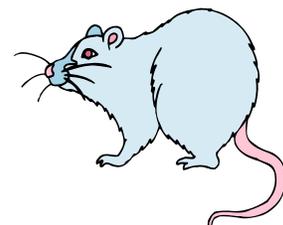
His claws are trapped, his teeth are trapped, he struggles, he kicks, he fights, he bites, but he cannot get out of the net. So the lion roars as loud as he can. Every single animal in the whole forest hears, including the little mouse.

His ears prick up and he says, "That's my friend the lion and he's in trouble!" And he goes running all the way through the forest and when he gets there he says, "Lion! You're in trouble!"

Lion says, "I know!" And the mouse says, "Don't worry, I'll have you out in a jiffy."

And the little mouse grabs the ropes and he bites through and pretty soon the whole net falls apart and the lion bursts out of the net and lion says, "Thank you little mouse! I didn't think a little mouse like you could save me."

And the little mouse says, "Awww shucks. It was just my turn to save you!" and they become best friends for the rest of their lives.



## **The Lion and the Mouse #1**

Once when a lion was asleep a little mouse began running up and down upon him; this soon wakened the lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O King," cried the little mouse: "Forgive me this time, I shall never forget it: who knows but what I may be able to do you a turn one of these days?"

The lion was so tickled at the idea of the mouse being able to help him that he lifted up his paw and let him go. Some time after the Lion was caught in a trap. The hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him on.

Just then the little mouse happened to pass by, and seeing the sad plight of the lion, went up to him and soon gnawed away the ropes that bound the King of the Beasts. "Was I not right?" said the little mouse.

**Little friends may prove great friends.**

## **The Lion and the Mouse #2**

Once, as a lion lay sleeping in his den, a naughty little mouse ran up his tail and onto his back and up his mane and danced and jumped on his head ...so that the lion woke up.

The lion grabbed the mouse and, holding him in his large claws, roared in anger. "How dare you wake me up! Don't you know that I am King of the Beasts? Anyone who disturbs my rest deserves to die! I shall kill you and eat you!"

The terrified mouse, shaking and trembling, begged the lion to let him go. "Please don't eat me, Your Majesty! I did not mean to wake you. It was a mistake. I was only playing. Please let me go - and I promise I will be your friend forever. Who knows but one day I could save your life?"

The lion looked at the tiny mouse and laughed. "You! Save my life? What an absurd idea!" he said scornfully. "But you have made me laugh, and put me into a good mood again, so I shall let you go." And the lion opened his claws and let the mouse go free.

"Oh thank you, Your Majesty," squeaked the mouse. And the mouse scurried away as fast as he could.

A few days later the lion was caught in a hunter's snare. Struggle as he might, he couldn't break free and became even more entangled in the net of ropes. He let out a roar of anger that shook the forest. Every animal heard it, including the tiny mouse.

"My friend, the lion, is in trouble," cried the mouse. He ran as fast as he could in the direction of the lion's roar, and soon found the lion trapped in the hunter's snare.

"Hold still, Your Majesty," squeaked the mouse. "I'll have you out of there in a jiffy!" And without further delay, the mouse began nibbling through the ropes with his sharp little teeth. Very soon the lion was free.

"I did not believe that you could be of use to me, little mouse, but today you saved my life," said the lion humbly.

"It was my turn to help you, Sire," answered the mouse.

**Even the weak and small may be of help to those much mightier than themselves.**

### **The Lion and the Mouse #3**

A Lion was sleeping peacefully when he was woken by something running up and down his back and over his face.

Pretending to be still asleep, the Lion slowly opened one eye and saw that it was a little mouse.

With lightening speed the Lion reached out and caught the little mouse in one of his large paws. He dangled it by its tail and roared, "I'm the King of Beasts! You'll pay with your life for showing me such disrespect."

The Lion held the little mouse over his huge open jaws and prepared to swallow it.

"Please, please don't eat me, Mr King of Beasts, Sir," squeaked the mouse. "If you forgive me this time and let me go I'll never, never forget it."

"I may be able to do you a good turn in the future to repay your kindness," it squeaked.

"You, do me a favor!" roared the Lion with laughter. "That is the funniest thing I've ever heard."

Still laughing, the Lion put the mouse down on the ground and said; "You've made me laugh so much I can't eat you now. Go on, off you go before I change my mind."

The little mouse scurried away as fast as its little legs could go.

Not long after this the Lion was caught in a trap by some hunters. They tied him to a tree with rope while they went to get their wagon.

The little mouse was nearby and came when he heard the mighty Lion's roar for help.

The mouse gnawed the rope with his sharp teeth and set the Lion free.

"I know you didn't believe me, but I told you I could help you one day," squeaked the little mouse. "Even a little mouse like me can help some one as big and strong as you."

"Thank you my little friend. I won't forget that lesson," said the Lion as he ran away before the hunters returned.

The End

**Little friends may prove to be great friends.**

**Good things come in small packages.**

**No act of kindness, no matter how small, is ever wasted.**

<http://holidays.kaboose.com/craft-animalmask.html>



## **"King of the Jungle" Mask**

What you need:

paper plate  
tan or brown yarn  
brown/tan, red, and black construction paper  
3 or 4 brown pipe cleaners  
craft glue  
scissors  
utility knife (grownups only!)  
crayons  
hole punchers (for mask)

This project can either be a creative art project - where each child designs their own lion, or it can be a cutting project for younger children, where the necessary shapes - circles, triangles and ears are marked on construction paper for them to cut.

What to do:

1. Do this step only if you are making a mask - this can also be a wall hanging. Put the plate over your face like a mask. Ask the grownup to use a pencil to lightly mark where your eyes are under the plate. Ask the grownup to cut out the eyes so that you will be able to see from behind the finished mask.
2. Use the crayons to color the mask the color you would like your lion to be. If you would like, draw on details (nose, mouth, etc.) at this time. The plates can also be painted tan, and decorated later when they are dry.
3. If the you are going to cut out shapes to make the face, the cheeks are made of two circles, and are put on (touching each other) before the black nose is put on. The eyebrows and inner ear details are drawn on. Cut out your face parts and glue them on.
4. Have a grownup cut the brown pipe cleaners in half. Glue these on for the lion's whiskers.
5. Cut pieces of yarn about 2 inches long to make the lion's mane. Glue these all around the "head" of the lion. Using a thick craft glue will make this part much easier.
6. If you're making a mask, use the hole punch to punch a hole on either side of the mask. Cut two pieces of yarn (about six inches long apiece) Tie one piece in each hole to make a strap to hold the mask. Tie the mask on and give your best growl! Another option for kids who do not like having masks tied on is for them to just hold it up to their face.

Find Printable Masks for Animals at

<http://www.angelfire.com/dc/childsplay/masks.htm>



## Performing Fables – Student Worksheet

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

The name of the fable and characters:

The important events: Draw and label pictures of the sequence of events.

The problem:

The solution:

The moral of the fable:

Costumes and Props: List and draw pictures or clip from magazines

Draw a Line from the Word

To the Definition

Actor  
recreates

personality or part an actor

Prop  
play

a person who performs in a

Tableau  
middle and end

structure of a play, beginning,

Exit

action without speaking

Plot  
by an actor

items carried on stage or used

Character  
respond to live theatre

people who watch, listen and

Audience

when an actor goes off stage

Pantomime  
scene picture

silent and frozen action of a

Costume

area where actors perform

Stage

when an actor comes on stage

Entrance

clothing worn by an actor