STEP ONE: Preplanning, selection of topic, etc.

Activity: Sequence reading game to the story *Mop Top.*
Theme: Reading a story in sequence with the class, while adding in sounds.
Source: Creative Drama for the Classroom Teacher, textbook
*Mop Top*, children’s story, By: Don Freeman
www.eastoftheweb.com

Drama/Learning Goals:
1. To encourage imagination
2. To incorporate pantomiming
3. To be alert at all things around you

Skills Levels:

*Skill 1 Cooperation:* Members of the group should be able to work well with the rest of the group.

*Skill 2 Concentration:* Members of the group should be able to focus or concentrate on individuals and group activities.

*Skill 3 Self-Expression:* Members of the group should be able to use their bodies to express their imagination and their own thoughts, feeling, and ideas.

STEP TWO: Presentation of Materials

Strategies for introducing the activity and setting the mood:

Today we are going to tell a story as we act it out as a class. But first we are going to practice. To practice I will read a story as you add the noises, and then I will let you all take over. How does that sound?

Relationship to current unit: Related to page 176 with ideas on page 179, related to sequence reading games.

Preparation and set-up of materials: No materials needed. The area needs to be cleared for some students to move around and pantomime, while others stay seated in their seats to read.

STEP THREE: Discussion

Instructions for preparation:

Discuss what sequence reading is and how it is important to listen carefully to what the other classmates are reading. Also talk about pausing or waiting a few seconds after to underlined word to give the person pantomiming a chance to act out his or her part. Talk to the students about having a loud voice that projects so that everyone can hear as well.

Instructions for playing:

First discuss the story in which I read and the students add noises and motions.

Discuss that the words in parenthesis are suggestions to make the sounds.

Hand out the note cards to the class.
Casting, Volunteers, etc.

Leader- in front of the classroom reading the first story
Watches and side coaches if there is any confusion

Strategies for involvement:
Encourage and support every child while reinforcing ideas.

Check for understanding and clarity:
Ask if there are any questions. You may have to repeat or further explain.

STEP FOUR: Playing the material

Instructions: remind of instructions and give suggestions if needed.
Side Coaching ideas: Suggestions/comments if needed.
Your Participation: the instructor can act as part of the story and join in as well.

STEP FIVE: Evaluation and reflection

Questions to generate discussion and reflection:

#1. Which way was easier to role-play? The first story or the second story? Why?
   I would say the first story because we only have to focus on sounds instead of reading and pausing as well.

#2. Was it difficult to pantomime and make sounds the second time?

#3. If you could choose again, would you want to read the story and listen to the class, or be an actor and make the sounds?
   If you switched why? Because it was challenging?

#4. If you could have chosen, what sounds would you have picked to better describe your character?

STEP SIX: Replaying

Be ready to respond to the request of replaying the Mop Top or Princess and the Pea again

Strategies of encouraging replaying:
May try to add more words to act out. Possibly choosing another story and switching the roles so that all students may experience both parts.
Improve the previous experience.

STEP SEVEN: Evaluation and reflection

Questions to generate discussion and reflection: see step five.