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## CREATIVE DRAMATICS

### "Yes Let's", "Columbus Discovers a New World", "Spelling Pantomimes"

Connie Nichols 4th Grade Class

Presenter: Meganmarie Pinkerton

w/ Melissa Bruns, and Katie Harness

- I. Group Goals: Students will be able to focus on the performing student. Students will work on their observation skills while trying to determine what others are acting out. Students will work on their spelling skills and unscramble words. They will also work on their listening skills.
- II. Drama Goals: Students will work on their creativity to come up with actions and pantomimes to depict their assigned action. Students will work on their pantomiming skills. The observing students will work on deciphering of pantomimes. This lesson can also be used to enhance a spelling lesson.
- III. Materials: Sequence game cards. Cards for each student telling them the cue and response actions for the "Yes Let's" game. (ex. Cue: Lets be ballerinas, response: lets paint etc.) Cards for the sequence game "Columbus Discovers a New World" game, with cues and actions for each student to participate taken from Teaching with Creative Dramatics by June Cottrell. Cards for the sequence spelling game with an action cue and type of action, each group of cards forms a spelling word out of the first letter of each pantomime. Ex. word- tree: (actions words) tiger, raccoon, elephant, electric eel.
- IV. Method and Anticipated Realization of Goals: Introduce ourselves to the class: Have students sit in a semi circle in front of us, explain that today we will be working on sequence games- where everyone has a card with a cue and reaction on it. The first person goes and depending on the action the next person will look at their card and if that action matches their cue then they will go up and present or read their card. We will start out with a warm up activity called "Yes Let's", then go on a voyage with Columbus, and finally use a game to practice their spelling words.
  1. Katie will ask questions to begin the lesson:
    - What activities do you like to do for fun?
    - What are some activities you do NOT enjoy?
    - Statement- In this lesson, we will be doing many actions and will be moving around a lot. Students will be reminded that they can work together on many actions, but will need to make note of their personal space.
    - She will pass out the cards with cues and responses on them, and explain; I will go first and say "let's be ballerinas" then everyone will say "yes lets", and pretend to do that. Then the person who has a

card where the cue says "ballerinas" will do their activity next and says ex. "let's paint" and so on until everyone has read their card.

-Melissa and Meganmarie will participate and add side coaching where necessary, helping the students with their actions.

2. Melissa will start her section of "Columbus Discovers a New World".

-She will give instruction, ask questions and hand out her cards.

She will explain that this game is a lot like the first one where there is a cue and when you see that cue you go up to perform, also some cards have more than one person assigned to them. The person with the card that says "you begin", will start with their activity and then the person with the card that has that cue will go next until everyone has acted out their cards.

3. Meganmarie will introduce the last section, Spelling Pantomime.

-In this next section you will be using your knowledge of your spelling words to unscramble clues from the game. Hopefully this will help you study for your spelling test tomorrow.

-Questions: Are you ready for your test tomorrow? What are some of the ways that you study for your spelling tests? What are some of the words that you are having trouble with for tomorrow's test?

-We are going to play another sequence game using your spelling words. I have groups of cards for each spelling word. I will give you a card with a cue on it most of the cards use animals one group might use sports for action clues. The first person will go up and act out their word. For example I could have monkey (act out), you will guess the word then we will write the first letter of this word on the paper. Then the person who had the cue of monkey will go up and act out their word ex. Bat a

nd we will write the first letter b on the paper when everyone in the group is finish you will have to unscramble the letters on the paper to spell one of your spelling words. Any questions?

-Line the students up and pass the first group of cards out to the amount of students needed.

-Have students act out their cards and guess the pantomimes, then instruct them to unscramble the letters to make their spelling word.

-Pass out the next group of cards to the next students in line and repeat until all the groups of cards and spelling words have been completed.

V. Closing the Session: Evaluation and reflection. -Questions: Which animal or sport was the hardest to act out and why? Which animal or sport was the hardest to guess and why? What did you like most about this game? We had trouble finding words for the letter u, o and n, can you think of any words that start with those letters? Do you think you are ready for your test tomorrow?

-You guys did a wonderful job today, thanks for all your great work, and good luck on your test tomorrow.

### Spelling Pantomime Words

|                                                                                                       |                                                                                        |                                                                               |
|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| 1. Tree<br>-tiger<br>-raccoon<br>-elephant<br>-electric eel                                           | 2. Front<br>-fish<br>-rhino<br>-owl<br>-nanny goat<br>-tree frog                       | 3. What<br>-whale<br>-hippo<br>-alligator<br>-toad                            |
| 4. Course<br>-cat fish<br>-otter<br>-unicorn<br>-rat<br>-snake<br>-eagle                              | 5. Great<br>-goose<br>-rabbit<br>-elk<br>-anteater<br>-turkey                          | 6. Which<br>-walrus<br>-horse<br>-inchworm<br>-chicken<br>-hare               |
| 7. American<br>-alligator<br>-monkey<br>-elephant<br>-rabbit<br>-iguana<br>-cow<br>-anteater<br>-newt | 8. Because<br>-baboon<br>-earthworm<br>-cat<br>-ape<br>-unicorn<br>-sheep<br>-elephant | 9. Space<br>-soccer<br>-ping pong<br>-athlete<br>-cross country<br>-equipment |

### Works Cited

Cottrell, June. Teaching with Creative Dramatics. Pp. 78-80

Heinig, Ruth Beall. Creative Drama for the classroom Teacher. 4th ed. Englewood Cliffs, NJ: Prentice Hall, 1993

Stewig, John W. Spontaneous Drama: A Language Art. Columbus, OH: Charles E. Merrill Pub. Co., 1973, 103-106.