

# MPS K-2 Prop Box Literacy through Drama Camp

**Subject:** Prop Box Literacy through Drama

**Grade:** K-2, ~20 students

**Time:** 4 days, 3 hour days

**Guiding Question:** How can we use drama to enhance written and reading literacy in young learners?

## Curriculum Outline:

- **Day 1:** *Why Mosquitoes Buzz in People's Ears*
- **Day 2:** *The Lion and the Mouse*
- **Day 3:** *Waa'aka': The Bird Who Fell in Love with the Sun*
- **Day 4:** *Buri and the Marrow* & Final Performance

Each day, participants will perform improvised scenarios incorporating the new elements of character they have learned that day. Improvisation structures remain constant throughout the weeks to scaffold performance ability with the new components of character.

## Core AZ State Standards:

- 1.RL.2 Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson.
- TH.CR.1.2a Propose potential new details to plot and story in a guided theatrical experience (e.g., process drama, story drama, creative drama).

## Resource Materials:

- *Why Mosquitoes Buzz in People's Ears* by Verna Aardema
- *The Lion and the Mouse* by Jerry Pinkney
- *Waa'aka': The Bird Who Fell in Love with the Sun* by Cindi Alvitre
- *Buri and the Marrow* by Henriette Barkow

## Supplemental Documents/Materials:

- Daily Schedule Printouts (x4) [MPS k-2 Daily Schedules](#)
  - Note: you can make a copy of the google slide deck to edit it if needed.
- Craft Printouts (x4) - [MPS k-2 Craft Handouts](#)
- World Map Coloring Printouts (1 per participant) [World Map Coloring Page](#)
- Mad-Libs Style Scripts [MPS K-2 Prop Box Literacy through Drama Script Outline](#)

## Thursday Showcase:

The performance on Thursday for the final 30 minutes of camp showcases each of the four books read with teaching artist as narrator. After reading the story each day, there is time for rehearsal. We have included sample “mad libs” style scripts to go along with each story. Facilitator should

use judgment on whether to do the rehearsal portion of the day before or after snack time, based on participant energy and focus.

**Daily Schedule:**

The chart below is a helpful guide. All times are flexible.

<b>TIME</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
9:00 AM	Welcome & Community Agreement	Opening Ritual	Opening Ritual	Opening Ritual
9:05 AM		Intro to Story	Intro to Story	Intro to Story
9:10 AM				
9:15 AM	Opening Ritual & Intro to Story	Game	Game	Game
9:20 AM		Craft	Craft	Craft
9:25 AM				
9:30 AM				
9:35 AM				
9:40 AM	Story w/ Drama	Story w/ Drama	Story w/ Drama	Story w/ Drama
9:45 AM				
9:50 AM				
9:55 AM				
10:00 AM				
10:05 AM	Rehearsal	Rehearsal	Rehearsal	Snack Time
10:10 AM				
10:15 AM				
10:20 AM	Snack Time	Snack Time	Snack Time	Rehearsal
10:25 AM				
10:30 AM				
10:35 AM				
10:40 AM				
10:45 AM	Lit Activity	Lit Activity	Lit Activity	Showcase!
10:50 AM				
10:55 AM				
11:00 AM	Game	Game	Game	Showcase!
11:05 AM				
11:10 AM	Closing Ritual	Closing Ritual	Closing Ritual	Showcase!
11:15 AM				
11:20 AM				
11:25 AM	Closing Ritual	Closing Ritual	Closing Ritual	Showcase!
11:30 AM				
11:35 AM	Closing Ritual	Closing Ritual	Closing Ritual	Showcase!
11:40 AM				
11:45 AM				
11:50 AM	Closing Ritual	Closing Ritual	Closing Ritual	Showcase!
11:55 AM				

## **Day 1: MPS K-2 Prop Box Literacy through Drama Camp**

### *Why Mosquitoes Buzz in People's Ears* by Verna Aardema

**Goal:** Participants will use drama and literacy games to engage with and pantomime a story from West African culture.

#### **Objectives:**

- Participants will use their voices, bodies, and props to reenact dramatic scenarios.
- Participants will work together to create a community agreement.
- Participants will locate and learn about West African culture and stories.
- Participants will depict jungle animals by crafting.
- Participants will interpret themes and lessons from a story.
- Participants will use drama methods to problem solve.
- Participants will create a collective narrative using visual prompts.

#### **AZ State Standards:**

- 1.RL.10 With prompting and support, read stories, drama, and poetry of appropriate complexity for grade 1.
- 1.RL.3 Describe characters, settings, and major events in a story, using key details.
- TH.CR.2.1a Describe and contribute to the development of a sequential plot in a guided theatrical experience (e.g., process drama, story drama, creative drama).
- TH.PR.5.2a Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for a theatrical work.

#### **Materials:**

- *Book:* *Why Mosquitoes Buzz in People's Ears* by Verna Aardema
- *Prop Box:* lion puppet, blue fabric, percussion instruments, cotton balls, sticks/leaves, yellow ball sun
- *Craft:* paper plates, paint (and brushes) OR markers, construction paper, scissors (kid and adult), glue sticks, popsicle stick for handle OR hole punch and string for a mask style
- *Other:* whiteboard & expo marker or paper & markers for community agreement, daily schedule, world map printouts & crayons, story stones, paper & coloring utensils

**Procedure:***Welcome & Name & Motion (5 min)*

1. Invite participants to stand in a circle and welcome them to their first day of camp!
2. Explain: “We will go around, and each person will share their name and a movement. The group will pass that name and movement around the circle as fast as they can, the first person to go will repeat their own name and movement. The next person in the circle will choose a new movement with their name to be passed around.”
3. The game continues until everyone has had a chance to share their name and movement.

*Community Agreement (Quaker Charter) (15 min)*

1. Ask the group “How do you want to feel in this class space?”
  - a. Write down all the adjectives the group brainstorms without editing. Can give examples such as “happy” or “safe.” Facilitator can add adjectives they feel strongly about.
2. Have the group come to consensus on approximately 5 adjectives. Suggestions for narrowing down the list include asking students if there are words that mean the same thing i.e happy and joyful or if there are words they feel strongly for or against.
3. Use those words to write action-items for how the group will accomplish each goal.
  - a. ie: If the feeling word is “respected,” what do we need to do as a group to feel respected? Perhaps it’s to actively include everyone, to listen, or to raise our hands before speaking.
  - b. Try to keep these sentences in the positive (“We will listen to everyone’s voices,” instead of “We will not interrupt each other.”)
  - c. Write these sentences and the feeling words on a clean sheet of paper or giant post-it note.
4. All sign the charter (or charter is printed & signed the following day). Display the charter visibly for all days of camp.

*Opening Ritual (10 min)*

1. Invite participants to take a seat in a circle and explain that each day we will begin each day by going over the schedule and introducing our book for the day.
2. Schedule: Using the printout, preview the schedule of the day.
  - a. As you complete tasks, check them off on the printout.
3. Question of the day:
  - a. What is your favorite animal?
  - b. What is one fun fact about that animal?

*Intro Story Culture/Location on Map (5 min)*

Note: for the other four days, this is part of the opening ritual.

1. “Every day we will be traveling with our imaginations to another part of the world where our story for the day takes place.”

2. “Today we will be going to West Africa. Do you know where that is?” Show on the globe.
3. “Do you know anything about West Africa?”
  - a. Facts for facilitator to share:
    - i. There are 17 countries in West Africa: Benin, Burkina Faso, Cape Verde, Côte d’Ivoire, Gambia, Ghana, Guinea Guinea-Bissau, Liberia, Mali, Mauritania, Morocco, Niger, Nigeria, Senegal, Sierra Leone, and Togo.
    - ii. An ancient ruler of the country of Mali, Mansa Musa, had so much gold he was the richest human being in all history.
    - iii. West Africa is incredibly diverse. Over 500 languages are spoken in the country of Nigeria alone.
  - b. Facilitator should be attentive to stereotyping or misconceptions and be prepared to address/redirect as needed.
4. Prompt participants color in the section of their maps for West Africa in one color, then share that West Africa is on the continent of Africa. Prompt students to color in the rest of Africa in another.

*Craft ([Paper Plate Animals](#)) (30 min)*

1. Make animal masks using paper plates and popsicle sticks as handles or string around the head (teaching artists’ choice).
2. Animals should be from the upcoming story: Iguana, Mosquito, Snake, Rabbit, \*Crow, Monkey, \*Owl, and \*Lion (other forest creatures are depicted in the book as well if students prefer).
  - a. \* = animals in books for future days
3. Masks should be stored in the propbox. Ensure participant names are on each mask.

*Story w/ Points of Participation & Drama (30 min)*

**Reading & Entering the Drama**

1. Read first half of *Why Mosquitoes Buzz in People’s Ears* by Verna Aardema
  - a. Sample moments of interaction (1 per page):
    - i. Ask: What sound does a mosquito make?
    - ii. Ask: What is a python? What sound does a python/snake make?
    - iii. Ask: What sound does an owl make?
    - iv. STOP after: “They feared that the sun would never come back.”
2. Entering the Drama:
  - a. Ask: “Why is all this happening? Why is the sun not coming back? How does Mother owl feel?”
  - b. State: “We need to help get the sun back.”
  - c. Magic Door (*Childsplay*)
    - i. Instruct participants to take out an (imaginary) piece of chalk and to draw

- a door and door knob/handle.
- ii. Hand out their animal masks they made previously.
- iii. “When we open the door, we will be animals in the jungle.”

### **Story Pantomime**

1. Explore the jungle as animals.
  - a. Sidecoach: Look at all the trees, step over the big rocks, push aside the vines, feel the heat. Highlight participant animal movement.
2. Act out the story so far. Facilitator can have each participant play their various animals or all can play all animals.
  - i. **Propbox:** Facilitator and/or participants can add sound effects with percussion.
  - b. Mosquito buzzing at waterhole
    - i. **Propbox:** water fabric for waterhole
  - c. Iguana putting sticks in ears (sound effect “mek, mek, mek, mek”)
    - i. **Propbox:** Put cotton balls in ears
  - d. Python hiding in rabbit hole (sound effect “wasawusu, wasawusu, wasawusu”)
  - e. Rabbit running away (sound effect “krik, krik, krik”)
  - f. Crow flying to sound the alarm (sound effect” kaa, kaa, kaa”)
  - g. Monkey leaping to warn animals, knocks over owl nest
    - i. **Propbox:** Popsicle sticks or leaves to make the nest
    - ii. Facilitator should use care for how the students handle the death of the baby owls. Use judgement on acting out or not.

### **Problem Solve Pantomime & Exiting the Drama**

1. “Mother Owl is very sad and the sun won’t come up. We need to bring back the sun. What can we do?”
  - a. Take suggestions for solutions from the participants and pick three (or more as time allows) to act out.
    - i. Possible solutions include catching the sun with a rope, cheering up Mother Owl, etc.
  - b. Act out the chosen suggestions but none of them work to bring the sun back.
2. “The sun still hasn’t come back. Let’s read to find out how the animals solved this problem.”
3. Magic Door (Exit the Drama)
  - a. Participants exit the drama by redrawing their magic doors.
  - b. “When we open the door we will be kids again and be back in the classroom.”

### **Finish Book Reading & Reflection**

1. Read second half of *Why Mosquitoes Buzz in People’s Ears* by Verna Aardema

- a. Sample moments of interaction (literacy recall) (1 per page):
  - i. **Propbox:** Lion puppet to narrate & yellow ball sun
  - ii. Ask: Do you remember why monkey knocked over the nest?
  - iii. Ask: Do you remember why crow called out for danger?
  - iv. Ask: Do you remember why the rabbit was running?
  - v. Ask: Do you remember why the snake went in rabbit's hole?
  - vi. Ask: Do you remember why the iguana wouldn't speak to snake?
  - vii. Ask: Why does iguana have sticks in his ears?
  - viii. **Propbox:** Yellow ball for sun
2. Reflection
  - a. Why does mosquito need to be punished?
  - b. So why do mosquito's buzz in people's ears?
  - c. If you were mosquito, what would you do differently?

*Rehearsal (15 min)*

1. "On our last day we will perform part of each story we read. Let's practice."
2. Practice animal movements and sounds. Each participant should be able to introduce their animal.
3. "The animals needed to bring back the sun. They had a big meeting to decide what to do."
  - a. Decide with participants what solution they want to show for the performance, using the provided story circle template as needed/wanted. Participants can improvise acting out the solution and the facilitator should adjust and note what they do.

*Snack Time (30 min - adjust time as necessary)*

1. Bring participants to the nearest restroom to use the restroom and wash their hands.
2. Eat snacks! Cleanup, wash hands again if needed.

*Literature Activity - Story Stones (20 min)*

1. "In *Why Mosquitoes Buzz in People's Ears* each animal adds on to the story. We are going to create a new story in the same way."
  - a. **Propbox:** Story Stones in a bag
  - b. One at a time, participants take turns pulling out a stone and adding on to the story based on the image on the stone (1 or 2 sentences only). Ex. If the stone features a banana the participant might say and then they ate a banana or then they slipped on a banana.
  - c. Facilitator should guide participants to contribute only ideas based on their stone and that connect to the previous story.
  - d. Extension: Act out the story created.

*Game – Chose One of the 2 Below (10 min)*

**Game - Telephone**

1. Participants sit in a line or a circle. The first participant picks a word and whispers it into the ear of the next participant who whispers it to the next and so on. The final participant shares the word they heard. The first participant shares the starting word.
2. Repeat with full sentences.

**Game - Who Started the Motion (Spolin)**

1. Participants sit in a circle. One participant exits the room or goes somewhere they can't see.
2. Silently pick a leader to begin making a simple motion. All participants copy the leader's motion. Instruct the leader to periodically change their motion.
3. Invite the outside participant to return and guess (3 chances) who the leader is.
4. Repeat.

*Closing Ritual (10 min)*

1. Closing Question: What is one word that you are thinking about from the story we read today?
2. Closing Coloring: Draw a picture of the jungle.
  - a. Facilitator puts on background music. Participants color until they are picked up.

**Extension:**

1. Extend Story Stones by building multiple stories with the option of acting them out.
2. *Game - 15 Second Facts*: Facilitator sets a timer for 15 seconds. One at a time participants share as many facts about themselves as they can. Facilitator can make the game into a competition to see who can name the most facts. Sidecoach: If participant is stuck, ask them about siblings, favorite color, etc.

**Assessment:** *Authentic, within activity*

1. The facilitator should assess narrative comprehension of the story within the drama. If the group struggles to recall the story while pantomiming, facilitator should spend time repeating the story for comprehension.
2. Facilitator can assess problem-solving skills based on participant responses in the drama.
3. Facilitator can check for story recall during the moments of interaction while reading the second half of the story.
4. During reflection, facilitator should check for comprehension of larger themes and return to the story as necessary.
5. During Story Stones, facilitator will assess comprehension of creating a narrative based on the contribution of each participant. Sidecoach as necessary.



## **Day 2: MPS K-2 Prop Box Literacy through Drama Camp**

### *The Lion and the Mouse* by Jerry Pinkney

**Goal:** Participants will use drama and literacy games to engage with and pantomime a story from Ancient Greek culture.

#### **Objectives:**

- Participants will use their voices, bodies, and props to reenact dramatic scenarios.
- Participants will use their voices and bodies to embody animal behavior.
- Participants will locate and learn about Ancient Greek culture and stories using Aesop's fables.
- Participants will depict lions and mice by crafting.
- Participants will interpret illustrations to understand themes and lessons from a wordless story.
- Participants will use drama methods to problem solve.
- Participants will draw images to create a new narrative.

#### **AZ State Standards:**

- 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.
- 1.RL.9 Compare and contrast the adventures and experiences of characters in stories.
- TH.CN.10.2a Relate character experiences to personal experiences in a guided theatrical experience (e.g., process drama, story drama, creative drama).
- TH.RE.9.1a Build on others' ideas in a guided theatrical experience (e.g., process drama, story drama, creative drama).

#### **Materials:**

- *Book:* *The Lion and the Mouse* by Jerry Pinkney
- *Prop Box:* lion puppet, hunter hat, binoculars
- *Craft:* EARS- headbands, construction paper, scissors (kid and adult), glue stick or tape, markers for decorating (if they want); TAILS- yarn, scissors (kid and adult), safety pins
- *Other:* daily schedule, world map printouts & crayons, paper, pencils, & coloring utensils

#### **Procedure:**

##### *Opening Ritual (10 min)*

1. Invite participants to take a seat in a circle and explain that each day we will begin each day by going over the schedule and introducing our book for the day.
2. Schedule: Using the printout, preview the schedule of the day.
  - a. As you complete tasks, check them off on the printout.
3. Question of the day: What's something about you that makes you a good friend?

*Intro Story Culture/Location on Map (10 min)*

1. “Today we will be going to read a book that is one of Aesop’s Fables.”
  - a. Explain that a fable is a type of story with a lesson. Some of Aesop’s famous fables are “The Rabbit and the Hare” and “The Ant and the Grasshopper” and “The Boy Who Cried Wolf.” Today we will read “The Lion and the Mouse.”
2. Aesop, the person who first told the story in our book today is from Ancient Greece. Do you know where that is?” Show on the globe.
3. “Do you know anything about Ancient Greece?”
  - a. Facts for facilitator to share:
    - i. Ancient Greece was divided into lots of city-states that you might have heard of like Sparta, Athens, and Olympia.
    - ii. 1/3 of Ancient Greeks were enslaved people. Aesop who wrote our story was an enslaved person.
    - iii. The Ancient Greeks worshipped many Gods that you might have heard of like Zeus, Athena, and Apollo.
  - b. Facilitator should be attentive to stereotyping or misconceptions and be prepared to address/redirect as needed.
4. “Greece is a country on the continent of Europe.” Prompt participants to color in the section of their maps first for Greece in one color, then the rest of Europe in another.

*Game (Animals) (10 min)*

1. Instruct participants to make themselves into tiny balls on the floor.
2. “When I count down from three, you will no longer be kids but turn into animals.”
3. Facilitator picks any animal for participants to turn into. Participants come to life and pantomime as the animal.
  - a. Sidecoach: Let me see you move, what noises do you make, how do you eat, etc.
4. Facilitator instructs the animals to take a nap and then repeats the process at least three times (or as time allows) with different animals.
  - a. Option: use the animals participants shared as their favorites from yesterday’s question of the day.
5. The final time the participants awaken as children.

*Craft - [Lion and Mouse Ears](#) & [Tails](#) (30 min)*

1. Make lion and mouse ears and tails using headbands, construction paper, and yarn.
2. Ensure that some participants are lions and some are mice if possible.
3. Ears and tails should be stored in the propbox. Ensure participant names are on each piece if possible.

*Story w/ Points of Participation & Drama (35 min)*

**Reading & Entering the Drama**

1. “Today we are going to read a story without words. What are some ways we communicate without words?”
2. Read first half of *The Lion and the Mouse* by Jerry Pinkney
  - a. NOTE: As this is a book without words, give each page a significant amount of time. The suggestions below are for each individual page, but feel free to use your intuition to “read” the story as suits you. The two questions below are staples to go back to for almost any page.
    - i. What do you see? // What’s happening on this page?
    - ii. How does [*character*] feel?
  - b. Sample moments of interaction (1 per page turn, image description in brackets):
    - i. [*moon & mouse*] Say: “Who Who Whooo”  
Ask: What animal says “Who?” What else do you see on this page? Say: “Screech”
    - ii. [*owl with mouse running*] Ask: Oh no! What’s the owl doing? Where is the mouse?
    - iii. [*mouse & tail and mouse on lions back*] Ask: Where is mouse now? Is there anyone else there?
    - iv. [*lion surprised holding mouse by the tail*] Say: “GRRR!”  
Ask: What is happening? How is lion feeling? Where is mouse?  
Say: “Squeak”  
Ask: How is mouse feeling?
    - v. [*lion looking at mouse on paw*] Ask: What is lion doing? How is mouse feeling now?
    - vi. [*mouse stepping off of lion’s open paw*] Ask: What’s happening now? What is lion doing? Where is mouse going?
    - vii. [*LEFT mouse & babies*] Say: “Squeak squeak squeak squeak...”  
Ask: Where is mouse? Who is mouse with? How does mouse feel?  
[*RIGHT Lion with elephants/giraffes*] Ask: What is lion doing?
    - viii. [*LEFT Hunter vehicle*] Say: “Putt-putt-putt”  
Ask: What do you see? What’s on top of the car? Why do you think the cage is there?  
[*RIGHT hunters/nets*] Ask: Who are these people? What are they doing?
    - ix. [*LEFT Lion walking, net up*] Ask: What do you see here? Where is lion going? What’s up in the tree? What do you think will happen next?  
[*RIGHT paw & net*] Ask: What’s happening to lion?
    - x. [*lion in net*] Ask: What happened to lion? How did that happen?
    - xi. STOP after: The lion is trapped in the net.
3. Entering the Drama:
  - a. Ask: “How does the lion feel?”
  - b. State: “We need to get out of the net.”

- c. Magic Door (*Childsplay*)
  - i. Instruct participants to take out an (imaginary) piece of chalk and to draw a door and door knob/handle.
  - ii. Hand out their animal ears/tails they made previously.
  - iii. “When we open the door, we will be lions and mice in the forest.”

### Story Pantomime

1. Explore the forest as lions and mice, using the headbands and tails they made.
  - a. **Propbox:** Lion puppet
  - b. Sidecoach: Look at all the trees, step over the big rocks, hear the grass crunch under your feet.. Highlight participant animal movement.
2. Act out the story so far. Facilitator should have a group of mice and a group of lions.
  - a. Roam the forest as lions and mice
  - b. Trap the mouse/get trapped
  - c. Release the mouse/get released
  - d. Return to roaming the forest. Mice go home.
    - i. Facilitator transition: “I think I hear something. It sounds like a car.”
  - e. Teacher in Role
    - i. Facilitator becomes a hunter and traps the lions in the net, then exits the role.
      1. **Propbox:** Hunter hat, binoculars, net

### Problem Solve Pantomime & Exiting the Drama

1. “Lion is trapped in the net.. We need to get free. What can we do?”
  - a. Take suggestions for solutions from the participants and pick three (or more as time allows) to act out.
    - i. Possible solutions include breaking out of the net, calling for help, etc.
  - b. Act out the chosen suggestions but none of them work to let the lion escape the net.
2. “The lion is still trapped in the net. Let’s read to find out how they solved this problem.”
3. Magic Door (Exit the Drama)
  - a. Participants exit the drama by redrawing their magic doors.
  - b. “When we open the door we will be kids again and be back in the classroom.”

### Finish Book Reading & Reflection

1. Read second half of *The Lion and the Mouse* by Jerry Pinkney
  - a. Sample moments of interaction (1 per page):
    - i. **Propbox:** Lion puppet to narrate
  - b. [4 panels of mouse] Say: “RRROAAARRRRRRRR”  
Ask: Who said ROAR? Who do you see on this page? Where is mouse going?

(talk through the four panels) What is that? (pointing to the rope) What do you think will happen?

- c. [LEFT Lion closeup] Ask: What do you see here? How is lion feeling? How is mouse feeling?  
[RIGHT paw & net] Say: “Scratch Scratch”  
Ask: What do you think mouse will do?
  - d. [4 panels, mouse & rope] Say: “scratch scratch scratch scratch”  
Ask: What is mouse doing now? Why? What do you think will happen next?
  - e. [lion falling out of net] Ask: What’s happening here? How did the lion get free from the net? How do you think lion feels?
  - f. [LEFT lion free, mouse on peg] What are lion and mouse doing?  
[RIGHT 2 panels, mouse taking rope knot] What is mouse doing? What did they take? Where do you think mouse is going?
  - g. [Mouse and babies] Say: “Squeak squeak squeak squeak...”  
Ask: Where is mouse now? Who is mouse with? How do you think mouse feels? Where do you think the lion is? How does lion feel?
  - h. The End!
2. Reflection:
    - a. How did lion get free from the net?
    - b. Why did mouse help lion?
    - c. When have you done something to help a friend?

#### *Rehearsal (15 min)*

1. “Let’s practice for our performance..”
2. Practice mouse and lion movements.
3. Introduce Problem:
  - a. Decide with participants what solution they want to show for the performance, using the provided story circle template as needed/wanted. Participants can improvise acting out the solution and the facilitator should adjust and note what they do.

#### *Snack Time (30 min)*

1. Bring participants to the nearest restroom to use the restroom and wash their hands.
2. Eat snacks! Cleanup, wash hands again if needed.

#### *Literature Activity - Story Without Words (20 min)*

1. “Today we read a story without words. Now we are going to make our own stories without words.
2. Participants each have a piece of blank paper. Instruct/help them to fold the paper in half hotdog and hamburger style to make a small booklet of 4 pages.

3. Participants should draw a picture on each page to create a story in 4 images. Participants may create their own story or use the lion & mouse as inspiration. Remind participants to rely on images primarily but they can incorporate some words if needed.
4. If time allows, each participant should present and “read” their story to the group.

*Game – Option to Play Both, or Chose One of the 2 Below (15 min)*

**Game - Dog & Bone/Lion & Mouse (Spolin)**

1. Participants sit in a circle. One participant sits in the middle as the lion. Place a water bottle or other small object in front of the lion and instruct them to close their eyes.
2. Facilitator silently points to the mouse who will try to steal the object from the lion. If the lion hears someone they should point in the direction of the sound. If successful, swap for a new lion.
3. If the mouse successfully steals the object, they should hide it behind their back. Instruct the lion to wake and guess (3 tries) who stole the object. Sidecoach: Help the students think of strategies to keep the lion from guessing. Sometimes participants will give away the answer, so encourage teamwork to keep the lion from guessing.
4. Repeat with a new lion and mouse.

**Game - Charades**

1. Participants sit in the audience position. One participant goes up and begins acting while the rest of the group guesses what they are acting out. Repeat with each participant.
2. Modifications:
  - a. Give a theme - animals or school activities
  - b. Divide the group into teams to compete

*Closing Ritual (10 min)*

1. Closing Question: What is one word that you are thinking about from the story we read today?
2. Closing Coloring: Draw a picture of the lion and the mouse.
  - a. Facilitator puts on background music. Participants color until they are picked up.

**Extension:**

1. Extend *Literature Activity - Story Without Words* by having participants act out each of the stories.
2. *Game - Human Knot*: Participants stand in a circle and take hands with two different people in the circle who are not standing next to them. Without releasing hands, participants should untangle the circle so they are no longer knotted. It is ok if participants are facing out at the end.
3. *Story Stones* - Create new stories using the Story Stones.

**Assessment:** *Authentic, within activity*

1. Facilitator can assess image interpretation based on responses to moments of interaction while reading the story.
2. Facilitator should assess narrative comprehension of the story within the drama. If the group struggles to recall the story while pantomiming, facilitator should spend time repeating the story for comprehension.
3. Facilitator can assess problem-solving skills based on participant responses in the drama.
4. During reflection, facilitator should check for comprehension of larger themes and return to the story as necessary.
5. During Story Without Words, facilitator will assess ability to draw images that create a narrative. Sidecoach as necessary.

## **Day 3: MPS K-2 Prop Box Literacy through Drama Camp**

### ***Waa'aka': The Bird Who Fell in Love with the Sun* by Cindi Alvitre**

**Goal:** Participants will use drama and literacy games to engage with and pantomime a story from Indigenous Southwestern culture.

#### **Objectives:**

- Participants will use their voices, bodies, and props to reenact dramatic scenarios.
- Participants will locate and learn about Indigenous Southwestern culture and stories.
- Participants will work together to use their bodies to create collective movement.
- Participants will depict birds by crafting.
- Participants will interpret themes and lessons from a story.
- Participants will use drama methods to problem solve.
- Participants will create a collective oral narrative using group storybuilding.

#### **AZ State Standards:**

- 1.RL.2 Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson.
- 1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- TH.RE.9.1c Compare and contrast the experiences of characters in a guided theatrical experience (e.g., process drama, story drama, creative drama).
- TH.CR.2.2b Contribute ideas and make decisions as a group to advance a story in a guided theatrical experience (e.g., process drama, story drama, creative drama).

#### **Materials:**

- *Book:* *Waa'aka': The Bird Who Fell in Love with the Sun* by Cindi Alvitre
- *Prop Box:* yellow sun ball, percussion, leaves, blue fabric, mirrors, flashlights
- *Craft:* clothespins, markers or paint markers, feathers, glue sticks (or hot glue), googly eyes, construction paper, scissors (kid & adult)
- *Other:* daily schedule, world map printouts & crayons, paper, pencils, & coloring utensils

#### **Procedure:**

##### *Opening Ritual (10 min)*

1. Invite participants to take a seat in a circle.
2. Schedule: Using the printout, preview the schedule of the day.
  - a. As you complete tasks, check them off on the printout.
3. Question of the day: What's something you like to create?

##### *Intro Story Culture/Location on Map (10 min)*



1. “Today we’re not going too far– we will be going just west of Arizona, to where we call Southern California. Our story today is from the native, also called indigenous, land of the Tongva Tribe. The Tongva tribe lives here–” Point to Los Angeles on the globe.
2. “There are over 22 indigenous tribes here in Arizona where we live too, some of them include the Hohokam, O’Odham, Piipaash, and many more. Do you know anything about Indigenous people? ”
  - a. Facts for facilitator to share:
  - b. Facilitator should be attentive to stereotyping or misconceptions and be prepared to address/redirect as needed.
3. Prompt participants color in the section of their maps near US Los Angeles, home of the Tongva tribe, in one color, then share that the Tongva tribe is one of many indigenous tribes still residing in the United States today. Prompt students to color in the rest of North America in another color.

*Game - Machine (Spolin & Dawson, Kiger Lee) (10 min)*

1. Invite participants to sit facing an open space, which will be your dedicated stage space.
2. Ask a volunteer to move into the center and make a simple sound and motion that can be repeated comfortably; this is the first piece of the machine.
3. That participant continues while others add on to the machine with their own sounds and motions. Ideally, each player’s motions should relate to what the other players are doing—as the pieces of a machine do.
4. Variations:
  - a. Create a machine with a theme or prompt. Some examples include: an animal, the solar system, the ocean, or a specific machine such as a clock or pasta maker.
  - b. After creating a machine without a prompt, ask participants what that machine could have been or title the machine.
  - c. Conduct the machine to move faster or slower, like an orchestra conductor.
5. Possible Sidecoaching:
  - a. “Keep doing your sound and motion so others can join in!”
  - b. “When you see a place to add on, jump in!”
  - c. "Make sure to choose a sound/motion that is repeatable for a long period of time."
  - d. "Try to move with your whole body, not just your hands and arms."
  - e. "Remember that our machine does not have to be a straight line, try to use the space 3-dimensionally."

*Craft [Clothespin Birds](#) (30 min)*

**Clothespin Birds**

1. Make birds using clothespins for the body, feathers for the tail, and markers/construction paper/glue for the face.
2. Birds should be from the upcoming story: \*Owl, Kingfisher, Raven, Waa’aka’.

- a. \* = animals in other books this week
- 3. Participants can use their imaginations to depict the birds or create their own birds.
- 4. Birds should be stored in the propbox. Ensure participant names are on each bird.

*Story w/ Points of Participation & Drama (30 min)*

### **Reading & Entering the Drama**

- 3. Read first half of *Waa 'aka': The Bird Who Fell in Love with the Sun* by Cindi M. Alvitre
  - a. Sample moments of interaction [*image descriptions for reference*]:
    - i. [*navy, shadow hand*] Ask: Why does Wiyot feel lonely?
    - ii. [*acorns & sage*] Ask: How does the wind sound as it blows through willow trees?
    - iii. [*navy, yellow poppy*] Ask: What made Wiyot happy or joyful?
    - iv. [*owl, kingfisher, raven, waa 'aka'*] Ask: What sound do the winged birds make?
    - v. [*dark left, yellow sun right*] Ask: What is the sun's name in our Tongva story? (Tamet)
    - vi. [*Blue water, Waa 'aka' flying over*] Ask: Is Waa'aka' being a good friend? Why not?
    - vii. STOP after: "He was growing larger and rounder and hotter - so hot that the water dried up, and so did the leaves on the trees."
      - 1. **Propbox**: Yellow ball for sun
- 4. Entering the Drama:
  - a. Ask: "What is happening because the Tamet, the sun, is getting hotter and bigger?"
  - b. State: "We need to cool down the Earth."
  - c. Magic Bag (*Childsplay*)
    - i. Instruct participants that you have brought a magic bag with everything they need to become birds.
      - 1. **Propbox**: Clothespin birds to accompany acting
    - ii. Pull the (imaginary) bag down from the ceiling as a group - 3 tries
    - iii. "Put on" bird characteristics, taking participant suggestions ex. feathers, beaks, webbed feet
    - iv. Push the bag back up to the ceiling.

### **Story Pantomime**

- 3. Explore the beach as birds.
  - a. Sidecoach: Fly over the water, take a drink, feel the wind in your feathers.  
Highlight participant animal movement.
- 4. Act out the story so far. Participants can start by playing Wiyot and then shift to being birds.

- i. **Propbox:** Facilitator and/or participants can add sound effects with percussion.
- b. Blowing sand
- c. Planting trees
  - i. **Propbox:** Leaves
- d. Birds flying and showing off individual characteristics
- e. Making the sun
  - i. **Propbox:** Yellow ball for sun
- f. Gazing into the water
  - i. **Propbox:** Blue fabric for water

### **Problem Solve Pantomime & Exiting the Drama**

- 4. “The sun is too hot for the Earth. It is hurting the trees and birds. What should we do?”
  - a. Take suggestions for solutions from the participants and pick three (or more as time allows) to act out.
    - i. Possible solutions include sending the sun away, spraying water on everything, getting air conditioning, etc.
  - b. Act out the chosen suggestions but none of them work to cool the Earth.
- 5. “The sun is still too hot.. Let’s read to find out how the birds solved this problem.”
- 6. Magic Bag (Exit the Drama)
  - a. Participants exit the drama by pulling down the magic bag and removing their bird characteristics.
  - b. “Now we are kids again. Welcome back to the classroom.”

### **Finish Book Reading & Reflection**

- 3. Read second half of *Waa’aka’: The Bird Who Fell in Love with the Sun* by Cindi M. Alvitre - Start at “Wiyot and Tamet went to their council..”
  - a. Sample moments of interaction [*image descriptions for reference*]:
    - i. [*Green: Owl on right of page*] Ask: What did the birds decide to do with Tamet?
    - ii. [*Yellow: Waa’aka’ large at bottom*] Ask: Why doesn’t Waa’aka’ want Tamet to go into the sky?
    - iii. [*Orange: net, birds, and hands*] Ask: Is Waa’aka’ being helpful to the other birds? Why not?
    - iv. [*Waa’aka’ falling*] Ask: Where is Tamet? What happened to Waa’aka’?
    - v. [*Colorful night collage*] Ask: This is a picture of constellations, or stars, in the night sky. What do you see in this picture?
    - vi. **Propbox:** Mirrors to look at reflection
    - vii. **Propbox:** Flashlights to make stars
- 4. Reflection

- a. What happened to Waa'aka'? What kind of bird is she now?
- b. Why does she need to be punished?
- c. If you were Waa'aka', what would you do differently?

*Rehearsal (15 min)*

1. "On our last day we will perform part of each story we read. Let's practice."
2. Practice bird movements and sounds. Each participant should be able to introduce their bird.
3. "Tamet, the sun, was getting too close and the birds needed to cool down the earth. What were some ways they tried to cool things down?"
  - a. Decide with participants what solution they want to show for the performance, using the provided story circle template as needed/wanted. Participants can improvise acting out the solution and the facilitator should adjust and note what they do.

*Snack Time (30 min)*

1. Bring participants to the nearest restroom to use the restroom and wash their hands.
2. Eat snacks! Cleanup, wash hands again if needed.

*Lit Activity - Group Storybuilding (20 min)*

1. Participants sit in a circle.
2. Explain, "Wa'aka is a story from indigenous culture about how the sun ended up in the sky and why things in nature, including birds, plants, the sun, moon, and stars, are what they are. Let's create our own story about why nature is the way it is."
3. Facilitator leads the group in choosing an element of nature to explain ex. Stars, trees, wind, an animal.
  - a. **Propbox:** If applicable, use prop box elements to enhance the story.
4. Pick a participant to begin by saying one sentence of the story. The next participant in the circle adds another sentence to the story. Continue building the story around the circle until the story is finished. Facilitator should recap the story as necessary and help participants with their additions to ensure the story has a narrative flow.
5. Repeat with a new nature item as time allows.
6. Extension: Act out the stories.

*Game – Option to Play Both, or Chose One of the 2 Below (15 min)*

**Game - Mirror (Spolin)**

1. Group participants into pairs facing each other. Assign or let them choose who is partner A and who is partner B.
2. Partner A begins moving their body and partner B copies exactly. Sidecoach: You want your partner to copy you exactly, what speed is best to work at, what kind of movements,

etc.

3. Switch partners and repeat.
4. Extension: Divide the group in half and line each half up facing each other. You should have two lines facing each other. Repeat the activity but with the whole group mirroring the other group at one time.

### **Game - Columbian Hypnosis (Boal)**

1. Still in partners, partner A places their hand a few inches in front of partner B's face. Partner A leads partner B to move around the room, maintaining the distance between hand and face. Sidecoach: You want your partner to succeed, how fast or slow do you need to go, etc.
2. Switch partners and repeat.
3. Extension: Connect one leading partner to another group's leader with their free hand to make a chain of people following and moving.

### *Closing Ritual (10 min)*

1. Closing Question: What is one word that you are thinking about from the story we read today?
2. Closing Coloring: Draw your own constellations in the night sky (show nighttime collage page from book).
  - a. Facilitator puts on background music. Participants color until they are picked up.

### **Extension:**

1. Extend *Literature Activity - Group Storybuilding* by having participants act out each of the stories.
2. *Story Stones* - Create new stories using the Story Stones.

### **Assessment:** *Authentic, within activity*

1. The facilitator should assess narrative comprehension of the story within the drama. If the group struggles to recall the story while pantomiming, facilitator should spend time repeating the story for comprehension.
2. Facilitator can assess problem-solving skills based on participant responses in the drama.
3. During reflection, facilitator should check for comprehension of larger themes and return to the story as necessary.
4. During Group Storybuilding, facilitator will assess ability to collaboratively create a narrative. Sidecoach as necessary.

## Day 4: MPS K-2 Prop Box Literacy through Drama Camp

### *Buri and the Marrow* by Henriette Barkow

**Goal:** Participants will use drama and literacy games to engage with and pantomime a story from Bengali culture and create a final cumulative performance.

#### **Objectives:**

- Participants will use their voices, bodies, and props to reenact dramatic scenarios.
- Participants will locate and learn about Bengali culture and stories.
- Participants will work together to use their bodies to create collective movement.
- Participants will depict food by crafting.
- Participants will interpret themes and lessons from a story.
- Participants will use drama methods to improvise narrative.
- Participants will create a collective performance based on literature.

#### **AZ State Standards:**

- 1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- 1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- TH.RE.9.2c Describe how characters respond to challenges in a guided theatrical experience (e.g., process drama, story drama, creative drama).
- TH.PR.6.2 With prompting and support, use voice and sound in dramatic play or a guided theatrical experience (e.g., process drama, story drama, creative drama).

#### **Materials:**

- *Book:* *Buri and the Marrow* by Henriette Barkow
- *Prop Box:* scarf & glasses, pillow, rope or fabric, lion puppet, watermelon
- *Craft:* model magic or play dough
- *Other:* daily schedule, world map printouts & crayons, random object for “*what’s dat?*,” paper, pencils, & coloring utensils

#### **Procedure:**

##### *Opening Ritual (15 min)*

1. Invite participants to take a seat in a circle.
2. Schedule: Using the printout, preview the schedule of the day.
  - a. As you complete tasks, check them off on the printout.
3. Question of the day: What is your favorite food?

##### *Intro Story Culture/Location on Map (10 min)*

1. “Today we’re traveling to Asia for our story, to a region called Bengal. This region includes the country of Bangladesh and parts of India.” Point to Bengal on the globe.
2. Do you know anything about Bengal or India? ”
  - a. Facts for facilitator to share:
  - b. Facilitator should be attentive to stereotyping or misconceptions and be prepared to address/redirect as needed.
3. Prompt participants color in the section of their maps near East India/Bangladesh. Prompt students to color in the rest of Asia in another color.

*Game - What’s Dat (mainstages) (10 min)*

1. Participants sit in a circle. Give one participant a random object in the room and instruct them to use it as anything other than what it is. The other participants must guess what they are using the object as. Ex. Brushing your hair, playing guitar, etc
2. Pass the object to each participant in the circle and repeat.
3. Extensions: Option to pass it around a second time or choose another object and repeat.

*Craft ([Model Magic Food](#)) (30 min)*

1. Use model magic or playdough to create food sculptures.
2. Food should be from the upcoming story: Watermelon, chicken, rice, naan, cakes (reference the page in the book for examples). Participants can use their imaginations to create additional foods.
3. Food should be stored in the propbox. Ensure participant names are on each item if possible. Take care as model magic will not have sufficiently dried.

*Story w/ Points of Participation & Drama (30 min)*

**Reading & Entering the Drama**

1. Read first half of *Buri and the Marrow* by Henriette Barkow
  - a. Sample moments of interaction
    - i. Before starting: What do you think a Buri is? A marrow?
      1. **Propbox:** Old lady scarf & glasses
    - ii. Ask: What sound does a dog make?
    - iii. Ask: What do you think she packed in her bag?
    - iv. Ask: How does Buri feel? Do you know what Buri means now?
    - v. Ask: How does Buri feel?
    - vi. Ask: What kind of food did she eat?
      1. **Propbox:** Pillow under the shirt
    - vii. STOP after: ““What shall I do? All the animals are waiting to eat me.””
2. Entering the Drama:
  - a. Ask: “Why is Buri worried?”

- b. State: “We need to help Buri not get eaten.”
- c. Magic Door (*Childsplay*)
  - i. Instruct participants to take out an (imaginary) piece of chalk and to draw a door and door knob/handle.
  - ii. “When we open the door, we will be in the kitchen.”

### Story Pantomime

1. Explore the kitchen.
  - a. Sidecoach: Encourage using all 5 senses. What do you hear? Taste? Smell?
2. “Let’s retrace our path” to act out the story so far. Participants can start by playing Buri and then shift to being animals.
  - i. **Propbox:** Long rope/fabric for the path
  - b. Petting dogs
  - c. Packing bags
    - i. **Propbox:** Pack the propbox
  - d. Meeting the fox
    - i. **Propbox:** Animal ears/mask from previous days
  - e. Meeting the tiger
    - i. **Propbox:** Animal ears/mask from previous days
  - f. Meeting the lion
    - i. **Propbox:** Animal ears/mask from previous days and lion puppet
  - g. Eating food
    - i. **Propbox:** Model magic food

### Problem Solve Pantomime & Exiting the Drama

1. “Buri needs to get home but the fox, tiger, and lion are waiting to eat her. What should we do?”
  - a. Take suggestions for solutions from the participants and pick three (or more as time allows) to act out.
    - i. Possible solutions include hunting/trapping the animals, hiding, staying with the daughter, etc.
  - b. Act out the chosen suggestions but none of them work to get Buri home safely. Use judgement with acting out her being eaten = perhaps she runs back to her daughter’s house instead.
2. “The animals still want to eat her. Let’s read to find out how Buri and her daughter solved this problem.”
3. Magic Door (Exit the Drama)
  - a. Participants exit the drama by redrawing their magic doors.
  - b. “When we open the door we will be kids again and be back in the classroom.”



## Finish Book Reading & Reflection

1. Read second half of *Buri and the Marrow* by Henriette Barkow - Start at “‘Come Mother, I have a plan,’ answered the daughter, and went into the garden.”
  - a. Sample moments of interaction:
    - i. Ask: What is a marrow?
      1. **Propbox**: Watermelon
    - ii. Ask: Do you think her idea will work?
    - iii. Sing: Marrow turning round and round, we are rolling homeward bound.
      1. Repeat song each time
    - iv. Ask: How did the fox know she was in there?
    - v. Ask: How does Buri feel?
    - vi. Ask: What does fox have to eat?
  2. Reflection
    - a. How did Buri outsmart the animals? How did she outsmart the fox?
    - b. Have you ever solved a problem?

## Rehearsal (15 min)

1. “Today we will perform part of each story we read. Let’s practice.”
2. Practice old lady movements.
3. “Buri needed to get home safely. What were some of the solutions we tried?”
  - a. Decide with participants what solution they want to show for the performance, using the provided story circle template as needed/wanted. Participants can improvise acting out the solution and the facilitator should adjust and note what they do.

## Snack Time (30 min)

1. Bring participants to the nearest restroom to use the restroom and wash their hands.
2. Eat snacks! Cleanup, wash hands again if needed.

## Rehearsal (30 min)

1. “It’s time to connect all of the scenes we rehearsed this week. Let’s practice.”
2. Run through the performance using the template. Introduce each story in the order they were read.
3. Incorporate **propbox** elements where possible.
4. Participants should line up to bow at the end of the showcase and then go down the line and say their names. Be sure to practice this part.

## Showcase (30 min)

1. Do the show!
2. Facilitator should introduce and conclude the performance.

- a. Intro: “Thank you for coming. My name is ... and it has been a pleasure to work with your students this week. Each day we read a new book and acted out scenes from the text and created our own scenes based on the story, all of which you will see in the performance. Enjoy!”
- b. Outro: “Thank you again! Please have your student take home all of the crafts they created this week.”

**Extension:**

1. Additional rehearsal as necessary.
2. Repeat favorite games from the week.

**Assessment:** *Authentic, within activity*

1. The facilitator should assess narrative comprehension of the story within the drama. If the group struggles to recall the story while pantomiming, facilitator should spend time repeating the story for comprehension.
2. Facilitator can assess problem-solving skills based on participant responses in the drama.
3. During reflection, facilitator should check for comprehension of larger themes and return to the story as necessary.
4. During the performance, facilitator can assess the success of the camp by seeing how participants recall and perform story and performance components.