

Lesson Focus: *The Three Billy Goats Gruff* Story Dramatization

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Target Group/Level: 1-2nd Grade

Approximate Length: 45 Minutes

Materials/Resources:

Picture/Prompt Worksheets

Crayons/Markers/Drawing Utensils

The Three Billy Goats Gruff Retold by Ronne Randall

Paper horns/claws

Paper bridge

National/State Curriculum Standards: (Based on SC State Theatre Standards)

Anchor Standard 1: Story Making

Benchmark T.CR NM.1 I can work with others to re- create a story through non- verbal communication (ex: Pantomime/ mime)

Anchor Standard 3: Improvisation

Benchmark T.P NM.3 I can make choices to change body and voice to portray differences between myself and characters in a guided drama experience.

Anchor Standard 4: Directing

Benchmark T.P NM.4 I can respond effectively to directions and side coaching.

Vocabulary: Objective - a *goal* that a character wants to achieve

Character - a person represented in a drama, a role in a play

Setting - where a story takes place in a play

Pre-Assessment: Students will draw a picture and write a sentence about a time when they were brave. Students will discuss and show-and-tell their pictures.

Learning Objectives:

- Students will be able to make choices about their body and voice to portray a character from the story
- Students will successfully complete a pantomime activity through the story dramatization of *The Three Billy Goats Gruff*
- When given, students will respond effectively to side coaching as both an actor and audience member

Instructional Procedures:

1. PIQUE: “Busy Bee” Drama Activity: leader calls out two body parts (“hand to head”; “elbow to nose”) and students must pair with a partner to make a shape with those body parts touching. When the leader calls out “busy bee,” students must switch partners. Students should get consent from their partner to touch before proceeding. After some practice, students will repeat the activity as goats, using goat anatomy language such as “horn to hoof.”

2. PRESENT: Leader reads the story The Three Billy Goats Gruff, pausing to write repeated dialogue on the board if desired.

3. PLAN:

What is the objective (goal) for the Billy Goats Gruff? What is in their way?

What is the objective (goal) for the Troll? What happens to him?

What happens first? Then what? Then what? Finally? (If desired, leader may write story order on the board to prompt narrators later)

How would the littlest Billy Goat Gruff sound? How would the middle Billy Goat Gruff sound? How would the Great Big Billy Goat Gruff sound? How would the Troll sound? What sound do the Billy Goats make as they cross the bridge?

How would the littlest Billy Goat Gruff move? How would the middle Billy Goat Gruff move? How would the Great Big Billy Goat Gruff move? How would the Troll move?

Who wants to be a Narrator? Who wants to be a Troll? Who wants to be a little Billy Goat Gruff? Who wants to be a middle Billy Goat Gruff? Who wants to be a Great Big Billy Goat Gruff?

4. PLAY: Narrators narrate the story from memory, using written prompts, or using the book. The teacher may be the narrator, assist the narrators, or participate in the action. The students play Billy Goats Gruff and Trolls as narrated by the narrators, saying improvised or pre-decided lines, such as “Don’t eat me!” Or “TripTrap TripTrap!” All participants may take a bow at the end and clap for themselves.

5. PONDER

What was your favorite part to play? What was the hardest part?

What is the moral or message of the story?

How did the story make you feel?

When was the last time that you worked together with your family or friends?

Can you define the terms *objective*, *character*, *setting*?

6. PUNCTUATE

- 1) Instructor says: "Thank you so much for all of your hard work today! Thank you for using your imaginations to become the trolls and goats, as well as for being good audience members. Now that we are all done with our drama for the day, everyone can trip trap back to your seats, take off your horns, and be ready to continue." They will then lead into the drawing/reflection activity.
- 2) To reflect, students will draw their favorite part of the story/favorite part of the activity. If they participated in the story drama, they can even draw themselves as one of the characters.

Assessment of each objective:

- Were students able to become the characters in the story using their voices and bodies?
- Did students respond well to side coaching given by the instructor? Did they respond well as both an audience member and actor?
- Were students able to pantomime becoming the characters in the story?

Reflection: What went well in this lesson and what did not? How were my transitions? Were students engaged and on task and why or why not? What would I change for next time? How can I go deeper and further explain vocabulary to this age group?

Story Dramatization Checklist

*** = Best Work**

✓ = Good Work

- = Needs Work

___ I was an active participant during the performance (audience or actor)

___ I followed the directions of my teacher

___ I created drawings based on prompts from my teacher

___ I behaved appropriately during the story drama

Category/Points	5	4	3/2	1/0
Acting: Using the body and voice to create animal characters	Consistently using both body and voice to portray a character	Sometimes using body and voice or using either body or voice to portray a character	Infrequently using body and/or voice to portray a character	Does not use body or voice during the activity
Story Making: recreating the story non-verbally with peers	Effectively and appropriately recreating the story non-verbally with their peers	Mostly recreating the story non-verbally, using voice occasionally during the activity	Infrequently utilizing non-verbal communication to recreate a story	Is not recreating the story non-verbally, talks constantly throughout the activity
Responding: appropriately listening to directions and applying them to the action	Always listening and responding to directions and applying them appropriately during the activity	Sometimes listening and responding to directions and sometimes has difficulty applying them appropriately during the activity	Infrequently listening and responding to directions and has difficulty applying them appropriately during the activity	Rarely listening and responding to directions, applying directions inappropriately
Participation: being consistently active in the work that is being done in the classroom	Always remaining active and engaged throughout the entirety of the lesson	Student is mostly engaging in the lesson but may be distracted	Infrequently remaining active throughout the lesson and classwork, participating occasionally	Student is not participating or engaging with the lesson