

## Integrating Drama in a Fable Unit

The Ant and the Grasshopper  
Grade Level: 1st-3rd grade

### Drama Treatment 1: Tableaux

#### Common Core Standards

- RL. 2** Retell stories, include key details, and demonstrate understanding of their central message
- RL. 4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
- RL. 7** Use illustrations and details in a story to describe its characters, setting, or events
- RL. 9** Compare and contrast adventures of a character in two different texts

#### Central Questions

What are the most critical moments in a scene of a text?

#### Students Will

1. Recognize the words and pictures in the text that appeal to the senses
2. Create a tableaux to dramatize the sequencing of major events in the text
3. Make predictions throughout the course of reading the story
4. Students will determine the main idea and central message
5. Students will compare two adaptations of the fable and compare and contrast how they are both alike and different

#### Scaffolding

- Read- aloud of fable half way
- 3 Tableaux to show what has happened so far
- Add in sound-scaping
- Class discuss- what do we think will happen next?
- Independently students will write out their own endings, encourage students to be creative!
- Small groups share-out their endings and pick one to create a tableaux on
- Share-Out, What do we notice?
- Add dialogue, sound effects and actions to the stories
- Share-Out, What do we notice?
- Finish reading the story

#### Next Day

- Read a different version of the Grasshopper and the Ant- How is it alike/ different?
- Explore space as the grasshopper with music
- Explore space as the ant with music

## Next Day (continued)

- Play song and ask, is this the grasshopper's or ant's song? Why? Write on board
- Small groups - retell the story as it is intended to be using no voices, only 3 tableaux
- Share- Out
- Add dance in between each frozen image
- Rehearse small group movement/ dance pieces

## Reflection

- Share- Out- What do we notice? What do we like? What do we wonder?
- Did you like telling the story without using your voice? Why or why not?
- What was required in order to tell the story accurately?

## Drama Treatment 2: Extending the Story and Role-Playing

### Common Core Standards

**RL.2** Retell stories, include key details, and demonstrate understanding of their central message

**RL.3** Describe how characters in a story respond to major events and challenges

**RL.9** Compare and contrast adventures of a character in two different texts

### Central Questions

How did the characters in the fables: The Ant and the Grasshopper and The Tortoise and the Hare grow and change from beginning to end?

### Students Will

1. Recognize the words and pictures in the text that appeal to the senses
2. Create a tableaux to dramatize the sequencing of major events in the text
3. Make predictions throughout the course of reading the story
4. Students will determine the main idea and central message
5. Students will compare two adaptations of the fable and compare and contrast how they are both alike and different

### Scaffolding

- Read the text as a class read-aloud
- Actor becomes a grasshopper, class will be an army of ants giving advice
- Finish reading the story
- Story tell The Tortoise and the Hare, use class to tableaux (Carving) sound-scape the storytelling up until the race

## Scaffolding (continued)

- Ask students if they would like to meet the Tortoise, step into role
- Tortoise is feeling blue because he doesn't think he will win, class gives advice
- Have students reflect by giving words to describe the Tortoise (Apply the Rainbow of Desire Principle)
- Finish the story-telling
- Recap with tableaux
- Pick one of the four characters and make decisions on how they walk
- Explore the space
- Freeze, thought-track
- Announce to class that we are going to create our very own animal fable with these 4 favorite characters
- Establish that last year was the town race and the tortoise won but this year, who will be the winner?  
4 Teachers (or students) will step into role as grasshopper, ant, tortoise and hare
- Students as "reporters" will take time to jot down 3 questions they want to ask race contestants.
- The race candidate interview is conducted
- Once I direct them into ready stance for the race, end the improvisation

## Reflection

- Use stickies on the characters: How are characters alike and different? Why is that?
- Students journal making a prediction of who they think will win. Include why you think that and how they win? What do they do to be the winner?

## Drama Treatment #3: Devising a Drama Using the Same Central Message

### Common Core Standards

**RL.2** Retell stories, include key details, and demonstrate understanding of their central message

**RL.3** Describe how characters in a story respond to major events and challenges

**RL.9** Compare and contrast adventures of a character in two different texts

### Central Questions

How can the central message in the The Ant and the Grasshopper be used to devise a new drama?

### Students Will

1. Students will explore the setting of the story
2. Students will analyze the thoughts/ feelings of the main characters and how they responded to the major events of the story
3. Create a tableaux to dramatize the sequencing of major events in the text

## Students Will (continued)

4. Make predictions throughout the course of reading the story
5. Students will determine the main idea and central message

## Scaffolding

- Recap the familiar fable together as a class
  1. Rainbow of Desire for Grasshopper at beginning
  2. Rainbow of Desire for Grasshopper at end
  3. Model thought- tracking
  4. Class discussion- WHY does he feel this way? WHAT did he learn?
- Whole Group- Setting exercise
- Small groups- pick a setting and build it
- Share-out, What do we notice?
- Model modeling to clarify choices
- Explore space as if you are the grasshopper, freeze, though-tracking “One word to describe how your character feels”
- Think of how you could still be just like the grasshopper but as a pig, duck, cow
- Add in a scenario
- Now explore the ant with same process
- Get students into small groups and pick their scenario that has to do with being lazy
- Share-Out and write down

## Next Day

- Create small group tableaux of new story using 3 image moving picture
- Share-Out
- Add in narration
- Share-Out
- Add in sounds, dialogue and movement in between tableaux
- Share-Out

## Reflection

- What did you like, notice and wonder about these performances?
- Write your story using juicy details and including the “lesson” the character learned
- Reflection: What was the process of adapting this story like for you? What did you like, notice, wonder about?