

# Making Books Sing

## Public School 39

### First Grade Residency

## Session One: Compassion

### Checklist

**Residency Objectives:** Teach supporting activities that will support an understanding of the story and that will prepare the class for their playwriting journey.

**Goals for the Day:** To introduce students to the plot and setting of the book under study.

**Question of the Day? :** *What is Plot? What is Environment?*

**Learner Outcomes:** Students identify major plot points in the chosen book

**Classroom Teacher Activity:** The classroom teacher will be responsible for documenting text generated by the students during improvisations, suggesting vocabulary ideas and eliciting verbal responses from the students.

**Tools:** Large Notepaper, Marker

**Objectives:** Write the first four lines of the scene.

**INTRODUCTION: Building a Friendship: What does friendship require?** 5 min.

————— *Building a Friendship Movement Sequence-* This sequence will build with every session. The first Movement is *Compassion*.

————— **PHYSICAL WARM UP:** led by Teaching Artist 5 min.

What does it feel like when we are compassionate? Begin brainstorming words

*What are Neutral Position and Active Listening?*

*Breath and Stretch* - lace fingers, inhale and stretch, wiggle ankles, calves, thighs, hips, stomach, shoulders, head

*Change One Thing/ Statues* (add *Rhythm* and *Sound*)

————— **STATUES AND FREEZE-** led by Teaching Artist 5 min.

The class will begin an exploration of the book under study, creating individual **Statues** based on *Important Events* in the book, employing ideas of **Building a Friendship**. The students will be encouraged to become all the elements including sounds and inanimate objects.

————— **PLOT AND THEME: “THE WIND BLOWS” – Co-led with Classroom Teacher** 5 min.

- To find personal connections with the book, students will be asked to connect their own experiences with **Theme, Plot** and **Character**.
- Begin to develop a Vocabulary List based on Student Responses.
- Classroom Teacher and TA begin to document a list on chart paper.
- Pose the question, “What is this story about?”

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**SETTING/ENVIRONMENT – led by Teaching Artist** 10 min.

- *Doodle*- Students choose a favorite environment from the book and draw the location on an imaginary canvas. (Step One)
- *Step Into The Painting*: Students will be asked to magically step into the painting and become elements of the environment. (Step Two)
- *Moving Pictures*: Students create rhythmical movements found in the environment (Step Three)
- *Soundscape*: Students create sounds in the environment. (Step Four)

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**SNAPSHOTS - led by Teaching Artist** 10 min.

Students will track the narrative of the book under study in group statues or **Tableaux**, integrating **Rhythm and Sound**

- *Tableaux*: In groups, students create frozen stage pictures of significant events in the story. Snapshots may be based on illustrations from the book, charting the narrative.
- *Sequencing*: Students arrange the Tableaux in a narrative order
- Students will give each Tableaux a *Rhythm*
- Students will give each Tableaux a *Sound*

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**Introduction To Adaptation –led by Teaching Artist** 10 min.

*Scenes in a Minute: Improvisation*

- Divide the class in half. Remind the students that scenes are moving Tableaux.
- Each team has one minute to enact important moments from the book under study related to their chosen *Environment*.
- Students may use text, sound and movement to portray activities in the *Environment*.
- The Classroom Teacher documents lines from the improvisation.
- Review the text and develop the first four lines of the script.

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**REVIEW AND REFLECTION: Co-led with Classroom Teacher** 5 min.

- Tell the students that as a team, we will move towards Building a Friendship as Playwrights in the next four sessions. Re-establish the PLOT and THEME of the book and of our journey
- Review Vocabulary Terms.
- Review the goals for the lesson. Ask the students if we achieved our goal.

**Total Time:** 55 min.

**Class Assignment:** Practice the *Building a Friendship Sequence*. Review and add to the Vocabulary List and First Four Lines of the Scene. Students will be asked to **Draw the Environment**, creating artwork based on Settings from their chosen book, with attention to Shape, Color, Size and Composition. These drawings will be used later for improvisation ideas, stage designs and costumes.

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## Session Two: Respect

**Questions of the Day:** *What is the Central Action in the book?*

**Goal for the Day:** Review improvisations and theater exercises exploring **Why Are We Here?** and **What Are We Doing?**

**Objectives:** Develop the script through Improvisation exploring *Why Are We Here?* and *What Are We Doing?*

**Supplemental Material:** Butcher Paper, Marker, Vocabulary Lists

**Classroom Teacher Activity** – Teacher will review *Compassion*. The classroom teacher will be responsible for documenting text generated by the students during improvisations, suggesting vocabulary ideas and eliciting verbal responses from the students.

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**Warm Up – co-led with Classroom Teacher** **5 min.**

- *Neutral Position/ Active Listening*
- *Review Breath and Stretch*
- *Change One Thing/ Statues*
- *Building a Friendship Movement Sequence-* Review *Compassion*. Add *Respect*, integrating **Sound and Rhythm** into the exercise.

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**Review Vocabulary List** **5 min.**

- Read through the *Vocabulary List* based on previous class work and discussions.
- Remind the Students to continue building on the list throughout the residency and between sessions.
- Review the PLOT, THEME and ENVIRONMENT of their scene.
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**First Four Lines of the Script – co-led with Classroom Teacher** **5 min.**

- *Change One Thing* - Review the first four lines of the scene. Play *Change One Thing* with the text to Introduce *Editing*.

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**Review Art Work – led by Teaching Artist** **10 min.**

- Review student artwork based on Settings from their chosen book.
- Identify ideas from drawings that can be used for improvisation and writing.
- *Doodle* - Using an imaginary canvas, students will paint chosen illustrations (Step One)
- *Step Into The Painting:* Students will be asked to magically step into the painting and become elements of the environment. (Step Two)
- *Moving Pictures:* Students create rhythmical movements found in the environment (Step Three)
- *Soundscape:* Students create sounds in the environment. (Step Four)

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**Introduction To Action –co-led with Classroom Teacher** **10 min.**

- *Scenes in a Minute: Improvisation*
- Divide the class in half. Each team has one minute to enact things that happen in the chosen *Settings* based on *Student Art Work*.
- Document the text.

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**Snapshots – led by Teaching Artist** **10 min.**

- Choose three significant moments from the beginning, middle and end of the story. In three groups, create snapshots of each moment
- Each student has one line of text based on their *Action (What am I Doing?)*.

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**Recording Our Scene Work – co-led with Classroom Teacher** **5 min.**

- Students document, edit and revise scene dialogue and add to the first four lines of each scene

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**Review and Reflection – co-led with Classroom Teacher** **5 min.**

- a. Restate the goal. Was it achieved? Leave time for questions and comments.
- b. Classroom Teacher will participate by connecting classroom goals with residency goals.

**Total Time:** **55 min.**

**Class Assignment:**

- Review and add to the Vocabulary List
- Review and add writing to each Scene.
- Students will be asked to **Draw the Action**, creating artwork based on the central action from their scene, with attention to Shape, Color, Size and Composition. These drawings will be used later for further improvisation ideas.

**Teaching Artist Assignment:**

- First draft of the script.

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#### Session Three: Honesty Checklist

**Goals:** Develop the script through improvisation, exploring Who Are We? What Do We Want? and How Will We Get It? Create a Song for the Central Conflict. Every student in the class is assigned a task.

**Questions for the Day** – *What is Character? What is a Protagonist/Antagonist? What is the moment of Conflict in the story?*

**Learner Outcomes:** The students will invent new characters and generate dialogue for their scene. Students will make strong collaborative choices and will review the script for clarity.

**Classroom Teacher Activity:** Document text generated by the students during the Improvisations. Lead an Activity modeled in a previous session. Coach a group of students during the session to develop scene writing. Guide discussion and reflection after the activities.

**Tools:** First Draft of the Script, Vocabulary Lists

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#### Warm Up – co-led with Classroom Teacher 5 min.

- *Neutral Position/ Active Listening*
- *Review Breath and Stretch*
- *Change One Thing/ Statues*
- *Building Our Friendship Sequence*
- *Vocal* – Explore Character Voices, moving through the register.

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#### Read Through – led by Teaching Artist 5 min.

- Read through the first draft of the script. Discuss necessary script revisions. Document suggestions for further exploratory writing.

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#### Review Art Work – led by Teaching Artist 5 min.

- Review student artwork based on Action from their chosen book.
- Identify ideas from drawings that can be used for improvisation and writing.

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#### Parade of Characters- led by Teaching Artist 10 min.

- **Walk** - The students choose a Character from their scene and walk in a circle as a group around the room in the shoes of their character.
- **Talk**- How does this character talk? What does the Character want?
- **Rhythm** - Identify a rhythm for the character and give the character a tempo.
- **Obstacle** - The characters will encounter an *Obstacle* during this exercise.
- **“I Want” Gesture**- Students will be asked to identify the problem their character is having and create a gesture that reveals the character’s *conflict*.

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**Protagonist and Antagonist - led by Teaching Artist****5 min.**

*Mirrors or Push Me and Pull You* – Students break off into pairs and play a short game in which they explore *Honesty* and create a trust with their partner.

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**Tableaux – led by Teaching Artist****10 min.**

- Students divide into three groups and create three *Tableaux (Frozen Picture)* based on the Beginning, Middle and End
- Each student creates a statue of a character from their script. Include inanimate objects.
- Students create a *Tableau (Frozen Picture)* that represents the role of the *Protagonist* in the scene. Each character speaks one sentence that begins “*I Want ...*”
- Add the *Antagonist* to the *Tableaux* who creates a major obstacle for the *Protagonist*.
- Allow each character to speak one sentence that reflects their inner thoughts (*Inner Monologue*).
- Document the text.

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**Introduce Conflict – led by Teaching Artist****10 min.**

- The class will identify the central moment of conflict, the crisis, in the story.
- Students create a *Tableaux of the Central Conflict*
- The students give the *Tableaux* a title. (*Heading Sentences*)
- The actors in the *Tableaux* each speak one sentence that describes what the character is thinking and wants.
- Classroom Teacher and Teaching Artist will document the text.

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**The Song Moment: Improvisation – co-led with Classroom Teacher****5 min.**

- Identify a rhythm for each character and choose a *Tempo* for the moment of Conflict.
- Students create *Three Gestures* for each character based on the *Tempo*.
- Use words from the Vocabulary List and improvised text to build a spoken or sung poem that reveals the problem.
- The class will create a Song that further the *Action*.
- The Classroom Teacher documents the text.

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**Review and Reflection – co-led with Classroom Teacher****5 min.**

- Restate the goal. Was it achieved? Leave time for questions and comments.
- Classroom Teacher will participate by connecting classroom goals with residency goals.

**Class Assignment:**

- Review and add to the Scene Dialogue and Song.
- Students will be asked to **Draw the Characters**, creating artwork based on characters in their scene.
- Students may also create collages and biographies of each character in the scene.
- Write poems or songs that evolve out of their drawings.

**Teaching Artist Assignment:**

- Second draft of the script

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#### Session Four: Trust

##### Checklist

Questions of the Day: *What is Climax?*

**Goals for the Day:** Rehearsal and final editing of the class script.

**Classroom Teacher Activity:** Co-lead discussions. Direct the scenes.

**Supplemental Material:** Third Draft of the play.

\_\_\_\_\_ **Warm Up – co-led with Classroom Teacher** **5 min.**

- *Building a Friendship Sequence*
- *Vocal* – Review and rehearse the student created song(s)

\_\_\_\_\_ **Review our Playwriting Journey– co-led with Classroom Teacher** **5 min**

- Review Vocabulary terms *Plot, Action, Character, Conflict* and *Theme*
- Guided discussion led based on the theme of the story. What is the lesson?
- What have we learned about Building a Friendship while building our play?

\_\_\_\_\_ **Review Art Work – led by Teaching Artist** **5 min.**

- Brief presentation of student art work based on the *Central Conflict* in the play.
- Students create *Snapshots* of their scene based on chosen drawings.

\_\_\_\_\_ **Introduction To Climax – led by Teaching Artist** **5 min**

- Students create a *Tableaux* of the *central conflict* in their scene.

\_\_\_\_\_ **Introduction to Resolution - co-led with Classroom Teacher** **10 min**

- Using dialogue, actors heighten the problem and explore different ways of resolving the conflict.

\_\_\_\_\_ **Read-Through – co-led with Classroom Teacher** **10 min.**

- Students read through the second draft of their script for clarity

\_\_\_\_\_ **Rehearsal– led by Classroom Teacher** **20 min.**

Classroom Teacher leads a complete rehearsal of each scene. The Teaching Artist will support the students with acting notes, including volume, diction, gesture and intention.

**Review and Reflection – co-led with Classroom Teacher** **5 min.**

**Total Time:** **55 min.**

##### Classroom Assignment:

- Vital that Teacher and Teaching Artist communicate between sessions to create a final draft of the scene. Each student should know what he or she is responsible for. Classes **MUST** read and discuss their partner class's book between sessions. The class can choose to create a presentation of all artwork and writing. Students may also choose to design a program or posters for their Sharing Day.

##### Teaching Artist Assignment:

- Provide Final draft of play. Confirm the method of collecting final edits from the class. Ensure the teachers have their Sharing Day schedule and know who their partner class is.

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## Session Five: Sharing Day

### Checklist

**Question of the Day:** What is the *resolution*?

**Goal:** Class presentation and discussion of student created plays

**Supplemental Materials:** Final draft of the script, Student Artwork

**REHEARSAL:** co-led with Classroom Teacher

**20 min**

Each class will have 20 minutes to rehearse and reflect with the Teaching Artist prior to the Sharing.

**SHARING:** co-led with Classroom Teacher

**55 min.**

Classes will be paired and students will present their plays for one another. A discussion and reflection will follow each presentation.

**Classroom Teachers will prepare students for the Sharing by:**

- 1) Rehearsing the play
- 2) Creating a visual presentation of art work created by the students
- 3) Reflecting on the process of adapting a book and writing a play
- 4) Reading and discussing *Theme, Plot, Action, Characters, Conflict, Climax* and *Resolution* of the partner class' book.

### **SAMPLE DISCUSSION QUESTIONS:**

How was our play different than the book?

Can you describe the settings/ places in our play?

How did the play reveal exposition and setting?

Where are we?

How did you know?

Who is the main character?

Did we add new characters? Did we remove characters?

How were the characters different?

Who are the Protagonists and Antagonists?

Who were they?

What is the theme of our play? Is it different than the book?

What did the characters learn?

Teachers, did you notice improvements in your students?

Why did we choose songs? What was the purpose of the songs?

What was the central action of the play?

Why did they choose those moments from the book?

What was the central problem/conflict in the play? How was it resolved?

How did you choose your scenes?

How did you make decisions together?

How did you write the play?

With more time, how would you continue to develop the play?

What was your favorite part of the writing?

What part of the writing do you think they could improve on?