*Below are the recommended two week lesson activities:*

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| Day | TEKS / Skills | Approximate Time |
| 1 | Kindergarten:

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| The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to: **THEATRE.K.1A** Develop self-awareness through dramatic play.

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| 1st grade:The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to: **THEATRE.1.1A** Develop confidence and self-awareness through dramatic play 2nd grade

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| The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to: **THEATRE.2.1A**React to sensory experiences such as sight or sound through dramatic play.  |

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 | 30min |
| 2 | Kindergarten:

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| The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to: **THEATRE.K.1B** Explore space using expressive movement.

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| 1st grade:

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| The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to: **THEATRE.1.1B** Develop spatial awareness in dramatic play using expressive and rhythmic movement. 2nd grade:

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|  The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to: **THEATRE.2.1B**Expand spatial awareness in dramatic play using expressive and rhythmic movement.  |

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 | 30min |
| 3 | Kindergarten:

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| The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to: **THEATRE.K.1C** Imitate sounds.

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| 1st grade:

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| The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to: **THEATRE.1.1C** Imitate actions and sounds. 2nd grade:

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|  The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to: **THEATRE.2.1C**Participate in dramatic play using actions, sounds, and dialogue.  |

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 | 30min |
| 4 | Kindergarten:

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| The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to: **THEATRE.K.1D** Imitate and recreate objects in dramatic play.

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| 1st grade:

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| The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to: **THEATRE.1.1D** Imitate and create animate and inanimate objects in dramatic play. 2nd grade:

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|  The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to: **THEATRE.2.1D**Role play, imitate and recreate dialogue.   |

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 | 30min |
| 5 | Kindergarten:

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| The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to: **THEATRE.K.2A** Demonstrate safe use of movement and voice. 1st grade:

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| The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to: **THEATRE.1.2A** Demonstrate safe use of movement and voice. 2nd grade:

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|  The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to: **THEATRE.2.2A**Demonstrate safe use of movement and voice |

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 | 30min |
| 6 | Kindergarten:

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| The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to: **THEATRE.K.2B** Assume roles through imitation and recreation. 1st grade:

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| The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to: **THEATRE.1.2B** Create roles through imitation. 2nd grade:

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| The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to: **THEATRE.2.2B**Role play in real life and imaginative situations through narrative, pantomime, dramatic play, and story dramatization. |

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 | 30min |
| 7 | Kindergarten:

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| The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to: **THEATRE.K.2C** Identify the characteristics of dramatic play. 1st grade:

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| The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to: **THEATRE.1.2C**Dramatize simple stories. 2nd grade:

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|  The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to: **THEATRE.2.2C**Create dramatizations of limited-action stories using simple pantomime or puppetry.  |

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 | 30min |
| 8 | Kindergarten:

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| The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to: **THEATRE.K.2D** Participate in dramatic play. 1st grade:

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| The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to: **THEATRE.1.2D**Dramatize poems and songs. 2nd grade:

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| The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to: **THEATRE.2.2D** Dramatize poems and songs using simple pantomime or puppetry.  |

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 | 30min |
| 9 |

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| Kindergarten:

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| The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to: **THEATRE.K.2D** Participate in dramatic play. 1st grade:

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| The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to: **THEATRE.1.2D**Dramatize poems and songs. 2nd grade:

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| The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to: **THEATRE.2.2D** Dramatize poems and songs using simple pantomime or puppetry.  |

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 | 30min |
| 10 | Kindergarten:

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| The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to: **THEATRE.K.2D** Participate in dramatic play. 1st grade:

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| The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to: **THEATRE.1.2D**Dramatize poems and songs. 2nd grade:

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| The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to: **THEATRE.2.2D** Dramatize poems and songs using simple pantomime or puppetry.  |

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 | 30min |

Day 1:

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| Activity/Task  | Act Out a Story:Part 1: Parent/Guardian/Caregiver either reads a story to the student(s) or tells a story to the student Part 2: the student(s) then makes plans on how they would act out all or part of the story.Part 3: The student (possibly along with the Parent/Guardian/Caregiver) act out part of the story. |
| Resources | A book of the child or guardian’s choosing (this can be a storybook that the child has at home or one on the list of books for K-2 sent out by HISD)  |
| Handouts |  |
| Additional Notes  |  |

Day 2:

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| Activity/Task  | Act Out a Story:Part 1: Parent/Guardian/Caregiver either reads the same story to the student(s) or tells the same story to the student as in Day 1.Part 2: Making masks—Using paper plates, yarn (to attach masks to student head),or anything else available, the students will create a facial mask or costume to represent a character from the storyPart 3: The student (possibly along with the Parent/Guardian/Caregiver) act out part of the story with the mask(s). Keep the masks for tomorrow. |
| Resources | A book of the child or guardian’s choosing (this can be a storybook that the child has at home or one on the list of books for K-2 sent out by HISD)  |
| Handouts |  |
| Additional Notes  |  |

Day 3:

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| Activity/Task  | Act Out a Story:Part 1: Parent/Guardian/Caregiver either reads a story to the student(s) or tells a story to the student Part 3: Adding props – with the help of the Parent/Guardian/Caregiver, the student will select three to five items found in their home to be hand props in their play based on the story they were read or told.Part 4: The student (possibly along with the Parent/Guardian/Caregiver) act out part of the story with the mask and hand props. Keep masks and hand props for tomorrow. |
| Resources | Masks (created on Day 2), A book of the child or guardian’s choosing (this can be a storybook that the child has at home or one on the list of books for K-2 sent out by HISD)  |
| Handouts |  |
| Additional Notes  |  |

Day 4:

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| Activity/Task  | Act Out a Story:Part 1: Parent/Guardian/Caregiver either reads a story to the student(s) or tells a story to the student Part 2: The student (possibly along with the Parent/Guardian/Caregiver) acts out the whole story with the mask and hand props |
| Resources | A book of the child or guardian’s choosing (this can be a storybook that the child has at home or one on the list of books for K-2 sent out by HISD)  |
| Handouts |  |
| Additional Notes  |  |

Day 5:

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| Activity/Task  | Act Out a Story:Part 1: Without looking at the book, the student tells the story (that their Parent/Guardian/Caregiver told or read to them) in their own words to their Parent/Guardian/Caregiver.  |
| Resources | A book of the child or guardian’s choosing (this can be a storybook that the child has at home or one on the list of books for K-2 sent out by HISD)  |
| Handouts |  |
| Additional Notes  |  |

Day 6:

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| Activity/Task  | Create a ZooPart 1: The students self-selects an animal of their choice. They move around the room imitating the movement and sounds of the animal. Part 2: Next, the Parent/Guardian/Caregiver prompts the students with specific animals to imitate. The student then self-selects an animal to perform for the class as the class attempts to identify the animal. |
| Resources |  |
| Handouts |  |
| Additional Notes  |  |

Day 7:

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| Activity/Task  | Three ChairsPart 1: The students create a place using three chairs to represent objects that would be found in that place (i.e. Kitchen—Chair 1—Refrigerator, Chair 2—Sink, Chair 3—Microwave)Part 2: The student then demonstrates to the Parent/Guardian/Caregiver as they try to guess the objects and the place. |
| Resources |  |
| Handouts |  |
| Additional Notes  |  |

Day 8:

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| Activity/Task  | Three ChairsPart 1: The students create a place using three chairs to represent objects that would be found in that place (i.e. Kitchen—Chair 1—Refrigerator, Chair 2—Sink, Chair 3—Microwave)Part 2: The student then demonstrates to the Parent/Guardian/Caregiver as they try to guess the objects and the place. |
| Resources |  |
| Handouts |  |
| Additional Notes  |  |

Day 9:

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| Activity/Task  | Create a Puppet—Part 1: Using whatever is available at home (t-shirts, paper, yarn, glue, socks, scarves, etc), the student creates a puppet to use in telling a story of the student’s choosing (this can be made up by the student and/or the Parent/Guardian/Caregiver or this can be the student’s version of a story from a storybook they have at home). This is a two-day project. The student will work on the puppet today and finish it tomorrow. |
| Resources | Socks, scarves, rubber bands, paper, etc |
| Handouts |  |
| Additional Notes  |  |

Day 10:

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| Activity/Task  | Create a Puppet—Part 2: Continuing to add to what was started yesterday, asing whatever is available at home (t-shirts, paper, yarn, glue, socks, scarves, etc), the student creates a puppet to use in telling a story of the student’s choosing (this can be made up by the student and/or the Parent/Guardian/Caregiver or this can be the student’s version of a story from a storybook they have at home). Once the student is finished with their puppet, they will use it to tell a story to their Parent/Guardian/Caregiver. |
| Resources | Socks, scarves, rubber bands, paper, etc |
| Handouts |  |
| Additional *Notes*  |  |