

A Fairy Tale Play

English/Language Arts

Information Literacy Objectives:

Connecting to *AASL Standards for the 21st-Century Learner*:

- Use prior and background knowledge as context for new learning (1.1.2).
- Collaborate with others to broaden and deepen understanding (1.1.9).
- Seek appropriate help when it is needed (1.4.4).
- Use strategies to draw conclusions from information and apply knowledge to curricular areas, real- world situations, and further investigations (2.1.3).
- Participate and collaborate as members of a social and intellectual network of learners (3.1.2).
- Demonstrate teamwork by working productively with others (3.2.3).
- Read, view, and listen for pleasure and personal growth (4.1.1).
- Respond to literature and creative expressions of ideas in various formats and genres (4.1.3).
- Use creative and artistic formats to express personal learning (4.1.8).

Curriculum Objectives

Connecting to North Carolina Standard Course Of Study:

- Use speaking and listening skills and media to connect experiences with text (3.04):
 - Listening to and re-visiting stories.
 - Discussing, Illustrating, and dramatizing stories.
 - Discovering relationships.
- Use words that describe color, size, and location in a variety of texts (4.03).
- Maintain conversation and discussions (4.04):
 - Attending to oral presentations.
 - Taking turns expressing ideas and asking questions.

Grade Levels: K

Resources:

Young, Ed. *Seven Blind Mice*. Philomel, 1992.

A note sent home asking for the appropriate colored t-shirt to be brought in on Friday

A round object with a diameter of four inches

Construction paper in the same colors as the t-shirts

Colored t-shirts in the following colors: red, green, yellow, purple, orange, blue, and white

Crayons, markers, or colored pencils
Document viewer (optional)
Eyeliner pencil
Fast-drying clay
Glue
Headbands
Hole punch
Make-up facial wipes or other facial cleaning supplies
Paper clips
Pencil
Pencil sharpener
Popsicle sticks
Poster board
Scissors
Seven students
Yarn

Instructional Roles:

The teacher and school librarian work together to determine which content areas need to be reinforced through the medium of a fairy tale that the students will then present for their audience. The librarian offers suggestions on what books could be used to fulfill these needs in a collaborative, integrated way with the students. In this example, the seven students will be acting out Ed Young's *Seven Blind Mice*. The lessons will be done in half an hour segments, Monday through Friday.

Procedures for Completion:

Introduce the lesson on Monday by telling the students that this week they will be putting on a play for their audience on Friday. Throughout this week, students will have opportunities to reinforce their prior knowledge on the subjects of colors, the days of the week, and their ordinal numbers.

On Monday, the librarian will introduce the book, *Seven Blind Mice*, and read it aloud to the students. Be careful on this first reading to not show the realistic depictions of the elephant's foot for example and instead ask the students what they think the objects the mice feel actually are. On the second reading, show students all the pages and ask them how the mice mistaken the elephant's trunk for a snake. Then assign students which mice they will be. Ask them if they have a t-shirt at home that corresponds with their color. If so, ask them to bring it in to their teacher before Friday so they can wear it for the play. Ask the teacher or assistant to send a note home with the students about bringing the appropriate colored shirt in this week. If a student

does not have an appropriate colored t-shirt, the librarian might check lost-and-found to find a t-shirt to borrow or they may have to purchase one.

Before the lesson on Tuesday, draw the numbers one through seven on poster board and cut them out. The numbers should be at least six inches in height and four inches wide. The students will color in these numbers to wear around their necks on the day of the play.

On Tuesday, reread the story again but ask the students to guess what is next. This is to test their memory of the storyline. Afterwards, have the students line themselves in mice order using the ordinal numbers. Finally, ask students their counting number by showing them their poster board cut out number. Then give the students crayons, markers, or colored pencils and tell them to color their number any way they may like. Collect your supplies and the numbers for safekeeping afterwards.

On Wednesday, meet with the teacher prior to the lesson to discuss how the lesson is going and see if they have any suggestions in how to improve students' participation if there has been any trouble. Ask if the students have brought in any of their t-shirts or if to make sure that notes have been sent home. For the lesson, ask the students what the day is and if they remember what day the play is on. Inquire if they know what the day between (Thursday) is called. Discuss with the students more in-depth about the play and what their costumes will look like (mouse ears, drawn on mouse whiskers, the colored t-shirt, the number hanging on yarn about their necks, and their yarn tails). Show students how the play will be put on:

- The librarian will be either using a document viewer to show the audience pictures from the book or holding up the book.
- The students will be standing in order in their costumes on Friday, ready to say their lines and today they will decide on a bodily motion that will illustrate what their mice thinks they are feeling on the elephant (example: wiggling their arm for the snake).
- Establish vocal and visual cues (motions from the librarian's hand behind the document viewer for example) to remind students when it is their time to go.
- After each mouse's turn, have them go to the back of the line.
- On the page about the mice getting scared after discovering a Something by their pond, have the students run in place a few steps.
- When the mice argue with each other over what they are feeling, instruct the students to say their line only twice (for example: "A fan! A fan!").
- The Sunday mouse may run either in place or a quick circle during the lines, "ran back and forth" to demonstrate their exploration of the elephant.
- For the Sunday white mouse, the other students will use their hand motion to help remind this student what their part of the elephant was as the student recites the mistakes of the other mice.

- Ask the students to practice bowing.

Students will then practice one more time after having established the above steps of the play.

On Thursday, have the students practice the play twice more. Discuss with them how they are feeling about their progress. Ask if they have any worries about putting on the play.

Prior to Friday, the librarian in conjunction with the teacher will make the mice ears as follows:

- Locate and set up the workstation consisting of a round object with a diameter of about four inches across, the construction paper, scissors, glue, headbands, and clay.
- Cut out four circles from each of the colored construction papers, using two sheets, and set aside.
- On the headbands, create little mounds of clay which will securely hold the popsicle stick that will be pushed into it in an upright position. Let the clay harden with the Popsicle in place. Leave room between the Popsicles so that there is space between the ears.
- Glue two circles of the same color together but leave an opening on one side in order to slide the “ear” over top the Popsicle stick once the ear has dried.
- Use an additional drop of glue on either side on the inside edge of the ear hole and hold firmly to the Popsicle till it is dry.
- Repeat the above steps for the other ear and for the six other headbands.

The librarian should paperclip the pages together that would give away the elephant before the end of the play. The paperclips will help prevent the pages from being shown.

On Friday, help the students into their costumes. Punch holes into the numbers and tie a yarn string through them long enough to safely go over the head of the child so that the number will rest atop the child’s chest. Either the librarian or the teacher will draw whiskers on the children’s cheeks using the eyeliner pencil. Use the pencil sharpener if necessary. Give the students their mice ears to wear. Cut a length of yarn about three feet long and loosely tie it around the waist of each child. The long piece will hang down on the backside to represent their tails. Have the students line up off-stage and wait for their cue to go. The librarian will read the play aloud and show the audience the pictures either using the document viewer or simply displaying the book to them. Enjoy the play!

Assessment:

The assessment for this assignment will primarily be the completed play. Students will be evaluated on their learning throughout the week by their ability to identify colors, the days of the week, their ordinal numbers, and by their ability to memorize the story and put on the play.

Follow-Up:

Later, students can be asked to evaluate what they thought of the activity and any ideas they have that would make the play more enjoyable for them. Throughout the year, the long-term retention of the days of the weeks, ordinal numbers, and colors can be accessed through other activities.