



# ARTS + ACADEMIC EXTENSIONS

## GRADES 1-2: LITERACY/THEATER AND STORYTELLING

### What Just Happened?

**DESCRIPTION:** In this episode, students hear the African story of Madupe, a girl who brought the rains with her laughter. Then they will consider what makes a good story by identifying the beginning, middle and end of the story. They will use this knowledge of sequencing to determine the central message.

**CONNECTED OBJECTIVE:** Students will use theatrical storytelling to identify the sequence of a story and determine its central message.

**MATERIALS NEEDED DURING EPISODE:** None.



### Standards:

**CCSS.ELA-LITERACY.CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key details and ideas.

**TH:Cr2.1.1a.** Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).



# ARTS + ACADEMIC EXTENSIONS

## ARTS EXTENSIONS:

- **Write your own story!** Ask students to think about a moral or central message (Offer examples or brainstorm as a class). Ask them to write or storyboard their own story that shows this central message.
- **Act or Draw!** In this theater exercise, students pick a category (beginning, middle, or end) and either act out or draw what they remember happening in Madupe.
- **What is a Gift?** Lead a discussion about traits we might consider gifts. Create a list as a class. Ask students to complete the sentence:
  - A gift I have is.....
  - A gift I want to work on is.....
  - Ask students to write or draw an example of these gifts and post it where they can be reminded of both.
  - Questions for reflection:
    - How have these gifts been tested? Strengthened? Discovered? During the pandemic?
- **Scavenger Hunt:** Give students a minute to find something that was described in the African village in Madupe (colorful fabric, baskets, etc.).
- **At-home extension:** Ask students to tell the story of Madupe to someone in their home and see if the listener can identify the central message.

## ACADEMIC EXTENSIONS:

- **Let's picture it!**
  - Share a short story or video of a short tale/fable/myth with students. Then model for them the beginning, middle, and end as you review the story. Ask students to identify the following features, you can do a drag and drop activity by using slides.
    - Characters – Who is in the story
    - Setting – Where and when the story happened
    - Events – What happens in the story
    - Problem – What happens to the main character
    - Solution – How the character deals with the problem
      - And then support students in composing their summary by using the Key Details you discussed earlier. Ex: “To summarize, I’m going to use those words somebody, wanted, so, but, then...” Finally, have students create a visual representation of the summary or a summary statement.



# ARTS + ACADEMIC EXTENSIONS

- **What is it?:** Read a summary of several well known books or movies including key details and events and ask students to guess what it is.
  - Ask students to write their own summaries and take turns guessing what book or movie it is.
- **It's All in the Details**
  - Share two or three different stories with a similar message. See if they can identify the details in common and the details that are not similar. Additionally, have students identify the common theme. Teachers can share their screens and show a venn diagram with a bank of “preloaded” details that students can help you drag and drop into the appropriate stories space. By identifying where the stories overlap, students can then articulate the theme.