Narrative Pantomime

Muncha! Muncha! Muncha! by Candace Fleming
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Grade Level: K-1

Language Arts Core Content Standards Addressed:

Key Ideas and Details

Grade K
1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Grade 1
1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.

Integration of Knowledge and Ideas

Grade K
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Grade 1
7. Use illustrations and details in a story to describe its characters, setting, or events.
9. Compare and contrast the adventures and experiences of characters in stories.

NM Fine Arts/Theatre Standards Addressed:

Standard 1: Learn and develop the essential skills and meet technical demands unique to dance, music, theatre/drama and visual arts.

K-5 Benchmark 1A: Use body and voice to portray character.

K-1 1. Express various characters, ideas and emotions through gestures, movement and voice.

Standard 2: Use dance, music, theatre/drama and visual arts to express ideas.

K-5 Benchmark 2A: Develop classroom dramatizations that express various moods or emotions (e.g., happy/sad, funny, scary, mysterious, etc.).

K-1 2. Dramatize stories using improvisation and creative drama games.

Standard 4: Demonstrate an understanding of the dynamics of the creative process.

K-5 Benchmark 4A: Collaborate to design, plan, rehearse and perform dramatizations.

K-1 1. Retell stories through guided dramatic play.
2. Relay a sequence of events, through verbal and non-verbal communication, in a simple drama.

Objectives: Students will

• Interpret a scene from a story.
• Demonstrate the events of a scene.
• Collaborate with others.

Materials:

• Muncha! Muncha! Muncha! by Candace Fleming
• Students arranged in groups of 4 (can vary as needed)
• Space for students to work
**Vocabulary:** Narration, pantomime, vegetables, hurdle, dash, spring, scrabble, nibble, gnaw, outside, behind, around, paddle, splash, furious, trench.

**Teaching Process:**

- **Read** *Muncha! Muncha! Muncha!* by Candace Fleming. **Discuss:** problem for Mr. McGreely; what do the bunnies want?; sequence of events in the story; language that repeats. For the line “And the sun went down and the moon came up”, model a movement that all will do—hands moving down, then put together to pretend to sleep.
- **Describe pantomime**—movement to tell a story without using any words. Students will be working in small groups to pantomime the movement of the characters.
- **Arrange students in groups.** Allow students time to determine who will be Mr. McGreely and who will be the bunnies in each scene. If necessary, you may want to assign roles and scenes. **NOTE:** Guidance of another adult or older student may be needed to rehearse these scenes.
  
  **Scene 1:** Mr. McGreely planting his garden, goes to bed, first act of bunnies eating.
  **Scene 2:** Mr. McGreely finding the plants munched, builds the fence, goes to bed, bunnies eat.
  **Scene 3:** Mr. McGreely finding the plants munched, builds the wooden wall, goes to bed, bunnies eat.
  **Scene 4:** Mr. McGreely finding the plants munched, digs the moat, goes to bed, bunnies eat.
  **Scene 5:** Mr. McGreely finding the plants munched, builds the big wall, goes to bed, bunnies can’t get in.
  **Scene 6:** Mr. McGreely finding the plants are okay, takes basket in to harvest, Mr. McGreely & bunnies eat.

- **Arrange groups in a large circle.** The scene that is being “performed” does so in the middle of the circle with the others watching, ready to say *Muncha! Muncha! Muncha!* each time it occurs.
- **Read the story while each group pantomimes their scene.**
- **Discuss—** What worked? What did you like? Was the retelling accurate? What should have been included?

**Assessment:** Teacher observation; discussion

**Modifications:**

- All groups do all scenes simultaneously as you read—there is no audience.
- Create larger groups, doing scenes 1 and 2 with one group, 3 and 4 with a second group, and 5 and 6 with a third group. Extra students in the larger groups use small musical instruments/items for sound effects for the bunnies entering the garden.
- Assign a student for each scene to be the reader.
- Provide a snack of carrots, lettuce, peas, and tomatoes.