

Two-Minute Story

Adapted from *Raising the Curtain* by Gai Jones

Erin K. Hulse, Drama Resource Teacher, APS ARTS Center, 880-8249 x 160 hulse@aps.edu

Grade Level: 3-5+

Elements Addressed: Oral language development, reading comprehension, critical thinking, collaborative problem solving, listening skills, story dramatization.

Materials:

Cards with story titles (for this example, titles are from the book *Fables* by Arnold Lobel)

Copies of the stories to be explored—stories should be ones to which the all students are familiar.

Students divided into small groups—sizes can vary.

Two-Minute Story Checklist forms

Vocabulary: Communication, essential features, sequence

Process:

- Arrange students into groups of 3 to 5 per group—groups do not need to be even.
- One person from each group draws a title card and shares it only with the members of his/her group.
- Each group is given 10 minutes to create a dramatic reenactment of the story, using beginning, middle, and end as their anchors. Reenactments should be no longer than 3-4 minutes.
- Students may play multiple roles within the group, if needed, and groups may create lines for the characters. **HOWEVER**, the intent of the story must remain intact.
- Groups perform their story without telling the title. Others groups are the audience, and the audience should guess the story.

Evaluation/Assessment: Two-Minute Story Checklist, teacher observation, peer positive comments.

Modifications/Extensions:

As a class, identify the beginning, middle, and end of the story. Compare different interpretations of details.

Students work in groups, but with the same story.

Part 2

Divide students into groups of three.

Each group is given three different story titles—one for each group member.

There are three rounds to this activity:

Round one: Each group member takes the title of one story each (so all three stories are covered) and writes on a lined piece of paper a sentence retelling the beginning, a sentence retelling the middle, and a sentence retelling the end of the story, leaving space between each sentence for others to write.

Round two: Group members pass their paper to another group member. The second person reads what the first wrote about the beginning and middle of the story. They then fill in the details of the story from the beginning to the middle.

Round three: Group members pass the paper to the person who has not seen it yet. The third person then reads what the other two have written about the beginning and middle of the story. The third person then completes the story by writing the details of the story from the middle to the end.

Stories that have been recreated are then read aloud to the rest of the class.

Language Arts Core Content Standards Addressed:

Key Ideas and Details

Grade 3

2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Grade 4

2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Grade 5

2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Craft and Structure

Grade 3

5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Integration of Knowledge and Ideas

Grade 4

7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Grade 5

7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Fine Arts/Theater 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.

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.).

Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as other content areas.

K-5 Benchmark 3B: Select movement, music or visual elements to enhance a dramatization.

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

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