

# 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. Mc Greely; 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. Mc Greely 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. Mc Greely planting his garden, goes to bed, first act of bunnies eating.
  - Scene 2:** Mr. Mc Greely finding the plants munched, builds the fence, goes to bed, bunnies eat.
  - Scene 3:** Mr. Mc Greely finding the plants munched, builds the wooden wall, goes to bed, bunnies eat.
  - Scene 4:** Mr. Mc Greely finding the plants munched, digs the moat, goes to bed, bunnies eat.
  - Scene 5:** Mr. Mc Greely finding the plants munched, builds the big wall, goes to bed, bunnies can’t get in.
  - Scene 6:** Mr. Mc Greely finding the plants are okay, takes basket in to harvest, Mr. Mc Greely & 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.

