

Read aloud to partner if finished.

Day 4 Thursday

15 min: Introduction: **NAMETAGS**

- Post goals

What is mime? Becoming objects

Demonstrate: **I am a refrigerator (you are allowed to touch & talk!)**

Partner A says, "I am a ____." (Fills in the blank with a thing, an object; not an animal.) Partner A takes the shape of the object. Partner B uses Partner A as the object. Partner B says, "Thank you." when finished. Partner B says, "I am a ____" and takes the shape of the object. Partner A uses B, says, "Thank you." Keep taking turns. We didn't do this, but It's fun to pick a favorite and show it to others. You can focus this game to be about objects you might see in a particular place, or that someone might need for a particular kind of work.

Demo: Read and act out narrative my narrative with teacher reading

15 minutes: Read your narrative aloud to yourself. Check for "First, Next, Then, Last." Add details.

Read your narrative aloud to a partner & vice-versa

Talk about how you might show each narrative using mime & words

Try it with one narrative.

Work on the other narrative.

Revise writing & mime

Day 5 Friday

15 minutes

Mime: review string, ball, wall, box

Rehearse partner work

Audience Etiquette: Look and Listen. Clap at the End. Say one thing that you appreciate about it.

30 minutes

Show partner narratives to class

Reflect on and affirm the narratives and the performances.

Conclude, Bye

Day 2 Tuesday

15 min: Introduction: **NAMETAGS**

- Post goals

What is mime? Demo: showing qualities & details: weight, texture,

Learn mime: Review string Open-close

Add balls: Take your mime goo from yesterday out of your mime pocket. Hand is round when holding the ball, flat when letting go—round to flat and flat to round. Look at the ball. Toss the ball, watch where it goes, hand is flat till ball returns. Bounce it. Reflect the bounciness in your body. Shoot a basket. Show what happens. Bowl. Show the weight in your body. Show what happens. Blow up a balloon. Tie a string. Reflect the floatiness of the balloon.

15 min: Control Game: Practice moving safely in the classroom. Review rules.

Pre-writing Activity on our feet

Remember your narrative: how does it start?

Show what happened at beginning: action, sensory details...

Show what happens next—what is the middle of the narrative? Sensory questions, bodily answers: see what, hear what, feel what, do what, smell what, what texture, weight, how objects feel, how your body feels, what feelings you have...

15 min: Write second part of small moment narrative: details, action

Read aloud to partner if you finish.

Day 3 Wednesday,

15 min: Introduction: **NAMETAGS**

- Post goals

What is mime?

Demo: walls, box. How can I end it? What could be a good ending?

Learn mime: Review string, ball. Add **wall**. **Hand is flat on the wall, round off the wall. We can't see through walls; we look at them. Walls don't move, even if you move, your hands stay where they are on the wall. Push against the wall—stay relaxed so the wall doesn't move. Show how you feel when you are in the box. Think of a way to get out. Try it. It doesn't work. Try another way. It works. Show how you feel.**

15 min: Control Game: Learn how to move safely in the classroom: Fancy words—slide, swim, mosey, skate, ooze, rocket, twirl, swing, drag, drip....

Pre-writing Activity on our feet

Remember your narrative

Show what happens at the beginning and middle. How does it end? Show what happens at the end of narrative: where, when, doing what, who, how...Sensory questions, bodily answers: see, hear, feel what...

15 min: Word bank

Write the action of the middle and ending of small moment narrative

5-Day Residency: Mime & Narrative Writing Plan

For Grades 3-5

ELA Standards Taught

CCR ELA. Anchor Standard 3-5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and well-structured event sequences. **3.d.** Use temporal transition words and phrases to signal event order. **3.e.** Provide a sense of closure. **4-5.b.** Orient the reader by establishing a situation.... **4-5.d.** Use a variety of transitional words and phrases (and clauses) to manage the sequence of events. **4-5.e.** Use concrete words and phrases and sensory details to convey experiences and events precisely. **4-5.f.** Provide a conclusion that follows from the narrated experiences or events.

NC Essential Standards in Theatre Arts Taught

3-5.C.1 Use movement, voice, and writing to communicate ideas and feelings.
3.C.1.1 Use non-verbal expression to communicate elements of characterization, including age and physicality. **4-5.C.1.1** Use a variety of postures, gaits, and mannerisms to express character in the presentation of stories.

Day 1 Monday,

15 min: Introduction: **NAMETAGS**

- Who am I? Me, mime, author
- What are we doing? Goals: learn mime and use it to write & perform a narrative. Post goals

What is mime Demo: Story with no details; Story with details: Angela

What is the difference? **DETAILS! ELABORATION! SEQUENCE!**

Learn mime: Strings To let go, Open the hand; to grab on, close. Two hands pull together, one hand opens & moves along the rope & grabs, then the other hand. Look at the rope. When finished, put rope in your mime pocket.

Connect to self

Partner handcuffs

15 min: Learn how to move safely in the classroom

Control Game Rules: (1) When the music plays, you move, when the music stops, you freeze like a statue. If you move when the music stops, sit down.(2) If you make a sound with your voice, sit down and watch. (3) If you bump into anybody or anything, sit down and watch. The students who need to play the game the most are the ones who sit down the most—that's why I don't keep them sitting down very long.

control game about place: e.g.: desert, swamp, underwater, moon,

Pre-writing Activity on our feet Remember your narrative

Setting questions: Feel how? Show where: See Hear Smell Feel.

15 min: Write beginning of small moment narrative: describe setting & 1st action
Read aloud to partner if finished.