



## My First Acting Series

### Lesson Kit

#### Standard Collection

"This series supports risk-taking and allows all students to participate and be successful. There are no "right" or "wrong" answers! I love using this series and my students do, too!"

— L. MICKLEY, MARYLAND

This packet provides a model to demonstrate how easy it is to integrate My First Acting Series into your classroom.

#### Material included:

- A complete lesson plan from *My First Acting Series Teacher's Guide*
- Three monologues to use with the lesson plan
- "The Doctor is In" Imaginative Exercise to extend the lesson

Questions? Comments? Blog: [www.myfirstactingseries.blogspot.com](http://www.myfirstactingseries.blogspot.com) or contact series outreach coordinator and blog manager, [MaureenBJohnson@aol.com](mailto:MaureenBJohnson@aol.com).

## LESSON PLAN

**Goals:** To focus on acting and emotion as well as how to tell how someone feels.

**Book:** *My First Monologue Book*

**Vocabulary:** Monologue, character, emotion, improv

**Materials:** Copies of monologues from *My First Monologue Book*

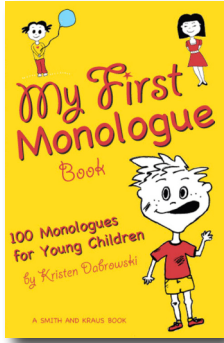
## "THE DOCTOR IS IN" IMAGINATIVE EXERCISE

**Objective:** To learn more about characters by making discoveries outside of the text. To talk, move, and think like the character.

1. One student is the doctor, one student is the patient.
2. The doctor tries to find out about the patient's life by asking the questions below (or others). Doctor: Act like a doctor!
3. The patient thinks of the *best* answers his/her character might say about their life, past, family, and feelings. Patients: Talk, move, and think like your character!
4. Switch places after about 5-10 minutes.

**Closing:** To conclude the lesson, ask students what new things they learned about their characters. Also, ask if they were able to talk, move, and think like their characters.

# Lesson Plan



**Goals:** Today we will focus on acting and emotion as well as how you can tell how someone feels.

**Book:** *My First Monologue Book*

**Vocabulary:** Monologue, character, emotion, improv

**Materials:** Monologues from *My First Monologue Book*

---

## PROCEDURES

### Pre-Activity

#### *Emotional Symphony*

1. Have four students stand up in front of the class.
2. Assign each student a different emotion—scared, happy, sad, angry.
3. You, the teacher, are the conductor. When you point to a person they will act out their emotion with sound. (If you need to, get other students help to show how emotions might sound.)
4. Give them hand signals for go, stop, louder, softer.
5. After you do the exercise once, you may do it again with other students, more students, and perhaps a student being the conductor.

### Example

#### Nell, *My First Monologue Book*

1. Read Nell's monologue.
2. Ask the class reflective questions: How does she feel when she has to read? Who is she talking to? How might she feel when she talks about her problem? How can you tell the character's emotion from the words she says?

### Exercise

#### *Faces*

1. Have students stand up in quick succession and make a face that shows one of the primary emotions.
2. The rest of the class will quickly guess which emotion is being shown and say how they could tell.

### Exercise

#### *Bodies*

1. Now have students show emotions only with their bodies, turning their backs to the class.
2. The rest of the class will quickly guess which emotion is being shown.
3. If the class is stumped, work as a group to think of how to show it better.

## **Main Exercise 1**

### *Improv*

1. Ask students to think about a time when they felt nervous, happy, scared, sad, angry, excited, frustrated, etc. What was happening? Who were you talking to? Where were you? What did you say?
2. Then have a few students come up and act out their situation (now using words), like a monologue. (Ex. "Mom, I want to go to Amy's party! Please?" etc.)
3. After each improv, have the rest of the class guess which emotion the actor was feeling.

## **Main Exercise 2**

### *Get into the Act*

1. Take the improvs one step further by having two students act together. One student will act out their problem, and the other student will try to respond to the situation the way they think they should. Some students may react the way they think their character might act (ex. Mom being angry), another may react the way they think would be nicest (ex. showing sympathy), etc.
2. Discuss the behaviors afterward with the rest of the class (ex. "Was \_\_\_\_'s reaction the best thing to do?" "What would you do in this situation?")

## **Closing**

Discuss the class lesson. What was it about? Did they learn anything new?

## **NOTES**

- This may be too much material for one class. In general, I always try to prepare too much so I don't come up short. Worst case scenario, I end up with enough material for two classes, which isn't so bad!

## Monologues for Lesson Plan

### NELL

**Nell is having a hard time learning to read.**

I don't like books. I don't like reading. It's hard. I don't know why it's so important. Who cares what happens in a crummy old book? I can just watch TV instead.

I don't care about reading menus and signs. I know what a stop sign looks like. And I'll order grilled cheese all the time. So I don't need to read.

It will take a lot less time in school! I can just do gym class and math. If I really need something read to me, I'll ask my mom. I think this is a great idea! School would be a lot more fun without reading.

### WILL

**Will isn't very good at math. His math teacher is not being nice to him, so he's hiding in the bathroom during math class.**

I'm never coming out. Don't tell. I'm just going to stay in here. I hate this class. I hate Mrs. Stupidhead. She's always mean to me. Don't tell, Mark? You can stay in here, too, if you want.

You're good at math. It's not fair. She made me do the same problem six times yesterday. She tells me I don't listen. I do listen! She's too mean. Please don't tell her where I am. You won't get in trouble. I'm just going to stay in the bathroom during math from now on, that's all. I'm never going back. I don't care what anyone says.

### KELLY

**Kelly is the teacher's pet. The teacher, Mrs. Banks, had to leave the classroom for a minute. As soon as Mrs. Banks left the room, all the kids went crazy.**

Now Mrs. Banks left me in charge. Stop it, Martin! She said you were supposed to be good while she's gone! Don't throw paper airplanes. Hey! Don't throw anything. If a rubber band gets shot in someone's eye they could go blind. Stop it! Listen to me! I'm in charge.

Harper, don't talk! You're supposed to be doing math problems. Don't make fun of me. I'm telling, everybody! You're gonna be in trouble when the teacher gets back. Why isn't anyone listening to me?

# "The Doctor Is In" Imaginative Exercise

Name \_\_\_\_\_ Date \_\_\_\_\_

- What is your name? \_\_\_\_\_
- How do you feel today? \_\_\_\_\_  
\_\_\_\_\_
- Is anything bothering you? \_\_\_\_\_  
\_\_\_\_\_
- What was your mother like? \_\_\_\_\_  
\_\_\_\_\_
- What was your father like? \_\_\_\_\_  
\_\_\_\_\_
- Did you go to school? How old were you when you left? \_\_\_\_\_  
\_\_\_\_\_
- What worries you? \_\_\_\_\_  
\_\_\_\_\_
- What would make you happy? \_\_\_\_\_  
\_\_\_\_\_
- Have you ever had a birthday party? How do you feel about this? \_\_\_\_\_  
\_\_\_\_\_
- Do you get along with your parents? \_\_\_\_\_  
\_\_\_\_\_
- Do you have any brothers and/or sisters (siblings)? \_\_\_\_\_  
\_\_\_\_\_
- Did you get along with your siblings (if you had them)? Why or why not? \_\_\_\_\_  
\_\_\_\_\_
- If you did not have siblings, do you wish you did? Why or why not? \_\_\_\_\_  
\_\_\_\_\_

- Where do you live? Do you like it? \_\_\_\_\_  
\_\_\_\_\_
- What was your childhood dream? Did you achieve it? Why or why not? \_\_\_\_\_  
\_\_\_\_\_
- What makes you angry? \_\_\_\_\_  
\_\_\_\_\_
- What is your biggest regret in life? What do you wish you didn't do? \_\_\_\_\_  
\_\_\_\_\_
- What is your biggest wish in life? \_\_\_\_\_  
\_\_\_\_\_
- What's the worst thing you've ever done? \_\_\_\_\_  
\_\_\_\_\_
- Does anything hurt on you physically (like your knees or head)? \_\_\_\_\_  
\_\_\_\_\_
- Is there anyone in your life that you wish paid more attention to you or was prouder of you? \_\_\_\_\_  
\_\_\_\_\_

**You love the monologues, the teacher's guide, and the technique book.**

**Your students are clamoring for more! Wondering what to do next?**

The next step in *My First Acting Series*: short scenes for collaborative learning, performance, and skill development.

## About the Series

**My First Acting Series** introduces children, ages 5 to 9, to the basic elements of acting, directing, and producing a live theatrical performance and, in so doing, teaches kids how to think critically, solve problems, and work cooperatively with their peers.

This groundbreaking new series is for truly beginning actors, designed to incorporate theater and its benefits into children's lives at a young age by giving teachers and parents an accessible and applicable series with which to supplement their children's reading or social studies curriculum in a fun and interactive way.

Each book builds on the one before it, so skills grow as students grow. A better alternative to Reader's Theater, *My First Acting Series* is written by professional playwrights, and sufficiently engages children, encourages them to cooperate, and develops their creative expression.

Within this series, the Latino/English Collection is designed to support K-3 classes that include students whose first language, or language most frequently spoken at home, is Spanish. M. Ramirez has written accessible material that weaves commonly used Latino words and idioms into essentially English material. This Latino flavor breaks down language barriers and allows Latino kids to focus on the work at hand — learning to act — while progressing in sync with schoolmates who are more comfortable with commonly available dramatic material.

## Series Breakdown

*My First Acting Series* contains two collections for K-3 students. The Latino/English Collection by M. Ramirez, and the Standard/English collection by Kristen Dabrowski each include three monologue books, two scene study books, a technique book and a teacher's guide. The acting technique book includes games, exercises, and acting technique lessons; the teachers guide is complete with ready-made lesson plans, worksheets, and suggestions on how to incorporate the material into existing curriculum.

**My First Monologue Book:** 100 Monologues for Young Children

**My Second Monologue Book:** Famous and Historical People

**My Third Monologue Book:** Places Near and Far

**My First Scene Book:** 51 Scenes about Acting Out, Acting Up, Acting Right!

**My Second Scene Book:** 52 Scenes about Imaginary People and Places

**My First Latino Monologue Book:** A Sense of Character

**My Second Latino Monologue Book:** A Sense of Place

**My Third Latino Monologue Book:** Finding Your Voice!

**My First Latino Scene Book:** 50 One-Minute Scenes

**My Second Latino Scene Book:** 50 Two-Minute Scenes

**My First Acting Technique Book:** Theater games, exercises, acting techniques, and information on how to be an actor

**My First Acting Series Teacher's Guide** with ready-made lesson plans

