

Teaching Artist: Autumn Blalock	Project: Creating Story through Improv (Activating Verbs and Nouns)
Grade Level: 2-5	Core content: ELA
Summary of the Lesson: Review of the 3 parts of a story Intro to Definition of Improv Activation of Verbs and Nouns	
Vocabulary: Grades 2-3 3 Parts of a Story: Beginning, Middle, and End NOUN PROPER NOUN VERB IMPROVISATION Grades 4-5 3 Parts of a Story: Setup, Conflict, and Resolution PROPER NOUN NOUN VERB IMPROVISATION A VERB is an action word. It describes something that can be done. A NOUN is a person, place, or a thing. They describe objects, titles, and categories.	Materials: Paper Pencil/pen Scissors (optional) Two small containers Fun and Random Props (optional)

ARTS LESSON STRUCTURE: Attention, Review, Teach, and Support

ATTENTION How will you prepare the students for the lesson?

Attention: Present a 2-minute example of the beginning, middle, and end of a story I've created with the words: play and book.

Enter, holding a book

REVIEW: What will you review? What is the academic vocabulary for the lesson?

Introduce the theme and ask if students know what the 3 main sections of a story are. After answering, introduce that stories, characters, and plots are all made up using verbs and nouns. Ask if they know what a verb is. Ask about a noun.

Vocab:

Grades 2-3

3 Parts of a Story: Beginning, Middle, and End

NOUN

PROPER NOUN

VERB

IMPROVISATION

Grades 4-5

3 Parts of a Story: Setup, Conflict, and Resolution

PROPER NOUN

NOUN

VERB

IMPROVISATION

A VERB is an action word. It describes something that can be done.

A NOUN is a person, place, or a thing. They describe objects, titles, and categories.

TEACH: What will you do to teach the content?

Materials:

Paper

Pencil/pen

Scissors (optional)

Two small containers

Fun and Random Props (optional)

Lesson Plan Template

Improv is a type of performance where the actors – or people onstage – come up with fun stories and situations based on the ideas that people in the audience give them. In other words, improv is a show that is completely made up on the spot!

Improv has a long history in theatre, but the most important thing to know about it is that anyone can do it. Improv lets the actors onstage have a chance to interact with – or talk to – the people who are watching them perform! It creates an exciting connection that lets EVERYONE feel like they are a part of the fun!

Support: What will you assign the students to complete and how will you support their learning?

Students should be separated into groups of 2-4 people. While the activity can be done solo, it's always more fun in an ensemble, or a group!

Step One: Write down some action words (verbs). Think about things that you like to do or watch. I'll write examples, like dance, run, eat, sleep, and spin. All of these words go into container #1. What are some other action words you can think of? For this exercise, you'll need at least 3 verbs.

[Pause. Teachers should give students 2-5 minutes for Step One. I will write words as well]

Step Two: Write down some objects (nouns). Think about what you might want to be when you grow up, or the types of careers people around you have. Try considering objects in the room, or places you want to go! I'll write examples, like doctor, basketball player, paint, ball, and water. All of these words go into container #2. What are some other "thing" words you can think of? For this exercise, you'll need at least 3 nouns.

[Pause. Teachers should give students 2-5 minutes for Step One. I will write words as well]

Step Three: Tear or cut the words out from your paper and put them into your containers. Mix up the words in each container but don't combine the containers together!

[Pause. Teachers should give students 2-5 minutes for Step One. I will write words as well]

Step Four: Pick one word from each container. These will be the words you'll use to come up with the beginning of your story. I'll pick and take a moment to think about my beginning. These words don't have to be spoken during the scene, but they do have to be used. Then, I'll act it out!

Step Five: Pick one word from each container. These will be the words you'll use to come up with the middle of your story. I'll pick and take a moment to think about my middle. These words don't have to be spoken during the scene, but they do have to be used. Then, I'll act it out!

Step Six: Pick one word from each container. These will be the words you'll use to come up with the end of your story. I'll pick and take a moment to think about my ending. These words don't have to be spoken during the scene, but they do have to be used. Then, I'll act it out!

Step Seven: Review! We came up with verbs and nouns. Then, we created our own beginning, middle, and end to our own stories!

Let's review what we learned!