

## **Night Light**

### **Wonder Exploration Creative Drama Lesson**

*Lesson Created by Kendra Kahl*

This lesson integrates life science standards with guided creative play structures. Multimodal learning provides the anticipatory set before students explore nocturnal insects and other insects/objects that might be underneath or around a tree.

### ***Lesson Overview***

<b>Overall Objective</b>	To introduce a new way to process the world through theater and creative drama by encouraging multimodal forms of creative expression.
<b>Description</b>	Students will explore different types of insects using their bodies and imaginations.
<b>Grade</b>	Kindergarten
<b>Duration</b>	45 Minutes
<b>Curriculum Topic</b>	Drama & Characterization (Theatre) Insects, Size and Scale (Science & Math)
<b>Materials</b>	Magnet Board, Pictures for Anticipatory Set, Other Sensory Elements (Lemon Balm, Mist Bottle, Twigs, Seeds, Flower Petals, Etc.), Speaker, Music for Guided Play

### ***Objectives***

<b>Objectives</b> <i>What I want my students to be able to do and know.</i>	<b>Assessment Criteria</b> <i>What I will observe in my students.</i>
Explore the underneath of a tree through physical, vocal, and tactile choices and objects.	Students will enter shared imaginary circumstances and identify shapes and qualities of objects/insects found under a tree.
Identify scale and dramatize insects' relationship to object sizes.	Students will make creative choices with their bodies and voices in relation to scale based on the guided drama events.
Classify movements of different insects and their daytime/nocturnal nature.	Students will re-create shapes with their bodies and explore various movements during the guided drama.

## Vocabulary

<b>Theatre</b>	Imagination, Character, Characterization
<b>Science / Math</b>	Insect, Body, Antenna, Nocturnal, Habitat, Scale, Shape

## Tennessee State Standards – Theatre, Science

- K.T.P3.A Use body, face, gestures, and /or voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
- K.LS1 Use information from observations to identify differences between plants and animals (locomotion, obtainment of food, and take in air/gasses).
- K.G.A.1 Describe objects in the environment using names of shapes. Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, between, and next to.

## Lesson

### 5-8 min Welcome & Anticipatory Set

*Bring students into a safe and imaginative space for creative play by gathering students in a circle. Introduce students to information needed to be successful in the drama lesson.*

#### **Intro & Hello**

Lead students in a Hello warm-up song (or other ritual) and ask students to gather around the storytelling chair.

#### **Sensory Intro**

- Show students 2D magnetized visual aids, beginning with the image of a tree.
  - Discuss with students what other things they might see underneath and around trees.
    - “What are some things we might hear? What types of creatures would be making noises?”
    - “What are some things we might see by a tree?”
  - When a student suggests an object, prompt the class to make that object with their bodies. When a student suggests an animal or insect, ask the students what that animal does and prompt the class to act like that animal.
    - “Can you show me with your body what a mushroom would look like?”
    - “Can you show me how you would swing on a tree swing?”
    - “Show me what a butterfly looks like when it flutters. How does it land? What might a butterfly’s wings sound like when it flies?”
  - Introduce the concept of nighttime. “How is it different from daytime?”

- Explain the meaning of “nocturnal” and ask students if they know of any creatures that only come out at night.
- Introduce the moon and stars images to students as well as images of a cricket, moth, and firefly.
- Pass objects around for students to feel and/or smell.
  - Examples: twigs, leaves, seeds, flower petals, dried lemon balm, mist, etc.

**Soundscap  
e**

- Ask students what noises they might hear underneath a tree at night.
  - “What kinds of animals come out at night?”
  - “What would these insects’ wings or legs sound like?”
  - “Would there be any other sounds like wind? What would the wind do to the tree leaves or the grass?”
- Guide students in creating the different sounds of the tree at night. Make the sounds louder or softer or have different groups of students make different sounds, depending on the class.

**Transition**    *“Now that we know what the underneath of a tree might look, smell, and sound like, I think it’s time we adventure to one!”*

**35-40  
min**

**Creative Play & Collaboration (Content Exploration)**

*The Teaching Artist guides students through a creative play session to step into roles as different insect characters and experience the underneath of a tree at night.*

**Big & Small  
Song**

- Sing the following song with students.
  - “BIG and small, BIG and small, BIG and small, and then we clap our hands.”
  - “We want to meet little creatures under a tree and see what it might be like at night, so we need to become little ourselves!”

**Introducin  
g Scale**

- Instruct students to shrink for the adventure.
  - “We shrink and we shrink and we stop. We shrink and we shrink and we stop. We shrink and we shrink and we shrink and we shrink and we shrink and we shrink and we shrink and we stop.”

**Exploring  
through  
Pantomim  
e**

- Guide students through a journey underneath a tree. Use music to introduce each step of the journey.
  - “Let’s turn ourselves into the sun as it sets over tree. What do you see below you?”
  - “Look! There’s something flying over there! Oh, it’s a moth. Wave hello to the moth! Let’s fly like a moth, too. Stretch up to the sky with your beautiful wings. Moths love light—do you see any around?”
  - “What’s hopping over there? How does a cricket move

differently than a moth?”

- “Is that a... firefly? They look very shy. Can you fly shyly like a firefly? Let’s dance like a firefly in the night sky!”

### **Storm**

- Change the music to a storm.
  - “Oh no! A storm! Raindrops are almost the same size as us! We need to take cover. Where should we hide?”
  - Using student ideas, take cover from the storm.
  - Use fabric and a spray bottle to simulate the water of the storm.
  - As the storm subsides, see the sun coming back up in the sky.
  - “We’ve had such a fun adventure! But (yawns), I’m getting tired now. Let’s go to sleep like our new nocturnal insect friends.

**Transition** *“We grow and we grow and we stop. We grow and we grow and we stop. We grow and we grow and we grow and we grow and we grow and we grow and we stop.”*

**2-5 min**

### **Reflection**

*Conclude the day with a closing ritual so students know drama time is over.*

- Review the class’s journey underneath the tree.
  - “What kinds of creatures did we meet? What was special about them?”
  - “How did the tree sound and look different between day and night?”
- Lead the class in the drama time chant.
  - *“Drama time was fun, now drama time is done. Clap clap, wiggle wiggle wiggle, hooray!”*

### ***Contingencies***

- If running over time, streamline the creative play section. If cutting an activity, cut the soundscape and incorporate this into the guided dramatic play.
- If running under time, try out a few different ideas of places to hide during the storm before selecting one. Ask students what they see during the daytime underneath the tree—how is it different from their nighttime adventure?