DRAMA ACTIVITY

Story Chant with Gestures

CURRICULUM STANDARDS

K GEORGIA STANDARDS OF EXCELLENCE
ELAGSEKSL.6 Speak audibly and express thoughts, feelings and ideas clearly.
ELAGSEKRL.3 With prompting and support, identify characters settings, and major events in a story.
THEATRE GPS
TAESK.2 Developing scripts through improvisation and other theatrical methods.
TAESK.2a Identifies dramatic elements including characters, setting, problem, plot, resolution, beginning-middle-end.

WHEN TO USE

Use this chant to introduce story elements, adding an element appropriate to the story. When the students are familiar with the chant, they can lead it as a tradition each time a new story is read or dramatized.

HOW TO

(Gestures in italics)

A STORY, a STORY, a STORY, a STORY. (CLAP each time after the word "story")
Let it come! (ROLL hands towards chest)
And let it GO! (PUSH hands forward)
WHO is in the story? WHO is in the story? (CIRCLE mouth with index finger)
The CHARACTERS, the CHARACTERS. (CLAP syllables of "characters")
A SETTING, a SETTING, a SETTING, a SETTING. (MOVE closed hands forward and down, each time on the word "setting," as though placing something down)
WHERE it takes place, WHERE it takes place. (MOVE hands, palms up forward and out in opposite directions)
And WHEN it takes place, WHEN it takes place. (POINT both pointer fingers towards each other and rotate right pointer around the left pointer finger once, finishing with the right touching the end of the left pointer finger)
A PROBLEM! A PROBLEM! (WRINKLE brow and cup two fingers of each hand—pointer and middle—and then reverse, using tone of voice to indicate a problem)
SOLUTION! (MOVE hands palms forward out in opposite direction 4 times, face happy/relieved more exaggerated each time)
No PROBLEM, no PROBLEM. (BRUSH fingertips of both hands, back and forth)
The BEGINNING (POINT down on your right)
The MIDDLE (Hands held apart palms facing in)
The END! Ta-dah! (LEFT HAND up and out with palm up, voice goes up)