

Lilly's Purple Plastic Purse by Kevin Henkes
Lesson Plan for 2nd Grade Creative Drama

Kevin Henkes has been writing and illustrating books since 1981. Similar to creative drama, many of his storylines are inspired by his family, friends, and where he grew up. The author's ideas about storytelling make this work ideal for teaching children. In his own words: "When my work is going well, it's transformative. I feel as if I've been removed from ordinary time and am living in some parallel universe, a world of grace and wonder. Books are often the first exposure to art that children have."

Lilly's Purple Plastic Purse by Kevin Henkes is the story of a young mouse's appreciation of her teacher, childlike wonder over everyday objects and how they can distract us from what's really important, and the all-important skills of apologizing and forgiveness. Woven throughout the story are clear characters, settings, and problems introduced in a familiar environment to 2nd graders - a classroom.

PREPARATION:

- Physical copy of *Lilly's Purple Plastic Purse* by Kevin Henkes
- Interesting objects to inspire story creation that can fit in paper bags. Examples follow:
 - A crown
 - A pair of glasses w/o lenses
 - A paper airplane
 - An umbrella
 - A fake flower
 - A Sheriff's badge
 - A rubber duck
 - Fake french baguette
 - A plastic tiny shovel
 - Etc.
- Paper bags with numbers on them (ex: if you have 10 bags, the numbers should be 1-10)

OBJECTIVES:

1. To introduce the students to the idea of using inspiration from their lives - such as the people, objects, and places they come into contact with - to tell creative new stories of their own.

2. To equip the students with the creative drama tools necessary to transform that inspiration into their own stories (character, emotion, movement, conflict, place, etc.).
3. To inspire the students to think of everyday objects as extraordinary to aide in story creation.

OVERVIEW:

The lesson will begin with reading *Lilly’s Purple Plastic Purse* aloud to the students. Following the reading, lead the students through a series of warm-ups intended to help them loosen up and fire up their creative muscles. Then, the elements of a story will be introduced through a series of activities centered around the 5 W’s, with a specific focus on “what” since the story itself is focused around several important objects. Before the “What’s In the Bag” Activity, split the students into groups, with each group having between 5-8 students. They will remain in these groups for the rest of the lesson. Then, they will specifically pick “who’s”, “what’s” and a “where” for their story, creating the plot via a 3-word variety of the game “Story, Story, Die.” They will rehearse their stories and then the groups will perform for one another. When the students are being audience, go over what being a good audience looks and sounds like.

Total time: approximately 1 hour

Suggested venue: Homeroom of students

Number of suggested adult leaders: 2-4 (depends on number of groups)

ORGANIZATION:

ACTIVITY	TIME	DESCRIPTION
Read <i>Lilly’s Purple Plastic Purse</i>	10 minutes	<i>(Sitting)</i> Read the story aloud to the students. Overhead projector optional.
Warm Ups	5 minutes	<i>(Standing)</i> <u>Shake-Out Countdown:</u> the students should loosen up by shaking out their arms and legs, starting with 7 shakes per limb and moving down incrementally as they complete each set. <u>Stretching:</u> tell the students to raise one of their hands as high as they can, just like Lilly when she wants to be called on. Their other hand should stretch down towards the floor. Have them switch off hands twice. <u>“Clap Erasers”</u> the students should pretend they’re clapping two imaginary erasers together to get the chalk off. Then, have them “dust the chalk off” themselves, starting at their toes and going to their shins, knees,

		<p>thighs, elbows, belly, shoulders, and hands.</p> <p><u>Deep Breathing:</u> Have the students take 3 deep, centring breaths</p>
Intro to Where and Who Activity	2 minutes	<p>(Standing)</p> <p>Ask students what Where's and Who's they saw in the story.</p> <p><u>Where's:</u></p> <ul style="list-style-type: none"> - "Where did the story go?" - "Ok, and where did most of the story happen?" - "Did she go anywhere else that we're forgetting?" <p><u>Who's:</u></p> <ul style="list-style-type: none"> - "Who was the story about?" - "Who was the main character?" - "Ok, is there anyone else that we missed?" - "Which characters liked or disliked each other?" - "What did they wear?"
Where and Who Activity	5 minutes	<p>(Standing)</p> <p>Tell the students to imagine they're in a regular class lesson. Ask what kinds of things they do and see other people do. Then ask:</p> <ul style="list-style-type: none"> - "Can someone pretend to be the teacher?" - "Do some classrooms have pets?" - "Can someone pretend to be an object you'd find in a classroom?" <p>Then, introduce some other environments for them to interact in as people, objects, or animals doing activities related to the environment. Examples: underwater, the red carpet, the zoo, a space ship, etc.</p>
Intro to What's in the Bag Activity	1-2 minutes	<p>(Sitting)</p> <p>Have the students divide into their groups of 5-8 and sit in circles. Explain that many stories have important objects that are central to the plot - what the story's about. Ask what important objects were in Lilly's story, some of the environments they were just in, or some important things to them and their family.</p>
What's in the Bag Activity	10 minutes	<p>(Sitting)</p> <p>Students should close their eyes, and keep them closed throughout the entire game. Pass out a few bags to each group - note that not every child will need to have a bag. The students will reach inside the bags and try to guess what's inside - remind them to keep their guesses silent so that they</p>

		<p>don't ruin the surprise for their classmates. After a few seconds of feeling around, announce that the bags are being passed and give the bags to the next student in the circle. Teachers should help with the passing since the students' eyes will be closed. Once the bags return to the student who originally had them (the numbers on the bags assist in keeping track of this), dump out the bags in the middle of the circles.</p> <ul style="list-style-type: none"> - "Were you surprised by anything?" - "What was the weirdest one?"
"It's actually a..."	5 minutes	<p>(Standing)</p> <p>Pick one of the objects from the bags - ideally one easy to morph into other objects. The students pass the object from one person to the next, each student acting out what the object could be other than what it is. Go around each circle twice.</p> <p>Example: the umbrella is actually a walking stick, or a telescope, or an ore, etc.</p>
Example Story, Story, Die (3-word edition)	1-2 minutes	<p>(Sitting)</p> <p>Play an example round of "Story, Story, Die". The story is told three words at a time, with the person next to the storyteller picking up the story EXACTLY where it left off. If the continuation doesn't make sense or if the next storyteller can't think of anything then they DIE the most dramatic of deaths. The students will provide a "who", "where", and a "what" (an object to be incorporated) to inspire the story.</p>
Story, Story, Die (3-word edition)	10 minutes	<p>(Sitting)</p> <p>After the example, each small group should come up with two "who's", a "where", and a "what" for the story to start with. Ideally, the object the students pick should be something from either <i>Lilly's Purple Plastic Purse</i> or from the "What's in the Bag" activity. They will create their story 3 words at a time and may need guidance staying on topic and in finding an ending. Once a student dies, they can be resurrected after each rotation of the circle. An ending should be found after about 5 minutes.</p> <p>(Standing)</p> <p>Once the story is created, help the students pick characters or objects to play. As the story develops, ask questions like "how does your character move?", "does your character's voice sound different from yours?", etc. if the students aren't developing these on their own. Use the objects from the bags in the performance. Even if they haven't specifically used "an</p>

		umbrella” - remind them how objects can be used in telling a story to be something other than what they are. Rehearse the story. Often it is helpful to be a “narrator” to keep the students on track, however if they seem to be focused without this gimmick, then feel free to let them guide their own story.
Perform and Critically Respond	10 minutes	<p><i>(Sitting/Standing)</i></p> <p>Students will perform their dramas for one another, with one group performing while the other group/groups are the audience. Before a group performs, ask the students what the Title of their brand new drama/play is.</p> <p>Explain to the students what a good audience looks and sounds like before beginning. After each play performs, have the audience identify the characters, setting, and plot points. Which objects were used realistically and which objects were pretending to be something else? Was one of the characters the main character?</p>

SUMMARY OF STANDARDS ADDRESSED IN THIS LESSON

- **Siks’ Structural Components and Elements**
 - ***Explored in the Player’s Role:*** Relax, Trust, Concentrate, Body Movement, Imagine Circumstances, Characterization
 - ***Explored in the Playmaker’s Role:*** Plot, Character, Spectacle
 - ***Explored in the Audience Role:*** Perception, Response, Evaluation
- **Colorado Department of Education Expectations**
 - ***Create:***
 - Use voice and movement in character development
 - Create new dramatic elements from existing works
 - ***Perform:***
 - Dramatize short stories
 - Demonstrate movement based on stage directions
 - ***Critically Respond***
 - Identify basic structures and relationships in a scene
 - Identify dramatic elements in dramatizations and stories
 - Express thoughts about a dramatization or performance