

TACKY the Penguin!

Standards:

Reading: Literature Standard 1

Ask and answer questions about key details in a text

Reading: Literature Standard 9

Compare and contrast the adventures and experiences of characters in stories.

Standard 1.T.CR.5:

Create character through imagination, physical movement, gesture, sound and/or speech and facial expression

Standard 1.T.P.4:

Use body to communicate meaning through space, shape, energy, and gesture

Objective: Students will explore the different characters in *Tacky the Penguin* and work together as a class to act out a few pages of the book, using body movement and creative choices to convey the characters in the story.

Materials needed: *Tacky the Penguin* by Helen Lester

Introductory Theatre Lesson/Activity:

Draw on the board a diagram of upstage, downstage, stage left and stage right. Go over the different directions and explain where they are in our space. Then play Simon Says using directions including upstage, downstage, stage left, and stage right.

Activity: Read the book *Tacky the Penguin* to the students. NOTE: Where the book says Tacky slaps people on the back, change to gives them a big high five. Discuss afterward some questions about the text. Ask questions about who all the characters were? Why did the book say "Tacky was an odd bird"? Why did all the penguins join in in singing Tacky's silly song? Why did the hunters go away?

Activity: Explore the movement of the different characters in *Tacky the Penguin*: the pretty penguins, Tacky, the hunters, and the icy crew (the part we're calling the actors who make up the ice and scenery). Have the students line up "follow the leader" style and have them start by showing you what it would look like to march like the penguins. Count for them 1, 2, 3, 4, 1, 2, 3, 4, etc. Then contrast that with how Tacky the penguin would move. What does it look like to march 1, 2, 3, 4, 2, 3, 6, 0, 2 ½, 0? Then have them show how the hunters would move as they *thump... thump... thump* with their maps and traps and rocks and locks. Then have the students show how they would represent ice and icebergs around the penguins.

Activity: Have all the students start out as the penguins, reading from page 14 to page 20. The students will act out what they would do as the penguins during this part of the story. Then choose 5 of the students to act as the hunters and read through those pages again with the penguins and the hunters. Remind the students to show with their bodies what character they

are. Then choose 5 more students to be part of the icy crew. They will represent the ice and background of the story and read the pages again. Finally, have choose one student to be Tacky and read the pages a last time as the students act out the whole scene with all the characters. Incorporate the drama terms we learned at the beginning of class - upstage, downstage, stage right and stage left when giving directions about where the characters should move.