

Facilitation Guide



Talk Show Interview Wit & Wisdom FQ3

EXPERIENCE OVERVIEW

Students will participate in a Talk Show style character interview of the main character to describe changes and the character's emotional reaction to them. Students will write an informative paragraph describing changes the Little House character sees in her neighborhood.

Standards

CCSS

- [CCSS.ELA-Literacy.RL.K.3](#) - With prompting and support, identify characters, settings, and major events in a story.
- [CCSS.ELA-Literacy.RL.K.9](#) - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

NATIONAL ARTS STANDARDS

- Theatre PR4.1.1b. Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience

Getting Ready

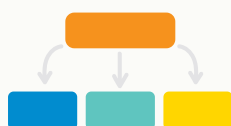
STUDENT PREREQUISITES

- Students will have engaged with *The Little House* text, creating their own Little House (14A) and have discussed the text with peers (17A).

ACCESSIBILITY NOTES

- In addition to creating their own Little House, this activity offers students another medium to better understand the experiences and feelings of the main character in *The Little House*.

ARTS INTEGRATION MATERIALS




**CONCEPT
MAP**



MATERIALS
GOOGLE FOLDER



**VIDEO
PLAYLIST**

Facilitation Guide

Two Voice Poetry

Wit & Wisdom Kinder Module 3, America: Then and Now

TEACH

Engage

- Tell students that we are going to travel through a magic tunnel, become actors, and participate in an interview in order to understand the experiences and feelings of the main character in The Little House.
- Play a round of shake and freeze in order to get the students to focus on the drama.
 - Identify a point of focus in the room– it can be a classroom decoration, a doorknob, a dot you put on the board. Students are to get into an actor's neutral position (arms by sides, calm body), and then shake the body parts you indicate. When you say "Freeze! Focus!", students are to put both feet on the ground and put their eyes on the focus point.
 - They are not to move, giggle (this is hard!) or look at you. If students are good at this, you can attempt to psych them out by moving about the room and behaving a little silly to try and distract them.
 - Suggested shake order: Shake out fingers, then hands/wrists, shake out arms, neck/head, (carefully!) hips and belly, one leg, other leg, whole body, FREEZE! FOCUS! Use a whirligig or other sound effect (the intro to Dr. Who is great) to bring them through the tunnel into the interview (they should close their eyes).
 - Introduce yourself as Rita Book or Andy Goodbook, host of the show Books Alive! and interview students as though they are. (funny glasses or a change of hat will help make the drama come alive!)



AUDIO

Experience

Opening:

- Introduce yourself and the show. Invite the guests to repeat the phrase "I'm happy to be on the show!" to get started in the interview. Ham this up– they will love it.
- Interview the students as your character and address them as though they are the little house

Sample Questions: (ask multiple students the same question, get them to extend their answers) (these are sample questions) *students who talk during the interview when not called on should be redirected with the verbiage "Quiet on the set!"

- how did the neighborhood change with the seasons?
how did you feel about these changes?
- how did the you feel when you saw the first car? the road to the city?

Experience

- What happened next?
- How did you feel when you were surrounded by all of the apartments?
- Did your feelings about them change?
- How did you feel when they started building sky scrapers?
- What did you dream about then?
- How did you feel? When they put you on wheels, what thoughts rushed through your mind?
- How did you feel? When you reached the hill, what changed?
- What do you love best about your new neighborhood?

Assess

Recap the learning in your sendoff

- “You heard it here folks, _____ That’s all for this week. I’m Rita Book, and I will see you next time on Books Alive!!”

Take students back to the classroom through the whirligig.

Reflect:

- Did students participate in the drama? Did they answer the questions with TBE? Did they listen to the answers of others?
 - If desired, return to the Actor’s Toolkit and have students self-assess if they used their Voice Body and Imagination.