

Let's Have Fun Improvising!

Telling a Story

Take a modern twist on the old school fairy tale through a fun storytelling improv activity that encourages abstract connections, memory and creative thinking.

Instructions:

- Have kids arrange themselves into a loose circle.
- Choose one kid at random to be the conductor of the story. They will tell the others when to switch.
- One child will start a story with "Once upon a time..."
- Once that child has completed a few sentences, your conductor will say switch.
- Moving along the circle clockwise, the next person will start the story where the other left off.
- Here's the twist: When the conductor says switch, they will throw in either a new character, action or scene that the child must work into their section.
- Depending on the ages, you might just have them throw in one addition like a new character or you might have them throw in several.

Learning Standards

Drama:

K.1CR Demonstrate observations and listening skills in a theatrical context.

K.2CR Imitate the characters seen in media presentations of stories and fairy tales

English Language Arts:

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.2.3 Describe how characters in a story respond to major events and challenges.

Rhyming Words and Gestures

Combine rhyming words and gestures in this fast paced improv activity.

Instructions:

- Choose someone to start
- Call out a word like sit and perform the action of sitting.
- The next person will choose a word that rhymes with sit and perform the action - like spit.
- Keep going until you run out of action rhyming words. That person will choose a new word and the activity continues.

Learning Standards

English Language Arts:

RF.K.2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds).

- a. Recognize and produce rhyming words.

Drama:

K.1PE Imitate movements, voices and feelings of people, animals and objects through dramatic play.

Learn to Scat Like A Cool Cat

Using the fill-in-the-blank worksheets below, choose scat syllables from the word bank to insert in to some popular children's tunes to create your own scat song!

Option: Take a song of your choice and use the scat word bank to create your own scat song.

To hear some more scat tunes before creating your own, check out the following examples:

Ella Fitzgerald- One Note Samba. Listen on Youtube.

Bing Crosby and Ella Fitzgerald. Listen on Youtube.

Materials Needed:

- Printed worksheet
- Pencil

Scat Fill-in-the-Blank Worksheet

Baa Baa Black Sheep

Baa baa black sheep
 Have you _____?
 Yes sir, yes sir,
 _____ bags full

One for _____
 And _____ for my dame
 And one for the _____ boy
 That lives down the lane

Baa baa _____ sheep
 Have you any _____?

_____, _____,

 three bags full

Scat Syllable Word Bank

Bam	Bip	Bop
Diddly	Doo	Dooby
Dop	Dow	Du
Dwee	Sha	Schwee
Scoo	Scooby	Wah-Wah
Wap	Wop	Zap Zip
Zippity	Zow	Zwee

Row, Row, Row Your Boat

Row, row, row your boat
 Gently down the stream
 Merrily, merrily, _____,
 Life is _____ a dream

Row, row, _____
 Gently down the stream
 Merrily, merrily, merrily, merrily
 _____ but a dream

Row, _____, row your boat
 Gently down the _____
 Merrily, _____, merrily, merrily
 Life is but a dream

_____, _____, row your boat
 Gently down the stream
 Merrily, merrily, _____
 Life is but a dream

Itsy Bitsy Spider

The itsy bitsy spider
 Went up the _____ spout
 Down came the rain and
 _____ the spider out
 _____ came the _____
 And dried up all _____
 Now the itsy bitsy _____
 Went up the _____ again

The itsy bitsy _____
 Went up the _____
 Down came the _____ and
 Washed the spider out
 Out _____ the sun
 And _____ up all the rain
 Now the _____ bitsy spider
 Went up the _____ again

Learning Standards

Music:

1.3CR Compose new lyrics to known songs with short rhythmic and melodic phrases using a variety of sound sources.

1.3PE Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.

2.1RE Listen to and explore the music of various styles, composers, periods and cultures.

English Language Arts:

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.