

# TRANSPORTATION

# K - PRIMARY

## THEATRE GAMES

### Instructions:

Because there are a wide variety of Theatre Games with varying instructions, specific instructions for each Theatre Game will be included within the game descriptions below.

In line with the following NAEYC® and private preschool areas of development: Physical Development • Gross and Fine Motor Skills • Language Development • Creative Expression and Appreciation for the Arts • Social and Emotional Development • Life Skills

### What noise?

1. Teacher and children sit in a circle.
2. Teacher pulls pictures of “things that move” out of a bag and each time he/she pulls out a new item, children must make that sound. i.e. Cars, fire trucks, airplanes, trains, buses, animals, bicycles, rockets, boats, and tractors.
3. Teacher may have children raise their hands so that each child gets a turn to make a sound.
4. After the teacher has pulled out all the items, he/she can put the items back in the bag and pull them out again, this time as quickly as possible so children can all make each sound and do it in a fun and entertaining way.

### The Bus Driver

1. Teacher is the bus driver and asks children to scatter themselves around the room.
2. The bus driver makes his/her way around the room picking up each child as he/she goes.
3. The bus driver can ask each child where he/she is going and drop them off after all children are picked-up. Or, the bus driver can drop them all off in one location such as a carnival, beach or ice cream shop and let them each improv actions at the location.

### Telephone Talk

1. Children are paired up and sitting or standing back-to-back. If there is an uneven number of children, the teacher can partner with the extra child or there can be three children working together in one group.
2. The children will be more comfortable in delivering their scene if the teacher (along with a volunteer) performs an example scene first.
3. Teacher identifies one child in each pairing by name and provides line 1 to them.
4. Teacher identifies the second child in each pairing by name and provides line 2 to them.
5. Teacher instructs the children to ad lib, continuing the conversation after the second line is delivered.
6. Teachers starts the scene by ringing the telephone:

*TEACHER: Ring-ring. Ring-ring.*

*1) CHILD 1: Train station, may I help you?*

*2) CHILD 2: Yes, I would like to buy a ticket to \_\_\_\_\_.*

If children are having difficulty with ad lib, the teacher should offer suggested responses to help the flow of the conversation. Telephone Talk scenes are intended to be short. It may be necessary for the teacher to encourage children to create an ending if their scene has become extensive.