

Teacher: K. Ferdon-Anderson

Course: Drama

Period(s): 7 & 8

Week of: August 17-19, 2016

	Standards	Goals As a result of this lesson the student will be able to:	Instructional Strategies What the teacher will do to ensure the student meets the goals:	Activities The student will:	Homework & Assessment Student achievement will be measured by:
Monday		No School			
Tuesday		No School			
Wednesday		Students will: <ul style="list-style-type: none"> • Learn and Know everyone's name • Identify expectations, agreements, and fears of the class and themselves • Identify basic rules, strategies, and purpose of drama 	Teacher will: <ul style="list-style-type: none"> • Demonstrate "name game" for students • Expect students to follow lead and learn all names • Guide students in identifying personal expectations, agreements, and fears of the class • Guide students in identifying and learning to follow basic rules, strategies and purpose of drama 	Students will: <ul style="list-style-type: none"> • Participate in name game • Learn all names by end of period • Identify and discuss personal expectations, agreements, and fears of the class • Identify and learn to follow basic rules, strategies and purpose of drama 	Return signed contract and parent letter by Friday, August 19

Thursday		<p>The Students will:</p> <ul style="list-style-type: none"> • Review names • Identify and learn basic stage directions • Identify and practice warm ups and class procedures • Identify and practice trust exercises and work on building trust of classmates • First Performance of “2x3 by Bradford” • Identify forced connections • Practice forced connections by creating “The Machine” • Identify basics of creating characters 	<p>Teacher will:</p> <ul style="list-style-type: none"> • Call on random student to identify names of all students. This will be repeated until students get all names correct. • Call out random stage directions for the students to follow: walk downstage left; walk upstage center; etc. • Guide students in blind cars and blind trust walk • Give students directions on “2x3xBradford” and allow students to practice and then perform. • Discuss and define “forced connections” • Give students directions on “The Machine” • Direct students in performance of “The Machine” • Create characters by performing the Martha Game 	<p>Students will:</p> <ul style="list-style-type: none"> • Identify classmates by name • Follow teachers call outs by following stage directions • Choose partners to participate in blind trust walk and blind cars to build trust • Work with partner to practice and then perform “2x3xBradford” • Listen as teacher gives definition and example of forced connections • Students will participate in “The Machine” • Perform Martha Game 	<p>Teacher will assess through observation and asking students questions as we move from one activity to another.</p>
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Friday		<p>The Students will:</p> <ul style="list-style-type: none"> • Review names • Review basic stage directions • Review warm ups • Review trust exercises and work on building trust of classmates • First Performance of “2x3 by Bradford” • Identify forced connections • Practice forced connections by creating “The Machine” • Identify basics of creating characters 	<p>Teacher will:</p> <ul style="list-style-type: none"> • Call on random student to identify names of all students. This will be repeated until students get all names correct. • Call out random stage directions for the students to follow: walk downstage left; walk upstage center; etc. • Guide students in blind cars and blind trust walk • Give students directions on “2x3xBradford” and allow students to practice and then perform. • Discuss and define “forced connections” • Give students directions on “The Machine” • Direct students in performance of “The Machine” • Create characters by performing the Martha Game 	<p>Students will:</p> <ul style="list-style-type: none"> • Identify classmates by name • Follow teachers call outs by following stage directions • Choose partners to participate in blind trust walk and blind cars to build trust • Work with partner to practice and then perform “2x3xBradford” • Listen as teacher gives definition and example of forced connections • Students will participate in “The Machine” • Perform Martha Game 	
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* All plans are subject to change. Student progress will be monitored and adjustments will be made.