

	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:
<b>Monday</b>		<p>Students will:</p> <ul style="list-style-type: none"> <li>• Learn and perform Alphabet dialogue</li> <li>• Complete Creating character handout.</li> <li>• Receive copy of the short scene, “</li> <li>• Student partners will rehearse the scene based on our reviews of blocking, voice, and body movements</li> <li>•</li> </ul>	<p>Teacher will:</p> <ul style="list-style-type: none"> <li>• Guide and observe students as they create their dialogue</li> <li>• Work on their character descriptions</li> <li>• -and their scenes</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Create a character</li> <li>• Work with a partner</li> <li>• Use the blocking, vocal, imagination, and body movement strategies we’ve talked about</li> <li>• Rehearse their scenes to be performed tomorrow</li> </ul>	
<b>Tuesday</b>		<ul style="list-style-type: none"> <li>• Class will review blocking and stage movement</li> <li>• Class will participate in “ambiguous dialogue” and nonsense dialogue activities.</li> <li>• Class will receive partners and two person scenes</li> <li>• Students will create characters</li> <li>• Students will stay in character as they participate in class activities.</li> <li>• Perform scenes</li> </ul>	<p>Teacher will:</p> <ul style="list-style-type: none"> <li>• Review blocking strategies with students</li> <li>• Direct students in review of yesterday’s warm up games.</li> <li>• Direct students in new warm-up game: “count to 20”</li> <li>• Direct students in “ambiguous dialogue” and nonsense dialogue activities.</li> <li>• Direct students in “Creating character” activity.</li> <li>• Observe students as they perform</li> <li>• Assign student pairs two person scenes.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Participate in blocking activities</li> <li>• Participate in warm up activities</li> <li>• Participate with partner in “ambiguous dialogue” and nonsense dialogue activities.</li> <li>• Participate in “creating character” activity. Complete handout and then stay in character in class activities</li> <li>• Participate in “grandma/pa” closing game.</li> <li>• Perform scenes</li> <li>• Observe each other as they perform</li> <li>• Receive two person scene and partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will observe student behavior and participation.</li> </ul>

Wednesday		<ul style="list-style-type: none"> <li>Stay in created character and participate in class activities</li> <li>Create “trash Theater” skits</li> </ul>	<p>Teacher will</p> <ul style="list-style-type: none"> <li>Direct students to stay in character</li> <li>Direct students in warm up games of students’ choice</li> <li>Give instructions on “trash theater”</li> <li>Place students in groups to create “trash theater”</li> <li>Observe students as they create, rehearse, and perform the skits.</li> <li>Observe students as they rehearse two person scenes</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Review created characters. Get into character and stay in character as we participate in warm ups</li> <li>Choose warm up activity</li> <li>Participate in warm up activity</li> <li>Work in group to create, rehearse, and perform the trash theater skits.</li> <li>Rehearse two person scene last 15 minutes of class</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will observe student behavior and participation.</li> <li>Tell students we will meet in the classroom on Thursday.</li> </ul>
Thursday		<ul style="list-style-type: none"> <li>Identify and recognize: improvisation, interpretation, character-centered and situation-centered storytelling, and vocabulary from Chapters 1 &amp; 2 of textbook.</li> </ul>	<p>Teacher will (substitute will be here today)</p> <ul style="list-style-type: none"> <li>Direct students to read chapter 1 and 2 of textbook <i>The Stage and School</i>.</li> <li>Students will identify and define the bold faced words through the chapter</li> <li>Answer the questions on pages 22 and 23.</li> <li>Answer the questions on pages 60 and 61.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Read, define words, and answer questions in chapters 1 and 2 of textbook.</li> <li>Rehearse two person scene last 15 minutes of class</li> </ul>	<p>Teacher will grade papers that students turn in</p>
Friday		<ul style="list-style-type: none"> <li>Review words, activities, and objectives in Chapters 1 and 2 of textbook.</li> <li>Show knowledge of improvisation and pantomime</li> </ul>	<p>Teacher will:</p> <ul style="list-style-type: none"> <li>As students questions about the chapters</li> <li>Review terms and ideas in chapter.</li> <li>Direct students to practice activities on pantomime and improvisation</li> <li>Direct students in “the Martha game.”</li> <li>Observe students as they participate in pantomime and improvisation activities</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Share what they read and learned from Chapters 1 and 2.</li> <li>Show knowledge of pantomime and improvisation through teacher directed activities</li> <li>Participate in the “Martha game”</li> <li>Rehearse two person scene last 15 minutes of class</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will observe student behavior and participation.</li> </ul> <p>**Student daily grade rubric can be found on website.</p>

\* All plans are subject to change. Student progress will be monitored and adjustments will be made.