**Lesson Cycle**

**Lesson Title/Topic: 3rd Grade/ELAR**

**Concept: Discuss elements of drama such as characters, dialogue, setting and acts**

**Standards: TEKS – 110.5.b.9.C  
 ELPS – 74.4.d.3.B.i.I   
 CCRS – ELA II.B.1**

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| **Learning Objective:** Students will write a short play in groups that includes four elements of drama scoring 4/5 on the rubric. | |
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**Materials:** The Readers Theatre – The Chocolate Touch  
Worksheet Write a Play

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| **Lesson Cycle:** | |
| **The teacher will:** | **The student will:** | |
| **Focus (Hook, Mental Set):** Theater Warm Up Exercise - *One Sentence at a Time* Everyone gets in a big circle sitting on our chairs. Teacher starts by saying, “Once upon a time…” then the next person adds a sentence and so on and so forth.  Start asking questions preparing what they will learn in the lesson. | Sit in the circle and create a sentence to add to the story.  Check their understanding:  Has anyone seen a play? Has anyone participated in a play? What do you remember about the play? Bring up drama elements if possible. | |
| **Instructional Delivery (Teacher Input):**  **Play YouTube video** [**https://youtu.be/LGG4jxvc\_ps**](https://youtu.be/LGG4jxvc_ps) **and introduce four elements of drama by reviewing vocab and access comprehension.**  Start with a brainstorming diagram explaining 4 elements of drama definitions. Discuss plays students have seen using examples.  Teacher will read a setting to the Reader’s Theatre play. She will have the class close their eyes while she reads so they can imagine the setting.  Assign each student with a character and pass out the Reader’s Theatre play. **Use appropriate paced language skills with reading, writing, listening and speaking.** Everyone takes turns reading their part in the play.  Authentic learning: The Reader’s Theatre has a moral about greed and selfishness and teaches students to appreciate what’s truly important. | Check their understanding in brainstorming diagram:  Name some characters of your favorite plays. What do you think of when you hear dialogue? (Mention comic book dialogues) When and where did the setting take place in plays you’ve seen? Are acts in a play like chapters in a book?  After Reader’s Theater: Who were the characters? What was the setting? Were there different acts? Who were the dialogues between? | |
| **Guided Practice:**  Teacher will write a short play on the whiteboard using four elements of drama. Start with setting, then add characters, dialogue, and acts. Use a check list after you incorporate an element. | Students will offer creative ideas to help complete the play. | |
| **Independent Practice:**  Put students in different groups. Have an even number of strong and lower writers. Assign high creative achievers as “leader” for each group. Have them create their own play with setting, characters, dialogue, and acts. Pass out worksheet to help guide their writing. | Students will work together in groups. Complete a short play using the worksheet and written play on the whiteboard as guides. | |
| **Closure:**  Be the Teacher Each group will briefly state their elements from the play they wrote. **Teacher will encourage physical storytelling when each group presents their story.** | Students will stand up as a group and state their drama elements from the play they wrote. | |

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| **Options:** |  |
| ***Enrichment:*** *Will offer students to go to the quiet student center to practice and act out the Reader’s Theater and scripts they wrote in their groups.* | ***Reteach:*** *Will have an episode of a popular children’s show like Spongebob Squarepants to analyze and discuss the elements of the “show” instead of a dramatic play.* |
| ***Modifications:*** *Dyslexia student – will have student read short story play from a computer with headphones.*  *Organization & Planning student – will provide a sticky note on desk of things to do in order.*  *Getting started on task student – will have the student highlight a list of instructions after each step is completed.* | ***Accommodations:*** *Dyslexia student – will cover with a colored paper so that only parts the class is reading from the skit is visible.  Organization & Planning student – will provide a written checklist for each step during the independent practice.   Getting started on task student – will provide cognitive behavioral feedback each time he completes a task during independent practice.* |