

Act 1 Scene 4 Reader's Theater Lesson Plan

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| Grade: 8 | Subject: English Language Arts |
| Materials: Textbooks | Technology Needed: Projector to project the set |
| Instructional Strategies: € Direct instruction € Peer teaching/collaboration/ € Guided practice perative learning € Socratic Seminar € Visuals/Graphic organizers € Learning Centers € PBL € Lecture € Discussion/Debate € Technology integration € Modeling € Other (list): Reader's Theater / Drama | Guided Practices and Concrete Application: € Large group activity € Hands-on € Independent activity € Technology integration € Pairing/collaboration € Imitation/Repeat/Mimic € Simulations/Scenarios € Other (list) Explain: |
| Standard(s) 1. SL.8.6: Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate. 2. RL.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | Differentiation: As this is the first time we are doing Reader's Theater, I will just allow students to volunteer to participate in front of the class. The students who aren't exactly comfortable reading / being in front of the class will have the opportunity to observe their classmates who volunteer This way, later on, if we reader's theater again, those who were maybe uncomfortable speaking in front of the class initially would be more willing now that they've seen it done before. |
| Objective(s) 1. I can study the elements of drama to better understand how they tell a story. 2. I understand how playwrights make connections and distinctions between characters in a play and how this affects the story. 3. I can read fluently using proper inflection. Bloom's Taxonomy Cognitive Level: Understand, Apply, Analyze | For those in the audience who would be tempted to check out or to be distracting during this time, I'll be sure to stop and ask some comprehension questions as we go along, including questions about what connections are being made and how this medium is different than the reading/watching we've done so far. I know a few of the members of the audience will be more willing to answer questions for me and others will be less willing. I will ask questions specifically of different students throughout the room, so that all of them are prepared to answer and to be engaged in the discussion. |
| Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • For this one, I'll have the students who volunteer participate by reading and everyone else will be a part of the audience. • I'll have another chat about what being a good audience member looks like. | Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.): <ul style="list-style-type: none"> • I'll remind the kiddos of what it means to be a good, participatory audience. <ul style="list-style-type: none"> ○ Pay attention, participate in the discussion, not speak when the speakers are speaking. • The kids reading will come to the front of the class and sit in a little arc. |

| Minutes | Procedures |
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| | <p>Set-up/Prep:</p> <ul style="list-style-type: none"> ● Have a few students in mind in each class that would be willing/able to read for the class if we don't have volunteers. ● Be sure that there is enough room in the front of the room for the "actors" to sit. |
| 0-5 | <p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> ● Ask the students again how many of them have seen a play before and then how many have been in a play before. ● Tell them that today they'll have the opportunity to experience a little of what it is like to be in a play (if they want to) ● If Mr. Klemisch brings his artifacts, we can look at those at this time to engage the students also. |
| 5-10 | <p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> ● Remember how at the beginning of this unit, we talked about how performing a play is inherently different from reading one? What were some of those differences? <ul style="list-style-type: none"> ○ It can be more engaging to watch something instead of reading it, you visualize reading inside your head while a play is performed for you, etc. ● I think it would be a good idea to experience some of what this is like. ● Today, we are going to do a little bit of Reader's Theater for scene 4. I'll need six actors. (3 boys & 3 girls) <ul style="list-style-type: none"> ○ You'll sit in the chairs at the front of class ● LIST OF CHARACTERS: Anne, Margot, Mrs. Frank, Mr. Frank, Mr. Dussel, Mr. Van Daan (one line) ● I'll tell them that I'll narrate any large bits of stage direction and will make any sound effects that seem necessary or helpful for the production. ● I'll also pull a picture of the set up on the screen so that we understand what the stage would look like. |
| 10-40 | <p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ● The students that are acting will perform the scene, and the students in the audience will watch for now, answering comprehension questions as we go along. <ul style="list-style-type: none"> ○ LINE 2047: "What does Anne's dream tell us about her character? About what she's feeling?" <ul style="list-style-type: none"> ▪ She's feeling scared most of the time. ▪ "Why do authors choose to use dreams to show their characters' emotions?" <ul style="list-style-type: none"> ● It shows what they feel even in their subconscious. ○ LINE 2109: "How is Mrs. Frank's reaction to Anne's screaming different than Mr. Dussel's? Which works better? What does this say about Mrs. Frank? About Anne?" <ul style="list-style-type: none"> ▪ Mrs. Frank is gentle, while Mr. Dussel is harsh. ▪ Mrs. Frank's way works best to shush Anne. ▪ This shows that Mrs. Frank knows Anne well. ▪ Shows that Anne responds better to gentleness than to yelling. <ul style="list-style-type: none"> ● But that's most of us, right? ▪ What do we think of Mr. Dussel? |

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| | <ul style="list-style-type: none"> ○ LINE 2233: “In a play, how do we understand characters?” <ul style="list-style-type: none"> ▪ What they say... Their actions.. Most of the time, we don’t see their thoughts and there is no author to straight up tell the reader what they’re like (except sometimes in the stage directions). ▪ How they are different from other characters (The Franks vs. The Van Daans, Margot vs. Anne, Mr. Frank vs. Mrs. Frank, Mr. Dussel vs. Mrs. Frank.) ○ AT THE END: “What do we know of Mr. Frank and Anne’s relationship? Does this give us any clue as to why Mr. Frank reacted as he did to the diary in the first scene?” <ul style="list-style-type: none"> ● Link to Slides |
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| 40-45 | <p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ● We may not finish the whole scene, and that’s okay. We can finish it on Tuesday (we’ll give ourselves a recap). ● ASK: what differences the students notice between the mediums (play, film, reading) and which they prefer or which they believe to be truest to life. ● Before we go home on break, ASK them if they have any answers to the essential question yet. (How can one maintain hope, even in the face of adversity? - or - What is Anne Frank’s legacy?) <ul style="list-style-type: none"> ○ If we have extra time, have them write their answers to this in their notebooks. ● Have a wonderful break, everyone! |
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Formative Assessment: (linked to objectives)
Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

- I’ll be asking comprehension questions of the class as we go along.

Consideration for Back-up Plan:

- If no students / not enough students volunteer, I’ll have a few students in mind to choose that I think would do a good job and would be mature and comfortable.
- If we don’t finish, we’ll give ourselves a recap on Tuesday and finish then.
- If we finish early, I’ll have them write out what their answers are to the essential question so far.

Summative Assessment (linked back to objectives)
End of lesson:

- I’ll have a good idea of their understanding by how they answer my questions as we go along. It’s the end of the quarter today, so we won’t assign anything, but I’ll notice where the class is at with the material generally.

If applicable- overall unit, chapter, concept, etc.:

- Anne Frank Assessment

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):