Beth Tabor

GOALS- Students will learn to look at the actions and dialogues of characters in order to make judgments about their personality and future actions. (language arts standard 3.3 Literary Response and Analysis) With this information students will make predictions about what is yet to come in a story as well as make decisions about the actions and reactions among characters in a play.

Students will use this information to act out a future play. Students will learn theatre vocabulary and incorporate this knowledge while preparing for a performance. (VAPA standard 1.1 Development of Vocabulary of the Theatre)

Students will also develop creative expression (VAPA standard 2.0)

Students will also address Reading Comprehension standards 2.2, 2.4 and Word Analysis, Fluency, and Systematic Vocabulary Development standards 1.1, 1.4, 1.6, and 1.3 which deals with reading fluency

Duration - Initial lesson will take about an hour. Several sessions will be needed to meet all of the above goals. The culmination will be a performance.

~~BODY OF LESSON~~

Introduction: Activate prior knowledge. Discuss what happens when you watch a story on TV or at the movies. How do we know what sort of person a character is going to turn out to be? What clues do we get that help us guess or predict what a character will do in certain situations? How is it that we can often guess what is going to happen in a show or movie?

Lesson ~ Create scenarios/ pantomimes/ improvisations where students can analyze the actions of characters and what those actions say about their feelings. How do those feelings influence the characters actions and reactions to others? (motivation)

Students will read a short story that contains many emotions (for example, Dogzilla)

Guided Practice ~ Students will be directed on "stage" and be given direction as to how to act out various emotions from the story and reactions to other characters (theater vocabulary). Emotions from the story will be "tried out", for example anger, love, fear, sarcasm will be demonstrated and directed.

Independent Practice ~ Students will create their own portrayals of characters based on the short story they have just read. Other students will make predictions about the behaviors they are seeing.

Closure ~ Have a discussion recapping the experience and teacher will demonstrate more complicated emotions.