Unit of Study:

Lights, Camera, Action: Bringing Drama to Life
Lights, Camera, Action: Bringing Drama to Life
For Second-Grade

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**Unit Overview**

Often times, dramas or readers theaters are used by teachers in an attempt to increase fluency. When fluency is your ultimate goal, students tend to read and practice only their parts. This unit is written in a way that encourages students to approach drama as a story, first, and then as a play that can be performed. This unit will walk the students through the basics of this genre, with an explanation of terminology, then a behind the scenes look at the setting and character development, and finally how to perform the play.

Some resources are provided. Please be sure to pre-read everything prior to sharing it with your students. Many schools do not have a plethora of drama to share. You will want to be sure to have both plays and reader’s theaters available for students to read. Many of the resources are from free online sites, and will definitely require you to make sure everything is appropriate.

**Resources for Teaching the Genre of Drama**

- Reading A to Z: this is an online resource that you must pay for. This site includes many resources, including leveled reader’s theaters.
- [http://www.kidsinco.com/complete-list-of-playscripts/](http://www.kidsinco.com/complete-list-of-playscripts/)
- [http://freedrama.net/](http://freedrama.net/)
- [www.aaronshep.com/rt/](http://www.aaronshep.com/rt/)
- [http://pbskids.org/arthur/print/playmaker/script.html](http://pbskids.org/arthur/print/playmaker/script.html)

a play-the three little pigs.asf
LESSONS INCLUDED IN THE UNIT OF STUDY:

The following is a list of lessons that are included in the Lights, Camera, Action: Bringing Drama to Life unit. Each lesson has been assigned a number that correlates to a number found in the upper right corner of each lesson card, which signifies a suggested sequence or progression of the lessons.

After analyzing the grade level expectations, district curriculum, and student needs, teachers should customize the mini-lessons for their students. The mini-lessons are based upon the grade-level expectations found in the English Language Arts and Reading TEKS objectives.

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<td>2 Drama vs. Readers Theater</td>
<td>Thoughtful readers understand the difference between a play and a reader’s theater.</td>
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<td>5 Making Note of the Layout of a Drama</td>
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<td>6 Scene 1: Setting the Stage in a Drama</td>
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<td>Thoughtful readers determine the problem in a drama.</td>
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<td>Becoming Your Character: Identifying Traits</td>
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<tr>
<td>15</td>
<td>Drama Celebration</td>
</tr>
</tbody>
</table>
**Minilesson: Characteristics of Drama**

**Materials:**
- A narrative story and a version of that story in a play format.
- If you think your students will be unfamiliar with what a play is, you might choose to share a portion of one with them. You can look up the play version of many Disney movies (for example, Disney's Beauty and the Beast). You will want to preview all videos, and make sure no commercials appear prior to, during, or after the video. It would be best if you choose a play that will be of interest to your students.

**Purpose:** Thoughtful readers understand and define the genre of plays, and analyze the ways in which plays are different from other narrative texts.

**TEKS:** 2.6

**Connection:**
- connect today’s work with our ongoing work
- explicitly state my teaching point

Tell the class how excited you are that you are starting a new unit today! Ask the students if they have ever seen a play performed. Tell students that plays are stories that people perform. Let them know that in this unit, they are going to learn all about plays.

**Teach:**
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Students, plays are a very exciting way to experience stories. They are fun to watch, and even more fun to perform. Plays are very similar to stories that we have read throughout the year. A play contains the story elements of most narrative texts such as characters, setting, plot, conflict, and resolution. Often, there is a theme that drives the storyline. The actors in the play help the audience feel like they are right there on the stage encountering whatever problems or situations that the characters are facing. Good plays touch the audience by helping them experience the different emotions felt by the characters. Plays can make us laugh or cry. They can even make us feel angry.

Share an example of a play with your students, or a personal experience with a play.

**Active Engagement:**
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Invite the students to turn and talk to their partner about how plays and stories are similar, and how they are different... Listen in on their conversations. You will want to listen for misunderstandings, enthusiasm, and questions. Share some of the things you hear with the class.

**Link:**
- restate the teaching point
- explain how the learning can be used in the future

Tell students, that as they are reading today, you would like for them to think about whether or not their story would make a good play.

**Possible Conference Questions:**
- How’s it going?
- Would your story make a good play? Why? Why not?

**Teaching Share Time:**
- restate the teaching point
- share examples of what you heard or observed

Gather students. Share with them some of the books that you think would make good plays. Share why you think they would make good plays – strong characters, a good story, an exciting plot line. Tell students that you are very excited to continue learning more about plays within this unit!
**Minilesson: Play vs. Readers Theater**

**Materials:**
- You will want a video of a play, and a video of a reader’s theater. You can find some reader’s theater performances by the Chamber Readers at [www.aaronshep.com/rt/](http://www.aaronshep.com/rt/).
- Chart paper to record the differences and similarities between a drama and a reader’s theater.

**Note:** You will want to preview all videos you plan on sharing with your class.

**Purpose:** Thoughtful readers understand the difference between a play and a reader’s theater.

**TEKS:** 2.6

**Connection:**
- connect today’s work with our ongoing work
- explicitly state my teaching point

Tell the class that you are so excited to continue learning about drama. Let them know that yesterday was the beginning of a very exciting unit. Tell students that, today, they are going to learn the difference between a play and a reader’s theater. Tell them that both are exciting to watch, as well as perform. There are some definite differences between the two, though.

**Teach:**
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Students, have you ever performed a reader’s theater before? A reader’s theater is a little different from a play. Let’s watch a couple of videos to see the difference between the two.

Show the students the two different videos.

Ask students to turn and talk to their partner about some of the things they saw that were the same, and some of the things that were different.

Record this information in a Venn diagram. Please note, the students may not know the technical terminology yet. This is OK – just record their ideas in the way they share them. You can go back in the next few days, and include the terminology.

<table>
<thead>
<tr>
<th>Drama</th>
<th>Both</th>
<th>Reader’s Theater</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters dress up</td>
<td>There is a script</td>
<td>There are no costumes</td>
</tr>
<tr>
<td>Nobody holds a script</td>
<td>Everyone has a part</td>
<td>You can read from your script</td>
</tr>
<tr>
<td>There are props</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Active Engagement:**
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Invite students to turn and talk with their partner about the similarities and differences between plays and reader’s theaters. Listen in on their conversations. Share and record any new information you overhear.

**Link:**
- restate the teaching point
- explain how the learning can be used in the future

Tell students that as they read, you would like them to think about their story, and whether it would make a better play or a better reader’s theater. Look back at the chart you created, and review the key elements of each.

**Possible Conference Questions:**
- How’s it going?
- Tell me about your book.
- Would your book make a better play or a better reader’s theater?
- What would be happening on stage right now if your page was in a play? How about a reader’s theater?

**Possible Things to Make Note of:**
Record items that will guide you in choosing your Strategy Groups.

- Do students understand the difference between a drama and a reader’s theater?

**Teaching Share Time:**
- restate the teaching point
- share examples of what you heard or observed

Gather your students share some of the great things that you saw today. You might choose one or two books that students were reading, and express why you think they would make better play or reader’s theaters based on the chart you created, and the content of the book.
Materials:
- Play Genre Vocabulary anchor chart
- Reader’s Theater scripts and play scripts (see Appendix A for possible resources).
- Online resource - http://pbskids.org/arthur/print/playmaker/script.html (Francine - from the Arthur series - walks students through performing a play, including an explanation of terminology)

Note: This lesson is based on Lesson D2 from the 3-5 unit Lights, Camera, Action: Bringing Drama to Life.

The following lessons will refer to plays in general. Please note that plays and reader’s theaters have different features, but are similar in many ways. You will want to make sure to expose your students to both.

Purpose: Thoughtful readers identify the distinguishing features of a play to aid in comprehension.

TEKS: 2.6

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Tell the class how excited you are to continue learning about plays. Let students know that today’s lesson is about the important features of a play. Tell them that you will be looking closely at a script to learn some common terminology associated with plays.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Share with students the definition of a play.

Play Genre Vocabulary

<table>
<thead>
<tr>
<th>Play</th>
<th>A story that is written in dramatic form and intended to be performed by actors. Plays often contain the elements of a narrative text such as characters, setting, plot, conflict and resolution. Many times plays revolve around a theme.</th>
</tr>
</thead>
</table>

Explain to students that the actors in plays help the audience feel like they are right there on the stage experiencing whatever problems or situations that the characters are facing. Good plays help touch the audience by helping them experience the different emotions felt by the characters.

Show students a copy of a play. You might choose to use the online resource mentioned in the Materials section. Explain that the title is the name of the play, and the playwright is the name of the person that wrote the play. Add these terms to your anchor chart.

Play Genre Vocabulary

<table>
<thead>
<tr>
<th>Title</th>
<th>The name of the play.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playwright</td>
<td>The person who wrote the play.</td>
</tr>
</tbody>
</table>

Explain to the students that the stage is where the actors perform the play. You might refer to a stage located in your building as a visual reference.

Play Genre Vocabulary

<table>
<thead>
<tr>
<th>Stage</th>
<th>The platform in which actors perform.</th>
</tr>
</thead>
</table>

Possible Conference Questions:
- How’s it going?
- Tell me about the play you are reading.
- What are some of the things you notice that are different from when you read a book.

Possible Things to Make Note of:
Record items that will guide you in choosing your Strategy Groups.
- Make note use of terminology.
- Do students understand that the play is a story?

Teaching Share Time:
- restate the teaching point
- share examples of what you heard or observed

Gather students to discuss some of the things they read today. Ask them if they can share an example of something in their play they noticed that you talked about during the minilesson. You can either have them share individually, or turn and tell their partner.

Remind students that plays are stories that are brought to life through acting.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Invite the students to turn and talk to their partner about what they have learned about plays. Listen in on their conversations. If anything new is discussed, you can add it to the anchor chart.
Materials:
- Play Genre Vocabulary anchor chart
- A play script that has a beginning that introduces the characters and setting, is divided into acts, and has multiple scenes. (See Appendix A for possible resources).
- Online resource - http://pbskids.org/arthur/print/playmaker/script.html (Francine - from the Arthur series - walks students through performing a play, including an explanation of terminology)

Note: This lesson is based on Lesson D3 from the 3-5 unit Lights, Camera, Action: Bringing Drama to Life.

The following lessons will refer to plays in general. Please note that plays and reader’s theaters have different features, but are similar in many ways. You will want to make sure to expose your students to both.

Purpose: Thoughtful readers identify the distinguishing features of a play to aid in comprehension.

TEKS: 2.6

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Congratulate students on working hard to learn about the genre of plays. Inform them that today they are going to continue to learn about the format of a play, particularly the different parts of a script, the written format of a play.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Briefly review features discussed during previous lessons by using the Play Genre Vocabulary anchor chart from the previous day. Remind students that yesterday they learned about the purpose of a play, who writes the play, and where the play is performed. Explain to the students that in this lesson, they are going to look closely at the features of the script. Show the students a copy of a script, and explain that this is the actual written piece that the actors, the people who perform the play, use to perform the play. Point out the following to the students:
- Plays are written in the form of a script.
- The beginning of a script includes a description of the characters and setting.
- Plays are divided into sections, or acts.
- Each act has several scenes, or settings.

On the Play Genre Vocabulary anchor chart, list some of the important terms or features of a play and their definitions.

<table>
<thead>
<tr>
<th>Play Genre Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Script</td>
</tr>
<tr>
<td>Act</td>
</tr>
<tr>
<td>Scene</td>
</tr>
</tbody>
</table>

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Ask students to turn and discuss the new terms they learned about the features of a script. Listen in on their conversations, and share any new information you hear about script features.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Explain to students that recognizing how a script written and organized will help them to understand how to read and comprehend plays. Distribute copies of scripts. Let the students know that they can read them during their independent reading time.

Possible Conference Questions:
- How’s it going?
- Tell me about the play you are reading.
- What features does your play contain?

Possible Things to Make Note of:
Record items that will guide you in choosing your Strategy Groups.
- Do the students understand the importance of the features within their plays?
- Are students able to use the features of their plays to better comprehend the story?

Teaching Share Time:
- restate the teaching point
- share examples of what you heard or observed

Gather students to discuss what they’ve read. Share some examples of features significant to this genre that students found as they were reading. Tell students you are proud of their work today, and look forward to learning more about plays.
Minilesson: Making Note of the Layout of Drama

Materials:
- Play Genre Vocabulary anchor chart
- A play script that has a beginning that introduces the characters and setting, is divided into acts, and has multiple scenes. (See Appendix A for possible resources).
- Online resource: [http://pbskids.org/arthur/print/playmaker/script.html](http://pbskids.org/arthur/print/playmaker/script.html) (Francine - from the Arthur series - walks students through performing a play, including an explanation of terminology)

Note: This lesson is based on Lesson D4 from the 3-5 unit Lights, Camera, Action: Bringing Drama to Life.

The following lessons will refer to plays in general. Please note that plays and reader’s theaters have different features, but are similar in many ways. You will want to make sure to expose your students to both.

Purpose: Thoughtful readers identify characteristics of scripts and understand how special features provide clues to actors on how the text is to be performed.

TEKS: 2.6

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Inform the students, that in previous lessons, they learned about the format of a play and the different text features that playwrights use to help readers interpret a script through a character’s actions and expressions. Tell students, that in today’s lesson, they will study a playwright’s script to determine the reader’s role.

Teach:
- rehearse my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Briefly review features discussed in the previous two lessons by looking over the Play Genre Vocabulary chart.

Share the script of a play with the students. Point out the following to them:
- The dialogue is the conversation between characters.
- Character names are written in bold-face, and are often all in caps.
- A colon separates a character’s name from his/her spoken words.
- Stage directions show the character’s actions and/or emotions and are written in parenthesis.
- The narrator often fills in details to link the beginning, middle, and end of the story.

Add these features to the Play Genre Vocabulary chart.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Invite the students to turn and talk to their partner about what they have learned today. Listen in on their conversations. Share some of the things you overhear. If anything new is brought up, add it to your chart.

Link:
- rehearse the teaching point
- explain how the learning can be used in the future

Tell students that they may read some plays during their independent reading time today. Tell them to pay special attention to the layout of the play, and all of the features the playwright used to help them understand how the play should be performed.

Possible Conference Questions:
- How’s it going?
- Tell me about the play you are reading.
- What did the playwright do to help you understand how the play should be performed?

Possible Things to Make Note of:
Record items that will guide you in choosing your Strategy Groups.
- Are students able to comprehend the storyline presented in the play?
- Are students able to understand the features present in this new genre?

Teaching Share Time:
- rehearse the teaching point
- share examples of what you heard or observed

Gather students to share some of the things you saw happening today. Remind students that writing a play is different from writing a book. Playwrights have to envision a play being performed, and convey every emotion and setting through their script. Congratulate students on all of their hard work!
Minilesson: Scene 1: Setting the Stage in Drama

Materials:
- A drama script in which there is at least two scene setting.
- Any anchor charts or materials you might have used when you were studying setting previously in the year.
- Chart paper to record setting information.

Purpose: Thoughtful readers use everything the playwright provides them to create a visual of the setting.

TEKS: 2.8A, Fig. 19

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Tell the class how excited you are that you are continuing your work with dramas. Remind them that last week, you took a look at the difference between plays and reader’s theaters. You also learned some of the terminology needed to understand dramas. Finally, remind them that last week you also took a look at the layout of a play. Let them know that this week, you will look at how a drama is similar to fiction.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Students, last week we looked at the set-up of a play. Today, we are going to look at how the setting is presented in a play.

Remind the students that the setting is the where and when of a story. Explain to them, that in a play, the playwright, or author, begins by setting the scene – or providing you with the setting. Show the students where this information is located on your sample play.

Explain to students that plays are set up in scenes. Each scene could be in a different setting. Before the characters begin speaking, the playwright will often set the scene. Remind students that plays are written as a guide for actors. What we see as written words, the people putting on the play must make come to life.

Take a look at the sample play you have to share. Read the scene setting to the class. On your chart paper, record the “where” and “when”. Share with students what you are envisioning in your mind now that you have this information. You might draw a quick picture for them.

Remind students that a play takes place in scenes. The setting that you just read will remain the same throughout this scene. All of the actions that take place will happen in this setting. If the setting changes, another scene will take place.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Share another scene setting with your class. Invite the students to turn and talk to their partner about what they are envisioning after having been given this information. Once students are done talking, share some of the things that you overheard. You might choose to draw a quick picture of what the scene looks like.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Tell students that during their reading today, they should take note of the setting within their plays. They will use the information the playwright gives them, along with what they already know to create a mental image of the setting. They should hold this image in their mind as they are reading what the characters are saying and doing.

Possible Conference Questions:
- How’s it going?
- Tell me about the play you are reading. Where does your play take place? What time period is it set in?
- How is your play like the books you have been reading? How is it different?

Possible Things to Make Note of:
Record items that will guide you in choosing your Strategy Groups.

- Are students able to envision the setting?
- Do students understand the layout of a play?
- Do students understand the terminology used within a play?

Teaching Share Time:
- restate the teaching point
- share examples of what you heard or observed

Gather students together to share with them some of the things that you have overheard today. Share some of the settings they told you about while you were conferring. Let students know how excited you are with all of their hard work they accomplished today.
Minilesson: Scene 2: Setting the Stage in a Readers Theater

Materials:
- A reader’s theater in which there is no scene setting. Most do not have a scene setting, though.
- Any anchor charts or materials you might have used when you were studying setting previously in the year.
- Chart paper to record setting information.

Purpose: Thoughtful readers use everything the playwright provides them to create a visual of the setting.

TEKS: 2.8A, Fig. 19

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Tell the class how proud you are of all of the work they have done so far in this unit. Remind them that yesterday you learned about scene settings, and how the playwright might give you an idea of when and where a play takes place. Remind students that last week, you talked about the difference between a play and a reader’s theater. One of the differences, is that a reader’s theater does not usually have a scene setting. As a reader, you will have to use some different strategies to figure out the setting of a reader’s theater.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Students, reader’s theaters are intended to be performed with no props. It is the reader and their voice that performs the play. Reader’s theaters are a little different from plays, in that the author usually does not include a scene setting. In this way, reader’s theaters are a little more like books. You will need to read the reader’s theater to figure out the “where” and the “when”.

Show the students a copy of a reader’s theater. Go over the layout of the play with them as a pre-reading strategy. Next, begin reading the reader’s theater as if it was a story. As you read, record “hints” that you find about the setting. Record these items on chart paper:

<table>
<thead>
<tr>
<th>Setting</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td></td>
</tr>
</tbody>
</table>

Possible Things to Make Note of:
Record items that will guide you in choosing your Strategy Groups.
- Are students able to envision the setting?
- Do students understand the layout of a play?
- Do students understand the terminology used within a play?

Teaching Share Time:
- restate the teaching point
- share examples of what you heard or observed

Gather students together to share with them some of the things that you have overheard today. Share some of the settings they told you about while you were conferring. Let students know how excited you are with all of their hard work they accomplished today.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Invite the students to turn and talk to their partner about what they think the setting is. Listen in on their conversations. Share what you have overheard.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Tell students that determining the setting in a reader’s theater is very similar to determining the setting within a book. They will use all of their same strategies. Understanding the setting will help them better understand the story they are reading.

Possible Conference Questions:
- How’s it going?
- Tell me about the setting in your play. Where and when does it take place?
- How does the setting affect the story?
Minilesson: Identifying the Characters and Their Role in Drama

Materials:
- A drama that has more than one character, as well as a narrator.
- Any anchor charts that have information about characters, and their role within a story.

Purpose: Thoughtful readers identify characters in their drama, and determine their role within the story.

TEKS: 2.8A, 2.9B, Fig. 19

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Tell the class how excited you are about all of their hard work they have done so far in this unit. Tell students that today’s lesson is going to focus on the characters within the plays they are reading. Tell students, that unlike in their stories they have been reading, plays typically have the characters listed prior to the beginning of the story. This is helpful when determining how many people are necessary to perform the play.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Students, as we take a look at a new drama, whether it is a reader’s theater, or a play to be performed, it is important that you take a look at the characters within the drama.

Show the students the list of characters in your drama. If the characters have a description beside them, talk to the students about this. Make predictions about how these characters could be related within the story.

Explain to students that, when we get a play, we need to look at it as a story with characters. Instead of being written like a book, when the characters words are followed by “said (the character)”, a play has the character’s name prior to what he or she says. When we read a play, we need to think of it as a story. Often times, students pick up a play, rush to pick their part (often times based on the number of times the character speaks), and then they only read their character’s parts. We need to encourage students to first read the play as a story. Afterward, students can pick parts based on the character and their role in the play.

Students, now that we know a little bit about the characters, I am going to take a moment to read a portion of the play to you.

Read some of the play to the students. Once you have read the selection, use a graphic organizer, or chart paper to show how the characters are related. You might put the main character in the middle in a circle, and then branch off each of the supporting characters, with a brief description of each. You might also make a list of the characters, and begin listing pieces of evidence that will help determine each of the character’s traits and personalities.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Invite the students to turn and talk to their partner about one of the characters within the play. Ask them to talk about the character’s traits and personality. Listen in on their conversations. List any new information on your chart, or your web.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Tell students that, as they read, they should be thinking about the characters within their plays. They should be using the same strategies that they use when they are reading all of their other books. This will help them in better understanding their play and the characters in it.

Possible Conference Questions:
- How’s it going?
- Tell me about the setting in your play. Where and when does it take place?
- How does the setting affect the story?
- Tell me about the characters in your play. What type of people are they? How can you tell?

Possible Things to Make Note of:
Record items that will guide you in choosing your Strategy Groups.
- Are students able to envision the setting?
- Do students understand the layout of a play?
- Do students understand the terminology used within a play?
- Can students identify characteristics of the characters in their play that would help them understand the type of people they are?

Teaching Share Time:
- restate the teaching point
- share examples of what you heard or observed

Gather students together to share with them some of the things that you have overheard today. Share some of the characters they told you about while you were conferring. Let students know how excited you are with all of their hard work they accomplished today.
Minilesson:  Determining the Problem in a Drama

Materials:
- A play that has an easily identifiable problem. It would be best if you have already read the play, so you might use the same one as you did in yesterday’s lesson.
- Any anchor charts that you have used throughout the year to map the plot of a story – SWBST charts, CPR charts, plot line, etc.

Note: These lessons will be more effective if you use materials that are familiar to the students. You want the students to understand that a play is a story, written in a format to be presented.

Depending on time, this lesson could be taught along with lesson D10 – Determining the Resolution in a Drama. The students should be familiar with these concepts, and will now just be applying them to a new genre.

Purpose: Thoughtful readers determine the problem in a drama.

TEKS: 2.8A, Fig. 19

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Tell the class how excited you are of all of their hard work during this unit. Remind students that yesterday, you worked on identifying characters within the play, and determining what type of people they are. Today, let them know that they are going to use what they know about identifying problems in a story to find the problem in their plays.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Students, over the course of the year, we have worked hard to find the problems within stories. Today, we are going to use those same strategies to find the problems in the plays that we are reading.

Take a moment to review the strategies you have used this year to locate the problem in a story. Bring out any anchor charts you created in the past, or remind them of any acronyms you might have used. Let students know that the process is the same with this new genre.

Walk the students through the steps of identifying the problem.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Invite the students to turn and talk to their partner about how this process was similar to the ones they have used in the past. You might have them discuss anything that proved to be a little more difficult, as well.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Tell students that, as they read their plays today, they should be thinking about the characters within their play, as well as identifying the problem the main character(s) is facing. They should use any of the techniques they have learned throughout the year to do this.

Possible Conference Questions:
- How’s it going?
- Tell me about the setting in your play. Where and when does it take place?
- How does the setting affect the story?
- Tell me about the characters in your play. What type of people are they? How can you tell?
- What is the problem in your play?

Possible Things to Make Note of:
Record items that will guide you in choosing your Strategy Groups.
- Are students able to envision the setting?
- Do students understand the layout of a play?
- Do students understand the terminology used within a play?
- Can students identify characteristics of the characters in their play that would help them understand the type of people they are?
- Are students able to identify the problem?

Teaching Share Time:
- restate the teaching point
- share examples of what you heard or observed

Gather students together to share with them some of the things that you have overheard today. Share some of the characters they told you about and the problems they face in their plays while you were conferring. Let students know how excited you are with all of their hard work they accomplished today.
Minilesson: Determining the Resolution in a Drama

Materials:
- A play that has an easily identifiable problem and solution. It would be best if you have already read the play, so you might use the same one as you did in yesterday’s lesson.
- Any anchor charts that you have used throughout the year to map the plot of a story – SWBST charts, CPR charts, plot line, etc.

Note: These lessons will be more effective if you use materials that are familiar to the students. You want the students to understand that a play is a story, written in a format to be presented.

Depending on time, this lesson could be taught along with lesson D9 – Determining the Problem in a Drama. The students should be familiar with these concepts, and will now just be applying them to a new genre.

Purpose: Thoughtful readers are able to determine the resolution to a problem in a drama.

TEKS: 2.8A, 2.9B, Fig. 19

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Tell the class that today’s lesson is a continuation of the previous day’s lesson. Yesterday, you identified the problem within your play. Just as you did in other genres, let students know they will be identifying the solution to the problem in plays.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Students, this year we have worked really hard to determine plot lines in the various genres we have read throughout the year. We have learned, that once we can plot the events of the story, we are better able to understand the story. We have found that most stories we read have a problem and a resolution. Plays are no different. Today, we will look at the play we have been working with, and determine the resolution to the problem you identified yesterday.

Take a moment to review the steps you have used in the past to determine the resolution to a problem. You will want to use any anchor charts you might have made, and acronyms you have used, or any graphic organizers that the students are familiar with.

Model identifying the solution to the problem in the play.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Invite the students to turn and talk to their partner about the problem and the solution in the play. Have them discuss how locating this information in plays is similar to and different than locating them in other genres. Listen in on their conversations. Share anything new you have overheard.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Tell students that, as they read today, they should be working on identifying the events in their story’s plot line. Explain that, as in other genres, this will help them better understand the story.

Possible Conference Questions:
- How’s it going?
- Tell me about the setting in your play. Where and when does it take place?
- How does the setting affect the story?
- Tell me about the characters in your play.
- What type of people are they? How can you tell?
- What is the problem in your play?
- How was the problem resolved?

Possible Things to Make Note of:
Record items that will guide you in choosing your Strategy Groups.
- Are students able to envision the setting?
- Do students understand the layout of a play?
- Do students understand the terminology used within a play?
- Can students identify characteristics of the characters in their play that would help them understand the type of people they are?
- Are students able to identify the problem? Are they able to identify the solution?

Teaching Share Time:
- restate the teaching point
- share examples of what you heard or observed

Gather students together to share with them some of the things that you have overheard today. Share some of the characters they told you about, and the problems they face in their plays while you were conferring. You might not want to share the solutions, so that you don’t give away endings! Let students know how excited you are with all of their hard work they accomplished today.

Gather students together to share with them some of the things that you have overheard today. Share some of the characters they told you about, and the problems they face in their plays while you were conferring. You might not want to share the solutions, so that you don’t give away endings! Let students know how excited you are with all of their hard work they accomplished today.

- Make note of book choices – Are students choosing books at an appropriate level?
Minilesson: Becoming Your Character: Identifying Traits

Materials:
- The play that you have been using over the past few days.
- Any anchor charts you have created over the past few days.

Note: Prior to today’s lesson, you will want to determine which characters each of your students will perform. It might be based on reading level, or you might give them the option to decide.

Depending on the amount of days you have to teach this unit, you may choose to incorporate lessons D12 and D13 into today’s lesson. These lessons are on reading with fluency and expression, and can easily be incorporated if necessary.

Purpose: Thoughtful readers study their character in a play in order to accurately portray them in their performance.

TEKS: 2.8A, Fig. 19

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Tell the class how proud of them you are for all of the hard work they have done so far in this unit. Let the students know that today is a special day! They will be everything they have been working on in better understanding their plays to help them perform them!

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Students, today we are going to talk about “becoming your character”. We have been working on understanding the stories that you have been reading. It is important that you know what is going to happen, and how the characters will react to these situations. It is important that you know the time period in which your play takes place, and the location in which it occurs. All of these things will play a part in how you perform your character.

Your character may speak in a different way due to the time in history when the play takes place. Your character may have an accent due to the place in which they live. Your character may speak with a certain tone in their voice due to something that has happened to them, or because of their age.

Using one of the characters in the play you have been working on with the students, explain to the class how you would read their lines based on the information you have gained throughout the week. Model reading some of their lines to the class.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Tell the students that you would like for them to read a few of the lines from another character. Discuss that character’s traits, and ask them to think about how the character might sound. If you are reading an actual play, ask them to think about how the character would stand, and how they would move around. Ask the students to take turns pretending to be the character with their partner. What the students to make sure they use the traits the playwright has shared as they “become” the character.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Tell students that during today’s independent reading, you would like for them to practice becoming their character. Let them know that they will be practicing on their own. They will want to go over their lines numerous times, in order to really “become” the character.

Possible Conference Questions:
- How’s it going?
- Tell me about the setting in your play. Where and when does it take place?
- How does the setting affect the story?
- Tell me about the characters in your play. What type of people are they? How can you tell?
- What is the problem in your play? Why?

Possible Things to Make Note of:
Record items that will guide you in choosing your Strategy Groups.
- Are students able to envision the setting?
- Do students understand the layout of a play?
- Do students understand the terminology used within a play?
- Can students identify characteristics of the characters in their play that would help them understand the type of people they are?
- Are students able to identify the problem?
- Do students understand how to perform their character based on the character traits present in the play?

Teaching Share Time:
- restate the teaching point
- share examples of what you heard or observed

Gather students together to share with them some of the things that you have overheard today. You might ask a couple of the students to read a line or two from their play. You might ask them to explain briefly why they are reading it the way they are. Tell students that you are looking forward to seeing them actually perform their plays!
**Minilesson: Reading Your Part with Expression**

**Materials:**
- The play that you have been using over the past few days.

**Note:** You may choose to incorporate today’s lesson into lesson D11 depending on how much time you have available.

**Purpose:** Thoughtful readers read with expression.

**TEKS:** 2.8A, 2.4A

**Connection:**
- connect today’s work with our ongoing work
- explicitly state my teaching point

Tell the class how excited you are that you will be continuing to prepare to perform their plays. Tell the class that you were impressed with what you saw yesterday, and that you could really tell they had put a lot of thought into reading the parts of their characters. Tell the class that they will get to continue practicing their parts today. Today, though, the focus will be on displaying expression while reading.

**Teach:**
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Students, nobody wants to be bored while watching a play. Part of what makes a play exciting to watch, is the great expression the actors use when reading their parts. Today, I want you to think about reading the lines in your play with expression.

Show the students a portion of the play you have been working with. First, read the lines without expression. Ask the class if they would want to watch a play that was performed this way.

Now, model reading the part with expression. Ask the students to turn and talk about the difference between the first reading, and the second. Listen in on their conversations. Share some of the things you overheard.

**Active Engagement:**
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Share another couple of lines with the class. Invite the students to read the lines to their partner. Ask them to first read them without expression, and then with expression. Listen in as they do this. You might ask one or two of the students to read aloud to the class.

**Link:**
- restate the teaching point
- explain how the learning can be used in the future

Tell students that you know they worked very hard yesterday on reading their part as if they were their character. Today, you want them to continue practicing their lines with great expression. Tell them that great actors read their lines hundreds of times before they actually perform them. Let them know that you can’t wait to hear them practicing!

**Possible Things to Make Note of:**
- Are students able to envision the setting?
- Do students understand the layout of a play?
- Do students understand the terminology used within a play?
- Can students identify characteristics of the characters in their play that would help them understand the type of people they are?
- Are students able to identify the problem?
- Do students understand how to perform their character based on the character traits present in the play?

**Possible Conference Questions:**
- How’s it going?
- Tell me about the setting in your play. Where and when does it take place?
- How does the setting affect the story?
- Tell me about the characters in your play. What type of people are they? How can you tell?
- What is the problem in your play?
- How are you going to perform your character? Why?
### Minilesson: Reading Your Part with Fluency

**Possible Things to Make Note of:** Record items that will guide you in choosing your Strategy Groups.

- Are students able to envision the setting?
- Do students understand the layout of a play?
- Do students understand the terminology used within a play?
- Can students identify characteristics of the characters in their play that would help them understand the type of people they are?
- Are students able to identify the problem?
- Do students understand how to perform their character based on the character traits present in the play?

**Possible Conference Questions:**

- How’s it going?
- Tell me about the setting in your play. Where and when does it take place?
- How does the setting affect the story?
- Tell me about the characters in your play. What type of people are they? How can you tell?
- What is the problem in your play?
- How are you going to perform your character? Why?

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**Materials:**

- The play that you have been using over the past few days.

**Note:** You may choose to incorporate today’s lesson into lesson D11 depending on how much time you have available.

**Purpose:** Thoughtful readers read with fluency.

**TEKS:** 2.8A, 2.4A

**Connection:**

- connect today’s work with our ongoing work
- explicitly state my teaching point

Tell the class how excited you are, that you are so close to seeing them perform their plays! Tell them that today will be the last day that they will be practicing on their own. Explain to the students that, today, you are going to practice reading with fluency.

**Teach:**

- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Students, when you watch an actor perform, the actor certainly does not sound like he or she is reading from a piece of paper! The actors practice, and practice, and practice, until they are reading the lines as if they are speaking them, themselves. When they read in this way, they are reading with great fluency. We know that fluency helps us as readers. When we read fluently, we better understand what is happening in the story. Just the same, if an actor reads their lines with fluency, you can better understand what is going on in the play, or the reader’s theater!

Explain to students that their enthusiastic participation as their character with help watching the play be more enjoyable for the audience.

Although they will be able to have their lines in front of them, let them know that you want them to be able to read them with ease. They should have them almost memorized!

Model reading a portion of the play with expression and fluency. Tell the students that this is the kind of reading you are expecting from them.

**Active Engagement:**

- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Invite the students to turn and talk to their partner about the character they are performing. Ask them to let their partner know about their character, and how they plan to perform them. Listen in on their conversations. Share some of the things you heard. Let the students know that you are especially excited to them perform now!

**Link:**

- restate the teaching point
- explain how the learning can be used in the future

Tell students to continue to practice their lines with fluency. By the end of independent reading today, they should almost be able to read their lines without looking at the script.

Gather students together to share with them some of the things that you have overheard today. You might ask a couple of the students to read a line or two from their play. You might ask them to explain briefly why they are reading it the way they are. Tell students that you are looking forward to seeing them actually perform their plays!
Minilesson: Dress Rehearsal: Reading Your Drama as a Group

Materials:
- The play that you have been using over the past few days.

Purpose: Thoughtful readers know their parts in a play, and perform them with a group in a way that is fluid and enjoyable.

TEKS: 2.8A, 2.28A, 2.29A

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Tell the class how excited you are that excited about today’s lesson! Tell them that today, they will be getting a chance to practice their play with the other member of their group. Today will be a “dress rehearsal”.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Students, prior to performing a play, actors and actresses do what is called a “dress rehearsal”. During a dress rehearsal, all of the actors practice their parts as if they are performing in front of a crowd. Each actor is learning their “cues”, or when it will be their turn to speak. Once everyone knows when to speak, the play comes together smoothly.

Let students know that knowing when to speak will make their play more enjoyable. The audience does not want to watch the actors all stand and look at each other as if they don’t know whose turn it is to talk.

Tell students, that as they are working together today, they will be listening to each other read their parts. They will need to pay extra close attention to when it is their turn to speak.

Show the students a portion of the play you have been working on all week. Show them how the readers will know when it is their part – are their visual cues, or maybe they will need to listen for when a particular character says something.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Invite the students to turn and talk to their partner about how they will know when it is their turn to talk. Ask them to discuss what they can look or listen for. Listen in on their conversations.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Tell students that today is their opportunity to work together as a group. Let them know that they will run through their play several times – working on making it smooth, and seamless. Tell them that you are excited to see them in action!

Possible Conference Questions:
- How’s it going?
- Tell me about the setting in your play. Where and when does it take place?
- How does the setting affect the story?
- Tell me about the characters in your play. What type of people are they? How can you tell?
- What is the problem in your play?
- How are you going to perform your character? Why?

Possible Things to Make Note of:
Record items that will guide you in choosing your Strategy Groups.
- Are students able to envision the setting?
- Do students understand the layout of a play?
- Do students understand the terminology used within a play?
- Can students identify characteristics of the characters in their play that would help them understand the type of people they are?
- Are students able to identify the problem?
- Do students understand how to perform their character based on the character traits present in the play?

Teaching Share Time:
- restate the teaching point
- share examples of what you heard or observed

Gather students together to share with them some of the things that you have overheard today. Tell students that you are looking forward to seeing them actually perform their plays!
**Minilesson: Drama Celebration**

**Purpose:** Thoughtful readers are able to use everything they know about drama, story structure, and character analysis to perform a play.

**TEKS:** 2.8A, 2.28A, 2.29A

**Connection:**
- connect today’s work with our ongoing work
- explicitly state my teaching point

Tell the class how excited you are to see them perform their plays! If you are going to grade the performances, you will want to share your rubric with them prior to their performances. You will want to very clearly state your expectations for both audience and performers.