

Christina Sereda  
Lesson Plan

7<sup>th</sup> or 8<sup>th</sup> Grade English  
Public School  
45 – 50 Minute Class Period

*Other Classroom Information:*  
Smart Board Technologies  
Wireless  
Tablet or iPad accessible to students

## **Narrative Lesson Plan**

### **Day One**

At the start of class, I will show the students a five minute video clip of “So Random”, a comedy show aired on the Disney Channel. Then I will prompt the students with multiple learning probes, the first of which directly asking the class, “What does this video have to do with literature?” After they have briefly discussed the issue of drama as literature, I will introduce several important characteristics of a drama through the use of a Power Point presentation. Each student will be given copies of the slides and will be expected to fill in the definitions that I will tell them. (These definitions will not be given on the power point, but rather just orally.)

During the presentation I will utilize smart board technology, especially for certain learning probes that I will ask throughout the presentation.

At the close of the presentation, I will organize the class into groups of three or four to work on an activity handout. The handout will be a scavenger hunt through *A Christmas Carol*, to find specific elements that have been defined in the Power Point. This will reinforce their learning with a tangible application.

After they have worked on this assignment for fifteen minutes and have handed in their assignment, I will briefly explain the homework, which is similar to the class activity with the exception that students will analyze a 30 to 60 minute television program. They will be given a handout to fill out for their assignment which will be graded based on completion.

I will then present two more questions to the class. One of the questions will be asking students to reiterate important parts of the lesson. The second will be to have students reflect on the importance of drama as a form of literature.

## Lesson Plan Template (Long Form)

**Student Teacher's Name:** Christina Sereda

**Grade Level:** 7<sup>th</sup>/8<sup>th</sup>

Grade

**Subject:** English

**Unit:**

Drama

**Name of Lesson:** Introduction to Drama (Day One)

**Period Length:** 45-50

Minutes

**I. Goal:**

To teach and foster an understanding of basic drama vocabulary through use of a Power Point presentation, modern and applicable examples, and a group scavenger hunt activity of Charles Dickens' *A Christmas Carol*.

**II. Objectives:**

SWBAT: 1) Understand common elements of a piece of Dramatic Literature and give modern examples and applications when asked.

2) Find and identify these dramatic elements within a script while working in groups.

**III. Materials:**

- Students will be given a handout that goes along with the Power Point
- Students will use their textbooks along with an activity sheet (handout) for a group activity.
- I will utilize a Power Point presentation in conjunction with the Smart Board Technology.

**IV. Procedure:**

**A. Set / Hook - (3-4 Minutes)**

At the beginning of class, I will play a 4 minute video clip of a contemporary television show from the Disney Channel, *So Random*, that is popular among 7<sup>th</sup> and 8<sup>th</sup> graders.

<http://disney.go.com/videos/?content=1945032&channel=153586&playlistID=169460&>

**B. Transition - (3 Minutes)**

I will prompt the class with two or three questions regarding the video clip:

- 1) Does anyone know why this video is relevant in an English class?
- 2) What can we learn about Literature from this clip?

3) What can we learn about television from Literature?

C. Main lesson (Part I)-

(15 Minutes) Power Point Presentation on Unit Vocabulary (attached)

Learning Probes used throughout presentation:

- 1) What are some modern examples of a drama?
- 2) What character pairings do you know of that exhibit foils characteristics?
- 3) What are some props that may be used in a play?
- 4) What “accents” or “stereotypical speech” may we find that helps to develop a character?
- 5) What is the main difference between a soliloquy and a monologue?
- 6) Using our knowledge from other units, in what order would we find the elements of a plot?

D. Transition - (3 Minutes) Teacher will explain the assignment and students will arrange themselves into groups.

E. Main lesson (Part II) -

(15 Minutes) Students will complete a group assignment, as listed below.

F. Conclusion

(5 minutes) I will briefly explain the homework assignment and then I will prompt the students with overview questions about today’s classroom experience.

- 1) What have you learned about literature through today’s lesson?
- 2) What is the importance of drama as literature?

V. **Assessment:**

## **Narrative Lesson Plan**

### **Day Two**

Today in class we will begin acting out Charles Dickens' *A Christmas Carol*.

At the beginning of the class, students will have a few minutes to ask any questions about the previous night's homework or yesterday's class activity either to myself or with other students. After the time is up, we will immediately get into an improvisation game, to get students to act silly and loosen up about standing in front of their classmates.

Once all students have had a turn to participate in the activity, we will assign roles for the interactive reading of *A Christmas Carol* and begin reading the story. The reading of this story will take up most of the class and I will have several learning probes that I will utilize throughout the reading.

The main focus of our reading will be to understand how plot develops in a stage production, and students will be given a handout to fill out as we answer the learning probes I will ask. Because we will not finish reading the story in this class period, students will not have to hand in this class work until tomorrow when we complete reading the story.

During the last five minutes of class I will prompt the students with two more questions. The first asks students to reiterate the way the plot has moved in this story. The second is for students to make a prediction about what will happen to Scrooge in the end of the story.

The student's only homework will be to study for their vocabulary quiz the next day.

## Lesson Plan Template (Long Form)

**Student Teacher's Name:** Christina Sereda

**Grade Level:** 7<sup>th</sup>/8<sup>th</sup>

Grade

**Subject:** English

**Unit:**

Drama

**Name of Lesson:** Introduction to Drama (Day Two)

**Period Length:** 45-50

Minutes

- I. **Goal:** To teach the main themes of *A Christmas Carol* by Charles Dickens in an active reading of the play while highlighting key unit vocabulary and putting an emphasis on recognizing plot movement.

II. **Objectives:**

SWBAT: 1) Read and understand the text of *A Christmas Carol* through active reading and responding to critical thinking questions.

2) Explain key parts of the plot, as found in *A Christmas Carol*, based upon knowledge of unit vocabulary, when questioned.

III. **Materials:**

Students will need their text books and a handout I have provided to them (attached).

IV. **Procedure:**

A. Students will have 3-5 minutes to ask questions and have uncertainties cleared up from the homework and from yesterday's group activity.

B. Set / Hook - (5-7 Minutes)

Acting Game: "What are you doing?"

Students will stand in a line waiting their turn while one student acts out an action (as told by the teacher). The second student will come up to the first student and ask him or her, "What are you doing?" The first student can then reply with any new action except for the one that he or she was actually acting out. The first student then sits down and

the second student begins acting out the new action. Play continues until every student has had a turn.

The purpose of this activity is to have students get comfortable standing in front of their classmates and playing a role. It is important to get them comfortable with role play because they will be adopting character roles to participate in an active reading of Charles Dickens' *A Christmas Carol*.

#### C. Transition - (2 Minutes)

Students will sit back down and we will decide who will act out each character. Comfort during the last activity will most likely determine the placement of characters.

D. Main lesson (30 minutes) - Students will participate in an active reading of Charles Dickens' *A Christmas Carol*. Each student will portray a character and act out the lines in front of the class. Throughout the reading, I will present Learning Probes to assess student learning. This reading **will** run over into the Main lesson for Day 3 and we might not get to all of these questions.

- 1) What are some of the ways in which you imagine Scrooge's Shop?
- 2) Where do we find the exposition of this story? How exactly is it introduced?
- 3) How do you think the author wants us to feel about Ebenezer Scrooge?
- 4) Why do you think the author showed Scrooge's happy days with his old schoolmaster?
- 5) In your opinion, what is the climax of the story?
- 6) What spirit made Ebenezer Scrooge change?
- 7) What are some of the rising actions that led up to this climax?

#### E. Transition - (1 Minutes)

How have you seen the plot move along throughout this story?

#### F. Conclusion - (2 Minutes)

What do you predict will happen with Scrooge over the next part of the story?

**V. Assessment:**

I will utilize various learning probes throughout the introduction, reading and the conclusion to informally assess student learning.

Students will finish their reading handout when we finish the story. This is an assessment of reading and vocabulary comprehension. This will be graded based on accuracy to the story as the class discussed. (This assessment will not be handed in until tomorrow.)

**VI. Assignment:**

In Class: Students must be both actively reading and listening to fill in their handout about plot movement as we read through the text of *A Christmas Carol*.

Homework: Study for Vocabulary Quiz



## **Narrative Lesson Plan**

### **Day Three**

At the start of class, students will have ten minutes to take their vocabulary quiz. Upon completion, we will spend five minutes reviewing the information we uncovered during the previous days lesson. I will prompt the students with the pertinent questions that I had asked yesterday and allow the students to make corrections to their flow chart.

Then we will continue our interactive reading of *A Christmas Carol*. Throughout the reading, I will use learning probes to have the students engage in critical thinking and enhance their comprehension of the story. They will continue filling in their flowcharts from yesterday and at the end of the story they will be allowed to ask a few questions of one another and then they must hand the worksheet in for a grade.

By now, the class is nearing its end and we will end the class with a question about how reading the story in the way we did may have changed the student's perceptions about literature and drama.

We will then conclude the class by watching a world record, five-minute production of *A Christmas Carol*, as performed by two men.

The students' homework will be to study for their Script Analysis test tomorrow.

## Lesson Plan Template (Long Form)

**Student Teacher's Name:** Christina Sereda

**Grade Level:** 7<sup>th</sup>/8<sup>th</sup> Grade

**Subject:** English

**Unit:** Drama

**Name of Lesson:** Introduction to Drama (Day Three)

**Period Length:** 45-50 Minutes

I. **Goal:** To teach the main themes of *A Christmas Carol* by Charles Dickens in an active reading of the play while highlighting key unit vocabulary and putting an emphasis on recognizing plot movement.

II. **Objectives:**

SWBAT: 1) Demonstrate a knowledge of the vocabulary by taking a short quiz

2) Read and understand the text of *A Christmas Carol* through active reading and responding to critical thinking questions.

3) Explain key parts of the plot, as found in *A Christmas Carol*, based upon knowledge of unit vocabulary upon questioning.

III. **Materials:**

- Students will need their books to continue and finish reading the story.
- Students will need the previous days handout to finish filling in the empty bubbles
- Students will take a short matching quiz at the beginning of the class to assess comprehension of the definitions of key vocabulary to the drama unit.

IV. **Procedure:**

A. Assessment - (10 minutes) Students will take their vocabulary review quiz for this unit

B. Transition - (5 Minutes)

As a class we will review where we left off with *A Christmas Carol*. We will review the pertinent questions that I asked during the reading about the movement of plot and address where we can find these aspects in the story.

C. Main lesson (20 minutes) - Students will participate in an active reading of Charles Dickens' *A Christmas Carol*. Each student will portray a character and act out the lines in front of the class. Throughout the reading, I will present Learning Probes to assess student learning. This days lesson will conclude our readings of the story.

- 1) In your opinion, what is the climax of the story?
- 2) What spirit made Ebenezer Scrooge change?
- 3) What are some of the rising actions that led up to this climax?
- 4) What is the resolution of the story?
- 5) What are some of the falling actions in this story?
- 6) What does Scrooge do for Bob Cratchit's family at the end of the story?
- 7) How do you react to Scrooge's change of heart in the final scene? Do you think that it will be a lasting change? Why or why not?

D. Transition - (5 Minutes)

How has reading this selection changed your perception of Literature/Drama?

F. Conclusion - (5 Minutes)

Introduce Video - This video may change your perception even more!

A Christmas Carol in 4:32!

<http://www.youtube.com/watch?v=zhvEb8pCxfl>

## V. Assessment:

At the beginning of class students will take a quick vocabulary quiz based upon the words from this unit that were introduced on the first day of this lesson.

Learning probes will be utilized throughout the reading to assess student comprehension.

**VI. Assignment:**

In Class: Students must be both actively reading and listening to finish filling in their handout about plot movement as we read through the text of *A Christmas Carol*.

Homework: Study for the Script test tomorrow.

Begin brainstorming ideas for a play as tomorrow students will begin working as a group to come up with their own five-minute-theater production.

## **Narrative Lesson Plan**

### **Day Four**

At the very beginning of class, students will begin their Script Analysis test. They will be given a test paper and will access a copy of *The Monsters are Due on Maple Street* on their iPads or I will give a printout of the script. The test will closely resemble the classroom activity and students will be given twenty to twenty five minutes to complete the test.

After the test is complete, students will get into groups of four or five and I will explain the next week's assignment. Students will be completing a playwriting activity with their group in which each group will write, edit, and perform their own five-minute-theater production.

Each student will be given a handout of guidelines for the assignment and the students will work in groups for the remainder of the class on the assignment.

There will be no homework for this class period.

## Lesson Plan Template (Long Form)

**Student Teacher's Name:** Christina Sereda

**Grade Level:** 7<sup>th</sup>/8<sup>th</sup> Grade

**Subject:** English

**Unit:** Drama

**Name of Lesson:** Introduction to Drama (Day Four)

**Period Length:** 45-50 Minutes

I. **Goal:** To reinforce the knowledge of plays and scripts through the beginnings of a creative writing segment in which students work in groups to write, edit, direct, and perform their own Five-Minute-Theater productions.

II. **Objectives:**

SWBAT: 1) Demonstrate their knowledge of the vocabulary and script through the use of a Script Analysis test.

2) Use their knowledge of plays and dramatic devices for writing and producing a five minute play in a collaborative group setting.

III. **Materials:**

- Students will have copies of a section of *The Monsters are Due on Maple Street*.
- Students will each have a copy of the test question/answer sheet.
- Students will receive a copy of the project requirements for their five-minute-theater production.

IV. **Procedure:**

A. Assessment - (20 minute time limit) Students will take script analysis assessment on text from *The Monsters are Due on Maple Street*. They will write their answers on the handout provided.

B. Transition - (5 Minutes)

As students finish their tests they will begin getting into groups of 4 or 5. I will explain the project to the groups and they will begin brainstorming and collaborating on ideas for their five-minute-theater production.

C. Main lesson (20 minutes) -

Students will have the remainder of the class period to work in groups of four or five on a collaborative group project. With their group, they will begin brainstorming and collaborating on ideas for their five-minute-theater production.

V. **Assessment:**

Students will take an application test based upon vocabulary and script analysis, much like the activity from Day One. Students will use copies of a section from *The Monsters are Due on Maple Street*, as found in the text book. Students will also be supplied with a handout of questions for the test. Students cannot use notes, only the test page and the copies of the script.

VI. **Assignment:**

In Class: Students will split up into creative writing groups and begin working on ideas for a five-minute-theater production. Following the test, students will have the remainder of the class period to begin putting together some ideas.