

NAME OF UNIT— *Play / Drama Literacy*

Week Two Day One of a Three-Week Unit

Objective Students will be able to use genre-specific academic/domain voc.

“I Can” Statement I can discuss the parts of a play using academic vocabulary.

Common Core Standards

CCSS.ELA-LITERACY.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Texas TEKS Standards

6.5 & Fig 19D Understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.

Procedures

- 1) Bell Ringer - (PowerPoint)
- 2) Begin reading class play (teacher choice TBD) Activity 1.1
- 3) Small groups: “Tents for Talking” - students use “tents” with academic terms to discuss aspects of the play read in class today (Exit ticket idea: write a summary of what was read & discussed)

Assessment

Exit Ticket

Additional Resources

copies of “tents”

NAME OF UNIT— *Play / Drama Literacy*

Week Two Day Two of a Three-Week Unit

Objective Students will be able to discuss literature in an academic, scholarly manner

“I Can” Statement I can use academic, domain-specific terms to discuss the text.

Common Core Standards

CCSS.ELA-LITERACY.SL.6.1.D

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Texas TEKS Standards

6.5 & Fig 19D Understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.

Procedures

- 1) Bell Ringer - (PowerPoint)
- 2) Read aloud a few of the Exit tickets from yesterday as a quick review
- 3) Continue reading class play today
 - Students may use “Tents for Talking” again to discuss or write reflective responses about the play

Assessment

discussion & writing activity

Additional Resources

one “tent” per small group (3-4 students per group)

NAME OF UNIT— *Play / Drama Literacy* **Week Two Day Three of a Three-Week Unit**

Objective Students will be able to understand tone and use it to convey meaning.

“I Can” Statement I can identify the best tone to use when trying to convey my message.

Common Core Standards CCSS.ELA-LITERACY.RL.6.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Texas TEKS Standards 6.5 & Fig 19D Understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.

Procedures 1) Bell Ringer - (PowerPoint)
2) Complete class reading of the play (if possible)
3) Students work with a partner to complete “Scene Analysis” handout

Assessment scene analysis handout

Additional Resources copies of the play for students to read and refer to

NAME OF UNIT— *Play / Drama Literacy*

Week Two Day Four of a Three-Week Unit

Objective Students will be able to use text evidence to support an inference.

“I Can” Statement I can make an inference about the text and support it with proof.

Common Core Standards

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Texas TEKS Standards

6.5 & Fig 19D Understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.

Procedures

- 1) Bell Ringer - (PowerPoint)
- 2) Independent: Practice Passage #3
- 3) Play / Drama “Walk & Talk”
- independent, small group, or whole-class

Assessment

Practice Passage #3

Additional Resources

Enough space for students to complete class/group activity while moving around

NAME OF UNIT— Play / Drama Literacy

Week Two Day Five of a Four-Week Unit

Objective Students will be able to generate thoughts and answers about a play.

“I Can” Statement I can read a scene from a play and write about my thoughts clearly.

Common Core Standards

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Texas TEKS Standards

6.5 & Fig 19D Understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.

Procedures

- 1) Bell Ringer - (PowerPoint)
- 2) Check Practice Passage #3 from yesterday
- 3) Test for play recently read in class (open book w/ choices)
- 4) Read independently if you finish early (student choice)

Assessment

Class copy of the test (students write on their own paper)

Additional Resources

Copies of the play for students to refer to during test for text evidence