

Specialist Weekly Lesson Plan Form

Teacher: Amber Sandifer		Date: 09/16/17 Weekly Plan for 09/18/17- 09/22/17
Subject: Drama		
(technology(red), student-led(green), writing(purple))		
Objectives (blue)	Activities/Materials	Assessment
Pre Kindergarten: *Following Directions *Copy Cat/Repeating	Pre Kindergarten: *Copy cat/Follow the leader exercise- Pick one student at a time to be the leader and the rest of he kids copy exactly what the leader is doing, paying attention to every body part, every sound, etc...while keeping bubbles around us and our personal space. Do not crowd around the leader, remain on the black stage during the exercise.	Pre Kindergarten: <ul style="list-style-type: none"> Teacher Observation Student Participation
Kindergarten: *Copy Cat/Repeating *Fall/Autumn Weather Exploration	Kindergarten: *Copy cat/Follow the leader exercise- Pick one student at a time to be the leader and the rest of he kids copy exactly what the leader is doing, paying attention to every body part, every sound, etc...while keeping bubbles around us and our personal space. Do not crowd around the leader, remain on the black stage during the exercise. *Imagine they are in a fall/autumn setting. Guide them with descriptive words and have them tell you what they would see, hear, smell, taste and touch during this season. After they have thought about it and imagined it, then they can act it out.	Kindergarten: <ul style="list-style-type: none"> Teacher Observation Student Participation
First Grade *Fall/Autumn Weather Exploration	First Grade: *Imagine they are in a fall/autumn setting. Guide them with descriptive words and have them tell you what they would see, hear, smell, taste and touch during this season. After they have thought about it and imagined it, then they can act it out.	First grade: <ul style="list-style-type: none"> Teacher Observation Student Participation
Second Grade: *Biography Monologues	Second Grade: *Each student will write their own short biography of about	Second Grade: <ul style="list-style-type: none"> Teacher Observation

	<p>4-5 sentences long. After written, they will individually get up onstage and read them to the class as monologues... with description, feeling, presentation and enthusiasm. Have them walk up onstage, stop center, introduce themselves, present monologue, then say thank you and exit.</p>	<ul style="list-style-type: none"> • Student Participation
<p>Third Grade: *Scene work with original characters</p>	<p>Third Grade: *The students have been creating their own original character from 3 picked personality traits and 3 picked physical traits. They have already come up with one ‘line’ or ‘saying’ that their character would say through the projection exercise last week. Have them create some back and forth dialogue from those lines with a partner and their character to create a ‘scene’. They will most likely need the entire hour class this week to complete this and write their scene down. This lesson will bleed into next weeks lesson, then we will add a few more components next week.</p>	<p>Third Grade:</p> <ul style="list-style-type: none"> • Teacher Observation • Student Participation
<p>Fourth Grade: *What is an audition and the audition process?</p>	<p>Fourth Grade: *Discuss what is an audition and how the process works... How to prepare, what to wear, expectations, Introduction, performance and conclusion. Last week we did mock Intros and conclusions (slating your name). This week have them bring their chrome books to class and look for a monologue that is age appropriate. Help them find where to look for monologues online and assist them in choosing something appropriate. They may work in groups on their computers for open discussion and help as they find monologues.</p>	<p>Fourth Grade:</p> <ul style="list-style-type: none"> • Teacher Observation • Student Participation

Fifth Grade:

*Scene work with original characters

Fifth Grade:

*The students have been creating their own original characters (they had a different approach than 3rd grade, as I didn't make them come up with traits because they did such a great job being creative and descriptive with their characters when asked questions about themselves by the rest of the class. From these characters, they are to do the same back and forth dialogue to create a 'scene' with a partner. Have them write down the dialogue to be memorized and performed for next weeks class.

Fifth Grade:

- Teacher Observation
- Student Participation

Accommodations/Modifications/ Differential Instruction:

- Repeated directions for designated children
- Preferential seating for designated children

Technology Integration