

Specialist Weekly Lesson Plan Form

Teacher: Amber Sandifer		Date: 09/23/17 Weekly Plan for 09/25/17- 09/29/17
Subject: Drama		
(technology(red), student-led(green), writing(purple))		
Objectives (blue)	Activities/Materials	Assessment
Pre Kindergarten: *Following Directions *Fall/Autumn exercise	Pre Kindergarten: *Always reinforcing following directions and actively listening to the teacher and each other *Fall/Autumn exercise- think about it then act it. Have them think about the 5 senses and what do those senses pick up in the fall season- (Same exercise a K last week). After they have thought about it, have them move and act out those senses of the fall season.	Pre Kindergarten: <ul style="list-style-type: none"> • Teacher Observation • Student Participation
Kindergarten: *Following Directions *A Tree Grows (Narrative pantomime)	Kindergarten: * Always reinforcing following directions and actively listening to the teacher and each other *Listen and do exercise- A Tree Grows- Teacher reads the descriptive narrative while the students act it out in their own personal space.	Kindergarten: <ul style="list-style-type: none"> • Teacher Observation • Student Participation
First Grade *Following Directions *A Tree Grows (Narrative pantomime)	First Grade: *Always reinforcing following directions and actively listening to the teacher and each other * Listen and do exercise- A Tree Grows- Teacher reads the descriptive narrative while the students act it out in their own personal space.	First grade: <ul style="list-style-type: none"> • Teacher Observation • Student Participation
Second Grade: *Biography Monologues *Mini-Production	Second Grade: *Each student will write their own short biography of about 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	Second Grade: <ul style="list-style-type: none"> • Teacher Observation • Student Participation

	walk up onstage, stop center, introduce themselves, present monologue, then say thank you and exit. *(Hymel's Class) Give out scripts and start working on lines and blocking for mini-production. (Berry and Naquin) Continue auto-biography presentations	
Third Grade: *Scene work with original characters	Third Grade: *Continue to have students create their own original characters from 3 picked personality traits and 3 picked physical traits. Continue working on back and forth dialogue from those lines with a partner and their character to create a 'scene'. Present to class when ready... take more time and move slowly if they need it. Presentations can bleed into next week if they need to.	Third Grade: <ul style="list-style-type: none"> • Teacher Observation • Student Participation
Fourth Grade: *Monologue Vs. Dialogue	Fourth Grade: *What does monologue and dialogue mean, and the difference between the two. How to use monologues and/or dialogue in an audition. *Practice presenting short monologues or pieces of monologues onstage to an audience. Take direction/notes from teacher to improve on delivery and presentation.	Fourth Grade: <ul style="list-style-type: none"> • Teacher Observation • Student Participation
Fifth Grade: *Scene work with original characters	Fifth Grade: *Continue to work on original characters and dialogue to present to an audience/the class. Work with partners on character development, taking physical and personality traits into consideration. How would those 2 different characters talk to each other and respond to each other? After dialogue and characters are created, start presenting to class and take direction/notes from teacher. Rest of class acts as the audience and responds to dialogue (laughs/applauds) when appropriate.	Fifth Grade: <ul style="list-style-type: none"> • Teacher Observation • Student Participation

Accommodations/Modifications/ Differential Instruction:

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

Technology Integration