



ArtsforLearning Online Curriculum

Unit 6 **Authors and Actors**

Part 3 Sharing

Unit 6: Lesson 17

Rehearse Beginnings, Endings, and Smooth Transitions for Authors and Actors Performance

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LITERACY OBJECTIVE

By the end of this lesson students will be able to understand the use of transitions and how they are used by actors in a performance.

LITERACY "I CAN" STATEMENTS

"I can reflect on our presentation choices and how they communicate our writing to an audience."

LESSON OVERVIEW

Steps	Pacing: 60 Minutes
Step 1: Introduce Lesson 17 Step 2: Model Beginnings, Endings, & Smooth Transitions	15 Minutes
Step 3: Groups Rehearse	30 Minutes
Step 4: Groups Present Completed Performances & Reflect	

STANDARDS ALIGNMENT**TARGETED CCSS****Reading: Literature**

RL 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL 3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Speaking & Listening

SL 3.1a: Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 3.1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL 3.1c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL 3.1d: Explain their own ideas and understanding in light of the discussion.

SL 3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL 3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SL 4.1a: Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 4.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL 4.1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL 4.1d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL 4.3: Identify the reasons and evidence a speaker provides to support particular points.

SL 4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL 5.1a: Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 5.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL 5.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL 5.1d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL 5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL 5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

SECONDARY CCSS

None for this Lesson

TEACHING RESOURCES

CLASSROOM CHARTS

-Performance “Stomp & Topic” Chart

A4L WRITER'S NOTEBOOK

-Final Personal Narratives

STUDENT MATERIALS

-Authors & Actors Performance Scripts

STEP 1: INTRODUCE LESSON 17

Process: Give an overview of the lesson objectives. Students will learn how to begin and end their performances, as well as how to present smooth transitions between each author. Then they will put the whole show together, one group after the next, to prepare for the Authors and Actors Performance.

Prepare a rehearsal space for groups and modeling space. Rehearsal space can be open space with all the desks moved or small pockets of space throughout the room. Finally, guide the groups through rehearsals of their beginnings, endings, and transitions until they can present them smoothly for the performance.

ELL SUPPORT

Assigning a “side-by-side” partner during performance activities provides guidance and helps ELL comprehend, integrate, and retain lesson concepts.

STEP 2: MODEL BEGINNINGS, ENDINGS, AND SMOOTH TRANSITIONS

Process: Use one of the A4L writing groups to model ways to begin and end each group’s performance and ways to incorporate smooth transitions between each author in a group. Take students through the performance Stomp & Topic concept described below. Identifying the topic is an opening and closing, or book end, for each group and unifies its writing. The stomp is a cue for each author to know when to read his or her section; for the group to know when to say its opening and closing topic; for actors to know when to change their statures; and for the next group performing to know when to move into the performance space.

Post a shorthand version of this in the room in big writing for students to reference (see Special Box and Stomp & Topic Chart). The model only needs to show a beginning, transition, and end. Feel free to modify this performance process to support students—doing less, adding more.

Timing for modeling is 10 minutes.

CLASSROOM CHARTS & GRAPHIC ORGANIZERS: EXAMPLE PERFORMANCE STOMP & TOPIC CHART

Stomp—author 1

Topic—whole group

Read/Statues

Stomp—author 1

Stomp—author 2

Read/Statues

Stomp—author 2

Stomp—author 3

Read/Statues

Stomp—author 3

Stomp—author 4, or last author

Read/Statues

Stomp—author 4

Topic—whole group

Topic Titles

-Rules for “A time I broke the rules”

-Loss for “A time I lost something special to me”

-Friendship for “A time I learned something about friendship”

Suggested Dialogue

MODEL BEGINNING, ENDING, AND SMOOTH TRANSITIONS

"Now that you have your statues for each author, you are ready to add the next layer for our Authors and Actors Performance. Each group will begin its performance by stomping and saying the topic your group wrote about."

"You'll end the same way. The topic unifies your writing. The stomps let you know when to speak and move. May I have one A4L writer's group volunteer to model what this looks like?" (Guide students through the performance Stomp & Topic process below.)

First author stomps.

1. Group announces the topic.
2. Actors create statues for first author and stay frozen in those statues until the next author stomps.
3. Author reads, stomps when finished, puts story down, and gets ready to make a statue for the next author.

Second author takes position and stomps.

4. Actors create statues for second author.
5. Author reads, stomps when finished, puts story down, and gets ready to make a statue for the next author.

Third author takes position and stomps.

6. Actors create statues for third author.
7. Author reads, stomps when finished, puts story down, and gets ready to make a statue for the next author. (Repeat the process through the last author.)

Last author takes position and stomps

8. Actors create statues for last author.
9. Author reads, stomps when finished.
10. Group announces the topic title.

Review Topic Titles

The topic titles for the Authors and Actors Performance are:

-Rules for “A time I broke the rules”

-Loss for “A time I lost something special to me”

-Friendship for “A time I learned something about friendship”

You will use one of these titles to begin and end your performance, depending on your group’s topic.

STEP 3: GROUPS REHEARSE

Process: Tell groups to rehearse in their designated areas. Save the last 15 minutes of class for groups to show their completed performances. Encourage students to project while rehearsing—speaking with a loud, clear, supported voice—loud enough for an audience to hear.

STEP 4: GROUPS PRESENT COMPLETED PERFORMANCES AND REFLECT

Process: Guide groups to present their completed performances. The purpose of presenting is to show work, receive positive feedback from peers, and self reflect for refinement. Presentations should occur in a traditional performer and audience relationship, since this prepares them for their Authors and Actors Performance. Reflect after each performance, and then appreciate each group with a 1–2–3 (clap) Huh!

Suggested Dialogue

PRESENT AND REFLECT UPON COMPLETED PERFORMANCES

"Each group will present a completed performance for the class, including the stomp, topic, author readings, and smooth transitions. Authors, when you read, project loudly enough for the audience to hear your story. Projecting means to speak with a loud, clear, and supported voice."

"After each group performs, the audience will reflect on how the statues represent the authors’ words, and actors will reflect on what they will work on for our final performance."

"The order in which you will perform is ..." (Present the sequence.)

"Group One, come to the performance space. Audience ready? Actors ready?" (Group performs.)

"Audience, how did their statues represent the authors' words?" (2–3 students respond.) "Actors, what will you work on for the final performance? Think about making strong physical and vocal choices." (2–3 students respond.)

"Let's appreciate our authors and actors with a 1–2–3 (clap) Huh!"

(Continue process for remaining groups.)

STEP 5: CLOSE LESSON 17

Process: Close lesson with a look forward and an optional closing ritual.

Suggested Dialogue

LOOKING FORWARD

"When we come back together, we'll put our whole show together before we present our Authors and Actors Performance and reflect on our learning."

Performing The Closing Ritual (Optional)

"To close our theater lessons, we'll appreciate our work and each other with a unified clap. On three we'll all clap once and say, 'Huh!' 1-2-3 (clap) Huh!"

CONGRATULATIONS ON COMPLETING LESSON 17! YOU ARE NOW READY TO MOVE ONTO LESSON

18 OF UNIT 6.

Is this Lesson Public or Members only?:
Members Only