



## ArtsforLearning Online Curriculum

Unit 6 **Authors and Actors**

Part 3 Sharing

Unit 6: Lesson 18

### **Put-It-All-Together Rehearsal for Authors and Actors Performance, TRAIL Marker #4**

## Unit 6: Lesson 18 Put-It-All-Together Rehearsal For Authors And Actors Performance, TRAIL Marker #4

#### **LITERACY OBJECTIVE**

By the end of this lesson students will be able to reflect on what they have learned using evidence from their writing and from their acting choices.

#### **LITERACY "I CAN" STATEMENTS**

"I can clearly present personal narratives to an audience."

### **Lesson Overview**

<b>Steps</b>	<b>Pacing: 60 Minutes</b>
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<b>Step 1:</b> Introduce Lesson 18	<b>30 Minutes</b>
<b>Step 2:</b> Put-It-All-Together Rehearsal	
<b>Step 3:</b> Guide Students through TRAIL Marker #4 - Final Reflection	<b>30 Minutes</b>
<b>Step 4:</b> Close Lesson 18	

## 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).

#### Writing & Language

**W 3.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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**W 5.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### 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

### A4L WRITER'S NOTEBOOK

-Final Personal Narratives

-Final TRAIL Marker

## ASSESSMENTS

-TRAIL Marker #4 Progress Chart

## STUDENT MATERIALS

-Authors & Actors Performance Scripts

## LIFE & LEARNING SKILLS

Unit 6 includes the following Life & Learning Skills:

- Reflective thinking
- Creative problem-solving
- Critical and analytic thinking
- Collaboration Communication



## DIFFERENTIATION OPTIONS

Differentiation Options will appear throughout the unit to suggest ways to scaffold or challenge student learning. Use the number of helping hands to select the level of differentiation that best supports student learning.



Highest level of scaffolding. Select this option if students are learning strategies for the first time, if the text is challenging for them, or if students require more guidance during activities. The Unit is written for the highest level of scaffolding.




Moderate scaffolding. Select this option if students require some support comprehending the text or navigating the activity.



Least amount of scaffolding/Extending the instruction. Select this option if students are ready to work more independently, move more quickly through the material, or are ready for additional challenge.



## LEVERAGING MOMENTS

Key instructional steps where the arts are used to leverage literacy-learning (and vice versa) are marked with . Smaller leveraging moments also occur throughout the lessons.

# STEP 1: INTRODUCE LESSON 18

**Process:** Give an overview of the lesson objectives. Prepare an open space with a clear audience and performer space. Perform the whole show and reflect on learning in the final TRAIL Marker.

## Suggested Dialogue

### INTRODUCE LESSON 18

"Today we will put everything we've been practicing together and rehearse our whole show. Then, we do an activity to reflect on our learning."

"By the end of today's lesson, you will be able to say, 'I can reflect on what I've learned using evidence from my writing and acting.'"

# STEP 2: PUT-IT-ALL-TOGETHER REHEARSAL

**Process:** Guide the students to put the show together with entrances and exits using one of the following final performance options:

1. Each group enters the performance space, performs, then leaves and sits in a designated spot while the next group enters the stage.
2. The whole class is on stage or performance space. All students are clumped with their writing group and seated in a semicircle. When it's time for a group to perform, those students stand, go into their positions, perform, and sit when they are finished. The next group stands, performs, and sits. Repeat this process until all groups have performed.
3. This is similar to Option 2 with the whole class on stage or performance space in a semicircle. With this option, the group performing walks down center stage, performs, then returns to their spot in the semicircle while the next group takes center stage. Repeat until all groups have performed.

Reflection and revision occur during this process as students ask questions and gather ideas on how they want the performance to be, within the option selected.

# STEP 3: GUIDE STUDENTS THROUGH TRAIL MARKER #4--FINAL REFLECTION

**Process:** TRAIL Marker #4 is the fourth and final assessment in the unit--a final reflection. Students turn to page 41 in their A4L Writer's Notebooks and reflect on their learning. This TRAIL Marker helps students self-assess their choices as authors and actors and prepares them for the question and answer session with an audience. Select one of the following options to facilitate the activity and discussion:

-Have students work in pairs or small groups to complete the TRAIL Marker notebook page. Have them talk before writing to get ideas flowing. Then, have a whole class discussion.

-Have students complete the TRAIL Marker individually and then share in small groups or whole class.

Gather students' A4L Writer's Notebooks to review and take notes on progress.



## TRAIL MARKER: FORMATIVE ASSESSMENTS

Thoughts and

Reflections on

Arts

Integration and

Literacy

**Purpose:** TRAIL Markers are points in the unit for teachers and students to reflect on learning.

During the TRAIL Markers, students stop and do a reflective activity connected to what they are learning with regards to reading, writing, the arts, and what they need to do next.

Use TRAIL Markers in the following ways:

1. Take stock of where the group and individuals are with respect to the learning objectives.
2. Engage students in conversation about what they have learned—get them to stop, think, and reflect. This can be whole class, small student groups, and/or individually with students.
3. Use the TRAIL Marker Progress Chart to enter notes for individual students and use to inform future

instruction.

## Suggested Dialogue

### GUIDE STUDENTS THROUGH TRAIL MARKER # 4

"Let's reflect on our learning with TRAIL Marker #4. Open your A4L Writer's Notebooks to page 41."

**First**, think about the section of your personal narrative that you chose for the performance. (Students can pair-share or share with the whole class to support thinking.) Respond to the following question: Why did you select that particular section from your story for the performance?"

**Second**, think about the ways in which the actors' statues represented, or showed, your story. (Students can pair-share or share with the whole class to support thinking.) Respond to the following question: In what ways did the actors' statues represent your story?

**Finally**, think about your favorite part of the unit. This can be something we read, a theater exercise, working with your writing groups, or the time you spent writing. (Students can pair-share or share with the whole class to support thinking.) Respond to the following question: What has been your favorite part of the unit? Why?"

## STEP 4: CLOSE LESSON 18

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

## Suggested Dialogue

### LOOKING FORWARD

"When we come back together, we will present our Authors and Actors Performance for an audience and talk with them about our process. Then we'll reflect on our experiences as authors and actors in this unit."

**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 18! YOU ARE NOW READY TO MOVE ONTO LESSON 19 OF UNIT 6.**

Is this Lesson Public or Members only?:  
Members Only