

(Teacher, School, Grade and Subject)

A Day of Acting

Unit 1:
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LP5

# of Days	1		
LP Prior Knowledge	Students must have read Act 1 Romeo and Juliet.	Enrichment	
Lesson Objective	SWBAT illustrate tone, authorial intent and setting in order to better understand plot and how setting moves the action of the play forward.	Accommodations	Students get to sign up for parts so they have time to prepare
Lesson Assessment	SW demonstrate knowledge of drama as a genre (stage directions, acts vs. scenes, setting, lighting, etc) through emoting the correct emotions, recognizing purposeful pauses, and deliberate movement (that displays knowledge of the text) by signing up for parts and acting out ACTs 1-4, Romeo and Juliet in class.	Changes for Next Time	
Benchmarks or Standards	1.2, 1.3, 2.1	(Dates)	Two of many days of acting
Materials Needed	Notebooks, Romeo and Juliet		
Time	Student Learning Task or Activity	METHOD	Teacher Activity
5	Students will answer the question "Have you ever been in love with somebody (or had a crush) who didn't love you back? How did this make you feel?" in their journals	Journals -Do Now	Teacher will walk around after attendance and make sure all students are writing/see if anyone needs any help
6	Students will listen to directions and then get into groups.	Explanation	Students will have previously signed up for roles (different students for each ACT) and know that they are going to act in class today. Assign the students that are not acting out ACT one to groups (director, stage director, costumes, lighting/music (setting). Ask students to come up with a plan for acting out scene one. Explain each role to the groups and their responsibilities to the production

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29	Students will discuss their roles in groups and decide how to act out the play. Costume group will go find costumes, set group will set up the room, lighting/music group will pick music and lights. Stage director will work with actors while director runs the communication between all the groups and films the acting.	Build a play	Walk around and help students (also pay attention to comprehension) with their group goal.
5	Students will run through their ideas, attempting as many as possible by acting out one major event in ACT	Student led Rehearsal	Teacher will help students through their student rehearsal of major event in ACT one to test their costumes, lighting, set, stage directions and line comprehension- making sure that all of the groups are on the same page!
5	Students will add words to the character they are responsible for (for that ACT) on the character wall (at the front of class) before they can leave. Students will write down homework for tomorrow.	Character Wall-exit ticket	Teacher will discuss verb choices with students for character wall and assign play practice as homework- remind students that they will have to be ready to perform tomorrow!
	DAY 2		
5	Students will answer the question: "Have you had a fight and refused to forget, forgive, or back down? Do you still think you are right?"	Journals Do Now!	Teacher will walk around after attendance and make sure all students are writing/see if anyone needs any help
20	Students will act out as much of ACT one scene one making sure to fulfill their roles	Teacher led Rehearsal	Teacher will help students through a rehearsal (where she stops students, comments, and asks questions about decisions to get students thinking)
20	Students will act out as much of ACT one scene one making sure to fulfill their roles	ACT IT OUT!!	Then the teacher will help students through a final performance.
5	Students will add words to the character they are responsible for (for that ACT) on the character wall (at the front of class) before they can leave. Students will write down homework for tomorrow.	Exit Ticket- HW	Teacher will discuss verb choices with students for character wall and ask how the students understanding of the characters has changed since seeing (and participating) in the play being acted out and assign ACT one, ii for reading homework.

