

Laura Matthew  
8th Grade English  
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## Rehearsing *A Midsummer Night's Dream*

### ***Welcome to Room 4!***

For the past few weeks we've been working very hard on preparing a full production of Shakespeare's *A Midsummer Night's Dream*. We spent about a month closely reading and analyzing the play, trying to decode Shakespeare's words. Now, we're looking to put our own spin on Shakespeare's work—our goal at the end of this unit is to have the whole eighth grade class come together and put on a production of the play for some of the Goddard Elementary students.

Both of the eighth grade classes have spent the past week working rehearsing a few scenes from the play. We have split the play in half, with 8B responsible for the first half of the play and 8A responsible for the second. During this past week, each class has broken into rehearsal groups, where they have started working on three of the scenes from their half of the play. Along with their rehearsal time, we have been doing mini-lessons and workshops to help them improve their performance skills and theatrical knowledge. For example, we began one rehearsal session with some improv games to increase the students' level of comfort with acting and performing on stage. On Friday, we did a mini-lesson on blocking, which introduced the students to the idea that their movements on stage are just as important as their words. Overall, they have an understanding that in order to successfully perform the play, they need to understand Shakespeare's words, and figure out how to use their acting skills to make the story come alive.

### ***Today's Lesson***

During today's lesson, the students will be starting to rehearse new scenes that they have not yet rehearsed before. When we were reading the play together as a class, the students did a few activities where they made promptbooks, which are scripts that have stage directions and other notes (such as notes on tone and character motivation) written in. Building on what they have learned previously, they will break into their rehearsal groups and spend time marking up their scripts with stage directions and other notes, making their own scripts into promptbooks. They will ideally use what they learned about blocking on Friday to start thinking about how they would block this new scene before they begin to rehearse.

### ***Rounds Inquiry***

1. Do you notice any evidence of the students understanding the expectations of this lesson? Are they marking up their scripts appropriately?

2. Within their rehearsal groups, do students seem to be collaborating effectively? Are they communicating with each other? Does anyone seem left out of the activity?

3. I use a variety of techniques in the classroom to get students' attention and refocus the class as a whole when they are becoming too loud or too distracted. Do these techniques seem to be working in keeping students focused on the task at hand?

4. Do you have any other feedback on the lesson or my practice?

*Thank you for coming!*