

LAP Sample #5 (Typical Friday) “Lights, Camera, Action! Performance #3”

- I. Content: Describe *what* it is you will teach. What is the content?
- Students will have a few minutes to prepare last-minute details for the theatre troupe.
 - Then, we will put on a short section of a scene from *A Streetcar Named Desire*.
 - Time left will be spent debriefing class and thinking about our three weeks of performances so far. That is, what have we learned and what would we do differently?
- II. Learning Goal(s): Describe what specifically students will *know* and *be able to do* after the experience of this class.
- Students will come to class prepared to perform the given scene, either seven or eight depending on their vote the day before.
 - Individual students will contribute in their roles in order to help the whole classroom community succeed; they will reflect on how they succeed at accomplishing this and how they could improve.
 - Students will verbally comment on work completed in class today in reflection, and will also write a brief reflection on their ideas for improving today’s class schema for future weeks.
 - Students will continue to show growth in areas of professionalism/performance in roles.
- III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
- I want students to feel more comfortable speaking and listening/critiquing and so the weekly theatre troupe activities aim to get students *acting* and *moving around*. It is my goal to try new ways to improve these speaking and listening skills in new settings and contexts.
 - I want students to be able to visualize key scene and otherwise learn about drama through performance. Taking one day a week to use prompt books and act out a scene helps all students visualize the show and feel it for how it was written as a play.
- IV. Assessment: Describe *how* you and your students will know they have reached your learning goals.
- Weekly, I assess students in their roles according to the standards of their role (see last page in the LAP for sample instructions).
 - Students submit their thinking bluebooks and other writing from the week for me to grade on Thursday and Friday each week this unit. Additionally, I will assess their reflections.
- V. Personalization and equity: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning? How specifically will ELL students and students with learning disabilities gain access and be supported?
- Students have some choice in the roles they choose each week, though it being week three some students may be getting into uncomfortable zones. I will set students up in choice roles where possible, which has worked out well the first two weeks.
 - Students will have been given tools such as prompt books, time in class to discuss the section, and support in acting. These resources allow all students to be successful.

- Students on IEPs have greater flexibility in their choices, since I cast them first if this will be psychologically beneficial to them.
- ELLs have the chance to take less verbally demanding roles, which also allows them to see a scene acted out that they may not have been able to access otherwise.

VI. Activity description and agenda

- a. Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.

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| 0:00-0:10 | Students are given a short amount of time to finish their preparations. We will head down to the kiva after a few minutes to finish setting up for the show. |
| 0:15-0:40 | We will travel to the kiva to act out a scene seven or eight, assigned for homework, but already read in class this week and discussed. Students will be prepared with prompt books and props to make the scene strong. |
| 0:40-0:52 | We will debrief in the kiva. What changes, improvements, or set-backs were different from our first and second week? How would you have played a role differently? What creative choices did a peer make that you liked and why? I will also pass back their journals. Homework: journal topic to reflect. |

- b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?

Students have done more “reading” than “acting” in our first two weeks, though I hope that with weekly notes and feedback on performances they understand my expectations for a true theatrical performance. I want students getting into the parts.

Students may be nervous that guests will be watching today; I will have told them to expect (friendly) guests. I can answer any questions and address any concerns about this beforehand.

VII. List the Massachusetts Learning Standards this lesson addresses.

W.1.a Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.