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EDUC 5314

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**Lesson Plan III**

**Title/Grade Level/Objective:**

-5th/6th Grade students;

-Objective: To introduce to young students the importance of taking direction in a given scenario as an Actor.

**CCRS:**

-Cross-Disciplinary Standards I E (1,2)

**Introduction to Concept (I do):**

-I will teach the basic instructions of how Actors find their direction through a warm-up exercise and an activity that shows the direction an Actor must take to accomplish their goal.

**We Do:**

-We will practice a warm-up exercise to allow Actors to loosen up and have their minds ready to be given direction for the next activity. The warm-up game is called ‘Whoosh Whoosh’, we will stand in a circle and practice the activity together. I will then let them play the game with each other.

**You Do:**

-Young students will then be asked to write their own scene as it correlates to how they would act out a scene given to them on a slip of paper. This will allow them to stimulate their minds and create a world of their own as Actors do.

**Bloom’s Taxonomy:**

-Remember: Students will recall the information that I have given them verbally and physically through my activities, they will also answer some basic questions with knowledge of prior encounters they had with my questions.

-Understand: Students will translate my given instructions by using logic while understanding the select information to process it themselves.

-Apply: Students will then execute the instructions given to them of a basic scenario involving them acting verbally or physically for the activity.

-Analyze: Students will then distinguish how their actions will affect their fellow student’s interactions verbally and physically, using an action that will set an expectation for the other student to return an action with theirs.

Evaluate: Students will then test out their actions in the given scenario handed to them by the teacher and evaluate the best strategy to use in that given scenario.

Create: Students will create their own plan internally as they are doing the activity given to them by the teacher and generate a scene by responding to the situation at hand verbally or physically.

**Reteach:**

-For students who are having trouble understanding the activity, I will do the activity alongside them in order to help them understand how to execute a scenario. I will be an example by showing them what to do physically while they observe briefly, then they will understand more clearly how to accomplish the activity.

**Extension:**

-For students who master the activity quickly, I will then decide whether to complicate the scenarios even further while they are moving around the room. I could give them more minute instructions to go along with their scenario.

**Technology Integration:**

-My phone will be used during both activities. The first activity, my phone will be a reminder for the rules of the ‘Whoosh, Whoosh’ game. For the second activity, my phone will use two sound cues, both a bell ringing to further complicate the scenario they are enacting.

**Accommodations:**

-If a student is short of hearing, I will have the student sit next to me so they can hear my instructions easier. They will also be allowed to walk around close to where I am sitting in the second activity so they can hear my instructions easier as well.

**Modifications:**

-If a student is unable to understand my instructions, I will tell them to follow my lead in the first activity and have them observe the second activity with me. Or I can give them an easier scenario while sitting with me on the second activity.