

## Foundations of Theatre w/ ELD

### Unit 3 - Introduction to Performance: The Woodsman

Unit Objective: Students will be able to identify plot structure, production elements and personal connections to a play.

Suggested Timeline	<b>3-4 Weeks</b>
<u>Theatre Critical Concepts</u>	<ul style="list-style-type: none"> <li>• Theatre Making: Acting</li> <li>• Theatre Making: Technical Theatre</li> <li>• Theatre Making: Rehearsing</li> <li>• Theatre Making: Performing</li> <li>• Theatre Making: Playwriting</li> <li>• Responding to and Assessing Theatre Works</li> <li>• Making Connections Through Theatre</li> </ul>
<u>ELD Critical Concepts</u>	CC 2.A-B, CC 4.A-D, CC 5.A,C,D, CC 6.B
Unit Success Criteria	<ul style="list-style-type: none"> <li>• I can identify elements in a folk tale or fairy tale</li> <li>• I can perform a scene, tableau or pantomime for my peers</li> <li>• I can define technical theatre elements and describe designers jobs</li> <li>• I can identify the plot structure of a play</li> <li>• I can respond to a play and make a personal connection</li> </ul>

Unit 3 Lessons			
<b>Lesson 1:</b> <a href="#">Intro to Fairytale/Folktale Story Telling</a>  <b>dELD:</b> 360° Words - Academic Vocabulary / Quick Write	<b>Lesson 2:</b> <a href="#">Meet the Wizard of Oz</a>  <b>dELD:</b> Listening Actively (Stand If You Agree)/ Anticipation Guide	<b>Lesson 3:</b> <a href="#">Storytelling and Tableau for Wizard of Oz</a>  <b>dELD:</b> Guided Image Analysis / Writing Windows	<b>Lesson 4:</b> <a href="#">Intro to THE WOODSMAN</a>  <b>dELD:</b> Picture Prediction Practice / Prediction Cafe (Character Matching Activity)
<b>Lesson 5:</b> <a href="#">Creating Context for The Woodsman: The Prologue</a>  <b>dELD:</b> Story Elements Practice / Retelling a Familiar Narrative	<b>Lesson 6:</b> <a href="#">Exploring Jobs in Technical Theatre: Designers</a>  <b>dELD:</b> Picture Match / Jigsaw Activity	<b>Lesson 7:</b> <a href="#">Viewing Theatre: Exposition The Woodsman</a>  <b>dELD:</b> Intro to Plot Structure Vocabulary / Plot Structure	<b>Lesson 8:</b> <a href="#">Viewing Theatre: Inciting Incident/Conflict The Woodsman</a>  <b>dELD:</b> Think-Pair-Share / Listening with a Focus
<b>Lesson 9:</b> <a href="#">Viewing Theatre: Rising</a>	<b>Lesson 10:</b> <a href="#">Viewing Theatre: Climax</a>	<b>Lesson 11:</b> <a href="#">Responding and</a>	

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<a href="#"><u>Action The Woodsman</u></a>  <b>dELD:</b> Understanding Physical Tableaux Concepts / Pair Reading Activity	<a href="#"><u>Fallin Action, Conclusion The Woodsman</u></a>  <b>dELD:</b> Emotion Pictionary Activity / "Silent Emotions: Reading Between the Lines"	<a href="#"><u>Connecting to The Woodsman</u></a>  <b>dELD:</b> Exploring Reflections / Reacting to a Play	
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Assessment	Formative: <ul style="list-style-type: none"> <li>• Daily use of theatre vocabulary and language</li> <li>• Written journal entries and discussions</li> <li>• Identification and description of technical theatre elements</li> <li>• Individual progress in rehearsal and performance</li> <li>• Discussion of responses and connections to a play</li> </ul> Summative: <ul style="list-style-type: none"> <li>• Final performance</li> <li>• Written responses</li> <li>• Plot Structure Worksheet</li> </ul>
Reflection:	What do you understand about how a play is structured and performed? How do technical theatre aspects influence a production?

Keys to Success
<ul style="list-style-type: none"> <li>• Create a word wall with the theatre vocabulary and add to it throughout the year</li> <li>• Speak slowly, use gestures and use repetition and paraphrasing</li> <li>• Use visuals - create a slide deck and provide visual examples whenever possible</li> <li>• Model expectations</li> <li>• Meet students where they are - activate and link to prior knowledge</li> <li>• Provide direct vocabulary instruction - modify vocabulary where necessary and/or provide in multiple languages. Use pictures to support vocabulary.</li> <li>• Use cooperative learning strategies</li> <li>• Read instructions out loud</li> <li>• Highlight, circle, etc. key ideas and vocabulary</li> <li>• Allow extra time and resubmission opportunities</li> <li>• Allow for cultural adjustment and look out for culture shock</li> <li>• Offer sentence frames for responses</li> <li>• Value and encourage native language, lift up cultural differences</li> </ul>

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