



## Co-Teaching Lesson Plan Template

School: West Hazleton Elementary/Middle School	Classroom Teacher: Rhiannon Mummey	Teaching Artist: Lindsay Barrett George
Grade Level: 5 <sup>th</sup> Grade	Project: Author Improv: Collaboration/Improvisation/Dramatization	
Number of classroom sessions for this project: 1		
Date: Nov. 16, 2021	Core content: ELA	
<b>Core Content Learning Objective:</b> -to instill the concept that every fictional story is ALWAYS about what the main character 'wants' -and that this 'want' – how the main character GETS what they want – defines what the story is about – the story's 'theme' -to improvise a dialogue with a partner -to dramatize what the 'main character' wants	<b>Assessment:</b> -if the students realized the learning objective in their improvisational skits – did the chosen 'main character' (selected by the teacher) get what they wanted?	
<b>Arts Learning Objective:</b> -to work as a 'team' (2 students to a team) in their improvisation -to persuade the other character in the improv to give them what they wanted – by any means possible	<b>Assessment:</b> the class voted if the main character did get what they wanted... sometimes the main character did, sometimes they didn't, and sometimes the 'end' - the resolution - was a compromise	
<b>Summary of the Lesson:</b> -this project was, at its core, a writing project, performed by the students -students were grouped into teams of 2 -each team received a prompt – a 'story starter' -the teacher chose the 'main character'- the one who wanted something -teams dramatized their improvs to the rest of the class -the class voted - was the main character successful? or not? a 'thumbs up' or 'thumbs down' was the voting mechanism		

<p><b>Attention:</b> How will you prepare the students for the lesson?</p>	
<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>-reviewed dialogue (in stories, dramas, etc)</li> <li>-reviewed respectfully speaking and appropriate language for school</li> </ul>	<p><b>Artist:</b></p> <ul style="list-style-type: none"> <li>-very little, in terms of ‘prep’</li> <li>-brief discussion of improvisation</li> <li>-relying on the students own sense of ‘acting out’ a scene – of dramatizing a situation, of believing they were the character in the improvisational story</li> </ul> <p>This lesson in improvising a situation where the main character wanted something - for me, was a realization that these students need to see – witness - live theatre, live performances, dramatizations where stories are brought to life, then dissected.</p> <p>Where the structure of story is understood and realized first-hand – by experiencing it.</p>
<p><b>Review:</b> What will you review? What is the academic vocabulary for the lesson?</p>	
<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>-dialogue</li> <li>-actors</li> <li>-realistic fiction</li> </ul>	<p><b>Artist:</b></p> <ul style="list-style-type: none"> <li>-review of the fact: that every story of fiction is about what the main character wants – ALWAYS.</li> </ul> <p>Brief discussion about the ‘theme’ in popular young adult moves - to define the theme in these movies. The students could describe the story in the movies, but had some confusion about the ‘theme’ in the movies. Helpful and illuminating conversations.</p> <ul style="list-style-type: none"> <li>fictional</li> <li>improvise</li> <li>dialogue</li> <li>performance</li> <li>dramatization</li> <li>theme</li> </ul>

**Teach:** What will you do to teach the content?

**Teacher**

- read the prompts with the pairs of students
- had them define the role they would each play
- gave suggestions when they got 'stuck'

**Artist:**

- discuss the concepts in the vocab words - then let the students improvise with their given prompts.

The success of the 'learning' in this lesson – was also about the comfort level of these students in feeling the main characters motivations. Most of the students showed a strong ability to pretend... to engage in 'make-believe' play, to believe in the urgency of their given situation. To 'be' the main character with the very important 'want'. To really persuade their partner in getting what they wanted.

I know it's tough to perform in front of classmates – and the physicality of performing is something to be reckoned with ...(something with which to be reckoned?) Live-theatre is fun and cathartic – the kids need more of it.

But – when?

**Support:** What will you assign the students to complete and how will you support their learning?

**Teacher**

- made sure all students understood their prompts and what part they were playing
- made sure the improv skits stayed on topic
- made sure the "audience" was being supportive of their peers

**Artist:**

- all students completed the assigned project – they acted out their assigned improvs.

We all supported their learning by being greatly appreciative of their efforts – lot of applause – acting is hard – especially in front of one's peers.

**Closure:** What will we do to reinforce learning and close the lesson for today?

Hopefully - the students will be more aware of the main characters' role in every story of fiction. In every team, there was one 'main character' – and this students' persuasiveness in trying to get what they wanted was the 'point' of the whole lesson. By being the main character, did they 'get' the main character? Did



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they face tough obstacles in the pursuit of what they wanted? Did students understand what they were really doing up there in front of the class?

If the students get one thing from my time with them – and I reinforced this concept by repeating it a few times... that every story is ABOUT the main character. And what that main character wants.

**Date to PAEP for approval:**