

READING AND UNDERSTANDING THE STORY OF A DRAMA.

7.1.2019

Subject

English

Prepared By

[Instructor Name]

Grade Level

5

Overview

This lesson plan covers teaching content for;

1. Reading and Understanding the story of a drama text e.g. the features of drama and participating in dramatic activities

Objectives

Students should be able to;

1. Read a drama text.
2. Answer simple oral comprehension questions on the drama.
3. Identify some important features of the drama.
4. Participate in dramatic activities.

Assessment Activity

1. Divide the groups into two.
2. Assign to drama stories to each group.
3. Allow them play out the drama and evaluate their performance.

Summary

1. Drama is a useful teaching tool as it offers ways of practicing reading, writing, speaking and listening in

Activity Starter/Instruction

1. Begin by explaining the purpose of the drama work and indicate that it will involve working in a different way to normal
2. Explain that there are a number of key skills which help them to engage in drama activities more successfully which in turn, help to improve these skills further.
3. It is important that students are fully aware of the skills that will help them to attempt the drama tasks asked of them.
 - Team Skills – Students need to be able to work together quickly and effectively.
 - Focus – Students need to be fully committed to tasks and listen where appropriate.
 - Energy & Enthusiasm – Drama is a physical activity with meaning often conveyed through the body – students need to be physically engaged and warmed up.
 - Communication Skills – Students need to understand how to communicate clearly through both oral language and physical movement.

Teacher Guide

Day 1/ Lesson 1: 30 Mins

1. Begin the class by going through the drama related vocabularies and explain to them what each words means.
2. Drama – any story told in dialogue form told by actors. Dramatic works include TV shows, live plays, and movies.
3. Characters – as with all literature, drama includes main characters, minor characters, round or dynamic characters, flat and round characters, protagonists, antagonists, and foils.
4. Dialogue – conversation between characters. Drama uses unique dialogue types:
 - Monologue: a long uninterrupted speech that reveals the speaker's thoughts and feelings.
 - Soliloquy: a long uninterrupted speech in which the character is alone on stage.
 - Aside: a short speech to the audience that the characters cannot hear.
5. Stage directions – printed in italics or in parentheses, stage directions provide information on setting and how the play

Materials Required

- Selected Stories
- Flash Cards.
- Flannel Board.
- Videos
- Course Book.

Additional Resources

- <https://www.brighthubeducation.com/high->
- [https://www.edb.gov.hk/attachment/en/curriculum-development/net/networking_drama_part%201.p](https://www.edb.gov.hk/attachment/en/curriculum-development/net/networking_drama_part%201.pdf)
- <https://www.ket.org/education/resources/r>
- <https://education.gov.scot/improvement/do>

Additional Notes

authentic contexts and provides students with the need to communicate

2. Drama is a close ally in the development of literacy.
3. Speaking and listening skills are enhanced through drama strategies, role-play and improvisation and by the exchange of opinions and negotiation that naturally occur in group activities.
4. Drama provides the context to improve writing skills, to develop realistic dialogue and to extend vocabulary.
5. Improvisation and storytelling develop children's understanding of narrative structure with a consequent impact on speaking and writing skills.

Guided Practice

Day 2/ Lesson 2: 20 Mins

1. Select a text or story book suitable for drama reading.
2. Give an overview of the story and name the characters.
3. Explain the role of the characters and allow students choose their desired roles.
4. Allow the students read the story with each person taking his role.
5. Take note of their attitude, pace and pitch and stop them whenever corrections need to be made.

should be performed.

Teacher Guide

Day 3/ Lesson 3: 50 Mins

1. Go to class with a drama story which was coined from a video.
 2. Ask students to close their eyes as you read. Change your voice to read as the story changes. E.g. change it from happy to sad.
 3. Ask students how your voice changed and how it influenced how they felt about what you said.
 4. Relate the vocabulary concepts to your reading. Ask students to listen carefully to see how different voices create characters in the story on the video.
 5. Watch the video.
 6. Discuss the video.
 7. Distribute the script. Assign parts so each child has a part. (You will probably need to do the reading twice.) Ask each student to underline his or her part in the script and consider the voice for the character.
 8. If possible, watch the video again. Tell students that they don't need to mimic the storytellers to create distinctive characters. Tell them to think about ways the storytellers used their voices to create the story.
 9. Read the script aloud to the students. In a second reading, pause before reading each character and ask students to think what a barn, shop, eagle, etc. would sound like. If you have non-readers in your class, your students may represent their script visually by drawing a picture. You will need to cue them. You could do this by being the narrator and saying for example, "The rat said ..." Your pause and look toward the students would signify their cue.
 10. Read the script with students reading their
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		parts. Practice. Give liberal praise for variations in voice and constructive feedback.
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