

LESSON PLAN (Monday March 10-Wednesday March 19, 2025)

Name(s): [REDACTED]	Lesson Length: 8 days
Grade Level: 7th-8th Grades	Subject: Aesop Refabled MINI Rehearsals

I. Standards	
Utah State Core Curriculum Strand(s) and Standard(s):	<ul style="list-style-type: none"> ● CREATE (L1.T.CR.1): Develop imagination to create artistic ideas and work ● CREATE (L1.T.CR.5): Explore physical, vocal, and emotional choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work. ● PERFORM (L1.T.P.3): Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
Utah Core Literacy or Math Standard (secondary only):	<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RL.7.3: Analyze how specific elements of a story or drama interact (e.g., how setting shapes the characters or plot)(using the Theatre-in-the-Round)
Summative (Unit) Assessment:	Final performance of Aesop Refabled scenes.
Central Focus:	Students will develop and refine their chosen Refabled scenes from Aesop's fables, focusing on character development, blocking, and overall performance quality.

II. Intended Learning Outcomes	
Learning Objective/ Target/ Indicator: (Know and do)	<ol style="list-style-type: none"> 1. Students will apply their acting techniques to develop believable characters in their Refabled scenes. 2. Students will collaborate effectively in groups to create and refine their performances. 3. Students will demonstrate understanding of fable elements through their reinterpretations.

III. Academic Language		
Language Function:	Analyze, Interpret, Perform	
Language Demand: Students will discuss, critique, and refine their performances using theatre-specific vocabulary.		
	Vocabulary:	Blocking, character motivation, subtext, projection, diction, stage directions
	Syntax:	Students will use complex sentences to describe character motivations and scene analysis.
	Discourse:	Students will engage in collaborative discussions about their scenes and provide constructive feedback to peers.
Language Support:	Vocabulary lists, peer discussions, teacher modeling	

IV. Assessment of Student Progress	
Pre-assessment:	Initial read-through and character analysis discussions
Formative assessments:	<ul style="list-style-type: none"> • Daily rehearsal progress checks • Peer feedback sessions • Teacher observations and notes
Final formative assessment:	Dress rehearsal (MINI) performance with feedback

V. Preparation	
Student's prior knowledge, skills and assets:	<ul style="list-style-type: none"> • Basic understanding of Aesop's fables • Foundational acting skills • Collaborative work experience

Student preparation (if applicable):	n/a
Teacher preparation:	<ul style="list-style-type: none"> • Set up Theatre-in-the-Round either on stage or in classroom • Prepare rehearsal schedule • Create feedback forms (if applicable) • Set up performance space (stage if available or in classroom)
Technology integration (as applicable):	<ul style="list-style-type: none"> • Use of audio equipment for sound effects or music (if applicable) • Video recording of rehearsals for student self-evaluation (with permission)

VI. Addressing Learner's Needs	
Differentiation/ Individualization:	<ul style="list-style-type: none"> • Assign roles based on student strengths and areas for growth • Provide additional support or challenges as needed
Support for ELLs:	<ul style="list-style-type: none"> • Provide visual aids for vocabulary • Allow for native language discussions when developing characters
Accommodations/ Modifications for IEPs/ 504s::	<ul style="list-style-type: none"> • Adjust script complexity as needed • Provide additional rehearsal time or support (student: Tyler - ensure he is on task, frequent checks to ensure of his motivation to work with his scene partner - Dan - and ensure communication are clear between these two; allow Tyler to take at least 2 quick breaks during rehearsals)

VII. Instructional Procedures (including models of instruction, strategies, assessments, differentiation, transitions, etc.)	
Day 1-2	Scene Analysis and Character Development <ol style="list-style-type: none"> 1. Introduce the Aesop Refabled project and expectations (15 minutes) 2. Groups read through their chosen fables and discuss improvement

	<p>ideas (30 minutes)</p> <ol style="list-style-type: none"> Character development exercises: students create character backstories and motivations (45 minutes) - do the Character Analysis Worksheet/Assignment Groups begin blocking their scenes (30 minutes) - do the Google Slides Blocking assignment
Day 3-4	<p>Rehearsal and Feedback</p> <ol style="list-style-type: none"> Warm-up activities focusing on voice and movement (15 minutes) Focused rehearsal times (60 minutes) Peer feedback sessions: groups perform for each other and provide constructive feedback/criticism (45 minutes)
Day 5-6	<p>Refining Performances</p> <ol style="list-style-type: none"> Voice and diction exercises (15 minutes) Rehearsal with focus on incorporating feedback (60 minutes) Teacher-led workshops on specific acting techniques as student needs (45 minutes)
Day 7	<p>Technical Rehearsal</p> <ol style="list-style-type: none"> Run-through of all scenes with basic technical elements (spacing, props) 90 minutes Final notes and adjustments (30 minutes)
Day 8	<p>Dress/Final Rehearsal</p> <ol style="list-style-type: none"> Full rehearsal of all scenes (90 minutes) Final feedback session and preparation for performances (performing Thursday & Friday) (30 minutes)