

Day in Unit	*Content Strand *Learning Target / Essential Q's -I Can/ WHY??/ How do you know? <a href="#">Curriculum document</a> <a href="#">Common Core</a>	Tasks	Engagement <a href="http://www.marshall.kyschools.us/">www.marshall.kyschools.us/</a> <a href="#">Thoughtful Ed Links</a> <a href="#">Engagement Cube</a>  Literacy: <a href="#">Literacy Ideas</a>	Vocabulary <a href="#">Activities</a> <a href="#">Activities II</a>	Assessment F –Formative S-Summative <a href="#">College Readiness Strategies</a> ; <a href="#">More Ideas</a>	Differentiation T-Task ; S-Special Needs ; G-Gifted/Accel. <a href="#">Wiki</a> ; 9 Types <a href="#">Big Explanation Tool</a> <a href="#">MAP Site</a> ; <a href="#">FCRR</a>	Resources/ Technology <a href="#">50 Ideas</a> <a href="#">HMonline</a>
1	<b>RL.5.10</b> I can read/comprehend dramas proficiently (S).	Pre-assess Drama Choose plays by “random draw” (teacher will tweak as needed)		Picture Dictionary	<b>Pre-Assessment (Drama Pic Dictionary)</b>	Mixed Ability Groups  Students who score an A on their Pre-Assessment will be the <b>Director</b> for each group Students who score low on their pre-assessment will be pulled during tier 2 intervention for reteaching	Picture Dictionaries
2	<b>RL.5.2</b> I can determine the theme of a drama (R). <b>RL.5.3</b> I can identify characters, setting, and plot in a drama (R).	Students will “code the text” by actively reading a short passage about drama <b>literary</b> elements. The students will place a (?) for something that confuses them, a (!) for something that is interesting enough to share, and a (v) if they already knew the information.  Update Pic Dictionary  Students will identify each element in their play using the Drama Assignment List.	<b>LwO; PR; CME</b> Coding the Text (small group discussion) Pic Dic	<u>Picture Dictionary</u> plot setting characters theme script stage directions dialogue acts scenes	<b>Update Drama Pic Dic with definitions/examples and pictures</b>  <b>Turning Point Elements Comprehension Check</b>  <b>Drama Assignment List</b>	Mixed Ability Groups for passage reading  Prompt/Cue students will complete an altered version of pic dic to use in their notebook  Kinesthetic Learners may write a motion to do instead of drawing a pic.  Pull students for <b>Literary Elements reteaching</b>	Drama packet, Drama Pic Dic, Play scripts  Turning Point Clickers,  Drama Assignment List

<p>3</p>	<p><b>RL 5.10</b> I can read/comprehend dramas proficiently (S).</p>	<p>“Code the text” by actively reading a short passage about drama <b>technical</b> elements. Use same coding pattern.</p> <p>Update Pic Dictionary</p> <p>Students will identify each element in their play using the Drama Assignment List. <b>(Includes making a list of needed props, costumes, scenery, etc.)</b></p>	<p><b>LwO; PR; CME</b> Coding the Text (small group discussion) Pic Dic</p>	<p><u>Picture Dictionary</u> props makeup costumes scenery sound effects lighting</p>	<p>Update Drama Pic Dic with definitions/examples and pictures</p> <p>Turning Point Elements Comprehension Check</p> <p>Drama Assignment List</p>	<p>Mixed Ability Groups for passage reading</p> <p>Prompt/Cue students will complete an altered version of pic dic to use in their notebook</p> <p>Kinesthetic Learners may write a motion to do instead of drawing a pic.</p> <p>Pull students for technical elements reteaching</p>	<p>Drama packet, Drama Pic Dic, Play scripts</p> <p>Turning Point Clickers,</p> <p>Drama Assignment List</p>
<p>4</p>	<p><b>RL 5.10</b> I can read/comprehend dramas proficiently (S).</p>	<p>Students will “code the text” by actively reading a short passage about drama <b>performance</b> elements. Use same coding pattern.</p> <p>Update Pic Dictionary</p> <p>Students will identify each element in their play using the Drama Assignment List. <b>(Includes writing stage directions)</b></p>	<p><b>LwO; PR; CME</b> Coding the Text (small group discussion) Pic Dic</p>	<p><u>Picture Dictionary</u> Vocal Expression Projection Diction Nonverbal Expression Pantomime</p>	<p>Update Drama Pic Dic with definitions/examples and pictures</p> <p>Turning Point Elements Comprehension Check</p> <p>Drama Assignment List</p>	<p>Mixed Ability Groups for passage reading</p> <p>Prompt/Cue students will complete an altered version of pic dic to use in their notebook</p> <p>Kinesthetic Learners may write a motion to do instead of drawing a pic.</p> <p>Pull students for performance elements reteaching</p>	<p>Drama packet, Drama Pic Dic, Play scripts,</p> <p>Turning Point Clickers,</p> <p>Drama Assignment List</p>

5	<p>RL.5.9 I can compare (determine similarities) and contrast (determine differences) how stories in the same genre can communicate the same theme or topic (R).</p>	<p>Students will identify characteristics folk/fairy tale genre in their own play</p> <p>Class will discuss the characteristics in each play to compare/contrast</p> <p>Students will compare/contrast their protagonist and antagonist                      “Which character did the author develop more? How? Why?”                      “Which character are you more like? How? Why?”</p> <p>Students will rehearse their play using all elements.</p> <p>Students will be given a rubric to follow for performing their plays.</p>	<p><b>PR-</b> questioning</p> <p>Venn Diagram, Top Hat, or Y-chart</p>	<p><b>Use roots/affixes to teach “pro”tagonist &amp; “anti”- agonist</b></p>	<p>Update Drama Pic Dic Update Assignment List</p> <p><b>Think Back Thurs Quiz:</b> Elements of Drama</p>	<p>Students will read information in mixed ability groups</p> <p>Students will be provided with Venn Diagram organizer</p>	<p>Drama Pic Dic Play scripts Assign List Venn Diagram</p>
6	<p>RL 5.4 I can use various strategies to determine the meaning of words and phrases (K).</p>	<p>Students identify at least 3 unfamiliar words in their play and come up with a synonym/example and an antonym/non-example for each word.</p> <p>Students will complete a Pyramid Summary of their play</p> <p>Students will rehearse for their plays.</p>	<p><b>LwO; PR; CME</b> Pyramid Summary</p>	<p>Synonyms/ Antonyms Examples/ Non-examples</p>	<p><b>Define at least 3 vocabulary words using synonyms and antonyms.</b></p> <p>Pyramid Summary</p>	<p>Mixed Ability Groups</p> <p>Teacher may identify 3 essential vocabulary words for students to define Students may use a thesaurus for synonyms/antonyms</p>	<p>Play Scripts</p>

7-8	<p>RL.5.5 I can explain how scenes fit together to form dramas (R).</p>	<p>Instruct how/why scenes are created and how they fit together to form dramas. (major event and setting changes-both time and place)</p> <p>Students will break up their play into scenes based on major events and setting changes (time/place)</p> <p>Students will create the technical elements for their play such as props, scenery or costumes.</p> <p><b>Students will rehearse their plays with all elements. (Up to 2 days)</b></p>	<p><b>SA; NV; A</b> (rehearsal)</p>			<p>Mixed Ability Groups</p>	<p>Play Scripts</p>
9-10	<p>RL.5.2 I can analyze details in a text (e.g. how characters respond to challenges or how the speaker in a poem reflects upon a topic) to determine a theme (author's overall message) (R).</p> <p>RL.5.3 I can compare and contrast (determine similarities and differences) two or more characters, settings, or events in a story or drama using specific details from the text (R).</p> <p>RL.5.5 I can explain how scenes fit together to form dramas (R).</p> <p>RL.5.9 I can compare (determine similarities) and contrast (determine differences) how stories in the same genre can communicate the same theme or topic (R).</p> <p>RL.5.10 I can read/ comprehend dramas proficiently (S).</p>	<p>Students will perform their plays with all elements.</p> <p>Peer/Self assessment: Students will fill out a critic sheet for each group (including their own) assessing the group's use of all elements.</p>	<p><b>SA; NV;</b> <b>Self-assessment</b> <b>A: public speaking skills</b></p>		<p>Critic Sheet Peer/Self Assessment</p>	<p>Students may be given a simpler critic sheet</p>	<p>Play Scripts Critic Sheets</p> <p>Groups' technical elements</p>

<p>1 1</p>	<p>RL.5.3 I can compare and contrast (determine similarities and differences) two or more characters, settings, or events in a story or drama using specific details from the text (R).  RL.5.9 I can compare (determine similarities) and contrast (determine differences) how stories in the same genre can communicate the same theme or topic (R).</p>	<p>Students will vote to choose 2 favorite plays from the performances.  Compare their 2 favorite plays' elements (focus on literary elements) and genre characteristics</p>	<p><b>Choice (C)</b> Venn Diagram, Top Hat, or Y-chart</p>		<p>Venn Diagram</p>	<p>Students will be provided with Venn Diagram organizer</p>	<p>Venn Diagrams  Play Scripts  Critic Sheets (if needed)</p>
<p>1 2</p>	<p>RL.5.2 I can analyze details in a text (e.g. how characters respond to challenges or how the speaker in a poem reflects upon a topic) to determine a theme (author's overall message) (R). RL.5.3 I can compare and contrast (determine similarities and differences) two or more characters, settings, or events in a story or drama using specific details from the text (R). RL 5.4 I can use various strategies to determine the meaning of words and phrases (K). RL 5.5 I can explain how scenes fit together to form dramas (R). RL.5.9 I can compare (determine similarities) and contrast (determine differences) how stories in the same genre can communicate the same theme or topic (R). RL 5.10 I can read and comprehend dramas proficiently (S).</p>	<p>Post-assessment</p>				<p>Students may use prompting/cuing version of their Picture Dictionary</p>	<p>Post-Assessment</p>