LESSON PLAN

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Content Area(s): English Language Arts and Dramatic Arts  
Unit Topic: Reading – “Watching Josh”

Today’s Lesson: End of the book talk show!  
Grade Level: 5th  
Duration: 2 classes- each 45 minutes

LESSON RATIONALE

New York State English Language Arts Learning Standards:

Standard 1: Students will read, write, listen, and speak for information and understanding.

Key Idea 1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Key Idea 2: Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

New York State Dramatic Arts Learning Standards:

Standard 1: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Key Idea 1: Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.

Instructional Objectives:

Students will:
1. Analyze the text and determine at least 5 important events that occurred within the book. [Analysis]
2. Design a script for a talk show about the book containing at least 16 lines. [Synthesis]
3. Generate a live talk show fulfilling 5 teacher-generated criteria. [Synthesis]

Adaptations:
- Students that have difficulty remembering their lines may use their scripts during the actual presentation.
Materials: (For a small reading group of 6 students)
- 6 copies of “Criteria for Talk Show” sheet
- 6 copies of book, Watching Josh
- Props that students ask for or need help bringing in
- Markers
- 3 sheets of poster board

LESSON OPENING

Anticipatory Set:

“Talk shows are a huge success on television today. Why do you think that so many people watch talk shows? (Listen for responses) Most talk shows today allow people to discuss their lives in front of the entire world. People are interested in such displays. Today we are going to create a talk show of our own in this classroom. Since we just finished our book, this is a fun activity to do and, at the same time, it will allow us to summarize the occurrences in the book. Let’s begin by talking about some of the things that need to be put into any type of talk show. (Listen to responses and hand out criteria sheet.)

LESSON BODY

Activities:

1. Explain directions to class about the activity by going over the criteria sheet and explaining what is needed in the script and overall presentation. Ask for questions. [Checking for understanding]
2. Provide for examples of lines in a script. Explain a one-word answer is NOT a line. [Modeling and checking for understanding]
3. Explain what props are in theatre and how they can be used in this activity.
4. Pair students into partners and allow students to begin creating scripts as well as props. Explain that they have one whole class and half of another to prepare. Then they will present on the last half of class on the second day. Teacher will check in with groups as they work and ask if they need any help. [Independent practice and checking for understanding]
5. Students will present their talk shows to the rest of the class, and rest of class will act like fans and ask questions. [Independent practice and checking for understanding]

Closure:

“I thought your talk shows were fabulous! I am very impressed with the ideas and effort that you have put forth in this activity. Are you pleased as well? What are some of the ideas that you liked in other pair’s shows? Do you think this type of activity helps you understand what the main events in stories are? Since we just saw our own shows, what were some of the main events in this book? (Listen
for responses and answer questions) Well, I hope you all enjoyed this activity and will be able to use acting as a way to help you learn other things. Great job this week!”

**LESSON FOLLOW-UP**

Independent Practice: Pretend that you are the teacher. Think of another fun activity that you would use as an end of the book activity. Write down what it is and why you think it would help students to understand the story.

Evaluation:
What did you want the student to learn?
- How to create a script as well as depict the main events in a story.

How will you know that they learned it?
- From their presentations and questions.

**LESSON RESOURCES**

References for teacher use:
- NYS Dramatic Arts and English Language Arts Learning Standards