

# LESSON PLAN FORMAT

<b>SUBJECT</b>	Art (drama)	<b>GRADE</b>	10
<b>TOPIC</b>	Little Mermaid play Rewriting	<b>LENGTH</b>	120 minutes
<b>AIMS</b>			
<b>MAIN AIMS</b>			
<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>· Rewrite the little mermaid play using past tenses.</li> <li>· Use vocabulary related to the little mermaid story and play.</li> </ul>			
<b>TEACHING OBJECTIVES</b>			
<b>Content</b>	<b>Cognition</b>	<b>Culture</b>	
<p>Revision of vocabulary related to the little mermaid story and play</p> <ul style="list-style-type: none"> <li>• Reading the a suggest play</li> <li>• Revision of a parts of a play</li> <li>• DefiningCharacters and roles</li> </ul>	<ul style="list-style-type: none"> <li>• Describing new characters</li> <li>• Extracting the 3 most relevant scenes to perform.</li> <li>• Rewriting the suggest play to adapt to the students' context.</li> </ul>	<ul style="list-style-type: none"> <li>• Making connections between the story theme and my own personal life experience.</li> <li>• Working together in groups to give ideas and write dialogue.</li> </ul>	
<b>Communication <i>(What and how)</i></b>			
<b>Language of Learning</b>	<b>Language for Learning</b>	<b>Language through learning</b>	
<p><b>Play</b> <b>Act</b> <b>Characters</b> <b>Main Character</b> <b>scene</b> <b>Chorus</b></p>	<p>What did the Little Mermaid when she was ...?</p> <p>I think we can change ...</p> <p>The main character is ...</p> <p>by the end we can change ...</p>	<p><i>(Language progression, practice and extension – emerging language, and what you will do with this)</i></p> <p><i>Teacher will monitor the group tasks and feedback on language problems that could affect communication or sound repetitive. Teacher will also board any useful and well-used language for language extension.</i></p>	
<b>CRITERIA FOR ASSESSMENT</b>			
(What kind of assessment will be used in class? (teacher, peer, self?) What are you assessing, how?)			
<b>Formative Assessment</b>		<b>Summative Assessment</b>	
<ul style="list-style-type: none"> <li>• <b>think-pair-share:</b> Teachers begin by asking a specific question about the text and Students "think" about what they know or have learned about the topic (Unknown vocabulary or what was the hardest part to write) later, in pair, student, should answer the question, then they share the answer with the whole class, and the strategies they used to overcome that difficulty.</li> </ul>		<ul style="list-style-type: none"> <li>• To rewrite a new beginning, development and end to the little mermaid play using simple past.</li> </ul>	

LESSON PROCEDURE / ACTIVITIES			
Time	Stage	Procedure	Materials & Resources
10 minutes	<b>Activate prior knowledge</b>	<b>Charades:</b> Students take turns acting out a word (character) provided by the teacher while their classmates try to guess who it is. So that students review vocabulary from a previous lesson or to try and introduce a new word.	5 pieces of paper with the names of the characters of the little mermaid
10 minutes	<b>Lead in</b>	Divide the class in 5 groups, then give each group of students 5 sets of pictures about the different scenes the play has and a piece of photocopie later, ask them to put them (pictures) in the correct order.	copies of the play 5 sets of pictures.
25 minutes	<b>Read aloud</b>	give each student a character of the play in each group, later they have to read aloud in the correct order, first in each group later with the whole group.	copies of the play
35 minutes	<b>Propose a different beginning, development and end for the story</b>	students have to rewrite the story. assign each group a part of the story (beginning, development and end) First they have to propose changes for the story. Later, they have to agree and start to write the new part of the story the teacher assigned.	notebooks and pencils
20 minutes	<b>Present the new end to their partners</b>	Each group of students will have to present the changes they did to the story to the whole group.	
10 minutes	<b>students shares on a file online to read the whole story again</b>	students share a file online to read the whole story again so that it matches.	
10 minutes	<b>Wrap up</b>	Teachers begin by asking a specific question about the text, what they know or have learned about the topic (Unknown vocabulary or what was the hardest part to write) later, in pair, student, should answer the question, then they share the answer with the whole class, and the strategies they used to overcome that difficulty.	