Lesson Title: Character Motivations in Text and Acting

Teacher's Name: Jessica Brookes   **Grade Level:** 3-5

Date:	/ /
TN Standard(s):	• **ELA Standards** • 3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events • 4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions. • **Theatre Standards** • Standard 2.0 Character Acting • 2.2 Use imagination to form and express thought, feeling and character. • 2.3 Create characters to develop scenarios in individual and group settings. • 2.4 Examine improvisational skills and techniques in creating a character. • 2.5 Explore movement to express feeling and characterization. • 2.6 Utilize the voice to express feeling and characterization.

Daily Objectives/ Daily Learning Targets:	• Student will be able to create a character using text information to inform their decisions. • Students will be able to use their bodies, voices, and imaginations to create characters who interact with others
Vocabulary:	• Character, motivation, trait, objective, physical, voice

Instructional Agenda:

- Opening

- Task(s)

- Checks for Understanding

- Closing

- **Opening**: SW turn and talk the following question, "Think of your favorite character from a story. What 3 words would you use to describe them?"

- **Task**:
- 1. Discuss student answers and introduce that just like people in real life are different, characters in a story are different. When we act out a story, it is important to know as much information as we can about the character, this includes how a character, thinks, feels, and acts in the story.
- 2. TW read aloud Little Red Riding Hood...TW model listing traits and motivation for Red.
- 3. TW break students up into three groups and have them write traits and motivations for Granny, the Wolf, and the Woodsman.
- 4. TW review findings. TW introduce the concept of an objective and give the students the stem, "I want to _____ in order to _____." SW choose a character and create an object.
- 5. TW ask what other tools can an actor use to play a character. SW discuss and TW model using voice, body, and choice to influence a character from the story.
- 6. TW give students a scene and students will practice using the 3 elements to create a character.
- 7. SW perform scene for the class, receiving feedback from the class.

- **Check for Understanding**:
- 1. TW informally assess trait and motivations by looking a worksheets.
- 2. TW evaluate student performance in the scene using a rubric.

- **Closing: Discussion Based**
- 1. TW will ask what kind of research an actor does.
- 2. TW ask what tools an actor uses to create a character.

Engagement Strategies/Protocols: *Examples: Accountable Talk, Turn and Talk, Think-Pair-Share*	• Turn and Talk, Physical Movement, Class Discussion, Class Performance Opportunity, Student Choice
Lesson Adjustments/ Differentiation to Meet Student Needs:	- Scale down lesson to focus on one character or actor tool - Individual Coaching and Modeling - Verbal decriptions of body positions for visually impaired students.
Daily/ Weekly Assessment(s):	• Worksheet as informal assessment. • Individual assessment of character creation using a rubric

Lesson Reflection: