

Pay attention to the R-words to activate the brain for learning!

1. **Objective (Rigor)** - SMART and should be visible on your board daily.

By the end of the lesson students will be able to recognize the different types of theatrical stages and how they are different.

2. **Opening (Retrieval)** – How will you "hook" your students into the lesson--at both the thinking and emotional level?

- What will you do to open the lesson to motivate and engage the students' interest in the content?
- How will you help students make connections to prior knowledge?
- How will you identify and present your essential questions, Central focus, and Learning Targets (I CAN statements)?
- How will you identify / teach / assess language demands?
- How will you introduce language supports?
- Is your opening congruent to the objective?

Who am I/What am I? Game: I will describe different elements of one of the types of stages and have them guess what they think it is based on prior knowledge.

Using this warm up game I will familiarize the students with what the types of stages look like. I will make this a fast paces game to keep them alert and let them know it's perfectly fine to answer wrong in this game. The primary purpose is to get them excited to think about the types of stages and to connect them to popular shows they might have seen or heard of.

3. **Teacher Input (Relevance)** – What information is needed for the students to gain the knowledge/skill in the objective? (Be sure you have done a task analysis to break the information/skill into small manageable steps). How will you use strategies, technology, learning styles? What vocabulary and skills do the students need to master the material? Are the strategies you plan to use congruent to the objective?

The information the students will need is the defining characteristics of each stage types. I will use a digital presentation displaying examples of each stage type as well as the use of breakout groups for the students to use computers to research the stages. The vocab they will need to learn includes; proscenium stages, thrust stages, black box theatres and theater in the round (AKA Arena Stages)

- **Model (Routing)** – Outline your I DO activities. Be sure to model strategies and academic language supports needed.

Using a pictorial diagram I will discuss and display the key terms and concepts surrounding the different types of stages.

- **Guided Practice** – Students demonstrate a grasp of new learning under the teacher’s direct supervision. The teacher moves around the room to provide individual remediation as needed. “Praise, prompt, and leave” is an excellent strategy to use. Outline your WE DO activities. Be sure to incorporate strategies and academic language supports that are needed.

The students will be divided into groups and will use computers to research and discuss the types of stages covered in the lesson.

- **Independent Practice (Retaining/Rehearsing)** – Students demonstrate an independent application of new skill. Outline your YOU DO activities. Students demonstrate an independent application of new skill. Be sure to praise and assess strategies and academic language supports that are being used.

Using a Frayer Model the students will independently define the types of stages and describe their attributes.

- **Check for Understanding (Recognizing)** – Practice doesn't make perfect; it makes permanent. So, make sure the students understand how to proceed before moving to the practice phase of the lesson. You may need to stop and reteach, so students practice correctly. How do you plan to assess understanding? **What HOTQs will you ask?** List at least 3

1. What are the defining characteristics of a proscenium stage?
2. What are the defining characteristics of a thrust stage?
3. What are the defining characteristics of a black box theatre?
4. What are the defining characteristics of a theatre in the round/arena stage?

- **How will you check for understanding or reteach?**

I will have them fill out a vocabulary worksheet matching the descriptions to the stage types. Additionally, they will have to label images of the types of stages.

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The students will be assessed based on a digital presentation they create about the types of stages as well as with a short vocab worksheet. Their completion of these activities will demonstrate their knowledge of the subject material.

5. **Resources** - What materials will you need for a successful lesson?

The materials used in this lesson are paper, pencils, computers, pictorial diagram print outs, and vocab worksheets

6. **Closure (Re-exposure)** – How will you have the students end the lesson/reflect upon what was learned?

Quick Doodle Activity: I will have them make a rough sketch of the types of stages and label them.

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