Name: Alexander Estes	Grade/Subject: 9; Technical Theatre 1	Date: 3/22/23

1. Texas Essential Knowledge and Skills (TEKS): (C2)

117.323 (C) Knowledge and Skills (1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to: (B) recognize the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage

2. Deconstructing/Unpacking the TEKS: (C2) *What students will know and be able to do*

Verb: Recognize
Content: technical elements of theatre
Context: types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage
Ways To Test: 7

3. SMART Objective(s): (C3)	By the end of the lesson students will be able to recognize the different types of theatrical stages and how they are different.
Essential Question:	What are the four most common types of theatrical stages and how are they different?

4. Central Focus (C4) *How will this lesson link with other lessons in the unit?*	The purpose of this lesson is to build upon the students' foundational knowledge of the fundamentals of theatre. The students will learn the differences between a proscenium stage, thrust stage, black box theatre, and a theatre in the round. This lesson will also serve as a building block for future explorations of the technical elements of a theatre space. The type of stage used is integral in understanding how the various technical elements of the theatre will interact.
Learning Targets *I CAN statements that Clearly show alignment with TEKS*	I can recognize and describe the differences in the different types of theatrical stages.

5. Academic Language (C5) Academic language represents the language of the discipline that students need to learn and use to engage in the content area in meaningful ways. There are 4 language demands to consider as you require students to read, write, speak, listen, demonstrate and perform.	**Language Function** *(an active verb that students will use to demonstrate their learning in the assessments; some examples are- explain, describe, predict, summarize, compare, evaluate, interpret, justify):* Recognize, Describe
	Vocabulary *(words, phrases, and/or symbols that are used within disciplines):* Proscenium stage, Thrust Stage, Black Box Theatre, Theatre in the Round
	Discourse *(Structures of written and oral language, how will they talk, write, and participate in knowledge construction: discussions, reports, essays, multi-media presentations, performance):* Students will demonstrate understanding through small group discussions and they will write a description of each type of stage.
	Syntax *(The set of conventions for organizing symbols, words, and phrases together into structures, e.g., graphic organizers, formulas, charts, language rules, outlines, graphs, tables):* Compare/Contrast T Chart; Frayer Model

6. Targeted Language Supports (C5) The resources, representations, and strategies you will provide to help students understand, use, and practice the concepts and language they need to learn within the discipline Site the researcher's name as you refer to the strategy.	**Language Function** *(How will you help them demonstrate the DO verb?)* Throughout the lecture I will discuss and describe the differences in the types of theatrical stages. I will show them examples and note the differences between them. While they are in small groups I will go from group to group clarifying any misunderstanding they might have. **Vocabulary Strategies** - **(GO TO Page)** 1. Use a Frayer Model to define vocabulary. 2. Image matching vocab worksheet **Discourse strategies** - **(GO TO Page)** -Write: Write a description of the defining characteristic of each type of stage. -Talk: The students will be grouped into groups of 4 to discuss the characteristics of the types of stages, and choose one member of the group to tell one descriptor to the class. **Syntax** - **(GO TO Page)** 1. Students will fill out a Compare/Contrast T Chart during the lecture and then be grouped into small groups to discuss their findings. 2. Students will fill out a Frayer Model for each of the types of stages. **Making Content Comprehensible** **(R9)** I can help them prepare for the lesson by providing them ahead of time an outline of the vocabulary as well as graphic organizers.
7. Assessment/ Evaluation (C6) Assessment(s) must be aligned to the TEKS, and objectives.	**Assessment of your TEK** **Formative:** Paper and pencil test made up of labeling images and multiple-choice questions. **Summative:** Students will sketch and label a model of the different types of stages. **Assessment of your language demands:** **Formative:** Students will give an oral presentation discussing one of the types of stages and what makes it unique. **Summative:** Students will create a digital portfolio presentation displaying the differences in the types of stages.

8. Hook (C7) **Closure (C7)** **Student Assets (C7)**	Hook activity *(make connections to prior learning)* 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. Closure Activity: *(make connections to prior learning)* Quick Doodle Activity: I will have them make a rough sketch of the types of stages and label them. Personal assets: The specific background info that students bring to the class. Cultural assets: The cultural background info and practeces the students bring to the class. Community assets: The Common background info and experiences the students bring from their communities.

9. Body of Lesson/ Teaching Strategies and Learning Task(s) (C9)
 	
Be sure to include:
How will students learn and use *academic language*?
 	
Three higher order thinking questions.
 	
Marzano Strategy
	I DO –
	
	Using a pictorial diagram I will discuss and display the key terms and concepts surrounding the different types of stages.
	
	WE DO –
	
	The students will be divided into groups and will use computers to research and discuss the types of stages covered in the lesson.
	
	YOU DO –
	
	Using a Frayer Model the students will independently define the types of stages and describe their attributes.
	
	Differentiation-**(GO TO page)** *(Tailoring instruction to meet individual needs; differentiating the content, process, product, and/or learning environment):*
	
	   o Second Language learners / Cultural Diversity: (Tiered Instruction; Tomlinson) One method I can assist them with is by using tiered instruction. I could provide the students with a print out of a pictorial diagram of the stages. I could include labels in the diagram labeling the different parts and types of the stages and include their first language vocabulary to assist.
	
	   o Gifted / advanced learners: (Student Reflection; Tomlinson) I will assign a student self-reflection assignment to reinforce their depth of understanding. I will have them fill out an exit slip in which they list one characteristic of each of the 4 types of stages covered in the lesson.
	
	Technology: -**(GO TO page)**
	Students will use either Microsoft Power Point or Google Sheets to create a Frayer Model for each type of stage.
	
	Marzano Strategy - **(GO TO page)**
	The four corners grouping strategy will be used for the students to discuss the key terms.
	
	Higher Order Thinking Questions (GO TO page)
	1. What are some advantages and disadvantages of the most common types of theatrical stages?
	2. How would working on the different types of stages affect the various technical elements of theatre such as lighting and scenic design?

	3. How would the same show be different if it was performed on each of the four stages discussed in the lesson? **Grouping / Partnering Technique: (Hattie)** Cooperative Learning **Potential misconceptions and your plan to address it:** Students may be confused about what elements of a stage are common to all stages and what elements are used to define a specific type of stage. To address this in my presentation I will cover commonalities between stages and then highlight which specific differences are used to identify and recognize the types of stages.
10. Resources and materials needed (C9) **(E7)**	Paper, pencil, computer, pictorial diagram print out, vocab worksheet *(How might you differentiate materials and resources for learners with various needs?)* • I could use visual timers to help students with anxiety that struggle with transitions. • I could use large print handouts for students who have visual impairments.
	SUBMIT LPG and SELF EVALUATION RUBRIC – C9
11. Classroom Management Strategies (CBM5) *What procedures will you employ to manage transitions, behavior, passing out materials, engagement, etc.?* *Add 3 procedures*	• At the start of the class on the board will be written a warm up/do now question to get the students engaged and thinking about the days topic. • To gather students' attention for them to quiet down I will raise my hand and say hold. • For turning in papers I will have each group collect their papers and send one student per group with the papers to turn them into their class bin.
12. Academic Supports for Students (E6) *What instructional strategies and planned supports, will you employ to meet the needs of each student that has identified special learning needs?*	**Accommodation(s)-** *(A change that helps a student overcome or work around obstacles)***:** **1. I would give them extra computer time during their research of stage types.** **2. I could give them enlarged text step by step instructions for the assignment** **2. I could give them a peer buddy to aid in their presentation.** **3.** **Modification(s)-** *(A change in what is being taught or what is expected from the student):* **1. Rather than having them identify 4 stage types I'd have them Identify 2.** **2. Rather than having them do both a written assignment and verbal presentation, I would only have them turn in the written assignment.** **3. I would have them only identify the key feature of each stage type rather than also comparing and contrasting each type.**

(E11)	**Strategies for ELLs** *(strategies that support language acquisition)*
	1. I can provide them with the key vocabulary prior to the day of the lesson so they can familiarize themselves.
	2. I can provide graphic organizers to aid in their understanding of the vocab.
	3. I will provide opportunities for group work and will pair ELLs together so they can help each other understand the vocab.
	4. I will use outlines going over the assignments to scaffold their comprehension.
	5. I can use think a louds to help them understand the research they find.