THEATRE — 3rd Grade

ACTION PLAN: SCENE WRITING

Who (the class or group I will focus on):
The class I am working with is 3rd Grade (Class 3-315). This class has had theatre with me since Kindergarten.

- Prior knowledge: mime, improvisation, and character development for performance. This will be their first experience with scene writing.
- Our school has embedded Socratic Seminar (a scholarly discussion of an essential question) into our curriculum). Providing students with ongoing experience with conversations that use protocols.

Inquiry question:
Does peer assessment help to inform student learning and improve scene-writing?

Student learning goals:
BLUEPRINT Benchmarks 5th grade: Theatre Making: Acting
- Students gain skills as emergent playwrights by identifying and using elements of dramatic literature in writing, theatre exercises and activities.
- Students apply imaginative, analytical and process skills to the creation of original dramatic works.
- Through research, editing, revision and critique, students become aware of the various stages of playwriting.

Common Core Standards Addressed:
ELA 3rd Grade
- SL.3.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher lead) with diverse partners on grade 3 topics and texts, building on others ideas and expressing their own clearly.
- W.3.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear sequence of events.
  a) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

What formative assessment strategy I will put into practice:
- We will use peer feedback following each development session, and identify target criteria (based on that days mini-lesson) for the next rehearsal.
At the end of the following session student partners will fill out the peer-assessment checklist and give it to their partner group.

By the 3rd session students will give feedback verbally mid-session, to make on the spot revisions. (I like… I wish… protocol)

Students will record their feedback on a tracking sheet, to use as their group goals.

Ongoing teacher feedback will be provided as needed.

Why this strategy will help my students achieve or improve the above goals:

- Students will be able to use peer feedback in the form of thoughtful reflection (written on a peer-assessment checklist) about their partner group’s progress.

- They will also use feedback given to them by their rehearsal partners (recorded on a peer feedback tracking sheet and verbal peer feedback using I like… I wish… protocol)

- They will then apply the peer feedback to improve their work. This process will increase productivity during rehearsal; increase the time spent on task, and focus group goals, thus improving the development of their script.

How I plan to implement this assessment strategy in my practice and/or lessons:

The unit and lessons I will implement this strategy in are:

UNIT: Playwriting: Students will learn how to write dialogue and create characters starting from a “Who am I?” worksheet. Grouping: like characters will be grouped together to create the script writing groups. The final performance will be to present their group’s published scripts to the other 3rd grade class.

SEQUENCE OF LESSONS: This class meets once a week on Tuesday for 50 mins. (Each day) The unit will take approximately 18 weeks to complete. Each section of the following lesson sequence took 2-3 sessions to complete. This is an approximation and will vary based on the ability and familiarity of the students.

1. Pre-Assessment:

- As a pre-assessment, students wrote a written response to the following question

  How do playwrights develop interesting characters and situations that can speak to an audience?
The pre-assessment showed that all of the students couldn’t explain the process that a playwright uses to create a character. Some of the students were able to suggest where a playwright might get ideas for situations based on personal experience or from a story they read.

2. **Quick Dialogue:**

- Student’s participated in writing a one-minute scene with a partner of their choice. They were given a started sentence “Where are you going?” as a jumping off point to start writing the dialogue.
- They had one minute to pass the paper to one another and write. Then they were given one additional minute to edit or make changes.
- Upon completion students had to answer “Who, What, When, Where and Why” for the scene.
- They then paired up with another partnership and had to switch scripts and provide each other with feedback. Their conversations were focused on criteria we generated in class. We made a web answering the question “What does a well written scene contain?”
- Students were not allowed to perform their own scenes. Their revisions had to be performed by the group that provided them feedback.

3. **Character Development:**

- Students start by reading an example of a character description (*I used Marc Brown’s description of DW from the Arthur Series*). Students analyzed the description for its essential elements; they used a planning page to come up with basic facts for the character and then had to write it out in paragraph form, like the example we read.
- Students worked with partners to discuss their choices and give each other verbal feedback using the “I like… I wish… protocol.”
- Students made changes based on their partners’ feedback, I encouraged students to dig deeper when creating the character.
- Students then shared their descriptions with the whole class.

4. **Play Writing**

- Students were able to choose their play-writing partners based on like characters.
Student’s brainstormed ideas for plays that would include a conflict and resolution.

Students wrote dialogue and stage direction and followed proper script format.

Students followed dramatic structure with rising action, climax (conflict) and resolution.

Students paired with another partnership and got written feedback on their short plays, based on class/teacher-generated criteria. “What do all good plays contain?”

Students made changes to their plays based on their partner’s suggestions. I kept track of this as well by conferencing with each group and notating the changes they had to make based on the feedback.

Students published their scripts in Microsoft word and shared them with the class.

When I plan to implement this strategy (at which point in the teaching/learning cycle or unit plan):
I will implement this strategy during my unit on play writing that will span from February to June.

Evidence of effectiveness of this assessment strategy:
The performance task that will show my students have achieved their learning goal is:

- The peer-assessment sheets filled out during the rehearsal process.
- Video of students using peer feedback and discussing their changes.
- Student’s drafts with changes they made.
- Final published scripts.

What evidence of student work will demonstrate that learning and make it visible?

- Peer-assessment sheets.
- Video of the performance.
- Teacher reflection and conferences.
- Script drafts and final published piece.