



Grade 4 Theme 2

Plays

Performance Standard W2.2: Use a variety of fiction and non-fiction forms when writing for different audiences

GLE: [4] 2.2.3 Using expressive language when responding to literature or producing text (e.g., writer's notebook, memoirs, poetry, plays or lyrics) (L)

Performance Standard W2.3: Use a variety of Sentences/Proofread

GLE: [4] 2.3.3 Identifying and correcting mistakes in punctuation (i.e., end of sentence, commas in dates, salutations and closings in letters, and commas in series) and capitalization (i.e., book titles, beginning of sentences, and proper nouns)

Performance Standard: W2.4: Revise writing/provide peer feedback

GLE: [4] 2.4.2 Giving/receiving appropriate feedback and using criteria to review own and others' work (e.g.) peer conferences, checklists, scoring guides, or rubrics) (L)

Purpose:

- Identify characteristics of realistic fiction.
- Identify ways to solve real-life problems.
- Practice writing dialogue in a short play.
- Focus on traits of organization and conventions.
- Practice peer conferences.
- Learn vocabulary of plays.

Resources/materials:

- HM Theme 2 Genre Plays
- HM Theme 2 Teachers Edition
- HM Student Anthologies to go with Theme 2
- HM Theme 2 Leveled Readers (plays)
- Transparency F2-7
- Sample play scripts for overheads and/or students (see Attachments 1 and 2)
- Class set of a graphic organizer (see Attachment 3)
- Rubric/ assessment for each student (see Attachment 4)
- Materials for simple hand puppets (see Attachment 5)
- Different trade books that exemplify characteristics of realistic fiction

Connection to Houghton Mifflin Literature:

See Theme 2 Teacher's Edition for *Tales of a Fourth Grade Nothing*, page 280, and Theme 2 Leveled Readers. (Optional) Theme 4 Student Anthologies for realistic fiction.

Step One - mini-lessons to precede writing of plays:

- Students read the play, *Tales of a Fourth Grade Nothing*, and identify vocabulary specific to the genre of plays. They could list the vocabulary in their Writer's Notebooks. This is a book rich in expressive language, students could also list examples of expressive language in their Writer's Notebooks.
- Students read the leveled readers that are available in play format.
- Following each lesson discuss the characteristics of realistic fiction and post on a chart. For example:

Characteristics of realistic fiction
The events and settings are like those in real life.
The story characters speak, think, feel, and act like real people.
The story does not have elements of fantasy.

Step Two - mini lessons for the writing of plays:

Prewrite

- Introduce the process for writing a play. The discussion will include reviewing the form of a play and the characteristics of realistic fiction. Teach guidelines for writing a play as described in Theme 2 Teacher's Edition, 291K. There is also a transparency, F2-7, to teach the form of play writing.
- As a class study the sample of a student play, "*Judging People*." (see attachment 1) The play is missing a setting and stage directions, essential parts of a play. Compare the play to the guidelines they studied. Ask questions such as, "What is the difference between the guidelines and the play, *Judging People*?" A practice follows with student partners and/or individuals working on copies of the play, "*Judging People*." Students add a setting, snapshots and thought shots. A thought shot is what the character is thinking, planning, etc. A snapshot is a still picture of what is happening (stage directions). This exercise can be graded.
- Explore and list problems students might experience in their life. Discuss how those problems could be solved. Students are ready to choose one of the problems and organize their ideas in a story-map. Attachment 3 is available as a story-map organizer. **It is best for students to describe the problem and solution first.**
- Practice writing dialogue. Use sample problems to illustrate writing dialogue between characters. These samples could come out of a book, be written by the teacher, and/or the students. Follow up the lesson with groups and/or partners writing dialogue using the exercise that is included in attachment 3.
- Students practice writing short dialogue between their characters.

Draft

- As a class, study an assessment rubric. (see Attachment 4) Using completed story maps, students write their first draft. 30-45 minutes.

Revise

- The teacher models revising a play script and reviews the assessment rubric that will be used for grading the plays. When revising their plays, the students need to consider the questions: Is there a setting? Is the problem obvious? Do the events make sense? Is the solution clearly stated at the end of the play? Students meet with partner/teacher to revise and edit. Students will need 20-30 minutes to revise and edit.

Final Draft

- Students view a play that has been revised and polished into a final draft. Students write/type a final draft.

Publish

- Students make simple hand puppets and present their play/skits to an audience. (see Attachment 5)

Assessment:

Assessment can be based on Attachment 4 or another rubric. To achieve above standard or an A, students will score 13 - 14 possible points.

Attachment 1

Problem: Judging people before you get to know them.
Written by a third grader

Cast List: Sandy Mandy Andy

Andy: Sandy, my cousin is coming over tomorrow. She is staying for a week.

Sandy: Her? Why is she coming? Did you invite her over?

Andy: Yes! I thought we would have the best time playing together!

Sandy: Just think this over and answer me this question.

Andy: Okay and the question is?

Sandy: Out of all the cousins to choose from, Why her? Why her? Why her?

Next Day

Andy: Sandy! Let me introduce you to Mandy.

Sandy: I have some important business to take care of so if you don't mind!

Andy: No! I have waited a long time for all of us to play together. If I can be a friend with you, you can be friends with Mandy. I think you owe her an apology.

Sandy: I am sorry I judged you before I got to know you. Do you accept my apology?

Mandy: Yes. I accept your apology.

Solution: Talking it out and apologizing.

Practice writing:

Write a setting for this story.

Add actions for the characters. For example, in the second line next to Sandy, write (standing with hands on her hips and looking mad).

Attachment 2

Practicing Dialogue, conversation

Sample Problem

Harry and a friend were pitching balls to each other and the ball went through the dining room window. He is afraid his dad will be angry because Harry had been asked to not pitch balls near the house.

Harry's thoughts: Dad is going to be mad. He just warned me this morning to not throw balls near the house. I will tell mom and she can tell him.

Snapshot: Harry hears the garage door open and runs to the back door to greet his mom.

Harry: Hi Mom! Can I help you carry in the groceries?

Mom: Sure thing. How thoughtful of you, Harry to offer.

Snapshot: Mom and Harry carry in the groceries.

Harry: Mom, I have a problem.

Mom: I'm sorry but how can I help?

Harry: I was playing ball and it accidentally went through the dining room window. I will help clean it up, but I am afraid Dad is going to be mad. He told me to not pitch balls near the house.

Mom: Well, Harry, you will have to tell dad when he gets home.

Harry: Mom, you said you would help. Would you tell Dad about the broken window? Please explain that I didn't mean to break it. He won't get angry with you.

Mom's thoughts: I would like to make this easier for Harry, but if I do, he won't learn how to solve his problems.

Mom: Harry, I would like to help out, but this is a problem you have to resolve with your father. He is the one who will have to buy a new window and have it installed.

Snapshot: Harry slumps onto the couch to wait for his father. His father arrives home.

Dad: Hi Harry, how has your day been?

Harry: Dad, I have something to tell you. I was playing ball and it flew through the dining room window. I know I wasn't supposed pitch balls near the house and I have learned my lesson. I am sorry. I will mow lawns to pay for the new window and installation.

Dad's thoughts: I am really angry that Harry disobeyed me. However, since he said he learned his lesson and will pay for the window, I will not ground him.

Dad: Ok, Harry, it seems like you have learned your lesson. However, if this happens again, I will have to ground you from playing with friends for a month.

Snapshot: Dad goes upstairs to get ready for dinner and Harry goes outside to let his friend know what happened with his dad.

Assign partners or table groups a problem and have them write a dialogue with thoughts and snapshots.

1. Sam broke his mom's favorite coffee cup.
2. Susan let the dogs out the back door and they dug up her mom's newly planted flowers.
3. Dan got a D in Physical Education and is worried his parents will be mad.
4. Harry spilled water on the family computer and it won't work.
5. Mike invited Sandy to the Friday night dance and she doesn't want to go, but feels bad about letting him down.

The kids can rehearse their scenes and share them with each other.

Planning a Play To Solve Problems

Characters	(2 points)
Setting	(2)
Problem	(2)
Opening Scene	(2)
Steps to Solve the Problem	(6)
Ending (What Happened)	(2)

Total points _____

Attachment 4

Play assessment rubric

- _____ 2 pts. Characters are identified. (B)
- _____ 2 pts. Setting is established. (B)
- _____ 2 pts. First, a problem emerges. (M)
- _____ 2 pts. There is a logical sequence of events.
- _____ 2 pts. Last, the problem is solved. (E)
- _____ 2pts. Dialogue fits with the problem and sequence of events.
- _____ 2pts. Snapshots and thoughts of characters are included.

Total pts. 14 pts

0-10 _____ Below standard

11-12 _____ Meets standard

13-14 _____ Above standard

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Attachment 5

Simple Puppets

Materials

12 x18 construction papers, skin tone colors, cut into 9 X 12 sheets
white glue
crayons or colored pencils

Procedure

1. Fold 9 X 12 paper in half
2. Draw an arc at top of paper and cut on the lines
3. Glue side of paper that is not folded
4. Draw face of character