



GRADE 6

ELACC6W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

ELACC6W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

ELACC6SL4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

ELACC6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE 7

ELACC7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

ELACC7W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE 8

ELACC8W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

ELACC8W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

ELACC8L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADES 9-10

ELACC9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

ELACC9-10W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

ELACC9-10SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

ELACC9-10L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

GRADES 11-12

ELACC11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

ELACC11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

ELACC11-12L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Georgia Performance Standards

THEATER ARTS

GRADE 3

TAES3.2: Developing scripts through improvisation and other theatrical methods

TAES3.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environments

GRADE 4

TAES4.7: Integrating various art forms, other content areas, and life experiences, to create theatre

TAES4.11: Engaging actively and appropriately as an audience member in theatre or other media experiences

GRADE 5

TAES5.2: Developing scripts through improvisation and other theatrical methods

TAES5.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environments

GRADE 6

TAMS6.2: Developing scripts through improvisation and other theatrical methods

TAMS6.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environments

TAMS6.11: Engaging actively and appropriately as an audience member in theatre or other media experiences

GRADE 7

TAMS7.2: Developing scripts through improvisation and other theatrical methods

TAMS7.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environments

TAMS7.11: Engaging actively and appropriately as an audience member during theatre and other media experiences

GRADE 8

TAMS8.2: Developing scripts through improvisation and other theatrical method

TAMS8.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environment

TAMS8.11: Engaging actively and appropriately as an audience member in theatre and other media experience

GRADES 9-12

TAHSFTI.2: Developing scripts through improvisation and other theatrical methods

TAHSFTI.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environments

TAHSFTI.7: Integrating various art forms, other content areas, and life experiences to create theatre

TAHSFTI.11: Engaging actively and appropriately as an audience member in theatre or other media experiences

National Standards

THEATER ARTS

Standard 1: Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history

Standard 2: Acting by assuming roles and interacting in improvisations



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Discover the Art of Playwriting

Explore interpersonal warm-up exercises with your students to awaken their bodies and prepare them for collaboration. Then discover the art of playwriting by brainstorming possible emotions, relationships, and storylines as you cultivate your students' imaginations.

Essential Question:

How can the arts be a catalyst for writing?

Warm-ups

E/CLAP

This exercise encourages mind/body coordination while making your classroom feel safe enough for students to make mistakes and still feel good about themselves.

Say the following sequence aloud and with enthusiasm!

- "When I say E, you CLAP."
- "When I CLAP, you say E."
- "When I say NOW, you say WOW" (do a 360-degree turn).
- "When I say NOW, you say WOW" (do a 360-degree turn).
- "Now put your arms to left and hop to your right and say UH."
- "When I say UH, you put your arms to left and hop to your right and say UH."
- "When I say Domo Choco Latte, You go (right arm up) AH, (left arm up) AH, (both arms in toward stomach and bend knees) AH."

BALL THROW

This exercise helps students leave their "baggage" at the door and be truly present for your daily lessons.

- Start by acknowledging that everyone has negative experiences in their lives. As an actor or writer, we have to put those things aside and **create!**
- Ask students to think of one bad thing that has happened to them today or in the past week.
- Next, ask them to identify different types of balls we could use for this activity (basketball, ping pong, beach, bowling, etc.).
- Say, "Think of one ball you would like to use!"
- "On a count of three, we are going to mold that bad thing into the ball. 1, 2, 3. Great! Now, on another count of three we are going to get that ball as far away from here as possible (throwing it, kicking it, however you get rid of it) using a sound, movement and your whole body. Don't just get it to the other side of the room. Get it out of here! 1, 2, 3...Good, let's do it again!"
- "Now think of a good thing that has happened to you today or this week—a really good thing! Let's rub our hands together and think of that good thing..."

PASS THE CLAP

This exercise helps students connect to one another through collaboration and eye contact!

- Arrange students in a circular formation.
- All students should place their hands on their hips and bend their knees to make sure they are in a neutral position.
- Encourage students to punch with their arms from side to side (not moving feet).
- Then, instruct students to obtain all the good energy from the room by looking at each other in the circle. While they gather the energy, ask students to turn to their neighbor, make eye contact, and clap simultaneously!
- It is important to tell students not to look at their hands, just one another's eyes! Then, clap at the same time! After each student claps, they turn, and *pass the clap* to the next person until the circle is completed!

SKILL CUP

This ensemble building warm-up is a good exercise to keep coming back to throughout the year. You will see how your students start to work as a team as the time passes.

- Arrange students in a circle.
- Tap the base of the cup so that it is air-born!
- Allow students to continue tapping the base of the cup without the cup hitting the floor. (No one can hit the cup two times in a row, but he or she can hit the cup more than once in the sequence.)
- All students must audibly count to ten; the goal is to keep the cup from hitting the floor before the number ten is reached. If the cup hits the floor, the process must be repeated.

PLAYWRITING

BRAINSTORMING

- Explain that we are going to start the writing process by brainstorming ideas and "warming up" our brains.
- Imagine that you are on a desert island and only have one object (a coffee can with plastic lid, a jump rope with silver metal handles, etc.). Be very descriptive when you tell students about the object (i.e., what it is made of – "a 6-foot, white cotton jump rope with shiny silver handles on either end").

Materials

- Index cards and lined paper
- Pencils
- Clip boards and paper
- Styrofoam cups

Vocabulary

Theater

Dramatic literature or its performance; drama

Character

Actor or actress in a specified role

Setting

Environment or place of action

Plot

List, timetable, or scheme dealing with any of the various arrangements for the production of a play

Classroom Tips

These activities work best in an open space with chairs around the perimeter of the room.

Resources

<http://www.teachingheart.net/readerstheater.htm>

- Tell students they have one minute to write down as many uses for this object as possible.
- After the minute is up, have each pair share their favorite idea.
- Repeat this exercise several times using a different object, if time permits.
- Give the group one minute to write down every emotion they have felt in the last week. After the minute is up, have the groups call out some of the emotions they wrote down.
- Next, give the group one minute to write down as many relationships between two people as they can think of (mother/daughter, teacher/student, cafeteria worker/principal, etc.). After the minute is up, share some of the relationships they wrote down.
- Give the group one minute to write down as many places a story can take place (settings) as they can think of. Encourage them to think outside the box—a refrigerator, a crater on the moon, the slide at the park, a roller skating rink, etc. After the minute is up, share some of the settings they wrote down.
- Explain that a story idea is what is happening between two people.
- Give the groups one minute to write down one-sentence descriptions of story ideas.
- Give them a few examples to help them get started:
 - Mom and daughter get into a fight
 - Girl goes to apply for a job and is rejected
 - Two sisters decide to run away because they are angry with their mother and get into some trouble
- Encourage them to be as specific as possible with their story ideas—the more specific their characters are, the more interested we are in what happens to them.

THE WRITING PROCESS

- Start by discussing the structure of a play.
- Tell students to aim to write a play with two characters and tell a story that is approximately 3-5 pages long.
- Ask them what makes a play a play (e.g., set, plot, characters, etc.).
- Encourage them to **Remember the "5 Ws"**-
 - Who**—Who are the characters?
 - What**—What is the play about?
 - Where**—Where is the setting? Where does it take place?
 - When**—Is it current day? Back in time? In the future?
 - Why**—Why do we care about your play and the characters?
- Once they understand the structure guidelines, encourage them to write a very rough outline to get started. The outline can be very simple.
- Then they are ready to write. Give them an hour or two to write the plays. Walk around the room, helping the groups to stay on track and work as a team without one team member talking over the whole process. Step in and scribe if you find the team members at an impasse or not able to come up with anything. Encourage and excite with positive reinforcement.
- Come back together and have students read their own plays aloud.
- If they have more time—they could then rehearse the plays and perform them, although this may take more than one teacher in the room and perhaps another day of working. Or, when they finish writing, they can all sit in a circle and read the plays aloud to the other students.

GROUP PROCESS

- Have two volunteers come to the front of the room.
- Ask the audience/students to decide on a relationship between two people.
- Give each volunteer one of the parts. Have the class come up with the place and conflict between the two characters.
- The class then decides what the first character's first line would be. That volunteer says that line to the other person. The class decides on the second line. Keep going, having students mine 4-5 lines from the class and have the volunteers act it out. This shows the class that they have already started writing. It's an effective, quick way to help them be less intimidated with the playwriting process.

Assessment

- Student answered all five questions in writing.
- Student used grade appropriate conventions in writing.
- Student effectively communicated ideas.

Common Core Georgia Performance Standards

ENGLISH LANGUAGE ARTS

GRADE 3

ELACC3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

ELACC3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELACC3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

ELACC3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE 4

ELACC4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

ELACC4W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELACC4SL4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE 5

ELACC5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

ELACC5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

ELACC5L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.