

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for English Language Arts-Grade 1

Instructional/Learning Activity Task Template:

Overview

Unit Title: **Narrative; Speaking and Listening; Dramatization of *Koala Lou*.**

Annotation: Students are familiar with story *Koala Lou*. They will be assigned a scene(s) and dramatize for class. *It is suggested* that this lesson be coupled with the previous *Koala Lou* lesson from the Narrative Framework Unit.

Grade, Subject, Topic, Author:

1st grade

Reading

Dramatization of *Koala Lou*

Dana Zhun

Special Notes To Teacher:

- The students are familiar with story elements of *Koala Lou* and can summarize successfully based on the previous lesson.
- The teacher will need to **create a guide** for dramatization such as the example below and **assign scenes prior to opening**. The guide should be charted for all to view.
- Several copies of *Koala Lou* will be helpful during this lesson.
- The teacher will model examples of acting out scenes with a narrator to build schema (background knowledge).
- The teacher will have a noise maker (ex. rain stick, tambourine, chimes, etc.) to signal scene changes.
- Scene assignments will be decided prior to lesson.

Guide for Creating *Koala Lou* Script

Scene 1 (4 characters/students) Summarize pages 1 and 2 (page 1 with text is considered 1st page)

Scene 2 (2-5 characters) Summarize pages 3-4 about mother's love (introducing repetitive text)

Scene 3 (5 characters) Summarize page 5 of text

Scene 4 (1 character) Summarize page 6 of text

Scene 5 (2 characters) Summarize 7-8 of text

Scene 6 (at least 5 characters) Summarize pages 9 - 11

Scene 7(at least 1 character) Summarize page 12-13

Scene 8 (1 character) Summarize page 14-15

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Scene 9 (2 characters) Summarize Page 16

Note: Students may participate in more than one scene. One student may read text while others act out scene or students may create individual speaking parts.

Standards

Focus Standard/Element(s):

ELA1LSV1 The student uses oral and visual strategies to communicate. The student
e. Communicates effectively when relating experiences and retelling stories read, heard, or viewed.

Complementary Standard/Element(s):

- b. Recalls information presented orally.
- d. Increases vocabulary to reflect a growing range of interests and knowledge.

Learning Goals

Essential Question(s):

How does dramatization assist with comprehension of a particular text?

Knowledge:

Knowledge of elements of a story

Skills:

The students will identify the sequence of events.

Balanced Assessment for Task

Assessment Method/Type:

The teacher will observe using a checklist during the work time and the performance (see attachment).

Description/Directions for Assessment:

During work time the teacher will observe co-operative learning and its effectiveness. The teacher will also observe the performance for presentation accuracy.

Student Work Samples (optional):

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Procedures, Directions, and Resources

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:

Opening: (15-20 minutes/suggested)

1. Gather students for opening. The teacher will hold up a copy of *Koala Lou* asking for volunteers to summarize story and to share the repetitive text.
2. The teacher will state EQ and define dramatization.
3. The teacher will model acting out a scene with one narrator (reading from the text or summarizing from the text).
4. The teacher will share example scene assignments and announce preselected scene members (posted on a chart).
5. The work time task will be to practice the dramatization of your scene(s). Decide on speaking parts and rehearse for the presentation. (One student may summarize scene for group presentation.)
6. Hand out any extra copies of *Koala Lou* if available.
7. If time allows students may create costumes and/or props (optional).
8. The teacher may set the timer for 25-35 minutes if needed.

Work time (25-35 minutes/suggested)

1. As the students begin their discussion monitor accordingly.
2. Offer any assistance needed but allow for individual ideas to be expressed.
3. When you are observing look for oral communication that mimics text.
4. Students may create props and/or costumes if desired.

Closing (15 minutes/suggested)

1. Students should sit in a large circle with group members near each other.
2. The teacher will model the signal of the noise maker as to change scenes.
3. Begin performance.
4. End with celebrations and reviewing EQ, “How did dramatization help with our understanding of this story?”

Resources, Materials, and Equipment:

Resources-

www.memfox.com (optional)

Materials-

Several copies of *Koala Lou*

Chart/markers/stand

Noise maker

Equipment-

Video camera for recording (optional)

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Differentiation for Content, Procedures, Process, and/or Learning Environment:

Remediation:

Assign students needing assistance accordingly. Allow illustrations to be drawn as opposed to ‘acting out’ scenes if needed.

Enrichment/Extension:

Introduce another Mem Fox book and assign students to divide up appropriate scenes, prepare a dramatization and perform it for the class.

