

Submitted by: GENERATION CURES

TITLE: DRAMATIC READING AND PERFORMANCE

SUBJECT: English Language Arts

GRADE: 5th & 6TH

RECOMMENDED TIME: 55 minutes

GENERATION CURES CONTENT: Zebrafish Webisode 6-Speading Z Word

LEARNING GOALS:

In groups, students will perform for their classmates. Within these performances, they will use memorization, blocking, and expressions. They will be introduced to some improvisation.

RESOURCES/MATERIALS NEEDED:

- Computer / Internet / Projector
- Zebrafish Webisode 6-Speading Z Word (www.kids.generationcures.org)
- Index cards
- Dictionary: Define terms
 - Diction- a correct, clear, and effective vocal expression, frequently referring to the clear enunciation of words, but also sometimes meaning the clear choice of words themselves.
 - Grassroots- refers to the basic or fundamentals of an organization or campaign. In Zebrafish, Tanya refers to the grassroots as the fundamental supporters of the concert.
 - Blocking- in theater terms, blocking is the laying out of steps and actions a character makes on stage. It is the “where they go” and “what they do.”
 - Improvisation- to compose, write, sing, or perform something without preparation, making it up as you go.

BACKGROUND:

While the Zebrafish work out the details of their concert, Walt gets his chance to impress Tanya by talking Principal Pompano into allowing the concert to take place in the school auditorium. After some sweet talk, the principal concedes and the concert is a go for Zebrafish and the whole school! Thanks to a great performance by Tanya and Walt in front of the principal, the Zebrafish are allowed to perform for the entire school.

LESSON STEPS:

- Review: Ask students to list the main characters in this webisode: Walt, Tanya, and Principal Pompano. Discuss with students what made Tanya and Walt’s meeting with the principal a

performance. What made it successful? What were the emotions they exhibited? They were prepared, they memorized what they wanted to say, and they presented their remarks to the principal.

- The motivation for Plinko was to impress Tanya, and the motivation for Tanya was to do something good.
- They were prepared by memorizing what they wanted to say and achieve from their meeting with the principal.
- Ask students when they might find themselves using performance skills. In class? Play? Talking to a classmate they want to impress?
- List and discuss various professions and instances when individuals “perform” or present information to an audience:
 - E.g. sales, journalists delivering news to readers, a doctor delivering treatment and diagnosis to patient, a judge rendering a verdict, a teacher preparing and presenting a lesson plan to students
- Become a Zebrafish actor:
 - Group students into sets of three
 - Write the names of Walt, Tanya, and Principal Pompano (Zebrafish characters) on separate index cards and have students randomly select a character.
 - The students should watch the scene over, writing on the back of their character note card their lines and their cues. They are essentially writing their own script, an asset for any performer.
 - Tell students to separate into their groups, find a corner of the room or a hallway, and then rehearse the scene for ten (10) minutes. They should try to memorize lines and focus on their blocking and expressions.
 - Allow students to return to their seats, and then ask for volunteers to perform their scene.
 - During the students’ performances, if they miss a line, discuss with them about improvisation. Ask some students, after everyone has performed, to improvise their own story or scene.

EXTENSIONS:

- Ask students to write their own scenes for the Zebrafish or another story they enjoy. They can script a scene from history, literature, television, or a video game. When students submit their own scenes, look for multiple characters and conflicts within the scene. Check for ranges of emotion.