

PUPPET SOCK THEATRE

LESSON PLAN

Course: ENLIW English Grade 9

Lesson: A Midsummer Night's Dream Assessment

Elizabeth Bartus, Brittney Wall, Logan Topping,
Lauren Nicholson, Tomikah Morrell

Learning Goals

Students will:

- Identify key themes, motifs, and character developments in the last act
- Compare and contrast similarities and differences of character dynamics and themes with the rest of the play
- Critically reflect on choices made by characters and the deeper meanings and implications of the play's conclusion
- Foster an appreciation for the performing arts and the art of storytelling through live theater

Success Criteria

Students should:

- Display their understanding of key themes, motifs and character developments of the text
- Collaboratively engage with their peers in classroom discussion and during the group work period
- Critically think about elements of the play including character choices, recurring themes/plots, settings choices, and conflicts significance
- Express an appreciation for Shakespearean literature and its enduring impact on the world of literature and theater

Overall & Specific Expectations

A1. Transferable Skills: demonstrate an understanding of how the seven transferable skills are used in various language and literacy contexts

- A1.2 evaluate and explain how transferable skills help them to express their voice, be engaged in their learning, and implement a plan to develop their capabilities and potential.

A2. Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media

- A2.4 evaluate the use of the various forms, conventions, and techniques of digital and media texts, consider the impact on the audience, and apply this understanding when analyzing and creating texts
- A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended and unintended audience, and the purpose for production

B1. Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences

- B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and evaluate and compare the effectiveness of these strategies in supporting understanding or communication, including how their use may vary across cultures
- B1.5 use precise and descriptive word choice, including domain-specific vocabulary from various subjects, and cohesive and coherent sentences during formal and informal communication, to support audience comprehension

B2. Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing

- B2.3 read a variety of complex texts fluently, with accuracy and appropriate pacing to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading

C1. Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres

- C1.4 evaluate how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts
- C1.5 identify various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre

C2. Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts.

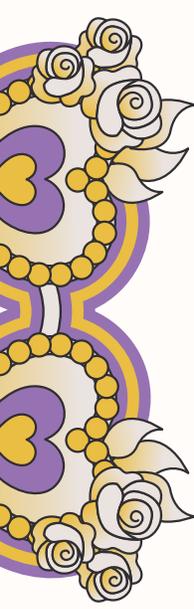
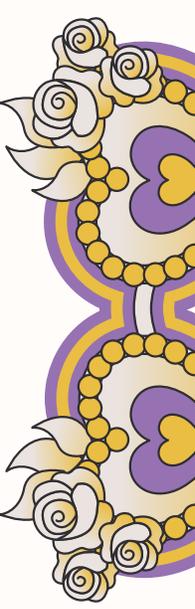
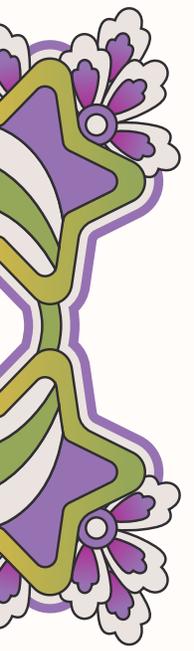
- C2.6 summarize and synthesize the important ideas and supporting details in complex texts, and draw effective conclusions

D1. Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics

- D1.1 identify the topic, purpose, and audience for various texts they plan to create; choose a text form, genre, and medium to suit the purpose and audience, and justify their choices
- D1.4 classify and sequence ideas and collected information, selecting effective strategies and tools, and identify and organize relevant content, evaluating the choices of text form, genre, and medium, and considering alternatives



Resources

- Ministry Guidelines
 - Whiteboard and markers
 - A Midsummer Night's Dream- Script
 - Discussion questions- word bank
 - Appendix A- Powerpoint
 - Printed student copy
 - Appendix B- Assignment Instructions
 - Appendix C- Assignment Rubric
 - Appendix D- Formative Assessment Participation Chart
 - Appendix E- Peer and Self-Evaluation
 - Appendix F- Padlet questions
 - Appendix G- Video exemplar
 - Appendix H- List of Important Scenes
 - Appendix I- Praxis reflection
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Assessment

FOR

Assessment mode: oral/written

Assessment strategy: Students will demonstrate their learning during teacher-led and group discussions throughout the class. This strategy is used to provide students with ongoing feedback, support, and collaboration to improve student learning.

Assessment tool: Diagnostic, formative assessment- Participation chart

AS

Assessment mode: written

Assessment strategy: Students will demonstrate their learning during the classroom activities:

- Padlet activity
- Word bank creation

This strategy is used to provide students with both opportunities for individual and collaborative reflections for deeper learning. Self-evaluation will take place here for students as they work through these new concepts and explore how to improve.

Assessment tool: Diagnostic formative assessment- Participation chart

OF

Assessment mode: performance, oral, and written

Assessment strategy: Students will demonstrate their learning during the work period for their sock puppet theater performances. This strategy is used for the teacher's collection of evidence of student progress. This will be graded.

Assessment tool: Diagnostic summative assessment- Rubric



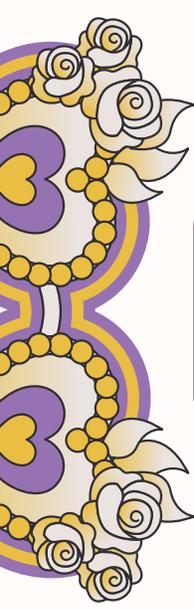


Differentiated Learning:



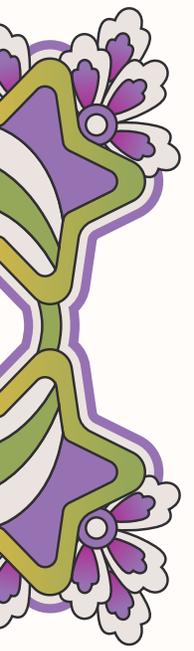
Visual Learner

- Learning is enhanced through the visualization of concepts.
 - Creation of a work bank to visually outline themes, characterizations, conflict, setting, etc.



Auditory Learner

- Learning is enhanced through auditory processing and active listening.
 - Reviewing dialogue, storytelling, and character intentions
 - Processing spoken language and comprehending the narrative



Kinesthetic Learner

- Learning is enhanced through hands-on creativity.
 - Designing of materials (Sock Puppets/Scenery/Script)
 - Gestural performance (Innovative characterisation)



ESL Students

- Learning is enhanced through cultural sensitivity and incivility.
 - Respectful classroom environment of cultural differences
- Learning is enhanced through visual supports
 - Instructional video
 - Power point presentation
- Learning is enhanced through vocabulary creation
 - Work bank activity
- Learning is enhanced through peer support
 - Group discussions
 - Group activity



At-Risk Students

- Learning is enhanced through engaging multiple senses to reach and engage various students.
 - Learning is enhanced through the therapeutic value of the activity. The puppets allow at-risk learners to identify emotions and collaborate with peers. Building self-awareness and resilience as a transferable skill.
- 



Lesson Timeline (75 Minute Period)

1. Introduction/Hook (10 minutes)

a. Diagnostic

i. Padlet: what are some themes we have discussed in *A Midsummer Night's Dream*? As students send in their responses, ask the class to volunteer an example of the themes appearing on the board. Discuss why each example represents the theme.

2. Main Lesson (40 minutes)

a. Wrap up the last Act/Scenes that are left in *A Midsummer Night's Dream*. Read the play as a class and discuss what is occurring in the play as you read with them to make sure they are following.

b. Discussion

i. Discuss with students what the themes and concepts of the play are relevant in this last Act. Create a word bank together and discuss character traits.

3. Assessment Instructions (10-15 minutes)

a. Handouts and examples

i. Hand out the Puppet Theatre instructions and explain what you are looking for from this assignment. Show the students the video example and go over the rubric.

ii. Have students quickly form groups of 4-5 and have them sit together while you pull up the previously chosen list of important scenes from each Act. Have each group choose which scene they would like to perform and assign it to that group.

4. Conclusion (10-15 minutes)

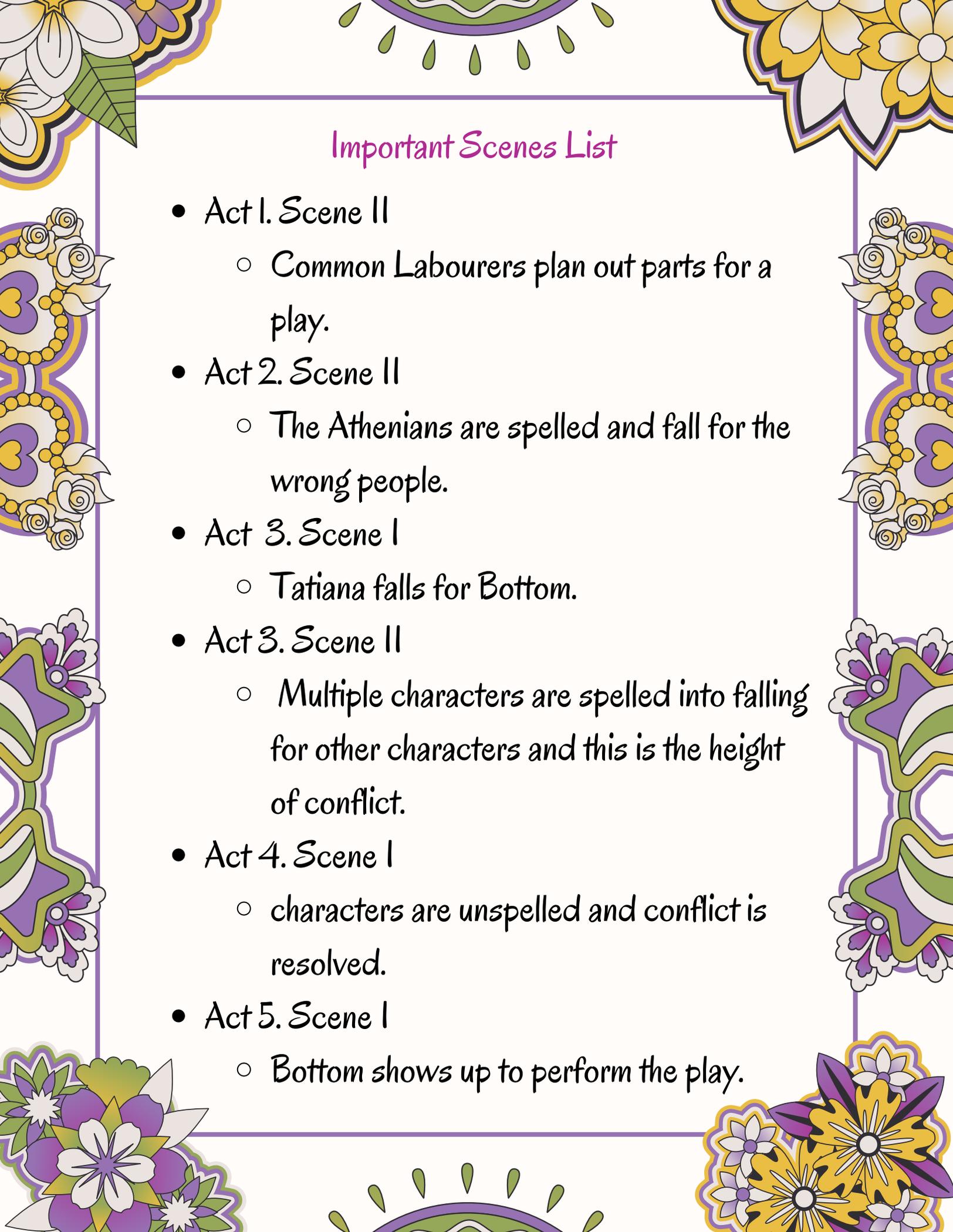
a. Group work

i. The rest of the class will be dedicated to student group work to begin their puppet theatre assignment.

5. Next Class:

a. Students will be given the entire period to work on their script and puppets for the assignment





Important Scenes List

- Act 1. Scene II
 - Common Labourers plan out parts for a play.
- Act 2. Scene II
 - The Athenians are spelled and fall for the wrong people.
- Act 3. Scene I
 - Tatiana falls for Bottom.
- Act 3. Scene II
 - Multiple characters are spelled into falling for other characters and this is the height of conflict.
- Act 4. Scene I
 - characters are unspelled and conflict is resolved.
- Act 5. Scene I
 - Bottom shows up to perform the play.



A Midsummer Night's Dream

Sock Puppet Theater

Assessment: ENL1W English

Grade 9

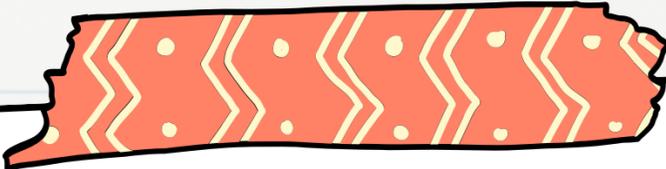
Presented by: Lauren Nicholson,
Elizabeth Bartus, Brittney Wall, Logan
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Overview

- Learning goals and success criteria
- Assessment For Learning
- Assessment As Learning
- Assessment of Learning
- Differentiated Instruction
- Minds on/Hook
- Middle/Action
- Consolidation
- Puppet theatre instructions/Scene Breakdown





Learning Goals/Success Criteria

Learning Goals

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Assessment For Learning

Assessment mode: oral/written

Assessment strategy: Students will demonstrate their learning during teacher-led and group discussions throughout the class. This strategy provides students with ongoing feedback, support, and collaboration to improve learning.

Assessment tool: Diagnostic, formative assessment- Participation chart



Assessment As Learning

Assessment mode: written

Assessment strategy: Students will demonstrate their learning during the classroom activities:

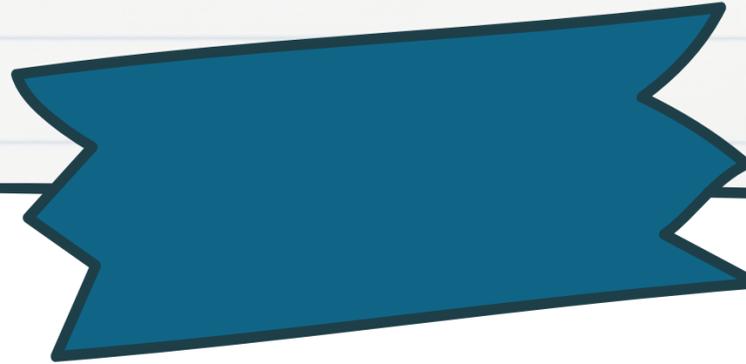
- Padlet activity
- Word bank creation

This strategy is used to provide students with both opportunities for individual and collaborative reflections for deeper learning. Self-evaluation will occur here as students work through these new concepts and explore how to improve.

Assessment tool: Diagnostic, **formative** assessment- Participation chart



Assessment Of Learning



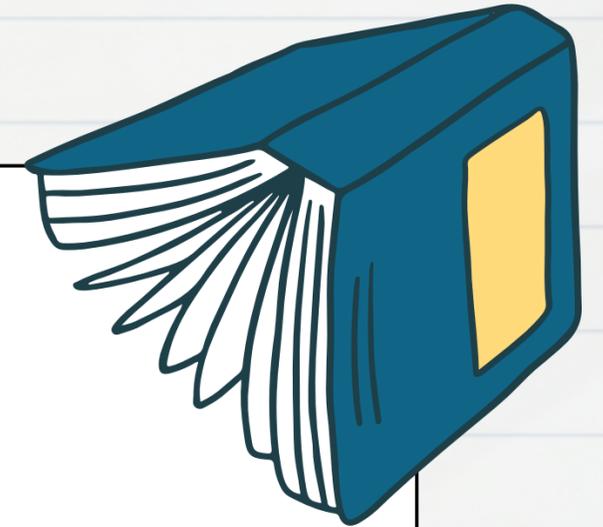
Assessment mode: performance, oral, and written

Assessment strategy: Students will demonstrate their learning during the work period for their sock puppet theater performances. This strategy is used for the teacher's collection of evidence of student progress. This will be graded.

Assessment tool: Diagnostic **summative** assessment- Rubric



Differentiated Instruction



Visual

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 - Creation of a work bank to visually outline themes, characterizations, conflict, setting, etc.

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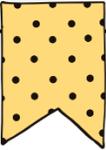
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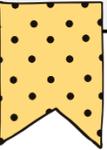
Differentiated Learning

Continued



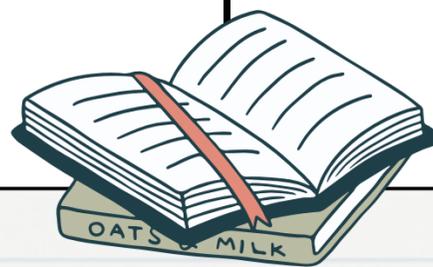
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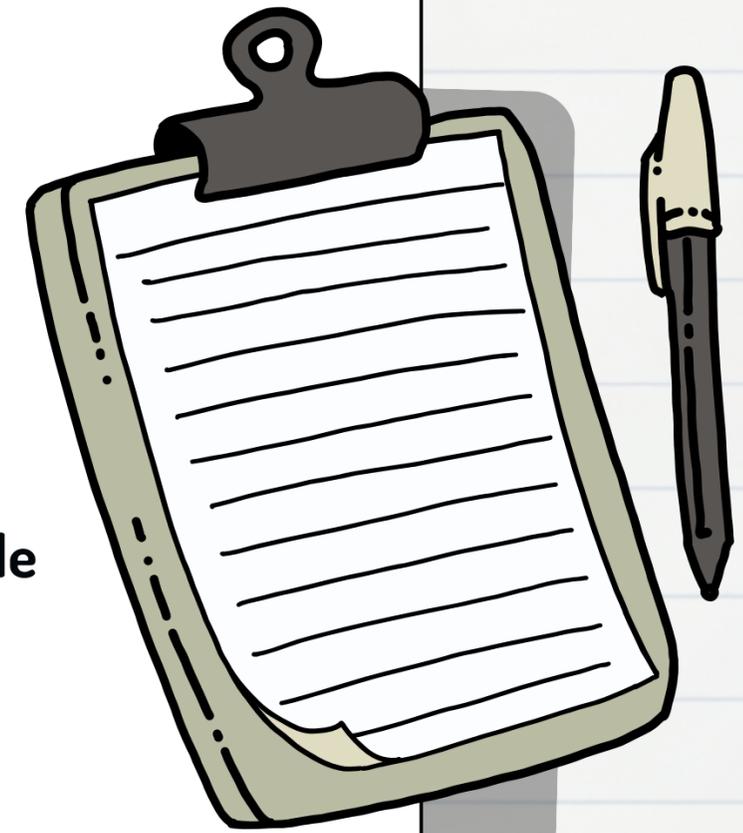




Minds On/Hook and Main Lesson

Introduction/Hook (10 minutes)

- Diagnostic
- Padlet: what themes have we discussed in A Midsummer Night's Dream? As students send in their responses, ask the class to volunteer an example of the themes appearing on the board. Discuss why each example represents the theme.
- Main Lesson (40 minutes)
 - Wrap up the last Act/Scenes that are left in A Midsummer Night's Dream. Read the play as a class and discuss what is occurring in the play as you read with them to make sure they are following.
 - Discussion
 - Discuss with students what the themes and concepts of the play are relevant in this last Act. Create a word bank together and discuss character traits.





Assessment and Conclusion

- **Assessment Instructions (10-15 minutes)**
 - **Handouts and examples**
 - Hand out the Puppet Theatre instructions and explain what you are looking for from this assignment. Show the students the video example and go over the rubric.
 - Have students quickly form groups of 4-5 and have them sit together while you pull up the previously chosen list of important scenes from each Act. Have each group choose which scene they would like to perform and assign it to that group.
- **Conclusion (10-15 minutes)**
 - **Group work**
 - The rest of the class will be dedicated to student group work to begin their puppet theatre assignment.
- **Next Class: Students will be given the entire period to work on their script and puppets for the assignment**

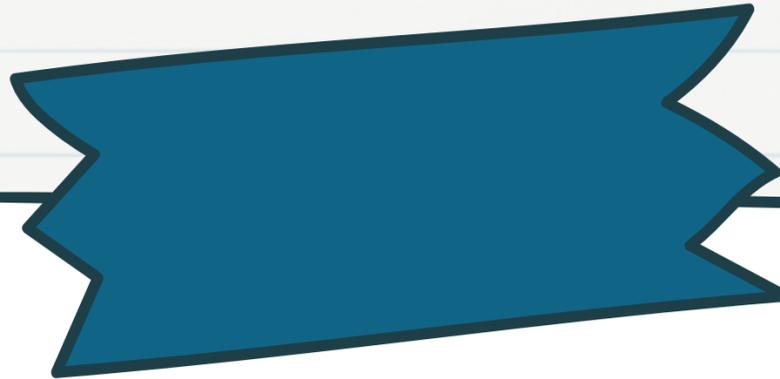


Puppet Theatre Instruction

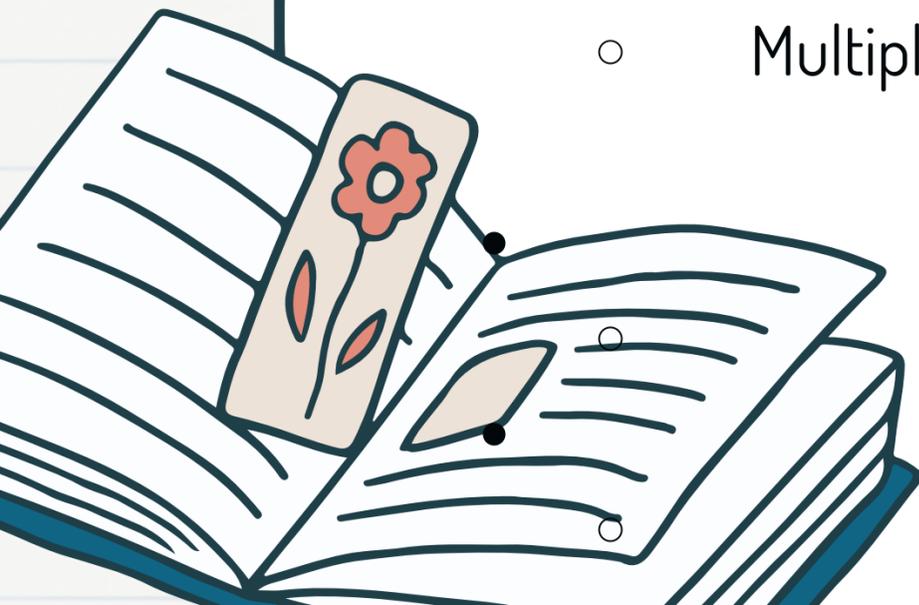
- Students will form groups of around 4 to 6. Each group will choose an important scene from the given list.
- There will be 6 groups total, one for an important scene from each Act. If there needs to be some shuffling of students to form those 6 groups, do so before choosing the scene.
- Each group will then create their own:
 - Script: students will summarize and reword the scene in their own words.
 - Sock puppets: students will create their characters using sock puppets. (The teacher should run other types of props for characters first.)
 - Scenery: students will create the scenery using craft materials.
- Students will perform their chosen scene for the class using the material they create indicated in the list above.
- Performances should be between 8 and 10 minutes (for 75 minutes), depending on the scene and script length. Students will be cut off at 11 minutes just for respect of time (marks will not be deducted for length).
- Students will perform their puppet shows in chronological order of the play.



Important Scences List



- Act 1. Scene II
 - Common Labourers plan out parts for a play.
- Act 2. Scene II
 - The Athenians are spelled and fall for the wrong people.
- Act 3. Scene I
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 - characters are unspelled and conflict is resolved.
- Act 5. Scene I
 - Bottom shows up to perform the play.

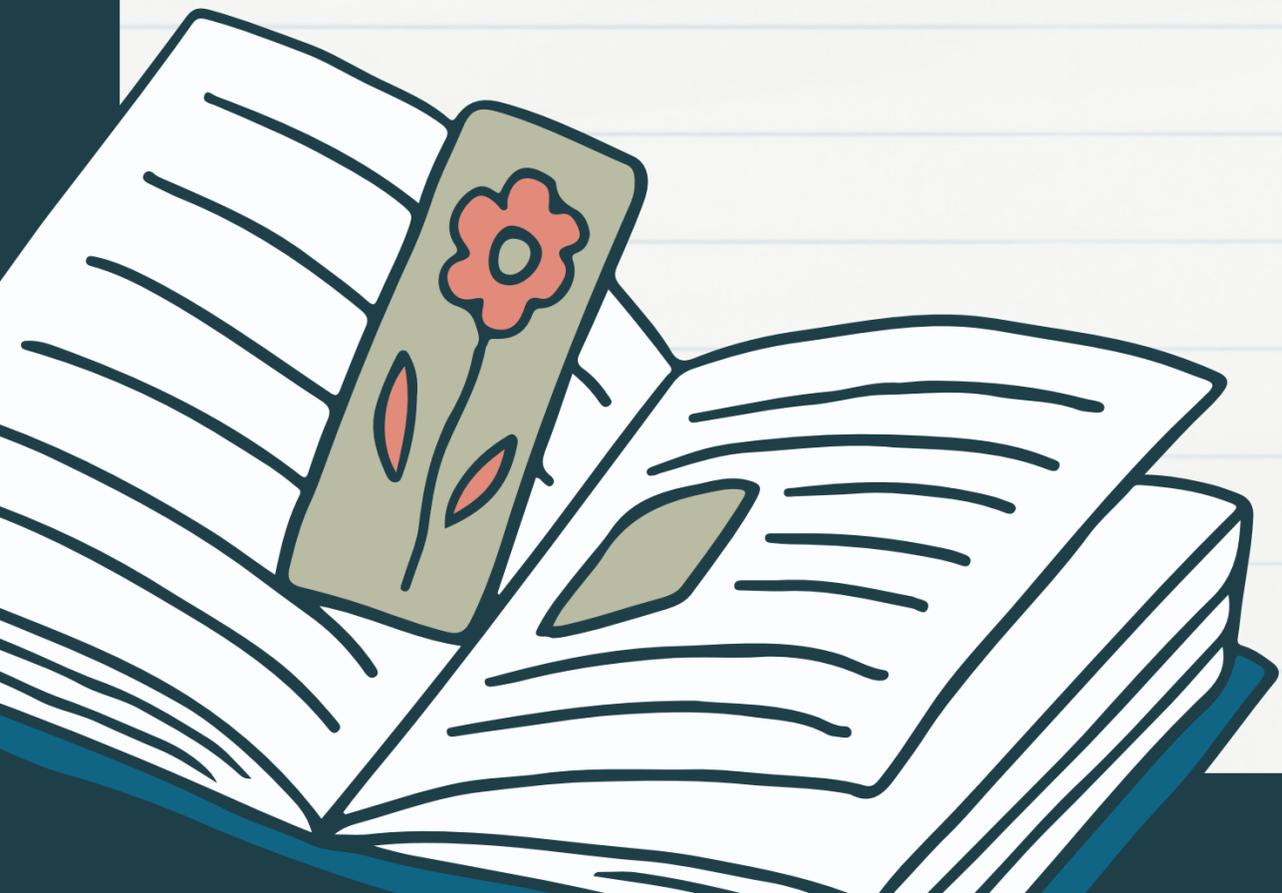




Sock Puppet Theater Video



Thank you!



A Midsummer Night's Dream Puppet Theatre Instructions

Students will form groups of around 4-6. Each group will choose an important scene from the given list. There will be 6 groups total, one for an important scene from each Act. If there needs to be some shuffling of students to form those 6 groups do so before choosing the scene.

Each group will then create their own:

- o **Script:** students will summarize and reword the scene in their own words.
 - o **Sock puppets:** students will create their own characters using sock puppets.
(Other types of props for characters should be run by the teacher first)
 - o **Scenery:** students will create the scenery using craft materials.
1. Students will perform their chosen scene for the class using the material they create indicated in the list above.
 2. Performances should be between 8-10 minutes (for a 75-minute period) depending on scene and script length. Students will be cut off at 11 minutes just for respect of time (marks will not be deducted for length).
 3. Students will perform their puppet shows in chronological order of the play.

Sock Puppet Theatre: Summative Assessment Rubric

Student name:

Date:

Criteria	Below pass	Level 1 (50-59)	Level 2 (60-69)	Level 3 (70-79)	Level 4 (80-100)
Knowledge and Understanding /10	Insufficient	Work shows a limited understanding of the texts' rich themes, plot, characters, conflicts, and setting.	Work shows some understanding of the texts' rich themes, plot, characters, conflicts, and setting.	Work shows a good understanding of the texts' rich themes, plot, characters, conflicts, and setting.	Work shows a proficient understanding of the texts' rich themes, plot, characters, conflicts, and setting.
Thinking and Inquiry /10	Insufficient	Struggles to look at and demonstrate the material through a critical lens.	Attempts to look at and demonstrate the material through a critical lens.	Looks at and demonstrates the material through a critical lens.	Does a great job of looking at and demonstrating the material through a critical lens.
Communication /10	Insufficient	Work submitted does not meet the standards of the course (either illegible or irrelevant)	Some work submitted is readable and meets the standards of the course.	The work submitted is readable and meets the standards of the course.	All work submitted is readable and exceeds the standards of the course.
Application /10	Insufficient	Incomplete and/or late-limited utilization of class time to complete work.	On time and mostly completed-Some utilization of class time to complete work.	On time and completed-Good utilization of class time to complete work.	On time and completed in a timely manner-proficient utilization of class time to complete work.

Sock Puppet Theater: Peer and Self-Evaluation Form

Student name:

Date:

PEER EVALUATION

Write the name of each of your group members in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4.

(1= strongly disagree; 2=disagree; 3= agree; 4= strongly agree)

Total the numbers in each column.

Evaluation Criteria	Group Member 1:	Group Member 2:	Group Member 3:	Group Member 4:	Group Member 5:
Attends class regularly for group work periods					
Contributes meaningfully to group work					
Completes the group assignment on time					
Prepares work in a quality manner					
Demonstrates a cooperative and supportive attitude					
Contributes significantly to the success of the project					
TOTALS					

SELF-EVALUATION

Please check the box that applies to your performance in the group sock puppet theater assignment.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
I came in each day to diligently work on my project				
I contributed meaningfully to my group work				
I completed my group work on time				
I completed my group work in a quality manner				
I collaborated well with my group members and maintained a supportive attitude				

In just a few sentences reflect on your group work:

- 1. Describe your feelings about working on your project. Did you enjoy it?**

2. List some of the things you learned while working on the project.

3. Were you satisfied with your final project?

4. What are your goals for improvement if there were to be a future group project?

A Midsummer Night's Dream- Padlet Questions

What Themes have we discussed in this play?

What are your predictions for the ending of the play?

Important Scenes List

Act 1. Scene II

Common Labourers plan out parts for a play.

Act 2. Scene II

The Athenians are spelled and fall for the wrong people.

Act 3. Scene I

Tatiana falls for Bottom.

Act 3. Scene II

Multiple characters are spelled into falling for other characters and this is the height of conflict.

Act 4. Scene I

Character is unspelled and conflict is resolved.

Act 5. Scene I

Bottom shows up to perform the play.