

## **Day #5**

Title: Hunger Games Skit

Grade level: 6<sup>th</sup> grade

Subject Area: Language Arts-Speaking and Acting

Concept: Acting out chapters for review

Target Audience: Small groups

Time Frame: approximately 80 minutes (one and a half class periods)

### **I. Preparing to Teach**

#### **A. Goals:**

- 5. C.3b-Prepare and orally present original work supported by research
- 1.C.3a-Use information to form, explain, and support questions and predictions

B. Objectives: After taking a quiz on chapters 20-23 that were for homework, students will review what has happened in the book “The Hunger Games” by performing skits of scenes in previous chapters for the class. By creating their own version of scenes from the story, they will be able to demonstrate their speaking and creativity skills.

C. Materials: The book The Hunger Games by Suzanne Collins, paper, markers, paper towel rolls, or any other objects that can be used as props, the attached summary worksheet, and a video camera.

#### **D. Resources:**

- The book The Hunger Games by Suzanne Collins
- <http://www.youtube.com/watch?v=iH1ymn765mw>

### **II. Instructional Sequence**

A. Focusing Activity: The students will begin by sitting at their desks and taking a quiz on chapters 20-23 that they were supposed to read the night before. After everyone is finished, the teacher will play a short YouTube video of a young girl putting on a skit from the hunger games in order for them to get an idea of what

they're going to do. After the video, have a brief discussion about the video. Ask questions like:

- "What scene was the girl acting out?" The first chapter
- "What could she have done differently?"
- "What was good about her video?"

B. Purpose: The purpose of doing this is for the students to get an idea of what they're going to be doing today. It can give them ideas as to what they will do with their own skit, and help them see that creativity is the most important factor.

C. Instruction:

- "Now that we've read up to 23 chapters, I think it's time to refresh our memory as to what has happened so far, and instead of filling out a boring worksheet, we're going to review by doing skits of scenes from the previous chapters"
- "First, I'm going to break you up into groups by pulling names out of a hat. Each group will have a different number of people since the number of people in a scene varies in the chapters. After I tell you who your group members are, go sit next to them with your book, paper, and a pencil." The teacher will call out the groups.
- "Now that you're in your groups, I'm going to pass out a sheet to you that tells you what chapter and scene your group will be working on. Some groups may have a choice of two scenes to pick from because more happened in that chapter." The teacher will pass out the attached assignment sheet.
- "After you figure out what scene you're going to put on, find it in your books and discuss who is going to play who, what you're going to say, and if you're going to make any props. You can use paper and markers to make props, or I brought in some toilet paper and paper towel rolls, so be creative! Write out your lines on a piece of paper to bring up with you and turn them in afterwards."
- The teacher will pass out the rubric for the skit and go over the expectations.
- "You have about thirty minutes to throw together your skit, since you should know the material, you get to take your lines up with you, and it only needs to be four minutes long. If we don't get all the skits done today, we will finish them tomorrow before the next activity."

- The teacher will give them about thirty minutes to put together their skit and will walk around assisting the groups with their ideas.
- After thirty minutes, have the groups start coming up to the front of the room and putting on their skit. Have them say what chapter they are doing and what scene it is before starting. The teacher will video tape each presentation.
- Any skits that couldn't be done today can be done tomorrow before the next activity.
- Before ending the period, the teacher will remind the students to start reading chapter 24.

D. Modeling:

- The teacher will model a skit for the students using a YouTube video
- The teacher will give the students a rubric to model what is expected from them
- The teacher will walk around giving suggestions and assisting students with their skits

E. Checking for Understanding:

- Students will be given a quiz to check if they read and understood the chapters
- Students will put a skit to demonstrate their understanding of what has happened in previous chapters
- Students will discuss the pros and cons of the YouTube video skit they see to show their understanding of creativity

F. Guided Practice:

- The students will discuss as a class, what was good and bad about the YouTube video
- Students will be given a handout that guides them along as to what they'll be doing in their skit

G. Independent Practice:

- Students will be informed to begin reading chapters 24-27 on their own for homework

III. Conclusion: "Wonderful job on the skits! They were very creative and a fun way to review the chapters. If we didn't get to your skit today, we will begin tomorrow's class with finishing them up. If you went today, please hand-in your lines along with your rubric so that it can be graded. Don't forget to begin reading chapter 24 tonight for homework too."

IV. Evaluation

A. Students: Students will be evaluated on their plays by the attached rubric. They will also be given five points for turning in the scripts that they used during their skit.

B. Teacher:

- What went well in the lesson?
- Did the students show interest in the lesson?
- What could be changed to make the lesson better?
- Was the evaluation effective?