**Daily Lesson Notes (TP 3)**

**Subject: Drama**

**Date: 14-2-14
Time: 1:40-2:00**

**Class: junior infants- second class**

**Duration of Lesson: 20 minutes**

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| **Theme: Spring****Strand:** Drama to explore feelings, knowledge and ideas, leading to understanding.**Strand Unit:** Exploring and making drama |
| **Differentiated Learning Objectives:** That **all** children will be enabled to enter fully into the fictional world of drama using props as an aid.2. That **most** children will be enabled to depict scenes from the story we will read. 3. That **some** children will be enabled to use the strategy of freeze framing to show scenes from the story.  |
| **Assessment:** **Teacher Observation:**I will assess the children’s ability to enter willingly into the fictional world of drama.I will assess the children’s ability to be imaginative and creative when creating their freeze frames.I will assess the children’s ability to work as groups to collaboratively plan their scenes.I will record my findings in my observation notebook.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Teacher Questioning:** (List two indicative questions under each heading).Higher Order Questions:What was that group portraying?Did they depict it well?Did you like it?Does anyone have any questions for that character?Lower Order Questions:Did you like the story? |
| **Language / Literacy Opportunities:**Vocabulary: journey, spring, explore, life, growth, change, and journey.Oral language: the children will develop oral language throughout the course of the lesson as we use oral language to depict scenes from the story. |
| **Content of Lesson:**Lesson Introduction:* I will introduce the lesson by explaining the rules of the game ‘Greetings your Majesty’. One child will sit in a chair with a blind fold on. The other children will take turns tapping the child on the back and saying ‘greetings your majesty’ in a different voice than their own. The child will have to try to guess who each child is. If he/she guesses correctly, then that child wears the blindfold. We will play this game for five- seven minutes.

Lesson Development:* I will develop the lesson by discussing with the children how they would feel if they were the monster in the story. I will explain the strategy of ‘freeze-framing’.
* I will then distribute cards where each group gets a scenario portraying a scene from the story which they will have to rehearse the scene depicted on the card and perform the scene in groups.
* Each group will portray the scene given to them for the rest of the class.
* We will discuss each freeze frame at the end of the lesson. E.g. were they accurate? Did you know what they were depicting? Did they fulfill the freeze frame criteria?

Lesson Conclusion:* We will have a vote to decide which group portrayed their scene most accurately whilst fulfilling the criteria of freeze-framing.
* We will play a warm down game of ‘Don’t wake the Indians’.
 | **Methodologies/ Teaching Strategies*** **Talk and Discussion**: listening, questioning, brainstorming, think, pair, share.
* **Collaborative/Co-operative Learning**: group work.
* **Active Learning:** hands on experience.
* **Skills Through Content:** observing, predicting, investigating and experimenting, estimating and measuring, analyzing, synthesizing, describing, categorizing, recording and communicating.
* **Using Local Environment:** use of pupil environment and lived experience.
* **Problem Solving:** apply logic and rationality to given situations
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| **Resources:**PropsTask cards |
| **Inclusion and Diversity/ Differentiation: (**May includeadaptations in any of the following areas; Content, Activities, Resources, Product, Environment, Teaching Strategies)Child K , D, F and D will need help with the freeze framing strategy in this lesson. The teacher will assist them in reading their prompt cards and acting it out in a freeze frame. |
| **Linkage/Integration** Science- life cycle of the birdScience- nature trail- signs of springEnglish- acrostic poetry based on springEnglish- acrostic poetry based on springEnglish- creative writing- signs of springEnglish- signs of spring- response to story ‘Davy’s Journey’History: sequencing events from the story ‘Davy’s Journey’Geography: homes- making bird feedersGeography: homes- homes in springDrama- improvisation- animals awakening in springArt- construction- spring sceneMusic- Vivaldi’s Four Seasons- listening and responding |
| **Record of Assessment:** (To be written after lesson is taught – Report on observations & show how information gathered is interpreted and used to inform future planning and teaching)**Action Plan:** |