

BCPS Field Trip Request ID # 7791

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| Trip Request By | Ashley Silas - PGES |
| Trip Name | Derby Dinner Playhouse |
| Trip Date | 03-16-2018 |
| Approx. Pick-up Time | 9:00AM |
| Return Date | 03-16-2018 |
| Approx. Return Time | 1:15PM |
| Class/Group | Kindergarten Classes |
| Student Count | 92 |
| Chaperone Count | 19 |
| Number of Vans/Buses | 2 buses |
| Common Carrier | Miller Transportation |
| Cost to Students | 10 |
| How will you pay for students who cannot afford the fee? | waivers |

Place of Departure

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| Name: | Pleasant Grove Elementary School |
| Address: | 6415 HWY 44 E |
| City: | Mount Washington |
| State: | KY |

Destination

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| Name: | Derby Dinner Playhouse |
| Address: | 525 Marriott Dr. |
| City: | Clarksville |
| State: | IN |

Lesson Plans

Preparation & Discussion

1. Vocabulary This play, while easy to understand for students as they watch, has a very rich vocabulary. Discuss the vocabulary terms above. Talk about the courtroom vocabulary too. Have they heard some of these words on the news? Help them get a basic understanding of the terms and be ready to discuss them after the play when the meanings may be clearer for the students.

CCR: L.K-5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies.

2. Elements of Drama There are different elements that go into theatrical performances such as: o Plot - the pattern of events or main story in a narrative or drama. o Scenery - painted screens, backdrops, hangings used on the stage to represent surrounding places in a play. Setting - The time and place the story takes place. Theme - The main idea of the story that connects the characters, setting, and plot. Props - The objects on the stage used to create the setting of the play. Before the show, discuss the meaning of each of these theatrical terms.

After the show, have students openly discuss the plot of the show, the setting, etc. CCR: RL.4.5:

CCR: L.K-5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies. KAS: Kindergarten TH:Pr4.1.K. a: With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). KAS: 1 st TH:Pr4.1.1. a: Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). KAS: 2 nd TH:Pr4.1.2. a: Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).

Discuss each of the characters. Pay particular attention to the illustrations. Ask the students to imagine what types of costumes the actors might wear based on the illustrations in the book. Step 3: Ask your students to think about and pick their favorite book. Ask them to think about the main character and what he or she is feeling at the beginning of the story. Ask them to write a paragraph or monologue as if they are the character. (For younger students, allow them to orally improvise a couple sentences that they think their characters might say.) Share these with the class. Derby Dinner Playhouse Study Guide/Lesson Plans 4 Post show follow up: Talk to the students about how the play was similar to the book and how it was different. Were the characters the same? How were they different? CCR: RL.K-5.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). CCR: RL.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. CCR: SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CCR: W.1-5.3:

Was there ever a time that your students felt discouraged? What obstacles made them feel that way? 3. What are some ideas for overcoming obstacles? What can we do when faced with a challenge? Why is perseverance so important? 4. Was there ever a time you persevered and overcame obstacles? Ask your students to draw a picture of himself/herself overcoming an obstacle. It can be something that really happened or something he/she makes up!

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