

INSTRUCTIONAL ADAPTATIONS—LANGUAGE ARTS LITERACY FRAMEWORK

Core Curriculum Content Standard: 3.3 Indicator: 8 Middle-Level Activity**Instructional Presentation**

Instructional Application: Role-playing

Role-playing is a creative way for students to develop and express their understanding and interpretation of information. Students who have difficulty with traditional learning and response modes of reading or writing may experience success by acting out their ideas. Creating and portraying dialogue and actions to illustrate different ideas promotes development of higher-order thinking.

Middle-Level Activity: Writing summaries of common themes

- Define and review themes of works students have read.
- Display the themes and related works on a chart for reference.
- To help students integrate their understanding of these themes, arrange students in cooperative role-playing groups and give each group a brief written description of a different scenario and theme to portray. Scenarios are based on familiar life experiences.
- Students are instructed to prepare their own actions and dialogue using exaggeration to help their classmates identify the theme.
- On the day of the performance, students are given an answer sheet to identify and explain the theme of each scenario. They are also asked to identify a work they have studied with a similar theme.
- Teams receive bonus points if the majority of their classmates are able to correctly identify their theme.

Instructional Groups

- Select groups to include both extroverted and introverted members.
- Instruct groups to emphasize clues to their themes though they cannot mention the theme directly in their role-play.
- Encourage students to use props to enhance their performances.
- Provide time for teams to develop their skits.

Environmental Conditions

- Cleared area for performance and audience viewing

Instructional Monitoring: Student Self-Management

- At the end of the activity, students complete an evaluation, rating their contribution to the success of the group as well as their group’s ability to complete the task. The self-evaluation will include the following: (1) what they did well and (2) what they could improve next time.
- Evaluations will be shared with group members.
- Grading will be based on the individual’s self reflection and effort to help the group complete its task.

Instructional Materials/Adaptive Equipment

- Scenarios that appeal to student interests

Instructional Support

- Monitor the development of portrayals to ensure that students are clear in understanding and illustrating their theme.
- Monitor that all students are participating actively in the creation and portrayal.

Motivation

- Role-playing provides students with freedom of expression.
- Videotaping facilitates follow-up class discussion and review.

Student Response

- Students’ understanding of themes will be expressed through their own group’s portrayal of a theme as well as their observation of the themes introduced through their classmates’ role-plays.
- Written responses will summarize students’ understanding of themes by relating the themes to real-life experiences as well as works they have read.



Name: _____

Date: _____



GREAT THEMES

Human Spirit	Change	Rebellion	Heroism
Crime & Punishment	Love	Disillusionment	Greed

Directions: For each role play,
 1. List the **theme**
 2. List the **title of a book** we have read that has the **same theme**.
 3. Explain **why the theme** is the **same**.

Role Play

1. Theme	Book Title	Explanation
2. Theme	Book Title	Explanation
3. Theme	Book Title	Explanation
4. Theme	Book Title	Explanation