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Creative Dramatics  
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**Project #1 Lesson Plan:** What's This

**Grade level:** 3<sup>rd</sup> Grade

**Standards:** English/Language Arts

\*Standard 1: 3.1.5

\*Standard 7: 3.7.7, 3.7.14, 3.7.15

**Step One**

**Activity:** "What's This"

**Theme:** Descriptive Communication Game

**Source:** Heinig, Ruth B. Creative Drama for the Classroom Teacher, 4<sup>th</sup> Edition. (p.83)

**Drama/learning goals:**

- \* To increase communication skills, both speaking and listening.
- \*To realize the importance of sending and receiving messages accurately.
- \*To work cooperatively w/ another person.
- \* To be able to describe objects in a way that another person will understand

**Skill levels:**

- \* Skill 1 *Cooperation*: Each partner will need to describe the object the best they can so that he/she can figure out what the object is.
- \*Skill 2 *Concentration*: Each partner will need to focus on what/how the person is describing the object (color, size, texture, use, etc.).

**Step Two**

**Strategies for introducing the activity and establishing the mood:** I will ask a question: Who likes to play guessing games? I will introduce my activity: "What's This?"

**Preparation and set-up of materials:** First, I will tell the class the instructions. Then, I will count the class and then pass out cards. I will partner the students by the numbers on the card. Once partners are found, we will go to a corner of the class and the partners will spread out. I will tell each group who will be the describer and who will be the guesser. The guesser will then turn their backs to their partner. I will pass out the objects that I have in my black bag.

**Step Three:** Discussion

**Instructions for preparation:**

- \*Pass out cards w/ numbers on them.
- \*Establish partners by my system
- \*Partners go to a specified corner of the room and spread out.

**Instructions for playing:** The students will get into groups/partners using my number system. Both partners will get to be a describer and a guesser. Partners will go somewhere in the back corner and sit on the floor. The guesser, chosen by me, will turn their back to their partner/describer. The guesser can't turn around until they guess the object. The guesser may not ask questions either. The guesser is depending on their partner/describer to be as thorough as possible. The describer will begin describing the object w/out naming what the item is. The guesser should try to draw in their mind what the object is by listening to what the describer is saying. The describer should give as many clues as possible to help their partner out. Whenever the guesser thinks they know what it is, they may guess at anytime. Once you guess what the object is and you're right, the guesser will turn around and face their partner. They will then quietly wait until everyone else is done. Then we will switch roles. I will know when everyone is done and have guessed their object when each partner is facing each other and sitting quietly.

**Casting, volunteers, etc.:** Partners will be chosen by my number system.

\*Guesser: chosen by the teacher

\*Describer: chosen by the teacher

\*Each partner will have a chance to be both roles.

**Strategies for involvement:** Let the students know how important it is for to cooperate w/in the group. Without your descriptions, the guesser can't guess the object. Help them as much as possible and they will do the same for you. Give as many hints as possible w/out naming the object.

**Check for understanding and clarity:** Does everyone understand what we're doing? Are there any last minute questions?

#### **Step Four**

**Instructions:** The students will get into groups/partners using my number system. Both partners will get to be a describer and a guesser. Partners will go somewhere in the back corner and sit on the floor. The guesser, chosen by me, will turn their back to their partner/describer. The guesser can't turn around until they guess the object. The guesser may not ask questions either. The guesser is depending on their partner/describer to be as thorough as possible. The describer will begin describing the object w/out naming what the item is. The guesser should try to draw in their mind what the object is by listening to what the describer is saying. The describer should give as many clues as possible to help their partner out. Whenever the guesser thinks they know what it is, they may guess at anytime. Once you guess what the object is and you're right, the guesser will turn around and face their partner. They will then quietly wait until everyone else is done. Then we will switch roles. I will know when everyone is done and have guessed their object when each partner is facing each other and sitting quietly.

**Side-coaching ideas:** If a describer has an animal, I will ask them to think of where the animal might live. If the describer has an object, I will ask him/her to think of where you might use this object. Also think about color, texture, and/or size of the object.

**Your participation:** I will be walking around and making sure the students are playing fair and to see if there are any problems or questions. I will also participate if someone doesn't have a partner.

**Step Five**

**Questions to generate discussion and reflection:**

- \*Why was it easy/hard being the guesser?
- \*What skills did you need to be a good guesser?
- \*Why was it easy/hard being the describer?
- \*What skill did you need to be a good describer?
- \*Was it easier to describe an animal or object? Why?

**Step Six:** Replaying

Partners switch places as the guesser and describer. I will pass out new, different objects.

**Step Seven:**

Questions to generate discussion and reflection: See step five.