

Drama Project 7

Project theme: Fairy Tales – Cinderella

Level: Primary 5

Suggested time: 30 – 40 minutes (for each lesson)

Drama skills/techniques adopted:

Voice Control, Stress and Intonation, Still Image, Script Analysis, Reader's Theatre

Prior knowledge:

Students have learnt to:

1. use the past tense to talk about past events
2. express different meanings and feelings through voice control as well as stress and intonation

Learning objectives:

By the end of the project, students will be able to:

1. identify the stress and intonation used in sentences, and use different stress and intonation to express emotions and feelings
2. identify the attitudes and feelings of the writers/characters in play scripts by focusing on the choice and use of language
3. develop their creativity through various tasks
4. understand the roles and responsibilities of the team members and the importance of team work

Expected learning outcomes:

By the end of the project, students are expected to:

- A. use appropriate stress and intonation to convey intended meanings and feelings
- B. identify the features of a text which indicate writers'/characters' attitudes and feelings when reading a variety of text types
- C. organise and express their own ideas and feelings
- D. understand the roles and responsibilities of a team member and the importance of teamwork
- E. explore and respect different views, values and cultures

Lesson plans

Lesson 1

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>DC Activity 1: Voice Control</p> <ol style="list-style-type: none"> Teacher explains the use of different voice levels to students. Level 5: Shouting Voice Level 4: Classroom Voice Level 3: Normal Voice Level 2: Partner Voice Level 1: Whisper Students practice control of their voice level by vocalizing from one to five. In pairs, students read sentences with different voice levels. Teacher checks answers with students. <p>DC Activity 2: Intonation</p> <ol style="list-style-type: none"> Teacher uses the poster to introduce the use of stresses and intonation to students. Teacher reads five sentences with different intonation and asks students to identify the emotion conveyed in each sentence. Students form pairs and practise the five sentences. In pairs, each student receives a set of cards with sentences and a set of cards with adjectives describing emotions. Students pair up the cards and practise the sentences with different emotions. Teacher asks some students to deliver sentences on the cue cards with intonation in front of the class and the class guesses the emotions the student intended to convey. 	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings 	<p>Voice Level Five-Point Scale (Appendix 1)</p> <p>Voice Control Exercise Worksheet (Appendix 2)</p> <p>Intonation and Stress Poster (Appendix 3)</p> <p>Intonation Exercise Worksheet (Appendix 4)</p> <p>Worksheet Emotion Sentences Cards (Appendix 5)</p>	<p>D, E</p>



Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
Activity 3: Stress 1. Teacher reads five sentences with stress on particular words. 2. Students underline the stressed words and report the answers to teacher. 3. Students practise the sentences with the use of stress. 4. Teacher asks some of the groups to present the five sentences to the class.		Stress Exercise Worksheet (Appendix 6)	

Lessons 2 – 3

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
Activity 1: Motivation 1. Teacher shares his/her favourite fairy tale with the class to prepare them for the lesson. 2. Teacher asks students to think of their favourite fairy tales. Activity 2: Introducing the theme 1. Teacher introduces the topic to the students to prepare them for the lesson. 2. Teacher plays two clips of the video <i>Cinderella - Fairy tales</i> as a lead-in. https://www.youtube.com/watch?v=HKSRbsJVli0 Clip 1: 4:00-4:30 then pause Clip 2: 5:46-6:07 then pause 3. Teacher uses the two clips to explain the selection of two scenes and pauses at the end to show the meaning of Still Images. Activity 3: Still Image 1. In groups of 4-6, students share amongst themselves their favourite fairy tales and give reasons.	<u>Generic skills</u> <ul style="list-style-type: none"> communication skills collaboration skills critical thinking skills creativity <u>Speaking skills</u> <ul style="list-style-type: none"> use gestures and facial expressions to convey meaning and intention participate effectively in oral interaction present information, ideas, intended meanings, views, attitudes and feelings clearly, coherently and appropriately in a variety of contexts 	YouTube	A, C, D & E



<p>2. After the sharing, each group has to choose a fairy tale to be performed.</p> <p>3. Each group has to deliver the story in 3 still images, and the rest of class are asked to guess the story.</p> <p>4. Groups take turns to act out the still images.</p> <p>5. Teacher gives comments after the performances.</p> <p>Activity 4: Guided Reading</p> <p><u>Pre-reading</u></p> <p>1. Teacher introduces the new context of the story <i>Cinderella</i></p> <p><u>While-reading</u></p> <p>1. The class read Scene 1 silently in 1 minute.</p> <p>2. Teacher goes over some new words with students.</p> <p>3. Students discuss in pairs to find out the features of play scripts.</p> <p>4. Teacher introduces the features of play scripts.</p> <p>DC Activity 5: Script Analysis</p> <p><u>Post-reading</u></p> <p>1. In groups, students analyse the major parts of Scene 1.</p> <p>2. Work in groups of 3-6, students discuss and finish the Worksheet 4 with collaborative efforts.</p> <p><u>Try-out</u></p> <p>1. Teacher asks students to work in groups and role-play the new Scene 1 of Cinderella in class.</p> <p>2. Remind them to pay attention to the use of appropriate stress and intonation.</p> <p>3. Ask the class to give feedback.</p> <p><u>Consolidation</u></p> <p>1. Teacher summarises the learning covered in the lesson.</p> <p>2. Assignment: Re-read Scene 2 at home.</p>	<p><u>Reading skills</u></p> <ul style="list-style-type: none"> recognize the format, visual elements and language features of some common text types make predictions about stories, characters, topics acquire, extract and organize information relevant to specific tasks understand different feelings, views and attitudes <p><u>Generic skills</u></p> <ul style="list-style-type: none"> critical thinking skills 	<p>Play Script (Appendix 7)</p> <p>Play Script Features Checklist (Appendix 8)</p> <p>Script Analysis Worksheet (Appendix 9)</p>	
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DC = Drama Conventions

Lessons 4 – 5

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Guided Reading</p> <p>1. In groups of 4-5, students practise the dialogues in their groups. Some group members can take more than 1 role.</p> <p>Activity 2: Group Discussion</p> <p>1. A new scenario of Scene 2 is given: One day, a poolside party was held for the prince. All young girls in the town were invited. Cinderella wanted to go so much but her stepmother did not let her go.</p> <p>2. Each student is asked to choose one character from Scene 2, and write their own new dialogues.</p> <p>Activity 3: Practice</p> <p>1. Each group of students sit together to review the dialogues each member wrote. Students comment and do peer editing if needed.</p> <p>2. Teacher distributes the script features checklist to students. Students may use the checklist to make sure they have included the essential features of play scripts in their writing.</p> <p>3. Students sit together and practise the dialogues they wrote.</p> <p>Activity 4: Performance</p> <p>1. Teacher selects some groups to act in front of class.</p> <p>2. Teacher comments after the performances. Teacher's comments may focus on students' ideas and creativity; analysis of characters' personality.</p> <p>3. Teacher may give suggestions that help students to develop their creativity and higher order thinking skills.</p>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • communication skills • collaboration skills • critical thinking skills • creativity <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> • use gestures and facial expressions to convey meaning and intention • participate effectively in oral interaction • present information, ideas, intended meanings, views, attitudes and feelings clearly, coherently and appropriately in a variety of contexts 	<p>Script Writing Worksheet (Appendix 10)</p> <p>Play Script (Appendix 7)</p>	<p>A, C, D & E</p>

Lessons 6 – 7



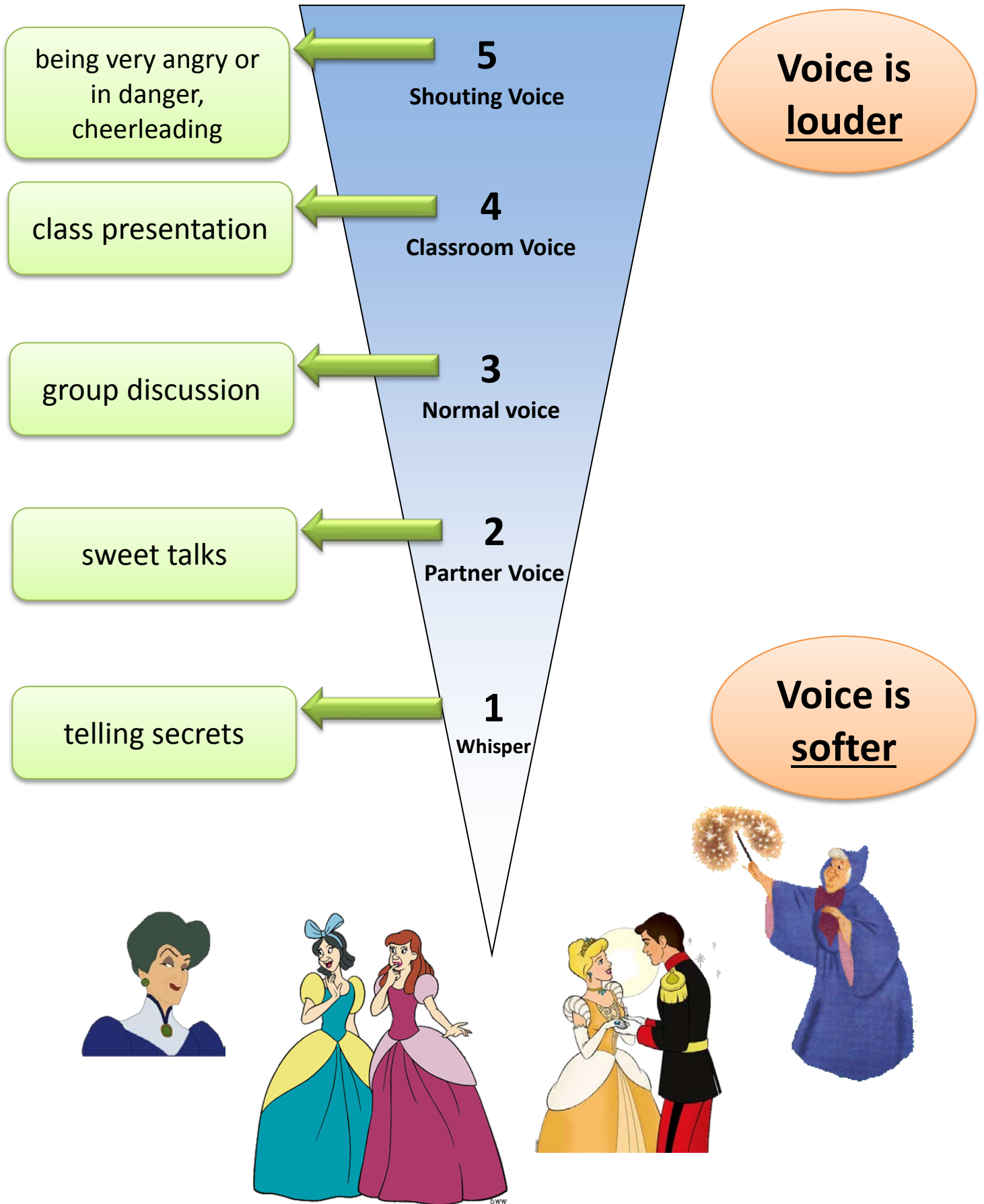
Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Script analysis for the climax and ending of the story</p> <ol style="list-style-type: none"> In groups of 4-5, pupils read Scene 3 and receive a worksheet. Teacher guides students to complete the story structure by going through the script and asking students guiding questions. Then, teacher leads students to focus on the characters' personalities, traits, attitudes, as well as their feelings expressed in the story. <p>Activity 2: Group Discussion</p> <ol style="list-style-type: none"> According to the new scenario given in Scene 2, each student is asked to choose one character from Scene 3, and write their own new dialogues. <p>Activity 3: Practice</p> <ol style="list-style-type: none"> Each group of students sit together to review and edit the dialogues each member wrote. Students sit together and practise the dialogues. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> communication skills collaboration skills critical thinking skills creativity <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> use gestures and facial expressions to convey meaning and intention participate effectively in oral interaction present information, ideas, intended meanings, views, attitudes and feelings clearly, coherently and appropriately in a variety of contexts 	<p>Script Analysis Worksheet (Appendix 9)</p> <p>Play Script (Appendix 7)</p> <p>Script Writing Worksheet (Appendix 10)</p>	<p>A, C, D & E</p>

Lesson 8

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Motivation</p> <ol style="list-style-type: none"> 1. Teacher revises voice control with students. 2. Teacher revisits the script Cinderella. 3. Teacher invites students to describe the characters in Cinderella. <p>Activity 2: Objective of this lesson</p> <ol style="list-style-type: none"> 1. Teacher states to students that we are going to act out the play (the new ending (Scene 3) of Cinderella). 2. Remind all students that they have to be devoted into the role and most importantly, we have to enjoy the show. 3. The audiences need to be patient and we learn to respect each other. <p>Activity 3: Perform a Play Preparation:</p> <ol style="list-style-type: none"> 1. Groups are given 5 minutes to prepare for the performance. 2. Students who will act with props and costumes are asked to put their props on the desk. 3. During the preparation, teacher walks around to check their props to ensure that they are all safe. <p>Drama Performance:</p> <ol style="list-style-type: none"> 1. Groups take turns to perform in front of class. 2. Students can act with props and costumes. <p>Feedback:</p> <ol style="list-style-type: none"> 1. Groups are asked to do Peer Assessment. 2. When one group is performing, the other groups assess their performance using the Peer Assessment Form. (Teacher 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • communication skills • collaboration skills • critical thinking skills • creativity <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> • use gestures and facial expressions to convey meaning and intention • participate effectively in oral interaction • present information, ideas, intended meanings, views, attitudes and feelings clearly, coherently and appropriately in a variety of contexts 	<p>Props and Costumes (if any)</p> <p>Peer Assessment Form (Appendix 11)</p>	<p>A, C, D & E</p>

<p>may take the first group as an example and goes over the assessment criteria with students so as to teach them how to appreciate others' strengths and at the same time reinforce the importance of certain drama aspects, e.g. intonation, mood, expression, interpretation of characters, etc).</p> <ol style="list-style-type: none"> 3. Teacher asks groups to give marks after each performance. Teacher may invite some group members to give instant feedback and share their views for scoring high/low marks for particular assessment criteria, e.g. intonation, eye contact, etc. 4. Teacher comments after the performances. 5. Teacher may ask students to vote for 'The Best Performance'. <p>Activity 4: Reflection and Conclusion</p> <ol style="list-style-type: none"> 1. Teacher asks students to reflect on the knowledge and skills they obtained in the project. 2. Teacher summarises the learning covered in the whole project. 3. Teacher collects students' group writing worksheets & peer assessment forms. 			
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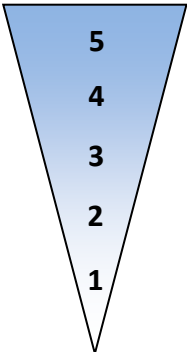
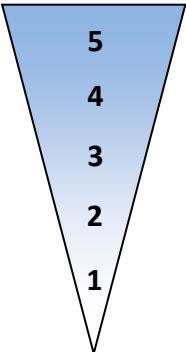
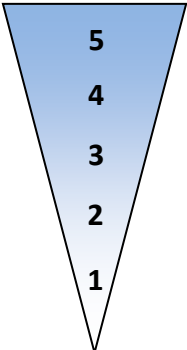
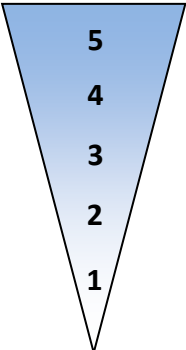
Voice Level Five-Point Scale



Appendix 2

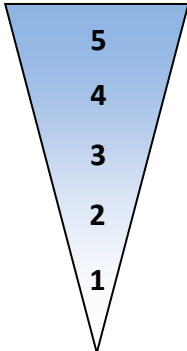
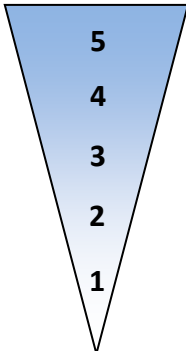
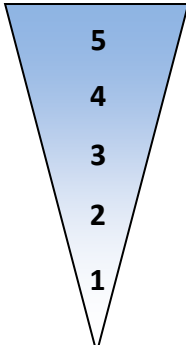
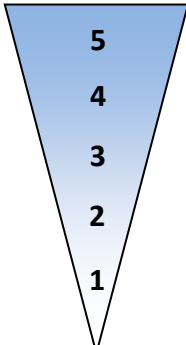
Individual Voice Control Exercise 1 (Pupil A)

Imagine you have a switch in your throat and you can adjust the switch from 1 to 5 to make your voice weaker and stronger. Try to say the following sentences:

<p>1. I wish I could go, too!</p> 	<p>2. Let me try the slipper first!</p> 
<p>3. And...did you make breakfast?</p> 	<p>4. Good morning, Prince.</p> 

Individual Voice Control Exercise 1 (Pupil B)

Imagine you have a switch in your throat and you can adjust the switch from 1 to 5 to make your voice weaker and stronger. Try to say the following sentences:

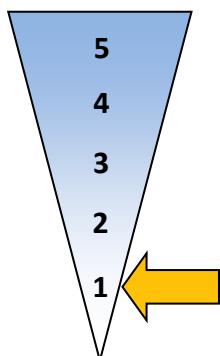
<p>5. I love you!</p> 	<p>6. Give it to me! Let me try first!</p> 
<p>7. Okay, fairy godmother! Thank you.</p> 	<p>8. Oh my! Who are you?</p> 

Appendix 2

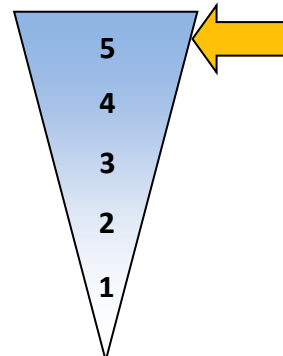
Voice Control Exercise 1 (Answer Key)

Imagine you have a switch in your throat and you can adjust the switch from 1 to 5 to make your voice weaker and stronger. Try to say the following sentences:

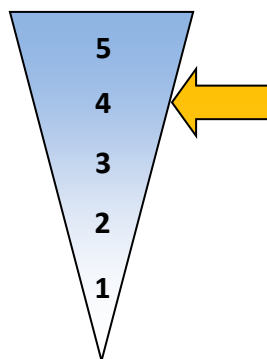
1. I wish I could go, too!



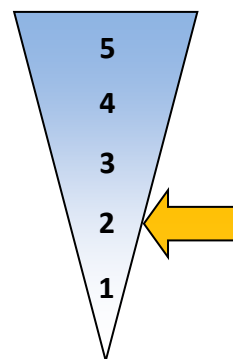
2. Let me try the slipper first!



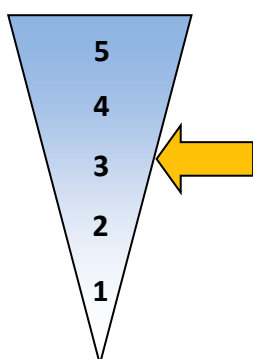
3. And...did you make breakfast?



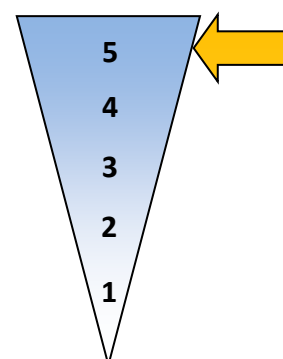
4. Good morning, Prince.



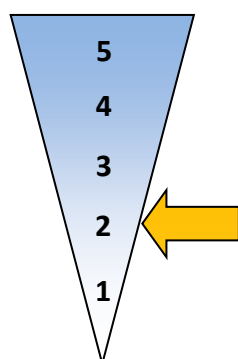
5. I love you!



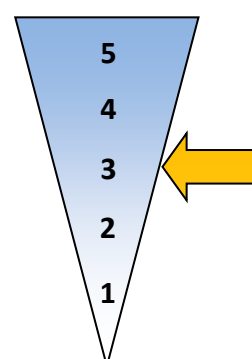
6. Give it to me! Let me try first!



7. Okay, fairy godmother!
Thank you.



8. Oh my! Who are you?



Intonation

rising tone ↗

falling tone ↘

- 😊 The rise and fall in the sound of your voice when you speak.

Where are you from? ↗



Stress



Stressed words are:

*I'm from
Canada.*

- ☺ words that are spoken more loudly
- ☺ words that are spoken at a higher pitch
- ☺ words that are pronounced with elongation

Appendix 4

Listening Exercise I: Intonation

Listen carefully to the following sentences and put a tick in the correct boxes.
The first one has been done for you as an example.

		Happy	Disappointed	Angry	Afraid	Bored	Surprised
a	Please stay, please!		✓				
b	Yes... Yes... Breakfast is ready.						
c	The sparkling glass slippers are so beautiful! Oh, I love them!						
d	Oh no! The Prince is going to dance with her!						
e	Ha, ha! We're going to have a great time at the ball.						
f	What can I do now?						



Answer key of Listening exercise I: Intonation

		Happy	Disappointed	Angry	Afraid	Bored	Surprised
a	Please stay, please!		✓				
b	Yes... Yes... Breakfast is ready.				✓		
c	The sparkling glass slippers are so beautiful! Oh, I love them!						✓
d	Oh no! The Prince is going to dance with her!			✓			
e	Ha, ha! We're going to have a great time at the ball.	✓					
f	What can I do now?					✓	

Good morning,
Prince!

Let me go with
you, Prince
Edward.

No, you stay
here!

No. Your feet
are much too big.
Give it to me!

It fits!

Oooh! What's
her name?

That's a brilliant
idea!

I don't know.

Happy



Afraid



Disappointed



Bored



Angry



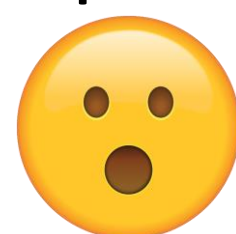
Afraid



Sad



Surprised



Appendix 6

Listening Exercise II: Stress

Listen carefully to the following sentences and underline the words with stress.

1. See? I told you to wear pink dress tonight. (You didn't listen to me.)
2. Please give me the slipper. (Don't give me something else.)
3. You should come back home before midnight. (Don't come back home late after midnight.)
4. Hush! Stepmother is sleeping. (Don't disturb her.)
5. I am here to help you go to the ball tonight. (No worries. I just want to give a helping hand, I won't harm you.)

Answer key of Listening Exercise II: Stress

Listen carefully to the following sentences and underline the words with stress.

1. See? I told you to wear pink dress tonight. (You didn't listen to me.)
2. Please give me the slipper. (Don't give me something else.)
3. You should come back home before midnight. (Don't come back home late after midnight.)
4. Hush! Stepmother is sleeping. (Don't disturb her.)
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Appendix 7

Cinderella Reader's Theatre Script

Characters: Narrator, Stepsister 1, Stepsister 2, Cinderella, Fairy godmother, Guest 1, Guest 2, Prince

SCENE 1

At Cinderella's home

- Narrator: Once upon a time there was a beautiful young girl named Cinderella. She had two ugly stepsisters who were very cruel to her.
- Stepsister 1: Did you clean the kitchen?
- Cinderella: Yes, I did.
- Stepsister 2: Did you polish my shoes?
- Cinderella: Yes, I did.
- Stepsister 1: Did you iron my clothes?
- Cinderella: Yes, I did.
- Stepsister 2: And...did you make breakfast?
- Cinderella: Yes, breakfast is ready.
- Narrator: The evil stepsisters made Cinderella do all the hard work.
- Cinderella: (calling out) Stepsisters! A letter from the royal palace has arrived for you.
- Stepsister 1: (fighting) Give it to me. I want to open it.
- Stepsister 2: No! I want to open it.
- Stepsister 1 & 2: (looking at the invitation card) Look! We are invited to the Prince's ball at the royal palace.
- Cinderella: (crying sadly) I wish I could go, too.
- Narrator: The night of the ball arrived.
- Stepsister 1: (laughing) Ha, ha! We are going to have a great time at the ball.
- Stepsister 2: (laughing) Have a great night working, Cinderella.
- Narrator: After the evil stepsisters had left, suddenly, a fairy appeared.
- Cinderella: Oh my god! Who are you?
- Fairy godmother: I'm your fairy godmother. I am here to help you go to the ball tonight.
- Narrator: The fairy godmother waved her magic wand. Cinderella's rags turned into a beautiful dress.
- Cinderella: Wow! It's so beautiful.
- Narrator: On her feet were sparkling glass slippers.
- Cinderella: Oh, I love them!
- Narrator: The fairy godmother turned a pumpkin into an amazing coach and some mice into horses.
- Cinderella: What a lovely coach and handsome horses.

Appendix 7

Fairy godmother: You are ready now, my dear. Have fun tonight, but be back by midnight, or else!
Cinderella: Okay, fairy godmother! Thank you.

SCENE 2

At the ball

Narrator: At the ball, everyone wondered who the beautiful princess was.
Guest 1 (lady) : Who is that beautiful princess?
Guest 2 (man) : I've never seen such a beautiful woman in my life!
Stepsister 1: Oh no! The Prince is going to dance with her.
Stepsister 2: This is not fair! He was meant to dance with me.
Prince: Would you like to dance with me?
Cinderella: Oh, yes, your highness.
Narrator: The Prince danced every dance with her. Suddenly, the clock began to strike twelve.
Cinderella: I must go! Thank you for the dance.
Prince: Please stay! (shouting) What is your name?
Narrator: Cinderella did not answer and ran back to the coach, but she lost one of her glass slippers on the way. Then, the coach and horses disappeared. Cinderella's beautiful dress turned back to rags.
Cinderella: Oh no! Everything's gone. My beautiful dress and my sparkling slippers, where are they? Was it a dream?

SCENE 3

Narrator: The next day, the Prince set out to find Cinderella again.
Prince: I want every girl in the kingdom to try on this lost glass slipper. I must find my happiness.
Narrator: But the glass slipper didn't fit anyone. The Prince then arrived at Cinderella's house.
Stepsister 1: Good morning Prince. I am so happy that you found my slipper.
Stepsister 2: It is my slipper. I am the princess you are looking for.
Narrator: The ugly sisters tried to fit into the slipper.
Stepsister 1: Let me try first!
Stepsister 2: No. Your feet are much too big. Give it to me!
Narrator: Their feet were much too big. Then the Prince saw Cinderella.
Prince: Let this girl try.
Stepsister 1: But that's only Cinderella.
Stepsister 2: She didn't go to the ball. The slipper won't fit her!
Narrator: Cinderella sat down and tried on the slipper.

Appendix 7

Prince: It fits!

Cinderella: It fits!




Stepsister 1 & 2: (surprised) It fits?

Prince: (smiling) You are the one I've been looking for! What is your name?

Cinderella: (smiling) My name is Cinderella.

Narrator: The Prince had found his princess and they lived happily ever after.

Appendix 8

	<h1>Play Script Features</h1> 	<i>I used it!</i>
1	My play has a title.	
2	I have listed the characters at the beginning.	
3	I have introduced and described the scene (<i>when/where</i>).	
4	Characters' names are written on the left.	
5	Characters' names have a colon after them.	
6	I have started a new line for every new speaker.	
7	My stage directions are in brackets ().	
8	My stage directions are written in present tense.	
9	I have stage directions for how the actors must speak .	
10	I have stage directions for how the actors must move .	
11	Every time the setting changes (<i>changes place or time</i>) I have started a new scene.	
12	I have used ... to show a character is thinking or stuttering.	
13	I have used CAPITALS or <i>italics</i> to emphasise words.	
14	My play script has 1-3 Acts. (<i>Act 1 beginning, Act 2 middle, Act 3 end</i>)	
15	There are NO speech marks.	

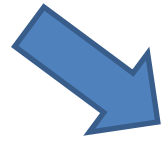
Appendix 9

The New Story of Cinderella: Story Structure (Scene 1)

Setting

When?

Where?



Event 1

What (Problem)? 1. What happened after the poolside party?

Who? 2. Who dropped her sandal at the party?

How? 3. How did Flora help Prince Edward to find the girl who dropped her sandal?



Characters

Who?

Ending

What (Conflict): 1. What did Flora find after the party?

What (Climax): 2. What was the name of the pretty girl? Did Prince Edward know her name?

How (Solution): 3. How did Prince Edward solve the problem?

Appendix 9

(Suggested Answer)

The New Story of Cinderella: Story Structure (Scene 1)

Setting

When?

Morning

Where?

Prince's palace

Characters

Who?

Flora

Prince Edward

Event 1

What?

1. What happened after the poolside party?

The guests left a lot of things at the party the night before.

Who?

2. Who dropped her sandal at the party?

The girl with big round dark eyes and a lovely smile dropped her sandal at the party.

How?

3. How did Flora help Prince Edward to find the girl who dropped her sandal?

She made a 'Found' notice to help Prince Edward to find the girl who dropped her sandal.

Ending

What (Conflict): What did Flora find after the party?

She found earrings and a sleeve cuff after the party.

What (Climax):

2. What was the name of the pretty girl? Did Prince Edward know her name?

Prince Edward did not know the pretty girl's name.

How (Solution):

3. How did Prince Edward solve the problem?

He made a 'Found' notice and invited the girl to get her sandal and had dinner with him.

Appendix 11

Peer Evaluation Worksheet
Creating a new story climax and ending




Topic _____

Date _____

Performing Group _____

Feedback from _____

Scores for group performance (Reader's Theatre/ Role-play):

Criteria	Score			Comments/ suggestions for improvement
				
1. Content	1	2	3	
2. Language				
a. Vocabulary	1	2	3	
b. Accuracy	1	2	3	
c. Linguistic features (e.g. rhymes, similes)	1	2	3	
3. Performance				
a. Fluency and clarity	1	2	3	
b. Loudness	1	2	3	
c. Stress and intonation	1	2	3	
d. Creativity	1	2	3	
4. Presentation Skills	1	2	3	
5. Collaboration	1	2	3	
6. Enjoyment	1	2	3	