

Lesson 1	Introducing fantasy worlds	Date:	
Focus	Using prior knowledge of the fantasy genre, make predictions about a story.		
Outline	Activity	Exp	Notes
	ThinkBook Writing (Journal)	RL1.5	
	<ul style="list-style-type: none"> What is the most imaginative story that you've ever read or heard? Describe what made it so good. 		
	"Realistic" vs. "Fantasy" word webs	RL1.5	
	<ul style="list-style-type: none"> Write "realistic" and "fantasy" in large letters on the board, leaving room to create webs around them. Have students call out the characteristics of each, creating a web for each on the board. 		
	Definition Contest	RL2.3	
	<ul style="list-style-type: none"> In small groups, students should create definitions of "fantasy fiction" and "realistic fiction" based on the webs. Have each one write it on a large piece of paper. Share the definitions, and then vote as a class on the best definitions. Display the winning definitions on the wall for the unit. Explain that they are working definitions and that we will be ready to adapt them as needed. 		
Introducing <i>Bone</i>	RL1.1		
<ul style="list-style-type: none"> Show the first several pages of <i>Bone</i> on the projector. Have students read aloud the parts of different characters. Ask: Does <i>Bone</i> meet your definition of a fantasy story? Why or why not? Ask: If you haven't read the story already – what do you think might happen in this story? Or what type of a story will it be? 			
Thinking About Reading	RL4.1		
<ul style="list-style-type: none"> Present a transactional theory of reading <ul style="list-style-type: none"> Draw a picture of a reader and a picture of a text Double arrows indicate the reading process Brainstorm what the reader might bring to reading Look at an example of "winter" or "autumn" and the images that those words create Explain that you will be asking students to make connections so that they will become better readers 			
Reading and Connecting Response	RL1.2		
<ul style="list-style-type: none"> Read <i>Ysabel</i>: Prologue. ThinkBook Response: Based on the prologue, what three characteristics do you predict the unfolding story will have? What in your experience makes you think that? 			
Resources	ThinkBooks PDFs of pp 1-5 of <i>Bone</i> Projector		
Homework			

Lesson 2	Connecting Worlds		Date:
Focus	The setting of a story is created by its author / producer for a reason.		
Outline	Activity	Exp	Notes
	ThinkBook <ul style="list-style-type: none"> If you were going to create an imaginary world (say, for example, in a graphic novel, a movie, a book, or a video game), what would be the important features of it? 	RL1.5	
	Imagining Boneville <ul style="list-style-type: none"> Show screenshots of scenes where Fone Bone describes Boneville. Have students make a list of features of Boneville. (e.g. mayor; using money; etc.) Ask students to sketch an image or map of Boneville. Ask: does Boneville fit the “reality” or the “fantasy” definition better? 	RL1.4	
	Imagining the Valley <ul style="list-style-type: none"> Show screenshots of scenes where one of the Bone cousins is encountering something unusual about the valley. Have students make a list of features of the valley. Ask students to sketch an image or map of the valley. Ask: does the valley fit the “reality” or “fantasy” definition better? 	RL1.4	
	ThinkBook <ul style="list-style-type: none"> Why might someone choose to create a story that takes place in a fantasy world? 	RL1.8	
	Reading and Connecting Response <ul style="list-style-type: none"> Share with students the standard layout of a cathedral and terms used (nave, cloister, etc.) Read <i>Ysabel</i>: Ch 1. ThinkBook Response: Draw a floor plan of the cathedral that Ned enters. 	RL1.5	
Resources	PDFs of scenes describing Boneville; describing the valley PPT presentation of cathedral layout		
Homework			

Lesson 3	Bone Dialogue		Date:
Focus	Dialogue is used in comparable ways in graphic novels and dramatic scripts.		
Outline	Activity	Exp	Notes
	ThinkBook <ul style="list-style-type: none"> What is your favourite line from a movie? What is it about that line that makes it so memorable? 	RL1.5	
	Fill in a dialogue <ul style="list-style-type: none"> Distribute pages from <i>Bone</i> with the dialogue erased. Have students work in pairs to create dialogue for the characters. 	W2.2	
	Discussion <ul style="list-style-type: none"> Ask one or two groups to share their dialogue. Talk about creating dialogue. What clues did they have to create the dialogue? What was challenging about this? 	W4.1	
	Create a dramatic script <ul style="list-style-type: none"> Review the dramatic script form (Ppt presentation). Ask student groups to turn their dialogue into a dramatic script. (If some are really uncomfortable sharing their own work, give them a sheet from <i>Bone</i> with the author's dialogue in it.) Have students hand their completed scripts to other groups to read or perform without reference to the pictures. 	W2.1	
	Discussion <ul style="list-style-type: none"> Talk about writing a dramatic script. Was it easy? Where were the challenges? What are some of the advantages of the dramatic form? What would you do differently next time? Students should hand in a copy of both their graphic dialogue and the dramatic dialogue. If time allows, ask students to create a cover letter explaining the strengths and weaknesses of their work. 	W4.1	
	Reading and Connecting Response <ul style="list-style-type: none"> Explain what an allusion is. Have students identify some of the major sources of allusion in English literature (Greek mythology, the Bible, etc.) Read <i>Ysabel</i>: Ch 2. ThinkBook Response: Make a note of any allusions that you encounter, even if you don't understand them. Discuss the noted allusions. Ask: What does a reader have to be able to do to make the most of this story? What connections does he/she need to be able to make? 	RL1.5 RL4.1	
Resources	Pages from <i>Bone</i> with dialogue blanked out. (Have some available with dialogue still intact.)		
Homework			

Lesson 4	Introducing Fantasy Drama		Date:
Focus	Preparing for <i>Midsummer Night's Dream</i> by acting out plot elements		
Outline	Activity	Exp	Notes
	Create a Scene: dramatic script <ul style="list-style-type: none"> Assign co-ed groups Give students the following scenarios: <ul style="list-style-type: none"> A young guy and a young girl run away to a magical forest. A group of workmen in a drama group meet after work to prepare a play to impress their governor. The magical king and queen of an enchanted forest are having marital problems. A girl loves her best friend's boyfriend and finds out that they plan to run into a magical forest together. A girl's father wants her to marry someone she doesn't love, so she plans to run away into a magical forest. Have students create short scripts for the scenarios. Groups that wish may read or perform their scripts. 	W2.1	
	ThinkBook <ul style="list-style-type: none"> What did your group do that helped to create a script? What was challenging for your group? What would you do differently next time? 	W4.1	
	Reading and Connecting <ul style="list-style-type: none"> Read <i>Ysabel</i> Ch. 3 ThinkBook: From the third chapter, what do you think is going to be very important to the story? 	RL1.5	
Resources	Scenario cards.		
Homework			

Lesson 5	Introducing Shakespeare & Midsummer		Date:
Focus			
Outline	Activity	Exp	Notes
	ThinkBook <ul style="list-style-type: none"> Do you think that we can learn anything from old stories or dramas? What makes you say that? 		
	Introducing Shakespeare PPT Presentation <ul style="list-style-type: none"> Shakespeare's context Shakespeare's audience Changing English Language 	RL1.2	
	Create-A-Scene Follow-up <ul style="list-style-type: none"> Any other groups that wish to read aloud / perform their scripts may. Have students submit scripts. 		
	Discussion <ul style="list-style-type: none"> Q: What are the challenges in writing a script? Q: If Shakespeare were to write the script that you just did, what would be different about it? What would be the same? Distribute the <i>Midsummer</i> map (Shakespeare Set Free p 43). Explain its purpose. 	W4.1 RL1.2	
	Reading and Connecting <ul style="list-style-type: none"> Read <i>Ysabel</i> Ch. 4 Write a text message from Kate updating your friend in New York on your stay in Provence. Discuss: What would Kate say? What <i>wouldn't</i> she say? 	RI 1.5	
Resources	Introducing Shakespeare PPT Presentation		
Homework			

Lesson 6	Midsummer 1.1	Date:	
Focus			
Outline	Activity	Exp	Notes
	ThinkBook <ul style="list-style-type: none"> Why do young people in love sometimes experience conflict with their parents? 		
	Tossing Lines <i>Shakespeare Set Free</i> (SSF) p 44 <ul style="list-style-type: none"> Divide class in half. Distribute index cards with a different line on each to the first group. Q: Who has a card with a word you don't know? What about words you can't pronounce? List these and agree on definitions and pronunciation. To play, students read the line on their card and then toss a small object to another student. Continue until all lines have been read several times and come quickly and naturally. Then ask the group members to sit down and write as many lines as they can remember. Repeat with Group 2. 	OC2.5	
	Predicting Discussion <ul style="list-style-type: none"> Q: Based on the lines tossed above, what do you think is happening in the passage? Where does the scene occur? Who is involved? What is the problem? 	RL1.4	
	Viewing Focus <ul style="list-style-type: none"> Distribute the "Active Reading" Act 1 organizer. Ask students to watch Act 1.1 and identify Hermia's dilemma and the options presented to her. Q: If you had a friend of whom your parents didn't approve, what arguments would you present to change their minds? 	OC1.3	
	Reading and Connecting <ul style="list-style-type: none"> Read <i>Ysabel</i> Ch. 5 ThinkBook: Have you ever been in a situation where you weren't sure whether or not you could trust someone? What was that like, and what did you do? 	RL1.5	
Resources	Object to toss (Shakesbear?) Index cards with one line each Active Reading organizer handouts Movie of <i>Midsummer</i>		
Homework			

Lesson 7	Midsummer 1.2	Date:	
Focus			
Outline	Activity	Exp	Notes
	ThinkBook <ul style="list-style-type: none"> Describe a time when you were in a group situation. Were you a leader or a player? What did you like about the situation? What didn't you like? What personalities were great to work with? Which ones were difficult? 	RL1.5	
	Listening to and Reading the Scene <ul style="list-style-type: none"> Distribute copies of 1.2 to each student. Assign 10 students to read parts, ignoring gender roles or acting strength. (Consider assigning Starveling and Snout to struggling readers.) Parts needed are: <ul style="list-style-type: none"> Qunice, Quince 2, Quince 3 Bottom, Bottom 1, Bottom 3 Flute 	OC2.4, 2.5	

	<ul style="list-style-type: none"> ○ Starveling ○ Snout ○ Snug <ul style="list-style-type: none"> • Begin reading the scene, not worrying about pronunciation. Students should read loudly enough for others to hear. They do not have to act. Those not reading should listen for meaning (not read along). • Repeat with another group of 10. 		
	<p>Discussion</p> <ul style="list-style-type: none"> • Q: Who are these guys? How do you know? (Find lines to support your answer.) • Q: What is going on here? What are they up to? How do you know? • Q: Do they know each other? Are they buddies, or getting together for the first time. (Note that either is supportable in the text; the class should reach a consensus or vote on which they think it is.) • Q: Who is the boss? How do you know? Who would like to be the boss? How do you know? • Q: Why are they putting on the play? 	RL2.3	
	<p>Reading the Scene</p> <ul style="list-style-type: none"> • Read the scene together with another 10 students. • Students should note any new information that they discover and circle any word or phrase that they don't understand. 		
	<p>Discussion</p> <ul style="list-style-type: none"> • What words do you have circled that you don't understand? • Q: Who wrote the play that they are going to do? Is it original? • Q: What do Snug, Snout, Starveling, and Flute think of the play? What do they think of the tension between Quince and Bottom? Why might they be so quiet during the scene? What are they doing? • Q: Is Bottom a bully? A loudmouth? An egomaniac? • Q: Is Snug stupid? Nervous? New? Shy? • As a class, list the accepted characteristics for each role. 	RL1.3	
	<p>Directing a Scene</p> <ul style="list-style-type: none"> • Select 10 different students to put the scene on its feet. All other students are directors. • Ask the directors: <ul style="list-style-type: none"> ○ Where is this scene happening? What time of year is it? ○ Who comes onstage from where? With whom? Why? ○ Who's the most important person in the scene? Who thinks he's the most important? How do you act this? ○ How will the cast act out the character decisions made earlier? • Have students act out the scene, then discuss what worked, what didn't, what changes would be made. • Ask another cast to act the scene again, working in the suggested changes. 	OC2.6	
	<p>Reading and Connecting</p> <ul style="list-style-type: none"> • Read Ysabel Ch. 6 • Which characters do you think Ned can trust and confide in? Which characters can he not trust? Make a chart grouping the characters he can trust, those he can't, and those who are undecided yet. 	RL1.5	
Resources	Copies of 1.2		
Homework			

Lesson 8	Midsummer 2.1	Date:	
Focus			
Outline	Activity	Exp	Notes
	Focused Viewing <i>Midsummer 1.2</i> <ul style="list-style-type: none"> Review the main ideas from yesterday's acting / directing of I,i Ask students to note the different director's decisions as they watch the movie Watch I,ii Discuss the movie director's decisions in making this scene. what stands out as differences or similarities? Q: Why might a director have made different choices? Q: How important is the director's role in shaping a play? 	RL2.1	
	ThinkBook <ul style="list-style-type: none"> In Act 1 in <i>Midsummer Night's Dream</i> we learn that the lovers and the workmen's acting troupe will be going to the forest next. Think about the forest that they are all heading to – what do you think it will be like? Describe it and/or draw a picture. Be ready to compare and share your ideas. 	RL1.5	
	Discussion <ul style="list-style-type: none"> In small groups, students should compare their ideas of the forest and try to arrive at a consensus of its main features. Talk about their expectations as a class. Q: Why do you have these expectations about the forest? What in your experience is making you imagine the forest this way? (example: camping in a forest; other stories about forests; other fantasy stories; etc.) 	RL1.4	
	Focused Viewing <ul style="list-style-type: none"> Before watching the next scene, as students to make a note of the characteristics of the forest in the scene. Who lives there? What is it like – safe? Dangerous? Exciting? Foreign? Watch 2.1 Discuss what students noticed about the forest. Q: What other stories (movies) have you encountered where 'normal' characters leave their real world and enter a magical one? (Hopefully students will make the connection to <i>Ysabel</i> and <i>Bone</i>; other options might be <i>Lion</i>, <i>Witch</i>, <i>Wardrobe</i>.) Briefly discuss the characters of Puck, Oberon and Titania and the tension that is there. 	RL1.3	
	Rhythm Encounter <ul style="list-style-type: none"> Write a short children's poem on the board (A.A. Milne's "Christopher Robin") Have students to read the poem aloud together, tapping the rhythm on their desks. (Repeat until it's working.) Pass out copies of 2.1.18-32. Have students walk around the room while reciting, taking one step per beat and stomping on the stressed syllables. If appropriate, explain iambic pentameter. If time allows, ask students to read Bottom's comment in 1.2.76-80 and try to walk and stomp. They should find it difficult to do so. Q: Why would Shakespeare choose to have the fairy king and queen speak in iambic pentameter while Bottom speaks in prose? 	OC2.5	
	Reading and Connecting <ul style="list-style-type: none"> Read <i>Ysabel</i> Ch 7 ThinkBook: <i>Afterwards, Ned Marriner was to think of April 29 of that year, mostly spent in Arles among Roman and medieval ruins, as the last day of his childhood.</i> (138)	RL1.5	

	What are some days or events in your life that have been significant in helping you to grow and gain wisdom?	
Resources	<i>Midsummer</i> movie Texts	
Homework		

Lesson 9	Midsummer 2.1	Date:
Focus	Shakespeare's language use is arranged for effect; much like a panel in a graphic novel is arranged for effect	
Outline	Activity	Exp Notes
	ThinkBook <ul style="list-style-type: none"> Show a frame from <i>Bone</i> – p 9, 11, 14, 137 Ask students to respond to the picture. What do they think it means? What stands out for them? Why? Discuss the different frames and students' observations. Explain that graphic artists use techniques like angles to give a certain perspective and 'feel' to a story. 	RL1.6
	Shakespeare's Techniques <ul style="list-style-type: none"> Explain that Shakespeare uses language techniques to give his plays the maximum effect possible. Remind students of the rhythm of Oberon and Titania's speeches, and the lack of rhythm to Bottom's. This is an example of a technique. Hand out "Shakespeare's Unusual Usage" handout. Discuss some of the techniques. 	RL2.1
	Close Reading <ul style="list-style-type: none"> Choose one of the following scenes: <ul style="list-style-type: none"> 2.1.30-40: Fairy 2.1.42-58: Puck 2.1.253-263: Oberon oxlips & violets Read the passage aloud together. First read it 'normally', then in variations like a whisper, roar, speed up, slow down, high voice, low voice, etc. Have students work in small groups to identify interesting language techniques Discuss as a class the language tricks: <ul style="list-style-type: none"> images metaphors smells sounds alliteration assonance repeated syllables repeated words repeated phrases Talk about unknown words. Talk about the overall mood. Look at the handout for unusual usages. Come to a conclusion about the overall effect of the piece, and how the tricks used create this effect. 	RL2.1
	Memorization Practice <ul style="list-style-type: none"> Give students 10 minutes to practice memorizing the passage. Write the beginning of each line on the board and ask students to write the rest of the passage from memory in their books. (As much as they can.) 	OC3.1
	Reading and Connecting <ul style="list-style-type: none"> Read <i>Ysabel</i> Ch. 8 What do you think about Ned? How would you describe him? What movie or other story character does he remind you? 	RL1.5

Resources	PDFs of <i>Bone</i> p 9, 11, 14, 137		
Homework			
Lesson 10	Midsummer 2.2	Date:	
Focus	Understanding Subtext		
Outline	Activity	Exp	Notes
	ThinkBook <ul style="list-style-type: none"> Midsummer Night's Dream references dreams a lot. Strange dreams can be the most profound when they are most bizarre. Describe a weird dream you've had. Did this dream become useful or predictive in your life? Could you relate the dream to anything that happened in your life? 	W2.1	
	Stressing Subtext Exercise <ul style="list-style-type: none"> Write on the board: "I'm glad you're here this evening." Ask students what the sentence means. Ask six students to read the sentence, each stressing a different word. Talk about the changing meaning. Repeat the exercise with "The Fairyland buys not the child of me." Introduce the term <i>subtext</i>: the thoughts we imagine characters to have as they speak. 	OC2.5	
	Inflection Exercise <ul style="list-style-type: none"> Ask two students to say the sentence "Joe didn't steal the book, did he?" One student's voice should go down; the other up. Ask the listeners to talk about what beliefs are implied. Give five students index cards with a different subtext written on each: "How lovely!"; "So what?"; "Look out!"; "Don't be so rude!"; "I don't believe it." Have each student say "Oh" while conveying the subtext on the card. Repeat with the phrase "Well" to express surprise, contempt, indignation, confusion, etc. 	OC2.5	
	Oberon's Subtext <ul style="list-style-type: none"> Review 2.1 and the tension there. Set up 2.2 Give two students a subtext: <ul style="list-style-type: none"> "I will have my revenge!" "The joke that I play on you will really be funny." Have them read Oberon's speech 2.2.33-40 	OC2.5	
	Wandering in the Woods Subtext <ul style="list-style-type: none"> Set up 2.2.41-71 (Fair love, you faint with wand'ring in the wood" Ask students to suggest subtexts: <ul style="list-style-type: none"> Lysander macho; Hermia sarcastic Lysander innocent; Hermia seductive Lysander seductive; Hermia cold Select a subtext and ask two students to read/act the scene for a few lines. Change subtexts and continue. 	OC2.5	
	Focused Viewing <ul style="list-style-type: none"> Ask students to note the subtext for the two scenes above as they appear in the movie. Watch 2.2. Discuss Oberon's subtext and Lysander/Hermia's subtexts. 	RL1.5	
	Reading and Connecting <ul style="list-style-type: none"> Read <i>Ysabel</i> Ch. 9 Using colour, draw a picture (or a brief comic strip) of this Beltaine scene. 	W2.1	
Resources	Subtext cards		

	Midsummer movie	
Homework		

Lesson 11	Midsummer 3.1	Date:	
Focus	Reality and illusion in <i>Midsummer Night's Dream</i>		
Outline	Activity	Exp	Notes
	Paraphrase Test <ul style="list-style-type: none"> Have students complete a paraphrase test in class, using their notes. 		
	ThinkBook <ul style="list-style-type: none"> Describe a time when you got so involved in a play or a movie that you temporarily forgot it wasn't real. Discuss the division between reality and illusion. 	RL1.5	
	Focussed Viewing <ul style="list-style-type: none"> Watch how Shakespeare plays with reality and illusion in this Act. Watch 3.1 Discuss the division between reality and illusion. Refer back to the definition of fantasy created at the beginning of the unit – would students say that <i>A Midsummer Night's Dream</i> fits into the fantasy definition or not? 	RL1.6	
	Memorization Practice <ul style="list-style-type: none"> Give students 10 minutes to review their memorization passage. Write the first word only from each line on the board and ask students to fill in the blanks. 	OC3.1	
	Reading and Connecting <ul style="list-style-type: none"> Read <i>Ysabel</i> Ch. 10 <i>Greg, perhaps still half asleep, perhaps not, was watchful and quiet after Ned and Kate finished their story. He was eyeing Aunt Kim and Ned's father, waiting to see what they did. (235)</i> Write a diary entry from Greg's perspective. What do you think about Ned's story and how do you feel? 	RL1.5	
Resources	Paraphrase test Midsummer movie		
Homework			

Lesson 12	Memorization and Vocabulary	Date:	
Focus			
Outline	Activity	Exp	Notes
	Memorization Practice <ul style="list-style-type: none"> Give students 10 minutes to review their memorization passage. Write the first word only from each line on the board and ask students to fill in the blanks. 	OC3.1	
	Vocabulary in Context <ul style="list-style-type: none"> Explain that one of the skills of good readers is being able to figure out what words mean from the context around them. Hand out the Vocabulary in Context handout and have students complete them. 	RL3.3	
	Reading and Connecting <ul style="list-style-type: none"> Read <i>Ysabel</i> Ch. 11 If you were making a soundtrack for this story, what music would you want playing in the van as Greg and Ned speed through the night and then when they encounter the druid? Why would this song (or songs) be appropriate? 	RL1.5	
Resources	Vocab in context handout		
Homework			

Lesson 13	Paraphrasing and Planning 3.2	Date:	
Focus			
Outline	Activity	Exp	Notes
	Memorization Recital <ul style="list-style-type: none"> Ask students who have memorized the passage to recite it. Distribute prizes accordingly. If there are a lot of students, have the first students listen to the others who are willing to recite it. 	OC3.1	
	Paraphrasing and Planning <ul style="list-style-type: none"> Assign groups the following scenes to either paraphrase or plan and present: <ul style="list-style-type: none"> 3.2.181-249 – incorporate pantomime 3.2.250-295 – emphasize rapid language 3.2.296-365 – very physical Paraphrasing groups should use modern vernacular and current slang and plan a staged reading. Other groups are to plan a presentation thinking about subtext, blocking, and setting. Give students the remainder of the class to work on this; they will present the next day. 	W2.3 W2.2	
	Reading and Connecting <ul style="list-style-type: none"> Read <i>Ysabel</i> Ch. 12 What stories (books and movies) can you name that involve two men fighting over a woman? 	RL1.5	
Resources			
Homework			

Lesson 14	Presenting <i>Midsummer</i> 3.2	Date:	
Focus			
Outline	Activity	Exp	Notes
	Presentations <ul style="list-style-type: none"> Ask students to read their paraphrases or present their plays. Discuss any points that stand out to students. 	OC2	
	ThinkBook <ul style="list-style-type: none"> What did our group do that helped us to succeed in this exercise? What should we do differently next time? 	OC3.1	
	Reading and Connecting <ul style="list-style-type: none"> Read <i>Ysabel</i> Ch. 13 Describe the cemetery. What do you see, hear, smell, taste, feel? 	RL1.5	
Resources			
Homework			

Lesson 15	Midsummer 3.2-5	Date:	
Focus			
Outline	Activity	Exp	Notes
	ThinkBook <ul style="list-style-type: none"> What connections have you noticed between <i>Bone</i> and <i>A Midsummer Night's Dream</i>. 	RL1.5	
	Focused Viewing <ul style="list-style-type: none"> Ask students to predict how they expect the various conflicts will be resolved. Watch the remainder of the movie (3.2 – 5). Discuss the resolution to the conflicts. Were they satisfying or not? 	RL1.4	
	Making Connections <ul style="list-style-type: none"> Q: What connections can you make between <i>Midsummer Night's Dream</i> and <i>Bone</i>? Q: How about between <i>Ysabel</i> and <i>Midsummer Night's Dream</i>? Q: Any other connections stand out? Q: How do these connections help your understanding of the different texts? 	RL1.5	
Reading and Connecting <ul style="list-style-type: none"> Read <i>Ysabel</i> Ch. 14 Imagine the reason that Kim and Meghan have not spoken to each other in 25 years. Describe the possible events that caused the rift. 	RL1.5		
Resources	<i>Midsummer</i> movie		
Homework			

Lesson 16	Theatre Education Activity Day 1 - Planning	Date:	
Focus			
Outline	Activity	Exp	Notes
	Theatre Education Activity <ul style="list-style-type: none"> Assign groups of 4, 5, or 6. Explain to students that you are assigning their groups because they will be able to learn different things from people who are not their friends. Distribute the Theatre Education Activity handout and review. 	see task outline	
	Presentation Outline <ul style="list-style-type: none"> Students should outline and draft their 2-minute presentation. 		
	Scene Selection and Editing / Paraphrasing <ul style="list-style-type: none"> Students should select their scene and decide whether to do an original scene or a paraphrase. Students doing an original performance should at least complete Step 1 today; those doing a paraphrase should complete at least a first draft of their new script. 		
Reading and Connecting <ul style="list-style-type: none"> Read <i>Ysabel</i> Ch. 15 From the list of characters, draw a character web. Put Ned's name in the middle of the page, then begin to connect the names... How does each character fit into the story? (Ned Marriner, Edward, Melanie, Meghan, Kim, Dave Martyniuk, Greg, Steve, Kate Wenger, Phelan, Cadell, Ysabel, Oliver Lee, Brys, Marie-Chantal) 	RL1.5		
Resources	Assignment handouts		
Homework			

Lesson 17	Theatre Education Activity Day 2 - Planning		Date:
Focus			
Outline	Activity	Exp	Notes
	Theatre Education Activity <ul style="list-style-type: none"> Students should continue prepping their scene or recorded paraphrase. Those doing a paraphrase should complete the script and identify sound effects / music. 		
Reading and Connecting <ul style="list-style-type: none"> Read <i>Ysabel</i> Ch. 16 Where do you think Ysabel is hiding? Explain. 	RL1.5		
Resources			
Homework			

Lesson 18	Theatre Education Activity Day 3 – Rehearsal and Audio Production		Date:
Focus			
Outline	Activity	Exp	Notes
	Title <ul style="list-style-type: none"> Groups completing an audio recording should do so today. They may wish to rehearse their oral presentation in time available. Groups presenting a scene should rehearse. 		
Reading and Connecting <ul style="list-style-type: none"> Read <i>Ysabel</i> Ch. 17. Why do you think it is important to the story that Ned goes alone to Mont Sainte-Victoire? 	RL1.5		
Resources			
Homework			

Lesson 19	Theatre Education Presentations		Date:
Focus			
Outline	Activity	Exp	Notes
	Theatre Education Presentations <ul style="list-style-type: none"> 3 groups should deliver presentations today 		
Reading and Connecting <ul style="list-style-type: none"> Read <i>Ysabel</i> Ch. 18 <i>Climbing Mont Sainte-Victoire, He swung his pack off, fished his iPod out and put the buds in his ears. He dialed up Coldplay. (459) Ned has also mentioned U2, Pearl Jam, Led Zeppelin, and the Grateful Dead. What music would you want on your MP3 player for a vacation in France? What would you want to listen to climbing this mountain to meet a Celtic 'spirit'?</i> 	RL1.5		
Resources			
Homework			

Lesson 20	Theatre Education Presentations		Date:
Focus			
Outline	Activity	Exp	Notes
	Theatre Education Presentations <ul style="list-style-type: none"> Remaining groups should deliver presentations today 		
Reading and Connecting <ul style="list-style-type: none"> Read <i>Ysabel</i> Ch. 19 ThinkBook: Why was Ned drawn into this adventure and how was he released from it? 	RL1.5		
Resources			
Homework			

Lesson	ThinkBook Review		Date:
Focus	Metacognition		
Outline	Activity	Exp	Notes
	ThinkBook Review <ul style="list-style-type: none"> • Read your notes in your ThinkBook and either: <ul style="list-style-type: none"> ○ write a letter to an educator (librarian, teacher, principal) about <i>Ysabel</i> convincing them of the educational value (or lack of value) of the book based on your reading experience ○ write a story about your reading experience ○ make up an interesting question about <i>Ysabel</i> and answer it in writing 	RL4	
Resources			