



<p><b>Lesson Title:</b> Half-life Summarizing</p>	<p><b><u>BIG IDEA &amp; LEARNING OBJECTIVES</u></b></p> <p><b>Students will be able to know how to summarize a story by acting it out in decreasing increments.</b></p>
<p><b>Content Area &amp; Arts Discipline:</b> <i>English and Theater Arts</i></p> <p><b>Overview of the lesson:</b> Students will play the “half-life” improv game to summarize a story in decreasing time frames.</p> <p><b>Grade Level:</b> 6, 7, and 8</p> <p><b>Proposed Time Frame:</b> <i>approximately 50 minutes or less</i></p> <p><b>Date Lesson Created:</b> May 15, 2014</p> <p><b>Lesson Author:</b> Marley Maharrey</p> <p><b>Room Requirements &amp; Arrangement:</b> <i>Desks will need to be in small groups then moved to make a large space for performing.</i></p> <p><b>Materials/Equipment:</b> <i>paper and pencil</i></p> <p><b>Resources:</b> <i>Summary slideshow</i></p> <p><b>Vocabulary:</b> <i>Character, conflict, dialogue, plot, setting, and theme</i></p>	<p style="text-align: center;"><b><u>PROCEDURES</u></b></p> <p><b>The teacher/teaching artist will engage students (“the hook”) by performing the story of Cinderella with key plot points and characters in as little time as possible. The students will time it. The teacher will then perform Cinderella in half that time. Then half it again until the teacher performs the story in less than 10 seconds.</b></p> <p><b>The teacher/teaching artist will build knowledge by presenting the summarizing slideshow on how to summarize. The teacher will also emphasize that their performance will not be their summary. The performance is improvised, without scripts, in their own words and mannerisms they believe the characters had.</b></p> <p><b>The teacher/teaching artist will model the experience by having the students use the “Refine and Reduce” method of summarizing to get the gist of the story. This is the handwritten way of what they will be physically performing.</b></p> <p><b>The teacher/teaching artist will guide the practice with the students by splitting the students into groups of four and having them do the “zip-zap-zop” and “electric company” exercises to practice listening to each other.</b></p> <p><b>The students will apply understanding by performing the summary of the short story/novel in decreasing increments.</b></p> <p><b>The teacher/teaching artist will create opportunities for reflection (Closing) by having the students present comments on the performances in a respectable way. If the student has a negative comment, he or she must follow it with a positive comment.</b></p> <p><b>The teacher/teaching artist will assess the students’ learning by reading the “Refine and Reduce” summaries written in the beginning of the lesson.</b></p>

## STANDARDS & PRINCIPLES

Please list the standards/competencies from the following:

### **State Content Standards:**

**RL.7.2:** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**RL.7.3:** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**SL.7.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Arts Standards:**

#### **1. Know and understand the creation of improvisations and scripted scenes based on personal experience, heritage, imagination, literature, and history.**

a. Recognize the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script of theatrical experience.

b. Demonstrate an understanding of text, subtext, and context.

c. Demonstrate how improvised scenes are used to tell stories and create characters based on history, culture, literature, and everyday situations.

d. Apply logical sequencing of events.

### **Principles of Universal Design for Learning:**

**Principle I. Provide Multiple Means of Representation:** Guideline 3:  
Provide options for comprehension

**Principle II. Provide Multiple Means of Action and Expression:**  
Guideline 4: Provide options for physical action

**Principle III. Provide Multiple Means of Engagement:** Guideline 9:  
Provide options for self-regulation

## APPENDIX

**Extended Learning Activities:** The students can use a phone and/or computer to create videos of the summaries. The app “Vine” can be used to create a six-second summary, too.

**TIPS/FAQs:** The students can have short stories in the different groups instead of everyone summarizing the same piece of text. Students may also summarize using the Journalist Gist technique instead.

### **References:**

**Slideshow adapted from**

<http://jpreszler.tie.wikispaces.net/file/view/Making+Meaning.ppt>