



THEATRE - Petworth, Grades 5, 6, 7, 8 Academic Readiness for 2020

Dear Center City Families,

In this challenging time, Center City staff is doing our best to ensure that your child is academically prepared to return to school in the Fall of 2020 with minimal learning loss. We have created this packet of academic materials that expand on foundational content that was covered this school year. Your child should complete this work to be ready for school once the academic year starts again in the fall.

This packet includes approximately four weeks of work. **Between May 4th and 22nd, teachers will schedule virtual check-ins with students centered around the content of this packet. Please return the completed packet to your home campus no later than June 5, 2020.**

Inside this packet, you will find:

- A table of contents that shows page numbers for each included activity
- A calendar that shows, day by day, which activities students should complete
- A copy of every activity and assignment that students will need to complete

Your child's teachers will be reaching out via text, email, phone, or Class Dojo to let you know when they are available and how they will monitor student progress on academic work through May 22nd.

There are a number of ways you can support the academic growth of your child during this time and throughout the summer:

- If possible, provide them with a quiet, comfortable place in which to complete their work.
- Please encourage them to read a book or magazine for pleasure. You can find books and resources online at www.dclibrary.org.
- Encourage children to keep a diary or journal for recording their thoughts, observations, or drawings.
- Get outside for an hour or two as weather permits.
- Reach out to the teacher if your child has any questions about the work in this packet.

We thank you for your patience and flexibility during these unprecedented times. If you have any questions or concerns, please do not hesitate to reach out to your campus team. In the meantime, we encourage everyone to stay safe and healthy by following the social distancing protocols that Mayor Bowser has put into place.

Sincerely,

The Center City Team



THEATRE - Petworth, Grades 5, 6, 7, 8

Preparación Académica para 2020

Queridas Familias de Center City,

Durante este tiempo difícil, el personal de Center City está haciendo nuestro mejor para asegurar que su hijo está académicamente preparado para regresar a la escuela en el otoño de 2020 con una pérdida mínima de aprendizaje. Hemos creado este paquete de materiales académicos que amplían en el contenido fundacional que estaba cubierto este año escolar. Su hijo debe cumplir este trabajo para estar listo una vez el año académico empiece otra vez en el otoño.

Este paquete incluye aproximadamente cuatro semanas de trabajo. **Entre el 4 y el 22 de mayo, los maestros van a programar conversaciones virtuales con los estudiantes para hablar sobre el contenido de este paquete. Por favor entreguen el paquete cumplido a su campus no más tarde que el 5 de junio, 2020.**

Adentro este paquete, van a encontrar:

- Una tabla de contenido que muestra el número de página para cada actividad incluida
- Un calendario que muestra, día por día, cuáles actividades los estudiantes deben cumplir
- Una copia de cada actividad y trabajo que los estudiantes necesitan cumplir

Los maestros de su hijo van a estar en contacto por texto, correo electrónico, teléfono, o Class Dojo para notificarles cuando están disponibles y cómo van a monitorizar el progreso de su estudiante en el trabajo académico hasta el 22 de mayo.

Hay una variedad de maneras que usted puede apoyar el crecimiento académico de su hijo durante este tiempo y durante el verano:

- Si posible, proporcione su estudiante un lugar tranquilo y cómodo donde puede cumplir su trabajo.
- Por favor animalo a leer un libro o revista para diversión. Puede encontrar libros y recursos en línea a www.dclibrary.org.
- Anime los niños a escribir un diario con sus pensamientos, observaciones, o dibujos.
- Salgan afuera por una hora o dos si el tiempo lo permite
- Hable con el maestro si su hijo tiene alguna pregunta sobre el trabajo en este paquete.

Les agradecemos su paciencia y flexibilidad durante esta época sin precedentes. Si tiene preguntas o preocupaciones, por favor no duden en ponerse en contacto con el equipo de su campus. Mientras tanto, animamos a todos a mantenerse seguros y saludables por seguir los protocolos de distanciamiento social que la alcaldesa Bowser ha implementado.

Sinceramente,

El Equipo de Center City



ትምህርታዊ ዝግጁነት ለ 2020 **THEATRE - Petworth, Grades 5, 6, 7, 8**

የተከበራቸው የሴንተር ሲቲ ወላጆች

በዚህ ፈታኝ ወቅት የሴንተር ሲቲ ስራተኞች ልጅዎ በ 2020 መገባደጃ ላይ ወደ ት / ቤት ሲመለስ በትምህርቱ ዝግጁ መሆኑን ለማረጋገጥ የተቻለንን ሁሉ እያደረጉ ነው። በዚህ የትምህርት ዓመት የተሸፈኑ መሠረታዊ ደረጃዎች ላይ የሚያተኩር ደህንን የትምህርት ቁሳቁስ የያዘ ፓኬጅ ፈጥረናል። የትምህርት ዓመቱ በበልግ ወቅት/ፎል እንዲገናኙ ከተጀመረ ልጅዎ ለትምህርት ቤት ዝግጁ ለመሆን ደህንን ስራ መሙላት/መስራት አለበት።

ይህ ፓኬት በግምት የአራት ሳምንታት ሥራን ያካትታል። ከግንቦት/ሚያ 4 እስከ 22 ኛው ባለው ጊዜ መምህራን በዚህ ፓኬጅ ደዘት ዙሪያ እተኩረው ከተማሪዎች ጋር በቨርቸዎል/በኢንተርኔት ለሚደረግ ትምህርት መርሃ ግብር ያዘጋጃሉ። እባክዎን የተጠናቀቀውን እሽግ ከጁን 5 2020 ዓ.ም. በፊት ወደ ትምህርት ጣቢያ/ ካምፓስ ይመልሱ።

በዚህ እሽግ ውስጥ የሚከተሉትን ያገኛሉ፡

- ለእያንዳንዱ ስራዎች የገጽ ቁጥሮችን የሚያሳይ የደዘት ሠንጠረዥ
- ተማሪዎች በየቀኑ ማጠናቀቅ የሚጠበቅባቸውን ስራዎች የሚያሳይ የቀን መቁጠሪያ
- ተማሪዎች ማጠናቀቅ የሚያስፈልጓቸውን የእያንዳንዱ እንቅስቃሴ ቅጽ/ኮፒ

የልጅዎ አስተማሪዎች እስከ ሜይ 22 ባለው ግዚ መቼ እንደሚገኙ እና እንዴት በካሳሚክ ሥራ ላይ የተማሪዎን እድገት እንዴት እንደሚቆጣጠሩ ለማሳወቅ በጽሑፍ ፣ በኢሜል ፣ በስልክ ወይም በክፍል ጾጁ/ በኩል ለማድረስ ጥረት ያደርጋሉ።

በአሁኑ ሰዓት እንዲሁም እስከ ሰመር ባለው ጊዜ የልጅዎን የትምህርት እድገት ለመደገፍ በርካታ መንገዶች አሉ፡

- የሚቻል ከሆነ ሥራቸውን የሚያጠናቅቁበት ጸጥተኛና ምቹ የሆነ ቦታ አዘጋጁላቸው።
- እባክዎን ለመደሰት መፅሃፍ ወይም መጽሔትን እንዲያነቡ ያበረታቷቸው። መጽሔቶችን እና የተለያዩ ጽሁፎችን በ www.dclibrary.org ማግኘት ይቻላል።
- ሀሳቦቻቸውን ፣ ምልክታዎቻቸውን ፣ ወይም ስዕሎቻቸውን ለመገልበጥ ልጆች ማስታወሻ ደብተር ወይም ማስታወሻ እንዲይዙ ያበረታቷቸው።
- የአየር ሁኔታ እንደሚፈቅድ ለአንድ ወይም ለሁለት ሰዓት ወደ ደጅ የዘዋቸው ደውጡ።
- ልጅዎ በዚህ ፓኬት ውስጥ ስላለው ሥራ ጥያቄ ካለዎት ከአስተማሪው ጋር ይገናኙ።

በእነዚህ ባልተለመዱ ጊዜያት ስለትዕግስት እና እናመሰግናለን። ማናቸውም ጥያቄዎች ወይም ስጋቶች ካሉዎት እባክዎን ወደ የካምፓስ ቡድንዎን ለመገናኘት አያመንቱ። ደህ በእንዲህ እንዳለ ከንቲባ ባውዘር ያስቀመጠቻቸውን ማህበራዊ ልዩነትን /ተራርቆ የመቆየት ፕሮቶኮሎችን በመከተል ሁሉም ሰው ደህንነቱ የተጠበቀ እና ጤናማ ሆኖ እንዲቆይ እናበረታታለን።

ከሠላምታ ጋር፡

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May Theatre Packet

Petworth, Grades 5-8

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NAME: _____

GRADE: _____



May Theatre Packet

LESSON 4: REHEARSAL VOCABULARY [MAY 4-8]

Objective: REMEMBER The Different Words/Phrases Used Throughout The Rehearsal Process.

REFLECTION QUESTIONS

1.) Based On The Main Character You Created In The Previous Lesson, How Are You Like That Character? How Are You Two Different?

2.) What Are Some Things That Need The Most Work/ Need To Get Done Before A Performance?

3.) What Do You Like Most About The Story You Wrote? What Parts Could You Improve On?

THEATRE VOCABULARY REVIEW WORKSHEET:

Fill In The Blanks With The Correct Vocabulary Word To Complete The Sentences. Use The Word Bank Provided To Help You Unscramble The Words.

UNDERSTANDING THE PLAY AND ITS PARTS

A story acted out by actors on a stage is a _____ (ylap) written by a _____ (rywtphialg), aka the author. The finished play book is called a _____ (tpscri).

GETTING THE PART

Actors attend _____ (unsiatdo), or tryouts, to compete for parts. If the director likes certain actors but needs to hear them read again, they will be asked to attend _____ (alcl bkscsa) where the actors will audition again against those considered for the same role. Sometimes they will cast _____ (eeriunstdus) in case an actor is unable to perform for some reason.

TIME TO REHEARSE

Once the play has been cast, _____ (slharasee) begin. Both during rehearsals as well as at home, actors work hard to memorize their _____ (silen) so that they can have a smooth performance. They also spend a lot of time getting to know more about their _____ (hrcatsaerc), the roles that they are playing.

LET'S GET TECHNICAL

About a week or two before opening night the director and technical director will add the _____ (hilgts) and _____ (udson) to the rehearsal. Many actors' performances change drastically after they are able to get in to _____ (sumcote) and make up. They begin to feel like the character and with the lights, set, and sound. it's easy to start believing you are there!

NAME: _____

GRADE: _____

LIGHTS	REHEARSAL	CALL BACKS
LINES	UNDERSTUDIES	CHARACTER
PLAY	PLAYWRIGHT	AUDITIONS
SCRIPT	SOUND	COSTUME

LESSON 5: MEMORIZATION [MAY 11-15]

Objective: ANALYZE The Different Memorization Methods and APPLY Strategies To Be Able To Learn Lines.

JOEY: Darla said her dad was sending her away to boarding school in New York. She wanted us to run away together. She was crying so hard she could barely see, so I told her I would drive. We both cried and argued for miles; we were so angry. We planned to leave and never come back. We made it to Highway 12 and for once were both quiet. I looked over at Darla and she smiled at me, but then suddenly looked scared. I realized I was headed off the road toward the lake. I swerved...the car started spinning...we hit something and everything went black! When I woke up, I saw the flashing red lights and heard the sirens, but I couldn't hear Darla breathing anymore. All we wanted was to be happy. We just wanted to be together....happy.

LEARNING TO MEMORIZE ACTIVITY

There Are Many Ways To Memorize. Two Key Factors To Memorization Are RHYTHM and RHYME. These Two Elements Are Usually Not Found In A Script Which Makes Memorizing Lines Rather Than Lyrics Much Harder To Do. In Both Cases, REPETITION Is Most Important When Trying To Learn And Remember New Information. Other Great Methods Are To Record Lines On A Phone And Listen To Them Like A Song, or Write Your Lines Down Over and Over Slowly In A Notebook Like A Book.

NAME: _____

GRADE: _____

STEP 1: WHOLE-PART MEMORIZATION PRACTICE— Choose One Of The Scenes Above And Read It **THREE TIMES** To Yourself. Then Write Down As Much Of The Scene As You Can Remember In The Space Below. Keep Using This Method Until You Have Rewritten The Paragraph.

STEP 2: PART-WHOLE MEMORIZATION PRACTICE—Memorize The First Line Of The Scene And Repeat It To Yourself. Now Add The Second Line And Repeat **BOTH** Lines. Continue To Add A New Line Until You Have Completed The Scene. Rewrite The Paragraph.

REFLECTION QUESTIONS

1.) What Are Some Easy Ways To Memorize Music Lyrics, Words From A Poem, Or Lines From A Script? [How Do You Study For A Test Or Quiz?]

2.) Which Strategy Was The Easiest To Use? Which One Took The Longest Amount Of Time?

LESSON 6: SCENE WORK [MAY 18-22]

Objective: EVALUATE Character, Setting, and Plot, Based On Dialogue Given In The Script.

SCENE WORK ACTIVITY

When Preparing a Scene, It Is Important To Fully Understand The Context Of The Scene. The scene in this section, was written with elements of theatre that will help introduce you to how to analyze a script and make your character more believable when you are acting.

Joey, Male, Age 17

Joey is a rebellious teen in a small town. His girlfriend got a car for her 16th birthday from her father. When the parents feel that Joey and Darla are spending too much time together, they pressure them to break up.

Joey is recounting the day they ran away in group therapy.

JOEY: I heard my mother yelling , but I didn't care. I just kept walking. Darla picked me up half-way. She said her dad wanted her to get away from me for a while, so he was sending her away to boarding school in New York in the fall. She wanted us to run away together. She was crying so hard she could barely see, so I told her I would drive. We both cried and argued for miles; we were so angry. We planned to leave and never come back. We made it to Highway 12 and for once were both quiet. I looked over at Darla and she smiled at me, but then suddenly looked scared. I realized I was headed off the road toward the lake. I swerved...the car started spinning...we hit something and everything went black! When I woke up, I saw the flashing red lights and heard the sirens. Darla was in a lot of pain and I could tell she was having a tough time breathing, but I was stuck and couldn't move to help her. Her head began to lay on my shoulder...I couldn't hear Darla breathing anymore. I wished that it had been me! All we wanted was to be happy. We just wanted to be together....happy.

STEP 1: Reread The Following Information And Scene About Joey And Darla And Use The Information To Help You Answer The Questions.

1. What Do We Know About Joey?

2. What Do We Know About Darla?

NAME: _____

GRADE: _____

3. What Do We Know For Certain About The Setting/When Where Story Takes Place?

4. What Is The Scene About? Is This Scene Comic, Tragic, Dramatic, or a Combination?

5. What Do You Think Happened Right Before This Part Of The Scene?

6. What Does Joey Want In This Scene?

7. If This Scene Was From A Play, What Do You Think It Would Be Called?

8. What Do You Think Joey's Future Is Like Now?

LESSON 7: SCRIPTWRITING [MAY 26-29]

Objective: CREATE Script Dialogue From Regular Lines In A Story.

LINES TO SCRIPT ACTIVITY

NOTE: YOU WILL NEED TO USE YOUR WRITTEN STORY FROM LESSON 3 TO COMPLETE THIS ASSIGNMENT.

- Follow The Example Below When Rewriting Your Story In Script Form.
- Make Sure To Give EACH Character Their Own Lines.
- Label Who’s Talking And Put A Space Between Different Character’s Lines.

EXAMPLE:

JOEY: I heard my mother yelling , but I didn’t care. I just kept walking. Darla picked me up half-way.

DARLA: My dad wants me to get away from you for a while, so he is sending me away to boarding school in New York in the fall. I want us to run away together.

JOEY: She was crying so hard she could barely see, so I told her I would drive. We both cried and argued for miles; we were so angry. We planned to leave and never come back. We made it to Highway 12 and for once were both quiet. I looked over at Darla and she smiled at me, but then suddenly looked scared.

DARLA: Watch The Road!

JOEY: I realized I was headed off the road toward the lake. I swerved...the car started spinning...we hit something and everything went black! When I woke up, I saw the flashing red lights and heard the sirens.

DARLA: I’m in a lot of pain. I can’t breath!

JOEY: I was stuck and couldn’t move to help her. Her head began to lay on my shoulder...

DARLA: I just wanted to be together.....happy.

JOEY: I couldn’t hear Darla breathing anymore. I wished that it had been me!

