Title of lesson: Acting Inferences - Using drama to develop inferring skills

Suggested grade/age: Originally formatted for middle school, this lesson could be easily modified to fit an elementary or high school classroom setting.

Approximate time needed to complete lesson: If necessary, this lesson could be done in one 45-minute class period, but I would recommend giving students additional time to work on the writing portion of this lesson if needed.

Learning objective(s) and significance of lesson:
(Why is this lesson important in the development of your students' skills or knowledge? What do you want students to learn or be able to do? What “best practice” does this lesson incorporate?)

By the end of this lesson, students will be able to create frozen pictures (tableaux) of the “sequel” to the nursery rhyme “Jack and Jill.” Students will also be able to make inferences about these frozen pictures to compose their sequel in written form.

This lesson offers an introduction to incorporating drama in the classroom while integrating essential content. Doing so allows the concept of making an inference accessible to all learning modalities.

Brief summary/outline of lesson:
(What steps do you take to implement this lesson in your classroom? Where is this lesson located in the school year or unit—beginning, middle, end? Does this lesson scaffold or build to a culminating assessment or demonstration of learning?)

I would generally teach this lesson after my students have already gained a base understanding of how to make an inference. This could be done as a formative assessment toward the middle of a unit on making inferences, or at the end as a summative performance assessment.

The general outline of the lesson is as follows:

1. Students work in groups to determine what happens in the beginning/middle/end of the nursery rhyme “Jack and Jill.”
2. All groups simultaneously create frozen pictures of their beginning scene. Frozen pictures of the middle and end scenes follow this.
4. One group at a time shows the class their frozen picture “sequel.”
5. Students make inferences about what's happening in the tableau of their choosing (not their own) and write out their “sequel” story. Students’ stories must use clues from the frozen pictures to dictate the plot of their story.
**Related Resources:**
(What technology, articles, books, or supplies do you recommend?)

Stepping Stone Theatre (http://www.steppingstonetheatre.org)

**Possible extensions or adaptations for different purposes/student needs:**

- This tableaux activity could be used to demonstrate understanding of the beginning/middle/end points of any story or text.
- Tableaux could be used as a pre-reading activity to familiarize students with difficult passages within a text.
- Tableaux could be used to create a prequel for a story versus a sequel.
- If students are struggling to use the clues (and thus the inferences) from the frozen pictures to guide their writing, a class discussion of the clues and a brainstormed list could be done as a whole class prior to students’ individual writing.
- As an alternate activity, students unwilling or unable to participate in the frozen pictures can write out the beginning/middle/end of the tableaux performed in the classroom.

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