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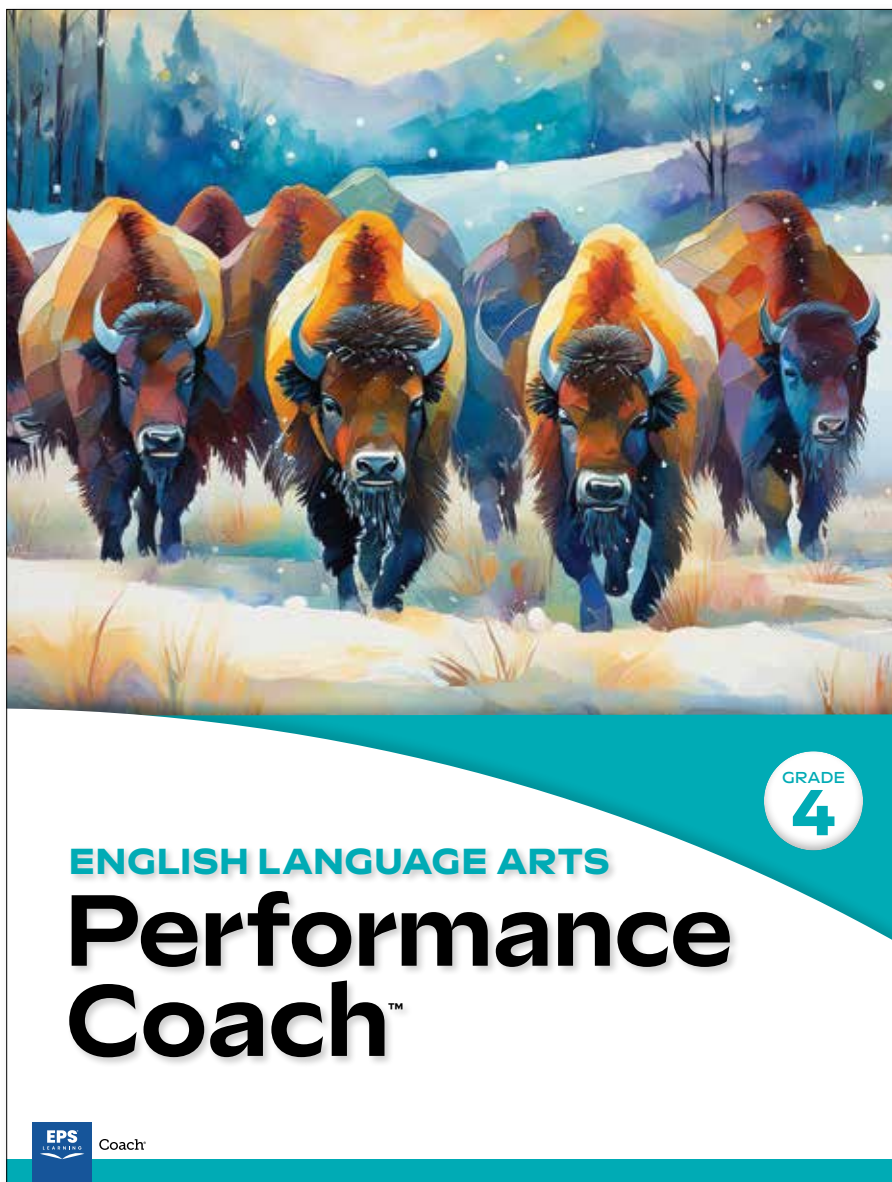
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# GRADE 4

## LESSON 3 SAMPLE

## LESSON 3

# Drama

### 1 GETTING THE IDEA

A **drama** is a story written to be performed by actors. Movies, television shows, and plays are dramas. Like other types of fiction, dramas have a setting, characters, plot, and theme. In a drama, however, most of the story is told through the characters' words.

To understand a drama, it is important to understand its parts and how they work together.

| Elements of Drama         | Definition                            |
|---------------------------|---------------------------------------|
| <b>act</b>                | the main section of a drama           |
| <b>scene</b>              | a smaller section of an act           |
| <b>setting</b>            | where and when the action takes place |
| <b>cast of characters</b> | the people in a drama                 |
| <b>dialogue</b>           | the words the characters speak        |
| <b>stage directions</b>   | actions to be performed by the actors |

### Acts and Scenes

A drama is divided into sections called **acts**. A **scene** is a smaller part of an act. Each new act or scene shows a change in the setting, plot, or characters.

### Setting

In most fiction stories, authors include many details about the **setting**. In a drama, setting is revealed with short descriptions at the beginning of the play and the beginning of each scene. Sometimes, the actors' costumes or props give clues about the setting.

Students interact with texts in the body of the lessons to ensure engagement and understanding.

Read the following description of setting and underline words that show where and when the drama takes place.

*A summer evening in present-day Philadelphia. A teenage girl stands on the stoop of a row house. She is looking up and down the street.*

### Characters

The **cast of characters** appears at the beginning of a drama. It lists all the characters in the play. The characters may be listed in the order in which they appear in the play, or they may be listed in order of importance. Sometimes, there is a brief description after a character's name.

### Dialogue and Stage Directions

The words the characters speak are **dialogue**. In stories, dialogue appears within quotation marks. In dramas, dialogue does not have quotation marks and comes directly after a character's name. In addition, authors of dramas do not describe how characters think and feel. Instead, the audience must figure out how the characters think and feel through their words and actions.

The **stage directions** tell characters how to speak their lines, where to go onstage, or how to move. They also give information about sound, lighting, props, and costumes. Stage directions appear in italics inside parentheses.

Look at this part of a play. Which words do the characters speak? What do you learn about the characters from the dialogue and the stage directions?

*(Bruno enters, bouncing a basketball.)*

NORA: *(sternly)* Bruno, you're an hour late. You're trying my patience!

BRUNO: *(shrugs)* I'm sorry. I had practice. *(smiles)* You know, Nora, you sound just like Mom.

NORA: *(laughs)* I can't help it. I'm responsible until Mom gets home. I was worried about you.

## Theme

A drama, just like a story, has a theme. The **theme** is the message the author wants to share, such as “Good deeds are rewarded.” To find the theme, think about what the characters do and say, and how they respond to one another.

## Figurative Language

Dialogue in drama, just as in real-life conversation, contains idioms. An **idiom** is a word or phrase that has a different meaning from the meaning of the individual words. Here are some common idioms.

| Idiom (used in a sentence)                            | Meaning                   |
|-------------------------------------------------------|---------------------------|
| Sometimes you <u>try my patience</u> .                | frustrate me              |
| It totally <u>slipped my mind</u> .                   | became something I forgot |
| We’re going to be late. <u>Shake a leg!</u>           | Hurry up!                 |
| Take an umbrella. It’s <u>raining cats and dogs</u> . | raining heavily           |

To understand what an idiom means, pay attention to the words and sentences around it. Use context clues to figure out the meaning. You can also use context clues to figure out the meaning of old-fashioned words and phrases that might appear in plays that are set in the past or were written in the past.

Language Spotlights in every lesson offer students review of vocabulary skills related to the genre.

## Language Spotlight • Affixes

An **affix** is a word part added to the beginning or end of a word to make a new word. An affix added to the beginning of a word is a **prefix**. An affix added to the end of a word is a **suffix**.

Circle the prefixes and underline the suffixes in the words below.

**preheat   unfairness   review   amusement   motherhood**

In each example above, how does the prefix and/or suffix affect the meaning of the root?

## 2 COACHED EXAMPLE

Read the play.

# The First Labor of Hercules

## Cast of Characters

KING EURYSTHEUS, a mythical king of Greece

SOLDIER, the king's guard

HERCULES, a mythical Greek hero

## Act I

- *In the age of the Greek myths, in a palace. The king sits on a throne. A soldier with a spear stands guard. Hercules, wearing a tunic and sandals, stands before the throne.*

**KING EURYSTHEUS:** (*boldly*) Hercules, the Lion of Nemea terrorizes the valley. Your first challenge is to bring me its hide.

**SOLDIER:** (*to king*) But, sire, arrows and spears merely bounce off the beast. It's an impossible task.

**KING EURYSTHEUS:** (*sneers*) Yes, but I am told Hercules is a hero of amazing strength. Let's see if our hero can live up to his reputation.

**HERCULES:** I accept your challenge. (*bows to king and exits*)

## Act II, Scene 1

*Afternoon of the same day. Hercules is crouched outside a mountain cave.*

**HERCULES:** (*whispers*) I have found the lion's subterranean lair. The lion is within. When it comes out, I shall be ready. (*A roar is heard offstage.*) What's this? How did the beast exit the cave without my knowledge? (*exits stage, reappears on other side*) Of course, there are two ways in and out. I have blocked the first one. Now I will wait inside for the lion. But to prove my courage and strength, I will wrestle him with my bare hands. (*throws down club and shield, enters cave*)

Passages are written to the word-count and text-complexity guidelines recommended by state standards.

## Act II, Scene 2

*The lights fade as night falls. A shadowy shape crosses the stage and enters the cave.*

**HERCULES:** (*shouting*) Beware, beast! Hercules has come to put an end to you!

*(Shouts and roars follow, then silence.)*

## Act III

*Evening of the next day, outside the palace gates. Hercules approaches, wrapped in the lion's hide.*

**SOLDIER:** Halt! Who goes there? (*Lights rise to show Hercules in disguise.*) Sire, Sire! Come quickly. It's the Lion of Nemea!

**KING EURYSTHEUS:** (*wails*) All is lost! We are doomed!

**HERCULES:** (*throws off pelt*) It is I, Hercules! I have defeated the beast and brought the pelt as commanded.

**KING EURYSTHEUS:** (*amazed*) Perhaps you *are* a hero. Surely, a true hero will accept another challenge. Can you kill the Hydra of Lerna?

**SOLDIER:** (*to king*) But, sire, the Hydra is an enormous water serpent with nine heads. And its venom is poisonous!

**KING EURYSTHEUS:** (*sneers*) Yes, but Hercules is a hero of amazing strength. I'm sure he will take another challenge.

**HERCULES:** I accept your second challenge. (*bows to king and exits, curtain closes*)

**Answer the following questions.**

- 1 Read the sentences from the play and the question that follows.

**KING EURYSTHEUS: (*sneers*) Yes, but I am told Hercules is a hero of amazing strength. Let's see if our hero can live up to his reputation.**

What does the idiom live up to mean?

- A. to be as good as people say
- B. to stay alive
- C. to accept a challenge
- D. to fight a lion

**Hint** Think about what the king says about Hercules and his strength. People who have great skill or talent often become well known.

- 2 The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Read the sentences from the play.

**HERCULES: I have found the lion's subterranean lair. The lion is within. When it comes out, I shall be ready.**

What does the word subterranean mean?

- A. over the mountain      C. under the water
- B. below the earth      D. a large cave

**Part B**

Which **two** word parts can help you figure out the meaning of subterranean?

- A. the prefix *sub-*, meaning "below"
- B. the root *trans*, meaning "across"
- C. the suffix *-ion*, meaning "process"
- D. the root *terra*, meaning "earth"
- E. the prefix *super-*, meaning "above"

**Hint** Remember that an affix is a word part added to the beginning or end of a word or a root. Your answer to Part B should support your answer to Part A.

- 3 *The First Labor of Hercules* is a play that has three acts. Explain how the setting changes from act to act and how the changes in setting develop the plot.

Write your answer on the lines below.

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**Hint** The plot is the series of events in a story. How do the different settings in the play affect the events that take place?

- 4 Read the parts of a drama in the box below. Then, follow the directions that follow.

setting      dialogue      cast of characters      stage directions

The chart below shows examples of different parts of a play. Complete the chart by writing the name of each part next to the correct example.

| Parts of a Play | Examples                                                                                                   |
|-----------------|------------------------------------------------------------------------------------------------------------|
|                 | KING EURYSTHEUS, a mythical king of Greece<br>SOLDIER, the king's guard<br>HERCULES, a mythical Greek hero |
|                 | (A roar is heard offstage.)                                                                                |
|                 | Afternoon of the same day. Hercules is crouched outside a mountain cave.                                   |
|                 | SOLDIER: Halt! Who goes there?                                                                             |

**Hint** Think about the ways a drama's different parts fit together in a play.

### 3 LESSON PRACTICE

Use the Reading Guide to help you understand the play.

## Snake on a Bus: A One-Act Play

### Reading Guide

Who are the characters in the play?

What do the characters do to show the bus is moving?

What happens that causes all the characters to react?

### Cast of Characters

MRS. PINTO, school bus driver

AKEEM, boy, 9

OLIVIA, girl, 8

JAMIE, girl, 9

JONAH, boy, 10

LEAH, girl, 10

*Modern day. School bus on city street. Chairs arranged as seats on the bus. A seat for the driver is at the front. Mrs. Pinto bounces in her seat as she drives the bus. Akeem, Olivia, Jamie, and Jonah are lined up at a bus stop with their backpacks.*

**MRS. PINTO:** *(stops bouncing)* Here we are, first stop of the morning. *(opens door)* Hi, gang! All aboard!

*(Students enter bus, greeting the driver. They take seats near the front. Leah arrives, carrying an aquarium with a wire lid.)*

**LEAH:** Sorry I'm late, Mrs. Pinto! *(climbs on and sits at back of bus)*

**MRS. PINTO:** Okay, everyone sitting? We're off.

*(The bus continues. Mrs. Pinto and students bounce slightly in their seats.)*

**AKEEM:** *(looking back at Leah)* Hey, Leah, what's in the aquarium?

**MRS. PINTO:** Oh, my! Hold on, kids!

*(Mrs. Pinto steers and leans hard to the right; students lean hard to the right, too. Some of the students cry out in surprise.)*

## Reading Guide

How would you describe Mrs. Pinto? Explain your description.

What happens in the play to complicate the plot?

Are you able to picture what is happening? How?

**MRS. PINTO:** (*shaken*) I can't believe that car just ran a red light! It almost plowed right into us! Is everyone all right? Hold on, kids. I'll pull over.

(*Mrs. Pinto mimes pulling over and stopping bus; stands to check on students.*)

**AKEEM:** (*holding head*) Wow! That hurt!

**MRS. PINTO:** Is everyone all right?

**OLIVIA:** I'm fine, Mrs. Pinto. You warned us just in time!

**JAMIE:** Me, too, Mrs. Pinto! That was some fancy driving!

**JONAH:** (*worried*) I'm okay, but I think Akeem hurt his head.

**AKEEM:** ( *rubs forehead*) Nah, it's okay. I just banged it on the window.

**MRS. PINTO:** Let me see. (*examines Akeem's forehead*) I think it's just a bump, but check with the school nurse just to be on the safe side.

**LEAH:** (*bends down to pick up aquarium lid from floor*) Oh, no. (*looks around*)

**MRS. PINTO:** Are you okay, Leah?

**LEAH:** I am, but I think Louis has escaped. I'm bringing him in for science—

**JAMIE:** (*interrupts*) Louis? Who's Louis?

**LEAH:** My pet snake. I'm bringing him in for science and—

**OLIVIA:** (*shrieks*) Snake? There's a serpent on the bus! (*jumps on seat*)

**LEAH:** (*calmly*) Olivia, screaming is unnecessary. Louis is a harmless garter snake. You're probably scaring him.

**JONAH:** Here, I'll help look for him. (*crawls around, looking for snake*)

**AKEEM:** (*pulls feet onto seat*) Sorry. I'm sure Louis is a fine snake, but snakes and I just don't get along.

## Reading Guide

How is the problem solved?

How do the actors know what they should do to show the characters' feelings?

The rubber snake that Leah holds is a prop. A prop is an object that helps the actors in a play tell the story. Why is a prop used instead of a real snake?

**JAMIE:** I'll help, Leah. What does Louis look like? (*begins searching*)

**OLIVIA:** (*whimpers*) It's a s-s-s-snake! It's long and slithery—with poisonous fangs!

**LEAH:** (*kindly*) Honestly, Olivia. No poisonous venom, no fangs. (*to Jamie*) Louis is about two feet long, dark green with three yellow stripes that run down his body.

**JAMIE:** I thought so. Is that him over by Olivia's backpack?

**OLIVIA:** (*screeches*) That's not funny, Jamie!

**MRS. PINTO:** Jamie, please. Don't scare her.

**JAMIE:** I'm sorry, Liv. I was just teasing.

**LEAH:** There you are, Louis! (*stands, holding rubber snake*) I've found him!

**OLIVIA:** (*embarrassed*) That's Louis! Now I feel silly. He looks so . . . harmless.

**LEAH:** That's okay, Olivia. (*smiles*) My mom only likes Louis when he's in his tank. (*to Louis*) Back into the tank you go. (*puts snake in aquarium; replaces lid*)

**MRS. PINTO:** (*sighs*) Okay, children. Louis has been found. Everyone get back in your seats. It will be a Herculean effort, but let's see if we can get this bus and you to school on time!

(*All return to seats. Mrs. Pinto starts driving, and all bounce slightly. The curtain closes.*)

**Answer the following questions.**

- 1** Read these sentences from the play.

**MRS. PINTO: (*sighs*) Okay, children. Louis has been found. Everyone get back in your seats. It will be a Herculean effort, but let's see if we can get this bus and you to school on time!**

What do the words a Herculean effort mean?

- A. a myth about Hercules
- B. an attempt at an impossible task
- C. a battle against a serpent
- D. a way to jeer at or insult Hercules

- 2** The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Read these sentences from the play and the question that follows.

**MRS. PINTO: Let me see. (*examines Akeem's forehead*) I think it's just a bump, but check with the school nurse just to be on the safe side.**

What is the meaning of just to be on the safe side?

- A. to find a safe place to hide
- B. to run away from a dangerous situation; to flee
- C. to be overly afraid of taking risks
- D. to do something in case it is necessary; to be cautious

**Part B**

What other action does Mrs. Pinto take to be on the safe side?

- A. says hello to the students
- B. bounces in her seat
- C. pulls over to check on the students
- D. gets the bus to school on time

- 3 These events are from the play, but they are out of order. Write the numbers 2, 3, 4, and 5 to put the events in the correct order.

- Mrs. Pinto stops the bus to pick up the students.  
 Leah discovers that Louis is missing.  
 Mrs. Pinto checks to see that the students are okay.  
 After a search, Louis is found and returned to his tank.  
 Mrs. Pinto swerves to avoid a car.  
 Mrs. Pinto asks the students to get back in their seats.

- 4 Read the sentences from the play and answer the question that follows.

**LEAH: (*calmly*) Olivia, screaming is unnecessary. Louis is a harmless garter snake. You're probably scaring *him*.**

What does the word unnecessary mean?

- A. not important  
B. more important  
C. not needed  
D. needed again

- 5 The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Which word **best** describes Leah?

- A. creative
- B. unfriendly
- C. nervous
- D. easygoing

**Part B**

Which dialogue line **best** supports your answer to Part A?

- A. **LEAH:** *(bends down to pick up aquarium lid from floor)* Oh, no. *(looks around)*
- B. **LEAH:** *I am, but I think Louis has escaped. I'm bringing him in for science—*
- C. **LEAH:** *(calmly)* Olivia, screaming is unnecessary. Louis is a harmless garter snake.
- D. **LEAH:** There you are, Louis! *(stands, holding rubber snake)* I've found him!

- Write your response on the lines below.

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TEACHER EDITION



GRADE  
**4**

ENGLISH LANGUAGE ARTS

# Performance Coach™

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## GRADE 4 LESSON 3 SAMPLE

# LESSON 3

## Drama Student Edition pages 30–43

### LESSON OVERVIEW

#### Objectives

Students will:

- identify the elements of drama.
- explain how acts and scenes fit together to provide the structure of a drama.
- examine the elements of drama and analyze how they work together.
- interpret idioms in context.
- use the meanings of affixes to determine the meanings of unknown words.

#### Key Terms

act  
affix  
cast of  
characters  
dialogue  
drama  
idiom

prefix  
scene  
setting  
stage direction  
suffix  
theme

#### Discussion Questions

- Why do people read dramas?
- What does a reader need to know in order to read a drama effectively?
- How is the structure of a drama different from the structure of other types of writing?

**The Teacher Edition  
provides advice on  
differentiation.**

#### Differentiation

**Lesson Support** Some students may not have seen a play performed, nor acted in one, and may not understand how a script is used to create a performance. Show a short snippet of a play performance and have students identify the setting, dialogue, and characters. If possible, show a scene from the sample drama referenced throughout the lesson. Make copies available to students. Then work with students to use different-colored highlighters to color-code the parts of the script that actors use (lines, stage directions related to gestures) and the parts that set designers use (stage directions related to setting).

If students have difficulty differentiating between dialogue and stage directions, show a short clip from an age-appropriate TV show. Have students transcribe one or two lines of dialogue. Then direct them to write, in parentheses, what each character was doing (such as gesturing or moving) as he or she said these lines. Have students write these descriptions as stage directions. Then point out the similarities between students' writing and one of the example plays from the lesson.

**Lesson Extension** For a creative activity, have students make a drawing or diorama that shows the setting and a cast of characters for a drama. They can use the setting in the Student Edition or use the stage directions from another drama. Have students display their work.

## 1 GETTING THE IDEA

### Drama

In this lesson, students are introduced to the elements of **drama**—including acts, scenes, cast of characters, dialogue, and stage directions.

Have students discuss dramas they have read or seen. Prompt them to describe what elements (i.e., scenery, actors with lines) combined to create the play. As you go through the lesson, have a sample drama from the library or from a classroom anthology available for reference.

#### ► Acts and Scenes

Page through the sample drama, and have volunteers point out the **acts** and **scenes**. Explain that some short dramas have just one act, while longer dramas have many acts and scenes. Briefly review the Roman numerals I, II, III, and IV, which are often used to designate acts. Model reading the first act and scene designation aloud. Have students read the others.

#### ► Setting

Read the explanation of **setting** and the sample setting in the Student Edition. Ask: “Which words tell you when and where the story takes place?” (*summer evening, present-day, Philadelphia, row house*) Then read a setting description in your sample drama, and have students identify words that describe the setting.

▲ **Common Errors** *Students may gloss over setting descriptions and skip to the first line of dialogue. Model how to locate the setting description at the beginning of each act or scene to put the dialogue into context. You may wish to have students circle it as a reminder.*

#### ► Characters

Write on the board a sample **cast of characters** that includes Nora, a 15-year-old girl, and Bruno, Nora’s 10-year-old brother. Ask: “How many characters are there?” (2) “What do you learn about them from the descriptions?” (Nora is a 15-year-old girl. Bruno is her 10-year-old brother.) Then read the cast of characters in your sample drama. Have students page through the play to determine whether the characters are listed in order of appearance.

Remediation  
tips appear in  
the Common  
Errors features.

#### ► Dialogue and Stage Directions

Write on the board one line of **dialogue** from a story and one from your sample drama, and have students point out the similarities and differences in format. Have students recite the dialogue and perform the actions in the **stage directions** in the Student Edition. Ask: “What can you tell about each character from what he or she says and does?” (Bruno is athletic and absentminded. Nora speaks sternly because she takes her responsibilities seriously. The directions about laughter and smiles show that Nora and Bruno have fun together.)

Tell students that as they read a play, they should imagine actors performing the dialogue and stage directions in the setting described. Doing so will help them understand the action. Putting all these elements together can help them make an inference about theme.

#### ► Theme

Review the types of clues students can look for to find the **theme** of a piece of fiction (dialogue, descriptions of characters’ thoughts and actions, the story’s plot and ending). Write these elements in one side of a T-chart labeled *Fiction*. Label the other side *Drama*. Work with students to fill in the parts of a drama they should look at to find the theme (dialogue, stage directions, plot).

#### ► Figurative Language

Review the definition of an **idiom** and the sample idioms and their meanings. Read the sample dialogue in the Student Edition. Ask: “What context clues in the drama excerpt helped you find the meaning of *trying my patience*?” (“you’re an hour late.”) Have students use the idioms on the chart in additional sentences.

▲ **ELL Support** *If students have difficulty with idioms, help them create flashcards with the idiom on one side and its nonliteral meaning on the other. Encourage them to draw pictures of the nonliteral meanings for reinforcement. For example: It is raining cats and dogs./It is raining heavily./picture of raincloud*

▲ **Journal Prompt** *Write the beginning of a drama script. Create a cast of characters and a setting. Write a few lines of dialogue with stage directions for the characters’ actions.*

ELL Support features offer  
guidance for teaching  
multilingual learners.

### Language Spotlight • Affixes

Remind students that they can use **affixes** to help them figure out the meaning of an unfamiliar word. Have students circle the **prefixes** and underline the **suffixes** in the example words. Have them use their knowledge of the affixes to determine the meaning of each word and verify with a dictionary. (*preheat*: prefix *pre-*, “to heat before”; *unfairness*: prefix *un-*, suffix *-ness*, “the state of not being fair”; *review*: prefix *re-*, “to look at again”; *amusement*, suffix *-ment*, “the state of being amused”; *motherhood*, suffix *-hood*, “the state of being a mother.”) Then ask: “How does the affix affect the meaning of the root?” Students should reply that affixes change the meaning of the root word and may note specific ways the meanings change. Remind students to use affixes to figure out the meanings of unfamiliar words in their reading and to verify meanings in a dictionary.

### Standards Focus

#### Adapt Speech to a Variety of Contexts

Have students work in small groups to perform one of the passages from the lesson, or another familiar drama, using the Readers Theater format. Give students time to create minimal props if they wish and rehearse their lines. Remind them to read the stage directions carefully and to read the dialogue and with expression. Have the class discuss the following questions after each performance: *Did the performers follow the script? Did the performers use their voices to convey ideas and emotions effectively?*

The Coached Example answers contain explanations and reminders that help teachers support striving students.

## 2 COACHED EXAMPLE

### Using the Passage

Students will read a drama about the first labor of Hercules. Encourage them to draw on what they learned in **Getting the Idea** to determine the meanings of idioms and words with affixes and to identify elements of a drama.

### Answers

1. Students will read the sentences from the play and use context to figure out the meaning of the idiom.

A

Students contrast the literal meaning of the word *live* (stay alive) with the idiomatic meaning of *live up to* in this sentence (fulfill expectations).

2. This item has two parts. Students will determine the meaning of the word *subterranean* and then identify an affix and a root within this word.

**Part A** B

**Part B** A; D

The incorrect choices feature word parts that do not appear in the word *subterranean*.

3. Students will reread the play and focus on the changes in setting and how they affect the plot.  
Possible response: In Act I, the setting is inside the palace. This is where the king gives Hercules his challenge. In Act II, the setting is the cave where the lion lives. In order to meet the challenge, Hercules has to go there to kill the lion. In Act III, the setting is outside the palace gates. This is where Hercules shows the lion's hide to the king to prove that he met the challenge.

Remind students to look for setting descriptions at the beginning of each act.

4. Students will identify examples of different elements of a drama and name each part.

cast of characters; stage directions; setting; dialogue

Remind students to think about how the format of dialogue, setting descriptions, stage directions, and cast of characters are shown in a play.

### 3 LESSON PRACTICE

#### Using the Passage

Students will complete the **Lesson Practice** independently. The **Reading Guide** helps students monitor their comprehension while they read and apply the skills and strategies they learned in this lesson. Students can take notes in the margins, mark up the text, or think about key ideas.

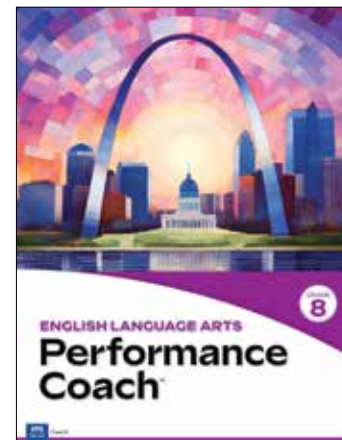
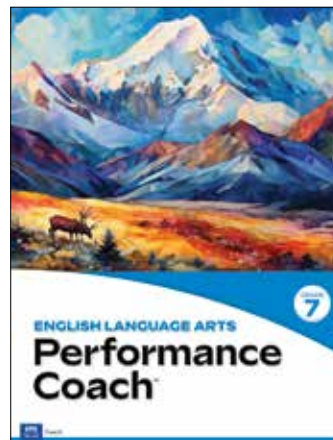
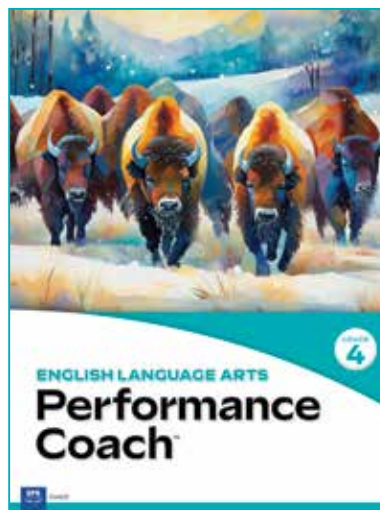
#### Answers

1. B (DOK 3)
2. **Part A** D  
**Part B** C (DOK 3)
3. From top to bottom: 4, 3, 5, 2 (DOK 3)
4. C (DOK 2)
5. **Part A** D  
**Part B** C (DOK 3)
6. Responses will vary. Refer to the Analytic Writing Rubric. Top-scoring student responses should:
  - include details that describe the setting of each play.
  - address how the setting affects the plot.
  - follow a logical pattern of organization.
  - express ideas clearly and concisely.
  - use correct spelling, grammar, capitalization, and punctuation. (DOK 4)

ENGLISH LANGUAGE ARTS

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**3–8**



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