

Activity 99

IPG play group rehearsal set up

Multiple intelligences:

verbal-linguistic, kinesthetic, spatial, interpersonal

Language skills:

speaking, listening

The opportunity to work in small groups to rehearse the play is another IPG opportunity for students to apply their beginning language skills in spontaneous meaningful interactions for an authentic purpose. Please schedule at least two or three opportunities per week for play rehearsals in small groups.

This is the recommended first day for the IPG work, 'Rehearsing the play in groups' (page 116). Once Activity #99 has been completed with the students, they will be ready for a full ten-minute rehearsal in the IPG work time ten-minute activity period, two to three times a week. Between IPG rehearsals, on the other days of the week, students will continue to complete the IPG work in their *cahiers*. You may also allow double IPG blocks - one for play rehearsal followed by *cahier* work.

This is the first day that IPG work is used for group rehearsal of the play, not individual written activities. You should follow start of IPG work routine #1 (page 80), where students pass out the student *cahier*, so that students may read the story of *Les trois petits cochons*, if necessary. Pass them out to students sitting with you on the floor; do not send them to their seats as per the usual routine.

Gesture and the students say:

- *Tout le monde reste ici avec moi.*

Do start of IPG routine#1. Once all students have the *cahier*, you gesture and the students say:

- *Aujourd'hui, c'est la première fois que la classe fait 'Les trois petits cochons' dans des groupes. On va présenter à la pièce aux autres classes de l'école (name of school) dans les mêmes groupes.*

Point to the list of students and groups posted, as a reminder for the students.

- *Qui est dans le groupe numéro un?*

Students in that group say together, with your gestural prompting:

- *Je suis dans le groupe numéro un.*
- *Qui est dans le groupe numéro deux (trois, quatre, etc.)?*
- *Le groupe numéro un répète la pièce ici. Le groupe numéro deux répète la pièce ici, etc.*

Go to that area to indicate where it is. You may wish to identify each area with a small posted sign. These could include certain tables, areas of the classroom, hallway, the locker area, etc. For group rehearsals prior to the class time, you simply point to the signed area. Colour is a good way to identify the area initially, and a good way to integrate the repeated practice of colours into class routines! Use the colours taught in this unit. In this case you gesture and the students say:

- *Le groupe numéro un va à la feuille de papier jaune. Le groupe numéro deux répète à la feuille de papier rose, etc.*
- *Tout le monde prend les marionnettes* et utilise les marionnettes pour répéter l'histoire aussi avec son groupe.*

Once all groups have been assigned their locations, you gesture and the students say:

- *Maintenant, tout le monde peut aller avec son groupe et répéter la pièce! On va présenter la pièce dans trois semaines!*

*You do not have to ask them to use puppets. They may rehearse as actors, as modelled on the video/DVD.

Overall oral communications & reading expectations

Students will:

- talk about familiar topics using very simple phrases and sentences;
- read the play text for this unit, containing basic learned vocabulary, and demonstrating understanding;
- dramatize in a personal way;
- work cooperatively to contribute effectively to the rehearsal;
- identify and use the vocabulary and grammar conventions appropriate for this grade level;
- work cooperatively to assist others with the expectations of this activity, as well as to assist peers to maintain the exclusive use of French;
- use some conventions of oral language to speak in rehearsed contexts;
- read aloud familiar material as found in the play, using correct pronunciation and intonation;
- read and respond in a personal, dramatic way to the written material (interpreting the narrative and dialogue in order to portray meaning to an audience effectively);
- use all available cues to determine meaning (prior knowledge of the text and vocabulary, visual cues contained in the text, knowledge of basic sounds and the context embeddedness of the play) to determine meaning.

Write the colour at which each group started on the first day of rehearsal, because the next day, each group rotates one colour area. Write the names of the locations on the board permanently and rotate the groups at each play rehearsal. This rotation is done partly for linguistic reasons, so that students have purposeful interactions with the teacher in identifying for her/him at each rehearsal the locations for each group, and, secondly, because some areas tend to be more desirable for rehearsals than others (e.g. the area in which the final presentation takes place is often a popular spot for rehearsal). It is important to allow each group equal opportunity for rehearsal locations. In the initial rehearsal, students could sit in a circle, and familiarize themselves with the puppet movements (if they use puppets) as they read through (or say from memory) their lines. In the following rehearsals, as the day for final presentation approaches, more work can be done on vocal expression and voice projection, etc. This rehearsal time replaces written activities during IPG work time three times a week for the remaining weeks of the unit (except during the final week when rehearsal time is increased prior to performance).

During this time, circulate to assist the students spontaneously, in French, with their:

- vocal expression (*Parle fort!*)
- pronunciation (*Dis le mot 'cochon.'*)
- voice projection (*Est-ce que tout le monde dans le groupe entend [name of student]?*)
- puppet movement (*La marionnette marche, court, danse ici, etc.*)

and so on.

Be careful in these spontaneous interactions to use the vocabulary that the students know from the PDL taught so far, so that they understand what you are saying, and so that the vocabulary is reinforced in these spontaneous interactions. You may even continue to gesture, and have students identify your gestures (TLSE), thus producing your words orally on your behalf, as they are used to doing in whole-class activities.

At the end of the class, gesture:

- *Demain, on va jouer avec les phrases bizarres!*

Try to make the groups as small as possible, to ensure ongoing, active participation by each member of the group during small-group play rehearsals. If groups are too large, focus and interest of a student may be lost once her/his role has been rehearsed. Time is wasted because of lack of focus. A particularly weak student may be partnered up with a stronger student in the narrator role. They speak together and the weaker student is provided with support. Early in the program, a strong student could take on two (or even three!) roles, especially ones that share the same lines, like the three pigs.

Note: In these instructions, there is an assumption that students will be using puppets for the first play. If you and your students agree that dressing in costume would be better, then rehearsals will look a little different, as students will practise entrances and exits from scenes, and full body movements. Organization of props and costumes should be done by you for the play, to ensure that everyone has access to them. In subsequent plays, as fluency develops, students can become more involved in this preparatory process, if desired. One note of caution from experience: Do not allow students to change into costume until the final day of performance to other classes. Too much valuable language-learning time is wasted on dressing and undressing if costumes are introduced prior to the performance. This also allows the performance day to be extra special.



Scroll down for suggested answers



Activity Exploration: Theatre and Drama

Suggested answers

1. As the activity is quite open-ended, it will be easier for students to interact if they have a larger vocabulary and more confidence in the language. When this activity is introduced too early, the students tend to speak in English. It is also important for the students to be familiar with the play and to be able to recite it.

2. The students have a routine in terms of where each group practices. This alternates each class.

3. In my school, I have to move from class to class, but we do have a multi-purpose room that's quite big. I may choose to book it when the students begin practicing the play.

4. Before the students go off and practice with their groups, I think I would remind them of the behaviour that is expected. I may say things like "Est-ce que les groupes vont parler en anglais ou en français?" or "N'oublie pas de parler fort". I know the book suggests things to say when circulating, but I would prefer to remind the students before they start as well.

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