High School Drama Long-Term Sub Plans, 4 Weeks

Four complete week binders of high school drama, grades 9 to 12: written drama work any sub can run, with little or no acting. Every day has individual work and a team task, and every task has a "say this" script.

PREVIEW

What is included

- Four week binders (65, 67, 64, 64 pages): 260 pages
- 51 front pages: binder cover, important information, note to the sub, the week plan filled in, schedule, set index, class list, how it went, Monday opener
- 40 solo blocks (20 drama sets, 20 calm blocks) and 20 team tasks for groups of four
- A "say this to the class" script for all 84 tasks: 2 or 3 sentences the sub reads out
- A core task and a ★ challenge in every drama set and team task
- 20 optional games, each on that day's drama lesson, a fun way to end the class
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

How it works

1. Leave the four binders out. Each has its own filled-in plan with page numbers.
2. The sub reads the "say this" box out, then runs the day's drama set in every period; students work on their own. Everyone does the core task, early finishers go on to the ★ challenge.
3. The calm block fits any gap, the team task fills a block period or extra time, the game the last 15 minutes.
4. No prep and no tech: print and go.

The 20 days, 20 topics: a drama set, a team task and a game each day

- **Week 1, days 1 to 5. Drama:** The Stage and Theater Vocabulary, Reading a Script, Building a Character, Theater History and Genres, Design and Production. **Team tasks:** Opening Night Countdown, The Spring Show Budget, The Model Box, The Scene Change, Ten Minutes to Places.
- **Week 2, days 6 to 10. Drama:** Improvisation and Yes-And, Monologue Analysis, Stage Directions and Blocking, Greek Theater, Costume Design. **Team tasks:** Improv Game Night Planner, Monologue Audition Panel, Traffic Jam on Stage, Festival Judges, Costume Shop Budget Rush.
- **Week 3, days 11 to 15. Drama:** Voice and Diction, Objectives, Obstacles and Tactics, Playwriting a Short Scene, Shakespeare and the Globe, Lighting Design. **Team tasks:** Radio Drama Studio, Tactic Tournament, Writers Room Relay, Globe Company Casting Call, Light Board Operator Drill.
- **Week 4, days 16 to 20. Drama:** Movement and Mime, Subtext, Comedy and Commedia dell'Arte, Musical Theater, Set Design and Ground Plans. **Team tasks:** Silent Movie Storyboard, Subtext Cafe, Commedia Troupe Tour, Show Pitch Meeting, Shift Crew Challenge.

Optional game every day, on that day's drama lesson: Mon **Whiteboard Quiz Game** Tue **Paper Password** Wed **Class Feud** Thu **Classroom Millionaire** Fri **Mystery Box**

What this preview shows: the note to the substitute, the Week 1 plan, more front pages, one page of every daily part, a full drama set with its answer key, a calm block, a team task, the game types and one ink-saver page. Every product page is watermarked. The full product has 260 pages.

Note to the Substitute

Grades 9 to 12 · five days · every set runs from the printout alone

Thank you for covering my classes this week

Everything you need is in this binder. The weekly plan is filled in for you; the important information page and the class list are for the teacher (or you) to fill in. After them come the work sets, one per day: **Drama 1** is Monday's set, **Drama 2** is Tuesday's, and so on to **Drama 5** on Friday. Run the day's set in every period you teach that day. Each set is one period (45 to 55 minutes), stands alone, and has its own answer key at the back of the binder, so you never have to make anything up or know the subject. Every task starts with a short **Say this to the class** box under its title: read it out, and the class knows what to do and how to start.

Every student page has a core task first, then a ☆ challenge. Every student does the core task. Students who finish early go on to the ☆ challenge; it fills a few extra minutes, and nobody has to finish it.

After the subject sets come the shared blocks, one of each per day. The **calm block** is always allowed: for time left at the end, a loud class, or anyone who finishes early. The **team task** fills a period on its own. The **game** is optional: a fun way to end the class, or something for extra time. Fifteen minutes, from the script.

Each day has

- One Drama set (one period, core task + ☆ challenge on every page)
- A calm and quiet block: learn 8 drama terms, then a quiet self-test
- A team task for groups of four
- A paper game from the script

If the class is loud

- Set a voice level with a number, 0 to 3, and use it all week (the Day 1 opener explains it).
- Switch to the calm block. Nobody needs to move.
- Every student page has a ☆ challenge, so fast finishers always have something.
- If a set is not working, stop it and use the calm block or the team task. Every set starts cold.

At the end of each day

Please fill in that day's line on the "How it went" page. It takes two minutes and I read every word.

For the teacher who bought this kit: if it worked well for your class, leaving a review on TpT helps other teachers find it and gives you credits toward future purchases. Thank you!

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This Week's Plan

Filled in for you: run the day's set in every period you teach. Keep it as it is, or use the blank schedule on the next page for your own order.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Start of class	**Meet Your Sub** p. 11 · 15 min, every period	Attendance, voice level	Attendance, voice level	Attendance, voice level	Attendance, voice level
Main work, every period	**Drama 1** The Stage and Theater Vocabulary p. 14	**Drama 2** Reading a Script p. 22	**Drama 3** Building a Character p. 31	**Drama 4** Theater History and Genres p. 40	**Drama 5** Design and Production p. 49
Early finishers or a loud moment	**Learn and Test: Stage Terms** p. 17	**Learn and Test: Script Terms** p. 25	**Learn and Test: Acting Terms** p. 34	**Learn and Test: Genre Terms** p. 43	**Learn and Test: Design Terms** p. 52
Block period or extra time	**Opening Night Countdown** p. 19	**The Spring Show Budget** p. 27	**The Model Box** p. 36	**The Scene Change** p. 45	**Ten Minutes to Places** p. 54
Last 15 minutes (optional): a fun way to end the class, or for extra time	**Whiteboard Quiz Game** p. 20	**Paper Password** p. 29	**Class Feud** p. 38	**Classroom Millionaire** p. 47	**Mystery Box** p. 56

How to use this plan

- Page numbers point to the first page of each set. Copy one per student.
- The calm block is always allowed: time left at the end, a loud class, or anyone who finishes early.
- On Monday the opener takes the first 15 minutes, so stop the set where the bell falls; finish page 3 as early-finisher work on Tuesday or skip it.
- The game is optional: a fun way to end the class, or something for extra time.

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HS DRAMA SUB PLANS WEEK 1

High School Drama, 5 Days of Print and Go Work

Teacher _____

Room _____

Grade and classes _____

Week of _____

Everything a sub needs for five days is in this binder: a filled-in weekly plan, a blank schedule, the class list, and for every day one Drama set, a calm block, a team task and a paper game. Each set is one period, stands alone, and has its own answer key. Nothing needs subject knowledge, a login or a projector.

Important Information

The page the sub reads first. Fill it in once and keep it current.

People to call

Office _____

Teacher next door _____

Nurse _____

Principal / admin _____

Tech help _____

Emergency procedures

Fire: exit and meeting point _____

Lockdown _____

Severe weather _____

Medical _____

Where the first aid kit is _____

Helpful students

_____

_____

_____

Students who need extra support

_____

_____

_____

Where things are

Attendance / how to take it _____

Paper, pencils, supplies _____

Hall passes _____

Copier, if the sub may use it _____

Class routines

Start of class _____

Bathroom _____

Phones _____

End of class _____

Weekly Schedule (Blank)

Your own order: write the set for each period (Monday: Drama 1, Tuesday: Drama 2, and so on) and the class next to each period. Cross out or rename periods to match the school day.

PERIOD / CLASS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1 ____ · ____ Class: _____					
Period 2 ____ · ____ Class: _____					
Period 3 ____ · ____ Class: _____					
Period 4 ____ · ____ Class: _____					
Period 5 ____ · ____ Class: _____					
Period 6 ____ · ____ Class: _____					
Period 7 ____ · ____ Class: _____					

How to fill it in

- One set per period. Each set runs 45 to 55 minutes; if a period runs longer, the ☆ challenges fill a few minutes, or add that day's team task.
- Same subject all day? Write the day's set in every period you teach. Planning, lunch and duty periods: cross them out.
- On Monday the opener (15 minutes) comes first in every period, then the set.
- The game is optional: put it in the last period as a fun way to end the class, or use it for extra time. The calm block goes in any gap.

Set naming

Sets are named by subject and day: **Drama 1** is Monday's set, **Drama 2** is Tuesday's, and so on to **Drama 5** on Friday. The set index lists every set with its minutes and page.

Class List and Dismissal

Names, what a sub must know, and how every student goes home. Copy one per class.

B bus (write the number) · W walks · P picked up (write who) · A after-school program · O other

☆ in the notes: a student who finds the core task easy may start with the challenge

#	STUDENT NAME	NOTES (ALLERGIES, NEEDS, HELPFUL, LEAVES EARLY)	HOME	BUS # / PICKED UP BY / PROGRAM
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
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20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

How It Went

For the substitute. One line per day, two minutes at the end of each day. Check the boxes and go.

Monday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Tuesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Wednesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Thursday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Friday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Meet Your Sub

Day 1 opener. 15 minutes at the start of every period on Monday, before the set. One sheet to fill in before first period.

Opener

SAY THIS TO THE CLASS

"Hi everyone, I am covering drama for your teacher this week, and each day you get one printed drama set for this period. I will start with a short introduction and three of your questions, and then we go through the class agreement. Each page has a core task for everyone and a star challenge for when you finish."

Sub script (the same 15 minutes in every class)

1. **Before first period, fill in the introduction sheet** on the next page, once, for the whole day. Keep it short and honest. A high school class reads a sub in about ten seconds, so give them something real to read.
2. **Introduce yourself from the sheet** in two minutes. Then hold up the Ask the Sub list and take three questions from raised hands. Three, not ten. Say when you are done taking questions.
3. **Read the class agreement out loud** and ask this period to add one line of their own. Write that line on the board for the period. The line they wrote is the one they keep.
4. **Set the voice level with a number** from 0 to 3, using the box at the bottom of the sheet. Say which level today's set needs, and use the same numbers in every class all week.
5. **Start the set** with one sentence: this is today's drama work on paper, everyone does the core task first, the star challenge is for anyone who finishes, and the calm block is always allowed.

If the room is loud

- Skip the questions. Keep the agreement and the voice level, and say the number out loud.
- Start the set sooner. Work on the desk beats a speech about behavior every time.
- Name the level again after four minutes. A number is easier to follow than a lecture.

If there is time left at the end

- If the set ends ten minutes early, run Same Line, Three Ways in groups of four: six minutes of writing, four of reading out.
- Or hand out the day's calm block (learn 8 drama terms, then the self-test) and let the room go quiet early.
- Or have each student write one question they would ask the teacher when they get back.

Monday checklist (before first period)

- ☐ Read the Important Information page: office extension, exits, the nurse, the teacher next door.
- ☐ Check the class list for allergies, medical needs, early releases and students who carry a pass.
- ☐ Find today's set on the weekly schedule and count copies for every period, plus five spares.
- ☐ Fill in the About Your Sub sheet once and post it where the back row can read it.
- ☐ Write the voice levels 0 to 3 on the board and leave them there all week.
- ☐ Keep the answer keys inside the binder, not face up on the desk.

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ONE PAGE OF EVERY DAILY PART

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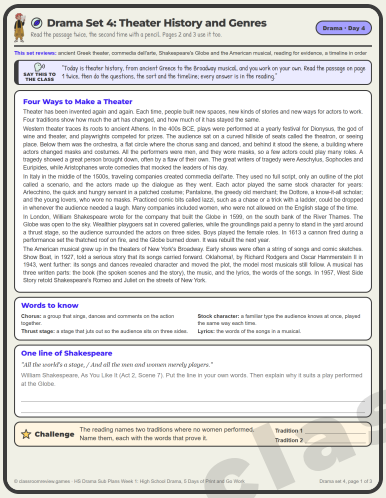
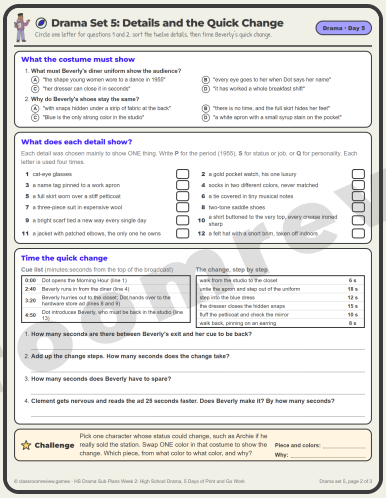
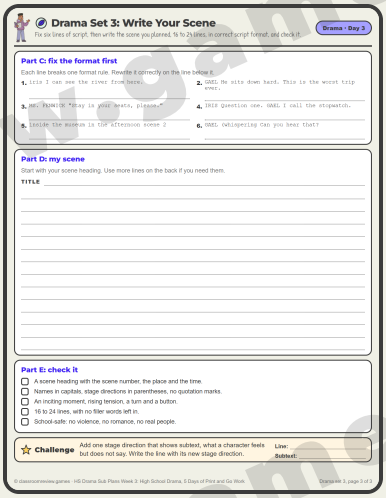


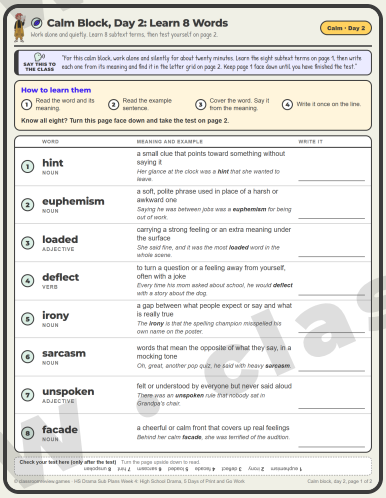
Drama set, Week 1 (solo)



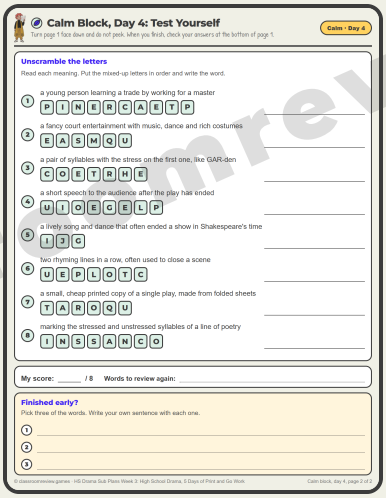
Drama set page 2, Week 2 (solo)



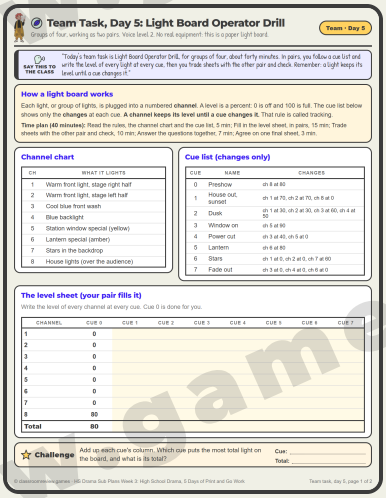
Drama set page 3 + challenge, Week 3 (solo)



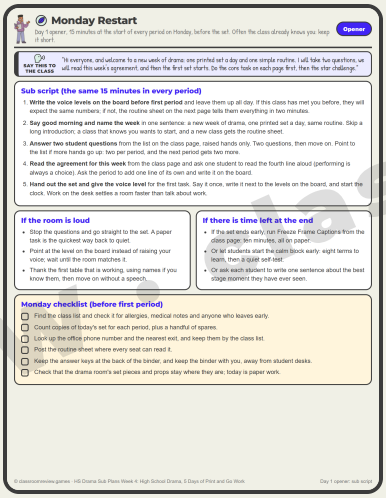
Calm block: learn 8 drama terms (solo)



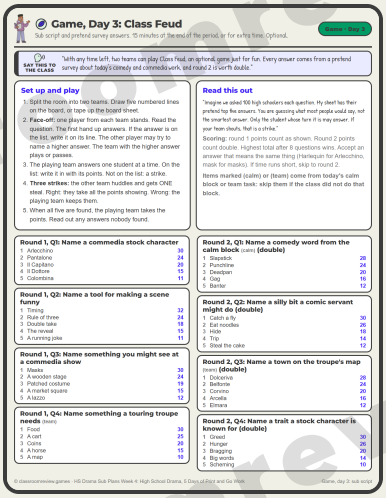
Calm block: test yourself (solo)



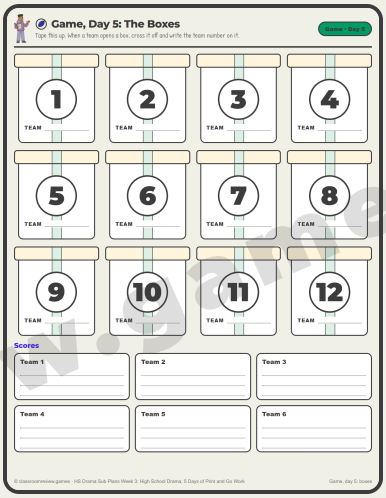
Team task, Week 3 (groups of four)



Monday opener, Week 4 (whole class)



Game: Class Feud (whole class)



Game: Mystery Box (whole class)

Drama Set 1: Movement and Mime

Read the Remember box and the mime script, then answer Part A and the evidence questions.

Drama · Day 1

This set reviews: isolation, tempo, weight, levels, space, object work and fixed points, reading a mime scenario and sorting moves by weight and time

SAY THIS TO THE CLASS

"Today is movement and mime, all on paper, so nobody has to perform unless they choose to. Work alone this period: read the Remember box, then the twelve actions of the mime script on page 1. Each page has a core task and a star challenge for when you finish."

Remember: how mime shows what is not there

Isolation: moving one part of the body while the rest stays still.

Tempo: the speed of a movement, and how that speed changes.

Weight: how heavy an object or a body seems, shown by how hard the body works.

Levels: how high or low the body is: standing, crouching, sitting or lying.

Space: how much of the stage a movement covers, from a small move in place to a long path.

Object work: handling an invisible object so its size, shape and weight never change.

Fixed point: keeping a hand still in the air so an invisible surface or object seems solid.

Coin Return

a mime script with no words

A ferry dock at dusk. One ticket machine stands center, as tall as KENDRA's shoulders. Everything is mimed: there is no real machine, coin or ticket, and no one speaks.

1. KENDRA jogs in, checks a watch on her wrist, and stops in front of the machine.
2. She lowers her backpack to the floor; her knees bend and her back stays straight, as if it holds a week of books.
3. She pinches a single coin out of the front pocket, and her finger and thumb stay the same tiny distance apart the whole time.
4. She feeds the coin into the slot, and her hand stops flat against the front of the machine at the same height every time she touches it.
5. Nothing happens. Her body stays perfectly still while only her head tilts toward the machine, listening.
6. She presses the return button three times, quicker each time.
7. She crouches until her nose is right at the coin return cup and peers inside.
8. She backs away across the dock, five big steps, to read the price list from far off, then walks back.
9. She tries a second coin, tossing it an inch into the air and catching it, and her hand barely dips.
10. She grabs both sides of the machine and leans back with her whole weight, but her hands stay exactly where they were: the machine does not budge.
11. A ticket slides out. She catches it between two fingers and lifts it as if it weighs nothing at all.
12. She holds the ticket up to the last of the light, then freezes in a wide, proud pose as the lights fade.

Part A: which term does each action show best?

Write a Remember term on each line; each is used once.

1. Action 6 _____
2. Action 2 _____
3. Action 8 _____
4. Action 4 _____
5. Action 7 _____
6. Action 3 _____
7. Action 5 _____

Evidence questions

Circle the letter of the best words from the script.

1. **Which words best show that the machine is too heavy to move?**

   (A) "checks a watch on her wrist"
   (B) "crouches until her nose is right at the coin return cup"
   (C) "leans back with her whole weight, but her hands stay exactly where they were"
   (D) "presses the return button three times, quicker each time"

2. **Which words best show that Kendra's patience is running out?**

   (A) "presses the return button three times, quicker each time"
   (B) "stops in front of the machine"
   (C) "her nose is right at the coin return cup"
   (D) "holds the ticket up to the last of the light"

Challenge Two actions show that an object is very light. Write both action numbers and the words that prove it.

Actions: _____

Words: _____

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Drama Set 1: Weight and Time

Read the warm-up. Then sort the twelve actions into the four boxes by their weight and their time.

Drama · Day 1

The Two-Dial Warm-Up

Before a movement class, actors often warm up with two imaginary dials. The first dial is weight. Turned down, every move is light and easy. Turned up, every move is strong, as if the air were thick.

The second dial is time. Turned one way, moves are quick and sudden. Turned the other way, they are sustained: stretched out, smooth and slow, with no sudden stops.

Try one small move, such as reaching for a cup, at four settings: light and quick, light and sustained, strong and quick, strong and sustained. Stay in your seat or stand behind your chair; trying it is optional. The same reach can look nervous, dreamy, stubborn or exhausted, just from where the two dials are set.

Part B: the twelve actions

Picture each action done by an actor. Is it light or strong? Quick or sustained? Write its letter in one box below. Three letters go in each box.

- **A** Stamping snow off boots on a doormat
- **B** Smoothing a sheet of tissue paper flat on a table
- **C** Wringing out a soaked beach towel
- **D** Brushing a crumb off a sleeve
- **E** Shoving a stuck drawer shut with one hard push
- **F** Stroking a sleeping cat along its back
- **G** Tapping a phone screen to wake it up
- **H** Pushing a piano a few inches across the floor
- **I** Yanking the cord to start a lawn mower
- **J** Flicking water off wet fingertips
- **K** Dragging a full trash can up a steep driveway
- **L** Letting a silk scarf drift down onto a chair

Light and quick

.....

Light and sustained

.....

Strong and quick

.....

Strong and sustained

.....

Part C: one action, four ways

Pick one action from Part B. Describe how it would look in a different box, and what it would tell the audience about the person doing it.

.....

.....

☆ Challenge Tired body

Choose three actions from Part B. Rewrite each one so the person doing it is exhausted. Change at least one dial in each, and name the box it moves to.

1 .....

2 .....

3 .....

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Drama Set 1: Write a Mime Scenario

Plan one invisible object first, then write ten numbered actions with no words, like Coin Return.

Drama · Day 1

Plan your object

THE OBJECT _____

ITS SIZE (HOW FAR APART ARE YOUR HANDS?) _____

ITS WEIGHT ☐ light ☐ medium ☐ heavy THE PLACE _____

THE PROBLEM THE CHARACTER MUST SOLVE _____

My scenario: ten actions, no words

Use at least four terms from page 1 and label them in brackets, for example [levels]. For space, show the path on paper; nobody walks it. Keep the object the same size every time it appears.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

Check your scenario

- ☐ The object keeps the same size and weight in every action.
- ☐ At least one action shows weight through the body (knees, back, arms).
- ☐ There is one clear problem and a clear last action.
- ☐ Every move can be done in place or at a desk, with no partner contact.

★ Challenge One more trick

Go back to Coin Return. Write one NEW action that uses a fixed point to make the machine seem solid, and say which action it would follow.

After action: _____

New action: _____

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Answer Keys (1 of 6)

Teacher copy. Keep these pages out of the student sets.

Day 1 opener: Freeze Frame Captions, what makes a strong frame

1. Levels: figures high, middle and low, not one flat line. 2. Focus: most figures look or point at one spot, so the audience knows where to look. 3. Distance: who stands close and who stands apart tells the story (the outsider is far away). 4. Faces and bodies open to the audience, so every reaction can be seen. 5. Every figure is doing something specific, not just standing. 6. The caption adds new information or a twist instead of repeating the title.

Sample (The Volcano Fizzles at the Science Fair): one student kneels low by the volcano, staring at it; a judge leans in at middle level with a clipboard; two friends stand high on tiptoe at the back, hands over their mouths; everyone looks at the volcano. Caption: Three weeks of work. One small burp of foam. Any title and any frame count if the plan shows two or more levels, one focus, distance that tells the story and a caption of ten words or fewer.

Drama Set 1: Movement and Mime

Part A: 1. action 6: tempo; 2. action 2: weight; 3. action 8: space; 4. action 4: fixed point; 5. action 7: levels; 6. action 3: object work; 7. action 5: isolation. Accept a second term only with a reason from the script (action 2 also uses levels a little), but the term listed is the best fit.

Evidence: 1. C; 2. A. **Page 1 star challenge:** actions 9 and 11: "tossing it an inch into the air and catching it, and her hand barely dips" (the coin) and "lifts it as if it weighs nothing at all" (the ticket).

Part B: light and quick: D, G, J; light and sustained: B, F, L; strong and quick: A, E, I; strong and sustained: C, H, K. **Part C:** answers vary; accept a new box that really changes weight or time, with a sensible meaning (for example, brushing the crumb slowly and heavily looks tired or sad).

Page 2 star challenge: answers vary. An exhausted body usually moves toward strong and sustained (heavy, slow) or loses weight entirely and drags; accept each rewrite that changes at least one dial and names a box that matches the new description.

Page 3: check the plan is filled in, ten numbered wordless actions, at least four labeled terms used correctly, one object with a steady size, a problem and an ending. **Page 3 star challenge:** answers vary; accept any action where a hand stops at one fixed spot on the machine (for example, after action 6, she leans her forearm on the top of the machine and her arm stays level while she sighs).

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Calm Block, Day 1: Learn 8 Words

Work alone and quietly. Learn 8 voice terms, then test yourself on page 2.

Calm · Day 1

SAY THIS TO THE CLASS

"Time for the calm block: twenty quiet minutes of work on your own, voices at zero. Learn the eight voice terms on page 1, then turn the page face down and match each meaning to its term on page 2. When you finish, check your answers with the upside down strip at the bottom of page 1."

How to learn them

1. Read the word and its meaning.
2. Read the example sentence.
3. Cover the word. Say it from the meaning.
4. Write it once on the line.

Know all eight? Turn this page face down and take the test on page 2.

	WORD	MEANING AND EXAMPLE	WRITE IT
1	**diaphragm** NOUN	the dome of muscle under the lungs that pulls air in when it tightens *Feel your **diaphragm** drop as you take a slow, deep breath before the line.*	
2	**enunciate** VERB	to say every sound of a word clearly and completely ***Enunciate** the last word of each line so the back row hears it.*	
3	**timbre** NOUN	the special color of a voice that makes it sound like no one else *Even with her back to us, we knew her by the warm **timbre** of her voice.*	
4	**intonation** NOUN	the pattern of rising and falling sound across a whole sentence *His flat **intonation** made the good news sound like a list of chores.*	
5	**rasp** NOUN	a rough, scratchy sound in the voice, often after straining it *After cheering all game, his voice had a **rasp** for two days.*	
6	**plosive** NOUN	a sound like p, b, t or d, made by stopping the air and then letting it go *Hit each **plosive** in pick up the paper so the p sounds pop.*	
7	**monotone** NOUN	a way of speaking that stays on one flat note with no rise or fall *Reading the menu in a **monotone** made the whole scene feel sleepy.*	
8	**falsetto** NOUN	a light, high voice above a person's usual range *He sang the last note of the lullaby in a soft **falsetto**.*	

Check your test here (only after the test) Turn the page upside down to read.

1 enunciate 2 timbre 3 rasp 4 monotone 5 diaphragm 6 plosive 7 falsetto 8 intonation

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Team Task, Day 2: The Deck

Cut or fold along the dotted lines if you want real cards, or just point. Then answer the review questions together.

Team · Day 2

OBJECTIVE, ROUND 1 **Get a friend to help paint the set on Saturday**	OBJECTIVE, ROUND 2 **Swap your Thursday chore with your brother**	OBJECTIVE, ROUND 3 **Get the drama club to try your new warm-up**
OBJECTIVE, ROUND 4 **Get a nervous friend to come to the audition**	OBJECTIVE, ROUND 5 **Borrow your cousin's speaker for the cast party**	OBJECTIVE, ROUND 6 **Get the coach to let you leave practice early for rehearsal**
OBSTACLE **Worried** They are nervous it will go wrong.	OBSTACLE **Wants something too** They want something from you first.	OBSTACLE **Doubts the facts** They do not believe it works.
OBSTACLE **In a bad mood** They are grumpy today.	OBSTACLE **Too busy to listen** They have no time to talk.	OBSTACLE **Doubts you** They think you cannot handle it.
TACTIC **Charm** Play once	TACTIC **Plead** Play once	TACTIC **Bargain** Play once
TACTIC **Persuade** Play once	TACTIC **Reassure** Play once	TACTIC **Challenge** Play once

After the tournament

Scoring bands: 7 to 22 keep practicing: look for the round that needs each card most; 23 to 25 good; 26 to 27 very good; 28 tournament champions (the best possible).

1. **Which round was hardest to plan, and why?**

2. **Bargain scores 5 in two rounds. Which round did your group save it for, and what did you play in the other one?**

3. **Which tactic card felt weakest overall? Use the score table to back it up.**

☆ Challenge New card

Invent a seventh obstacle card. Name it, say which tactic would score 5 against it, and explain why in one sentence.

Obstacle: .....

Tactic: .....

Why: .....

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Game, Day 1: The Board

Tape this to the whiteboard or copy it. Cross squares off as they are played.

Game · Day 1

MOVEMENT	THE MIME	TWO DIALS	MIME MIX	STORYBOARD
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Scores

Team 1	**Team 2**	**Team 3**
Team 4	**Team 5**	**Team 6**

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Game, Day 2: Paper Password

Sub script and drama word list. 15 minutes at the end of the period, or for extra time. Optional.

Game · Day 2

SAY THIS TO THE CLASS "For extra time at the end, we can play Paper Password, an optional and fun word game for pairs. Every secret word comes from today's work on objectives and tactics, and fewer clues score more points."

Set up (2 minutes)

1. Before class, cut each card page into its four round cards. Hand each pair ONLY the card for the round being played, and collect it after.
2. Partner A is the clue giver in rounds 1 and 3, Partner B in rounds 2 and 4. The guesser never sees the card.
3. Each round lasts 2 minutes. The clue giver says ONE word. The guesser gets ONE guess. Wrong: give another one-word clue.
4. After five clues without a right guess, the word scores 0 and the pair moves on. Say "Go" and "Stop" for each round.

Read this out

"Your clue is one word only. You may not say the secret word or any part of it. If the word is snowman, you cannot say snow or man. No gestures, no spelling, no rhymes. Break a rule and that word scores zero."

Scoring: guessed on clue 1 = 5 points, clue 2 = 4, clue 3 = 3, clue 4 = 2, clue 5 = 1. The clue giver circles the number on the card. After round 4, pairs add their four round totals. Highest total wins; ask pairs to call out totals over 60.

Items marked (calm) or (team) come from today's calm block or team task: skip them if the class did not do that block.

Referee calls

Two words glued together ("hotdog") count as one clue only if they make a real single word. Plurals and "-ing" forms of the secret word are not allowed. If a pair disagrees about a clue, the word scores zero and they move on. Each example clue below is allowed and makes a good first clue.

Timing (15 minutes)

0:00	2:00	4:30	7:00	9:30	12:00
Set up, rules	Round 1, Partner A	Round 2, Partner B	Round 3, Partner A	Round 4, Partner B	Add totals, winners

Round 1: Partner A gives clues

SIBLINGS	example clue: brother
KEYS	example clue: lock
GARDEN	example clue: flowers
DEBATE	example clue: argument
BIKE	example clue: pedal

Round 2: Partner B gives clues

BARGAIN	example clue: deal
CHARM	example clue: sweet
PLEAD	example clue: beg
GUILT	example clue: blame
TEASE	example clue: joke

Round 3: Partner A gives clues

REASSURE	example clue: comfort
PERSUADE	example clue: convince
URGENCY (calm)	example clue: hurry
STATUS (calm)	example clue: rank
LEVERAGE (calm)	example clue: advantage

Round 4: Partner B gives clues

INTENTION (calm)	example clue: purpose
SOIL	example clue: dirt
TANK	example clue: fuel
MUSIC	example clue: songs
SHIFT	example clue: change

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Game, Day 4: Classroom Millionaire

Sub script and the 12 questions. 15 minutes at the end of the period, or for extra time. Optional.

Game · Day 4

SAY THIS TO THE CLASS "For extra time, the whole class can play Classroom Millionaire together: one ladder, twelve questions, and it is optional. Every question comes from today's musical theater reading, the calm block terms and the pitch meeting."

How it works

1. Tape up the ladder sheet. The whole class is one player. Pick a student for the hot seat (a new student for every question).
2. Read the question and the four options, then read the options again. The hot seat may listen to quiet advice, then says "final answer" and a letter.
3. Right: the class climbs one rung. Before hearing the next question, the class may vote to walk away and keep what it has.
4. Wrong: the climb ends. Rungs 4 and 8 are safe: the class keeps the last safe amount it passed.
5. Time left over? Play the questions again as a team quiz.

Three lifelines (one use each)

Ask the class: everyone shows 1, 2, 3 or 4 fingers at once for A, B, C or D. The hot seat looks, then decides.

50/50: read out the two wrong options listed under the question. Cross them off.

Phone a friend: the hot seat picks one classmate, who has 30 seconds to say what they think out loud.

"Only the hot seat's final answer counts. Shout an answer and the class loses a lifeline."

Items marked (calm) or (team) come from today's calm block or team task: skip them if the class did not do that block.

Rungs 1 to 4, rung 4 is safe

1. $100 Last big number of a show or an act? (calm)
A. Overture B. Finale C. Vamp D. Swing
Answer: B. Finale (50/50 removes C and D)

2. $250 An orchestrator arranges music for each?
A. Instrument B. Dancer C. Usher D. Costume
Answer: A. Instrument (50/50 removes C and D)

3. $500 An I-want song shows what a character?
A. Fears most B. Remembers C. Longs for D. Hides
Answer: C. Longs for (50/50 removes A and B)

4. $1,000 Who covers several chorus parts when needed? (calm)
A. Producer B. Composer C. Lyricist D. Swing
Answer: D. Swing (50/50 removes A and B)

Rungs 5 to 8, rung 8 is safe

5. $2,500 Which song brings back an earlier tune?
A. Reprise B. Overture C. Charm song D. Opening
Answer: A. Reprise (50/50 removes B and D)

6. $5,000 Who keeps the dances sharp in a long run?
A. Composer B. Usher C. Pianist D. Dance captain
Answer: D. Dance captain (50/50 removes A and C)

7. $10,000 A show built on one idea, not one story?
A. Jukebox B. Concept C. Operetta D. Opera
Answer: B. Concept (50/50 removes C and D)

8. $25,000 Eleven o'clock name: old shows began at?
A. 7:00 B. 10:00 C. 8:30 D. 9:15
Answer: C. 8:30 (50/50 removes A and B)

Rungs 9 to 12

9. $50,000 A Chorus Line opened in which year?
A. 1943 B. 1975 C. 1957 D. 2015
Answer: B. 1975 (50/50 removes C and D)

10. $100,000 A 16-actor cast in the pitch needs? (team)
A. Designed costumes B. A revolve C. Eight players D. Two wagons
Answer: A. Designed costumes (50/50 removes B and C)

11. $500,000 Music repeated until a singer is ready? (calm)
A. Segue B. Belt C. Harmony D. Vamp
Answer: D. Vamp (50/50 removes A and B)

12. $1 MILLION Top appeal points for $11,000? (team)
A. 18 B. 19 C. 20 D. 21
Answer: C. 20 (50/50 removes A and D)

If the class misses

Wrong on rung 1 to 4	**class keeps $0**
Wrong on rung 5 to 8	**class keeps $1,000**
Wrong on rung 9 to 12	**class keeps $25,000**
Walk away after rung n	**class keeps rung n**

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Drama Set 2: Subtext

Read the Remember box, then the scene twice. Line numbers are on the left.

Drama · Day 2

This set reviews: subtext: said and meant, the action under the line, stage directions that reveal, pauses, writing one ending two ways

SAY THIS TO THE CLASS

"Today we look at subtext, the meaning under the words, using a short original scene. Work alone and read the scene twice: first for the story, then for what each person is not saying. Do the core task on each page first, then the star challenge."

Remember: four places subtext hides

Said and meant: the words are only the surface; the meaning underneath can match them, soften them or flip them.

The action under the line: actors give each line a verb, what the character is doing to the other person: to tease, to dodge, to warn, to comfort.

Directions that tell the truth: when an action does not match the words, like gripping a cup with both hands while saying "I'm relaxed," the audience believes the action.

Pauses and new topics: a sudden pause, a fast answer or a change of subject often marks the spot where a character is hiding something.

The Toppings Bar

A frozen yogurt shop at 9:00 on a Sunday night, closing time. JUN puts chairs up on the tables. MARISOL wipes down the toppings bar. Both are sophomores with weekend jobs here.

1 **JUN** You're doing the toppings tonight? You never do the toppings.
2 **MARISOL** *(wiping the sprinkles bin very slowly)* Somebody should do them right. Once.
3 **JUN** Wow. Okay. I do them right.
4 **MARISOL** You put the gummy bears next to the mango. Every single time.
5 **JUN** Because people like them together.
6 **MARISOL** *(stops wiping)* Nobody likes them together, Jun. You like them together.
7 **JUN** *(laughs, then really looks at her)* Are you okay? You've been quiet all shift.
8 **MARISOL** *(turning back to the bins)* I'm great. Did you know this place opened the same week we started ninth grade?
9 **JUN** Sure. And the sign's been crooked since that week too.
10 **MARISOL** *(looking up at the crooked sign for a long moment)* I'm going to miss that sign.
11 **JUN** It's not going anywhere.
12 **MARISOL** *(quickly)* No. I know. I meant after graduation. Someday.
13 **JUN** Graduation is two years away.
14 **MARISOL** *(takes off her visor and folds it, very carefully)* Two years is a long time. Things change. People's moms get new jobs in other states.
15 **JUN** *(sets a chair down without a sound)* Whose mom?
16 **MARISOL** *(after a pause)* We move after winter break.
17 *JUN crosses to the toppings bar and moves the gummy bears away from the mango.*
18 **MARISOL** What are you doing?
19 **JUN** Doing them right. Once. So you have something to remember.
20 **MARISOL** *(smiles and wipes her eyes with her sleeve)* They looked better the other way.
21 **JUN** *(slides them back next to the mango)* I know. Same time next Sunday?
22 **MARISOL** Same time next Sunday.

Evidence questions

Circle the letter of the best words from the scene.

1. **When Jun asks if she is okay, which words show Marisol changing the subject?**
   - (A) "I'm going to miss that sign."
   - (B) "Did you know this place opened the same week we started ninth grade?"
   - (C) "We move after winter break."
   - (D) "They looked better the other way."
2. **Which stage direction shows that Jun takes the news seriously before Marisol says it plainly?**
   - (A) "laughs, then really looks at her"
   - (B) "stops wiping"
   - (C) "looking up at the crooked sign for a long moment"
   - (D) "sets a chair down without a sound"

☆ Challenge

Which line has the biggest gap between what is said and what is meant? Give the line number and defend your choice in one sentence.

Line: .....

Why: .....

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Thank you! If this works for your class, a quick review helps other teachers find it, and earns you TpT credits.

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