Drama Sub Plans Week, Middle School

Week-long sub plans: five days of print and go work for grades 6 to 8, planned Monday to Friday.

PREVIEW

What is included

- Sub binder: notes, the filled-in week plan, a blank schedule, class list, Monday opener (11 pages)
- Drama sets for five days (15 pages)
- Calm vocabulary: learn 8 terms, then a quiet self-test (10 pages)
- Drama team tasks (8 pages)
- Drama games (10 pages)
- Answer keys (5 pages)

How it works

1. Open the week plan. Every set already has its day and page number.
2. Each day: one drama set per period (a lesson with worked examples, practice and a challenge), a calm vocabulary block, a team task and an optional game for the last 15 minutes.
3. Every set stands alone: swap sets between days, or use one with another class when it fits.
4. No prep, no tech: print and go. The sub needs no drama knowledge. Every answer is in the key.
5. Print in color or ink-saver black and white, US Letter or A4.

What this preview shows: the week at a glance, the filled-in week plan, the note to the substitute, the Monday opener, and all of Day 1 (the drama set, the calm block, the team task and the game), one answer-key page and one ink-saver page. Every product page is watermarked. The full kit has 60 pages.





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YOUR WEEK AT A GLANCE (1 OF 2)

Every drama set of the week, with its page and what it reviews. The day's set runs in every period you teach; any set works on any day.

MONDAY (DAY 1)

Opener	**Meet Your Sub** Fifteen minutes at the start of every period on Monday: sub sheet, three questions, the class agreement, voice levels.	p. 10 · 15 min
Drama set 1	**Theater Vocabulary** Reviews: naming the parts of a theater and stage, matching theater jobs to their duties, using key theater terms in context.	p. 13 · 50 min
Calm vocabulary	**Learn and Test: Theater Audience Words** Eight terms from the day's unit to learn alone, then a quiet self-test: match each term to its meaning.	p. 16 · 20 min
Team task	**The Five-Minute Check** Groups of four rank twelve backstage problems on opening night from fix first to fix last, then score the gap to a stage manager's order.	p. 18 · 40 min
Game (optional)	**Whiteboard Quiz Game** Optional fun to end the class.	p. 19 · 15 min

TUESDAY (DAY 2)

Drama set 2	**Stage Directions** Reviews: the nine stage areas from the actor's view, following blocking in a short scene, writing blocking of your own.	p. 21 · 50 min
Calm vocabulary	**Learn and Test: Stage Movement Words** Eight terms from the day's unit to learn alone, then a quiet self-test: write each term from its meaning and find it in a word grid.	p. 24 · 20 min
Team task	**The Thursday Rehearsal** Groups of four schedule a two-hour play rehearsal around five actors' comings and goings to fit in the most work points.	p. 26 · 40 min
Game (optional)	**Paper Password** Optional fun to end the class.	p. 27 · 15 min

WEDNESDAY (DAY 3)

Drama set 3	**Creating a Character** Reviews: finding a character's traits, want and obstacle in a monologue, backing voice, body and face choices with evidence.	p. 29 · 50 min
Calm vocabulary	**Learn and Test: Character Acting Words** Eight terms from the day's unit to learn alone, then a quiet self-test: a short new text with eight gaps.	p. 32 · 20 min
Team task	**The Prop Shop** Groups of four design and build four props for a short play from two sheets of paper, then another group scores them.	p. 34 · 40 min
Game (optional)	**Class Feud** Optional fun to end the class.	p. 36 · 15 min

THURSDAY (DAY 4)

Drama set 4	**Reading and Writing a Script** Reviews: script format (character names, dialogue, stage directions), reading an original scene for evidence, writing the next half page.	p. 38 · 50 min
Calm vocabulary	**Learn and Test: Script Writing Words** Eight terms from the day's unit to learn alone, then a quiet self-test: put the mixed-up letters of each term in order.	p. 41 · 20 min
Team task	**Choose the Class Play** Four role cards, each with one fact only that person knows.	p. 43 · 40 min
Game (optional)	**Classroom Millionaire** Optional fun to end the class.	p. 45 · 15 min

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FRIDAY (DAY 5)		
Drama set 5	**Improvisation** Reviews: the four core improv rules, spotting them followed or broken in a transcript, planning a scene from a prompt.	p. 47 · 50 min
Calm vocabulary	**Learn and Test: Improv Words** Eight terms from the day's unit to learn alone, then a quiet self-test: write the terms in a grid to find a mystery word.	p. 50 · 20 min
Team task	**Three Frames and a Line** Groups of four tell a short story in three frozen pictures with one line each, following clear safety rules, then score another group on a rubric.	p. 52 · 40 min
Game (optional)	**Mystery Box** Optional fun to end the class.	p. 54 · 15 min

How the sets work

- One set per day covers every period you teach: Monday's set runs in every Monday class.
- Every set stands alone. Swap sets between days, or use one with another class when it fits.
- Each set opens with a line that says what it reviews, so you can match it to what your class covered.
- The calm vocabulary block fits any gap, the team task fills a block period, and the game is optional fun for the last 15 minutes.
- No prep, no tech. Every answer is in the keys at the back, so the sub needs no drama knowledge.

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This Week's Plan

You teach one subject to several classes, so every period you teach runs this same plan, first period to last: Monday's column in every Monday period, Tuesday's in every Tuesday period. Planning, lunch and duty periods: nothing to do. List your periods and classes on the blank schedule on the next page. This order is a sample: every set stands alone, so swap any set into any slot or any day.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
First 15 minutes: attendance, voice level, then	**Meet Your Sub** p. 10 · 15 min	**Go over yesterday's answers** Read them out from the key at the back; students mark their own (10 min)	**Go over yesterday's answers** Read them out from the key at the back; students mark their own (10 min)	**Go over yesterday's answers** Read them out from the key at the back; students mark their own (10 min)	**Go over yesterday's answers** Read them out from the key at the back; students mark their own (10 min)
Rest of the period: the day's set (one copy per student)	**Drama 1** Theater Vocabulary p. 13 · 50 min · after the opener, skip the challenge	**Drama 2** Stage Directions p. 21 · 50 min	**Drama 3** Creating a Character p. 29 · 50 min	**Drama 4** Reading and Writing a Script p. 38 · 50 min	**Drama 5** Improvisation p. 47 · 50 min
If a class finishes early or gets loud	**Learn and Test: Theater Audience Words** p. 16 · 20 min	**Learn and Test: Stage Movement Words** p. 24 · 20 min	**Learn and Test: Character Acting Words** p. 32 · 20 min	**Learn and Test: Script Writing Words** p. 41 · 20 min	**Learn and Test: Improv Words** p. 50 · 20 min
Block period (90 minutes) only	**The Five-Minute Check** p. 18 · 40 min	**The Thursday Rehearsal** p. 26 · 40 min	**The Prop Shop** p. 34 · 40 min	**Choose the Class Play** p. 43 · 40 min	**Three Frames and a Line** p. 52 · 40 min
Last 15 minutes (optional): a fun way to end the class, or for extra time	**Whiteboard Quiz Game** p. 19 · 15 min	**Paper Password** p. 27 · 15 min	**Class Feud** p. 36 · 15 min	**Classroom Millionaire** p. 45 · 15 min	**Mystery Box** p. 54 · 15 min

How this week works

- You are covering a teacher who teaches one subject to several classes. Each class comes to this room once a day, for one period.
- So every class gets the same set on the same day: Monday's set in every Monday period, Tuesday's set in every Tuesday period.
- One set per day covers all your classes. Copy that day's set once per student in the morning. Planning, lunch and duty periods: nothing to run.
- Each set fills one period (45 to 55 minutes); the challenge at the end stretches it to a 90-minute block.

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: a period that runs short, a loud class, or anyone who finishes early.
- The game is optional: a fun way to end the class, or something for extra time.

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Note to the Substitute

Grades 6 to 8 · 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 front pages (important information, weekly schedule, class list) are filled in for this week. 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. The first page of every set tells you what to say. Every set ends with a challenge, so it stretches to a 90-minute block when you need it.

After the subject sets come the shared blocks, one of each per day. The **calm block** is always allowed: for a period that runs short, 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, with a challenge to stretch it)
- A calm vocabulary block: learn 8 new subject 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 set has a challenge at the end, 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.

Did this kit work well for your class? A quick review helps other teachers find it and earns you TpT credits. Thank you!

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Meet Your Sub

Day 1 opener, 15 minutes at the start of every period on Monday, before the set. Nothing to prepare.

Opener

Sub script (same routine for every class)

1. **Before first period, fill in the introduction sheet** (next page) once. Keep it honest and short. Students read a sub in ten seconds; give them something real to read.
2. **Introduce yourself** from the sheet: two minutes. Then hold up the "Ask the Sub" list and take three questions from hands. Three, not ten.
3. **Read the class agreement** out loud. Ask the class to add one line of their own and write it on the board for that period. That line is theirs; they will keep it better than yours.
4. **Set the voice level** with a number, 0 to 3 (bottom of the sheet). Say which level the set needs. Use the numbers all week.
5. **Start the set:** "This is today's work. It has a challenge at the end, and the calm block is always allowed when you finish."

If the class is loud

- Skip the questions, keep the agreement and the voice level.
- Start the set sooner. Work on the desk settles a class faster than a speech about behavior.

If a period has ten minutes left

- Play Two Truths and a Lie (rules on the class page) in groups of six. Each group picks one to share.
- Or hand out Monday's calm block: learn 8 new words, then a quiet self-test.

Monday morning checklist (before first period)

- [ ] Read the Important Information page: office number, emergency exits, the nurse.
- [ ] Check the class list for allergies, medical needs and students who leave early.
- [ ] Find today's set on the weekly schedule and count copies for every period.
- [ ] Fill in the About Your Sub sheet and pin it where the class can see it.
- [ ] Write the voice levels 0 to 3 on the board.
- [ ] Put the answer keys somewhere students cannot reach them.

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Drama Set 1: Theater Vocabulary

Sub: read the Remember box aloud, then students work alone. About fifteen minutes for pages 1 and 3, twenty for page 2.

Drama · Day 1

This set reviews: naming the parts of a theater and stage, matching theater jobs to their duties, using key theater terms in context

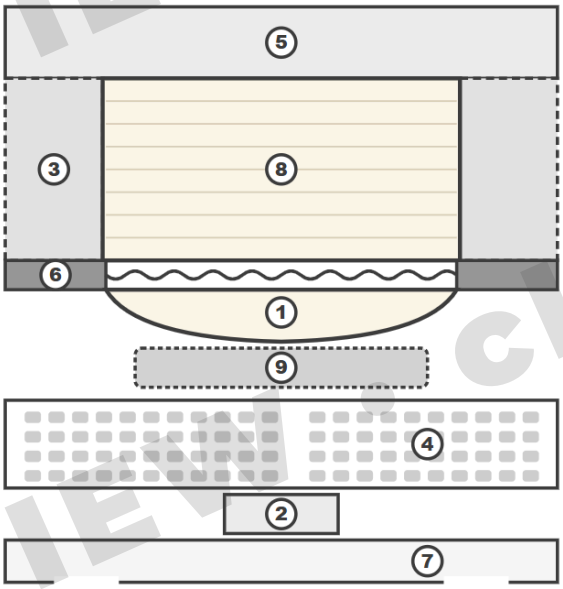
Remember (3 minutes)

A theater has two halves: the **stage**, where the show happens, and the **house**, where the audience sits. The parts of the stage area the audience does not see during the show, such as the wings and backstage, are **offstage**.

A show is made by many people. The actors are only the ones you see. Most other jobs, from writing the words to calling the lights, happen out of sight.

Task A: label the theater (10 minutes)

This is a bird's-eye view of a theater: you are looking down from above. The audience comes in at the bottom. Write the name of each numbered part. Use the word bank; each word is used once.



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

apron: the front strip of stage that sticks out past the curtain

backstage: the working area behind the stage, out of sight

booth: the small room at the back where the crew runs lights and sound

house: the seating area for the audience during a show

lobby: the entrance hall where people buy tickets and wait

orchestra pit: the sunken space in front of the stage where musicians play

proscenium: the wall and frame around the stage opening, like a picture frame

stage: the floor where the actors perform

wings: the out-of-sight areas to the left and right of the stage

Quick check: see it or not? (2 minutes)

You are sitting in the house during the show. Write **SEE** if you can see it, or **HIDDEN** if you cannot.

1. the stage	2. the wings	3. a sofa on the set
4. backstage	5. the apron	6. the dressing rooms

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Drama Set 1: Jobs and Terms

Task B and Task C. Work alone. Use the ten jobs in the box, then the word bank.

Drama · Day 1

Task B: match the job (10 minutes)

Write the letter of the job that does each thing. Each letter is used once.

A playwright	**B** house manager	**C** director	**D** props master	**E** costume designer
F choreographer	**G** stage manager	**H** set designer	**I** lighting designer	**J** sound designer

1.	Plans the music, the sound effects such as thunder or a doorbell, and the microphones	☐
2.	Writes the words of the play: every line and every stage direction	☐
3.	Takes care of the audience: tickets, seats, the lobby and safety in the house	☐
4.	Plans what every character wears, from shoes to hats	☐
5.	Runs every show once it opens: keeps the schedule and tells the crew when each change happens	☐
6.	Finds or makes the objects actors carry, like a letter, a phone or a cup	☐
7.	Leads rehearsals and decides how the whole show should look, sound and feel	☐
8.	Creates the dance steps for a musical	☐
9.	Plans the scenery: walls, platforms, doors and furniture	☐
10.	Chooses where the light falls, how bright it is and what color it is	☐

Task C: fill the gap (10 minutes)

Write the word that fits each sentence. Eight words are used once; two words are not used at all.

audition · **costume** · **cue** · **ensemble** · **intermission** · **prop** · **rehearsal** · **script** · **set** · **understudy**

1. Before the cast list goes up, each actor performs a short piece for the director at an _____.
2. The _____ learned every line of the lead role, so she could go on if the lead got sick.
3. During the fifteen-minute _____, the audience stretched their legs and bought snacks in the lobby.
4. The cast ran the second act three times at Tuesday's _____.
5. The stage manager said "Go," and the lights changed right on _____.
6. Owen's _____ for the play was a long gray coat and a tall hat.
7. The only _____ in scene 2 is a vase of paper flowers that Zoe carries in.
8. Instead of one star, the play has an _____ of twelve actors who share the stage.

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Drama Set 1: Who Handles It

Task D, then Task E. Early finishers do the Challenge.

Drama · Day 1

Task D: who should handle it? (8 minutes)

Circle the letter of the best answer. The jobs are the ones from page 2.

1. **The thunder sound effect sounds more like a car horn. Who should make a better one?**
   - (A) Set designer
   - (B) Sound designer
   - (C) Playwright
   - (D) Choreographer
2. **Before the show, the phone that an actor carries in scene 1 is missing. Who should find or replace it?**
   - (A) Lighting designer
   - (B) House manager
   - (C) Props master
   - (D) Playwright
3. **A family in the audience cannot find their seats. Who should help them?**
   - (A) House manager
   - (B) Director
   - (C) Costume designer
   - (D) Sound designer
4. **The play is brand new, and one line in it makes no sense. Who can rewrite the line?**
   - (A) Stage manager
   - (B) Props master
   - (C) Choreographer
   - (D) Playwright
5. **During a performance, who tells the crew the exact moment to change the lights?**
   - (A) Lighting designer
   - (B) Stage manager
   - (C) Playwright
   - (D) House manager
6. **The dance in scene 4 should be faster and bigger. Who should change the steps?**
   - (A) Choreographer
   - (B) Set designer
   - (C) Props master
   - (D) Sound designer

Task E: explain the difference (7 minutes)

In one or two sentences, explain how the two things are different.

1. The stage and the house

2. A prop and the set

3. The director and the stage manager

Challenge

Pick one theater job from page 2. On the back, write a "day in the life" of that person on opening night, from arriving at the theater to the curtain call, in six to eight sentences. Use at least six theater words from this set and underline each one.

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Calm Block, Day 1: Learn 8 Words

Work alone and quietly. Learn 8 theater audience words, then test yourself on page 2.

Calm · Day 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	**matinee** NOUN	a show performed in the afternoon instead of the evening *We bought cheaper seats for the Saturday **matinee**.*	
2	**playbill** NOUN	a printed program that lists the cast and crew of a show *Kiara saved the **playbill** with her name printed inside.*	
3	**usher** NOUN	a person who checks tickets and shows audience members to their seats *The **usher** pointed us to row F with a small flashlight.*	
4	**encore** NOUN	an extra song or piece performed because the audience asks for more *The crowd kept clapping until the singers came back for an **encore**.*	
5	**debut** NOUN	a performer's very first appearance in front of an audience *Tonight is Mateo's **debut** on the school stage.*	
6	**troupe** NOUN	a group of actors or dancers who perform together, often on tour *A traveling **troupe** performed in the school gym last spring.*	
7	**premiere** NOUN	the first public performance of a brand new play or show *The **premiere** of the new musical sold out in one day.*	
8	**ovation** NOUN	a long, loud round of applause, often with the audience standing *At the end of the night, the cast got a standing **ovation**.*	

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

1 usher 2 matinee 3 premiere 4 troupe 5 encore 6 debut 7 playbill 8 ovation

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Calm Block, Day 1: Test Yourself

Turn page 1 face down and do not peek. When you finish, check your answers at the bottom of page 1.

Calm · Day 1

Match each meaning to its word

Read each meaning. Write the matching word from the box on the line.

debut | encore | matinee | ovation | playbill | premiere | troupe | usher

1. a person who checks tickets and shows audience members to their seats _____
2. a show performed in the afternoon instead of the evening _____
3. the first public performance of a brand new play or show _____
4. a group of actors or dancers who perform together, often on tour _____
5. an extra song or piece performed because the audience asks for more _____
6. a performer's very first appearance in front of an audience _____
7. a printed program that lists the cast and crew of a show _____
8. a long, loud round of applause, often with the audience standing _____

My score: _____ / 8 **Words to review again:** .....

Finished early?

Pick three of the words. Write your own sentence with each one.

1. .....
2. .....
3. .....

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Team Task, Day 1: The Five-Minute Check

Groups of four, seated. Voice level 2. One sheet per group, one person writes, and no group rank goes down until all four agree.

Team · Day 1

The situation

It is opening night of the school play. The house opens in a few minutes, and the stage manager's last walk-through has found twelve problems. The crew can only fix one thing at a time. **Your job:** rank the problems from **1 (fix first)** to **12 (fix last)**.

First, each person ranks the list alone in three minutes on scrap paper, writing A to L down the side (the writer uses the "My rank" column). Then the group talks it over and agrees on one order ("Group rank"). Use each number from 1 to 12 exactly once. Stage managers work by one rule: **people first, then the show, then the details.**

	PROBLEM	MY RANK	GROUP RANK	EXPERT RANK	DIFFERENCE
A	The lead actor's microphone is not working				
B	The snack table for the cast is empty				
C	A costume rack is blocking the backstage fire exit				
D	A button is missing from a jacket worn in act 2				
E	Water is spilled on the stage floor where the big dance happens				
F	An actor's name is spelled wrong in the printed program				
G	A cast member feels faint and sits down in the wings				
H	One of the six spotlights has burned out				
I	The letter that starts scene 1 is missing from the props table				
J	A cable is stretched across the dark walkway behind the set				
K	The house lights will not dim				
L	The stage manager's headset is dead, so no cues can be called				
Total difference (lower is better)					

Scoring

After the sub reads the expert ranks, copy them in. In each row, write how far apart the group rank and the expert rank are (never a negative number). Add the twelve gaps. Then check your own ranks the same way.

- **0 to 12:** excellent: real stage manager instincts
- **13 to 24:** good
- **25 to 36:** fair
- **37 or more:** ask "could this hurt someone?" first

Look back

Which problem caused the longest discussion in your group, and how did you decide?

Challenge: the show starts at 7:00 p.m. Places is called 5 minutes before the show, and the house opens 30 minutes before places. What time does the house open? Show the math.

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Game, Day 1: Whiteboard Quiz Game

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

Game · Day 1

Set up (2 minutes)

1. Draw a 5 by 5 grid on the board (or tape up the board sheet). Write the five category names across the top and the values 100 to 500 down each column.
2. Teams of four to six. Team 1 picks a category and a value.
3. Read the question. The team answers. Right: they win the points and pick again. Wrong: the next team may steal.
4. Cross the square off. Highest total when time is up wins.

Read this out

"This game is for fun. If the noise goes above level 2, the square is dead and nobody scores it. Team 1, pick a category and a number."

Keep the score on the board. If a team argues, the script wins and the game moves on.

Stage

100 An actor walks toward the audience. Which way is that?
Downstage

200 What is the audience's seating area called?
The house (or auditorium)

300 Where do actors wait, out of sight, just beside the stage?
The wings

400 Facing the audience, you step right. Which way is it?
Stage right

500 What is the front strip of stage past the curtain?
The apron

Acting

100 Speaking so every seat can hear you is called what?
Projection

200 What stands in the way of what a character wants?
The obstacle (or conflict)

300 Actors hold still to make a picture. That is a what?
A tableau (or freeze frame)

400 Who learns a role to step in if an actor is sick?
An understudy

500 What word names the signal for an actor's next line?
A cue

Jobs

100 What do you call the writer of a play?
The playwright

200 Who wears a headset and runs each show once it opens?
The stage manager

300 Who creates the dance steps in a musical?
The choreographer

400 Who plans what every actor wears on stage?
The costume designer

500 Who leads rehearsals and makes the big choices?
The director

Improv

100 Theater with no script, invented as you go, is called?
Improvisation

200 What two words are the main rule of improv?
Yes, and

300 In improv, what is an idea a partner adds called?
An offer

400 In improv, saying no to a partner's idea is called?
Blocking

500 Which improv rule says do not grab the laughs?
Make your partner look good

Script

100 What is the written text of a play called?
The script

200 In a script, what are notes like (sits down) called?
Stage directions

300 What are the lines characters speak to each other?
Dialogue

400 One character speaks alone for a long time. What is that called?
A monologue (or soliloquy)

500 A play is split into acts, and acts into what?
Scenes

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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

STAGE	JOBS	SCRIPT	ACTING	IMPROV
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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Answer Keys (1 of 5)

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

Drama Set 1: Theater Vocabulary

Task A: 1 apron; 2 booth; 3 wings; 4 house; 5 backstage; 6 proscenium; 7 lobby; 8 stage; 9 orchestra pit. **Quick check:** 1 SEE; 2 HIDDEN; 3 SEE; 4 HIDDEN; 5 SEE; 6 HIDDEN.

Task B: 1 J; 2 A; 3 B; 4 E; 5 G; 6 D; 7 C; 8 F; 9 H; 10 I.

Task C: 1 audition; 2 understudy; 3 intermission; 4 rehearsal; 5 cue; 6 costume; 7 prop; 8 ensemble. Not used: script, set.

Task D: 1 B; 2 C; 3 A; 4 D; 5 B; 6 A. (5: the lighting designer plans the lights before the show opens; during a performance the stage manager calls every cue.)

Task E: answers vary. Accept any answer that gives the main difference: (1) the stage is where the actors perform; the house is where the audience sits; (2) a prop is an object an actor handles or carries; the set is the scenery that stays in place; (3) the director leads rehearsals and makes the big choices; the stage manager runs each show once it opens and calls the cues.

Challenge: answers vary. Accept six to eight sentences in time order that fit the chosen job (from page 2) and use at least six terms from this set, each underlined and used correctly.

Calm block, Day 1: Learn and Test: Theater Audience Words

Match: 1. usher; 2. matinee; 3. premiere; 4. troupe; 5. encore; 6. debut; 7. playbill; 8. ovation.

Students check their own test with the upside-down answers at the bottom of page 1 and write a score out of 8. Own sentences: answers vary; accept any sentence that uses the word with its page 1 meaning.

Drama Set 2: Stage Directions

Task A: 1 DC; 2 DR; 3 C; 4 UL; 5 UR; 6 DC; 7 UL; 8 SR. (8: the audience's left is the actor's right, so Bea moves stage right.)

Task B: 1 OFF; 2 CR; 3 OFF; 4 UL; 5 UL; 6 OFF. (1 is already in the front row, 3 would walk into the stage right wing, 6 is already against the back wall.)

Task C: after line 3: Zoe C, Tariq UL; after line 6: Zoe UC, Tariq DL; after line 10: Zoe UC, Tariq UL. 1. upstage; 2. downstage, 2 areas; 3. CL; 4. line 7; 5. Tariq.

Task D: 6 areas. Path: stage right wing to CR, then C, then UC, then DC, then UC; accept arrows in that order, numbered.

Task E: 1 DR; 2 UL; 3 DC; 4 DL. (The director's left is stage right; toward her is downstage.)

Task F: answers vary. Accept any blocking that follows all five rules and uses only real area codes. Sample: line 1 Gabe to CL, line 2 Wen to UC, line 3 Gabe to UL, line 4 Wen to DC, line 5 Gabe to CL, line 6 Gabe to DL (Wen ends at DC, Gabe at DL). Gabe's first area must be UL, CL or DL, and his entrance does not count as one of his two crosses.

Challenge: the map's left side (the audience's left) is labeled house left and stage right; the right side is house right and stage left. Accept an explanation that the actor faces the audience, so the actor's left and the audience's left point opposite ways.

Calm block, Day 3: Learn and Test: Character Acting Words

Text gaps: 1. stance; 2. physicality; 3. mannerism; 4. tempo; 5. emphasis; 6. inflection; 7. attitude; 8. empathy.

Students check their own test with the upside-down answers at the bottom of page 1 and write a score out of 8. Own sentences: answers vary; accept any sentence that uses the word with its page 1 meaning.

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Drama Set 1: Jobs and Terms

Task B and Task C. Work alone. Use the ten jobs in the box, then the word bank.

Drama · Day 1

Task B: match the job (10 minutes)

Write the letter of the job that does each thing. Each letter is used once.

A playwright	**B** house manager	**C** director	**D** props master	**E** costume designer
F choreographer	**G** stage manager	**H** set designer	**I** lighting designer	**J** sound designer

1.	Plans the music, the sound effects such as thunder or a doorbell, and the microphones	☐
2.	Writes the words of the play: every line and every stage direction	☐
3.	Takes care of the audience: tickets, seats, the lobby and safety in the house	☐
4.	Plans what every character wears, from shoes to hats	☐
5.	Runs every show once it opens: keeps the schedule and tells the crew when each change happens	☐
6.	Finds or makes the objects actors carry, like a letter, a phone or a cup	☐
7.	Leads rehearsals and decides how the whole show should look, sound and feel	☐
8.	Creates the dance steps for a musical	☐
9.	Plans the scenery: walls, platforms, doors and furniture	☐
10.	Chooses where the light falls, how bright it is and what color it is	☐

Task C: fill the gap (10 minutes)

Write the word that fits each sentence. Eight words are used once; two words are not used at all.

audition · **costume** · **cue** · **ensemble** · **intermission** · **prop** · **rehearsal** · **script** · **set** · **understudy**

1. Before the cast list goes up, each actor performs a short piece for the director at an _____.
2. The _____ learned every line of the lead role, so she could go on if the lead got sick.
3. During the fifteen-minute _____, the audience stretched their legs and bought snacks in the lobby.
4. The cast ran the second act three times at Tuesday's _____.
5. The stage manager said "Go," and the lights changed right on _____.
6. Owen's _____ for the play was a long gray coat and a tall hat.
7. The only _____ in scene 2 is a vase of paper flowers that Zoe carries in.
8. Instead of one star, the play has an _____ of twelve actors who share the stage.

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Five days, planned and ready to print.

60 pages in color and ink-saver B&W, US Letter and A4

5 days, each with its own sets, calm vocabulary block, team task and optional game

15 pages of drama sets with worked examples

5 answer-key pages, every answer checked

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

