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Project-Based Learning: Projects for Academic Excellence

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Abstract

Project-Based Learning (PjBL) is a pedagogical approach which, as a result, enriched students’ learning experience and knowledge, as well as generated a more meaningful education beyond the traditional classroom setting through project performance. Participants for the Capstone Project encompassed 23 first-grade students in a public elementary school located in one of central California’s urban cities. The motive behind this project was to demonstrate PjBL as an effective learning mechanism in an English Language Arts classroom, through a theatrical production from the students. PjBL accomplished reaching more students through its alternative learning practice. Students exhibited improvement in other areas, in addition to their academics. Considering the importance of 21st century skills needed in today’s modern world, the researcher could incorporate creative teaching methods in order to equip students as prevalently suitable for life outside academic walls, as well as student achievement within them.

Keywords: project-based learning, 21st century skills, student achievement
Literature Review

The traditional approach on learning is diminishing due to the world’s fast-pacing demand of 21st century innovators and student achievement outcomes (Van Laar, Van Deursen, Van Dijk, & De Haan, 2017). Educators are scrutinizing over methods, in which they can offer students a quality education, to prepare them for the real-world as well as to comply with the Common-Core State Standards (CCSS). Project-based learning (PjBL) is a modern style of teaching; allowing students to grasp a greater comprehension of the subject matter they are digesting through projects guided by their own interest. Due to problem-based learning also using PBL as an acronym, PjBL will be the acronym used to define project-based learning throughout this paper in order to minimalize confusion. Moving forward, students develop readiness in the subject they are receiving instruction on because of the connections they are able to make between themselves and the material. The progression of PjBL within a student’s learning and how a project is structured permits students to attain competence in expanding their ability to perform with a more aptitude manner. Evidence of PjBL being effective has been established, demonstrating students have similar student achievement, or of more excellent student attainment than the traditional practice of teaching (as cited in Blumenfeld, Soloway, Marx, Krajcik, Guzdial, & Palincsar, 1991, p.37). PjBL can be adjusted to fulfill the requirements of a variety of subjects. This paper will build on the optimism of PjBL as a significant approach that provides students with the essential skills they need for when they are not in an educational setting, as well as the skills they do need when in one. It will touch on the topic of PjBL existing, not only to incorporate traditional school subjects, but to meet the demands of the current society. According to Van Laar et al. (2017), a 21st century skilled individual should possess “innovative, informative, life, and career ready skills” (p.578).
century needs students to be able to think critically on their own, as well as to have skills that promote collaboration with others. Students should be capable of solving problems presented to them through using their creativity and deeper thinking and PjBL will allow for this transition to occur positively (Van Laar et al., 2017).

What is Project-Based Learning?

Educators have a responsibility, which lays well above the grade of developmental influence. They generate foundations for students’ learning to grow and triumph. According to the Common Core State Standards (2019), guidelines for the implementation of state standards are set to provide the teacher structure to what they are teaching, but not how they are teaching it or what they are using to teach it (para. 6). PjBL is a tool which could swiftly integrate the Common Core State Standards with the concepts of how to develop skills for the 21st century. It can also be used to build a better student turn-out, in regard to their interest in their education. PjBL offers students ample opportunities to facilitate their own learning. They guide their education through identifying issues with and/or without the creative lenses of their peers. Students develop the competence to produce results of understanding context because the project they create is encouraged to relate to their lives (Dole, Bloom, & Doss, 2017). PjBL is authentic in itself. Students’ projects are more so self-lead, which also sparks interest to them. This allows them to retain the skills they are learning effectively.

Bell (2010), noted PjBL as a neoteric pedagogy, where students further their learning by assimilating themselves into their education. Students’ construct on prior knowledge. They do this through “inquiry, as well as work collaboratively to research and create projects” (Bell, 2010, p.39). Moreover, PjBL is described to be innovating because students will benefit from the undertaking of the process PjBL for goes. Students will gather 21st century skills as a result
disentangling real-world problems that require “critical thinking, engagement, and collaboration” (Schwalm & Tylek, 2012). The traditional classroom settings also demand these vital capabilities from their students, that demonstrate readiness; however, PjBL achieves the results due to the extended individual input. Students who have teachers implementing PjBL into their curriculum are more likely to have student achievement higher than of those teachers who teach traditionally (as cited in Schwalm & Tylek, 2012, p. 2). PjBL demonstrates student performance being supported thought their projects. Projects are granting students to become more involved and invested in the context they are learning.

**Maneuvering Curriculum Through PjBL**

When projects are tailored to meet the needs of students, as well as the designed standards, results will show improvement for a student on both ends of a spectrum. If they gained skills for the 21st century and improved on their academic goal, their progress can be observed and assessed through how they apply the learned concept. For students commencing a new concept, and especially for students who are likely to fall behind when beginning a new objective, it can be disheartening to see them despondently continue for go through the same cycle of staying further back (Dopplet, 2003). Johannessen (2004) mentioned how teaching students’ basic skills “has largely failed”. PjBL is an alternative pedagogical approach which may make all the difference with students. Students have different ways of learning. Not all students are the same. PjBL moves away from the traditional guideline, where average students succeed, it allows for everyone’s learning ability to be taken into consideration.

Students struggle due to different aspects in learning. Every student has a different style of learning that works best for them. There are different types of learners. Meaning, what works for one student does not mean it will work for all. There are different approaches one can take to
guide students through PjBL. Students who receive direct instruction on what the project will be about, as well as clear guidance, are better supported by explained strategies on how to go about a task (Dole, Bloom, & Doss, 2017). PjBL has students collaborate to create and solve problems they identify. Through group work and collaboration with peers, students learn methods of how to better communicate, which is an 21st century skill. These students then gain power from having done projects that required to cooperate and integrate their ideas to become enlightened (Trilling & Fadel, 2009). Education molded into PjBL projects acknowledges students’ different learning strategies. Students decide what ways they would like to demonstrate their understanding of the “final product” of their project. When students are able to display their own thinking using their own approach, they are able to make the most of their education because they will be able to remember information, they related to themselves (Bell, 2010).

Students from various grade levels can receive a positive impact form PjBL. Primary grade levels can have a positive impact from PjBL as well. According to the findings in Gültekin’s study, results showed students in their primary education enjoyed learning while learning something new. It also shows how students learn about responsibility through their project (Gültekin, 2005). According to Astawa, Artini, & Nitiasih (2017), students, “autonomous learning skills” can be developed, when PjBL is taught. The design in which projects are conducted give students a sense of enjoying education (para. 14). Students also learn how to conduct their own research. With the 21st century relying tremendously on technology, educators can implement the use of it to have students communicate through it and lead their research and interest. Through researching, students are approaching academic excellence. They are being empowered to find themselves within their work while allowing others to also join in.
Project-based learning, as a learning approach where students have the reins to their education, and work towards planning how they will go about expanding their knowledge, helps with reinforcing creativity. Although projects are led by students, teachers facilitate activities which provide guidance for students to drive their learning to become higher-order thinking (Helle, 2006, p. 288). Students tend to find a real-world issue with the topic they will focus their project on and set forth to providing evidence on how they can better understand the topic and resolve the issue. Students incorporate skills such as creativeness, collaboration, and communication, with their peers and practice the 21st century skills they are acquiring along the progression of the project. An important role an educator plays is allowing students to grow from each other, yet also remind students of the destination they are approaching (Trilling & Fadel, 2009). Educators must also have reliable resources for students to utilize and come to their resolution. PjBL offers room for the expansion, as well as the reinforcement of 21st century skills. Students should be able to retain more knowledge on the subject they’ve come across, because they related it to themselves. Students “learn by doing” (Bell, 2010). It is important to note PjBL can be altered to meet the needs of the students. Projects for different grade levels can also be altered to meet the demands of different projects.

In Chu, Tse, & Chow’s (2011) study, they observed primary school student’s progress in learning IT skills, with the inquiry administered under PjBL projects. Participants in the study were asked to be assessed on their current level of understanding on IT literacy, then after, assessed again through a questionnaire. For the project, the primary grade-level participants created their own research question. This question had to agree with all participants, whom were in groups of five and six. They then had to conduct research which would be related to the topic of choice students introduced. After the study was conducted, Students were then again, assessed
through a questionnaire which evaluated what the students learned through the project, and why they thought it was important to learn it, as well as what skills they gained after the project was over. According to Chu, Tse, & Chow (2011), before the study had been conducted, students were not confident in their skill levels with IT. After the self-led group project, and learning how to use IT, students were able to produce results of attaining knowledgeable, along with collaboration skills from having been in a team (Chu, Tse, & Chow, 2011). Primary schools using PjBL, had students gain skills, “in conceptual and applied knowledge”, which they were able to use as an advantage, leading them to have more students pass a national test (Chu, Tse, & Chow, 2011, p.133). Students in primary education are passing at higher rates than those in traditional classroom settings. Gültekin, (2005) states PjBL as providing a more meaningful education for primary grade-levels. They argue “primary schools should be reorganized through constructive, creative, and generative activities rather than some dull and memorization-oriented activities” (Gültekin, 2005, p. 550). Through PjBL, students are having fun and enjoying learning, as well as having more motivation to perform learning tasks. Gültekin’s (2005) study demonstrated to have primary-grade level students receive a higher academic success, including permanent learning skills that are important for furthering their education (p.533). School material is tough to master, different approaches like PjBL may allow for a transition into subject matter simpler, yet more elaborative so that students create greater depths in understanding essential information.

The implementation of PjBL in school settings may become complex if determining which criterion are not taken into consideration. There are several steps that can be taken in order to conduct a meaningful PjBL project. According to Glover (1993), students should be looked as the “professionals they are aspiring to become” (p. 6) This way, they can bring forward results
they are confident in sharing. A key concept looked over when structuring content through PjBL is that PjBL is more concerned with the process students undergo, then after the product (Glover, 1998). Through their sparked interests, students grow on the skills they already hold, as well as the 21st century skills the project will come to show them. Trilling and Fadel (2009), focused some of their work with creating an evaluation checklist of how-to asses’ criteria on a PjBL assignment. This evaluation check list allows for strengths within individuals to be noted. Receiving feedback is always positive. Individuals gain understanding of how they work, as well as how they work amongst others in a team project.

Having teachers who are ready to support students transition into the 21st century is crucial for PjBL. Educators who use the approach of PjBL and originally see themselves as having a low professional image, can utilize PjBL to not only improve the performance of their students, but of themselves (as cited in Dopplet 2003). Learning through PjBL is beneficial for primary grade -level students because it can reach more individuals and prepare them for the what the real-world has instore for them. PjBL equips students with the skills they need through an environment which welcomes change. Having a space for students to be flexible with their learning and create connections between themselves and their work, can suggest an advancement of students achieving readiness (Dopplet, 2003). On a final note, research suggests classes with PjBL projects tied into their teaching approach “perform better on assessments of content knowledge” (Dole, Bloom, & Doss, 2017).

Evaluation of Options

Project-based learning (PjBL) can provide students with a better learning environment, where success stems from collaboration and students perform just as well, if not better than students in a traditional classroom setting (Dole, Bloom, & Doss, 2017). PjBL will allow
students to become more familiar with the concept of the material they must learn and be able to make connections between it and the world that surrounds them. Implementation of PjBL takes planning. Students need teachers who can guide them to successfully identify a solution to their project. Suggested lesson plans are to incorporate the subject matter, English language arts (ELA), while having PjBL projects to guide students through their learning experience. Teachers promote positive learning experiences, when dealing with primary-grade level classrooms, such as first-grade, it is important to be reminded how students at such a young age will need more guidance than those of older ages. First graders are always ready for the next steps, therefore having a lesson plan that is personalized towards the specific grade level/age group is important. Planning lessons of how an educator may want their projects to be guided is important for the sake of student clarity. In this paper, based on the Literature Review, three lessons have been created to implement PjBL in a first-grade classroom. A table has been provided to present a brief overview of the different options.
All three lesson plans, consisting of implementation of PjBL in primary school, will be evaluated based on the criteria of: cost, time, and effectiveness. Cost will take account the amount of resources needed for the project, depending on which lesson is chosen. It will evaluate if the school will be able to cover costs and other material needed. Time of implementation will record the time the project is expected to be complete through the lesson plan. It will also record how the process may take time from other subject matter. Finally, assessing how effective the implemented project is will be essential. It is important to see how positively impacted students are when participating through PjBL. Therefore, the effectiveness of how well the project can be conducted will play a role in determining if the project should be implemented.

Students guide their own learning by making flashcards and quizzing each other. The pre-test demonstrates where the students stand before having experienced this project. This lesson
requires all students to engage. Each student has a partner whom they practice learning these words with. A creative way in which a student can make their own flash cards is out of a poster board. The poster board will be an additional cost for this project. All other arts supplies are provided by the teacher. On this poster board, the students will have a drawing one other classmate has made. Then students will then cut the uncolored poster board into flash cards. The first-grade students write the words they must know on the flash cards. Once all students have written the correct word with correct spelling, the teacher goes over the word and what it means. They create their own sentences with the words they have. They then have time to practice the pronunciation of the word, as well as what it means. The student is tested only by their partner and by the observations of the teacher. They will have to know at least 80% of the words and what they mean. This lesson will take two days, considering they cannot spend the entire day working on these cards. Every time a student has a secure understanding of what the word means, they will be able to color the back of the flash card. Later, once all cards have been colored, the total amount of flash cards will reveal a puzzle in the back which they can connect after mastering all words. The likelihood that all students will participate is high, yet the probability of all students completing the project and passing all words is not high.

One other option where first graders will be guided through PjBL is having the students create their own mini-board game, students will read a story, then create a board game where they make little flash cards that can be answered if you have only read the book. First graders will come up with questions for the board game. The effectiveness of this is very high, as well as the student engagement. There should not be any additional costs to school. The overall time it will take to complete this project is three days. Through this game, students will be learning about the plot, setting, there, and the creation of sentences in a story. Students will be read a
story, then they will discuss their thoughts on it. Some ideas will be jot down in an overall-classroom post-it. The following day, students will begin creating their board games, and the day after that, they will be playing each other’s games.

For a plan that will guide first graders learning how to think more critically about reading comprehension, a lesson through theater can reach many different aspects the curriculum is trying to teach them. A theater play will have first graders up and active wanting to participate. This is the lesson plan Avila (2019) will be conducting because it is different from simply having students sitting in a desk working on their work books. A teacher may want to use a workbook to guide their teaching, yet they may want to customize the stories the students will read. For example, a teacher may read little Red Riding Hood to their students and change the names throughout the story, to the names of students who volunteer to have their names in the story. Then, the teacher may want to ask the students to create their own stories using personal experiences that relate to Little Red Riding Hood. With students’ using personal stories, the student’s engagement in what they are learning will go up because it is something, they are interested in. Through this project, students may be learning plot, setting, and theme. They may also be learning about how to know when something is a lesson/message of the story. In the play, students will be learning words they must use. This lesson will serve to be extremely effective as a PjBL lesson. With this project, students will be learning how to collaborate with each other as well as how to create something together. It will teach them team work, as well as how they work as an individual. It can be split up into groups, in order to have more students participate. The durability of this project may take up to a week. It will not have a cost and it can be assessed by having the audience be asked questions, while the other students have the answers. This can
also be assessed by having students take Accelerated Reader (AR) quizzes online and see if they understand the concepts the teacher would like them to meet.

**Capstone Project**

Project-Based Learning (PjBL) is a captivating approach to teaching, where students learn through a variety of different learning approaches in order to be equipped for the 21st century. It can be utilized to improve the performance of students’ academic work by challenging them to make deeper connections between themselves and what they are learning. In the literature review section of this paper, scholarly work was provided to support the significance of this project. Studies were reviewed, and assisted with the implementation of this project, as well as acknowledged this project as suitable to be conducted in primary grade-level classrooms. Research, presented in the literature review section, that exhibited beneficial and constructive knowledge, also helped shape PjBL lessons of excellence, that focused on PjBL as an appropriate learning method for students. Two other lessons were created, but the option of having primary grade-level students create their own theater production is the option that was ultimately conducted.

This segment of the paper will cover several sections corresponding to the purpose of this project. Each section will be presented forward with thorough explanations. The Design section of the project will introduce the context of where Avila’s PjBL method was practiced. It will elaborate on why the site was chosen in regard to this specific project. This section will also convey why the lesson was created the way it was. The Implementation section of this paper will display the objective of the lesson and the format in which it was administered. This section will also introduce how Avila executed the lesson, and guide readers to the appropriate segment within a lesson plan for ease when trying to derive information about the overall lesson. The
final section will be the Evaluation section of the paper will provide results on the entire lesson. It will explain the usefulness of students’ theater production as a lesson after having been conducted and completed.

**Design**

This project required using different learning approaches to accommodate to diverse learning styles. The lesson for the project incorporated six separate lesson plans that all collaborated with each other to create a meaningful learning experience for first-grade students. The researcher chose to practice their lesson at an elementary school in central California. The school is one the researcher was already familiar with, and therefore wanted to implement a lesson they thought would suit the community well. Through researching the School’s Accountability Report Card (SARC), the researcher concluded this site needed a different learning approach.

The population this elementary school is supporting has students whose learning is affected as a consequence of their limited knowledge of the English language. This community partner site strives to establish a sanctuary, where students are motivated to succeed in their academics. They aim for high levels of collaboration between teachers and parents, as well as with the community. The researcher theorizes the traditional style of teaching Common Core is not doing enough for these students who are at risk of falling behind. Through collaboration, the researcher created and implemented a recipe to support the diverse, urban, elementary school in meeting their goal, with the suggestion of using Project-based learning. She created a lesson project to which she connected the curriculum with PjBL methods.
The researcher decided to create a six-piece lesson plan for the students of this particular elementary school because it was necessary. Through observation, the researcher established the lack of conversation students were having in classrooms where the majority of them speak Spanish as their first language. Students in the first-grade classroom that was observed were noted to not have much writing skills of their own. This made it difficult to determine if they were understanding the traditional lesson they were being taught. In regard to the project as a whole, the researcher chose to make lessons building up to a theater production because they felt it would allow students to demonstrate their knowledge through activities minus the paper. Every part of the general lesson kept in mind the difficulty students had with writing and reading. The researcher used the 5-E lesson plan model, introduced to them by an instructor because deemed this was the appropriate lesson plan to use due to the lack of structure and encouragement of flexibility. The first E, Engage, was the hook. This is where students need to be hooked and want to participate with being curious. The second E, Explore, allowed for the exploration of a topic where students were able to take the reign of what they thought about the project. Student collaboration is highly encouraged in this section. E number three, Explain, is where the instructor will tap into students’ prior knowledge in order to make connections with what they are being exposed to. The fourth E, Elaborate, is where students are able to create assumptions and build on their new knowledge from the connections they made with their own experience. Evaluate, the final E, is where the teacher and students can ask questions that want students to continue being excited about the new information they are receiving. All E’s offer the flexibility to allow students to facilitate their own learning.

This project used more hands on and verbal communication, as well as collaboration, to have students participate more with what they were learning and engage more with their
classroom. Also, having the site’s supervisor help and observe the class alongside the researcher, allowed for students to see how they may want to collaborate. The implementation of the project was with the help of the students’ educator, which gave students more attention and encouragement to take part in the activities presented to them.

**Implementation**

The overall project implemented six lesson plans to teach students a lesson of theater production. Through the students’ learning process, they were not simply learning how to act. Many objectives were set to reach the ultimate goal along with the aim for students to gain practical skills they could take out to the real world. The researcher, whom is also the instructor of the project, incorporated Common Core State Standards to initiate a foundation of knowledge students would gain academically. There were pre and post tests administered before and after the lesson(s). The overall project took a week and a day to administer, with it being an hour and a half per day. Each lesson plan for the day followed the completion of the 5-E model. This model included sections which allowed students to engage, explore, explain, elaborate, and evaluate what they were taught. All aspects of the project were assessed through formative assessments, where the instructor will monitor and observe students’ progress individually and as a group through participation.

For the first day’s lesson, the instructor welcomes the class with presenting them the topic of performing a play/drama. The instructor handed out the pre-test (refer to appendix D for students’ responses to the pre-test in figure 1.), which was created to what students are thinking about the vocabulary words.
Figure 1. This is the pre-test and post-test of the project.

The pre-test was not created to test if students were correct or incorrect. Once the pre-test was handed out, the instructor moved on to having the students join together at the carpet section of the classroom to commence lesson 1 (see appendix A). Here students will be asked what they think a drama is and what elements they think go into making one successful. The teacher will encourage as much as possible to speak. Before giving students an answer, students are shown a video. This video includes the elements of the drama being: Drama, Setting, Characters, Dialogue, Stage Directors. Once the video is over, the instructor will again ask students what they think elements of drama may be. Here students will try to provide their own examples of what they may look like. The teacher will ask students to share with a partner one element of drama they learned from the video, before sharing it with the class. Once, think pair share is over, the instructor will ask students to share. Having done so, the teacher will not turn down the answer, but instead try to have students adjust their examples. The instructor will
advise students to keep the new information in their minds while they read a book. This book will allow for students to make connections with the five elements they learned to the book. To further knowledge, the teacher will have them reflect on their own experiences compared to the book.

The second lesson plan (see appendix A) will allow for students to review the five elements of drama they learned from the day before. Students will be asked to communicate one element of drama they learned the day before in order to gain entrance into the classroom. Students will have a worksheet waiting for them at their desk (refer to appendix C for students’ responses to the worksheet activity in figure 4.).

![Worksheet](image)

*Figure 4.* This is a worksheet used for the project.
The worksheet’s purpose was to see what information students had retained from the day before. After giving students time to show what they know, the instructor will again have students share with a partner where they think they may have seen an element of drama in another book or TV show. The instructor will then have students participate in creating hand gestures to remind them of each vocabulary word (see figures 2 and 3).

![Image](image.png)

*Figure 2.* This is a student demonstrating “drama” through hand gesturing.

Students tapped on their wrists and make rain fall motions with their hands for setting. They made a tapping motion with their feet like Woody, from Toy Story, for the vocabulary word Character. For Drama, students made an action motion, as if mimicking a clapperboard. For Stage Director, students cupped their hands around their mouths as if screaming at someone from
across the room. Finally, for Dialogue, students made less than and greater than signs with their hands while opening and closing them.

![Image](image.png)

**Figure 3.** This is a student demonstrating “dialogue” through hand gesturing.

These hand gestures were meant for students to use kinesthetic learning to practice and retain information about the terms they had learned. Students practiced these motions with partners. Before ending the lesson, students were asked to answer hand gestures from classmates and the instructor to see if they retained any information.

On day three, lesson three (see appendix A), students entered the class with similar requirements as day two, except they were asked to answer hand gestures. Students were introduced to what a script is by having them rehearse a script from *Readers Theater* (See appendix A). Students are asked questions before and after the script is read. Students are then given instruction that they will create a script before being split into two large groups. They are told to create a play and have a lesson they would like to teach the class from their play. The instructor guides the students in formatting their script. They have the *Readers Theater* booklet available to them the entire time. The instructor will also help students include elements of
drama, through providing students a list. This list is to help remind the first-grade students what to incorporate.

Again, on Day four, lesson four has students enter the classroom with a reminder of what they learned the day before. Entering the classroom means students are answering questions the teacher asks them to answer, either using hand gestures or the vocabulary words. Through this method, the instructor is seeing what students know and what they are struggling with. Furthermore, once again, students will use Readers Theater to remind students of what a script can look like. The teacher will ask students what they think is necessary in a script and what they think they should add. Students are then separated into groups and left to start writing their scripts. The instructor goes between both groups helping them think deeper of what elements of drama, they may be missing or want to consider adding. The teacher will take the copy from the script of the day to make copies for students to have to practice on the following day. Before students are let go, the teacher will have both groups come together to go over where their scripts are heading. This allows for students to see if they want to take any recommendations from their peers.

Lesson five begins like lesson four (see appendix A). Then, students are invited to express any questions they may have about the script. The class is then separated into smaller groups and given the task of performing actions of the animal they are given. This will allow for students to get out of their comfort zone. The instructor and classmates will give constructive feedback of what they can improve on to be a more realistic animal. Students will have time to practice their scrips before the lesson is over. They will then be asked what they think will make their settings more realistic. On day six, students will have returned from the weekend. Therefore, the instructor will again welcome students into the classroom like it was done on the
previous days. The instructor may want to ask each student more than one question before having them enter the classroom. Students will be given the post-test (refer to appendix B for student’s responses to the post-test in figure 1.) to see if they retained knowledge from the previous week. Once the post-test is complete, students will be put into their own groups and given time to rehearse before performing in front of their peers. After each group has presented, students will conduct questions to the opposite group. The instructor will guide the questions at beginning. After the discussions, students will be asked to have a seat and put their heads down to reflect on what they could have improved on as a group and as an individual. They will be asked what they learned the most from the project.

**Evaluation**

The overall project resulted as successful. Through the pre-test and post-tests (see appendices B and D), there was an improvement in scores. Although the researcher saw these tests as simply and introduction and reflection of the project, the researcher’s use of formative assessing gave more results than the tests could have. There was a lack of communication for many of the students in the classroom. Also, after having completed the lessons, and the theater production, students who did not speak in class were more engaged and started more conversations, even if it was to ask a question. 85% of the students mastered hand gestures after a few unsuccessful attempts. Before the lesson began, some students were aware of some elements of drama, most were not. Also, there were more students at the end of the project than there was at the beginning. Therefore, there were more post-tests (refer to appendix B for students’ responses to the post-test in figure 1.). The increase in correct responses was also more so found in the post-tests. In addition to the increase in test scores, students showed they retained information after a weekend having passed. Although students were not as interested in
continuing to explore the elements of drama on their own, they demonstrated more collaboration with each other.

**Reflection**

**Discussion**

With the researcher, Avila (2019), having had previous experience at the site the Project Based-learning (PjBL) project was conducted, it was evident students were falling behind and a modern learning approach needed to be implemented. Having done research, a literature review was conducted to allocate sources to support the importance and resourcefulness PjBL could be. With review of the sources, the project of having first-graders create a theatrical production was produced. This project would require more than a day worth of work and the creativity to construct lessons for students to engage deeply in. With further evaluation of the sources and the plan for the project, it was also determined there would need to be a tremendous amount of student contribution. The availability of options for students allowed for them to become more comfortable and engaged with the material presented to them.

Prior to the project being conducted, the researcher evaluated the Common-Core State Standards (CCSS). Avila (2019) was able to identify forms in which she could elaborate on the standards presented for her. She determined she could reach the standards through various lesson plans, but she would have to become very flexible. Avila’s students did not all know how to read, they knew how to write minimally. Most of her students were of Hispanic backgrounds and also did not have much familiarity with the words and language they were introduced to. Therefore, Avila (2019) noted she needed to produce pre and post-assessments. Having awareness of the circumstances, the researcher decided the pre and post-assessments (which she labeled as pre and post-tests in the project section of the Critical Analysis Paper, (CAP)) would
not determine much. In the Literature Review section of the CAP, the researcher distinguished how Dopplet (2003) made it clear of the importance it was to give students the extra support they needed, in order for them to not fall into a disheartening cycle that could set them further back. These assessments would merely be used to introduce and conclude the project. They were generated to test students’ limits, but to see what prior knowledge they did have and to have them build off on it. There was some expectation, which was indirectly shared with the students the researcher was working with, but not the kind that would be used to classify the students. What was even more so intentionally indirect was the fact Avila would be assessing the students through using formative assessments, observations.

Although there was lack of expectation for the pre-assessment, there was high expectations of what the post-assessment would look like. The researcher’s expectation of the post-assessment grew from the formative assessment done throughout the project. As a result, the post-assessment served as encouragement for Avila to infer the project as successful. Although the researcher concluded as such, Avila (2019) did yield to many minor obstacles. Though many minor barriers, the researcher did have major victories, among the victorious completion of the project.

Although Avila (2019) noted the obstacles as minor, they are capable of being overcome and for reassurance, can be addressed. One limitation to the project was time. Although this was addressed in the Evaluation of Options section of the CAP, time still became an issue. The availability of the researcher, along with the availability of the researchers supervising teacher was conflicting. There was a gap of opportunity, which was taken as the time used for the project. With the time give, there was only so few amount of time to be borrowed from the credentialed teacher during each day.
On a similar note, with time being very limited, the lessons were complex yet flexible, but the time there was for students to be as creative as they could be was not presented. Another challenge for the Critical Analysis Paper of the Project (CAPP) was the density of the lesson plans. These lesson plans could be judged as a good fit for the grade level, yet they may have been too compacted for first-graders. With this PjBL project, there were many projects that led up to the theatrical production. The abundance of minor projects was adjusted along the course of the project timeline, yet it, along with time, made this to be one of the most crucial limitations.

Overall, the CAPP was constructive as well as productive. Although there being expected, yet ambiguous levels of limitations, students were flexible and adjusted positively with the overall project. Students were able to retain information they learned during the limited time the lessons were facilitated for them. With the observations made by the researcher, it can be concluded that students enjoyed, developed, and practiced new skills through various activities formulated to be adequate for them to accomplish.

**Recommendations**

In advancement with this CAPP, Avila recommends various considerations for improvement of the total project. The project’s objective was to have students become collaborators, creators, communicators, retainers, and explorers as they engaged with their education. With this project having been completed with a positive note, the researcher recommends minor adjustments. Every piece of advice is recommended with the best intention of providing a more meaningful experience than there already was. Avila suggest many aspects to be taken a closer second look in order to produce better results.
One major suggestion the researcher would like to emphasize is to expand the project to be conducted with more time. This is one point the researcher would like to stress, due to the implications created during the project implementations. This could look like stretching the one week into a month. Having this much time would allow of the project to be extended to its full potential. There would be more opportunity for students to be creative and design a better experience for them to retain information form. With there being more time, there is more space for students to learn more vocabulary and become familiar with their definitions of a theatrical production, as well as what they are learning from the CCSS. This expansion of time should stay around an hour and a half, no more. First-graders are always interested in learning the next new subject, that’s why they should be left with enough time to soak up the new information presented to them.

For this project, and specific community sample, learning with hand gestures is something the students’ teacher had already tried to use with them. Avila (2019) used hand gestures with these students’ and saw dramatic retention rates with word and vocabulary understanding. It is the best interest of this project to continue using hand gestures as a way to demonstrate to students’ new vocabulary words and what they might look like, among other resources. In the Appendices of this paper, Appendix A and E, there are examples of what some hand gestures could look like for this CAAP. With the continuation of using hand gestures throughout various lesson plans, and as entrance and exit tickets, students were able to remember and demonstrate what the vocabulary words meant a month after the lesson had been introduced. Gültekin (2005) stated “primary schools should be reorganized through constructive, creative, and generative activities rather than some dull and memorization-oriented activities” (p. 550).
Avila (2019) used Gültekin (2005), to support the use of hand gestures with first-graders. Therefore, using kinesthetic learning along with PjBL served as resourceful, due to it not only having students memorize, but apply the new vocabulary.

A few other recommendations for this modern learning project are to use formative assessments when assessing students. This was important to Avila’s project, and for furthering this project, because not all students knew how to communicate their answers through paper and pencils. With the researcher having used observation to assess the students, she was able to determine how well they knew and could apply the material, not just how well they could write or use a pencil. With using formative assessments, it was important to see which students needed a script typed for them, or if the whole class was lacking on an important skill. Having students read a book from Readers Theater and using carpet time for them to read to their peers prepared them for the final production of their play. Also, having the teacher make options for students to choose from made it easy for students to vote on a topic they all wanted to contribute and engage with.

With this CAPP, there is room for improvements and adjustments. This CAPP could be used with students of upper grades, and lower grades. It is important to keep time in mind for unexpected occurrences, as well as needed adjustments. Students are able to adjust to different circumstances well, as long as the instructor is confident and proud of their works. Having room for more constructive criticism is one key element to also consider. If students are collaborating within and outside of their projects, it is important for the teacher to do the same with their lessons.

**Future Plans for CAPP**
With the results of the PjBL project, the researcher plans to develop lesson plans that further the objective of the project. Avila (2019) plans to continue to use PjBL in her future classrooms, as well as to collaborate with teachers and have them become inspired to seek professional development workshops to better their understanding of what PjBL is so they can also implement it into their own environments. The researcher herself also plans to attend workshops and have communication with teachers who are well informed of what PjBL could look like. It is important for educators, and future educators, to want change that will be helpful to the everchanging learning styles. This CAPP has the potential to grow into something greater and create more meaningful connections between students and their education.

In Avila’s future career trajectory, she plans to use her CAPP, but of course alter it to fit her future students. Avila plans to expand on this project, as well as create new ones for herself and for those instructors around her. Avila (2019) would use all following recommendations made in the Recommendation section of this paper, as well as adapt the CAPP with her students. She plans to use this PjBL project and incorporate other 21st century skills to it. There are always new skills students will have to come to learn at one point of their life, skills that are not always offered in the education system. Avila will implement different focuses and objectives, and possibly use the same format as she did for this particular project. She will add technology skills, and more communication skills for students to learn. She also plans to give students more freedom to bring in their own books and link up with other students to possibly have students become more engaged with the instruction.

Avila (2019) notices the need for change in her society. She hopes that with continuing this style of learning, more connections between students’ differences and similarities will be made. Through this CAPP, the researcher learned some aspect of what it takes for an educator to
create and implement a lesson. She also learned how important it is to be open to constructive feedback, this way more students can be reached through this already multi-style learning collaborator.

Conclusion

This Project Based-Learning (PjBL) project was completed with six lesson plans and took a week and a day to complete. With the completion of the PjBL project, it is clear to note there was a capacity for improvements. The overall objective of this project was to engage students with the material being taught to them, as well as allowing them to become creative with it. The theater production put on by the first-graders was very thoughtful, allowing them to incorporate their own experiences into the project. With students being able to make connections with the theme of the project, to themselves, they were able to retain more of what they learned throughout the experience, even weeks after the completion of the lessons.

First-graders, at their age, are able to learn and adapt to new concepts quicker than other grades. Still, there are students who do not fall into the category of being able to balance a new situation, therefore, the introduction of this pedagogy allowed for students who did not assimilate to only learning through the traditional way of learning. With having had students collaborate, create, communicate, and think cognitively, through less restrictions and limited teacher facilitations, students had more control of what they were learning and learned what they felt was more meaningful to them. Every aspect of this project was assessed through formative assessments. The thorough teacher observations determined if students were reaching learning achievement, or were falling behind, allowing the teacher to reach those who needed the most support. This project was challenging but recommended.
References


Avila (2019). Students demonstrating five elements of drama through hand gestures.


APPENDICES
APPENDIX A: LESSON PLANS
APPENDIX B: POST-TEST
APPENDIX C: ACTIVITY
APPENDIX D: PRE-TEST
APPENDIX E: HAND GESTURES
Lesson 1: Projects for Academic Excellence

This lesson plan will be implemented as a tool to have students be more engaged with their learning experience in a classroom. Students will be introduced to 5 elements of drama, but before this, they will take a pre-test assessment to set the stage for what they will be learning. The students in the classroom are majorly Hispanic, therefore, their learning process will be monitored through formative assessment, done by the instructor.

Measurable Learning Objective

Students will communicate their new knowledge of what the five elements of drama are after having read a story with 80% accuracy (Drama, Setting, Characters, Dialogue, Stage Directors).

Grade Level - First-Grade

State Standard -

RL.1.1 “Ask and answer questions about key details in a text.”

RL.1.3 “Describe characters, settings, and major events in the story, using key details.”

RL. 1.9 “Identify basic similarities in and differences between two texts on the same topic.”

5-E Lesson Plan

Engage -

After having given out the pre-test, the teacher will ask students what they think elements of drama are. Then, students will be shown a video of what elements of drama are and what a drama may look like. The teacher will then pull out some elements of drama and ask students to provide examples from the video of what they think these elements are.

Explore -

The teacher will read, “You’re Mean, Lily Jean!” by Frieda Wishinsky, to the entire class at the carpet. Before reading, the teacher will ask students to make predictions of what the book will be about and how they came up with the prediction. Students will make predictions to a partner before being chosen to share their thoughts on what the story will be about.

Explain -

Throughout the reading of the story, students will be asked to identify elements of drama. After the story is read, the teacher will again ask students to discuss five elements of drama in the
book. Students will think-pair-share with a partner then be asked to volunteer and say what those elements may be. The teacher will write down predictions on the board.

**Elaborate-**

Teacher will write down what students say are five elements of drama. The teacher will also draw what they look like on the board, according to the student’s comments. Students will then be asked what they liked most about the book and what they did not. The teacher will ask students what they think this book may look like if it was acted out in a drama.

**Evaluate-**

Teacher will have taken notes of which students responded to earlier questions. Then, students will be asked to tap into their prior knowledge of a book or movie they have watched/read and make connections to the five elements of drama. They will be asked to, at least, name a character and the setting of where it took place. They will be asked to identify characteristics of those characters and setting when answering. After having had students volunteered to answer the questions, they will be asked to get into a group of three-four students and take turns making these connections.
Lesson 2: Projects for Academic Excellence

This lesson plan will be implemented as a tool to have students be more engaged with their learning experience in a classroom. Students will review to the 5 elements of drama. They will then begin to make connections between books and the five elements of drama. Also, students will be able to practice what the elements are and will be observed with how much they have learned through what they are communicating. The students in the classroom are majorly Hispanic, therefore, their learning process will be monitored through formative assessment by the instructor.

Measurable Learning Objective-

Students recognize the five elements of drama.

Grade Level-

First-Grade

State Standard-

SL. 1.1 “Participate in collaborative conversations with diverse partners”.

SL. 1.3 “Ask and answer questions about what the speaker says in order to gather additional information or clarify something that is not understood”.

SL. 1.5 “With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings”.

SL. 1.6 “Produce complete sentences when appropriate to task and situation.”

5-E Lesson Plan

Engage-

Students will be welcomed into the classroom with being asked what a random element of drama is, in order to enter. Those who do not answer close to the correct meaning will be asked to try again before being sent to the back of the line. Once inside, students will be given a worksheet to start the day. While students complete the worksheet, they can ask questions as the teacher walks around the room. Students who finish the worksheet early can read a book, with the reminder to look for elements of drama within it, while others try to complete the worksheet. After, students will be asked to join the class at the carpet.

Explore-
Teacher will tap into the students’ prior knowledge by asking the students if they noticed any elements of drama at home. Students will be asked to share their findings with partners. For students who are shy, the teacher will ask partners to volunteer and share with the class something their partner said. The teacher will then remind the students of the story they read the day before and if they could communicate any key facts they learned about the story. Students will be reminded, by each other, what the elements are and how they may have looked like in the story. The teacher will also have students think deeper about the text and ask students some questions beginning with “do you think”.

**Explain-**

Students will be introduced to hand gestures to remind them of vocabulary words (five elements of drama) and what they mean. Through this method, students will come up with hand gestures they think match the definition given to them. After having created hand gestures, the class will practice them together. The teacher will do a hand gesture, then ask a student what the definition for it is and vice versa.

**Elaborate-**

With partners, students will be asked to test each other what each hand gesture means. The teacher will then read “Nobody Knew What to Do”, by Becky Ray McCain and Todd Leonardo. After having read the story, the teacher will ask students what they think matches a particular question they are asked about the book. With a raise of hands, or after having chosen a student or volunteer, the teacher will receive hand gestures and verbal communication as answers to the question asked.

**Evaluate-**

Through formative assessment, and with the teacher having students give a key detail about the text and respond to a hand gesture as an exit ticket, students will be observed for what knowledge they have gained or need more support in.
Lesson 3: Projects for Academic Excellence

This lesson plan will be implemented as a tool to have students be more engaged with their learning experience in a classroom. Students will learn what a scrip is and why it is important to a drama and the other elements. They will create their own scrip, for their group. The students in the classroom are majorly Hispanic, therefore, their learning process will be monitored through formative assessment by the instructor.

Measurable Learning Objective-

Students will collaborate to produce a script for an audience.

Grade Level-
First-Grade

State Standard-

W. 1.2 “Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

SL 1.4 “Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.”

L.1.1 “Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.”

L. 1.6 “Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.”

5-E Lesson Plan

Engage-

Students will be welcomed into the classroom with being asked what a random element of drama is, in order to enter. If students cannot answer the hand gesture, or give a definition, they will have to act out a character the teacher asks them to act out. Students will then be asked to gather at the carpet. The teacher will then present to them what a script looks like. The script presented to the students is from Readers Theater “Humpty Dumpty’s Fall”, by Carrie Smith. The teacher will then ask students why they think it is important to a drama, and what they think it may be used for. Students will have a booklet to be able to follow along with the teacher’s questions.

Explore-
Students will be chosen to read the script to the audience/class. They will be reminded the importance of being respectful while students are performing their script of a drama. As students read the script, the teacher will pause them and ask the audience and actors questions of comprehension. After the students have read the book, they will be asked the same questions asked in the beginning. The teacher will guide them further into trying to understand the importance of a script by having students apply the knowledge they do have into making a script.

**Explain**-

The teacher will divide the class into two groups. Each group will be guided by the teacher to collaborate and create their own script of what they want their drama include. Students will be asked to make a script about regarding the concept of bullying. They will also be asked to include all five elements of drama.

**Elaborate**-

In their groups, the students will be encouraged to all mention at least one thing to insert into their play. Students can give the instructor ideas to write down. They will have the “Humpty Dumpty’s Fall” book available to them if they want to use it as reference.

**Evaluate**-

Through questions, the instructor will note which students are engaging with the project. Students will answer hand gesture and vocabulary as their exit tickets. They will also have to state what a script is and what it can be used for.
Lesson 4: Projects for Academic Excellence

This lesson plan will be implemented as a tool to have students be more engaged with their learning experience in a classroom. Students will use a script to guide them in the drama they are creating. They will practice the five elements of drama within their scripts. The students in the classroom are majorly Hispanic, therefore, their learning process will be monitored through formative assessment by the instructor.

Measurable Learning Objective-
Students will demonstrate their knowledge of a script’s purpose for a drama.

Grade Level-
First-Grade

State Standard-
W. 1.2 “Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

L.1.1 “Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.”

L. 1.6 “Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.”

5-E Lesson Plan-

Engage-
Students will be welcomed into the classroom with being asked what a random element of drama is, in order to enter. If students cannot answer the hand gesture, or give a definition, they will have to act out a character the teacher ask them to act out. Students will use Readers Theater again to interpret a script through a different story. Different students will be asked to read to the audience. The teacher will create questions for students about the story’s lesson. She will also ask students to summarize the text and explain key details to a partner. The partner will be asked to share something mentioned from their conversation with their partner.

Explore-
Students will put separated into their groups. They will be given an example of how they can start to write their scripts. They will be given a list of things they should incorporate to their
script. This list will be verbally read to them over the projector. Students will be given time to collaborate with their group to settle what they want to accomplish.

**Explain**-

The teacher will be walking back and forth between both groups and asking them questions to deepen their knowledge of how they are approaching their drama making. Students will then continue to plan what they want in their script. Students will then be encouraged to finish, this way, the teacher can take their script and make copies for everyone to begin practicing it.

**Elaborate**-

Through script making, the teacher can have students provide their thoughts on why it is important to plan and have everyone participate. The teacher will continue to tap back into student’s prior knowledge by reminding them about the *Readers Theater* book. Students will be encouraged to practice the scripts they have.

**Evaluate**-

The teacher will assess students understanding of what a scrip is by the way it is displayed, as well as by what is included in it. The teacher will have evaluated students’ understanding by having asked questions throughout the lesson, such as how students could make the scrip better or why they added what they did and how did it connect to the five elements of drama.
Lesson 5: Projects for Academic Excellence

This lesson plan will be implemented as a tool to have students be more engaged with their learning experience in a classroom. Students will practice their scripts and receive pointers they should introduce to their drama before they present to the class. The students in the classroom are majorly Hispanic, therefore, their learning process will be monitored through formative assessment by the instructor.

Measurable Learning Objective-

Students will apply the five elements of drama in a theater production.

Grade Level-

First-Grade

State Standard-

SL. 1.2 “Ask and answer questions about key details in a text read aloud or information presented orally or through other media.”

L. 1.5 “With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.”

5-E Lesson Plan

Engage-

Students will be welcomed into the classroom with being asked what a random element of drama is, in order to enter. If students cannot answer the hand gesture, or give a definition, they will be asked to give a specific detail about the script in their group. Having entered the class reminded of some elements of drama, students will be asked to join their classmates at the carpet. They will be asked to express any concerns or questions they have about their scripts and how to practice them. Students will then listen to their teacher rehearse a script and asked students what they think the teacher did good in and could have improved on.

Explore-

The instructor will give students a number 1-3. They will ask the class to take a space in the classroom with students who have the same number. The teacher will then give that specific group an animal they will have to imitate when given a command. Students will be asked to act certain actions with their best acting skills. The teacher will then give those students pointers.

Explain-
Students will gather in the carpet and give each other critique on what they think could have been improved. The teacher will then lead the class in a discussion about how actors should portray certain attitudes towards their character in order to make them feel more realistic.

**Elaborate-**

Students will be separated into their groups to practice their printed scripts. They will be guided by a teacher if deemed necessary.

**Evaluate-**

As students practice their scripts, the teacher will watch them and ask them questions such as where is the setting? What dialogue is being used to show this is locater where it is at?
Lesson 6: Projects for Academic Excellence

This lesson plan will be implemented as a tool to have students be more engaged with their learning experience in a classroom. Students will practice their scripts then present to the class. The students in the classroom are majorly Hispanic, therefore, their learning process will be monitored through formative assessment by the instructor.

Measurable Learning Objective-

Students will demonstrate knowledge of the five elements of drama through questioning each other’s theater production.

Grade Level-

First-Grade

State Standard-

RL.1.1 “Ask and answer questions about key details in a text.”

SL. 1.2 “Ask and answer questions about key details in a text read aloud or information presented orally or through other media.”

SL. 1.5 “Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.”

L. 1.5 “With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.”

5-E Lesson Plan

Engage-

Students will be welcomed into the classroom with being asked what a random element of drama is, in order to enter. They will also be asked what the role of their character is in their script. Students will then be given a post-test. The teacher will be guiding them from the projector screen, like they did for the pre-test. Students will then be separated into their groups for their drama.

Explore-

Students will be given the opportunity to practice before they preform for their audience. During the practice, the teacher will be observing everyone in the group.
**Explain**-

Students will be asked a few questions about the play after they practice the first round. The teacher will see which students have a better understanding and if they have shown improvement since the beginning of the lesson.

**Elaborate**-

Each group will be given the opportunity to perform in front of the other group/audience.

**Evaluate**-

After each group has presented, students will conduct questions for each other. One group will ask questions to the other group, before the other group presents. The teacher may need to ask or start a few questions, in order to have students ask more meaningful questions. Students will then be encouraged to look for elements of drama in future books.
APPENDIX B
POST-TEST
Directions: Match the word with the picture you think fits best.

**EXAMPLE:**

1. Puppy
   - A. Snowflake

2. Cold
   - B. Dog

1. Drama/Play
   - A. Stage Flicker

2. Characters
   - B. Clapper Board

3. Setting
   - C. Cityscape
4. Timeline
5. Stage Directors
6. Dialogue
7. Bully
8. People
Directions: Match the word with the picture you think fits best.

**EXAMPLE:**

1. Puppy
2. Cold

1. Drama/Play
2. Characters
3. Setting
4. Timeline

5. Stage Directors

6. Dialogue

7. Bully

8. People
Directions: Match the word with the picture you think fits best.

EXAMPLE:

1. Puppy
2. Cold

A.

1. Drama/Play
2. Characters
3. Setting

A.
B.
C.
EXAMPLE:

1. Puppy
2. Cold

A.
B.

1. Drama Play
2. Characters

A.
B.
C.
Directions: Match the word with the picture you think fits best.

**EXAMPLE:**

1. Puppy
   - A. Snowflake
2. Cold
   - B. Puppy

1. Drama/Play
   - A. Text
2. Characters
   - B. Clapperboard
3. Setting
   - C. Stage
Directions: Match the word with the picture you think fits best.

EXAMPLE:

1. Puppy — A.
2. Cold — B.

1. Drama/Play — A.
2. Characters — B.
3. Setting — C.
Directions: Match the word with the picture you think fits best.

**EXAMPLE:**

1. Puppy
   - A

2. Cold
   - B

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1. Drama/Play
   - A

2. Characters
   - B

3. Setting
   - C
Directions: Match the word with the picture you think fits best.

**EXAMPLE:**

1. Puppy ➔ A.
2. Cold ➔ B.

1. Drama/Play ➔ A.
2. Characters ➔ B.
3. Setting ➔ C.
Directions: Match the word with the picture you think fits best.

**EXAMPLE:**

1. Puppy
2. Cold

A. [Snowflake picture]
B. [Puppy picture]

1. Drama/Play
2. Characters
3. Setting

A. [Drama/Play picture]
B. [Clapperboard picture]
C. [Setting picture]
4. Timeline
5. Stage Directors
6. Dialogue
7. Bully
8. People
EXAMPLE:

1. Puppy
2. Cold

1. Drama/Play
2. Characters
3. Setting
Directions: Match the word with the picture you think fits best.

**EXAMPLE:**

1. Puppy
2. Cold

1. Drama/Play
2. Characters
3. Setting

A. [Snowflake]
B. [Dog]
C. [Drama clapboard]
EXAMPLE:

1. Puppy
2. Cold

1. Drama/Play
2. Characters
3. Setting
Directions: Match the word with the picture you think fits best.

**EXAMPLE:**

1. Puppy
2. Cold

1. Drama/Play
2. Characters
3. Setting
4. Timeline

5. Stage Directors

6. Dialogue

7. Bully

8. People
Directions: Match the word with the picture you think fits best.

EXAMPLE:

1. Puppy
   A.

2. Cold
   B.

1. Drama/Play
   A.

2. Characters
   B.

3. Setting
   C.
Directions: Match the word with the picture you think its best.

EXAMPLE:

1. Puppy
   - A.

2. Cold
   - B.

1. Drama/Play
   - A.

2. Characters
   - B.

3. Setting
   - C.
EXAMPLE:

1. Puppy
2. Cold

1. Drama/Play
2. Characters
3. Setting
Directions: Match the word with the picture you think fits best.

**EXAMPLE:**

1. Puppy
   - A.
2. Cold
   - B.

1. Drama/Play
   - A.
2. Characters
   - B.
3. Setting
   - C.
4. Timeline

5. Stage Directors

6. Dialogue

7. Bully

8. People
APPENDIX C
ACTIVITY
Characters:

Dialogue:

"Bad
You are"

Elements of Drama:

Setting:
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<th>Dialogue:</th>
</tr>
</thead>
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<tr>
<td><img src="image2.png" alt="Character 2" /></td>
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</table>

<table>
<thead>
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<th>Elements of Drama:</th>
<th>Setting:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image3.png" alt="Setting" /></td>
</tr>
</tbody>
</table>
Characters:

Dialogue:

“

Elements of Drama:

Setting:
<table>
<thead>
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<th>Characters:</th>
<th>Dialogue:</th>
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<tr>
<td><img src="image1" alt="Character 1" /></td>
<td>“</td>
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<tr>
<td><img src="image2" alt="Character 2" /></td>
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<tbody>
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<tr>
<td><img src="image5" alt="Drama Element 2" /></td>
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<td>Dialogue:</td>
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</table>
| ![Character Sketch] | "  

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<th>Setting:</th>
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<tbody>
<tr>
<td>![Drama Elements Sketch]</td>
<td>![Setting Sketch]</td>
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Characters:
Bully

Dialogue:
“your weird”

Elements of Drama:

Setting:
Town
Characters:

Dialogue:
“Hi
Wicktom”

Elements of Drama:

Setting:
<table>
<thead>
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<th>Characters:</th>
<th>Dialogue:</th>
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<td><img src="image1" alt="Character Drawings" /></td>
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<th>Setting:</th>
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<td>Dialogue:</td>
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<td>-----------</td>
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<tr>
<td><img src="image1.png" alt="Character 1" /></td>
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<td>Dialogue:</td>
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<td>-----------</td>
</tr>
<tr>
<td>![Character Image]</td>
<td>“Come”</td>
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<td>![Setting Image]</td>
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Characters:

Dialogue:

"HOLA"

Elements of Drama:

Setting:
Characters:

Dialogue:

“HOLA
HOLA
HOLA
HOLA
.

Elements of Drama:

Setting:
<table>
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<th>Dialogue:</th>
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<th>Setting:</th>
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<td>![Character 2]</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>![Character 3]</td>
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</tr>
<tr>
<td>![Character 4]</td>
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Date: March
Characters:  

Dialogue:
“

Elements of Drama:

Setting:
Characters:

Dialogue:

""

Elements of Drama:

Setting:
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<td>Characters:</td>
<td>Dialogue:</td>
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<td>-------------------</td>
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<tr>
<td>![Character Image]</td>
<td>&quot;</td>
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<table>
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<th>Elements of Drama:</th>
<th>Setting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>![House Image]</td>
<td>![House Image]</td>
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</tbody>
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APPENDIX D
PRE-TEST
Directions: Match the word with the picture you think fits best.

**EXAMPLE:**

1. Puppy → A.
2. Cold → B.

1. Drama/Play → A.
2. Characters → B.
3. Setting → C.
4. Timeline
5. Stage Directors
6. Dialogue
7. Bully
8. People
Directions: Match the word with the picture you think fits best.

EXAMPLE:

1. Puppy

2. Cold

1. Drama/Play

2. Characters

3. Setting
Directions: Match the word with the picture you think fits best.

**EXAMPLE:**

1. Puppy
2. Cold

A. 
2. Drama/Play
3. Setting

B. 
B. 
C. 

---
Directions: Match the word with the picture you think fits best.

**EXAMPLE:**

1. Puppy
   - A.

2. Cold
   - B.

1. Drama/Play
   - A.

2. Characters
   - B.

3. Setting
   - C.
4. Timeline

5. Stage Directors

6. Dialogue

7. Bully

8. People
Directions: Match the word with the picture you think fits best.

**EXAMPLE:**

1. Puppy
   - A.

2. Cold
   - B.

1. Drama/Play
   - A.

2. Characters
   - B.

3. Setting
   - C.
4. Timeline
5. Stage Directors
6. Dialogue
7. Bully
8. People
D.
E.
F.
G.
H.
I.
Directions: Match the word with the picture you think fits best.

EXAMPLE:

1. Puppy
2. Cold

1. Drama/Play
2. Characters
3. Setting
Directions: Match the word with the picture you think fits best.

**EXAMPLE:**

1. Puppy

2. Cold

A.

B.

1. Drama/Play

2. Characters

3. Setting

A.

B.

C.
Directions: Match the word with the picture you think fits best.

**EXAMPLE:**

1. Puppy
   - A.

2. Cold
   - B.

---

1. Drama/Play
   - A.

2. Characters
   - B.

3. Setting
   - C.
4. Timeline
5. Stage Directors
6. Dialogue
7. Bully
8. People
EXAMPLE:

1. Puppy
2. Cold

(a) Drama/Play
(b) Characters
(c) Setting

A. Snowflake
B. Puppy
C. Setting
Directions: Match the word with the picture you think fits best.

EXAMPLE:

1. Puppy
2. Cold

A. 
B. 

1. Drama/Play
2. Characters
3. Setting

A. 
B. 
C. 
EXAMPLE:

1. Puppy
2. Cold

1. Drama/Play
2. Characters
3. Setting
Directions: Match the word with the picture you think fits best.

**EXAMPLE:**

1. Puppy
2. Cold
   - A.
   - B.

1. Drama/Play
   - A.
2. Characters
   - B.
3. Setting
   - C.
Directions: Match the word with the picture you think fits best.

**EXAMPLE:**

1. Puppy
2. Cold

1. Drama/Play
2. Characters
3. Setting
4. Timeline
5. Stage Directors
6. Dialogue
7. Bully
8. People
Directions: Match the word with the picture you think fits best.

**EXAMPLE:**

1. Puppy
   - A.
2. Cold
   - B.

1. Drama/Play
   - A.
2. Characters
   - B.
3. Setting
   - C.
4. Timeline

5. Stage Directors

6. Dialogue

7. Bully

8. People
Directions: Match the word with the picture you think fits best.

**EXAMPLE:**

1. Puppy  
A. 

2. Cold  
B. 

---

1. Drama/Play  
A. 

2. Characters  
B. 

3. Setting  
C. 
Directions: Match the word with the picture you think fits best.

EXAMPLE:

1. Puppy

2. Cold

1. Drama/Play

2. Characters

3. Setting

Date: Marc 2019
Directions: Match the word with the picture you think fits best.

EXAMPLE:

1. Puppy
2. Cold

1. Drama/Play
2. Characters
3. Setting
4. Timeline
5. Stage Directors
6. Dialogue
7. Bully
8. People

D.
E.
F.
G.
I.
Directions: Match the word with the picture you think fits best.

**EXAMPLE:**

1. Puppy
   - A.

2. Cold
   - B.

1. Drama/Play
   - C.

2. Characters
   - B.

3. Setting
   - A.
4. Timeline

5. Stage Directors

6. Dialogue

7. Bully

8. People
APPENDIX E
HAND GESTURES