
Aladdin and the Wonderful Lamp

a Theatre Unit for English Language Learners

By Lisa Mitchell



Table of Contents



Unit Plan	2
Expanded Lesson	8
Rationale	20
Assessment	24
Potential Challenges	27
Modified Text	28
Bibliography	29

Unit Plan

Aladdin and the Wonderful Lamp



Chosen Text

Most young people are familiar with the popular Disney feature animation, *Aladdin*. The source material for this 1992 blockbuster, however, provides a charming story and rich cultural background ideal for students to explore the fundamentals of theatre. The story of Aladdin has been told across many cultures- from China to Africa. Its universality, combined with the popular appeal of the Disney film, makes *Aladdin and the Wonderful Lamp*, by Andrew Lang, an appropriate and engaging choice for English Language Learners.

Unit Aim

Through this eight lesson unit, I aim to introduce students to concepts of plot, character and objective. Additionally, students will discover and practice performance techniques including clear, articulate and expressive speech, as well as confident and purposeful gesture and body language. Finally, ELLs will acquire a rich vocabulary central to the story and will regularly practice problem solving in English.

Designated Population

This unit was written for English Language Learners in the 7th and 8th grades with a proficiency level of developing to expanding based upon the following criteria*:

Developing	Expanding
Students understand and speak conversational and academic English with decreasing hesitancy and difficulty	Students understand and speak conversational English without apparent difficulty
Students may produce longer sentences, but often with grammatical errors that can interfere with their communication	Students understand and speak academic English with some hesitancy
Vocabulary is limited	Students are beginning to make complex statements, state opinions, ask for clarification, and share their thoughts a
Students can read and understand simple materials, yet may have to read material several times and need clarification	Students are beginning to speak at greater length
Misinterpretations still occur with complex material	Students continue to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance

*From *In Their Own Words: Drama with Young English Language Learners* by Daniel A. Kelin, II

Prior Knowledge

Prior to this unit the students will have explored concepts of story (beginning, middle, end, climax and resolution) and will have had experience with choral speaking and pantomime.

Lesson 1: Introduction to the Story

Lesson Aim: To introduce students to the story *Aladdin and the Wonderful Lamp*

Lesson Objectives:

- Students will speak English individually
- Students will speak English chorally
- Students will understand the major plot points in the story *Aladdin and the Wonderful Lamp*

Materials:

- *Aladdin and the Wonderful Lamp* full modified text
- Sentences from the modified text cut into slips
- A hat
- Numbers 1 through 4 hung in different corners of the room
- Slides of key plot points in the story. Combination of both illustrations from the book and photographs of real objects.
- Bell

Warm-Up: Your Wish is My Command

1. Students form a circle
2. Going around the circle, each student says “I wish...” followed by something they wish for (i.e. “I wish I was taller”, “I wish I had a new bike” etc.). Model as necessary
3. After each individual wish, the group replies “Your wish is my command” in their best genie voice. Practice and model as necessary
4. Continue around the circle until every student has wished

Hook: Story in a Hat

1. Students walk about the space
2. One at a time teacher approaches students to draw a slip of paper out of a hat. Each slip contains a sentence from the modified text on one side and a number (1 through 4) on the other
3. Teacher instructs students to go to the corner labeled with their number and practice reading their sentence aloud
4. Continue until all students have drawn a sentence and have found their group
5. Ask students to practice reading their sentences chorally (model and practice as necessary)
6. Now each group will read their sentences in order. These are the major plot points in the story

Main Activity: Choral Story

1. Explain that we've just heard a summary of the story *Aladdin and the Wonderful Lamp*, but that a lot more happens in this tale
2. Ask students to form a circle & tell them they will now hear the whole story
3. Explain that when the bell is rung once, group one will read their sentence together. When it is rung twice, group two will read and so on
4. Teacher reads modified version of story, using illustrations from the book and photographs of objects to supplement the oral telling
5. Ring bell at appropriate time for groups to speak chorally

Reflection: Journal creation

1. Tell students they will be keeping an Aladdin journal in which they will complete different exercises throughout this process
2. Hand out note books to each student and provide the class with basic art supplies
3. Have students decorate the cover of their journals based upon today's work



A student's Aladdin journal.

Lesson II: Taking Story Further

Lesson Aim: To concretize the key plot points and language used in *Aladdin and the Wonderful Lamp*

Lesson Objectives:

- Students will speak individually
- Students will speak chorally
- Students will use pantomime to communicate plot points and ideas found in the story *Aladdin and the Wonderful Lamp*
- Students will hear and see the story *Aladdin and the Wonderful Lamp*
- Students will understand and write about the major plot points in the story

Materials:

- *Aladdin and the Wonderful Lamp* full modified text
- Sentences from the modified text cut into slips
- A hat
- Numbers 1 through 4 hung in different corners of the room
- Slides of key plot points in the story. Combination of both illustrations from the book and photographs of real objects.
- Bell

Warm-Up: Your Wish is My Command- Variation

1. Review Your Wish is My Command warm-up from previous lesson
2. Go around the circle a few times until students are comfortable with activity
3. Now add a level of pantomime. Model and practice miming riding a bike as a group
4. Explain that after the group has granted the wish, the wisher then mimes what they wished for (i.e. growing taller, riding a bike, etc)
5. Continue around the circle until everyone has had their wish granted by the group.

Hook: Choral Speaking with Pantomime

1. Ask students to return to the groups from the previous lesson
2. Redistribute the same text the groups read chorally in previous lesson
3. Explain the students will now be adding pantomime to their sentences
4. Model as necessary
5. Give groups several minutes to develop motions they will execute while reading their sentences aloud
6. Have each group share with the rest of the class

Main Activity: Story review with Pantomime

1. Ask students to form a circle
2. Explain that we will read the full story one more time
3. This time when the bell is rung once, group one will read their sentence and share their pantomime together. When it is rung twice, group two will read and mime and so on
4. Teacher reads modified version of story, using illustrations from the book and photographs of objects to supplement the oral telling
5. Ring bell at appropriate time for groups to speak chorally and mime the action of the story

Reflection: Journaling

Students write a letter from Aladdin to a cousin explaining everything that has happened since his father passed away

Lesson III: Exploring Setting

Created in collaboration with Jeff Bance

Lesson Aim: We aim to use mapping and improvisation to help students become familiar with the English words for rooms in a home and objects found in Aladdin's palace

Lesson Objectives:

- Students will learn specific and fairly complex vocabulary from the story
- Students will use their bodies through mime and froze images to communicate objects and daily tasks
- Students will work collaboratively in groups using English to problem-solve
- Students will speak in role using newly acquired vocabulary
- Students will write descriptively, mirroring the specific text found throughout the story
- Students will practice being both a good audience member / observer and also being a performer and presenter

Materials:

- Large poster paper prepared with floor-plan outlines and room names (one for each group)
- Bell
- Markers
- Tri-fold paper

Warm-Up: Yes Let's! - 10 minutes

1. Students form a circle
2. Model a rhythm for the students to copy (stomp stomp/ clap clap)
3. Continue with the rhythm until the class is stomping and clapping in unison
4. Stop the rhythm
5. In a call and response style ask the group to repeat the phrase "yes let's"

6. Now resume the rhythm. Teacher: stomp stomp/clap clap “yes let’s”, students: echo
7. Repeat until the the class is once again in unison
8. Stop the activity. Tell students we will now incorporate the miming we have previously learned
9. Tell class we will go around the circle. After everyone says “yes let’s” students will individually call out a task they do everyday (i.e. brush teeth, walk to school)
10. When a student calls out a task the whole group mimes the activity
11. The rhythm resumes and the next student in the circle calls out a task
12. Model a few times and practice as necessary
13. Continue around the circle until the whole class has been successful

Hook: Palace Mapping- 10 minutes

Preparation: Write the following on blackboard

Rooms	Objects
Kitchen	Table, Chair
Hallway	Couch
Bathroom	Mirror
Dining Room	Sink
Living Room	Fruit, Meat
Bedroom	Plates, Bowls, Cups
Family Room	Windows
Study	Candles
Library	Lamps
Porch	Fireplace

Rooms	Objects
Basement	Rug

1. Count students off into groups of four
2. Direct each group to a different section of the room
3. Hold up a piece of poster paper that has an outline of a floor-plan and the name of a room drawn on it
4. Explain to class that each group will receive an empty floor plan from a room in Aladdin's palace. Their job is to use markers to draw in the features of the room using the words on the blackboard and anything else they would like to add
5. Model on blackboard
6. Hand out floor-plans and markers
7. Tell students they have five minutes to complete their plans
8. Float and side-coach as needed
9. Ask students to wrap up plans

Main Activity: Guided Tours- 20 minutes

1. Tell class that they have all been hired by the Sultan to give tours of Aladdin's palace
2. Explain that people come from all over the world to see how amazing it is
3. Tell the groups they will come up with a tour for their room of the palace
4. Explain there is one rule- one student will be the Palace Tour Guide and the other group members will become objects found in the rooms of the palace (a thrown, a rug, a table, etc)
5. Model with a few students (activate both the tour guide and the furniture roles)
6. Tell students they have 7 minutes to work in their groups to come up with the tours of their rooms. Encourage them to use space and levels as appropriate
7. Float and side-coach as necessary
8. If time allows work with students to generate the most logical order a tourist might see these rooms in. If short on time, skip this step
9. Explain that the class will become the tourists during each group's tour

10. Each group presents tour. Teacher goes into role as the Sultan, oohing and ahing at the palace and asking questions as appropriate

Reflection: Brochures - 5 minutes and to be finished as homework

1. Tell the class they were such amazing tour guides that the Sultan has given them a promotion. They now all work in the Royal marketing department!
2. Each student is handed a tri-folded piece of paper
3. The class is asked to design a travel brochure highlighting their room of the palace. They must use images and words
4. Model on black board
5. Float and side-coach as necessary
6. Ask students to finish brochures as homework. They will be affixed to their Aladdin journals when complete and graded as assessment

Lesson IV: Examining Character

Lesson Aim: To gain a comprehensive understanding of all of the main characters in the story *Aladdin and the Wonderful Lamp*.

Lesson Objectives:

- Students will work in small groups and problem solve by speaking and writing English
- Students will use the text and their imaginations to document the environment, family, and daily lives of the main characters in the story
- Students will present their work in English, speaking loudly and clearly
- Students will document the internal and external assumptions of the main characters in the story
- Students will speak and write descriptively in character

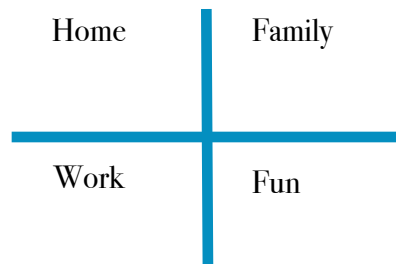
Materials:

- Chart paper split into quadrants

- Chart paper with character silhouettes
- Markers
- Chairs
- Journals

Warm-Up: Circle of Life

1. Divide class into groups of four. Provide each group with a piece of chart paper split into quadrants. Each piece of paper will have the following template drawn on it:

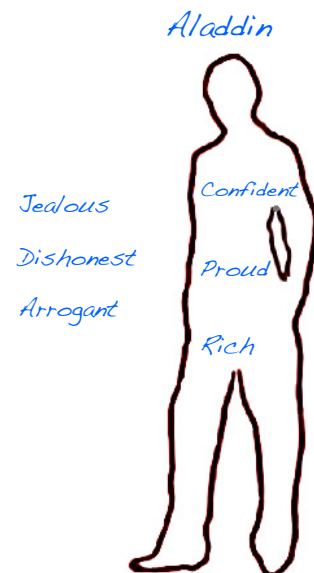


Students create a circle of life chart

2. Assign each group a character from the story (Aladdin, Aladdin's mother, the princess, the evil magician, the genie of the lamp)
3. Ask each group to complete the chart by writing and drawing in descriptions that pertain to their character. The students should use both the text and their imaginations
4. Have groups present their character charts to the rest of the class. Each student will present one of the four quadrants

Hook: Role on the Wall

1. Provide the groups with another piece of chart paper, this one containing an outline of their character.
2. Ask each group to write how the character feels about him/herself on the inside of the silhouette and how the rest of the world feels about the character on the outside of the silhouette.
3. Have groups present their characters to the rest of the class



Main Activity: Hot Seating- modified for ELLs

1. Hand each group a list of questions about their character (i.e. “why did you refuse to help your mother with chores?” “why did you want the magic lamp?”)
2. Give the students a few minutes to decide with their group how they will answer the questions
3. Have one group sit in the ‘hot seats’. Have members from the other groups ask them some of the questions about their character
4. Switch groups until every student has both asked and been hot seated.

Reflection: Journaling

Ask students to write letter form the character they worked on to another character about one of the questions that was asked during the hot seating activity.

Lesson V: Exploring Objectives & Vocal Expression

Lesson Aim: To introduce students to basic character objectives and how we convey such objectives through vocal expression.

Lesson Objectives:

- Students will experience being both the oppressor and the oppressed
- Students will speak expressively in a variety of moods and qualities
- Students will identify character’s basic objectives
- Students will determine how a character might speak to get what s/he wants

Materials:

- Chairs
- Text from *Aladdin and the Wonderful Lamp* cut into strips. Make enough for five different groups
- Signs stating various emotions/qualities/moods (angry, sad, happy, giddy, grumpy, etc.)

Warm-Up: Bus Stop

1. Arrange two chairs in the center of the room so that they form a bench
2. Ask one student to sit on the bench
3. Have the rest of the class form a line to the left of the bench
4. One at a time the students approach the sitter and do everything they can to get them to leave the bus stop. The only rules are that there is no name calling and no touching
5. When the sitter leaves the bus stop the student assumes their spot on the bench and the next student comes forward to continue the activity
6. Continue until the whole class has been the sitter

Hook: Objectives & Text

1. Ask class to form a circle
2. Have students say the phrase “give me the lamp” by passing it around the circle one student at a time
3. After one loop ask the students to repeat the phrase, this time saying it as if their lives depend on it
4. Repeat the loop one more time, this time adding a student created gesture.

Main Activity: Vocal Playground

1. Divide the class into groups of five or six and have each group stand beneath a sign hung in the room
2. Signs will read “Angry, scared, happy, sad, grumpy, giddy,” etc.
3. Distribute a few lines of text to each group. Text will contain a ‘want line’ from a character in the story
4. Give groups a few minutes to practice reading their text chorally
5. Now ask each group to read their text in the manner indicated by their sign
6. Turn up the energy from five to ten
7. Have each group present their reading to the rest of the class
8. Rotate clockwise so that each group is standing beneath a new sign

9. Repeat the activity until each group has visited every sign
10. Ask groups which of the signs best matched their text and why

Reflection: Drawing

In their journals, have students draw a picture of the character from their group's text in the mood that best represents how they were feeling during their 'want line'. Ask students to write a brief explanation of what this character wanted and why they felt this way about it

Lesson VI: Introduction to Performance

Lesson Aim: To introduce students to the fundamentals of performing and being an attentive audience member.

Lesson Objectives:

- Students will use body language to communicate objective
- Students will watch presentations attentively and critically
- Students will practice speaking clearly and expressively by using text from the story
- Students will analyze and summarize their scene through writing

Materials:

- Short scenes of dialogue between two characters, modified from the original text
- Journals

Warm-Up: Gibberish Scenes

1. Split students into pairs
2. Assign one student to be 'A', the other 'B'
3. Hand 'A's a card with an objective (directions to the subway, borrow \$5, etc.)
4. Tell A's to do everything they can to get what they want from 'B's. The only rule is that both students can *only* speak in gibberish

Hook: Gibberish Scene share

1. One at a time, have each pair present their scene for the class
2. After each scene see if the class can guess what 'A's objective was
3. When the class gets it right, take a moment to determine what 'A' was doing to be so clear. Speaking loudly? Using gesture?
4. Reflect with students on good performance habits: clear objectives, articulation, body language
5. Reflect with students on good audience habits: sitting still, listening, reacting appropriately

Main Activity: Scene Work

1. Hand each pair a few lines of dialogue modified from the story *Aladdin and the Wonderful Lamp*. Each pair will receive a different scene
2. Assign roles and give the class several minutes to read their scenes in their pairs
3. Float and side coach as necessary. Encourage slow, loud, clear and expressive speaking coupled with gesture and body language

Reflection: Journaling

Have students write a newspaper article reporting on the events surrounding the scene they worked on during class

Lesson VII: Dress Rehearsal

Lesson Aim: To allow students to practice performing in front of a group. To solicit peer feedback and to critically respond to performance.

Lesson Objectives:

- Students will use body language to communicate objective
- Students will watch presentations attentively and critically
- Students will practice speaking clearly and expressively by using text from the story
- Students will analyze and summarize their work and the work of their peers through writing

Materials:

- Short scenes of dialogue between two characters, modified form the original text
- Journals

Warm-Up: Story Whoosh with Dialogue- modified for ELLs

1. Have students form a circle
2. Using the same modified text from lessons one and two, read the story aloud
3. At the appropriate point in the story, tap each pair on the shoulder. When a pair is tapped they will jump into the center of the circle and read their scene aloud
4. Continue until the whole story has been told and each pair has read their scene in the middle of the circle

Hook: Rehearsal

1. Tell the students we are going to have a final sharing during the next class. Today will be their dress rehearsal
2. Give the class twenty minutes to rehearse their scene. Encourage them to come up with basic blocking to help tell the story
3. Float and side coach. Encourage students to speak clearly and expressively

Main Activity: Dress Rehearsal

1. Pairs will present their scenes in chronological order in front of the rest of the class
2. After each scene the rest of the class writes the following on a slip of paper:

I liked

I wonder

Maybe you could

3. These papers are collected. The teacher will review and give selected responses to the paris the following day

Reflection: Journaling

Students write a journal entry responding to their own performance using the following format:

I liked

I wonder

Maybe I could

Lesson VIII: Final Performances

Lesson Aim: To culminate the unit in a student driven telling of *Aladdin and the Wonderful Lamp*

Lesson Objectives:

- Students will use body language to communicate objective
- Students will watch presentations attentively and critically
- Students will practice speaking clearly and expressively by using text from the story
- Students will display their comprehension of plot, character and objective through writing

Materials:

- Short scenes of dialogue between two characters, modified form the original text
- Journals

Warm-Up: Physical & Vocal Warm Up

- I. Due to time constraints, students will complete a very brief physical and vocal warm up such as shake-out backwards from ten.

Hook: Final Rehearsal

1. Students will split into pairs to bring their rehearsal
2. Students will review a few selected feedback forms from their peers and do their best to incorporate the changes
3. Float and side-coach to encourage expression, articulation, gesture and clear objectives

Main Activity: Final Performance

1. Pairs will present their scenes in chronological order in front of the rest of the class

Reflection: Journaling

Students write a journal entry addressing the following questions:

What character did you play in your scene?

Where does your scene take place?

What is happening in your scene?

What does your character want in your scene?

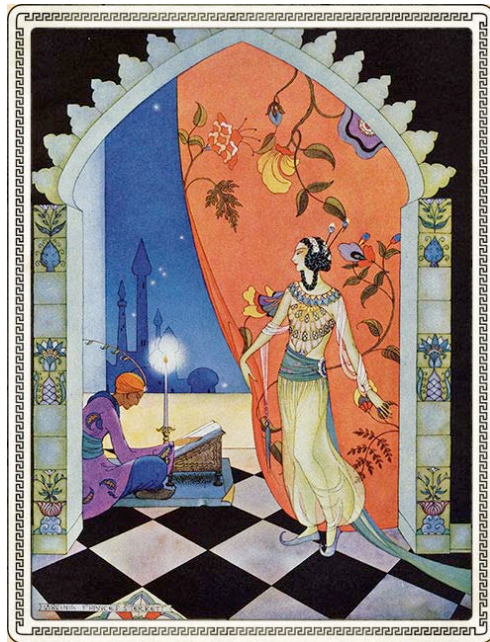
What did you do well in your scene?

What will you try to do better the next time you perform?

Rationale

Aladdin and the Wonderful Lamp

The theatre conventions outlined in the preceding unit plan are a sound pedagogical choice for developing to expanding English Language Learners in the middle school grades. This approach to the content of the folk tale provides ELLs with an opportunity to acquire new vocabulary, speak expressively in English, read imaginative material, and write creatively and introspectively. Additionally, and perhaps most importantly, students are required to work in small groups and as a class to problem solve in English. This backdoor approach to language acquisition affords students the practical experience they need to improve their language skills in a safe and supportive environment.



In his book, *In Their Own Words: Drama with Young English Language Learners*, Dan Kelin makes the point that language and drama share common foundations. He says:

“Language learning and drama share common objectives. They: build understanding of symbolic processes... foster language growth to expand vocabularies... expand ability to solve problems in a meaningful, creative context... instill the joy of speaking, listening, reading and writing.” (Kelin, 2009, p. 4).

Symbolic processes are explored throughout the unit, both theatrically and linguistically. Students explore a variety of speech qualities during the vocal playground exercise in lesson five. Analogously, ELLs explore symbolic concepts of pantomime and character work in lessons two and four, respectively. A discussion on the abstract concept of symbolic process is not necessary here and could, in fact, prove detrimental. Rather, students jump into this work through both spoken words and dramatic conventions, gaining real life experience in speaking and *communicating* in English.

The unit provides several opportunities for students to expand their vocabularies. The source material, *Aladdin and the Wonderful Lamp*, is a complex story even for native speakers. The language of the story is wonderfully rich, and provides opportunities for students to explore both practical and descriptive vocabulary. In lesson three, Jeff and I deliberately crafted activities for students to acquire the practical language used throughout the story, in addition to opportunities for ELLs to play with descriptive and embellishing words. Aladdin's palace is a complicated place, and as such it is imperative students understand the fundamentals of the setting in order to appreciate the story. To address this need, we designed the mapping and tour guide activities so that students could connect the vocabulary for the objects found in the palace to their bodies and voices. Dan Kelin says:

“A hallmark of language learning is the development of a working and practical vocabulary. To gain it requires that students understand the purpose and application of vocabulary and be given the chance to actively utilize their developing repertoire of words and phrases. Any language teacher realizes, memorizing lots of words out of context of their their use is precarious at best. When the words are put into context and use, language learners remember them because they have a tangible and practical understanding and experience to draw on.” (Kelin, 2009, p. 132).

By taking time to determine where everyday objects might be placed within Aladdin's home, the words for these concepts are concretized. They are further enforced when students *become* the object, thus connecting their own bodies to the English words for familiar items. By layering in the role of the tour guide, more advanced ELLs can begin to play with language to embellish and describe these everyday items.

It was also paramount to provide students with an opportunity to practice and enhance their conversational English skills in a manner supportive to the content of the unit. Every lesson in

the unit includes opportunities for students to solve problems using English. In their book, *Stage by Stage: a Handbook for Using Drama in the Second Language Classroom*, Anne Barke and Julie O’Sullivan state:

“During the rehearsal process, we give many suggestions and directions. Students have to ask questions to make sure they understand the suggestions and to clarify directions. They need to negotiate with the director how to depict certain emotions, to consult with fellow actors on how and why the plot develops as it does, and to discuss, with both director and actors, all sorts of stage business such as where to stand and when to move.” (Barke & O’Sullivan, 2002, p. xxi).

While this unit does not focus on a written play and a formal performance, the same conventions Barke and O’Sullivan point out here are layered into each lesson in the unit. Students regularly negotiate in small groups, like in the pantomime activity detailed in lesson two. They collaborate to make creative choices, as described in the Circle of Life warm-up found in lesson four. And they critically respond to each other and themselves during the Dress Rehearsal lesson (lesson seven). These opportunities are prevalent and are fundamental to my pedagogical approach in designing this unit. It is imperative students are free to play with language creatively, practically and conversationally in order for advancement to take place.

In order for engagement to be present, students must find joy in the lesson content and have a genuine curiosity driving them to learn more. It is up to the educator to nurture these qualities. In designing this unit for ELLs, I built in moments for success in speaking, reading, writing and listening. Each student is required to maintain an Aladdin journal throughout the course of this unit. The journal prompts are always creative approaches to writing that implement the vocabulary or concepts explored in each lesson. After vocally and physically exploring concepts of character and objective, students write a letter from one character in the story to another. This takes the pressure off academic standards and encourages students to explore notions of character and objective by writing english creatively. Similarly, after expanding their vocabulary for everyday objects in lesson three, students create a brochure advertising Aladdin’s palace and incorporating new words and concepts. Thus, students will physicalize, vocalize and write about Aladdin’s world in a manner that is rewarding, effective and fun.

The commonalities and parallel objectives between Language and Drama were deliberately and carefully implemented into every lesson in the preceding unit to ensure students received an education in both content areas. This dual approach to *Aladdin and the Wonderful Lamp* provides students with an opportunity to explore language and expression without the constraints and pressures of formal assessment found in a typical classroom. In their book, *Stage by Stage: a Handbook for Using Drama in the Second Language Classroom*, Anne Barke and Julie O’Sullivan validate this notion by stating:

“One of the biggest reasons for including drama and role-play in our classrooms is student motivation. The teachers who have tried it have discovered that students forget they should be learning and then do just that: learn by doing something they enjoy. And when students are having fun, they are open to acquiring skills and they feel comfortable experimenting with new language. In turn, as they acquire skills they are more willing to continue learning.” (Barke & O’Sullivan, 2002, p. xx).

It is my hope that these eight lessons reach ELLs in a way not usually explored in the traditional classroom. My goal is to educate the whole student, to motivate them to *communicate*, and to challenge them to create art in a way that incorporates language skills and fosters understanding.

Assessment

Aladdin and the Wonderful Lamp

Assessment of student success will vary lesson to lesson and will be based upon the objectives of any given day. The students' Aladdin journals, however, will be collected regularly and read to assess lesson comprehension and vocabulary acquisition. These entries will be the primary through-line used to gauge student progress.



Additionally, students will be graded based on various rubrics created for each lesson's objectives. Below is an example of a rubric which could be used to evaluate the students during the last three lessons of the unit. It is important to note that the 'performances' of the final lesson are not intended for an open audience, but rather to be shared in front of classmates.

Assessment Rubric for Lessons VI - VIII

Assessment	4	3	2	1
Objective & Character	Student clearly communicates objective using gestures and vocal expression. Student makes clear physical and vocal character choices.	Student communicates objective using some gestures and some vocal expression. Student does not extend physical and vocal work to character choices.	Student occasionally communicates objective through either gesture or vocal choice. No character work is present.	Student does to communicate objective. No vocal expression is present, and body language is neutral and passive.
Speech	Student speaks clearly and articulately all of the time. Every word can be understood. Student speaks expressively and in a manner that suites the scene.	Student speaks clearly and articulately most of the time. Most words can be understood. Student speaks expressively, but does not always match the content of the scene with vocal expression.	Student speaks clearly and articulately very rarely. Less than half of the words can be understood. Student does not speak expressively.	Student does not speak clearly or articulately. Few words can be understood. Student does not speak expressively.

Assessment	4	3	2	1
Audience Etiquette	Student watches scenes attentively and quietly. Student reacts with applause and laughter at appropriate places within the scenes. Student displays critical response through journal entries.	Student watches scenes attentively and quietly. Student reacts with applause and laughter, but sometimes at inappropriate places within the scenes. Student does not display critical response through journal entries.	Student watches scenes, but focus occasionally drifts. Student does not react with applause or laughter. No evidence of critical response is found in journal entries.	Student struggles to watch scene and can be disruptive to performers. Student does not react to the scene or display evidence of critical response or comprehension in journal entries.

Potential Challenges

Aladdin and the Wonderful Lamp

While the unit provides a comprehensive introduction to the story, ample opportunity for vocabulary acquisition and engaging moments for group work and creative writing, there are some challenges inherent to the content and target population of which the educator should be aware.

The following is a bulleted list of areas to be mindful of when activating this unit with ELLs:

- Students should be assigned groups for group work with care and according to level of language proficiency. It is prudent to mix language abilities so that students can learn from each other improve at an individualized pace .
- The source material is written in an archaic voice. Take care to modify text in a way that best serves the ELLs and the story.
- Many lessons require space for students to move around to create scenes or pantomimes. An auditorium or other large open space is ideal, but desks can be moved aside if necessary. Consider creating a ritual of moving desks out of the way so that it becomes second nature and doesn't consume precious class time.
- It is unrealistic that some of these lessons could be completed in a 45 minute class. Lesson IV, in particular should be split over two days. When time runs short on other lessons, consider assigning the journal work as homework.

Modified Text

Excerpt from *Aladdin and the Wonderful Lamp* modified for ELLs

The next day the Sultan went to see Aladdin's palace. When the Sultan saw all of the gold and jewels inside he thought it was beautiful! There were 24 windows, and 23 of them were surrounded with diamonds, emeralds and rubies. The Sultan asked Aladdin why one window did not have any jewels. Aladdin said that he wanted the Sultan to put the final jewels on the palace. This made the Sultan very happy.



The Sultan gave some of his workers jewels to put on the last window. A long time passed and the workers still had not finished the job. Aladdin told the workers to take the jewels back to the Sultan. Then Aladdin called for the magic genie and made a wish for the jewels to be put on the last window. The genie granted Aladdin's wish and the palace was complete!

Everyone in the town loved Aladdin because he was kind and rich. The Sultan made Aladdin the captain of the army, and everyone was happy for many years. But far away, in Africa, the magician discovered Aladdin had escaped from the cave and married the princess. The magician knew Aladdin must have used the genie's magic to help him do these things. The evil magician traveled all day and all night until he arrived at the town. When the magician saw Aladdin's palace he knew it was built by the genie's magic. The magician was very angry and decided to steal the magic lamp from Aladdin.

BIBLIOGRAPHY

Barke, Anne & O'Sullivan, Julie, "Stage by Stage: a Handbook for Using Drama in the Second Language Classroom." Portsmouth: Heinemann Drama, 2002.

Kelin, Daniel A. II, "In Their Own Words: Drama with Young English Language Learners." Charlottesville: New Plays Books, 2009.

Lang, Andrew, "Aladdin and the Wonderful Lamp." New York: Puffin, 1984.

Arabian Nights Illustrations by Virginia Frances Sterrett, 1928

All students pictured in this report have furnished appropriate releases signed by a guardian and the New York City Department of Education for the use of their likeness and images of their work.