

Comedic Effects Task - Differentiating in Pathway and Assistance.

- Teacher's Manual -

Start up

- Students: set your objectives [MENU 1](#) and [MENU 2](#)
- Activating prior knowledge activities: [Think-Pair-Share activity on 'what is the purpose of humor and different tastes'](#)
- Present [one comedic clip](#) / [or two](#) followed by a class discussion on audience, purpose, comedic techniques and use of English language. Give clear instructions for the By Product immediately.
- Set [the task](#) and talk about the structure of 5-paragraph essay

By Product:

Students keep a separate handwritten vocabulary list in 3 parts on:

- Comedic vocabulary
- Linking words
- Evaluative sentence stems

Scaffolding Creative Process

1) the student is asked to choose his or her own comedic sketch and look for these techniques.

2) [SET YOUR LEARNING GOALS](#)

3) [CO-CREATE OUR RUBRIC](#)

Students does 2) and 3) after: [student looks at examples of essays and powerpoints](#)

Scaffolding Writing process

Option 1) providing handout structure of a 5-paragraph essay: [advanced](#) or [beginners](#).

Option 2) providing links to how to write an essay and how to PEE: [advanced](#) or [beginners](#).

Option 3) providing handout on [Linking words](#).

Option 4) providing handouts on [Comedic Vocabulary](#) and [Evaluative sentences](#) that might help language wise.

Final Product

Task: Write an essay on Comedic Effects telling your readers why you think your comedic clip is successful. A classmate will revise your essay with a [PEER FEEDBACK FORM](#) and then you rewrite your draft and make a neat version. Your essay is then assessed by a group of peer jurors: best of 2 and then best of 4.

Then present your main points to your peers and show your clip in a spoken presentation.

[SOCRATIVE](#): students: have you met your objectives?

Extra Products:

- Write your own comedic sketch or stand-up performance.
- Do a stand-up comedy performance in front of class.

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