

Fluency Rocks

Fourth Grade + ELA and Drama

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Drama

Reader's Theater

MSCCR STANDARDS

RL.4.1, RL.4.2, RL.4.3, RL.4.10, RF.4.4, RF.4.4a, RF.4.4c, W.4.3, W.4.3a, W.4.3b, W.4.9, W.4.9a, SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.4, SL.4.6, L.4.3, L.4.3c, L.4.4, L.4.4a, L.4.5 L.4.6

MSCCR CREATIVE ARTS STANDARDS

TH: Cr1.1.4 Generate and conceptualize artistic ideas and work.

TH: Cr2.1.4a Collaborate to devise original ideas for a drama/theater work by asking questions about character and plot.

TH: Cr3.1.4a Revise and improve an improvised or scripted drama/theater work through repetition and collaborative review.

TH: Pr5.1.4 Develop and refine artistic techniques and work for presentation.

TH: Pr6.1.4 Convey meaning through the presentation of artistic work.

TH: Re9.1.4: Apply criteria to evaluate artistic work.

MATERIALS NEEDED

Chapter books or short stories that contain large sections of dialogue

Highlighters (various colors)

Music stands to hold scripts (optional)

Overhead projector, transparencies, and markers

Stools for Reader's Theater performers (optional)

DURATION

Four 60-minute sessions

OBJECTIVES

1. Students will reformat a text according to Readers Theatre guidelines.
2. Perform a Reader's Theater piece.
3. Read with fluency and expression.
4. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
5. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
6. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
7. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

VOCABULARY

Readers theater rubric

RECOMMENDED RESOURCES

Readers theater rubric

LESSON SEQUENCE

SESSION 1

1. Introduce Reader's Theater to your class. Give an overview of what it is and how it will be used in the classroom. Review Aaron Shepard's "RT Tips: A Guide to Readers Theatre," which provides tips on staging, scripting, and reading. Encourage students to apply these strategies in their preparation and performance.
2. Introduce the Reader's Theater Rubric and make sure that students are aware of how their performance will be assessed.
3. Place students in groups to work with selected scripts, and assign students in each group the role (or roles) they will read.
4. Have students use a highlighter to highlight their roles in the script. It is a good idea for each student in the group to use a different color highlighter or for students with multiple roles to highlight each of their roles in a different color.
5. Provide time for the groups to practice reading through the scripts. Circulate around the room and give assistance as needed.
6. Have groups take turns "performing" their script in front of the class.
7. Lead a class discussion on ways that the groups could make their performance more enjoyable for the audience, reminding them of tips from "Readers on Stage."

SESSION 2:

1. Explain that today, rather than simply read a pre-made Reader's Theater script, the class will begin learning how to create their own scripts.

2. Discuss the following script roles: Narrator(s)

Character(s)

Silent Character(s)

Sound Effects Person

3. Place the selected scripting sheet for modeling on the overhead. Demonstrate how to identify the specific script roles for the selected script. Delineate between narration and dialogue. Narrators read what is "outside" the quotation marks and characters read what is "inside" the quotation marks. Make a list of the roles.
4. Read through the script on the overhead and have students identify who is reading each part of the text. Write the name of the role on the transparency to identify each portion of the text.
5. Select students to read through the script on the overhead based on the roles that were identified. Adjust roles as necessary during the reading in the event a role was omitted.
6. Place students in the same groups as Session 1, and assign one scripting sheet to each group (giving each

member a copy).

7. Have students work in groups to identify the roles on their scripting sheet. After all the roles have been identified, students should read through the script to ensure that roles have not been overlooked.

8. Have the groups read their scripts in front of the class. If any of the groups did not have time to perform during Session 1, make sure they do so during this session.

SESSION 3:

1. Give students an overview of their task. Each group should create a Reader's Theater script from the text selection that has been assigned to their group. They will be expected to "perform" their script the following day. Briefly review the "RT Tips: A Guide to Reader's Theater" with the class to remind students of some tips on scripting and staging.

2. Review the Reader's Theater Evaluation form and remind the groups on the aspects of their script and performance that will be assessed.

3. Have students identify the different roles in their selection and mark them on the copies. Groups can then assign specific roles to each member.

4. Encourage students to use highlighters to identify their portions of the text. If one member is playing multiple roles, using different color highlighters will help him or her distinguish the roles and know when to use a different voice.

5. Have students practice performing their scripts within the group.

SESSION 4:

1. Have each group perform their Reader's Theater script in front of the class

2. Use the Reader's Theater Evaluation form to assess each group's performance

Conduct a lesson on the Readers Theatre Rubric. Give the students practice in scoring other groups using the sheet. Students can then assist with the evaluation of the final performances.

Have students perform plays from the PBS Kids ZOOM Playhouse.

EXTENDED LEARNING ACTIVITIES

SOURCES

Lesson written by Laurie A. Henry, Ph.D.; readwritethink.org Lesson updated and edited by Cristi Clark

TIPS + FREQUENTLY ASKED QUESTIONS



MISSISSIPPI STATE UNIVERSITY
MERIDIAN



STUDENT ASSESSMENT/REFLECTIONS

Assess student copies of scripts to determine if the text was appropriately formatted for the performance.

Use the Reader's Theater Rubric to assess student performances.

Each student should complete the Reader's Theater Rubric to self-assess his or her own performance.