

# Place Value Reader's Theatre

*Second Grade*

Adapted by Abby Calhoun

## CORE SUBJECT AREA

Math

## ART FORM + ELEMENTS

Drama - Reader's Theatre

## MSCCR STANDARDS

2NBT.1.: Understand that the three digits of a three digit number represent amounts of hundreds, tens and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.

## MSCCR CREATIVE ARTS STANDARDS

TH:Re9.1.2

- Collaborate on a scene in guided drama...
- Use a prop in a drama to describe characters, setting, events.
- Describe how characters respond to challenges in a guided drama experience

## DURATION

30 minutes

## OBJECTIVES

Students will... actively participate in Reader's Theater about place value

Students will... identify the ones, tens and hundreds place when discussing place value and understand the importance of zero in making numbers.

## MATERIALS NEEDED

Readers theater script (in attachments)

Independent practice worksheets (in attachments)

## VOCABULARY

Drama, script, readers' theater, voice, place value, hundreds, tens, ones, place holder, zero, numeral, digit

## RECOMMENDED RESOURCES

"Readers' Theater Grade 2" by Evan-Moore EMC3307

Script on page 63-67

"What's Zero?" - by Betsy Franco

"Counting Caterpillars and Other Math Poems" by Betsy Franco

## LESSON SEQUENCE

Line 10 chairs at the front of the class for students representing the numerals. Attach each numerals script to a piece of construction paper with the corresponding numeral printed boldly on it for the audience to see. Be sure students show their numerals indicated in the script whenever their numeral is featured.

TTW go ahead and show flashcards of different digits and have the students call out all the numbers in the ones place, all the numbers in the tens place, and all the numbers in the hundreds place. She'll have students warm up their voices by having them practice talking in different ways. She'll explain to students that they are going to read through a script and act out a play about math.

- Choose different students to read/play the parts of the different digits in the script.
- Have students do a "fresh read" of the script where everyone helps and reads in a group.

3. After everyone has had a chance to look over the script, have students come up with some gestures to do with their body as they read their different parts.

4. Once you've read through the play and acted it out each day of the week, students will more than likely have their parts memorized and be able to put on a "real play"

## EXTENDED LEARNING ACTIVITIES

Have students come up with additional numbers to insert into the script. Come up with additional lines for the script that the numbers might say.

## LINKS

<https://drive.google.com/open?id=1eS596nQA5CQwR987cuqoV39D16egdcxK>

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## SOURCES

Lesson created by Abby Calhoun