

Strategy: Reader's Theater

DESCRIPTION

Reader's Theater is a strategy in which students read the speech of the characters aloud. It is used with books with oral text, first person accounts, and dialogue.

STEPS

1. Read each page with intonation and reenact it.
2. Reread each page while students repeat and reenact with you.
3. Group students by characters. Reread each page with student characters.
4. Switch students to the other character. Reread each page with students.
5. Picture walk each page. Read the narrator's line and call on students to read a character's line.
6. Allow students to independently reread the book.

BOOKS

Alakija, P. (2007). *Catch that Goat*. Barefoot Books.

- Elementary grades. ELL Stage: intermediate beginner. AD270L

Barnett, M. (2014). *Sam and Dave Dig a Hole*. Candlewick.

- Upper grades. ELL Stage: advanced beginner. 450L

Beard, A. (2018) *The Jungle Grapevine*. Greenleaf Books Group Press.

- Upper grades. ELL Stage: advanced beginner

Ehlert, L. (1996). *Feathers for Lunch/Plumas para Almorzar Libros Viajeros*. HMH Books for Young Readers.

- All grades. ELL Stage: advanced beginner. AD540L
- Spanish/English editionl

Fenske, J. (2015) *A Pig, a Fox, and a Box*. Penguin Young Readers.

- Elementary grades. ELL Stage: intermediate beginner. 210L

Fucile, T. (2012). *Let's Do Nothing*. Candlewick.

- Elementary grades. ELL Stage advanced beginner. AD490L

Gay, M. L. (2010) *Stella, Princess of the Sky*. Groundwood Books.

- Elementary grades. ELL Stage: advanced beginner. AD460L

Ginsburg, M. (1998). *The Chick and the Duckling (Rise and Shine)*. Aladdin.

- Elementary grades. ELL Stage: early beginner. AD210L

Grindley, S. (2002). *Where are my Chicks?* Dial.

- Elementary grades. ELL Stage: intermediate beginner

Guittier, B. (2005). *Dinosaurs*. Kane/Miller Book Publishers.

- All grades. ELL Stage: intermediate beginner

Hutchins, P. (1989). *The Doorbell Rang*. Greenwillow Books.

- Elementary grades. ELL Stage: intermediate beginner. 340L

Klassen, J. (2021). *Rock From the Sky*. Candlewick.

- Elementary grades. ELL Stage: intermediate beginner

Klassen, J. (2016). *We Found a Hat*. Candlewick.

- All grades. ELL Stage: intermediate beginner. 280L
- Allegory

LeSeig, T. (1961). *Ten Apples Up On Top*. Random House Books for Young Readers.

- Elementary grades. ELL stage: intermediate beginner. 200L

Masurel, C. (2003). *A Cat and a Dog*. North-South Books.

- All grades. ELL Stage: intermediate beginner
- Allegory.
- Spanish/English edition 2018.

Muldrow, D. (2001) *The Little Red Hen*. Little Golden Books.

- Elementary grades. ELL Stage: intermediate beginner

Petty, D. (2015). *I don't want to be a frog*

- Elementary grades. ELL Stage: advanced beginner. AD380L

Ravishankar, A. (2004). *Tiger in a Tree*. Farrar, Straus and Giroux (BYR).

- All grades. ELL Stage: intermediate beginner
- Folktale

LESSON PLAN

ANCHOR

Guittier, B. (2005). *Dinosaurs*. Kane/Miller Book Publishers.

OBJECTIVE

1. Students will *repeat lines* spoken by characters with the appropriate speed, accuracy and intonation.

2. Students will *read aloud* the lines spoken by characters in a text with the appropriate speed, accuracy and intonation.

PREPARATION

- Make a written word card for each character and put them down the left side of the board.
- Write the principle lines of each character on a strip of paper or large index card. Place these next to the character's name. This can be done beforehand or done in prior lessons so they have a chance to practice the writing.

PRESENTATION

Introduce the English:

- Show the characters in the story.
- Practice pronunciation of the dinosaur names by following the steps below.

Model the following steps:

1. Take your thumb and have it touch the pinky finger for the first syllable of the dinosaur's name (DI) and say it, then have the thumb touch the ring finger and say the second syllable (NO), then have the thumb touch the middle finger and say the third syllable (SAURS).
2. Repeat this action a little faster DI – NO – SAURS
3. Repeat it again a little faster. DI - NO - SAURS, and finally one more time DINOSAURS.
4. Repeat this finger pronunciation technique for each of the dinosaurs: Dip-lo-do-cus, Steg-o-saur-us, Comp-sog-na-thus, Tri-cer-a-tops, Pter-a-no-don, and Ty-ran-no-saur-us.
5. Say the narrator's line that has these dinosaur names and have students repeat after you, "says Diplodocus." "agrees his friend, Stegosaurus, : "Cries Compsognathus," "Says Triceratops." "says Pteranodon." "roars Tyrannosaurus."
6. Read each line of each dinosaur and have students repeat these lines after you.

GUIDED PRACTICE

1. Say the lines of a character and call on students to find the corresponding strip on the board.
2. Read the narrator's part and stop when there is a character's part to call on a student to read it.

INTERACTIVELY READ

1. Read the entire story. When you read the narrator's part, have everyone in the class repeat as an echo the narrator's line.
Optional: When you read each character's part, call on one student to echo that character's lines.

2. Place students in groups of 6 to reflect the 6 characters in the story. They are to reenact the story together as a group reading the lines and acting the story.

ACTIVITY

1. Take the strips of paper or cards with lines that the characters speak.
2. Make strips or cards with character names.
3. Put the strips right-side-down on the floor. Have students pick up one and read it aloud.
4. Have students find other students with the corresponding strip of paper or card.

ASSESSMENT

- Make a checklist with 4 columns: 1. student names 2. speed 3. accuracy 4. intonation.
- Mark each student for speed, accuracy, and intonation.
- Alternatively, conduct a Words Per Minute (WPM) assessment of the student reading the text.