**Lesson Plan Outline for Readers Theater**

**Lesson Name:** Understanding Readers Theater for Fluency. Part One

**State Standard:** 4.1.05 Read to develop fluency, expression, accuracy, and confidence.

**Instructional Objectives:**

* TLW demonstrate fluency, accuracy, expression, and confidence by reciting a prepared and rehearsed grade level script.
* TLW give an example of various literary genres by reading aloud and listening to multiple short texts, including specifically reader’s theater scripts.

**Materials and Media:**

* *Sick* poem by Shel Silverstein
* Script 1: “The Three Little Pigs” Retold by James Marshall
* Script 2: “Cinderella Bigfoot” by Mike Thaler
* Student and Teacher Whiteboards
* Dry Erase Markers

**Lesson**

**Set (Introduction):** “Today we are going to begin learning a new and exciting practice that will allow us to become excellent readers, as well as to help us become comfortable reading to others. We are going to learn how to do this by taking part in our very own Readers Theater. By performing in Readers Theater we will increase our fluency, become more proficient in our reading accuracy, improve our tone and expression, and boost our confidence level. By practicing these things, we will become better readers and gain confidence in our abilities while building our self-esteem.”

**Instruction (Body):**

* **Introductory Example:** 
  + **Pre-Reading**
    - Read Poem “Sick” by Shel Silverstein with NO expression.
    - Read “Sick” again, this time with expression, demonstrating good prosody and reading habits.

After reading, ask students to decide which reading was more interesting/exciting. Have students respond by writing their answer on their whiteboards.

* + - Write the following statement on the whiteboard: “We are the smartest 4th graders that have ever attended Norwood Elementary School.”
    - Have students read the statement chorally.
    - Instruct the students to reread the statement using the following tones:
      * Sad
      * Happy
      * Angry
      * Slow
      * Fast
      * As a motorcycle driver
      * As a cheerleader
      * Sleepy
      * Swimmer
    - Explain to students that there are specific clues that the reader can identify to know the tone or expression that each sentence should have.  
      Discuss and review the meanings of a (.) (?) (!)
* **During Reading**
  + - Divide students into two groups (One group of 15, one group of 12). Ask students to begin reading their Readers Theater script in its entirety.
    - Remind students to carefully and thoroughly read though the script. If there are any words that they do not know, are unsure of their meaning, or are unfamiliar with their pronunciation, ask the student to write it on their whiteboard, and discuss whole class post reading. This activity may take up to 15 mins.
* **Post Reading**
  + - Assign parts, if time allows then ask students to reread their parts only.
    - Collect each student’s script.

**Closure (Conclusion):** “You guys have done an excellent job today, learning the first stages of Readers Theater. This practice will make you a fluent reader, as well as build your confidence when reading/speaking to others. Now, I want you to take back out your whiteboards, and write 2 things that you have learned about Readers Theater. When you are finished, turn to your neighbor and share one of them. Tomorrow we will begin our practice round of Readers Theater within each script group.”

**Assessment and Evaluation:** All students will be participating in a holistic assessment. The teacher will monitor participation and contributions. Group feedback will help the teacher determine if:

* Students can accurately add expression to a passage
* Students can recognize fluent reading
* The students begin to gain confidence in their own readings.

**Reflection of Candidate:** The student’s did very well with the introduction of reader’s theater. They seem very excited and are aware of the connection between reading a script with fluency and prosody and becoming a good reader. When teaching the lesson, I did eliminate some of the tones that I had listed for reading the sentence, due to time constraints. Students are very excited to continue to practice and perform their scripts. 100% of the students were willing to participate! One problem that did arise came from assigning parts. I allowed students to raise their hands and volunteer for certain parts, which did not work very well at all! Everyone wants to be the “Big, Bad Wolf” and NO ONE wants to be the “UGLY STEPSISTER.” I did reassure them that it takes EVERYONE to make the script work, and one part is just as important as another. To eliminate this problem in the future, I plan to simply assign the student to the selected part in advance. In doing this, I will also give students explanations as to why they have been given a certain part if needed. Overall, this was a great lesson!