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Dr. Sanders

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Readers Theater Lesson Plan

**Topic:** A Bad Case of Stripes- A Readers Theater

**Grade Level:** Fifth Grade

**Alabama State Standards For The English Language Arts:**

1. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. [RL.5.2]
2. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. [RI.5.3]
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). [RL.5.3]
4. Read with sufficient accuracy and fluency to support comprehension. [RF.5.4]

a. Read on-level text with purpose and understanding. [RF.5.4a]

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.5.4b]

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.5.4c]

**Objectives:** The students will be able to:

1. Read with fluency and comprehension.
2. Clearly and accurately preform a Readers Theater script.
3. Compare and contrast two characters.
4. Explain the interactions between two or more individuals.

**Technology/ Materials:**

1. Book: “A Bad Case of Stripes” by: David Shannon
2. Highlighters
3. Printer Paper
4. Crayons
5. “A Bad Case of Stripes” YouTube video
6. SMART Board, White Board, and Markers
7. “A Bad Case of Stripes” Readers Theater Scripts

**Procedure:**

 **Session1:**

1. Introduce the concept of Readers Theater to the students. As a class, we will read the script together and discuss the strategies of a Readers Theater as we read the script.
2. Encourage the students to focus on comprehension and fluency while reading the script throughout the four sessions.
3. Introduce the Readers Theater rubric to the students. Explain to the class that they will be graded on both individually and as a group.
	1. Encourage students to participate as a whole group so that they have the ability to receive full credit on their group assignment grade.
	2. Explain why the students will be receiving both an individual grade as well as a group grade for this assignment.
4. Assign each student a characters part to read. Instruct the class to highlight their part so that it will standout while reading as a group. This will allow the students to keep up with their part in a successful manner.
5. The class will now read their scripts as a class. Each child will read the character that they were assigned. This round is practice for the students so that they will to understand their lines and study pronunciation of words in the script.
6. The students will now read the script again but this time they will read in accents and put more emphasis on their reading.
7. After reading the scripts, the students will complete a self- reflection describing how they felt they did while reading and performing.

**Session 2:**

1. Today the class will start by reviewing the comments that I made on their self-reflections, I will include comments such as ways to improve and areas of reading and performing that they did well on.
2. The class will now reread their scripts focusing on fluency and performance. I will complete a formative assessment on the students as they present their lines. This will allow me to give the students feed back on their fluency so that they have the ability to work on improving for their performance that will take place during Session 4.
3. The students will now break up into small groups. These groups will be heterogeneous groups so that the students can help each other work on their fluency and comprehension. While in small groups, the students will work together to create a character that they would like to add to the script. After deciding on a character, the students will now reconstruct the script adding in their character and their characters lines.

They must include:

* The characters name.
* The importance of adding this character to the script.
* What the characters would say and do to improve the story.
* Create an illustration of the new character.

**Session 3:**

1. The students will complete any revisions that need to be made to their scripts and their illustration. They will be allotted 15 minutes to complete their assignment.
2. The students will now divide parts and practice their lines. During this time the students need to focus on working on their performance, fluency, reading animation, and clarity. This is important to work through with their group members because this will be apart of their group grade.
3. The students will complete a list of comprehension questions with their group members that pertain to the “A Bad Case of Stripes” script.

**Session 4:**

1. The groups will perform their revised Readers Theater scripts to the class. While reading their scripts to the class, the students will have an opportunity to share their illustrations with the class.
2. After each group presents their revised scripts and shares their illustration, they will watch the video that pertains to the book, “A Bad Case of Stripes”.
3. Following the video, the students will work independently to compare and contrast two of their favorite characters from the story.
4. The students will share their responses with their group.
5. The students will complete a self-evaluation as well as a group evaluation based on the work that each person contributed to the assignment. The evaluation that they will use will be the same rubric that I will use to evaluate each student based on their individual performance as well as how they contributed towards their group in making their revised script and illustration.

**Alternative Exercises:**

1. Allow students to create an alternate ending to the script.
2. Illustrate the script.
3. If you could remove one character from the script who would it be and why?
4. Act out the script using props.
5. Rewrite the script in your own point of view.