



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 3: Lesson 1

Narratives as Theater, Part I: What is Readers Theater?



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can use a variety of sources to develop an understanding of a topic. (RI.5.9)

I can write or speak about a topic using information from a variety of sources. (RI.5.9)

I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate. (SL.5.6)

I can recognize the differences between different types of narratives (poetry, drama, or other texts) and their connections to larger concepts such as culture and personal experiences. (W.5.11)

Supporting Learning Targets

- I can define Readers Theater.
- I can identify the purpose of Readers Theater.
- I can participate in a Readers Theater.
- I can identify how a Readers Theater script differs from a novel.

Ongoing Assessment

- Anchor chart: Readers Theater Definition and Purpose
- Participation in a Readers Theater



Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Review Learning Targets and Vocabulary (5 minutes) Engaging the Reader: I Notice/I Wonder Anchor Chart (10 minutes) Work Time <ol style="list-style-type: none"> Defining Readers Theater by Reading Informational Texts (15 minutes) Participating in a Readers Theater: “American Heroes” (25 minutes) Closing and Assessment <ol style="list-style-type: none"> Revisit the Readers Theater: I Notice/I Wonder Anchor Chart (5 minutes) Homework 	<ul style="list-style-type: none"> Remember, students have spent all of Unit 2 reading <i>Esperanza Rising</i>: “first draft reading” of all chapters for homework and more careful study of specific passages from each chapter during class. Thus, Unit 3 is the <i>third</i> read of <i>Esperanza Rising</i>, offering struggling readers an additional opportunity to work with this complex text to further support comprehension of the material. This also provides students an opportunity to go deeper with their analysis in the more creative form of Readers Theater. In advance: Read about Readers Theater, what it is and how it is done. Read through the Readers Theater scripts, “American Heroes” 1–4. Review: Think-Pair-Share protocol (see Appendix 1). Review: I Notice/I Wonder anchor chart (see Appendix 2). Consider creating an Interactive Word Wall to use throughout this unit (see Appendix 1).

Lesson Vocabulary	Materials
define, purpose, narrative, Readers Theater, script, novel, participate, role	<ul style="list-style-type: none"> What is Readers Theater? (and How Do You <i>Really</i> Spell It?) (one per student) Readers Theater definitions (one per student) Readers Theater rubric (one per student) “American Heroes” Scripts 1–4 (one per student) Highlighters (4 different colors) Anchor chart: Human Rights Challenges in <i>Esperanza Rising</i> (begun in Unit 2, Lesson 3) I Notice/I Wonder anchor chart (new; teacher-created)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets and Vocabulary (5 minutes)</p> <ul style="list-style-type: none"> • Discuss the learning targets with students and clarify any vocabulary, as needed. Focus on the word <i>purpose</i>: the reason for doing something. Invite students to think about the many ways they have thought about purpose throughout this module (e.g., the “purpose” of the UDHR: why it was written; the “purpose” of specific language the author chose in <i>Esperanza Rising</i>). • Ask students to consider what question word goes most closely with thinking about purpose. Listen for students to focus on the word “why.” Tell students that throughout Unit 3, they will be thinking about why authors make the choices they do to engage their readers/listeners. 	<ul style="list-style-type: none"> • ELLs may be unfamiliar with academic vocabulary words (e.g. <i>design, participate, identify</i>. Clarify vocabulary with students as needed.
<p>B. Engaging the Reader: I Notice/I Wonder Anchor Chart (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to think about connections they have made between the novel <i>Esperanza Rising</i> and the UDHR (refer them back to the anchor chart Human Rights Challenges in Esperanza Rising, from Unit 2). Have students Think-Pair-Share their connections. Invite several students to share aloud the connections their partner made. • Tell students: “You know the novel <i>Esperanza Rising</i> is a narrative. Reading narratives helps us understand the human experience. Often the themes of novels relate to issues in the real world. We have been connecting the themes in <i>Esperanza Rising</i> to the ideas found in the UDHR, an informational text. <ul style="list-style-type: none"> * “In this unit, we will keep making connections to themes related to human rights. But we are going to learn about another type of narrative, called a script. A script is used when actors and actresses perform a play, movie, or radio show. I am going to show you some scripts, and we are going to read about them. By the end of the day, you will be clear about what a script is, and how it is different from a novel. And we will start thinking about why an author would choose one instead of the other. * “We will be reading narrative scripts over the next few days, and eventually you will be working in groups to write your own scripts about scenes from <i>Esperanza Rising</i> that relate to specific articles in the UDHR.” • Post the I Notice/I Wonder anchor chart and display a copy of one of the “American Heroes” scripts. Allow students a moment to read through the script quickly, then turn and talk with a partner about what they “notice” about the script (e.g., character names, a narrator, etc.). Have students share out and record their ideas in the I Notice column of the chart. Next ask students what they “wonder” about this script, and record responses in the I Wonder column of the chart. Keep this chart posted for student reference throughout Unit 3. 	



Work Time	Meeting Students' Needs
<p>A. Defining Readers Theater by Reading Informational Texts (15 minutes)</p> <ul style="list-style-type: none">• Tell students: “You just got to look quickly at the narrative script called ‘American Heroes.’ Later today, we will actually get to participate in a Readers Theater using this script. First, you will need to understand what Readers Theater is.” Invite them to think about and share with a partner what they predict the definition will include.• Distribute and display the page titled What Is Readers Theater? (and How Do You Really Spell It?) Say: “Let’s read the following definition together.” Read through this definition line by line, aloud, for students. Pause at the end of each sentence to clarify difficult vocabulary (e.g., <i>minimal</i>, <i>framework</i>, <i>dramatic</i>, <i>suggestive</i>, <i>partial</i>, <i>neutral</i>, <i>uniform</i>, <i>memorization</i>, etc.).• Ask students to Think-Pair-Share to add to the I Notice/I Wonder anchor chart. When possible, affirm how much they had already figured out just by looking at an example of a script themselves.• Next, distribute and display the Readers Theater Definitions sheet. Read each definition aloud (as time permits), pausing after each to clarify any vocabulary. Then ask students to think and then talk with a partner, restating the definition in their own words.• Once finished reading several, or all, of the definitions, return students’ attention to the I Notice/I Wonder anchor chart and have several students share any additional “notices” and/or “wonders” they have about Readers Theater, based on the definitions they just read.• Listen for students to make comments about the main aspects of a script.<ul style="list-style-type: none">– It includes the list of characters.– It shows what words each person is supposed to say.– It gives other instructions.	<ul style="list-style-type: none">• Visuals can help ELLs and other students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.• Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.



Work Time (continued)	Meeting Students' Needs
<p>B. Participating in a Readers Theater: “American Heroes” (25 minutes)</p> <ul style="list-style-type: none">• Tell students that today they are just going to try Readers Theater a bit. The goal today is just to give them a feel for how to read the script, how speaking roles alternate, etc. Be sure students know that this is not in any way supposed to be a polished performance, and that they are not being evaluated on their speaking or acting skills. They are just getting their feet wet.• Display the Readers Theater rubric. Read and discuss the expectations for students’ delivery, cooperation with the group, and on-task participation. Clarify any terms as necessary.• Divide students into groups of four and distribute one of the “American Heroes” scripts to each group (scripts 1–4), along with four different colored highlighters.• Prepare: Assign each student in the group a role (or allow students 1 minute to decide which role each student will perform), and have each student highlight (in a different color) the lines for which each is responsible.• Practice: Allow students several minutes to practice their scripts, reminding them to pay attention to when it is each student’s turn to speak and to refer to the Readers Theater rubric for expectations.• Perform: Remind students that the purpose of today’s lesson is just to get a “feel” for Readers Theater. Ask for groups that are willing to perform their script for the class.• As time allows, ask students in the audience to offer brief feedback to the performers, based on elements of the rubric.	<ul style="list-style-type: none">• For any students who may be shy about performing, help them identify shorter passages to read; have them focus on “acting out” the line (with facial expression and movement) while another student reads the line; allow time for the student to read through his/her line several times until comfortable reading the line aloud.



Closing and Assessment	Meeting Students' Needs
<p>A. Revisit the Readers Theater: I Notice/I Wonder Anchor Chart (5 minutes)</p> <ul style="list-style-type: none">• Bring students back together in a whole group. Ask students:<ul style="list-style-type: none">* Now that you have participated in a Readers Theater, what would you like to add to the I Notice side of our anchor chart?"* "Can we cross out any of the I Wonder statements, because we have answers to those questions?"* What needs to be added to the I Wonder column of the anchor chart?"• Leave this anchor chart posted for student reference throughout this unit.	<ul style="list-style-type: none">• For students needing additional supports producing language, consider offering a sentence frame, sentence starter, or cloze sentence to provide the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Explain Readers Theater to someone at home. Tell that person what you will be doing in class during this unit. Invite him or her to see you perform in two weeks! <p><i>Note: For Lesson 2, read through the "Esperanza Rising" Readers Theater script, then break it into smaller scripts by choosing sections 3-4 pages long, with 4-5 roles per section. Logical breaks are typically with Narrator lines, change in setting, or change in time. The downloadable PDF of the script is available at http://pammunozryan.com/, located by clicking on the "Resources" tab.</i></p> <p><i>Note: Also read and familiarize yourself with the full description of the performance task students will need to perform at the end of this unit in order to support students' work toward the goal of writing and performing their own Readers Theater scripts.</i></p>	<ul style="list-style-type: none">• For students who may need help explaining the Readers Theater and invitation orally to someone at home, provide a written note for the student to give to his or her guest.



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Supporting Materials



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Readers Theater is really basic theater. The goal is to support reading and performing literature. There are many styles of Readers Theater. Here are some basic features of Readers Theater:

- There is a narrator to help frame the dramatic presentation.
- No full stage sets. If used at all, sets are simple.
- No full costumes. If used at all, costumes just suggest the feel of the characters or the costumes are really basic or all the same.
- No full memorization. Scripts are used openly in performance.

Readers Theater was developed as an easy and good way to present literature in dramatic form. Most scripts are adapted from literature.



“Readers Theater is a **rehearsed group presentation** of a script that is **read aloud rather than memorized.**” (Flynn, 2004)

“Readers Theater is an **interpretive activity** in which children practice and perform for others a **scripted reading.**” (Rinehart, 1999)

“Readers Theater is **dramatic oral expression** that focuses on reading aloud rather than memorization.” (O’Neill, 2001)

“Readers Theater is an **interpretive reading activity** in which readers **use their voices to bring characters to life.**” (Martinez, Roser, and Strecker, 1999)

“The goal of Readers Theater is to read a script in which the story theme and character development are conveyed to the audience through **intonation, inflection, and fluency.**” (McAndrews, 2004)



Notices	Wonders



Individual Scores	1–Needs Improvement	2–Fair	3–Good	4–Excellent
Delivery	Student had difficulty reading the script and consistently did not use expression, eye contact, or props appropriately	Student read the script but had little expression, few gestures, little eye contact, or did not use props appropriately	Student read the script with some expression, gestures, eye contact, and use of props	Student read the script with confidence and expression, made gestures and good eye contact, and used props to add to the performance
Cooperation with group	Student did not work cooperatively together with group and could not agree on what to do. Student did not share responsibilities or ideas and wasted time	Student worked cooperatively with group in some aspects of the project but sometimes could not agree on what to do and wasted time	Student worked cooperatively with group in most aspects of the project and shared most responsibilities and ideas	Student worked cooperatively with the group in all aspects of the project and shared all responsibilities and ideas well



Group Members:

Group Scores	1–Needs Improvement	2–Fair	3–Good	4–Excellent
On-task participation	Low level of active participation from majority of group members	Moderate level of on-task work or few of the group members actively participating	Majority of group members on-task and actively participating	High level of active, on-task participation from all group members



Script 1 - Cast:

Narrator

Paul Revere

Frederick Douglass

Susan B. Anthony

Narrator: Today, you will be introduced to three American heroes. Their stories begin at different times in history and in different places; however, you are learning about them because they have made important contributions to our country. I will let them introduce themselves to you.

Paul Revere: Hi, my name is Paul Revere. It is a French name, because my parents were born in France. My father came to North America in 1715 when he was thirteen years old. He settled in Boston. He was a silversmith.

Frederick Douglass: Good day, my name is Frederick Douglass. I was born in Maryland in February of 1818. Unlike Paul Revere, I was born into slavery, but I managed to gain my freedom by boarding a train to New York.

Susan B. Anthony: Hello, my name is Susan B. Anthony, and I was born in Massachusetts on February 15, 1820, two years after Frederick Douglass. Douglass and I actually knew each other. We were both fighting for the same cause. We wanted freedom for all people. I grew up during a time when women had very few rights.

Script 2 - Cast:

Narrator

Paul Revere

Frederick Douglass

Susan B. Anthony

Narrator: Listen as these three American heroes tell how they impacted our history and expanded our rights and freedoms.

Paul Revere: Well, when I grew up, America was not the same as we know it today. There were only thirteen colonies, and we were ruled by the British. We did not have 50 states like we do now.

Frederick Douglass: And, when I was born, America was no longer ruled by the British, but things were still pretty bad. As I said before, I was born into slavery. It was illegal for slaves like me to learn how to read, but I didn’t let that stop me. My first teacher was Sophia Auld. She was kind to me.

Susan B. Anthony: Well, although I was not a slave, I did not like the way some people were treated, especially women. They did not have the right to vote, to own property, or to get good jobs. So, I decided take a stand against the mistreatment of women.

Paul Revere: All of us had something we wanted to fight for. I decided that I was going to fight against the British for our independence. I learn a lot from the men and women who came to our silversmith shop. I heard stories about the complaints the colonists had against the British government, so, I joined a group called the Sons of Liberty.

Frederick Douglass: And I hated being enslaved, so I dressed up as a sailor and got aboard a train headed north. I was afraid I would be caught, but I got lucky and was able to make it to New York.

Susan B. Anthony: Well, I became a principal of an all-girls school, but I wanted to do more than that. I wanted to work for justice and fairness for all the people who were being treated badly.



Script 3 - Cast:

Narrator

Paul Revere

Frederick Douglass

Susan B. Anthony

Narrator: So, what were some of the things that made you guys famous?

Paul Revere: Ah, well, let me see. I know you have heard about the famous Boston Tea Party, right? Anyway, this was when the colonists decided that they were going to protest the taxes that the British were making them pay. You know what they did? They dumped all the British tea into the Boston Harbor.

Frederick Douglass: Oh boy, I bet that made them angry! But what I did was even more interesting. I gave hundreds of speeches on the evils of slavery. I also became part of the Underground Railroad that helped other slaves escape to freedom. I was a famous abolitionist. That just means someone who wanted to get rid of slavery.

Susan B. Anthony: You were both very courageous! However, my good friend Elizabeth Stanton and I formed the first political group for women, called The Women's National Loyal League. We also organized the National Woman Suffrage Association. Suffrage means the right to vote.

Script 4 - Cast:
Narrator
Paul Revere
Frederick Douglass
Susan B. Anthony

Narrator: That is all wonderful, but what else did you do?

Paul Revere: Well, I became famous for the midnight ride that I took from Boston to the towns of Lexington and Concord, Massachusetts. I had to warn the Patriot Militia that the British soldiers were coming. I was riding with William Dawes and Samuel Prescott. The battle at Lexington was the first battle of the American Revolution. When the war ended in 1783, the thirteen colonies had gained independence. We became the United States of America.

Frederick Douglass: I started a newspaper called the *North Star*, and I worked with Susan B. Anthony and many others to end slavery and get more rights for women. President Lincoln and I became friends, because he was against slavery as well.

Susan B. Anthony: Well, I am proud to say that I was arrested for voting. And, because of my diligence, by 1920, the law was changed to allow women in every state to vote. So, every time you cast a vote, think of me!

Frederick Douglass: Hey, hey, don't forget, I am the first African American to get my picture on a postage stamp!

Paul and Susan: Way to go, Frederick!

Narrator: Well, you are all famous! Thank you so very much for the contributions you have made to our American history. Because of your diligence and courage, you have made us proud.