

## Reader's Theater: *Chrysanthemum*

Week of March 14-March 18, 2011

Greenwood Elementary, Newport News, VA (Kelly Stewart's Class, Room 15)

**TEACHERS:** Jennifer Hetrick & Ben Cottingham **GRADE:** First **SUBJECT:** Reading **TYPE:** Whole/Small Group **DATE:** Friday, March 18, 2011

**12:20-1:10 PM**

**TIME:** 50 minutes

**OBJECTIVES:** Students will demonstrate growth in oral language, expand their speaking vocabulary, student will adapt or change oral language to fit the situation (SOL for English 1.1, 1.2, & 1.4). Students will read with clarity, expression, and audible volume. Students will participate as engaged listeners using the SLANT model.

### **MATERIALS & SET UP**

- Chrysanthemum PowerPoint (scenery)
- 20 copies of Chrysanthemum script
- character name tags
- optional mouse noses

### **BIG PICTURE**

This lesson is designed to promote student literacy and oral language skills. Students will be challenged to demonstrate their listening and critiquing abilities during peer presentations.

### **THE LESSON PROPER**

1. **Engage & Hook (5 minutes):** Teachers will put on mouse noses and introduce themselves to students as “Directors” and explain that the students will be reading aloud today, not the teachers. Teacher will explain that reader's theater is like a play because students will be reading the book like a script. Students will not be required to act or memorize their lines during the presentation. Overall, it will be like the entire class is speaking as if they are characters in the story.
2. **Explain & Model (minutes):** Teachers will perform a mini reader's theater using *My Robot* by Eve Bunting (as found in Harcourt Tropics: Time Together pg. 126). Director Cottingham will play Cecil, the robot, and Director Hetrick will play the little boy while students follow along in their basal readers.
3. **Explore & Apply (7 minutes):** Teachers will divide students into two groups—Act 1 and Act 2—and discuss character roles, character traits, and practice choral reading the script.
  - Students and teacher will rehearse introducing the performance.
  - Students and teacher will rehearse their roles in small groups or with scene partners.
  - Students and teacher will rehearse bowing upon scene completion.
  - Teacher will review the SLANT listening procedure with students.
4. **Evaluate & Close (10 minutes):** The whole class will introduce the performance by saying “*Chrysanthemum* by Kevin Henkes as performed by Mrs. Stewart and Ms. Hetrick's first grade class with special help from Mr. Cottingham!”
  - Performers from Act 1 will remain standing while performers from Act 2 sit as the audience. Act 1 will stand in a line with their scripts and read through the scene. Mrs. Stewart will act as “master of scenery” and switch the PowerPoint backdrops accordingly.
    - Act 1 performers will bow upon completing their scene and Act 2 performers will applaud.
  - Performers from Act 2 will stand while performers from Act 1 sit as the audience. Act 2 will stand in a line with their scripts and read through the scene. Mrs. Stewart will act as “master of scenery” and switch the PowerPoint backdrops accordingly.
    - Act 2 performers will bow upon completing their scene and Act 1 performers will applaud.

### **EVALUATION (FORMATIVE)**

At the end of this lesson, student understanding will be measured by their participation in group activity, ability to collaborate with peers, and their ability to attend to the special requirements of a reader's theater performance. This includes but is not limited to attending to other student performers, respecting other student performers, and following the classroom procedures.

**DIFFERENTIATION:** Change selection of student roles (determines the amount of and intensity of reading/speaking), re-teach in smaller groups, or have students work in pairs to practice, assign teacher assistants to students who are nervous or having trouble.