

Readers Theatre: A Lesson Plan for Any Script

Grade level: Later Primary to Middle Years (Grades 5-9)

The goals of the lesson: To engage students in a reading activity that allows for creative expression and encourages thinking about what they have read while working in groups. Students will practice their reading, comprehension, listening and speaking skills along with completing a reflective writing assignment.

Lesson Outline:

Outline	Students
Hook	Listen/watch an audio/visual dramatic reading of a play or script (Note: something fun would be to get a script reading from a popular Hollywood film).
<i>Accommodations and modifications:</i> <ul style="list-style-type: none"> Talk to the lower level English Language Learners (ELLs) before class to explain what we will be doing. Provide them with the script a few days earlier so they can read and take notes before the lesson. 	
Activity introduction and forming of groups	Students are introduced to the idea of Readers Theatre and put into groups.
<i>Accommodations and modifications:</i> <ul style="list-style-type: none"> The lower level ELLs would be in one group and provided with a different script than the rest of the class. If there are peer tutors or students who could act as supports ask them to complete the Readers Theatre activity with the lower level ELLs, acting as a tutor and not a student. If there are students in class who speak the same language as new ELL/s have them grouped together and act as a tutor support. 	
Script reading and discussion questions	In groups students read through their script and discuss the questions provided.
<i>Accommodations and modifications:</i> <ul style="list-style-type: none"> Provide a graphic organizer to support lower level ELLs make sense of the story's order and the discussion questions. Where writing could be a challenge provide a modification to draw pictures or comic strips of the Readers Theatre's script. If a peer tutor is being used have them scribe for the lower level ELLs. Give time and support to create a vocabulary list of unknown words. 	

<ul style="list-style-type: none"> • Provide dictionaries that are monolingual/bilingual. • If group members speak the same first language allow them to discuss in their native language. • If possible take time to read the script to/with the level 1 group or ask a peer tutor to do this. 	
Reading Practice	Students choose their parts to read in their groups and practice the script.
<i>Accommodations and modifications:</i> <ul style="list-style-type: none"> • Give extra time to practice reading. • Readers Theatre already allows for students to keep the script with them when performing. Suggest to students to make notes or highlight the script to help them. 	
Performing	Groups perform their Readers Theatre.
<i>Accommodations and modifications:</i> <ul style="list-style-type: none"> • Instead of having in class performances, have groups make audio/video recordings to be marked later. For new ELLs this could reduce the pressure of performing. If recording is not possible have the class perform their Readers Theatre to the class, except for the lower level ELLs who could perform privately for the teacher. 	
Journal Reflection	Students write a journal reflection about their Readers Theatre experience. Questions could be; How did you feel about reading aloud with a group? What do you think about the character you read?
<i>Accommodations and modifications:</i> <ul style="list-style-type: none"> • Where writing could be a challenge provide a modification to draw pictures or comic strips. Do not require paragraphs or full sentences. • Give extra time for completing the journal. • Modify the questions or the number of questions assigned. 	
Assessment	Students submit journals and audio/video of performance if not performed in class.
<i>Accommodations and modifications:</i> <ul style="list-style-type: none"> • Use a checklist for grading so they are not being marked on how well the reading was, but that it was attempted or completed. • Mark the journal reflections with checkmarks and provide positive comments about what was done well. • Do not mark for grammar or spelling. 	