A Reader's Theater Carnival
2012-2013
Kindergarten - Second Grade
February 22th, 2013
Registration Due by January 25th, 2013

★ Each school is encouraged to have their own Reader's Theater Faire and/or provide grade opportunities for students to practice their Reader's Theater Performances.

★ Interested and enthusiastic teams will have the opportunity to represent their school at the District's Reader's Faire.

★ Each school may have 2 Reader's Theater entries. Stories can be a currently adapted Reader's Theater or a story that has been created/updated by the students.

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Focus Standards:
Kindergarten SL.6, RL.10, RF.4-1st Grade RF.4, RL.10, RF.4-2nd Grade RF.4, RL.2, RL.10
**Reader's Faire** incorporates the elements of Reader's Theater to give young students the opportunity to perform through the oral tradition of storytelling without the need for memorization. Schools can select teams to participate in the District Reader's Faire and perform their reader's theater selections.

Reader's Theater is students reading a script adapted from literature. The student performer's goal is to read a script aloud effectively, enabling the audience to visualize the action. Performers bring the text alive by using voice, facial expressions and some gestures. Reader's Theater requires no sets, costumes, props, or memorized lines.

**Students will:**
- cooperate with others in a performance to tell a story
- dramatize literature using various forms
- pretend to be a character in a story
- develop fluency through repeated readings of selected text

**Guidelines:**
1. Students may use scripts during performance. No memorization required
2. Reader's Theater teams may consist of 4-6 students
3. No sets or costumes. Student created nametags or hats may be used for the purpose of identifying characters
4. Stories should be 5 minutes in length
5. Stories can be a currently adapted Reader's Theater or a story that has been created by the students.
Reader's Theater helps to:

- develop fluency through repeated exposure to text
- increase comprehension
- integrate reading, writing, speaking, listening in an authentic context
- engage students
- increase reading motivation
- create confidence and improve the self-image of students
- provide a real purpose for reading
- provide opportunities for cooperative learning

Tips for implementing Reader's Theater:

- Model expressive reading often
- Introduce Reader's Theater using pre-prepared scripts
- Teach the basic steps of performance: how to use a highlighter to mark the parts, how to interpret the part and read expressively, how to hold the script, and when to assume various stage positions.
- Give students lots of time to prepare. Emphasize practice. Readers should practice their roles in different ways, individually and in small groups, privately and in front of others.
- Have 2 copies of marked script: one for school, one for home.
- Provide direction and support for students regarding their interpretation, pacing, expression, volume, positions, and motions.
- Begin with short presentations.
- Practice as often as possible in front of an audience.

adapted from Characteristics of an Effective Readers Theatre by Linda Cornwell
Reader's Theatre in Five Easy Steps

1. **Choose a script.** Choose a prepared script.
2. **Adapt the script.** Decide if a student will need to do more than one part.
3. **Assign Parts.** Teacher may decide to assign roles or allow students to select their own.
4. **Highlight parts and rehearse.** Children highlight their dialogue, then practice their lines at home and in groups at school.
5. **Perform.** The cast reads the play aloud for an audience, often made up of classmates or younger students.

Adapted from Scholastic Instructor, *The Power of Reader’s Theatre* by Jennifer O. Prescott
# Readers’ Theatre Rubric

<table>
<thead>
<tr>
<th>Group:</th>
<th>Excellent</th>
<th>Great</th>
<th>Good Try</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral Delivery</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Volume</strong></td>
<td>Consistently speaks loudly enough for audience to hear.</td>
<td>Usually speaks loudly enough for audience to hear.</td>
<td>Speaks too soft or loud to hear.</td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>All words are pronounced correctly and easily understood.</td>
<td>Most words are pronounced correctly and easily understood.</td>
<td>Many words are pronounced incorrectly, to fast or slow, mumbles.</td>
</tr>
<tr>
<td><strong>Reads with expression</strong></td>
<td>Consistently reads with appropriate expression.</td>
<td>Usually reads with appropriate expression.</td>
<td>Reads with little or no expression</td>
</tr>
<tr>
<td><strong>Reads in turn</strong></td>
<td>Takes turns accurately on a consistent basis.</td>
<td>Takes turns accurately on a somewhat consistent basis.</td>
<td>Takes turns rarely on a consistent basis.</td>
</tr>
<tr>
<td><strong>Cooperation</strong></td>
<td>Consistently works well with others.</td>
<td>Sometimes works well with others.</td>
<td>Difficulty in working with others.</td>
</tr>
</tbody>
</table>

Total points awarded ________________
Comments:

Use rubric for pre and post test.
Reader's Theatre Resources

Books

- *Folk Tale Plays From Around the World That Kids Will Love!*, by Marci Appelbaum and Jeff Catanese (Scholastic, 2001).
- *25 Just-Right Plays for Emergent Readers (K-1)*, by Carol Pugliano-Martin (Scholastic, 1998).

Web Sites

- [www.literacyconnections.com/ReadersTheater.html](http://www.literacyconnections.com/ReadersTheater.html)
- [www.readers-theatre.com](http://www.readers-theatre.com)
- [http://www.readerstheatre.ecsd.net/collection.htm](http://www.readerstheatre.ecsd.net/collection.htm)
- [http://www.teachingheart.net/readerstheater.htm](http://www.teachingheart.net/readerstheater.htm)

Reader's Theater offers a wealth of authentic opportunities for gifted youngsters to enhance their reading abilities. Besides stimulating the fluent use of language, Reader's Theater stimulates comprehension development. This occurs because students are actively engaged in the dynamics of a story. In short, they become the characters and they participate in the plot. When Reader's Theater is made part of the overall gifted reading program students will begin to see the importance of reading as a dynamic activity.

*Creative Activities for Gifted Readers*: Anthony D. Fredericks

Compiled by Deanna Taylor 2010/2011