Enhancing Reading, Speaking, and Pronunciation Skills through Reader’s Theater
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Think-Pair-Share

- What is one of your favorite stories (from childhood or adulthood)?
- What books have you read more than once? Why?
Reader’s Theater - Agenda

1. Description
2. Implementation
3. Assessment
4. Benefits
5. Variations and Adaptations

Outcomes

By the end of the workshop, participants will be able to:

- Describe RT and the implementation process
- Evaluate the benefits of RT
- Create a simple assessment tool
- Adapt a non-fiction text into a RT activity

Description
Reader’s Theater

A strategy for developing reading fluency and oral presentation skills. Students read fiction or non-fiction scripts multiple times, learning vocabulary, plot lines, and information while developing speaking skills - intonation, stress, and emphasis. During the process, students practice the same speaking parts multiple times which can lead to increased comprehension and confidence. Teachers can choose scripts or plays (many internet resources) or create scripts from non-fiction texts.
Watch the video. What do you notice?

http://www.readingrockets.org/strategies/readers_theater
Implementation - 10 steps
1. Select scripts that support your learning outcomes

Plays, websites, adapt non-fiction texts

Reader’s Theater Script and Plays:
http://www.teachingheart.net/readerstheater.htm

Fiction Theater:
http://www.fictionteachers.com/classroomtheater/whatis.html

Read Write Think:
http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html?tab=1#tabs

Fun characters, clear plots, comfortable language
2. Introduce concept to students
3. Decide how to group students
4. Teacher read-through to develop comprehension
5. Vocabulary Development - Concept sort
6. Assign roles - Students highlight roles
7. Practice, practice, practice! Teacher corrects errors and gives feedback on intonation, stress, and emphasis.
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9. Staging - Students create simple props and practice movements
10. Perform - invite guests
What are the 10 steps?
What questions do you have?
What are the benefits of RT?
Students...

- read through script multiple times.
Students...

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- develop **fluency** and **comprehension** because they become very familiar with the **text** and the **plot structure**.
Students...

- read through script multiple times.
- develop fluency and comprehension because they become very familiar with the text and the plot structure.
- improve their pronunciation and presentation skills because they have so much practice reading and listening to the stories.
Students...

- read through script **multiple times**.
- develop **fluency** and **comprehension** because they become very familiar with the **text** and the **plot structure**.
- improve their **pronunciation** and **presentation skills** because they have so much **practice reading** and **listening** to the stories.
- begin to show more **self-confidence** while reading out loud and getting up in front of the class.
Variations and Adaptations
Adapting non-fiction texts into scripts

● Develop a set of “characters”
  ○ News reporter(s) + an “Expert” - scientist, doctor, field researcher, etc.
  ○ Tour guide(s) + kids, teachers, families, etc.
  ○ Talk show hosts

● Change the text into scripted form
How could you swim as fast as a shark or find water in the desert? Living things, or organisms, have answers to these questions. Organisms have amazing features that help them survive.

Scientists, engineers, and others are studying nature. They want to mimic, or copy, nature. When they solve a problem, they ask, “How would nature do it?”

What problems do people want to solve? How do they solve them? Read to find out.
Mimicking Nature - RT text

Talk Show Host - Zoe: “Hi, Andre. Today we have an interesting topic to discuss. We’re going to talk about mimicking nature.”

Talk Show Host - Andre: “Mimicking nature? What do you mean by that?”

Talk Show Host - Zoe: “Well, have you ever thought about how you could swim as fast as a shark or find water in the desert? Living things, or organisms, have answers to these questions. Organisms have amazing features that help them survive.”

Talk Show Host - Andre: “How do people know this information?”

Talk Show Host - Zoe: “Good question. Scientists, engineers, and others are studying nature. They want to mimic, or copy, nature. When they solve a problem, they ask, “How would nature do it?”

Talk Show Host - Andre (to audience): “What other problems do people want to solve? How do they solve them? Read to find out.”
Talk Show Host - Zoe: “*Hi, Andre. Today we have an interesting topic to discuss. We’re going to talk about* mimicking nature.”

Talk Show Host - Andre: “*Mimicking nature? What do you mean by that?*”

Talk Show Host - Zoe: “*Well, have you ever thought about* how you could swim as fast as a shark or find water in the desert? Living things, or organisms, have answers to these questions. Organisms have amazing features that help them survive.”

Talk Show Host - Andre: “*How do people know this information?*”

Talk Show Host - Zoe: “*Good question. Scientists, engineers, and others are studying nature. They want to mimic, or copy, nature. When they solve a problem, they ask, “How would nature do it?”*”

Talk Show Host - Andre (to audience): “*What other problems do people want to solve? How do they solve them? Read to find out.*”
What criterion would you include in the evaluation form? What criterion and ranking system would you use?

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Outcomes check

- Describe RT and the implementation process
- Evaluate the benefits of RT

Comments? Questions? Email me: rhondapetree@uwalumni.com
Resources

American English

Colorin Colorado

Reading Rockets
http://www.readingrockets.org/strategies/readers_theater,
