

3.RL.6- reader's theater

Date: November 27, 2018

<p>Grade: 3</p>	<p>Subject: ELA</p>
<p>Materials: anchor chart, Harriet Tubman and the Underground Railroad,</p>	<p>Technology Needed:</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Differentiation</p> <p>Below Proficiency:</p> <ul style="list-style-type: none"> • Students will help with the audience portion of the skit. They will listen to the skit the first two times and then they will get a part in the story. <p>Above Proficiency:</p> <ul style="list-style-type: none"> • students will get larger speaking parts and will be asked to explain how their point of view differs from the characters <p>Approaching/Emerging Proficiency</p> <ul style="list-style-type: none"> • Students will be assigned to different parts of reader's theater. Actor, Audience, Narrator. Students will be able to decipher the differences between their point of view and the characters <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: students will be able to see the different jobs on an anchor chart • Bodily kinesthetic: students will be acting out their parts • Auditory: students will be able to hear parts being spoke
<p>Objective(s)</p> <ul style="list-style-type: none"> • By the end of this lesson students will be able to distinguish their point of view from that of the characters. • By the end of the lesson students will be able to decipher the difference between actor, audience, and narrator. <p>Bloom's Taxonomy Cognitive Level: create</p>	
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • Students will sit at the calendar area while we discuss the parts of Reader's Theater. • Students will be assigned roles. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • Students will be assigned roles • Students who are assigned the audience role will be asked to grab a chair or to find a spot on the floor away from the "stage". • Audience members will be expected to sit quietly during the performance and applaud when the performance is over. • Narrator will be asked to speak when it is their turn and then return to their seat when their lines are finished.

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	<ul style="list-style-type: none"> Actors will be asked to speak with enthusiasm, and movement.
Minutes	Procedures
2 minutes	Set-up/Prep: <ul style="list-style-type: none"> Set up anchor chart (anchor chart will be prepped prior to lesson) Have reader's theater books ready to pass out to the students.
5 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Me: remember how we did a Thanksgiving play before we left for break? (allow students time to answer) Me: We will be doing reader's theater. Reader's theater is a type of theater in which the actors do not memorize their lines. (show students anchor chart) Today we will be doing a reader's theater on Harriet Tubman and the Underground Railroad. How many of you have heard of Harriet Tubman and the Underground Railroad? (Allow students time to answer) Ask students what they think the Underground railroad is? (Allow students time to answer) Give background on Harriet Tubman and the Underground Railroad
10 minutes	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> Assign parts: <ul style="list-style-type: none"> -Tanya: Genesis -Gran-Mya -John- Graycin -Mack-Jack -Harriet: Anna -Thomas: Joren -Narrator: Anders -All other students: Audience Use anchor chart to go over our reader's theater Can Do's Use anchor chart to go over Reader's theater superstar
20 minutes	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> Students will begin reader's theater and will show their ability to fulfill their role. After we are finished we will go over questions. I will choose a student who is above, below, and at proficiency and ask: what is (character's) point of view on the underground railroad? What is your point of view on the underground railroad? Allow students time to answer
5 minutes	Review (wrap up and transition to next activity): <ul style="list-style-type: none"> What is the audiences job? (allow students time to answer) What is the actors responsibility? (Allow students time to answer) what is a point of view and how can they differ? (Allow students time to answer)
Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student's learning?) 	Summative Assessment (linked back to objectives, END of learning) <ul style="list-style-type: none"> Have students write their own Readers Theater.

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- Turn and talk to your partner and discuss what your job is in the role that you were assigned
- Allow students time to discuss

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Reflection (What went well? What did the students learn? How do you know? What changes would you make?)

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