

READER'S THEATER

Improve your emerging and struggling reader's literacy skills through theater and role play!

By combining a reading selection with elements of performance, Reader's Theater appeals to ELLs' sense of play—sparking their interest and encouraging them to engage with the text!

- Script incorporates narration, character dialogue, and stage directions in a series of lines to be read aloud.
- Students "act out" the script by reading aloud, relying on fluent and expressive reading to tell the story.
- Students practice and reinforce their oral reading skills to convey the plot points, characterizations, and emotions of the story.

Active Reading Questioning Strategies

READING COMPREHENSION

Developing

- **Recall** *Why does Raúl want to skip breakfast?*
Remind students that recall questions ask them about something they have just read in the text.

Expanding

- **Comparing and Contrasting** *How is Dad's view of breakfast different from Raúl's?*
Explain to students that comparing is telling how two or more things, events, or characters are alike, and contrasting is telling how two or more things, events, or characters are different.

More Complex

- **Making Inferences** *Why might Dad want Raúl to think about last week's game?*
Remind students that when they make inferences, they use clues from the text and what they already know to figure out something that is not directly stated or explained.



Narrator 1: Raúl stopped at the kitchen door.
Raúl: Dad, I'm not really hungry after all. I want to go outside and practice my swing.
Dad: Raúl, I really think you should eat breakfast. You're going to need all the energy you can get.
Raúl: No, I'll be fine.
Dad: I'm not so sure about that. Remember last week's game?

Health and Lifestyle



Narrator 1: Raúl thought back to last week's game.
Narrator 2: He played well in the first few innings.
Narrator 1: But he did not play as well in later innings.
Narrator 2: Raúl started feeling tired by the bottom of the third inning.
Narrator 1: His feet began to feel like steel weights. His bat felt like a ton of bricks.
Narrator 2: During the fourth inning, Raúl was caught in a run-down.
He ran back and forth between first and second base.
Narrator 1: Soon, Raúl couldn't run anymore and he got tagged out.
He walked back to the dugout with his head hung low.

Health and Lifestyle

Active Reading Questioning Strategies

READING COMPREHENSION

Developing

- **Recall** *How did Raúl start feeling in the third inning?*

Expanding

- **Main Idea and Details** *What details support the idea that Raúl was tired?* Explain to students that the main idea is the most important point the author makes in a story or paragraph. In order to support the main idea, authors use details in other sentences that may describe, give reasons and definitions, and provide other types of information. Here, two details support the idea that Raúl is tired to feel like steel weights "like a ton of bricks."

NEW!
IDEAL LITERACY
INTERVENTION
RESOURCE



STUDENT BOOK: Channels students' playfulness into an activity that promotes reading fluency and phonemic awareness. Includes: Script, Literary Elements, Music, Content-Area Connections, Arts and Crafts, The Writing Process, and a Culminating Activity.

TEACHER'S EDITION: Includes teaching strategies, including a Frontload Vocabulary activity, as well as a Vocabulary Review activity—usually a song or game—designed to reinforce the vocabulary while engaging students and improving their oral fluency. It also includes a Unit Overview and a comprehensive Unit Planner.

BLACKLINE MASTERS CD: Includes resources to help teachers put on each play: Production Scripts with set and stage directions, character and prop lists, and dialogues divided into scenes, as well as the lyrics and sheet music for the songs.

AUDIO CD: Includes the recordings of the songs/ plays.



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A fun, motivating way to improve students' oral reading skills and fluency, as well as their self confidence!