

### Cast of Readers

#### **Objective**

The student will read with proper phrasing, intonation, and expression in connected text.

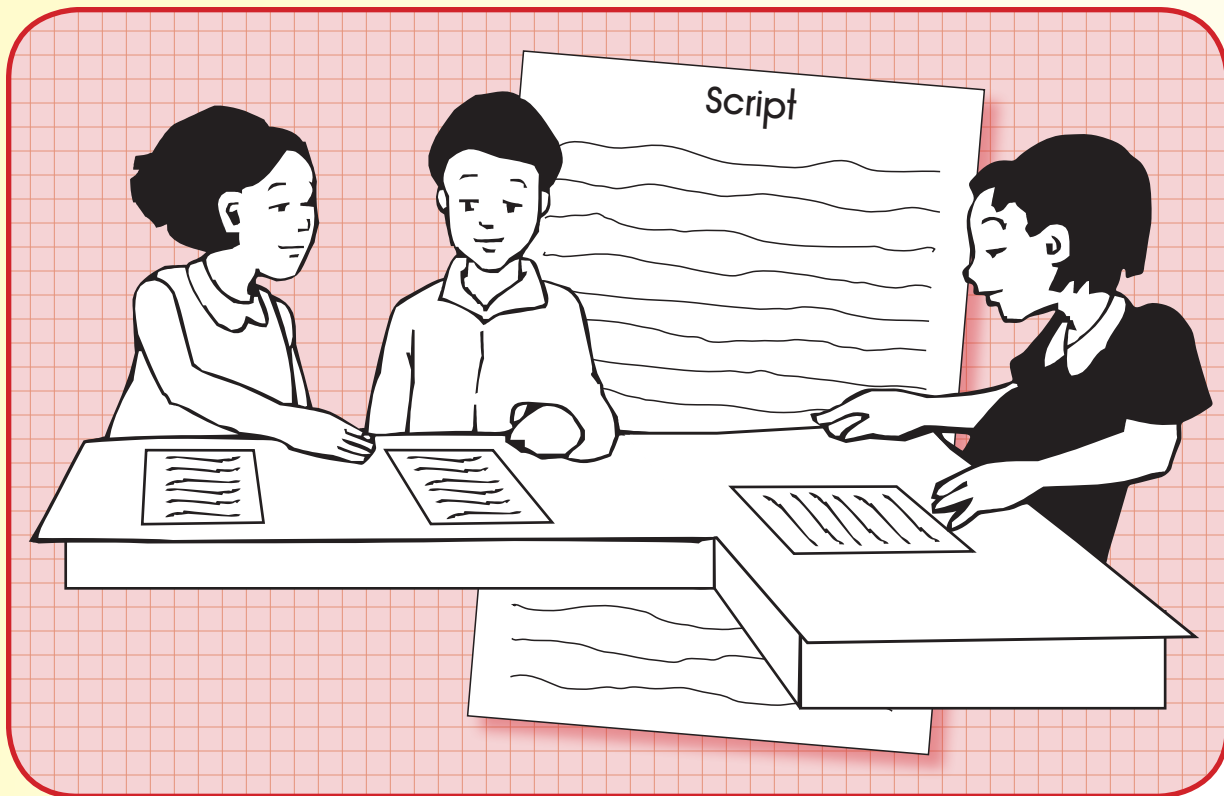
#### **Materials**

- ▶ Play script  
*Locate appropriate scripts from various sources (e.g., Internet). Make multiple copies. Option: Choose stories with dialogue-rich text and develop scripts within students' instructional-independent reading level range.*
- ▶ Highlighters  
*Highlight specific parts on copies of script.*

#### **Activity**

Students rehearse and read text using a reader's theater format.

1. Provide each student with a copy of the selected script with specific parts highlighted.
2. Taking turns, students read assigned parts of the script while providing assistance to one another with unknown words and/or phrasing, intonation, and expression.
3. Change characters and continue until every student has a turn reading each part.
4. Peer evaluation



#### **Extensions and Adaptations**

- ▶ Perform play for class.
- ▶ Perform script like an old fashion radio show including sound effects.
- ▶ Audio tape performance for analysis or use in the listening center.
- ▶ Evaluate after reader's theater or reading other text (Activity Masters F.019.SS1 and F.019.SS2).

Name \_\_\_\_\_

**F.019.SSI**

Cast of Readers

## Self-Evaluation

Today I read:

\_\_\_\_\_

title or character

What I liked about how I read today:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What I did not like about how I read today:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

As I read, I noticed that I was good at the following:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

As I read, I noticed that I need to improve the following:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can improve by:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Name \_\_\_\_\_

Cast of Readers

**F.019.SS2**

This is how I think \_\_\_\_\_ did in reading:  
student name

Title: \_\_\_\_\_

- Accuracy—Words in text were read correctly.

Awesome		Good		Fair
1	2	3	4	5

- Rate—Text was read at a good speed; not too fast or slow.

Awesome		Good		Fair
1	2	3	4	5

- Expression—Text was read with feeling and the right tone.

Awesome		Good		Fair
1	2	3	4	5

- Phrasing—Text was read in phrases, not word by word or choppy.

Awesome		Good		Fair
1	2	3	4	5

One thing I would suggest is:

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