



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 3A: Unit 2: Lesson 15**

## **Staging a Readers Theater: *The Mermaid Lagoon*, based on Chapter 9 of *Peter Pan***



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can use a variety of strategies to determine the meaning of words and phrases. (L.3.4) I can read third-grade level texts accurately and fluently to make meaning. (RF.3.4)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can identify the meaning of words in <i>The Mermaid Lagoon</i> script.</li><li>• I can read the script <i>The Mermaid Lagoon</i> with fluency.</li></ul>	<ul style="list-style-type: none"><li>• Fluent Reading Criteria checklist</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Engaging the Reader: Concentric Circles Share: Bringing Our Characters to Life through Readers Theater (5 minutes)</li><li>Unpacking Learning Targets (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Looking Closely at Vocabulary and Stage Directions (10 minutes)</li><li>Practice Staging the Script (20 minutes)</li><li>Performing <i>The Mermaid Lagoon</i> (15 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Debrief: Building Reading Power through Readers Theater (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Read aloud your part of the script from today's lesson to someone at home. Invite someone at home to play the other role and read along with you.</li></ol></li></ol>	<ul style="list-style-type: none"><li>This lesson follows a similar pattern to Lesson 13. Students will once again practice reading the Readers Theater Script and then they will perform it for another small group of students.</li><li>Students will work in the same group of four as they did in Lesson 14.</li><li>In advance: Review the Concentric Circles protocol (see Appendix or Opening A); review the Fluent Reading Criteria checklist and identify which students you assessed in the previous fluency lessons. Focus on the other students during Work Time C today.</li><li>Post: Learning targets.</li></ul>

Lesson Vocabulary	Materials
stage directions, gestures, projection; sensing (1), relieved, sigh (2), whimper, ego (3)	<ul style="list-style-type: none"><li>Equity sticks</li><li><i>Peter Pan</i> script: <i>The Mermaid Lagoon</i> (from Lesson 14; one per student and one to display)</li><li>Document camera</li><li>Fluent Reading Criteria checklist (one per student and one to display)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Concentric Circles Share: Bringing Our Characters to Life through Readers Theater (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Gather students together in two standing concentric circles (an inside circle facing out and an outside circle facing in so that each student has a partner; trios are fine if needed. Remind them that they have engaged in the Concentric Circles protocol before and briefly explain the process:             <ol style="list-style-type: none"> <li>Stand facing your partner.</li> <li>Listen for the question.</li> <li>When it is time to talk, the outside person will always share first.</li> <li>After the outside person shares, the inside person takes a turn.</li> <li>Listen for the attention-getting signal and directions to rotate.</li> </ol> </li> <li>Remind students of the work they did yesterday with the Readers Theater script <i>The Mermaid Lagoon</i>. Tell them that they will begin today by sharing out how they are planning to bring their character to life in their Readers Theater performance.</li> <li>Post and read the following question:             <ul style="list-style-type: none"> <li>* “How do you plan to bring your character to life as you perform your Readers Theater today?”</li> </ul> </li> <li>Invite students to share with their first partner using a sentence frame: “My character _____ feels _____. I will bring him/her to life by _____.”</li> <li>After a minute of discussion, ask the inside circle to move two people to the right and respond to the same question.</li> <li>Repeat once or twice as time permits. Cold call a few students with <b>equity sticks</b> to share their ideas.</li> </ul>	
<p><b>B. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to find a partner and explain the meaning of the two learning targets in their own words.</li> <li>Have pairs share their explanations and clarify as necessary. Students should have a good understanding of these targets from previous lessons.</li> <li>Explain that they will look for important vocabulary from <i>The Mermaid Lagoon</i> that will help them stage their Readers Theater. They will also practice their reading fluency as they act out the script with a small group.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Looking Closely at Vocabulary and Stage Directions (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that they first will look carefully at a few vocabulary words that will help them to bring the characters to life when they perform the Readers Theater. This will be similar to the work they did with vocabulary when they read <i>The Birds Leave the Nest</i>. Ask students to locate their <b><i>Peter Pan</i> script: <i>The Mermaid Lagoon</i></b> and project it on a <b>document camera</b>.</li> <li>Point to one of the words or phrases in parentheses. Ask students to share with a partner what the words in parentheses mean. Cold call a student to share his or her idea. If necessary, remind students that the words in parentheses are called stage directions. These directions help the performer know what to do or how to act. These words are important for the reader to understand so they can make sure they are bringing the character to life.</li> <li>Orient students to page 1 of the script. Circle the word <i>sensing</i> in parentheses.</li> <li>Ask students to take a minute to talk with a partner to read the text around that word to try to figure out the meaning. Listen for them to generate definitions such as “feeling,” “detecting,” or “knowing.”</li> <li>Refocus students whole group. Use equity sticks to cold call a few to share their definition, pointing out the root word “sense.” Once students understand the meaning, ask them to write the short definition on their script beside that word.</li> <li>Ask students to pair-share how they might say the phrase, “Dive! Now!” if they were reading the part for Peter and acting as though they were “sensing” danger. Invite one or two students to model for the whole group.</li> <li>Repeat this process with the words <i>relieved</i>, <i>sigh</i>, <i>whimper</i>, and <i>ego</i>. Listen for students to come up with simple definitions such as the following: <ul style="list-style-type: none"> <li>relieved: to feel at ease or calm</li> <li>sigh: to breathe long and loudly</li> <li>whimper: to cry or whine</li> <li>ego: self-esteem or confidence</li> </ul> </li> <li>After the vocabulary work, read aloud the stage directions at the end of the script as students follow along in their own script. This will help them better understand the action of the drama that is not represented in the dialogue.</li> <li>Ask them to Think-Pair-Share: <ul style="list-style-type: none"> <li>* “What are these stage directions telling us about the action in this script?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Increase student interactions with vocabulary in context. This increases their rate of vocabulary acquisition.</li> <li>Use thoughtful grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Practice Staging the Script (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that they now will practice reading their script with fluency. Remind them to focus on the feedback they received from their partner yesterday about their fluency stars and steps. Distribute and project the <b>Fluent Reading Criteria checklist</b> and ask students to partner up and discuss what they will work on today as a fluent reader.</li><li>• Remind students that they should also pay attention to their gestures and the <i>projection</i>, or loudness, of their voice.</li><li>• Tell students that they will practice in their same small groups from Lesson 14.</li><li>• Remind them of the process for working in their small groups. They will have 15 minutes to do the following:<ol style="list-style-type: none"><li>1. Read through the script on your own.</li><li>2. Ask your group if you have any questions about the words in the script.</li><li>3. Practice rereading your part with your whole group, paying attention to the Fluent Reading Criteria checklist.</li></ol></li><li>• As students work in their groups, circulate and confer. As needed, give them reminders about the fluent reading criteria and support with pronunciation.</li></ul>	
<p><b>C. Performing <i>The Mermaid Lagoon</i> (15 minutes)</b></p> <ul style="list-style-type: none"><li>• After students have practiced, pair the groups. Briefly explain that each group will now have 5 minutes to perform their Readers Theater to the other group. While one group is performing, the other group should watch and listen carefully.</li><li>• At the end of the 5 minutes, the group that was the audience will have 2 minutes to offer positive feedback using the frame: "We like how you _____" for the performing group. Then the groups will switch roles.</li><li>• Give students 10 minutes to perform. Circulate to listen in and track their fluency on their Fluent Reading Criteria checklist. Select a few groups to focus on; try to visit groups you did not assess in Lesson 13.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief: Building Reading Power through Readers Theater (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students back together and congratulate them on their Readers Theater performance. Ask them to Think-Pair-Share: “How did performing the Readers Theater help you become a better reader?”</li><li>• Listen for students to share ideas such as: “I understand the characters and events of the story better” or “My reading fluency improved because I had to make sure my reading sounded like actual people talking.”</li><li>• Cold call a few pairs to share their ideas with the whole class.</li><li>• Tell students that they will read another text from <i>Peter Pan</i> in the next lesson for their fluency assessment.</li></ul>	<ul style="list-style-type: none"><li>• Use a sentence frame to help students participate in the conversation. Consider the frame: “Readers Theater helped me as a reader because _____.”</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read aloud your part of the script from today’s lesson to someone at home. Invite someone at home to play the other role and read along with you.</li></ul> <p><i>Note: Lesson 16 introduces the End of Unit 2 Assessment. For this assessment, students read a role in the Come to Neverland! script aloud, with the teacher reading the other role and the stage directions. This assessment must be done individually with students. It may be completed within or outside the ELA period of the day. If you choose to complete the assessment outside of the ELA period, you may omit Lesson 16.</i></p>	



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## Supporting Materials



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Fluent Reading Criteria Checklist

Target	Not Yet	Almost There	Excellent!	Comments
<b>Phrasing</b>  <i>(I can group many words together as I read.)</i>				
<b>Rate</b>  <i>(I can read like I talk, and I only stop when it makes sense in the text.)</i>				
<b>Punctuation</b>  <i>(I can pay attention to the punctuation, and I use it to help me know how to read the text.)</i>				
<b>Expression</b>  <i>(I can use expression to read, and it helps me understand the story.)</i>				