



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 2: Lesson 12

Learning from a New Type of Literature: An Introduction to Readers Theater Scripts



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)
I can use literary terms to describe parts of a story or poem (e.g., chapter, scene, stanza). (RL.3.5)
I can read third-grade level texts with fluency. (RF.3.4b)

Supporting Learning Targets

- I can identify characteristics of Readers Theater by reading *The Birds Leave the Nest* script.
- I can describe how to bring the characters in Chapter 4 of *Peter Pan* to life based on their feelings and actions.

Ongoing Assessment

- Bringing Characters to Life recording form
- Venn diagram (whole class)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Unpacking Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Noticing the Characteristics of Readers Theater (10 minutes)Revisiting the Feelings of the Characters in Chapter 4 (20 minutes)First Read of <i>The Birds Leave the Nest</i>: How Do We Read Scripts? (15 minutes)Closing and Assessment<ol style="list-style-type: none">Comparing and Contrasting Readers Theater Scripts and Chapter Books (10 minutes)Homework<ol style="list-style-type: none">Read aloud your part of the script from page 1 to someone at home. Invite someone at home to play the other role and read along with you.	<ul style="list-style-type: none">The focus of this entire unit is on how an author captures a reader's imagination. In Lessons 1–11, students focused on this question through their own writing (and their reading of models). Here, in Lesson 12, they transition to bringing stories to life through Readers Theater. The purpose of these lessons is to expose students to a new format of <i>Peter Pan</i> while also helping them build their reading fluency in an engaging way.At this point in the unit, students have completed their reading of <i>Peter Pan</i>. Using Readers Theater continues to deepen their comprehension of key scenes from this class story.Lessons 12 and 13 help students build background knowledge about and experience with Readers Theater. The purpose of these lessons is threefold: to expose students to different narrative structures, to help them analyze the characters in <i>Peter Pan</i> more deeply, and to practice building their reading fluency.In Lesson 12, students examine <i>The Birds Leave the Nest</i>, a Readers Theater script based on Chapter 4 in this edition of <i>Peter Pan</i>. They determine the characteristics of Readers Theater and compare it to a more traditional narrative text. They do a first read of the first page of a script to practice reading the text structure of drama and to help them begin to read this text fluently.In Lesson 13, the class will watch a video clip of students performing Readers Theater, and then will practice and perform the script <i>The Birds Leave the Nest</i>. This helps them visualize how Readers Theater “bring characters to life.”For more information on Readers Theater, visit Aaron Shepard's RT Page: www.aaronsherp.com/rt/.In advance: Prepare the Readers Theater anchor chart and the Comparing and Contrasting Readers Theater and Chapter Books anchor chart (see supporting materials for directions).Post: Learning targets.



Lesson Vocabulary	Materials
Readers Theater, drama, bring to life, script, set, players, dialogue, stage directions	<ul style="list-style-type: none">• Readers Theater anchor chart (new; co-created with students in Work Time A; see supporting materials)• <i>Peter Pan</i> script: Chapter 4: <i>The Birds Leave the Nest</i> (one per student and one to display)• Pencils, highlighters or sticky notes (for each student to annotate the script)• Document camera• Equity sticks• Classic Starts edition of <i>Peter Pan</i> (book; one per student)• Bringing Characters to Life recording form (one per student)• Comparing and Contrasting Readers Theater Scripts and Chapter Books anchor chart (new; co-created with students in Closing A; see supporting materials)



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Gather students together and praise them on all of their hard work as writers in this unit. Tell them that they are now going to begin a new focus as readers, and that is going to be very exciting!• Read the first learning target aloud:<ul style="list-style-type: none">* “I can identify characteristics of Readers Theater by reading <i>The Birds Leave the Nest</i> script.”• Ask students what they will be reading today based on the target. Ask them to Think-Pair-Share about the phrase “Readers Theater” and discuss what the characteristics of this type of text could be. Then have a few pairs share with the whole group.• Explain that Readers Theater is a special type of <i>drama</i> or performance. Ask students for examples of drama first and then provide additional examples of different types as necessary: plays, movies, puppet shows.• Tell students that today they will learn about the characteristics of Readers Theater and be asked to explain how this type of drama is different from other types of fiction. Later today and in the next lesson, they will practice reading and performing a Readers Theater based on <i>Peter Pan</i>.• Read the second target aloud:<ul style="list-style-type: none">* “I can describe how to bring the characters in Chapter 4 of <i>Peter Pan</i> to life based on their feelings and actions.”• Highlight the phrase “bring to life.” Ask students to Think-Pair-Share:<ul style="list-style-type: none">* “What do you think it means to bring a character to life?”• Cold call a few students to share what they heard their partner say. Listen for them to identify ideas such as “make a character come alive” or “make it feel as though the character in the book is a real person.”• Tell students that they will reread parts of Chapter 4 to think about how to bring the characters’ feelings and actions to life for their Readers Theater performance.	



Work Time	Meeting Students' Needs
<p>A. Noticing the Characteristics of Readers Theater (10 minutes)</p> <ul style="list-style-type: none"> Place students with their reading partner. Tell them that today they will learn about drama by reading a Readers Theater. Post the Readers Theater anchor chart (see supporting materials for a model). Read the definition of Readers Theater written below the title: <ul style="list-style-type: none"> * “Readers Theater: IT IS ... A type of drama where performers read a script aloud to an audience. Usually, there aren’t any costumes or sets, and lines are not memorized.” Circle the word <i>script</i>. Explain the meaning of <i>script</i> as “the written text of a play or Readers Theater” and tell students that this is a characteristic of Readers Theater. Record the word and its definition below the section of the chart labeled “IT HAS ...” Explain that now you would like students to examine the text and help you identify other characteristics to add to the anchor chart. Hand out the <i>Peter Pan Script: Chapter 4: The Birds Leave the Nest</i>. Ask students to look at the first page and see what they notice about the characteristics of a Readers Theater. Encourage them to annotate the text with pencils, highlighters, or sticky notes. Give them 3 minutes to read the text, write notes, and discuss with their partner. Display the first page of the text using a document camera. Use equity sticks to cold call pairs to share what they notice. Identify the following terms and definitions as students share what they notice about the text: “players,” “dialogue,” and “stage directions.” Add words and definitions to the Readers Theater anchor chart in the IT HAS ... section. This section should look something like the following when finished: IT HAS ... <ul style="list-style-type: none"> – Script—The written text of a play or Readers Theater – Players—Characters in a play or Readers Theater. Listed in the beginning of the script. Their names are written in bold text to indicate when they speak. – Dialogue—Lines players or characters speak aloud in a performance. Each line is written after the bolded name of the player who is to speak it. – Stage directions—Tell performers how to act or what to do during the performance. Usually written in italics and/or in parentheses. 	<ul style="list-style-type: none"> Use thoughtful grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. Consider providing nonlinguistic symbols to represent the Readers Theater vocabulary (e.g., a person to represent the player and a speech bubble to represent dialogue).



Work Time (continued)	Meeting Students' Needs
<p>B. Revisiting the Feelings of the Characters in Chapter 4 (20 minutes)</p> <ul style="list-style-type: none">• Tell students that before they practice reading the script, they will look back at the chapter this script is based on to think deeply about the characters and how they might bring them to life for the audience. Remind them that rereading a text is something thoughtful readers do all the time, and with each read they should notice more details about the characters.• Be sure students have their texts, Classic Starts edition of <i>Peter Pan</i> to each student. Display the Bringing Characters to Life recording form on the document camera. Orient students to the recording form.• Tell them the class will practice together before they work with a partner. Point to the Text Excerpt box on the recording form and tell students that this box tells them what to read.• Ask them to follow along as you read aloud the excerpt, beginning at the top of page 26 and ending with the sentence “Besides, she couldn’t fly” on page 27. Remind students that as they are reading, they should think about two things:<ul style="list-style-type: none">– The characters’ feelings– Ways to bring those feelings to life when reading the Readers Theater script• Read aloud the text as students follow along. After reading, ask them to Think-Pair-Share:<ul style="list-style-type: none">* “How does Wendy feel, based on the evidence in the text?”* “How might we bring her to life when we are reading the Readers Theater script?”• Use equity sticks to cold call pairs to share their ideas. Listen for them to suggest ideas such as the following:<ul style="list-style-type: none">* “Wendy is disappointed at first when she realizes Peter had not come for her, but to listen to the story instead. We could show that as readers by putting our heads down and frowning. That’s what it looks like to be disappointed.”* “Wendy begs Peter not to leave. She is so sad because she doesn’t want him to leave that she says she can’t go with him. We could show this as readers by frowning and speaking in a gloomy voice.”	<ul style="list-style-type: none">• Select a few words, phrases, or a sentence from each text excerpt to help struggling readers home in on parts of the text about the characters’ feelings (e.g., on page 28 the sentence “But at the thought of flying, they could no longer stay still”).• Consider writing and breaking down multistep directions into numbered elements. Students can return to these guidelines to make sure they are on track.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Track students' comments on the recording form. Ask if they have any clarifying questions about the process. Reiterate and chart the steps if needed: <ol style="list-style-type: none"> Read the text excerpt Think and talk with your partner about the feelings of the character(s) in this section. Discuss how to bring those characters to life when reading the Readers Theater script. Write down your ideas on the recording form. Distribute the Bringing Characters to Life recording form. Pair students with their reading partner. Confer with them as they work, pushing them to think deeply about the characters as they reread the sections. 	
<p>C. First Read of <i>The Birds Leave the Nest</i>: How Do We Read Scripts? (15 minutes)</p> <ul style="list-style-type: none"> Gather students whole group. Tell them that they should remember their ideas about how to bring the characters to life as they practice reading the script in a moment. Display the first page of the text <i>Peter Pan</i> Script: Chapter 4: <i>The Birds Leave the Nest</i> on the document camera. Explain to students that you would like to read the spoken parts aloud to them so that they can see which parts of a Readers Theater are read aloud to the audience. Ask them to read along and notice the parts of the text you read aloud and those that you skip. Read the first four lines, skipping the stage directions at the top of the text to model this for students. Ask students to turn to a partner and point out which portions of the text were read aloud and which were not. Have groups share out and highlight the portions of the displayed text that were read aloud. Tell students that they will now practice reading just the first page of the script. Explain that their reading might not be very strong this first time, but not to worry, they will practice more later. Place students in pairs. Once students are grouped, give directions: <ol style="list-style-type: none"> Decide who will be Wendy and who will be Peter. Identify your player's line(s). Individually practice reading your line(s). As a pair, take turns reading your lines aloud. Give students 10 minutes to do the three steps above. As pairs practice, circulate and support them. 	



Closing and Assessment	Meeting Students' Needs
<p>A. Comparing and Contrasting Readers Theater Scripts and Chapter Books (10 minutes)</p> <ul style="list-style-type: none"> • Gather students back together. Congratulate them on their first reading of a Readers Theater script. Tell them that they will now compare and contrast the text of their Readers Theater scripts and the Classic Starts: <i>Peter Pan</i> chapter book. Briefly review the terms <i>compare</i> and <i>contrast</i>. Remind students that they worked on comparing and contrasting when they read two books about poison dart frogs. • Invite students to Think-Pair-Share: <ul style="list-style-type: none"> * “How are the <i>Peter Pan</i> chapter book and the Readers Theater the same?” * “How are they different?” • Use the equity sticks to solicit students' ideas and track them on the new Comparing and Contrasting Readers Theater Scripts and Chapter Books anchor chart. Listen for ideas such as: <ul style="list-style-type: none"> – They are the same because they: <ul style="list-style-type: none"> • have dialogue • refer to specific characters • tell a story – They are different because: <ul style="list-style-type: none"> • Scripts have stage directions. • The dialogue is written differently (e.g., the dialogue in the chapter book is written with quotation marks, and no quotation marks are used in the Readers Theater). • Tell students that they will use the scripts again in the next lesson. Either ask them to store their scripts with their materials or collect the scripts to redistribute during Lesson 12. 	<ul style="list-style-type: none"> • Use a sentence frame to help students participate in the conversation. Consider the frame: “Readers Theater and the chapter book are the same/different because_____.”
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Read aloud your part of the script from page 1 to someone at home. Invite someone at home to play the other role and read along with you. 	



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Supporting Materials



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Directions for Readers Theater Anchor Chart
(For Teacher Reference)

Write the following at the top of a piece of chart paper.

Readers Theater

IT IS ...

a type of drama in which performers read a script aloud to an audience. Usually, there are no costumes or sets and lines are not memorized.

IT HAS ...



Peter Pan Script: CHAPTER 4: The Birds Leave the Nest

(The children [WENDY, JOHN, and MICHAEL] are in their bedroom with PETER PAN, as TINKER BELL hovers nearby. They sit on the floor together, huddled closely. Each of the boys looks at Wendy lovingly. Wendy, looking like a mother, sits up straight. The boys slouch on the floor. Peter stands off to the side, looking like a boy who would never grow up. NANA can be heard in the distance, straining against her chain. Mr. and Mrs. Darling are dining out, and the children must not be too loud so that Nana and LIZA the cook won't hear them from downstairs.)

WENDY (*curiously*): Peter, why did you come to our nursery window?

PETER: To try to hear stories. None of us knows any stories.

WENDY (*horrified*): How perfectly awful!

PETER (*longingly*): Wendy, your mother was telling you such a lovely story.

WENDY: Which story was it?

PETER: About the prince, and he couldn't find the lady who wore the glass slipper.

WENDY: That was Cinderella. Peter, he found her and they lived happy ever after.

PETER: I am glad.

(Suddenly Peter jumps up. The boys and Wendy look up, surprised.)

WENDY: Where are you going?

(Peter moves toward the window.)

PETER: To tell the other boys.

WENDY (*pleadingly*): Don't go, Peter. I know lots of stories. The stories I could tell to the boys!

PETER (*excitedly*): Come on! We'll fly.



Peter Pan Script: CHAPTER 4: The Birds Leave the Nest

WENDY: Fly? You can fly!

PETER: Wendy, come with me.

WENDY: Oh dear, I mustn't. Think of mother. Besides, I can't fly.

PETER: I'll teach you.

WENDY: How lovely to fly!

PETER: We'll fly back together. You can tell stories to the lost boys. Think how much the lost boys will love you. You could be a sort of mother to them. You could even tuck them in. None of them have been tucked in before.

(Wendy stands up. She is excited.)

WENDY: Of course it's awfully exciting! Would you teach John and Michael to fly too?

PETER: If you like.

(At this, the boys jump out of bed. They had been listening quietly, pretending to be asleep. At the thought of flying, they couldn't resist and hop up and down with excitement. Before a question can be asked, Nana's bark is heard.)

JOHN: Out with the light, quick, hide!

(Liza the family cook is coming up the stairs with Nana. Peter and Tinker Bell hide. Wendy and the boys pretend to be asleep.)

LIZA: There, you silly dog, they are perfectly safe, aren't they? Every one of the little angels sound asleep in bed. Listen to their gentle breathing. Angels sleeping and you barking! Shame on you, Nana, disturbing the quiet.

(Nana is still suspicious.)



Peter Pan Script: CHAPTER 4: The Birds Leave the Nest

LIZA: No more of it, Nana. (*wagging a finger*) I warn you if you bark again I shall go straight for Mr. and Mrs. Darling and bring them up here. Then you will be in trouble. Come along, you naughty dog.

(The unhappy Nana is led away. The children get up. Peter comes out from his hiding place.)

JOHN: Can you really fly?

PETER: Look!

(He is now flying over their heads gracefully. It looks so easy that they try it, first from the floor and then from their beds, but nothing happens. They stumble and fall, clumsily. John rubs his knees.)

JOHN: How do you do it?

(Peter comes down to the floor.)

PETER: You just think lovely wonderful thoughts and they lift you up in the air. (*He is off again.*) I must blow the fairy dust on you first. (*Peter blows fairy dust on them.*) Now, try; try from the bed. Just wiggle your shoulders this way, and then let go.

(The gallant Michael is the first to let go, and flies across the room.)

MICHAEL: I'm flying!

(John lets go and meets Wendy nearly crashing by the bathroom door.)

WENDY: Oh, lovely!

(John flies upside down.)

JOHN: How fun!

MICHAEL: I do like it!



Peter Pan Script: CHAPTER 4: The Birds Leave the Nest

ALL THREE (*gleefully*): Look at me, look at me, look at me!

(They are not nearly so elegant in the air as PETER. Their heads continue to bump against the ceiling.)

JOHN: Let's go outside! I'm going to fly for one million miles!

(Wendy looks unhappy. She is thinking.)

PETER (*coaxingly*): Did I tell you about the mermaids?

JOHN. Mermaids! Let us go at once!

(John grabs his tall hat.)

PETER: And pirates.

JOHN (*excitedly*): Pirates!

(Tink does not like it. She is jealous and acting naughty. Tink misbehaves, flying around the room. She flies at their hair. From down below in the street, Mr. and Mrs. Darling could see the shadows of children turning in the room like a merry-go-round.)

THE STARS (*OFFSTAGE*): Gentle voices: Peter! The grown ups are coming!

(Peter listens to the stars calling him and throws open the window.)

PETER: Now come!

(John, Michael, and Wendy follow. Mr. and Mrs. Darling arrive just in time to see them flying above their heads.)



Bringing Characters to Life Recording Form

Learning target: I can describe how to bring to life the characters in Chapter 4 of *Peter Pan*.

Text Excerpt: Read the excerpt beginning at the top of page 26 and ending with the sentence “Besides, she couldn’t fly” on page 27.

What does the author want us to know about the feelings of **Wendy** here?

How would we bring Wendy to life as a player in a Readers Theater?

Text Excerpt: Read the excerpt beginning at the top of page 28 and ending with the sentence “But at the thought of flying, they could no longer stay still” on page 28.

What does the author want us to know about the feelings of **John and Michael** here?

How would we bring John and Michael to life as a player in a Readers Theater?



Bringing Characters to Life Recording Form

Learning target: I can describe how to bring to life the characters in Chapter 4 of *Peter Pan*.

Text Excerpt: Read the excerpt on page 31 beginning with the sentence “Wendy frowned” and ending with the sentence “Mermaids were even more exciting than fairies.”

What does the author want us to know about the feelings of **Wendy** here?

How would we bring Wendy to life as a player in a Readers Theater?



**Comparing and Contrasting Readers Theater Scripts
and Chapter Books Anchor Chart**

Recreate what is below on a piece of chart paper:

Comparing and Contrasting Readers Theater Scripts and Chapter Books Anchor Chart

Readers Theatre

Chapter Books

