



EXPEDITIONARY  
LEARNING

## **Grade 3: Module 3A: Unit 2: Lesson 13**

**Staging a Readers Theater: *The Birds Leave the Nest*, based on Chapter 4 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.3.4b)

**Supporting Learning Targets**

- I can identify the meaning of words in *The Birds Leave the Nest* script.
- I can read the script *The Birds Leave the Nest* with fluency.

**Ongoing Assessment**

- Fluent Reading Criteria checklist



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Reader: Identifying Criteria for Readers Theater Performance (8 minutes)</li> <li>B. Unpacking Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Looking Closely at Vocabulary and Stage Directions (10 minutes)</li> <li>B. Practice Staging the Script (20 minutes)</li> <li>C. Performing <i>The Birds Leave the Nest</i> (12 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Debrief: Gaining a Deeper Understanding of Characters (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. 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>• In advance:           <ul style="list-style-type: none"> <li>– Set up and preview the Readers Theater video at the following link: <a href="http://www.youtube.com/watch?v=66X-QG6yIu4">http://www.youtube.com/watch?v=66X-QG6yIu4</a>. The video is of older students doing Readers Theater of a familiar story (“The Three Little Pigs”). The video production is not of professional quality; rather, it gives students an authentic sense of Readers Theater in action. Note that in the lesson, you will pause this video partway through so students can take notes.</li> <li>– Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as <a href="http://www.safeshare.tv">www.safeshare.tv</a>, for actually these links in the classroom.</li> <li>– For Work Times A and B, place students into groups of five. Also consider pre-assigning parts of the script to students based on their reading strengths and challenges (e.g., those who might find the text challenging would be well suited for the roles of Nana or Michael).</li> <li>– Review: Fluent Reading Criteria checklist (from Module 1: see supporting materials).</li> </ul> </li> <li>• Post: Learning targets.</li> </ul>



Lesson Vocabulary	Materials
gestures, stage directions; horrified, longingly, pleads (1), gallant (2)	<ul style="list-style-type: none"><li>• Criteria for a Quality Readers Theater recording form (one per student)</li><li>• Readers Theater video (<a href="http://www.youtube.com/watch?v=66X-QG6yIu4">http://www.youtube.com/watch?v=66X-QG6yIu4</a>)</li><li>• Equity sticks</li><li>• <i>Peter Pan</i> Script: Chapter 4: <i>The Birds Leave the Nest</i> (from Lesson 12, one per student and one to display)</li><li>• Document camera</li><li>• Fluent Reading Criteria checklist (one to display)</li><li>• Highlighters (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Identifying Criteria for Readers Theater Performance (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Gather students together and praise them on their beginning work with Readers Theater in Lesson 12. Tell them that today they will get to watch a short video of Readers Theater to determine what makes a quality performance.</li> <li>• Distribute the <b>Criteria for a Quality Readers Theater recording form</b>. Tell students that as they watch the video, they should think about what they see and hear. Tell them that you will stop the video once as they watch, so they can write down their ideas in the boxes at the top of the recording form. They should not answer the bottom question yet.</li> <li>• Begin the <b>Readers Theater video</b>. After a minute and a half, stop the video and ask students to write down specific things they see and hear in the Readers Theater performance. Play the remainder of the video.</li> <li>• Invite students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “What specific things did you see and hear as you watched the video?”</li> <li>* “Based on what you saw and heard, what do you think are three important criteria for a Readers Theater performance?”</li> </ul> </li> <li>• Remind students that criteria are the reasons why something is strong or shows high quality. Use <b>equity sticks</b> to cold call students to share their ideas about the first question. Listen for: “loud voice,” “clear speech,” “expression,” “gestures,” “some eye contact.”</li> <li>• Then ask students to share what they think are the most important criteria for a Readers Theater Performance. Guide them toward these three criteria:             <ul style="list-style-type: none"> <li>– Fluent reading (phrasing, rate, punctuation, expression)</li> <li>– Loud and clear voice</li> <li>– Gestures where appropriate</li> </ul> </li> <li>• If students do not know what the word <i>gestures</i> means, show them an example to help them understand that a gesture is a body movement (e.g., wave your hand as a gesture to show “hello”).</li> </ul>	<ul style="list-style-type: none"> <li>• Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.</li> <li>• Use non-linguistic symbols on the Characteristics of a Quality Readers Theater Performance anchor chart (e.g., a hand waving to show “gestures”).</li> </ul>



Opening (continued)	Meeting Students' Needs
<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 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 Bird Leaves the Nest</i> that will help them stage, or perform, 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 are going to look carefully at a few vocabulary words that will help them know how to bring the characters to life as they perform the Readers Theater. Ask students to get out their <b><i>Peter Pan</i> script: Chapter 4: <i>The Birds Leave the Nest</i></b>. Project the script on a <b>document camera</b> so students can see it.</li> <li>• Point to one of the words or phrases in parentheses and 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 them 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 readers to understand so they can make sure they are bringing the character to life.</li> <li>• Orient students to page 1. Circle the word <i>horrified</i> in parentheses. Ask students to take a minute to talk with a partner and read the text around that word to figure out the meaning. Listen for them to generate definitions such as “shocked” or “upset.”</li> <li>• Bring students back together to discuss this definition. Once they understand the meaning, ask them to write the short definition on their script beside that word. Finally, ask students to pair-share how they might say the phrase “How perfectly awful!” if they were reading the part of Wendy and acting horrified. Invite one or two students to model for the whole group.</li> <li>• Repeat this process with the words <i>longingly</i>, <i>pleads</i>, and <i>gallant</i>. Listen for students to come up with simple definitions:             <ul style="list-style-type: none"> <li>– longingly: in a way that shows you really want something; in a way that shows a strong desire</li> <li>– pleads: begs</li> <li>– gallant: brave; noble</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Increase interactions with vocabulary in context. This increases students' 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 will now practice reading their script. Remind them that reading fluency is one of the criteria they identified for a quality Readers Theater performance. Project the <b>Fluent Reading Criteria checklist</b> and ask students to partner up and discuss the four criteria for fluent reading. This checklist is familiar to students from previous work in the module, so keep the discussion brief.</li> <li>• Tell students that they will practice in small groups. Assign them their groups and their character parts to read.</li> <li>• Chart and explain the process for working in their small groups. Tell them they will have 15 minutes to do the following:               <ol style="list-style-type: none"> <li>1. Read through the script and highlight your speaking part.</li> <li>2. Ask your group if you have any questions about the words in the script.</li> <li>3. Practice rereading your part, paying attention to the Fluent Reading Criteria checklist.</li> </ol> </li> <li>• Distribute <b>highlighters</b>. 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>	<ul style="list-style-type: none"> <li>• Consider pre-assigning parts of the script to students based on their reading strengths and challenges (e.g., those who might find the text challenging would be well suited for the roles of Nana or Michael).</li> </ul>
<p><b>C. Performing <i>The Birds Leave the Nest</i> (12 minutes)</b></p> <ul style="list-style-type: none"> <li>• After students have practiced for 15 minutes, pair up the groups.</li> <li>• Briefly explain that each group will 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. At the end of the 5 minutes, the group that was the audience will have 1 minute to offer a star (area of success) and step (area for improvement) for the performing group. Then the groups will switch roles.</li> <li>• Give students 10 minutes to perform. Circulate around the room to track their fluency on their Fluent Reading Criteria checklist. Select a couple of groups to focus on; students will also practice their fluency in Lessons 13 and 14, so there will be additional time to assess their fluency in those lessons as well.</li> </ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief: Gaining a Deeper Understanding of Characters (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Gather students back together and congratulate them on their Readers Theater performance. Ask the class to Think-Pair-Share:               <ul style="list-style-type: none"> <li>* “How did performing the Readers Theater help you better understand the characters in <i>Peter Pan</i>?”</li> </ul> </li> <li>• Listen for students to share ideas such as: “I could imagine how my character was feeling” or “I felt like I got to know the other characters by talking to them and understanding their feelings, too.”</li> <li>• Cold call a few pairs to share their ideas with the whole class.</li> <li>• Tell students that they will look at another <i>Peter Pan</i> Readers Theater script in the next lesson.</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 and the chapter book are the same/different 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>	



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## Supporting Materials



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Criteria for a Quality Readers Theater

I saw ...	I heard ...

Based on what you saw and heard, what are three important criteria for a quality Readers Theater performance?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



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>				