

artstart

A PROGRAM OF ASC



ARTS & SCIENCE
COUNCIL

READER'S THEATRE

This lesson
aligns

Writing with
Music and
Theatre Arts.

NCSCOS STANDARDS:

1. **Arts** – Students will learn elements of drama to expand their knowledge of acting in order to make character choices. 3.3.02
2. **Language Arts** – Interact with the text before, during, and after reading, listening, or viewing by: setting a purpose, previewing the text, making predictions, asking questions, and making connections. 2.2.02

WARM-UP

- Freeze: Each time the students freeze and focus, they will have to freeze with character pose/ facial expression of one of the animals and/or emotion.

MAIN EXPERIENCE

- Have students use recall skill to remind us of the sequencing of our Anansi folktale.
- **Ms. _____, can you help explain to our friends what Reader's Theatre is, if you haven't already done it in your class?**
- Now, will you help choose a few friends to help us with the reader's theater? And also, choose a part for you to participate in." While they read the story, the rest of us will listen closely because there may be a sentence in the folktale that is **always** repeated or said, so let's find it. Also, there may be a line in the story that we can add, that can be repeated throughout the story, so we'll have to decide what will be the line we create and what characters will repeat it. And, remember when we did the sensory exercise? We should listen to the story to decide if it should have any sound affects to help the setting.
- Define dialogue. What would be a dialogue that could take place between Osebo and Anansi? **Ms. _____, could you help us decide on a dialogue?** What about with Anansi and the hornets – would the hornets try to talk Anansi into letting them go? How about Mmoatia and Anansi?

COOL-DOWN

- What is a narrator? What voice would a narrator use? Where does the story take place?

Extension: Continue to dissect the folktale. Have students use inference to describe the emotions and character expressions.