Reading Aloud using R-E-E-E-aDer’s Theatre: Engagement, Enthusiasm, and Enjoyment

Inquiry Project 2012

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Third Grade
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**Background Information**

**Teaching Context**

For the remaining year of my education at The Pennsylvania State University, I have participated in the Professional Development School as an intern at Gray’s Woods Elementary School in the State College Area School District. I have been placed in two third grade classroom environments for the 2011-2012 school year. This shared placement presented the opportunity to observe two mentors and join two collaborative classroom environments.

I have two classes comprised of students who learn in a variety of ways. This, in my opinion, has created an intriguing environment for implementing Reader’s Theatre. With a wide variety of academic abilities comes an opportunity for students to work together and benefit from one another’s learning skills, particularly reading. Forming a strong community based classroom has allowed my students to appreciate situations and opportunities in which they work together. My hope is that the students use Reader’s Theatre as a way to collaborate with their peers who possess a range of academic and social skills.

There are twenty-two students in Miss McCarty’s third grade class. The majority of my students remain within the general education classroom throughout the week. There is one student who leaves the room for two and a half hours each day for further learning support in language arts (reading, writing, and spelling) and mathematics, two students who leave the room for Response to Intervention (RTI)
to receive further reading instruction for half an hour each day, and one student who leaves the room twice a week for half an hour of speech sessions with a focus on the letter “S”.

There are also twenty-two students in Mr. Roth’s third grade classroom. Similar to Miss McCarty’s classroom, the majority of students remain within the general education classroom throughout the week. There are a total of six students who leave the classroom for Response to Intervention (RTI) to receive further reading instruction for half an hour each day, seven students who leave the classroom for Response to Intervention (RTI) to receive further math instruction for half an hour each day, and one autistic student who meets with one in-school paraprofessional from 8:30am-11:00am to focus on school work and another from 11:00am-1:15pm to focus on behavior.

Due to the shared placement of my PDS internship I have two classrooms. Logistically, however, I planned to only implement Reader’s Theatre in Mr. Roth’s classroom (Room 83). I wanted to focus on this classroom mainly because it contained a larger range of reading levels. Room 83 also had more students who left the general educational classroom throughout the week. My hope was that the impact of Reader’s Theatre would be clearer if I only implemented it in one classroom.

**Wonderings and Questions**

**Main Wondering**

Since the fall of 2011, I have observed a significant number of students leave the general educational classroom throughout the day to receive extra help,
especially in reading. I wondered how I could help these students feel a sense of belonging within the general educational classroom during reading time, while still attending to the needs of my other students. I came across Reader’s Theatre while researching effective oral reading strategies for an inclusive classroom (Opitz, Rasinski 2008). I had actually already heard of Reader’s Theatre during a literacy training I had previously attended.

The literacy training I attended during the fall was held by the PDS and specifically geared toward intermediate interns. At the literacy training there was a third grade mentor, Brenda Hartman, who discussed how well her students responded to Reader’s Theatre within her classroom. In Reader’s Theatre, students are handed a script and asked to act it out as if they were performing in a play, but they are not required to memorize any lines. They are given the opportunity to practice their lines and are encouraged to engage with their characters. Brenda also explained, “It supports differentiation if you allow it to by either using scripts that are created that way or by making sure students who need extra help receive that support or roles that are less demanding” (Hartman, 2012). After listening to her discuss the benefits of Reader’s Theatre, I wondered if this was something that my students would enjoy participating in and find motivating.

I mainly wanted to work with reading because this core subject is where most of my students demonstrate varying abilities. Reading is a subject in which differentiation is applied frequently and consistently to meet each student’s academic needs and interests (Prescott, 2003). Reader’s Theatre presented a way to work on a core subject diligently with my students, as well as a reading exercise that
was unfamiliar to Room 83. In addition, my own unfamiliarity with Reader’s Theatre would help me develop my own practice as a reading instructor (Guthrie, 2001). I thought Reader’s Theatre could provide students with an opportunity to work together both academically and socially, regardless of their reading abilities, in order to enhance their confidence in the classroom.

When considering all of the previously mentioned factors, my main wondering developed into:

**How can Reader’s Theatre improve third graders engagement, enjoyment, and enthusiasm when reading aloud?**

**Sub-Questions:**

1. Does Reader’s Theatre increase students’ comprehension of what they are reading?
2. Does Reader’s Theatre increase students’ confidence in reading?
3. Does Reader’s Theatre support differentiation in a third grade classroom?

**Data Collection and Analysis Process**

In order to investigate my main wondering and sub-questions, I decided to collect data in a variety of ways, which included: surveys, interviews, student work, and videotaped student performances.
Data Collection: Surveys

I. Post-Survey Comparing Reader’s Theatre Experiences

After students performed their chosen scripts, I surveyed them by asking questions that compared their two experiences with Reader’s Theatre (Appendix C). I asked a total of five questions to gain more information about which play they enjoyed more, which performance they were more enthusiastic about, and if they comprehended the other plays performed by their peers (Appendix D).

II. Student Questionnaire After Students Chose Scripts

After students performed their chosen scripts I handed out a questionnaire (Appendix F) in order to acquire more information about their abilities to read for meaning. After the students read over the script a total of three times, the first time for meaning and ignoring roles, the second time including roles, and the third time with a focus on the roles they are interested in, I had them raise their hands for the survey. Since I passed out the surveys as the students finished reading the majority of students were provided different time intervals to finish the survey. However, all students were provided at least five minutes to answer all three questions. The question of most value to my study was question one, which asked students to retell one main event from the script.

Data Analysis: Surveys

For each survey I created a table. My students were listed anonymously in the first column, and their answers to survey questions were listed in the following columns (Appendix C). For multiple-choice questions I counted and totaled student
answers (Appendix C). The totals provided me with insight as to how the majority of the class answered. I created a bar graph for one specific question that I felt was valuable to have as a visual (Appendix E). For open-ended questions, I typed each student’s response into a table (Appendix D and G). By recording answers and responses in this manner I was able to revisit the charts and easily track any student’s individual experiences with Reader's Theatre, as well as compare them to other student’s experiences.

Data Collection: Interviews

I. Post-Interview to ‘Room 83’s Manners’ Performance

I interviewed three students about their first Reader’s Theatre experience; the questions and the way in which they were presented can be found in (Appendix H). I interviewed a student who was below the third grade reading benchmark, a student who met the third grade reading benchmark, and a student who exceeded the third grade reading benchmark. I formulated ten questions to gain more information about their enjoyment, enthusiasm, engagement, and confidence when performing Reader’s Theatre scripts. I interviewed students of different reading abilities to learn more about how their thoughts compared and contrasted. I was also interested in learning about how their varying reading levels might have impacted their experiences with Reader’s Theatre.

Data Analysis: Interviews

I watched and scripted each interview to find common patterns in students’ responses, which can all be found in (Appendix H). After scripting the interviews, I organized my data by providing all three students’ individual answers underneath
each question. I organized all three steps and/or questions this way, which made it easier to compare and contrast students’ responses to every question. I found it to be beneficial to have all three student responses in one document so that I could utilize the ‘Word Document’ feature that allows you to search for a specific word or phrase and highlight all instances when it is found within a document. I also recorded instances when students were unengaged while reading the entire script aloud.

**Data Collection: Student Work**

I. **Comprehension Worksheets**

After students completed the survey from (Appendix F), I passed out a comprehension worksheet that went along with whichever script they chose. “Maisy’s Piggy Bank” was a Second Grade leveled script and the comprehension worksheet can be found in Appendix I. “Pop, Poppity, Pop” is a third grade leveled script and the comprehension questions can be found in Appendix J. The comprehension worksheet for the fourth grade script, “Pirate’s Adventure” can be found in Appendix K. I chose scripts from different grade levels to compare how students of varying reading abilities would respond to the types of questions included in each worksheet previously mentioned. By collecting this data I was informed regarding the role differentiation plays when using Reader’s Theatre in the classroom.

**Data Analysis: Student Work**

After collecting the students’ worksheets I organized the data in the same manner in which I organized their surveys, but added more open-ended questions
(Appendix I, Appendix J, and Appendix K). I organized the data in tables by script, students who chose that script, and the questions asked on each comprehension worksheet. I placed a “☑” next to the questions students answered correctly, and a “☒” for questions they answered incorrectly. By organizing student work by scripts and questions I was able to find patterns and compare students comprehension based on of their reading levels, as well as the grade level script.

Data Collection: Student Performances

I. Six Videotaped Reader’s Theatres Performances

I videotaped every Reader’s Theatre script my third graders performed. This allowed me to return to each performance and watch them whenever necessary. I found this beneficial when tracking individual students’ responses to surveys, interviews, and student work. I used the videos when comparing one student’s enthusiasm between two plays they performed.

Data Analysis: Student Performances

I took into account Adrienne Boggs’ examples of explaining that enthusiasm is using emotion and expression to imitate what is happening in the story, as well as comparing enthusiasm to telling a story when creating a definition (Boggs, 2004). Along with the influences of Boggs’ I also used my students’ videos to create a definition (Appendix L) of enthusiasm to use when analyzing my class’ performances. From the combination of observations and resources, I recorded when students displayed enthusiasm in different ways (Appendix L). This data allowed me to compare the performances when the students were given different
amounts of time to prepare (Appendix L). I used this data to compare the
enthusiasm displayed by students of ranging reading levels (Appendix M).

I also used the videos to describe a common trend when students were not
engaged. When discussing engagement in young readers, it should look as though
students are focusing their attention only toward what they are reading by showing
habits of concentration, for example focusing on the task at hand regardless of
distractions around them (National Center on Accessible Instructional Materials,
2012). When combining this definition of engagement and the trends found in
student performances, I was able to create a definition of observable behaviors
when students are engaged, which can be found in Appendix N. I was then able to
take the opposite of what engagement looked like and record when students were
unengaged.

**Explanation of Findings**

| Claim #1: Student enthusiasm increased when given ample time to rehearse their scripts. |

**Evidence A: Surveys**

The bar graph displayed in Appendix E was based on question number 3
from the student survey displayed in Appendix C and showed that students agreed
that their enthusiasm increased when given more time to practice. The results show
that a total of five students thought that their enthusiasm was the same regardless
of how many days they had to rehearse, two students felt that they were a little bit
more enthusiastic when they had more time to rehearse, five students thought that
they were more enthusiastic when give ample time to rehearse, and eight students felt that they displayed a lot more enthusiasm when given ample time to rehearse.

**Evidence C Student Performances**

Statistical analysis demonstrated in Appendix L shows that the average number of times a student showed a change in tone (how a student fluctuates his or her tone to imitate what is happening in the story) almost doubled when students were given a week to rehearse his or her lines. Data demonstrated in Appendix L also shows that the average number of times a student exhibited enthusiasm in the form of a change in emotion (for example, how a student altered his or her presentation based on punctuation) and a change in body language (for example, how a student changed his or her facial expression to match the storyline) both more than doubled when students were provided a week to rehearse their parts.

**Claim #2:** When participating in Reader’s Theatre students from all reading levels read with enthusiasm and are engaged.

**Evidence A Student Interviews: Enthusiasm**

When interviewing three students of varying reading levels were each asked to define enthusiasm (Appendix H). The student below the third grade benchmark claimed, “I don’t know how. I guess make funny faces and higher your voice.” When prompted with the question, “What about when the ending punctuation is different?” this student responded, ”Exclamation mark means that they are happy.” When the student that met the third grade benchmark was asked, the student
responded, “You have to say like you mean it. If you say wacko and there’s an exclamation point you have to say like you are excited [he gave an example of asking a question by raising and fluctuating his voice at the end, and he scrunched his face when he asked the question].” The student who exceeded the third grade benchmark explained, “It’s just like when you read the script with a lot of energy.” All students demonstrated a strong understanding of what enthusiasm was and how it should be taken into account when reading aloud.

**Evidence B Student Presentations: Enthusiasm**

After recognizing the difference in students’ enthusiasm between the one-week scenario and two-day scenario within Appendix L, I decided to average the enthusiasm between the scenarios within Appendix M. Data analysis within Appendix M shows that students of below the benchmark used about the same amount of enthusiasm as those students who exceed the benchmark. This evidence leaves me to believe that Reader’s Theatre offers a positive experience for all students to practice incorporating enthusiasm while reading aloud.

**Evidence C Student Interviews: Engagement**

I chose to interview three students of varying reading levels. When revisiting and watching the interviews, I had planned to record when a student displayed a lack of engagement. At the end of each interview I realized that I had not recorded any such instances. Prior to reading the entire script aloud to me (Step 8 in Appendix H) student ‘C’ explained, “I memorized all of my parts before, so I will not have to read those, just every other part.” This information revealed that while the
script itself may not have challenged the student, he challenged himself by memorizing his lines.

**Evidence D Student Presentations: Engagement**

The definition of Engagement, found in the end result of averaging the students’ engagement in both the one-week and two-day Reader’s Theatre scenarios together is shown in Appendix N. From this data, it became clear that the students who exceed the benchmark were the least engaged during the performances. Based on Appendix B, the total number of students who were engaged included more than half of the class. The interview previously mentioned reveals an explanation as to why students above the benchmark seemed less engaged; some students challenged themselves by memorizing their roles within their scripts.

**Claim #3:** Student comprehension was supported through Reader’s Theatre scripts, regardless of their reading level.

**Evidence A Surveys: Comprehension**

After asking survey questions provided in Appendix F and looking over how the students answered it becomes clear in Appendix G that students of all reading levels demonstrated equal comprehension of content within the Reader’s Theatre script they read. While students of lower reading levels (colors can be referenced within Appendix B and placement in Appendix D) do not include as much detail in their answers as those students of higher reading levels, the main concepts within the scripts are still present. In question five of the Post-Survey Comparing Reader
Theatre Experiences found in Appendix C students demonstrated comprehension of their peers’ performances regardless of their reading level.

**Evidence B Student Work: Comprehension**

It is possible to track a student’s reading level when referring to Appendix D and correlating the color to the appropriate benchmark placement (yellow is below the benchmark, blue meets the benchmark, and green exceeds the benchmark). Using this information it is clear in Appendix I, Appendix J, and Appendix K—student worksheets testing for comprehension—that students from each reading level had approximately equal success when answering questions.

Of all of the scripts, students with the widest range of reading levels chose the Second Grade script, “Maisy’s Piggy Bank.” When reviewing my students’ answers within Appendix I it was noticeable that the students’ comprehension also varied a great deal, but there was no clear correlation between reading level and comprehension. In regards to the first question, a student below and a student above the grade level benchmark both answered the question incorrectly. When analyzing the second question, it was clear that a student below the third grade benchmark misunderstood the question and two students who exceed the benchmark provided incorrect answers. Only one student who is below the third grade benchmark answered the third question correctly. Students, regardless of their reading level, understood the overall lesson their script taught in question four.
**Reflections and Future Practice**

I have developed a stronger understanding of incorporating an inquiry stance with the classroom. I gathered that the process requires much devoted time, focus, and data collection. Incorporating the inquiry work into the spring semester presented a challenge as a third-grade intern in a shared classroom setting. By the time I had finalized the topic I wanted to research in the classroom, our focus as teachers was on preparing our students to take the PSSA’s for the first time.

Suddenly, spring break came, which was immediately followed by switching to my other placement classroom for the two weeks of PSSA testing. During those two weeks, we focused our students’ learning objectives around social studies and science in order to give them a break from reading, writing, and math, which are the subjects included in the PSSA.

There were also unique situations such as field trips, guest speakers, etc. This meant little to no classroom time for my inquiry research project. I have learned Reader’s Theatre is more time consuming than I originally thought since it is centered on a core subject. Due to time constraints and obstacles, I did not get as much accomplished with my inquiry as I had wished.

I have come to believe that students benefit more from practicing reading aloud than cold reading. I have managed to collect valid data regarding my students’ opinions on Reader’s Theatre. I have also successfully collected data to support whether or not students were more engaged and enthusiastic when participating in Reader’s Theatre. I can also say with confidence that students enjoy participating with Reader’s Theatre.
After my first inquiry as an educator, my ambition for future inquiries includes starting earlier in the year in order to devote more time to my investigations. Within my first year of teaching I want to use Reader’s Theatre for the purpose of strengthening my students’ accuracy and fluency when reading aloud. I also hope to develop and create scripts that coincide with the curricula that are being taught in order to investigate the impact Reader’s Theatre has on students’ comprehension.

In the following years I want to further my investigations by relying on evidence collected through surveys, evidence, interviews, etc. to evaluate the impact that larger inquires have on students. An inquiry that would require more attention and devotion would be a service-learning project. I have a passion for community service and teaching; this being said I would like to investigate more with connecting the two through service learning.

I am also interested in furthering my investigations in smaller inquiries, such as classroom management techniques. I am curious about the similarities and differences between focusing an inquiry on classroom management strategies and focusing an inquiry on core subject related content. I truthfully look forward to furthering my experience as an educator through inquiry projects previously mentioned. It is my belief after going through the process, that self-educating experiences such as inquiry work strengthens teachers, which ultimately strengthens students.
Appendix A

Inquiry Brief

Context:

I have two classes comprised of students that learn in a variety of ways. This, in my opinion, has created an intriguing environment for implementing Reader’s Theatre. With a wide variety of academic abilities comes an opportunity for students to work together and benefit from one another’s learning skills, particularly reading. Forming a strong community based classroom has allowed my students to appreciate situations and opportunities in which they work together. My hope is that the students use Reader’s Theatre as a way to collaborate with their peers who possess a range of academic and social skills.

There are twenty-two students in Miss McCarty’s third grade class. The majority of my students remain within the general education classroom throughout the week. There is one student who leaves the room for two and a half hours each day for further learning support in language arts (reading, writing, and spelling) and mathematics, two students who leave the room for Response to Intervention (RTI) to receive further reading instruction for half an hour each day, and one student who leaves the room twice a week for half an hour of speech sessions with a focus on the letter, “S.”

There are also twenty-two students in Mr. Roth’s third grade classroom. Similar to Miss McCarty’s classroom, the majority of students remain within the general education classroom throughout the week. There are a total of six students who leave the classroom for Response to Intervention (RTI) to receive further
reading instruction for half an hour each day, seven students who leave the
classroom for Response to Intervention (RTI) to receive further math instruction for
half an hour each day, and one autistic student who has one in-school
paraprofessional from 8:30am-11:00am to focus on school work and another from
11:00am-1:15pm to focus on behavior.

I have observed that a significant number of students leave the general
educational classroom throughout the day to receive extra help, especially in
reading. Upon returning to the general educational classroom, these students often
appear disoriented or confused as to whether or not they are supposed to join in
activities that are already in progress. After reflecting upon this fact, I cannot help
but wonder how I can help these students feel a sense of belonging within the
general educational classroom. Reader’s Theatre can provide these students with
something to actively engage in whenever returning from RTI. Reader’s Theatre can
provide students with an opportunity to work together both academically and
socially, regardless of their reading abilities, in order to enhance their confidence in
the classroom.

I have also discussed with my mentors the challenges they experience when
trying to update the students about the context of the lesson or activity as they
return from RTI. The main challenge my mentors are faced with is trying to
authentically engage the incoming students in the lesson without the students
having the full benefit of being involved from the start. This has led me to wonder if
implementing Reader’s Theatre within the general educational classroom more
frequently could relieve challenges for both the students who return from alternative learning environments, as well as my mentors.

**Rationale:**

I have been interested in Reader’s Theatre ever since I attended literacy training with the PDS interns during the fall. At the literacy training there was a third grade mentor who discussed how well her students responded to Reader’s Theatre within her classroom. After listening to her discuss the benefits of Reader’s Theatre, I wondered if this was something that my students would enjoy participating in and find motivating. I was also interested to see which students would most enjoy Reader’s Theatre.

Due to the shared placement of my PDS internship I have two classrooms. Logistically, however, I plan on only implementing Reader’s Theatre in Mr. Roth’s classroom (Room 83). I want to focus on this classroom mainly because it has a larger range of reading levels. Room 83 also has more students that leave the general educational classroom throughout the week. The impact of Reader’s Theatre will be clearer and more concise if I only implement it in one classroom. I mainly wanted to work with reading because this core subject is where most of my students demonstrate varying abilities. From what I have observed in my classrooms reading is a subject in which differentiation is applied frequently and consistently. Reader’s Theatre intrigued me because it is a way to work on a core subject diligently with my students while implementing a reading exercise that is
unfamiliar to Room 83. Additionally, my unfamiliarity with Reader’s Theatre will help me develop practices as a reading instructor. I am eager to take into account individual student’s reading interests, fluency, confidence, comprehension, and enthusiasm through Reader’s Theatre.

As previously mentioned, there seemed to be a trend between my two classrooms that involved students leaving the general educational classroom to receive extra help with reading. In order to accommodate learners’ needs, my mentors plan reading block around the time specific to when students would leave for RTI. These students receive reading instruction within their classroom, leave for additional support, and often return to the general classroom while students are actively engaged in reading activities. This trend makes me wonder what specific independent reading activities I can engage returning RTI students in upon entering the classroom during reading block. This also makes me wonder whether or not Reader’s Theatre is the answer to meeting these students’ academic and social needs.

Students returning from these alternative classroom environments often require differentiated instruction; Instruction tailored to their specific educational needs within core subjects, specifically reading. Students who test below the third-grade benchmark in reading fluency and accuracy truly benefit from additional opportunities to practice such skills. My hope is that Reader’s Theatre will not only allow students to practice these skills, but also allow them to successfully participate in reading activities along side those students who are meeting average and above average third grade benchmarks.
Main Wondering:

How can Reader’s Theatre improve third graders reading skills?

Sub-Questions:

1. Does Reader’s Theatre increase students’ reading fluency?
2. Does Reader’s Theatre increase students’ comprehension of what they are reading?
3. Does Reader’s Theatre increase students’ confidence in reading?
4. Does Reader’s Theatre increase students’ enthusiasm/motivation/engagement when reading?
5. Does Reader’s Theatre support differentiation in a third grade classroom?
6. Will students be able to use Reader’s Theatre as to tool for determining the main ideas in a story?

Timeline:

February 13, 2012 – February 17, 2012  (Room 83)

1. Ask Todd about running records and Aimsweb. I want to know if his interaction with the students’ reading abilities, and his running records of student’s reading support the test results that Aimsweb has provided.

February 20, 2012 – February 24, 2012  (Room 83)
1. Introduce Reader’s Theatre in Room 83 for fun. I will read aloud, *The Berenstain Bears Forget their Manners* written by Stan and Jan Berenstain. I will have students participate in a Reader’s Theatre that involves me transforming, *The Berenstain Bears Forget their Manners* to Room 83’s *Manners*. This script will address how students forgot their manners within the classroom. I will incorporate the students’ ideas about what bad behaviors are seen in Room 83, what good behaviors should replace those bad behaviors, some penalties that can be given for bad behaviors, and school appropriate names that are not allowed in Room 83.

2. Survey students in Room 83 to find out how they feel about reading aloud. (See attachment including Student Survey Questions)

**February 27, 2012 – March 2, 2012** (Room 83)

1. Interview Dianne Reed by e-mailing questions (see attachment)

2. Interview Brenda Hartman by e-mailing questions (see attachment)

3. Interview Laurie Kormen by e-mailing questions (see attachment)

**March 5, 2012 – March 9, 2012** = Spring Break

1. Look over data
   a. Review students’ first Reader’s Theatre performances
   b. Review students’ surveys

2. Find potential Reader’s Theatre scripts

3. Develop questions to ask students during interview
   a. I want to create a running record for a book for students to read aloud while I videotape them.
b. I will also think of questions about the book that will give me an idea of their comprehension skills during reading.

c. From re-watching the videotape I will be able to look at fluency, accuracy and enthusiasm.

d. From using the same book for all of the students I will be able to see if their different reading levels play a part and should be considered in differentiation.

4. Develop questions to send home to students’ parents. I want to know more about how they read at home

   a. How often do they read?
   
   b. Do they read aloud? If so, to whom?
   
   c. Do they read to themselves?
   
   d. What kind of books do they read? (Chapter books or picture books)
   
   e. If they read aloud, do they use expression and enthusiasm?
   
   f. If they read aloud, do they recognize punctuation?
   
   g. If you had to rate how much your child likes reading 1-10 (One being the least and ten being the most) What would you rate their interest and fascination with reading aloud? What about silently?

March 12, 2012 – March 16, 2012 (Room 82, will visit Room 83 for reading)

1. Introduce Reader’s Theatre with Science focus to a group of 7-8 students

2. Introduce Reader’s Theatre with Social Studies focus to a group of 7-8 students

3. Introduce Reader’s Theatre with Math focus to a group of 7-8 students
4. Send home survey questions to students’ parents (I will develop these questions over spring break).

5. Interview 6 students of ranging reading abilities in Room 83
   i. Kylie, Jaxon, Grace, Garrett, Jessica, and Griffin

March 19, 2012 – March 23, 2012  (Room 82, will visit Room 83 for reading)

1. Introduce Reader’s Theatre with Science focus to a group of 7-8 students
2. Introduce Reader’s Theatre with Social Studies focus to a group of 7-8 students
3. Introduce Reader’s Theatre with Math focus to a group of 7-8 students
4. Start creating Reader’s Theatre with students
5. Start analyzing data

March 26, 2012 – March 30, 2012  (Room 82, but will visit Room 83 during Reading)

1. Introduce Reader’s Theatre with Social Studies focus to a group of 10-11 students
2. Introduce Reader’s Theatre with Science focus to a group of 10-11 students
3. Finish creating Reader’s Theatre with students
4. Survey students in Room 83 to find out how they feel about reading aloud (using the same survey I used during the week of February 20, 2012 – February 24, 2012)
5. Compile and analyze research
6. Start writing paper
April 2, 2012 – April 5, 2012 (Room 83)

1. Create a fun spirited Reader’s Theatre from a read aloud (Perhaps a Dr. Seuss read aloud). Dr. Suess has a fun writing technique that involves a lot of rhyming. I believe wrapping up my data collection on student performances in a similar way that I introduced Reader’s Theatre will be powerful evidence of either change, or lack there of.

2. Compile and analyze research

3. Finish writing paper

Data-collection Ideas:

1. Surveys
   a. Students (Beginning and End)
      i. Surveying the students will give me an insight into how the students feel about their own reading skills before and after participating in Reader’s Theatre. I will then be able to use this data to compare any changes or lack of changes in students’ answers.
   b. Students’ Parents
      i. Surveying parents will present me with an insight into how the students are reading at home.

2. Interviews
   a. Brenda Hartman
      i. Mrs. Hartman is a 3rd grade mentor that uses Reader’s Theatre a lot within her classroom. She was discussing the benefits during a literacy-training interns attended during
the fall. I am hoping she will provide me with information to support my research.

b. Laurie Kormen
   i. Mrs. Kormen is a RTI teacher at Gray’s Woods Elementary School. I would like to ask her opinion on how beneficial she considers Reader’s Theatre to be when working with students of lower abilities. This will add to my research on how Reader’s Theatre affects students of ranging reading abilities.

c. Diane Reed
   i. Mrs. Reed is a learning enrichment teacher at Gray’s Woods Elementary School. I would like her opinion on how beneficial she considers Reader’s Theatre to be when working with students of higher reading abilities. I am hoping that this will further my research on how Reader’s Theatre affects ranging reading abilities.

d. Six students with ranging abilities (on video)
   i. I will pick six students from Room 83 (with the help of my mentors) to individually interview at the beginning and end of working with Reader’s Theatre. I am hoping that this will provide me with an idea of who benefited from working with Reader’s Theatre and in which ways (fluency, accuracy, enthusiasm).

3. Observations
a. I will have students read a two-role Reader’s Theatre aloud with me while being video taped. This will allow me to look back over the weeks to hear and see if they improve in reading aloud and look specifically at their changes (or no change) in fluency, confidence, and enthusiasm.

4. Student Work

a. I will ask students questions regarding a read aloud they read together during individual interviews in an attempt to gage their comprehension.

Annotated Bibliography


This journal article, written by Griffith and Rasinski, discusses Griffith’s experiences during her first few years of integrating Reader’s Theatre into an everyday curriculum. The authors first touch on the positive contribution Reader’s Theatre has to strengthening students’ fluency and comprehension during oral reading. The article mentions how fluency is not something teachers incorporate in their reading instruction due to the unfamiliarity regarding the best way to teach fluency. The topic seems to be something that comes naturally for students over time, but Reader’s Theatre seems to aid the process of advancing skills in reading with accuracy, quickness, and appropriate expression. Griffith shares how her experiences with using Reader’s Theatre demonstrate that students’ comprehension levels also increase when working with scripts. She has explained how she creates her own scripts by combining important science vocabulary and simple similes. This has inspired me to create my own scripts to use within the classroom because I believe that making scripts that are relevant and personal to what students are learning will enhance their experience with Reader’s Theatre. She explains that students have demonstrated their fluency and comprehension through both reading already made scripts and creating their own. Her students’ excitement to perform their scripts at the end of each week adds to their oral reading success.
This article discusses using Reader’s Theatre in the general education classroom to increase reading for meaning and fluency. The authors of this article are both second grade teachers who decided to implement and document the effects of Reader’s Theatre in their classroom for ten weeks. They found that students enjoyed rereading their scripts because they thought of rereading as rehearsal rather than work, leading me to believe this is an excellent approach to use when working with my students. The article suggests using scripts that are within reach of the student’s reading abilities in order to increase their reading for meaning. This led me to believe that our reading block would be an excellent way to introduce Reader’s Theatre in my classrooms; when the students are grouped within their ranging abilities. A recommended five-day instructional plan is offered within the text presenting a perfect fit with my shared classroom placement. Overall, this article suggests that Reader’s Theatre is not only effective for increasing fluency and reading for meaning, but it is also beneficial for the audience to practice listening skills during their peers’ performances.


This book discusses twenty-five effective oral reading strategies. One of the effective strategies discussed under the portion of the book entitled, 'Sharing and Performing,' is Reader’s Theatre. Within this segment it provides a brief description of how Reader’s Theatre allows students to read fluently using their voices to read with expression in order to capture the meaning behind the context in the script. Suggested steps are provided for introducing Reader’s Theatre in the classroom. This leads me to believe that the scripts cited in the text could be a great place to start. An explanation provided in the book states that the classroom teacher’s role is key to students having a successful Reader’s Theatre experience. This source discusses how most books can be transformed into a Reader’s Theatre script, providing me with inspiration to have my students engage in creating their own Reader’s Theatre. This will be a useful source because it goes beyond explaining twenty-five effective oral reading strategies by also discussing ineffective oral reading strategies such as Round Robin.


This study discusses the effects of implementing Reader’s Theatre within inner city intermediate and upper intermediate classrooms. Prior to this study the district...
required students to partake in a daily one-hour literacy program using procedural workbooks in order to increase test scores. The study involved randomly choosing fourteen teachers to participate in the fourteen-week literacy program as either a control group, who continued working with the district’s literacy plan, or an active group, who would incorporate Reader’s Theatre within their classroom. The data obtained from the study led researchers to conclude that the students who were in classrooms that incorporated Reader’s Theatre increased their fluency and overall attitudes toward reading. The control groups had significantly lower test scores. This study will enhance my explanation of why Reader’s Theatre is beneficial to use within intermediate grades. I will also use this knowledge when sending home surveys to my students’ parents explaining why I am interested in their children’s reading.


By interviewing my mentor, Todd Roth, I was able to gain knowledge about his own experience with using Reader’s Theatre. He shared his opinions on what he thought worked within his own classroom, providing me with insight to what approach I could take when introducing Reader’s Theatre in his classroom. Interviewing Todd has prepared me for immeasurable trends I might experience when looking specifically at confidence. He has helped me to understand how creating a Reader’s Theatre with the students benefits their understanding of the book they are reading by allowing them to evaluate the text in new ways. I have been given an idea of how a general education teacher has experienced Reader’s Theatre leaving me intrigued to interview other schoolteachers and specialists.
Appendix B

Student Make Up of Classroom

- Meets Third Grade Benchmark: 45%
- Above Third Grade Benchmark: 23%
- Below Third Grade Benchmark: 32%
Appendix C

Post-Survey Comparing Reader Theatre Experiences
Multiple Choice Questions

<table>
<thead>
<tr>
<th>Student</th>
<th>1. Did you enjoy second play better than manners? Yes or No</th>
<th>2. Rate how much enthusiasm you added into this play? (1-4)</th>
<th>3. Do you think you were more enthusiastic when you had more time to prepare? (1-4)</th>
<th>4. Would you have been more enthusiastic if you were a different role? (1-4)</th>
<th>5. Did you understand what the other two plays are about? (1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Yes</td>
<td>1</td>
<td>No</td>
<td>Yes</td>
<td></td>
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<tr>
<td>B</td>
<td>Yes</td>
<td>4</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Yes</td>
<td>4</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>No</td>
<td>3</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Yes</td>
<td>4</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>No</td>
<td>3</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>No</td>
<td>3</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Yes</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>Yes</td>
<td>3</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>Equal</td>
<td>4</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>L</td>
<td>Yes</td>
<td>4</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>No</td>
<td>3</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Yes</td>
<td>3</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>Yes</td>
<td>3</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>No</td>
<td>3</td>
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<td>Yes</td>
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<td>1</td>
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<td>Yes</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Yes</td>
<td>4</td>
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<td>Yes</td>
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</tr>
<tr>
<td>S</td>
<td>Yes</td>
<td>3</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Yes</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>U</td>
<td>Yes</td>
<td>4</td>
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<td>No</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Yes= 14 FI</td>
<td>1=2</td>
<td>1=5 K</td>
<td>No=8 FK</td>
<td>Yes= 17 FIK</td>
</tr>
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<td></td>
<td>No=6</td>
<td>2=0</td>
<td>2=2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Equal= K</td>
<td>3=9</td>
<td>3=4 F I</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4=9 F I K</td>
<td>4=8</td>
<td></td>
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</tr>
</tbody>
</table>
Appendix D

Post-Survey Comparing Reader Theatre Experiences
Open-Ended Question to #5 from Appendix C

<table>
<thead>
<tr>
<th>Student</th>
<th>Maisy's Piggy Bank</th>
<th>Pirate's Adventure</th>
<th>Pop, Poppity, Pop</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Girl who save’s money</td>
<td>Pirates go on adventure</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Maisy saves money</td>
<td></td>
<td>Popcorn</td>
</tr>
<tr>
<td>C</td>
<td>Girl trying to buy something</td>
<td>Pirates go looking for treasure</td>
<td>Kids play a game and eat popcorn after</td>
</tr>
<tr>
<td>D</td>
<td>Girl trying to buy something</td>
<td></td>
<td>Kids play a game of kickball and are hungry after so they eat popcorn from a popcorn machine</td>
</tr>
<tr>
<td>E</td>
<td>Maisy saw a basketball in her favorite color purple so she saved $9.99 for it in her piggy bank. She got it!</td>
<td>Pirates wanted to find adventure and new land with treasure!</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Maisy wanted a purple ball</td>
<td>Pirates look for the gold</td>
<td>Keep saying pop</td>
</tr>
<tr>
<td>G</td>
<td>Maisy wanted a purple ball</td>
<td>Looking for treasure</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>There was a purple ball and she saved her money in her piggy bank</td>
<td>People who wanted to sail like pirates and find gold</td>
<td>Kids that played a game of kickball and wanted popcorn as a snack</td>
</tr>
<tr>
<td>I</td>
<td>There was a purple ball and she saved her money in her piggy bank</td>
<td></td>
<td>Kids play a game and eat popcorn</td>
</tr>
<tr>
<td>J</td>
<td>Girl saving money</td>
<td>They look for treasure</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>Maisy saved money she earned for a ball that is purple and costs</td>
<td></td>
<td>Kids played kickball and were hungry afterwards so they ate popcorn</td>
</tr>
<tr>
<td><strong>L</strong></td>
<td>About an adventure</td>
<td>Popcorn</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>--------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td><strong>M</strong></td>
<td>Pirates</td>
<td>Popcorn</td>
<td></td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>Saving money</td>
<td>Pirates finding land</td>
<td></td>
</tr>
<tr>
<td><strong>O</strong></td>
<td>Pirates sail the ocean to try and find treasure</td>
<td>Kids play a game of kickball and eat popcorn</td>
<td></td>
</tr>
<tr>
<td><strong>P</strong></td>
<td>Pirates were looking for treasure</td>
<td>Kids playing a game and after they were hungry and the Kettler and Grandchild came with popcorn and the kids wish they could have it and then they did</td>
<td></td>
</tr>
<tr>
<td><strong>Q</strong></td>
<td>It was about a girl who saved money for a purple ball she wanted</td>
<td>Kids play a game and eat popcorn</td>
<td></td>
</tr>
<tr>
<td><strong>R</strong></td>
<td>A girl wants a purple ball, but ends up buying treasure</td>
<td>Pirates find treasure</td>
<td></td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>Girl saves money</td>
<td>Pirates</td>
<td></td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>Trying to get purple ball</td>
<td>Trying to reach gold</td>
<td></td>
</tr>
<tr>
<td><strong>U</strong></td>
<td>About a girl and money</td>
<td>Kids play game and eat popcorn</td>
<td></td>
</tr>
<tr>
<td><strong>V</strong></td>
<td>---------------------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
Appendix E

Student responses to Question #3 in Appendix
"Do you think you were more enthusiastic when you had more time to prepare?"

![Bar Graph]

**Students**

**Response Options**

No Change  |  A Little More Enthusiastic  |  More Enthusiastic  |  A Lot More Enthusiastic

[Graph Image]
Appendix F

Student Questionnaire After Students Chose Scripts

Name____________________________________

1. What script did you read?

2. Describe one main event from the script.

3. What part do you want? Why?
## Appendix G

Student Answers to Appendix F After Students Chose Scripts

<table>
<thead>
<tr>
<th>Name</th>
<th>Describe one main event from the script</th>
<th>Part wanted. Why?</th>
<th>Part received</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>She finds a cool basketball and she goes home to get her money from her piggy bank</td>
<td>Maisy because she uses a lot of excitement</td>
<td>Maisy (absent for presentation)</td>
</tr>
<tr>
<td>F</td>
<td>Wow! Coolest, basketball ever. Its purple my favorite color in the universe.</td>
<td>Maisy because she is funny</td>
<td>Maisy and voice two</td>
</tr>
<tr>
<td>H</td>
<td>Maisy is saving for the basketball</td>
<td>Bike because it is a funny scripted</td>
<td>Bike and bright idea</td>
</tr>
<tr>
<td>M</td>
<td>She rode a bicycle to buy the basketball</td>
<td>Maisy because I like her expression</td>
<td>Voice One</td>
</tr>
<tr>
<td>O</td>
<td>Maisy sees the basketball</td>
<td>Maisy because she has a lot of speaking parts</td>
<td>Voice Six and shopkeeper</td>
</tr>
<tr>
<td>P</td>
<td>Maisy wants to get a purple basketball she has to earn money</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>L</td>
<td>She wants the purple basketball in the window</td>
<td>Maisy because she is the main character</td>
<td>Voice Four and Voice Five</td>
</tr>
<tr>
<td>Student</td>
<td>Describe one main event from the script</td>
<td>Part wanted. Why?</td>
<td>Part received</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------</td>
<td>------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>A</td>
<td>Volleyball Game</td>
<td>Voice one because it has a lot of parts</td>
<td>Voice One</td>
</tr>
<tr>
<td>E</td>
<td>Kickball game and kids very starving after game and can't get something to eat until popcorn</td>
<td>Voice 2 because talks a lot and seems fun</td>
<td>Grandchild</td>
</tr>
<tr>
<td>G</td>
<td>The kids are hungry and the peddler and grandchild brought popcorn</td>
<td>Voice 1 because I want to have a lot of parts</td>
<td>Voice two</td>
</tr>
<tr>
<td>J</td>
<td>The kids are hungry and they want popcorn</td>
<td>Voice 1 because I want to talk a lot</td>
<td>Voice Four</td>
</tr>
<tr>
<td>N</td>
<td>The voices are looking for popcorn</td>
<td>I want to be voice 5 or 1 because I don't want that many words</td>
<td>Voice Six</td>
</tr>
<tr>
<td>R</td>
<td>Some people want something to eat like popcorn</td>
<td>Voice 1 it talks a lot I like to talk a lot</td>
<td>Voice Five</td>
</tr>
<tr>
<td>S</td>
<td>I think pop, poppity, pop is going to be great</td>
<td>Peddler because I am a girl</td>
<td>Peddler</td>
</tr>
<tr>
<td>T</td>
<td>Kickball players are hungry for popcorn</td>
<td>Voice 3 because I think it has a medium amount of parts</td>
<td>Voice Three</td>
</tr>
<tr>
<td>Student</td>
<td>Describe one main event from the script</td>
<td>Part Wanted Why?</td>
<td>Part received</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>B</td>
<td>They're trying to get treasure</td>
<td>Captain Goldtooth because he has more lines</td>
<td>Captain Goldtooth</td>
</tr>
<tr>
<td>C</td>
<td>They are going to find treasure and the parrot thinks there's danger</td>
<td>Parrot: Because I think he is funny and I can make a parrot voice</td>
<td>Hookarm Harry</td>
</tr>
<tr>
<td>I</td>
<td>The people wanted to sail the seven seas so they become pirates</td>
<td>Parrot: Because I like the ‘AWKK!’</td>
<td>Patchy McGee</td>
</tr>
<tr>
<td>K</td>
<td>They see an Island and want to search it for treasure</td>
<td>Stinky Pete or Captain Goldtooth because they are both funny</td>
<td>Stinky Pete</td>
</tr>
<tr>
<td>Q</td>
<td>Looking for treasure</td>
<td>Parrot because he is funny</td>
<td>Sharkbait Sara</td>
</tr>
<tr>
<td>U</td>
<td>Pirates have adventures</td>
<td>Parrot because he makes funny sounds</td>
<td>Parrot and Pegleg Peggy</td>
</tr>
<tr>
<td>V</td>
<td>They want to find treasure</td>
<td>Parrot</td>
<td>Did not participate</td>
</tr>
</tbody>
</table>
Appendix H

Post-Interview Including ALL 3 Students'
Answers to ‘Room 83’s Manners’ Performance

1. Tell me what you remember about Reader’s Theatre. (What did you like, what did you dislike, what was your part, did you enjoy reading aloud?)

   a. I liked that I was the part that I wanted to be. I disliked that ...nothing. I enjoyed reading aloud. I do not read aloud at home, but I read aloud everyday in Mrs. Kormens room. I don’t like reading aloud in Mrs. Kormens room because I like reading in my head because I don’t get disturbed. I like reading aloud for Reader’s Theatre because it is more fun than when Mrs. Kormen times us as we read. I liked performing more than watching.

   b. Acting because you have to act if you’re performing. I liked saying ‘wacko’ and making a silly face. I liked being with my friends. I disliked being out there and saying stuff it was kind of scary. I like reading aloud. I read aloud the chapter book Pirates of the Caribbean to my mom maybe once a week.

   c. We did it on manners. I liked that I got to call someone a name. It was kind of hard to remember when you did someone funny. I forgot mine so I had to make something out on the spot. I enjoyed reading in front of the whole class because I got to call someone a name and jump out in front of the class.

2. Have watch video

3. If you can describe your experience with Reader’s Theatre in one word what word would it be?

   a. Awesome

   b. Fun because I like acting

   c. Fun because it was so fun to read to instead of just one person or a small group it’s fun to read for your whole class or big bunch or even your whole school.

4. Do you remember how you felt when you first found out you would be performing the script for the class? How did you feel afterwards?

   a. Kind of scared, but maybe not really. Afterwards I felt happy about myself because I did a good job.

   b. Worried that the class would laugh at me while I was reading. Afterward I felt proud because I thought that they would laugh at me, but they didn't.

   c. I didn’t have any butterflies. Yeah! Awesome! Afterwards I felt like it was actually kind of fun.
5. How confident would you feel reading your part of the script with enthusiasm? Rate it 1-10. Why?
   a. Probably between 5-10.
   b. 8
   c. 8

6. How do you define enthusiasm?
   a. I don’t know how. Make funny faces and higher your voice. “What about when the ending punctuation is different?” Exclamation mark means that they are happy.
   b. You have to say like you mean it. If you say wacko and there’s an exclamation point you have to say like you are excited. Gave an example of asking a question by raising and fluctuating his voice at the end. He also scrunched his face when he asked the question.
   c. Is just like when you read the script with a lot of energy.

7. How confident would you feel reading the whole script? Rate it 1-10. Why?
   a. Probably 10
   b. Didn’t answer
   c. 

8. Have read script aloud
   a. Had to use persuasion to get her to read the script. Had to remind her that no one was in the room, but me. I don’t want to read it with enthusiasm. Slammed her head on the desk!
   b. Stated, “Oh boy, I can do this.”
   c. Student C mentioned prior to begging “I memorized all of my parts, before, so I will not have to read those, but every other part.”

   ***All students were fully engaged when reading the script aloud

9. After reading it once, would you feel confident reading the whole script with enthusiasm? Rate it 1-10.
   a. 5
   b. 3
   c. 10

10. How confident would you feel reading the script the way you just did for me in front of the class?
   a. 10
   b. Higher than a ten- one hundred!
   c. Super confident 10

11. Which teacher had the idea of the plan?
12. What was their reward?
   a. 35 minutes of FTF
   b. 35 minutes of FTF
   c. Before I finished the question 35 minutes

13. There were 2 ways they got it, what were the two ways?
   a. Remembering their compliments, and moving up three levels of their readers.
   b. Level three compliments, and being respectful and kind to each other
   c. So kind and respectful, and so many level three compliments
Appendix I

Maisy’s Piggy Bank Comprehension Worksheets and Student Answers

Name: ___________________________ Comprehension Questions

**Maisy's Piggy Bank**

1. How much did Maisy need to save to buy the purple basketball?
   a. about nine dollars  
   b. about five dollars  
   c. about ten dollars  
   d. a million dollars

2. Complete the graphic organizer.

   ![Graphic Organizer](image)

   Three Ways Maisy Earned Money

   ![Diagram](image)

3. What clues from the story show that it took Maisy a long time to earn enough money to buy the basketball?

   ______________________________________________________________

   ______________________________________________________________

4. What lesson does this story teach?

   ______________________________________________________________

   ______________________________________________________________

Super Teacher Worksheets – www.superteacherworksheets.com
Question 1
How much did Maisy need to save to buy the purple basketball?

☑ Correct answer C
5 out of 7 students answer correctly

<table>
<thead>
<tr>
<th>Student</th>
<th>Answer A</th>
<th>Answer B</th>
<th>Answer C</th>
<th>Answer D</th>
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</thead>
<tbody>
<tr>
<td>C</td>
<td></td>
<td></td>
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<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>✓</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>L</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Question 2
Complete the graphic organizer

☑ Suggested Answers include:

a. She pulled weeds from Mr. Wong’s garden
   4 out of 7 students mention weeds

b. She raked Mrs. Fiero’s leaves
   4 out of 7 students mention leaves

c. She helped Mom shovel snow
   5 out of 7 students mention snow

<table>
<thead>
<tr>
<th>Student</th>
<th>Answer a</th>
<th>Answer a</th>
<th>Answer a</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Raking leaves</td>
<td>Shovel snow</td>
<td>Cleaned the window</td>
</tr>
<tr>
<td>F</td>
<td>She did snow</td>
<td>She got dimes for raking leaves</td>
<td>She shacked out nickels from weeds</td>
</tr>
<tr>
<td>H</td>
<td>Pulling weeds</td>
<td>Raking leaves</td>
<td>Shoveling snow</td>
</tr>
<tr>
<td>M</td>
<td>pennies</td>
<td>dimes</td>
<td>quarters</td>
</tr>
<tr>
<td>O</td>
<td>Her piggy bank has pennies</td>
<td>She cleaned things</td>
<td>She earned dimes</td>
</tr>
<tr>
<td>P</td>
<td>Racked leaves</td>
<td>Yanked weeds</td>
<td>Shovel snow</td>
</tr>
<tr>
<td>L</td>
<td>Help pull weeds</td>
<td>Help shovel snow</td>
<td>Help rake leaves</td>
</tr>
</tbody>
</table>
Question 3
What clues from the story show that it took Maisy a long time to earn enough money to buy the basketball?

☑️ Suggested Answer:

The seasons kept changing throughout the story. She pulls weeds in the summer, rakes leaves in the fall, and helps Mom shovel in the winter.

1 out of 7 students mentions how long it took her to collect the money.

<table>
<thead>
<tr>
<th>Student</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Quarters thumped in her pockets as she slogged home through snowdrifts.</td>
</tr>
<tr>
<td>F</td>
<td>all the money</td>
</tr>
<tr>
<td>H</td>
<td>She kept checking to see if the basketball was in the window. And at the end she said finally I have enough money.</td>
</tr>
<tr>
<td>M</td>
<td>Because she had to help people to earn money and she’s not getting dollars she’s getting coins.</td>
</tr>
<tr>
<td>O</td>
<td>her money</td>
</tr>
<tr>
<td>P</td>
<td>Because she earned a lot of money</td>
</tr>
<tr>
<td>L</td>
<td>It went like April July November December. It went the months</td>
</tr>
</tbody>
</table>

Question 4
What lesson does this story teach?

☑️ Suggested Answer:

If you are patient and work hard, you can save up for something you want.

1 out of 7 students mentions how long it took her to collect the money.

<table>
<thead>
<tr>
<th>Student</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Sometimes you can’t always get something right away.</td>
</tr>
<tr>
<td>F</td>
<td>Saving all your money</td>
</tr>
<tr>
<td>H</td>
<td>Never give up and keep working hard and you will see seed</td>
</tr>
<tr>
<td>M</td>
<td>That you need to help to get prizes</td>
</tr>
<tr>
<td>O</td>
<td>She erene it</td>
</tr>
<tr>
<td>P</td>
<td>You have to work hard to get what you want.</td>
</tr>
<tr>
<td>L</td>
<td>Save money to buy things you want</td>
</tr>
</tbody>
</table>
Appendix J

Pop, Poppity, Pop! Comprehension Worksheets and Student Answers

Name: ____________________  The 5 Senses

Pop, Poppity, Pop!
A Readers’ Theater About the Senses

Describe what popcorn LOOKS like.


Describe what popcorn SOUNDS like.


Describe what popcorn SMELLS like.


Describe what popcorn FEELS like.


Describe what popcorn TASTES like.


Super Teacher Worksheets - www.superteacherworksheets.com
Pop, Poppity, Pop!

Vocabulary

Choose the correct definition for each underlined vocabulary word.

1. Is that a peddler wheeling her cart?
   a. someone who cooks    b. someone who is very old
   c. a magical person      d. someone who sells things

2. I wonder what’s inside that rickety, old, red cart.
   a. falling apart        b. rolling
   c. delicious-smelling   d. shiny

3. A buttery aroma drifts your way.
   a. feeling              b. taste
   c. smell                d. warmth

4. Dive into this popcorn mound.
   a. pile                  b. bag
   c. cart                  d. box

5. I really worked up an appetite playing kickball.
   a. sweat                b. hunger
   c. tired feeling         d. energy

Super Teacher Worksheets - www.superteacherworksheets.com
<table>
<thead>
<tr>
<th>Student</th>
<th>Looks</th>
<th>Sounds</th>
<th>Smell</th>
<th>Feel</th>
<th>Taste</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>A</td>
<td>Foamy and Bumpy</td>
<td>Pop pop pop</td>
<td>Butter</td>
<td>Bumpy soft</td>
<td>Butter foam</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>E</td>
<td>Bumpy, yellow, white</td>
<td>Pop, poppity, pop, pop</td>
<td>Buttery, delicious, yummy</td>
<td>Bumpy, soft, buttery grease</td>
<td>Buttery, yummy, chewy, soft, munchie</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
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<td>Crunchy</td>
<td>Butter</td>
<td>Munchy</td>
<td>Butter and salty</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
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<td>Crunchy</td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>R</td>
<td>It looks like a piece of a cloud</td>
<td>It sounds like pop, pop, poppity, pop, pop</td>
<td>It smells like melted butter</td>
<td>Popcorn feels like bumpy, soft, and squishy</td>
<td>Popcorn tastes like melted butter on a piece of toasted corn seeds</td>
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<td>✓</td>
<td>✓</td>
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<tr>
<td>S</td>
<td>Cool, great, yummy, smells yummy</td>
<td>When you put it in the microwave it pop like yummy stuff</td>
<td>Hot, cool, fantastic, great, yummy</td>
<td>Smooth, great</td>
<td>Yummy, cool, great, fantastic</td>
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<td>✓</td>
<td>✓</td>
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<tr>
<td>T</td>
<td>Fluffy</td>
<td>Pop, poppity, pop</td>
<td>Buttery</td>
<td>Crunchy</td>
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</tbody>
</table>
Appendix K

Pirate's Adventure Comprehension Worksheet and Student Answers

Name:_____________________

Pirates' Adventure
A Readers' Theater Script by Rebecca Besser

Choose the best meaning for each pirate word or phrase.

1. We'll laugh in the face of danger!
   a. We will do lots of funny things.
   b. We will face danger without being afraid.
   c. We will avoid danger.

2. Swab the decks!
   a. Clean the floor of the boat.
   b. Get ready for battle.
   c. Time to go down for dinner.

3. Land ho!
   a. Let's look for land.
   b. I see land.
   c. We're so far out at sea, we can't see land.

4. Bring the day what may!
   a. We don't know what adventures we might face today.
   b. It's nearly time for the sun to come up.
   c. Let's be sure we follow our schedule for today.

5. What are our orders, Captain?
   a. What are we eating, Captain?
   b. Where are we located, Captain?
   c. What do you want me to do, Captain?

6. Hoist the sails!
   a. Put the sails up and get the boat moving.
   b. Take the sails down so the boat stops moving.
   c. Repair the rips and tears in the sails.

Super Teacher Worksheets - www.superteacherworksheets.com
<table>
<thead>
<tr>
<th>Student</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<td>✗ 0</td>
<td>✗ 0</td>
<td>✗ 1</td>
</tr>
</tbody>
</table>
Appendix L

Student Enthusiasm During Performances

Enthusiasm

When students display an intense and eager enjoyment while reading aloud. The student reading intrigues the audience by:

- Fluctuating the tone of his or her voice to imitate the actions that are happening in the story.
- Taking into account punctuation and allowing it to further dictate the emotion they use as they read aloud.
- Students alter facial expressions to imitate the words that they are reading in the story.

<table>
<thead>
<tr>
<th>Types of Enthusiasm</th>
<th>Average Occurrence of Enthusiasm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tone</td>
<td>5</td>
</tr>
<tr>
<td>Emotion</td>
<td>3</td>
</tr>
<tr>
<td>Facial</td>
<td>2</td>
</tr>
</tbody>
</table>

1 week

2 days
Appendix M

Student Enthusiasm During Performances
Based on Varying Reading Levels

![Bar chart showing average occurrences of enthusiasm for 3rd grade reading fluency and accuracy benchmark](attachment:chart.png)
Appendix N

Lack of Student Engagement During Performances
Based on Varying Reading Levels

Engagement

Students’ are highly involved and occupied by the reading of scripts. This looks like:

- Students full attention is dedicated to the task at hand regardless of distractions around them
- Students are following along to their scripts even if it is not their part

---

![Bar Chart]

**Average Occurrences of students' 'Lack of Engagement'**

Below 3rd Grade Benchmark | Meets 3rd Grade Benchmark | Above 3rd Grade Benchmark

**Third Grade Fluency and Accuracy Benchmark**
Annotated Bibliography


Enthusiasm is the main focus within this lesson plan designed to enhance students’ independence and fluency. When introducing Reader’s Theatre into my own classroom I needed to learn how to explain what enthusiasm was to children. I found it surprisingly difficult to put into words, as I really only knew how to give examples by reading something to the class myself. After looking over this lesson plan I was able to explain that enthusiasm is when someone reads as if they are telling someone else a story. It was easy to explain that when someone tells a story, he or she does not just say things, they put expression and emotion into what they are saying. I further explained that we do this when we read by fluctuating our voices, adding facial expressions, and using emotion as we speak or read. I used this website to define enthusiasm to both my students and within my paper to analyze when my students used enthusiasm as they performed their Reader’s Theatre scripts.


This journal article, written by Griffith and Rasinski, discusses Griffith’s experiences during her first few years of integrating Reader’s Theatre into an everyday curriculum. The authors first touch on the positive contribution Reader’s Theatre has to strengthening students’ fluency and comprehension during oral reading. The article mentions how fluency is not something teachers incorporate in their reading instruction due to the unfamiliarity regarding the best way to teach fluency. The topic seems to be something that comes naturally for students over time, but Reader’s Theatre seems to aid the process of advancing skills in reading with accuracy, quickness, and appropriate expression. Griffith shares how her experiences with using Reader’s Theatre demonstrate that students’ comprehension levels also increase when working with scripts. She has explained how she creates her own scripts by combining important science vocabulary and simple similes. This has inspired me to create my own scripts to use within the classroom because I believe that making scripts that are relevant and personal to what students are learning will enhance their experience with Reader’s Theatre. She explains that students have demonstrated their fluency and comprehension through both reading already made scripts and creating their own. Her students’ excitement to perform their scripts at the end of each week adds to their oral reading success.
This online article includes information about how to motivate students when reading in order to keep them fully engaged. I used this website to gain more knowledge about the definition of engagement when considering the world of education, more specifically reading. I gathered knowledge that students become intrinsically motivated when they are able to relate to what they are reading, are given choices, and the content is relevant to the classroom. I took this into account when choosing which Reader’s Theatre scripts to incorporate into my classroom during my inquiry. The first consideration I took was creating a script to make the information relevant to the students’ classroom experience by incorporating their own ideas into the script. The second piece of information I took into serious consideration was providing students with choice for both their scripts and their parts. I found that these two pieces of advice enhanced the students’ experience with Reader’s Theatre.


Within this discussion regarding Reader’s Theatre there was mention of fluency, accuracy, comprehension, enthusiasm, and implementation. Brenda Hartman is a classroom teacher who has used Reader’s Theatre with her third grade classes for ten years. She was actually the initial reason I had ever become interested in investigating more about Reader’s Theatre. We were able to discuss effectively using Reader’s Theatre plays as a differentiation tool. Brenda informed me that Reader’s Theatre, “Can either be used to support differentiation if you allow it to by either using scripts that are created that way or by making sure students who need extra help receive that support or roles that are less demanding.” This information was key to my inquiry because I was interested on the role Reader’s Theatre plays when it comes to differentiation.


This article discusses using Reader’s Theatre in the general education classroom to increase reading for meaning and fluency. The authors of this article are both second grade teachers who decided to implement and document the effects of Reader’s Theatre in their classroom for ten week. They found that students enjoyed rereading their scripts because they thought of rereading as rehearsal rather than work leading me to believe this is an excellent approach to use when working with my students. The article suggests using scripts that are within reach of the student’s reading abilities in order to increase their reading for meaning. This led me to believe that our reading block would be an excellent way to introduce Reader’s Theatre in my classrooms; when the students are grouped within their ranging abilities. A recommended five-day instructional plan is offered within the text presenting a perfect fit with my shared classroom placement. Overall, this article suggests that Reader’s Theatre is not only effective for increasing
fluency and reading for meaning, but it is also beneficial for the audience to practice listening skills during their peers performances.


This book that I found online is geared to educating teachers on how to successfully develop their students' literacy and reading skills. The authors referred back to their own hands on research to publish a book on helping teachers effectively teach literacy. I was able to use this reference when defining exactly what engagement should look like in young readers. From this online book I gathered that engagement in young readers should demonstrate full concentration towards what is being read. This publication also informed me as to a few reasons why students become fully engaged in a text, reason which include: the subject or the author's handling of words fascinates them; they are challenged to just the right degree and feel themselves progressing and learning; they enjoy doing what they do well; or working hard at reading serves a broader goal of doing well in school.


This book discusses twenty-five effective oral reading strategies. One of the effective strategies discussed under the portion of the book entitled, 'Sharing and Performing,' is Reader's Theatre. Within this segment it provides a brief description of how Reader's Theatre allows students to read fluently using their voices to read with expression in order to capture the meaning behind the context in the script. Suggested steps are provided for introducing Reader's Theatre in the classroom. This leads me to believe that the scripts cited in the text could be a great place to start. An explanation provided in the book states that the classroom teacher's role is key to students having a successful Reader's Theatre experience. This source discusses how most books can be transformed into a Reader's Theatre script, providing me with inspiration to have my students engage in creating their own Reader's Theatre. This will be a useful source because it goes beyond explaining twenty-five effective oral reading strategies by also discussing ineffective oral reading strategies such as Round Robin.


Within this article found on Scholastic’s website Prescott discusses the benefits of incorporating Reader’s Theatre within the classroom. He discusses how it promotes students’ emotional growth, motivation, and engagement. There is one section within the article that I found to be especially helpful within my studies on engagement and
differentiation. Prescott mentions how Reader’s Theatre has the ability to increase students’ interpersonal, social, and collaborative skills. A differentiation that I had not thought about prior to this article was how Reader’s Theatre meets the needs of students who learn through drama and expression. Throughout my experience, I have noticed that Reader’s Theatre met the needs of students who learn best through this reading strategy.


This study discusses the effects of implementing Reader’s Theatre within inner city intermediate and upper intermediate classrooms. Prior to this study the district required students to partake in a daily one-hour literacy program using procedural workbooks in order to increase test scores. The study involved randomly choosing fourteen teachers to participate in the fourteen-week literacy program as either a control group, who continued working with the district’s literacy plan, or an active group, who would incorporate Reader’s Theatre within their classroom. The data obtained from the study led researchers to conclude that the students who were in classrooms that incorporated Reader’s Theatre increased their fluency and overall attitudes toward reading. The control groups had significantly lower test scores. This study will enhance my explanation of why Reader’s Theatre is beneficial to use within intermediate grades. I will also use this knowledge when sending home surveys to my students’ parents explaining why I am interested in their children’s reading.


By interviewing my mentor, Todd Roth, I was able to gain knowledge about his own experience with using Reader’s Theatre. He shared his opinions on what he thought worked within his own classroom, providing me with insight to what approach I could take when introducing Reader’s Theatre in his classroom. Interviewing Todd has prepared me for immeasurable trends I might experience when looking specifically at confidence. He has helped me to understand how creating a Reader’s Theatre with the students benefits their understanding of the book they are reading by allowing them to evaluate the text in new ways. I have been given an idea of how a general education teacher has experienced Reader’s Theatre leaving me intrigued to interview other schoolteachers and specialists.
Bibliography


