

INTRODUCTION

Welcome to WhisperPhone® Reader's Theater! Thanks for choosing this unique curriculum product to help children become better readers.

Reader's Theater adds another dimension to your reading program in the classroom, clinical setting or at home. We hope you and your students find these Scripts as engaging, entertaining and worthwhile as we have in our own work with students.

We enjoyed creating Reader's Theater for you and your students.

Best wishes, and as they say in theater, "Break a Leg!"

Tim Rasinski, Gay Fawcett and Karen Brothers

Contents: 10 Script sets, 10 illustrated Scene Setters, 10 reproducible Word Exercises and CD including all Reader's Theater materials for one classroom

How to Use Reader's Theater in Your Classroom

Reader's Theater can be used in a variety of ways. We encourage you to adjust the Scripts and Word Exercises to fit the students' learning styles and your teaching style. We suggest a multi-day routine such as the following example.

DAY 1: Introduce the Script (10 to 20 minutes)

Whole classroom approach: Scene Setters help teachers provide a verbal and visual introduction to the Script. You can also introduce words in the Script that may be new to the student. Then read the Script aloud while students follow along silently with their own copies of the Script. Be sure to read with appropriate expression as you change from one character to another.

Alternative approach: Distribute different sets of Scripts and Scene Setters to students in pairs. Students can study the Scene Setter illustration as the teacher moves between pairs to set the scene and cover new word introductions (if needed). Students can then select a character role and begin practicing their Script. Students can refer back to Scene Setter illustrations to reinforce the Script's content.

Learning enhancements: When students read the Scripts independently, they can use WhisperPhone SOLO. When working in pairs, WhisperPhone DUET™ is best (see product descriptions on reverse). Students can also practice reading their assigned Script at home with a parent acting as the second reader.

DAY 2: Students Rehearse the Script (10 to 20 minutes)

Alone or in pairs, students should rehearse the Script several times and focus on reading with expression and meaning. The teacher can move around the classroom listening and providing formative feedback to students.

DAYS 3 and 4 (if needed): Students Continue Rehearsal (10 to 20 minutes)

If students are not yet fluent in reading the Script, they should continue rehearsing alone or with their partner. Students can continue to read with Solo or Duet in order to minimize extraneous sounds in the classroom and to amplify their own voices; this helps students who otherwise tend to be easily distracted stay focused. Continue to listen to students read and provide formative feedback.

FINAL DAY: Performance (20 to 25 minutes)

Time for the show! Students perform their Script for an audience (class members, parents, another class, the principal, etc.). The key to each performance is the ability to read the Script with appropriate expression and meaning.

Correlating Word Exercises: The teacher can introduce a Word Exercise anytime after the student has read the correlating Script.