Student Information Sheet - complete before assigning Reader's Theater story roles - FOR TEACHER'S USE ONLY - NOT FOR STUDENT USE Other Playbooks Likes to Likes to Reading Big Likes to Small M/E Grade Reading read out Age Notes Student Name Level Role Role be funny act Stage** loud Scale* K Adam M 8 3 2 outgoing X X X X J Kevin M 3 2 X F Allison 8 3 N 3 attentive X Matt 8 3 3 M M X F F Hannah 9 3 2 shy X Katie F 4 R 4 shy X Carlos 4 T 5 M 10 X X F 4 Melissa 10 M 3 X X X energetic

4

2

4

5

4

4

5

3

X

X

X

X

X

X

X

attentive

starred in a play

performed in talent show

X

Jeff

Rachel

Nick

Joanne

Patrick

Cody

Sean

Summer

11

12

13

14

15

4

4

4

5

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Y

Q

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M

M

F

Instructions: On this chart, write the names of all your students and record the information you know about them, for example, age, grade, and notes on personality. After students have been told about their upcoming reader's theater activity, ask them the following questions in a "show of hands" method to help you complete the rest of the chart. "Who likes to act?" "Who likes to read out loud?" "Who likes to be a big star with a big role that has a lot of lines?" "Who likes to be a supporting actor/actress with a smaller role?" "Who likes to over-act and be really funny?" Mark what you learn about each student on the chart as they raise their hands. If you already know your students reading levels, then record them accordingly. To determine each student's Role Level, consider age, grade, reading level, and desire to act and read smaller or larger roles to subjectively assign a role level of High, Medium, or Low. For example, assign a lower level or learn the sample parts are higher level roles.

Assign younger students as L (Low) even if they indicate they want a large role, until they have shown high reading proficiency. Remember, the star character can be a low level role, and some smaller parts are higher level roles.

^{*}Score from other know Reading Level Scales (e.g. Fountas & Pinnell, DRA, Reading Recovery, Lexile, etc.)

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Recommended Reader Assignment

FOR TEACHER'S USE ONLY - NOT FOR STUDENT USE

Assign for 3 Groups

First, simply lay out all of your students names on the chart in roles fitting each students reading stage.

Sidekick

Funny Character

Main Character

In order to properly assign roles, you'll need to erase and correct many times. Use a pencil!



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Reader No.	Story Character	Group 1 Reader	Group 2 Reader	Group 3 Reader	Group 4 Reader	Group 5 Reader
1	Logan Speaks 12 Times 6% of Story Stage 2 - Beginning Reader	Hannah	Kevin	Rachel	Adam	
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4	Miss Sybil Speaks 13 Times 10% of Story Stage 4 - Intermediate Reader	Nick	Jeff	Patrick	Katie	Cody
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6	Narrator Speaks 30 Times 39% of Story Stage 5 - Advanced Reader					

Student Information Sheet - complete before assigning Reader's Theater story roles - FOR TEACHER'S USE ONLY - NOT FOR STUDENT USE Other Playbooks Likes to Reading Likes to Big Small Likes to M/E Grade Reading read out Notes Age Student Name Level act Role Role be funny Stage** loud Scale* Adam 3 8 -2 outgoing М X X X X J Kevin 3 М -2 X F Allison 8 3 N 3 X attentive Matt M 8 3 M 3 X F F Hannah 3 -2 shy X shy Katie F 9 Z 4 X 4 T _5 Carlos M 10 X X Melissa F 4 3 10 M X energetic X X Jeff 4 -4 M 9 Q X F K Rachel 4 9 2 X 0 **4** 11 Nick M X F 12 10 5 **5** Joanne attentive X Patrick 5 Q **→**4 M 10 13 X P. Cody M 11 5 **4** starred in a play 14 X Sean 5 Ш **5** 15 M 11 X F Summer 5 N **▶**3 performed in talent show 10 X

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Recommended Reader Assignment FOR TEACHER'S USE ONLY - NOT FOR STUDENT USE

Assign for 3 Groups

Use the results from student polling to annotate your chart with each student's personality trait.

Sidekick

Funny Character

Main Character

A	Likes to act
R	Likes reading out loud
В	Prefers a big role
S	Prefers a small role
F	Likes to be funny



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Recommended Reader Assignment FOR TEACHER'S USE ONLY - NOT FOR STUDENT USE

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Sidekick

Funny Character

Main Character

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S	Prefers a small role
F	Likes to be funny



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3	Faith Speaks 19 Times 11% of Story Stage 3 - Transitional Reader					
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5	Miss Jennifer Speaks 23 Times 26% of Story Stage 4 - Intermediate Reader					
6	Narrator Speaks 30 Times 39% of Story Stage 5 - Advanced Reader	Carlos B, F	Sean R	Joanne R		

Adjust your role assignment for three groups. The number of groups will vary based on the size of your program.

Sidekick

Funny Character

Main Character

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S	Prefers a small role
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Recommended Reader Assignment FOR TEACHER'S USE ONLY - NOT FOR STUDENT USE



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5	Student Information Sheet - complete before assigning Reader's Theater story roles - FOR TEACHER'S USE ONLY - NOT FOR STUDENT USE											
	Student Name	M/F	Age	Grade	Other Reading Level Scale*	Playbooks Reading Stage**	Likes to act	Likes to read out loud	Big Role	Small Role	Likes to be funny	Notes
1	Adam ———	М	В	3	K	2	×	X	×		×	outgoing
2	Kevin	М	q	3	<u>J</u>	2					×	
3	Allison	F	8	3	7	→ 3				X		attentive
4	Matt	М	8	3	М	3			×			
5	Hannah	F	9	3	F	2				*		shy
6	Katie	F	9	4	R	→ 4				×		shy
7	Carlos	М	10	4	τ	→ 5			×		×	
8	Melissa	F	10	4	M	- 3	×		×		×	energetic
9	Jeff	М	9	4	Q	-> 4	ė	X				
10	Rachel —	F	9	4	K	2				×		
11	Nick	М	9	4	0	4	X					
12	Joanne	F	10	5	Y	→ 5		×				attentive
13	Patrick	М	10	5	Q	4					X	
14	Cody	М	11	5	R	4	X					starred in a play
15	Sean	М	11	5	u	→ 5		×				
16	Summer	F	10	5	7	→ 3	5		×			performed in talent show

*Score from other know Reading Level Scales (e.g. Fountas & Pinnell, DRA, Reading Recovery, Lexile, etc.)

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All of the students now fit into three groups, but there are two unassigned roles in one of the groups.

Summer and Cody
have the highest
Fountas and Pinnell
score within their
Playbooks correlated
reading stage, so these
two students would be
best equipped to take
on two roles.

Recommended Reader Assignment

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3	Faith Speaks 19 Times 11% of Story Stage 3 - Transitional Reader	Melissa B, F	Allison <mark>S</mark>			
4	Miss Sybil Speaks 13 Times 10% of Story Stage 4 - Intermediate Reader	Nick <mark>A</mark>	Katie S	Cody A		
5	Miss Jennifer Speaks 23 Times 26% of Story Stage 4 - Intermediate Reader	Jeff R	Patrick F			
6	Narrator Speaks 30 Times 39% of Story Stage 5 - Advanced Reader	Carlos B, F	Sean R	Joanne R		
					@ 201	2 Playboo

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2	Buddy Speaks 17 Times 8% of Story Stage 3 - Transitional Reader	Adam A, R, B, F	Matt B	Summer B		
3	Faith Speaks 19 Times 11% of Story Stage 3 - Transitional Reader	Melissa B, F	Allison <mark>S</mark>	↓ Summer #2		
4	Miss Sybil Speaks 13 Times 10% of Story Stage 4 - Intermediate Reader	Nick <mark>A</mark>	Katie S	Cody A		
5	Miss Jennifer Speaks 23 Times 26% of Story Stage 4 - Intermediate Reader	Jeff R	Patrick F	↓ Cody#2		
6	Narrator Speaks 30 Times 39% of Story Stage 5 - Advanced Reader	Carlos B, F	Sean R	Joanne R		

Now we must look at our Small Groups

1. Group three only has four readers because of double roles. Smaller groups have less energy and make for a less exciting experience.

Recommended Reader Assignment FOR TEACHER'S USE ONLY - NOT FOR STUDENT USE



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Reader No.	Story Character	Group 1 Reader	Group 2 Reader	Group 3 Reader	Group 4 Reader	Group 5 Reader
1	Logan Speaks 12 Times 6% of Story Stage 2 - Beginning Reader	Hannah S	Kevin F	Rachel S	1	
2	Buddy Speaks 17 Times 8% of Story Stage 3 - Transitional Reader	Adam A, R, B, F	Matt B	Summer B	2	
3	Faith Speaks 19 Times 11% of Story Stage 3 - Transitional Reader	Melissa B, F	Allison <mark>S</mark>	Summer #2	↓	
4	Miss Sybil Speaks 13 Times 10% of Story Stage 4 - Intermediate Reader	Nick A	Katie S	Cody A	3	
5	Miss Jennifer Speaks 23 Times 26% of Story Stage 4 - Intermediate Reader	Jeff R	Patrick F	Cody #2	↓	
6	Narrator Speaks 30 Times 39% of Story Stage 5 - Advanced Reader	Carlos B, F	Sean R	Joanne R	4	

Now we must look at our Small Groups

- 1. Group three only has four readers because of double roles. Smaller groups have less energy and make for a less exciting experience.
- 2. To create the mostbalanced groups, it may be helpful to write in some of the notes we've made about each student...
- 3. Most of the outgoing readers are in the first group, leaving unbalanced groups that may contain more reserved readers.

Recommended Reader Assignment

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Reader No.	Story Character	Group 1 Reader	Group 2 Reader	Group 3 Reader	Group 4 Reader	Group 5 Reader
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2	Buddy Speaks 17 Times 8% of Story Stage 3 - Transitional Reader	Adam A, R, B, F outgoing	Matt B	Summer B outgoing	2	
3	Faith Speaks 19 Times 11% of Story Stage 3 - Transitional Reader	Melissa B, F energetic	Allison S attentive	Summer #2		
4	Miss Sybil Speaks 13 Times 10% of Story Stage 4 - Intermediate Reader	Nick <mark>A</mark>	Katie S shy	Cody A outgoing	3	
5	Miss Jennifer Speaks 23 Times 26% of Story Stage 4 - Intermediate Reader	Jeff R	Patrick F	Cody #2	•	
6	Narrator Speaks 30 Times 39% of Story Stage 5 - Advanced Reader	Carlos B, F	Sean R	Joanne R attentive	4	

We can now see that group two is especially lacking in energetic and outgoing students who will liven up the reading experience, while there are more than enough students to create balanced groups.

By moving students around within their assigned characters roles, we can create balanced groups.

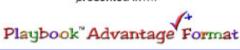
If possible, each group should have one (or more) outgoing student. It is also helpful to have an attentive, responsible to student in each group to keep the group on track throughout the story.

Recommended Reader Assignment

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3	Faith Speaks 19 Times 11% of Story Stage 3 - Transitional Reader	Melissa B, F energetic	Allison S attentive	Summer #2		
4	Miss Sybil Speaks 13 Times 10% of Story Stage 4 - Intermediate Reader	Nick A	s shy	Cody A outgoing		
5	Miss Jennifer Speaks 23 Times 26% of Story Stage 4 - Intermediate Reader	Jeff R	Patrick F	Cody #2		
6	Narrator Speaks 30 Times 39% of Story Stage 5 - Advanced Reader	Carlos B, F	Sean R	Joanne R attentive		

By adjusting several times, we now have formed balanced groups with well-assigned roles.

Recommended Reader Assignment FOR TEACHER'S USE ONLY - NOT FOR STUDENT USE



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Logan Speaks 12 Times 6% of Story Stage 2 - Beginning Reader Adam A, R, B, F Sw of Story Stage 3 - Transitional Reader Allison Speaks 19 Times 11% of Story Stage 3 - Transitional Reader Allison Speaks 19 Times 11% of Story Stage 3 - Transitional Reader Niss Sybil Speaks 13 Times 10% of Story Stage 4 - Intermediate Reader Miss Jennifer Speaks 23 Times 20% of Story Stage 4 - Intermediate Reader Narrator Speaks 30 Times 39% of Story Stage 5 - Advanced Reader Hannah S Kevin F Summer B Nath B Outgoing Melissa B, F energetic Cody A Outgoing Cody F Stage A Outgoing Sean R Altentive	Reader No.	Story Character	Group 1 Reader	Group 2 Reader	Group 3 Reader	Group 4 Reader	Group 5 Reader
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3 Speaks 19 Times 11% of Story Stage 3 - Transitional Reader Miss Sybil Speaks 13 Times 10% of Story Stage 4 - Intermediate Reader Miss Jennifer Speaks 23 Times 26% of Story Stage 4 - Intermediate Reader Narrator Speaks 30 Times 39% of Story Story Story Stage 4 - Intermediate Reader Carlos B, F attentive B, F energetic Cody A Shy Outgoing Cody #2 Cody #2 Speaks 30 Times B, F A A Shy Outgoing Cody #2 Speaks 30 Times B, F A A Shy Outgoing	2	Speaks 17 Times 8% of Story	A, R, B, F	В			
4 Speaks 13 Times 10% of Story Stage 4 - Intermediate Reader Miss Jennifer Speaks 23 Times 26% of Story Stage 4 - Intermediate Reader Narrator Speaks 30 Times 39% of Story Stage 4 - Intermediate Reader Carlos B, F R attentive	3	Speaks 19 Times 11% of Story	S		B, F		
5 Speaks 23 Times R F 26% of Story Stage 4 - Intermediate Reader Narrator Carlos B, F R R A Speaks 30 Times B, F R R A attentive	4	Speaks 13 Times 10% of Story		S	Ä		
6 Speaks 30 Times B, F R R 39% of Story attentive	5	Speaks 23 Times 26% of Story		Patrick F	Cody #2		
	6	Speaks 30 Times 39% of Story		R			

Using the same methods for forming three balanced groups, we can now create 2 groups.

Sidekick

Funny Character

Main Character

Recommended Reader Assignment FOR TEACHER'S USE ONLY - NOT FOR STUDENT USE



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presented in....





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Faith Speaks 19 Times 11% of Story Stage 3 - Transitional Reader	Summer	Melissa Matt			
Miss Sybil Speaks 13 Times 10% of Story Stage 4 - Intermediate Reader	Nick Katie	Carlos			
Miss Jennifer Speaks 23 Times 26% of Story Stage 4 - Intermediate Reader	Cody	Jeff Patrick			
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