Quick-Start Steps for Playbooks® Reader's Theater

Instructor Preparation

1. Visit: **www.readerstheater.com/pages/implementation-tools**, Review the **Quick start video** to get an initial overview of the curriculum. You can also watch the **Reader's Theater Overview** and **Playbooks Overview.** Also, watch the student videos for your grade level and choose one to show your students.

2. Review the stories you intend to use in your program. Identify main, supporting, and funny characters along with other role characteristics. If you plan to use the supplemental activities, you can review them at **https://readerstheater.com/pages/supplements**

3. Start **Form #1A The Student Information Form**, fill in: Name, Age, Gender, Grade. Tip: Use Pencil so you can edit!

Introduction to Students & Form Review

4. Tell students the upcoming plan to include Reader's Theater on a regular basis and play one of the student videos to your students.

5. After the introduction, poll the students in a "raise your hand" format with the questions in **Form #1B Student Interests Poll**, or print copies and have them fill it in. Add to Form #1A

6. Determine Playbooks® reading level (Stage 0-6). Use **Form #2C Reading Level Correlation Chart** for reading level correlations or use **Forms #2A** and **#2B Reading Tests** for assessing reading level.

7. Complete **Form #1A The Student Information Form**. Fill in interests, reading levels, and behavior test results, as well as and any additional notes.

8. Next, choose the first story the students will read. Use the **Form #4: Recommended Reader Assignment** for that story to assign roles to all students and establish reading groups, spreading out your introvert and extrovert students. For a video, watch: **Role Assignment Overview**. Assign readers from lowest to highest reading levels. **NEVER let students self-assign their reading roles.**

9. If doing a 10-Story weekly rotation, complete the top portion of **Form #5, the 10-Story Rotation Chart .**
   - Enter your student groups and the first story name for Group 1 for Week 1.
   - Repeat steps 6 & 7 for additional stories in your kit and enter story names in weeks 3-10.
   - (form can be customized for any # of weeks)

Story Reading, Repetition and Performance

10. After watching the student video and before reading in small groups for the first time, coach students on "Reading Behavior" using the **"Reading with Expression Reminders".**

11. Assemble students at their group tables, giving each group a different story and hand out their books. Let each student know which role they have been given in the story assigned to their group, but do NOT show them your Role Assignment sheet. Students should NOT know they have an easier or harder role. *(Note: Grades K-3 may benefit from a class-choral reading before small-group reading.).* Use Form #3 Reading Behavior Test to gauge pre-program skills.

12. Have students read their assigned story aloud in their small groups at least 3-4 times during the program on different days. The amount of time between readings depends on the length of your program and the number of stories you have. **Students should repeat the roles/ same text at least 3-4 times in order to be engaged in "repeated guided oral reading" for optimal growth in reading fluency. You can also choose to have one group perform weekly for the other students.**

13. Rotate stories each week to give each table group a different story and each student a new role in that story. Watch this **Story Rotation Webinar** for tips.

14. Repeat steps 9 & 12-13 for additional stories. Mid-Program, record the groups' reading behaviors on **Form #3 and Form #6**. Optionally, conduct mid-program **Oral Readability Tests (Forms #2A-B)**.

15. Have students pick their favorite story and plan a performance or showcase for parents or other classes as a finale. Choose the strongest performers for this presentation. Give out the **awards** provided to strong students.

16. At the end of the program, conduct reading assessments with **Form #2-3**. Complete **Form #6 Classroom Assessment Results** with the groups' pre– and post-reading assessment scores.

> **Forms You'll Need:**
> Form #1A: Student Information
> Form #1B: Student Interests Poll
> Form #1C: Reading Level Correlation Chart
> Forms #2-3: Reading Tests
> Form #4: Recommended Reader Assignment Chart
> Form #5: 10-Story Rotation Chart
> Form #6: Classroom Assessment Results
> "Reading with Expressions Reminders"