

Poetry, Patterns, Pockets and Scripts

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What is Readers Theatre?

Two or more readers who interpret a story, bringing the story to life in the minds of the listeners. ... theatre of the imagination.

Benefits of Readers Theatre

Supports

- ⇒ literacy development

Promotes

- ⇒ collaborative learning
- ⇒ confidence, fluency
- ⇒ active learning
- ⇒ awareness of vocal production, articulation, and proper use of the voice

Reinforces awareness of rhythm, rhyme and conventions of language

Strengthens

oral reading (expressive) skills

- ⇒ performance skills, poise and confidence

Builds and expands personal knowledge, skills and repertoire

- ⇒ literature
- ⇒ genre
- ⇒ vocabulary

Why Use Pocket Charts?

- ✓ Support understanding of *story format* (beginning, middle, end, sequencing)
- ✓ Are Interactive and enable small groups or individuals to work with minimal preparation
- ✓ Are fun for reluctant readers and writers
- ✓ Provide instant *Success*
- ✓ Progress is quick to check, and 'at a glance' for the teacher
- ✓ Support *writing fluency*
- ✓ Support *reading fluency*
- ✓ Support *pre-writing sessions*
- ✓ Support *sessions during reading* to check comprehension and understanding
- ✓ Expand *vocabulary*
- ✓ Support understanding of *sentence construction* and conventions

Looking at Patterns – foundation for writing

What are patterns?

- predictable words or phrases
- created by repetition, or rhyme
- Common to nursery rhymes, and children's songs

- Quickly learned, familiar to some children
- provide a model
- easy to change parts and maintain the integrity of rhythmic structure

Counting Patterns

Counting up, mixed numbers, couplets....

Reference: 1, 2, Buckle My Shoe)

1, two
 3, four
 5, six
 Seven, 8
 9,ten

Consider other number variations providing opportunity for more rhyme patterns.

Also consider scrambling the numbers, counting by 2's, 3's forwards and backwards.

Countdown Rhymes, subtracting numbers

Reference: Five little Monkeys, 10 Little Blackbirds

Five gigantic dinosaurs, Wrestled on the floor, One bumped his head, And that left four.
Four gigantic dinosaurs, Climbed up a tree. One got stuck, And that left three.
Three gigantic dinosaurs Made an enormous stew. One ate and ate, And that left two.
Two gigantic dinosaurs, Basked in the sun One fell asleep, And that left one.
One gigantic dinosaur, Was feeling kind of so-so He took some meds and went to bed and that left ZERO!

Sample Scripts:

- ◆ *Merry Christmas Elves*, page 35, Invitation to Readers Theatre, Celebrating holidays and other ... Raczuk and Smith, U-Otter-Read-It © 1998
- ◆ *Five Little Polar Bears*, page 120, Readers Theatre for Young Children, Braun and Braun
- ◆ *Five Dreadful Dragons*, page 121, Readers Theatre for Young Children, Braun and Braun
- ◆ *Five Cantankerous Crocodiles*, page 6, Readers Theatre, Scripted Rhymes and Rhythms, Braun and Braun

Five _____ (what)
 _____ (what did they do?)
 _____ (what happened to one?)

And that left **four**.

Four _____ (what)
_____ (what did they do?)
_____ (what happened to one?)

And that left **three**.

Three _____ (what)
_____ (what did they do?)
_____ (what happened to one?)

And that left **two**.

Two _____ (what)
_____ (what did they do?)
_____ (what happened to one?)

And that left **one**.

One _____ (what)
_____ (what did they do?)
_____ (what happened to one?)

And that left **none**.

Counting Pattern: Sequence

Summer's Done

By Marilyn Smith

Reprinted from: Early Literacy - a Seasonal Approach,
U Otter Read It © 1999

ALL	One, 1
Reader 1	Summer's done
ALL	2, two
Reader 4	What shall we do?
ALL	Three, 3
Reader 3	_____
ALL	4, four
Reader 2	_____
ALL	Five, 5

Nursery Rhyme Patterns:

Word replacement

*parts of speech reinforced:
synonyms, antonym, verbs*

Jack Sprat could eat no fat.

Wheeze
Silk

nibble
drink

cheese
milk
bread

Materials: - pocket charts, word strips.

Repeat the original rhyme several times, to ensure students are familiar and comfortable with the rhythm and the text. Add body percussion (clapping, patting) to keep the beat and strengthen fluency)

His wife could eat no lean,
chew bite bread carrots broccoli

And so betwixt the two of them,
Change the entire sentence to reflect the change in the two previous lines.

They licked the platter clean.
scraped wiped cleared dish bowl plates clear clean

Jack McGrew could wear no blue.
His wife _____
So _____
And _____

Question ? Answer.

Literature pattern, based on : Brown Bear, - Bill Martin Jr.

(original format) Brown Bear, Brown Bear

What do you see?

I see a _____

Looking at me.

Replace text with sensory ideas and feelings: know/see/think/taste/feel... or verbs: do/make/build/carry/read/plant

Harry Potter,
What will you do?

(Harry Potter - literature connections)

Valentine, Valentine,
What do you know?

(holiday theme)

Little bug, Little bug,
What do you feel?

(lady bugs - science connections)

Teacher, teacher
What _____

(letter of request)

Bright star, Bright star,
What _____

(response to Twinkle, Twinkle, Little Star)

Mother, Mother,
What do you say?

(Mother's day)

Pattern: I knew Sequence prompt
Repeat days of the week, plus numbers to seven
Last line – repeat first line

Scripted
for 4
voices

A School Week

ALL I knew School was starting again because
Reader 1 On Sunday I heard one _____
Reader 3 On Monday I saw two _____
Reader 2 On Tuesday I found three _____
Reader 4 On Wednesday I _____ four _____
Reader 3 On Thursday I _____ five _____
Reader 2 On Friday I _____ six _____
Reader 4 On Saturday I _____ seven _____
Reader 1 I knew school was starting again!

Pattern: Something is (metaphor and simile)

Scripted for
3voices

Spring Colours

ALL These are my favorite colours of spring.
Reader 1 Red is the _____.
Reader 3 Green is the _____.
Reader 2 Blue is the _____.
Reader 3 Silver is the _____.
Reader 2 Gold is the _____.
Reader 1 White is the _____.

ALL These are my favorite colours of spring.

Variation 1: Add a second descriptive line to each colour.
Repetition is the focus for this pattern.

Variation 2: Could also be changed to a metaphor poem:
Red is like on a, Green is like a, in a

Scripted for
3 voices

Christmas Colours

- ALL These are my favorite colours of Christmas.
- Reader 1 Red for the candy canes
tucked in the Christmas stockings.
- Reader 3 Green for the trees so tall
twinkling with thousands of lights.
- Reader 2 Blue is the colour of the winter sky
crisp and clear, chilling my nose.
- Reader 3 Silver is the wrapping paper
hiding treasures we'll open on Christmas morning.
- Reader 2 Gold is the colour of cookies
cooling on the table, waiting for me.
- Reader 1 White is the brand new snow
covering everything in sight.
- ALL These are my favorite colours of Christmas.

Word Add-on Pattern

Reference: Degen: Jam Berry

- Scripted for** A "Berry" Good Skipping Rhyme
4 voices by Marilyn Smith
- Reader 4** One berry, two berry,
Reader 2 three berry, four.
- Reader 3** Pick a pail of berries or
Reader 1 buy them at the store.
- Reader 3** Blueberry, blackberry,
Reader 4 raspberry pie.
- Reader 2** Skip to the beat now -
Reader 1 my, oh my!

Resources

- A Vocal Invitation to Readers Theatre – Konrad, ISBN 0-9681074-4-3
- Early Literacy: A Seasonal Approach - Raczuk & Smith, U-Otter-Read-It, ISBN 0-9681-74-3-5
- Invitation to Munsch – A guidebook for use with selected works of Canadian author Robert Munsch, includes original readers theatre scripts. Primary. U-Otter-Read-It. ISBN 0-9681074-0-0
- Invitation to Readers Theatre A Guidebook for using Readers Theatre to Celebrate holidays and special events throughout the year – Helen Raczuk & Marilyn Smith for primary grades. U-Otter-Read-It ISBN 0-9681074-1-9
- Invitation to Readers Theatre, celebrating stories of our Canadian heritage – Helen Raczuk & Marilyn Smith, folktales from around the year scripted for grades 4 – 8. U-Otter-Read-It. ISBN 096881074-2-7
- Once Upon a time: scripted folktales for young readers ISBN 0-9681074-9-4, Raczuk
- Readers Theatre for Young Children – Win Braun, ISBN 1-895805-34-1
- Readers Theatre Scripted Rhymes and Stories – Win Braun & Carl Braun, ISBN 1-895805-30-9 One of four readers theatre books!
- Readers Theatre, Performing the text – Susan Hill, ISBN 1 87532701 0

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Workshop Interest Survey for a Readers Theatre / Literacy strategies. Please fill in and leave with Helen or fax to 780-962-9882

I would be interested in attending

_____ a full day workshop

_____ a two day workshop

_____ Summer

_____ Spring

_____ Fall

Name _____ Email _____

Fax _____

Mailing Address

Comments:

If you liked this workshop and would like more, please pass on this information to the professional development coordinator in your district:

Helen Raczuk

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