



EXPEDITIONARY
LEARNING

Grade 4: Module 3A: Unit 1: Lesson 6

Assessing Readers Theater and Performing *The Machine*



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can use literary terms to describe parts of a story or drama. (RL.4.5)
 I can describe the differences in structure of drama and prose. (RL.4.5)
 I can explain what a text says using specific details from the text. (RL.4.1)
 I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)
 Addressed but not assessed:
 I can read fourth-grade-level texts with fluency. (RF.4.4)

Supporting Learning Targets

- I can identify the characteristics of Readers Theater in a text.
- I can explain what the text says about simple machines using details from the text.
- I can read my Readers Theater line fluently and at an appropriate volume.

Ongoing Assessment

- End of Unit 1 Assessment: Reading and Answering Questions about Readers Theater
- Tracking My Progress, End of Unit 1 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit Assessment: Reading and Answering Questions about Readers Theater (30 minutes)B. Performing Readers Theater (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Self-Assessment (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading your independent reading book for this unit at home.	<ul style="list-style-type: none">• This assessment narrowly focuses on RL.4.5 and therefore is shorter than most assessments in these modules.• Be sure students have their scripts from the text <i>The Machine</i> (pages 219–221 in the book <i>Take a Quick Bow!</i>, by Pamela Marx).• Review: Back-To-Back and Face-to-Face protocol (see Appendix).



Lesson Vocabulary	Materials
fluently, “appropriate volume”	<ul style="list-style-type: none"> • Readers Theater anchor chart (from Lesson 4) • <i>A Simple Solution: A Readers Theater</i> (assessment text; one per student) • End of Unit 1 Assessment: Reading and Answering Questions about Readers Theater (one per student) • <i>The Machine</i>, pages 219–221 in <i>Take a Quick Bow!</i> (one per student)

Opening	Meeting Students’ Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Post the following learning targets for students: “I can identify the characteristics of Readers Theater in a text,” and “I can explain what the text says about simple machines using details from the text.” • Explain to students that this is what their assessment today will measure. If necessary, review the Readers Theater anchor chart and have students discuss with a partner their understanding of these targets to help them prepare for the upcoming assessment. • As usual, they also will self-assess on these targets by putting them into their own words and determining how close they are to meeting the targets. Remind students they have done this orally in every lesson and formally in past assessments (see Module 2). <p><i>Note: Be sure to take down the Readers Theater anchor chart before the class takes the assessment.</i></p>	<ul style="list-style-type: none"> • Using examples and non-examples of certain vocabulary terms (such as Readers Theater) helps students clarify the meanings of new words.
Work Time	Meeting Students’ Needs
<p>A. End of Unit 1 Assessment: Reading and Answering Questions about Readers Theater (30 minutes)</p> <ul style="list-style-type: none"> • Ask students to clear their desks and get out a pencil. Distribute copies of <i>A Simple Solution: A Readers Theater</i> and the End of Unit 1 Assessment: Reading and Answering Questions about Readers Theater. Remind students that they should refer back to this text when they answer the questions on the assessment. 	<ul style="list-style-type: none"> • For students needing additional support producing language, consider offering a word bank of content words from the text to be used in the graphic organizer.



Work Time (continued)	Meeting Students' Needs
<p>B. Performing Readers Theater (20 minutes)</p> <ul style="list-style-type: none"> • Post the following learning target for students: “I can read my Readers Theater line fluently and at an appropriate volume.” • Circle the words <i>fluently</i> and the phrase <i>appropriate volume</i>. Explain that the root for <i>fluently</i> is fluid, which has several meanings. It can be used to describe a liquid or a smooth movement. Tell students that, in this case, the word <i>fluently</i> means reading something in a smooth clear voice. It means your words are easy for others to understand and not too fast or slow. Give students an example and non-example of the word by reading the learning target fluently and in a halting voice. Tell students that their practice reading their lines with partners and for homework has prepared them to read fluently. • Next ask students to consider the phrase <i>appropriate volume</i>. Ask them to turn to a partner and discuss what this phrase might mean. Have partners share their thinking. Students may notice the word <i>volume</i> also has multiple meanings (measurement of liquid or sound). Clarify that in this case you are referring to sound and how loud or soft words are spoken. <i>Appropriate</i>, or correct, volume in this case means that words are spoken loud enough so an audience can clearly understand what is being said, but not so loud that listeners want to cover their ears. • Consider having a few students demonstrate what reading fluently and at an appropriate volume sounds like for the class. They can do this with their assigned line. Tell students they will work toward this target today when they perform <i>The Machine</i>: Readers Theater as a class. • Have students get out the text <i>The Machine</i>, pages 219–221 in <i>Take a Quick Bow!</i> with their assigned and highlighted lines (done in Lesson 5). • Partner students with peers assigned to the same parts of the script. Tell them you would like them to practice reading their lines fluently and at an appropriate volume. Give them 5 minutes to practice. • Prepare students for their performances: Tell your class that now they will split into two groups. One group will perform while the other acts as an audience, then they will switch. <ol style="list-style-type: none"> 1. Divide your class into two groups. Each group should have a reader or readers for each part. 2. Remind students they will not likely give a perfect performance since this will be their first reading together, but that they should try their best to read fluently and at an appropriate volume. 3. Allow groups to perform for their classmates and celebrate their progress. As students act as an audience, ask them to take note what they think the performers did well, so that they can share this praise at the close of the lesson. 	<ul style="list-style-type: none"> • Consider finding time for students to perform this Readers Theater a few more times for each other or an audience outside the classroom. This will give them further practice with RF.4.4 (reading grade-level text fluently).



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Gather students together for the Back-to-Back and Face-to-Face protocol (see Appendix).• Partner students with so each student in the pair observed the their partner's performance and ask them to stand back-to-back.• Ask students to think of one thing they liked about the performance of their partner's group.• Remind students to thank their partner after receiving praise.• Signal students to turn face-to-face and share.• Call on a few volunteers to share performance praise with the whole class.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book for this unit at home.	



EXPEDITIONARY
LEARNING

Grade 4: Module 3A: Unit 1: Lesson 6

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



A Simple Solution: A Readers Theater
(Text for End of Unit 1 Assessment)

Players: John, Lee, Devon, Maria, and Rover

Scene

John is trying to get his dog, Rover, to climb the ladder into his tree house. John is pointing up and Rover is looking up. Lee, Devon, and Maria walk onto the stage.

John: (*pointing up*) Climb up, Rover. Come on. Give it a try.

Rover: (*sitting and shaking his head*) Woof! Woof!

Lee: What are you doing, John?

Maria: Yeah, dogs can't climb trees.

John: I really want Rover to come hang out in my tree house.

Devon: Maybe we could help.

John: How? I already tried to carry him up, but he's too heavy to lift.

Lee: What about one of those simple machine things? We learned about them before school got out.

Rover: (*turning his head and looking confused*) Woof?

Devon: Aren't there six types? Which do you think would be best for this job?

Maria: Well the wedge, screw, and wheel and axle won't help.

John: Why not?

Lee: I think it's because they are too expensive.



A Simple Solution: A Readers Theater
(Text for End of Unit 1 Assessment)

Maria: (*sighing and rolling her eyes*) Not really. It's because none of them will help us lift Rover up into the tree. Take a wedge; it is used to push things apart, like an axe cutting wood. Then there is the screw. It changes the direction of a force while it spins—it can help make drilling a hole easier. And then there is the wheel—

Lee: (*interrupting*) Yeah, yeah, yeah. And it would be too hard to roll a wheel up a tree.

Maria: Yep. A wheel and axle changes a small force into a large one, like when you ride a bike. You can go faster with less effort on a bike than you can on foot.

Lee (*looking puzzled*) That's what I said!

Rover (*looking bored, yawns, and curls up to lie down*) Ahhh.

John: Well, what type of simple machine could we use to lift Rover up into this tree house?

Devon: An inclined plane helps you move things up, like a wheelchair moves up a ramp, but you would have to build a really long ramp to reach the top of the tree.

Lee: Isn't a seesaw a type of simple machine? A seesaw moves people up and down and Rover is smaller than a person. I bet we could use that simple machine.

Maria: You mean a lever? That is a type of simple machine, but I don't think it would work. It would have to be a giant seesaw to lift Rover all the way up there.

Devon: Well, a pulley is the last one. Could that work?

John (*looks concerned*) What's a pulley? I don't want to hurt him!

Maria: A pulley is a wheel with a rope wrapped around it. Pulleys are how an elevator lifts people to the next floor.

John: Great! Anyone know how to make an elevator?



A Simple Solution: A Readers Theater
(Text for End of Unit 1 Assessment)

(Everyone shakes their heads. Rover is snoring under the tree.)

John: Well, maybe we can ask your teacher for help when summer break is over. Sounds like she knows a lot about simple machines. Until then, maybe we can just hang out with Rover down here on the ground.

(Group nods and sits down under the tree next to a sleeping Rover.)

THE END

Lexile 730L

Written by Expeditionary Learning for Instructional Purposes

Sources:

Buffy Silverman, *Simple Machines: Forces in Action*, Do It Yourself series (New York: Heinemann, 2009); ISBN: 978-1-4329-2317-4.

Pamela Marx, *Take a Quick Bow!* (Culver City, CA: Good Year Books, 1997); ISBN: 978-1-59647-083-5 (NOTE: Only one copy required for teacher).

Aaron Shepard, *RT Tips: A Guide to Reader's Theater (or Readers Theatre)*, from *Readers on Stage* (Shepard Publications, 2003), available at <http://www.aaronshp.com/rt/Tips.html> (last accessed 12/23/12).

End of Unit 1 Assessment:
Reading and Answering Questions about Readers Theater

Name:

Date:

Directions:

- Read the text *A Simple Solution: A Readers Theater*.
- Answer the following questions and use the text to support your answers.
- Reread the test questions and answers before turning in.

1. What type of fiction is a Readers Theater?
 - A. historical fiction
 - B. imaginary fiction
 - C. drama
 - D. narrative
2. Which of the following is the most accurate definition of Readers Theater?
 - A. A type of drama in which performers read a script aloud to an audience.
 - B. A type of drama in which performers read a script to memorize their lines.
 - C. A performance based on a book.
 - D. A theater where you can read your favorite books.
3. Which of the following is an example of **stage directions** from the text *A Simple Solution*?
 - A. *A Simple Solution: A Readers Theater*
 - B. **Players:** John, Lee, Devon, Maria, and Rover
 - C. **Devon:** Maybe we could help.
 - D. **Rover:** (*looking bored, yawns and curls up to lie down*)



End of Unit 1 Assessment:
Reading and Answering Questions about Readers Theater

4. The written text of a play or Readers Theater is called:

- A. a novel
- B. a script
- C. a dialogue
- D. a story

5. List three characteristics of Readers Theater:

1.

2.

3.

6. What is this Readers Theater mainly about? Use at least two details from the text to support your answer.



End of Unit 1 Assessment:
Reading and Answering Questions about Readers Theater

7. According to the text, why would an inclined plane be a poor choice for getting Rover into the tree house?

8. What is the meaning of the word **concerned** as it is used in the following section from the text:

Devon: Well, a pulley is the last one. Could that work?

John (*looking concerned*): What's a pulley? I don't want to hurt him!

Maria: A pulley is a wheel with a rope wrapped around it. Pulleys are how an elevator lifts people to the next floor.

John: Great! Anyone know how to make an elevator?

- A. excited
B. doubtful
C. knowing
D. worried
9. Which one of these details from the text best supports your answer to Question 8?
- A. "Could that work?"
B. "I don't want to hurt him."
C. "A pulley is a wheel with a rope wrapped around it."
D. "Great!"



End of Unit 1 Assessment:
Reading and Answering Questions about Readers Theater
(Answers, for Teacher Reference)

Standards Assessed: Questions 1–5: RL 4.5; Question 6 and 7: RL 4.1; Questions 8 and 9: L 4.4.

Directions:

- Read the text *A Simple Solution: A Readers Theater*.
- Answer the following questions and use the text to support your answers.
- Reread the test questions and answers before turning in.

1. What type of fiction is a Readers Theater?
 - A. historical fiction
 - B. imaginary fiction
 - C. **drama**
 - D. narrative
2. Which of the following is the most accurate definition of Readers Theater?
 - A. **A type of drama in which performers read a script aloud to an audience.**
 - B. A type of drama in which performers read a script to memorize their lines.
 - C. A performance based on a book.
 - D. A theater where you can read your favorite books.
3. Which of the following is an example of **stage directions** from the text *A Simple Solution*?
 - A. *A Simple Solution: A Readers Theater*
 - B. **Players:** John, Lee, Devon, Maria, and Rover
 - C. **Devon:** Maybe we could help.
 - D. **Rover:** (*looking bored, yawns and curls up to lie down*)



End of Unit 1 Assessment:
Reading and Answering Questions about Readers Theater
(Answers, for Teacher Reference)

4. The written text of a play or Readers Theater is called:

- A. a novel
- B. a script**
- C. a dialogue
- D. a story

5. List three characteristics of Readers Theater:

[Look for student answers that contain three of the following characteristics: fiction, drama, players/characters, dialogue, stage directions, and/or script]

6. What is this Readers Theater mainly about? Use at least two details from the text to support your answer.

[Possible Answer:] It is about a boy named John and how he wants to get his dog into his tree house. His friends try to help him by thinking of simple machines that might lift the dog up. They decide that a pulley would be best, but they don't know how to make an elevator with a pulley.

7. According to the text, why would an inclined plane be a poor choice for getting Rover into the tree house?

[Possible Answer:] A ramp would have to be really long to reach the tree.



End of Unit 1 Assessment:
Reading and Answering Questions about Readers Theater
(Answers, for Teacher Assessment)

8. What is the meaning of the word **concerned** as it is used in the following section from the text:

Devon: Well, a pulley is the last one. Could that work?

John (*looking concerned*): What's a pulley? I don't want to hurt him!

Maria: A pulley is a wheel with a rope wrapped around it. Pulleys are how an elevator lifts people to the next floor.

John: Great! Anyone know how to make an elevator?

- A. excited
 - B. doubtful
 - C. knowing
 - D. **worried**
9. Which one of these details from the text best supports your answer to Question 8?
- A. "Could that work?"
 - B. **"I don't want to hurt him."**
 - C. "A pulley is a wheel with a rope wrapped around it."
 - D. "Great!"