

Danny and Norman's Favorite Knock Knock Jokes

Reader's Theater Lesson Plan

High frequency words:

be, don't, going, only, say, tell

Why Reader's Theater?

- Reader's Theater is a strategy for developing reading fluency. It involves children in oral reading through reading parts in scripts. Students do not need to memorize their part; they need only to reread it several times, thus developing their fluency skills.
- Rhyming tales, joke books, nursery rhymes, and fairy tales are ideal texts for the introduction to Reader's Theater.
- Reading aloud from a script is a fun and motivating approach to instruction in fluency and expression, while allowing students to make predictions and observations about characters, setting, and plot.

Choosing a text/script

- Choose a prepared script, or have kids choose a book from which to develop a Reader's Theater script.
- Choose a story that can be divided into parts or characters. Make sure the number of parts from the script adds up to the total number of students in the class.

Before reading

- Look at the cover, read the title, and discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Tell students they will be working in groups to turn the book into a play or Reader's Theater.

Reading the text

- Teacher models the text. Students follow along and discuss quality of the teacher's reading.

- Possible discussion questions: "Who are the characters and what are they like? Why do you like to tell jokes? What makes a joke funny? Were there any jokes you didn't understand?"
- Help the children find any tricky words in the text: *Candace, thumping, knock, and scold*. Discuss meaning, word structure, and sounds you expect to hear in those words. Find and discuss the high frequency words in the text.

Group Practice

- Break the children into small groups and assign reading parts to each child. While students are practicing, provide appropriate encouragement and coaching.
- Each group should read through the script about four times before the final performance. Provide copies of the script for each student to rehearse at home.

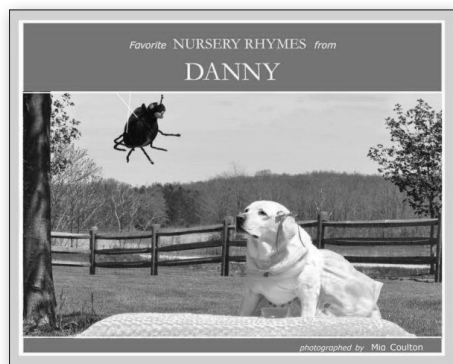
Writing activity

- Ask the students to create programs or invitations for their audience. Make sure to include the titles of each act, the names of the characters and performers, and any drawings or graphics that pertain to the story.
- Deliver the invitations before the show, or hand out the programs at the performance.

Performance

- Students perform for an audience of classmates, parents, and/or other visitors.
- After the performance, discuss what the students liked most about the script and what could have been done to make the script even better.

Teaching Points: Introducing Reader's Theater, Introducing knock knock jokes; Introducing new words; Practicing public speaking and performing; Practicing working in small groups; Rereading; Retelling.



Favorite Nursery Rhymes from Danny

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High frequency words:

both, clean, grow, know, old, pretty, think

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Reading the text

- Teacher models the text. Students follow along and discuss quality of the teacher's reading.

- Possible discussion questions: "Who are the characters and what are they doing? Which nursery rhyme do you think Danny enjoyed the most? Why? Which nursery rhyme do you think Bee liked the best? Why?"

- Help the children find any tricky words in the text: *candlestick, frightened, Hubbard, knaves, and Muffet*. Discuss meaning, word structure, and sounds you expect to hear in those words. Find and discuss the high frequency words in the text.

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Teaching Points: Introducing Reader's Theater, Introducing nursery rhymes; Introducing new words; Practicing public speaking and performing; Practicing working in small groups; Rereading; Retelling.