



Welcome to Seed Learning's *Star Speakers for Readers' Theater!*

What Is Readers' Theater?

Readers' theater is a fun and interactive way for learners for practice speaking and conversation. It can be used in the classroom with the following functions:

- find a purpose for reading
- build fluency skills
- increase reading speed
- learn how to use body language, gestures, and facial expressions
- experiment with the sounds of language
- develop confidence in speaking in front of others

Purpose

Readers' theater gives students a real reason to read. It takes the text off the page and brings it to life. Students have the goal of giving a great performance. This sense of purpose makes reading for readers' theater a meaningful experience.

Fluency, Reading Speed

Repeated reading is an effective way of increasing fluency. However, re-reading the same text over and over can get a little dull. Readers' theater is one way to make re-reading more exciting. When a learner is re-reading a role to prepare for a performance, they feel more motivated to read. It is easier for the learner to engage with the material.

Body Language, Gestures, and Facial Expressions

When learners are able to move while speaking, use appropriate gestures, and show the emotions of the play's characters, their speaking will sound all the more natural. Language consists of the verbal (words) content and non-verbal (visual) content. Typically, language classes focus on the verbal aspects of language, but they neglect things like showing emotion and making gestures. Readers' theater provides an opportunity to include this component of language learning.

Experiment with the Sounds of Language

Often, our students feel self-conscious and afraid to speak out in English. Through readers' theater, learners have the opportunity to pretend to be someone else. We can encourage them to try out new voices. If they are a big giant, they can speak in a loud booming voice! If they are a little mouse, then can speak in a little tiny voice. In this way, they get to experiment and play with language in a fun atmosphere.

Develop Confidence in Speaking in Front of Others

All of the skills mentioned above are key in developing confidence. Students read from the script, so the stress of forgetting what to say is simply not a part of readers' theater. Once the fear of forgetting is removed, students can relax and enjoy their role. Learners will repeat the text, practice choosing a voice, create gestures and movements, and show expressions. After all this practice, they will be ready for a performance. The satisfied feeling of completing a readers' theater performance is a great way to build confidence.

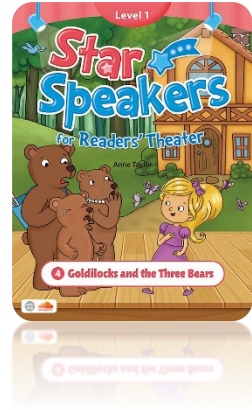
What Readers' Theater is NOT

Readers' theater is *not* a grand stage performance. Students do not need costumes and sets. You do not need a stage for readers' theater. You do not even need an audience. In other words, readers' theater is easy to incorporate into the classroom because it does not need equipment and a stage. You can set up a performance in any classroom space. Of course, if you have the facilities and time, you can do a costumed stage performance, but this is NOT necessary for a successful readers' theater.

Book 4: Goldilocks and the Three Bears

Script Summary

Goldilocks is walking in the woods. She goes into a house. Inside the house, Goldilocks eats food and takes a nap. The true owners of the house come home. They are surprised to find a little girl in their house.



Objectives

- Read lines with fluency and accuracy
- Use appropriate body language and gestures
- Act out eating different kinds of foods
- Use their voices and bodies to express emotions
- Use their voices creatively to sound like different characters
- Talk about the foods

Key Vocabulary

woods, house, hungry, kitchen, eat, spicy, pancake, syrup, burnt, full, sleepy, bed, high, soft, stuck, right, make, golf, fun, like, wash, bedroom, sorry, cry

Key Expressions

Unit 1	Unit 2	Unit 3
1. A: Are you hungry? B: Yes, I'm very hungry.	1. A: Is the pancake good? B: Yes, it's good. I like it.	1. A: Golf was fun, wasn't it? B: Yes, I had a good time.
2. A: What room are you in? B: I'm in the kitchen.	2. A: Do you want more pancakes? B: No, thank you. I'm full.	2. A: Can I eat pancakes now? B: Yes, but wash your hands first.
3. A: What do you want on your pancakes? B: I want syrup, please.	3. A: Which bed do you like? B: I like the yellow bed.	3. A: Why are you in my bed? B: I'm sorry.

Characters (Roles)

Narrator, Goldilocks, Green Bird, Blue Bird, Papa Bear, Mama Bear, Baby Bear

Tips for Assigning Roles

- Decide how to assign roles. Will you let students choose the roles they want? Or will you choose the roles for your students?
- Some characters have more dialog than others. Consider the ability of your students. It's a good idea to give the bigger roles to students who are more confident or better at reading.

- In a large class, divide your students into groups. Each member in the group gets a role. And each group performs the playlet. In a small class, give multiple roles to students.

Songs

This book has 4 songs:

- Unit 1: Are You Hungry?
- Unit 2: Goldilocks, Goldilocks
- Unit 3: What Is Going On?
- Story Song: There Goes Goldilocks

Preparing to Perform

Ask your students about TV shows and movies that they like. Ask them what the actors do to make the characters seem real. After this, talk about the importance of moving your body, using your voice, and showing feelings when you are acting.

Move Your Body

Have your students think about the characters in the playlet. Many of the characters in *Goldilocks and the Three Bears* are animals, so get the students to practice moving like different animals—including different birds. You can choose animals that are not in the playlet if you want to make it more fun and challenging. The characters in this book all express a variety of feelings (e.g. hungry, sad, surprised, etc.). Get the students to think carefully about how to show these feelings with their own bodies.

Use Your Voice

Often, students forget to show emotion when they are reading English aloud. Make sure the students remember to let the characters' feelings come out through their voices. Here is a helpful tip for showing emotions in your voice. Tell students to think about how their face looks when they are happy (sad, scared, etc.). Tell them to show that feeling on their face. Then, when they start to talk, it will be easier to make their voices sound like that feeling.

Monthly Lesson Plan

Lesson	Week	Contents	Pages
1	1	<ul style="list-style-type: none"> • Introduce the Story and Characters • New Words • Story • Key Expressions and Speaking Practice 	SB 6-11 PB 2-3
2		<ul style="list-style-type: none"> • Review of New Words & Homework Check • Practice with Acting Tip • Cast of Characters • Tongue Twister • Mini-Script Reading 	SB 12-13 PB 4-5
3		<ul style="list-style-type: none"> • Review of New Words & Homework Check • Game Activity • Song • Mini-Script Reading 	SB 13-15 PB 5
4	2	<ul style="list-style-type: none"> • Review the Story • New words • Story • Key expressions and role-play • Reading comprehension 	SB 16-19 PB 6-7
5		<ul style="list-style-type: none"> • Review of New Words & Homework Check • Practice with Acting Tip • Cast of Characters • Tongue Twister • Mini-Script Reading 	SB 20-21 PB 8-9
6		<ul style="list-style-type: none"> • Review of New Words & Homework Check • Game activity • Song • Mini-script reading 	SB 21-23 PB 9

7	3	<ul style="list-style-type: none"> • Review the Story • New Words • Story • Key Expressions and role-play • Reading comprehension 	<p>SB 24-27 PB 10-11</p>
8		<ul style="list-style-type: none"> • Review of New Words & Homework Check • Practice with Acting Tip • Cast of Characters • Tongue Twister • Mini-Script reading 	<p>SB 28-29 PB 12-13</p>
9		<ul style="list-style-type: none"> • Review the Story & Homework Check • Game activity • Song • Mini-script reading 	<p>SB 26, 29-31 PB 13</p>
10	4	<ul style="list-style-type: none"> • Story Review • Character Review • Cast of Characters 	<p>SB 6-7, 34-40 PB 14-15</p>
11		<ul style="list-style-type: none"> • Readers’ Theater Preparation • Readers’ Theater Listening • Songs Review 	<p>SB 34, 42-43 PB 15-19</p>
12		<ul style="list-style-type: none"> • Readers’ Theater Final Preparation • Readers’ Theater Performance with Songs • Self- and Peer-Evaluations • Teacher’s Evaluations 	<p>SB 34- PB 15-19, 20- 21</p>

Sample Lesson Plan (Daily)

Daily Lesson Plan- Lesson 1

Unit 1		
TIME	PROCEDURES	PAGE
1 min.	1. Greet Students	
9 mins.	2. Introduce the story <ul style="list-style-type: none"> • Read the title of the story and ask students if they have heard of it. <ul style="list-style-type: none"> - Get students to tell you anything they know about the story. • Play audio track 1. Have students read the character information while they listen to the track. <ul style="list-style-type: none"> - Explain the meaning of any words the students don't know. - Ask the class which characters sound nice and which characters sound mean/unkind. 	SB 6-7 Track 1
10 mins.	3. New Words <ul style="list-style-type: none"> • Read the unit title. Ask students what they think the unit is about. • Look at the main images on the first two pages of the unit. Ask students to tell you what they can see in the image (people, objects, colors, places etc.). <ul style="list-style-type: none"> - Ask questions like <i>How many kids/animals/people/books (etc.) can you see? Where are they? What are they wearing/doing? Are they happy? Sad?</i> • Look at the New Words at the bottom of p. 8 & 9. Play the audio. Have students repeat the words. <ul style="list-style-type: none"> - Talk about the meanings of the words. - Activity: After practicing the New Words, have students work with a partner. Have students use the Unit 1 flashcards from the back of the book. One student holds up a flashcard. Their partner must say the correct word. Practice until each partner has the opportunity to say each word at least once. 	SB 8-9 Track 3
12 mins.	4. Story <ul style="list-style-type: none"> • Play audio track 2 and have the students listen and follow along with the story in their books. <ul style="list-style-type: none"> - Activity: Have students work with a partner and read the story aloud to practice pronunciation. After the students finish practicing with a partner, call on several students to read the story to the class. • Have the students look at the dialogs. Read each line and have the students repeat the sentences after you. 	SB 8-9 Track 2

13 mins.	<p>4. Key Expression and Role Play</p> <ul style="list-style-type: none"> • Look at the pictures on p.10 with the students. Review the names of the characters with the students. Ask questions like <i>Who is in this picture? What does he like? Is he happy? Etc.</i> • Play audio track 4 to the class and have the students read long in their books. Play the track again and have the students repeat the dialogs. • Have the students focus on the grammar box in the top corner of the page. Read the information to the class. • Have students work with a partner to do the role play activity on p.11. Model the example dialog to the students. Explain that they should change the underlined word each time. <ul style="list-style-type: none"> - Activity: After they finish practicing, choose 3 pairs of students to demonstrate the dialogs to the class (one pair for dialog 1, one pair for dialog 2, etc.) 	SB 10-11 Track 4
5 mins.	<p>6. Assign Homework & Wrap-up</p> <ul style="list-style-type: none"> • Have the students look at their practice book p.2-3. Have them circle the page numbers. <ul style="list-style-type: none"> - Explain that they should do the activities on these pages before the next class. • Wrap-up by asking the students to tell you 3 things they learned in today's lesson. Have students shout out their ideas, or call on students if your class is shy. 	PB 2-3

Daily Lesson Plan- Lesson 2

Unit 1		
TIME	PROCEDURES	PAGE
1 min.	1. Greet Students	
9 mins.	2. Review and check homework <ul style="list-style-type: none"> • Review words from the previous lesson. <ul style="list-style-type: none"> - Hold up the flashcard for the word and have students shout out the correct word. 1) Check the homework from last time. Read out the question number and have students say the correct answer. The teacher should also write the correct answer on the whiteboard or show it using a projector. 	PB 2-3 Flashcard
15 mins.	3. Practice <ul style="list-style-type: none"> • Start by asking the students what they remember about the story. Ask students to tell you who the characters are. • A. Look at the main image on p.12. Read the 4 words and have the students repeat them. Have the students work with a partner to match the words to the correct images. <ul style="list-style-type: none"> - Go over the answers with the whole class. • B. Play the acting tip video for the class to watch. Then have students read the information in the book. <ul style="list-style-type: none"> - Have the students work with a partner do the practice activity in the book. If you like, play the video again and have the students practice while watching the video. • C. Have students practice more by doing activity C with a partner. Choose several students to demonstrate to the class. 	SB 12 Video (Acting Tip)
10 mins.	4. Cast of Characters <ul style="list-style-type: none"> • D. Bring students attention to the characters at the top of p.13. <ul style="list-style-type: none"> - Play the audio file and have students read the mini-script in the book while they listen. - Play the audio again and have students repeat after each line. - Put the students into groups. There should one student for each role in the mini-script. • Have students open the practice book to p.4. Explain that they will decide which students will play the different roles. <ul style="list-style-type: none"> - In their groups they should write the name of one student by each role. Make sure that all the students write the names down. They will need this information later. - After they have chosen the roles, one member from each group will read out the roles and list of names for their group. 	SB 12 Track 5 PB 4

7 mins.	<p>5. Tongue Twister</p> <ul style="list-style-type: none"> • Explain that a tongue twister is a special phrase that is difficult to say. Tell the class that tongue twisters are a fun way to try to get better at speaking English quicker and with good pronunciation. <ul style="list-style-type: none"> - Play the Unit 1 tongue twister video. Then have the students work in their groups to practice the tongue twister. - Have all the groups stand up. Tell the class that you will have a speed contest. The first group to say the tongue twister 3 times should sit down. They are the winner: Teacher: <i>OK, everyone stand up. You all will say the tongue twister 3 times. When you finish the tongue twister 3 times, sit! The first group to sit is the winner. Ok, GO!</i> 	PB 4 Video (Tongue Twister)
7 mins.	<p>6. Script Reading</p> <ul style="list-style-type: none"> • Read the directions at the top of p.5 of the Practice Book. Remind them to use the acting tip from the video. <ul style="list-style-type: none"> - Have students work in their groups to read the mini-script. - If there is time, have one group demonstrate the mini-script. 	PB 5
1 min.	<p>6. Assign Homework</p> <ul style="list-style-type: none"> • For homework, ask the students to practice reading their role from the mini-script. 	

Daily Lesson Plan- Lesson 3

Unit 1		
TIME	PROCEDURES	PAGE
1 min.	1. Greet Students	
5 mins.	2. Check Homework & Review <ul style="list-style-type: none"> • Ask for a group to volunteer to read the mini-script that was assigned for homework. <ul style="list-style-type: none"> - Have the rest of the class give feedback (focus on how well they read). 	SB 13 OR PB 5
14 mins.	3. Game Activity <ul style="list-style-type: none"> • Have the students turn to p.14 in the Student Book. Have them look at the game activity. Read the directions and make sure that students know what they should do. <ul style="list-style-type: none"> - Practice any language or expressions from the activity by reading it and having the students repeat after you. - Have the students do the activity in groups of 3 or 4. Allow the students time to complete the activity. When it seems like most groups have finished, ask them what they enjoyed about the activity. 	SB 14
10 mins.	4. Song <ul style="list-style-type: none"> • Have the students look at p. 15 in the Student Book. Play the audio for the song. <ul style="list-style-type: none"> - After listening to the song (Track 6), look at the lyrics with the students. - Practice reading the words without the music. Then play the audio file again and have the class sing the song. Practice singing two times. • Activity: After practicing the song, tell the students to close their books. Give them a copy of the song with some of the words missing. If you have a projector, show the song with missing words using the projector instead. Tell them to fill in the missing words while they listen to the song. Play the song twice. After listening, go over the missing words with the whole class. 	SB 15 Track 6

15 mins.	<p>5. Script Reading</p> <ul style="list-style-type: none"> • Have students get out their Practice Book. Have them get into their “Cast of Characters” groups. Have the class watch the practice video. <ul style="list-style-type: none"> - After watching the practice video, discuss the acting tip. How did the actor use the tip in the video? - Have each group practice the mini-script. They should read it through at least two times. - Have 2 or 3 groups perform their mini-script in front of the class. Tell them that they can read from their scripts. They do NOT need to memorize the words. • Activity: Speed contest! Have the whole class stand up. <ul style="list-style-type: none"> - Each group stands with their group members in a line. - The student at the front of the line reads the first line of the mini-script, then runs to the back of the line. - The next student reads the second line and runs to the back of the line. Students take it in turns to read one line and run to the back. - When they finish reading the mini-script, the activity is over, and they should sit. The first group to sit wins! 	PB 5 Video (role-play)
5 mins.	<p>6. Review & Wrap-up</p> <ul style="list-style-type: none"> • Review the expressions from the key expressions on p. 10. Read the first part, and have students give the reply. Then have students close their books. Again, read the first part. This time students reply without looking. • For homework, have students practice their lines from the mini-script at home. 	SB 10

Daily Lesson Plan- Lesson 4

Unit 2		
TIME	PROCEDURES	PAGE
1 min.	1. Greet Students	
11 mins.	2. Review the story and introduce New Words <ul style="list-style-type: none"> • Ask the students what they can remember from Unit 1. What happened in the story so far? Ask which is their favorite character in the story so far. <ul style="list-style-type: none"> - Read the unit title on p. 16. Ask students what they think the unit is about. • Look at the main images on the first two pages of the unit. Ask students to tell you what they can see in the image (people, objects, colors, places etc.). <ul style="list-style-type: none"> - Ask questions like <i>How many kids/animals/people/books (etc.) can you see? Where are they? What are they wearing/doing? Are they happy? Sad?</i> • Look at the New Words at the bottom of p. 16 & 17. Play the audio. Have students repeat the words. <ul style="list-style-type: none"> - Talk about the meanings of the words. - Activity: After practicing the New Words, have students work with a partner. Have students use the Unit 1 flashcards from the back of the book. One student holds up a flashcard. Their partner must say the correct word. Practice until each partner has the opportunity to say each word at least once. Make this a review activity by including the flashcards from Unit 1, too. 	SB 16-17 Track 8
12 mins.	3. Story <ul style="list-style-type: none"> • Play audio track 7 and have the students listen and follow along with the story in their books. <ul style="list-style-type: none"> - Activity: Have students work with a partner and read the story aloud to practice pronunciation. After the students finish practicing with a partner, call on several students to read the story to the class. • Have the students look at the dialogs. Read each line and have the students repeat the sentences after you. <ul style="list-style-type: none"> - Activity: Have students make groups of 3. One student reads the story, the other two students read the dialogs. Give them 3-5 minutes to practice, then have two or three groups demonstrate to the class. 	SB 16-17 Track 7

12 mins.	<p>4. Key Expressions and Role Play</p> <ul style="list-style-type: none"> • Look at the pictures on p.18 with the students. Review the names of the characters with the students. Ask questions like <i>Who is in this picture? What does he like? Is he happy? Etc.</i> • Play audio track 9 to the class and have the students read long in their books. Play the track again and have the students repeat the dialogs. • Have the students focus on the grammar box in the top corner of the page. Read the information to the class and get the students to repeat it. • Have students work with a partner to do the role play activity on p.19. Model the example dialog to the students. Explain that they should change the underlined word each time. <ul style="list-style-type: none"> - Activity: After they finish practicing, choose 3 pairs of students to demonstrate the dialogs to the class (one pair for dialog 1, one pair for dialog 2, etc.) 	SB 18-19 Track 9
10 mins.	<p>5. Reading Comprehension</p> <ul style="list-style-type: none"> • Have students turn to page 7 in the Practice Book. Have them work with a partner to complete the reading comprehension activities. <ul style="list-style-type: none"> - Check the answers with the whole class. 	PB 7
4 mins.	<p>6. Assign Homework & Wrap-up</p> <ul style="list-style-type: none"> • Have the students look at their Practice Book p.6. Have them circle the page number. <ul style="list-style-type: none"> - Explain that they should do the activity on this page before the next class. • Wrap-up by asking the students to tell you 3 things they learned in today's lesson. Have students shout out their ideas or call on students if your class is shy. 	PB 6

Daily Lesson Plan- Lesson 5

Unit 2		
TIME	PROCEDURES	PAGE
1 min.	1. Greet Students	
9 mins.	2. Review and check homework <ul style="list-style-type: none"> • Review words from units 1 and 2 <ul style="list-style-type: none"> - Hold up the flashcard for the word and have students shout out the correct word. 2) Check the homework from last time. Read out the question number and have students say the correct answer. The teacher should also write the correct answer on the whiteboard or show it using a projector. 	PB 2-3 Flashcard
15 mins.	3. Practice <ul style="list-style-type: none"> • Start by asking the students what they remember about the story. Ask students to tell you who the characters are. • A. Look at the main image on p.20. Read the 4 words and have the students repeat them. Have the students work with a partner to match the words to the correct images. <ul style="list-style-type: none"> - Go over the answers with the whole class. • B. Play the acting tip video for the class to watch. Then have students read the information in the book. <ul style="list-style-type: none"> - Have the students work with a partner do the practice activity in the book. If you like, play the video again and have the students practice while watching the video. • C. Have students practice more by doing activity C with a partner. Choose several students to demonstrate to the class. 	SB 20 Video (Acting Tip)
10 mins.	4. Cast of Characters <ul style="list-style-type: none"> • D. Bring students attention to the characters at the top of p.21. <ul style="list-style-type: none"> - Play the audio file and have students read the mini-script in the book while they listen. - Play the audio again and have students repeat after each line. - Put the students into groups. There should one student for each role in the mini-script. • Have students open the practice book to p.8. Explain that they will decide which students will play the different roles. <ul style="list-style-type: none"> - In their groups they should write the name of one student by each role. Make sure that all the students write the names down. They will need this information later. - After they have chosen the roles, one member from each group will read out the roles and list of names for their group. 	SB 21 Track 21 PB 8

7 mins.	<p>5. Tongue Twister</p> <ul style="list-style-type: none"> Explain that a tongue twister is a special phrase that is difficult to say. Tell the class that tongue twisters are a fun way to try to get better at speaking English quicker and with good pronunciation. <ul style="list-style-type: none"> Play the Unit 2 tongue twister video. Then have the students work in their groups to practice the tongue twister. Have all the groups stand up. Tell the class that you will have a speed contest. The first group to say the tongue twister 3 times should sit down. They are the winner: Teacher: <i>OK, everyone stand up. You all will say the tongue twister 3 times. When you finish the tongue twister 3 times, sit! The first group to sit is the winner. Ok, GO!</i> 	PB 8 Video (Tongue Twister)
7 mins.	<p>6. Script Reading</p> <ul style="list-style-type: none"> Read the directions at the top of p.9 of the Practice Book. Remind them to use the acting tip from the video. Have students work in their groups to read the mini-script. If there is time, have one group demonstrate the mini-script. Extension Activity: The teacher shouts out the name of a character from the playlet or mini-scripts. All the students should stand and start moving their bodies like that character. ex. Teacher: <i>OK! Swan!</i> Students: <i>I'm a swan!</i> (moving and walking as if they are swans) Teacher: <i>Great job. Next: Elephant!</i> Students: <i>I'm an elephant!</i> (move like an elephant) 	PB 9
1 min.	<p>6. Assign Homework</p> <ul style="list-style-type: none"> For homework, ask the students to practice reading their role from the mini-script. 	SB 21 OR PB 9

Daily Lesson Plan- Lesson 6

Unit 2		
TIME	PROCEDURES	PAGE
1 min.	1. Greet Students	
9 mins.	2. Check Homework & Review <ul style="list-style-type: none"> • Ask for a group to volunteer to read the mini-script that was assigned for homework. - Have the rest of the class give feedback (focus on how well they read). 	SB 21 OR PB 9
10 mins.	3. Game Activity <ul style="list-style-type: none"> • Have the students turn to p.22 in the Student Book. Have them look at the game activity. Read the directions and make sure that students know what they should do. - Practice any language or expressions from the activity by reading it and having the students repeat after you. - Have the students do the activity with a partner or in groups of 3 or 4. Allow the students time to complete the activity. When it seems like most groups have finished, ask them what they enjoyed about the activity. 	SB 22
13 mins.	4. Song <ul style="list-style-type: none"> • Have the students look at p. 23 in the Student Book. Play the audio for the song. <ul style="list-style-type: none"> - After listening to the song (Track 11), look at the lyrics with the students. - Practice reading the words without the music. Then play the audio file again and have the class sing the song. Practice singing two times. • Activity: After practicing the song, tell the students to close their books. Give them a copy of the song with some of the words missing. If you have a projector, show the song with missing words using the projector instead. Tell them to fill in the missing words while they listen to the song. Play the song twice. After listening, go over the missing words with the whole class. 	SB 23 Track 11

12 mins.	<p>5. Script Reading</p> <ul style="list-style-type: none"> • Have students get out their Practice Book. Have them get into their “Cast of Characters” groups. Have the class watch the practice video. <ul style="list-style-type: none"> - After watching the practice video, discuss the acting tip. How did the actor use the tip in the video? - Have each group practice the mini-script. They should read it through at least two times. - Have 2 or 3 groups perform their mini-script in front of the class. Tell them that they can read from their scripts. They do NOT need to memorize the words. • Activity: Speed contest! Have the whole class stand up. <ul style="list-style-type: none"> - Each group stands with their group members in a line. - The student at the front of the line reads the first line of the mini-script, then runs to the back of the line. - The next student reads the second line and runs to the back of the line. Students take it in turns to read one line and run to the back. - When they finish reading the mini-script, the activity is over, and they should sit. The first group to sit wins! 	PB 9 Video (role-play)
5 mins.	<p>6. Review & Wrap-up</p> <ul style="list-style-type: none"> • Review the expressions from the key expressions on p. 18. Read the first part, and have students give the reply. Then have students close their books. Again, read the first part. This time students reply without looking. • For homework, have students practice their lines from the mini-script at home. 	SB 18 PB 9

Daily Lesson Plan- Lesson 7

Unit 3		
TIME	PROCEDURES	PAGE
1 min.	1. Greet Students	
14 mins.	2. Review the story and introduce New Words <ul style="list-style-type: none"> • Ask the students what they can remember from Unit 2. What happened in the story so far? Ask which is their favorite character in the story so far. <ul style="list-style-type: none"> - Read the unit title on p. 24. Ask students what they think the unit is about. • Look at the main images on the first two pages of the unit. Ask students to tell you what they can see in the image (people, objects, colors, places etc.). <ul style="list-style-type: none"> - Ask questions like <i>How many kids/animals/people/books (etc.) can you see? Where are they? What are they wearing/doing? Are they happy? Sad?</i> • Look at the New Words at the bottom of p. 24 & 25. Play the audio. Have students repeat the words. <ul style="list-style-type: none"> - Talk about the meanings of the words. - Activity: rock, scissors, paper After practicing the New Words, have students work in groups of three. Have students spread the flashcards from units 1,2, and 3 on the desk, picture side up. - Students do rock, scissors, paper, and the winner points to a card. They should say the word. If they are right, they keep the card. Do rock, scissors, paper again, repeat. Keep going until all the cards are gone. The student with the most cards is the winner. 	SB 24 Track 24 Flashcard
11 mins.	3. Story <ul style="list-style-type: none"> • Play audio track 12 and have the students listen and follow along with the story in their books. <ul style="list-style-type: none"> - Activity: Have students work with a partner and read the story aloud to practice pronunciation. After the students finish practicing with a partner, call on several students to read the story to the class. • Have the students look at the dialogs. Read each line and have the students repeat the sentences after you. <ul style="list-style-type: none"> - Activity: Have students make groups of 3. One student reads the story, the other two students read the dialogs. Give them 3-5 minutes to practice, then have two or three groups demonstrate to the class. 	SB 24-25 Track 12

12 mins.	<p>4. Key Expressions and Role Play</p> <ul style="list-style-type: none"> • Look at the pictures on p.26 with the students. Review the names of the characters with the students. Ask questions like <i>Who is in this picture? What does he like? Is he happy? Etc.</i> • Play audio track 14 to the class and have the students read long in their books. Play the track again and have the students repeat the dialogs. • Have the students focus on the grammar box in the top corner of the page. Read the information to the class and get the students to repeat it. • Have students work with a partner to do the role play activity on p.27. Model the example dialog to the students. Explain that they should change the underlined word each time. <p>Activity: After they finish practicing, choose 3 pairs of students to demonstrate the dialogs to the class (one pair for dialog 1, one pair for dialog 2, etc.)</p>	SB 26-27 Track 14
9 mins.	<p>5. Reading Comprehension</p> <ul style="list-style-type: none"> • Have students turn to page 11 in the Practice Book. Have them work with a partner to complete the reading comprehension activities. <ul style="list-style-type: none"> - Check the answers with the whole class. 	PB 11
3 mins.	<p>6. Assign Homework & Wrap-up</p> <ul style="list-style-type: none"> • Have the students look at their Practice Book p.10. Have them circle the page number. <ul style="list-style-type: none"> - Explain that they should do the activity on this page before the next class. - Wrap-up by asking the students to tell you 3 things they learned in today's lesson. Have students shout out their ideas or call on students if your class is shy. 	PB 10

Daily Lesson Plan- Lesson 8

Unit 3		
TIME	PROCEDURES	PAGE
1 min.	1. Greet Students	
9 mins.	2. Review of words and check homework <ul style="list-style-type: none"> • Review words from units 1,2, and 3. <ul style="list-style-type: none"> - Hold up the flashcard for the word and have students shout out the correct word. 3) Check the homework from last time. Read out the question number and have students say the correct answer. The teacher should also write the correct answer on the whiteboard or show it using a projector. 	PB 10 Flashcard
15 mins.	3. Practice <ul style="list-style-type: none"> • Start by asking the students what they remember about the story. Ask students to tell you who the characters are. • A. Look at the images at the top of p.28. Ask the students what they see in these images. Have the students work with a partner to number the images in the order that they appear in the story. <ul style="list-style-type: none"> - Go over the answers with the whole class. • B. Play the acting tip video for the class to watch. Then have students read the information in the book. <ul style="list-style-type: none"> - Have the students work with a partner do the practice activity in the book. If you like, play the video again and have the students practice while watching the video. • C. Have students practice more by doing activity C with a partner. Choose several students to demonstrate to the class. 	SB 28 Video (Acting Tip)
10 mins.	4. Cast of Characters <ul style="list-style-type: none"> • D. Bring students attention to the characters at the top of p.29. <ul style="list-style-type: none"> - Play the audio file and have students read the mini-script in the book while they listen. - Play the audio again and have students repeat after each line. - Put the students into groups. There should one student for each role in the mini-script. • Have students open the Practice Book to p.12. Explain that they will decide which students will play the different roles. <ul style="list-style-type: none"> - In their groups they should write the name of one student by each role. Make sure that all the students write the names down. They will need this information later. - After they have chosen the roles, one member from each group will read out the roles and list of names for their group. 	SB 29 Track 15 PB 12

7 mins.	5. Tongue Twister <ul style="list-style-type: none"> • Tell the class that you are going to practice a new tongue twister. <ul style="list-style-type: none"> - Play the Unit 3 tongue twister video. Then have the students work in their groups to practice the tongue twister. - Ask the student which is their favorite tongue twister from this book. Ask for volunteers to read all three tongue twisters. It may be helpful if you write them on the whiteboard for students to see. If students do not volunteer, pick three students to read all three tongue twisters. 	PB 12 Video (Tongue Twister)
7 mins.	6. Script Reading <ul style="list-style-type: none"> • Read the directions at the top of p.13 of the Practice Book. Remind them to use the acting tip from the video. <ul style="list-style-type: none"> - Have students work in their groups to read the mini-script. - If there is time, have one group demonstrate the mini-script. 	PB 13
1 min.	7. Assign Homework <ul style="list-style-type: none"> • For homework, ask the students to practice reading their role from the mini-script. 	SB 29 OR PB 13

Daily Lesson Plan- Lesson 9

Unit 3		
TIME	PROCEDURES	PAGE
1 min.	1. Greet Students	
5 mins.	2. Review the Story & Check Homework <ul style="list-style-type: none"> • Check the answer to Practice Book p.10 with the whole class. • Ask the students to tell the story so far. What can they remember about the story? 	PB 10
14 mins.	3. Game Activity <ul style="list-style-type: none"> • Have the students turn to p.30 in the Student Book. Have them look at the game activity. Read the directions and make sure that students know what they should do. <ul style="list-style-type: none"> - Practice any language or expressions from the activity by reading it and having the students repeat after you. - Have the students do the activity with a partner or in groups. Allow the students time to complete the activity. When it seems like most groups have finished, ask them what they enjoyed about the activity. 	SB 30
10 mins.	4. Song <ul style="list-style-type: none"> • Have the students look at p. 31 in the Student Book. Play the audio for the song. <ul style="list-style-type: none"> - After listening to the song (Track 16), look at the lyrics with the students. - Practice reading the words without the music. Then play the audio file again and have the class sing the song. Practice singing two times. - Ask the students which song from the book is their favorite. Count how many students like each song. Play and sing the song that the most students like again. 	SB 31 Track 16
15 mins.	5. Script Reading <ul style="list-style-type: none"> • Have students get out their Practice Book. Have them get into their "Cast of Characters" groups. Have the class watch the practice video. <ul style="list-style-type: none"> - After watching the practice video, discuss the acting tip. How did the actor use the tip in the video? - Have each group practice the mini-script. They should read it through at least two times. - Have 2 or 3 groups perform their mini-script in front of the class. Tell them that they can read from their scripts. They do NOT need to memorize the words. • Activity: Speed contest! Have the whole class stand up. <ul style="list-style-type: none"> - Each group stands with their group members in a line. - The student at the front of the line reads the first line of the mini-script, then runs to the back of the line. - The next student reads the second line and runs to the back of the line. Students take it in turns to read one line and run to the back. 	PB 13 Video (Role-play)

	- When they finish reading the mini-script, the activity is over, and they should sit. The first group to sit wins!	
5 mins.	6. Review & Wrap-up <ul style="list-style-type: none">• Review the expressions from the key expressions on p. 26. Read the first part, and have students give the reply. Then have students close their books. Again, read the first part. This time students reply without looking.• For homework, have students practice their lines from the mini-script at home.	SB 26 & 29

Daily Lesson Plan- Lesson 10

Unit 4		
TIME	PROCEDURES	PAGE
1 min.	1. Greet Students	
14 mins.	2. Story Review A <ul style="list-style-type: none"> • Look at p.32 with the students. Ask the students what is happening in each picture. Talk about who the characters are. <ul style="list-style-type: none"> - Ask the students to think about what the characters in each image are saying to each other. - Read the sets of dialogs on the page. The teacher should read each line, and the students repeat. - Have the students work with a partner. Tell them to match the dialogs with the correct pictures. Check the answers with the whole class. - Have each pair practice the dialogs together. Get 4 pairs to read the dialogs in front of the class (one pair per dialog). 	SB 32
15 mins.	3. Story Review B <ul style="list-style-type: none"> • Look at p. 33 with the students. Select 6 students to read aloud the text below each image (one section per student). After the students finish reading, have students work with a partner. <ul style="list-style-type: none"> - The partners take it in turns to read the text under image 1, then image 2, and so on. - Activity: Each student should take the unit 4 flashcards from the back of the book. - One student places the cards image up. The other student places the cards text up. - The students should do rock, scissors, paper. The winner gets to point to a picture. Then they should point to the matching text card. If they are right, they keep both cards. - Repeat until all the cards are gone. The winner is the student with the most cards. 	SB 33
8 mins.	4. Character Review <ul style="list-style-type: none"> • Have students turn to pages 6 and 7 in the Student Book. Review the character information with the class. <ul style="list-style-type: none"> - Ask the students questions about the voice and movements of the characters, e.g. Teacher: <i>OK, what kind of voice does (Ugly Duckling/the Wolf/the old man/ Goldilocks etc.) have? How does he/she move?</i> <p>Have students shout out or act out their answers.</p>	SB 6-7

9 mins.	<p>5. Cast of Characters</p> <ul style="list-style-type: none"> • Have the students look at p.14 in the Practice Book. Tell them that the class will do a performance of the whole playlet. Tell them that they should choose classmates to play each role. (If the teacher is assigning roles, tell each student the role you want them to play) <ul style="list-style-type: none"> - Have the students decide which roles to play. Give them time to volunteer for roles and to choose roles for each other. (Some playlets have more roles. If there are more roles than students, some students may need to play more than one role.) • Have each student work with a partner. With their partner, they should discuss their character. Ask the students to decide what kind of voice the character should have and how they should move. <ul style="list-style-type: none"> - After giving the student time to talk to their partner, ask a few students to share their ideas. 	PB 14
3 mins.	<p>6. Assign Homework & Wrap-up</p> <ul style="list-style-type: none"> • Have the students look at the playlet in their practice book, starting on p. 15. Their homework is to highlight their lines in the playlet. Explain that this homework will help them prepare for a performance. • Wrap-up by asking the students to tell you what they are looking forward to about performing the playlet. 	SB 34 PB 15-19

Daily Lesson Plan- Lesson 11

Unit 4		
TIME	PROCEDURES	PAGE
1 min.	1. Greet Students	
14 mins.	2. Readers' Theater: Preparation <ul style="list-style-type: none"> • Have the students look at the Readers' Theater script starting on p. 34 <ul style="list-style-type: none"> - Have the students look at the list of characters at the top of the page. - Check that students remember which roles they will play. Read out the name of the character. Ask "<i>Who is playing this role?</i>" The student playing that role should raise their hand and reply "<i>I am.</i>" If they are unsure, remind them to look at the list they made on p.14 of the Practice book. 	SB 34 PB 14
10 mins.	3. Readers' Theater: Listening <ul style="list-style-type: none"> • Have the students look at p. 34 in the Student Book. Tell the students that they will listen to the whole playlet. Ask them to pay special attention to the lines of their character. <ul style="list-style-type: none"> - Play track 17 and have students read along in their books as they listen. 	SB 34- Track 17
12 mins.	4. Readers' Theater: Practice <ul style="list-style-type: none"> • Give the students time to practice the playlet. Encourage them to use the acting tips from the student book while they practice. 	SB 34- (OR PB 15-)
10 mins.	5. Songs Review <ul style="list-style-type: none"> • Look at the song pages that appear at the end of the playlet <ul style="list-style-type: none"> - Practice singing the 4 songs with the class. 	SB 42-43
3 mins.	6. Assign Homework & Wrap-up <ul style="list-style-type: none"> • Ask the students to practice the songs and their lines for homework. <ul style="list-style-type: none"> - Explain that during the next class they will perform the readers' theater! 	

Daily Lesson Plan- Lesson 12

Unit 4		
TIME	PROCEDURES	PAGE
1 min.	1. Greet Students	
14 mins.	2. Readers' Theater: Final Preparation <ul style="list-style-type: none"> • Ask the students to get out their student books and open them to the playlet. Tell them that you will give them 10 minutes to practice the playlet and songs. <ul style="list-style-type: none"> - After 10 minutes, tell the class to get ready for their performance. - Tell everyone to stand up. Ask them to breath in deeply through their noses, then out through their mouths. Repeat 3 times. This should help calm down any nerves. • Have the students move their chairs so that they are sitting in a circle. Tell them that they can stand or sit to perform. Remember – readers' theater is a low-stress activity! 	SB 34- (OR PB 15-)
10 mins.	3. Readers' Theater Performance with Songs <ul style="list-style-type: none"> • Time to act! Remind students to think about voice, body, and showing feeling. • Start the performance! 	SB 34- (OR PB 15-)
20 mins.	4. Evaluation <ul style="list-style-type: none"> • Tell the students they did a great job. Have them move their chairs back to their usual places. Then, ask them to look at p.20 in the Practice Book. • Self-Evaluation: Ask the students to think about their performance. Tell them to color in the stars for each category: Explain that 1 star means bad job, 5 stars means great job. <ul style="list-style-type: none"> - Read each category (e.g. <i>1. I spoke clearly</i>), then explain the meaning. Give students time to color the stars before you move on to number 2, etc. - When they finish coloring stars, ask them to count how many stars they colored. They should write the total number on the blank line. - Have a few students share how many stars they colored. • Peer Evaluation: Next, ask them to look at "Peer Evaluation" on p. 20. Ask them to write the names of 5 classmates in the table. Then tell them, "<i>Did your classmates do a great job? Did they do an OK job? Did they do a poor job? Color the face you think matches your classmate's acting.</i>" <ul style="list-style-type: none"> - Tell them to add a comment for their classmates to praise or encourage them. - Ask 5-6 students to read out their peer evaluations to the whole class. 	PB 20

3 mins.	5. Teacher's Evaluation <ul style="list-style-type: none">• Tell the students to look at p. 21. Tell them that you loved the performance. Tell them that you will give every student their own evaluation.<ul style="list-style-type: none">- Have the students write their name and the role they played in the spaces on p. 21.- Read through the evaluation categories with the class and check they understand the meaning.- Collect the books from the class: You will complete the evaluation and the performance award on PB p.23	PB 21
2 mins.	6. Wrap-up <ul style="list-style-type: none">• Ask the students to tell you 3 things they liked about doing readers' theater. Ask them what they would do differently if they performed the playlet again.	

Readers' Theater Rubric

Name: _____

Date: _____

Category	1: Room for improvement	2: Average	3: Good	4: Excellent
Use of Voice	Student did not speak clearly or was hard to hear. Student didn't match voice to the role.	Student sometimes spoke unclearly and was hard to hear at time. At times, student matched voice to the role.	Student mostly spoke clearly and was usually easy to hear. Student matched voice to the role.	Student spoke very clearly and was easy to hear. Student matched voice to the role.
Body Movement & Gestures	Student did not move or was very stiff.	Student used limited gestures and movement.	Student mostly used gestures and movement well.	Student moved naturally and used many gestures.
Use of feeling and expression	Student did not show any feeling or expression.	Student sometimes showed feeling and expression.	Student mostly showed feeling and expression.	Student was very effective at showing feeling and expression.
Confidence	Student did not show confidence during the performance.	Student showed confidence at moments during the performance.	Student mostly gave a confident performance.	Student gave a very confident performance.
Teamwork	Student did not work well with others and was unhelpful.	Student sometimes worked well with other group members.	Student mostly worked well with other group members.	Student worked well with other group members and was very helpful.
Teacher's comments				