



EXPEDITIONARY
LEARNING

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

Learning from Literature: Simple Machines

Readers Theater



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, poem, or drama (e.g., verse, rhythm, meter, casts of characters, settings, descriptions, dialogue, stage directions). (RL.4.5)
- I can describe the differences in structures of poems, drama, and prose. (RL.4.5)
- I can explain what a text says using specific details from the text. (RL.4.1)
- I can read fourth-grade-level texts with fluency. (RF.4.4)
- I can express my own ideas clearly during discussions. (SL.4.1)
- I can follow our class norms when I participate in a conversation. (SL.4.1)

Supporting Learning Targets

- I can share my opinion on a topic and respect the opinions of others.
- I can identify the characteristics of Readers Theater through examining the text *The Machine*.
- I can explain how drama is different from other types of fiction.

Ongoing Assessment

- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Forming Opinions as Readers (15 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Noticing the Characteristics of Readers Theater (10 minutes) B. First Read of Readers Theater: Getting the Gist of <i>The Machine</i> (10 minutes) C. Second Read: Practice Performing a Readers Theater (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Exit Ticket (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Reread <i>The Machine</i> silently to yourself. Find your lines and mark with a star in pencil. Practice reading your assigned part out loud to a family member, friend, or yourself. 	<ul style="list-style-type: none"> • This lesson has three purposes. The first and obvious purpose is to continue to build students’ knowledge about simple machines. This second purpose is to orient students to the skill of sharing and supporting their opinions with evidence; this begins to prepare students for the module performance task, which focuses on W.4.1. The final purpose is to engage students on the topic of simple machines by introducing some of their daily uses as described by a Readers Theater. This also introduces students to a new genre (drama). Because students began this unit by reading informational text, it is important to signal the shift to reading literature. Explain to students that readers use a variety of texts to learn about a topic; they will still be building content knowledge about simple machines. • In this lesson students examine the structure of drama and learn how drama is different from other types of literature (RL.4.5). Emphasize this, since it is students’ first time working with this standard. • Prepare the Exploring Opinions as Readers and Writers anchor chart and the Readers Theater anchor chart (see supporting materials for directions). • Review Mix and Mingle (see supporting materials). • In advance: Consider practicing reading the Readers Theater script <i>The Machine</i> (spoken parts only) aloud before this lesson, to prepare to model fluent reading of this text for students. • Determine which students to assign to each part on s 219–221. There are 12 parts, so two or three students may need to be assigned to the same part. Consider partnering ELL L1s with L2s of the same home language or less fluent readers with more fluent readers. Students will practice their lines for homework and again with their partner in the next lesson. • Students will read from page 219 title, “<i>The Machine</i>,” until the line “CHILD 4: Yes, and when you put them together, you can make big, big machines.” • Note: <i>The Machine</i> (pp. 219–221 in the book <i>Take a Quick Bow!</i> by Pamela Marx) (one book for the teacher plus copies for students.) The book explicitly indicates: “Only portions of this book intended for classroom use may be reproduced without permission in writing from the publisher.” Thus, making copies for students is permissible. • Post: Learning targets.



Lesson Vocabulary	Materials
opinion, fiction, Readers Theater, drama, set, players, script	<ul style="list-style-type: none">• Exploring Opinions as Readers and Writers anchor chart• Mix and Mingle (directions posted or copied on board; see supporting materials)• Readers Theater anchor chart• <i>The Machine</i>, pages 219–221 in <i>Take a Quick Bow!</i> by Pamela Marx (one book for the teacher, plus copies for students; see teaching notes)• Highlighters or sticky notes (for each student)• Document camera• Equity sticks• 3" x 5" index cards (one per student)



Opening	Meeting Students' Needs
<p>A. Forming Opinions as Readers (15 minutes)</p> <ul style="list-style-type: none"> • Post the first learning target: “I can share my opinion on a topic and respect the opinions of others.” Have students turn to a partner and explain this target in their own words. Have a few pairs share their thinking. • Post the Exploring Opinions as Readers and Writers anchor chart. Read the definition of <i>opinion</i> written on the chart “Opinion: what a person thinks about a topic; their view or judgment. This thinking can be based on facts, feelings, experience, or a combination of all three.” • Tell students they will be reading and writing like scientists as they research simple machines. But they will also examine how readers and writers share and support opinions. Explain that over the next several weeks, they’ll study a lot of facts about simple machines and they’ll practice forming and supporting opinions about how these machines help people do work. • Tell students that today they will practice forming and sharing their opinions. Explain that sometimes people become emotional about their opinions and even angry when others do not agree with them. Ask students to think about what it means to “respect the opinions of others.” Have them turn to a partner and discuss what it means to them. Have pairs share and briefly discuss with the class what it will look and sound like when they respect others’ opinions. Listen for students to suggest behaviors such as looking at the speaker, one person speaking at a time, and disagreeing calmly and kindly. Consider giving students sentence frames for disagreeing with their peers and practice using a respectful tone of voice (“I disagree with that because I think _____.”). • Tell students they are going to read a Readers Theater about simple machines. Explain that <i>Readers Theater</i> is a type of fiction. Point out that so far they’ve been reading informational text about simple machines. If necessary, review the meaning of the word <i>fiction</i> (an imagined story). • Tell them you would like them to form an opinion, which they will share in a few minutes with their peers. Be clear with students that at this moment, they are just thinking about the question, not answering aloud. Ask and post the following questions on the board: <ul style="list-style-type: none"> * “Is fiction a good teacher of facts? What is your opinion and why?” • Explain that there is not one set right or wrong answer. Remind students they must have a reason for their opinion, so they should be ready to explain their answers to this question when they share. 	<ul style="list-style-type: none"> • This activity gives students practice forming their opinions. In Lesson 6, they then take the next step to support those opinions with reasons drawn from examples in the text <i>The Machine</i>. These two lessons give students oral practice with these skills before they write in Unit 3 (W.4.3). This oral rehearsal supports all students, particularly ELLs. • Consider placing ELLs who are L1 with an L2 who speaks the same language. <p><i>Note: Rules for eye contact vary across cultures, particularly for eye contact between people of different genders or with those who are considered authority figures. Be sure to be sensitive to this when discussing eye contact with your students.</i></p>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that they are going to use a Mix and Mingle to practice sharing their opinions and respecting others' opinions. Explain that Mix and Mingle is similar to Think-Pair-Share, but instead of sharing with a single partner, they get to move around and share their thinking with several peers. Post the following directions below the question:• Post the following directions for Mix and Mingle:<ol style="list-style-type: none">1. Read the question and think about your opinion.2. Stand up and find a partner.3. Share your opinions with each other. Be sure to explain why you have this opinion. Be respectful speakers and listeners.4. Thank your partner, then find another and repeat.• Address any clarifying questions about Mix and Mingle.• Give students 1 minute to complete Step 1 of the directions.• Then give students 4 minutes to complete the rest of the steps for Mix and Mingle. Listen to students' conversations for opinions based on prior experience reading fiction in class. (For example, some students may feel fiction is imaginary and therefore cannot reliably teach facts; others may recall the facts that were important to the genre of historical fiction in the previous module and believe that readers can learn facts from fiction.)• Gather students together and ask for a few volunteers to share their opinions. Try to get at least one opinion from each perceptive.• Tell students today they will read a piece of fiction related to simple machines and think more about their opinion on this question.	<ul style="list-style-type: none">• For students who need further support participating in discussions, consider handing out hard copies of the Mix and Mingle directions for their reference.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Tell students today they'll read a text called <i>The Machine</i>, which is a type of fiction called <i>Readers Theater</i>. Explain to students that for the last few lessons they have been reading informational text to learn about simple machines, so they'll have some background knowledge to help them understand this new text. Tell them that they will revisit the question "Is fiction a good teacher of facts?" after they have a chance to read.• Post the following learning targets: "I can identify the characteristics of Readers Theater through examining the text <i>The Machine</i>," and "I can explain how drama is different from other types of fiction." Ask students to Think-Pair-Share about the phrase <i>Readers Theater</i> and discuss what the characteristics of this type of text could be. Then have a few pairs share with the whole group.• Explain that Readers Theater is a special type of <i>drama</i> or performance. Give students examples of different types of drama plays, movies, puppet shows. Explain that today students will learn about the characteristics of Readers Theater and be asked to <i>explain</i> how this type of drama different from other types of fiction.	



Work Time	Meeting Students' Needs
<p>A. Noticing the Characteristics of Readers Theater (10 minutes)</p> <ul style="list-style-type: none"> • Place students with a reading partner. Tell students today they'll learn about drama by reading a Readers Theater and then revisit their opinions about whether fiction teaches facts. Post the Readers Theater anchor chart (see supporting materials for a model). Read the definition of Readers Theater written below the title: "Readers Theater." <ul style="list-style-type: none"> * "IT IS ... a type of drama where performers read a script aloud to an audience. Usually, there are no costumes or sets and lines are not memorized." • Circle the word <i>script</i>. Explain to students the meaning of script as: "the written text of a play or Readers Theater" and tell them this is a characteristic of Readers Theater. Record the word and its definition below the section of the chart labeled "IT HAS ..." • Explain that now you would like students to examine the text and help you identify other characteristics to add to the anchor chart. Distribute the text <i>The Machine, pages 219–221 in Take a Quick Bow!</i> by Pamela Marx. • Ask students to look at page 219 and see what they notice about the characteristics of a Readers Theater. Encourage students to annotate the text with pencils, highlighters or sticky notes. Give students 5 minutes to read the text, annotate, and discuss with their partner. • Display page 219 of the text using a document camera. Use equity sticks to cold call pairs to share what they notice. Identify the following terms and definitions as students share what they notice about the text: <i>players, dialogue, directions</i>. Add words and definitions to the Readers Theater anchor chart so it has students' own words that are like the following in the section for "IT HAS ...": <ul style="list-style-type: none"> – a script: written text of a play or Readers Theater – players: characters in a play or Readers Theater, who are usually listed in the beginning of the script; their names are written in bold text to indicate when they speak – dialogue: lines players or characters speak aloud in a performance; each line is written after the bolded name of the player that is to speak it – stage directions: tell performers how to act or what to do during the performance, usually written in italics and/or in parenthesis 	<ul style="list-style-type: none"> • Consider placing ELLs who are L1 with an L2 who speaks the same language. Also consider providing definitions of Readers Theater and related vocabulary in students' home language.



Work Time (continued)	Meeting Students' Needs
<p>B. First Read of Readers Theater: Getting the Gist of <i>The Machine</i> (10 minutes)</p> <ul style="list-style-type: none">• Tell students you'll read the text aloud so students can see what Readers Theater is about. Be sure to point out that this first read is not a performance, since you will read all parts of the script, including the stage directions. Ask them to read along and listen for the gist of the text. What is it mostly about?• Read aloud pages 219–221 to the students, using different voices to signal the switch from one character to another. Stop reading once you have read the following line towards the bottom of page 221: "CHILD 4: Yes, and when you put them together, you can make big, big machines."• Ask student to turn to a partner to explain what the gist of text is. Give pairs a few minutes to brainstorm. Using equity sticks, cold call a few students to share with the whole group. Students should notice that the text is about the six types of simple machines and examples of the how they are used to do work.• Ask the students to write their gist statements at the top of their copies of the play (page 219 of <i>Take a Bow</i>).	



Work Time (continued)	Meeting Students' Needs
<p>C. Second Read: Practice Performing a Readers Theater (15 minutes)</p> <ul style="list-style-type: none">• Display page 219 of the text on the document camera. Explain to students that you'll read the text aloud again, but this time just the spoken parts, so they can see which parts of a Readers Theater are read aloud to the audience. Ask them to read along and notice the parts of the text you read aloud and those you skip.• Read the first three lines from page 219 (CHILD 1, CHILD 2, and CHILD 3), skipping the list of players and stage directions at the top of the text to model this for students. Ask students to turn to a partner and point out:<ul style="list-style-type: none">* "Which portions of the text were read aloud? Which were not? Why?"• Have groups share out and highlight the portions of the text read aloud on the text using the document camera.• Explain to students that now they get to try reading the script, focusing on the first page (page 219). Place students in groups of six. (If your class does not divide evenly into six, make some groups of five.) Explain that their reading is not likely to be very good this first time, but not to worry. They will practice more later. Once students are grouped, ask them to follow these directions:<ol style="list-style-type: none">1. Count off from 1 to 6.2. On page 219 only: Identify your players' line(s). Individually, practice reading your line(s).3. As a group, take turns reading your lines aloud.• Give students 10 minutes to do the above. As groups practice, circulate and support them. The purpose of this part of the lesson is to give students practice reading the text structure of drama and help them read this text fluently.	<ul style="list-style-type: none">• To further support struggling readers, consider dividing parts then reading it as a whole class before breaking into groups. This will provide struggling readers with more practice reading their parts and allow them to hear the text read aloud by others.• Since students will later divide parts and read <i>The Machine</i> as a whole class, they should not yet mark parts, as this may confuse them later.



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none"> • Have students Think-Pair-Share on the following question: How is reading drama like Readers Theater different from reading other fiction? Once students have shared their thoughts with a partner, ask them to write an answer to the question on 3" x 5" index cards and turn it in as an exit ticket. • Assign students a part to practice for homework from page 219 and stopping at page 221 after the line "CHILD 4: Yes, and when you put them together, you can make big, big machines." • Since there are 12 parts, two or three students may need to be assigned the same part. 	<ul style="list-style-type: none"> • For students who struggle with writing, consider checking for understanding by listening to their conversation with a partner.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Reread <i>The Machine</i> silently to yourself. Find your lines and mark with a star in pencil. Practice reading your assigned part out loud to a family member, friend, or yourself. <p><i>Note: Use exit tickets to determine gaps in student understanding of the structure of drama versus other types of fiction. This allows you to adjust your instruction to address these gaps or misunderstandings in the beginning of the next lesson.</i></p>	



EXPEDITIONARY
LEARNING

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

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.



Exploring Opinions as Readers and Writers Anchor Chart
(For Teacher Reference)

Directions: Write the following at the top of a piece of chart paper:

Exploring Opinions as Readers and Writers

opinion—what a person thinks about something or someone. This thinking can be based on facts, feelings, experience, or a combination of all three.



Mix and Mingle

Description: Mix and Mingle is similar to Think-Pair-Share, but instead of sharing with a single partner, students get to move around and share their thinking with several peers.

Directions for students:

1. Read the question and think about your opinion.
2. Stand up and find a partner.
3. Share your opinions with each other. Be sure to explain why you have this opinion. Be respectful speakers and listeners.
4. Thank your partner, then find another and repeat.



Readers Theater Anchor Chart
(For Teacher Reference)

Directions: Write the following at the top of a piece of chart paper.

Readers Theater

IT IS ...

a type of drama where performers read a script aloud to an audience. Usually, there are no costumes or sets and lines are not memorized.

IT HAS ...