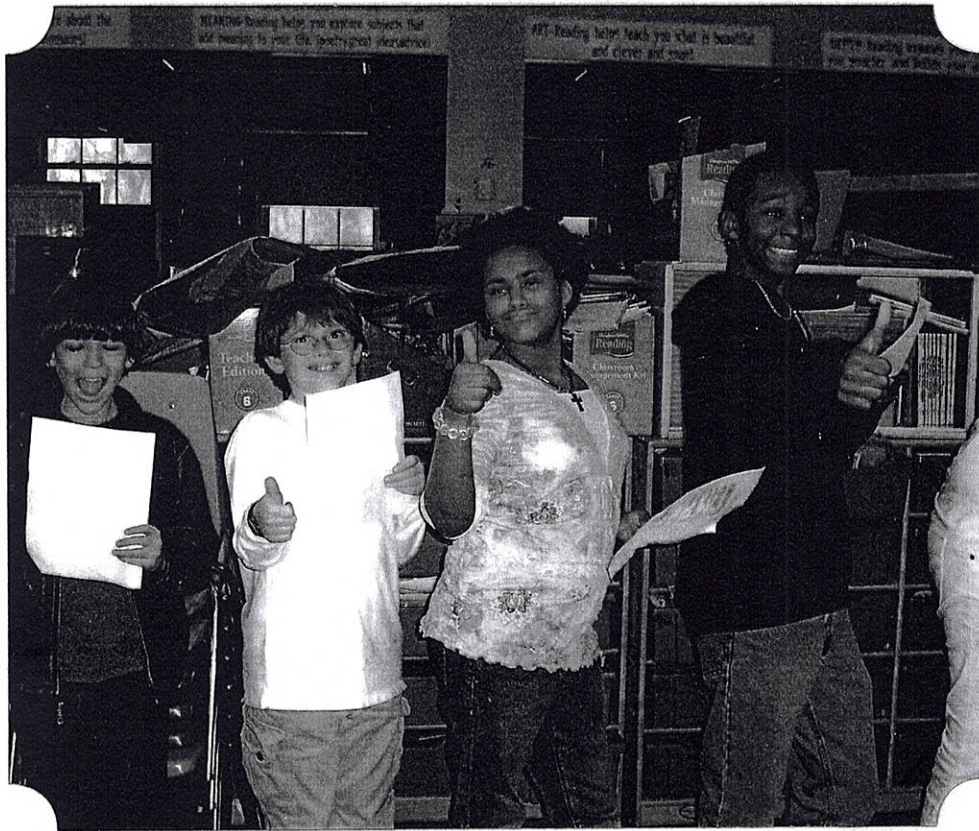


Curriculum-Based Readers Theatre Scripts: LANGUAGE ARTS



Rosalind M. Flynn

This is NOT your typical readers theatre!

Even if you've never been a fan of readers theatre, take a look at this collection.

These 19 reproducible Curriculum-Based Readers Theatre scripts have several important features that distinguish them from traditional readers theatre:

--The script topics come from the English Language Arts curriculum studied by students (elementary, middle school, and high school) nationwide.

--The scripts are short in length--some are only one page long.

--Roles are indicated by numerals only--for easier reading.

--Multiple lines spoken by ALL allow for whole class participation.

--Solo lines are short in length.

--Opportunities for gestures and sound effects that appear as stage directions promote student engagement and active learning.

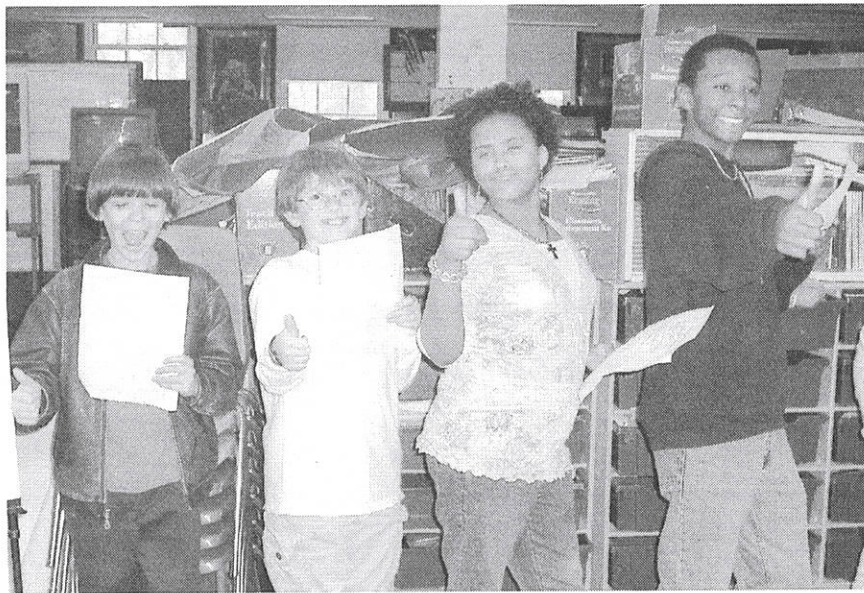
Increase your students' reading fluency, retention of content information, and theatrical skills by reading, rehearsing, and performing these fact-filled scripts.

Also of interest: SCIENCE, SOCIAL STUDIES, and MATH readers theatre scripts



Curriculum-Based Readers Theatre Scripts

Language Arts



Rosalind M. Flynn

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The author would appreciate notification where errors occur so that they may be corrected in subsequent printings and/or editions.

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“Of all the activities we did, my favorite was when the whole class went to the front and performed. Inside my head I was giggling because of all the fun gestures and facial expressions we all had. Readers Theatre is a useful activity. The reason why is because it can be used as a study guide for other subjects. For example, the script we did in class helped me study for a test that will be coming up.”

Eighth Grader

Worcester, Massachusetts

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ABOUT THE AUTHOR



Rosalind Flynn has been developing Curriculum-Based Readers Theatre (CBRT) scripts with students and teachers throughout the United States since 1995. Over the years, she has learned a lot about what makes a CBRT script an effective tool for increasing retention of curriculum information, improving reading fluency, engaging students in a learning experience, and encouraging a theatrical delivery of the words on the page.

Rosalind focuses her work on the principles of arts integration. She has collaborated with students and teachers to create readers theatre scripts that integrate curriculum content and learning strategies with the skills and creativity of the art form of theatre. The CBRT scripts may be about topics that students would label “dull,” but Rosalind gets students thinking like playwrights. They are writing to involve a large cast (the entire class) and to produce a script that entertains as well as informs. The results, which she shares in this and three other subject-specific books, are more than collections of scripts about facts that students need to know. They are dramatic teaching tools that involve students in reading, rehearsing, and performing. They provide students with the opportunity to practice speaking skills and stage presence, and to become kinesthetically and creatively involved in the theatrical delivery of a script. This script students practice and perform simultaneously reinforces the content information that they are responsible for learning.

In her book *Dramatizing the Content with Curriculum-Based Readers Theatre, Grades 6-12* (International Reading Association, 2007) and in her professional development workshops, Rosalind details the process of creating original scripts that address targeted curriculum objectives and information. Because she has led so many students and teachers in this work, she has hundreds of excellent CBRT scripts in her computer files. She took the best of those to create these script collections to share with educators who work with students of all ages.

Rosalind earned her PhD in Curriculum and Instruction at the University of Maryland. She is the head of the Master of Arts in Theatre Education at The Catholic University of America in Washington, DC. She is also a national teaching artist for the Education Department of The John F. Kennedy Center for the Performing Arts. Her e-mail is RMCFlynn@aol.com.

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At Mosby Woods ES, Fairfax, VA: The students of Mrs. Gulino, Ms. Rohman, Ms. Carter, Ms. Bodenhofer, Mr. Tiller, Mr. Gray, Mr. Halvorsen, Mrs. Adams, and Mrs. Disantis

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INTRODUCTION

What is Curriculum-Based Readers Theatre?

Curriculum-Based Readers Theatre (CBRT) incorporates the basics of traditional readers theatre—actors reading aloud from a script, performing without costumes, props, or stage movement (blocking). But instead of scripts that are based on stories or literature, CBRT scripts use school content areas as their topics—Science, Math, Social Studies, and English Language Arts topics, for example.

Each script in this book began as a list of content information—facts, ideas, and processes that students are supposed to learn. The nuts and bolts of how to develop CBRT scripts from lists of content information is the focus of *Dramatizing the Content With Curriculum-Based Readers Theatre, Grades 6-12*, published in 2007 by The International Reading Association. This book of English Language Arts CBRT scripts and three other subject-specific script collections (Science, Math, and Social Studies) serve as ready-made classroom tools and examples of scripts intended both to inform and entertain.

How are the scripts used in the classroom?

Speakers of the lines in the scripts are indicated simply by numerals on the left hand side of each column of dialogue. Numerals identify solo speakers, pairs, small groups, and whole group unison speakers—“All.” Occasionally, to involve half the group in speaking, a script will read “Odds,” meaning that readers with odd numbers read that line, and likewise for lines marked “Evens.” Lines marked “Left,” “Middle,” or “Right” provide ways to have speakers with stage positions on the left, in the middle, or on the right of the group speak together.

Photocopy the scripts back-to-back (for ease in handling), distribute them to students, and assign speaking roles. It is helpful if students’ lines—both the solo lines and those spoken with others—are highlighted in yellow. Then lead students through reading the scripts aloud. The CBRT scripts are intentionally short in length for practical use in busy classrooms. Students who read, re-read, repeat, and rehearse a CBRT script in preparation for performance tend to remember the information in the text.

[gesture]

When you come to the stage direction [gesture], work with the students to come up with a gesture that will help communicate something about the words they are speaking. Because students will be reading from the script as they perform it, direct them to hold their scripts in their left hands and create gestures that they can perform primarily with their right hands and arms.

[sound effect]

Do the same when you come to the stage direction [sound effect]. Explore sound effects (vocal sounds, finger snaps, thigh slaps, etc.) that will help communicate something about the particular words being spoken. Determine the best sound effect and use it in that portion of the script.

[X]

Some CBRT scripts contain a stage direction that is simply an X in brackets [X]. That stage direction occurs in chants to indicate a rest or a beat within the chant. Have students slap their thighs or snap their fingers on the beat when they see [X].

May the CBRT scripts be altered in any ways?

Absolutely!

Please feel free to alter or edit the scripts in any or all of the following ways:

Adjust the number of solo speakers—Add speakers if you have more students than the script accommodates, or revise the script so that there are fewer speakers.

Adjust the curriculum terminology—Change the script wording so that it accurately reflects your curriculum’s terminology.

Change unfamiliar wording or expressions—Perhaps there’s a phrase that’s gone out of date or perhaps your students come up with an expression they’d prefer to use. Make edits during the initial readings and rehearsals and use your altered version of the script.

How are CBRT Rehearsals conducted?

Focus on one column of the script at a time.

Read through that column, make decisions about gestures and sound effects, practice the way that lines spoken by “All” will be delivered, encourage students to use vocal expression and characterization, and then read through that same column again (and possibly again) before moving to the next column. Approach each column in the same way and then rehearse the entire script.

Rehearse the script until the students are reading fluently.

Conduct the initial rehearsals with the students seated at their desks or standing behind them. The repeated reading of the same text increases students’ reading fluency; the repetition of the script’s content information contributes to their retention of the information. The gestures add a kinesthetic element to the reading activity. Students’ projection and expression grow stronger in repeated rehearsals.

Assign “stage positions.”

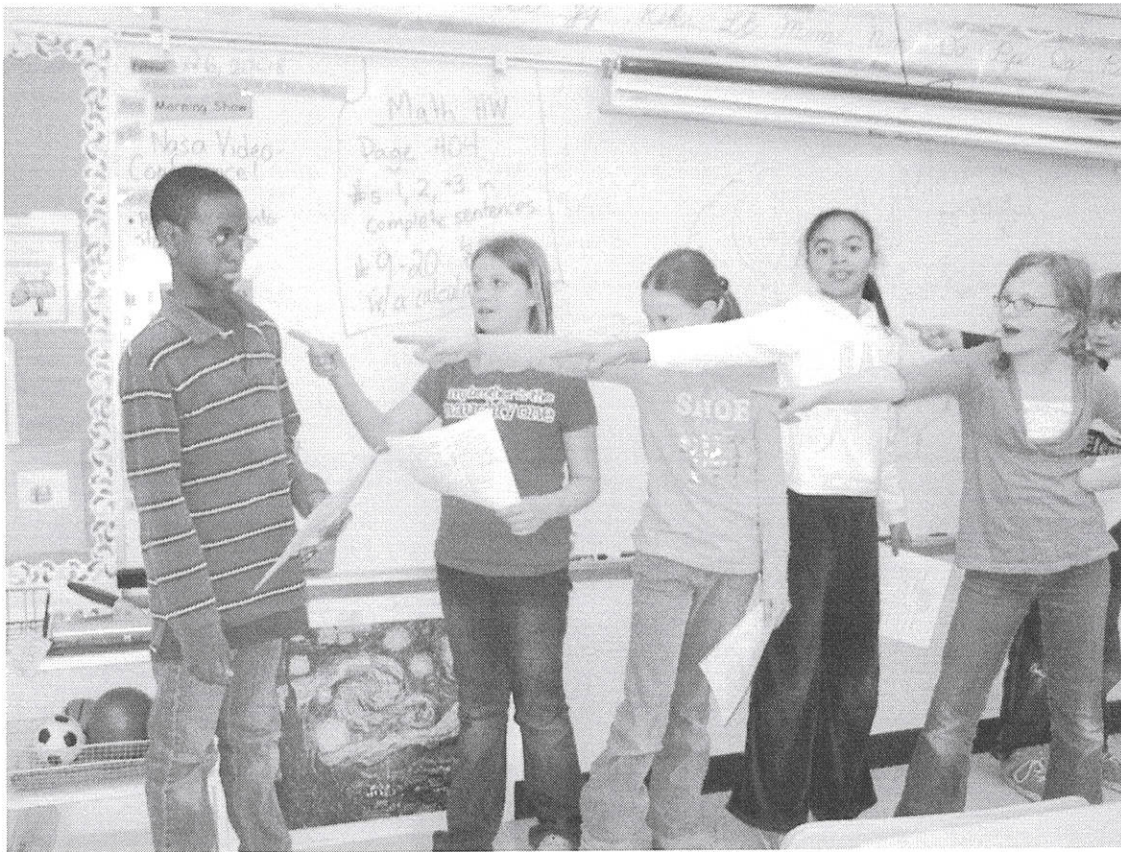
Once the students are familiar and fluent with the script’s lines, gestures, and sound effects, assign them a position for performance. This position may simply be where they will stand in the semi-circle of their classmates when they enter another classroom to perform. It may be the step or riser they stand on for a performance in the school all-purpose room. You may choose to have half of your students seated in chairs while the other half stands behind them. Once students have their stage positions, rehearse the script with students in position.

Encourage the students to act with energy and expression!

During rehearsals, emphasize the importance of delivering the script as an energetic and entertaining piece of theatre. Coach students to speak loudly and with expression. Assure them that their audiences will appreciate a lively, well-prepared performance.

How important is it that the students perform the CBRT script?

The goal of performance is overwhelmingly motivating for most students. Working towards a performance is what makes students willing to read, re-read, and rehearse a CBRT script many times. For many students, it’s one of the few opportunities they will ever have to present a rehearsed piece for an audience. For many students, it’s as thrilling as a Broadway opening and they experience the same exciting jitters! The performance of the CBRT script transforms a reading experience into a theatrical experience.



Parts of Speech

Curriculum-Based Readers Theatre Script

- | | |
|---|---|
| <p>1 Ladies and gentlemen...</p> <p>2 Welcome to...</p> <p>All “Grammar for Dummies”
[gesture] [sound effect]</p> <p>3 ...where words reveal their true identities as...</p> <p>All Parts of Speech! [gesture]</p> <p>4 Tonight’s sentence is...</p> <p>All Dodo foolishly stumbled over his large feet.</p> <p>5 Let’s meet our first guest – Dodo!</p> <p>All Welcome, Dodo! [sound effect]</p> <p>6 Dodo – Tell us a little about yourself.</p> <p>7 I am a noun.</p> <p>All A noun is a word that names a person, place, thing, or idea.</p> <p>7 I am a special kind of noun – a proper noun – a person. Dodo is my name.</p> <p>All Oooh! A proper noun names a specific—</p> <p>7 usually a one-of-a-kind person, place, or thing, like me, Dodo—</p> <p>All ...and a proper noun begins with a capital letter, no matter where it occurs in a sentence. [gesture]</p> <p>8 Our next guest is an adverb—</p> <p>All An adverb is a word that describes a verb, an adjective, or another adverb.</p> <p>9 Let’s give it up for a truly great adverb—</p> <p>All foolishly! [sound effect] [gesture]</p> <p>10 Hi folks! As an adverb, I describe how Dodo stumbled.</p> | <p>11 How he what?</p> <p>10 How he... Wait a minute! We haven’t introduced our verb yet!</p> <p>All Stumbled – come on out here, but make sure to watch your step!
[gesture]</p> <p>12 Hello, everybody! I’m a verb. That means, um, that means...</p> <p>All A verb is an action word – like run, walk or...</p> <p>12 stumbled! [gesture]</p> <p>13 Right! But in our sentence, why did Dodo stumble?</p> <p>All Because his feet were so LARGE!
[gesture]</p> <p>13 Large? That sounds like an adjective!</p> <p>12 Why do you say that?</p> <p>All An adjective is a word that describes a noun. In our sentence, the word...</p> <p>14 “large”...</p> <p>All describes Dodo’s feet. [gesture]</p> <p>5 That’s right! Let’s give a big huge fist pump to our adjective “large!”</p> <p>All [gesture]</p> <p>14 It’s a giant honor to be here tonight.</p> <p>15 Do we have any more adjectives backstage?</p> <p>All Sure hundreds of them! For example – heavy [gesture], wet [sound effect], or droopy [gesture]!</p> <p>16 Wow! Those adjectives really help me paint a picture in my mind.</p> <p>17 But remember, adjectives only make sense when they’re describing...</p> <p>All nouns! [gesture] [sound effect]</p> |
|---|---|

- 18 Just like adverbs only makes sense when they're describing...
- All verbs, adjectives, or other adverbs!**
[gesture] [sound effect]
- 1 Wait a minute, aren't we forgetting something?
- 2 Yeah, there are two words in our sentence we haven't heard from yet!
- 3 Ladies and gentlemen, please welcome "over" and "his!"
- All Come on out here!** [gesture]
- 4 "Over," what part of speech are you?
- 19 I'm a special kind of word called a preposition.
- All A preposition is a linking word that shows a relationship between two things mentioned in a sentence.**
[gesture]
- 19 Like in our sentence, Dodo and his feet were related because he tripped *over* them.
- 5 And "his"—what about you?
- 20 I'm a possessive pronoun. And believe me, I'm *very* possessive!
- All A possessive pronoun indicates ownership, like "his feet."**
- 6 Right, or as in "It looks like you all have *your* parts of speech straight!"
- 7 Wait! Did someone say "feet?" We still have one more part of speech in our sentence!
- 21 [gesture] Here I am—feet! I am tonight's common noun.
- All A common noun is a word that names an ordinary person, place, thing, or idea.**
- 8 Are common nouns capitalized?
- All Only if they begin a sentence.**
- 9 Great work! Well, that's all the time we have for tonight.
- 15 We'd like to thank all our guests for explaining the parts of speech they are and what they do:
- 7 Dodo
- All Proper noun!**
- 10 foolishly
- All Adverb!**
- 12 stumbled
- All Verb!**
- 19 over
- All Preposition!**
- 20 his
- All Possessive pronoun!**
- 14 large
- All Adjective!**
- 21 feet.
- All Common noun!**
- 16 Join us next week on...
- All "Grammar for Dummies"**
[gesture] [sound effect]
- 16 ...when we'll feature three more parts of speech—pronouns, conjunctions, and interjections!
- 3 And remember that ALL parts of speech are available to you FOR FREE, 24 hours a day!
- All Use them often to make the things you say and write more interesting, exciting, and correct!** [gesture]

Parts of Speech

Curriculum-Based Readers Theatre Script

1	Turn off your video games!	17	Verb, adjective, adverb!
2	Grab your popcorn!	All	Verb, adjective, adverb, oh dear! [gesture]
3	And settle down in front of your TV to watch...	18	Conjunction, preposition, interjection!
All	“Lost in Grammar!” [gesture] [sound effect]	All	Conjunction, preposition, interjection—Good grief! [gesture]
4	Tonight’s program takes you on an incredible journey into...	19	Hey! It looks like the sentence may have found a part of speech.
All	the wonderful world of grammar! [sound effect]	20	What is it?
5	The wonderful world of Grandma?	All	An article!
All	No! Grammar is a word for the rules about sentence construction.	1	A, an, the—articles!
6	In a world far, far away, there was a sentence at a loss for words!	All	A, an, the—articles!
7	She had no parts of speech!	2	Let’s introduce the article to the noun.
8	Did she lose her parts of speech?	3	Why?
9	What are “parts of speech?”	All	Because an article doesn’t stand alone. It always travels with a noun. [gesture]
All	Parts of speech are the basic types of words in languages.	4	How do you find a noun?
10	It’s simple. If you are a word, you are a part of speech.	5	Look around.
11	Can a word be two parts of speech?	All	[gesture]
12	Sure—depending on the context in which it is used—	6	Do you see a person?
13	Words can be two or more parts of speech—just not at the same time.	All	Yes, we see a person. [gesture]
14	What parts of speech did the sentence lose?	7	Can you find a place?
15	She lost all of them—	All	Yes, we found a place.
All	All nine parts of speech? [gesture] [sound effect]	8	Can you touch a thing?
16	Noun, article, pronoun!	All	Yes, we can touch a thing. [gesture]
All	Noun, article, pronoun, oh my! [gesture]	9	But wait a minute. What about happiness? [gesture]
		10	Love? [gesture]
		11	Loyalty? [gesture]
		12	You can’t touch those nouns.

- 13 But you know them when you see them.
- 14 You know them when you feel them.
- 15 In other words,
All a noun is a word for a person, place, thing, idea, or quality.
 [gesture]
- 16 The sentence, her article, and noun traveled on to find a verb.
- 17 She peered.
- 18 She sought.
- 19 She traveled.
- 20 She looked for her verb.
All A verb is a word that shows action.
 [gesture]
- 1 Action you can see—
- 2 like jump... [gesture]
- 3 or throw. [gesture].
- 4 And action you can't see—
All like thinking... [gesture]
- 5 or loving.
- 6 Next, the sentence sought an adjective to describe her noun.
- 7 Like a waning moon.
- 8 And a silver spoon.
All An adjective describes a noun.
- 9 Then, the sentence felt she had to find an adverb.
- 10 How can she find one?
All Adverbs are words that describe verbs, adjectives, and even other adverbs.
- 11 Look! She's searching now.
- 12 How?
- 13 Where?
- 14 When?
- 15 Wait! Why so many questions?
 [gesture]
- 16 Those are the questions that adverbs answer.
All Adverbs answer: How? Where? When? [gesture]
- 17 She's searching quietly, carefully, and slowly.
- 18 She's searching over, under, and through.
- 19 She's searching yesterday, now, and tomorrow.
- 20 She finally found her adverbs!
All [sound effect] [gesture]
- 1 But—she still needs more!
- 2 It is not over yet!
- 3 We have more to witness!
- 4 What do you mean?
- 5 The sentence also needs words like she, it, and we! Pronouns—words that replace nouns!
All Pronouns replace nouns. [chant]
He, she, they, it, we! Pronouns!
 [sound effect]
- 6 But, the sentence still could use a conjunction.
- 7 What's the function of the conjunction?
- 8 Conjunctions connect or join words, phrases, or sentences.
All FAN BOYS! [gesture]
- 9 Is that a new boy band?
- 10 No, it's a way to help you remember some of the conjunctions.
- 11 For, and, nor, but, or, yet, so.
All For, and, nor, but, or, yet, so—FAN BOYS. [gesture]

- 12 How about some prepositions for the sentence?
- 13 What's a preposition?
- 14 A preposition usually comes before a noun, pronoun, or noun phrase.
- 15 A preposition joins the noun to some other parts of the sentence.
- All A preposition is a "where" or "when" word.**
- 16 Here come some now.
- All Over, under, around, and through. Over, under, around, and through. [gesture]**
Prepositions!
- 17 Wow! [gesture]
- 18 Yay! [gesture]
- 19 Awesome! [gesture]
- 3, 4, 5 Interjections! Hey! Sentence! Please use us, too! [gesture]
- 20 Cool! But, what are interjections?

- All Interjections are words that express emotion or surprise. [gesture] [sound effect]**
- 1 Usually followed by an exclamation point!
- 2 Super!
- 3 Really?
- All Definitely! [gesture]**
- 4 Tune in next week for another exciting episode of...
- All Lost in Grammar! [gesture] [sound effect]**
- 5 When we find out whether our sentence decides to use her parts of speech as...
- All A statement, a question, or an exclamation! [sound effect] [gesture]**

What is a Sentence?

Curriculum-Based Readers Theatre Script

- 1 What's a sentence? [gesture]
- 2 A sentence is a complete thought...
- 3 that begins with a capital letter...
- 4 has a subject...
- 5 and a verb...
- All and ends with a punctuation mark.**
[gesture][sound effect]
- 6 That's a lot to understand at once!
- 7 Let's break it down!
- 8 Begin with the verb!
- All The verb is the most exciting part of the sentence!** [gesture]
- 9 The verb is where all the action is.
- 1 Oh, like JUMP! [gesture]
- 2 YELL! [sound effect] [gesture]
- 3 THINK! [gesture]
- 4 I see! The verb tells the action in the sentence. [sound effect] [gesture]
- All The verb tells the action in the sentence!** [gesture]
- 5 Let's make "JUMP" the verb of our sentence.
- 6 So, who's doing all this verb action?
- 7 Who jumps?
- 8 Or what jumps?
- 9 The person or thing doing the action is the subject of the sentence!
- All The person or thing doing the action is the subject of the sentence!**
- 1 Like Sally!
- 2 Like who?
- All Sally is the subject! "Little Sally jumps." [gesture]**
- 2 Ooh bonus point. "Little"— that's an adjective.
- 3 And now I think we have a sentence!
- All Little Sally jumps! [gesture] Little Sally jumps! [gesture] Little Sally—**
- 4 Wait!! How do we end this sentence?
- 5 With a punctuation mark, of course.
- 6 What's a punctuation mark?
- 7 A punctuation mark shows the end of a sentence.
- 8 This punctuation mark is a period, a question mark, or an exclamation point!
- All A period [gesture] [sound effect], a question mark [gesture] [sound effect], or an exclamation point! [gesture] [sound effect]**
- 1 So which one should we use?
- 8 Should we say the sentence like this: "Little Sally jumps?"
- 9 That would make our sentence a question and we would end it with...
- All A question mark! [gesture] [sound effect]**
- 8 Should we say the sentence like this: "Little Sally jumps."
- 9 That would make our sentence a statement and we would end it with...
- All A period. [gesture] [sound effect]**
- 8 Should we say the sentence like this: "Little Sally jumps!"
- 9 That would make our sentence an exclamation and we would end it with...
- All An exclamation point! [gesture] [sound effect]**

1 Let's go with the exclamation point!
All Yes! [gesture]
2 So is "Little Sally jumps!" really a sentence?
All Is it a complete thought?
3 Yes.
All Does it begin with a capital letter?
4 Yes.
All Does it have a subject?

5 Yes—Sally.
All Does it have a verb?
6 Yes—jumps.
All And does it end with a punctuation mark? [gesture] [sound effect]
7 Yes—an exclamation point!
8 Well, I would say we have ourselves...
All A sentence! [gesture] [sound effect]

Verb Tenses

Curriculum-Based Readers Theatre Script

1	Welcome basketball fans!	10	Oh my gosh, what's present tense?
2	Tonight's game is...	All	A present tense verb shows action that is happening now. [gesture]
All	The Virginia Verbs vs. the Indiana Adjectives! [sound effect]	5	Bro—then what's past tense?
3	And now—your starting lineup of Verbs!	All	A past tense verb shows action that has already happened. [gesture]
4	Number 23—The Complete Verb!	4	Ummmm, then what's future tense?
All	Complete Verb—includes the helping verb and the main verb!	All	A future tense verb shows action that is going to happen using the helping verb “will.” [gesture]
5	What's a helping verb?	7-9	W-I-L-L—Will!
6	A helping verb works with the main verb.	All	W-I-L-L—Will!
7-9	Have - has - will -helping verbs! [gesture]	16	Number 25, Past Tense, used to be a present tense verb.
All	Have - has - will -helping verbs! [gesture]	17	To become past tense, he added -ED to the main verb.
10	Well, okay then—what's a main verb?	All	Dribble—present tense. Dribbled—past tense!
All	The main verb shows the action! [gesture]	7-9	Dribble ends in E, so you drop the E and add -ED!
11	Dude, I need some basketball main verbs.	All	Dribble ends in E, so you drop the E and add -ED! Past tense—Yay!
7-9	Dribble! Shoot! Run! and Score! [gesture]	18	What about verbs that end in Y?
All	Dribble! Shoot! Run! and Score! [gesture]	7-9	You change the Y to I and add -ED!
12	And now—introducing the Tense Triplets!	All	Hurry! Hurried! H-U-R-R-I-E-D!
All	[sound effect] Number 24—Present Tense! [gesture]	19	[whistle] Stop!
13	I shoot the basketball today!	20	Stop is a verb with a single vowel—O— and a consonant—P. How do we make a verb like ‘stop’ past tense?
All	Number 25—Past Tense! [gesture]	7-9	Double the consonant and add -ED! S-T-O-P-P-E-D!
14	I shot the basketball yesterday!	All	Double the consonant and add -ED! S-T-O-P-P-E-D!
All	Number 26—Future Tense! [gesture]	21	And now, let's tell you about number 26—Future Tense!
15	I will shoot the basketball tomorrow!		

All Future tense verbs always have the same first name—Will!
Will play! Will score! Will win!
Future tense—Yay!

15 And last in our starting line-up is our newest player—

5 a verb that has played many games—

7-9 Present Perfect! (More about this verb tense later!)

2 And now, ladies and gentlemen, it's time for the jump ball!

All [sound effect] [gesture] {Freeze in pose.}

3 Two hours later...

1 Final score—the Indiana Adjectives 70, the Virginia Verbs 99!

All {unfreeze} [sound effect]

4 Join us next week when the Virginia Verbs take on the Colorado Conjunctions. Till then—Good night!

All Go, Verbs! [gesture]

Dangling Modifiers

Curriculum-Based Readers Theatre Script

<p>All Dangling, dangling, dangling! [sound effect] [gesture]</p> <p>1 What's dangling?</p> <p>All Modifiers! [gesture] [sound effect]</p> <p>2 What's a modifier?</p> <p>All A modifier is a word or a phrase or a clause that gives additional information. [gesture]</p> <p>3 So what's a dangling modifier?</p> <p>5 It's a modifier consisting of a phrase or clause that may be momentarily confusing to a reader if it appears to modify a word that it cannot sensibly modify.</p> <p>All Say what? [gesture]</p> <p>4 That's too confusing!</p> <p>6 How about some examples?</p> <p>7 Okay. Here's a sentence: "We noticed several bulletin boards walking through the hallway."</p> <p>8 Bulletin boards walking through the hallways? [gesture]</p> <p>All Dangling, dangling, dangling! [sound effect] [gesture]</p> <p>9 Hanging in the closet, he found the jacket.</p> <p>10 Why was he hanging in the closet?</p> <p>All Dangling, dangling, dangling! [sound effect] [gesture]</p>	<p>11 Sitting in the back row of the theater, the actors could not be heard.</p> <p>12 I thought the actors were supposed to be on stage!</p> <p>All Dangling, dangling, dangling! [sound effect] [gesture]</p> <p>13 So how do we stamp out dangling modifiers?</p> <p>14 One way is to rearrange the words in the sentence.</p> <p>15 Walking through the hallways, we noticed several bulletin boards.</p> <p>5 He found the jacket hanging in the closet.</p> <p>6 Another way is to add words: Sitting in the back row of the theater...</p> <p>All ...we could hardly hear the actors! [sound effect]</p> <p>1 - 4 Okay! After years of dangling, we will correct our modifiers!</p> <p>All No! You just did it again! [gesture]</p> <p>1 - 4 What?</p> <p>All Dangling, dangling, dangling! [sound effect] [gesture]</p> <p>1 - 4 So we should have said...?</p> <p>All After years of <u>using</u> dangling modifiers, we will correct our writing.</p> <p>15 Don't be caught with your modifiers dangling!</p> <p>All Ooooooh! [gesture]</p>
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Prefixes and Suffixes

Curriculum-Based Readers Theatre Script

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| <p>1 Stand back, you dis-perfect peasant!</p> <p>2 Hey man, I am sub-perfect, not dis-perfect!</p> <p>All [sound effect] Incorrect grammar!
[gesture]</p> <p>3 It sounds like we need the...</p> <p>All [sound effect] Grammar Group!
[gesture]</p> <p>4 Look—it’s Bob Base word! [gesture]</p> <p>5 Reporting for duty!</p> <p>6 What’s a base word?</p> <p>All A base word is a word that can stand on its own and has meaning! [gesture]
[sound effect]</p> <p>7 Bob Base word knows that words such as “perfect” or “like”...</p> <p>All ...stand on their own and have meaning! [gesture] [sound effect]</p> <p>8 And look over there! [gesture]</p> <p>All It’s Paula Prefix! [gesture]</p> <p>9 That’s right – Paula Prefix. They call me “prefix” because...</p> <p>All A prefix is a word part added to the <u>beginning</u> of the base word to change its meaning. [gesture] [sound effect]</p> <p>9 I’m Bob Base word’s front sidekick.</p> <p>All Paula Prefix cannot stand alone.
[gesture]</p> <p>1, 2 Huh?</p> <p>5, 9 Example time!</p> <p>All Base word:</p> <p>5 “Happy”</p> <p>All Prefix</p> <p>9 “Un”</p> <p>10 Together, they become...</p> | <p>All [sound effect] unhappy! [gesture]</p> <p>11 Meaning not happy.</p> <p>12 Because the prefix “un” means...</p> <p>All NOT! [gesture]</p> <p>1 Oh, I get it! Like “nesshappy!” Right?</p> <p>All [sound effect] Incorrect grammar!
[gesture]</p> <p>3 I know who to call!</p> <p>13 Sasha Suffix!</p> <p>14 Sasha Suffix at your service!</p> <p>15 Hey—aren’t you Bob Base word’s back up?</p> <p>14 That I am!</p> <p>All A suffix is a word part added to the <u>end</u> of a base word to change its meaning! [gesture] [sound effect]</p> <p>5,9,14 Example time!</p> <p>All Base word:</p> <p>5 “Happy”</p> <p>All Suffix:</p> <p>14 “Ness”</p> <p>All “Ness” meaning “the quality of.”</p> <p>16 Together they become...</p> <p>All [sound effect] happiness! [gesture]</p> <p>17 Meaning the quality of being happy!</p> <p>18 So young citizens of America—remember the Grammar Group’s motto:</p> <p>All Don’t be disrespectful towards grammar! [gesture]</p> <p>19 To review:</p> <p>All Base word:</p> <p>5 “Respect”</p> <p>All Prefix:</p> |
|--|--|

9	“Dis”	All	or “ly”—meaning “in this way,” as in “softly”[gesture]
All	Suffix:		
14	“Ful”	14	“ment” meaning “manner of” as in “disappointment”
20	Put them all together and you get:	All	or “ment” meaning “manner of” as in “excitement!” [gesture]
9	“Dis”	14	“less” meaning “without” as in “hopeless”
5	“Respect”	All	or “less” means “without” as in “fearless!” [gesture]
14	“Ful”	1	Okay, I get it—You are not a dis-perfect peasant...
5, 9, 14	Disrespectful.	2	or a sub-perfect peasant!
All	Meaning “not full of respect.” [gesture]	All	He’s a perfectly...
20	To protect yourself from future grammar crimes, Paula and Sasha will now share some of their top hits.	1, 2	imperfect peasant!
10	Prefixes first:	All	Yes! Correct grammar! [gesture]
9	“im”, “dis”, and “un” all mean not. [gesture]	1, 2	Good thing we called on the...
All	“im”, “dis”, and “un” all mean not. [gesture]	All	[sound effect] Grammar Group! [gesture]
9	“de”—take away. “pre”—before. [gesture]	1, 2	We will never again be disrespectful towards grammar! [gesture]
All	“de”—take away. “pre”—before. [gesture]	All	R-E-S-P-E-C-T—Grammar’s what it means to me! R-E-S-P-E-C-T—Grammar’s what it means to me! [gesture]
9	“sub”—under and below! [gesture]		
All	“sub”—under and below! [gesture]		
11	And now suffixes:		
14	“ly”—meaning“ in this way,” as in “loudly”		

Figurative Language

Curriculum-Based Readers Theatre Script

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|--|---|
| <p>1 The Figurative Language Network presents... [sound effect]</p> <p>All “The Bob and Mack Language Show!” [sound effect]</p> <p>2 Today’s show is sponsored by...</p> <p>All Eastern Motors – where your job is your credit! [gesture]</p> <p>3 Stay tuned for segments as amazing as Babe Ruth’s called shot!</p> <p>All [sound effect]</p> <p>4 Our show will feature cooking, weather, and sports!</p> <p>5 And a special report on figurative language.</p> <p>6 Say what?</p> <p>All Figurative language is special comparisons that make writing more creative. [gesture] [sound effect]</p> <p>7 You’ll meet Chef Sasha Simile!</p> <p>All Simile—comparing two unlike things using “like” or “as.” [gesture]</p> <p>8 Chef Simile’s cooking is as scrumptious as a shiny red Ferrari.</p> <p>All [sound effect] [gesture]</p> <p>9 And there’s our weatherman, Malcolm Metaphor!</p> <p>All Metaphor—comparing two unlike things without using “like” or “as.”</p> <p>10 Malcolm is the fortuneteller of weather.</p> <p>All [sound effect] [gesture]</p> <p>11 Finally, there’s Pat Personification!</p> <p>All Personification—Describing something non-human with human traits.</p> <p>12 The football is a familiar face to Pat.</p> <p>All [sound effect] [gesture]</p> | <p>13 But first—a word from our sponsor.</p> <p>All Eastern Motors will treat you like royalty! [gesture] [sound effect]</p> <p>14 Time out—that’s a simile!</p> <p>4 Did you hear “like” or “as?”</p> <p>20 Uh huh—they treat you <i>like</i> royalty!</p> <p>16 That’s a simile, all right.</p> <p>All At Eastern Motors, your job is your credit! [gesture]</p> <p>15 Hold up! That’s a metaphor!</p> <p>9 Did you hear “like” or “as?”</p> <p>12 Nuh-uh—your job is your credit.</p> <p>11 Just comparing two unlike things—job and credit.</p> <p>2 That’s a metaphor, all right.</p> <p>All These cars are calling out to you! [gesture] [sound effect]</p> <p>16 Whoa! That’s personification!</p> <p>5 How come?</p> <p>6 Can the cars really call out to you?</p> <p>18 “Calling out” is a human trait.</p> <p>15 So you’re describing the cars by giving them a human trait—</p> <p>10 Like “calling out!”</p> <p>All Correct! [gesture]</p> <p>1 That’s personification, all right.</p> <p>18 Now, here’s “The Bob and Mack Language Show!”</p> <p>19 This just in—It’s raining cats and dogs out there!</p> <p>All [sound effect]</p> <p>20 That’s an idiom.</p> <p>19 What did you call me?</p> |
|--|---|

- 18 We'll have to interrupt our regularly scheduled program for an emergency weather report.
- 13 To learn more about similes, metaphors, and personification,
- 21 Go to BobandMack.com.

- 1 See you next time when the Figurative Language Network presents... [sound effect]
- All** "The Bob and Mack Language Show!" [gesture] [sound effect]

Parts of a Story

Curriculum-Based Readers Theatre Script

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|------------|--|------------|--|
| 1 | ...so the wanna-be robbers put on their rubber gloves and tiptoed down the dark alley. | 17 | What's a cliffhanger? [gesture] |
| All | And then? [gesture] | All | A suspenseful situation that makes you want to keep reading! |
| 2 | They grabbed the credit card from the pizza man and slid it into a slot in the door! | 14 | Like when someone is dying to know what happens next. You know, like a... |
| All | And then what? [gesture] | All | To Be Continued! [gesture] |
| 3 | The squeaky door... | 15 | Right! |
| All | [sound effect] | 1 | What could we add to make this story even better? |
| 3 | mysteriously opened. | All | Ummmmmmmm... [gesture] |
| All | [sound effect]. | 2 | Well, it could use more characters. |
| 4 | They looked inside and saw.... | All | Like...? |
| All | What? Saw what? [gesture] | 3 | Like a scary lady carrying a big ugly purse! |
| 5 | Well, the action begins on the next page. | 4 | A police officer. |
| All | We have to read it! [sound effect] | All | A man sleeping behind the open door. [sound effect]. |
| 5 | Uh-huh. Don't you want to? | 5 | A small barking dog. [sound effect] |
| 6 | It's sounding like a story with a good plot. | 6 | Wait a minute! What's this story's title? |
| All | Yeah, the plot—the events of the story. It's a good one! | 7 | Title? |
| 7 | How can you tell? | All | Yeah, title—an identifying name given to a piece of literature. |
| 8 | There's action. | 8 | Like <u>The Three Little Pigs</u> ? |
| All | Action! [gesture] | 9 | Uh, yeah, that's a title. |
| 10 | Robbers sneak and steal! | 10 | But <u>this</u> story's title—well, it looks like you'll have to get the book to find out. |
| 11 | A door creaks open! | All | [sound effect] |
| 12 | And there are interesting characters: | 11 | Wait a minute everyone! Why are you complaining? |
| 13 | Wanna-be robbers | 12 | Yeah, we already know this book has the elements of a good story— |
| 14 | A pizza man | All | Plot, setting, action, characters, cliffhangers, and a title. |
| 15 | There's also a scary setting. | 13 | So what are we waiting for? |
| All | [sound effect] The story takes place at night in a dark alley! | 15 | Let's find out the title. |
| 16 | And there's a cliffhanger. | | |

16 Let's see what's behind the squeaky door.
17 Let's see if the robbers get caught.
All Let's go read the book! [gesture]

14 I'm going.
1 Me, too!
2 Wait for me!

Theme

Curriculum-Based Readers Theatre Script

1	Good morning, class.	16	poem,
All	Good morning, Mr. _____.	17	play,
1	Does anybody know what “theme” means?	18	song,
2	Oooh, I do! A theme has to have a lot of action and death!	19	or TV show.
All	Action! [sound effect] [gesture]	20	Theme is the lesson, the moral, or the message.
	Death! [sound effect] [gesture]	1	Thank you! Now you get it?
3	No, you don’t understand! A theme is a song that starts a show.	All	Sure! Theme is the lesson, the moral, or the message. [gesture]
All	[Hum a TV show theme song.]	1	Excellent! Now how about some examples?
4	That’s a theme song! A theme is like what you choose for a dance	2	Oh! Oh! Like in <u>The Iditarod Trail</u> —A challenge can be difficult, but rewarding.
5	Oh! Like the eighth grade dance theme—“Can’t Fight the Moonlight!”	1	Yes!
6	Or a theme park! Like Busch Gardens,	All	[sound effect] [gesture—congratulating #2]
7	Kings Dominion,	3	And in <u>The Outsiders</u> —Life for teens is hard, but you can get through it.
8	Water Country USA,	4	You really can make it through teen pregnancies, family fights,...
9	Six Flags,	5	abuse, and drugs.
All	Disneyworld! [gesture] [sound effect]	6	Or in <u>The Midwife’s Apprentice</u> where Brat becomes Dung Beetle, then Beetle, then Brat, then Alyce.
1	No, a theme....	7	Help me out here...
10	...is a title!	8	As time goes on, people call the main character different names.
1	Stop! You’re all wrong! I mean a theme in literature!	9	Her changing name goes along with her inner changes.
All	Ohhhhh, a theme in literature! [gesture]	10	So the theme is “perseverance.”
1	A theme is the major idea or ideas that the writer presents about life in general through the vehicle of the story.	1	Remember—you should be able to state the theme or the “big idea” in a sentence.
11	Vehicle as in car?	11	Okay—As time goes on, if you don’t give up, you can reach your goals.
12	No! It’s the main point of the novel,		
13	book,		
14	story,		
15	movie,		

- 7 Got it.
- 12 Oh! How about The Island of the Blue Dolphin? Karana survived all those years alone on that island.
- 13 So the theme could be...
- All Survival!** [gesture] [sound effect]
- 1 Sentence, please.
- 14 Learn from your past, stay hopeful about your future, and you will be a survivor.
- 15 Survivor! I love that TV show!
- 1 Great. What's its theme?
- 16 Deception, greed, and betrayal may earn you a million dollars.
- All Cha-ching!** [gesture]
- 1 Anyone know a movie theme?
- 17 Me! In Spiderman, it's "With great power comes great responsibility."
- 1 How about a poem?
- 18 Oh! Remember "Nothing Gold Can Stay?" Its theme is "Nothing Lasts Forever."
- All [sound effect]**
- 1 What about a play?
- 19 Romeo and Juliet! – Secret relationships can end in sorrow.
- All [sound effect]**
- 1 A song?
- 20 Stray Cat Strut sings one that says "Sometimes you just have to be laid back and relaxed."
- 1 Yes! Now does everybody get what Theme is?
- All Theme is the lesson, the moral, or the message.** [gesture]
- 1 Class dismissed!

Conflict

Curriculum-Based Readers Theatre Script

- 1 What did you say, man?
- 2 I said I don't like the way you're looking at me.
- 1 Oh yeah?
- 2 Yeah!
- 1 Well, what are you going to do about it?
- 2 I'm going to....
- 3 [interrupting] Oh! I believe you two are having a conflict!
- 1,2 A what?
- 4 A conflict—it's a problem...
5 or disagreement or a fight.
- 6 We learned all about it in English class, right everyone?
- All Right! In literature, conflict is the struggle between two opposing forces.**
- 7 There are five types of conflict.
- 1 What type is ours?
- 8 I would say Character vs. Character, wouldn't you?
- All Ummm hmmm.**
- 9 Like in The Pigman—Norton didn't like it when John kept secrets from him.
- 10 Or in The Outsiders when...
Left The Greasers... [gesture]
Right rumble with the Socs. [gesture]
- All [gesture] [sound effect]**
- 2 Okay, okay. That's one. What's another type of conflict?
- All Character vs. Self. [gesture][sound effect]**
- 11 That's when a character struggles with a physical problem or an inner emotional problem.
- 1 Like when a kid does something she knows she shouldn't do, but just does it to be like her friends?
- All Right! [gesture]**
- 12 Or like in The Outsiders—Ponyboy is a smart kid and a good student, but the Greasers he hangs out with are delinquents.
- 13 So he can't break away from them because they are like family to him.
- 1 I get it.
- 2 What about when a character has a problem with something bigger—like school, the law, or traditions?
- 1 Yeah—isn't that a kind of conflict?
- All Yes—it's Character vs. Society.**
- 14 Remember John and Lorraine in The Pigman? They can't follow school rules and they both skip school and lie about it.
- 1 Hey! You had a conflict with society that time you....
- 2 Shhhh! [clears throat] Next kind of conflict, please.
- All Character vs. Nature! [sound effect][gesture]**
- 15 That's when a character has a problem caused by some force of nature.
- 2 Like when a tornado comes and blows down your house.
- 3 Good example. And remember when Ponyboy's older brother smacks him and he tries to run away, but it's too cold outside?

All [sound effect]
 4 So, eventually he goes back home.
 1 Okay, so now we got four types of conflict. What's the last one?
 All **Character vs. Fate.**
 [sound effect] [gesture]
 5 That's when a character has a problem with a greater force...
 6 ...such as Fate, Luck, or God.
 7 Sometimes it's like when someone is in...
 All **"the wrong place at the wrong time!"**
 [sound effect][gesture]
 2 Right, like remember the time you were at the mall and ...
 1 [interrupting] Yeah, I remember. But let's talk about literary characters.
 8 Ponyboy, Darry, and Sodapop's parents are killed in a car wreck.
 9 This causes great difficulty for them as they grow up.
 10 In The Pigman, poor Mr. Pignati keeps having bad things happen to him.
 All **Dude!**

1 Hey, I'd better get going or I'll be in a big conflict with my mother.
 All **That's Character vs. Character.**
 [sound effect] [gesture]
 1 Whatever.
 2 Thanks for the conflict information. Maybe I'll use it if I decide to study for the English test.
 All **That's Character vs. Self.**
 [sound effect] [gesture]
 2 Whatever.
 1 [To #2] Hey, they know a lot about this stuff. Think they could help us with Math?
 2 Maybe. Ask them tomorrow.
 1 You ask them. Why should I have to ask?
 2 Because I'm always the one who has to do the asking.
 1 Are not.
 2 Am too.
 All **Conflict: It's a big problem!** [gesture]
 [sound effect]

Characterization

Curriculum-Based Readers Theatre Script

1	Drum roll please!	All	He had cow hooves for feet! [sound effect]
All	[sound effect]		
2	Sit back,	6-8	Cow hooves?
All	[gesture]	All	Got milk? Mooooooooo!
3	relax,	18	Right. Now, would the character be that interesting if he had ordinary feet?
All	[sound effect] [gesture]	6-8	Guess not.
4	and most importantly—listen!	19	So the author helps us by describing the character’s looks?
All	[gesture]	6-8	Yup.
5	Yes! Today’s fascinating Language Arts topic is...	20	But don’t forget thoughts and feelings.
All	[sound effect] Characterization!	21	Authors often express a character’s mood.
6-8	What’s characterization?	22	Remember when Papa Bois felt lonely by himself in the woods?
All	Characterization is the way an author presents a character in a story.	23	So he went to the market and got treated well and then he felt...
6	Ohhhhh! And how might that be?	All	friendly! [gesture]
All	A character’s appearance, thoughts, speech patterns, and deeds.	21	So he gave Tantie beads and string.
6-8	Ummmmm...a little help here....	22	Sometimes readers learn a character’s thoughts and feelings because the author describes them.
All	In other words—How a character looks, thinks, feels, speaks, and acts.	23	But sometimes the characters themselves do the describing through...
6-8	Ohhhhh, how a character looks, thinks, feels, speaks, and acts!	All	dialogue—it’s what the characters say. [gesture]
7	What do you mean by looks?	18	Through dialogue, readers make their own inferences about characters.
11	Looks as in outer appearance.	19	Back to “The Bamboo Beads.”
12	Clothing or hairstyle.	19	Tantie says things like “Chile” and “de.”
13	Hair color, eye color, skin color.	20	That’s because the setting of this story is Trinidad.
14	Size, shape, gender, species.	22	That’s an island in the West Indies, north east of South America.
8	How does that explain anything?		
15	Okay, take Papa Bois in the story “The Bamboo Beads.”		
16	You can tell he’s old and poor because he wore dingy, ragged clothes,		
17	and no shoes and...		

- 1 And consider what you imagine about the story's narrator who says,
- 2 "I wish I had brothers and sisters to plant flowers for or to count stars on."
- All** [sound effect]
- 18 You know the narrator is lonely when she says to Papa,
- 19 "I'm tired of only having myself."
- 3 And Mama's dialogue tells us lots about Papa Bois:
- 4 "He can be very dangerous. Once he meets someone, he keeps track of them by counting their sins, their blessings, even their teeth on his whittled beads."
- All** **Dialogue – Just Say It!** [gesture]
- 6 How about the way a character acts?
- 5 The character's deeds?
- 6 Yes, what do deeds or actions tell?
- 5 Okay, when Papa Bois knows exactly when and where to put the bamboo beads, we know that he's...
- All** **clever!** [gesture]
- 9 And when he speaks both English and French, we know that he's...
- All** **Bi-lingual!** [sound effect]
- 10 And when Tantie is nice to Papa Bois and he gives her a necklace, we know that he's...
- All** **generous!** [gesture]
- 11 To review!
- 12 Characterization is...
- All** **the way an author presents a character in a story.**
- 13 And how might that be?
- All** **By describing how a character looks, thinks, feels, speaks, and acts...**
- 14 as revealed through...
- 15 appearance,
- 16 dialogue,
- 17 and deeds!
- 18 Well done! [gesture]
- 19 And that's it for today's presentation on Characterization!
- 20 Join us tomorrow when the fascinating Language Arts topic will be:
- All** **Omniscient Point of View!** [gesture] [sound effect]

Four Genres of Literature

Curriculum-Based Readers Theatre Script

- | | |
|--|---|
| <p>1 Extra, extra—read all about it!</p> <p>2 Today’s big news—</p> <p>All “Four Genres of Literature Revealed”
[gesture]</p> <p>3 Four genres? [gesture]</p> <p>4 Four genres! [gesture]</p> <p>5 What does “genre” mean?</p> <p>2 The word “genre” means a type or kind.</p> <p>4 When you’re talking about books and writing...</p> <p>6 “Genre” means a common form of literature. [gesture] [sound effect]</p> <p>All “Genre” means a common form of literature. [gesture] [sound effect]</p> <p>7 What are the four genres of literature?</p> <p>All Poetry, drama, fiction, and non-fiction. [gesture] [sound effect]</p> <p>8 What’s the scoop on poetry?</p> <p>9 Poetry is a written verse that often uses rhyme and rhythm.</p> <p>10 Oh—a poem!</p> <p>11 Yeah, like this bug poem—
Quick bug, slick bug,
Ant and roach and tick bug!</p> <p>12 Did you know that some poems have periods and commas, but some don’t?</p> <p>All Some poems have periods and commas and some don’t.
[gesture] [sound effect]</p> <p>13 Neat! Poems can be words all about one subject, but you don’t have to have sentences!</p> <p>14 Great! I always forget my commas and periods!</p> | <p>15 What’s the 411 on drama?</p> <p>All Drama! “To be or not to be...”
[gesture]</p> <p>16 You use expression and energy when you read drama.</p> <p>17 Yeah, but what is drama?</p> <p>All Drama is literature written to perform on the stage, television, or radio. [gesture]</p> <p>18 Oh right—Drama means “plays.”</p> <p>19 Actors read the play to recite their lines.</p> <p>20 Yes, but you only read the part that you are playing.</p> <p>21 Okay, I get drama, but what is fiction?</p> <p>All Fiction is novels and stories that describe imaginary people.
[sound effect]</p> <p>22 You mean books like <u>Junie B. Jones</u> and <u>Arthur</u>?</p> <p>All Yes—they are fiction! [gesture]</p> <p>2 But what about non-fiction?</p> <p>All Non-fiction is factual writing about real information.
[gesture] [sound effect]</p> <p>3 Such as?</p> <p>4 Books about insects, thunderstorms, and computers are non-fiction.</p> <p>6 What about the newspaper?</p> <p>7 Most of the newspaper is facts about things going on in the world.</p> <p>All So, newspapers are non-fiction.
[gesture] [sound effect]</p> <p>8 What about Magic Tree House books?</p> |
|--|---|

9 Well, Jack and Annie are fictional
made up characters,
10 but the places they go are non-fictional
real places.
5 What does genre mean again?
All **“Genre” means a common form of
literature. [gesture] [sound effect]**

11 Oh, “genre” means different types of
things to read.
All **Poetry, drama, fiction, and non-
fiction. [gesture] [sound effect]**
1 Pick up your favorite genre and read all
about it today!