

Madeline: A Reader's Theatre and Google Lit Trip

Summary

Students will work together to prepare and perform a Readers Theatre using the beloved book Madeline. Teacher will record the Reader's Theatre for students to watch. If permission is granted, post the performance on YouTube.

Main Core Tie

English Language Arts Grade 3

[Reading: Foundational Skills Standard 4 b.](#)

Time Frame

5 class periods of 60 minutes each

Group Size

Small Groups

Life Skills

Communication

Materials

Copies of Madeline for every student. Video Camera. Google Lit Trip- Madeline.

Background for Teachers

Teacher should be familiar with the story Madeline. Watch the YouTube video and Google Lit trip to become familiar with these. In order to give a bad example of expression and fluency, teacher will read the story without expression and will not pay attention to punctuation. Teacher should choral read the book with students after they have watched the YouTube video.

Student Prior Knowledge

Students need to have had the experience of listening and participating in read aloud activities. Students will be more successful in Reader's Theatre they have had multiple opportunities for listening to fluent expressive reading by the teacher and practicing their own oral fluency.

Intended Learning Outcomes

Read grade level text in meaningful phrases using intonation, expression, and punctuation cues.

Instructional Procedures

1-Teacher will read the book Madeline without expression and not pausing for punctuation cues. 2-Teacher will ask students if they enjoyed the reading and if there was anything wrong with the reading. 3-Discuss what was wrong with the reading and how to make it better. 4-Then teacher will show the YouTube video to model how to read Madeline. 5- Teacher will model reading Madeline with expression and fluency using punctuation cues and model the cognitive thinking of why we read Madeline with expression and intonation. 6- The class will then choral read Madeline. 7- Create 2 groups for performances of Madeline A Reader's Theatre. Day 2, 3, and 4- Practice for 30 minutes. Then work for 30 minutes on scenery and costumes. Create invitations for families members to come and watch the Reader's Theatre. Day 5- Madeline Google Lit Trip for Students. Reader's Theatre

Performance

Strategies for Diverse Learners

Assign parts according to reading levels. Struggling readers can be assigned dramatic parts to build their enthusiasm for reading. ESL students can be assigned smaller parts so they will still be involved but not overwhelmed but do not stereotype students.

Extensions

Read other Madeline stories to students and let them write their own Madeline story. Gifted students could create their own Google Lit Trip.

Assessment Plan

Informal assessment for fluency during choral reading. The teacher will assess student performance by observing presentation to the families. Areas for assessment are fluency, voice, expression, and cooperation and should be assessed by rubric.

Bibliography

Madeline by Ludwig Bemelmans and <http://www.uen.org/Lessonplan/preview?LPid=13660>

Authors

[Mary George](#)