

Mini-Unit	Questionnaire-Based Scripting: Independent Reading Lives in Dialogue		
Rationale	<p>Theatre-based activities build community and camaraderie within a very short span of time. They also encourage active participation in the classroom space. This unit will be an excellent way for students new to the building, middle school structures, and each other to settle into their new learning environment. It will also call on students to reflect upon their own independent reading lives and introduce adult reading mentors who experience some of the same struggles with literacy as middle school students and still love to read.</p> <p>This mini-unit is to occur the second (four-day) week of school during the second half of the 84-minute block periods. The first half of the block will be used to introduce routines (i.e. independent reading, group work protocols, etc) and literacy class features (i.e. class library, writing resource center, etc) to which we will return throughout the year (plans separate).</p>		
Standards	<p>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>		
Objectives	<p>Content: SWBAT identify three features of the play genre SWBAT identify similarities and differences between characters in a script SWBAT work in small groups to create a script, rehearse, and perform SWBAT make goals for their own reading lives this school year and beyond</p> <p>Language: SWBAT use the words “genre,” “dialogue,” and “script” correctly in discussion.</p>		
Materials Needed	PPT, notebooks, cooperative role cards, Our Reading Lives model script (UE form) X30, independent reading questionnaires, script template , Three 4 Thinking response sheets, Reading Life Goals worksheet		
	<p style="text-align: center;">Representation</p> Print material Pictures/illustrations Graphic organizers Familiar content in a new form	<p style="text-align: center;">Expression</p> Writing Drawing Speaking Active listening Acting	<p style="text-align: center;">Engagement</p> Teacher-student dialogue Cooperative learning Peer-assisted learning Literacy mentorship
Day One			

<p>Mini-lesson 15 min</p>	<p>Be Here Now: Reading Minute “The more that you read, the more things you will know. The more you learn, the more places you’ll go!” -- Dr. Seuss, <i>Oh, the Places You’ll Go!</i></p> <ul style="list-style-type: none"> ● Presenter shares why he/she thinks it is good reading: the rhyme, the rhythm, the message...it’s memorable! ● Class takes notes in reading notebook/binder <p>Hook Show an excerpt (2-3 lines) of the mentor text with the character names blacked out. Ask for a few volunteers to ‘Reader’s Theatre’ the selection. Address vocabulary as needed. Then ask students: <i>Who do you think these people are? How old are they? What do they do for work?</i> Scribe conversation on board before revealing character names and professions (Teacher Tom - 66, Designer Alix - 27, Law Student Jason - 30, Electrician Will - 51, Nun Carol - 76).</p> <p>Continuation of Genre Conversation Ask students: When you’re reading something, how do you know it’s a play? Ask for student noticings before presenting...</p> <p><u>Three Features of the Play Genre</u> Character Lines Blank Space (tabs and returns) Stage Directions</p>
<p>Guided Practice 20 min</p>	<p>Reflecting on Our Reading Lives - Script Reading Explain to the class that you reached out to people in your life with different jobs, ages, and locations in the world but who all have one thing in common: they LOVE to read! You asked them to fill out the same independent reading questionnaire the students filled out on the first day of school. You got so many responses -- people were so excited to talk about why and what and how they read -- that you had to choose only a few characters and only the best lines (main ideas) from what they said to share with the class. Here (in play form) is what they said!</p> <p>Introduce Class Reading Protocol - Use your close reading bookmarks!</p> <ol style="list-style-type: none"> 1. Read silently, circling words you don’t know. 2. Turn and talk with your partner about these words. 3. Class vocabulary debrief (as needed). 4. Teacher(s) read aloud (with volunteers to fill roles as needed) while students underline main ideas. 5. Partners/small groups read <p>Mini-Discussion How are these readers different? What things do they all have in common? What can you learn from their combined story?</p>
<p>Independent Practice 5 min</p>	<p>Redrafting Give students a few minutes to return to their independent reading questionnaires and add to/edit their responses based on any reactions to the mentor text. Use the discussion questions as a guide for reflection: How am I different from these readers? What things do we have in common? What can I learn from their story?</p>

<p>Share/Assessment 7 min</p>	<p>Exit Ticket: When you're reading something, how do you know it's a play? How am I different from these readers? What things do we have in common? What can I learn from their story?</p> <p>HW:</p> <ol style="list-style-type: none"> 1. Writing notebook response: What do you think about when your teacher says, "Let's read!"? 2. Circle one word or phrase or sentence from each of your responses to the IRQ (last six questions) that you like the best or feel is most important . Come prepared to use these excerpts tomorrow in class!
<p>Day Two</p>	
<p>Mini-lesson 10 min</p>	<p>Be Here Now: Reading Minute Choose an excerpt from a student's IR questionnaire (with permission!) for today's reading minute.</p> <ul style="list-style-type: none"> ● Presenter shares why he/she thinks it is good reading ● Class takes notes in reading notebook/binder <p>Hook (review) Draw a Venn diagram on the board with Us (MS 324 6th graders) on one side and Them (Ms. Krantz's reading friends) on the other. Brainstorm differences and similarities to fill in the diagram based on previous day's work.</p> <p>Interview-Based Scripting Ms. Krantz emailed all her friends with the same questions you answered on your independent reading questionnaires. They emailed her back. This is a type of dialogue, a conversation between two parties about topics that matter to them. She wanted to share the most important ideas from their emails with you, so she created a script, which is another kind of dialogue. Many dialogues are natural (the informal conversations you have throughout the day) but a script is planned dialogue for an audience. It may have an intended message and often includes more than two people speaking.</p>
<p>Guided Practice 7 min</p>	<p>Scripting Place students into groups of 5 and hand out script template. Ask them also to take out their IRQs with the circled favorite phrases (last night's homework). Use the characters from the mentor text to model choosing parts and beginning to fill in the template.</p>
<p>Independent Practice 23 min</p>	<p>Scripting Students choose cooperative group roles (cards in table buckets) and work on filling in the script template using their IRQ excerpts.</p>
<p>Share/Assessment 2 min</p>	<p>Exit Ticket: Define "dialogue" and "script" in your own words.</p> <p>HW: Writing notebook response: How is my reading life different from my classmates'? What things do we have in common? What do I learn from putting our stories together? You can use a Venn diagram to organize your thoughts before writing in sentences if that helps!</p>

Day Three

<p>Mini-lesson 10 min</p>	<p>Be Here Now: Reading Minute Choose an excerpt from a student’s IR questionnaire (with permission!) for today’s reading minute.</p> <ul style="list-style-type: none"> ● Presenter shares why he/she thinks it is good reading ● Class takes notes in reading notebook/binder <p>Hook Write “WWWD” on the board. Tell students it is an acronym that will guide much of our writing workshops this year (3-W-D). Can you guess what each letter stands for? Answer: What Would a Writer Do?</p> <p>Rehearsal and Revising Writers rarely call the first thing they write the “finished product.” They go through several steps of writing and thinking and re-writing before they share their work with an audience. (We will practice many ways of working through common steps this year but for now…) One very important part of revision is reading a text out loud. Sometimes listening to what we have written and feeling the words in our mouths helps us notice our mistakes -- it sounds wrong or feels wrong or we can think of something better.</p>
<p>Guided Practice 10 min</p>	<p>Rehearsal Model revising an early draft of 2-3 character lines from the mentor text after reading the initial line aloud. Solicit student revisions as appropriate.</p>
<p>Independent Practice 20 min</p>	<p>Rehearsal Tell groups to practice reading through their entire script at least twice, hopefully three times. As you read, circle any parts that sound or feel strange to you. Enlist the help of your classmates to revise. Make sure you communicate well so all group members make the same changes to the script! And time yourself! You will have no longer than 5 minutes to share your final product with the class tomorrow.</p>
<p>Share/Assessment 2 min</p>	<p>Aural Exit Ticket: Recite your favorite line to the teachers on the way out of the room. HW: 30 min independent reading and log</p>

Day Four

<p>Mini-lesson 5 min</p>	<p>Be Here Now: Reading Minute Look at your group’s completed script. Find your favorite line in the whole play. This can be one of your lines or one of your classmate’s. When everyone is ready, we will read our favorite lines in unison.</p> <ul style="list-style-type: none"> ● Class takes notes in reading notebook/binder <p>Three 4 Thinking - Audience Response to Group Shares</p>
------------------------------	--

	<p>Pass out and review the format and protocol for audience participation and feedback during whole class shares discussed in the first half of class (connections, questions, light bulbs).</p>
<p>Share/Assessment 37 min</p>	<p>Performance Each group will have 5 minutes only to present their Reading Lives play. To be respectful of everyone's hard work, we will stick to that time limit even if your group goes over. There will be one minute to transition in between each performance in which you can finish writing your Three 4 Thinking feedback. If we have time left over, we will have a short group discussion.</p> <p>Exit ticket: Three 4 Thinking feedback worksheets HW: 30 min independent reading and log, writer's notebook entry reflecting on the scripting process and performance, Reading Life Goals worksheet</p>