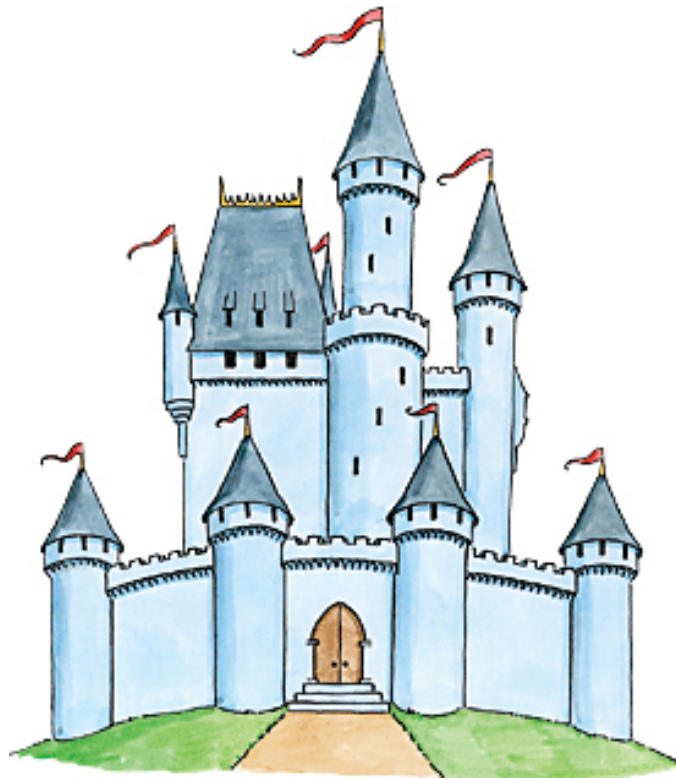


**Understanding by Design:  
Fairy Tale Reader's Theater Project**



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**Kansas State University**

Content	Technology
<b>Stage 1 –Desired Results</b>	
<b>Reading/Writing Standards:</b>	<b>ISTE Standards</b>
<p><u>Student 3<sup>rd</sup> grade, KS</u>  <b>Reading Standard 1</b>  Reads and comprehends text across the curriculum.  <i>Benchmark 2, Indicator 2:</i> Student reads fluently and expressively with appropriate pace, phrasing, intonation, and rhythm of speech.</p>	<p><u>Student 3-5 grades</u>  <b>NETS Standard 2</b>  Student will use digital-imaging technology to modify or create works of art for use in a digital presentation.</p>
<p><u>Student 3<sup>rd</sup> grade, KS</u>  <b>Reading Standard 1</b>  Reads and comprehends text across the curriculum.  <i>Benchmark 4, Indicator 7:</i> Student comprehends a variety of texts: sequences events and information in a logical order.</p>	<p><u>Student 3-5 grades</u>  <b>NETS Standard 7</b>  Student will conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support.</p>
<p><u>Student 3<sup>rd</sup> grade, KS</u>  <b>Reading Standard 1</b>  Reads and comprehends text across the curriculum.  <i>Benchmark 4, Indicator 10:</i> Student retells main idea or events as well as supporting details.</p>	<p><u>Teacher</u>  <b>NETS*T Standard 1</b>  Facilitate and Inspire Student Learning and Creativity  <i>Benchmark C:</i> Teachers promote student reflections using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative process.</p>
<p><u>Student 3<sup>rd</sup> grade, KS</u>  <b>Writing Standard 1</b>  Writes effectively for a variety of audiences, purposes, and contexts.  <i>Benchmark 1, Indicator 14:</i> Student writes narrative text using the writing process: begins to use dialogue.</p>	<p><u>Teacher</u>  <b>NETS*T Standard 2</b>  Design and Develop Digital-Age Learning Experiences and Assessments  <i>Benchmark A:</i> Teachers design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.</p>

Understandings:	Understandings:
<p><u>Students will understand that...</u></p> <p>*Students will understand that, to become a fluent reader, they must practice repeated readings of a text. (Bloom's: Knowledge)</p>	<p><u>Students will understand that...</u></p> <p>*Students will understand that technology (the internet) is a valuable research tool. (Bloom's: Comprehension)</p>
<p><u>Students will know....</u></p> <p>*Students will know they must work cooperatively with their group in order to be productive. (Bloom's: Application)</p> <p>*Students will know that analyzing their work is an important way to improve. (Bloom's: Analysis)</p>	<p><u>Students will know...</u></p> <p>*Students will know that accessing appropriate material online is a must. (Bloom's: Knowledge)</p> <p>*Students will know they will be responsible for using technology tools properly. (Bloom's: Knowledge)</p>
<p><u>Students will be able to...</u></p> <p>*Students will be able to write &amp; perform a multi-part script based off a Fairy Tale. (Bloom's: Synthesis)</p> <p>*Students will be able to research to find a fact about their Fairy Tale. (Bloom's: Analysis)</p>	<p><u>Students will be able to...</u></p> <p>*Students will be able to create a podcast. (Bloom's: Synthesis)</p> <p>*Students will be able to operate a Flip Camera. (Bloom's: Application)</p> <p>*Students will be able to design a background display using KidPix. (Bloom's: Synthesis)</p>
Essential Question:	Essential Question:
<p>*How can students become more fluent readers?</p> <p>*How can students learn appropriate ways to work in a team? (Kagan Cooperative Learning)</p>	<p>*How can technology be used in collaboration with reading instruction? (Dale's Cone: Direct/Purposeful Experience)</p> <p>*How can students learn to be comfortable using technology tools?</p>

# Stage 2 –Assessment Evidence

Performance Tasks:	Performance Tasks:
<ol style="list-style-type: none"> <li>1. Students will write a Reader’s Theater script of a Fairy Tale. (Gardner’s MI: Linguistic)</li> <li>2. Students will create a background display for their presentation. (Gardner’s MI: Visual)</li> <li>3. Students will practice their Reader’s Theater multiple times. (Gardner’s MI: Kinesthetic, Interpersonal) (Kagan Cooperative Learning) (Dale’s Cone: Direct/Purposeful Experience)</li> <li>4. Students will perform their Reader’s Theater Fairy Tales with their cooperative groups. (Gardner’s MI: Kinesthetic, Interpersonal) (Kagan Cooperative Learning) (Dale’s Cone: Dramatized Experience)</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will use word processing on laptops to write a Reader’s Theater script of a Fairy Tale. (Gardner’s MI: Linguistic)</li> <li>2. Students will create a background display using KidPix for their presentation. (Gardner’s MI: Visual)</li> <li>3. Students will practice their Reader’s Theater by creating a podcast. (Gardner’s MI: Kinesthetic, Interpersonal) (Kagan Cooperative Learning) (Dale’s Cone: Direct/Purposeful Experience)</li> <li>4. Students will record each other performing their Reader’s Theater Fairy Tales with a Flip Camera. (Gardner’s MI: Kinesthetic, Interpersonal) (Kagan Cooperative Learning) (Dale’s Cone: Dramatized Experience)</li> </ol>
Other Evidence:	Other Evidence:
<ul style="list-style-type: none"> <li>• Cooperative learning groups will complete a Group Evaluation. (Bloom’s: Evaluation)</li> <li>• Students will be assessed with a Rubric. (see attached)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will complete a Self-Evaluation using Survey Monkey. (<a href="http://www.surveymonkey.com/s/NYZN765">http://www.surveymonkey.com/s/NYZN765</a>) (Bloom’s: Evaluation)</li> <li>• Students will view the video recording of their Reader’s Theater performance.</li> </ul>

## Stage 3 – Learning Plan/Activities

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| <ol style="list-style-type: none"> <li>1. I will begin by reading several examples of Fairy Tales to the students. Then we will brainstorm and list titles of Fairy Tales on the board. (Gardner's MI: Linguistic)</li> <li>2. Students will be assigned into heterogeneous cooperative groups, and will choose a Fairy Tale from a provided list. (Gardner's MI: Interpersonal) (Kagan Cooperative Learning)</li> <li>3. Students will be given exploration time to research and become familiar with their Fairy Tale. They will find the Fairy Tale to read (<i>for struggling readers, they can listen to an audio of the story</i>). (Gardner's MI: Intrapersonal) (Dale's Cone: Text/Verbal)</li> <li>4. Students will share their research with their cooperative group (<i>Round Robin</i>). They will each provide one fact about their chosen Fairy Tale. Then, working as a group, they will write a Reader's Theater scrip of their Fairy Tale. (Gardner's MI: Interpersonal) (Kagan Cooperative Learning Structure: Round Robin)</li> <li>5. After multiple opportunities for repeated readings of their scripts, the cooperative groups will perform their Reader's Theater for the class. They will also each share their fact, and will be graded on: their work with cooperative groups, their Reader's Theater script, and their Presentation (<i>see rubric attached</i>). (Gardner's MI: Kinesthetic, Interpersonal) (Kagan Cooperative Learning) (Dale's Cone: Dramatized Experience)</li> </ol> | <ol style="list-style-type: none"> <li>1. I will begin by reading several examples of Fairy Tales to the students. Then we will brainstorm and list titles of Fairy Tales using the Elmo and Eiki projector. (Gardner's MI: Linguistic)</li> <li>2. Students will be assigned into heterogeneous cooperative groups, and will choose a Fairy Tale from a provided list on the internet. (Gardner's MI: Interpersonal) (Kagan Cooperative Learning)</li> <li>3. Students will be given exploration time to research and read their Fairy Tale. (<i>For struggling readers, they can listen to an audio of the story at <a href="http://storynory.com/archives/fairy-tales/">http://storynory.com/archives/fairy-tales/</a></i>) (Gardner's MI: Interpersonal) (Dale's Cone: Text/Verbal)</li> <li>4. Students will share their research with their cooperative group (<i>Round Robin</i>). They will each provide one fact about their chosen Fairy Tale. Then, working as a group, they will type a Reader's Theater script of their Fairy Tale in word processing. (Gardner's MI: Interpersonal) (Kagan Cooperative Learning Structure: Round Robin)</li> <li>5. After multiple opportunities for repeated readings of their scripts, the cooperative groups will perform their Reader's Theater for the class, which will be recorded using a Flip Camera. They will also each share their fact, and will be graded on: their work with cooperative groups, their Reader's Theater script, and their Presentation (<i>see rubric attached</i>). (Gardner's MI: Kinesthetic, Interpersonal) (Kagan Cooperative Learning) (Dale's Cone: Dramatized Experience)</li> <li>6. After all presentations are done and recorded, the class will watch each of the video presentations on an Eiki projector. (Gardner's MI: Visual) (Dale's Cone: Demonstration)</li> </ol> |
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6. After all presentations are done and recorded, the class will watch each of the video presentations.	
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**Fairy Tale Reader's Theater Grading Rubric**  
*Miss Mallon's 3<sup>rd</sup> Grade*



	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Cooperative Groups</b>				
	Works together effectively, with no problems	Works together effectively, with some problems	Works mostly as individuals, and only partly as a group	Works completely as individuals
	All 4 members complete Group Evaluation	Only 3 members complete Group Evaluation	Only 2 members complete Group Evaluation	Only 1, or no members complete Group Evaluation
	Fills out Self-Evaluation Survey completely	Fills out most of Self-Evaluation Survey	Fills out only a little of Self-Evaluation Survey	Does not fill out Self-Evaluation Survey
<b>Reader's Theater Script</b>				
	All 4 group members have a role	Only 3 group members have a role	Only 2 group members have a role	Only 1 group member has a role
	Each member has a minimum of 6 parts	Each group member has 4 or 5 parts	Each group member has 2 or 3 parts	Each group member has 0 or 1 part
	Script contains all parts of the Fairy Tale	Script contains most parts of the Fairy Tale	Script contains small parts of the Fairy Tale	Script contains little or no parts of the Fairy Tale

<b>Presentation</b>				
	Student read all of their parts fluently	Student read most of their parts fluently	Student read only a few of their parts fluently	Student did not read their parts fluently
	Student spoke in a loud, clear voice with expression	Student spoke in a loud, clear voice with some expression	Student spoke in clear voice with little expression	Student spoke in quiet voice with little or no expression

## Fairy Tales Reader's Theater Project Cooperative Group Evaluation

Group Members Names:

Date: \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_

Fairy Tale: \_\_\_\_\_

As a team, decide which answer best suits the way your team worked together and complete the remaining sentences.

1. We finished our Reader's Theater project on time, and we did a good job! **YES NO**

2. We praised and encouraged each other and we cooperated with each other. **YES NO**

3. We practiced our Reader's Theater several times. **YES NO**

4. We each shared our ideas, then listened and valued each others ideas.  
**YES NO**

5. We did best at:

\_\_\_\_\_  
\_\_\_\_\_.

6. Next time we could improve at:

\_\_\_\_\_  
\_\_\_\_\_

## **Research-Based Rationale**

What is reading? When the PEW Internet Project asked this question, they found that it is being able to sound out words, recognize sight words, and achieve fluency (Wells, 2008). The National Center for Education indicates that nearly 40% of America's 4<sup>th</sup> grade students are below the basic level in reading (NCES, 2004). As a 3<sup>rd</sup> grade teacher, this is very alarming to me. I chose to use this project as an opportunity to use exciting new technology to help improve my students' reading fluency, and therefore their comprehension. Fluency expert Tim Rasinski suggests Reader's Theater as an excellent way for students to improve their reading fluency. Repeated readings of Reader's Theater help students remember story elements (main idea, vocabulary, and so on). If students write their own Reader's Theater script, they will be even more familiar and comfortable with their text. This is why I am having students turn a familiar fairy tale into a Reader's Theater script. As Rasinski says, "When students turn stories into scripts, it is a variable scaffolding experience" (Rasinski, 2003).

As of December 2009, 23% of teens ages 12-17 go online (Arafeh, Lenhart, Macgill, & Smith, 2008). So much of the Read-Write-Web (Richardson, 2009)



requires reading, and as elementary teachers it is so important that we teach our students how to read and process the information they absorb while online. I included podcasting in this project because not only does it give students additional chances to read their script, it also gives students a chance to share their work with an audience outside of the classroom. As Richardson says in Blogs, Wikis, Podcasts, and other Powerful Web Tools (2009), "Podcasting is another way to be creating and contributing ideas to a larger conversation, and it's a way of archiving that contribution for future audiences to use." What a powerful and wonderful tool to get kids excited and eager about reading and writing: "Students can get very fired up when they realize other people besides their classroom teacher are listening and responding to the ideas they are sharing via a classroom podcast" (Fryer, 2008).

This project also incorporates a mix of independent work and cooperative learning groups. This is a good way to reach learners of all intelligences. In 67 studies of achievement effects of cooperative learning, 61% found significantly greater achievement in cooperative learning than traditionally taught groups (Dotson, 2001). Grouping students in a heterogeneous way is how Dr. Spencer Kagan, who is the revolutionary creator of Kagan Cooperative Learning, recommends. Heterogeneous groups have students mixed first according to academic ability (each group should ideally consist of the following abilities: high, mid-high, mid-low, and low), and then by gender and race: "When groups are maximally heterogeneous and other essential elements are met, students tend to

interact and achieve in ways and at levels that are rarely found in other instructional strategies” (Stahl, 1994). Kagan Cooperative Learning has many cooperative learning structures that are engaging for students. In Integrating Technology for Meaningful Learning, authors say, “One charge that is consistently leveled against using technology in academia is that it isolates students from one another and from the teacher” (Grabe & Grabe, 2007). As seen in my project, this does not have to be the case. Kagan Structures can be easily incorporated into technology use. This is evidenced in my project with the Round Robin structure, where cooperative groups share information after each student completes internet research. By providing students with a ShareTabs (<http://sharetabs.com/?fairytale>) list of appropriate websites, not only can a teacher scaffold the information for them (Grabe & Grabe, 2007), but can also provide students with access to resources that will help them complete their tasks. This is an important thing to remember in cooperative learning.

By combining the research proven benefits of cooperative learning with exciting new technology tools, this project will be essential in helping improve students’ reading fluency and comprehension. Students will benefit from repeated readings of their own Reader’s Theater, as well as the chance to share their creation with a global audience outside of the classroom.

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