



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 1: Unit 3: Lesson 11**

## **Our Group Readers Theater: Revision, Conclusion, and First Rehearsal**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can write narrative texts. (W.5.3)
- I can introduce the narrator/characters of my narrative. (W.5.3a)
- I can organize events in an order that makes sense in my narrative. (W.5.3b)
- I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters. (W.5.3c)
- I can use transitional words, phrases, and clauses to show passage of time in a narrative text. (W.5.3d)
- I can use sensory details to describe experiences and events precisely. (W.5.3e)
- I can write a conclusion to my narrative. (W.5.3f)
- I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate. (SL.5.6)

**Supporting Learning Targets**

- I can revise my script with my group.
- I can write a conclusion to my script that relates directly to my UDHR article with my group.
- I can choose visuals that contribute to my audience’s understanding of the characters, setting, problem, and/or mood of the play.
- I can practice performing a script.

**Ongoing Assessment**

- Readers Theater Script revisions
- Conclusion for group script
- Performance practice feedback



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Reviewing Learning Targets and Vocabulary (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Group Work: Revising Scenes and Transitions (20 minutes)</li> <li>B. Group Work: Writing a Group Conclusion (15 minutes)</li> <li>C. (Optional) Group Work: Brainstorm Visuals (5 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Practicing and Peer Feedback (15 minutes)</li> </ol> </li> <li>4. Homework</li> </ol>	<ul style="list-style-type: none"> <li>• In advance: Review group scripts and provide written feedback about how well students are sequencing events and using clear transitions.</li> <li>• If your students are already familiar with 6 + 1 traits writing, there are many opportunities in this unit to reinforce that work. In this module, students become familiar with more basic aspects of the writing process, including critique and revision.</li> <li>• Note that students practice briefly in front of another group at the end of this lesson. This is to help them get more comfortable performing. They have a second rehearsal during Lesson 12.</li> <li>• Review Catch and Release and Praise-Question-Suggest (see Appendix).</li> </ul>

Lesson Vocabulary	Materials
<p>revise, conclusion, brainstorm, visuals, practice performance, peer feedback</p>	<ul style="list-style-type: none"> <li>• Group scripts with written feedback</li> <li>• Script conclusion (sample; one to display)</li> <li>• Note card with list of student roles (exit ticket from Lesson 10)</li> <li>• Highlighters (5 different colors for each group)</li> <li>• Readers Theater Rubric (introduced in Lesson 1; clean copy in supporting materials; one per group)</li> <li>• Anchor chart: Human Rights Challenges in Esperanza Rising (begun in Unit 2, Lesson 3)</li> <li>• Blank note cards (one per student)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets and Vocabulary (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Read the learning targets aloud. Explain to students that today they are going to work with their group members to make final revisions to their individual scenes and to write a conclusion for their Readers Theater script.</li><li>• Additionally, they will perform their scripts for another group and receive feedback so they are able to refine their performance for the final performance task in the next lesson.</li><li>• Clarify any targets and/or vocabulary as necessary.</li></ul>	<ul style="list-style-type: none"><li>• ELLs may be unfamiliar with Tier 2 vocabulary words (e.g., <i>revise</i>, <i>conclusion</i>, <i>contribute</i>). Clarify vocabulary with students as needed.</li></ul>
Work Time	Meeting Students' Needs
<p><b>A. Group Work: Revising Scenes and Transitions (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Have students join their group members and return <b>group scripts with written feedback</b>.</li><li>• Give students a moment to read through the written feedback on their transitions (see Teaching Note in Lesson 10) and the annotations each student and their group members wrote in Lesson 10. Say to students: “Now you will have an opportunity to revise [change] your script, working independently and with your group members, based on the written feedback, as well as the annotations you and your group members made on individual scripts during Lesson 10.”</li><li>• Post the following revision instructions for students to guide their work. Revise your scripts to include:<ul style="list-style-type: none"><li>– Words and phrases that show the characters' actions, thoughts, and feelings</li><li>– Words and phrases to clearly identify the setting</li><li>– Words/phrases from the UDHR your group is focusing on</li><li>– Words and phrases that make clear transitions between events and scenes</li></ul></li><li>• Clarify any instructions. Tell students they may work on their own or with a partner. Circulate to support to individuals and/or groups as necessary.</li></ul>	<ul style="list-style-type: none"><li>• Visuals can help students comprehend directions. Chart instructions and steps to revise their scripts.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Group Work: Writing a Group Conclusion (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that now they will be working with their group members to write a single conclusion to their full narrative group script.</li> <li>• Say: “The purpose of a conclusion is to summarize the events of a narrative and to draw the audience’s attention to the theme of the narrative. The conclusion your group writes will need to summarize the narrative by describing the challenge(s) your characters faced and connect back to the UDHR theme you focused on. Here’s an example.” Display the <b>Script Conclusion, Sample</b>, and read aloud.</li> <li>• After reading, ask students: “How does the conclusion describe the challenges the characters faced? How does it relate back to my UDHR theme?” Allow several students to respond. Leave the sample posted while students work with their group members to write a conclusion, on a separate sheet of paper, for their group script.</li> <li>• Remind students to summarize challenges faced by the characters and to connect back to the UDHR theme the group is focusing on, by using specific words/phrases from their UDHR. (Refer students to the <b>anchor chart Human Rights Challenges in Esperanza Rising</b>, from Unit 2, for additional support.)</li> <li>• Move throughout the room and/or use Catch and Release to support students.</li> <li>• Once all individual scripts are revised, are in sequence, and have a group written conclusion, students will need to stack all pages, placing the conclusion as the last page of the group script, and staple together.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider writing and breaking down multistep directions into numbered elements. ELLs can return to these guidelines to make sure they are on track.</li> </ul>
<p><b>C. (Optional) Group Work: Brainstorm Visuals (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute a note card to each group. Tell them they will need to think about what types of props and/or visuals they will want to use for the group performances of their group’s narrative script during the final performance task in the next lesson. Explain that the purpose of using props is to contribute to the audience’s understanding of characters, setting, problem, and/or the mood of the play. (Clarify any of these terms as necessary.) Prompt students to think about the scenes in their scripts and where the characters may be, what they are doing or wearing, and/or what challenges they are facing. Say: “For example, in the last scene of my script, Mama and Esperanza are traveling by truck and train, so I may want to have a picture of a truck and a train in the background of my play.” Offer additional examples, if necessary, and have student groups list at least two or three possible props for their performance. Have group members decide who will be responsible for bringing in each prop for the final performance task in the next lesson.</li> <li>• Move throughout the room to offer support to students as needed.</li> </ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Practicing and Peer Feedback (15-20 minutes)</b> <i>Note: Each group will need to share a single script for this practice performance.</i></p> <ul style="list-style-type: none"> <li>• Tell students that they are now going to practice performing in front of another group. Remind students of the Praise-Question-Suggest protocol. Distribute the <b>Readers Theater rubric</b> to each group. Tell students that the audience group can focus on their feedback the Delivery section of the rubric.</li> <li>• Ask two student groups to pair up so they can practice performing for one another.</li> <li>• Give students 5 minutes with their own group to prepare. Distribute highlighters and students' note cards from Lesson 10 (listing which student will perform which role). Each student in a group needs a different colored highlighter. Give groups about 5 minutes so each person has time to highlight his or her lines.</li> <li>• Then ask students to choose which group will perform first and which will give feedback.</li> <li>• Have the first group begin. Circulate to support as needed as they perform and as their peers give feedback. Remind students of the protocol: Those giving feedback should focus on the other group's delivery and should state one Praise, one Question, and one Suggestion. Model as you circulate, if needed.</li> <li>• Then the groups switch roles, so the other group has a chance to practice and receive feedback.</li> <li>• Collect group scripts and the rubrics with peer feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider providing smaller chunks of text (sometimes just a few sentences) for ELLs. Teachers can check in on students' thinking as they write or speak about their text.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Tell someone at home about your upcoming performance. Explain that you need to collect props for the performance and tell the person what you are going to create and/or bring into school for the performance. You may draw and/or print out pictures, create visuals using technology, and/or bring in objects from home for use as props during the next lesson's performance task.</li> </ul> <p><i>Note: Read through group scripts and provide brief written feedback about students' script conclusions for students to use at the beginning of Lesson 12.</i></p> <p><i>Make copies of each group script, so each student in the group will have his/her own copy during the final performance.</i></p>	<ul style="list-style-type: none"> <li>• Consider sending home a note to parents about the upcoming performance and the need for props.</li> </ul>



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## Supporting Materials



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So Mama and Esperanza sneaked away from El Rancho de las Rosas, in the dead of night, escaping from the uncles who took their land. They traveled many miles, by truck and train, until they reached America. Mama hoped for nothing more than to have the same rights as men, to be able to have her own property, to have the freedom to work so she could save enough money to bring Abuelita here, and to begin her future in this new land.



**Names of Group Members:** \_\_\_\_\_

<b>Individual Scores</b>	<b>1–Needs Improvement</b>	<b>2–Fair</b>	<b>3–Good</b>	<b>4–Excellent</b>
<b>Delivery</b>	Student had difficulty reading the script and consistently did not use expression, or eye contact	Student read the script but had little expression, few gestures, or little eye contact	Student read the script with some expression, gestures, and eye contact	Student read the script with confidence and expression, made gestures and good eye contact

**One “Praise”** \_\_\_\_\_

**One “Question”** \_\_\_\_\_

**One “Suggestion”** \_\_\_\_\_