

Sopa de Piedra (Stone Soup)

Congratulations on your purchase of this **Really Good Spanish Readers' Theater (Teatro del lector)**.

This guide will help you prepare a group of students for the performance of a Readers' Theater text.

Meeting the Standards

Spanish Readers' Theater (Teatro del lector) aligns with the Common Core State Standards for Spanish Language Arts below. For alignment with other state standards, please refer to our website's Standards Match.

Fluidez

DF.1.4.-3.4. Leen con suficiente precisión y fluidez para apoyar la comprensión.

- Leen textos a nivel de grado, con propósito y comprensión.
- Leen textos a nivel de grado oralmente, con precisión, ritmo adecuado y expresión en lecturas progresivas.
- Usan el contexto para confirmar o autocorregir el reconocimiento de las palabras y la comprensión, releyendo cuando sea necesario.

Fluency

RF.1.4.-3.4 Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

This Really Good Stuff product includes:

- Really Good Spanish Readers' Theater Book Set Sopa de Piedra**
Six individual parts
710L
- This Really Good Stuff Instructional Guide

Introducing Spanish Readers' Theater

In order to present Readers' Theater, you must keep one word in mind—FUN!

Readers' Theater builds fluency and expression in children's oral reading, which motivates the students and makes the process enjoyable. The short performances can help struggling readers feel confident or give capable readers a chance to step into the limelight. Either way, their reading skills improve.

Readers' Theater is simple because it is about having fun while reading. You won't need any costumes or props, only your student stars and these colorfully illustrated Readers' Theater books. Students can improve their

reading comprehension and fluency as they read and reread the text, working on vocal expression and other performance elements (see *Getting to Know the Script*). Encourage your students to practice at school and on their own and to have a good time with it.

Discuss genre as you introduce the script, its characters, and its themes. Students should not be expected to memorize the script or its curricular content; instead, they should relax into the reading.

Benefits of Readers' Theater

This Readers' Theater collection will benefit your teaching in many ways:

- opportunities to improve fluency make reading more enjoyable for children
- newer readers get to experience reading something familiar aloud, without the fuss of sounding out words
- reluctant and eager readers engage in the reading process together
- students improve their performance/oral reading skills and self-confidence in front of an audience
- simple scripts don't require costumes, props, or even a stage
- the content builds vocabulary and connects to curriculum
- students read parts separately and together, offering a fun added challenge
- students gain experience working cooperatively
- students gain an appreciation of a new literary form, the play

Assigning Parts

When you assign the script parts, think about individuals' abilities and what configurations work best for your group of whatever size:

- Divide the class into pairs or small groups. Each group or pair can split up the parts. They can all practice different scripts or the same script.
- The whole class can read together, if you divide the class into two or more groups. Group 1 can read the lines for part 1 (green), and so on.
- Buddies can perform parts together.

Color Coding

Readers' Theater includes scripts accompanied by colorful pictures. The text for every part is color coded. Students follow simple color coding as they recite the voice parts solo and with other students. Give each child their own Readers' Theater book and assign individual



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students or pairs script parts to follow (“You’ll be green,” “you’ll be pink,” etc.). If needed, you can double up some of the parts—particularly if you have more students than scripts.

or another class, plan this in advance. Repeated readings will only further their enjoyment and give them more opportunity for reading success.

Getting to Know the Script

Students spend a few days working with the script, allowing them to gain confidence in reading their parts.

Day 1

1. Give students the title of the script and say something about the story or content. If appropriate, share the original story. This will help your students understand the relationship of the characters and the themes of the script.
2. Pass out the books and direct the students to the script. As your students follow along silently, read the script aloud, modeling creative use of vocal expression and correct pronunciation.
3. Ask students how they liked the story. Discuss the script and its themes, and go over any challenging vocabulary.

Days 2 and 3

1. Review any challenging words.
2. Divide students into pairs and have them practice the script, taking turns reading every other part.
3. Walk around, listen to the students’ readings, offer suggestions and model lines as needed. Help the readers work on pace, expression, and intonation for the different parts as they rehearse. Show how the parts are enhanced when read with the appropriate emphasis and voice techniques. Discuss emotions the readers might need to convey, such as excitement or disappointment. Include some physical theater as well. Encourage hand gestures, facial expression, and acting out movements for animal characters. Also show how vocal speed and volume can affect the presentation. Make sure they notice and correctly follow punctuation.
4. Make sure both students in each pair have practiced all the parts in the script more than once.

Days 4 and 5

1. Once students are familiar with the script, assign parts to the students in your reading group. Another option, if you are working with a large group or whole class, is to split them into smaller groups and assign script parts, clearly telling each student or pair his or her color (See *Assigning Parts*).
2. Read the script aloud. If you plan to have the group perform for an audience, such as classmates

Practice and Performance Reminders

1. **Practice repeatedly.** Whether you have the whole group casually perform Readers’ Theater scripts or have small groups perform them for the class, the students should practice the scripts repeatedly. They will have fun as they gain confidence working over a few days.
2. **Discuss performance elements.** Use practice time as an opportunity to review the elements discussed in preparation and performance (see *Getting to Know the Script*) such as vocal expression and body language. Point out if students are talking too softly, too fast, too loud, or not at all! If a group is performing a single part, they should be unified. If necessary, model saying lines expressively.
3. **Command respect.** Discuss the standard of behavior that you expect during practice and performances. Explain how a student or pair should handle an unexpected event during a performance such as a mistake, an interruption, or a noisy audience member.
4. **Discuss script positions.** The audience wants to see the performer—not the script! It is also helpful if they make eye contact with their audience at times. Come up with a plan for how you would like the students to stand or sit. Discuss page turning as well as the best way to introduce and conclude the performance.
5. **Modify as necessary.** Keep in mind that some students are shy, others are expressive, and the variations go on. Though you plan in advance who will be assigned each part, remind students that you may find it necessary to switch parts once you begin rehearsing. You’ll find that some students are too nervous to perform a voice part alone, and you’ll decide to pair them with at least one other student.

Readers’ Theater Journal

Have students keep a journal of their experiences performing in Readers’ Theater. They can write what they like or dislike about the performances, keep notes on what they discover in rehearsal, and so on.

You can also challenge students to write plays inspired by Readers’ Theater. Set aside time for students who want to share—or perform with a group—the scripts they’ve written.