

# AMAZING ANIMALS



## Characters

**Narrator**

**Wolf**

**Brian**

**Dolphin**

**Mom**

**Hummingbird**

## Setting

This reader's theater takes place at Brian's house.



## Act 1

**Narrator:** This is the tale of a boy who loves animals.

**Brian:** "Animals are amazing, Mom! According to this book, sea otters can float on their backs."

**Mom:** "That's nice, Brian. But, we need to talk. I found tadpoles in a drinking glass."

**Brian:** "Mom, did you know that sea otters can smash clam shells open with rocks?"

**Mom:** "Brian, I'm glad you like animals, but our house is not a zoo."

**Narrator:** Brian didn't hear his mom. He was too busy reading about sea otters.

**Brian:** "The sea otter doesn't have blubber. It has fur instead. The fur traps in air so that the otter's skin doesn't get wet."

**Mom:** "Brian, put down that book! You have too many animals around here."



**Song: Animals Everywhere**



# Animals Lesson Plan

## Objectives

- **Fluency:** Students will deliver oral presentations and read passages fluently, focusing on expression and reciting lines as the character would say them.
- **Content Area:** Students will learn the various characteristics that different animals have, and then use those characteristics to create an original animal.

## Summary

As the title of the reader's theater implies, animals are amazing! Children in particular find them fascinating. This reader's theater script gives students the opportunity to learn fun and interesting facts about three animals: wolf, dolphin, and hummingbird.



## Materials

- *Amazing Animals* script booklets
- *Animals Character Masks*

## Introduce the Literature

Create a large K-W-L chart on butcher paper or on the board. Under the K, list everything the students know about wolves and dolphins. Then ask students to work in small groups to create questions to list under the W about things they would like to know about those two animals. Then, as a class record their questions under the W of the chart. Finally, allow students to work in the same groups to find the answers to the questions. Use the books listed in the materials sections above, along with books checked out from the library, for students to search through to fill in the L column of the chart. Encourage students not only to answer their questions, but also to find other fun facts about wolves and dolphins. Record findings on the class chart under the L. Then, after the reader's theater, *Amazing Animals*, allow students to add information to the L portion of the chart that they learned from the script.



## ELL Support

Allow ELL students to draw pictures of what they learned from the books. Also, place them in small groups with higher-level students to help them find the information for the K-W-L chart. Students can also make contributions to the K-W-L chart in their first languages and then translate into English.

## Involving All Students

Rather than having the entire class read the poems, divide the students who do not have a part, into three different groups. Assign the first group to read the "I Am a Wolf" section of the poem at the appropriate time. The second group will read the "I Am a Dolphin," and the third group will read the "I Am a Hummingbird."