



Smarty Theater

Theater Information

- **Smarty Theater is a great oral interpretation strategy that small groups called Smarty Groups (3 or 4 students is the recommended size) can use to portray one key scene from a book app.**
- **The performance only requires dramatic reading, but if you choose, the Smarty Groups can create costume and props.**
- **Have each group choose one page of the app that has some action or excitement and that lends itself to the number of students in each group. Explain that this is one scene from the story.**
- **The group must first provide an introduction to the book app and scene so that the audience understands what is going on. The student who does this is the narrator – provides introduction to the book app and the scene plus can provide commentary (what do you think about this?) either here or later in the play.**
- **Everyone must have a part: narrator, characters, or chorus.**
- **There can be choral parts where more than one person reads at the same time. This is used to provide emphasis to certain lines.**
- **Groups have a creative license for the organization of their script. In other words, they can change elements of the story's scene.**
 - **It's okay to cut lines or information from the text when making the script.**
 - **It's okay to add a few choice words to the script.**
- **If possible, each group member should handwrite his own final version of the script. If not, provide each student printed copies.**
- **Practice:**
 - **Stand up straight with your feet shoulder-width apart.**

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- **You must be expressive vocally because there is no visual element – unless you choose to.**
- **Tell the students that they will carry the audience into an imaginary world.**

Educators' Information

Smarty Theater initiates excitement and enthusiasm among students, which equals learning. Smarty Groups develop scripts, rehearse their voices, and perform their plays. This activity produces fluency in student reading and, consequently, improves the comprehension of the text.

Common Core State Standards met with this activity could include the following:

Language Arts: Reading Literature, Reading: Foundational Skills, Writing, Speaking & Listening, and Language.

- **RL.2 – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or, oral and explain how it is conveyed through key details in the text.**
- **RL.3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**
- **RL.5 – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.**
- **RL.6 – Distinguish their own point of view from that of the narrator or those of the characters.**
- **RFS.4 – Read with sufficient accuracy and fluency to support comprehension.**
- **W.3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences.**
- **W.4 – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.**

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- **W.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.**
- **SL.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on (grade 2-4) topics and texts, building on others’ ideas and expressing their own clarity.**
- **SL.6 – Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.**
- **L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
- **L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
- **L.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

Bloom’s Taxonomy levels met with this activity could include the following:

- **Remembering: describe, write**
- **Understanding: explain, put into your own words**
- **Applying: make, put together, change**
- **Analyzing: examine**
- **Evaluating: decide, determine**
- **Creating: create, compose, construct, design, imagine**