

Lesson Plan – *The Adventures of Tom Sawyer*

Concept: Dialect through Reader's Theater

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Suggested Grade Level: Intermediate

Time Frame: Two-three weeks (The following could be a possibility; one day to introduce Mark Twain, one day to go over the lesson and discussion, and then the remaining days to read and reread, make backgrounds and so on, last days to perform reader's theater. approximately 20-30 minutes each day.

Objectives: Students will fluently read and perform a favorite scene from the story The Adventures of Tom Sawyer. Students will portray their character through dialect, clothing, and etc. Students will design a background for the scene.

State Standards: Missouri CA 2, 3, 1.5

Assessment/Evaluation: Through the use of a scoring guide teacher will assess whether students were able to read the scene fluently.

Language/Vocabulary: Discuss and point out the dialect of the story. Pull out words from chapter 1 such as truck, middling, dander, 'pears, peril, vexed, sagacity, roundabout, sidling, lowed, and adamantine.

Integrated Curriculum: Art will also be integrated into this through student backgrounds.

Background Information: Discussion of Mark Twain's life and the time period he is discussing in the story takes place.

Materials: The Adventures of Tom Sawyer, refrigerator boxes, markers, colored pencils, construction paper, hats, dresses, etc the students and I will locate and collect.

Technology Support: Teacher uses "Mark Twain in 60 Minutes", a PowerPoint presentation (available from the museum upon request) and picks out appropriate slides to show students.

Lesson Plan Format –

A. Introduction: Begin the lesson with "Mark Twain in 60 Minutes" to introduce the author and show what a spectacular man he was in Missouri history.

B. Lesson: Students will practice and perform a Reader's Theater and make backgrounds to go with it. For example a group of students could perform the scene about Tom and Jim discussing the whitewashing chapter 2.

C. Closure: Perform a Reader's Theater for another class.

Scheduled Use of Time:

Time	Teacher Activity/Questions to be asked	Student Activity
Day 1	<p>"Mark Twain in 60 Minutes" PowerPoint (available from museum upon request)</p> <p>Show the students the author they will be reading and performing through the PowerPoint and discuss.</p> <ul style="list-style-type: none"> • What did you learn about Mark Twain? • Where was Mark Twain from? • Why do you think Mark Twain is important to us? • What do you have in common with Mark Twain? 	Listen, Discuss, and Respond
Day 2	Teacher, Para, and Pull in Teacher perform a Reader's Theater for the students.	Teacher Modeling
Day 3	<p>Teacher reads aloud chapter 1 of <u>The Adventures of Tom Sawyer</u>.</p> <p>Questions/discussion:</p> <ul style="list-style-type: none"> • Did I read a scene that would interest you and others if it was read and performed? • Have you ever acted like Tom? (misbehaved?) • What words did you see and hear that had you thinking or wondering about? Discuss those words students pull out and some the teacher also has. <p>Next the teacher reads aloud a short paragraph or two to catch the listener's attention and get them to want to read more of the chapters 2-6 of <u>The Adventures of Tom Sawyer</u>. Then the predetermined groups get together and decide what chapter they want to work on.</p>	Listen, Respond, and Individual/Group Work
Day 4	<p>Small groups tell teacher what chapter they are going to work on and groups do not do the same chapter. Then students read the chapter alone and think about what part they want to be.</p> <ul style="list-style-type: none"> • Narrator • Tom • Aunt Polly • Becky • Sid • Etc. <p>Small group then determines what part each person wants to perform.</p>	Individual/Group Work
Day 5	Students read the chapter practicing for their Reader's Theater. Remind students that they need to have understanding of the vocabulary as well. They can do this as they read and discuss. Each group shares 2 of the vocabulary words their group picked out to better understand and let others understand. Give students 15 minutes to practice the reading.	Group Work
Day 6	Discuss with students the dialect used in the story and students practice it. Students read the chapter practicing for their Reader's Theater. The last 5-10 minutes students can work on props or discuss what they might need to bring to school (hats, dress, etc.) Teacher goes around checking student progress and helping them as needed.	Discussion and Group Work

Day 7	Students read the chapter practicing for their Reader's Theater. The last 5-10 minutes students can work on props or discuss what they might need to bring to school (hats, dress, etc.) Teacher goes around checking student progress and helping them as needed.	Group Work
Day 8	Students read the chapter practicing for their Reader's Theater. The last 5-10 minutes students can work on props or discuss what they might need to bring to school (hats, dress, etc.) Teacher goes around checking student progress and helping them as needed.	Group Work
Day 9	Students read the chapter practicing for their Readers' Theater. The last 5-10 minutes students can work on props or discuss what they might need to bring to school (hats, dress, etc.) Teacher goes around checking student progress and helping them as needed.	Group Work
Day 10	Students spend this time working on props or backgrounds. Students also can practice the reading.	Group Work
Day 11	Students perform the Reader's Theater for a class.	Performance
Day 12	Students perform the Reader's Theater for a class.	Performance
Day 13	Students perform the Reader's Theater for a class.	Performance

Possible Follow-up Activities:

- Students may continue doing the above process with the rest of the book, write their own reader's theater about other chapters, watch the musical on Tom Sawyer, watch the movie Tom Sawyer, and write a story about how they are like Tom Sawyer.
- Mark Twain's "The War Prayer" done as Reader's Theater:
<http://www.aaronshep.com/rt/RTE05.html>
- Create other Reader's Theater projects using the works of Mark Twain (emphasis on dialect)
- Students can create their own versions of Twain's life using Reader's Theater

Possible Guest Speakers/Other Resources: Field trip to Hannibal Missouri taking in places such as Mark Twain Cave, Hannibal Trolley, Jim Waddell (Mark Twain Impersonator).

Scoring Guide Readers' Theater

	3 Points	2 Points	1 Point
Reading Fluency	Student read fluently with little or no mistakes. Excellent use of voice inflection.	Student read fluently most of the time. Moderate use of voice inflection.	Student did not fluently read. Reading was flat – little to no voice inflection.
Dialect	Student read the scene with good use of dialect. Audience could tell that the student was very familiar with reading.	Student read the scene with some dialect. Audience could tell the student was not quite ready to perform.	Student did not read the dialect well. Audience could tell the student was not prepared.
Props	Student props were appropriate to the character they are performing.	Student props could use some work.	Student props were poor.
Group Work	Student participated with the group at all times.	Student participated most of the time.	Student did not participate with the group.