

READERS THEATRE WITH **LUKE ON THE LOOSE**
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Lesson Plan for
LUKE ON THE LOOSE

by Harry Bliss
 (RAW Junior/TOON Books,
 ISBN: 978-1-935179-00-9, \$12.95)

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Overview	With its large cast of characters, fast-paced and engaging storyline, and low Lexile level, Harry Bliss's <i>Luke on the Loose</i> represents an ideal way to introduce students, especially visual learners, to Readers Theatre.
Subject	English Language Arts
Grade Level	1-2
Suggested Time	45 minutes (following an initial reading of the text); additional rehearsal time as needed; optional 15 minutes performance for an outside audience
Objectives	Students will develop fluency (including tone, pitch, and volume) as they read, rehearse, and perform a Readers Theatre piece using a story with consistent picture-text match.
Before Reading	A first reading, via either a whole-group, mediated reading or independent reading, is advisable. Assess comprehension by having students summarize basic story elements such as plot, setting, and major characters. For your own preparation, draw up a list of "dramatis personae" to get a sense of <i>Luke on the Loose</i> 's speaking parts in order to cast your performance with an eye to class size, reading ability, and so on.
During Reading	<p>Show the cues in the comic language that identify speakers and how they interact with each other. Model expressive reading by choosing a representative spread such as pp. 18-19 and acting out the various roles. Point out that even a passage such as p. 10 has four Readers Theatre speaking parts despite its lack of word balloons: the narration caption, spoken sound effects for Luke and his mother, and the flapping sound effects of the pigeons. Be sure to keep such parts in mind when assigning roles for the book. If class size is large enough, consider dividing the text so that small groups can perform scenes (cohesive sequences of pages) together as the other students follow along in their books as the "audience."</p> <p>During the run-through, encourage students to use visual and textual clues (e.g., facial expressions, print size and color, punctuation) to guide them in terms of tone, pitch, and volume. Challenge them to find solutions (e.g. improvisation, changes in intonation) to convey the "dad talk" or the text that appears in thought bubbles. Decoding sound effects, both spoken and ambient, can be an opportunity to reinforce phonics skills.</p>
After Reading:	<p>Assign final roles for a performance based upon student interest and reading level. In order to broaden participation, supplement each assignment with an "understudy" role. (At some point you may want to have the understudies perform the book as their own troupe.) Consider filling some of the roles yourself to help guide the action and keep things on-task in an unobtrusive way. Then have students prepare for rehearsals by completing the activity sheet. If they're reading sound effects or narration, have them complete it for their understudy role.</p> <p>Note that the rehearsals provide the repetitive reading of the same text that is known to improve fluency... except in this case students are apt to experience the multiple readings as play rather than a chore.</p>

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LUKE ON THE LOOSE ACTIVITY SHEET
READERS THEATER CHECK LIST

Name _____ Use this sheet to help you get ready to perform *Luke on the Loose*.

Your Character: _____

WHAT DO YOU WANT? _____

Example: chase pigeons

WHICH WORDS ARE HARD FOR YOU? _____

—

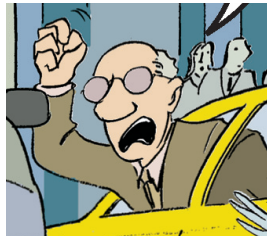
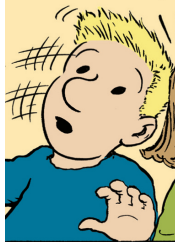
Hard To Say: _____

Hard To Understand: _____

WHAT ARE YOU FEELING?

Name all the feelings that your character feels in the story:

Examples: SURPRISED SCARED ANGRY HAPPY SAD



WHAT CAN YOU DO TO ACT LIKE YOUR CHARACTER?

Check as many as you want.

Raise my voice _____

Lower my voice _____

Speak slowly _____

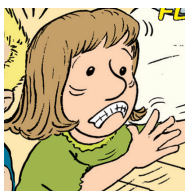
Speak quickly _____

Make faces _____

Use my hands and arms _____

Pretend to do something _____

Any other ideas? Write or draw them here:



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