

# READER'S THEATER: A BAD CASE OF STRIPES

11.1.2017

## Subject

Language Arts

## Prepared By

Tera Castile

## Grade Level

03

## Overview

Reader's Theater is one of my favorite activities to incorporate into the classroom. In addition to it being fun, engaging and entertaining, I love it because it is so effective! The year I implemented reader's theater consistently was the year I saw the most growth in my student's reading. I think this was the case because it "forced" students to follow along with text and put enough pressure on the lower readers to read higher text without giving them cold text to read aloud and embarrassing them. They have plenty of time to rehearse and learn their parts before having to "perform."

**Materials Needed:** "Bad Case of Stripes" picture book by David Shannon and R.T. script, Anchor chart for practicing Reader's Theater parts, Anchor chart for performing Reader's theater. (Appendices 1-3)

	Teacher Guide	Student Guide
<b>Objectives</b>	Facilitate students as they practice and perform their parts, build confidence and fluency in readers.	Fluency practice, reading with expression, analyzing character traits, reading aloud, following along in a text.
<b>Lesson Intro.</b> Note: You may want to previously think about which characters your lowest/highest readers will be). Because students will have ample guided practice, I try to give low readers quite a bit of reading, as it is good practice. 😊	(At the carpet) Begin lesson by reading The Bad Case of Stripes book aloud to the class. Tell class that they will be performing this story today via reader's theater. Tell them that their first job will be to practice for their part. Before handing out scripts to students, refer to previously made anchor chart about practicing for a reader's theater. (appendix 1) Using a pointer, review each bullet point. Then, hand a script to each student and tell them their part as they receive it. This is their "ticket" to return to their desk and begin practicing. (See script in Appendix 3)	Listen to <a href="#">The Bad Case of Stripes</a> . Read through anchor chart about practicing a script. Receive "casting assignment" and head back to desk to retrieve a highlighter and begin highlighting parts.
<b>Activity 1</b> Practice	As students are practicing, make your way around the room, touching base with each kid to see if there are any words they are unsure about. If a student finishes early, ask them if there is a way they can make any of their parts better...An accent perhaps? (Not too distracting, and fitting with story) Any appropriate sound effects?  Ring a bell (or whatever signal you have decide on and put on your chart) halfway through signaling that students can work with a partner from their table group.	Students are first individually reading through their parts several times and then practicing with a partner, ensuring they are ready to read aloud.
<b>Activity 2</b> Performance	Call students back together at the carpet to perform the reader's theater. Before beginning, Refer to your second anchor chart (see appendix 2). Review what a good reader's theater looks and sounds like. Then, go ahead and begin, giving silent thumbs up and quiet encouragement as students go along.	Students follow along in the reader's theater script and read aloud/perform their parts when they come up.
<b>Summary</b>	Before leaving the carpet, refer back to the second anchor chart one final time, asking students to silently hold a number to their chest for how they followed the guidelines (1-5) . Collect scripts and give directions for student's next task.	Rate themselves on their performance and turn in reader's theater scripts on their way back to their seats for the next assignment.

## Preparing for Reader's Theater

### "Practicing"

- Find all of your parts and highlight them with a highlighter.
- Read and re-read all of your parts, asking for a teacher's help if you are unsure of a word.
- Practice on your own until you hear the "bell." Level one noise at this time.
- After the bell, you may practice with a partner from your table group: each read your parts aloud to each other. Level 2 noise.
- Let the teacher know you are ready to perform by putting a star at the top of your script. Continue reading script while everyone finishes.

## Reader's Theater

### "Presenting"

- Loud, clear voice when it's your part.
- Follow along in the script so you know when to read.
- Voice off during other's parts.
- Read with **EXPRESSION**, so your part is believable.
- Be encouraging to other readers:  
we are all one "cast."
- Have Fun!

## **A Bad Case of the Stripes**

Camilla

Narrators 1-4

Mr. Harms

Mother

Father

Dr. Bumble

Old Woman

Environmental Therapist

Dr. Grop

Dr. Gourd

Dr. Sponge

Mr. Mellon

Dr. Cricket

Dr. Young

Narrator 1: A Bad Case of the Stripes, by David Shannon

Narrator 2: Camilla Cream loved lima beans. But she never ate them.

Narrator 3: All of her friends hated lima beans, and she wanted to fit in. Camilla always worried about what other people thought of her.

Narrator 4: Today she was fretting even more than usual. It was the very first day of school, and she couldn't decide what to wear. There were so many people to impress!

Narrator 1: She tried on 42 outfits, but none seemed quite right. She put on a pretty red dress and looked in the mirror. Then she screamed.

Camilla: (Scream)

Narrator 2: Her mother ran into the room, and she screamed too.

Mother: (Scream) Oh my heavens! You're completely covered with stripes!

Narrator 3: This was certainly true. Camilla was striped from head to toe. She looked like a rainbow.

Narrator 4: Mrs. Cream felt Camilla's forehead.

Mother: Do you feel alright?

Camilla: I feel fine, but just look at me!

Mother: You get back to bed this instant. You're not going to school today.

Narrator 3: Camilla was relieved. She didn't want to miss the first day of school, but she was afraid of what the other kids would say. And she had no idea what to wear with those crazy stripes.

Narrator 4: That afternoon, Dr. Bumble came to examine Camilla.

Dr. Bumble: Most extraordinary! I've never seen anything like it! Are you having any coughing, sneezing, runny nose, aches, pains, chills, hot flashes, dizziness, drowsiness, shortness of breath, or uncontrollable twitching?

Camilla: No, I feel fine.

Dr. Bumble: Well then, I don't see any reason why she shouldn't go to school tomorrow. Here's some ointment that should help clear up those stripes in a few days. If it doesn't, you know where to reach me.

Narrator 4: The next day was a disaster. Everyone at school laughed at Camilla. They called her "Camilla Crayon" and "Night of the Living Lollipop."

Narrator 1: She tried her best to act as if everything were normal, but when the class said the Pledge of Allegiance, her stripes turned red, white, and blue, and she broke out in stars!

Narrator 2: The other kids thought this was great. One yelled out,

Narrator 3: "Let's see some purple polka dots!"

Narrator 4: Sure enough, Camilla turned all purple polka-dotty. Someone else shouted,

Narrator 1: "Checkerboard!"

Narrator 4: and a pattern of squares covered her skin. Soon everyone was calling out different shapes and colors, and poor Camilla was changing faster than you can change channels on a TV.

Narrator 2: That night, Mr. Harms, the school principal, called.

Mr. Harms: I'm sorry, Mrs. Cream, I'm going to have to ask you to keep Camilla home from school. She's just too much of a distraction, and I've been getting phone calls from the other parents. They're afraid those stripes may be contagious.

Narrator 3: Camilla was so embarrassed. She couldn't believe that two days ago everyone liked her. Now, nobody wanted to be in the same room with her.

Narrator 1: Her father tried to make her feel better.

Father: "Is there anything I can get you, sweetheart?"

Camilla: "No, thank you."

Narrator 3: What she really wanted was a nice plate of lima beans, but she had been laughed at enough for one day. Meanwhile, her mom called the doctor.

Dr. Bumble: “Hmm, well, yes, I see. I think I’d better bring in the Specialists. We’ll be right over.”

Narrator 4: About an hour later, Dr. Bumble arrived with four people in long white coats. He introduced them to the Creams.

Dr. Bumble: “This is Dr. Grop, Dr. Sponge, Dr. Cricket, and Dr. Young.”

Narrator 2: Then the Specialists went to work on Camilla. They squeezed and jabbed, tapped and tested. It was very uncomfortable.

Dr. Grop: “Well, it’s not the mumps.”

Dr. Sponge: “Or the measles.”

Dr. Cricket: “Definitely not chicken pox.”

Dr. Young: “Or sunburn.”

Specialists: “Try these. Take one of each before bed.”

Narrator 4: They each handed her a bottle filled with different colored pills. They they filed out the front door followed by Dr. Bumble.

Narrator 1: That night, Camilla took her medicine. It was awful.

Narrator 2: When she woke up the next morning, she did feel different, but when she got dressed her clothes didn’t fit right. She looked in the mirror, and there, staring back at her, was a giant, multi-colored pill with a face on it.

Narrator 3: Dr. Bumble rushed over as soon as Mrs. Cream called. But this time, instead of the Specialists, he brought the Experts.

Narrator 4: Dr. Gourd and Mr. Mellon were the finest scientific minds in the land. Once again, Camilla was poked and prodded, looked at and listened to.

Narrator 1: The Experts wrote down lots of numbers. Then they huddled together and whispered. Dr. Gourd finally spoke.

Dr. Gourd: “It might be a virus.”

Narrator 1: Suddenly, fuzzy little virus balls appeared all over Camilla.

Mr. Mellon: “Or possibly some form of bacteria,”

Narrator 1: Out popped squiggly little bacteria tails.

Dr. Gourd: “Or it could be a fungus.”

Narrator 4: Instantly, Camilla was covered with different colored fungus blotches. The experts looked at Camilla, then each other.

Experts: “We need to go over these numbers again back at the lab. We’ll call you when we know something,”

Narrator 1: But the experts didn’t have a clue, much less a cure.

Narrator 2: By now, the TV news had found out about Camilla. Reporters from every channel were outside her house, telling the story of “The Bizarre Case of the Incredible Changing Kid.”

Narrator 3: Soon a huge crowd was camped out on the front lawn.

Narrator 4: The creams were swamped with all kinds of remedies from psychologists, allergists, herbalists, nutritionists, psychics, an old medicine man, a guru, and even a veterinarian.

Narrator 1: Each so-called cure only added to poor Camilla’s strange appearance until it was hard to even recognize her. She sprouted roots and berries and crystals and feathers and a long furry tail. But nothing worked.

Narrator 2: One day, a woman who called herself an Environmental Therapist claimed she could cure Camilla. She said,

Environmental Therapist: “Close your eyes, breathe deeply, and become one with your room.”

Camilla: “I wish you hadn’t said that.”

Narrator 3: Slowly, she started to melt into the walls of her room. Her bed became her mouth, her nose was a dresser, and two paintings were her eyes. The therapist screamed and ran from the house.

Mother: "What are we going to do? It just keeps getting worse and worse!"

Narrator 4: Mrs. Cream began to sob.

Narrator 1: At that moment, Mr. Cream heard a quiet little knock at the front door. He opened it, and there stood an old woman who was just as plump and sweet as a strawberry.

Old Woman: "Excuse me, but I think I can help."

Narrator 3: She went into Camilla's room and looked around.

Old Woman: "My goodness, what we have here is a bad case of the stripes. One of the worst I've ever seen!"

Narrator 2: She pulled a container of small green beans from her bag. She said,

Old Woman: "Here. These might do the trick."

Mother: "Are those magic beans?"

Old Woman: "Oh my, no, there's no such thing. These are just plain old lima beans. I'll bet you'd like some, wouldn't you?"

Narrator 2: Camilla wanted a big, heaping plateful of lima beans more than just about anything, but she was still afraid to admit it. She said,

Camilla: "Yuck! No one likes lima beans, especially me!"

Old Woman: "Oh, dear, I guess I was wrong about you."

Narrator 3: She put the beans back in her bag and started toward the door.

Narrator 4: Camilla watched the old woman walk away. Those beans would taste so good. And being laughed at for eating them was nothing, compared to what she'd been going through. She finally couldn't stand it.

Camilla: "Wait! The truth is... I really love lima beans."

Narrator 1: The old woman smiled, popping a handful of beans into Camilla's mouth.

Old Woman: "I thought so."

Camilla: Mmmm.

Narrator 2: Suddenly the branches, feathers, and squiggly tails began to disappear. Then the whole room swirled around. When it stopped, there stood Camilla, and everything was back to normal.

Camilla: "I'm cured!"

Old Woman: "Yes, I knew the real you was in there somewhere."

Narrator 2: She patted Camilla on the head and went outside and vanished into the crowd.

Narrator 1: Afterward, Camilla wasn't quite the same.

Narrator 2: Some of the kids at school said she was weird, but she didn't care a bit.

Narrator 3: She ate all the lima beans she wanted, and she never had even a touch of stripes again.