

# Everyday Maths

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**W**elcome to this Reader's Theatre Theme Collection. Each collection in this series offers thematically linked Reader's Theatre scripts that build fluency, comprehension and content knowledge based on common curricula. This type of Reader's Theatre is unique in offering multi-levelled scripts that allow students at different reading levels to collaborate to build reading skills.

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## **The Research Behind Reader's Theatre**

Fluency is the ability to read a text accurately and with appropriate expression and phrasing. Fluency is important because it is directly related to comprehension. Research has shown that fluency develops gradually over considerable time and through substantial practice. Students who read and reread passages orally as they receive guidance and feedback become better readers. Studies have shown that reader's theatre can effectively enhance reading fluency and, subsequently, comprehension.

## **How to Implement Reader's Theatre Using a 5-Day Approach to Reader's Theatre**

To make the most of your reader's theatre experience, try a 5-day approach, providing opportunities for students to become familiar with the text, and read it multiple times to build fluency and comprehension. A suggested pacing plan is provided on the next page.

# Five-Day Lesson Plan for Using Reader's Theatre

Day	Focus	What to Do
1	Introduce the Script	<ul style="list-style-type: none"> <li>• Give each student a copy of the script.</li> <li>• Have students skim through the text looking at the organisation and the illustrations.</li> <li>• Share the background information provided, as needed, to prepare students to read.</li> </ul>
	Introduce Vocabulary	<ul style="list-style-type: none"> <li>• Read the words and definitions in the glossary for the script, and ask students to use the words in sentences.</li> </ul>
	Model Fluent Reading	<ul style="list-style-type: none"> <li>• Ask students to listen and follow along with you as you read the script aloud to model fluency and expression.</li> </ul>
2	Build Fluency: Echo-Read	<ul style="list-style-type: none"> <li>• Read the script aloud, and ask students to echo-read, or repeat, the lines after you. Stop when necessary to explain vocabulary.</li> <li>• Call attention to the different types of punctuation marks and model how to read them.</li> </ul>
	Build Comprehension	<ul style="list-style-type: none"> <li>• Ensure students understand the ideas in the story, as well as character development, by involving them in a discussion. For example: <i>How would you describe the characters?</i> <i>What was the play mostly about?</i> <i>How did the characters change?</i> <i>What happened when ... ?</i></li> </ul>
	Build Vocabulary	<ul style="list-style-type: none"> <li>• Make sure students fully understand the glossary terms.</li> </ul>
3	Assign Roles	<ul style="list-style-type: none"> <li>• Use the reading levels provided for each script to help you assign roles that support or challenge each student appropriately.</li> </ul>
	Choral-Read for Fluency	<ul style="list-style-type: none"> <li>• Involve students in a choral-reading of the script to reinforce fluency. Remind students to use dramatic expression to bring each character's mood or personality to life.</li> </ul>
	Rehearse the Script	<ul style="list-style-type: none"> <li>• Use small-group time for students to rehearse their script. Monitor students as they rehearse, and offer suggestions for expression, voice and characterisation.</li> </ul>
4	Rehearse the Script	<ul style="list-style-type: none"> <li>• Use small-group time for student rehearsal. Do not interrupt this second rehearsal, but simply observe students as they read.</li> <li>• Use the assessment rubric on page 94 to monitor students' rehearsal behaviour and reading fluency.</li> </ul>
	Staging and Performance	<ul style="list-style-type: none"> <li>• Decide on a stage area, how students will be positioned, and whether props or movements will be added. See Staging and Performance Suggestions provided for each script.</li> </ul>
5	Perform the Script	<ul style="list-style-type: none"> <li>• Invite students to present the script to an audience of other class members, students from other classes, school staff members and/or parents.</li> <li>• Use the assessment rubric on page 94 to monitor students' rehearsal behaviour and reading fluency.</li> </ul>

## Assessing Student Progress

The Reader's Theatre Assessment Rubric on page 94 helps you evaluate student progress in all areas of fluency. Included on the rubric is a rating scale for assessing:

- Phrasing and Fluency
- Intonation
- Listening
- Pace
- Accuracy
- Characterisation
- Behaviour

## Literacy, Content and Character Education Connections

Each story has script-specific literacy and content extension activities based on the script. Select the activities that will benefit your students the most.

Most scripts also have a character education connection. Some of the core concepts and ethical values addressed within the scripts are listed here:

- **Trustworthiness:** integrity, honesty, reliability, loyalty
- **Respect:** tolerance, acceptance, non-violence, courtesy
- **Responsibility:** accountability, perseverance, self-control, does the right thing
- **Fairness:** open-minded, just, shares, plays by the rules
- **Caring:** kind, considerate, compassionate, helpful, charitable, expresses gratitude
- **Citizenship:** involved in school and community affairs, volunteers, cooperates, respects authority, protects the environment

# Late Again!

## Summary

When Linda's alarm clock rings, she vows that this morning will be different from every other morning this week. She has been late to school every day! But today she is determined to be on time. With the help of Alarm Clock, Tooth Brush and Lunch Box, and despite some shenanigans by a tickling Sock playing hide-and-seek, Linda gets ready quickly. She even takes Dog for a walk – normally one of Mum's morning chores – and doesn't stop to wonder why Mum is still asleep. It isn't until 7:55 that Linda finds out that she doesn't have to be at school. Today is Saturday!



# Late Again!

## Objectives

### Literacy

#### Students will:

- Develop fluency and expression by practising text at an appropriate reading level
- Understand characters' motives, actions and feelings

### Maths

#### Students will:

- Identify ways to tell the time
- Understand why telling the time is necessary to keep a daily schedule

### Character Education

#### Students will learn about:

- **Reliability** – do what you say you will do and have the determination to follow through
- **Cooperation** – work together to achieve goals

## Characters Reading Levels

Dog	F
Left Red Sock	F
Mum	F
Tooth Brush	F
Cereal Box	G
Lunch Box	G
Linda	H
Right Red Sock	H
Alarm Clock	I
Narrator	I

## Background Information

### Early Timepieces

Before the invention of clocks, people measured time by the shadows cast as the sun moved across the sky. This led to the sundial, which used a stick or pointer, called a gnomon, to cast a shadow on a flat surface marked with hours. The sundial was used by the Sumerians, Egyptians and Chinese. But how did they tell the time on a rainy day?

### The First Clocks

Water clocks were invented by the ancient Egyptians. They measured time by letting water drip at a constant rate from one container to another. Later, water clocks were very elaborate, sometimes using gongs, bells, pointers, dials or moving figures. Burning candles were another tool for keeping time. Marks on the candle showed how many hours had gone by. Hourglasses measured time with sand, allowing it to flow at an even rate from one glass bulb to another.

### Mechanical Clocks

No one knows who invented the first mechanical clock in Europe in the 1300s. Mechanical clocks use the pull of gravity for power. A heavy weight is attached to a cord that is wound tightly around a spool. As the cord unwinds, it turns gears that move the hands on a clock's face. Very large mechanical clocks were built in towers in towns and cities so that everyone could see the correct time.

## Staging and Performance Suggestions

- Place Linda and Alarm Clock at centre stage, with the other characters making entrances and exits from stage right and stage left.
- Use a real alarm clock, toothbrush, cereal box or red socks as parts of the costumes for each of those characters.
- Mum can be downstage sleeping until her entrance.

## Literacy Extensions

### Good Morning, Sunshine!

Write a “Late Again!” poem for Linda. Think of four lines that Alarm Clock could repeat to wake Linda up and keep her moving. You may want to include the day of the week in your poem, so that Linda does not make the same mistake twice.

### Talking Pencils

Imagine that some classroom objects come to life, just as Linda’s alarm clock, toothbrush and socks do. In a small group, take turns telling a story about what might happen. What would pencils, books, maps and other classroom objects do? What would they say?

## Content Connections

### Mathematics

When you ask the question, “What time is it?” the answer depends on where you live. Because Earth rotates, day and night occur at different times in different places. About a hundred years ago, to get everyone to tell the time the same way, countries around the world set up the 24 time zones we have today. Australia uses three main time zones: Australian Western Standard Time (AWST; UTC+08:00), Australian Central Standard Time (ACST; UTC+09:30) and Australian Eastern Standard Time (AEST; UTC+10:00). When it is noon in Sydney in Melbourne it is also noon in Brisbane (unless Sydney and Melbourne are observing Daylight Saving Time), 11:30 in Adelaide and 10:00 in Perth!

### Character Education Connection

- Tooth Brush, Alarm Clock and Lunch Box care about Linda. Lunch Box even reminds her to put healthy foods (an apple and carrots) in her lunch. How do you show others that you care about them? Make a list of ways and share it with a partner.
- Linda shows that she is reliable and determined. She says she will be on time, and then she does what she says she will do. Tell about a time when you were reliable. What did you do that you said you would do? Why was it so important to you?
- Alarm Clock and Tooth Brush cooperate; they work with Linda to help her get ready. Why is it a good idea to work together? What is the difference between many people working together and one person working alone?