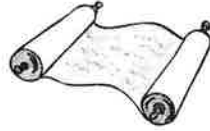


Reading the Script



1. Give each student paper and a crayon. Ask students to trace their hands. In each of the hands, have students write about a time that they helped a friend, family member, or neighbor. Allow students to share their drawings with the class and hang them around the room. Tell students that they will read a script about a family having a hard time. Luckily, this family had many neighbors and friends who were willing to help.
2. Provide each student with a copy of the script. Give the script booklets to small groups, or print copies of the *Take-Home Script: Many Helping Hands*. Ask students to look at the cover. In what ways is this story about helping others? (For more prediction activities, see the Content-Area Connection on page 23.)
3. Before reading the script, draw students' attention to new vocabulary words in the script. Focusing on the language arts skill of prediction, read the new vocabulary words to the students in sentences that convey the words' meanings. Ask students, based on context clues, to predict what the words mean.
4. Students write down the words and their predictions on the *Word Predictions* graphic organizer. Point out the glossary at the end of the script. Explain that a glossary is like a minidictionary and provides definitions of certain words in the script. The glossary also provides pronunciations for some of the words.
5. After students find the words in the glossary, ask if the actual definitions are close to their predictions. Have them write the actual definition on the graphic organizer under "The Real Definition." Students who cannot yet write can draw pictures of their predictions and the actual definitions.

ELL Support



Partner an ELL student with a fluent reader. Have the fluent reader read the

part while the ELL student does corresponding actions and gestures that the character might do. Choose actions ELL students can use that are similar to illustrations in the text, as well as look and listen for key vocabulary words in the script.





Assigning Roles

Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate.

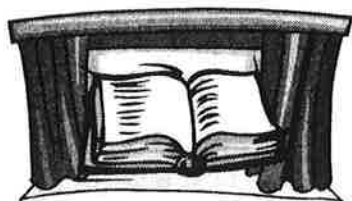
If a student reads text that is too difficult, attention is focused on sounding out words and comprehension rather than fluency.

Approximate reading levels for the roles in this script are:

- ❖ Mario: high 1st grade
- ❖ Aunt Ellen: low 2nd grade
- ❖ Narrator 1: high 2nd grade
- ❖ Mom: high 1st grade
- ❖ Mr. Foster 1: low 2nd grade
- ❖ Narrator 2: high 2nd grade

Meeting the Fluency Objective

1. The fluency objective for this script focuses on using tone and vocal expression while reading a passage. Before reading the script, model the use of voice when reading. Read the following sentence aloud to students: "It is so hot!"
2. First, read it in a happy vocal expression, using an upbeat tone; then in a sad voice; and finally, in a complaining voice.
3. Ask students how each sentence sounded as you read it. Were you happy that it was hot in the first sentence? How did you feel about the heat in the second sentence? What about the third?
4. Explain that the use of tone in the voice helps convey how you feel. Sometimes in the script, characters feel sad, and sometimes they are happy or energetic.
5. Write the following sentences from *Many Helping Hands* on the board.
 - Mario:** "Can we have pizza?"
 - Mom:** "Oh, my leg. I think I broke my leg."
 - Mario:** "Mom, are you going to be okay?"
 - Mom:** "I'm so happy to see my boys! How are things at home?"
6. Read the sentences aloud in a monotone. Ask students how to improve on the tone and voice. Allow some students to demonstrate the proper tone to use for the sentences.
7. Explain that using proper tone and voice while reading both conveys the meaning of the script and also makes it more exciting for the audience.
8. Allow students to read the script again, focusing on tone. Ask them to listen to a recording of the script on the Performance CD. Remind students to pay attention to the reader's tone and how that tone affects the sentences.



Content-Area Connection— Language Arts

Making predictions sets a purpose for reading a story because it gives students an opportunity to find out

if the predictions were correct. Explain that it is important to make predictions based on background information, pictures, or the title.

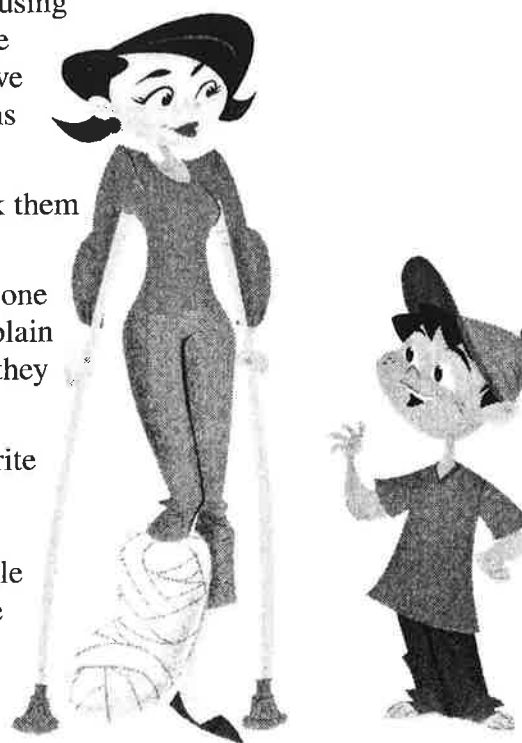
1. Explain that students are to become detectives and to figure out what *Many Helping Hands* is about. Students will read a story about a boy who has something terrible happen to him but overcomes his troubles with the help of family and friends.
2. List the six characters on the board. Ask students what role each character will play in the story. Who could Mario be? What about Mr. Foster? Write their predictions about the identity of each character on the board.
3. Show students the following items or pictures of them from a magazine: a car (toy car), a photo of a doctor or a stethoscope, and grocery bags. Ask students to predict how these items might relate to the reader's theater script, *Many Helping Hands*. Remind them about the importance of making predictions.
4. Ask each student to create his or her own predictions, using the graphic organizer *Handy Predictions*. Discuss these predictions as a class. Tell students that if their detective work has paid off, they will discover if their predictions are correct.
5. After reading the script, review the predictions and ask them to explain how close they came to the actual story.
6. Discuss why, as detectives, it is important to use what one knows about a situation when making predictions. Explain that detectives base their predictions on evidence that they find.
7. For a follow-up activity, ask students to choose a favorite literature book and to draw three objects that are important to that story. Students will show their drawings to their partners, along with the cover and title of the books. The partners should then predict how the items drawn relate to the books. Allow the partners to read the books to check if the predictions are correct.



ELL Support

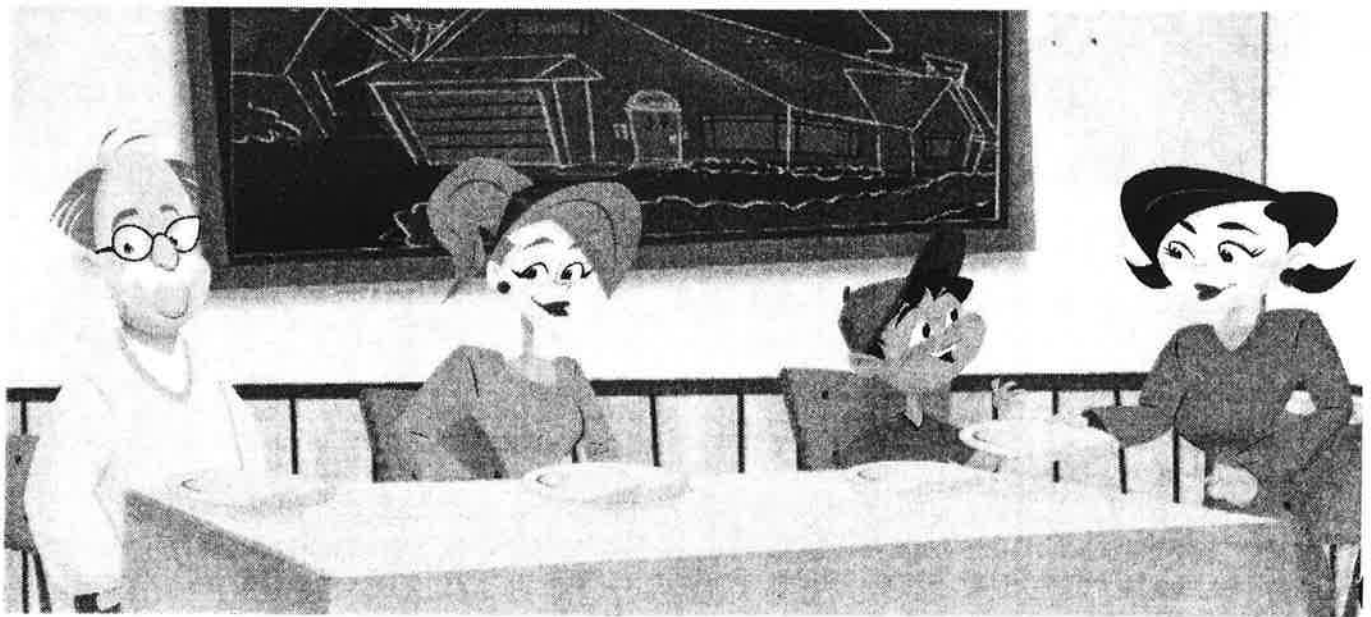
Cut out pictures of objects that relate to *Many Helping Hands*, and write on note

cards the names of the objects. On chart paper, record events in the story with which the objects coincide. Read through the events. Use illustrations and actions in the script to help convey meaning. Ask students to name the object and match it with the corresponding note card. Ask students to predict which part of the story the object represents. Tape the object and the note card next to the predicted event. After students read the script, review their predictions.

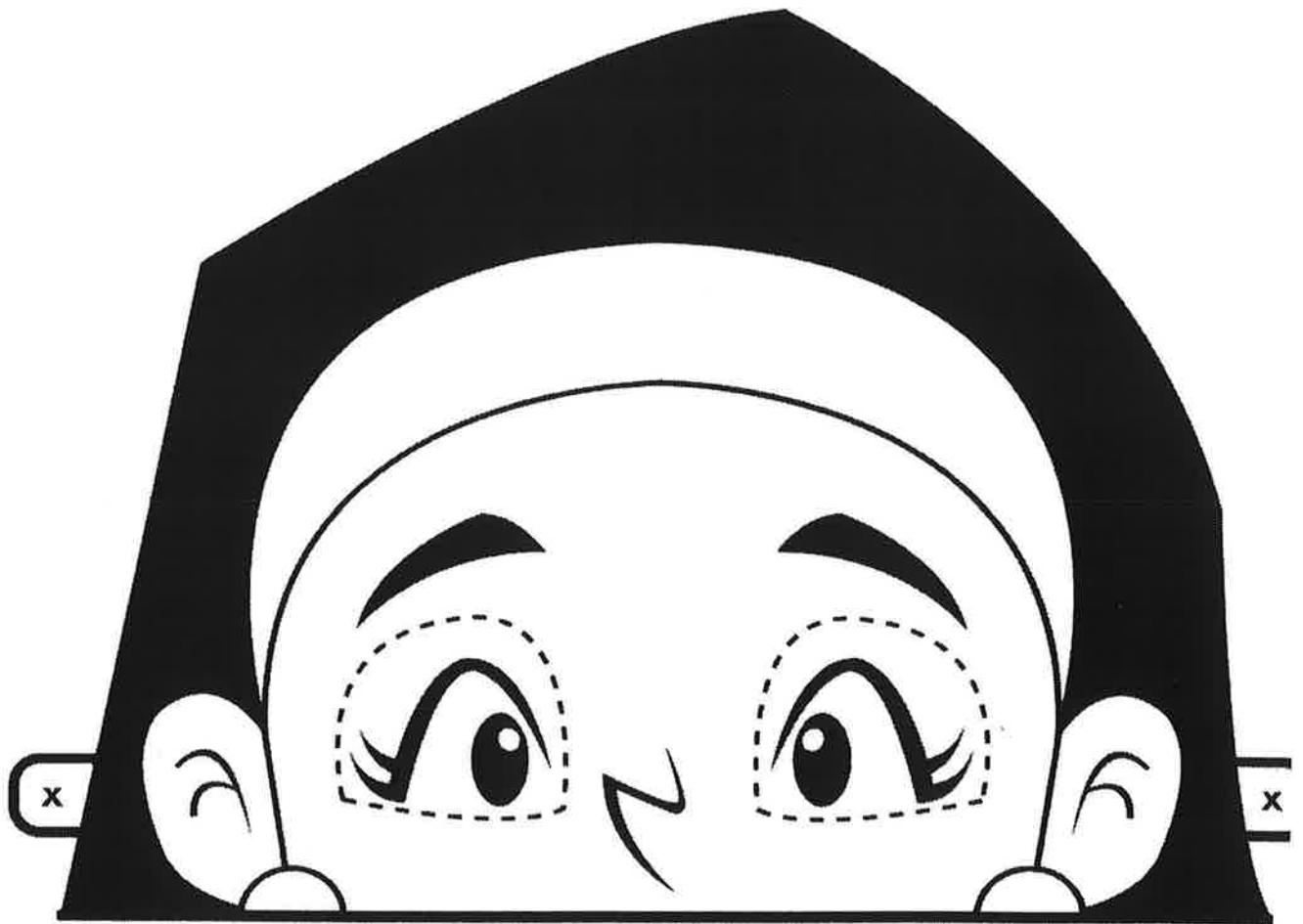


Fine Arts Connection

1. The script contains a song and a poem: "Lend a Hand" and "Helping Others." This song and poem are directly related to *Many Helping Hands* but are not limited to use with this script.
2. To relate the poem to the fluency objective for this lesson, ask students to listen to the professional recording of the poem. Ask them to identify the tone of the reader used as he or she reads the poem. Is the voice dull? Sad? Happy? Does the tone of the voice match the words of the poem to convey the meaning? Ask students to use the proper tone as they read the poem during the reader's theater performance.
3. To make the song more interactive, ask students to create "helping hands," using cutout hands glued to craft sticks. Every time they sing the word "hands" in the song, they clap the "helping hands" together or wave them in the air.
4. Have students practice singing the song with the necessary vocal expression and tone.
5. Have students write on the fingers of their helping hands the names of friends and family members who could help them when needed. Have students share these names with a partner.



Aunt Ellen



Mario



Mom



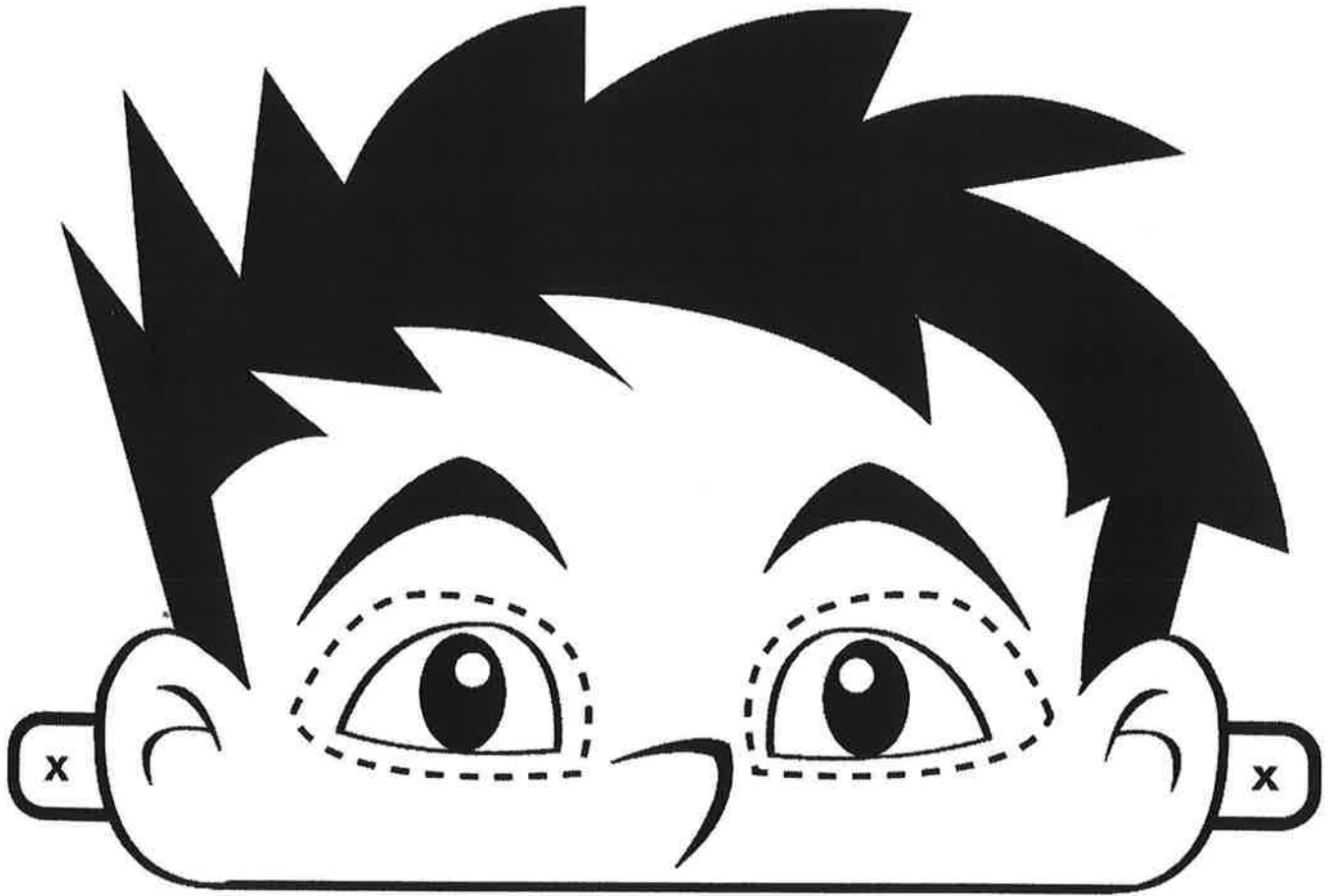
Mr. Foster



Narrator 1



Narrator 2



Many Helping Hands

Family and Friends Lesson Plan

Objectives

- **Fluency:** Students will deliver oral presentations and read passages fluently, focusing on the use of voice and tone as they read.
- **Content Area:** Students will make predictions about the story *Many Helping Hands*.

Summary

Many Helping Hands shows the true meaning of friendship and helping others. When a family is confronted with difficult times, the neighbors and extended family are there to help in any way they can.



Materials

- *Many Helping Hands* script booklets
- *Family and Friends Character Masks* (pages 26–31 or Teacher Resource CD) copied on cardstock
- copies of *Handy Predictions* (Teacher Resource CD)
- copies of *Word Predictions* (Teacher Resource CD)
- copies of *T-Chart* (Teacher Resource CD)
- copies of the Take-Home Script (Teacher Resource CD)
- PowerPoint® slide show (Teacher Resource CD)
- overhead transparencies of the poem and song
- Performance CD and CD player or computer with a CD drive and speakers

Introduce the Literature

Bring in a large, empty glass jar. Ask students to pretend they are saving money in the jar. What would they buy once the jar is filled? Have students make lists of ideas, then allow them to share their lists, giving reasons for buying each item. Show them the cover of *A Chair for My Mother* by Vera B. Williams. Ask them to predict, from the cover and title, what this book might be about. Then, read the book aloud to the students. After you have read and discussed the book, explain that students will read a script called *Many Helping Hands*. This script is also about a family who gets help when something bad happens to them. After completing the reader's theater, allow students to compare *Many Helping Hands* to *A Chair for My Mother* using a T-Chart.

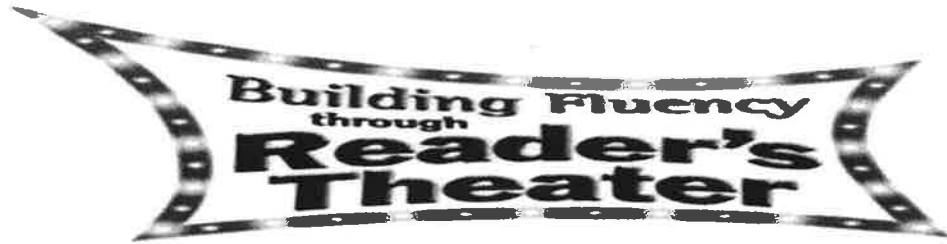
ELL Support



Instead of ELL students making a list of items to buy, allow them to find pictures in a magazine to create collages of objects. Help students label the pictures with assistance from another classmate or an adult. Students should then present the collages, and the class can chorally read the picture labels.

Involving All Students

Though there are only six roles, it is important to involve all students in the reader's theater experience. For this lesson, assign the same role to three or four students. Each person assigned to a given role will read that characters' lines together with the other students assigned to that same role. This gives every student the opportunity to take part in the reader's theater.



Teaming with Mr. Cool!

Grades: 3rd-4th

What's the Story?

In this script, Mr. Cool Coyote is a sneaky character. He continually steals sweet little animals from farmer Joe and Farmer Jack. On their own, the farmer's efforts to catch Mr. Cool are unsuccessful, but when they work together, the coyote's antics are put to an end.

Objective:

Students will determine the meaning of text and then participate in an oral reading, focusing on the use of appropriate expression.

Heads Up!

While this script only has six roles, there are ways to involve all students.

- Ask some students to work on presenting sonnets.
- Others can create back drops, props, mask, etc.
- Switch out a different group kids to read Act 1, and then Act 2 and so on.
- During final presentation, students can be the audience and listen respectfully

Materials:

- *Teaming with Mr. Cool* script books (3rd-4th grade Readers Theater Kit)
- *Teaming with Mr. Cool* Primary Sources (pages 38-43 or teachers Resource CD)
- Performance CD and CD player or computer with CD drive speakers (optional)

Introduce the Literature:

This script complements the book fantastic Mr. Fox by Roald Dahl. In this script one of the main characters is Mr. Fox. The characters in this story have many of the same fun and entertaining characteristics as those in Dahl's book. You can use this reader's theater script as an introduction to a unit of study with that book. Or, you can follow up your literature unit with this reader's theater.

Teaming with Mr. Cool!

Teamwork Lesson Plan

Objectives

- **Fluency:** Students will determine the meaning of text and then participate in an oral reading, focusing on the use of appropriate expression.
- **Content Area:** Students will write their own personal narratives about times they used teamwork.

Summary

In this script, Mr. Cool Coyote is a sneaky character. He continually steals sweet little animals from Farmer Joe and Farmer Jack. On their own, the farmers' efforts to catch Mr. Cool are unsuccessful, but when they work together, the coyote's antics are put to an end!



Materials

3-93

- *Teaming with Mr. Cool!* script booklets
- *Teamwork Character Masks* (pages 38-43 or Teacher Resource CD); copied on cardstock
- copies of the *Take-Home Script* (Teacher Resource CD)
- *PowerPoint®* slide show (Teacher Resource CD)
- overhead transparencies of the poem and song
- Performance CD and CD player or computer with a CD drive and speakers

Introduce the Literature

This script complements the book *Fantastic Mr. Fox* by Roald Dahl. In this script, one of the main characters is Mr. Fox. The characters in this story have many of the same fun and entertaining characteristics as those in Dahl's book. You can use this reader's theater script as an introduction to a unit of study with that book. Or, you can follow up your literature unit with this reader's theater.

ELL Support

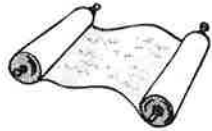


The use of slang and figures of speech in this script may confuse your English language learners. To assist them in understanding these words and terms, review unfamiliar words and phrases used in the story, such as *Dag nab it*, *chicken coop*, *bop on the head*, *tail between his legs*, *squawked loudly*, and *pound his hide*.

Involving All Students

While this script has only six roles, there are many ways to involve all of your students. For this reader's theater experience, assign the main roles to six of the students. Then, assign a few coaches to each student with a role, giving each character a support team of coaches. Explain that the job of the coaches is to assist the actor with reading the script and using appropriate and interesting expression. Each actor and his or her coaches should read and recite the lines of the script together. One coach might serve as the reader of other characters' lines. Another coach should listen to the actor's reading of the lines and offer encouragement and suggestions for using expression. Be sure to emphasize the coaches' use of encouragement. It is the job of each coach to ensure the success of the actor.

Reading the Script



1. Provide each student with a copy of the script. You can give the script booklets to students and their coaches, or you can print copies of the *Take-Home Script: Teaming with Mr. Cool!*.
2. Draw students' attention to the list of characters. Point out that three of the roles are narrator roles. Explain that a narrator is not an actual character in the story, but rather tells background information and details about the story.
3. Read the script aloud as students follow along. You may want to first play the recording of the script as students follow along. Then, read the script again and ask students to read it aloud with you. A PowerPoint® presentation of the script is also included on the Teacher Resource CD. You can use this slide show like a big book to review the script with the students.
4. Draw students' attention to new vocabulary and discuss unfamiliar words. Use the glossary at the end of the script as necessary for this discussion. The glossary also has pronunciation for some of the words. Students should use these pronunciations to ensure that they don't fumble over the words in the actual performance.
5. Point out to students that it is important to become familiar with the lines of the script in order to read smoothly. Emphasize expression when reading and point out that different characters have different ways of speaking. For example, each of the farmers might have different accents or drawls. The coyote probably speaks differently than the farmers and the narrators. How might these voices differ from one another? Help generate some ideas for students to use so that they are varying the voices and expressions for each of the narrators and characters.
6. Draw students' attention to the poem and song featured in the script. Read the poem and song aloud or play the professionally recorded versions. While you're playing the CD, display the words to the students using the overhead transparency. Discuss how the poem and song add to the story.



ELL Support

Together, create a character web describing Cool Coyote's character traits. Students can find the words that were used to describe Cool Coyote in the story, or students can come up with words on their own. After each student shares a word, act it out as a class. If a student doesn't know the word about which they are thinking, have them act it out, draw it, or describe it. Once the character web is completed, create a Cool Coyote impersonation by having students choral read each word and then act it out. This same activity can be done with other characters in the story as well.





Assigning Roles

Assign roles to students based on their reading proficiency. It is important to remember that when students practice fluency, they should read materials at or below their reading level. This helps them focus on their accuracy, expression, and reading rate. If a student is reading text that is too difficult, attention will be focused on sounding out words and comprehension, rather than fluency.

These are the approximate reading levels for the roles in this script.

- ❖ Farmer Joe: high 2nd grade ❖ Narrator 2: low 3rd grade ❖ Narrator 1: high 3rd grade
- ❖ Farmer Jack: high 2nd grade ❖ Mr. Cool: low 3rd grade ❖ Narrator 3: high 3rd grade

Meeting the Fluency Objective

1. The fluency objective for this script focuses on the use of appropriate expression. Explain to the students that when reading, it is important to use expression. Then, write the following sentences on the board.
 - Ouch, that hurt!
 - It's a beautiful day.
 - That's a really scary movie.
 - I can't wait to go to the zoo.
2. Read each of the sentences using a monotone voice. Then, ask students how they might use expression in their voices to communicate the messages more effectively. Allow students to share their ideas by reading the sentences aloud.
3. Draw students' attention to the difference between the monotone reading of each sentence and the expressive reading of each sentence. Explain that the use of inappropriate expression can be confusing to an audience. We use expression to convey how we feel about something. When performing reader's theater, a person uses expression to communicate the feelings of a particular character.
4. Further illustrate this point by reading the first two pages of the script in a monotone voice. Ask students to comment on this reading. Would this be an enjoyable way for an audience to listen to actors perform the entire script?
5. Read the first page again, using appropriate expression. Then, invite student volunteers to read lines of the second page using the expression they think effectively communicates the message of the script.
6. Allow students to practice reading the script on many occasions to increase fluency. The coaches should encourage the readers to think about the meaning of the characters' words and focus on reading that uses appropriate and entertaining expression. Send home copies of the take-home script and encourage them to get their families to help them practice.



Content-Area Connection— Language Arts

The focus of this narrative script is the theme of teamwork.

Understanding this theme will help your students make sense of the story's purpose. Explain that accomplishing tasks alone can often be difficult, but when people work together tasks are easier to complete. You will also want to explain to students that a narrative tells a story or recounts an event. With a personal narrative, the author tells about a personal experience, describing the event and his or her reactions or feelings about what happened. This script can be studied as a personal narrative by Mr. Cool Coyote.

1. Tell students that a good narrative answers the following questions: Who? What? When? Where? Why? and How?
2. Write these six question stems on the board. Then, ask students if Cool Coyote addressed these questions in his personal narrative. What are some questions using these stems that were answered in the story. Write students' responses on the board under the appropriate question stems.
3. Explain to students that now they will be writing their own narratives about personal experiences that involve teamwork. Ask students to brainstorm a list of these types of experiences (e.g., important sporting events or musical performances). Record student ideas on the board.
4. Emphasize that since a narrative is a story, it should include the following elements: setting, plot, conflict, and conclusion. When students are writing their own narratives, they need to make sure they describe the setting well. They should also be sure to include an interesting plot that contains a conflict and conclusion.
5. The narratives should be well-organized either by the order that the events occur or in some other logical sequence.
6. Suggest that students illustrate the settings for their stories. In addition, each student should draw or even bring in photographs of the key characters in his or her story.



ELL Support

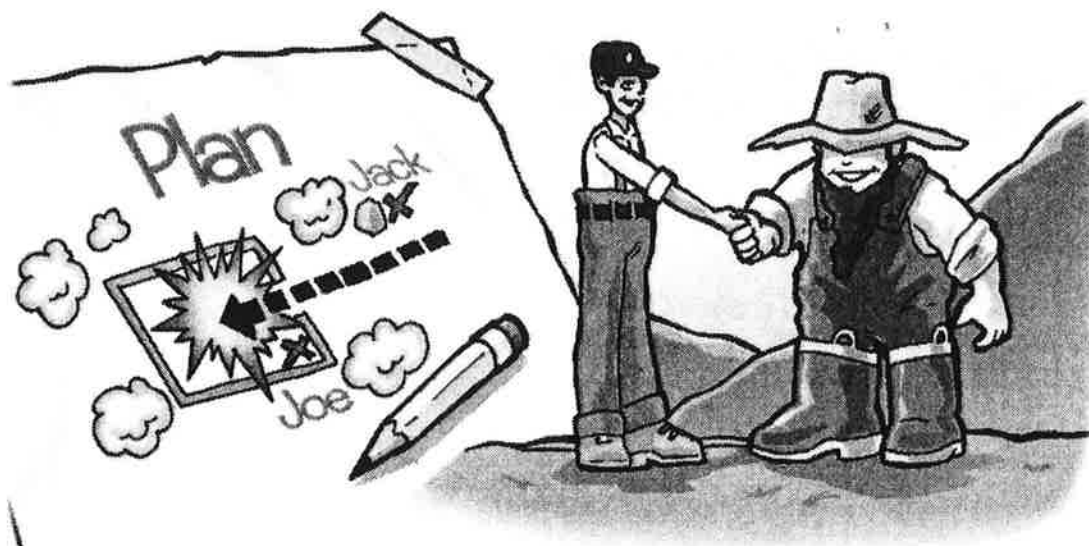
The English language learners in your classroom may have a difficult time

writing an entire narrative on their own. Instead, allow these students to tape record themselves telling the narratives. They can describe the settings and characters. Then, they should retell the events of their teamwork story in chronological order. Once they are finished recording their stories, have non-ELL partners help transcribe the recordings. Then, the ELL students can illustrate their narratives.



Fine Arts Connection

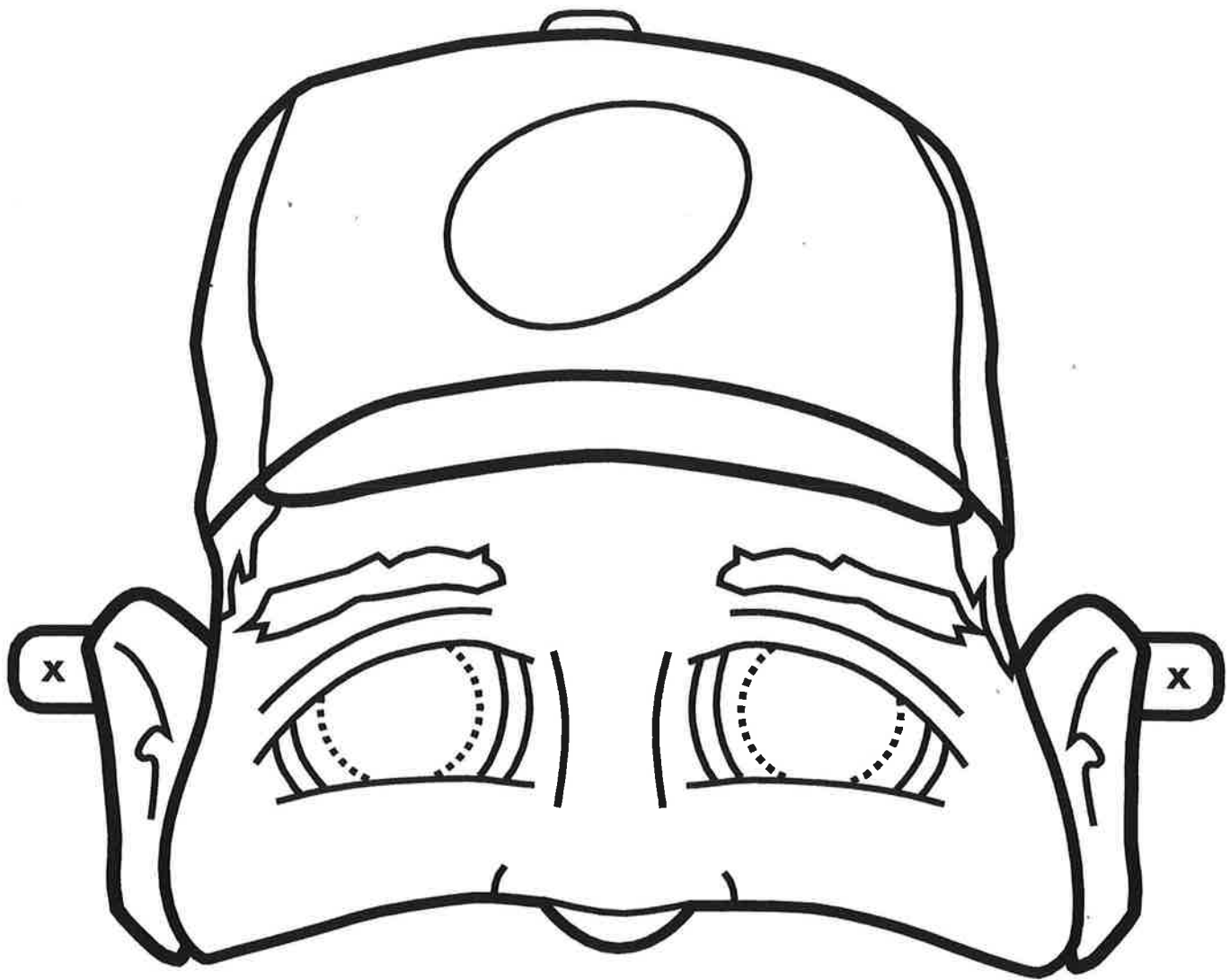
1. The script contains a song and poem: "Cool Coyote" and "Me, Myself, and I." This song and poem are directly related to *Teaming with Mr. Cool!* but not limited to use only with this script.
2. Have students draw a portrait (head and shoulders or full-length) of a very cool character. Have them describe their drawings and tell why the character is so cool.
3. Have student groups read the poem "Me, Myself, and I." Have students discuss the following questions in their groups: Do we need anyone else in our lives? Are we the greatest? Can we do everything ourselves? Should we have everything we want? Have each group rewrite the poem as an opposite idea. For instance, rewrite the first line as, "I need someone else." Have the groups share their revised and much more humble poems with the class.
4. The "Cool Coyote" song might make a good rap song. Let students practice singing it rap style, complete with arm and hand movements. Don't forget, rhythmic rap sound effects!
5. Cool Coyote's cousin is Fantastic Mr. Fox, a Roald Dahl character who has also had some strife with farmers. Have on hand a selection of books about animals versus farmers (e.g., Peter Rabbit) for students to read and examine. Have student groups form around their favorites and then have the groups act out their favorite stories for the class.



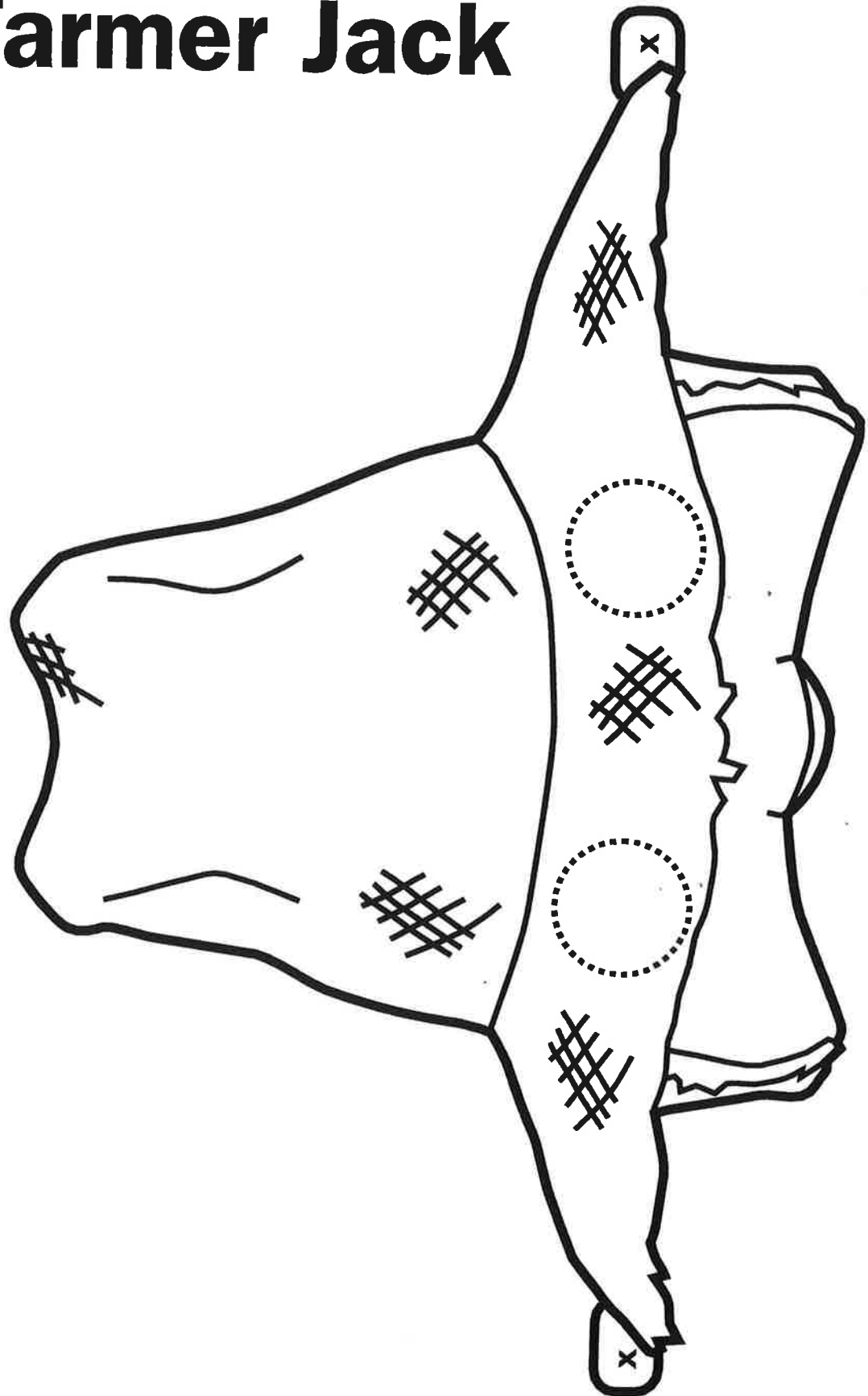
Mr. Cool Coyote



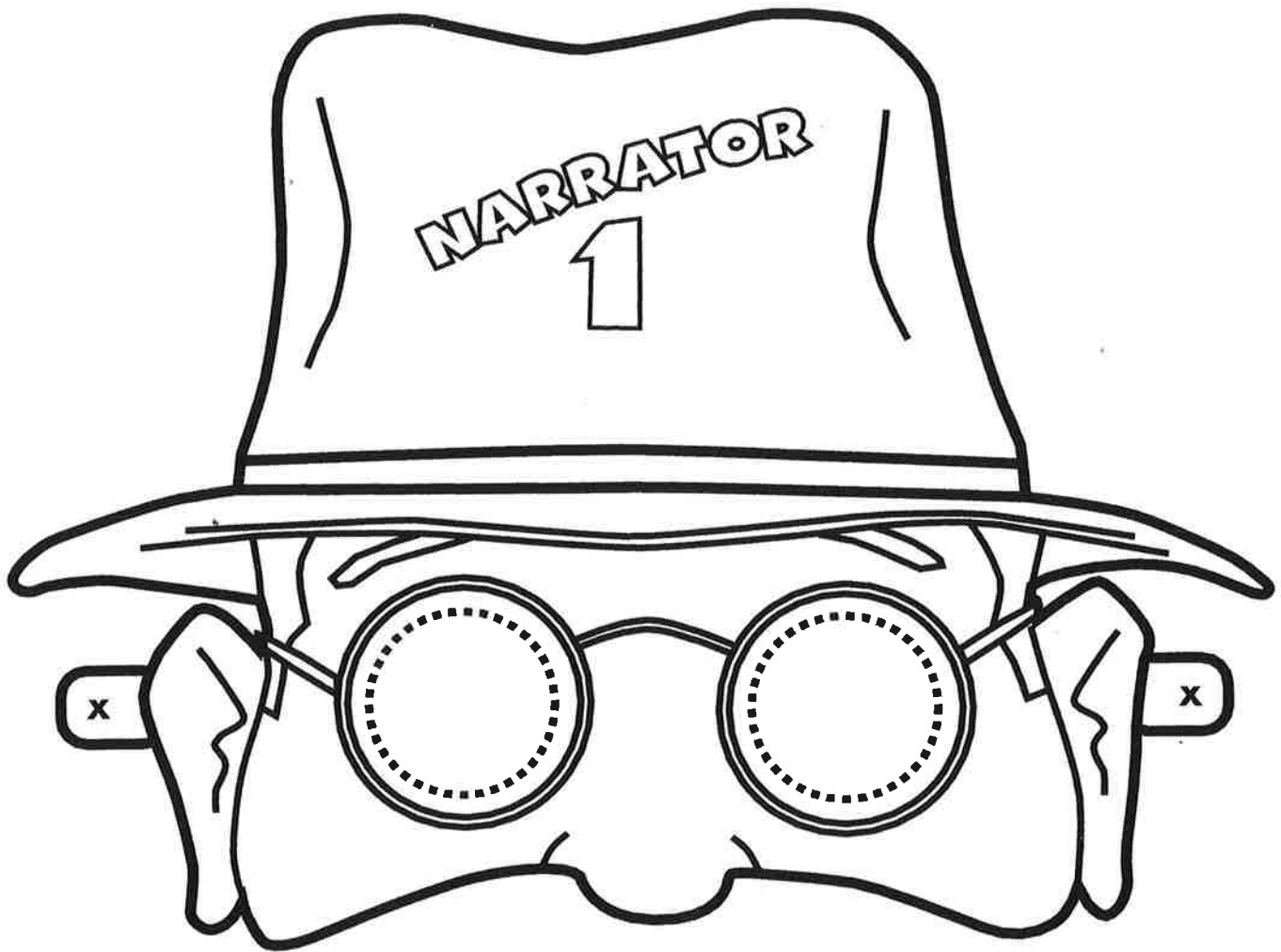
Farmer Joe



Farmer Jack



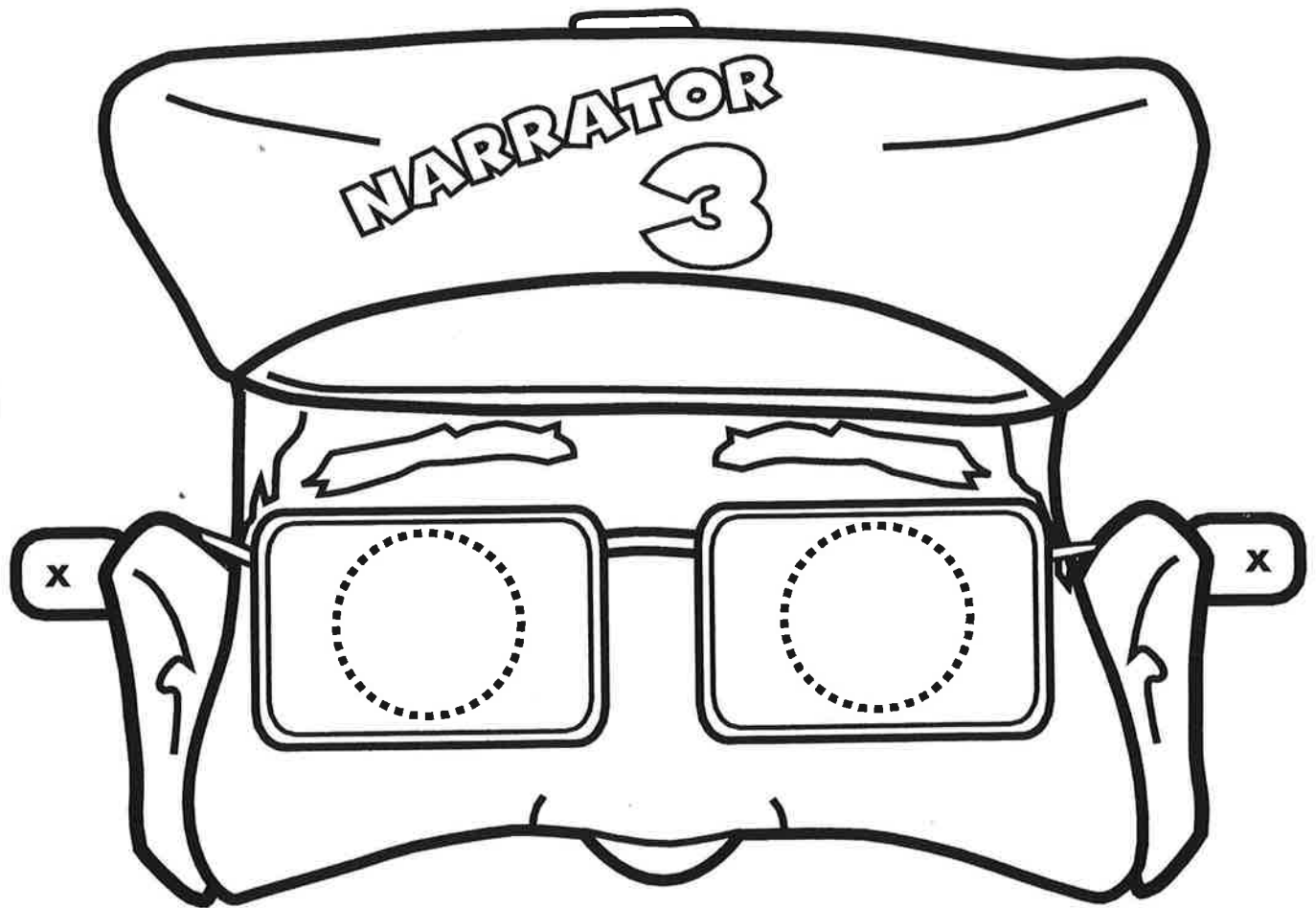
Narrator 1



Narrator 2



Narrator 3





Lillian's Family Tree

Grades: 5th-6th

What's the Story?

Lillian's family tree is the story of the family that is struggling to make ends meet during the Great Depression. Lillian learns the importance of hard work and sacrifice as she confronts the effects of the Great Depression after her father loses his job. Through their resolute behavior and positive attitude, Grandpa and Grandma Jensen exemplify Lillian's strong family heritage as she learns who she is and that she comes from a long line of outstanding ancestors.

Objective:

Students will deliver oral presentation and read passages fluently, focusing on the use of voice and tone while reading.

Heads Up!

While this script only has six roles, there are ways to involve all students.

- Ask some students to work on presenting sonnets.
- Others can create back drops, props, mask, etc.
- Switch out a different group kids to read Act 1, and then Act 2 and so on.
- During final presentation, students can be the audience and listen respectfully

Materials:

- *Lillian's Family Tree* script books (5th-6th grade Readers Theater Kit)
- *Lillian's Family Tree* Primary Sources (pages 26-31 or teachers Resource CD)
- Performance CD and CD player or computer with CD drive speakers (optional)

Introduce the Literature:

Ask the students to create a family tree, going as far back in time as they can. Students can do research to discover interesting facts about where their families originated, what types of work family members did, or other background information. Allow students to share their thoughts about their families. Ask questions such as why is your family important you? What lessons have you learned from your family? Ask them to compare their families to the characters in the book. Discuss why it is important to learn from the past.

Lillian's Family Tree

Heritage Lesson Plan

Objectives

- **Fluency:** Students will deliver oral presentations and read passages fluently, focusing on the use of voice and tone while reading.
- **Content Area:** Students will learn the role that heritage and family play in the life of an individual and his or her future.

Summary

Lillian's Family Tree is the story of a family that is struggling to make ends meet during the Great Depression. Lillian learns the importance of hard work and sacrifice as she confronts the effects of the Great Depression after her father loses his job. Through their resolute behavior and positive attitude, Grandpa and Grandma Jensen exemplify Lillian's strong family heritage as she learns who she is and that she comes from a long line of outstanding ancestors.



Materials

- *Lillian's Family Tree* script booklets
- *Heritage Character Masks* (pages 26-31 or Teacher Resource CD); copied on cardstock
- *Personal Narrative* (Teacher Resource CD)
- copies of *Take-Home Script: Lillian's Family Tree* (Teacher Resource CD)
- PowerPoint® slide show (Teacher Resource CD)
- overhead transparencies of the poem and song text
- Performance CD and CD player or computer with a CD drive and speakers

Introduce the Literature

Ask students to create a family tree, going as far back in time as they can. Students can do research to discover interesting facts about where their families originated, what types of work family members did, or other background information. Allow students to share their thoughts about their families. Ask questions such as, What characteristics make your family unique? What lessons have you learned from your family? Why is your family important to you? Allow students to read *A Year Down Yonder* by Richard Peck. Ask them to compare their families to the characters in the book. Discuss why it is important to learn from the past.

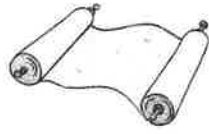


ELL Support

Encourage ELL students to share stories about their families. What experiences have family members endured? How have these experiences made them stronger? Discuss the challenges that a family must face when leaving one culture and tradition behind to start over in a new culture.

Involving All Students

This script has only six roles, but students can participate in reader's theater in a variety of ways. For this reader's theater, divide the class into groups of six. Each member of the group is responsible for reading a part in the script, so all students have an opportunity to read and participate in the reader's theater. If any group has fewer than six students, assign a student to play more than one role. On the day of the performance, each group should perform a specified portion of the script. Break the reader's theater into acts, so that each act spotlights a different group.



Reading the Script

1. Place students in small groups. Give each group a critical thinking situation as described on the scenario cards found on the Teacher Resource CD. Allow students time to find answers or solutions for the assigned scenarios. Discuss the different scenarios and the students' solutions with the class.
2. Explain that you will read a script about a young girl who discovers her heritage and the importance of family when she is forced to move after her father loses his job during the Great Depression. Tell students to think about the solutions to the scenarios completed in Step 1 to see if Lillian reacts in the same way they would have.
3. Read the new vocabulary words that are introduced in the script and discuss the meaning of each word. Refer to the glossary at the back of the script, if necessary. Ask students to predict how they think each word relates to the script. Write the predictions on chart paper. After reading the script, refer to the chart to see how accurate the students' predictions were.
4. Show students the list of characters from the script. Read the summary of the story as it is written on page 20. Ask students how each character might react to the hardships that each face during the Great Depression. Place the students in six different groups. Assign each group a character. Tell students to create a sentence that the character might say as he or she reacts to Lillian's father losing his job and to the family moving to Grandma and Grandpa's farm. Allow volunteers to share reactions, using proper tone and voice as they read.
5. Provide each student with a copy of the script, give the script booklets to small groups, or print copies of the *Take-Home Script: Lillian's Family Tree*. Play the professional recording as students follow along in their scripts. During the recording, ask students to notice the different voices and expressions that the readers use as they perform the script. A *PowerPoint®* presentation is also included on the Teacher Resource CD.



ELL Support

Encourage ELL students to act out the reactions of the characters in Step 4.

If they struggle with writing the sentences, they can still participate by using proper tone and vocal expression to share the group's sentences.





Assigning Roles

Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading level so they can focus on accuracy, expression, and reading rate. If a student reads text that is too difficult, attention is focused on sounding out words and comprehension rather than fluency.

Approximate reading levels for the roles in this script are:

- | | | |
|-------------------------|--------------------------|---------------------------|
| ❖ Jesse: high 4th grade | ❖ Mom: low 5th grade | ❖ Grandpa: high 5th grade |
| ❖ Dad: high 4th grade | ❖ Lillian: low 5th grade | ❖ Grandma: high 5th grade |

Meeting the Fluency Objective

1. The fluency objective for this script focuses on using proper tone and vocal expression while reading a passage. Before reading the script, model using vocal expression when reading. For example, read the following sentence aloud: "*This is crazy.*" First, read it in a monotone voice, showing little or no expression. Ask students how to read the same sentence using an excited voice. Allow the class to practice saying the sentence in an excited voice. Ask them to repeat the sentence using a quiet voice and an annoyed voice.
2. Ask the students which expression best conveyed the feeling of the sentence. Explain that the excited voice most closely matches how "*This is crazy!*" should be read.
3. Tell students that the use of tone in the voice helps others to know how the characters are feeling and adds interest and variation to an oral reading. In the script, *Lillian's Family Tree*, the characters must deal both with difficult issues and tender, happy, and action-filled moments. Using tone and emotion is especially important to convey the intended meaning.
4. Write the following sentences from *Lillian's Family Tree* on the board:
 - "Lillian, slow down. You're almost out of breath. What's wrong?"
 - "It makes the house so dirty! At times, an inch of dirt covers the furniture."
5. Read the sentences aloud in a monotone voice. Ask students how to improve on the tone and vocal expression. Allow various students to demonstrate the proper tone to use for the sentences.
6. Explain that it is important to be familiar with the lines of the script to read it smoothly and fluently. Point out that it is difficult to add tone and expression if one must focus on reading the words and comprehension. Discuss how to add tone and inflection. Discuss the differences between adult and child voices as well as how to express surprise, anger, happiness, and other emotions. Allow students to read the script again, focusing on tone.