

## Assign for 3 Groups

First, simply lay out all of your students names on the chart in roles fitting each students reading stage.

Sidekick

Funny Character

Main Character

In order to properly assign roles, you'll need to erase and correct many times. Use a pencil!

Recommended Reader Assignment						
FOR TEACHER'S USE ONLY - NOT FOR STUDENT USE						
		<h1>Send Me a Sign</h1> <p>presented in....</p> <p>Playbook™ Advantage Format</p>				
Reader No.	Story Character	Group 1 Reader	Group 2 Reader	Group 3 Reader	Group 4 Reader	Group 5 Reader
1	<b>Logan</b> <i>Speaks 12 Times</i> <i>6% of Story</i> <b>Stage 2 - Beginning Reader</b>	Hannah	Kevin	Rachel	Adam	
2	<b>Buddy</b> <i>Speaks 17 Times</i> <i>8% of Story</i> <b>Stage 3 - Transitional Reader</b>	Matt	Melissa	Allison	Summer	
3	<b>Faith</b> <i>Speaks 19 Times</i> <i>11% of Story</i> <b>Stage 3 - Transitional Reader</b>					
4	<b>Miss Sybil</b> <i>Speaks 13 Times</i> <i>10% of Story</i> <b>Stage 4 - Intermediate Reader</b>	Nick	Jeff	Patrick	Katie	Cody
5	<b>Miss Jennifer</b> <i>Speaks 23 Times</i> <i>26% of Story</i> <b>Stage 4 - Intermediate Reader</b>					
6	<b>Narrator</b> <i>Speaks 30 Times</i> <i>39% of Story</i> <b>Stage 5 - Advanced Reader</b>					

## Student Information Sheet - Complete before assigning Reader's Theater story roles - FOR TEACHER'S USE ONLY - NOT FOR STUDENT USE

	Student Name	MF	Age	Grade	Other Reading Level Scale*	Playbooks Reading Stage**	Likes to act	Likes to read out loud	Big Role	Small Role	Likes to be funny	Notes
1	Adam	M	8	3	K → 2	2	x	x	x		x	outgoing
2	Kevin	M	9	3	J → 2	2					x	
3	Allison	F	8	3	N → 3	3				x		attentive
4	Matt	M	8	3	M → 3	3			x			
5	Hannah	F	9	3	F → 2	2				x		shy
6	Katie	F	9	4	R → 4	4				x		shy
7	Carlos	M	10	4	T → 5	5			x		x	
8	Melissa	F	10	4	M → 3	3	x		x		x	energetic
9	Jeff	M	9	4	Q → 4	4		x				
10	Rachel	F	9	4	K → 2	2				x		
11	Nick	M	9	4	O → 4	4	x					
12	Joanne	F	10	5	Y → 5	5		x				attentive
13	Patrick	M	10	5	Q → 4	4					x	
14	Cody	M	11	5	R → 4	4	x					starred in a play
15	Sean	M	11	5	U → 5	5		x				
16	Summer	F	10	5	N → 3	3			x			performed in talent show

\*Score from other known Reading Level Scales (e.g. Fountas & Pinnell, DRA, Reading Recovery, Lexile, etc.)

\*\*Result from the Playbooks Reading Test, or a correlation from another known Reading Level Scale using the Correlation Chart provided.

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6	<b>Narrator</b> <i>Speaks 30 Times</i> <i>39% of Story</i> <b>Stage 5 - Advanced Reader</b>	Carlos	Sean	Joanne		

## Assign for 3 Groups

Use the results from student polling to annotate your chart with each student's personality trait.

Sidekick

Funny Character

Main Character

<b>A</b>	Likes to act
<b>R</b>	Likes reading out loud
<b>B</b>	Prefers a big role
<b>S</b>	Prefers a small role
<b>F</b>	Likes to be funny

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4	Matt	M	8	3	M → 3	3			x			
5	Hannah	F	9	3	F → 2	2				x		shy
6	Katie	F	9	4	R → 4	4				x		shy
7	Carlos	M	10	4	T → 5	5			x		x	
8	Melissa	F	10	4	M → 3	3	x		x		x	energetic
9	Jeff	M	9	4	Q → 4	4		x				
10	Rachel	F	9	4	K → 2	2				x		
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13	Patrick	M	10	5	Q → 4	4					x	
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2	<b>Buddy</b> <i>Speaks 17 Times</i> <i>8% of Story</i> Stage 3 - Transitional Reader	Matt <b>B</b>	Melissa <b>B, F</b>	Allison <b>S</b>	Summer <b>B</b>	
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4	<b>Miss Sybil</b> <i>Speaks 13 Times</i> <i>10% of Story</i> Stage 4 - Intermediate Reader	Nick <b>A</b>	Jeff <b>R</b>	Patrick <b>F</b>	Katie <b>S</b>	Cody <b>A</b>
5	<b>Miss Jennifer</b> <i>Speaks 23 Times</i> <i>26% of Story</i> Stage 4 - Intermediate Reader					
6	<b>Narrator</b> <i>Speaks 30 Times</i> <i>39% of Story</i> Stage 5 - Advanced Reader	Carlos <b>B, F</b>	Sean <b>R</b>	Joanne <b>R</b>		

## Assign for 3 Groups

Adjust your role assignment for three groups. The number of groups will vary based on the size of your program.

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3	Allison	F	8	3	N →	3				x		attentive
4	Matt	M	8	3	M →	3			x			
5	Hannah	F	9	3	F →	2				x		shy
6	Katie	F	9	4	R →	4				x		shy
7	Carlos	M	10	4	T →	5			x		x	
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14	Cody	M	11	5	R →	4	x					starred in a play
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## Assign for 3 Groups

All of the students now fit into three groups, but there are two unassigned roles in one of the groups.

**Summer** and **Cody** have the highest Fountas and Pinnell score *within* their Playbooks correlated reading stage, so these two students would be best equipped to take on two roles.

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## Assign for 3 Groups

Now we must look at our Small Groups

1. Group three only has four readers because of double roles. Smaller groups have less energy and make for a less exciting experience.

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 <h1 style="text-align: center;">Send Me a Sign</h1> <p style="text-align: center;">presented in....</p> <p style="text-align: center;">Playbook™ Advantage Format </p> 						
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## Assign for 3 Groups

### Now we must look at our Small Groups

1. Group three only has four readers because of double roles. Smaller groups have less energy and make for a less exciting experience.
2. To create the most-balanced groups, it may be helpful to write in some of the notes we've made about each student...
3. Most of the outgoing readers are in the first group, leaving unbalanced groups that may contain more reserved readers.

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## Assign for 3 Groups

We can now see that group two is especially lacking in energetic and outgoing students who will liven up the reading experience, while there are more than enough students to create balanced groups.

By moving students around within their assigned characters roles, we can create balanced groups.

If possible, each group should have one (or more) outgoing student. It is also helpful to have an attentive, responsible to student in each group to keep the group on track throughout the story.

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By adjusting several times, we now have formed balanced groups with well-assigned roles.

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