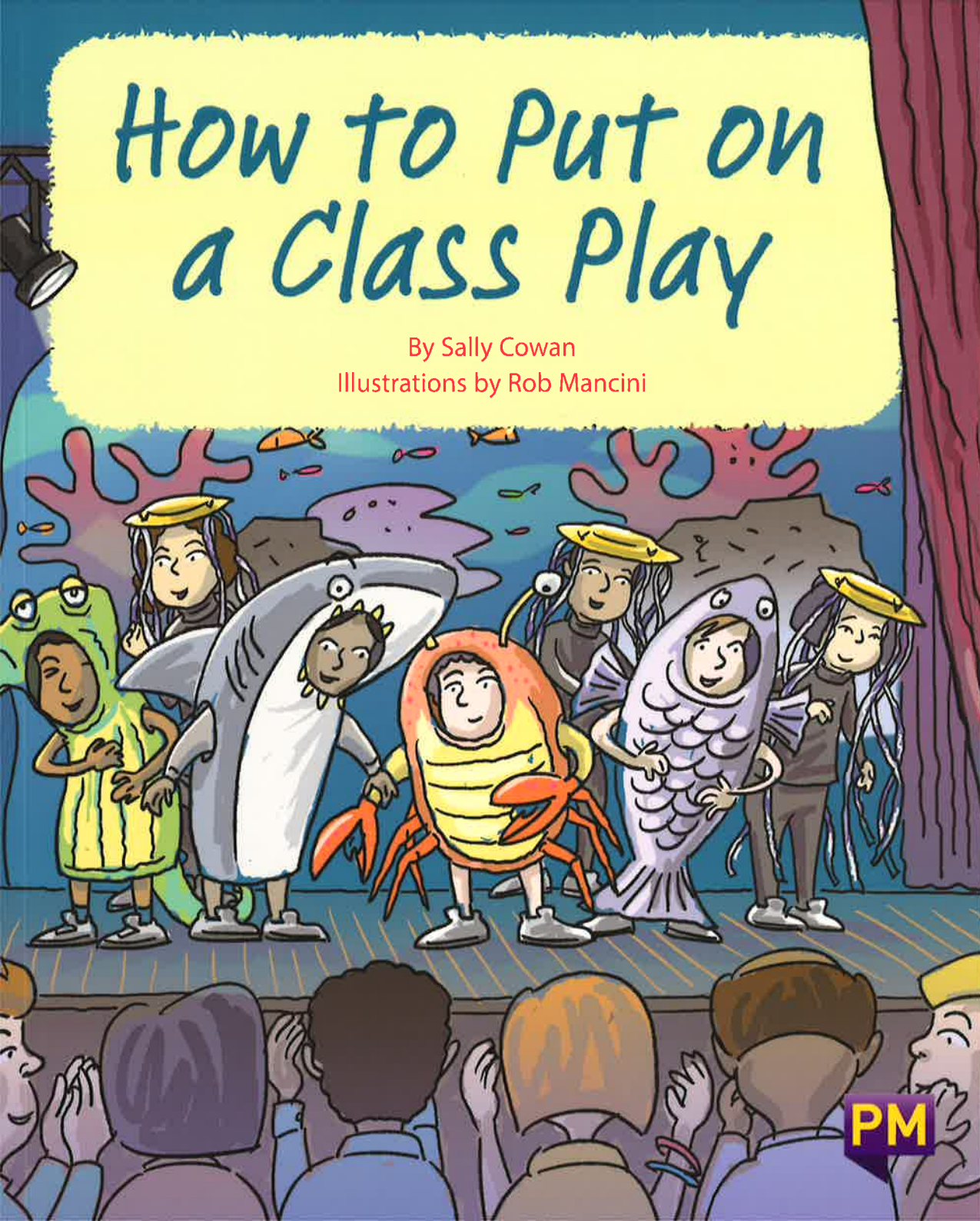
How to Put on a Class Play

By Sally Cowan

Illustrations by Rob Mancini



PM

For teachers' inspection ONLY

How to Put on a Class Play

Level 21

Running Words 641 **Text Type** Procedural Recount (Informative)

Curriculum Area The Arts

Retelling to encourage critical thinking about the content

Ask each student to retell the procedural recount in his or her own words.

Record the retelling for further discussion and reflection.

Think and Talk About ...

Fact boxes in the book encourage each student to explore the statements further and to share the information with others.

Questions to reinforce meaning and stimulate discussion

Literal

1 What type of play was *The Lonely Shark*?

2 How did Mr Tran help the children?

3 How did the children inform others about their play?

Inferential

4 What are auditions?

5 Why did the children take turns reading from the script?

6 Why did they need to have long rehearsals each week?

7 Why did the girl use tinsel for her jellyfish costume?

8 Why did the children want to put on another play soon?

Applied Knowledge

9 Why is publicity important?

10 How are spotlights and sound effects used during a performance?

Links with other PM Guided Reading Books and Cards

Level 21	Card	Play	*It Will Be Right on the Night*
Level 22	Book	Procedure	*Race Through Space!*
Level 22	Book	Recount	*The Moon Festival*
Level 22	Card	Recount	*Costumes for the School Play*

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The Play

Last night, our class put on a play in the school hall.
We had spent six weeks preparing our play.

At our first class meeting,
we picked a date for our performance.
But the most important thing we had to do
was to find the right play.





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After our meeting, we went to look for plays in the library.

Everyone liked the play about a lonely shark
who wanted to make friends with some other sea creatures.
The Lonely Shark is a comedy set beneath the sea.
We thought that the **audience** would really enjoy it.



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Think and Talk About ...

A comedy makes people laugh.
Most comedies have a happy ending.

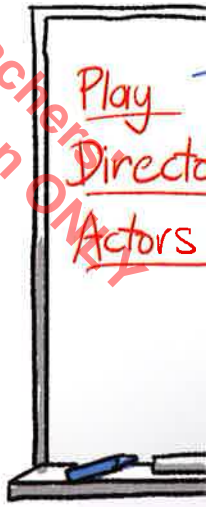
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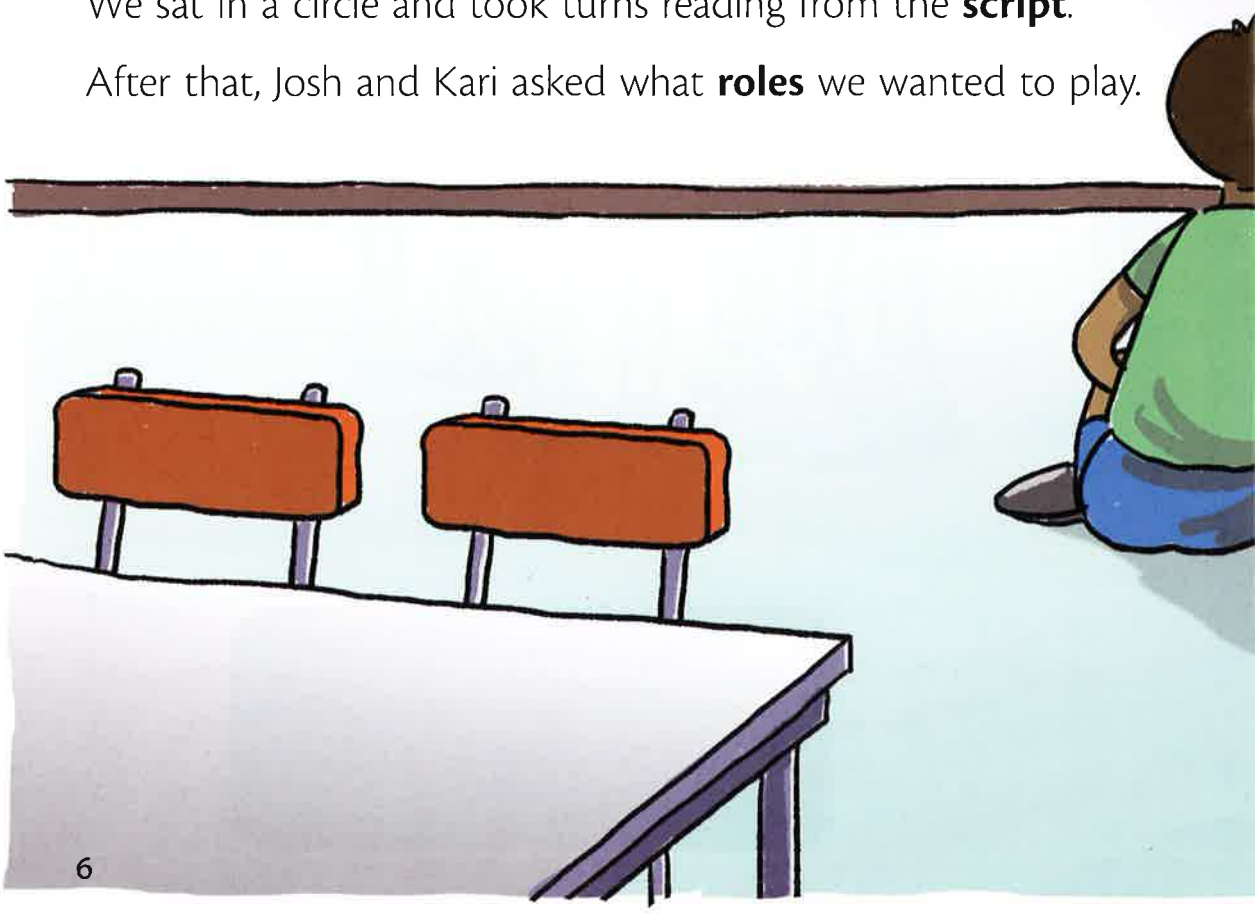
Directors and Auditions

Next, we had to pick a **director** for the play.
Josh and Kari both wanted that job.
Everyone agreed that we could have two directors,
because there was so much to do.

Then, we had auditions
to find the right **actors** for the play.
We sat in a circle and took turns reading from the **script**.

After that, Josh and Kari asked what **roles** we wanted to play.







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Think and Talk About ...

A role in a play can also be called a "part".