

## **A Trial Study on Using Readers Theater with EFL Junior High Students**

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### **Abstract**

Readers Theater (RT), combining storytelling and drama, has been found a rather effective technique employed in first language learning settings in some English-speaking countries. It is also found that RT can benefit the learning of English as a foreign language (Walker, 1996; Lengeling, Malarcher, & Mills, 1995). In Taiwan, using RT in EFL classes is not novel; however, it is not a very common practice, especially with EFL junior high students, mainly because of the already tight schedule in school.

In this study, therefore, we had a trial study on using RT with EFL junior high students to find out how RT could be used with them and how they reacted to this classroom technique. Ten junior high students were recruited to participate in an RT program that started in September, 2007 and ended in January, 2008. According to the analysis of the data, the students had come to learn how to cooperate among themselves and also found the enjoyment in the RT program. Through this paper we hope to provide ideas for English teachers, especially in junior high level, who contemplate to adopt RT practice in their own classes.

Key words: EFL, Readers Theater, Junior high

### **Introduction**

It is not uncommon to see junior high students holding cheeks with hands, looking bored, and listening passively in English classes. Students in Taiwan are used to sitting quietly and getting limited opportunities to speak up. Generally, they just have to do well on their individual work. Some students may learn English very well under such circumstances. However, there are quite many students who fail to learn well and thus lose their interests and even self-confidence. How to help students learn not only well but also happily thus could be one major concern for teachers.

Readers Theater (RT), combining storytelling and drama, has been found a rather

effective technique employed in first language learning settings in some English-speaking countries. It is also found that RT can benefit the learning of English as a foreign language (Walker, 1996; Lengeling, Malarcher, & Mills, 1995). Nevertheless, currently, it is not easy for one to know how RT can be used with Taiwanese junior high students nor is it clear as to how junior high students would react to such a practice. With some positive findings conducted in foreign countries, we then attempted to have a trial study on using RT with some EFL junior high students to find out how RT could be used with them and how these students react to this classroom technique.

### **Introduction to Readers Theater**

It has been suggested that “Readers Theater is a literature-based oral reading which communicates story through oral interpretation” (Walker, 1996, p.1) and “a strategy that showcases the power of language” (Black & Stave, 2007, p.3). Walker (1996) further illustrated that RT is an interpretive reading activity in which readers bring characters, story, and even content area or textbook material to life through their voices, actions, and words. Allowing for interpretation through multiple modes, RT is often described as “a stylized form of dramatization” (Trousedale & Harris, 1993, p.201). Shepard (1994) stated that, regardless of formatting and purpose, it is based on script reading and the suggestive power of language.

“The backbone of RT is repeated reading, a tested and proven method for increasing reading fluency in short-term studies” (Worthy & Prater, 2002, p. 295). Walker (1996) also suggested that the type of texts may have much to do with repeated reading; nevertheless, this activity in the RT setting would not be tedious, but fun. Tyler and Chard (2000) proposed that many students would enjoy RT because it especially suits the need and abilities of struggling readers and it also provides an authentic rationale for reading the same text repeatedly.

In classrooms, RT is an interpretive presentation of a text by a group of readers in a non-threatening, controlled, and prepared setting and creates an opportunity for students to explore a text and to become involved with the process of rehearsal and repeated readings (Herrell & Jordan, 2002). No attempt is made to hide the scripts that the performers hold in folders or place on lecterns in front of them. The script is read aloud rather than memorized (Flynn, 2004). Black and Stave (2007) thus concluded that “Readers Theatre provides an oral interpretation of literature, becoming an integrated language event in the classroom” and “makes a unique contribution to the language arts through its integration of thinking, reading, writing, speaking, listening, and viewing experiences” (p.4).

### **Readers Theater in EFL Classroom**

Even though RT has been much applied in the education field in

English-speaking countries for a few decades, it did not gain attention from Taiwanese English educators until 1990s. At beginning, it was conducted in teaching literature to college students. In 1995, Huang instructed African-American Women's literature through RT. Huang (1995) suggested that creative teachers who find themselves responsible for ineffectiveness may direct a stage theater while teaching a play or a fiction. Huang reported that "those approaches really work, but sometimes the preparation for the stage theater takes too much time and it doesn't come up with a satisfactory result" (p.203). Huang then found a solution for the problem. She suggested that "at this moment, Readers Theater, a classical and academic activity, somewhat solves the problems mentioned above" (p.203). In her study, she concluded that during the process of RT, shared reading made the students cooperate and had the African-American women writers speak in diverse voices and rich interpretation.

Another study that applied RT in an EFL classroom was conducted at a vocational high school. Hung (2004) investigated how RT influenced vocational high school students' English learning in terms of their development in language, affective, and social domains. A total of 37 senior two students from the department of applied foreign languages participated in her study for a semester. Hung (2004) concluded that RT had positive effects on language development in terms of oral skills and literature appreciation and suggested that RT assisted students to become more confident in speaking and to enjoy reading more. Most importantly, she pointed out that, with the cooperative learning environment provided by RT, students' social development and spirits of teamwork were cultivated.

Nevertheless, some pitfalls were also observed in Hung's study. Problems found in Hung's study include classroom management, distribution of roles, students' priority in learning, and selection of the reading material. Hung pointed out that, in Taiwan, the school administration focuses more on the preparation for examinations. While Readers Theater activities and contents were not included in the school work, students' priority in learning was obviously on school work rather than on preparing Readers Theater performance.

Readers Theater had also been applied in EFL elementary school classroom. Chen (2005) and Huang (2006) studied the effects of implementing Readers Theater in elementary schools. Their studies focused on reading fluency and motivation. They both indicated that students' reading motivation was enhanced through the practice of RT. Huang further pointed out that students' perception on self-competence and self-efficacy was all enhanced as well.

### **Methodology**

The current study was conducted in a public junior high school located in

Chia-yi County. The school is located in a rather quiet neighborhood. There were ten eighth-grade junior high school students, three boys and seven girls who voluntarily participated in the RT program. These ten students with various English proficiency are all English as Foreign Language (EFL) learners from different classes in the above junior high. Also, according to information collected before the program began, only three girls considered that they were good at learning English while others considered themselves being poor English learners.

Teaching materials used in this program were four storybooks from Reading House series published by the Caves Books, which were *The Three Little Pigs*, *The Sly Fox and the Red Hen*, *Red Riding Hood*, and *Puss in Boots*. The instructor modified the contents of the above storybooks into dialogues as RT scripts for the students. The study started from September, 2007 to January, 2008. In September and October, the participating students attended the program three times a week for 45 minutes each time while from November 2007 to January 2008, they attended the program twice a week for 45 minutes each time. During the program, how RT could be used with these EFL junior high students and how they reacted to this classroom technique were observed, recorded, and analyzed.

### **A Journey to the RT World**

In this study, neither students nor the instructor, also one of the researchers, experienced RT before. The instructor was armed with the knowledge of RT but lack practical experience. The students, receiving traditional English instruction, had never heard of or experienced RT in their classes. Most of the students in this study, as mentioned above, lack confidence in their English ability. It was, therefore, a rather big challenge for the instructor to realize such a practice. It required detailed and careful planning in advance as well as flexible and suitable adjustment once the class took place. In the following sections, we will present the journey in which both the instructor and the students explore the world of Readers Theater.

#### **Preparing Students for RT**

Many activities were designed to help the students become familiar with the RT program. The first task was to help the students to learn to work cooperatively; therefore, most of the activities had to be accomplished by group rather than individuals since students must realize that “all” readers are responsible for producing a polished and successful RT presentation (Walker, 1996).

At the beginning, each group had to design a name script and then present it after a demonstration from the instructor (see example in Appendix 1). In this activity, the students chose one of the English names from their group members, designed a name script, rehearsed, and then performed it on stage. Another simple activity to help the students to become used to working together was to work on a characteristics group

worksheet (see Appendix 2) modified from Wright's *1000+ pictures for teachers to copy* (1994). In this activity, the students had to cooperatively draw faces with proper emotions. After drawing and a whole class discussion, the students could choose three faces from the worksheet. Each group then had to perform three emotions when saying "you're a pig!" and had the other group guess which emotion they were presenting.

The above described activities were some simple activities to guide the students to learn and experience what RT was. While we went through the process of preparing for each RT script, some other activities were conducted, including word list (see Appendix 3), questions for group discussion and story mapping (Appendix 4), RT preparation worksheet (Appendix 5), setting stage worksheet (Appendix 6), and so forth. With the instructor's guidance and the cooperation among the members, the students accomplished four RT performances within five months. During the process, there were many challenges encountered and meanwhile there were many solutions generated to solve problems. In the following sections, the challenges encountered and the improvement from the students will be described.

#### From Passive Interaction to Negotiation

Since RT was totally strange to the students, the instructor adopted *Name Script* (see Appendix 1) activity that served as a bridge to introduce RT to students. The students were asked to perform their group's name script after a verbal introduction to RT and the instructor's demonstration of her own name script. It was observed an apparent gap in terms of interaction between male and female students. It caused the instructor lots of energy to guide and encourage male and female students to cooperate and engage in discussion with their group members. The following excerpt demonstrates the efforts from the instructor to encourage cooperation among group members.

*"\* Please turn around and discuss face to face with your group members!"* (video recording, Sep. 6<sup>th</sup>, 2007). I tried to persuade them when no one tended to begin discussion. Students lingeringly turned around and they smiled embarrassingly with each other. Still, nobody talked. *"If you don't know how to start, each one of you could write down your English name and then discuss and decide which name you're going to adopt to make the name script."* Students were taking out the pen slowly and then writing. They just followed the "instructions" step by step and did them with slow motion (observation, Sep. 6<sup>th</sup>, 2007).

After the students had more guidance and experience to work cooperatively in their group assignments, they were observed to finally learn to engage in more active discussion among themselves, which can be seen in the following excerpt

(observation, Oct. 8<sup>th</sup>, 2007):

.....

\* Words in italics were said in Chinese.

*“Hey hey hey, Mr. Chang, that...that...that...do you want to have one of the roles played by others since three casts could be too much for you?”* Anny suggested Jack. *“That’s okay. Two of the roles get only a few lines.”* Jack implied that he could handle the work. Then Jack thought for a few seconds and then turned around to talk to Anny again. *“Any decision is okay with me. You could make the decision.”* (video recording, Oct. 8<sup>th</sup>, 2007).

Even though it was found that Jack and Anny still felt uneasy when talking with each other, they tried to have a little discussion before a decision was made. Similar situations took place more as time went on.

Becoming more active participants

In the first few classes, the students were reluctant participants. They usually listened passively and did not verbally interact with the instructor or among themselves much. However, when the students had more experience in class, they gradually felt more comfortable in discussion. For example, one day, while the instructor was writing down the title of the second script, *The Sly Fox and the Red Hen*, on the board, some students were trying hard to read it aloud (video recording, Oct. 15<sup>th</sup>, 2007):

Johnny: “The sly.....the sly.....” (While Johnny was trying hard to sound out the word, Anny suddenly talked to Johnny. But the voice was too low to be recorded. From the observation of their body language, Anny was talking about the words in the title with Johnny. After that, Johnny kept reading words on the board when I continued to write some more words.) “The sly fox and...and...the read...” (Johnny read “red” as “read”.)

Jamie: “and...and the red!”

Johnny: “*What’s this?!*” (Johnny asked in Chinese.)

Carol: “and the red”

Anny: “*What...what...fox and the red what...what.*” (Anny translated the words that she knew into Chinese and said words she did not know, including “sly” and “hen” as “what” in Chinese.)

Teacher researcher: “*Good! It’s quite close.*” (I encouraged them in Chinese.)

Jamie: “*It’s a sexy fox!*” (Jamie guessed in Chinese.)

All: “Ha ha ha ha ha.....”

Teacher researcher: “*We had learned this word—“sly” in our Characteristics Worksheet.*” (I tried to help students recall the word they learned

before.)

Anny: *"I remembered it!"* (Anny expressed in Chinese that she remembered that we had learned the word in our class and then she was browsing through sheets in her folder.)

The above discussion on the title of the second script continued for a few minutes. As time went on, the students slowly changed from passive listeners to more active participants in the class. The interaction between the students and the instructor became more frequent toward the end of the study.

#### Improvement in Intonation and Voice Projection

In the students' first RT performance, they merely stood still on stage reading aloud with flat tones. With constant feedback, training, and practice, some students gradually improved their intonation and even voice projection. For example, in the second RT performance, Wendy played the role of a chick, a supporting character. When reading her line "We're hungry, mommy." Wendy was able to use proper intonation and voice projection to imitate a hungry chick to ask for food from her mommy (video recording, Oct. 30<sup>th</sup>, 2007).

Another example to show the students' improvement came from Maggie, who was extremely introverted and lacked self-confidence. When she played the role of the sly fox she added malicious laugh to interpret the "sly" fox, which was a big step for her even though it was obvious that she was not used to what she did, she still tried her best to make herself sound more like a sly fox.

#### Assisting Peers Spontaneously

The students gradually learned to work cooperatively as time went on. In many occasions, it was observed that some students would spontaneously offered assistance to those who had difficulties in reading. For example, when it was Jack's turn to read "nobody comes near Red Hen and the chicks", he pronounced "no..." and did not know how to pronounce "nobody." Johnny then said "nobody" and their rehearsal thus continued (observation, Oct. 29<sup>th</sup>, 2007). Johnny was aware of Jack's poor English and seemed to be quite willing to help Jack out. For example, when the students were asked to work on the group discussion sheet for reading comprehension, Johnny was in Jack's group and was responsible for writing while Jack was responsible for speaking in the whole class discussion (observation, Nov. 15<sup>th</sup>, 2007):

Johnny: *"Do you know how to say these words?"* (After Johnny finished writing the sheet, he asked Jack whether he knew how to speak those English sentences.)

Johnny: *"New version. Because it has songs....."* (Jack kept silent while Johnny was asking him whether he knew how to read. Johnny then directly spoke up to teach Jack. Jack then followed Johnny to speak the

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sentences. When Jack could not follow Johnny or hesitated, Johnny would repeat the words again.)

#### Independent Interpretation

In the first and second script, the students had to listen to CD first before they engaged in interpretation practice. From the third script, this was changed to have the students figure out the oral interpretation of their own assigned characters on their own without examples from the CD. It was found that some students tried hard to interpret the role by themselves. The following is one of the examples (observation, Nov. 19<sup>th</sup>, 2007):

Wendy: "Oh~ Granny~ You have very big eyes!"

Anny: "Yes, they're better to see you with. Ha ha ha..."

Both Wendy and Anny tried hard to interpret Little Red Riding Hood and the big bad wolf. After Anny's malicious laughter to interpret the sly character of the wolf, she laughed very loudly at her own performance. Her group members were all laughing as well. It was obvious that the student quite enjoyed what they were doing most of the time. They also gradually became more capable of interpreting their characters on their own without the assistance from CD examples.

#### Assuming the role of evaluator

After each RT performance, the students were asked to fill in two sheets. One was a self-evaluation sheet; the other was a peer-evaluation sheet. That is, in addition to getting the instructor's feedback, the students had to learn to reflect on how they had performed as well as to evaluate others' performance. The students also gradually learned to appreciate others as well as to give advice to their peers. For example, while the whole class was discussing the performance of *Red Riding Hood* (Dec. 3<sup>rd</sup>, 2007):

Wendy: *".....And our group thinks that their narrator read just like the CD we listened to and he had very flexible intonation, so he performed very well..."*

Teacher researcher: *"What's your group's opinion? What do you think of their performance?"*

Johnny: *"Our group thought that Red Riding Hood performed very well and is very suitable for the character....Our group members said that she's cute. And...her intonation and voice were just like Red Riding Hood... We also thought that the monkey's ears were extremely cute! But we think her voice volume was too low and could not be heard clearly...And...and the granny. Granny was just like a granny! Her voice and her appearance! She's like a granny! Ha ha ha..."*

Teacher researcher: *"Appearance? No. You couldn't say that. What you*



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*meant is props, right? You meant her props made her look like a  
granny, right?”*

Johnny: “*What?! Oh. All right. Props. Ha ha ha...*”

Therefore, the students knew how they had performed from their peers’ eyes. They thus shared with each other the strengths and weaknesses they observed from their fellow students performance. The students even carried on their discussion on their performance when they were not supposed to. For example, one time when they were supposed to fill in the sheets after the fourth RT performance, *Puss in Boots*, they continued their discussion on the performance (observation, Jan. 10<sup>th</sup>, 2008):

Carol: “*Yap! That cat was really very cute! Ha ha ha ha*”

Jamie: “*Yes, Carol likes that cat very much.*”

Johnny: “*That princess was not suitable for acting the princess role, okay?!  
She’s only suitable for acting Red Riding Hood.*”

Jamie: “*Who’s the princess?*” (Jamie forgot who had performed the princess in *Puss in Boots*.)

Johnny: “*Red Riding Hood.*” (Johnny meant that the princess acted Red Riding Hood in the last performance.)

Carol: “*Wendy.*”

Johnny: “*She’s only suitable for Red Riding Hood, but not for the princess.*”

Wendy: “*\*\*\*\*\**” (Her voice was unclear.)

#### An Impressive Final Performance

Toward the end of the program the students were asked to have a RT final presentation in front of a class of their own selection. Students could choose one of the four scripts performed previously in their final RT presentation.

One of the groups chose *Three Little Pigs*, which was the first script in this RT program, as their RT final presentation to share with a seventh grade class. The first time they performed *Three Little Pigs*, their intonation was flat; they had no proper voice projection; and there was no body movement seen in the performance (observation, Oct. 9<sup>th</sup>, 2007). Three months had passed since the first performance. The students made tremendous improvement on their performance. Their intonation was rich. Even the narrator, who used to think that the role of narrator was merely to go through the lines without any interpretation, had very flexible and proper intonation (observation, Jan. 14<sup>th</sup>, 2008). Their pronunciation improved a lot. Even though they did not sound like native speakers, every word they said could be understood very clearly. Compared with their first performance, they demonstrated improved intonation, pronunciation as well as proper body movements. The comments below from Lydia, an English teacher, showed how impressive the students’ performance was:

Lydia (an English teacher): *“Wow~ They performed really very well! They advanced so much! You know, Jack was not good at English and he’s very quiet. I’m really very surprised that he could speak English and perform RT so well!”*

Lydia was the participating students’ English teacher and was the homeroom teacher. After students finished their final RT presentation, this English teacher immediately shared with the instructor the above comments. From her facial expression, one could tell that she was very happy to see the students’ improvement.

#### Students’ Feedback Towards RT

In order to learn about the students’ reaction to the RT program, an open-ended questionnaire (Appendix 7) was given to the students to fill out. From the findings of the questionnaire, the students’ responses to the RT program were very positive (questionnaire, Jan. 11<sup>th</sup>, 2008). Some students expressed that they were not so afraid of learning English after participating in the RT program. Some students pointed out, because of RT, they became more comfortable speaking English. They also said that they had learned much about using appropriate intonation when speaking. Johnny shared with me that, after joining RT for a period of time, he sometimes would read aloud his English textbook with flexible intonation (informal interview, Jan. 14<sup>th</sup>, 2008).

Many students responded that RT was much more interesting than traditional English classes. Maggie even said that we can suggest MOE (Ministry of Education) to have RT as a part of English class. They expressed that, from RT, they could learn English in a more interesting way and they also could discuss and learn from their peers. Wendy further explained that she would learn better and remember English words more easily when she learned something in a more interesting way. She said RT was just the way which would help her learn better (informal interview, Jan. 14<sup>th</sup>, 2008).

However, the students also pointed out disadvantages of RT. They responded that, even though cooperative learning or group discussion facilitated them to learn from each other and help with each other, they sometimes would have quarrels (questionnaire, Jan. 11<sup>th</sup>, 2008). They explained that once in a while, some of their group members would insist on their own opinions, and then they might have quarrels. The other problem pointed out by some students was that sometimes some group members tended to chat on unrelated business, which interfered their group discussion.

### Conclusions

Though this study was conducted outside a regular class setting for a semester only, we have learned from the experience, supported by the students’ feedback, that

RT may have a place in junior English classes. It was seen in this study that the participating students not only had more opportunities to practice speaking English, learned lots of English words in meaningful contexts, and English oral interpretation, but they also gained self-confidence during the process and eventually found that learning English could be interesting.

In addition to the gains in English learning, in the RT class, “students not only have to work cooperatively, but they also have to communicate what they understand as well as what they want and be able to articulate reasons to support what they want” (Black and Stave, 2007, p.14). Also, Sloyer (2003) claimed that RT is “teamwork personified” (p.7). Sloyer explained that it is the use of small-group collaboration to promote high levels of student-to-student interaction and to help students gain a better understanding of other viewpoints. It cannot be denied that teamwork is very important in today’s society. It is thus vital for students at this adolescence age to experience and realize the value of cooperative learning, which was evident in this study. As time passed by, the students gradually realized that a successful RT performance was achieved by every group member’s hard work. Also, they learned that they had to negotiate when they had different opinions. Through the trial study on using RT with EFL junior high students we have witnessed the growth in students’ language and social development, which may also provide some implications for teachers who are interested in employing such a teaching technique in their classes.

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Appendix 1  
Name Script

Jazz is my favorite music.



Orange is my favorite fruit.



Yoga is my favorite singer.



Chocolate is my favorite dessert.



English is my favorite subject.



J-O-Y-C-E is my name!

Can you say my name?

Now, it's your turn to make the Name Script! ☺

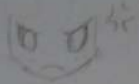


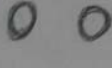









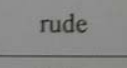

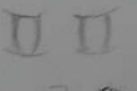

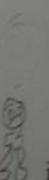
Appendix 2  
Characteristics Group Worksheet

**Characteristics Group Worksheet**

Group members: 郭佩佳 Patty 杨雅婷 Wendy 蔡智欣 Carol 蔡智欣 Jenny

Date: 9/10

\* Please sign your English name beside the pictures you've drawn.

 angry	 lonely	 confused
 frightened 害怕	 disappointed 失望	 hurt 受伤
 沮丧 frustrated	 kind 仁慈	 curious 好奇
 bored 无聊	 miserable 不幸	 cautious 小心
 sly	 rude 鲁莽	 innocent 天真
 confident 自信	 happy	 interested 感兴趣

- 1

Dear all,  
Keep going on &  
Remember to cooperate with each other  
2007/9/12

Appendix 3  
Worksheet for Wordlists

Group worksheet for wordlists

\* Date: 10/15

\* Your name: Isack

\* Title of the story: The sly fox and the old hen

Words	Pronunciation	meaning	peers/dictionary
asleep	[ə'sli:p]		入睡
ask	[æsk]	問	
bag	[bæg]	荷包	
barbecue	[ˈbɑ:bɪkju]		烤肉
boiling	[ˈbɔɪlɪŋ]		煮沸
catch	[kætʃ]		接合
chick	[tʃɪk]		小雞
chicken	[ˈtʃɪkɪn]		雞肉
cry	[kraɪ]		哭
dog	[dɒg]	狗	
eat	[i:t]	吃	
farm	[fɑ:m]		農場
farmer	[ˈfɑ:mə]		農夫
follow	[ˈfəloʊ]		跟隨
food	[fu:d]	食物	
fox	[fəks]	狐狸	
give	[gɪv]	給	
go(goes)	[gəʊ]	去	
grain	[greɪn]		穀類
happy	[ˈhæpɪ]	快樂	
help	[help]	幫助	
hen	[hen]	母雞	
home	[həʊm]	家	
house	[haʊs]		房子
hungry	[ˈhʌŋɡrɪ]	飢餓	
jump	[dʒʌmp]		跳
look for		尋找	
nobody	[ˈnəʊbɒdɪ]		沒有人
open	[ˈopən]	打開	
red	[red]	紅色	

#### Appendix 4

#### Questions for Group Discussion & Story Map



### Questions for group discussion

Topic: Puss in Boots

Group members: Wendy, Patty, Anny, Jenny, Maggie, Amy.

Date: 2007/12/10

Q1. In this story, which one is your favorite character? Why?

Puss.

Because it's smart.

Q2. What's your impression on Puss? And what's your impression on Bill?

Puss is <sup>a</sup> stray cat.

Bill is a kindest man.

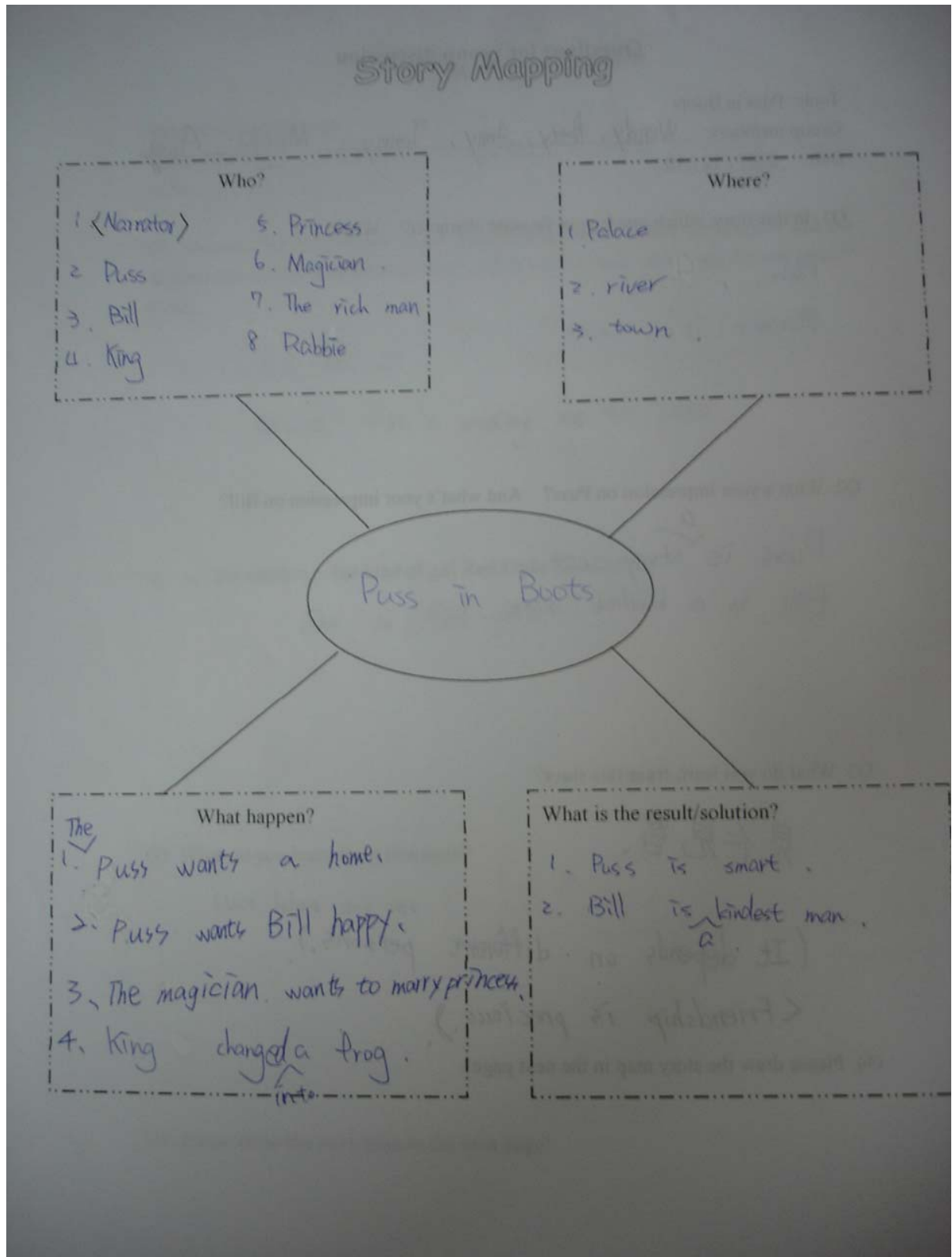
Q3. What do you learn from this story?

見仁見智、

(It depends on different persons.)

< Friendship is precious. >

Q4. Please draw the story map in the next page!



Appendix 5

RT Preparation Worksheet

**Readers Theater preparation worksheet**

We are Group 2 We are going to perform \_\_\_\_\_

Date: 11 19

**A. Character Study:**

Student's name	Character	Props/Costume	Appearance/ Characteristics
Anny	wolf	狼的毛	狼的毛
Wendy	Red Riding Hood	红布 no 髻髻	小. 红帽的帽子
Maggie	Monkey Father Mother	monkey's ears	~
Patty	Narrator		
Jenny	Boy Granny	雨伞. 报目. glasses	

**B. Job Assignment: Our director is \_\_\_\_\_**

WHO-student's name	WHAT-props/costume	NOTE
Wendy . Maggie	monkey's ears	
Wendy	小. 红帽的帽子	
Wendy . patty . Jenny	报目. glasses . 雨伞	
Anny	狼的毛	

Appendix 6

Setting Stage Worksheet

Setting stage worksheet 2007/12/31

Our group members: 1

We are going to perform Puss in Boots

