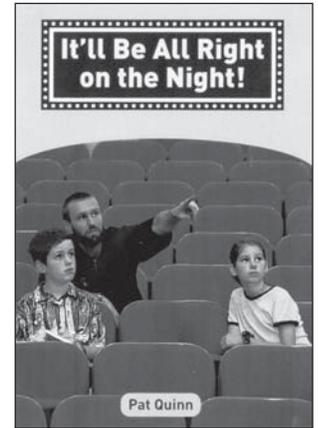


# It'll Be All Right on the Night!

by Pat Quinn



## Book Summary

When seven students from the sixth grade took up the challenge of producing a play, they thought it would be a breeze. But it wasn't that easy. This book explains the problems they faced and how they solved them. It also includes the script of the play that the students perform.

## Features of the Book

- The procedural text
- The two sections of the book – report and play script
- The layout features of the play script – italics, parentheses, bold capitals
- The visual text features – photographs, headings, borders
- The use of charts and diagrams to present complex information
- The use of speech bubbles and footnotes

## Purpose

*It'll Be All Right on the Night!* can be used to introduce and reinforce the following skills:

- S** studying the use of text features such as speech bubbles and footnotes;
- S** understanding the features and format of a play script;
- S** studying the uses and features of charts;
- S** reading aloud with appropriate pace and expression;
- S** understanding the features of a play;
- S** planning and producing a play.

## The Guided Reading Lesson

- S** Studying the use of text features such as speech bubbles and footnotes
- S** Understanding the features and format of a play script
- S** Studying the uses and features of charts

## Introducing the text

- *Who has been involved in a play, either in or out of school?*
- *What was your role in the production?*
- *How did you get that particular role?*

Discuss all of the different jobs that people need to do when a play is being produced. Make a list of these so that the students can compare them with the list in the book.

- *If we put on a play for the school, what role would you like to have? Why?*

Read the blurb on the back cover.

- *What does “thought it would be a breeze” mean?*
- *What problems do you think the seven students might have when producing their play?*

Ask the students to look at the contents page.

- *Can you predict what this book will be about?*
- *Can you summarize the book using the headings on this page?*

Suggest that the students choose one heading from the contents page and check how accurately the content of the chapter matches its heading.

- *Would you use another heading? Why?*

## Reading and discussing the text

Ask the students to read chapter 1 independently.

- *As you read, think about the different ways the text is presented.*

Discuss the students' observations and introduce the term "footnote."

- *What do you think a footnote is used for?*
- *Can you find a footnote in the text?*

Look at the speech bubbles on pages 5, 16, 18, 19, and 24. Compare the language in the speech bubbles with the language in the text.

- *What is the purpose of speech bubbles?*
- *What do you notice about the text in the speech bubbles? (It reflects the observations and feelings of the actors.)*
- *Could this information have been included in the main text? How?*

Discuss this method of keeping the procedural text separate from the thoughts and feelings of the characters.

Ask the students to read to the end of the book, including the script of the play.

- *As you read, be aware of all the different ways used to present information. Make sure you read these, as well as the main text.*
- *Look back at the list of jobs we made at the beginning of the lesson. Did we miss any?*

Before they begin reading, you could look at the first page of the play script together and discuss the conventions of drama that may need some explanation:

- There are no quotation marks to show that someone is speaking.
- The names in bold type show characters when to speak.
- The text under the heading "scene" shows how the play begins, where the characters are on the set, and what props may be needed.
- The words in italics are instructions to the actors. They are not to be read aloud.

The students can now read the rest of the book independently.

- *As you read through the play, think about whether reading it is the same as reading a story.*

## Revisiting the Text

The suggested activities below can be used immediately after the guided reading lesson if appropriate or could be taken as a mini-lesson at a later time.

- S** Reading aloud with appropriate pace and expression

The students could read the play to the class. Before they begin, discuss again the use of bold text, italics, and words written in capital letters.

Ask each student to choose a character they would like to play and say why they think they would perform that part well.

 They could each write a character profile so they know the best way to voice their part. They could then practice reading their part aloud, following the stage directions written in italics. The group could then perform or read the play as a group with correct pace, expression, and action.

- S** Understanding the features of a play

Reread the play. Discuss the features – plot, setting, characters, problem, and resolution.

 To reinforce these features, the students could choose several pages of the play and rewrite it as narrative text. They could choose the final page and write about what happened after that.

- *Will they get off the planet?*
- *What happens to the spaceship?*
- *Who, if anyone, comes to the rescue?*

- S** Planning and producing a play

As a group, read a selection of simple traditional tales and brainstorm what needs to be done to produce one of the tales as a play. The students could reread the first section of *It'll Be All Right on the Night!* as a guide, then make a list of the roles and allocate them. Depending on the time available and student interest, you may wish to organize props, costumes, a set design, and a program and then perform the play.

The students could use the blackline master on page 75 to record the sequence of steps they want to follow to produce the tale as a play.