

Fluency Director's Cut Answer Key

Sample Responses

1. The tone is **light-hearted with mild tension**: serious at first but ending playfully.
2. "Maybe it went out to celebrate our win" could be read with a more joking or exaggerated tone to match Eli's personality.
3. Feedback for Eli: Slow down during the punchline and emphasize "thirsty too" for comic timing.
4. After feedback, the performance likely sounded smoother, with clearer pacing and stronger expression from each character.

Teacher's Guide / Notes

- **Objective:** To develop **self-monitoring and peer feedback skills** in fluency by shifting students from performers to evaluators of tone and pacing.
- **Before Reading:** Explain the concept of a "director's note" in theater: brief, specific advice to improve a performance. Model giving one positive note and one improvement suggestion.
- **During Reading:**
 - Have each group perform once for practice and once after revisions.
 - Encourage "directors" to listen for **expression, volume, intonation, and smooth pacing** rather than memorization.
- **After Reading:**
 - Lead a reflection: How did giving or receiving feedback change the quality of reading?
 - Reinforce that fluency involves **expression, accuracy, and collaboration**, not just speed.
- **Extension Options:**
 - Rotate directors each round so every student experiences both roles.
 - Have groups write their own "director's notes" for a new scene to exchange with another group.
 - Use a video recording of the final performance for self-assessment or class critique.