



SHOWTIME READER'S THEATER

The Trap Busters Premiere

A whole-class STAAR review performance for the day before the test



GRADE 3

GRADE 4

GRADE 5

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Why The Trap Busters Premiere?

The day before STAAR, students do not need one more worksheet. They need confidence. In this reader's theater, the whole class becomes the cast and crew of a movie that premieres tomorrow, and every scene reviews a skill STAAR tests again and again. Students leave the room saying the takeaways out loud, together, and knowing every trap by name.

The Storyline

The class is getting ready for a big movie premiere. Sneaky trap characters keep trying to slip into the theater. Each trap is a wrong answer that looks right. In every scene, the Trap Busters catch one trap by using a reading, editing, or revising skill, and the whole class says the review takeaway together.

Meet the Trap Characters

TRAPS

Act One: Reading

Topic Trap
Reversed Meaning
Another Place
Pattern Mix-Up
Stretched or Unsupported

EDIT

Act Two: Editing

Extra Error
Deletes What Matters
Incomplete or Jumbled
Too Weak a Fix

ROCKS

Act Three: Revising

Repeated info: avoid
Off topic: avoid
Connects: keep
Key knowledge: keep
Sequencing and Structure: check it

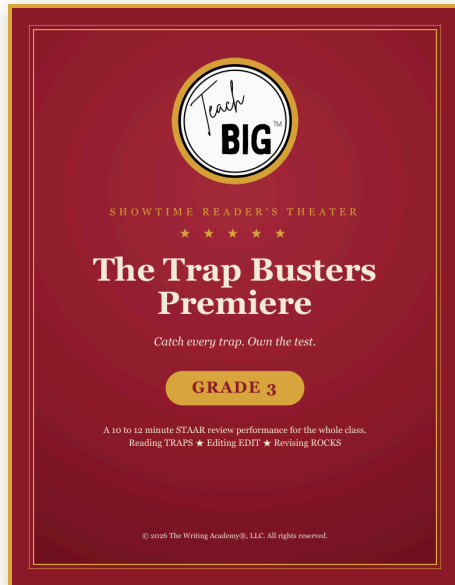
How to Run It

- **Time:** about 10 to 12 minutes, the day before STAAR.
- **Cast:** Students 1 to 12 read the speaking parts. The whole class reads every ALL line, so no one has to read alone.
- **Read, then perform:** one quick seated read, then stand and perform. Speaker names are in BOLD CAPS; stage directions in [brackets] are acted, not read.
- **Cheer every catch:** each scene ends with a Class Takeaway the whole class says together.
- **Pause at each Intermission:** every act ends with a recap box that lines up each trap with its takeaway.
- **Props are optional:** trap name tags, a paper clapboard, and a red paper carpet.

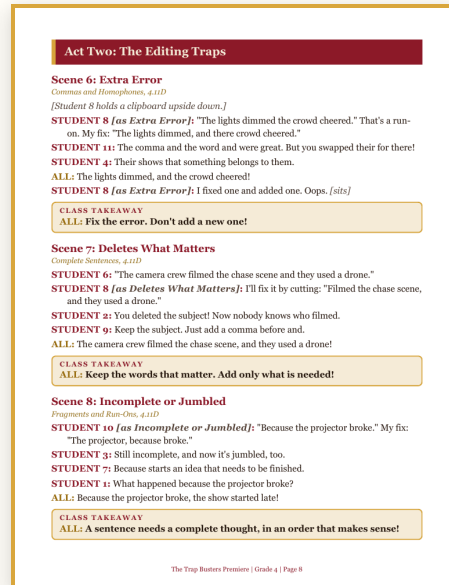
One script per grade, written at its own reading level with its own grade-level TEKS.

Inside the Scripts

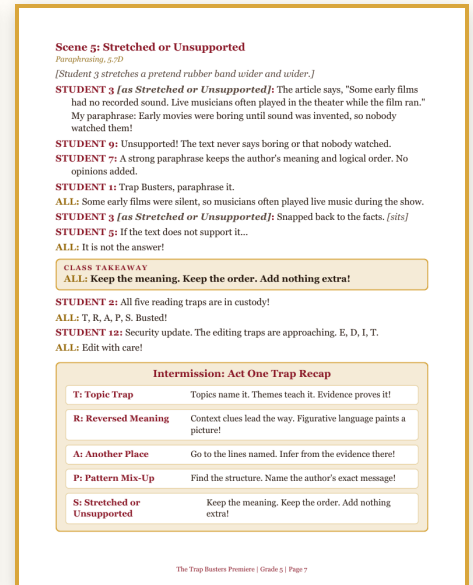
Every script opens with a cover, a one-page teacher note, and a cast list. Each act starts on its own page, and each act ends with an Intermission recap. These are real pages from the scripts.



The Grade 3 cover in Showtime red and gold



Grade 4, Act Two: the EDIT traps begin on a new page



Grade 5, the Act One Intermission recap box

TEKS Reviewed: Grade 3

TEKS	What students practice	Where
3.6F	Make inferences and use evidence to support understanding	Scene 3
3.7C	Use text evidence to support an appropriate response	Scene 3
3.7D	Retell and paraphrase texts in ways that maintain meaning	Scene 5
3.8A	Infer the theme of a work, distinguishing theme from topic	Scene 1
3.3B	Use context within and beyond a sentence to determine the meaning of unfamiliar words	Scene 2
3.10D	Describe the author's use of imagery, literal and figurative language such as simile	Scene 2
3.9D(iii)	Recognize organizational patterns such as cause and effect and problem and solution	Scene 4
3.10A	Explain the author's purpose and message within a text	Scene 4
3.11D	Edit drafts using standard English conventions: capitalization, subject-verb agreement, complete sentences, apostrophes, spelling	Scenes 6 to 9
3.11B	Develop drafts into a focused piece of writing by organizing with structure and relevant details	Scenes 10 to 14
3.11C	Revise drafts to improve sentence structure and word choice by adding, deleting, and rearranging	Scenes 10 to 14

TEKS Reviewed: Grade 4

TEKS	What students practice	Where
4.6F	Make inferences and use evidence to support understanding	Scene 3
4.7C	Use text evidence to support an appropriate response	Scene 3
4.7D	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order	Scene 5
4.8A	Infer basic themes supported by text evidence	Scene 1
4.3B	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	Scene 2
4.10D	Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	Scene 2
4.9D(iii)	Recognize organizational patterns such as compare and contrast	Scene 4
4.10A	Explain the author's purpose and message within a text	Scene 4
4.11D	Edit drafts using standard English conventions: complete compound sentences, run-ons, commas, homophones, apostrophes	Scenes 6 to 9
4.11B	Develop drafts into a focused, structured, and coherent piece of writing (organization, transitions, relevant details)	Scenes 10 to 14
4.11C	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging	Scenes 10 to 14

TEKS Reviewed: Grade 5

TEKS	What students practice	Where
5.6F	Make inferences and use evidence to support understanding	Scene 3
5.7C	Use text evidence to support an appropriate response	Scene 3
5.7D	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order	Scene 5
5.8A	Infer multiple themes within a text using text evidence	Scene 1
5.3B	Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words	Scene 2
5.10D	Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	Scene 2
5.9D(iii)	Recognize organizational patterns such as logical order and order of importance	Scene 4
5.10A	Explain the author's purpose and message within a text	Scene 4
5.11D	Edit drafts using standard English conventions: comma splices, run-ons, fragments, subject-verb agreement, punctuation, spelling	Scenes 6 to 9
5.11B	Develop drafts into a focused, structured, and coherent piece of writing (purposeful structure, transitions, relevant details)	Scenes 10 to 14
5.11C	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging	Scenes 10 to 14



Tomorrow, when a wrong answer looks right, we slow down, go back to the text, find the proof, and check every fix.

We are the Trap Busters!

Find the full Showtime Reader's Theater at **teachbig.com** (Daily Decks).