

Twinkle, Sparkle, Shine
By Carol Montgomery

Time = about 35 seconds

Readability[†] = Grade 1.9

Cast = 2 or 2 choral groups

Sun

Moon

Vocabulary:

clearly	shining
feeling	sparkle
Grandma	twinkle
know	voice
others	where
readers	your

† calculated using the Flesch Kincaid Calculator at
<https://goodcalculators.com/flesch-kincaid-calculator/>



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Sun: Twinkle, twinkle little star,

Moon: Read with feeling where you are.

Sun: Make your voice so loud and clear.

Moon: Grandma still now needs to hear.

Sun & Moon: Twinkle, twinkle little star
Read with feeling where you are.

Moon: Sparkle, sparkle shining star.

Sun: Read so clearly where you are.

Moon: Not too fast and not too slow.

Sun: Others need to hear, you know.

Moon & Sun: Sparkle, sparkle shining star,
Read so clearly where you are.

Sun: Star readers shine!

Moon: Star readers shine!

Sun & Moon: Star readers shine
All the time!



Curriculum Links (Valid November 2025) Twinkle, Sparkle, Shine

<https://www.readerstheaterallyear.com>

Check our website for free helpful rubrics for evaluating Readers Theater. Since our website platform and function has to change shortly because our current membership platform is “retiring,” just pop in the word “rubric” into the search bar. “

*** You may also find some helpful hints by popping the word “tips” into the search bar. [NOTE: Some teacher tips are currently only for Script Buffet Club members.]

<https://www.edutopia.org/article/overcoming-student-embarrassment-reading-aloud/>

“Guiding Students to Overcome the ‘Cringe’ of Reading Aloud” from Edutopia includes thoughts and ideas on improving oral reading skills in students (e.g., prosody, project-based learning, self-assessments...).

<https://www.readingrockets.org/blogs/shanahan-on-literacy/everything-you-wanted-know-about-repeated-reading>

“Everything You Wanted to Know About Repeated Reading” doesn’t mention Readers Theater exactly. But, it does explain some of the theories behind the importance of repeated reading for building fluency: “...*the goal is to get students to read the author’s words accurately, to read texts at about the speed of oral language, and to make this reading sound like language (pausing in the right places so that the text makes sense)*...”

<https://www.akteacherlife.com/a-beginners-guide-to-readers-theater-in-the-classroom/>

“A Beginner’s Guide to Readers Theater in the Classroom” from A Kinder Teacher Life – shares some basic tips for Readers Theater—including rotating roles.

