



Pre K-2nd grade
Reading/Language Arts
“Reader’s Theater”
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During the book, the characters tell their story through thrilling dialogue and take us on an exciting adventure! Let your students relive this story by allowing them to play the parts of Pierre, One Eye Blue, and even the Rabbit King!

OBJECTIVES:

Students will perform skits of various scenes in the story, while showing their understanding of plot, character, and setting.

CA STANDARDS:

- **K-** Reading Comprehension 2.0, Reading Comprehension 2.3, Listening and Speaking 1.1., Literary Response and Analysis 3.3, Reading Comprehension 2.5
- **1st**- Reading Comprehension 2.0, Reading Comprehension 2.3, Listening and Speaking 1.0, Literary Response and Analysis 3.1,
- **2nd**- Reading Comprehension 2.0, Listening and Speaking Strategies 1.4, Literary Response and Analysis 3.0, Literary Response and Analysis 3.2

CA DRDP INDICATORS:

- **Preschool-**29.LIT.2 Interest in Literacy, 21.COG.2 Socio Dramatic Play, 18.COG.2 Memory and knowledge, 6.SOC.1 Cooperative play with other children
- **School Age-** SSD.8 Friendship

MATERIALS:

- Multiple copies of *The Pirate’s Parrot Stole the King’s Carrot*, by Duke Christoffersen, available at www.brainfoodgarden.com,
- Dramatic play clothes (for younger students)

PROCEDURE:

After reading *The Pirate's Parrot Stole the King's Carrot*:

- Ask students about the elements of the story, such as “What are the character’s names?” “Where did the story take place?” “Where did the characters go?” “What was the story about?” **5 min.**
- Break students up into groups of about four, and assign them a two page scene from the story (older students). Have the groups read over their pages, and write down which characters are in their scene, where they are, and what they’re doing (For older students). **5 min.**
- Give students about 15 minutes to assign character roles and prepare for their skit. Remind them that they are acting out what happens in their part of the story. **15 min.**
- For younger students, list all the characters on the board, and allow them to pick their character. Allow them to dress up as their character, and let them choose their outfits. **10 min.**
- For older students, have them practice reading the dialogue in the story, as if they are speaking parts.

*Allow students to be as creative as possible! Some may want to draw pictures of their setting, include a narrator like Pierre, etc.

ASSESSMENT:

Younger students - Allow students to come to the front of the class and present their costumes. Ask them why they picked their specific costume, and ask them one question about their character (i.e. to a student dressed as the Pirate’s parrot: “What did you steal from the King’s Garden?”). Have students answer orally.

Older students - Have each group present their skit to the rest of the class. Observe if each group included setting and defined their characters.

EXTENSIONS:

Younger students -Allow them to try acting out their favorite part of the story.

Older students - Allow them to switch groups and act out a different part of the story. Or extend the lesson and let their group act out the whole story, allowing them to create or bring in costumes, even creating a new end to the story. At the end of the week they can have a theater festival!

ADAPTATIONS:

- **For ELL** - If the student is not comfortable speaking, assign them a role, such as “set creator,” and they can draw a picture of what their scene looks like. Also make sure you are modeling for students throughout oral instructions.
- **For Special Needs** - Allow the student to help a buddy prepare for their part or allow him/her to be a member of the audience; they can help you pick questions to ask at the end if they are uncomfortable standing in front of the class.