

# READER'S THEATER

## 5 DAY SHARED READING LESSON PLAN






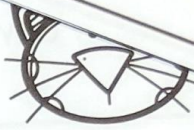




# LITTLE RED HEN FOR K/1

# READER'S THEATER



**The Little Red Hen**  
Level 5

I can: Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

"Who will help me plant **the** seeds?"

 Little Red Hen	 Chick 1	 Chick 2	 Cat
 Pig	 Duck	 Narrator 1	 Narrator 2

**Words to Know:**  
once worked there friend wheat water

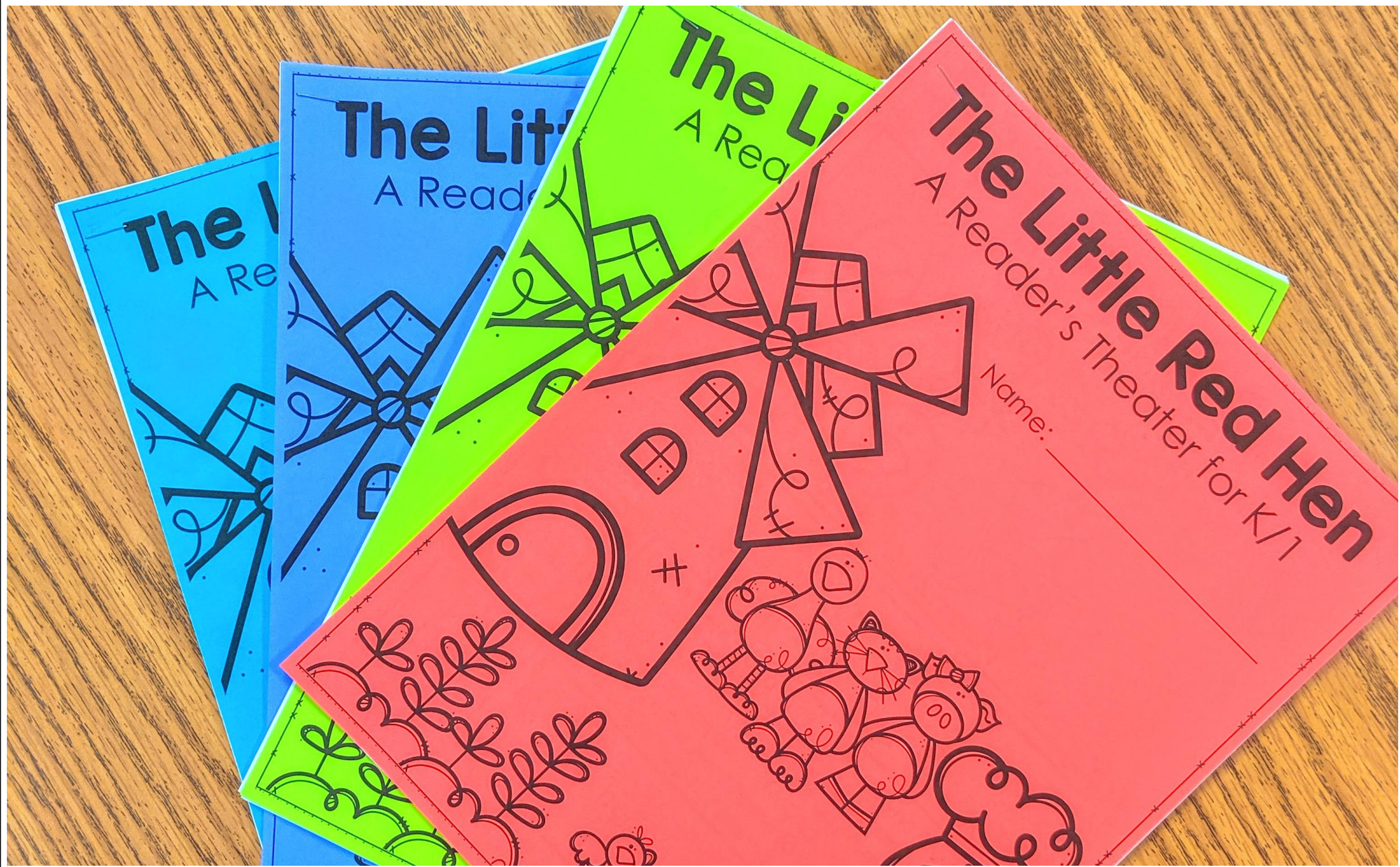
 Narrator 1	Once there <b>was</b> a little red hen. <b>She</b> lived in a barn <b>with</b> her chicks, a cat, a pig, <b>and</b> a duck. She worked hard but her friends did not.
 Narrator 2	One day <b>the</b> red hen found wheat seeds. <b>The</b> little red hen asked her friends for help planting <b>the</b> seeds.

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# LITTLE RED HEN FOR K/1

# READER'S THEATER

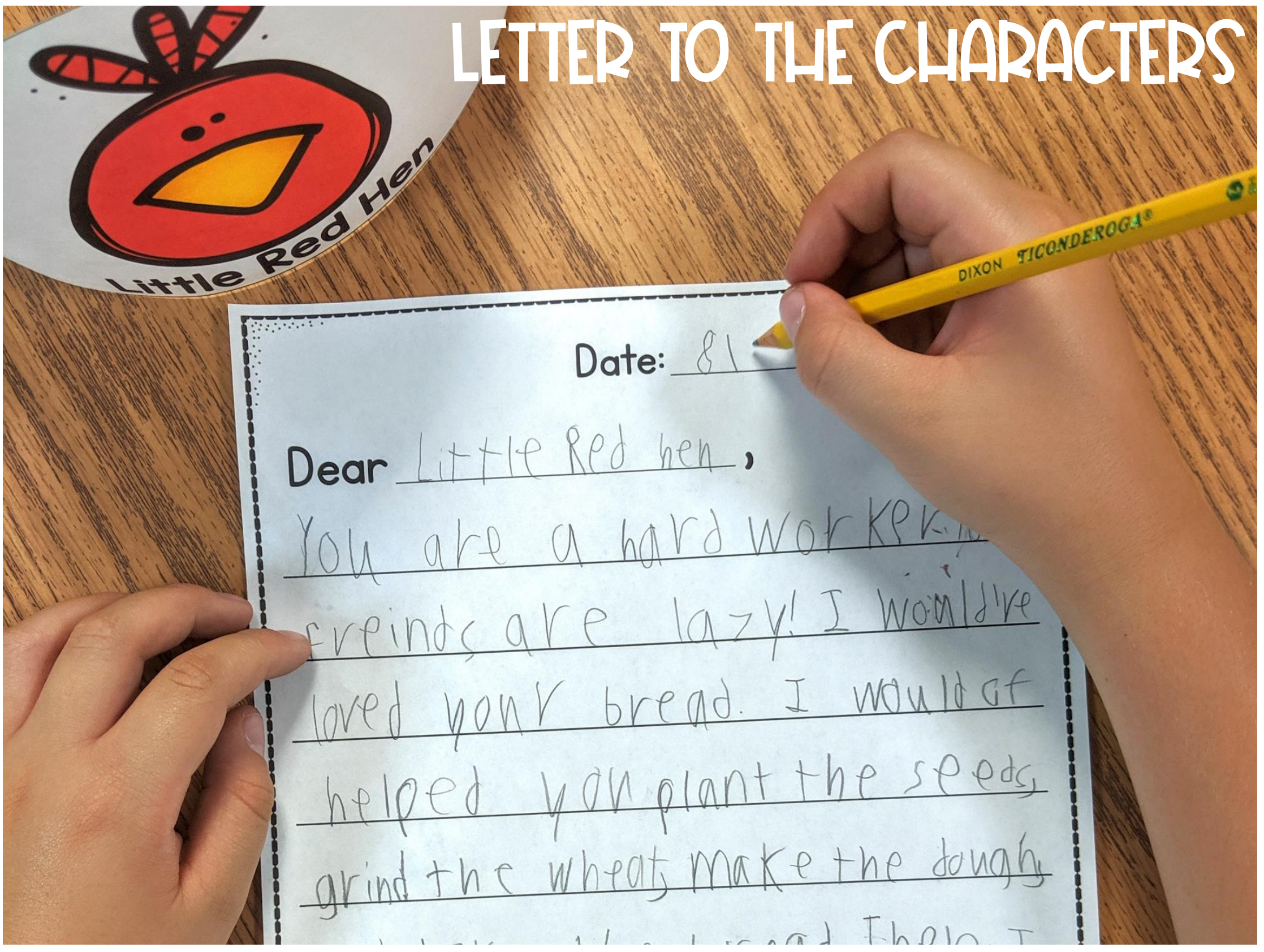
## 4 LEVELS INCLUDED



# LITTLE RED HEN FOR K/1

# READER'S THEATER

## LETTER TO THE CHARACTERS

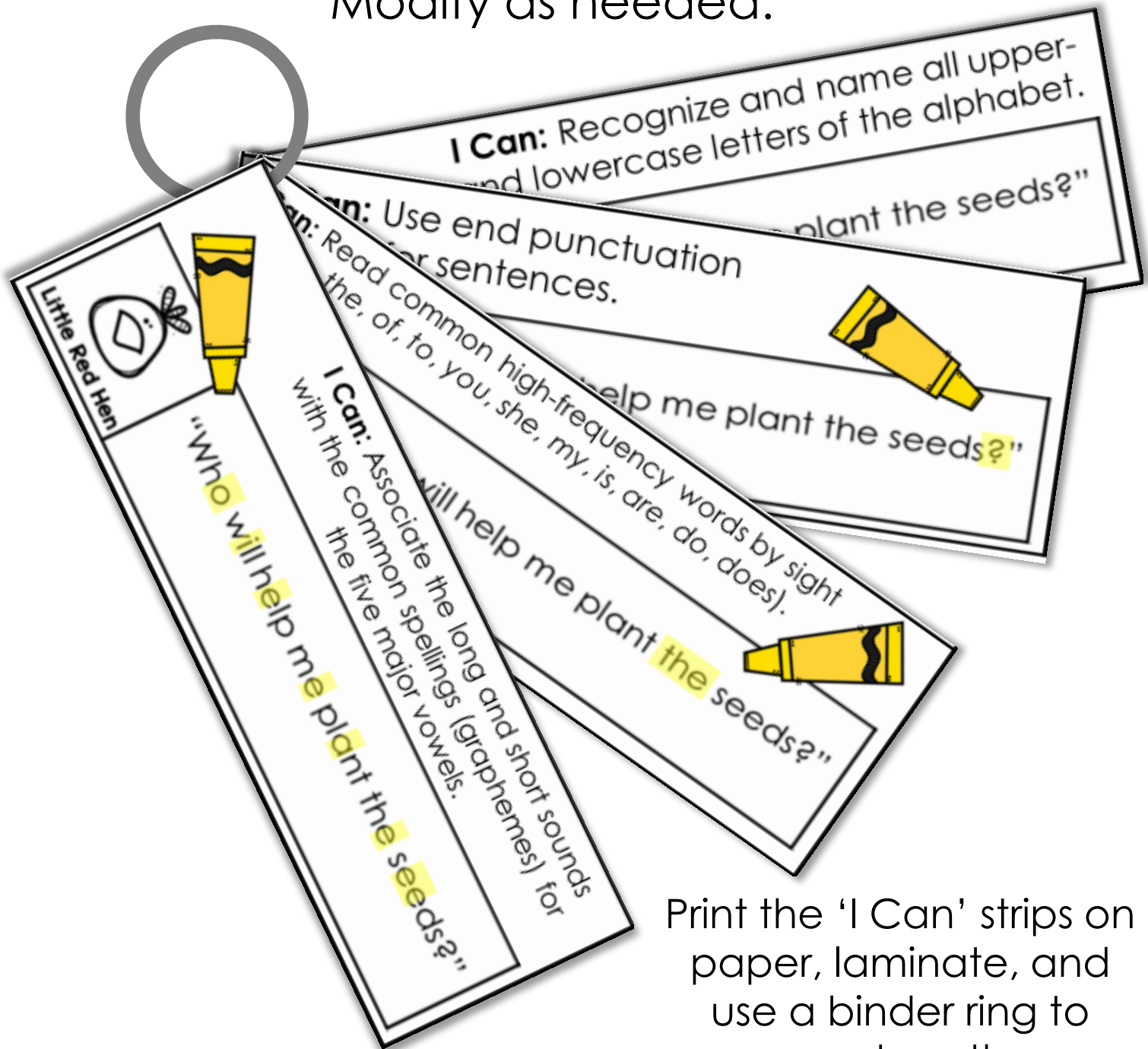


# LITTLE RED HEN FOR K/1

# 'I CAN' STRIPS

Use these on Tuesday and Wednesday to support the literacy focus. Show the 'I Can' strip to the students and explain that they will complete this as the group choral reads. Pause as needed to give the students time to complete the activity.

Modify as needed.



Print the 'I Can' strips on paper, laminate, and use a binder ring to group together.

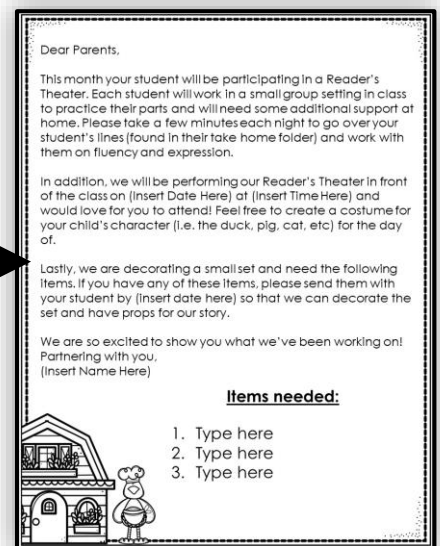
A **5-day Shared Reading Lesson Plan** provides a step by step guide that will help you introduce the story, complete word work, teach expressive reading, and build fluency.

Shared Reading	
5 Day Lesson Plan: The Little Red Hen	
<b>Monday</b> Story Introduction	Introduce the story to your students. Do a picture walk of the script and identify the characters in the story. Have the students draw a picture of the characters and setting on the 'Story Elements' page at the back of their script.
<b>Tuesday</b> Tricky Words	Choral read the story. Give each student a highlighter or yellow crayon. Every time you come across a focus letter or word, have them highlight the word in yellow. <small>Additional Options: Focus on capital/uppercase letters, vowels, rhyming words, repetitive words, beginning/medial/ending sounds.</small>
<b>Wednesday</b> Read with expression!	Choral read the story. Give each student a highlighter or yellow crayon. Every time you come across a sentence that should be read with expression, have them highlight the punctuation mark in yellow. Model how to read the word and talk about how the punctuation mark is a clue to our expression.
<b>Thursday</b> Pick our parts	Option #1: Cut out the characters from the 'pick our parts' page. Fold each of them individually and put them in a jar. Have the students pick their parts from the jar. Support the students as needed as they read their individual parts. Send the scripts home with them to practice with their parents. Option #2: Assign the student's lines based on reading level. Send the scripts home with them to practice with their parents.
<b>Friday</b> Fluency Friday	Practice reading again as a group and set expectations for individual group practice time. This is when you talk about how they will be practicing their parts together as a group the following week and when they are ready, they will perform their Reader's Theater in front of the class.

After the suggested lesson plan is completed, students can work in small groups to practice their parts and prepare to perform the Reader's Theater in front of the class. I've included character hats for the student's but suggest in the parent letter (below) that the student's dress up on the day as the character (with the help of parents)



I've added an editable parent's letter to send home in case you wanted to invite parents, family, or friends to watch the performance. In the editable letter, I suggest that you ask for parent participation with creating the 'set', but this is not required to make the performance amazing!



## 4 LEVELS OF READER'S THEATER

Each level increases in difficulty. The emergent reader is great for Kindergarten and Level 3 would be great for end of the year in first grade. The different levels make it easy for you to differentiate!

**The Little Red Hen**  
Emergent Reader

**Words to Know:**  
once were want wheat water

Once there was a little red hen.  
One day she got wheat seeds.

"Who will help me plant these seeds?"

Page 2

**The Little Red Hen**  
Level 2

**Words to Know:**  
once worked there friend wheat water

Once there was a little red hen. She lived in a barn with her chicks, a cat, a pig, and a duck. She worked hard but her friends did not.

One day the red hen found wheat seeds. The little red hen asked her friends for help planting the seeds.

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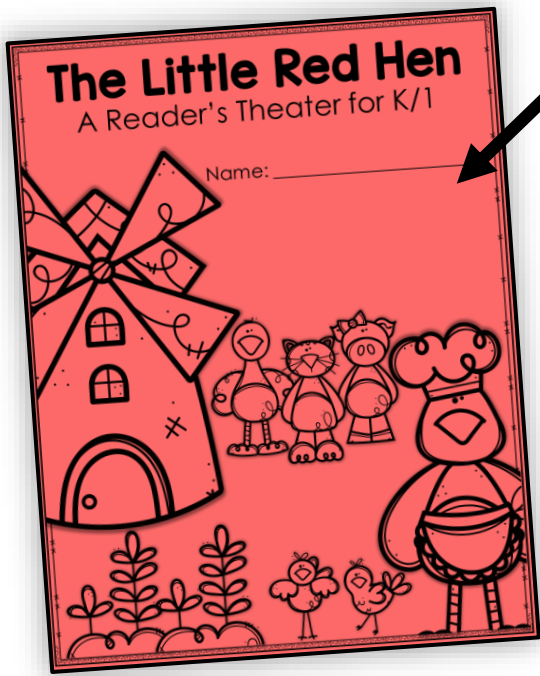
**The Little Red Hen**  
Level 3

**Words to Know:**  
once worked there friend wheat water

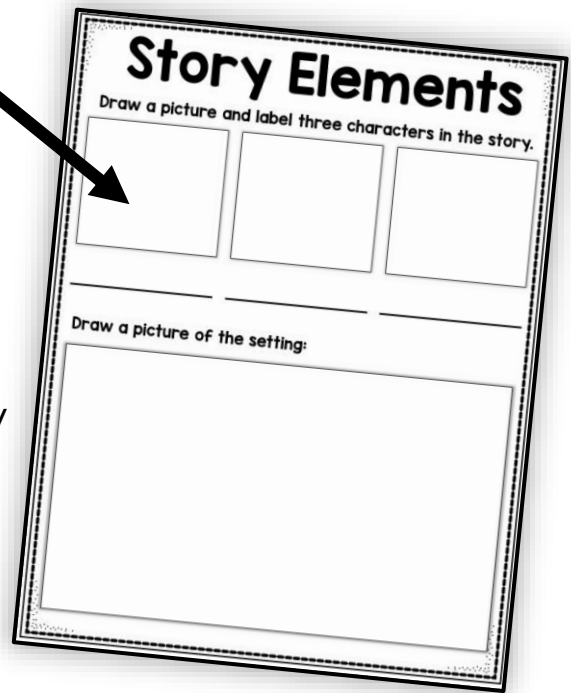
Once there was a little red hen. She lived in a barn with her chicks, a cat, a pig, and a duck. She worked hard but her friends did not.

One day the red hen found wheat seeds. The little red hen asked her friends for help planting the seeds.

Page 2



**FRONT COVER** **BACK PAGE**



These pages stay the same for each level of Reader's Theater. If you follow the 'Shared Reading' lesson plan, these pages are especially important.

# ADDITIONAL LINKS/RESOURCES

Below are links to a unit of study, YouTube videos, and Amazon affiliate links for books. The goal here would be to expose the students to as many versions of the story (appealing to several modalities) as possible so that they can start their experience with Reader's Theater pulling from prior knowledge.

[LITTLE RED HEN YOUTUBE VERSION](#)

[LITTLE RED HEN READ ALOUD](#)

