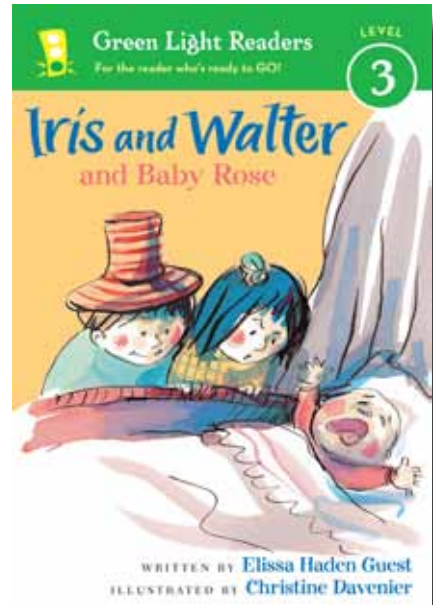


A Common Core State Standards
Aligned Reader's Theater
Production for

Iris and Walter and Baby Rose



Grades K-2

ISBN: 978-0-15-202120-7

Written by Elissa Haden Guest

Illustrated by Christine Davenier

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Synopsis: Adjusting to life with a new baby in the house proves more difficult than big sister Iris ever expected.

Script Created by Debbie Gonzales
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Introduction

What is Readers' Theater?

Readers' Theater is a joint dramatic reading from a text, usually with no memorization, no movement and a minimum of props. It involves children in oral reading through reading parts in scripts. Unlike traditional theater, the emphasis is on oral expression of the part - rather than on acting and costumes - which celebrates the theme of *Iris and Walter and Baby Rose* perfectly!

What is its Purpose?

It enables students to bring a text to life and together create a powerful interpretation. It offers less confident readers support from peers and provides a genuine social purpose for attentive reading. It also provides students with models for creating 'the voice behind the page' in their own silent reading. Readers' Theater provides a real context for reading and has obvious benefits for students by increasing their skills as readers, writers, listeners and speakers. In the same way that a television adaptation can push book sales through the roof, Readers' Theater can take students into the world of a text and entice them into enthusiastic reading.

Getting Started

The following pages contain all that is necessary to present a Readers' Theater Production of *Iris and Walters and Baby Rose*.

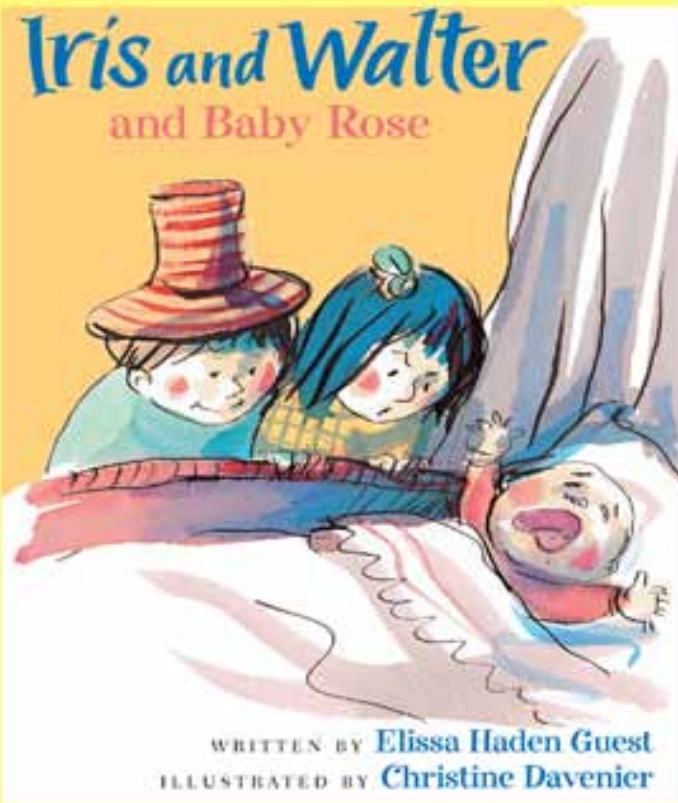
- ~ Promotional flyer in which multiple copies can be printed out to be distributed to members of the audience.
- ~ Performance Tickets can be printed and distributed to the audience.
- ~ Cast List
- ~ The Script



Production Poster

Print several copies of the poster below. Write the Date, Time, and Location of the performance in the spaces provided. Promote your Reader's Theater Performance by taping or by pinning poster in prominent places.

Presenting a Reader's Theater Production of



WRITTEN BY **Elissa Haden Guest**
ILLUSTRATED BY **Christine Davenier**

Date _____

Time _____

Place _____

Starring: _____



Production Tickets

Print several copies of the tickets below. Distribute them prior to your Reader's Theater Performance or make them available at the door at the time of the production.

 <p>Admit One</p>  <p>PRESENTING A READER'S THEATER PERFORMANCE of</p> <p>Iris and Walter and Baby Rose</p> <p>Admit One</p>	 <p>Admit One</p>  <p>PRESENTING A READER'S THEATER PERFORMANCE of</p> <p>Iris and Walter and Baby Rose</p> <p>Admit One</p>
 <p>Admit One</p>  <p>PRESENTING A READER'S THEATER PERFORMANCE of</p> <p>Iris and Walter and Baby Rose</p> <p>Admit One</p>	 <p>Admit One</p>  <p>PRESENTING A READER'S THEATER PERFORMANCE of</p> <p>Iris and Walter and Baby Rose</p> <p>Admit One</p>
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Cast List

Write cast members' names beside assigned role.

Narrator 1 _____

Narrator 2 _____

Narrator 3 _____

Narrator 4 _____

Iris _____

Walter _____

Iris's Father _____

Iris's Mother _____

Grandfather _____

Baby Rose _____

*Props (optional): a pair of earmuffs, a picture book,
a baby bottle*



Iris and Walter and Baby Rose

Written by Elissa Haden Guest

Iris's Big News

Narrator 1: One autumn Day, Iris's mother said...

Mother: (Softly) Iris, my love, I have some news to tell you. I'm going to have a baby.

Iris: (Surprised) Really.

Father: (Nodding) Really. You're going to be a big sister.

Iris: (Excitedly) Wow! Wait till I tell Walter.

~ ~ ~ ~ ~

Narrator 2: Iris hurried to Walter's tree house, eager to tell him the exciting news.

Iris: (Excitedly) Walter! Walter! I'm going to be a big sister.

Walter: Boy, you're lucky.

Iris: We both are! It's going to be so much fun. We'll get to push the baby in a carriage. We'll feed it a bottle. It will be just like playing with a doll.

Walter: (Bewildered) Gosh.

~ ~ ~ ~ ~

Narrator 1: Winter came, and Iris and Walter went sledding. They rode Rain down quiet snowy paths. Some nights Grandpa took them skating under a winter moon.

At home, Iris's parents were busy getting ready for the new baby.



Iris: When is that baby coming?

Father: When everything is green, my Iris.

Narrator 1: Outside, the snow was falling and falling. Iris thought spring would never come.

But it did.



Baby Rose

Narrator 2: One spring day, when the wild roses were in bloom, Baby Rose was born. The family gathered around in the nursery to welcome Baby Rose.

Father: Hooray!

Mother: At last!

Grandpa: How wonderful.

Iris: Oh, she looks just like a little doll.

Narrator 2: But Baby Rose did not act like a little doll. Baby Rose was very, very, very fussy.

Baby Rose: (Cry loudly)

Iris: (Look to the audience, shaking head) Baby Rose is no fun.

Mother: She will be, my Iris.

Father: Give her time, my Iris.

Narrator 2: Baby Rose began to wail and wail and wail.

Baby Rose: (Cry very loudly)

Iris: (Cover ears in agony)

Narrator 2: Iris covered her ears.

~ ~ ~ ~ ~

The next day, Walter came over after school. He and Iris crept into the nursery and quietly watched baby Rose sleeping in her cradle.



- Baby Rose: (Sleeping)
- Walter: How's Baby Rose?
- Iris: Horrible. Cry, cry, cry – that's all she does.
- Walter: I think she's cute.
- Narrator 2: Just then, Baby Rose opened her eyes.
- Baby Rose: (Open eyes in surprise.)
- Narrator 2: Then she opened her mouth and...
- Baby Rose: (Cry loudly)
- Walter: (Shocked. Plugs ears with fingers) Gosh, you're not kidding. I didn't know babies could be so loud.
- Iris: (Miserable. Covers ears) Baby Rose hurts my ears.
- Walter: Hmmm. I have an idea. I'll be right back.
- Narrator 2: Walter rode off on his bike and returned in no time holding a pair of earmuffs in his hand.
- Walter: (Hold earmuffs toward Iris) Here! Try these!
- Narrator 2: Iris put on Walter's earmuffs. They felt warm and fluffy.
- Walter and Iris returned to Baby Rose's nursery to find her crying again.
- Baby Rose: (Wailing)
- Narrator 2: Wearing the earmuffs made Baby Rose's crying sound far, far away.



Iris: (Arms folded. Smiling contentedly)

Walter: (Plugging ears with fingers, while smiling at Iris)



Iris's Day Away

- Narrator 3: There was no getting round it. Baby Rose was a fusspot.
- Baby Rose: (Crying)
- Narrator 3: Day after day, night after night, Baby Rose cried and fussed.
- Mother: Poor baby Rose.
- Father: Poor little Rosie.
- Narrator 3: But Iris was fed up.
- Iris: (Shouting angrily) Baby Rose is a crabby cake! I don't want to be her big sister!
- Baby Rose: (Screaming)
- Mother: (Angry) Stop yelling, Iris.
- Father: (Irritated) That's way too loud.
- Narrator 3: But Iris didn't care. She stomped outside and slammed the door. She sat on the back porch. After a while, Grandpa joined her there.
- Grandpa: Now, now, what's all the fuss about?
- Iris: I'm not fussy - she's the fusspot!
- Grandpa: Iris, do you know what you need?
- Iris: A new sister?
- Grandpa: A day away.



Iris: Will it be fun?

Grandpa: Oh, yes! Lots and lots and lots of fun.

~ ~ ~ ~ ~

Narrator 3: And Grandpa was right.

Iris and Grandpa spun round and round on the Ferris wheel. They rode the roller coaster – once with their eyes open...

Iris & Grandpa: (Open eyes wide)

Narrator 3: ...and once with their eyes closed.

Iris & Grandpa: (Close eyes tight)

Narrator 3: They threw darts. They won silly prizes.

Iris & Grandpa: (Smile at one another)

~ ~ ~ ~ ~

Narrator 3: By the time Iris and Grandpa got home, the stars were out and Baby Rose was fast asleep. Her mother and father were waiting for her on the couch.

Mother: Come here, my Iris.

Father: We've missed you, my Iris.

Narrator 3: Iris curled up between her mother and father. Her parents read her favorite books.

Father, Mother & Iris: (Reading a book)

Narrator 3: They told their favorite stories. They sang their favorite songs.



Father, Mother & Iris: (Sing a song)

Narrator 3: Iris was warm and cozy in her parents' arms, and soon she fell fast asleep.

Iris: (Yawn. Pantomime sleeping)

Narrator 3: At least for a while...



Baby Rose's Big Sister

- Narrator 4: Little by little, Baby Rose began to change. She fussed less and less. She ate more and more.
- Iris: (Wearing earmuffs, plays with Baby Rose)
- Narrator 4: She smiled a lot, especially at Iris.
- Baby Rose: (Smile big for Iris)
- Narrator 4: And before Iris knew it, she didn't need to wear Walter's earmuffs anymore.
- Iris: (Remove earmuffs)
- Narrator 4: One autumn day, Iris's mothers said...
- Mother: Iris, my love, why don't you take Baby Rose for a walk?
- Iris: What if she starts crying?
- Mather: Give her a bottle.
- Father: Pat her back.
- Grandpa: Sing her a song.
- Iris: Do you want to go for a walk, Baby Rose?
- Baby Rose: (Smile broadly)
- Narrator 4: So, off they went.
- Iris: This is fun.
- Narrator 4: But halfway down the road, Baby Rose began to cry.



Baby Rose: (Wail)

Iris: Help! What do I do?

Narrator 4: Baby Rose reached for her sister.

Baby Rose: (Reach toward Iris)

Narrator 4: Iris picked her up.

Iris: (Reach toward Baby Rose)

Narrator 4: Baby Rose was soft. She smelled sweet.

Iris: (Tenderly) It's okay, Rosie. I'm here.

Narrator 4: Iris gave Baby Rose a bottle, and patted her back...

Iris: (Pat Baby Rose)

Narrator 4: ...and sang her a song.

Iris: (Sing for Baby Rose)

Baby Rose: (Content)

Narrator 4: And by the time they got to Walter's house, Baby Rose was all smiles.

Walter: (Smile and wave to Iris)

Iris: Hey, Walter! Come play with Baby Rose. It's fun being a big sister.

Baby Rose: (Pull Iris's hair)

Iris: (Wince in pain)

Narrators 1,2,3 & 4: And it was. At least *some* of the time.

THE END



Common Core State Standards Alignment

English Language Arts Standards › Reading: Literature

CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CCSS.ELA-Literacy.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range

English Language Arts Standards › Reading: Foundational Skills

CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
CCSS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCSS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.

English Language Arts Standards › Reading: Speaking & Listening

CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

