

Readers' Theater

Inspired by stories from [Starfall.com](https://www.starfall.com)

by Lorraine Griffith

Starfall®

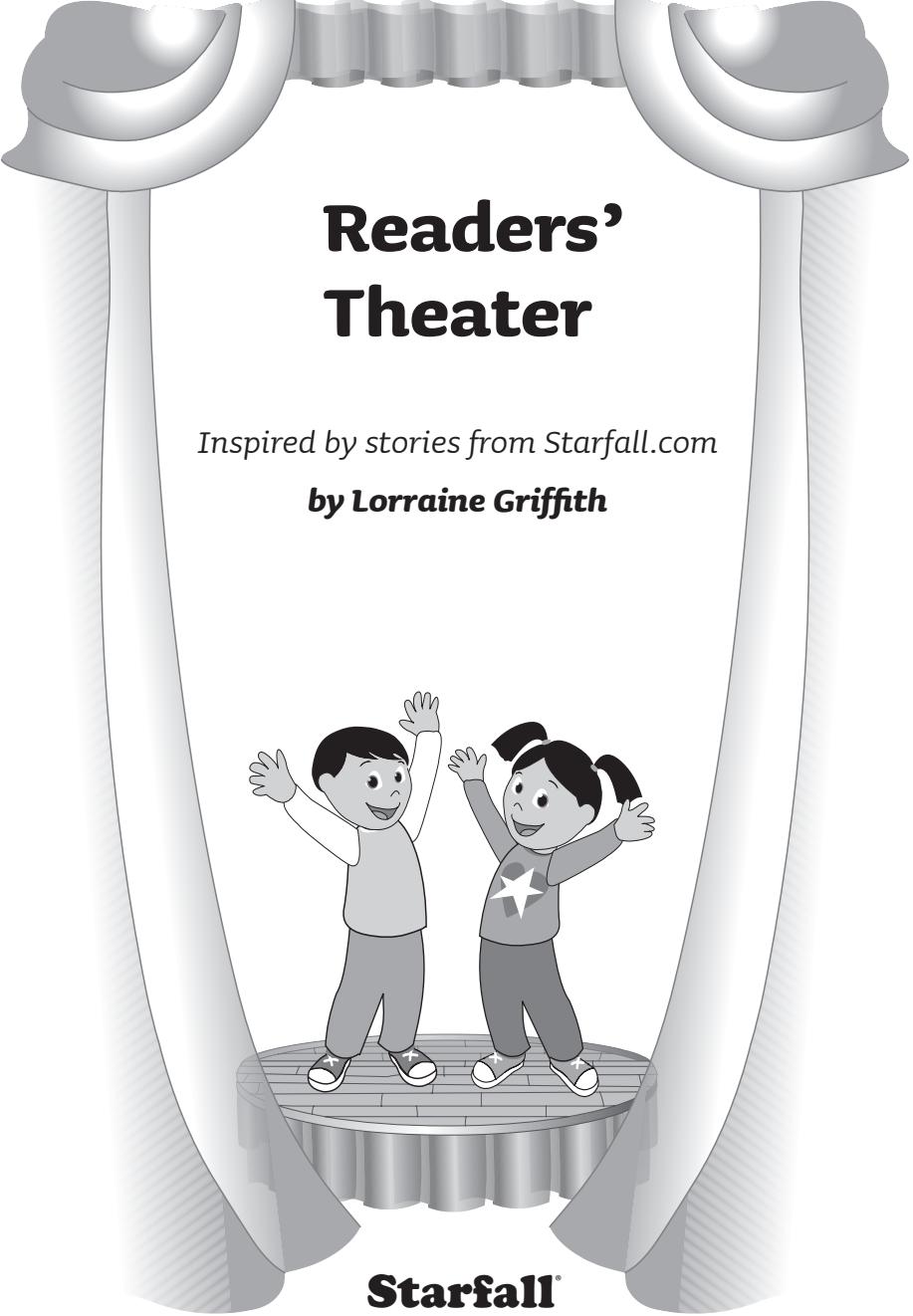




Readers' Theater is a proven, research-based method to build reading fluency—and most importantly, children love it! These scripts are inspired by stories on www.starfall.com, and each script can accommodate children at various reading levels. On with the show!

Starfall.com[®]

Where children have fun learning to read!™



Readers' Theater

Inspired by stories from Starfall.com

by Lorraine Griffith



Starfall®

About the Author

Lorraine Griffith is a fifth-grade teacher at West Buncombe Elementary School in Asheville, North Carolina, and an author of Readers' Theater scripts and fluency research. Lorraine says, "Even non-readers can be successful with the scripts I've written for Starfall. They will learn to read the other parts by tracking them – therefore each script has a long shelf life for repeating the scripts later in the year, assigning harder parts."

Recommended Reading

Griffith, L. W., Rasinski, T. (2004). A focus on fluency: How one teacher incorporated fluency with her reading curriculum. *The Reading Teacher* 58, 126-137.

Armbruster, B.B., Lehr, F., Osborn, J. (2003). *Put Reading First: The Research Building Blocks of Reading Instruction*. 2nd Edition.
<http://www.nationalreadingpanel.org/Publications/researchread.htm>
(11/11/09).

Rasinski, T.V. (2003). *The Fluent Reader*. New York: Scholastic.

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Introduction

When I taught kindergarten, preparing children to decode was my primary reading objective. That all changed when I was assigned to teach fourth grade. I assumed that because these children already knew how to read, that teaching would be a piece of cake. Then reality hit. The children could decode, but they did not seem to understand what they were reading. When they read aloud, they sounded like robots. They did not have the effortless expression characteristic of fluent readers. I wondered, is this why they don't understand?

I read extensively and quickly realized that fluent reading is a key to comprehension, and should be cultivated from the outset of the reading experience. The research advocated that children re-read familiar text, both prose and poetry, and that by doing so would hear the music of language and magically understand the text. I had my doubts. I knew that the children would not take enthusiastically to rote re-reading for the sake of practice. There had to be a better way. I turned to Readers' Theater.

Readers' Theater powerfully impacts not only children's ability to decode, but also their ability to understand what they are reading. Here's how it works:

- ◆ Children read and re-read their "parts," improving at each pass. To master their part, they must apply decoding strategies and learn new words. They are motivated to practice, in order to improve for their performance.
- ◆ Each rehearsal deepens their appreciation for the written word. As they refine their expression, the static print begins to connect to their vibrant oral language—and the words come to life.

- ◆ When the scripts are performed, the actors of all levels read alongside each other, tracking each word as it is read. All of the children have access to the same text, containing phrases within and beyond their reading ability, modeled fluently by their peers.

The results in my classroom were phenomenal. Most struggling readers rose to grade level in just one year!

The stories and activities at <http://www.Starfal.com> inspired this collection of Readers' Theater Scripts. Each script contained within has parts to accommodate a variety of reading abilities. Rich vocabulary and idiomatic language will challenge advanced readers. On-level readers will encounter longer sentences composed of phonetically regular and high-frequency words. Struggling readers will meet with confidence shorter sentences and repetitive phrases.

Readers' Theater is a proven, research-based method to build reading fluency—and most importantly, children love it! I am convinced that you'll find this book to be an invaluable tool in your reading program.

On with the show!
Lorraine Griffith

Get the most from this book

Required classroom time is generally 2 hours over 5 days. During each rehearsal, children should follow along, tracking each word as it is read. For extra practice, partner children to read aloud to each other, send a copy of the script home, or rehearse with the child one-on-one.

Be sure to familiarize yourself with each script and rehearse your own “performance” before introducing it to your class. You will notice each part is written to accommodate different reading abilities. Though it is not necessary to assign parts by ability, this feature makes it possible to scaffold or challenge readers as you choose.

Day 1: Introducing the Script and Assigning Parts

Create enthusiasm for the script by connecting it to its online or printed counterpart. Read the script aloud, modeling fluent reading. Discuss how tempo, voice, and volume convey the meaning of the words and improve the overall listening experience. Re-read the script line by line, and ask the children to echo you. Read one of the lines without expression. Discuss the difference.

To ensure the children comprehend the script, ask them to identify vocabulary they do not understand. Write each vocabulary word on the board and define it. Choose volunteers to use these words in sentences. Write the words on cards and reinforce them throughout the week.

Distribute scripts and assign parts. If you do not have enough parts, children may share and read chorally. Verify that each child can decode and pronounce all of the words in his or her part. It may be helpful to have children highlight their lines.

Day 2: Shaping a Phrase

Explain that meaning is conveyed by chunking groups of words together into complete thoughts or phrases.

Demonstrate using phrases from the script. Giving particular words emphasis can also help the reader express meaning. Help children identify such words. Discuss punctuation cues.

Day 3: Dramatic Interpretation

Discuss the script's setting and how it might impact the mood of the characters. Discuss the characteristics of each part and how these characteristics might affect the way we choose to express our lines. Encourage children to try a new interpretation with each reading. Demonstrate how to apply emotion by saying "Hello!" in a variety of moods (happy, sad, frightened, etc.). As children rehearse their parts, be certain they are visualizing and comprehending the events, actions, and emotions described in the text and are able to express them.

Day 4: Using Our Presentation Voices

Have the children stand, feet comfortably apart, hands holding the script, throughout the rehearsal. When reading, their voices should project out over the script to the back of the room. Some children may confuse projecting their voice with shouting the words. Demonstrate the difference. Children read through the whole script multiple times, demonstrating their interpretation of the text, mastery of words, thoughtful phrasing, and expression.

Day 5: Performance Day (Whole Group, 30 Minutes)

Invite an audience to watch the performance (parents, school secretaries, another class, cafeteria workers, custodians). As a general rule, props are not required.



Dune Buggy

From **Dune Buggy**, published by Starfall

Find on Starfall.com: *Learn to Read: Row 10, "Dune Buggy"*

CAST OF CHARACTERS:

GROUP 1

GROUP 2

ALL: **Dune Buggy, Dune Buggy,
playing in my Dune Buggy.**

GROUP 1: We rule the dunes!

GROUP 2: We rule the dunes!

ALL: **Dune Buggy, Dune Buggy,
playing in my Dune Buggy.**

GROUP 1: Turn to the left.

GROUP 2: Turn to the right.

ALL: **Dune Buggy, Dune Buggy,
playing in my Dune Buggy.**

GROUP 1: Riding on the back wheels.

GROUP 2: Riding on the side wheels.

ALL: **Dune Buggy, Dune Buggy,
playing in my Dune Buggy.**

GROUP 1: Driving over dunes.

GROUP 2: Driving under dunes.

**ALL: Dune Buggy, Dune Buggy,
playing in my Dune Buggy.**

GROUP 1: Spinning and flipping.

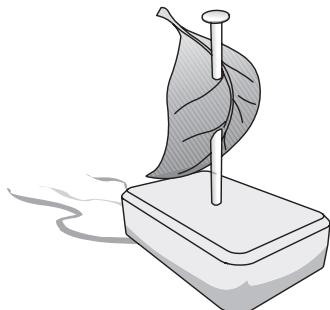
GROUP 2: Flipping and spinning.

**ALL: Dune Buggy, Dune Buggy,
playing in my Dune Buggy.**

GROUP 1: We rule the dunes!

GROUP 2: We rule the dunes!





Just a Nail, a Leaf, and a Cake of Soap

From **Soap Boat**, published by Starfall

Find on Starfall.com: Learn to Read: Row 11, "Soap Boat"

CAST OF CHARACTERS:

GROUP 1

GROUP 2

GROUP 3

GROUP 1: Just as the soap boat is put in the sea,

GROUP 2: it begins to sail away.

GROUP 3: Just a nail, a leaf, and a cake of soap.

GROUP 1: Just as the soap boat is sailing away,

GROUP 2: the soap boat is lost in the sea.

GROUP 3: Just a nail, a leaf, and a cake of soap.

GROUP 1: Just as the soap boat is lost in the sea,

GROUP 2: a curious fish swims by.

GROUP 3: Just a nail, a leaf, and a cake of soap.

GROUP 1: Just as the fish swims by the soap boat,

GROUP 2: a whale swims under the boat.

GROUP 3: Just a nail, a leaf, and a cake of soap.

GROUP 1: Just as the whale swims under the boat,

GROUP 2: the whale shoots water up into the air.

GROUP 3: Just a nail, a leaf, and a cake of soap.

GROUP 1: Just as the whale shoots water up into the air,

GROUP 2: the soap boat rises up in its spray.

GROUP 3: Just a nail, a leaf, and a cake of soap.

GROUP 1: Just as the soap boat rises up in its spray,

GROUP 2: a bird flies over and swoops down.

GROUP 3: Just a nail, a leaf, and a cake of soap.

GROUP 1: Just as the bird flies over and swoops down,

GROUP 2: it grabs the soap boat.

GROUP 3: Just a nail, a leaf, and a cake of soap.

GROUP 1: Just as the bird grabs the soap boat,

GROUP 2: the bird flies to the beach.

GROUP 3: Just a nail, a leaf, and a cake of soap.

GROUP 1: Just as the bird flies over the beach,

GROUP 2: it drops the soap boat on the sand.

GROUP 3: Just a nail, a leaf, and a cake of soap.

GROUP 1: Just as the soap boat drops onto the sand, it says,

GROUP 2: “That was quite an adventure

GROUP 3: for a nail, a leaf, and a cake of soap!”





Wolves

From **Wolves**, published by Starfall

Find on Starfall.com: *I'm Reading!*: Fiction and Nonfiction, "Wolves"

CAST OF CHARACTERS:

NARRATOR 1	CHILD 7
NARRATOR 2	CHILD 8
NARRATOR 3	CHILD 9
NARRATOR 4	CHILD 10
CHILD 5	CHILD 11
CHILD 6	CHILD 12

NARRATOR 1: After a class finished reading a book about wolves,

NARRATOR 2: they went on a field trip to a nearby nature center.

NARRATOR 3: The whole class was excited about seeing the wolves.

NARRATOR 4: The class walked up to the fenced-in habitat of the gray wolves.

CHILD 9: Look!

CHILD 5: There are the wolves!

CHILD 10: Look!

CHILD 6: There are the babies! Pups!

CHILD 11: Look!

CHILD 7: There are four pups!

CHILD 12: Look!

CHILD 8: There is a mother wolf.

CHILD 5: The father wolf is over there.

NARRATOR 1: The children stood for a long time just watching the wolves and pups.

NARRATOR 2: The wolves were so beautiful with their thick white and gray coats.

NARRATOR 3: They moved gracefully from near the den to the clearing.

NARRATOR 4: Just then one of the wolves began to howl.

CHILD 9: Listen!

CHILD 6: The father wolf is howling.

CHILD 10: Listen!

CHILD 7: Now the mother is howling, too.

CHILD 11,

CHILD 12: Look!

CHILD 8: You can see their teeth!

NARRATOR 1: Soon it was time for the children to leave.

NARRATOR 2: They needed to meet another class for a picnic lunch.

NARRATOR 3: But before they left,

NARRATOR 4: the whole class turned back around toward the pack of wolves and said,

ALL: **“Good-bye, wolves!”**





Penguin Poetry

From Penguin, Penguin, published by Starfall

Find on Starfall.com: *I'm Reading!*: Fiction and Nonfiction, "Penguin, Penguin"

CAST OF CHARACTERS:

READER 1

READER 7

READER 2

READER 8

READER 3

READER 9

READER 4

READER 10

READER 5

READER 11

READER 6

READER 12

READER 1: Our class has learned some short poems about penguins.

READER 2: They use their wings as flippers when they swim.

READER 5: Here is a poem about these funny birds.

READER 5,

READER 6,

READER 7,

READER 8: *Penguins, penguins
Birds with wings
But they don't fly
And they don't sing.*

READER 3: Penguins have coloring to keep them safe from enemies.

READER 4: Some people think they look like they are ready to go to a fancy dance.

READER 6: Here is a poem about their colors.

READER 9,
READER 10,
READER 11,
READER 12:

*Black and white
What a sight
They're all dressed up
In black and white for
Saturday night.*

READER 1:

Penguins have a funny
way of walking.

READER 2:

They use their tails and wings
to keep their balance.

READER 7:

Here is a poem about the
way they move.

READER 5,
READER 6,
READER 7,
READER 8:

*Waddle, waddle
Don't fall down
Penguins waddling
All around.*

READER 3:

Penguins are birds that
hatch from eggs.

READER 4: The mother lays the egg on the ice.

READER 1: The father picks it up and cares for it until it hatches.

READER 2: Then the mother cares for the tiny chick.

READER 8: Here is a poem about the egg.

READER 1,

READER 2,

READER 3,

READER 4:

*Father, father
Hold on to the egg
The chick will be born
And for mother he'll beg.*

ALL: **We hope you have enjoyed our poems about penguins.**





The Lion and the Mouse

From **Not Too Little to Help**, published by Starfall
Find on Starfall.com: *I'm Reading!: Fiction and Nonfiction, "Not Too Little to Help"*

CAST OF CHARACTERS:

READER 1	READER 7
READER 2	READER 8
READER 3	READER 9
READER 4	READER 10
READER 5	READER 11
READER 6	READER 12

READER 1: Many years ago, a Greek man named Aesop told stories.

READER 7: Most of his stories had animals.

READER 2: The animals acted like humans.

READER 3: And his stories had useful lessons at the end.

READER 5: These stories were called

ALL: **fables.**

READER 4: Here is one of Aesop's fables.

READER 9: A lion was sleeping.

READER 1: A little mouse began running up and down on him.

READER 10: The lion woke up.

READER 9: He was not happy.

READER 2: The lion put a huge paw on the mouse.

READER 3: He opened his mouth wide to swallow him.

READER 12: "Oh lion,"

READER 6: said the little mouse.

READER 12: "Let me go,

READER 11: then I will help you."

READER 7: The lion did not understand.

READER 8: How could a little mouse help such a big lion?

READER 4: But he lifted up his paw and let the mouse go.

READER 5: Time passed.

READER 3: The lion was stuck in a trap.

READER 10: The hunters were happy.

READER 6: They wanted to take him to the king.

READER 7: They tied him to a tree.

READER 8: They looked for a wagon to put him on.

READER 5: Just then the little mouse came by.

READER 6: He saw the lion tied to a tree.

READER 1: The mouse remembered his promise.

READER 2: He ran to the tree and began to chew the big ropes.

READER 11: “See?”

READER 9: said the little mouse.

ALL: **“A little friend can be a great friend.”**





A Trip to the Farm

From **Dragon Goes to the Farm**, published by Starfall
Find on Starfall.com: *I'm Reading!*: Fiction and Nonfiction, "Dragon Goes to the Farm"

CAST OF CHARACTERS:

READER 1	READER 6
READER 2	READER 7
READER 3	READER 8
READER 4	READER 9
READER 5	

READER 4: We're going to a farm,

READER 5: a fun-filled farm.

READER 7: *Come with me.*

READER 8: *Run, run, run.*

READER 9: *We'll have fun.*

READER 6: There will be a barn,

READER 4: a big red barn,

READER 5: at the fun-filled farm.

READER 7: *Come with me.*

READER 8: *Run, run, run.*

READER 9: *We'll have fun.*

READER 3: There will be a house,

READER 2: a big white house,

READER 4: by the big red barn,

READER 5: at the fun-filled farm.

READER 7: *Come with me.*

READER 8: *Run, run, run.*

READER 9: *We'll have fun.*

READER 3: There will be a duck,

READER 1: a big yellow duck,

READER 2: in the pond near the house,

READER 5: by the big red barn,

READER 6: at the fun-filled farm.

READER 7: *Come with me.*

READER 8: *Run, run, run.*

READER 9: *We'll have fun.*

READER 1: There will be a dog,

READER 2: a big brown dog,

READER 3: barking at the duck in the pond near the house,

READER 4: by the big red barn,

READER 6: at the fun-filled farm.

READER 7: *Come with me.*

READER 8: *Run, run, run.*

READER 9: *We'll have fun.*

READER 1: There will be a horse,

READER 2: a big black horse,

READER 3: pawing on the ground in
the field,

READER 1: near the dog who is
barking at the duck,

READER 4: in the pond near the house,

READER 5: by the big red barn,

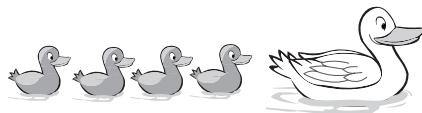
READER 6: at the fun-filled farm.

READER 7: *Come with me.*

READER 8: *Run, run, run.*

READER 9: *We'll have fun.*

ALL: **At the fun-filled farm!**





Earth Day, Earth Day

Find on Starfall.com: *I'm Reading!*: main index, "Earth Day"

CAST OF CHARACTERS:

TIM	RECYCLER 7
KIM	RECYCLER 8
JIM	RECYCLER 9
RECYCLER 4	RECYCLER 10
RECYCLER 5	RECYCLER 11
RECYCLER 6	

TIM: Good morning, everyone.
I am Tim and this is Kim.

KIM: Welcome to our special
Earth Day report.

TIM: We are here at Central Park
in New York City.

KIM: We are interviewing students
all over the park.

TIM: We want to see how they are
celebrating Earth Day.

KIM: Jim, over to you.

JIM: Good morning!
And what are you doing for
Earth Day?

RECYCLER 4,

RECYCLER 5: We are picking up plastic.

JIM: What are you finding?

RECYCLER 4: Plastic bottles.

RECYCLER 5: Plastic bags.

RECYCLER 8: Earth Day,

RECYCLER 9: Earth Day,

RECYLCER 8,

RECYCLER 9: we're celebrating Earth Day!

TIM,

KIM:

It sounds like you are
having fun!

JIM:

Good morning! And what
are you doing for Earth Day?

RECYCLER 6,

RECYCLER 7: We are picking up cans.

JIM:

What are you finding?

RECYCLER 6: Soda cans.

RECYCLER 7: Soup cans.

RECYCLER 10: Earth Day,

RECYCLER 11: Earth Day,

RECYCLER 10,

RECYCLER 11: we're celebrating Earth Day!

TIM,

KIM: It sounds like you are having fun!

JIM:

Good morning! And what are you doing for Earth Day?

RECYCLER 5,

RECYCLER 6:

We are picking up paper.

JIM:

What are you finding?

RECYCLER 5:

Newspapers.

RECYCLER 6:

Sandwich wrappers.

RECYCLER 8:

Earth Day,

RECYCLER 9:

Earth Day,

RECYCLER 8,

RECYCLER 9:

we're celebrating Earth Day!

TIM,

KIM:

It sounds like you are having fun!

JIM:

Good morning! And what are you doing for Earth Day?

RECYCLER 4,

RECYCLER 7: We are planting trees.

JIM: What are you planting?

RECYCLER 4: Maple trees.

RECYCLER 7: Oak trees.

RECYCLER 10: Earth Day,

RECYCLER 11: Earth Day,

RECYCLER 10,

RECYCLER 11: we're celebrating Earth Day!

ALL: **Earth Day,**
Earth Day,
we're celebrating
Earth Day!





King Midas Gets His Wish

Find on Starfall.com: *I'm Reading!*: main index, "Midas Touch"

CAST OF CHARACTERS:

READER 1

READER 7

READER 2

READER 8

READER 3

READER 9

READER 4

READER 10

READER 5

READER 11

READER 6

READER 12

READER 1: As you know from the ancient Greek myth,

READER 2: King Midas had the chance to make one wish.

READER 9: He liked gold.

READER 3: So he wished to turn everything he touched into gold.

READER 4: From then on, King Midas had a special power of turning things into gold.

READER 1: Now it sounds like a wonderful dream.

READER 5: But for the king, it was a

ALL: **NIGHTMARE.**

READER 2: Let's see what happened...

READER 6: The king woke up. He touched his pillow.

READER 7: He liked his soft pillow.

READER 10: But now it was gold.

READER 11: Old, cold gold.

READER 8: King Midas put on his robe.

READER 5: He liked his flowing robe.

READER 12: But now it was gold.

READER 9: Old, cold gold.

READER 6: He picked up his toast.

READER 7: He liked jam and toast.

READER 10: But now it was gold.

READER 11: Old, cold gold.

READER 8: He walked outside and touched a daisy.

READER 5: He liked the soft white of a daisy.

READER 12: But now it was gold.

READER 9: Old, cold gold.

READER 6: He touched the water in his lake.

READER 7: He liked his blue lake.

READER 10: But now it was gold.

READER 11: Old, cold gold.

READER 3: King Midas didn't know how
much he liked nature

READER 4: until he began to lose his garden.

READER 1: He liked nature more than gold.

READER 2: This was just the beginning.

READER 3: The worst was yet to come!

READER 4: He reached out to hug
his daughter...

ALL: **OH NO!**

READER 8: I bet she is gold!

READER 1: Old, cold gold.





Yay-Gung Loves Dragons

*From **Draw Dragon, Dot Eyes,**
and other Chinese fables, published by Starfall*

Find on Starfall.com: *I'm Reading!*: Chinese Fables, "Yay-Gung Loves Dragons"

CAST OF CHARACTERS:

READER 1

READER 2

READER 3

READER 4

READER 5

READER 6

READER 7

READER 8

READER 9

READER 10

READER 1: Yay-Gung loved dragons.

READER 8: Dragons,

READER 9: dragons,

READER 10: dragons.

READER 4: He loved to read about dragons.

READER 5: He loved to think about dragons.

READER 2: Yay-Gung was enthralled
with dragons.

READER 8: Dragons,

READER 9: dragons,

READER 10: dragons.

READER 6: His house was full of dragons.

READER 7: He even had dragons
on his pajamas.

READER 3: Yay-Gung was enamored with
dragons and wanted to see a
REAL dragon.

READER 8: Dragons,

READER 9: dragons,

READER 10: dragons.

READER 4: He wanted to count the bumps
on their tails.

READER 5: He wanted to see the fire on
their breath.

READER 1: Mysteriously, a REAL dragon
heard about Yay-Gung's wish.

READER 8: A dragon,

READER 9: a dragon,

READER 10: a dragon.

READER 6: It hopped onto a cloud.

READER 7: It floated down to meet Yay-Gung.

READER 2: The dragon poked his long scary
nose into the bedroom window.

READER 8: A dragon,

READER 9: a dragon,

READER 10: a dragon.

READER 4: Its tail curled around the house.

READER 5: Its tail was so long it hit the door!

READER 3: Yay-Gung heard the strange thumping sounds coming from somewhere outside his house. “Who’s there?” asked Yay-Gung curiously.

READER 8: A dragon,

READER 9: a dragon,

READER 10: a dragon.

READER 6: He ran to the door and saw the dragon’s tail.

READER 7: He ran to the bedroom and saw the dragon’s nose.

READER 1: Yay-Gung was terribly frightened.

READER 8: Of the dragon,

READER 9: of the dragon,

READER 10: of the dragon.

READER 4: He hid under his bed.

READER 5: He shut his eyes until the dragon went away!

READER 2: It took a long time for Yay-Gung's heart to stop beating like a drum.

READER 3: It took a long time for Yay-Gung to venture out from under his bed.

READER 1: But eventually, Yay-Gung was okay again. He found that he still loved dragons.

READER 8: Dragons,

READER 9: dragons,

READER 10: dragons.

READER 6: He loved to read about them.

READER 7: He loved to think about them.

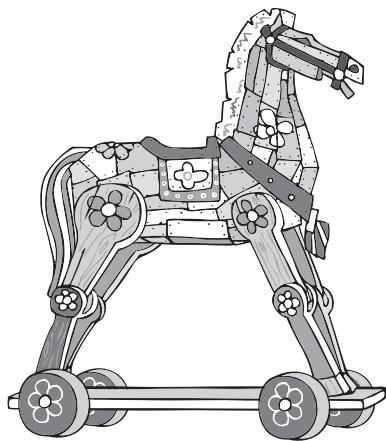
READER 1,

READER 2,

READER 3:

But Yay-Gung NEVER wanted to see a REAL dragon near his house again!





A Huge Wooden Horse

Find on Starfall.com: *I'm Reading!: Greek Myths, "The Wooden Horse"*

CAST OF CHARACTERS:

READER 1

READER 2

READER 3

READER 4

READER 5

READER 6

READER 7

READER 8

READER 9

READER 1: Almost 3,000 years ago,

READER 2: someone named Virgil wrote down a story.

READER 3: The story,

READER 1: actually written as a very long poem,

READER 3: wasn't a new story.

READER 1,

READER 2,

READER 3: It was a myth,

READER 2: a story that people have been telling for years and years.

READER 1: Many people believe it really happened

READER 2: because it has been told so many times.

READER 3: This is a retelling of the Greek myth about...

READER 1: A huge wooden horse!

READER 4: A huge wooden horse?

READER 7: A huge wooden horse!

READER 2: Sat outside the gate!

READER 5: Sat outside the gate?

READER 8: Sat outside the gate!

ALL: **A huge wooden horse
sat outside the gate!**

READER 3: A gift from the Greeks!

READER 6: A gift from the Greeks?

READER 9: A gift from the Greeks!

READER 1: Bring the horse in!

READER 4: Bring the horse in?

READER 7: Bring the horse in!

ALL: **A huge wooden horse
sat outside the gate,
a gift from the Greeks.
Bring the horse in!**

READER 2: The people of Troy!

READER 5: The people of Troy?

READER 8: The people of Troy!

READER 3: Went to sleep that night!

READER 6: Went to sleep that night?

READER 9: Went to sleep that night!

ALL: **A huge wooden horse
sat outside the gate,
a gift from the Greeks.
Bring the horse in!
The people of Troy
went to sleep that night.**

READER 1: An army jumped out!

READER 4: An army jumped out?

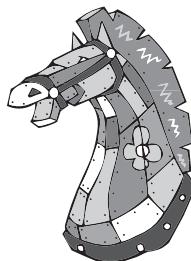
READER 7: An army jumped out!

READER 2: Troy had been fooled!

READER 5: Troy had been fooled?

READER 8: Troy had been fooled!

ALL: A huge wooden horse
sat outside the gate,
a gift from the Greeks.
Bring the horse in!
The people of Troy
went to sleep that night.
An army jumped out!
Troy had been fooled!
By the huge wooden horse
that sat outside the gate.





The Maze

Find on Starfall.com: *I'm Reading!*: Greek Myths, "The Maze"

CAST OF CHARACTERS:

READER 1	READER 7
READER 2	READER 8
READER 3	READER 9
READER 4	READER 10
READER 5	READER 11
READER 6	READER 12

READER 5,

READER 6:

This is a story about a maze.

READER 7,

READER 8:

A maze is made up of many paths.

READER 9:

*Left turn, right turn,
left turn, right...*

READER 5,

READER 6:

This is also a story about a monster.

READER 7,

READER 8:

A monster is a scary creature in stories.

READER 10:

GRAAAAAR!

READER 5,

READER 6:

And finally, the story is about a ball of string.

READER 7,

READER 8:

A ball of string is just a ball of string.

READER 1: It all started when a wicked king put a scary monster —

READER 11: GRAAAAAR!

READER 1: — into the middle of a maze.

READER 12: *Right turn, left turn,
right turn, left...*

READER 2: When a person was inside,
the monster would pop out —

READER 9: GRAAAAAR!

READER 2: — and scare the person.

READER 3: The people in the kindom
were very afraid of the maze —

READER 10: *Left turn, right turn,
left turn, right...*

READER 3: — and the scary monster inside.

READER 11: GRAAAAAR!

READER 4: The king's daughter did not like for the people in the kingdom to be so afraid.

READER 1: She gave an idea to a brave man named Theseus.

READER 2: She said to go into the maze —

READER 12: *Right turn, left turn,
right turn, left...*

READER 2: defeat the monster —

READER 9: GRAAAAAR!

READER 2: — and use a ball of string to find his way out.

READER 3: Theseus went into the maze —

READER 10: *Left turn, right turn,
left turn, right...*

READER 3: — leaving his string as he walked.

READER 4: He found the scary monster —

READER 11: GRAAAAAR!

READER 4: — and bravely defeated him.

READER 1: Then he left the maze —

READER 12: *Right turn, left turn
right turn, left...*

READER 1: — finding his string as
he walked.

READER 2: The people in the
kingdom cheered!

READER 5,

READER 6,

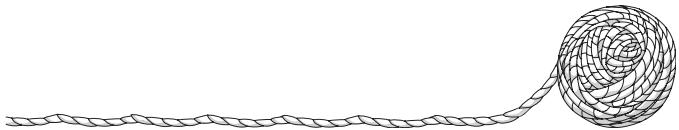
READER 7,

READER 8: Theseus! Theseus!

READER 2: Because of his amazing bravery

READER 3: and a simple ball of string,

READER 4: Theseus became a hero in
the land!





I Like Who I Am

Find on Starfall.com: *It's Fun to Read!:* "All About Me"

CAST OF CHARACTERS:

READER 1	READER 7
READER 2	READER 8
READER 3	READER 9
READER 4	READER 10
READER 5	READER 11
READER 6	READER 12

READER 1: Some hair is wavy.

READER 2: Some hair is curly.

READER 5: Some hair is straight.

READER 6: Some hair is thick.

READER 9: And some hair is thin.

READER 10: I like who I am.

READER 3: Some eyes are blue.

READER 4: Some eyes are hazel.

READER 7: Some eyes are blue-green.

READER 8: Some eyes are green.

READER 11: And some eyes are brown.

READER 12: I like who I am.

READER 1: Some eye shapes are round.

READER 2: Some eye shapes are almond.

READER 5: Some eye shapes are oval.

READER 6: Some eyes are large.

READER 9: And some eyes are small.

READER 10: I like who I am.

READER 3: Some kids are tall.

READER 7: Some kids are short.

READER 4: Some kids are in-between.

READER 8: Some kids have long legs.

READER 11: And some kids do not.

READER 12: I like who I am.

READER 1: Some kids are light-skinned.

READER 2: Some kids are dark.

READER 5: Some kids are in-between.

READER 6: Some kids have freckles.

READER 9: And some kids do not.

READER 10: I like who I am.

READER 7: I am respectful.

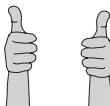
READER 3: I am courageous.

READER 8: I am fair.

READER 4: And I am honest.

READER 11: I like who I am.

ALL: **We like who we are.**





Tory and Glory

*From **My Horse Glory**, published by Starfall*

Find on Starfall.com: *Learn to Read: Row 13, "My Horse Glory"*

CAST OF CHARACTERS:

READER 1

READER 4

READER 2

READER 5

READER 3

READER 6

READER 1: My name is Tory.
I live on a farm —
an enormous farm with a
big red barn.

READER 2: An enormous farm

READER 3: with a big red barn.

READER 4: Inside the barn,
you'll find my horse.
I love her with all my heart,
of course.

READER 5: I love her with all

READER 6: my heart, of course.

READER 1: Her name is Glory.
She loves to run.
Over the hills,
out in the sun.

READER 2: Over the hills,

READER 3: out in the sun.

READER 4: She was in the corral,
outside one day,
when all of a sudden the
sky turned dark gray.

READER 5: When all of a sudden
READER 6: the sky turned dark gray.

READER 1: The lightning struck,
the thunder roared,
and Glory kicked against
the board.

READER 2: And Glory kicked
READER 3: against the board.

READER 4: Into the storm,
she ran like a racer.
I dropped everything
and started to chase her.

READER 5: I dropped everything
READER 6: and started to chase her.

READER 1: I ran and I ran,
calling her name.
I was just losing hope
and here she came.

READER 2: I was just losing hope
READER 3: and here she came.

READER 4: She was wet and shaking,
her eyes open wide.
I stroked her and calmed her
and took her inside.

READER 5: I stroked her and
calmed her

READER 6: and took her inside.

READER 1,

READER 4: Then Glory and I
were safe from the storm
back in the barn,
happy and warm.

READER 2,

READER 5: Back in the barn,

READER 3,

READER 6: happy and warm.





Surfer Girl

From **Surfer Girl**, published by Starfall

Find on Starfall.com: *Learn to Read: Row 14, "Surfer Girl"*

CAST OF CHARACTERS:

READER 1

READER 5

READER 2

READER 6

READER 3

READER 7

READER 4

READER 8

READER 1: Once upon a time, there was a girl who wanted to learn to surf more than anything in the whole world.

READER 2: She had visited the beach the summer before, and ever since that trip, she had been fascinated by surfers.

READER 1,

READER 2: All day long she would say to her parents...

READER 3: "I want to swirl

READER 4: I want to twirl

READER 5: I want to whirl

READER 6: inside the waves!

READER 6: Surf,

READER 7: surf,

READER 8: surf.

READER 6,

READER 7,

READER 8: All I want to do is surf!"

READER 1: It took months of trying to convince her parents, but eventually they agreed that she could try surfing.

READER 2: So they went to the store and brought a beautiful teal blue surfboard with flowers painted on it.

READER 1,

READER 2: As she was leaving, she said to the store clerk...

READER 3: "I want to swirl,

READER 4: I want to twirl,

READER 5: I want to whirl

READER 6: inside the waves!

READER 6: Surf,

READER 7: surf,

READER 8: surf.

READER 6,

READER 7,

READER 8: All I want to do is surf!"

READER 1: When summer finally came, her family headed out to the beach and there were surfers everywhere.

READER 2: One of them offered to teach her to surf, to ride the waves as she had seen them do many times before.

READER 1,

READER 2: As they walked down to the water, she said to the surfer...

READER 3: "I want to swirl,

READER 4: I want to twirl

READER 5: I want to whirl

READER 6: inside the waves!

READER 6: Surf,

READER 7: surf,

READER 8: surf.

READER 6,

READER 7,

READER 8: All I want to do is surf!"

READER 1: It took a while to learn how to watch for the perfect wave and how to paddle with the tide.

READER 2: But she learned it! She chose a wave, paddled to it, stood up, and rode the wave!

READER 1,

READER 2: As she surfed successfully for the first time ever, she said to herself...

READER 3: “Now I can swirl

READER 4: now I can twirl

READER 5: now I can whirl

READER 6: inside the waves!

READER 6: Surf,

READER 7: surf,

READER 8: surf.

READER 6,

READER 7,

READER 8: All I want to do is surf!”





The Little Red Hen and Her “Not I” Friends

*From **The Little Red Hen and other Folk Tales**,
published by Starfall*

Find on Starfall.com: *I'm Reading!: Folk Tales, “The Little Red Hen”*

CAST OF CHARACTERS:

READER 1	READER 6
READER 2	READER 7
READER 3	READER 8
READER 4	READER 9
READER 5	READER 10

READER 1: This is the story of the little red hen and her friends.

READER 2: We're going to call them her "Not I" friends.

READER 3: Every time she needed help from her friends, they said, "No way!"

READER 1: No they didn't! They said, "Not I"!

READER 2: Well, it means the same thing!

READER 3: But later on in the story, her friends were very sorry they chose not to help.

READER 1: Let's go back to the beginning and tell the whole story. This is the story of the little red hen.

READER 2: It all started when the little red hen was in the farmyard with her chicks and her bird friends and...

READER 6: ...she found some kernels of corn.

READER 4: “Who will help me plant this corn?”

READER 5: she asked.

READER 7: “Not I,”

READER 8: said the goose.

READER 9: “Not I,”

READER 10: said the duck.

READER 4: “I will, then,”

READER 5: said the little red hen.

READER 3: And she marched out to the garden and planted the kernels of corn.

READER 1: The little red hen watered the kernels of corn and watched until they sprouted into healthy plants.

READER 3: Months passed before the corn was finally ripe. She picked the corn and then asked,

READER 4: “Who will help me take this corn to the mill?”

READER 7: “Not I,”

READER 8: said the goose.

READER 9: “Not I,”

READER 10: said the duck.

READER 4: “I will, then,”

READER 5: said the little red hen.

READER 6: And she took the corn to the mill.

READER 3: As the water wheel turned, the millstone ground the corn into cornmeal.

READER 1: The miller poured the cornmeal into a bag and the little red hen dragged the heavy bag of cornmeal home.

READER 2: Exhausted from the trip,
she asked,

READER 4: “Who will help me make some
muffins with this cornmeal?”

READER 7: “Not I,”

READER 8: said the goose.

READER 9: “Not I,”

READER 10: said the duck.

READER 4: “I will, then,”

READER 5: said the little red hen.

READER 3: So she gathered all of the
ingredients she needed for
her muffins.

READER 1: She mixed the cornmeal, some
eggs, some milk, and some
salt together.

READER 2: She poured the batter into some
muffin tins.

READER 3: Then the little red hen put

the muffins into the oven.

READER 1: When the muffins were baked,
she asked,

READER 4: “Who will help me eat
these muffins?”

READER 7: “I will,”

READER 8: said the goose.

READER 9: “I will,”

READER 10: said the duck.

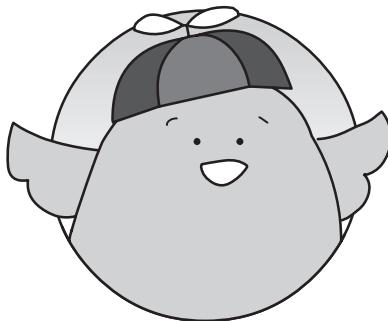
READER 4: “No, you won’t,”

READER 5: said the little red hen.

READER 4: “I shall eat them myself.
Cluck! Cluck!”

READER 6: And that’s just what she did.





Chicken Little (The Sky Is Falling)

*From The Little Red Hen and other Folk Tales,
published by Starfall*

Find on Starfall.com: *I'm Reading!: Folk Tales, "Chicken Little"*

CAST OF CHARACTERS:

NARRATOR	GOOSEY LOOSEY
CHICKEN LITTLE	TURKEY LURKEY
HENNY PENNY	FOXY LOXY
DUCKY LUCKY	

NARRATOR: One day, a leaf landed on
Chicken Little's tail. He ran to
Henny Penny and cried,

CHICKEN LITTLE: "The sky is falling!"

HENNY PENNY: "How do you know that?"

CHICKEN LITTLE: "I *saw* it with my eyes,
heard it with my ears,
and *felt* it with my tail."

HENNY PENNY: "I must tell everyone!"

NARRATOR: Soon Henny Penny met
Ducky Lucky.

HENNY PENNY: "The sky is falling!"

DUCKY LUCKY: "How do you know that?"

HENNY PENNY: "Chicken Little told me."

DUCKY LUCKY: "We must tell everyone!"

NARRATOR: Soon they met
Goosey Loosey.

DUCKY LUCKY: "The sky is falling!"

GOOSEY LOOSEY: "How do you know that?"

DUCKY LUCKY: "Henny Penny told me."

HENNY PENNY: "Chicken Little told me."

GOOSEY LOOSEY: "We must tell everyone!"

NARRATOR: Soon they met
Turkey Lurkey.

GOOSEY LOOSEY: "The sky is falling!"

TURKEY LURKEY: "How do you know that?"

GOOSEY LOOSEY: "Ducky Lucky told me."

DUCKY LUCKY: "Henny Penny told me."

HENNY PENNY: "Chicken Little told me."

TURKEY LURKEY: “We must tell everyone!”

NARRATOR: Soon they met Foxy Loxy.

TURKEY LURKEY: “The sky is falling!”

FOXY LOXY: “How do you know that?”

TURKEY LURKEY: “Goosey Loosey told me.”

GOOSEY LOOSEY: “Ducky Lucky told me.”

DUCKY LUCKY: “Henny Penny told me.”

HENNY PENNY: “Chicken Little told me.”

FOXY LOXY: “*Look!*”

“Do you *see* the sky falling?”

ALL: **“No, we don’t see
it falling.”**

FOXY LOXY: “*Listen!*
Do you *hear* the
sky falling?”

ALL: **"No, we don't *hear*
it falling."**

FOXY LOXY: *"Feel!
Do you *feel* the
sky falling?"*

ALL: **"No, we don't *feel*
it falling."**

FOXY LOXY: *"Silly birds! Next time you
should *see*, *hear*, and *feel*
for yourselves before you
tell everyone else!"*





The Four Friends

From ***The Little Red Hen and other Folk Tales***,
published by Starfall

Find on Starfall.com: *I'm Reading!: Folk Tales, "The Four Friends"*

CAST OF CHARACTERS:

NARRATOR 1	PEACOCK
NARRATOR 2	MONKEY
NARRATOR 3	ELEPHANT
RABBIT	NARRATOR 4

NARRATOR 1: One day, a peacock planted a little seed.

NARRATOR 2: Along came a rabbit.

RABBIT: "Can I help?"

PEACOCK: "Yes. Please water the seed."

NARRATOR 3: The rabbit watered the seed.

NARRATOR 2: Along came a monkey.

MONKEY: "Can I help?"

RABBIT: "Yes. Please feed the seed."

NARRATOR 3: The monkey fed the seed.

NARRATOR 2: Along came an elephant.

ELEPHANT: "Can I help?"

MONKEY: "Yes. Please watch the seed."

NARRATOR 3: The elephant watched the seed.

NARRATOR 4: The little seed grew into a little plant.

NARRATOR 1: The little plant grew into a big tree.

NARRATOR 4: Big red apples grew on the tree!

ELEPHANT: “I cannot reach the apples!”

MONKEY: “I can help!”

NARRATOR 1: The monkey stood on the elephant’s back.

MONKEY: “I cannot reach the apples!”

RABBIT: “I can help!”

NARRATOR 4: The rabbit stood on the monkey’s back.

RABBIT: “I cannot reach the apples!”

PEACOCK: "I can help!"

NARRATOR 1: The peacock stood on the rabbit's back.

PEACOCK: "Now I can reach them!"

NARRATOR 4: The four friends had worked together.

ALL: "**Now we have yummy apples to eat.**"





Mr. Bunny's Carrot Soup

*From The Little Red Hen and other Folk Tales,
published by Starfall*

Find on Starfall.com: *I'm Reading!: Folk Tales, "Mr. Bunny's Carrot Soup"*

CAST OF CHARACTERS:

NARRATOR 1	MR. BUNNY
NARRATOR 2	MR. RAT
NARRATOR 3	MISS PIG
NARRATOR 4	MR. DUCK
NARRATOR 5	MISS HEN

NARRATOR 4: This is the story of Mr. Bunny and his dream meal!

NARRATOR 5: All Mr. Bunny wanted was to make some carrot soup. Now, for a rabbit, carrot soup is a BIG deal.

NARRATOR 4: But before he had a chance to make his carrot soup, Mr. Bunny chose to be generous over and over again. Every time he chose to be generous, he realized he would probably NOT be able to have his dream meal.

NARRATOR 5: Listen to find out how Mr. Bunny's generosity was rewarded.

NARRATOR 4: It all started one sunny morning in a vegetable garden.

NARRATOR 1: Mr. Bunny picked four carrots.

MR. BUNNY: “Ahh! What beautiful carrots these are! I finally have enough of them to make some delicious carrot soup.”

NARRATOR 2: Then he met Mr. Rat.

MR. RAT “May I have a carrot, please?”

NARRATOR 4: Now Mr. Bunny was usually very generous and kind to his friends. But these were the most beautiful and perfect carrots he had ever seen! This was a time it would be hard to share.

NARRATOR 5: He took a deep breath and said pleasantly...

MR. BUNNY: “Yes. Here is a delectable carrot for you to enjoy. Have a wonderful day!”

MR. RAT: “Thank you.”

NARRATOR 3: Now Mr. Bunny had only three carrots.

NARRATOR 2: Then he met Miss Pig.

MISS PIG: "May I have a carrot, please?"

NARRATOR 4: Mr. Bunny looked at his three beautiful carrots. This time it would be even harder to share.

NARRATOR 5: He took a deep breath and said pleasantly...

MR. BUNNY: "Yes. Here is a delicious carrot for you to enjoy. Have a wonderful day!"

MISS PIG: "Thank you."

NARRATOR 1: Now Mr. Bunny had only two carrots.

NARRATOR 2: Then he met Mr. Duck.

MR. DUCK: "May I have a carrot, please?"

NARRATOR 4: Mr. Bunny looked at his last beautiful carrots. This was going to be really difficult!

NARRATOR 5: He took a deep breath and said pleasantly....

MR. BUNNY: "Yes. Here is a scrumptious carrot for you to enjoy. Have a wonderful day!"

MR. DUCK: "Thank you!"

NARRATOR 3: Now Mr. Bunny had only one carrot.

NARRATOR 2: Then he met Miss Hen.

MISS HEN: "May I have a carrot, please?"

NARRATOR 4: Mr. Bunny looked at his last beautiful carrot. This was going to be really difficult!

NARRATOR 5: He took a deep breath and said pleasantly...

MR. BUNNY: "Yes. Here is a luscious carrot for you to enjoy. Have a wonderful day!"

MISS HEN: "Thank you."

NARRATOR 1: Mr. Bunny went home without any carrots.

MR. BUNNY: “Now all of my friends are enjoying my carrots and that makes me happy. But I can’t make my delectable, delicious, scrumptious, and luscious carrot soup!”

NARRATOR 3: DING-DONG!
The doorbell rang.

MR. BUNNY: “Who is it?”

MR. RAT,
MISS PIG,
MR. DUCK,
MISS HEN: “Hello!”

MR. BUNNY: “Why are you all here?”

MR. RAT,
MISS PIG: “You shared your carrots with us,”

MR. DUCK,
MISS HEN: “So we will share our food with you.”

MR. BUNNY: “Thank you. What did you make?”

**MR. RAT,
MISS PIG,
MR.DUCK,
MISS HEN:** "We made..."

NARRATOR 4: And we probably don't need to tell you this, but it was his

NARRATOR 5: DELECTABLE

NARRATOR 4: DELICIOUS

NARRATOR 5: SCRUMPTIOUS

NARRATOR 4: LUSCIOUS

ALL: **dream meal of carrot soup!**





One Rice Thousand Gold

From **Draw Dragon, Dot Eyes, and other Chinese fables**, published by Starfall

Find on Starfall.com: *I'm Reading!: Chinese Fables, "One Rice Thousand Gold"*

CAST OF CHARACTERS:

HAN-SHIN	READER 5
OLD WOMAN	READER 6
READER 1	ECHO READER 1
READER 2	ECHO READER 2
READER 3	ECHO READER 3
READER 4	ECHO READER 4

READER 1: In the history of China, there are important fables to tell.

READER 2: This Chinese fable teaches us a lesson about being kind to people in need.

READER 3: It all begins with Han-Shin, a very poor boy, who lived in a fishing village near a river in China.

READER 4: His family had nothing to eat.

ECHO READER 1: *Nothing to eat.*

ECHO READER 2: *Nothing to eat.*

READER 1: Every day, Han-Shin's family was hungry. So every day Han-Shin spent his days fishing on the riverbank.

READER 4: He sat and sat, but the fish did not bite.

ECHO READER 3: *No fish.*

ECHO READER 4: *No fish.*

READER 2: One day, some elderly women were washing clothes in the river. They noticed the young boy sitting on the riverbank and fishing patiently.

READER 5: One old woman looked at Han-Shin.

OLD WOMAN: "You look very hungry."

ECHO READER 1: *Very hungry.*

ECHO READER 2: *Very hungry.*

READER 6: The old woman walked over to Han-Shin.

OLD WOMAN: "Here is a bowl of rice for you. Eat it up."

ECHO READER 3: *Eat it up.*

ECHO READER 4: *Eat it up.*

READER 4: Han-Shin bowed down before the woman.

HAN-SHIN: “Thank you.”

READER 3: Every day, the old woman was generous and gave Han-Shin a bowl of rice.

OLD WOMAN: “Eat this so you can grow strong and find food for your family.”

HAN-SHIN: “You have been so very kind to me. Someday I will find a way to pay you back.”

READER 1: When Han-Shin grew up, he became a brave and kind man.

ECHO READER 1: *Brave and kind.*

ECHO READER 2: *Brave and kind.*

READER 2: He helped everyone who was in need, because Han-Shin remembered what it was like to need help.

READER 5: The people loved him so much that they made him king!

READER 1: Han-Shin and his family now had all the food they wanted. They had rice and fish flavored with spices and vegetables brought from far away.

READER 2: Han-Shin never forgot his promise to the old woman.

READER 6: He looked far and wide to find her.

READER 3: At last, Han-Shin found the generous old woman who had been so kind to him.

READER 5: He took her to his palace.

READER 4: Han-Shin bowed down before her.

HAN-SHIN: “I promised I would pay you back someday. You were generous to me when I was a

very hungry boy. I remember all of the days you gave me a bowl filled with rice. Here, this is a gift for you!"

READER 6: He gave the old woman a bowl filled with a thousand pieces of GOLD!

ECHO READER 3: *A bowl filled with gold.*

ECHO READER 4: *A bowl filled with gold.*

OLD WOMAN: "Thank you for the gold, but you've already paid me back by becoming a strong and kind man."

READER 1: This story was told all across the kingdom for generations. And even now in China, when someone says,

ALL: "**One rice thousand gold,**"

READER 2: it reminds us how important it is to be kind and generous.



The Turnip

From ***The Little Red Hen and other Folk Tales***,
published by Starfall

Find on Starfall.com: *I'm Reading!: Folk Tales, "The Turnip*

CAST OF CHARACTERS:

FARMER	NARRATOR 2
WIFE	NARRATOR 3
LITTLE GIRL	NARRATOR 4
BLACK DOG	NARRATOR 5
YELLOW CAT	NARRATOR 6
NARRATOR 1	NARRATOR 7

ALL: **A farmer planted a turnip.**

NARRATOR 3: The turnip got bigger and bigger.

NARRATOR 1: One day the farmer said,

FARMER: "I am going to pull up that big turnip."

NARRATOR 2: The farmer pulled the turnip.

NARRATOR 3: He pulled and pulled, but the turnip did not come up.

NARRATOR 1: The farmer called his wife. He said,

FARMER: "Please come here.
Help me pull up this turnip.
Hold on to me.
Pull when I pull."

NARRATOR 2: The farmer pulled the turnip.

NARRATOR 3: The wife pulled the farmer.

NARRATOR 2,

NARRATOR 3:

They pulled and pulled,
but the turnip did not come up.

NARRATOR 1: The wife called a little girl.
She said,

WIFE: “Please come here, little girl.
Help us pull up this turnip.
Hold on to me.
Pull when I pull.”

NARRATOR 2: The farmer pulled the turnip.

NARRATOR 3: The wife pulled the farmer.

NARRATOR 4: The little girl pulled the wife.

NARRATOR 2,

NARRATOR 3,

NARRATOR 4:

They pulled and pulled,
but the turnip did not come up.

NARRATOR 1: The little girl called a
black dog. She said,

LITTLE GIRL: “Please come here, black dog.
Help us pull up this turnip.
Hold on to me.
Pull when I pull.”

NARRATOR 2: The farmer pulled the turnip.

NARRATOR 3: The wife pulled the farmer.

NARRATOR 4: The little girl pulled the wife.

NARRATOR 5: The black dog pulled
the little girl.

NARRATOR 2,
NARRATOR 3,
NARRATOR 4,
NARRATOR 5:

They pulled and pulled,
but the turnip did not come up.

NARRATOR 1: The black dog called a
yellow cat. He said,

BLACK DOG: “Please come here, yellow cat.
Help us pull up this turnip.
Hold on to me.
Pull when I pull.”

NARRATOR 2: The farmer pulled the turnip.

NARRATOR 3: The wife pulled the farmer.

NARRATOR 4: The little girl pulled the wife.

NARRATOR 5: The black dog pulled the little girl.

NARRATOR 6: The yellow cat pulled the black dog.

NARRATOR 2,

NARRATOR 3,

NARRATOR 4,

NARRATOR 5,

NARRATOR 6:

They pulled and pulled,
but the turnip did not come up.

NARRATOR 1: The yellow cat called a brown mouse. She said,

YELLOW CAT: “Please come here,
brown mouse.
Help us pull up this turnip.
Hold on to me.
Pull when I pull.”

NARRATOR 2: The farmer pulled the turnip.

NARRATOR 3: The wife pulled the farmer.

NARRATOR 4: The little girl pulled the wife.

NARRATOR 5: The black dog pulled the little girl.

NARRATOR 6: The yellow cat pulled the black dog.

NARRATOR 7: The brown mouse pulled the yellow cat.

NARRATOR 2,

NARRATOR 3,

NARRATOR 4,

NARRATOR 5,

NARRATOR 6,

NARRATOR 7:

They pulled and pulled and pulled.

ALL: **And up came the turnip!**

