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Scripts For Schools
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The Book Report

A Choral Reading/Readers
Theater Script
About The
Basic Sections of a Book Report

By Lois Walker

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NOTE: The script is formatted for 2 SOLO READERS (One is a narrator and the other plays the role of the "teacher". Some teachers like to read that role themselves, and that works too). It is also formatted for ALL GIRLS, ALL BOYS, ALL, and 6 additional SOLO READERS who read the prose lines during the actual book report section of the script. The script is very flexible and allows a director to use as few or as many readers as required by dividing the reading parts between all available readers. If the class is small, double up on solo parts. If the class is large, everyone can be included in the ALL GIRL, ALL BOY, ALL lines.

ESTABLISHING THE RHYTHM

To find the proper rhythm for this choral piece, first read-aloud and clap through the sections as you go. Each underlined word or word part falls directly on a beat. As you read, clap on each underlined word, keeping the rhythm steady. Be careful not to read too fast! This is a rehearsal technique and readers will not clap throughout these sections during performance. After you have established the beat, it is time to start interpreting, experimenting, and having fun with the words by varying tempo, volume, inflection, and expression.

SOLO READER 1: One day our teacher said,

SOLO READER 2/TEACHER: It's time to do a book report!

SOLO READER 1: And we said,

ALL: A book report? What kind, what sort?

ALL GIRLS: Will this report be long or short?

- ALL BOYS: We think we're going to need support,
- ALL: If we're to do a book report.
- SOLO READER 1: And then our teacher said,
- SOLO READER 2/TEACHER: You're right!
And class, since you are all so bright,
I'll show you something new to you.
It's called a story overview."
- SOLO READER 1: And then she said,
- SOLO READER 2/TEACHER: A book report is made of sections,
So listen, follow these directions:
- ALL GIRLS: Just recite this little verse
It won't take long, and it could be worse.
- ALL BOYS: First write the title - the story's name,
The author who wrote it - and do the same.
- ALL GIRLS: Where did the story happen? (The setting, you know).
Write that place and you're ready to go!
- ALL CHORUS: Title, author, setting! We can do it!
Title, author, setting! There's nothing to it!
We'll recite this little verse.
It won't take long, and it could be worse.

SOLO READER 2/TEACHER: Now, main characters! Who's the story about?
A pig and a prince, or a sad sea trout?

ALL GIRLS: And what are their problems, the events, and
confusion?

ALL BOYS: Then how did it end in the final conclusion?

ALL GIRLS: Characters, events! We can do it!
Final conclusion! There's nothing to it!

ALL BOYS: We'll recite this little verse.
It won't take long, and it could be worse.

READER 2/TEACHER: Good class! Let's try it one more time
Recite that verse, each line and rhyme:

ALL: First write the title - the story's name.
The author who wrote it - and do the same.
Where did the story happen? - (The setting,
you know).
Write that place and you're ready to go!

Main characters! Who's the story about?
A pig and a prince, or a sad sea trout?
And what are their problems, the events, and
confusion?
Then how did it end in the final conclusion?

READERS 1: Now, we have followed all directions,
Recited all the proper sections.

READER 2/TEACHER: So, it's time to move ahead,
And try that verse with a book we've read.

(NOTE): *The following SOLO READER LINES will be supplied by your students and pertain to a book the class has recently read. These lines will be in prose and do not need to rhyme.*

ALL GIRLS: First write the title - the story's name.

ALL: TITLE!

(Insert text below. Name of a story or book read by the class):

SOLO READER: _____

ALL BOYS: The author who wrote it – and do the same.

ALL: AUTHOR!

(Author of that book):

SOLO READER: _____

ALL GIRLS: Where did the story happen? (The setting, you know).

ALL: SETTING!