

## **VOCABULARY LIST**

explanation	n.	to make plain
manners	n.	conduct; mode of social behaviour
pokey; slang	n.	jail
scat	v.	to go away, depart
fearsome	adj.	causing tears, alarming

## **FOCUS AND FOLDERS**

Ask your readers to speak directly to the audience, not to each other. This is called "storyteller focus." Readers will focus upon the audience just as a storyteller focuses upon the listeners. (It is sometimes helpful for readers to focus eyes slightly above heads of audience members.)

Place cast scripts in colorful folders. (Ring binders allow for smooth and easy page turning.) Place folders in front of or on chairs and on music stand before reading begins. Readers should hold folders at chest level and away from their bodies so that listeners can see facial expressions and hear clearly.

## **MOVEMENT AND ACTION**

This Teacher Script version of "Who Said That?" includes movement and action directions which may be used if preparing readers for a more formal, elaborate performance of the story. These directions appear only in the Teacher Script. Disregard directions, if you have chosen a more simplified readers approach.

## **COLOR-ME POSTER, PERFORMANCE PROGRAM COVER, THEATRE TICKET**

Included in this package are black and white drawings which are meant to be colored by your students.

Duplicate the Color-Me Poster and ask each student to color it in any way he or she might like. The posters may also be used as publicity posters which can be posted around your school or library to publicize a reading performance of the story.

The program cover is also designed to help you when planning a reading performance for an audience. Simply duplicate the program cover, copying as many as your audience will need. Fold duplicated sheets into program shape, and ask students to fill insides with the important details (cast list and reader names, synopsis of the story, director, etc.). Students may also color the front of each program. As audience members enter the room before the performance, ask student ushers to hand each a program.

If time allows, also duplicate the special theatre tickets and ask your students to color them. Cut out each ticket and make the tickets available to audience members a few days before the performance. Again, ask student ushers to collect the tickets as audience enters.

### **ENTRANCES**

(Entrances may be made from separate sides of the performing area or one side only, depending on the physical area you are using. Readers may also enter from the back of the room, through the listeners, if desired. All readers enter directly to their places unless otherwise noted.)

"Left" and "Right" directions correspond with your view of the diagram on previous page.

READERS 1 and 2 walk in from the right at the same time READERS 7 and 8 walk in from the left. They pass each other in the center of the performing area and take their places.

READER 1 sits on high stool. READERS 2, 7, and 8 stand at music stands.

READERS 3, 4, 5, and 6 run in at the same time from the same direction and take their seats. The reading begins.

(READER 4 STANDS).

**READER 8:** The strangest thing happened to Stanley last April. In fact, it was so odd I fear you won't believe the story even after you've heard it.

(READER 4 TURNS BACK TO LISTENERS).

**READER 2:** All we ask is that you keep an open mind. Who knows, it might happen to you someday.

**READER 1:** The first of April was a beautiful day. It was bright and sunny. Stanley didn't have anything special to do, so he went down to the stream.

(READER 4 FACES LISTENERS).

**READER 7:** He loved it there. The water ran fast and made a gurgling noise as it passed. There was an old apple tree beside the stream just right for climbing and a big rock at the water's edge.

(READER 4 SITS).

**READER 1:** Stanley was sitting under the apple tree without a care in the world.

**4/STANLEY:** I think I'll whittle a nice sharp point on that stick.

**READER 2:** He reached in his pocket and pulled out his penknife. The blade glittered in the sunlight. Then he picked up the stick and was just about to make the first cut when he heard:

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**READER 1:** "DON'T!"

**4/STANLEY:** Who said that?

**READER 8:** Stanley looked around to see who had called out to him, but no one was there.

**4/STANLEY:** The wind in the branches must be playing tricks on my ears.

**READER 7:** Satisfied with this explanation, he again started to make a cut in the stick.

**READER 1:** Just then an apple fell off the tree and hit Stanley smack-dab on top of the head.

**4/STANLEY:** Ow!

(READER 4 STANDS, QUICKLY).

**READER 2:** "Didn't you hear the stick say, 'Don't'?"

**READER 8:** The apple was talking!

**4/STANLEY:** Wait a minute. What's going on?

**READER 2:** Because he was confused and a little worried, Stanley picked up the apple and threw it at the big rock. It hit with such force it splattered all over the place.

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**READER 7:** "Just who do you think is going to clean up this mess?"

**READER 2:** said the rock. Stanley was more than a little worried now.

**READER 8:** "You should watch your manners."

**READER 2:** Stanley whirled around and couldn't believe his eyes. A fish in the stream had poked its head out of the water and was talking to him!

**READER 7:** This was too much. Stanley was definitely scared now. He started running like he had never run before. He made it to the road and headed for town. Soon he met Sally riding along on her bicycle.

(READER 3 STANDS).

**3/SALLY:** What's the hurry, Stanley?

**4/STANLEY:** What's the hurry? I'll tell you what's the hurry! The stick I was about to whittle said, "Don't." And then an apple hit me on the head and said, "Didn't you hear the stick?" And then I threw the apple at the big rock, and the rock said, "Just who do you think is going to clean up this mess?" And then a fish in the stream said, "You should watch your manners."

**3/SALLY:** Is that all? I think you fell asleep and had a dream. There's no reason to be afraid.

**READER 2:** "The fish was right,"

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**READER 7:** said Sally's bicycle.

**READERS 3,4:** Oh, no!

**READER 8:** shouted Stanley and Sally. She jumped off her bike and started to run with Stanley.

**READER 1:** They ran and ran until they met Alex walking with his dog.

(READER 5 STANDS).

**5/ALEX:** Slow down. I want to tell you a joke.

**3/SALLY:** We don't have time.

**5/ALEX:** Why not?

**4/STANLEY:** Because I was down by the stream and the stick I was about to whittle said, "Don't." And then an apple fell on my head and said, "Didn't you hear the stick?" And then I threw the apple at the big rock, and the rock said, "Who do you think is going to clean up this mess?" And then a fish in the stream said, "You should watch your manners."

**3/SALLY:** And then he met me on the road, and I said I thought it was only a dream. Then my bicycle said, "The fish was right."

**READER 2:** Alex looked at them and shook his head.

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**5/ALEX:** I think you've both been out in the sun too long.

**READER 1:** "You've been out in the sun as long as they have,"

**READER 8:** said Alex's dog.

**READERS 3,4,5:** Yikes!

**READER 7:** screamed Alex, Sally, and Stanley. The three of them tore down the road as fast as their legs would carry them.

**READER 2:** They ran to the edge of town where they met Ginny. She was on her way to the tennis courts.

(READER 6 STANDS).

**6/GINNY:** Hello! Why are you running? Has the circus come to town?

**5/ALEX:** No! We're running away from something.

**6/GINNY:** What would that be?

**4/STANLEY:** Well, I was down by the stream and the stick I was about to whittle said, "Don't." And then an apple fell on my head and said, "Didn't you hear the stick?" And then I threw the apple at the big rock, and the rock said, "Who do you think is going to clean up this mess?" And then a fish in the stream said, "You should watch your manners."