

ThreeWishes



presented by:

(Ticket): ↘
(program Govern): ↗



ThreeWishes

admission
presented by:

VOCABULARY LIST

- handyman: n. one skilled at performing odd jobs
- loaves: n. plural of loaf. A rounded mass of bread baked in a single piece
- pantry: n. a room or closet for provisions, dishes, table linen etc.
- budge: v. to move or stir slightly

CONSIDERATIONS

The purpose of the stools is to elevate those readers to a comparable height with the standing readers. If stools are too high for students to easily get up and down from, place low boxes or platform in front of stools.

If stools are unavailable, chairs may be used. It would be helpful if the chairs were on some type of low elevation so READERS 2, 3, and 4 are not dwarfed when they speak from a sitting position.

HOW TO "BOINK": READER 5 should extend left arm straight out with elbow locked and hand formed in a loose fist. When actual "boink" occurs, it should be a light tap directly to the top of READER 6's head.

The "boink" is meant to be a comic aside, not a real hit. The interactions between READERS 5 and 6 should be done quickly so they do not stop the flow of the story.

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 "Three Wishes" 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.)

(READERS 1, 5, and 6 stand throughout presentation.)

READERS 3 and 4 enter together and sit on stools.

READER 2 enters walking slowly in a stooped posture.

While READER 2 is making her/his way to her/his place, READERS 1 and 5 enter from opposite sides.

The instant everyone else is seated, READER 6 bounds in. READER 6 is the "imp" of the piece, so if she/he can perform a quick somersault center stage on way to music stand, all the better.

All READERS open folders. The reading begins.

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READER 1: Has anyone here ever made a wish?

(READER 1 PAUSES AND LOOKS AT THE LISTENERS. AS THEY RESPOND, READER 1 ACKNOWLEDGES THEM WITH A NOD AND CONTINUES).

I thought so.

READER 2: We make wishes all the time, but did you ever stop to think what would happen if they all came true?

READER 5: Lotta Goodhope and her husband Andy never thought about such things. Let us tell you what happened to them.

(READER 6 LOOKS STRAIGHT AT LISTENERS).

READER 6: Uh oh.

(READERS 5 AND 6 SPEAK DIRECTLY TO EACH OTHER).

READER 5: What?

READER 6: Do you think we should?

READER 5: Sure. Why not?

READER 6: I don't think they'll believe us.

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READER 5: Of course they will. Trust me.

(READER 5 EMPHASIZES THE WORD "TRUST". READER 6 SHIFTS HIS/HER GAZE FROM READER 5 TO THE LISTENERS).

READER 6: Uh oh.

(READER 5 "BOINKS" READER 6 ON THE HEAD).

READER 2: Lotta and Andy lived in a crooked, little cottage at the edge of the forest.

READER 1: To look at the cottage, you might think it would fall down at any moment, but they had lived there for twenty years, so it must have been stronger than it looked.

READER 4: Andy was a handyman. He did whatever kind of work there was to do. If your kettle had a hole in it, Andy would plug it up. If you had wood to be cut, he would chop it.

READER 2: On Saturdays Lotta baked bread to sell. She would wrap the loaves in a red and white tablecloth and carry them to town.

READER 1: She always sold all the bread, but her oven was small. She couldn't bake more than eight loaves and still have time to get to the town square while the bread was hot and fresh.

READER 5: This was how they made their living. It wasn't a grand living at all.

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READER 6: It seemed there was never quite enough of anything. They didn't go to bed hungry, but they didn't have enough for seconds at supper, either.

READER 4: One day Andy was in town digging a hole for the new flagpole while Lotta was at home mending socks.

(READER 3 STANDS).

READER 5: Suddenly, there was a knock at the door.

(READER 6 KNOCKS ON MUSIC STAND THREE TIMES).

READER 1: When Lotta opened the door,

(READER 3 MIMES OPENING AN IMAGINARY DOOR BETWEEN HERSELF AND READER 2 AS READER 2 STANDS WITH BENT POSTURE).

she wasn't sure what she saw. She thought it was a black blob.

READER 6: Uh oh.

(READER 6 QUICKLY PUTS OPEN FOLDER ON TOP OF HEAD TO WARD OFF POSSIBLE HIT FROM READER 5, BUT READER 5 ONLY GLARES, DOES NOT HIT).

READER 1: Then she saw it was a woman, a very old woman.

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READER 5: The woman was so bent and gnarled she wasn't much taller than a child. She was wrapped in a black cloak.

2/OLD WOMAN: Good morning, Mrs. Goodhope.

3/LOTTA: How do you know my name? I've never seen you before.

2/OLD WOMAN: You're right. You don't know me at all, but I have broken my walking stick and need to cut a new one. May I borrow your axe?

(READER 6 HOLDS UP HAND TO STOP ACTION DIALOGUE, THEN SPEAKS TO LISTENERS).

READER 6: We should tell you that Lotta and Andy were people who kept pretty much to themselves. They weren't mean, just slow to warm to strangers. So Lotta said:

(READER 6 LOWERS HAND TO PERMIT ACTION DIALOGUE TO CONTINUE).

3/LOTTA: I don't think Andy would want me to give his axe to a stranger.

2/OLD WOMAN: That may be true, but I am in great need. I cannot walk well without my stick. Trust me. I know lots of things. A lotta things about Lotta, you might say.

(READER 2 CACKLES. READER 3 CRINGES SLIGHTLY).