



Herb and Lois Walker's

SCRIPTS FOR SCHOOLS

Home Sweet Home, Sweet Habitat!

A Readers Theater Script
Introducing or Reinforcing
Five Important
Scientific/Environmental Terms

By Lois Walker

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Five important Scientific/Environmental terms:

**HABITAT, ADAPTATION, PROPAGATION/POLLINATION,
ENDANGERED SPECIES, FOOD CHAIN**

VOCABULARY

- **What is Habitat?** A habitat is the ecosystem a species needs to live in. (Examples: a swamp, rainforest, woodland, bog, desert, etc.).
- **What is Adaptation? (*To Adapt*)** Adjusting to a changing ecosystem or environment.
- **What is Propagation? (*To Propagate*)** The act of producing offspring or multiplying. The act of reproduction, having babies, or bearing offspring.
- **What is Procreate (*To Procreate*)** To have offspring or young.
- **What is Pollination? (*To Pollinate*)** The transfer of pollen from the stamen of a flower to the pistil of a flower, resulting in the formation of a seed. The seed takes root, grows, and becomes a new offspring of the plant.
- **What is an Endangered Species?** An endangered species is a group of animals or plants that are shrinking in numbers and may soon disappear from our earth.
- **What is a Food Chain?** A sequence of organisms in a community in which each member of the chain feeds on the member below it. (Example: A rabbit eats the grass to stay alive, and the fox eats the rabbit to stay alive.
- **Derange (*To derange*)** to disturb the normal way in which something works.

NOTE: Before performing this script, you might ask your readers to research and choose one endangered species and then dedicate the performance to that particular species. Each reader needs to understand what type of habitat the species calls *home*, how the species propagates (or pollinates), why the species has become endangered, and where the species fits in the food chain.

At the beginning of the performance, the readers will announce the name of the species they have chosen and ask the audience to think about that species as the script is being performed. After the reading, the readers will answer questions from the audience about that particular species and discuss how it fits within the framework of the poem.

ESTABLISHING THE RHYTHM

To find the proper rhythm for this 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.

This script has been formatted for **5 SOLO READERS, ALL MALE VOICES, ALL FEMALE VOICES, and ALL.**

READER 1: Home, sweet home...

ALL FEMALE VOICES: Sweet **habitat**.

ALL: It's where I live
It's where *I'm at*!

READER 2: And if it changes,
Or shifts location,

READER 3: Will I take part in **adaptation**?

READER 4: Still **propagate**, still **pollinate**?
Or will I just await my fate?

READER 5: This unknown fate, this
"rearranger"
Could throw my species into
danger.

READER 1: And if my **species** disappears
The consequences, quite severe...

READER 2: Will interrupt and put a strain
On the all-important great **food**
chain.

READER 3: Then nature's balance comes
undone,
And the end affects most
everyone.

READER 4: So please preserve my **habitat**.

READER 5: It's something we can all combat.

READER 1: Home, sweet home

ALL MALE VOICES: Sweet **habitat**.

ALL: It's where I live
It's where *I'm at!*

READER 1: Home, sweet home...

ALL FEMALE VOICES: Sweet **habitat**.

ALL: It's where we live
It's where *we're at!*

READER 2: If it's destroyed,
And we are trapped,

READER 3: Will we survive, will we **adapt?**