

I-125 WITCH WILLOW AND THE WITCH'S BREW

By Lois Walker

A Participation Tale to Perform for the Primary Grades

READERS:

This script has been loosely formatted so that you may involve as many readers as you desire. As you will see below, only the first 4 **READER** lines are numbered. After that, the lines are left blank so that you may pencil in as many more numbers as you have readers. Try to divide up the lines as evenly as possible. If possible, the *same* reader should read the "Cue line" each time it is read aloud.

Because all readers are also included in the repetitive **ALL READER** lines, no reader should have to wait long between speaking lines.

READER POSITIONS, PROPS, INGREDIENTS, GIFT BAGS:

Place a big cooking pot in the center of your performance area and arrange your readers behind and to the sides of the pot. Behind the pot (and away from the audience's view) arrange measuring cups containing ingredients for your witch's brew (trail mix). (Your volunteers will add these ingredients to the pot during the performance). Small gift bags containing the same trail mix and decorated with festive ribbon can be hidden somewhere off to the side. Once the performance is over, the gift bags will be handed out to all your audience members.

READER 1: This is a story called "Witch Willow and the Witch's Brew".
Get ready! The story is about to begin.

READER 2: And pay attention, please. We're going to need your help
with a witch's brew recipe.

READER 3: This is what we need you to do: Whenever one of us says
the words -
(Cue line):

READER 4: "Witch Willow waved her magic wand to cast a spell on her cooking pot. Then she said..."

READER 3: We want the audience to say these words along with these hand motions...

ALL

READERS: **Bubble, bubble in the pot.** (Each reader mimes waving wand as line is spoken)

No! (Each reader throws both hands up in the air on the word "no")

There's something I forgot! (Each reader mimes hitting him/herself on the forehead on the word "I").

(Rehearse the audience using the cue line, this little verse, and hand motions a couple of times, then start the story).

READER Great! You've got it. Now we can start the story.

READER It's always best to begin a story at the beginning. That works especially well today, because – this story is about a witch who was a *beginner* herself!

READER Willow was just a *beginning* witch. That means she wasn't a *real* witch - yet.

READER She was in first grade at Broomwitch School and, before she could become a real witch, she had to pass her final exam!

READER That's right. When Willow passed the exam, she would finally be a *real* witch.

READER But - just like in any good story - there was a *problem!*

READER Willow's exam was a "Witches Brew" exam and her worst subject was cooking!

READER Willow had a very bad memory and she just couldn't remember what ingredients she was supposed to put in the pot.

READER Now, if you know anything about cooking, you know this is a very *big problem*.

(Cue line):

READER And every time Witch Willow waved her magic wand to cast a spell on her cooking pot, she said...

ALL: **Bubble, bubble in the pot.** (Readers and audience members mime waving wand)

No! (Readers and audience members throw both hands up in the air on the word "no")

There's something I forgot! (Readers and audience members mime hitting themselves on the forehead on the word "I").

READER And indeed she did! She always forgot something.

READER Well, "Halloween" (or "Exam Day") finally arrived and Willow marched into Broomwitch School to take her final exam. She was given a large cooking pot, a magic wand, and a list of ingredients to put into the pot.

READER Then she was left alone.

READER Willow was nervous. She tapped the pot with her wand. It seemed like a good sturdy pot and this made her feel a little better.

READER Then she checked the list. The instructions said:

READER "Here is your list of ingredients. *First*, read this list and remember each ingredient. *Second*, throw this list into the pot. *Third*, place all the ingredients in the pot and mix to complete your witch's brew. No peeking at the list - no cheating! Good luck."

(Reader shows the audience a colorful list – decorated with witch stickers, etc. – and reads the following):

READER Here is the list of ingredients:

½ cup LIVE BEETLES

1 LIVE GOLDFISH

½ cup BONE CHIPS FROM A SKELETON

½ cup WIGGLY, SQUIGGLY, SLIMY, SQUIRMY WORMS

½ cup GOOGLY GREMLIN EYES

½ cup BABY GHOST NOSES (or GHOST POO)

READER "Oh, no!" cried Willow. "I'm confused already. I'll never remember what to put in that pot."

READER But Willow followed the instructions. She read the list, then she threw the list into the pot.

(Reader asks someone from the audience to come forward and throw the list into the pot. As the volunteer does this, the next reader says):

(Cue line):

READER Witch Willow waved her magic wand to cast a spell on her cooking pot. Then she said...

ALL: Bubble, bubble in the pot. (Readers and audience members mime waving wand)

No! (Readers and audience members throw both hands up in the air on the word "no")

There's something I forgot! (Readers and audience members mime hitting themselves on the forehead on the word "I").

(Volunteer is thanked and goes back to place in audience).

READER And, of course, she *had* forgotten everything. Oh dear! Can anyone here help her? Does anyone remember any of the ingredients on that list?

(Audience members participate by calling out any ingredients they remember. Next reader continues when he/she hears "beetles").

READER I heard someone say beetles. Yes, that's one of the ingredients. Yuck!

READER Well, Willow searched around the classroom to see if she could find any bugs hiding in the corners or under a desk. There wasn't a live beetle to be found anywhere.

READER Willow knew she would have to think of something else to put into the pot. She needed something that looked a bit like a beetle, something round and soft on the inside but crunchy on the outside...

READER And something that might taste a bit better than a beetle. What could Willow use as a substitute?

(Audience members call out suggestions. M&M's, raisins, almonds, etc. Readers, however, already know what ingredient is being substituted and make the final decision).

READER Wow! What a great idea. Let's use _____ in place of the live beetles.

(Ask someone from the audience to come forward and throw the new ingredients into the pot. (M&M's or raisins?). As the volunteer does this, storyteller says):

(Cue line):

READER Witch Willow waved her magic wand to cast a spell on her cooking pot. Then she said..