

(READER 3 DRAWS SHAPE "H" AS SHOWN AT THE BACK OF THIS TEACHER SCRIPT. WHEN DRAWING IS COMPLETED, READER 3 SAYS):

READER 3: There's where they chased.

READER 2: But you can bet,

READER 1: This Easter surprise isn't

ALL: O - VER YET!

(READER 3 RETURNS TO SEAT AND SITS. READER 2 WALKS TO MUSIC STAND AND WAITS FOR DRAWING CUE. WHEN READER 3 IS SEATED AND READY, THE READING CONTINUES).

READER 1: Then fat clowns, skinny clowns
Tall ones too,
Ran every which way
Chasing who knows who?

(READER 2 DRAWS SHAPE "I" AS SHOWN AT THE BACK OF THIS TEACHER SCRIPT. WHEN DRAWING IS COMPLETED, READER 2 SAYS):

READER 2: There's how they ran.

Page 8/ Teacher Script/ EASTER DRAW AND READ, INTERMEDIATE

READER 3: But you can bet,

READER 4: This Easter surprise isn't

ALL: Q - VER YET!

(READER 2 RETURNS TO SEAT AND SITS. READER 1 WALKS TO MUSIC STAND AND WAITS FOR DRAWING CUE. WHEN READER 2 IS SEATED AND READY, THE READING CONTINUES).

READER 2: Next the flying acrobats
And the trampoline pair
Stood ready and waiting
To perform in the air.

(READER 1 DRAWS SHAPE "J" AS SHOWN AT THE BACK OF THIS TEACHER SCRIPT. WHEN DRAWING IS COMPLETED, READER 1 SAYS):

READER 1: There's where they stood.

READER 3: But you can bet,

READER 4: This Easter surprise isn't

ALL: Q - VER YET!

(READER 1 RETURNS TO SEAT AND SITS. READER 4 WALKS TO MUSIC STAND AND WAITS FOR DRAWING CUE. WHEN READER 1 IS SEATED AND READY, THE READING CONTINUES).

READER 3: When the music began
They pushed off with their feet.
Moving up, down, up, down,
To the music beat.

(READER 4 DRAWS SHAPE "K" AS SHOWN AT THE BACK OF THIS TEACHER SCRIPT. WHEN DRAWING IS COMPLETED, READER 4 SAYS):

READER 4: There's how they moved.

READER 2: But you can bet,

READER 1: This Easter surprise isn't

ALL: Q - VER YET!

(READER 4 RETURNS TO SEAT AND SITS. READER 1 WALKS TO MUSIC STAND AND WAITS FOR DRAWING CUE. WHEN READER 4 IS SEATED AND READY, THE READING CONTINUES).

READER 4: And when the show was over,
Everyone knew
The special guest star was
You know who!

(READER 1 DRAWS "L" SHAPE AS SHOWN AT THE BACK OF THIS TEACHER SCRIPT. WHEN DRAWING IS COMPLETED, READER 1 SAYS).

READER 1: There's who it is.

(READER 2 STANDS).

READER 2: But you can bet,

READER 3: This Easter surprise isn't

(READER 4 STANDS).

ALL: O - VER YET!

(READER 1 RETURNS TO SEAT. READER 3 WAITS FOR DRAWING CUE).

READER 4: For the drawing's not finished
And the tale not through,

Page 11/ Teacher Script/ EASTER DRAW AND READ, INTERMEDIATE

READER 1: 'til the end of the star
Shows another tail in view.

(READER 3 DRAWS SHAPE "M" AS SHOWN AT THE BACK OF THIS TEACHER SCRIPT. WHEN DRAWING IS COMPLETED, READER 3 SAYS):

READER 3: There is the tail,
And a fluffy one too.

READER 2: So it's time to say

ALL: HAPPY EASTER TO YOU!

THE END

EASTER DRAW AND READ, INTERMEDIATE
SPRINGBOARDS TO LANGUAGE DEVELOPMENT

"Everyone needs to talk - to hear and to play with language, to exercise the mind and emotions and tongue together. Out of this spirited speech can come meaningful, flavourful language, worth the time and effort of writing and rewriting, phrasing, rehearsing, and reading aloud."

Source: Wolsch, R.A. and Wolsch, L.A.C. From speaking to writing to reading: Relating the arts of communication. New York, Columbia University Teachers College. Used to introduce SECTION 6: Sharing Stories, Poems and Songs. Enhancing and Evaluating Oral Communication in the Primary Grades. Student Assessment Branch, Ministry of Education, Province of British Columbia, Canada, January, 1988.

Easter Draw and Read

Sources: "Easter Draw and Read" is an original story by Lois Walker.

Notes: In this TAKE PART Read-Aloud Story Script, Lois Walker has created a delightful seasonal treat. Of particular interest is the use of the story poem form, employing rhyme and repetition to build toward the exciting conclusion—the appearance of the Easter Bunny who materializes as the Special Guest Star of the circus.

CONCERT OR ASSEMBLY PROGRAM: This story is a natural for performance in front of a large audience. Drawings can be done on the overhead projector as readers move to the microphone and take turns reading the poem. If an overhead is not available, make visual aids by drawing the simple shapes on large poster boards. As the reading progresses, place one board drawing in front of the last until we see the final Easter Bunny. Take the same approach for a smaller audience where no microphone will be needed.

RETELLING: After a classroom reading of "Easter Draw and Read," ask boys and girls to retell this story (or special parts of the story) using drawings and words. Suggest that the children not only draw the simple rabbit and mouse shapes which accompany the story, but also illustrate the circus, clowns, etc. Ask children to share their special versions with the whole class, or in small cooperative groups. Display these illustrated retellings on the bulletin board with a small audience where no microphones will be needed.

After a classroom reading of "Easter Draw and Read," ask students to return to their desks and retell the story in written form. They may do this as individuals, or in cooperative groups. Encourage writers to experiment and create their own unique versions of the tale. For example, a writer might,

- (a) retell the story from the Easter Bunny's point of view.
- (b) retell the story from the clowns' point of view.

- (c) retell the story as a radio script, complete with new dialogue, sound effects, music cues, and commercials.
- (d) retell the story as a puppet play script. Write dialogue and narration, plan sets, puppet movements, and other effects.
- (e) retell the story for your local newspaper. Write descriptive headlines such as: CIRCUS STAR SURPRISES ALL or EASTER CIRCUS MYSTERY SOLVED. Then write the news story to fit the headline.
- (f) retell the story in short form for a t.v. news report.
- (g) retell the story in a simple form for younger children. Turn this retelling into a picture book by illustrating the text.
- (h) retell the story by turning it into a folk song. Write a chorus which will be repeated regularly throughout the song, then surround the chorus with your version of the plot in rhyme.
- (i) retell the whole story in poem form or retell parts of the story.
- (j) retell the story as though the action has been witnessed by aliens from another planet.

When all written retellings are ready, ask authors, poets, song and script writers to illustrate, publish, and display their works. Some of the works can then be prepared for video taping, recording, or performance.

STORYTELLING: Ask volunteer storytellers of different reading levels to prepare "Easter Draw and Read" for oral presentation. Remind students to capture the essence of the tale, rather than memorizing lines from the story script version. This version features poetry, rhythm, and rhyme, but the tale can be told in many different ways. The story should be told in each teller's own words.

Encourage practice sessions with a listening partner, a tape recorder, or independently. Later, ask tellers to tell their stories to the class or to smaller groups from within the class. After tellers gain confidence through repeated practice and tellings, send them off to share their stories with other classes.

DRAMATIZING: Try some collaborative retelling by asking a group of students to dramatize "Easter Draw and Read" in its own way. (Any mixture of ages and reading levels can be involved in the dramatization).

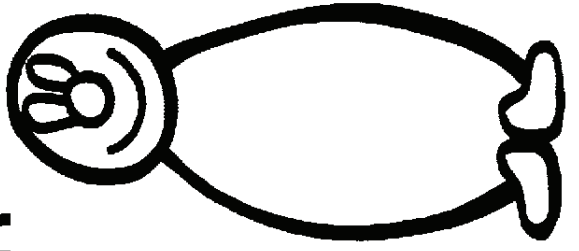
Participants may assign roles and re-enact the tale by either acting the parts themselves, or portraying part or all of the characters through puppets, cardboard cut-outs, stuffed animals, or toys. Costume pieces, props, or masks might be used. Remind students that, unlike the reading script version, gesture, action, and theatrical staging will be needed to make the dramatization come alive!

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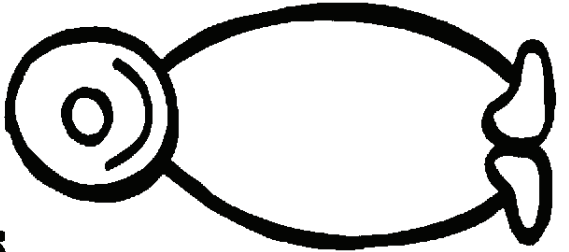
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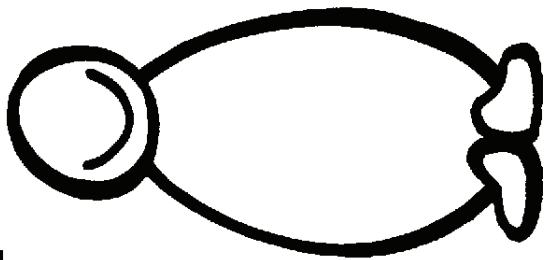
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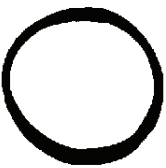
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