

HERB and LOIS WALKER'S



TAKE PART!™
Read Aloud Scripts

THANKSGIVING SURPRISE

TEACHER'S SCRIPT

BY

LOIS WALKER

READING LEVEL: ALL INTERMEDIATE

A THANKSGIVING SURPRISE, INTERMEDIATE

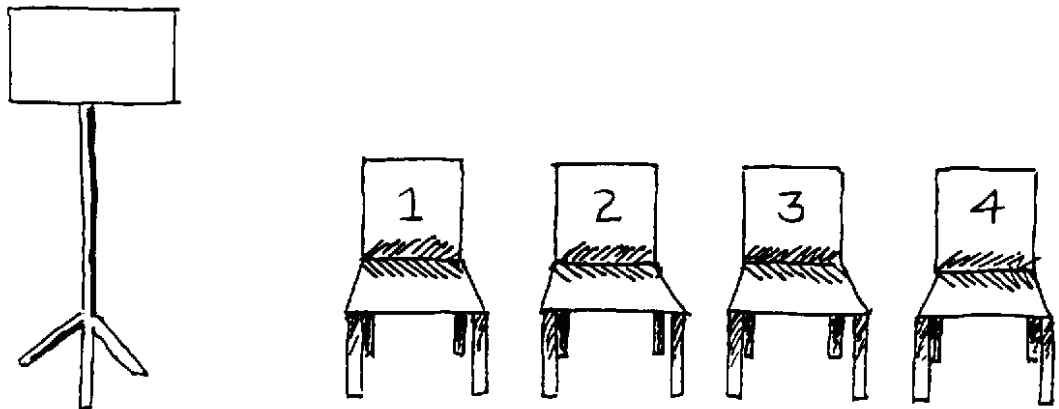
CAST OF FOUR

READER 1

READER 2

READER 3

READER 4



Arrange music stand and four stools or chairs, as shown. Readers may also sit on floor, if desired.



Color-me poster: —



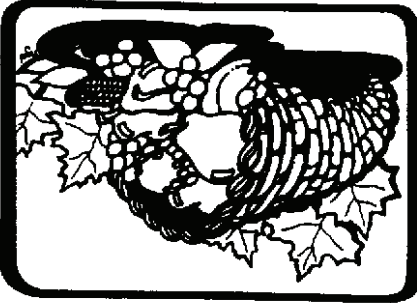
a thanksgiving
surprise



presented by:



(ticket): ↘
(program cover): ↗



a thanksgiving
surprise

admission
presented by:



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 "A Thanksgiving Surprise" 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 simpler 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

No formal entrances are required for this script. Simply ask readers to enter from anywhere in the room and sit in proper positions. Drawing can be done on a drawing pad which has been set upon music stand, OR on a blackboard which is located behind and above seated readers OR on a display pad which has been propped against one of your reader's legs.

(READER 1 STANDS AND TURNS TO FIRST PAGE OF SCRIPT. READER 2 WALKS TO MUSIC STAND AND STANDS TO ONE SIDE, WAITING FOR DRAWING CUE).

READER 1: A poor hungry man,
His wife, and a mouse,
All lived together
In a round sod house.

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

READER 2: Here is the house.

READER 3: Round as can be.

READER 4: But there's more to this story
Than the

ALL: EYE CAN SEE!

(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).

Page 2/ Teacher Script/ A THANKSGIVING SURPRISE, INTERMEDIATE

READER 2: The man and the woman
Didn't know the mouse was there.
It lived in the stuffing
Of an old round chair.

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

READER 1: Here is the chair.

READER 3: Comfy as can be.

READER 4: But there's more to this story
Than the

ALL: EYE CAN SEE!

(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: A large pond of water
At the house's side
Was round as a ball,
Deep, cool, and wide.

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

READER 4: Here is the pond,

READER 2: Cool as can be

READER 1: But there's more to this story
Than the

ALL: EYE CAN SEE!

(READER 4 RETURNS TO SEAT AND SITS. READER 3 WALKS TO MUSIC STAND AND WAITS FOR DRAWING CUE. WHEN READER 4 IS SEATED AND READY, THE READING CONTINUES).

READER 4: Near the pond,
Camping tents for two
Gave campers from the city
Something to do.

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

READER 3: Here are the tents.

READER 1: Ready as can be.

READER 2: But there's more to this story
Than the

ALL: EYE CAN SEE!

(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: To get to the pond,
One camper took a hike.
The other found another path
And rode his bike.

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

READER 2: Here's how they went.

READER 3: Easy as can be.

READER 4: But there's more to this story
Than the

ALL: EYE CAN SEE!

(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: Every single day
The woman and man
Fetched water from the pond
In an old rusty pan.

READER 3: They walked to the pond,
The pan in a sack.
Taking one path down
And another path back.

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

READER 1: Here are the paths.

READER 4: Straight as can be.

READER 2: But there's more to this story
Than the