

READER 4: While around the corner
 A hound dog's bark

READER 2: Warned of -- The Thing that

ALL: G-L-O-W-S IN THE DARK!

(READER 1 REMAINS STANDING).

READER 1: A dark cloud now covered the harvest moon and it was hard to see
 anything on the blackened estate grounds. Matt turned and slowly
 headed back toward the estate gate. As Matt walked, he began to
 feel the presence of -- something!

(LINE "J" IS SLOWLY DRAWN UP TO SQUARE SHAPE "K" AREA,
THEN ABANDONED TO BE FINISHED LATER).

READER 2: Matt walked slower and slower, eyes darting back and forth in
 every direction. The autumn leaves beneath his feet seemed to
 crackle louder and louder with each step.

READER 4: As Matt rounded a bend, the moon suddenly freed itself from the
 black cloud and cast its light on the cold stone walls of the
 mansion.

READER 1: Here's where it stood
 That Hallowe'en night.

(READER 3 STANDS).

READER 3: Bathed all over
In eerie light.

(READERS PAUSE AS READER 1 RISES AND DRAWS SQUARE
SHAPE "K" AS SHOWN AT THE BACK OF THIS TEACHER
SCRIPT).

(READER 4 STANDS).

READER 4: While around the corner
A hound dog's bark

(READER 2 STANDS).

READER 2: Warned of -- The Thing that

ALL: G-L-O-W-S IN THE DARK!

READER 4: Matt felt his hair stand on end! Just as the black cloud above
reclaimed its power over the moon, Matt looked through the
mansion's front window and caught a glimpse of

(ALL SHOUT IN UNISON).

ALL: THE THING THAT GLOWS IN THE DARK!

(ALL SIT EXCEPT READER 1).

READER 1: Matt ran to tell Jamie all about it. He ran as fast as his legs could
carry him.

(LINE "J" IS COMPLETED).

(3/MATT STANDS AND READS DIRECTLY TO AUDIENCE).

3/MATT: "About fifteen minutes later, Jamie and I set up our tent between the estate buildings and the round pond."

READER 1: Here sat the tent
That Hallowe'en night.

READER 3: Bathed all over
In eerie light.

(READERS PAUSE AS TRIANGULAR SHAPE "L" IS DRAWN).

READER 4: While around the corner
A hound dog's bark

READER 2: Warned of -- The Thing that

ALL: G-L-O-W-S IN THE DARK!

(4/JAMIE STANDS).

4/JAMIE: "Matt and I ate our food, blew up our air mattresses, and had a good Hallowe'en night's sleep."

READER 1: And to this very day, no one (except the people in this room),
knows the true identity of -- The Thing that

ALL: G-L-O-W-S IN THE DARK.

READER 1: So what was the thing, too scary to tell?

(READER 2 STANDS).

READER 2: The name of the thing, you know very well.

READER 3: And this Hallowe'en as hound dog's bark,

READER 4: You won't be afraid of a

ALL: GLOW IN THE DARK!

THE END

THE THING THAT GLOWS IN THE DARK

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.

The Thing That Glows in the Dark

Source: An original story by Lois Walker.

Notes: In this TAKE PART Read-Aloud Story Script, Lois Walker provides a fanciful and fun-filled treatment of this Hallowe'en evening of October 31, celebrated worldwide by masquerading children. Using rhythm, imagery and an internal poem, the author skilfully builds suspense as the plot progresses. As Matt and Jamie move from spot to spot, their movements are traced to ultimately reveal the mystery of the "thing" that glows in the dark. What is the "thing??" None other than the foreboding Jack-o-lantern, visible symbol of the Hallowe'en evening.

Hallowe'en, spelled with an apostrophe, is an abbreviated spelling of All Hallows' Even. In this Read-Aloud Script, the author has chosen to retain the apostrophe, even though some modern spellings further diminish the spelling by eliminating the apostrophe as well.

RETELLING: After a classroom reading of "The Thing That Glows in the Dark," 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. (This particular version uses some poetry, rhythm, and rhyme, but it is only one version). The actual story can be told in many different ways. For example, a writer might,

- (a) retell the story from Jamie's point of view.
- (b) retell the story with drawings, illustrations, cartoons.

- (c) retell the story in a simple form for younger children. Turn this retelling into a picture book by illustrating the text. Design and produce the front and back covers.
- (d) retell the story as though it were being printed in the "Town Tribune," the local newspaper.
- (e) Draw Hallowe'en designs and/or write an accompanying feature story for the local newspaper. Include Hallowe'en recipes, information on the history of the holiday, Hallowe'en poems, etc.
- (f) write limericks or other poems which relate to the story:

Two boys out on Hallowe'en night
 Were spooked by a strange eerie light.
 They didn't give in,
 But said with a grin,
 "We'll just face that light and then, fight!"

So the boys wandered off on a lark,
 Warned by an old dog's bark.
 One hesitated,
 One investigated,
 And found nothing to fear in the dark!

When all written retellings are ready, ask authors, poets, and newspaper writers to illustrate, publish, and display their works.

STORYTELLING: Ask volunteer storytellers of various reading levels to prepare "The Thing That Glows in the Dark" for oral presentation. Remind students to capture the essence of the tale, rather than memorizing lines from the story script version. 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 a lower grade to share the stories again.

DRAMATIZING: Try some collaborative retelling by asking a group of students to dramatize "The Thing That Glows in the Dark" 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!

intermediate

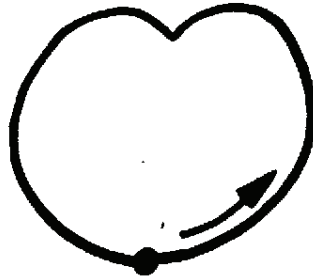
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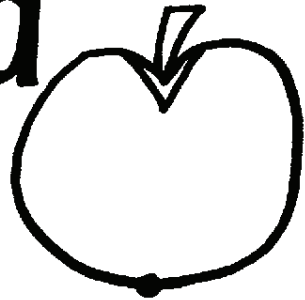
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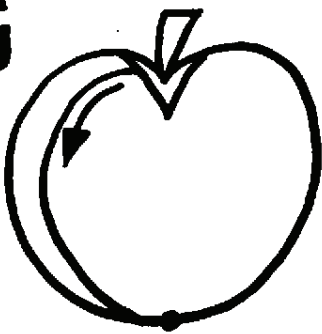
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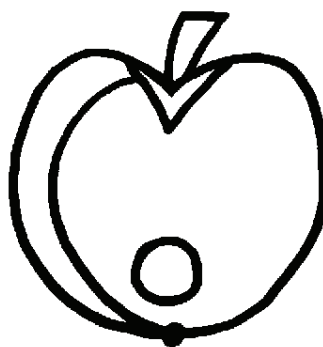
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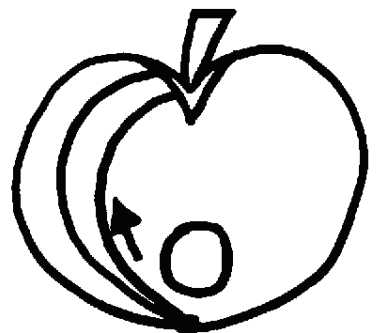
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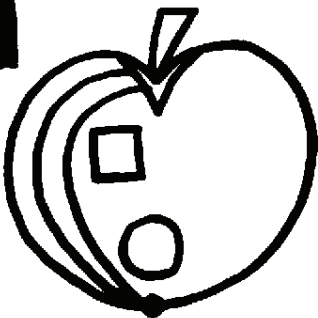
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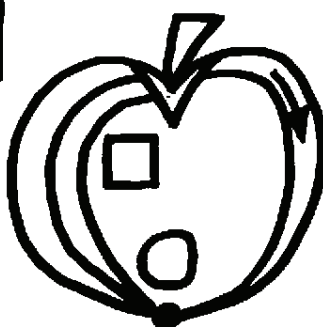
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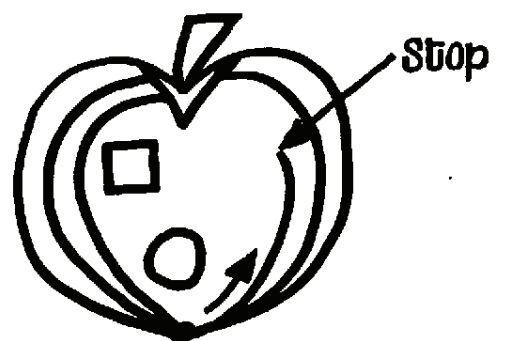
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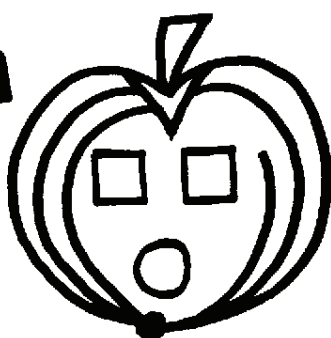
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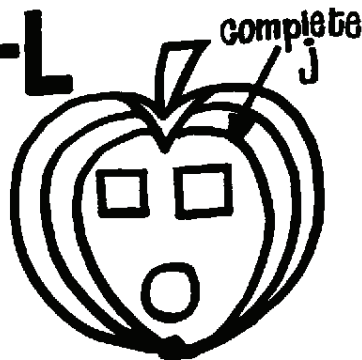
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