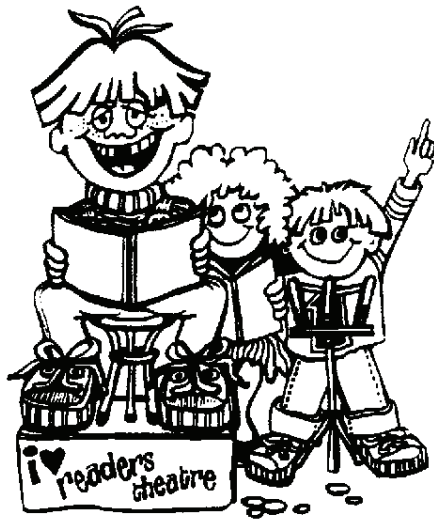


HERB and LOIS WALKER'S



TAKE PART!™
Read Aloud Scripts

THE LION'S PRIDE

TEACHER'S SCRIPT

BY

DEEDRA BEBOUT

READING LEVEL: PRIMARY

THE LION'S PRIDE

CAST OF SIX

READER 1 - Parrot

READER 2 - Hyena

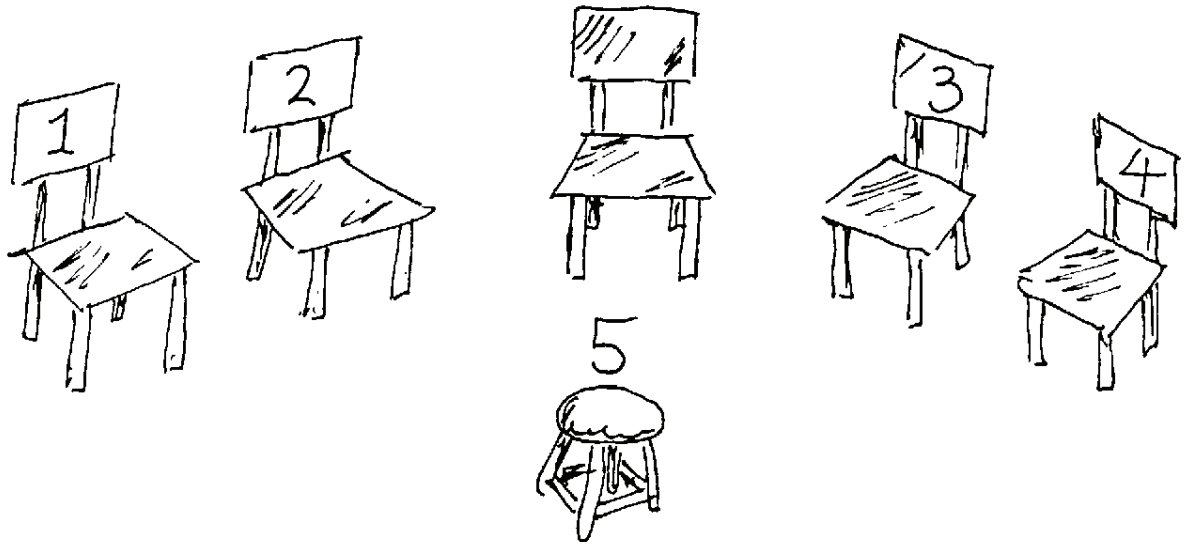
READER 3 - Owl

READER 4 - Girl

READER 5 - Lion

TEACHER - Narrator

NARRATOR



Arrange five chairs and low stool, as shown.



Color-me poster:—



the
lion's pride



presented by:



the
lion's pride

admission
presented by:

(ticket):
(program cover):

VOCABULARY LIST

pride	n.	a high opinion of one's own qualities
parrot	v.	to repeat or imitate; also, n. a tropical bird having a hooked bill and brilliant plumage
respect	n.	to hold in high esteem
owl	n.	a predatory nocturnal bird, having large eyes and head
hyena	n.	a wolflike mammal with short hind legs and strong teeth

DIRECTOR CONSIDERATIONS

VERBAL AND HAND CUES: This story is designed for listener participation. To have the story flow smoothly the Teacher/Narrator will need to rehearse the students when to roar and when to shout "Tiddlywinks!" The narrator's words "quicker than you can say, 'Tiddlywinks!'" should be enough of a cue for the children if they are apprised of the situation before the story begins.

A hand cue might work well for the lion roar; the narrator could hold up a cutout of a lion's head or simply raise a hand in the air.

Each of the readers playing an animal should find a special "animal voice" to use. For example, the child playing the parrot might want to use a raspy voice and mix some "squawks" with the lines. Encourage the children to experiment with different voices until they find the ones they like best.

Although the lion's roar is always spelled "Grrrrrrrrrrrr," the children should be encouraged to roar as they think a lion sounds. All listeners and readers make the sound of the roar (instead of Reader 5 only) because the story says this lion is as loud as thirty lions. Therefore, it might be advisable to notify the local zoo of your performance so they don't become alarmed!

FOR PRESCHOOL OR LOWER PRIMARY GRADES: If your age group is not ready for the assigned reader lines in this story, you might:

1. Read the story yourself, using a flannel board to identify characters as the plot progresses. Encourage listeners to participate through verbal and hand cues.
2. Read the story yourself, using hand puppets to identify characters and enhance action. When characters are eaten by the lion, simply place each into a paper bag. As they escape, take each out of the bag. Ask student volunteers to sit with you and work the puppets as you read the tale. Encourage listeners to participate through verbal and hand cues.
3. Ask readers from an older and more advanced reading level to join you in the presentation of this story. Give them the more difficult lines, but encourage listeners to participate through verbal and hand cues. This approach creates a wonderful modelling opportunity.

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 "The Lion's Pride" 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 more simplified 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

The NARRATOR enters and sits. She/he says, "We are now in a wonderful place called a jungle, and I think if everyone would yell 'Tiddlywinks!' we could get some of the creatures who live here to join us." The NARRATOR gives verbal cue, "Quicker than you can say —". All respond with, "TIDDLYWINKS!"

READERS 1, 2, 3, 4, & 5 enter simultaneously from different directions and take their seats. READERS 1, 2, 3, & 5 should display animal characteristics during their entrances, but they should not vocalize.

For example, READER 1 could flap arms; READER 2 could walk fast, bend over, and touch arms on floor now and then; READER 3 could hold out arms and pretend to soar; READER 5 could enter much like READER 2 except slower and in a more regal manner.

READER 4 walks in normally since she is a human in the story.

When all READERS are in place, NARRATOR says, "Let's practice our cue for roaring before we start." NARRATOR gives hand cue and all READERS and listeners roar like a lion.

The reading begins.

Page 1/ Teacher Script/ THE LION'S PRIDE

NARRATOR: Once upon a time there was a lion who lived in the middle of a lush, green jungle. His roar was so loud it sounded like thirty lions!

(NARRATOR GIVES HAND CUE. ALL READERS AND LISTENERS MAKE THE SOUND OF A LION ROAR).

ALL: Grrrrrrrrrrrr!

NARRATOR: This lion had no friends. The reason no one liked him was because he took too much pride in himself. He thought he was the strongest, smartest, most beautiful animal in the world. In fact, he saw no point at all in having any other kind of animal in the jungle.

One day the lion was prowling around when a parrot flew down from the trees and sat right in front of him.

(NARRATOR GIVES HAND CUE).

ALL: Grrrrrrrrrrrr!

NARRATOR: roared the lion.

1/PARROT: Grrrrrrrrrrrr!

NARRATOR: said the parrot, because parrots often repeat what they hear. And this parrot was very good at repeating.

5/LION: Why do you growl at me?

Page 2/ Teacher Script/ THE LION'S PRIDE

NARRATOR: said the lion.

1/PARROT: Why do you growl at me?

NARRATOR: said the parrot.

5/LION: Because I'm a lion.

1/PARROT: Because I'm a lion.

5/LION: No, you're a parrot.

1/PARROT: No, you're a parrot

5/LION: You must be stupid.

1/PARROT: You must be stupid.

NARRATOR: This made the lion angry, so he gobbled up the parrot quicker than you can say,

(ALL RESPOND).

ALL: TIDDLYWINKS!

(WHILE THE OTHER READERS AND LISTENERS SHOUT "Tiddlywinks!" READER 5 OPENS HIS MOUTH WIDE AND PRETENDS TO EAT THE PARROT).

Page 3/ Teacher Script/ THE LION'S PRIDE

NARRATOR: The lion licked his lips and said,

(READER 5 LICKS HIS LIPS).

5/LION: Silly parrot. That will teach you to make fun of the king of the jungle!

NARRATOR: The lion walked on and soon came upon an owl.

(NARRATOR GIVES HAND CUE).

ALL: Grrrrrrrrrrrr!

NARRATOR: roared the lion.

3/OWL: Whoooo?

NARRATOR: said the owl.

5/LION: Can't you see? It's me.

3/OWL: Whoooo?

5/LION: Me! The king of the jungle.

3/OWL: Whoooo?

Page 4/ Teacher Script/ THE LION'S PRIDE

5/LION: If you don't stop asking who, I'll eat you. I ate the parrot, you know.

3/OWL: Whoooo?

5/LION: The parrot. I ate the parrot!

3/OWL: Whoooo?

NARRATOR: This made the lion very angry, so he gobbled up the owl quicker than you can say,

(ALL RESPOND).

ALL: TIDDLYWINKS!

(WHILE THE OTHER READERS AND LISTENERS SHOUT "Tiddlywinks!" READER 5 OPENS HIS MOUTH WIDE AND PRETENDS TO EAT THE OWL).

NARRATOR: The lion licked his lips and said,

(READER 5 LICKS HIS LIPS).

5/LION: Silly owl. That will teach you to make fun of the king of the jungle.

NARRATOR: The lion walked on and soon came upon a laughing hyena.

Page 5/ Teacher Script/ THE LION'S PRIDE

(NARRATOR GIVES HAND CUE).

ALL: Grrrrrrrrrrrr!

NARRATOR: roared the lion.

2/HYENA: Ha, ha, ha!

NARRATOR: said the hyena.

5/LION: Do not laugh at me!

2/HYENA: Ha, ha, ha!

5/LION: You'll be sorry.

2/HYENA: Ha, ha, ha!

5/LION: You should be afraid of me.

2/HYENA: Ha, ha, ha!

5/LION: I just ate a parrot and an owl.

2/HYENA: Ha, ha, ha!

5/LION: If you don't stop laughing, I'll eat you, too!

Page 6/ Teacher Script/ THE LION'S PRIDE

2/HYENA: Ha, ha, ha!

NARRATOR: This made the lion very, very angry, so he gobbled up the laughing hyena quicker than you can say,

(ALL RESPOND).

ALL: TIDDLYWINKS!

(WHILE THE OTHER READERS AND LISTENERS SHOUT "Tiddlywinks!" READER 5 OPENS HIS MOUTH WIDE AND PRETENDS TO EAT THE HYENA).

NARRATOR: The lion licked his lips and said,

(READER 5 LICKS HIS LIPS).

5/LION: Silly hyena. That will teach you to make fun of the king of the jungle!

NARRATOR: The lion walked on and soon came upon a girl sitting under a tree. She was busy sewing.

(NARRATOR GIVES HAND CUE).

ALL: Grrrrrrrrrrrr!

NARRATOR: roared the lion.

Page 7/ Teacher Script/ THE LION'S PRIDE

4/GIRL: Why do you roar at me?

NARRATOR: said the girl.

5/LION: Because I'm the best animal in the jungle.

4/GIRL: What makes you think so?

5/LION: I have a beautiful mane.

4/GIRL: That is true.

5/LION: I am strong.

4/GIRL: That is true.

5/LION: And I am better than you are.

4/GIRL: That is not true. I like who I am.

(NARRATOR GIVES HAND CUE).

ALL: Grrrrrrrrrrrr!

NARRATOR: roared the lion.

5/LION: I ate the parrot, the owl, and the hyena. I will eat you, too.

Page 8/ Teacher Script/ THE LION'S PRIDE

4/GIRL: I don't think you will.

NARRATOR: This made the lion very, very, very angry, so he gobbled up the girl quicker than you can say,

(ALL RESPOND).

ALL: TIDDLYWINKS!

(WHILE THE OTHER READERS AND LISTENERS SHOUT "Tiddlywinks!" READER 5 OPENS HIS MOUTH WIDE AND PRETENDS TO EAT THE GIRL).

NARRATOR: The lion licked his lips and said,

(READER 5 LICKS HIS LIPS).

5/LION: Silly girl. That will teach you to make fun of the king of the jungle!

NARRATOR: By now the lion was full from eating so much and had to lie down and take a nap.

Because he had gobbled up the parrot, the owl, the hyena, and the girl so quickly, the lion had not taken time to chew them. So they all sat in his tummy just as they were before he ate them.

It was very dark in the lion's stomach, but when he yawned the girl could see the others who were in there.