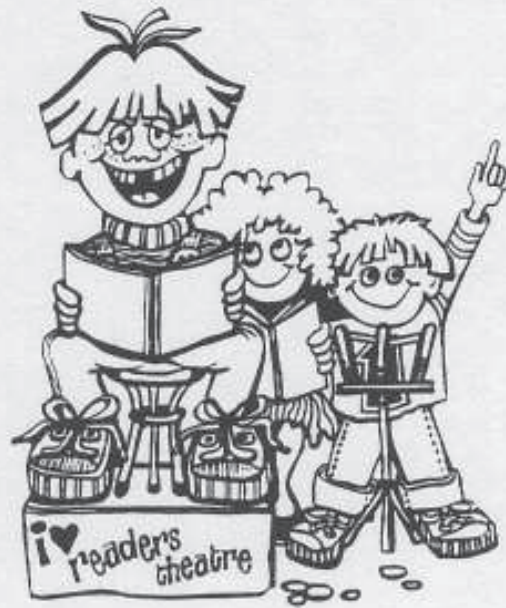HERB and LOIS WALKER'S



# TAKE PART!™

## Story Scripts For Children

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# NEAT AND TIDY, NEAT AND CLEAN!

TEACHER'S SCRIPT

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BY

LOIS WALKER

READING LEVEL: PRIMARY

# NEAT AND TIDY, NEAT AND CLEAN!

## CAST OF SIX

NARRATOR
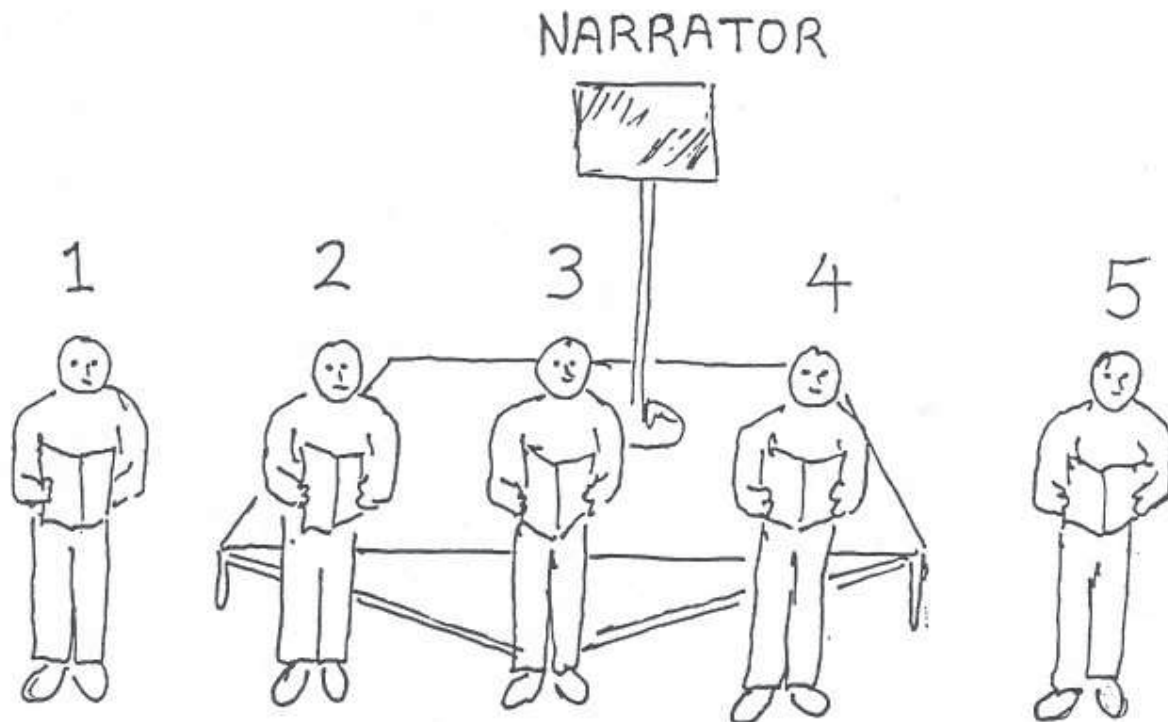READER ONE
READER TWO
READER THREE
READER FOUR
READER FIVE

NARRATOR

1    2    3    4    5
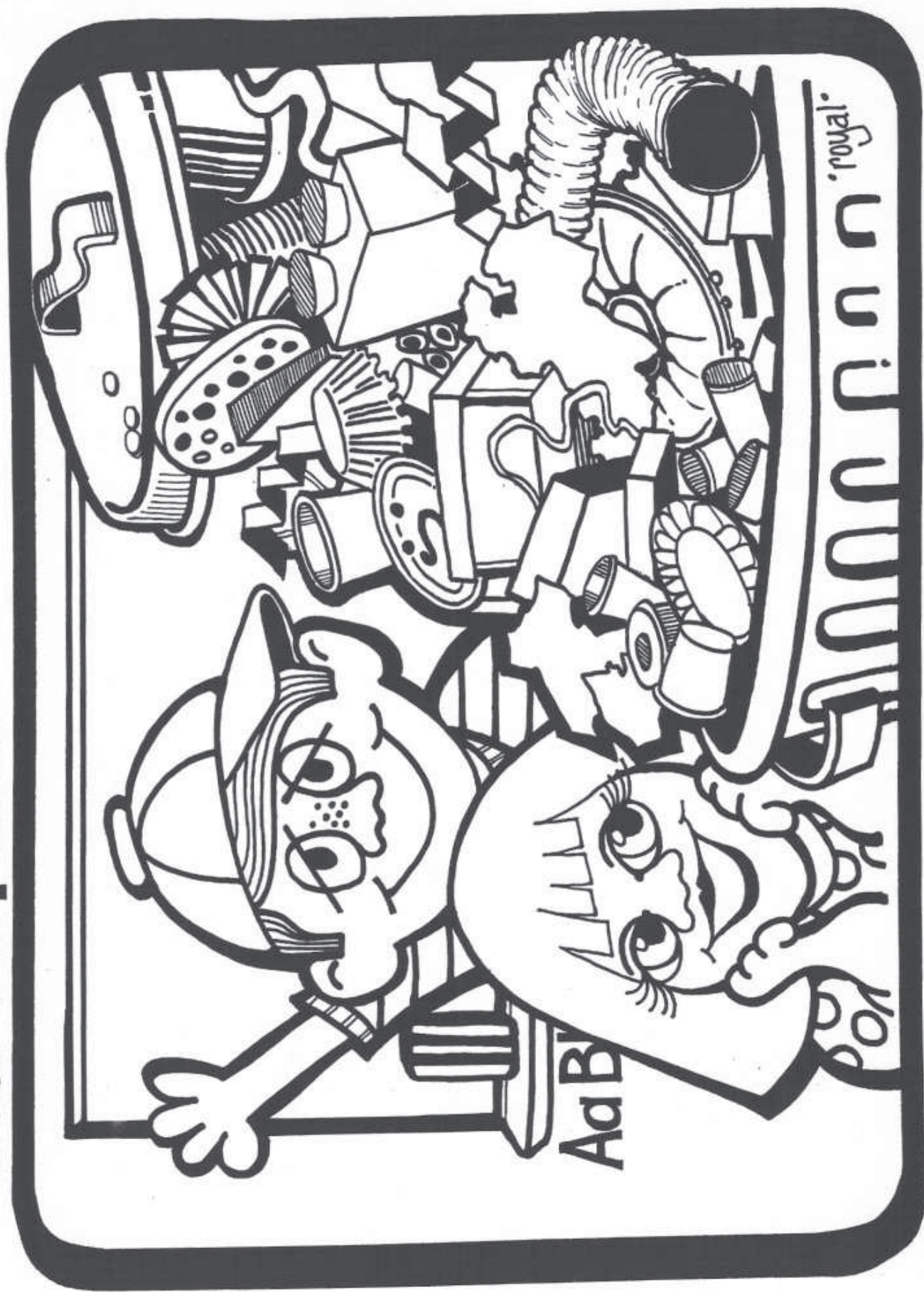
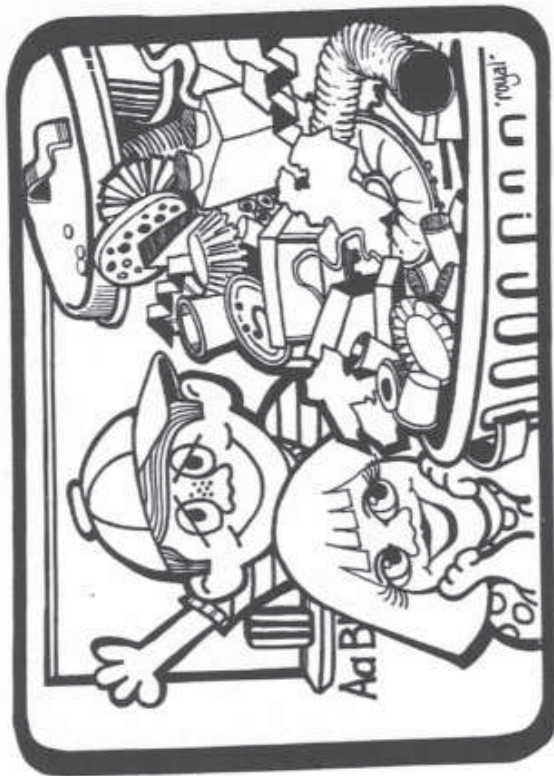Arrange low platform and narrator's music stand, as shown. If two or three narrators are used, place additional music stands beside the first. Arrange Readers 1 through 5 standing in a straight line directly in front of platform.

# Color me poster:—

neat and tidy,
neat and clean!



presented by:
_____

(program cover):⇧
(ticket):⇩

admission
presented by:
_____
_____

neat and tidy,
neat and clean!

## VOCABULARY LIST

| recycle | n. | to re-use, often for different purposes |
|---------|-----|------------------------------------------|
| nook | n. | an interior corner |
| cranny | n. | a narrow opening; a crevice or chink, as in a wall |
| tid-bit | n. | a choice bit, as in food |
| left-over | n. | an unused part or remnant, usually of food |

## 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 "Neat and Tidy, Neat and Clean!" 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

NARRATOR enters and steps upon music stand. NARRATOR looks around reading area and says, "Why this place is a mess! I think it's time to tidy up. Now where is my clean-up crew?"

Upon hearing this cue, READERS 1 through 5 march in (military style), stop, and turn backs to audience in unison. (One of the readers may shout out military style commands to accomplish this entrance, if desired). Each reader carries a folder under one arm.

NARRATOR looks down at line-up and says, "Oh, here they are. Now we can begin!" NARRATOR opens folder on music stand, readers open their folders, and the reading begins.

## VARIATIONS:

1.  This script has been written in a way which encourages a great deal of listener participation. The lines TA -DAH!, NEAT AND TIDY! NEAT AND CLEAN!, THEY KNEW WHAT TO DO!, RECYCLE ME AND MAKE SOMETHING NEW! are repeated frequently throughout the story so that eager listeners may verbally join in as the plot progresses.

A TEACHER/NARRATOR may disregard the reader breakdown in the left-hand column of this script and simply read the entire story aloud while encouraging listeners to join in on the repetitive lines.

2.   In this version of "Neat and Tidy, Neat and Clean!", very simple reading lines have been assigned to student readers. These lines are repeated frequently throughout the story to help reluctant readers gain confidence. But, near the end of the story, each student reader is asked to read one or two lines using a "puppet voice." If this proves to be too difficult for your age group, the narrator may take these lines instead.

3.   This readers' script can be read using one TEACHER/NARRATOR for all narrator lines. If you wish to use more than one narrator, you might divide the narrator lines between two or three older students who are of a more advanced reading level.

**NOTES:** A simple box puppet must be made, hidden (you might place it under a cloth or scarf), and used as a prop during this version of the reading. Directions for creating a box puppet are included in the "Springboards" section of this package.

(NARRATOR FACES AUDIENCE FROM BEHIND MUSIC STAND. READERS 1 THROUGH 5 STAND IN STRAIGHT LINE WITH BACKS TO AUDIENCE AS THE READING BEGINS).

**NARRATOR:** On Monday afternoon Miss Dickerson sat down at the piano and played two loud chords:

(READERS 1 THROUGH 5 TURN IN UNISON TO FACE AUDIENCE AND CALL OUT):

**ALL:** TA - DAH!

**NARRATOR:** Then she said in a very sweet voice,

Time for pick-up!
Here's our theme,

(ALL READERS SHAKE A FINGER AT THE AUDIENCE AS THEY CHANT):

**ALL:** NEAT AND TIDY!
NEAT AND CLEAN!

**NARRATOR:** The girls and boys in Miss Dickerson's class knew what to do. They picked up the left-overs, all stuck with

(READER 1 STEPS FORWARD AND LOUDLY CALLS OUT):

**READER 1:**          glue!

(READER 1 REMAINS IN FRONT OF LINE).

**NARRATOR:**          And as the collection of throw-aways grew, they marched to the waste can . . .

**ALL:**          THEY KNEW WHAT TO DO!

**NARRATOR:**          Janice found a drink box left over from somebody's lunch. She knew what to do. She threw it in the waste can too.

**NARRATOR:**          But just as Miss Dickerson turned her back to find a book, the waste can began to move.

(ALL READERS BEGIN TO SHIVER, SHAKE, AND BOUNCE. SOME READERS MAY SOFTLY MAKE "boink and bang" NOISES).

It shivered and shook, bounced, boinked, and banged. Then a voice was heard from inside the can:

(READER MOVEMENTS AND NOISES STOP).

"Don't throw me away.
I want you to

**ALL:**  RECYCLE ME
AND MAKE SOMETHING NEW!"

(READERS AGAIN FORM ONE STRAIGHT LINE AND TURN BACKS TO AUDIENCE IN UNISON).

**NARRATOR:**  No one but Janice heard the voice. She quickly grabbed the drink box from the waste can and hid it in her desk.

**NARRATOR:**  On Tuesday afternoon Miss Dickerson sat down at the piano and played two loud chords:

(READERS 1 THROUGH 5 TURN IN UNISON TO FACE AUDIENCE AND CALL OUT):

**ALL:**  TA - DAH!

**NARRATOR:**  Then she said in a very, very sweet voice,
Time for pick-up!
Let's be keen,

(ALL READERS SHAKE A FINGER AT THE AUDIENCE AS THEY CHANT):

**ALL:**  NEAT AND TIDY!
NEAT AND CLEAN!

**NARRATOR:** The girls and boys in Miss Dickerson's class knew what to do. They picked up the left-overs, all stuck with

(READER 1 STEPS FORWARD AND LOUDLY CALLS OUT):

**READER 1:** glue!

**NARRATOR:** They gathered the tid-bits, the clippings and scraps, collected the plastic from old

(READER 2 STEPS FORWARD AND LOUDLY CALLS OUT):

**READER 2:** sandwich wraps!

(READERS 1 AND 2 REMAIN IN FRONT OF LINE).

**NARRATOR:** And as the collection of throw-aways grew, they marched to the waste can . . .

**ALL:** THEY KNEW WHAT TO DO!

**NARRATOR:** Jason found an old bottle cap, but no one could find its bottle. He knew what to do. He tossed it in the waste can too.

**NARRATOR:** But just as Miss Dickerson turned her back to find an eraser, the waste can began to move.

(ALL READERS BEGIN TO SHIVER, SHAKE, AND BOUNCE. SOME READERS MAY SOFTLY MAKE "boink and bang" NOISES).

It shivered and shook, bounced, boinked and banged. Then a voice was heard from inside the can:

(READER MOVEMENT AND NOISES STOP).

"Don't toss me aside.
I'm old, it's true.

**ALL:**          RECYCLE ME
AND MAKE SOMETHING NEW!"

(READERS AGAIN FORM ONE STRAIGHT LINE AND TURN BACKS TO AUDIENCE IN UNISON).

**NARRATOR:**          No one but Jason heard the voice. He quickly grabbed the bottle cap from the waste can and hid it in his desk.

**NARRATOR:**          On Wednesday afternoon Miss Dickerson sat down at the piano and played two chords:

(READERS 1 THROUGH 5 TURN IN UNISON TO FACE AUDIENCE AND CALL OUT):

**ALL:**          TA - DAH!

**NARRATOR:**     Then she said in a very, very, very sweet voice,
Time for pick-up!
And I mean,

(ALL READERS SHAKE A FINGER AT THE AUDIENCE AS THEY CHANT):

**ALL:**     NEAT AND TIDY!
NEAT AND CLEAN!

**NARRATOR:**     The girls and boys in Miss Dickerson's class knew what to do. They picked up the left-overs, all stuck with

(READER 1 STEPS FORWARD AND LOUDLY CALLS OUT):

**READER 1:**     glue!

**NARRATOR:**     They gathered the tid-bits, the clippings and scraps, collected the plastic from old

(READER 2 STEPS FORWARD AND LOUDLY CALLS OUT):

**READER 2:**     sandwich wraps!

**NARRATOR:**     They searched through the garbage, the trash, and the junk. They found an old lunch bag which smelled like

(READER 3 STEPS FORWARD AND CALLS OUT):