

VOCABULARY LIST

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| mango | n. | fruit of a tropical tree |
| scrawny | adj. | thin, lean |
| automatically | adj. | done from a force of habit; self-moving |
| mainland | n. | a continent; a broad stretch of land |
| overjoyed | adj. | made very glad |
| hunch colloq. | n. | a strong feeling something will happen |

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 Monkey and the Crocodile, Part Two" 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

(READER 1 enters and, miming crocodile, "swims" to chair 1. READER 1 picks up folder, sits, opens folder, and says, "Now where is that crocodile son of mine?"

READER 3 "swims" in from opposite side of reading area. READER 3 weaves way around chair 2, stool 4 and large chair calling, "I'm coming, father. I'm coming!" READER 3 picks up folder, sits on stool 3, opens folder, looks around and says, "It's almost time for lunch. Where are the monkeys?"

READER 2 hops in, miming grandmother monkey. READER 2 calls out while hopping, "Follow me granddaughter, dear. There's a nice spot right over here!"

READER 4 hops in behind READER 2. READER 2 says, "You're right, grandmother. Look at that lovely mango tree!" READER 2 picks up folder and sits in chair 2. READER 4 picks up folder and climbs upon stool 4.

NARRATOR enters and sits in large chair. NARRATOR opens folder, looks to the right, nods, looks to the left, nods, looks at audience and says, "The Monkey and the Crocodile, Part Two." The reading begins.

Page 1/ Teacher Script/ THE MONKEY AND THE CROCODILE, PART TWO

READER 1: There once was a crocodile who lived in a deep dark swamp.

(READER 3 LOOKS AT THE AUDIENCE AND SAYS, "That's me!")

READER 2: There once was a monkey who lived high in a mango tree.

(READER 4 LOOKS AT THE AUDIENCE AND SAYS, "I'm a very clever monkey!")

NARRATOR: The crocodile was a silly young fellow who spent most of his time trying to catch the monkey. And, as you can imagine, the monkey spent most of her time trying to outsmart the crocodile.

(DURING FOLLOWING PARAGRAPH, READER 3 JUMPS OFF STOOL AND SWIMS, WHILE WEAVING AROUND LARGE CHAIR, STOOL 4 AND CHAIR 2. READER 3 CONTINUES TO SWIM IN FRONT OF SEATING AND FINALLY STOPS BEHIND AND TO THE SIDE OF CHAIR 1. READER 3 READS LINES DIRECTLY TO THE AUDIENCE).

Early one morning, the crocodile swam close to shore, looked up, and saw that very monkey swinging through the branches of a mango tree. The crocodile had eaten his breakfast and was just starting to think about lunch. So he paddled to where his father was napping and said,

3/CROCODILE: "You see that monkey swinging through the mango branches, dad?"

(READER 1 REMAINS SEATED AND READS LINES DIRECTLY TO THE AUDIENCE).

1/FATHER: "Umm humm! I see her. She's a scrawny little thing."

3/CROCODILE: "Well, scrawny or not, I am going to trap that monkey and eat her for lunch!"

(READER 1 MIMES FOLLOWING:)

NARRATOR: But father rolled his eyes and slowly shook his head.

1/FATHER: "Mighty tough job, son. You've tried to catch that monkey many times. She always gets away. She's a very clever monkey. Why not munch on some catfish, instead?"

3/CROCODILE: "Not today, dad. I am going to trap that monkey. I just need a little time to think of a way."

(READER 3 SWIMS BACK TO STOOL AND STANDS IN FRONT OF IT AS NARRATOR READS).

NARRATOR: So the crocodile found a quiet spot. He thought and thought and thought. As he thought, the crocodile chanted a little poem to himself. It went just like this:

(ALL READERS EXCEPT MONKEY RECITE THE POEM TOGETHER).

Page 3/ Teacher Script/ THE MONKEY AND THE CROCODILE, PART TWO

ALL: I'm a clever young croc
With this to say,
I will set a trap
Today!

Catch that monkey
Then here's my hunch,
I will munch on a
Monkey lunch!

(AT END OF POEM, READER 3 SITS).

NARRATOR: Meanwhile, the monkey swung through the branches overhead and thought about the island in the middle of the deep dark swamp. She said to herself,

4/MONKEY: "I've always wanted to visit that island in the middle of the swamp. Everyone says the mango fruits there are the sweetest and juiciest in all the world! But how can I get there? Monkeys can't swim, and I can't trust the crocodile to float me over - that's for sure!"

(READER 4 JUMPS OFF STOOL AND MOVES TO BEHIND AND SIDE OF CHAIR 2. READERS 4 AND 2 READ LINES DIRECTLY TO THE AUDIENCE).

NARRATOR: So the monkey swung off through the trees to find her grandmother.

Page 4/ Teacher Script/ THE MONKEY AND THE CROCODILE, PART TWO

4/MONKEY: "Grandmother is old and wise. I'll bet she knows how to get to the island in the middle of the swamp."

NARRATOR: And grandmother did.

2/GRANDMA: "Yes, yes, dear. I know of a way. Why, I used to visit that island often when I was a young girl.

Your grandfather and I would spend all day eating the juicy mango fruits and sunning ourselves. What glorious times we had! To get to the island, you must first swing on over to Aunt Bessie's."

NARRATOR: Grandmother knew that where Aunt Bessie lived, the mainland was closer to the island in the middle of the swamp. There, half way between the mainland and the island, was a big rock which stuck out of the water.

2/GRANDMA: "Use that big rock as a jumping stone. Jump from the mainland to the big rock, then jump from the big rock to the island. When you want to come home, jump back. It's as simple as can be."

(DURING FOLLOWING LINES, READER 4 HOPS BACK TO STOOL AND STANDS IN FRONT OF IT. ALL READERS EXCEPT CROCODILE RECITE THE POEM TOGETHER).

NARRATOR: The little monkey could hardly wait to get started. She swung off toward Aunt Bessie's. As she swung through the trees, she chanted a little poem to herself. It went like this:

ALL: I'm a smart little monkey
With this to say,
I will have my way
Today!

One jump to the rock
Two jumps and then,
I will jump back
Home again!

(AT THE END OF POEM, READER 4 SITS).

(DURING NARRATOR'S FOLLOWING LINES, READER 3 JUMPS OFF STOOL AND SWIMS AROUND STOOL 4 AND CHAIR 2, CIRCLING AND EYING MONKEY. WHEN NARRATOR READS, "quickly hid himself under some driftwood," READER 3 STOPS IN FRONT OF STOOL 3. ALL READERS EXCEPT MONKEY RECITE THE POEM TOGETHER).

NARRATOR: Little did the monkey know that the crocodile had been watching her and was following her every move. As she swung through the mango trees, he quietly glided through the water behind her. When the monkey stopped, the crocodile quickly hid himself under some driftwood and didn't move a muscle. He chuckled and chanted the little poem to himself:

Page 6/ Teacher Script/ THE MONKEY AND THE CROCODILE, PART TWO

ALL: I'm a clever young croc
With this to say,
I will set a trap
Today!

Catch that monkey
Then here's my hunch,
I will munch on a
Monkey lunch!

(READER 3 SITS).

NARRATOR: The monkey followed her grandmother's instructions.

(READER 4 GETS DOWN FROM STOOL AND MIMES THE FOLLOWING, JUMPS IN PLACE, IN FRONT OF THE STOOL).

First she jumped from the mainland to the big rock. Then she jumped from the big rock to the island. She was overjoyed! She stood on the edge of the island and shouted her little poem for all to hear:

(ALL READERS EXCEPT CROCODILE RECITE THE POEM TOGETHER).

Page 7/ Teacher Script/ THE MONKEY AND THE CROCODILE, PART TWO

ALL: I'm a smart little monkey
With this to say,
I will have my way
Today!

One jump to the rock
Two jumps and then,
I will jump back
Home again!

4/MONKEY: "But first I will spend all day eating the juicy mango fruits and sunning myself."

(READER 4 SITS).

NARRATOR: And that is exactly what she did. The day wore on. Evening was coming. As the sun sunk slowly in the west, the crocodile quietly slithered up to the top of the big rock.

(READER 3 LEAVES STOOL AND SITS IN THE CENTER OF READING AREA, ON THE FLOOR).

He settled himself there and didn't move a muscle. The crocodile lay there daydreaming about monkey munching. To keep himself awake, he recited his little poem over and over again:

(ALL READERS EXCEPT MONKEY RECITE THE POEM TOGETHER).