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

(CHILD 8 DRAWS SHAPES "F" AS SHOWN AT THE BACK OF THIS TEACHER SCRIPT, THEN SAYS):

CHILD 8: Here are the paths.

CHILD 7: Straight as can be.

CHILD 9: But there's more to this story
Than the

ALL: EYE CAN SEE!

(CHILD 8 RETURNS TO SEAT. CHILD 3 APPROACHES DRAWING PAD AND WAITS FOR DRAWING CUE).

NARRATOR: In the pond there were
Many happy fish
Swimming back and forth
With a splash and a swish.

(CHILD 3 DRAWS SHAPES "G" AS SHOWN AT THE BACK OF THIS TEACHER SCRIPT).

CHILD 3: Here are the fish.

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CHILD 2: Joyful as can be.

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

ALL: EYE CAN SEE!

(CHILD 3 RETURNS TO SEAT. CHILD 6 APPROACHES PAD AND WAITS).

NARRATOR: Over the pond
Ducks would fly
Then settle in the water,
Gliding down from the sky.

(CHILD 6 DRAWS SHAPES "H" AS SHOWN AT THE BACK OF THIS TEACHER SCRIPT AND SAYS):

CHILD 6: Here are the ducks.

CHILD 5: Settled as can be.

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

ALL: EYE CAN SEE!

(CHILD 6 RETURNS TO SEAT. CHILD 8 APPROACHES DRAWING PAD AND WAITS).

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NARRATOR: One day the old woman
Saw something amiss.
It was a strange sight
And it looked like this.

(CHILD 8 DRAWS LONG SWEEPING LINES (SHAPES "I") AS SHOWN AT THE BACK OF THIS TEACHER SCRIPT AND SAYS):

CHILD 8: Here is the sight.

CHILD 7: Strange as can be.

CHILD 9: But there's <u>more</u> to this story
Than the

ALL: EYE CAN SEE!

(CHILD 8 RETURNS TO SEAT.CHILD 9 APPROACHES DRAWING PAD AND WAITS FOR CUE).

NARRATOR: "Husband, <u>come</u>!" called the woman.
He did not respond.
So she screamed, "All the

CHILD 1: <u>fish</u>

NARRATOR: are flying from the

CHILD 2: <u>pond</u>!"

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NARRATOR: The man looked

CHILD 3: up

NARRATOR: Then shouted

CHILD 4: "Aw shucks!

NARRATOR: Those aren't flyin'

CHILD 5: fish

NARRATOR: They are south flyin'

CHILD 6: ducks!"

CHILD 7: South flying ducks.

CHILD 8: Fast as can be.

CHILD 9: But there's more to this story
Than the

ALL: EYE CAN SEE!

(CHILD 9 DRAWS MOUSE (SHAPE "J") AS SHOWN AT THE BACK OF THIS TEACHER SCRIPT AND RETURNS TO SEAT).

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NARRATOR: Well, maybe you can see it.
The mouse saw it too.
He scurried from his comfy chair
And knew just what to do.

He squeaked, "I can't believe my eyes!
It's time to celebrate.

With a roasty turkey dinner
On our

ALL: THANKSGIVING PLATE!"

(TEACHER/NARRATOR STANDS, WALKS TO DRAWING PAD CARRYING FOLDER, ADDS BEAK (SHAPE K") AS SHOWN AT THE BACK OF THIS TEACHER SCRIPT AND SAYS):

NARRATOR: And this tasty turkey ending
Roasty as can be
Means there's no more to the story
Than the

ALL: EYE CAN SEE!

(ALL READERS STAND TOGETHER AND SHOUT IN UNISON):

HAPPY THANKSGIVING.

THE END

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A THANKSGIVING SURPRISE, PRIMARY

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.

A Thanksgiving Surprise

Sources: A version of this delightful folktale appeared recently as "Turkey Tale" in Margaret Read MacDonald's Twenty Tellable Tales, H. W. Wilson, 1986. An African variant of the tale, William Stevenson's "The Bushbabies," and at least two American variant versions are known to exist. Ms. MacDonald changed the goose-stork-duck of previous versions to a turkey in order to use her story as a thanksgiving story.

Notes: This TAKE PART Read-Aloud Story Script by Lois Walker is yet another version based on the same folktale motif. As the story is read, the drawing is completed using simple shapes drawn on a blackboard or display pad. In keeping with the Thanksgiving theme of this story, it is not surprising that the final drawn shape is that of a turkey. Of particular interest is the story poem form, with short lines, simple rhymes, and repetitive phrases and verses.

CONCERT OR ASSEMBLY PROGRAM: This story is a natural for performance in front of a large audience. Drawings can be done on the overhead projector as readers move to the microphone and take turns reading the poem. If an overhead is not available, make visual aids by drawing the simple shapes on large poster boards. As the reading progresses, place one board drawing in front of the last until we see the final Thanksgiving turkey. Take the same approach with a small audience where no microphones will be needed.

RETELLING: After a classroom reading of "A Thanksgiving Surprise" ask boys and girls to retell this story (or special parts of the story) using drawings and printed words. Encourage students to draw not only the simple shapes which become the turkey, but also illustrations for the actual story which begins in the round sod house. Ask children to share their special versions with the whole class, during circle sessions, or in small cooperative groups. Display these illustrated retellings on the bulletin board.

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STORYTELLING: Ask volunteer storytellers of different reading levels to prepare "A Thanksgiving Surprise" for oral presentation. Remind students to capture the essence of the tale, rather than memorizing lines from the story script version. This particular version is told using poetry, rhythm, and rhyme, but can be told in many other ways - all ending with the drawing of a turkey. The story, then, 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 share their stories with other classes.

DRAMATIZING: Try some collaborative retelling by asking a group of students to dramatize "A Thanksgiving Surprise" 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!

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a thanksgiving surprise

A

B

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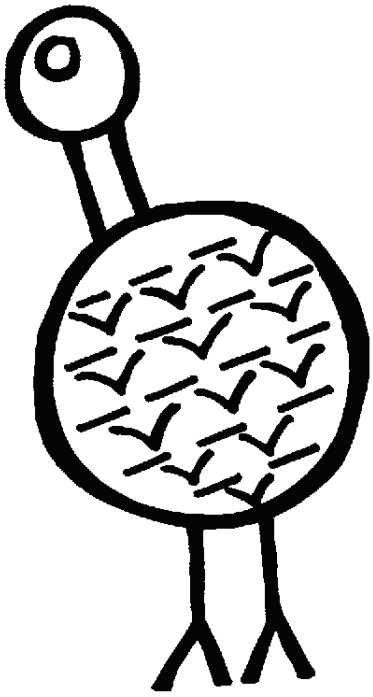

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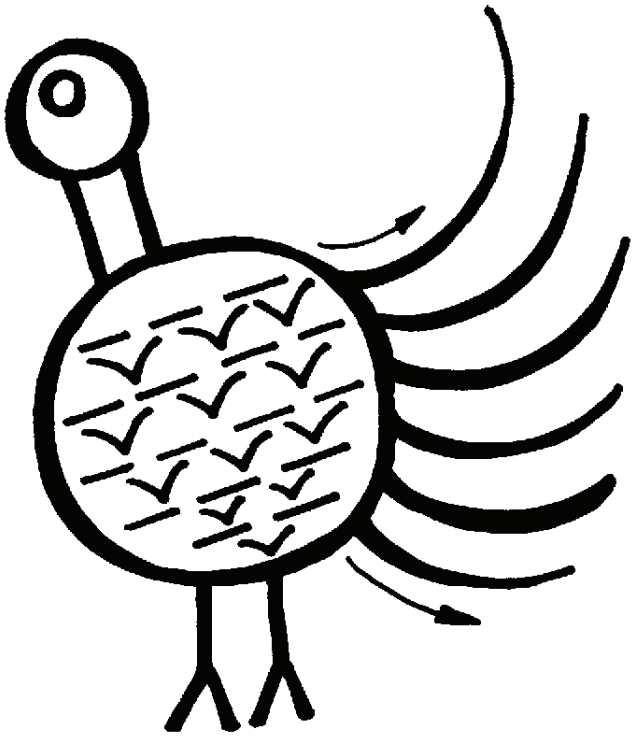

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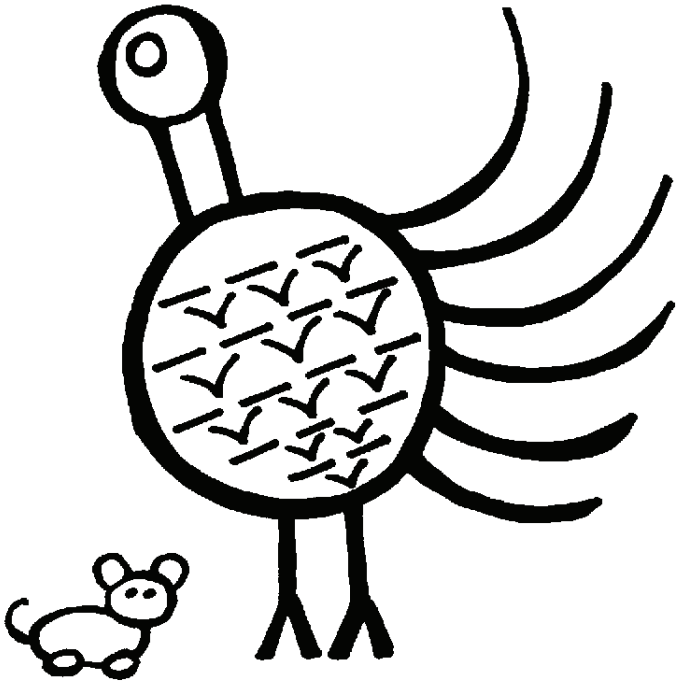
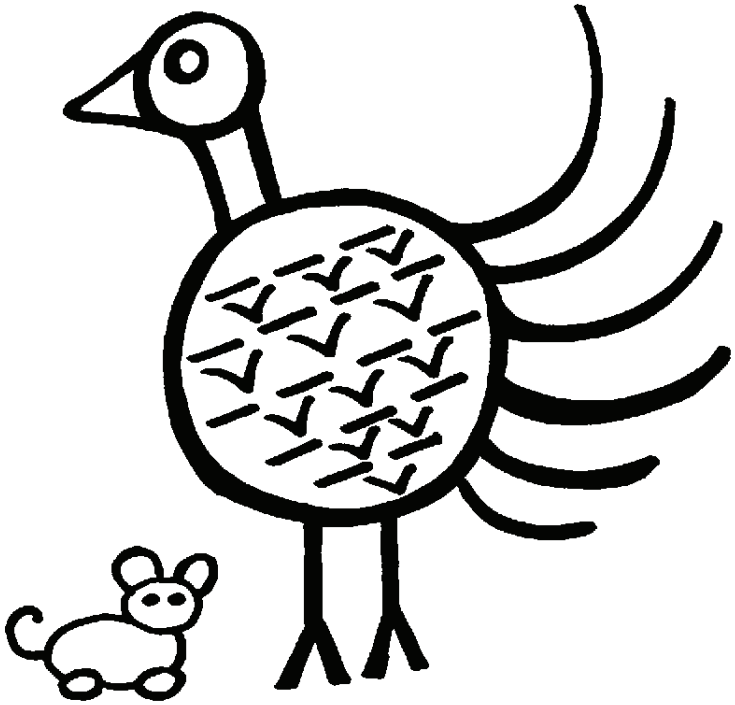
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