Herb and Lois Walker's

SCRIPTS FOR SCHOOLS

ZOO, ZOO, A TRIP TO THE ZOO!

By Lois Walker

A Readers Theater Script for Young Readers

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ESTABLISHING THE RHYTHM

To find the proper rhythm for this rhyming Readers theater piece, first read-aloud and clap through the sections as you go. Each underlined word or word part falls directly on a beat. As you read, clap on each underlined word, keeping the rhythm steady. Be careful not to read too fast! This is a rehearsal technique and readers will not clap throughout these sections during performance. **NOTE:** In this particular script, the readers are asked to clap during performance in certain places using a count of CLAP, CLAP – CLAP/CLAP/CLAP (one, two – one/two/three), These places are clearly marked in the text below.

FORMATTING

The script has been formatted for a number of easy-reader solo lines and an ALL CHORUS. After the first 5 solo reader lines, the script is not marked with numbers for the remaining solo readers. This is done so that the teacher/director may use as many or as few solo readers as are available in the classroom. Simply pencil in the numbers needed to include as many readers as you want to include. If your readers are few, divide all the solo lines between the readers available. If you have many readers, I hope you find enough solo lines below to accommodate them all!

ALL CHORUS: <u>Zoo</u>, Zoo, a <u>trip</u> to the zoo!

(Clap, clap – clap/clap/clap)

Our <u>class</u> is going, <u>you</u> come too.

(Clap, clap – clap/clap/clap)

We <u>plan</u> to stay all <u>day</u> – it's true,
And <u>come</u> back home when the <u>day</u> is through.

(Clap, clap – clap/clap/clap)

Come <u>fol</u>low us to the <u>zoo</u>!

READER 1:   I <u>see</u> a hawk,

READER 2:   I <u>see</u> a gnu,

READER 3:   And <u>ov</u>er there, a <u>kanga</u>roo.

READER 4:   I <u>see</u> a raccoon.

READER 5:   Well <u>I</u> see two.

READERS

1,2,3,4,5:   And <u>look</u>, there goes a <u>cock</u>atoo!

ALL CHORUS: <u>Zoo</u>, Zoo, a <u>trip</u> to the zoo!

(Clap, clap – clap/clap/clap)

Our <u>class</u> is going, <u>you</u> come too.

(Clap, clap – clap/clap/clap)

We <u>plan</u> to stay all <u>day</u> – it's true,
And <u>come</u> back home when the <u>day</u> is through.

(Clap, clap – clap/clap/clap)

Come <u>fo</u>llow us to the <u>zoo</u>!

READER   <u>Look</u> way up – a <u>tall</u> giraffe!

READER   That <u>mon</u>key might just <u>make</u> me laugh.

READER   <u>There</u>'s a lion <u>on</u> a path,

READER   And a <u>hippo</u> in his <u>mud</u>dy bath!

ALL CHORUS: <u>Zoo</u>, Zoo, a <u>trip</u> to the zoo!

(Clap, clap – clap/clap/clap)

Our class is going, you come too.

(Clap, clap – clap/clap/clap)

We plan to stay all day – it's true,
And come back home when the day is through.

(Clap, clap – clap/clap/clap)

Come follow us to the zoo!

READER   **Penguins flap their funny wings.**

READER   **Gorillas swing on monkey swings.**

READER   **Seals play all day and swim through rings.**

READER   **And somewhere near, a dolphin sings.**

ALL CHORUS: **Zoo, Zoo, a trip to the zoo!**

(Clap, clap – clap/clap/clap)

Our class is going, you come too.

(Clap, clap – clap/clap/clap)

We <u>plan</u> to stay all <u>day</u> – it's true,
And <u>come</u> back home when the <u>day</u> is through.

(Clap, clap – clap/clap/clap)

Come <u>foll</u>ow us to the <u>zoo</u>!

READER   **The <u>fox</u> looks hungry. <u>He</u> might bite.**

READER   **The <u>Zebra</u>'s coat is <u>black</u> and white.**

READER   **The <u>eagle</u> flies at <u>quite</u> a height.**

READER   **Those <u>elephant</u> ears are <u>such</u> a sight!**

ALL CHORUS: **<u>Zoo</u>, Zoo, a <u>trip</u> to the zoo!**

(Clap, clap – clap/clap/clap)

Our <u>class</u> is going, <u>you</u> come too.

(Clap, clap – clap/clap/clap)

We <u>plan</u> to stay all <u>day</u> – it's true,