**Lois Walker's
SCRIPTS FOR SCHOOLS**

THE
MONSTER MAD

**An Anger Management Script for
Elementary School Readers
Choral Reading**

www.scriptsforschools.com

THE MONSTER MAD

By Lois Walker

OVERVIEW: This script was written to introduce the concept of taking control and managing anger at the elementary grade school levels. "The Monster Mad" symbolizes extreme anger in a child. When the monster takes over, he puts the angry child in a spell and messes with the child's head as described by Reader 1 below. Of course, everyone wants to "run that monster out of town" and to do that, the script suggests using visualization as a tool to letting the monster go: Imagining the monster in the stomach, inside the fists, and inside the eyes. I found a number of education sites online dealing with anger management in children and learned about the process of visualization from: http://www.angriesout.com

ESTABLISHING THE RHYTHM:

To find the proper rhythm, first read-aloud and clap through the piece 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 readings will not clap throughout the entire piece during performance *(unless claps are programed into the script).*

NOTE: if you have trouble establishing the rhythm, email Lois and she will email you an mp3 sound file to help you establish the proper beat. (loiswalker@hotmail.com).

FORMATTING: This Choral Reading adaptation is formatted for 4 Solo Readers, an ALL chorus, ALL GIRS and ALL BOYS lines.

ALL CHORUS:	The Monster <u>Mad</u>, (*pause*), Oh yes the <u>Mon</u>ster <u>Mad</u>

Is really <u>bad</u>! (*pause*), It's sad, he's <u>really</u> <u>bad</u>!

And when he <u>comes</u> a<u>round</u>, we'll run him <u>out</u> of <u>town</u>

The Monster <u>Mad</u>. *(clap, clap, clap)*

ALL BOYS:	This <u>mon</u>ster, <u>so</u> - what <u>does</u> he <u>do</u>?

SOLO READER 1:	What <u>does</u> he *<u>do</u>*?

Well, I'll <u>give</u> you a <u>clue</u> –

When <u>I</u> get <u>an</u>gry, he <u>puts</u> me in a <u>spell</u>.

He <u>mess</u>es with my <u>head</u>, I don't <u>feel</u> so <u>well</u>.

ALL GIRLS:	You get <u>mad</u>der and <u>mad</u>der, and <u>once</u> you're on a <u>roll</u>,

You <u>have</u> a temper <u>tan</u>trum and go <u>out</u> of con<u>trol</u>!

SOLO READER 1:	I'm not <u>proud</u> of my<u>self</u>, and I <u>feel</u> really <u>gloomy</u>,

But if <u>I</u> apolo<u>gize</u>, no one <u>listens</u> <u>to</u> me.

ALL BOYS:	So you'd <u>like</u> to <u>keep</u> this monster <u>far</u> a<u>way</u>.

SOLO READER 1:	Yes, <u>that</u> would <u>real</u>ly <u>make</u> my <u>day</u>!

ALL CHORUS: The Monster <u>Mad</u>, (*pause*), Oh yes the <u>Mon</u>ster <u>Mad</u>

Is really <u>bad</u>! (*pause*), It's sad, he's <u>real</u>ly <u>bad</u>!

And when he <u>comes</u> a<u>round</u>, we'll run him <u>out</u> of <u>town</u>

The Monster <u>Mad</u>. (<u>clap</u>, <u>clap</u>, <u>clap</u>)

SOLO READER 1: So I <u>ask</u> you <u>now</u>, what <u>can</u> be <u>done</u>?

ALL GIRLS: What <u>can</u> be *<u>done</u>*?

Well, just <u>try</u> this for <u>fun</u> -

ALL: Next <u>time</u> you get <u>mad</u>, before you're <u>out</u> of con<u>trol</u>,

Use <u>your</u> imagi<u>na</u>tion and i<u>mag</u>ine a <u>bowl</u>.

Put the <u>mon</u>ster in that <u>bowl</u> and <u>drink</u> him down <u>fast</u>.

SOLO READER 2: Then you'll <u>have</u> that <u>mon</u>ster <u>trap</u>ped, at <u>last</u>!

ALL: Just <u>feel</u> him in your <u>stom</u>ach, and <u>then</u> become a<u>ware</u>

Of <u>just</u> how <u>bad</u> it <u>feels</u> in <u>there</u>.

Then <u>once</u> you've <u>felt</u> it, <u>breathe</u> him <u>out</u>.

Just <u>breathe</u> that <u>mon</u>ster right <u>out</u> of your <u>mouth</u>.

ALL CHORUS: The Monster <u>Mad</u>, (*pause*), Oh yes the <u>Mon</u>ster <u>Mad</u>

Is really <u>bad</u>! (*pause*), It's sad, he's <u>real</u>ly <u>bad</u>!

And when he <u>comes</u> a<u>round</u>, we'll run him <u>out</u> of <u>town</u>

The Monster <u>Mad</u>. (<u>clap</u>, <u>clap</u>, <u>clap</u>)