

Session Six: Readers Theatre



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Welcome	Welcome and review the agenda
Review	Review last week Review group agreements
Warm-up Activity	Twenty questions with a twist
Group Discussion	Having fun with learning
Reading Strategies	Readers Theatre <ul style="list-style-type: none">• Read scripts• Practice your part• Performance
Craft Activity	Puppet making
Closing	Session review Evaluation



Overview of Session

Readers Theatre or RT is a fun way to engage learners in reading. Learners practice reading a script and then perform a reading skit. Invite both tutors and learners to this session and work on Readers Theatre together. Perform the RT for the school or band office. Children often groan when they hear the words school, reading and writing. This session discusses how tutors can make learning fun and why that is important.


Goals

- To learn how to use Readers Theatre to engage reluctant readers.
- To work with tutors and learners to develop a Readers Theatre skit.
- To make puppets to go with Readers Theatre.
- To have fun with learning.

Time

You will have to choose from the activities in this session. The interests of the participants and the amount of time you have for your program will determine the number of activities you can do. You can make this session into two sessions if you would like to do all the activities.

You need

- | | |
|------------------------------------|---|
| • Participant and door prize forms | • Free books |
| • Agenda | • Prizes |
| • Handouts | • Workshop supplies  – |
| • Flipchart paper | markers, paper, pencils, name |
| • Book kit | tags, post it notes, craft supplies |



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The day before the session

Call each participant to remind him or her about the session. Remind them to bring their child or learner to the session. Ask them if they need transportation to the meeting. Talk with the participants about the program or other issues.

Before the session

The facilitator should arrive at least 45 minutes before the session to set up the room, organize equipment and supplies, and make coffee and snacks.

Workshop preparation

- Review the facilitation section.
- Review the background information.
- Review the session and decide what activities you want to do.
- Research information for discussion topics not included in the manual.
- Change the agenda if needed.
- Photocopy handouts.
- Prepare craft materials.
- Ask community businesses to donate prizes for the program. Some suggestions for prizes are:
 - Adult and children books
 - Gift certificates for the local grocery store, gift shop etc.,
 - Gift baskets
 - Bath stuff
 - Candles



There are detailed facilitator notes for each activity

- Welcome and Introductions
- Review
- Warm-up Activity
- Group Discussion
- Reading Strategy
- Craft Activity
- Closing

The following pages give background information, facilitator notes and handouts for each activity in the session.

We use this symbol for background information.



We use this symbol for facilitator notes. Facilitator notes give detailed information on how to do the activities.



We use this symbol for handouts. Handouts are pages you need to copy for participants to use during the session. Some activities have no handouts. Some have several.





Background Information

Readers Theatre or RT is a form of theatre or drama that focuses on reading. RT adds fun and excitement to oral reading activities, and helps stimulate interest in reading and learning. RT helps learners improve their reading skills by providing a purpose for practising reading, and helps them understand what they read. Generally two or more people read a story aloud and use their voices, facial expressions, and gestures to interpret the story. It's non-threatening, since readers have a script and get to practise lots before performing.



It's different from regular theatre in a number of ways and it is much simpler:

- Readers interpret the story orally.
- Readers use their voices and gestures to bring life to the characters to life.
- Readers don't have to memorize lines. They take their reading texts or scripts on stage with them—even if they don't use them.
- Readers don't need elaborate costumes: they often dress in black.
- Readers don't need special sets or props. They often just sit on stools.

The images are formed, not on stage, but inside the readers' and the listeners' minds.



Benefits

RT is simple for parents, teachers, or instructors to organize, and offers lots of benefits:



- Readers and listeners have fun.
- It promotes cooperation and team work.
- Reluctant readers can turn into enthusiastic readers.
- It's non-threatening.
- Readers improve their oral language skills through practice.
- Readers increase their confidence and self-esteem and develop reading fluency.
- If the script is based on an actual book, readers and listeners often want to read the book.
- Readers and listeners are informed and entertained.
- Readers may become interested in other school subjects such as language arts, social studies or math.
- The scripts can be in any language.
- It improves listening skills.
- Readers can write their own scripts and improve their writing and thinking skills.
- Readers interpret stories and communicate meaning.
- Readers and listeners develop an appreciation of literature.



Getting Started

Readers Theatre is easy. To get started, here's a summary of what you need to do.

1. **Choose a script.** Choose a prepared script or choose a book from which you can develop a RT script. Make sure the script is at the instructional level of your learner.
2. **Adapt the script.** Identify speaking parts, including narrators, and break down the story into dialogue.
3. **Assign parts.** Read the script to your learner. Ask them what part they want to read. The tutor may take several parts if the story has more than 2 roles. Ask your learner to try out different parts to get a feel for them, before they choose their role.
4. **Highlight parts and rehearse.** Highlight your part, then practice your lines together with your learner.
5. **Perform.** Read the play aloud for an audience, of parents, family, classmates, or younger students. ¹

¹ Adapted from http://www.teacher.scholastic.com/products/instructor/popups/rt_5steps.htm



Finding and Choosing Scripts

You can buy scripts for Readers Theatre from publishers. You can also find a variety of scripts on the Internet. Most of them are free for educational or non-commercial purposes. You can download them, print them, and copy them. For more scripts refer to the Reading Theatres Scripts section. Use a prepared script at first. After some practice with RT, you and your learner can create your own script from a favourite story, or book.

Choose scripts that:

- Are fun.
- Are high quality.
- Are interesting to the readers and listeners.
- Are appropriate for the age, grade, and reading levels of the readers and listeners.
- Can be easily read.
- Contain lively dialogue.
- Spread the dialogue among several readers, rather than having one reader have a large part.

When doing Readers Theatre with young children choose an easy story or rhyme script that is predictable and/or has lots of repetition. If necessary, an adult or older reader can be the main narrator, and the young children can read simple words or phrases, or repeated lines.



Writing a Script

Adapt your own scripts from existing stories after you have some experience with prepared scripts. Look at many different types of stories for a Readers Theatre. Writing a script can be fun and you don't have to write it alone – write with a partner or team.



Adapting a Story for Readers Theatre

1. Choose an interesting, appropriate book or story. Make sure the book or story:
 - Has two or more characters, but not too many?
 - Has lots of dialogue or indirect speech you can turn into direct speech?
 - Has lots of events that take place in a short space of time?
 - Develops the personality of the characters in the story?
 - Makes sense and lends itself naturally to creating a script?
2. Read the book several times to make sure that you understand the essential story elements.
3. Start by turning the first few pages into a script:
 - Use short dialogue to keep the story moving.
 - Use a narrator to tie the story together or explain reasons for events. Try not to overuse the narrator. Use the characters to tell the story rather than a narrator.
 - Use two narrators if there's lots of description or details, if you need to involve more readers, or if you work with younger readers.
 - Turn indirect speech into direct speech.



- Use sound effects, simple props or music to enhance a Readers Theatre performance.
 - Use rhyme, repetitive structure, internal rhyme, dramatic excitement and lots of action to enhance a script.
 - Make cuts or changes to keep the story lively. For example, you don't need to say "he said", unless it's not clear who is speaking, or unless the speaker has changed and people may not know who is speaking. Sometimes it may be part of the poem, as in "'Fire, fire' said Mrs McGuire".
 - If a character has nothing to say for a while, you may want to insert some lines for them.
4. Write the script so learners can easily read it:
 - Put the character's in bold.
 - Use a large font size, such as 14-point, or larger if you're working with young or new readers.
 - Use line spacing of 1.25 or 1.5.
 - Leave a blank line between each reader's part.
 - Bold words that readers need to stress.
 5. Keep a reader's part on one page.
 6. Edit and rewrite as necessary.
 7. Ask someone else to read the script over and edit if needed.



Implementing Readers Theatre

A Readers Theatre project can be short-term or long-term depending on the readers, the script you choose and how much time you want to give to the project.



Remember the purpose of the activity:

- To give repeated practice in reading aloud to help improve oral reading skills.
- To motivate people to read.
- To promote learning through reading and listening.

There are different styles of Readers Theatre projects. The style helps determine the length of time that you need.

Circle Reading

Circle reading gives everyone a chance to read and helps build confidence.

1. Copy and hand out the scripts - one for each person in the group.
2. Ask everyone to sit in a circle.
3. Read the story to the children.
4. Ask the first person in the circle to read the first part, and so on round the circle until the story is finished.
5. Repeat this several times. Swap parts by starting at a different place in the circle.





Welcome

Time 5 minutes

Handouts 1

Agenda

Post the agenda on the wall and give the agenda handout to participants. Go over the agenda with participants. Ask for any changes.

Meet and greet

Welcome everyone back to the program and welcome learners. Ask everyone to write their name on a name tag and to enter their name to win the door prize.

Introduction of facilitators and participants

Ask children to introduce themselves. They can say their name, what grade they are in and what subject they like best in school. Ask tutors and parents to introduce themselves too.



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Review

Time 15 minutes

Handouts none

Review

- Review group agreements. Ask participants if they would like to add or delete any.
- Review last week's session. Ask participants if they used pictures to teach reading last week with their learners. Go around the circle and encourage everyone to share including children. Use these questions:
 - How did it go?
 - Does anyone have any suggestions for the group?
 - Which strategies did you find most useful?





Warm Up Activity – Twenty Questions with a Twist

Time 15 minutes

Handouts none

What is twenty questions?

Twenty questions is a fun word game. It is a thinking game. One person thinks of a noun (person, place or thing) and the rest of the group must ask 'yes' or 'no' questions to try and figure out what it is. They have twenty guesses.

What is twenty questions with a twist?

Twenty questions with a twist is similar to twenty questions. Each person writes a noun on a slip of paper. Then they attach the paper to another person's forehead with tape. Ask tutors and their learners to do each other.

Everyone gets up and asks 'yes' or 'no' question to the other participants. They use the answers to figure out what is written on the note on their forehead. The first person to identify the word on their forehead wins. Give them a prize.

This is a very fun activity. Demonstrate the game with the sample.



Sample word for twenty questions with a twist**Questions**

1. Is it an animal? No
2. Is it something in the North? Yes
3. Is it something you wear? Yes
4. Is it something you wear in the summer? No
5. Is it something you wear in the winter? Yes
6. Is it winter boots? No
7. Is it mittens? Yes!





Group Discussion – Having Fun with Learning

Time 30 minutes

Handouts 2, 3, 4

The group discussion focuses on having fun with learning. Brainstorm with the group why learning should be fun. Ask both tutors, parents and learners to brainstorm. You might get answers like:

- Laughing helps me relax and learn.
- Having fun takes the pressure off.
- Why learn something if it isn't fun.
- Laughing make me feel good.

Activities

1. Divide the group into pairs – tutors or parents with their learners. Give participants handouts 2 and 3. Ask each pair to try the brainteasers, fun tricks and riddles. Ask the tutor to try the fun tricks with their learners. Come back together as a group and share your answers. Give participants the answer sheet after they have tried them.
2. Give participants handout 4 and ask people to choose a tongue twister and say it 5 times. Have fun and laugh!





2

Brainteasers and Fun Tricks**Brainteasers****1. The Crowded Bus**

You're driving a bus, and 32 people get on. Then 14 people get off. Then 130 people get on. Next 9 people get off. Then 2 people get on and 120 people get off. At the next stop 19 people get on. Finally, 36 people get off. The question is this: What colour are the bus driver's eyes?

**2. The Reversible Word**

What four letter word reads the same forward, backward, and upside down? You must use capital letters

3. Topsy-turvy Year

What year in this century looks the same right side up and upside down?

4. Riddles

What word starts with an E and usually contains one letter?

What occurs once in a minute, twice in a moment, and never in a thousand years?

**5. From A to Z**

Can you make a sentence that uses all the letters in the alphabet?



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Answers to brainteasers

1. The bus driver's eye colour is the same as the person you are asking the question. At the beginning of the statement it says "You are driving a bus..."
2. NOON
3. 1969
4. Envelope

Letter 'm'
5. There are lots of sentences out there. Here is an easy one to remember - The quick brown fox jumps over the lazy dog.



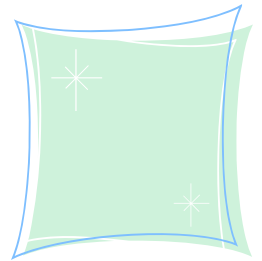
Fun Tricks (Tutor try with Learner)**Number One**

Tell your learners to pick a number from 1 to 5 - any number. Don't say what it is. Double the number. Now add 2. Now divide by 2. Remember the original number? Subtract that original number from what is left.

Keep it a secret – don't tell anybody. Now, when I count to three everybody shout the number. Everyone will should 'one.' As long as they did the math right!

Square Deal

Hand a square piece of paper to your learner and say - "If you can tear it into four equal pieces, I'll give you a quarter."



Now tearing a square into four equal pieces is not hard. After your learner does it and demands to be paid, you reply, "Yes, you did it. Here is your quarter." And as you say that, you hand your learner one of the four pieces of paper. It's a quarter, after all – a quarter of the square paper!

Magic 37

Pick a number from 1 – 9 and multiply it by 3. Then divide the number you have now into the original number placed next to itself three times. For example, you pick the number 4. Four times 3 is 12. Now divide 12 into 444 and you get 37. Or say you pick 2. Two times 3 is 6. Divide 6 into 222 and surprise, surprise – you'll get 37.



Activities from 101 Things for Kids to Do by Shari Lewis, Random House, New York, 1987.





3 More Riddles

Question 1: You are walking through a field and you find something to eat. It doesn't have bones, and it doesn't have meat. You pick it up and put it into your pocket. You take it home and put it on a shelf, but 3 days later it walks away. What is it?

Question 2: There are 20 people in an empty, square room. Each person can see the whole room and everyone in it without turning his head or body, or moving in any way except the eyes. Where can you place an apple so that all but one person can see it?

Question 3: I can be created by humans, but they cannot control me. I suck on wood, paper, and flesh. I can be more of a hindrance than help at times. To my creators, I seem to be everywhere at once. What am I?

Question 4: I have many feathers to help me fly. I have a body and head, but I'm not alive. Your strength determines how far I go. You can hold me in your hand, but you never throw me. What am I?

Answers

1. Egg
2. Put the apple on top of his head
3. Baby
4. Arrow



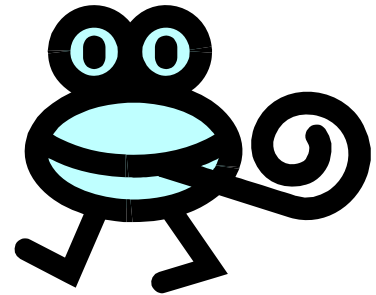


4

Tongue Twisters

Try these with your child or learner!

1. Double bubble gum bubbles double.
2. A noise annoys an oyster.
3. Greek grapes leaves.
4. Good blood, bad blood
5. I see icy icicles.
6. Frank threw Fred three free throws.
7. Rubber baby buggy bumpers.
8. Slick super-sleuth.
9. The sun shines on the shop signs.
10. A cup of proper coffee in the proper coffee cup.



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Reading Strategy – Readers Theatre

Time 60 minutes

Handouts 5, 6, 7, 8, 9, 10

Read the background information before you plan this session. Give a copy of the background information to participants or read it to them.

As a group prepare and put on a Readers Theatre performance. Choose a script from the handouts. There are more scripts in the Readers Theatre Scripts section.

You can also look online for scripts:

- Readers Theatre Editions <http://www.aaronshp.com/rt/RTE.html>
- Readers Theatre Scripts and Plays
<http://www.teachingheart.net/readerstheater.htm>
- Ganders Academy Readers Theatre <http://www.cdli.ca/CITE/langrt.htm>

Getting Started

- Role model a RT to the group. Practice the script before the session.
- Give participants scripts and ask them to choose a story they would like to perform. Make sure you have copies of the scripts for each person in the session.
- Ask participants to read the script and choose what role they want to read. Ask each person to highlight their role with a marker or highlighter.
- Give participants a chance to practice their role.
- Once everyone feels comfortable perform the Readers Theatre.



- Ask participants to plan for a community performance. Ask them to choose several scripts to perform. This may take several weeks of practice. You can expand the Readers Theatre by using costumes, puppets or props.





5 Script 1 - Hickory, Dickory, Dee

From *Mother Raven Nursery Rhymes* by Peter Redvers & Don Harney

Age group: K-3

Roles: Reader #1, #2, #3



All	Hickory, dickory, dee
Reader #1	A bear climbed up a tree
Reader #2	When he heard a sound
Reader #3	The bear jumped down
All	Hickory, dickory, dee





6 Script 2 – Goodnight Moon

Based on the book, *Goodnight Moon* by Margaret Wise Brown

Age group: K-3

Roles: Reader #1, #2, #3, #4, #5



Reader #1

In the great green room
There was a telephone
And a red balloon
And a picture of . . .

All

The cow jumping over the moon.

Reader #2:

And there were three little bears sitting on
chairs
And two little kittens
And a pair of mittens
And a little toy house
And a young mouse
And a comb and a brush and a bowl full of
mush
And a quiet old lady who was whispering
“hush.”



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- Reader #3** Goodnight room
 Goodnight moon
 Goodnight cow jumping over the moon
 Goodnight light and the red balloon
 Goodnight bears
 Goodnight chairs
- Reader #4** Goodnight kittens
 And goodnight mittens
 Goodnight clocks
 And goodnight socks
 Goodnight little house
 And goodnight mouse
 Goodnight comb
 And goodnight brush
- Reader #5** Goodnight nobody
 Goodnight mush
 And goodnight to the old lady whispering “hush”
 Goodnight stars
 Goodnight air
- All:** Goodnight noises everywhere





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Script 3 – Fire! Fire!

By Bill Martin Jr.

Age group: K-3



Roles: Reader #1, Reader#2, Reader #3, Reader #4

All: Fire! Fire!

Reader 1: said Mrs. McGuire.

All: Where? Where?

Reader 2: said Mrs. Bear.

All: Down! Down!

Reader 3: said Mrs. Brown.

All: Help! Help!

Reader 4: said Mrs. Kelp.

All: Here I come,

Reader 1: said Mrs. Plumb.

All: Water! Water!

Reader 2: said Mrs. Votter.

All: Well, I declare!



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Reader 3: said Mrs. Wear.

All: Oh, help, come and save us!

Reader 4: cried Mrs. Davis.

All: As she fell down the stairs
With a sack of potatoes





8 Script 4 – Moira's Birthday

Based upon the book by Robert Munsch
Readers Theatre script by Stephen Kohner



Moira's birthday is approaching and her parents allow her to invite only six children to her birthday party. Moira has her own ideas and before you know it, Grade One, Grade Two, Grade Three, Grade Four, Grade Five, Grade Six, and Kindergarten are all invited. "No problem!" thinks Moira. (Moira is Moira Green from Hay River.)

Age group: Grades 3-6

Roles: Narrator, Moira, Mom, Dad, Friend #1, Friends, Pizza Lady, Baker

Narrator: Ever had a fabulous birthday party? This story is about Moira who threw the biggest party of the year!

Moira: Mom, Dad...my birthday is next week. I want to invite a few people to my party.

Mom: A few people? How many is a few?

Moira: Just grade 1, grade 2, grade 3, grade 4, grade 5, grade 6
AAAAANNDD Kindergarten.

Mom: You've got to be joking! You're crazy! No way José!

Narrator: So Moira did what most kids would do in her situation.
She asked her Dad



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- Moira:** My birthday is next week. I want to invite some people to my party. Mom said I should ask you.
- Dad:** A few people? How many is a few?
- Moira:** Just grade 1, grade 2, grade 3, grade 4, grade 5, grade 6, AAAAANNDD Kindergarten.
- Dad:** That's impossible! What are you thinking of? You can invite SIX kids. 1 - 2-3 - 4 - 5 - 6 and NNNNNOO pip-squeaks.
- Moira:** Six kids. I understand. 1 - 2 - 3 - 4 - 5 - 6 and NNNNNOO pip-squeaks.
- Dad:** Go and write out your invitations.
- Narrator:** Moira spent the rest of the evening writing her invitations out. The next morning she went to BCHS and handed them out. One of her best friends had not been invited.
- Friend #1:** Moira, can I please, pretty please, come to your birthday party? One more person won't make a difference. PLLEEEASE!
- Moira:** I guess one more can't hurt but don't tell anyone else.
- Friend #1:** Okay. I promise not to tell anyone else and a promise is a promise.
- Moira:** I know I can trust you. That's what friends are for.



- Narrator:** By the end of the school day, Moira had invited ALL of grade 1, grade 2, grade 3, grade 4, grade 5, grade 6 AAAAANNDD Mrs. Thibault's entire Kindergarten class. She didn't dare tell her parents. Maybe they would be just a tiny bit upset. Her party was the next day. (knock at the door)
- Friends:** SURPRISE! HAPPY BIRTHDAY!
- Moira:** Welcome! Welcome to my party. Come in, come in! It's going to be so much fun! (friends all walk in)
- Father:** Six friends. That's good. One, two, three, four, five, six. Six... six is the best number. LET'S PARTY!
- Moira:** Maybe we should wait another minute.
- Narrator:** Just then, something banged on the door like this:
- All:** Bam! Bam! Bam! Bam!
- Narrator:** The door burst open.
- Friends:** SURPRISE! We're here! Let's party!
- Moira:** What a surprise! What are you all doing here?
- Narrator:** Before they could answer, they all ran in. They ran right over the father and the mother. There were kids everywhere. Kids in the bedroom, kids in the bathroom, kids in the kitchen, kids in the basement, and kids hanging off the roof!
- Father:** What's going on here? There are more than six kids here!



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Mother: Who invited them all? There's more kids here than at Walt Disney World!

Mother & Father: What are all these kids going to eat?!

Moira: Don't Worry... Be Happy! I have a plan.

Narrator: And with that Moira went to the phone and dialed 296-8080.

Moira: Yes, this is an emergency situation. I need 200 all-dressed pizzas delivered to my home. I need them delivered NOW!

Pizza Lady: 200 pizzas??? Are you nuts? That's too many!

Moira: Send us as many as you can. Or maybe you'd like us to come to your restaurant?

Pizza Lady: No! No! Stay right where you are. Don't move. It will be our pleasure to deliver them right to your house - no charge! We'll send ten pizzas right away!

Narrator: Moira then phoned up the local baker. What's a birthday party without birthday cake?

Moira: Yes, this is Moira. I need 200 of your best birthday cakes right away!

Baker: 200 birthday cakes? Are you nuts? I can't make 200 cakes!

Moira: I have hundreds of hungry kids over at my place all screaming for cake. Do you want us to come over and help you bake them? I'm sure we could help you out!



Baker: No! No! Stay right where you are. Don't move. It will be our pleasure to deliver them right to your house - no charge! We'll send ten cakes right away!

Narrator: Well, the next thing you know, a monstrous pizza delivery truck rolled into Moira's driveway. It dumped a pile of pizzas on her front lawn. Then an equally gargantuan truck drove in and dumped a pile birthday cakes.

Moira & Friends: FOOD! Time to eat!!

Narrator: The most amazing thing happened next. They gulped down all ten pizzas and ate up all ten birthday cakes in just ten seconds.

Moira & Friends: MORE FOOD!

Mother: More food? How can you eat so much? Where are we supposed to get more food from?

Friends: We'll find you the food. We'll be right back.

Narrator: And with that, they all ran back to their homes. Moira and her parents waited one hour, two hours and three hours.

Mother: I guess they're not planning to come back after all.

Father: I guess they're not planning to come back after all.

Moira: Just wait and see. My friends won't let me down.

Narrator: Just then, something banged on the door like this



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All: Bam! Bam! Bam! Bam!

Narrator: The door burst open.

Friends: SURPRISE! We're here! Let's party again!

Moira, Mother & Father: Look at all this food! There's frog legs, goat cheese, dinosaur eggs, chocolate covered ants, pork liver, black beans, boiled bats, muddy mangoes and sloppy subs. This is great!

Narrator: The kids ate and ate and ate. They ate all the food in just fifteen short minutes. Then everyone gave their presents to Moira. There were presents everywhere. Presents in the bedroom, presents in the bathroom, presents in the kitchen, presents in the basement, and presents hanging off the roof!

Moira: Look at all these presents. There's no way I can open and use them all. It's just too much.

Mother: Forget about the presents. Look at all this mess. There's mess all over the house. Mess in the bedroom, mess in the bathroom, mess in the kitchen, mess in the basement, and mess hanging off the roof!

Father: And who is going to clean it up?

Moira: Don't worry... Be happy! I've already thought of a plan. Listen up everybody. Whoever helps to clean up can take home a present.

Friends: Yippee! Let's clean up!



- Narrator:** In no time at all, the house was clean and the kids went home.
- Mother:** Thank goodness. I'm glad that party is finished for this year!
- Father:** Thank goodness. I'm glad that party is finished for this year!
- Moir:** Wait... I think I hear another truck.
- Narrator:** Just then, a huge dump truck came and piled 190 all-dressed pizzas in Moira's backyard. Another truck rolled in and dumped 190 birthday cakes beside the pizzas.
- Father:** What are you going to do now? We can't possible eat all this food?
- Mother:** There's enough food here to feed grade 1, grade 2, grade 3, grade 4, grade 5, grade 6 AAAAAANNDD Mrs. Thibault's entire Kindergarten class.





9

Script 5 – Polar Bears

A Super Science Script
By Lisa Blau



Age group: Grade 4-7

Roles: All, Reader#1, Reader#2, Reader #3, Reader#4

Reader #1 Good morning! We are here to tell you all about some amazing animals that live in the cold and snow.

All We're here to tell you about polar bears!

Reader #2 Polar bears hunt seals and other animals for food.

Reader #3 Polar bears have thick, white fur. Their fur and layers of fat protect them from the cold. A polar bear's white fur serves as camouflage when they hunt.

Reader #4 A male polar bear weighs about 1,000 pounds and measures between 8 to 11 feet.

Reader #1 Polar bears have a keen sense of smell. They can smell food from up to 10 miles away!

Reader #2 Polar bears are excellent swimmers. They use their strong front legs like paddles.



- Reader #3** Polar bears are also good climbers.
- Reader #4** Mother polar bears take very good care of their cubs. A mother polar bear teaches her cubs how to hunt. She also teaches them how to protect themselves from danger.
- Reader #1** Most polar bear cubs stay with their mothers until they are two years old.
- Reader #4** Polar bears dig a den for themselves in the snow. They live in the den during the winter.
- Reader#3** We hope that you have enjoyed learning about polar bears.
- All** The End!





10 Script 6 – How the Bear Lost its Tail

There are many versions of this legend. One version is available in South Slavey from the Deh Cho District Education Authority Teaching and Learning Centre. Check if there is a version in your region.

Age group: Grade 3 – 6

Roles: Storyteller, Bear, Rabbit, Birds, Fox, Bees, Owl,



Scene 1



Storyteller: A long time ago, Bear had a beautiful, long, furry tail. He thought it was really cool. He asked all the animals in the bush what they thought of his tail. First he saw Rabbit.



Bear: Rabbit, don't you think my tail is the most beautiful tail you've ever seen?



Rabbit: Oh yes, Bear, you look so cool with your big, black, shiny tail.



Storyteller: Then he saw the Birds.



Bear: Birds, don't you think my tail is the most beautiful tail you've ever seen?



Birds: Oh yes Bear, you look so cool with your big, black, shiny tail.





Storyteller: Then he saw Fox.



Bear: Fox, don't you think my tail is the most beautiful tail you've ever seen?



Fox: Oh yes, Bear, you look so cool with your big, black, shiny tail.



Storyteller: Then he saw the Bees.



Bear: Bees, don't you think my tail is the most beautiful tail you've ever seen?



Bees: Oh yes Bear, you look so cool with your big, black, shiny tail.



Storyteller: Then he saw Owl.



Bear: Owl, don't you think my tail is the most beautiful tail you've ever seen?



Owl: Oh yes, Bear, you look so cool with your big, black, shiny tail.



Storyteller: Really though, all the animals thought he was very vain, but they were scared to tell the truth. They were too frightened of his big claws and didn't want to make him angry.



Session Six: Readers Theatre

Scene 2



Storyteller: One cold winter's day, Bear went down to the frozen lake. He saw Fox running by, with a big fish in his mouth. He knew that Bear was hungry, so he decided to play a trick on him.



Fox (with fish): Mmm, what a good fish!

Bear: Hello, Fox. Where did you get that fish? It looks so good.



Fox: I caught it in the lake.

Bear: But you don't have anything to fish with.

Fox: I used my tail.

Bear: You used your tail?



Fox: Sure, it's the best thing for catching fish. Do you want me to show you how?

Bear: Yes please.



Storyteller: Fox pointed to a hole in the ice in the shallow part of the lake.





Fox: Now, sit with your back to the hole, and put your tail into the water. You'll feel a fish biting. Then you can pull your tail out of the water.



Storyteller: Bear really wanted the fish, so he put his tail into the icy water.



Fox: Now, you must sit very still and only think about fish.



Bear: My tail is so big and beautiful, I will catch more fish than anyone else.

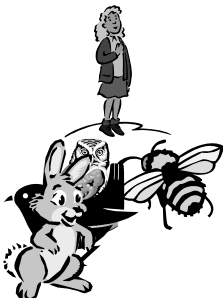
Scene 3



Storyteller: Fox and all the other animals hid behind the trees and watched. Fox was laughing really hard.



Fox: Ha, Ha, Ha, Ha, Ha!



Storyteller: The other animals just shook their heads.

Owl, Birds, Bees, Rabbit: What a trickster that Fox is!



Session Six: Readers Theatre



Storyteller: Bear sat very still and soon he fell asleep. A few hours later, Fox came back. Bear's fur was white with snow. Fox laughed so much he fell over.



Fox: Ha, Ha, Ha, Ha, Ha!



Storyteller: The other animals just shook their heads.



Owl, Birds, Bees, Rabbit: Fox better be careful. He'll make Bear REALLY angry!

Scene 4



Storyteller: Suddenly Fox shouted.



Fox: Bear! Bear! I can see a fish on your tail! Can you feel it?



Storyteller: Bear woke up with a fright and felt a terrible pain in his tail.

Bear: I can feel it!





Storyteller: He jumped up, and his frozen tail snapped off! All that was left was a small stump where his beautiful, long, black tail had been.



Bear: My tail! My tail! My beautiful tail!



Storyteller: And that's why bears have short tails today.



Owl, Birds, Bees, Rabbit: And that's why you won't see Fox and Bear having lunch together! Fox knows he would *be* lunch!





Craft Activity – Puppet Making

Time

30 minutes

Handouts

11, 12, 13, 14, 15, 16, 17

Puppets are great fun, they don't cost very much, and they're easy to make and use. It's easy to make your own puppet theatre and write your own play.

Children love puppets—they can say and do things with puppets that they might not say or do otherwise. Older children can write their own play and make all the puppets to go with the play. Puppets are fun for everyone!

In this section you will find:

- Instructions on how to make different types of puppets:
 - Stick puppets
 - Basic hand puppets
 - Paper bag puppets
 - Sock puppets
- Tips on how to stage a puppet show
- Puppet patterns

You need

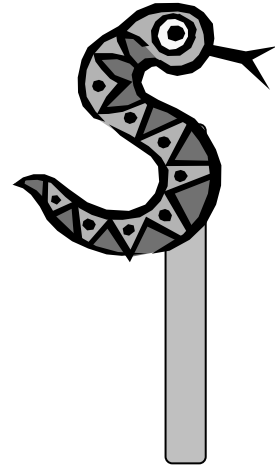
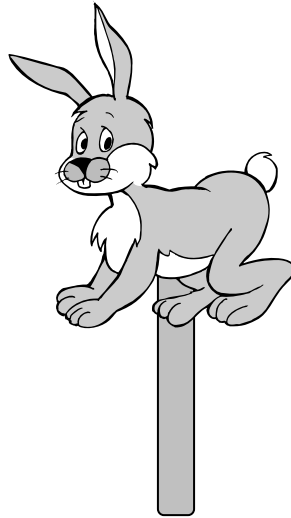
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|------------|-------------------|
| • Handouts | • Magazines |
| • Glue | • Clipart |
| • Scissors | • Cardboard |
| | • Popsicle sticks |





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Stick Puppets



What you need:

Scissors, glue, pieces of heavy card (like cereal boxes), construction paper, crayons or markers, popsicle or other wooden sticks, wide packing tape (optional), puppet patterns you like

Directions:

1. Cut out the puppet patterns. Use construction paper to cut out the different features (head, body, arms, legs, etc.).
2. Colour the puppets.
3. Glue the puppets on to the heavy card. This will help them last longer.
4. Laminate the puppets with the packing tape.
5. Glue or tape the wooden stick to the puppet.
6. Make the puppets move around while they speak.





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Basic Hand Puppets



What you need:

Fabric (cotton or other), felt for features, thread, fabric glue, basic hand puppet pattern. See handout 17 for basic pattern.

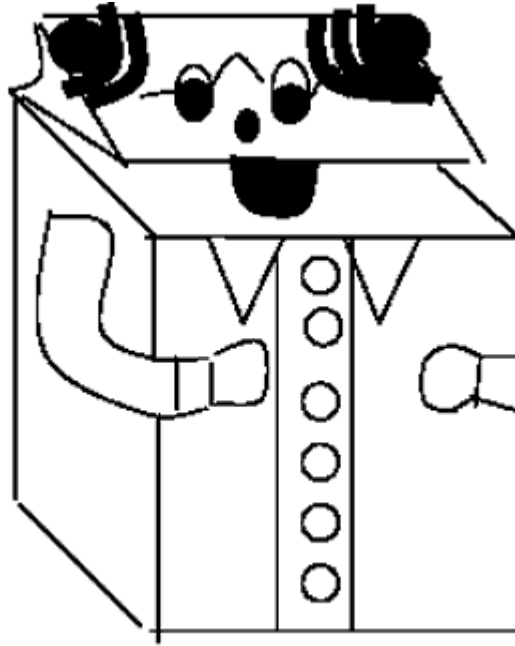
Directions:

1. Use the hand puppet pattern and cut out two pieces of cloth the same size.
2. Put the two pieces together with the right sides inside.
3. Sew them together around the sides and the top. Leave the bottom open.
4. Turn the puppet right side out.
5. Hem the bottom edge, and press the puppet.
6. Cut eyes, nose, mouth and other features out of felt and glue them in place.





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Paper Bag Puppets**What you need:**

Brown paper lunch bags, construction paper, scissors, glue, crayons and markers, scraps of material, string, etc.

Directions:

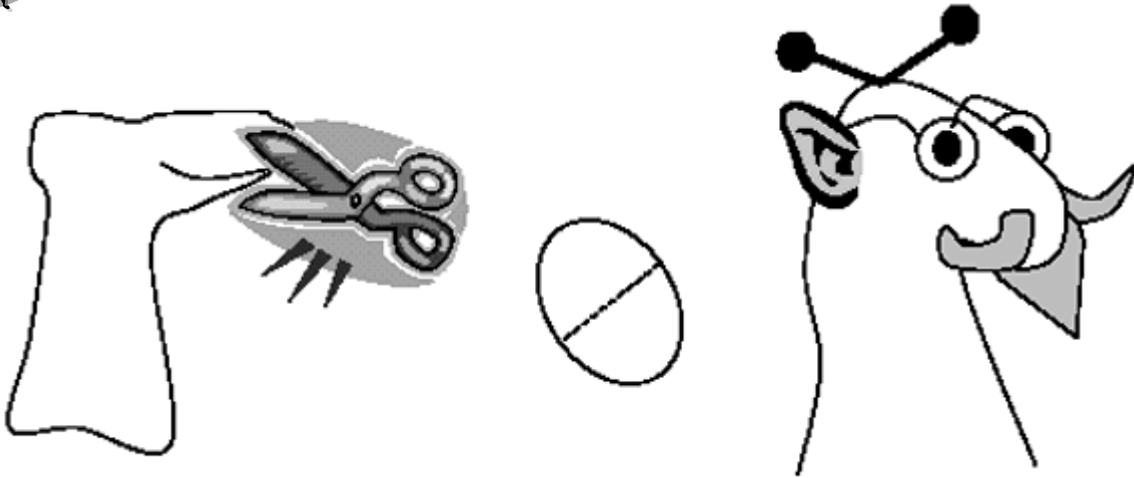
1. Cover the bag with construction paper that follows the folds of the bag. This helps to make it stronger.
2. Draw or glue features onto the puppet.





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Sock Puppets



What you need:

An old sock, pieces of felt or other fabric for the mouth, fabric glue, scissors, yarn for hair

Directions:

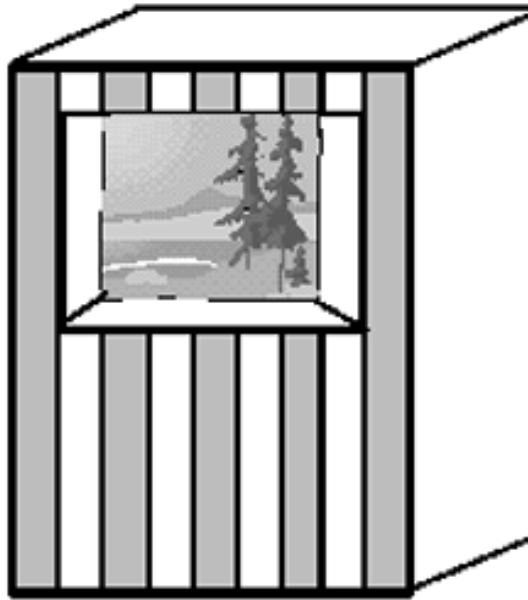
1. Put the sock on your hand, with your fingers and thumb in the toes and the back of your wrist in the heel.
2. To make the mouth, cut a slit in the sock between your fingers and thumb. Be careful!
3. Cut two ovals—one from the cardboard and one from the felt.
4. Glue the felt onto the cardboard oval, fold it in half, and sew it into your sock for the puppet's mouth.
5. Add eyes, hair, ears, etc., to your puppet.





15 Tips on how to stage a puppet show

1. The easiest way to use your puppets is to sit facing each other and talk to each other.
2. To do a proper puppet show, tip a table onto its side so the top faces the audience. Make a background with cardboard and tape it to your tabletop. For example you can draw trees and a lake if the story is about animals.
3. Or make a puppet theatre. Get a large cardboard box and materials to decorate it. Cut an opening in the box big enough for the audience to see your puppets. Decorate the front of the box, and draw a background inside the box on the back wall.



Example Puppet Theatre

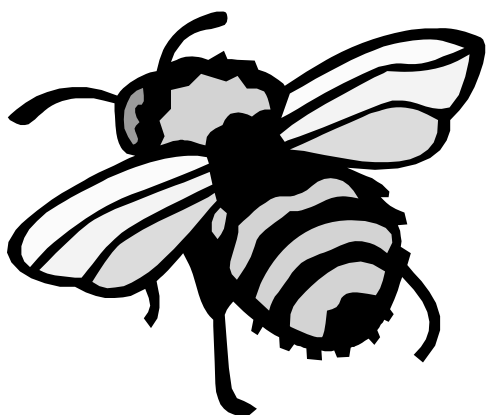
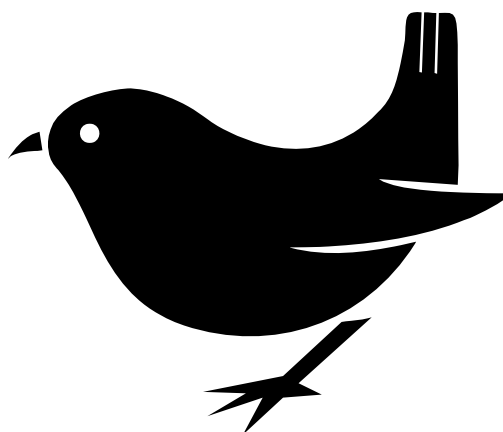


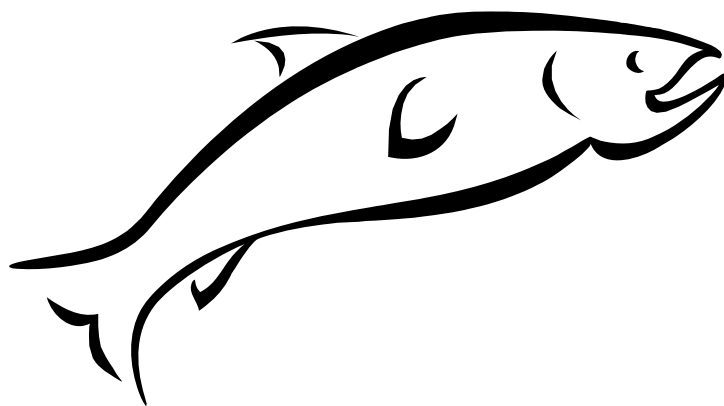
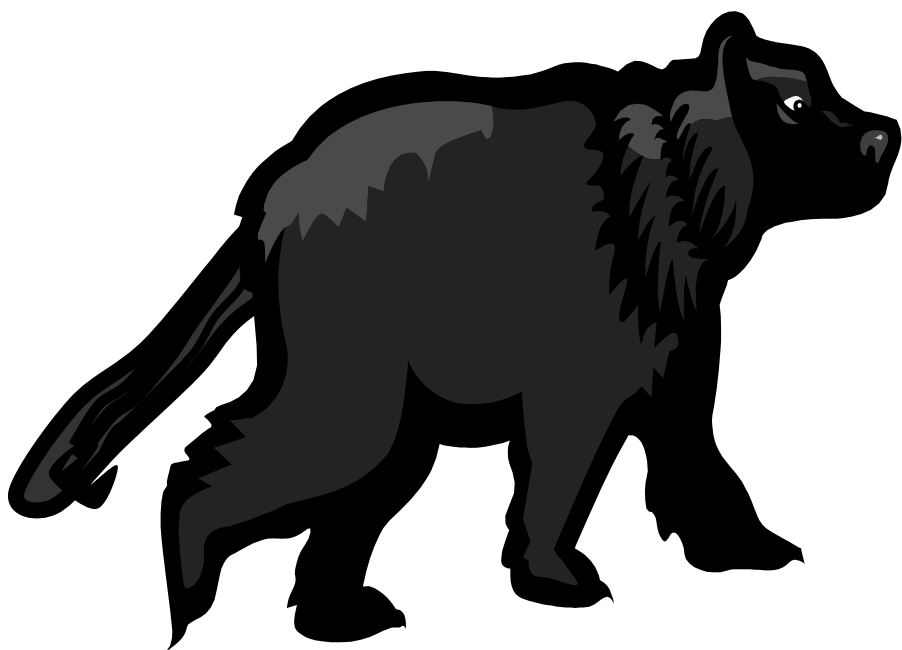


16 How Bear Lost His Tail Characters

Make the characters into puppets and put on a puppet show of the Readers Theatre script – **How Bear Lost His Tail**

Characters



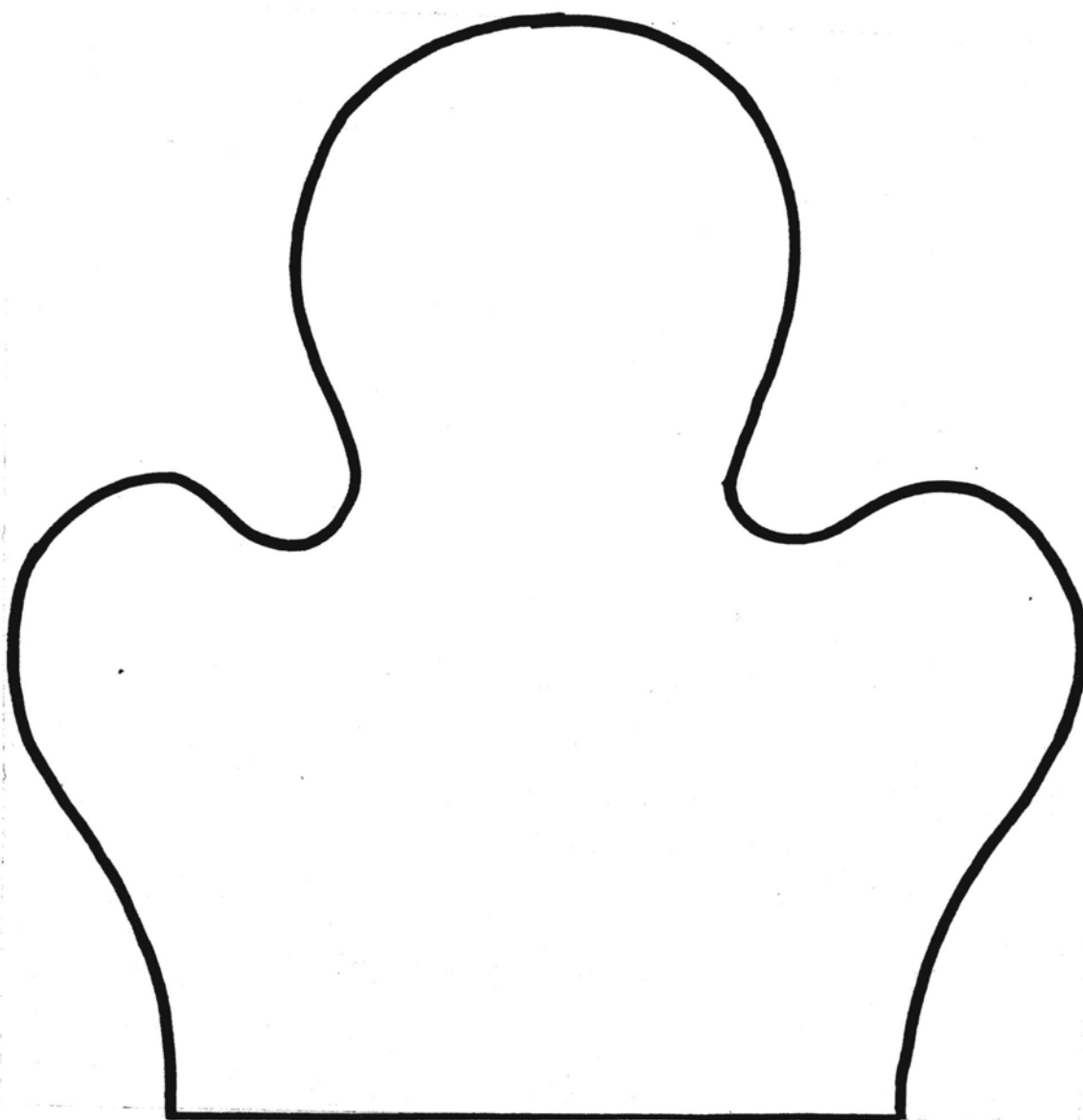




17

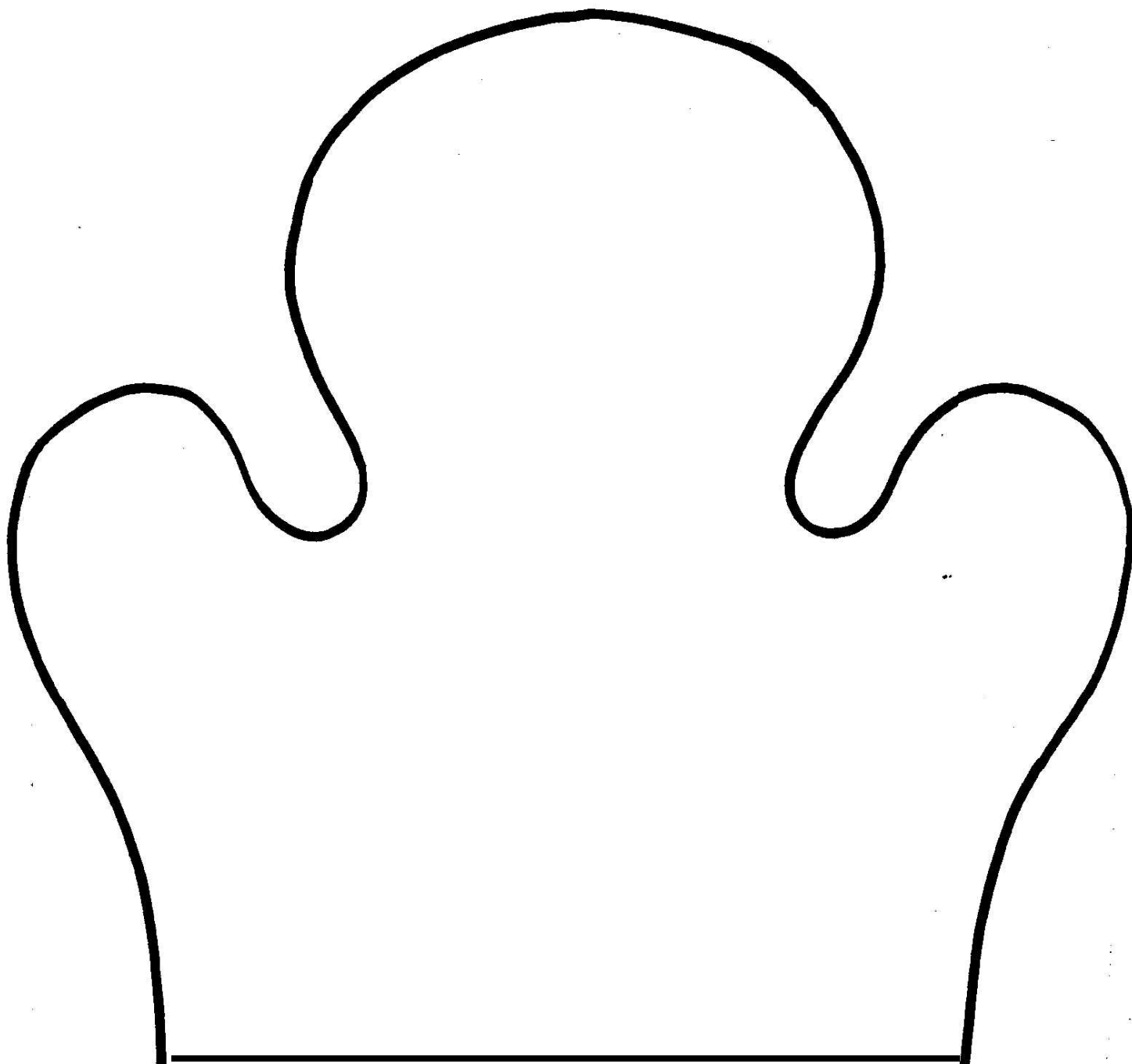
Puppet Patterns

Child hand puppet





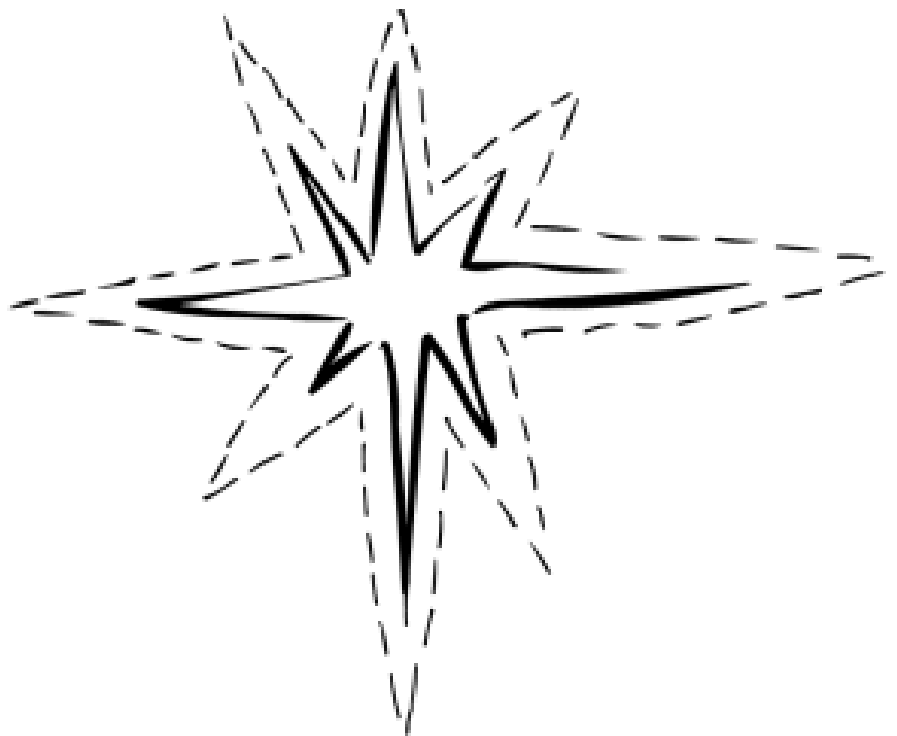
Adult hand puppet



Session Six: Readers Theatre

Stick Puppets from <http://www.fablevision.com/northstar/puppets>





Session Six: Readers Theatre



Closing

Time 10 minutes

Handouts 18

Session Review

Review the session with participants. Ask participants to show their puppets. They might like to put on a short puppet show.

Review plans for next week

- Reading comprehension skills
 - Building vocabulary
 - KWL (Know/What you what to learn/ Learned)
 - Sequencing
 - Questioning

Evaluation

Ask participants to fill out the evaluation. Tell them it helps you plan the next session

Door prize and free books

Draw for the door prize after everyone completes the evaluation form. Give prizes to both tutors and learners. Give out free books.



**18 Family Tutoring - Session Evaluation**

Session # ____ Topic: _____

1. What did you think of the topic we talked about in this session?



Excellent



Pretty
good



Needs a little
work



Not so hot



Should be
canned

2. What did you like most about the session?

3. What did you like least about the session?

4. What could we do to improve this session for next time?

5. Other comments

