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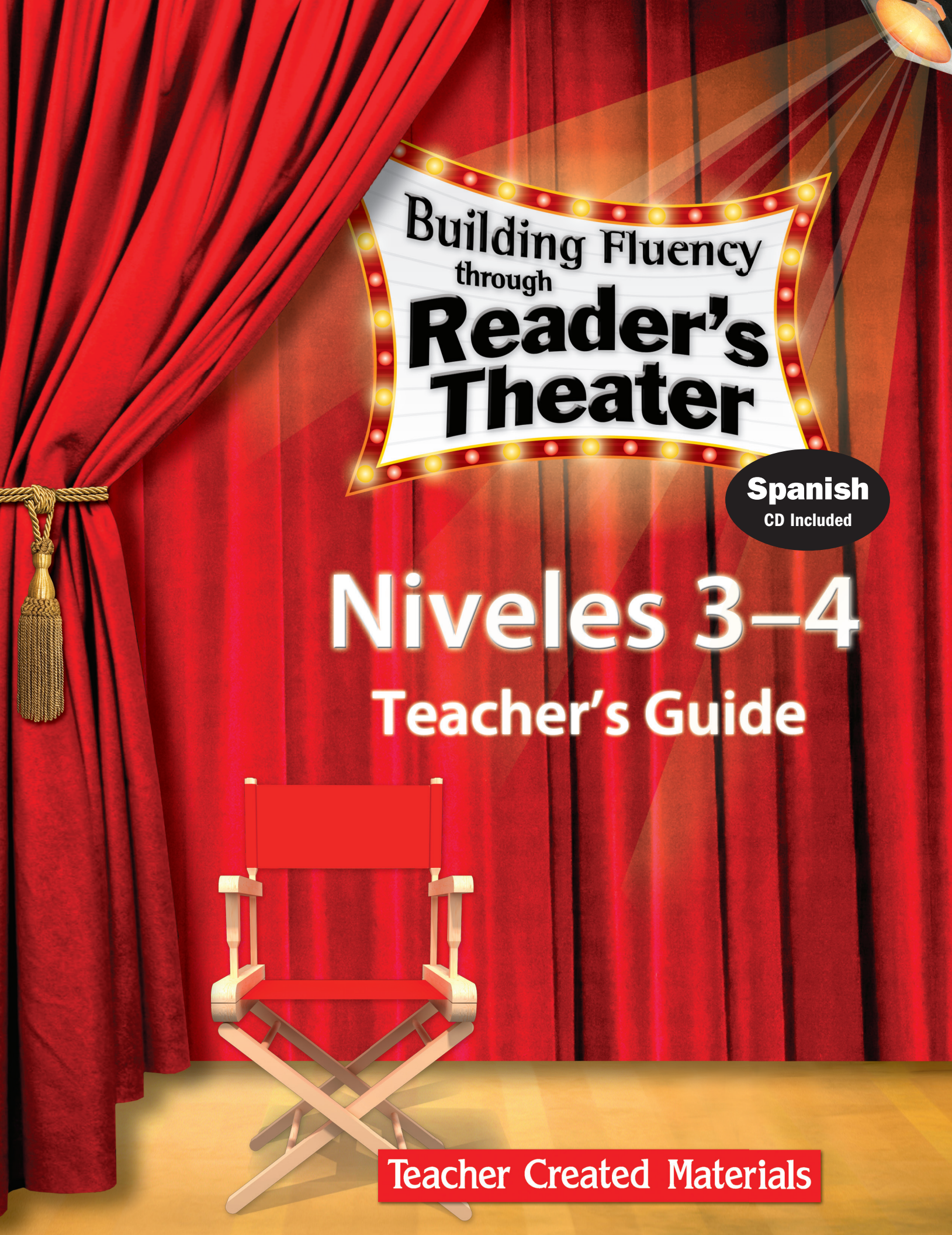
**Building Fluency through
Reader's Theater:
Niveles 3–4 (Grades 3–4)
(Spanish Version)**

This sample includes the following:

- Teacher's Guide Cover** (1 page)
- Table of Contents** (1 page)
- What's Included in Each Lesson** (7 pages)
- Lesson Plan** (6 pages)
- Script** (14 pages)

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Building Fluency
through
**Reader's
Theater**

Spanish
CD Included

Niveles 3-4
Teacher's Guide



Teacher Created Materials

Table of Contents

Introduction

| | |
|--|---|
| Foreword by Dr. Timothy Rasinski | 3 |
| The Connection Between Fluency and Reader’s Theater | 5 |
| Tips on Reader’s Theater by Aaron Shepard | 8 |

Language Arts Scripts

| | |
|--------------------------------------|-------|
| A Teacher and A Friend | 20–31 |
| Friendship Lesson Plan | 20 |
| Friendship Character Masks | 26 |
| Teaming with Mr. Cool! | 32–43 |
| Teamwork Lesson Plan | 32 |
| Teamwork Character Masks | 38 |

Social Studies Scripts

| | |
|---|-------|
| Grandfather’s Storytelling | 44–55 |
| Storytelling Lesson Plan | 44 |
| Storytelling Character Masks | 50 |
| Two Flat Friends Travel the World . . . | 56–67 |
| World Cultures Lesson Plan | 56 |
| World Cultures Character Masks | 62 |

Mathematics Scripts

| | |
|---|-------|
| The Mathematical Journey of a Lifetime | 68–79 |
| Math Journeys Lesson Plan | 68 |
| Math Journeys Character Masks | 74 |
| Wigz Will Be Wigz | 80–91 |
| Counting Money Lesson Plan | 80 |
| Counting Money Character Masks . . . | 86 |

Science Scripts

| | |
|--|---------|
| From the Sun to Beyond Pluto | 92–103 |
| Solar System Lesson Plan | 92 |
| Solar System Character Masks | 98 |
| The Inventor: Benjamin Franklin . . . | 104–115 |
| Inventors Lesson Plan | 104 |
| Inventors Character Masks | 110 |

Appendix

| | |
|---|-----|
| Appendix Table of Contents | 116 |
| Home-School Connections | 117 |
| Aaron Shepard’s Tips | 119 |
| Contents of Performance CD | 120 |
| Contents of Teacher Resource CD | 123 |
| Bibliography | 126 |

What's Included in Each Lesson

Objectives

The objectives state the purpose of each lesson and communicate the desired outcome of the lesson related to fluency and the content area. The objectives are taken from the Mid-continent Research for Education and Learning (McREL) compilation of content standards for K–12 curriculum. As stated on the McREL website (<http://www.mcrel.org>), the purpose of the standards compilation is “to address the major issues surrounding content standards, provide a model for their identification, and apply this model in order to identify standards and benchmarks in the subject areas.”

Summary

Within each lesson there is a summary section that describes the script and provides information to share with students to prepare them for the reader's theater performance. To decide which scripts to complete with students, read the summaries to determine how each fits in with your teaching plans. As a convenience, the summaries for the scripts are also provided below.

A Teacher and a Friend—This script is based on the true story of Helen Keller and her teacher, Annie Sullivan. Helen and Annie develop a special friendship as they learn and grow together and teach one another about the world. The language arts connection is related to studying biographies. This script can be used to introduce any biography.

Teaming with Mr. Cool!—In this script, Mr. Cool Coyote is a sneaky character. He continually steals sweet little animals from Farmer Joe and Farmer Jack. On their own, the farmers' efforts to catch Mr. Cool are unsuccessful, but when they work together, the coyote's antics are put to an end! The language arts connection is writing narratives. This script complements the book *Fantastic Mr. Fox* by Roald Dahl.

Grandfather's Storytelling—In this reader's theater, a young boy and his family talk about what happened on the night the boy was born as well as how the boy overcame the challenges of blindness. The boy asks his grandfather to retell the stories and to help him remember them so he can carry them with him even after his grandfather is gone. The social studies connection relates to the oral storytelling traditions of the American Indians. This script retells the story shared in *Knots on a Counting Rope* by Bill Martin Jr. and John Archambault.

Two Flat Friends Travel the World—In this script, two friends make themselves flat to take on a tremendous school project. They travel to Egypt and China to learn important details that they can share with their class in a school project. The social studies connection for this script relates to studying different world cultures. This script complements *Flat Stanley* by Jeff Brown.

What's Included in Each Lesson *(cont.)*

Summary *(cont.)*

The Mathematical Journey of a Lifetime—Three narrators share a delightful tale of a young boy and his friend who come to appreciate the role math plays in their lives as they take the journey of a lifetime. During their journey, they must use their math skills to solve problems. Without math, their incredible journey would not be possible. The mathematical connection is understanding and solving factorials. This script relates to Anno's *Mysterious Multiplying Jar* by Masaichiro and Mitsumasa Anno.

Wigz Will Be Wigz—This script is based on a story about counting money. The Wigz family wants to go to the carnival, but they don't have enough money to pay for food, rides, and souvenirs. They search the house and count the money they find until they have enough to enjoy a day at the fair. The mathematical connection for this is counting money. This script is based on *Pigs Will Be Pigs* by Amy Axelrod.

From the Sun to Beyond Pluto—Luke and Karl have been studying the solar system in school. They have to do a creative project for science class, but they don't have any ideas. One night their dreams take them on the greatest journey of their lives. As they travel, the boys learn many new facts; plus, they come up with a great project. The science connection is the solar system. This script complements *The Magic School Bus: Lost in the Solar System* by Joanna Cole.

The Inventor: Benjamin Franklin—This script is based on the true story of the life of Benjamin Franklin. As a boy, Franklin becomes an apprentice to a printer, but questions about science spark his curiosity. He later becomes one of the most famous and important American inventors. The science connection is inventions and inventors. This script relates to *What's the Big Idea, Ben Franklin?* by Jean Fritz or any other biography of Benjamin Franklin.

Materials

All of the materials needed to complete a lesson are listed in this section to assist you in preparing for each lesson.

Introduce the Literature

Each script in this kit is based on a piece of children's literature. You are encouraged to read the book to your students or have your students read the book during language arts time.

What's Included in Each Lesson (cont.)

ELL Support

Reader's theater can be used effectively in English-as-a-second-language classrooms to enhance students' proficiency in the areas of reading, writing, listening, and speaking. Furthermore, the program can be adapted to scaffold and model language usage to meet students' needs at multiple ELL levels. Through this program's ELL support activities and other various components of the lesson plans, students will become actively engaged in authentic language development activities. As a result, students' motivation to utilize the English language will increase.

The drama component of reader's theater helps students feel less inhibited in both speaking and reading the English language, and thus fluency in both areas will increase. In *Stage by Stage: A Handbook for Using Drama in the Second Language Classroom* by Ann F. Burke and Julie C. O'Sullivan, the authors state that "Drama is simply a good way to get students' whole selves involved with language and it is fun" (p. xiii). The authors also emphasize that once students feel less inhibited, their fluency will increase, because within the context of reader's theater there is an inherent opportunity to do repeated readings and practice skills such as pronunciation in an authentic context.

McMaster (1998), in her review of research studies involving literacy and drama in the classroom, states the benefits of drama for emergent readers. Drama provides prior knowledge and rich literary experiences needed for future readers as well as a scaffold for literacy instruction. It helps students develop symbolic representation, new vocabulary, knowledge of word order, phrasing, and metacognition and introduces them to various forms of discourse, all of which contribute to the construction of meaning from text.

Each script in this kit is accompanied by a musical piece as well as a corresponding poem. Both of these components have also been shown to facilitate students' language acquisition. Educator Tim Murphey (1992) analyzed the lyrics of pop songs and found several common language characteristics that would benefit language learners: the language is conversational; the lyrics are often sung at a slower rate than words, and there is a repetition of vocabulary and structures. Moriya (1988) found that music provided Asian learners a forum to practice pronunciation and learn the phonemic differences between Asian languages and English. Speakers of various languages can benefit from the language experience that the music selections will provide.

The poetry component to the program can be used in many creative ways to enhance students' language acquisition in reading, writing, listening, and speaking. Gasparro and Falletta (1994) assert that using poetry in an ELL classroom provides students with the opportunity to explore both the linguistic and conceptual facets of text without focusing on the mechanics of language. Choral reading of the poem builds fluency and provides practice in pronunciation. Some of the vocabulary words used in the script are reinforced through the poem, providing the opportunity to see the words used in multiple contexts.

What's Included in Each Lesson (cont.)

ELL Support (cont.)

The accompanying poems can also serve as a model for students to write their own poems. Depending on students' ELL levels, a framework or template can be developed for each poem to structure the writing process and provide students another opportunity to use the vocabulary and word order they have learned from the script and the poem. Additionally, the poem can also serve as a medium for discussion of the themes and concepts presented in each script. Moreover, students and teachers can create action sequences to facilitate visualization and comprehension of the text. Gasparro and Falletta (1994) emphasize that dramatizing poetry enables the learner to become intellectually, emotionally, and physically engaged in the target language; therefore, language is internalized and remembered.

Students' listening comprehension will also develop as a result of using reader's theater. According to Brown (2001), some characteristics of speech make listening difficult, such as clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation, and interaction. Brown proposes methods for helping second-language learners overcome these challenges. Reader's theater utilizes authentic language and contexts, it is intrinsically motivating, and it supports both bottom-up and top-down listening techniques. Illustrations in the scripts, along with the possible inclusion of realia and gestures, will assist students in understanding unfamiliar vocabulary and idiomatic phrases.

In addition, the professional recording of the scripts on the Performance CD will provide another opportunity for students to enhance listening comprehension and reading ability. The voices on the CD are articulate and expressive, and they serve as models for accurate pronunciation and fluent reading. By listening to the CD, students will be able to practice visualizing text and speech. A Best Practice suggested by second-language teacher-training programs is for the students to hear an oral reading of the piece of literature prior to reading it aloud themselves. The CD can be used for this practice as well.

Reader's theater provides a medium for ELL students to interact with other students in the classroom and will facilitate the development of a strong community of language learners. The experience will increase students' motivation and diminish their inhibitions to learn the new language. The components of the program will provide the necessary support and scaffolding that teachers need to provide effective instruction to ELL students in the areas of reading, writing, listening, and speaking. The program will engage students and serve as a model for fluency, pronunciation, and overall language usage.

What's Included in Each Lesson *(cont.)*

Involving All Students

Even though each script has only six roles, all students can be involved in each reader's theater performance. Students can be involved in a variety of ways. In this section of each lesson are suggestions for ways to include all students.

Reading the Script

This section of each lesson explains how to introduce the reader's theater script to your students and offers suggestions for introducing unfamiliar vocabulary and understanding the characters. As you read each script with the students, you may try to use the following performance tips.

Performance Tips

Reader's theater performance can be a frightening experience for some students. Assist them by reviewing the following suggestions.

- Relax! Breathe deeply and speak slowly to avoid a quivering or breathless voice.
- Stand with one foot in front of the other and with your weight balanced to avoid that feeling of shaking and trembling.
- Don't rush through your lines or speak too rapidly. Take your time and say each word distinctly.
- Some movement for emphasis or to give you a relaxed look is good, but don't move back and forth or develop nervous mannerisms. Avoid wringing hands, tugging at clothing, or twisting hair.
- A mistake is a normal part of any learning experience. If you make one, correct it and go on.

Getting to know your character will make your performance more believable. Use these questions to get in character as you rehearse.

- How old do you think the character is?
- What kind of voice do you think the character should have? Is the voice soft, loud, high pitched, or low pitched?
- How does the character stand or use his or her hands when speaking?
- Does the character seem happy, proud, or excitable?
- Do you think this character is serious or silly?
- Is the character kind?
- Do you think people would like this character?
- What can you do to communicate this character's personality to others?

What's Included in Each Lesson *(cont.)*

Assigning Roles

Each script contains six character roles. Each of the roles is written for a different reading level. The chart below lists the reading levels for all the characters in the eight scripts.

| Script Title | High 2nd Grade 2.5–3.0 | Low 3rd Grade 3.0–3.5 | High 3rd Grade 3.5–4.0 |
|---|---|--|---|
| A Teacher and A Friend | Mrs. Keller Narrator 2 | Helen Keller Narrator 1 | Captain Keller Annie Sullivan |
| Teaming with Mr. Cool! | Farmer Joe Farmer Jack | Mr. Cool Coyote Narrator 2 | Narrator 1 Narrator 3 |
| Grandfather's Storytelling | Father Aunt | Mother Uncle | Boy Grandfather |
| Two Flat Friends Travel the World | Dr. Stanley Flats Fred's Mom | Mazu Eman | Willie Fred |
| The Mathematical Journey of a Lifetime | Adam Genie | Jacob Narrator 1 | Narrator 2 Narrator 3 |
| Wigz Will Be Wigz | Mr. Wigz Mrs. Wigz | Peter Penelope | Pepperoni Pineapple |
| From the Sun to Beyond Pluto | Luke Maude | Luke's Mom Karl | Navigator Ms. Kern |
| The Inventor: Benjamin Franklin | Deborah Townsperson | Benjamin Mr. Franklin | Narrator 1 Narrator 2 |

What's Included in Each Lesson *(cont.)*

Assigning Roles *(cont.)*

Reading Levels Correlation Chart

| Grade Level Range | Guided Reading | Early Intervention | DRA |
|-------------------|----------------|--------------------|-------|
| 2.5–3.0 | K–M | 20–21 | 28–30 |
| 3.0–3.5 | M–O | 21–22 | 30–34 |
| 3.5–4.0 | O–Q | 22–24 | 34–40 |

Meeting the Fluency Objective

Each lesson focuses on a specific fluency objective, such as reading with accuracy or reading with expression. This section provides procedures for teaching the fluency objective related to the featured script.

Content-Area Connection

Each reader's theater script focuses on a specific content area: language arts, social studies, mathematics, or science. This section of each lesson explains the content and provides suggestions for introducing this content to your students. The content in the scripts can be quite sophisticated and warrants specific instruction to help your students understand it.

Fine Arts Connection

Each script has a song and a poem to accompany it. Your students will perform these songs and poems at designated places within the reader's theater performances. Your kit includes a Performance CD containing all of the songs and poems related to the eight scripts. This section of each lesson offers suggestions for using this CD to learn the songs and poems.

Teaming with Mr. Cool!

Teamwork Lesson Plan

Objectives

- **Fluency:** Students will determine the meaning of text and then participate in an oral reading, focusing on the use of appropriate expression.
- **Content Area:** Students will write their own personal narratives about times they used teamwork.

Summary

In this script, Mr. Cool Coyote is a sneaky character. He continually steals sweet little animals from Farmer Joe and Farmer Jack. On their own, the farmers' efforts to catch Mr. Cool are unsuccessful, but when they work together, the coyote's antics are put to an end!



Materials

- Teaming with Mr. Cool! script booklets
- Teamwork Character Masks (pages 38–43 or Teacher Resource CD); copied on cardstock
- copies of the Take-Home Script (Teacher Resource CD)
- PowerPoint® slide show (Teacher Resource CD)
- overhead transparencies of the poem and song
- Performance CD and CD player or computer with a CD drive and speakers

Introduce the Literature

This script complements the book *Fantastic Mr. Fox* by Roald Dahl. In this script, one of the main characters is Mr. Fox. The characters in this story have many of the same fun and entertaining characteristics as those in Dahl's book. You can use this reader's theater script as an introduction to a unit of study with that book. Or, you can follow up your literature unit with this reader's theater.

ELL Support



The use of slang and figures of speech in this script may confuse your English language learners. To assist them in understanding these words and terms, review unfamiliar words and phrases used in the story, such as *Dag nab it*, *chicken coop*, *bop on the head*, *tail between his legs*, *squawked loudly*, and *pound his hide*.

Involving All Students

While this script has only six roles, there are many ways to involve all of your students. For this reader's theater experience, assign the main roles to six of the students. Then, assign a few coaches to each student with a role, giving each character a support team of coaches. Explain that the job of the coaches is to assist the actor with reading the script and using appropriate and interesting expression. Each actor and his or her coaches should read and recite the lines of the script together. One coach might serve as the reader of other characters' lines. Another coach should listen to the actor's reading of the lines and offer encouragement and suggestions for using expression. Be sure to emphasize the coaches' use of encouragement. It is the job of each coach to ensure the success of the actor.

Reading the Script



1. Provide each student with a copy of the script. You can give the script booklets to students and their coaches, or you can print copies of the Take-Home Script: Teaming with Mr. Cool!.
2. Draw students' attention to the list of characters. Point out that three of the roles are narrator roles. Explain that a narrator is not an actual character in the story, but rather tells background information and details about the story.
3. Read the script aloud as students follow along. You may want to first play the recording of the script as students follow along. Then, read the script again and ask students to read it aloud with you. A PowerPoint® presentation of the script is also included on the Teacher Resource CD. You can use this slide show like a big book to review the script with the students.
4. Draw students' attention to new vocabulary and discuss unfamiliar words. Use the glossary at the end of the script as necessary for this discussion. The glossary also has pronunciation for some of the words. Students should use these pronunciations to ensure that they don't fumble over the words in the actual performance.
5. Point out to students that it is important to become familiar with the lines of the script in order to read smoothly. Emphasize expression when reading and point out that different characters have different ways of speaking. For example, each of the farmers might have different accents or drawls. The coyote probably speaks differently than the farmers and the narrators. How might these voices differ from one another? Help generate some ideas for students to use so that they are varying the voices and expressions for each of the narrators and characters.
6. Draw students' attention to the poem and song featured in the script. Read the poem and song aloud or play the professionally recorded versions. While you're playing the CD, display the words to the students using the overhead transparency. Discuss how the poem and song add to the story.

ELL Support



Together, create a character web describing Cool Coyote's character traits. Students can

find the words that were used to describe Cool Coyote in the story, or students can come up with words on their own. After each student shares a word, act it out as a class. If a student doesn't know the word about which they are thinking, have them act it out, draw it, or describe it. Once the character web is completed, create a Cool Coyote impersonation by having students choral read each word and then act it out. This same activity can be done with other characters in the story as well.



Teaming with Mr. Cool!

Teamwork Lesson Plan



Assigning Roles

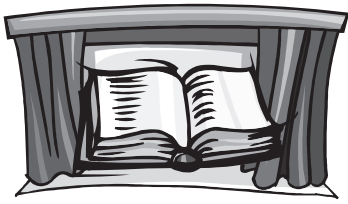
Assign roles to students based on their reading proficiency. It is important to remember that when students practice fluency, they should read materials at or below their reading level. This helps them focus on their accuracy, expression, and reading rate. If a student is reading text that is too difficult, attention will be focused on sounding out words and comprehension, rather than fluency.

These are the approximate reading levels for the roles in this script.

- ❖ Farmer Joe: high 2nd grade
- ❖ Narrator 2: low 3rd grade
- ❖ Narrator 1: high 3rd grade
- ❖ Farmer Jack: high 2nd grade
- ❖ Mr. Cool: low 3rd grade
- ❖ Narrator 3: high 3rd grade

Meeting the Fluency Objective

1. The fluency objective for this script focuses on the use of appropriate expression. Explain to the students that when reading, it is important to use expression. Then, write the following sentences on the board.
 - Ouch, that hurt!
 - It's a beautiful day.
 - That's a really scary movie.
 - I can't wait to go to the zoo.
2. Read each of the sentences using a monotone voice. Then, ask students how they might use expression in their voices to communicate the messages more effectively. Allow students to share their ideas by reading the sentences aloud.
3. Draw students' attention to the difference between the monotone reading of each sentence and the expressive reading of each sentence. Explain that the use of inappropriate expression can be confusing to an audience. We use expression to convey how we feel about something. When performing reader's theater, a person uses expression to communicate the feelings of a particular character.
4. Further illustrate this point by reading the first two pages of the script in a monotone voice. Ask students to comment on this reading. Would this be an enjoyable way for an audience to listen to actors perform the entire script?
5. Read the first page again, using appropriate expression. Then, invite student volunteers to read lines of the second page using the expression they think effectively communicates the message of the script.
6. Allow students to practice reading the script on many occasions to increase fluency. The coaches should encourage the readers to think about the meaning of the characters' words and focus on reading that uses appropriate and entertaining expression. Send home copies of the take-home script and encourage them to get their families to help them practice.



Content-Area Connection— Language Arts

The focus of this narrative script is the theme of teamwork. Understanding this theme will help

your students make sense of the story's purpose. Explain that accomplishing tasks alone can often be difficult, but when people work together tasks are easier to complete. You will also want to explain to students that a narrative tells a story or recounts an event. With a personal narrative, the author tells about a personal experience, describing the event and his or her reactions or feelings about what happened. This script can be studied as a personal narrative by Mr. Cool Coyote.

1. Tell students that a good narrative answers the following questions: Who? What? When? Where? Why? and How?
2. Write these six question stems on the board. Then, ask students if Cool Coyote addressed these questions in his personal narrative. What are some questions using these stems that were answered in the story. Write students' responses on the board under the appropriate question stems.
3. Explain to students that now they will be writing their own narratives about personal experiences that involve teamwork. Ask students to brainstorm a list of these types of experiences (e.g., important sporting events or musical performances). Record student ideas on the board.
4. Emphasize that since a narrative is a story, it should include the following elements: setting, plot, conflict, and conclusion. When students are writing their own narratives, they need to make sure they describe the setting well. They should also be sure to include an interesting plot that contains a conflict and conclusion.
5. The narratives should be well-organized either by the order that the events occur or in some other logical sequence.
6. Suggest that students illustrate the settings for their stories. In addition, each student should draw or even bring in photographs of the key characters in his or her story.



ELL Support

The English language learners in your classroom may have a difficult time writing an entire narrative on their own. Instead, allow these students to tape record themselves telling the narratives. They can describe the settings and characters. Then, they should retell the events of their teamwork story in chronological order. Once they are finished recording their stories, have non-ELL partners help transcribe the recordings. Then, the ELL students can illustrate their narratives.



Teaming with Mr. Cool!

Teamwork Lesson Plan

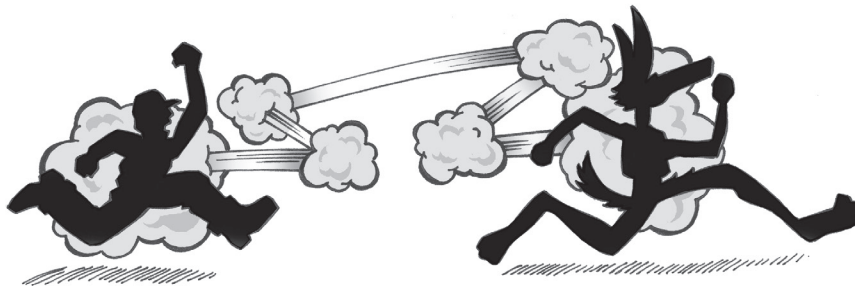
Fine Arts Connection

1. The script contains a song and poem: “Cool Coyote” and “Me, Myself, and I.” This song and poem are directly related to Teaming with Mr. Cool! but not limited to use only with this script.
2. Have students draw a portrait (head and shoulders or full-length) of a very cool character. Have them describe their drawings and tell why the character is so cool.
3. Have student groups read the poem “Me, Myself, and I.” Have students discuss the following questions in their groups: Do we need anyone else in our lives? Are we the greatest? Can we do everything ourselves? Should we have everything we want? Have each group rewrite the poem as an opposite idea. For instance, rewrite the first line as, “I need someone else.” Have the groups share their revised and much more humble poems with the class.
4. The “Cool Coyote” song might make a good rap song. Let students practice singing it rap style, complete with arm and hand movements. Don’t forget rhythmic rap sound effects!
5. Cool Coyote’s cousin is Fantastic Mr. Fox, a Roald Dahl character who has also had some strife with farmers. Have on hand a selection of books about animals versus farmers (e.g., Peter Rabbit) for students to read and examine. Have student groups form around their favorites and then have the groups act out their favorite stories for the class.



Performance CD

| Description | Track | Time |
|--|--------------------|------|
| Reader's Theater Theme Song: "Curtain Time" | Volume 1, Track 01 | 1:03 |
| Tips for Rehearsing Reader's Theater and Tips for Performing Reader's Theater, pages 2–3 | Volume 1, Track 02 | 2:05 |
| Script reading, pages 4–6 | Volume 1, Track 08 | 2:44 |
| Poem: "Me, Myself, and I" | Volume 1, Track 09 | 1:11 |
| Script reading (<i>cont.</i>), pages 7–14 | Volume 1, Track 10 | 7:54 |
| Song: "Cool Coyote" | Volume 1, Track 11 | 1:54 |
| Script reading (<i>cont.</i>), pages 15–21 | Volume 1, Track 12 | 8:06 |



Teacher Resource CD

| Description | File Name |
|--|---------------------------------|
| Teamwork Character Masks | masks_Teaming with Mr. Cool.pdf |
| Take-Home Script: Teaming with Mr. Cool! | THS_Teaming with Mr. Cool.pdf |
| PowerPoint®: Teaming with Mr. Cool! | PP_Teaming with Mr. Cool.ppt |
| Poem Transparency: "Me, Myself, and I" | poem_Teaming with Mr. Cool.pdf |
| Song Transparency: "Cool Coyote" | song_Teaming with Mr. Cool.pdf |

Edificando la fluidez en la lectura usando el teatro del lector



**¡VEN EN EQUIPO CON EL
SR. SUPERCROYOTE!**

Sarah Kartchner Clark

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Sarah Kartchner Clark

CONSEJOS PARA LA REPRESENTACIÓN DEL TEATRO DEL LECTOR

POR AARON SHEPARD

- No dejes que el guión te cubra la cara. Si no puedes ver al público, necesitas bajar el guión.
- Levanta la vista a menudo. No mires el guión demasiado.
- Habla despacio para que el público entienda las palabras.
- Habla en voz alta para que todos te oigan bien.
- Habla con emoción. Si el personaje está triste, la voz debe expresar tristeza. Si el personaje está sorprendido, la voz debe expresar sorpresa.
- Mantén una buena postura. Mantén quietos tus manos y tus pies.
- Recuerda que aun cuando no hables, eres el personaje que interpretas.
- Narrador, deja que los personajes tengan suficiente tiempo para hablar.
- Si se ríe el público, espera hasta que dejen de reírse antes de continuar.

CONSEJOS PARA LA REPRESENTACIÓN DEL TEATRO DEL LECTOR *(cont.)*

POR AARON SHEPARD

- Si un miembro del público habla, no le prestes atención.
- Si alguien entra en el cuarto, no le prestes atención.
- Si te equivocas, pretende que todo va bien.
- Si se te cae algo, intenta dejarlo en el piso hasta que el público dirija la vista a otro lugar.
- Si a un lector se le olvida leer su parte, trata de hacerlo por él. Inventa algo. Sigue a la siguiente línea. ¡No se lo susurres!
- Si un lector se cae durante la representación, haz como si no hubiera pasado.



¡BIEN EQUIPO CON EL SR. SUPERCoyOTE!



Personajes

Narrador 1

Narrador 2

Narrador 3

Supercoyote

Granjero Joe

Granjero Jack

Escenario

Esta obra de teatro tiene lugar en las granjas del Granjero Joe y del Granjero Jack.



Acto 1

Narrador 1: Todos han oído todo sobre el Superzorro/Fantástico Sr. Fox, el zorro más astuto que existe.

Narrador 2: Y han oído hablar del Lobo Malo...

Narrador 3: ¡Pero permítannos hablarles del...

4 **Narrador 1:** más listo,



Narrador 2: más astuto,

Narrador 3: y más veloz

Narrador 2: coyote del oeste!

Supercoyote: ¡Ése soy yo! ¡El Sr. Supercoyote! Soy el coyote más listo de los alrededores. ¡Vaya, que soy tan listo como mi primo! Probablemente hayan oído hablar de él. Se llama Superzorro/Fantástico Sr. Fox. ¿Han leído su historia escrita por Roald Dahl?

Narrador 1: Harían bien en creerme que el Sr. Supercoyote era el coyote más listo de los alrededores. Es que era muy largo y delgado para un coyote. Podía meterse en cualquier agujero. Le encantaba cazar conejos y pollos.

Narrador 2: ¿Y el más veloz?

Supercoyote: Más veloz que veloz...

Narrador 1: ¡Pim!

Narrador 2: ¡Pam!

Narrador 3: ¡Pum!

Narrador 2: Y estaba hecho.

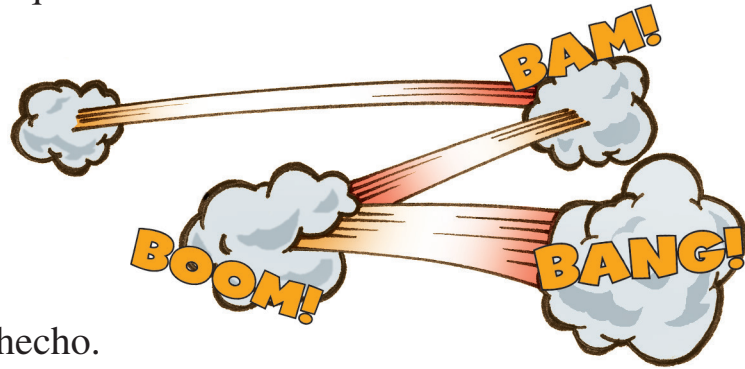
Supercoyote: ¡Y tan callado, que ni siquiera me podían ver!
¡Magnífico! ¡Glorioso! ¡Inteligente!

Narrador 3: Y no cabe duda de que el Sr. Supercoyote era el coyote más fuerte de la zona. Transportaba rocas hacia arriba y hacia abajo de la montaña sólo para mantenerse en forma. De esa manera, los pollos y los conejos que robaba a los granjeros no le parecían pesados cuando se iba corriendo.

Supercoyote: ¡Nadie puede acarrear tantas piedras como yo.
Llámenme el Supermacho. ¡Nunca se me cayó ni una!

Narrador 1: En efecto, algunos decían que ése era su problema.
¡Es que era demasiado listo, demasiado astuto y demasiado veloz!

Poema: Mí mismo y yo



Acto 2

Narrador 2: Los problemas del Sr. Supercoyote comenzaron cuando robó un conejo y un pollo más de la cuenta al Granjero Joe y al Granjero Jack.

Narrador 3: Granjero Joe era el mejor granjero de pollos de esta zona. Sus apreciados pollos eran tema de conversación en el pueblo. Incluso les cantaba a sus pollos. Él creía que eso hacía que les crecieran las plumas más suaves.

Narrador 1: Si veía que una gallina estaba poniendo un huevo, hacía parar y callar a todos para no molestar al pollito. Pero, noche tras noche, los pollos del Granjero Joe iban desapareciendo uno por uno. Granjero Joe trataba de mantenerse despierto para atrapar al culpable, pero no era lo suficientemente rápido. O se quedaba dormido. (Hacer ruido de ronquidos.)



Narrador 2: Una vez, el Sr. Supercoyote hizo un túnel por debajo de la tierra. El túnel iba hasta el piso del gallinero de la granja de Granjero Joe. El Sr. Supercoyote sólo tenía que quitar las tablas del piso para meterse adentro.

Narrador 3: Ese coyote llevaba escondido tres días en el gallinero antes de que Granjero Joe se diera cuenta de lo que estaba sucediendo.

Narrador 1: Así es. Granjero Joe perdió cinco pollos en esa ocasión.

Granjero Joe: ¡Esos pobres pollos no pudieron defenderse! Pero le di una lección. Construí otro gallinero con piso de cemento. No hay nada mejor que el cemento.

Narrador 2: Otra vez, el Sr. Supercoyote irrumpió en el gallinero al mediodía.



Supercoyote: Eso fue realmente astuto de mi parte, ¿no? Soy muy astuto. ¡Genial!

Narrador 3: Espere un momento, Sr. Supercoyote. Eso pudo ser astuto, pero por poco lo pillan.

Narrador 1: Es cierto. Coincidió que fue el día en que Granjero Joe estaba regando su huerta.

Narrador 2: Él tenía la manguera. Y estaba cargada con agua helada.

Narrador 3: Cuando estaba trabajando, Granjero Joe miró hacia el gallinero.

Narrador 1: Notó un par de orejas por la ventana del gallinero.

Granjero Joe: ¡Ninguno de mis pollos jamás tuvo orejas!

Narrador 2: Granjero Joe comenzó a correr hacia el gallinero con la manguera a toda presión.

Narrador 3: Había agua por todas partes. . .

Supercoyote: ¡Burrurr! Salí volando en un instante. Si hay algo que detesto, ¡es el agua fría!

Granjero Joe: ¡Ja, ja! Por poco le congeló la cola.

Narrador 1: Pero la última gota fue cuando el Sr. Supercoyote trató de hipnotizar a los pollos de Granjero Joe.

Supercoyote: ¡Ja, ja, ja! El único que cayó en el truco fue un pollito joven. ¡Ni se dio cuenta de lo que le pasó! ¡Ja, ja, ja!



Acto 3

Granjero Joe: ¡Maldita sea! Ese coyote se llevó uno de mis preciosos pollos otra vez! ¿Cómo pudo suceder?

Narrador 2: ¡Ya estaba harto! Temprano el día siguiente, Granjero Joe fue a la granja de su amigo, Granjero Jack. Granjero Jack y Granjero Joe se conocían desde hacía mucho tiempo.

Granjero Joe: ¡Estoy dispuesto a cazar al ladrón! ¡A esa alimaña mugrosa!

Narrador 3: Granjero Jack estaba ocupado en hacer una fila de jaulas para los conejos. Granjero Jack también era buen granjero. Criaba preciosos conejos. Llevaba sus conejitos cada año a las ferias del estado y del condado. Cada vez ganaba el premio de mejor de todo.

Narrador 1: No era raro ver que Granjero Jack cepillara la piel de sus conejitos, por la mañana, tarde y noche.

Narrador 2: También Granjero Jack tenía sus problemas con el Sr. Supercoyote.

Narrador 3: Claro que los tenía. Sucedió que la comida favorita del Sr. Supercoyote era el guiso de conejo.



Supercoyote: ¡Claro que sí! Me encanta la manera en que la carne se desprende de los huesos. Sólo de pensarlo se me hace agua la boca. ¡Mmmm!

Narrador 1: Un día temprano, Granjero Jack sacó a todos sus conejos de paseo. Estaba tratando de lograr que sus preciados conejos fortalecieran sus músculos.

Narrador 2: El Sr. Supercoyote podía oír los saltos que daban, y no pudo resistir.

Narrador 3: El Sr. Supercoyote se acercó sin hacer ruido a una fila de conejos y los metió en una cesta.

Narrador 1: Granjero Jack oyó los chillidos de sus conejos y se dio la vuelta a tiempo para ver al Sr. Supercoyote corriendo a toda prisa hacia el bosque.

Narrador 3: Granjero Jack corrió detrás del coyote, pero se perdió de tal modo que tardó cinco horas en encontrar su granja de nuevo.

Supercoyote: ¡Ja, ja, ja! ¡Yo corrí en círculos a tal velocidad que no había forma de que pudiera alcanzarme! ¡No señor! ¡Hoy no! ¡Salí de allí a todo dar!

Granjero Jack: Se me parte el alma sólo al pensar en esos preciosos conejos. Esos adorables pequeños conejos que son mi orgullo y mi gozo.

Narrador 1: Así que, cuando llegó Granjero Joe al gallinero aquella mañana, Granjero Jack estaba más dispuesto que lo que jamás había estado.

Granjero Joe: ¡Hola, Jack! ¿Hola? ¿Hola? ¿Estás ahí?

Granjero Jack: Hola. Sí, Joe. Aquí estoy. ¿Qué necesitas? ¿Qué hay de malo? ¡Parece que estás furioso!

Granjero Joe: Ese coyote astuto ha comido su última cena de pollo. Necesito ayuda. ¡Oye lo que te digo! Ese coyote no volverá a comer pollo. No si yo lo puedo evitar. ¿Me ayudas a cazarlo?

Granjero Jack: ¡Sí, creo que puedo ayudarte! Yo he intentado cazarlo por mi cuenta una y otra vez. He puesto trampas, pero ninguna ha funcionado. Tiene una piel muy dura. ¡El Sr. Supercoyote es claramente demasiado listo, demasiado astuto y demasiado veloz!

Granjero Joe: Pero, si unimos nuestras fuerzas e ideas, ¡yo creo que podemos cazar a ese coyote astuto!

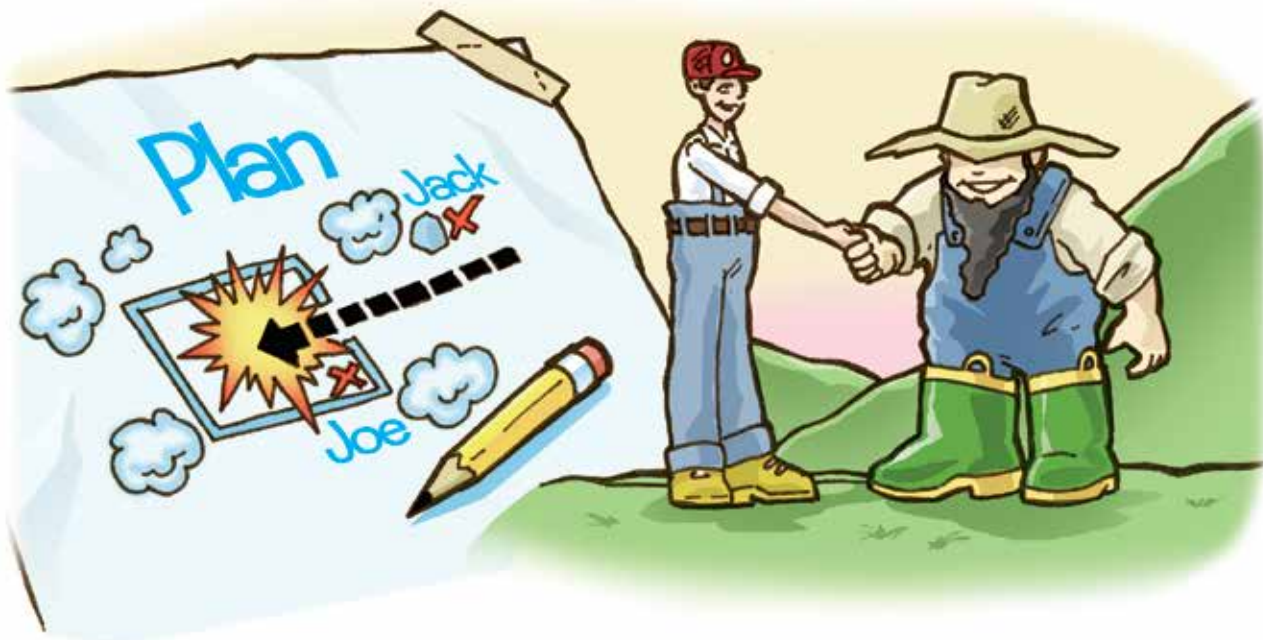
Narrador 3: Los granjeros se dieron la mano y comenzaron a planear en voz baja.

Narrador 1: Hasta altas horas de la noche, los granjeros hicieron un plan para cazar al Sr. Supercoyote. El sol ya se estaba asomando en el horizonte cuando terminaron. Ambos granjeros se pusieron de pie, estiraron las piernas y se dieron la mano de nuevo.

Joe y Jack: ¡Aquí vamos, Sr. Supercoyote! Ya puedes empezar a correr, a esconderte, ¡porque nosotros no tomamos prisioneros!



Canción: Coyote astuto



Acto 4

Narrador 2: De este modo, los granjeros habían formado un equipo para burlar al Sr. Supercoyote. De inmediato pusieron su plan en marcha.

Narrador 3: Granjero Jack y Granjero Joe se prepararon para que el Sr. Supercoyote desayunara. El coyote usualmente comenzaba su comida de la mañana con una deliciosa y jugosa pierna de pollo.

Narrador 1: Mientras tanto, el Sr. Supercoyote acababa de levantarse. Se estiró largo y fuerte y se dijo a sí mismo,

Supercoyote: ¡Caramba, tengo hambre esta mañana! Creo que voy a ir a cazar uno de los preciosos pollos de Granjero Joe.

Narrador 2: Granjero Joe acababa de entrar arrastrándose en el gallinero disfrazado de pollo. Sabía que no podía impedir al Sr. Supercoyote entrar en su gallinero. ¡Pero sí podía parar al coyote desde dentro!

Narrador 3: Granjero Jack se había escondido detrás de una roca con un palo grande. Su parte del plan consistía en aporrear al Sr. Supercoyote en la cabeza cuando saliera corriendo del gallinero. ¡Granjero Joe sabía que Granjero Jack obligaría al Sr. Supercoyote a salir corriendo con la cola entre las patas!

Granjero Joe: ¡Pssss! ¡Hey, Jack!

Narrador 1: Granjero Joe quería saber si Granjero Jack estaba en su sitio.

Granjero Jack: Aquí estoy y estoy listo para empezar. Agarremos a este coyote antes de que se dé cuenta de lo que le ha pasado. ¡Ya no volverá a molestarnos!

Joe y Jack: (en voz baja) ¡Vamos!

Narrador 2: El Sr. Supercoyote salió sin hacer ruido de detrás de un roble grande y miró a ambos lados para ver a Granjero Joe. No lo vio. Así que entró en el gallinero.



Narrador 3: El Sr. Supercoyote fue demasiado rápido. Antes de que Granjero Joe pudiera saltar y agarrarlo, el Sr. Supercoyote ya estaba dando su primer mordisco.

Granjero Joe: ¡Pío pío!

Narrador 1: Granjero Joe chilló en voz alta como un pollo. Estaba rojo de rabia y estaba decidido a que el Sr. Supercoyote no agarrara otro pollo. Gritó a Granjero Jack que viniera a apalea al astuto coyote.

Narrador 2: Granjero Jack oyó el ruido dentro y llegó corriendo desde el lugar de su escondite. Llegaba con el palo en la mano. Se quedó de pie junto a la puerta, esperando que el coyote saliera corriendo del gallinero.

Narrador 3: Las plumas volaban por todas partes. Era difícil distinguir entre el coyote y los pollos. Metido entre los animales estaba Granjero Joe intentando atrapar al coyote.

Acto 5

Narrador 1: Granjero Jack podía ver la conmoción dentro del gallinero, pero no podía distinguir cuál era el Sr. Supercoyote.

Supercoyote: ¡Caramba! ¡Tengo que salir de aquí! ¡Socorro! Llamen al 9-1-1.

Narrador 3: Echó a correr hacia la puerta y pegó un salto para salir.

Narrador 1: ¿Lo logró?

Narrador 2: El Sr. Supercoyote saltó de nuevo, pero no podía pasar por la puerta. ¡Estaba demasiado gordo! Había subido de peso mucho en los últimos días con su dieta de piernas de pollo y guisado de conejo.

Joe y Jack: ¿Qué?

Narrador 3: ¡Exacto! El Sr. Supercoyote no cabía por la puerta. Cada vez que lo intentaba, Granjero Jack le daba un golpe en la cabeza. Eso lo hacía volar hacia atrás donde Granjero Joe lo empujaba otra vez hacia la puerta.

Granjero Joe: Dale otro golpe, Jack. Ésta es nuestra única oportunidad. ¡Puedes atraparlo! ¡Pégale más fuerte!

Granjero Jack: Estoy intentándolo, Joe, pero no sale por la puerta. ¿Dónde está ese coyote? ¡Le voy a dar algo que no podrá olvidar! ¡Sííí, señor!

Supercoyote: ¡No quepo! ¡Qué vergüenza! ¡Será la buena comida de mamá!

Narrador 1: Se quejaba y lamentaba mientras saltaba y se estremecía.

Granjero Jack: ¿Pero qué hacemos?

Granjero Joe: Vamos a ver...

Narrador 2: Granjero Joe y Granjero Jack hicieron un plan nuevo. Las cosas no les habían salido como planearon. Querían atrapar al viejo coyote, sin duda, ¿pero así? ¿Dentro del gallinero? Parecía demasiado puro y sencillo. El primer paso fue que el Granjero Joe sacara a todos sus pollos.



Narrador 3: Por mucho que lo intentara, el Sr. Supercoyote no podía salir. Se sentó a esperar su suerte.

Granjero Joe: Podríamos matarlo, sabes, pero eso no parece bien.

Granjero Jack: ¿Qué? ¡Eso es lo que planeamos hacer toda la noche!

Granjero Joe: Trabajamos juntos y agarramos a ese astuto coyote. Ciertamente podemos pensar en algo. Hagamos otro plan juntos para ver si podemos solucionar nuestro dilema...

Narrador 1: Y comenzó a reírse burlonamente.

Narrador 2: De esta manera, los granjeros se sentaron a discutir todas las opciones. Se dieron cuenta de que el Sr. Supercoyote sólo estaba atrapado de momento. Se escaparía cuando bajara de peso. Pero, trabajando en equipo, fueron creativos.

Granjero Jack: Contrataremos al Sr. Supercoyote como nuestro perro guardián. Podemos alimentarle día y noche. Estará inflado con comida; no volverá a tocar a nuestros animales. Estará tan atiborrado que preferirá estar muriéndose de hambre.

Granjero Joe: ¡Pero sólo le daremos helado, refrescos y pizza! No bajará de peso con una dieta así. Nuestro plan es perfecto.

Narrador 3: El Sr. Supercoyote mantuvo el peso y aun lo aumentó. Su trabajo era aullar cada vez que oía a un intruso. Esto les daba a los granjeros tiempo suficiente para agarrar al ladrón antes de que pudiera hacer daño.

Narrador 1: Cada vez que oía algo afuera, el coyote lanzaba un largo aullido. La próxima vez que oigan un aullido por la noche, piensen en el Sr. Supercoyote en su nuevo trabajo. Seguro que lo han escuchado, pero no se preocupen. Se ha unido a los granjeros y se juntó a su equipo.

Supercoyote: Algunos días, pienso si todo esto no será un sueño.

Narrador 2: Hemos llegado al final de nuestra historia, queridos amigos. Pero recuerden la lección que les hemos compartido. Es lindo trabajar como equipo, ya saben. Es mejor compartir y tener cuidado. Así que, la próxima vez que tengan que resolver un problema, no lo hagan solos. ¡Pidan a sus amigos que trabajen en equipo!

MÍ MISMO Y YO

No necesito de nadie más
Sólo a mí mismo necesito.
Soy el mejor. Soy el mayor.
A mi fiesta no te invito.

Puedo hacer cualquier cosa.
No quiero que me ayudes.
Puedo hacerlo yo mismo.
No hay nada que me des.

Lo quiero así, a mi manera.
Dámelo completo.
Puedo hacerlo yo mismo.
Espera para verlo.

No necesito de nadie más
Sólo a mí mismo necesito.
Soy yo y estoy orgulloso
De todo lo que se me dio.

Mírame correr, y mírame desaparecer.
Atrápame pero no creo que puedas.
Puedo hacerlo yo mismo.
Espero que me creas.



COYOTE ASTUTO



Coyote astuto, cuídate
porque van a engañarte ya lo verás
Un día los granjeros te atraparán
Trabajando juntos, ya no molestarás.

Eres muy fuerte, eres veloz
Eres muy astuto
Pero ahora trabajando en equipo
Vamos a atraparte.
¡Ojo!

*Coro—Coyote astuto,
es hora de correr.
Te crees muy listo, pero no sabes
que en equipo se puede hacer más.*

Coyote astuto, cuídate
porque van a engañarte ya lo verás
Mira tu ya lo sabes
Los granjeros te atraparán.
(atrápalo, atrápalo)

Comes gallinas y conejos también
Pero eso no es justo
Ahora en equipo contra ti
Coyote, no eres tan astuto.

Repetir el coro

Coyote astuto,
es hora de correr.
Te crees muy listo pero no por siempre
Porque en equipo se puede hacer más.



GLOSARIO

chillidos — llorar o gritar.

conmoción — alboroto o confusión.

gallinero — jaula o edificio pequeño para los pollos.

hipnotizar — hacer que uno entre en un estado como de sueño.

intruso — alguien que no es bienvenido.

jaula — la caja para aves y conejos.

macho — mucha fuerza o poder.

aporrear — golpear con un palo.

Roald Dahl — autor de *SuperzorrolFantástico Sr. Fox* y de otros libros.

suerte — resultado esperado.

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