

Conflict in Holes

Curriculum-Based Readers Theatre Script

[All (except # 1 - 4) pantomime digging holes.]

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| <p>1 Excuse me. What are you doing?</p> <p>All We're digging holes. [gesture]</p> <p>1 Holes?</p> <p>All Holes.</p> <p>2 Why?</p> <p>All To build character. [gesture]</p> <p>3 Why holes?</p> <p>4 Why not sandcastles?</p> <p>5 Cause that's not the name of the story.</p> <p>1 What story?</p> <p>All Holes!</p> <p>6 It's a novel by Louis Sachar.</p> <p>2 About digging holes?</p> <p>All Right. [gesture]</p> <p>3 Who's digging the holes?</p> <p>7 Kids like you and me. Stanley—but we call him Caveman—and Zero...</p> <p>All Zero—as in nothing! Nada! Zippo! Zilch! [sound effect] [gesture]</p> <p>4 Just kids?</p> <p>8 No—juvenile delinquents.</p> <p>9 Boys sent to Camp Green Lake as punishment.</p> <p>1 Punishment for what?</p> <p>10 For stealing money or cars.</p> <p>11 For getting into fights.</p> <p>12 For allegedly stealing shoes.</p> <p>13 The court sends them to live at Camp Green Lake.</p> <p>All Lakes aren't green. [gesture]</p> <p>14 This lake was green, but now it's not even a lake anymore.</p> | <p>15 It's just a big dried up hole in the middle of a barren desert.</p> <p>All [sound effect]</p> <p>11 A desert complete with...</p> <p>5 - 10 rattlesnakes, [sound effect],</p> <p>11 -15 scorpions, [sound effect],</p> <p>15 -25 and deadly poisonous lizards! [sound effect]</p> <p>3 So these juvenile delinquents—why are they digging holes? [gesture]</p> <p>5 For punishment...</p> <p>All and to build character! [gesture]</p> <p>4 Really?</p> <p>6 That's what the vicious and vile warden says!</p> <p>7 She rules with an iron fist! [gesture]</p> <p>8 And she expects immediate obedience! [gesture]</p> <p>9 "Fill it! And the next time I tell you to do something, I expect you to do it without questioning my authority!"</p> <p>4 So is that the conflict in the story?</p> <p>All Conflict? [gesture]</p> <p>4 You know—the struggle between two forces—every good story has one.</p> <p>10 <u>Holes</u> is full of conflicts.</p> <p>11 Will Zero ever find his mom?</p> <p>12 Will Zigzag stop constantly pounding on Stanley?</p> <p>13 Will the warden ever be stopped from mistreating the boys?</p> <p>14 Will the Attorney General find Zero's computer records?</p> <p>15 Will the warden find the treasure?</p> |
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- 5 Will Stanley and Zero survive in the desert without food or water?
- 6 Will they actually make it to Big Thumb on the top of the mountain?
- All [sound effect] [gesture]
- 1 Well, do they?
- 2 Will they?
- 1 - 4 What happens?

- 7 Calm down. All the conflicts in the story are resolved.
- 8 But as the book says,
- All “You will have to fill in the holes yourself!” [gesture]
- 5 Holes by Louis Sachar—
- All Holes—Dig it up and read it! [gesture] [sound effect]

The Main Characters in The View from Saturday

Curriculum-Based Readers Theatre

- 1 Good afternoon and welcome to...
All “Our Points of View” [gesture]
2 ...where we share with you...
3 our views...
4 on the main characters in...
All The View from Saturday
[sound effect]
5 by E.L. Konigsburg.
6 Let’s start with Julian.
7 This character has really dark hair, and
wears long shorts and knee socks.
8 Yes, what is it with those knee socks?
9 No one ever wears knee socks on the
first day of school! [sound effect]
10 He carries a leather book bag.
7 He has an unbelievable vocabulary.
11 He is one strange character.
All **The strangest person on the bus!**
[sound effect]
12 Why do you say that?
13 For starters, he’s so polite!
14 He has a funny accent.
15 He talks like he has a deep whistle in
his voice with a British accent.
16 “Is this seat taken or is this seat
occupied?”
17 He greets people by introducing
himself!
18 He extends his hand to be shaken.
19 He’s one of those super smart people.
20 And he invites his classmates to tea
parties!
All **Tea parties?** [sound effect] [gesture]
20 Tea parties.
- 21 Maybe he just wants to have friends.
22 Only certain friends. It’s a secret
invitation.
All **His friends have to find the clues he
hides.** [gesture] [sound effect]
23 And then there’s Ethan.
24 When Mrs. Olinski chooses an
academic team, one of the people she
particularly likes is Ethan.
25 Why Ethan?
26 She thinks he is smart and has a
certain independence of mind.
27 He asks, “Now what?” instead of “So
what?”
All **So what?** [gesture]
1 So, Ethan is inquisitive.
All **Not like all the other kids at
Epiphany.** [gesture]
2 He wants to do more than the average
kid.
3 What does he look like?
4 He has blond hair and he’s almost as
tall as Margaret—
All **his grandmother.** [gesture]
5 Ethan doesn’t talk nearly as much as
Julian does.
6 Right. He’s the shy character.
7 And he seems to have a little crush on
Nadia!
All **Ooooooh!** [gesture]
8 Remember how he admired the way
the sun framed her hair from the other
side of the room?
All **Ummm-hmmm.**
9 Let me guess—he’s afraid to talk to her.

- Boys** Right. Most boys can't usually talk to girls cause they're shy.
- Girls** Whatever! [sound effect]
- 5 And what's this about Ethan liking haloes?
- All** Haloes? [gesture]
- 6 Yup. He likes haloes.
- 7 Okay. So that's why he notices that Nadia has a halo of red hair?
- 8 And a spray of freckles powders her nose.
- 9 And that she was as plump as...
- All** a perfectly ripened peach! [sound effect]
- 10 Yeah, a peach that brags a lot!
- 11 "Ginger is a genius! She's a hybrid genius of unknown I.Q.!"
- 12 Maybe she's spoiled.
- 13 Isn't Nadia a little jealous of some other characters?
- 14 She's jealous of Ethan because he knew something about her before he met her.
- 15 She's jealous of Margaret Draper because now that her grandpa married Margaret, Nadia thinks he's going to forget about her.
- 16 And what about Noah?
- 17 Well, for starters, he's got the brains!
- 18 And a very important talent!
- 19 He can write in calligraphy.
- All** Wow! Calligraphy? [gesture]
- 20 But Noah likes to criticize people.
- 21 "I've never heard of someone giving someone a pet for a present without permission!"
- All** Uh-oh! [gesture]
- 22 Can you believe Noah was best man in Nadia and Ethan's grandparents' wedding?
- 23 He wore a T-shirt that looked like a tuxedo with a red bow tie!
- 24 And Noah thinks pretty highly of himself:
- 25 "Fact: I did a wonderful job!"
- 1 Well, time's up.
- 2 Thank you for joining us.
- 3 We highly recommend...
- All** The View from Saturday [sound effect]
- 5 By E.L. Konigsburg.
- 6 Read it and see if you share...
- All** "Our Points of View." [gesture]

Expository Writing Curriculum-Based Readers Theatre Script

1	The following motion picture is rated...	All	[sound effect]
All	“E” for Educational.	16	Would he use an outline? A web?
3	Please silence your cell phones.	17	The world may never know...
All	[gesture] Don’t add your own soundtrack! [sound effect]	All	But wait! [gesture]
4	Educational Entertainment presents...	18	Fred thought,...
All	<u>Explain, Describe, Give Information!</u> [gesture]	14	“How can I inform the world about...
5	Found in classrooms all over the world:	All	ZOMBIES! [gesture]?
All	Informative Expository writing! [gesture]	14	Ah ha! I’ll use my legit expository writing skills!
6	Not expository writing!	19	Fred began writing his...
All	[sound effect] [gesture]	All	Rough Draft. [gesture]
7	Yes – writing that...	20	Then – he swapped papers with a...
All	explains, describes, and gives information.	All	Peer Editor. [gesture]
8	Take a mysterious journey through an oral or written explanation.	2	Fred then revised and produced
9	Fred <u>was</u> a creative student given a tough assignment.	All	An Intro,
10	Fred, your assignment is to write a five-paragraph essay about...	4	Three bodies...
All	ZOMBIES! [gesture]	5, 6, 7	Three bodies?!
11	Fred’s options for credible sources on...	25	Not that type of body! Three body paragraphs!
All	ZOMBIES! [gesture]	5, 6, 7	Phew! [gesture]
12	...were video games, movies,...	All	...and a conclusion. [gesture]
13	interviews, and the dictionary—where he looked up:	1	How well did Fred’s expository writing describe...
All	ZOMBIES! [gesture]	All	ZOMBIES! [gesture]
14	A noun meaning...	2	Watch Fred’s story and find out for yourself...
All	corpses brought back to life! [gesture]	4	as Educational Entertainment presents...
15	Fred was frightened because he had to organize all his ideas and information.	All	<u>Explain, Describe, Give Information!</u> [gesture]
		5	Found in classrooms all over the world:
		All	Informative Expository writing! [gesture]

Formal Writing

Curriculum-Based Readers Theatre Script

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| 1 | Hello, and welcome to... | | when, the main ideas, and any main characters. |
| All | The Post Cub Reporters' Seminar. | | |
| 6 | [Sound effect: cell phone ringing] | 11 | Okay, we know a paragraph is a bunch of sentences about a new topic. |
| 1 | Oh, and please silence all cell phones and beepers. | 12 | But what's the big deal about details? |
| All | [gesture: silencing cell phones] | 2 | Details give you extra information to help the reader get a better picture of what you're writing about. |
| 1 - 4 | We are the instructors for formal writing. | All | Hmm, I see what you mean [gesture] Extra information? <i>Excellente!</i> [gesture] |
| 5 | Formal writing... what's that? | 13 | I heard you mention transitions. You mean those things that make your car run? |
| All | Formal writing uses sophisticated and correct language to communicate with educated readers. [sound effect] | All | Not transmissions—transitions! [Sound effect] |
| 7 | So, all right, how do we start? | 13 | Sorry! [gesture] |
| 2 | Planning always comes first, so that you know what you're going to write about. | All | Transitions smoothly connect one paragraph to the next. [gesture] |
| 3 | A good way to start is with a web. | 14 | So let me guess—now you're going to ask us about conclusions. |
| 8 | You mean the thing that a spider makes? | 4 | Why yes! You cubs are smarter than you look. |
| All | Spider Man! Spider Man! [gesture] | All | In formal writing, a conclusion is used to restate your final thoughts, feelings, and experience. |
| 4 | No. In writing, a web is a chart you use to organize your ideas. | 15 | My final thought is I need a cup of coffee! |
| 9 | Okay, a web. And then what? | 16 | My feeling is this seminar needs to conclude! |
| 1 | You write your first draft, which includes... | 17 | In my experience, enough is enough! |
| All | the introduction, paragraphs with details, transition sentences, | 1 | Wait a minute! Your writing is not done yet! |
| 2 | and... | All | [sound effect] Why not? |
| All | a conclusion to wrap it all up. [gesture][sound effect] | 2 | Because you've only done your rough draft! |
| 10 | Introduction... that sounds like introducing. | | |
| 3 | A+ thinking! | | |
| All | The introduction tells what the writing will be about, where and | | |

- 18 Isn't that good enough!?
- 3 In your dreams little cubs! Now it's time for...
- All Revision! [gesture]**
- 4 That's right. Proofread and improve your writing to create your...
- All Final draft!**
- 19 And now we're done! [gesture]
- 1 Not quite! There's one more thing you need!
- All What? [gesture]**
- 2 A title for your writing.
- All Right, a title.**
- 20 What's the big deal about a title?
- 21 A title grabs the reader's attention, remember?
- 22 A title tells you what the writing is about, remember?
- All Oh, yeah! [gesture]**
- 1-4 Congratulations, you have all passed The Post's Cub Reporters' Seminar!
- All YAY!!! [gesture]**
- 2 Session 1.
- All Awww. [gesture]**
- 3 Be here tomorrow at 2:00 for session 2:
- 1-4 "Persuasive Writing For All People."
- All We can hardly wait.**

The Writing Process

Curriculum-Based Readers Theatre Script

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| <p>1 In any state,
 2 in any city,
 3 in any classroom,
 4 anywhere,
 5 sits a bewildered and troubled student
 facing yet another...</p> <p>All Dreaded Writing Prompt. [sound
 effect]</p> <p>6 [sigh or groan]</p> <p>2 Yet all is not lost. There is a team of
 super writing heroes—</p> <p>1 - 5 The Fabulous Five!
 [gesture] [sound effect]</p> <p>1 Brainstormer! [gesture]</p> <p>2 Rough Draft! [gesture]</p> <p>3 Revision Girl! [gesture]</p> <p>4 The Editor! [gesture]</p> <p>5 The Publisher! [gesture]</p> <p>6 What am I going to do? What am I
 going to write about? Gloom, despair,
 and agony on me!</p> <p>1 - 5 You need to call the Fabulous Five!
 [gesture] [sound effect]</p> <p>All Brainstormer! [gesture]
 Rough Draft! [gesture]
 Revision Girl! [gesture]
 The Editor! [gesture]
 The Publisher! [gesture]</p> <p>6 Okay, Fabulous Five, how do I start my
 writing assignment?</p> <p>1 First thing you do is call on the
 Brainstormer! [gesture]</p> <p>6 Is that what my teacher calls pre-
 writing?</p> <p>1 You got it.</p> | <p>7 Jot down your ideas.</p> <p>8 Make a web.</p> <p>9 Talk to a friend.</p> <p>10 Be creative.</p> <p>6 But what next?</p> <p>2 Next, you need Rough Draft.</p> <p>6 Rough Draft? Sounds scary.</p> <p>1 - 5 He's just a part of The Fabulous Five!
 [gesture] [sound effect]</p> <p>All Brainstormer! [gesture]
 Rough Draft! [gesture]
 Revision Girl! [gesture]
 The Editor! [gesture]
 The Publisher! [gesture]</p> <p>6 How will Rough Draft help me?</p> <p>2 Rough Draft is your sloppy copy.</p> <p>7 It's not perfect, but—</p> <p>All It's a start! [gesture]</p> <p>8 Your rough draft gets your ideas into
 sentences and paragraphs.</p> <p>6 Am I finished?</p> <p>All Not yet! [gesture]</p> <p>3 Now it's time to bring in Revision
 Girl—</p> <p>1 - 5 The next member of The Fabulous
 Five! [gesture] [sound effect]</p> <p>All Brainstormer! [gesture]
 Rough Draft! [gesture]
 Revision Girl! [gesture]
 The Editor! [gesture]
 The Publisher! [gesture]</p> <p>3 Revision Girl will help you take your
 paper to the next level,</p> <p>9 Add details and adjectives,</p> |
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10 And improve vocabulary.
 6 How?
 7 Use a thesaurus.
 8 Add color with figurative language.
 9 Read your draft to a friend.
 10 Rid yourself of unnecessary details.
 6 Now am I done?
All Not yet! [gesture]
 4 You still need The Editor—
 1 - 5 An important member of The Fabulous Five! [gesture] [sound effect]
All Brainstormer! [gesture]
Rough Draft! [gesture]
Revision Girl! [gesture]
The Editor! [gesture]
The Publisher! [gesture]
 6 The Editor? What's his deal?
 4 He checks punctuation.
 7 He'll help you find those misspelled words.
All Dot your I's and cross your T's! [gesture]
 6 So I've got to be done now!
All Chill out! You've still got one step to go. [gesture]
 5 Call in the Big P—The Publisher—
 1 - 5 The final member of the Fabulous Five! [gesture] [sound effect]

All Brainstormer! [gesture]
Rough Draft! [gesture]
Revision Girl! [gesture]
The Editor! [gesture]
The Publisher! [gesture]
 5 The Editor will help you write your project in ink.
 8 Or type it on your computer.
 9 And then you turn it in!
All And don't forget to put your name on it! [gesture] [sound effect]
 6 Now I'm done!
 10 Yes.
 7 Always remember—
 8 When you write,
 9 call on...
 1 - 5 The Fabulous Five! [gesture] [sound effect]
All Brainstormer! [gesture]
Rough Draft! [gesture]
Revision Girl! [gesture]
The Editor! [gesture]
The Publisher! [gesture]
 1-5 The Fabulous Five! [gesture] [sound effect]
All All part of The Writing Process!

How to Write an Introduction

Curriculum-Based Readers Theatre Script

<p>All [sound effect] 1 Tonight, we interrupt this program for a special message about...</p> <p>All How to Write an Introduction. [gesture] 2 Let's go live now to Jefferson Middle School where the students are having trouble writing introductions to their essays.</p> <p>All [sound effect] 4 Why in the world do essays need Introductions?</p> <p>All [gesture] Yes, why? 5 The Introduction will help you grab the reader's attention, so he or she will want to read your essay.</p> <p>All Grab the reader's attention! [gesture] 6 Is there a creative way to do that?</p> <p>All You can use one of the five techniques, or a combination of the techniques, to write an Introduction. 7 What are the five techniques?</p> <p>All [chant] Question, Quote, Anecdote, Interesting Fact, [X] Analogy. [gesture] 8 You can begin with a question: for example, "How do you spend your free time?" 11 I play video games 12 I play baseball. 13 I dance. 9 Or you can begin with a quote. 14 Can I quote Groucho Marx? 10 You can if you have memorized actual words he spoke or wrote.</p>	<p>14</p> <p>All</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>All</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>All</p> <p>23</p> <p>17</p> <p>21</p> <p>All</p> <p>4</p> <p>22</p> <p>All</p> <p>23</p> <p>24</p>	<p>Ahem—"Once I shot an elephant in my pajamas. How he got in my pajamas, I'll never know."</p> <p>L.O.L.</p> <p>Who can I quote if I don't remember anyone's famous words?</p> <p>You can quote people like your mother, father, teacher or friend.</p> <p>Listen to this: My mom always says, "You're wasting your time watching television."</p> <p>Oh, so I can quote a person who is not famous?</p> <p>Absolutely! [gesture]</p> <p>What's the third technique?</p> <p>You can begin with an anecdote.</p> <p>An antidote?</p> <p>Not a cure! An anecdote—</p> <p>a brief story! [gesture]</p> <p>Can you give me an example?</p> <p>For this essay, I might write an anecdote about the time I fell down the stairs and broke my arm.</p> <p>What is the fourth way of beginning an Introduction?</p> <p>You can start with an interesting fact. [sound effect]</p> <p>Like—The Great Wall of China can be seen from space.</p> <p>What if I don't know any facts—Can I make one up?</p> <p>[sound effect] [gesture]</p> <p>You cannot make up a fact that might be verifiable.</p> <p>But you can write a general fact that doesn't include specific numbers.</p>
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1 Can you give me an example?
 2 Sure, something like “Poverty and illiteracy are closely related topics.”
 1 Oh I see.
 3 What is the last technique?
 2 The last technique is to start with an analogy.
 3 What’s an analogy?
All An analogy is a comparison.
 4 So I compare learning to read with...
All learning to play a musical instrument. [sound effect] [gesture]
 6 How are these activities related?
 7 Well, you need to learn basic letters or notes before you begin.
 8 Then you learn how to put the letters or notes together to make words and melodies.
All [sound effect]
 9 That’s very clever.

10 How long should an Introduction be?
All An Introduction should be about five sentences long. [sound effect]
 11 So what do I write after I use one of the techniques?
 12 You have to explain what you have written in a few sentences.
 13 Then what?
All You write your thesis statement as the last sentence in the Introduction.
 14 Does all this guarantee I’ll grab the reader’s attention?
All Guaranteed! [gesture]
 15 Hey, what were those five Introduction techniques again?
All [chant] Question, Quote, Anecdote, Interesting Fact, [X] Analogy. [gesture]
 10 Now back to our regularly scheduled program!

How to Write a Conclusion

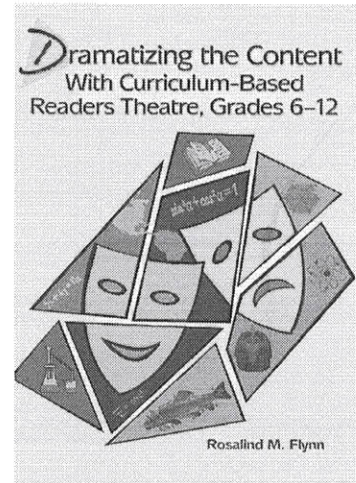
Curriculum-Based Readers Theatre Script

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| <p>All 1-800-588-2300. Empire today!</p> <p>1 TV viewers, this is our last break of the evening.</p> <p>2 We'll conclude tonight's program with an important message about</p> <p>All How to Write a Conclusion! [gesture]</p> <p>10 Now back to Jefferson Middle School where students are struggling with ending their essays.</p> <p>All [gesture] Ugh! I can't do it!</p> <p>3 What's the point of the conclusion, anyway?</p> <p>4 The purpose is to show the reader that you are wrapping up the essay.</p> <p>All Wrapping up the essay. [gesture]</p> <p>11 What the best way to begin the conclusion?</p> <p>5 Since you're changing or transitioning from the body paragraphs to the conclusion,</p> <p>6 start with transition words.</p> <p>12 Um, hello. What are transition words?</p> <p>All Transition words clearly indicate that you are moving on [gesture] to another part of the essay.</p> <p>13 Can you give me an example?</p> <p>7 You can begin with, "In conclusion" or "As you can see."</p> <p>8 What else should the Conclusion express?</p> <p>9 After the transition words, restate your thesis statement.</p> <p>All Thesis statement—expresses the subject, position, and reasons.</p> <p>3 Should I just repeat the thesis statement?</p> | <p>All No, restate means to say it in a different way.</p> <p>14 How many sentences should the conclusion have?</p> <p>15 A conclusion should have at least three sentences.</p> <p>16 Can I separate my subject and position from the reasons?</p> <p>All Absolutely! [gesture]</p> <p>17 What comes next?</p> <p>All The last sentence should be a final comment. [gesture]</p> <p>18 But, how do I write that?</p> <p>19 Write a general comment about the subject.</p> <p>20 Such as?</p> <p>17 "So if you want to dress in style, shop at Hollister."</p> <p>21 And then am I all finished?</p> <p>22 Yes....</p> <p>All Woo-hoo! [gesture]</p> <p>22 ...with the writing of the first draft.</p> <p>All [sound effect]</p> <p>23 Aw, what do I need to do next?</p> <p>24 Proofread, edit, and revise.</p> <p>All Proofread, edit, and revise. [sound effect] [gesture]</p> <p>26 Can we save that for another day?</p> <p>1 You bet!</p> <p>All Conclusions—concluded! [gesture]</p> |
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Also by Rosalind M. Flynn

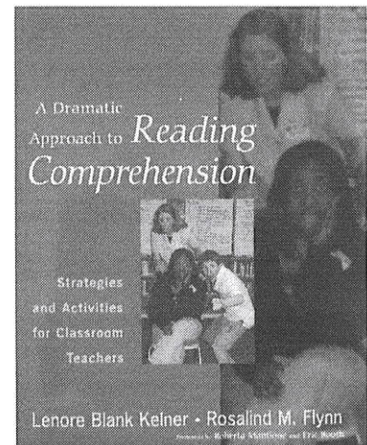
DRAMATIZING THE CONTENT WITH CURRICULUM-BASED READERS THEATRE, GRADES 6-12

This book details the process of writing, revising, rehearsing, performing, and assessing original readers theatre scripts based on curriculum content. Even though the title identifies the book as being focused on grades 6-12, the process described has been used with students as young as grade 2.



A DRAMATIC APPROACH TO READING COMPREHENSION: Strategies and Activities for Classroom Teachers

Rosalind and co author Lenore Blank Kelner designed this book on four drama strategies—Story Dramatization, Character Interviews, Tableau, and Human Slide Shows—for teachers with limited experience in drama. Readers will find detailed explanations of how to lead effective educational drama experiences that increase reading comprehension.



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