

Curriculum-Based Readers Theatre Scripts: MATH



Rosalind M. Flynn



This is NOT your typical readers theatre!

*Even if you've never been a fan of readers theatre,
take a look at this collection.*

*These 19 reproducible Curriculum-Based Readers Theatre scripts
have several important features that distinguish them from traditional
readers theatre:*

*--The script topics come from the Math curriculum studied by students
(elementary, middle school, and high school) nationwide.*

--The scripts are short in length--some are only one page long.

--Roles are indicated by numerals only--for easier reading.

--Multiple lines spoken by ALL allow for whole class participation.

--Solo lines are short in length.

*--Opportunities for gestures and sound effects that appear as stage
directions promote student engagement and active learning.*

*Increase your students' reading fluency, retention of content
information, and theatrical skills by reading, rehearsing, and
performing these fact-filled scripts.*

Also of interest:

*Collections of ENGLISH LANGUAGE ARTS,
SCIENCE, and SOCIAL STUDIES scripts*



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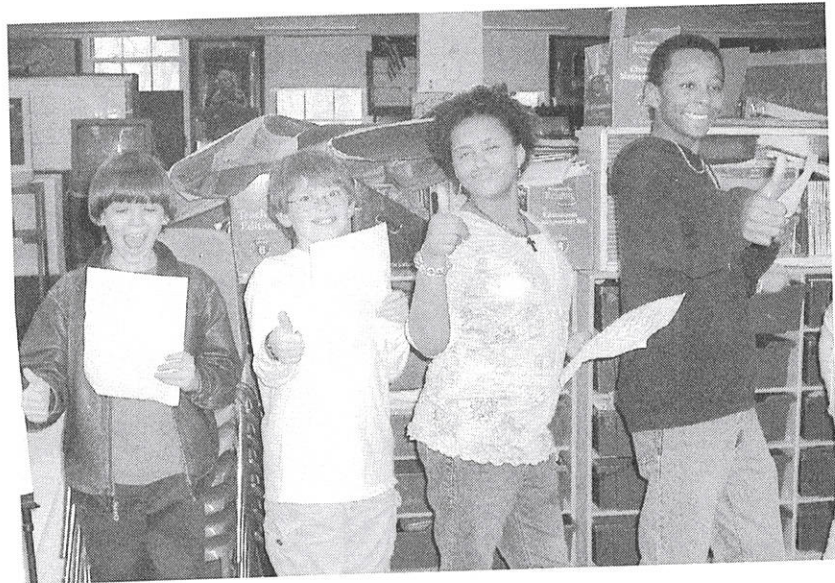
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Curriculum-Based Readers Theatre Scripts

Math



Rosalind M. Flynn

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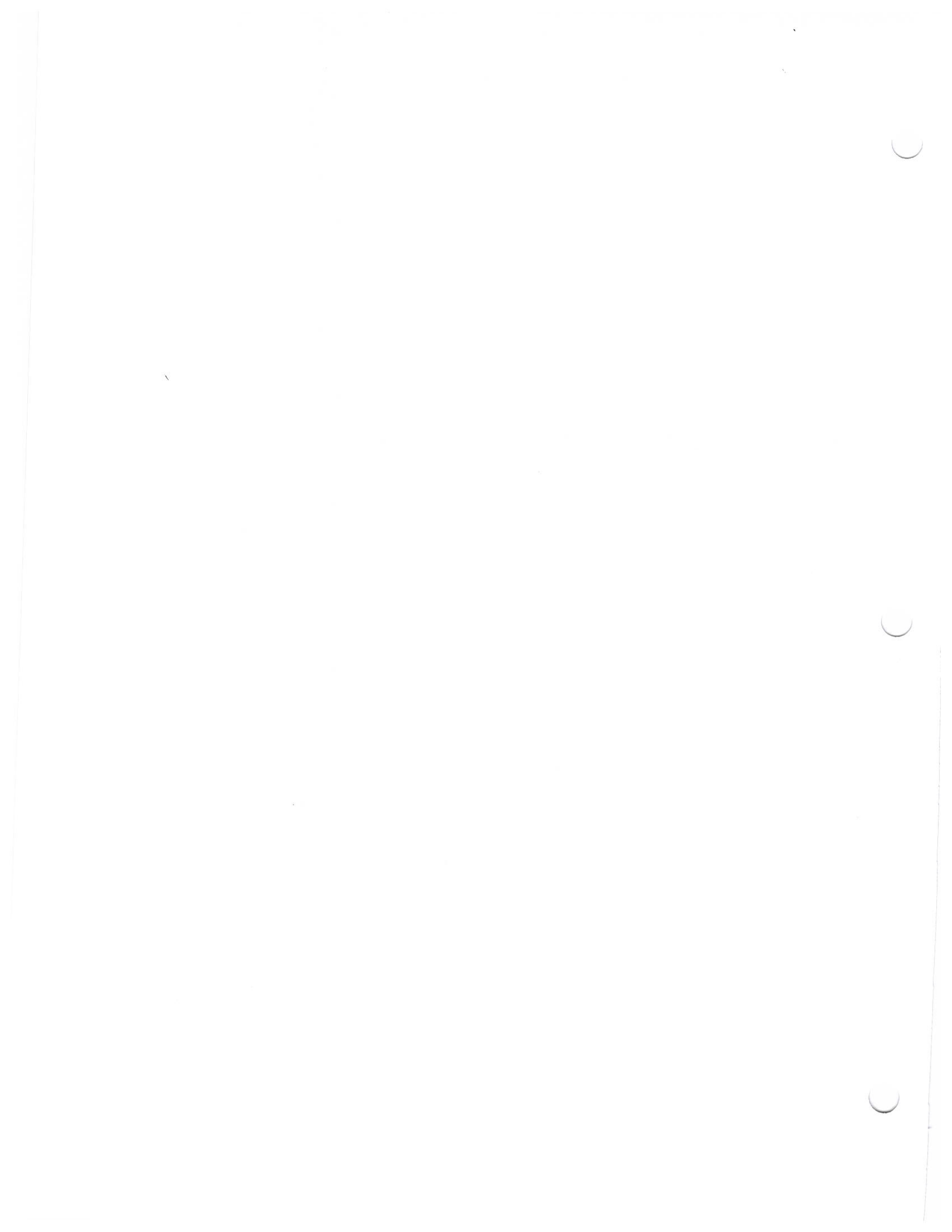
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“Acting! I like acting, physical movement, learning through doing—not reading boring books! This kind of readers theatre lets us have fun, get out of our seats, and learn at the same time!”

*Fifth Grader
Springfield, Missouri*

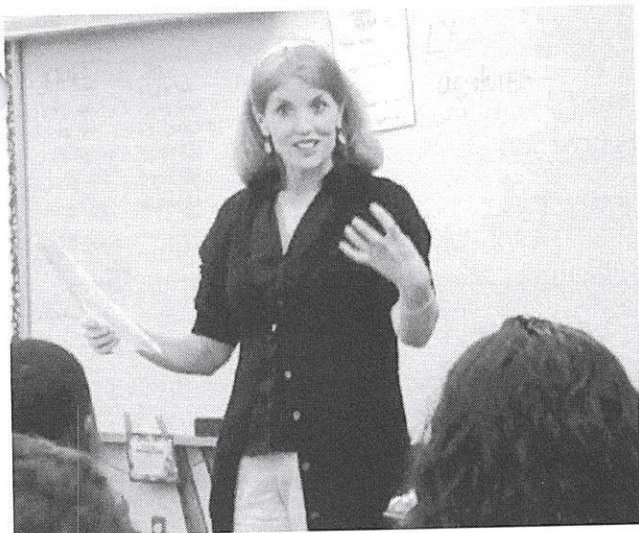


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ABOUT THE AUTHOR



Rosalind Flynn has been developing Curriculum-Based Readers Theatre (CBRT) scripts with students and teachers throughout the United States since 1995. Over the years, she has learned a lot about what makes a CBRT script an effective tool for increasing retention of curriculum information, improving reading fluency, engaging students in a learning experience, and encouraging a theatrical delivery of the words on the page.

Rosalind focuses her work on the principles of arts integration. She has collaborated with students and teachers to create readers theatre scripts that integrate curriculum content and learning strategies with the skills and creativity of the art form of theatre. The CBRT scripts may be about topics that students would label “dull,” but Rosalind gets students thinking like playwrights. They are writing to involve a large cast (the entire class) and to produce a script that entertains as well as informs. The results, which she shares in this and three other subject-specific books, are more than collections of scripts about facts that students need to know. They are dramatic teaching tools that involve students in reading, rehearsing, and performing. They provide students with the opportunity to practice speaking skills and stage presence, and to become kinesthetically and creatively involved in the theatrical delivery of a script. This script students practice and perform simultaneously reinforces the content information that they are responsible for learning.

In her book *Dramatizing the Content with Curriculum-Based Readers Theatre, Grades 6-12* (International Reading Association, 2007) and in her professional development workshops, Rosalind details the process of creating original scripts that address targeted curriculum objectives and information. Because she has led so many students and teachers in this work, she has hundreds of excellent CBRT scripts in her computer files. She took the best of those to create these script collections to share with educators who work with students of all ages.

Rosalind earned her PhD in Curriculum and Instruction at the University of Maryland. She is the head of the Master of Arts in Theatre Education at The Catholic University of America in Washington, DC. She is also a national teaching artist for the Education Department of The John F. Kennedy Center for the Performing Arts. Her e-mail is RMCFlynn@aol.com.

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At Sullivan Middle School, Worcester, MA: The students of Mrs. Ryan

At Mosby Woods ES, Fairfax, VA: The students of Mrs. Gulino, Ms. Rohman, Ms. Carter, Ms. Bodenhofer, Mr. Tiller, Mr. Gray, Mr. Halvorsen, Mrs. Adams, and Mrs. Disantis

At Stanton ES, Washington, DC: The students of Ms. Walker, Ms. Riley, Ms. Kanen, and Mr. Spinner

At Blackburn ES, Manatee County, FL: The students of Ms. Seiderman

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INTRODUCTION

What is Curriculum-Based Readers Theatre?

Curriculum-Based Readers Theatre (CBRT) incorporates the basics of traditional readers theatre—actors reading aloud from a script, performing without costumes, props, or stage movement (blocking). But instead of scripts that are based on stories or literature, CBRT scripts use school content areas as their topics—Science, Math, Social Studies, and English Language Arts topics, for example.

Each script in this book began as a list of content information—facts, ideas, and processes that students are supposed to learn. The nuts and bolts of how to develop CBRT scripts from lists of content information is the focus of *Dramatizing the Content With Curriculum-Based Readers Theatre, Grades 6-12*, published in 2007 by The International Reading Association. This book of Math CBRT scripts and three other subject-specific script collections (Science, Social Studies, and English Language Arts) serve as ready-made classroom tools and examples of scripts intended both to inform and entertain.

How are the scripts used in the classroom?

Speakers of the lines in the scripts are indicated simply by numerals on the left hand side of each column of dialogue. Numerals identify solo speakers, pairs, small groups, and whole group unison speakers—“All.” Occasionally, to involve half the group in speaking, a script will read “Odds,” meaning that readers with odd numbers read that line, and likewise for lines marked “Evens.” Lines marked “Left,” “Middle,” or “Right” provide ways to have speakers with stage positions on the left, in the middle, or on the right of the group speak together.

Photocopy the scripts back-to-back (for ease in handling), distribute them to students, and assign speaking roles. It is helpful if students’ lines—both the solo lines and those spoken with others—are highlighted in yellow. Then lead students through reading the scripts aloud. The CBRT scripts are intentionally short in length for practical use in busy classrooms. Students who read, re-read, repeat, and rehearse a CBRT script in preparation for performance tend to remember the information in the text.

[gesture]

When you come to the stage direction [gesture], work with the students to come up with a gesture that will help communicate something about the words they are speaking. Because students will be reading from the script as they perform it, direct them to hold their scripts in their left hands and create gestures that they can perform primarily with their right hands and arms.

[sound effect]

Do the same when you come to the stage direction [sound effect]. Explore sound effects (vocal sounds, finger snaps, thigh slaps, etc.) that will help communicate something about the particular words being spoken. Determine the best sound effect and use it in that portion of the script.

[X]

Some CBRT scripts contain a stage direction that is simply an X in brackets [X]. That stage direction occurs in chants to indicate a rest or a beat within the chant. Have students slap their thighs or snap their fingers on the beat when they see [X].

May the CBRT scripts be altered in any ways?

Absolutely!

Please feel free to alter or edit the scripts in any or all of the following ways:

Adjust the number of solo speakers—Add speakers if you have more students than the script accommodates, or revise the script so that there are fewer speakers.

Adjust the curriculum terminology—Change the script wording so that it accurately reflects your curriculum’s terminology.

Change unfamiliar wording or expressions—Perhaps there’s a phrase that’s gone out of date or perhaps your students come up with an expression they’d prefer to use. Make edits during the initial readings and rehearsals and use your altered version of the script.

How are CBRT Rehearsals conducted?

Focus on one column of the script at a time.

Read through that column, make decisions about gestures and sound effects, practice the way that lines spoken by “All” will be delivered, encourage students to use vocal expression and characterization, and then read through that same column again (and possibly again) before moving to the next column. Approach each column in the same way and then rehearse the entire script.

Rehearse the script until the students are reading fluently.

Conduct the initial rehearsals with the students seated at their desks or standing behind them. The repeated reading of the same text increases students’ reading fluency; the repetition of the script’s content information contributes to their retention of the information. The gestures add a kinesthetic element to the reading activity. Students’ projection and expression grow stronger in repeated rehearsals.

Assign “stage positions.”

Once the students are familiar and fluent with the script’s lines, gestures, and sound effects, assign them a position for performance. This position may simply be where they will stand in the semi-circle of their classmates when they enter another classroom to perform. It may be the step or riser they stand on for a performance in the school all-purpose room. You may choose to have half of your students seated in chairs while the other half stands behind them. Once students have their stage positions, rehearse the script with students in position.

Encourage the students to act with energy and expression!

During rehearsals, emphasize the importance of delivering the script as an energetic and entertaining piece of theatre. Coach students to speak loudly and with expression. Assure them that their audiences will appreciate a lively, well-prepared performance.

How important is it that the students perform the CBRT script?

The goal of performance is overwhelmingly motivating for most students. Working towards a performance is what makes students willing to read, re-read, and rehearse a CBRT script many times. For many students, it’s one of the few opportunities they will ever have to present a rehearsed piece for an audience. For many students, it’s as thrilling as a Broadway opening and they experience the same exciting jitters! The performance of the CBRT script transforms a reading experience into a theatrical experience.



Coin Value and Identification

Curriculum-Based Readers Theatre Script

- | | | | |
|-----|---|-----|---|
| 1 | And now a message from our sponsor: | 6 | And the president on the dime is... |
| All | The U.S. Mint! | All | Dwight D. Eisenhower. [gesture] |
| 2 | Mmm, fresh breath! | 7 | I have a quarter! 25 - 50 - 75 - 100.
[gesture] |
| All | Not that kind of mint! [gesture] | All | A quarter is worth twenty-five cents.
25 - 50 - 75 - a dollar! [gesture] |
| 3 | The U.S. Mint makes coins. | 7 | And the president on the quarter is... |
| All | The U.S. Mint makes coins.
[gesture] [sound effect] | All | George Washington. [gesture] |
| 4 | I have a penny! 1 - 2 - 3 - 4! [gesture] | 8 | Copper coins, penny coins. |
| All | A penny is worth one cent.
1 - 2 - 3 - 4! [gesture] | 9 | Silver coins, many coins. |
| 4 | And the president on the penny coin
is... | All | Quarter, dime, nickel, penny—
U.S. Mint produces many!
[gesture] [sound effect] |
| All | Abraham Lincoln. [gesture] | 10 | Call now! |
| 5 | I have a nickel! 5 - 10 - 15 - 20. [gesture] | 1 | For a free tour... |
| All | A nickel is worth five cents.
5 - 10 - 15 - 20! [gesture] | 2 | of the U.S. Mint. |
| 5 | And the president on the nickel is... | 3 | Don't miss out on this valuable
opportunity. |
| All | Thomas Jefferson. [gesture] | All | [sound effect] |
| 6 | I have a dime! 10 - 20 - 30 - 40! | | |
| All | A dime is worth ten cents.
10 - 20 - 30 - 40! [gesture] | | |

Telling Time

Curriculum-Based Readers Theatre Script

1 Welcome to Telling Time Boot Camp!

All Yes, Sir! [gesture]

1 I am Officer O'clock, your Tick, Tock Sergeant.

All Yes, Sir! [gesture]

1 These are my cadets:
Hour hand (#2)
Minute hand (#3) and
Second hand. (#4) [gesture]

2 For the next day, or 24 hours, you will learn about clocks and time!

1 First, you need to count the hours.

3 Sir, how do we count the hours, sir?

All 1 o'clock, 2 o'clock, 3 o'clock—tock,
4 o'clock, 5 o'clock, 6 o'clock—tock,
7 o'clock, 8 o'clock, 9 o'clock—tock,
10 o'clock, 11 o'clock, 12 o'clock—tock. [gesture]

2 Right! We tick, we tock around the clock—two times everyday. [gesture]

All We tick, we tock around the clock—two times everyday. [gesture]

1 Next, you need to count the minutes.

4 Sir, how do we count the minutes? Sir.

1 Left, Left, Left, Right, Left.

All 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60! [gesture]

2 Right, We tick, we tock around the clock! 60 minutes in every hour.

All We tick, we tock around the clock! 60 minutes in every hour.

1 Then, you need to count the seconds.

2 Sir, how do we count the seconds, sir?

All 1, 2, march a few, 59, 60. [gesture]

2 We are the tick, we are the tock, marching all around the clock.

All We are the tick, we are the tock, marching all around the clock. [gesture]

3 Sixty ticks for every minute.

All Sixty ticks for every minute.

4 Sixty tocks for every hour.

All Sixty tocks for every hour.

2 Twenty-four hours in every day.

All Twenty-four hours in every day.

1 Dismissed! For one hour!

All Yes, sir! [gesture]

Fractions
Curriculum-Based Readers Theatre Script

- 1 Who wants some candy? **All Or one fourth! ($\frac{1}{4}$) [gesture]**
- All Me! [gesture]** 1 And my three pieces are also a fraction?
- 1 But I only have one whole Mr. Goodbar! 2 Three out of four.
- All Oh, man! [gesture]** **All Three fourths! ($\frac{3}{4}$)**
- 2 I have to buy my own, then. 1 Then, if I give another piece away to _____ (#6), I have two pieces left.
- 3 Oh, snap! 6 My one piece is the fraction, one fourth. ($\frac{1}{4}$)
- 4 I know how you can share your whole candy bar! 1 And I still have two out of four pieces left.
- All Great! How? [gesture]** 7 Two fourths or...
- 4 You need to know about fractions. **All One half! ($\frac{1}{2}$) [gesture]**
- All Fractions? What is a fraction? [gesture]** 1 So if I give a third piece away to _____ (#8), we each have...
- 5 A fraction is a part of a whole. 1, 5, 6, 8 One fourth of a Mr. Goodbar!
- 6 A hole in the ground? Did the fraction fall in? **All [sound effect]**
- All [sound effect]** 1 I like this Fraction Action!
- 7 No! A whole is one entire thing—like a cake... 8 Who knows how you write a fraction?
- All or a candy bar! [gesture]** **All Me! I do! I do! [gesture]**
- 8 See, your whole bar of candy can be divided into pieces, 9 A fraction has two numbers written one on top of the other...
- 9 sections, **All with a line in between. [gesture]**
- 10 or parts. 10 The top number has to be less than the bottom number. It's called the...
- 4 Those equal parts are fractions! **All Numerator! [gesture]**
- 1 So, if I divide my whole Mr. Goodbar into four equal pieces, and I give one piece away to _____ (#5), I still have three pieces left. 1 The bottom number has to be greater than the top number. It's called the
- 5 Right. I have a fraction of your whole candy bar. One of your four pieces. **All Denominator! [gesture]**

3 So for the fraction three fourths ($\frac{3}{4}$),
3 is the...

All Numerator! [gesture]

4 And 4 is the...

All Denominator! [gesture]

4 Got it?

All Got it! [gesture]

7 Okay, I got it about the fractions, but I
didn't get any candy!

All Me neither! [gesture]

1, 5, 6, 8 Mmmmmm, even a fraction of
a candy bar is good! [gesture]

All [sound effect] Hmph.

Fractions and Decimals

Curriculum-Based Readers Theatre Script

- | | |
|--|---|
| <p>1 Next on...</p> <p>All The Math Channel! [sound effect]</p> <p>2 Welcome to...</p> <p>All Math Mania! [sound effect] [gesture]</p> <p>3 Starring...</p> <p>All Decimals and Fractions!</p> <p>4 Zero and Eight Tenths (0.8),</p> <p>All The decimal [gesture]</p> <p>5 Eight Tenths ($\frac{8}{10}$),</p> <p>All The fraction! [gesture]</p> <p>6 Are they the same?</p> <p>7 Are they different?</p> <p>8 Are they equal?</p> <p>All Hmmm? [gesture]</p> <p>9 Let's meet tonight's maniacs! [gesture]
[sound effect]</p> <p>10 Decimal—a number that shows part of
a whole...</p> <p>All using a decimal point.
[gesture] [sound effect]</p> <p>11 Fraction—a number that names a part
of a whole...</p> <p>All using a fraction bar.
[gesture] [sound effect]</p> <p>12 So, is zero and eight tenths (0.8),</p> <p>All the decimal, [gesture]</p> <p>12 the same as eight tenths ($\frac{8}{10}$)</p> <p>All the fraction. [gesture]</p> <p>13 These two quantities look different in
number form...</p> | <p>All but... they are equal in value! [gesture]</p> <p>14 So, like, dude, if we cut a pizza into 10
equal tubular pieces...</p> <p>15 how many scrumptious pieces would
be all mine if I got to have zero and
eight tenths (0.8) of the pizza?</p> <p>All Eight totally tubular equalicious
pieces! Yum! Yum! [gesture]</p> <p>16 Preposterous! One time, I digested
eight tenths ($\frac{8}{10}$)—</p> <p>All the fraction—[gesture]</p> <p>16 of a pizza, resulting in, by my
calculation, the consumption of 8
perfectly proportionate pieces!</p> <p>All Well, duh, genius!</p> <p>17 That's because they're equal!</p> <p>All Duh! [gesture]</p> <p>18 So, like, are you saying that sixth tenths
($\frac{6}{10}$)—</p> <p>All the fraction— [gesture]</p> <p>18 is totally the same as zero and six
tenths (0.6)—</p> <p>All the decimal? [gesture]</p> <p>19 Totally! [gesture]</p> <p>20 So, ya'll, what if I had two hundredths
(0.02)—</p> <p>All the decimal—[gesture]</p> <p>20 of my mama's pie? What might
mama's pie look like then?</p> <p>21 Shucks, that's barely a bite!</p> <p>28: I'm hungry! When can I eat?</p> |
|--|---|

29 Yeah, me too!

22 If a pie got cut into 100 pieces, you
would only get two teeny, tiny pieces—

All the same as two-hundredths ($2/100$),
the fraction. [gesture]

23 Thanks for joining us today on...

All The Math Channel! [sound effect]

24 We hope you now know that...

All every decimal has an equal fraction!

25 So...fractions and decimals...

26 look different in number form,

All But... they are the equal in value!
[gesture]

27 Join us next week when we talk about
elapsed time, here on...

All Math Mania! [sound effect] [gesture]
Bye! [sound effect]

Multiplication

Curriculum-Based Readers Theatre Script

<p>1, 2 What is multiplication?</p> <p>All Multiplication?</p> <p>It's a fast way, [sound effect] [gesture]</p> <p>A simple way, [sound effect] [gesture]</p> <p>An efficient way [gesture]</p> <p>To add equal groups...</p> <p>3 over,</p> <p>4 and over,</p> <p>5 and over,</p> <p>6 and over,</p> <p>7 and over again!</p> <p>1,2 We still don't get it!</p> <p>8 Okay, let's try it.</p> <p>9 Give me a hand!</p> <p>All [Applaud]</p> <p>9 Ha ha ha. I mean, show me a hand.</p> <p>1 [Hold out hand.]</p> <p>6 How many fingers are on one hand?</p> <p>1 Five.</p> <p>All Great! That's one group of five. [gesture]</p> <p>7 Hey, we just did multiplication!</p> <p>8 Yeah, that was one times five!</p> <p>2 Time? [gesture]</p> <p>5 No, not the time of day.</p> <p>All "Times"—That's another way to say "groups of."</p> <p>1 One—[gesture]—times five equals one group of five.</p>	<p>All One—[gesture]—times five equals one group of five.</p> <p>5 Okay, give me another hand.</p> <p>All [Applaud again.]</p> <p>5 Oh, very funny. How about 4 hands?</p> <p>1 - 4 [Each hold out one hand.]</p> <p>6 How can we figure out how many fingers are on all four hands?</p> <p>All Multiplication!</p> <p>It's a fast way, [sound effect] [gesture]</p> <p>A simple way, [sound effect] [gesture]</p> <p>An efficient way [gesture]</p> <p>To add equal groups</p> <p>3 over,</p> <p>4 and over,</p> <p>5 and over,</p> <p>6 and over,</p> <p>7 and over again!</p> <p>6 Four hands!</p> <p>1 That's 4 groups of 5!</p> <p>All 4 times 5.</p> <p>1 Five [first hand out]</p> <p>2 plus five [second hand out]</p> <p>3 plus five [third hand out]</p> <p>4 plus five [fourth hand out]</p> <p>1 5 [first hand out]</p> <p>2 10 [second hand out]</p> <p>3 15 [third hand out]</p> <p>4 20 [fourth hand out]</p>
--	---

All 4 times 5 equals 20!

Multiplication!

It's a fast way, [sound effect] [gesture]

A simple way, [sound effect] [gesture]

An efficient way [gesture]

To add equal groups...

3 over,

4 and over,

5 and over,

6 and over,

7 and over again!

1, 2 Multiplication! We get it! [gesture]

Geometry Terms

Curriculum-Based Readers Theatre Script

- | | | | |
|------------|---|------------|---|
| 1 | Welcome to everybody's favorite quiz show— | 8 | Well, I am a completely flat, two-dimensional surface... |
| All | What's My Line?
[gesture] [sound effect] | 5 | What time does this show end? I have to catch a plane. |
| 2 | Please welcome tonight's contestants: former NFL lineman, Pro Tractor! | 1 | Plane! Rue Lure—that is correct! |
| 3 | I'll tackle any line! | All | In geometry, a plane is any flat or level surface. [gesture] |
| 4 | And, world acclaimed actress, Rue Lure! | 2 | Our contestants are tied. Let's meet our next guest. |
| 5 | Thank you! Thank you! | 9 | You won't find any curves on my long, straight, thin bod. I am like the Energizer Bunny. I just keep going and going...this way and that way. I just never stop. I... |
| 6 | Tonight's topic is geometry terms. | 3 | Okay, okay, you're rambling... |
| All | Geometry—the branch of Math that deals with angles, surfaces, solids, and lines. | 9 | To Infinity and beyond!!! |
| 5 | Oh! I've memorized many lines in my career! "Romeo, oh Romeo, wherefore..." | 3 | Whoa, you must be a line! |
| All | Not THAT kind of line!
[sound effect] | 5 | I know, right? A line just keeps going on and on and on. No beginning point... no end point... |
| 1 | No, tonight Rue Lure and Pro Tractor will try to figure out what parts tonight's guests play in.... | All | A geometric line is a set of points on a plane that extend in opposite directions with no end. [gesture] |
| All | Geometry! | 4 | We'll give both contestants a point for their responses. Score is still tied. Next guest, please. |
| 2 | Let's get started! First guest, tell us something about yourself. | 10 | Well, I have a point at my beginning and I just sort of keep going in only one direction. |
| 7 | I'm here, I'm there, I'm everywhere!
On a plane, on a line, on a polygon... | 11 | Where do you end up? |
| 3 | So, uh, what's your point??? | 10 | Somewhere...out there...! |
| 7 | Exactly! I am a point! | 12 | Do you ever plan on stopping? |
| All | A point is a location anywhere on any plane. [gesture] [sound effect] | 10 | No, I'll just keep going in this same direction infinitely. |
| 4 | Well done, Mr. Pro Tractor! You've earned one point for identifying a point! | 5 | Sounds like this guy I used to date named Ray... |
| 6 | Next guest, what are your characteristics? | | |

1 Correct! Our guest is a ray!

All Rays are lines that have a starting point, but go on infinitely in one direction. [gesture]

5 Woo hoo! That puts me in the lead!

3 Hmphf. Bring on the next guest.

13 Yo! Enough of this infinity stuff! Ray, you need two end points! Like me!

3 Two end points?

13 Yep. Start—finish. That's it!

5 You're being a little short, don't you think?

13 Well, my straight, thin bod can be short or long.

5 Huh?

13 That's right. I have a definite beginning point and a definite ending point.

3 Bro! You must be a line segment!

All A line segment is a part of a line that is bounded by two end points. [gesture]

3 Score one for the Pro!

1 Well, folks, that's all we have time for tonight.

2 Join us tomorrow to see if we can break the tie between Pro Tractor and Rue Lure...

6 when our topic is Algebra!

All Algebra—the branch of mathematics that deals with the rules of operations and relations and....

1 Thanks everyone! Join us again for everybody's favorite quiz show—

All What's My Line? [gesture] [sound effect]

Angles

Curriculum-Based Readers Theatre Script

- | | |
|---|--|
| <p>1 Attention, everybody!</p> <p>2 Welcome to this year's selection of</p> <p>All The Angle of the World!
[sound effect]</p> <p>3 This year's candidates are...</p> <p>4 The acute angle—</p> <p>All Acute—an angle that measures less than 90°. [gesture]</p> <p>5 He's SO cute!</p> <p>6 The next candidate is the right angle—</p> <p>All Right—an angle that measures exactly 90°. [gesture]</p> <p>7 She's so right for the job!</p> <p>8 And last, but not least, is the obtuse angle!</p> <p>All Obtuse—an angle that measures more than 90°, but less than 180°. [gesture]</p> <p>9 Because 180° is a straight angle and between 180° and 360° is a reflex angle.</p> <p>All Wow! [gesture]</p> <p>10 How will we choose the winner?</p> <p>1 We will measure each angle using a protractor!</p> <p>2 A tractor? How can a big farm vehicle measure an angle?</p> <p>All Not a tractor – a protractor! [gesture]
[sound effect]</p> <p>1,2 What's that?</p> <p>All A protractor is a half-circle tool used to measure angle degrees.</p> <p>3 And now we'll hear from the acute angle!</p> <p>4 Vote for me because I measure wedges, ramps, and stair rails!</p> | <p>1 - 4 ACUTE! ACUTE! ACUTE! [gesture]</p> <p>6 Next, we'll welcome the right angle.</p> <p>7 Vote for me because I'm used in the right way. I measure...</p> <p>8 buildings,</p> <p>9 books and papers,</p> <p>10 squares,</p> <p>All and the U.S. flag! [gesture]</p> <p>5 - 7 RIGHT! RIGHT! RIGHT! [gesture]</p> <p>8 Last, we'll hear from the obtuse angle.</p> <p>9 Vote for me. I measure Lazy Boy recliners, a regular hexagon, and a cabinet door opening wide.</p> <p>8 - 10 OBTUSE! OBTUSE! OBTUSE!
[gesture]</p> <p>4 Vote for me! I'm a cute little angle!
[gesture]</p> <p>7 Vote for me! I'm always right!
[gesture]</p> <p>9 Vote for me! We'll have an obtuse amount of fun! [gesture]</p> <p>1 We have measured all the angles, seeking the largest one of all.</p> <p>2 Before we announce the winner of...</p> <p>All The Angle of the World, [gesture]
[sound effect]</p> <p>3 We would like to thank the participating angles—</p> <p>All Acute! [gesture] Right! [gesture]
Obtuse! [gesture]—</p> <p>5 for all the ways they have measured up!</p> <p>All [sound effect]</p> <p>6 And now the winner for this year is...</p> <p>All Drum Roll Please! [sound effect]</p> |
|---|--|

8 The winner of the Angle of the World, with 128° , is...

8-10 OBTUSE!

All OBTUSE! [gesture] [sound effect]

10 Behind him is right angle with exactly 90° !

All That's RIGHT! That's RIGHT!
That's RIGHT! [gesture]

1 And, in last place is acute angle with 45° !

All ACUTE—How cute! [gesture]

2 And there you have it!

All Obtuse—The 2011 Angle of the World! [sound effect]

3 Let's hear it for Obtuse!

All Hip-hip hooray! Hip-hip hooray!
Hip-hip hooray! [gesture]

Solid Shapes

Curriculum-Based Readers Theatre Script

- | | | | |
|-----|--|-----|--|
| 1 | Good morning, travelers! | All | Cylinders are two circle bases connected by a curved surface. |
| 2 | Thank you for booking a tour with... | | [gesture] [sound effect] |
| All | Three-D Travel Agency! | 17 | Free ice cream cones! |
| | [sound effect] [gesture] | 18 | I want an ice cream cone! |
| 3 | Where our motto is... | All | Cone is another solid shape! |
| All | All shapes are solid! [gesture] | 19 | What is a cone? |
| 4 | No solid shape— | All | A cone has one circle base which meets at a point called an apex. |
| All | No service! [gesture] | | [gesture] [sound effect] |
| 5 | On today's tour, please notice that... | 20 | Ape X! I'm afraid of gorillas! |
| All | All solid shapes have space inside them. | 21 | Travelers—Calm down! |
| 6 | All? | All | Apex means point. |
| All | All! | | [gesture] [sound effect] |
| 7 | Hey! I thought this was the flat shapes tour! | 20 | Oh. Phew! |
| 8 | No! We're here to see 3-D shapes! | 22 | Are we lost? Because it looks like we are in Egypt. |
| 9 | What are 3-D Shapes? | 1 | Understandable. That's because you're seeing pyramids. |
| All | [chant]
Spheres and Cylinders
Cones and Pyramids
[X] Rectangular Prisms
And don't forget the Cubes! [X] | All | Pyramids are solid shapes that have a base... |
| 10 | Here on our right, you will see the pool of spheres. | 2 | that could be a triangle |
| 11 | Do you mean those balls? | 3 | or could be a square. |
| All | Yes! Spheres are solids with rounded surfaces. [gesture] | 4 | But make a mental note— |
| 12 | Like that floating rubber duckie? | All | All the faces of a pyramid are triangles! [gesture] |
| All | No! A sphere is a globe or a ball! [gesture] | 5 | Look—a cereal box! |
| 13 | On your left, you will see the forest of cylinders. | 6 | A book! |
| 14 | Look at all those soda cans, Mommy! | 7 | A door! |
| 15 | Someone's been littering! | 8 | As you can see, we're at the Rectangular Prisms Exhibit. |
| 16 | No kids, those are cylinders. | All | Rectangular prisms—solid shapes. All sides are rectangles! |
| | | 6 | All? |
| | | All | All! |

9 Look at that rectangular prism! It's shrunken!

10 It hasn't shrunken! It's a cube!

11 A cube?

All A cube is a solid shape with faces that are squares. [gesture]

12 Like dice!

All Or an ice cube! [sound effect][gesture]

13 Ice cubes! I need them for my geometry headache! [gesture]

14 That concludes the Three-D Travel Agency tour of solid shapes—

All [chant]
Spheres and Cylinders
Cones and Pyramids
[X] Rectangular Prisms
And don't forget the Cubes! [X]

16 Any questions?

18 Yeah! Where's my ice cream cone?

Triangles

Curriculum-Based Readers Theatre Script

- | | |
|---|--|
| <p>1 Good Morning Buyers!</p> <p>2 Welcome to...</p> <p>All Triangleville! [gesture] [sound effect]</p> <p>3 Yes, if you want a triangle home—</p> <p>All Get it here! [gesture]</p> <p>4 We have three models of triangles here in...</p> <p>All Triangleville! [gesture] [sound effect]</p> <p>5 A cute little acute triangle!</p> <p>All Acute! [gesture]</p> <p>6 An upright right triangle! [gesture]</p> <p>All Right! [gesture]</p> <p>7 And the biggest, roomiest triangle you can get – the obtuse triangle!</p> <p>All Obtuse! [gesture]</p> <p>8 All of our beautiful, low- priced triangles have pointy corners.</p> <p>All Corners are where the sides of a triangle meet! [gesture]</p> <p>9 Tell me more about the sides feature.</p> <p>All Sides are the walls of the triangle [gesture]</p> <p>10 Also known as...</p> <p>All Line segments. [gesture]</p> <p>11 Line segments, you say?</p> <p>12 Please tell us the difference between lines and line segments.</p> <p>All Lines go on forever! [gesture] [sound effect] Line segments stop at both ends. [gestures]</p> | <p>13 Today only – we have a special on triangles that are congruent.</p> <p>14 Before I buy a congruent triangle, what does congruent mean?</p> <p>All Congruent means the same size and the same shape.</p> <p>15 Can we get similar triangles, too?</p> <p>16 Let us familiarize you with our similar triangle models</p> <p>All Similar means that the shapes are the same and the sizes are different. [gesture]</p> <p>17 Smaller triangles and bigger triangles.</p> <p>18 Howdy y'all! I'm the kind of buyer that wants a house that is the same on both sides.</p> <p>19 The same on both sides!</p> <p>All Ah! You want a symmetrical triangle house!</p> <p>20 Symmetry means that if you cut it down the middle,</p> <p>All [gesture]</p> <p>21 ...you will have sides that are the same!</p> <p>22 What?!</p> <p>All THE SAME! [gesture]</p> <p>22 Any questions?</p> <p>24 Do you have any square houses?</p> <p>25 No this is...</p> <p>All Triangleville! [gesture] [sound effect]</p> <p>3 Yes, if you want a triangle home—</p> <p>All Get it here! [gesture]</p> |
|---|--|

Equilateral, Isosceles, and Scalene Triangles

Curriculum-Based Readers Theatre Script

- 1 Good Evening Buyers!
- 2 Welcome back to...
- All **Triangleville!** [gesture] [sound effect]
- 3 Yes, if you want a triangle home—
- All **Get it here!** [gesture]
- 4 Today only! We are running a special on three new models here in...
- All **Triangleville!** [gesture] [sound effect]
- 5 First up—part of our Acute Triangle Design homes, but very even and orderly—the Equilateral!
- All **Equilateral?**
- 6 Yes, for the conventional precise buyer, the Equilateral model has 3 equal sides and 3 equal 60° angles. [gesture]
- All **Equilateral: 3 equal sides and 3 equal 60° angles.** [gesture]
- 7 What about that one over there? Is that one also part of your Acute Triangle Designs?
- 8 Yes it is! We call this our Isosceles model. It has 2 equal sides and 2 equal angles.
- All **Isosceles: 2 equal sides and 2 equal angles.** [gesture]
- 9 So, the 3rd side of the Isosceles is always smaller than each of the other 2 sides?
- 10 Correct.
- 11 And the 3rd angle of the Isosceles is different from its other 2 angles?
- 10 Correct—but all three angles will still always add up to...
- All **180 degrees!**
- 12 Hold on—Is that an Isosceles model over in your Right Triangle section?
- 1 Very observant! Yes—we have just one model that can be classified in two sections.
- 2 Our Right Isosceles Triangle model has a right angle—
- All **90°** [gesture]—
- 2 and also two equal angles, each measuring...
- All **45° .** [gesture]
- 13 Thanks for your time, but I was looking for something a little more edgy, a little less, well—boring!
- 3 Wait! Don't leave! You simply must visit our Obtuse Triangle section.
- 4 Just take a look at this model—the Scalene Triangle!
- 13 Ohhhh, it appears to have no equal sides and no equal angles!
- All **Scalene: no equal sides and no equal angles.** [gesture]
- 13 I love its non-conformist look.
- 5 So, how about it, folks? Will you take advantage of this one day only special on three terrific triangle models?
- All **The Equilateral.** [gesture]
The Isosceles. [gesture]
The Scalene. [gesture]
- 6 Act now and we'll throw in a free protractor to measure the angles of your new home!
- 7 I'll take the Equilateral.
- 9, 11 We'll go with the Isosceles.
- 12 The Right Isosceles is the one for me.
- 13 Sign me up for the Scalene.
- 8 Right this way folks.
- 10 Let's seal the deal.

1 And thank you for choosing...
All Triangleville! [gesture] [sound effect]

3 Yes, if you want a triangle home—
All Get it here! [gesture]

Polygons

Curriculum-Based Readers Theatre Script

- | | | | |
|------------|---|------------|--|
| 1 | Ladies and Gentlemen! | 18 | A para-what-o-gram? |
| 2 | Boys and Girls! | All | A parallelogram! |
| 3 | Let's give a warm welcome to.... | | Four-sided polygons—square, rectangle, rhombus, trapezoid, and parallelogram! |
| All | The Polygon Patrol! [sound effect] | | |
| 4 | named for— | 19 | Four sides! Let's hear it for four-sided polygons! |
| All | The Polygon... [gesture] | All | [sound effect] |
| 5 | meaning a two-dimensional figure. | 20 | Hey—is there a five-sided polygon? |
| 6 | Like to figure out a question? | All | You betcha! [gesture] |
| All | [sound effect] | 20 | What's its name? |
| 7 | No! A geometric shape! | All | A pentagon! |
| 8 | A geometric shape on a plane! | 1 | Like the big government building in Washington, DC? |
| 9 | An airplane? | 2 | That's right! It's called The Pentagon because it has five... |
| All | [sound effect] No! [gesture] In geometry, a plane is a flat surface! [gesture] | 3 | straight, |
| 9 | Oh. | 4 | closed, |
| All | Polygons are two-dimensional geometric figures on planes, meaning flat surfaces. [gesture] | 5 | sides. |
| 8 | And all the sides of polygons are straight! | 6 | You mean The Pentagon is a polygon? |
| All | Straight! [gesture] | All | Right! [gesture] |
| 9 | All the sides are closed! | 7 | Wow! Polygons must be pretty important, then! |
| All | Closed! [gesture] | All | Well, we think so! |
| 10 | First, let's meet a three-sided polygon! | | Because we are |
| All | A triangle! [gesture] | | The Polygon Patrol! |
| 11 | And now—some four-sided polygons! | 8 | Polygons! Two-dimensional geometric figures... |
| 12 | Introducing.... | All | With straight sides! [gesture] |
| 13 | A square! | | With closed sides! [gesture] |
| 14 | A rectangle! | | On planes! Not airplanes! [gesture] |
| 15 | A rhombus! | | Flat surfaces! [gesture] |
| 16 | A trapezoid! | | Polygons! |
| 17 | And—a parallelogram! | | |

Polygons

Curriculum-Based Readers Theatre Script

- | | |
|--|---|
| <p>1 Hello. What kind of house are you looking for?</p> <p>2,3,4 We need a quadrilateral.</p> <p>5,6,7 We are looking for a hexagon.</p> <p>8,9,10 We are interested in your octagon model.</p> <p>11 Well, you've come to the right place!</p> <p>1 Polygon Palace!</p> <p>All Polygon Palace! Polygon Palace!
[sound effect—like a TV commercial song or chant]
If you want a home with a vertex, a vertex,
You're going to live in great shape, great shape! [gesture]</p> <p>2 Remind me again—What's a vertex?</p> <p>3 A vertex is the point where two sides of a polygon meet, remember?</p> <p>4 Like a sharp corner, remember?</p> <p>2 Oh, yeah!</p> <p>14 We've got quadrilaterals!</p> <p>All Quadrilaterals! [gesture]</p> <p>15 They have four sides!</p> <p>16 And four vertices!</p> <p>5 Remind me again—What are vertices?</p> <p>All Vertices means more than one vertex—the plural of vertex, remember?</p> <p>7 Like more than one sharp corner, remember?</p> <p>5 Oh, yeah!</p> <p>All Quadrilaterals—four sides and four vertices! [gesture]</p> <p>2,3,4 That's a good deal for us!</p> <p>1 We've also got hexagons!</p> | <p>All Hexagons! [gesture]</p> <p>11 They have six sides!</p> <p>12 And six vertices!</p> <p>All Hexagons—six sides and six vertices!</p> <p>5,6,7 We're buying! [gesture]</p> <p>13 We've got octagons!</p> <p>All Octagons! [gesture]</p> <p>14 They have eight sides!</p> <p>15 And eight vertices!</p> <p>All Octagons—eight sides and eight vertices! [gesture]</p> <p>16 And so very many possibilities for diagonals!</p> <p>8 Remind me again—What are diagonals?</p> <p>9 Diagonals are line segments, remember?</p> <p>All Diagonals connect two of the vertices of the polygon, remember?</p> <p>8 Oh, yeah!</p> <p>1 So, which model home can Polygon Palace sell you today?</p> <p>2,3,4 The quadrilateral!</p> <p>5,6,7 The hexagon!</p> <p>8,9,10 The octagon!</p> <p>15 Three sales in one day!</p> <p>16 Business is good for Polygon Palace!</p> <p>All Polygon Palace! Polygon Palace!
[gesture]
If you want a home with a vertex, a vertex,
You're going to live in great shape, great shape! [gesture]</p> <p>12 Call 1-333-POLYGON!</p> <p>All Polygon Palace! Polygon Palace!
[gesture]</p> |
|--|---|

Quadrilaterals

Curriculum-Based Readers Theatre Script

- All** (sung) *Are you smarter than a ___ grader? Get a pencil and a piece of paper!*
- 1 Welcome to *Are you Smarter than a ___ grader?* Tonight's guest is Peter Polygon the 4th!
- All** **Peter! Peter!** [gesture]
- 2 Let's meet our classmates!
- All** (Hum theme song during introductions.)
- 3 Rudy Rectangle! [gesture]
- 4 Sally Square! [gesture]
- 5 Ron Rhombus! [gesture]
- 6 Pollyanna Parallelogram! [gesture]
- 7 Tracy Trapezoid! [gesture]
- 1 And last but not least...
- 8 Quentin Quadrilateral! [gesture]
- All** (Stop humming.)
- 1 Quentin Quadrilateral, tell us a little about yourself.
- 8 Well, my friends tell me I'm a closed figure. I have 4 straight sides and 4 angles.
- All** **That's right! 4 sides and 4 angles! 4 sides and 4 angles! Quadrilateral!**
- 2 Now let's meet Tracy Trapezoid.
- 7 I'm a lot like Quadrilateral but I have one pair of parallel sides.
- All** **A trapezoid is a quadrilateral with 1 pair of parallel sides, 1 pair of parallel sides.** [gesture]
- 6 I'm next! I'm next! I'm Pollyanna Parallelogram. I have 2 pairs of parallel sides and my opposite angles are congruent.
- All** **A parallelogram has 2 pairs of parallel sides, 2 pairs of parallel sides.** [gesture]
- 3 Whatever Pollyanna, I'm better than you.
- 1 What makes you better, Rudy Rectangle?
- 3 I'm a special parallelogram with 4 right angles. As a rectangle, I'm a special parallelogram.
- All** **A rectangle is a parallelogram with 4 right angles, 4 right angles.** [gesture]
- 2 Ron Rhombus, you've been awfully quiet over there.
- 5 People often overlook me. They call me a kite or a diamond, or even worse—a slanted square.
- All:** **Oh, poor rhombus! The inhumanity!** [sound effect]
- 1 Ron Rhombus, tell us what makes you special.
- 5 I'm a parallelogram with 4 congruent sides and I don't have to have 90-degree angles.
- 4 But, but, but I'm Sally Square, the gifted quadrilateral. My sides and angles are all equal. I have four 90-degree angles. I'm perfect.
- All** **A rhombus is a parallelogram with 4 congruent sides and its opposite angles are equal.** [gesture]
- 1 And as for squares—
- All** **Squares are parallelograms with 4 congruent sides and 4 right angles, 4 congruent sides and 4 right angles.**
- 2 So Peter, what do you think? What category would you like to start with?
- 10 I have to think about this.

All (sung softly) *Are you smarter than a __grader? Get a pencil and a piece of paper!*

1 Ohhhh—looks like we're out of time today!

2 Join us tomorrow to see just how much Peter Polygon the 4th remembers about...

All **Quadrilaterals!**

1 Here on—

All (sung) *Are you smarter than a __grader? Get a pencil and a piece of paper!*

Math Word Problems

Curriculum-Based Readers Theatre Script

- | | | | |
|------------|--|------------|---|
| 1 | Welcome to Unsolved Math Mystery Boot Camp! [gesture] | All | For addition, we search for...
altogether, |
| All | Yes Sir! [gesture] | | sum, |
| 1 | I am Inspector Clues, your Word Problem Sergeant. [gesture] | | in all, |
| All | Yes, sir! [gesture] | 3 | For subtraction, we search for...
more than,
less than,
compare,
and difference. [gesture] |
| 1 | These are my cadets, | | |
| 2 | Addition, | | |
| 3 | Subtraction, | | |
| 4 | Multiplication, | | |
| 5 | and Division! [gesture] | | |
| 2 | This week you will earn how to solve Math Word Problems. | All | For subtraction, we search for...
more than,
less than,
compare,
and difference. [gesture] |
| 1 | First, you need to read the problem. [gesture] | | |
| 2 | What comes first? | | |
| All | Read the word problem, sir! [gesture] | 4 | For multiplication, we search for...
times,
groups,
or total. [gesture] |
| 1 | Right. | | |
| 3 | Next, you look for the question. [gesture] | | |
| 4 | What is the question? [gesture] | All | For multiplication, we search for...
times,
groups,
or total. [gesture] |
| All | It is the math mystery we're trying to solve, sir. [gesture] | | |
| 1 | The math mystery we're trying to solve! Correct! | 5 | For division, just remember the word "each!" [gesture] |
| 3 | You also need to search for clue words! [gesture] [sound effect] | All | For division, just remember the word "each!" [gesture] |
| All | Search for clue words, sir! [gesture] [sound effect] | | |
| 2 | For addition, we search for...
altogether,
sum,
in all,
or how many! [gesture] | 1 | Now you're ready to solve the math mystery! |
| | | 2 | Reread the word problem. [gesture] |
| | | 3 | Use the clue words to decide what to do. [gesture] |
| | | 4 | Now solve the word problem! |

All We're ready to solve the word
problem, sir! Here we go! [gesture]
[sound effect]
1 Halt! Does your answer make sense? Is
it a logical answer?

All Sir, yes sir! [gesture]
5 Thank you Inspector Clues!
All For helping us learn how to solve
Math Word Problems, sir! [gesture]
1 Dismissed! [gesture]

Greatest Common Factor

Curriculum-Based Readers Theatre Script

- | | | | |
|------|--|------|---|
| 1 | Are your fractions too cumbersome to calculate? | All | 1, 3, 9, 27. |
| 2 | Are your numerators and denominators... | 12 | Then, find the factors of the denominator 45. |
| All | Out of Control! [gesture] | All | 1, 3, 5, 9, 15, 45. |
| 3,4 | Yes! Yes they are! | 13 | Which factors do both the numerator and the denominator have in <u>common</u> ? |
| 5 | Then you need... | 3 | Um, 1, 3, and 9. |
| All | [sound effect] G.C.F.! | 14 | And which of those numbers is the <u>greatest</u> —1, 3, or 9? |
| 3, 4 | G.C.F.? | 3 | Nine! |
| All | Greatest Common Factor! [sound effect] | All | So, 9 is the Greatest Common Factor. [sound effect] |
| 5 | Greatest— | 3, 4 | The G.C.F.! |
| All | meaning “the larger value—the biggest!” [gesture] | All | Right! [gesture] |
| 6 | Common— | 4 | Okay, so now what? |
| All | meaning “the same, similar.” | 15 | Well, when you divide the numerator and the denominator of a fraction by the same number— |
| 7 | Factor— | 16 | in this case 9— |
| All | meaning “a number multiplied by another number to get a product!” | 15 | you get a simpler fraction that’s equal to the fraction you began with. |
| 8 | Product— | 3, 4 | Ohhhhh. |
| All | meaning “the answer to a multiplication problem!” [sound effect] | All | Simplify that fraction! [gesture] |
| 3 | How can G.C.F. help us? | 4 | A little help here? |
| 9 | Let’s take a look at those unwieldy fractions of yours. | All | Divide the numerator and the denominator by the G.C.F.—9. |
| 3 | Okay, well, I have the fraction 27/45. | 3 | Here goes: 27 divided by 9 equals 3. |
| 4 | Twenty-seven forty-fifths? | 4 | And 45 divided by 9 equals 5. |
| 3 | I know, right? I can’t even begin to imagine what that looks like! | 1 | And your simpler fraction is— |
| 4 | What should she do? | 3, 4 | 3/5: Three fifths! |
| All | Simplify that fraction! [gesture] | 3 | Three out of five—That’s much easier to imagine! |
| 3, 4 | Simplify? | 4 | What about my fraction—37/74: Thirty-seven seventy-fourths? |
| 11 | First, find the factors of the numerator 27. | | |

All Whoa. Hefty. [gesture]
3 What should she do?
All **Simplify that fraction!** [gesture]
11 First, find the factors of the numerator
37.
All 1, 37.
12 Then, find the factors of the
denominator 74.
All 1, 2, 37, 74.
13 Which factors do both the numerator
and the denominator have in
common?
4 1 and 37.
14 And which of those two numbers is
greater—1 or 37?
4 Duh—37!

All So, 37 is the Greatest Common
Factor. [sound effect]
3, 4 The G.C.F.!
4 So my simplified fraction is $\frac{1}{2}$: one
half!
All **Correct—all thanks to Greatest
Common Factor!** [sound effect]
1 A.k.a. “Greatest Common
Denominator.”
3 Wow. Thanks everybody!
3, 4 G.C.F. is going to change our lives!
All **G.C.F.—Use it often and accurately—**
2 Whenever your numerators and
denominators are...
All **Out of Control!** [gesture]

Integers

Curriculum-Based Readers Theatre Script

- 1 Welcome to the Integer Family Reunion!
- 2 Yes, we're the Integers!
- All Integers—Whole numbers that are not fractions... and have no fractional parts!**
- 3 Both sides of the family are here today.
- 5 The negative integers:
- All -1, -2, -3, -4. All the whole numbers with a negative sign, found on the left of the number line!**
- 6 And the positive integers:
- All 1 and 2 and 3 and 4—Counting numbers. You know the score!**
- 7 And don't forget that favorite Integer family member who is neither positive nor negative...
- 8 The central number on our number line:
- All Zero! [gesture]**
- 9 So, some numbers in our Integer family can be negative?
- All -1, -2, -3, -4, -5, and so forth!**
- 9 And some numbers in our Integer family can be positive?
- All 1, 2, 3, 4, 5, and so forth!**
- 10 And don't forget zero—one hero of an Integer!
- 11 Uh-oh! Don't look now, but I think we have some party crashers!
- 12 I recognize that number from school—one third!
- 13 And I recognize that other number from my neighborhood—three and three quarters!
- All One third? Three and three quarters! They are not Integers! [sound effect]**
- 14 They're numbers, but they are not integers.
- All Integers—Whole numbers that are not fractions... and have no fractional parts!**
- 15 They will feel so out of place here at our family reunion.
- 1 But we don't want them to think that integers are unfriendly.
- 2 Right—I mean, sometimes we hang out with them.
- 16 Hey! One Third here! And this is my cousin Three and Three Quarters!
- 17 Where's the fraction bar?
- 4 The fraction bar?
- 5 You must have the wrong address.
- 16 Isn't this the Fractions Family Reunion?
- 17 The invitation said "2 ½ Math Street at quarter past 4."
- 6 No! This is the Integer Family Reunion!
- 2 Yes, we're the Integers!
- All Integers—Whole numbers that are not fractions... and have no fractional parts!**
- 7 Your reunion must be right next-door!
- 16 If you had half a brain, you would have looked at the number on this house!
- 17 I must have been half asleep! Bye Guys!
- 16, 17 Sorry! Have a great party!

All We plan to have a whole lot of fun!
4 With both sides of the family.
5 The negative integers:
All -1, -2, -3, -4.
All the whole numbers with a
negative sign,
found on the left of the number line!
6 And the positive integers:

All 1 and 2 and 3 and 4
Counting numbers.
You know the score!
7 And don't forget that favorite Integer
family member who is neither positive
nor negative...
8 The central number on our number
line:
All Zero! [gesture]
9 The buffet line is open!