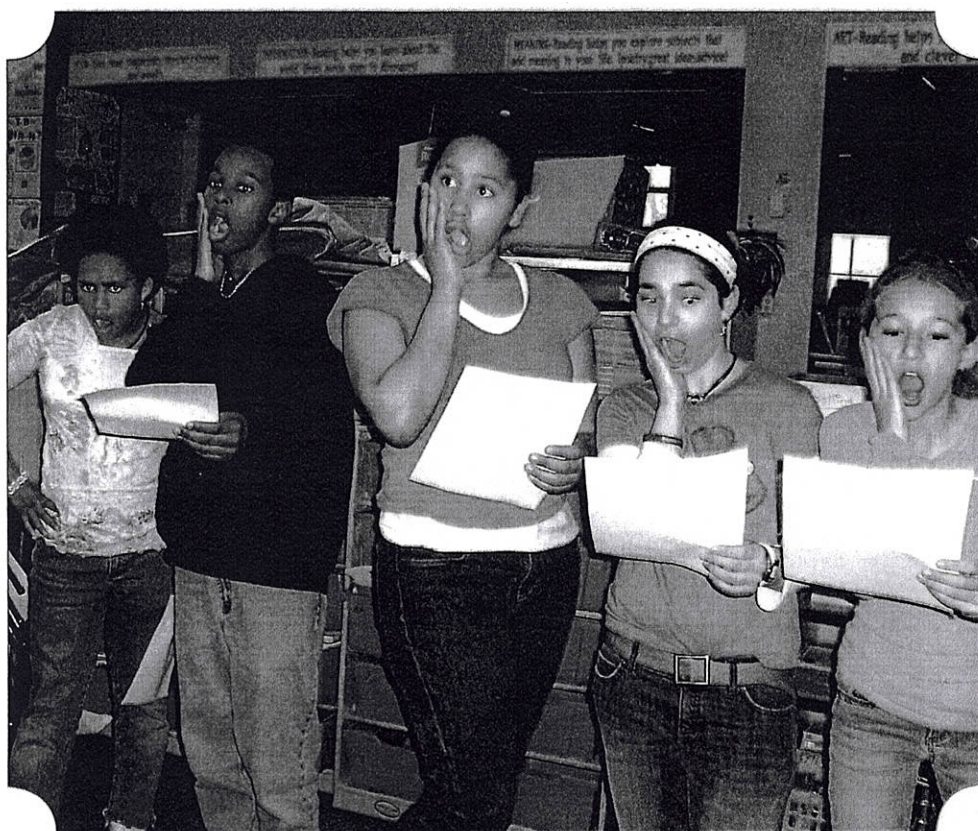


Curriculum-Based Readers Theatre Scripts: SCIENCE



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

--The script topics come from the Science 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.

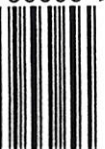
Increase your students' reading fluency, retention of content information, and theatrical skills by reading, rehearsing, and performing these fact-filled scripts.

Also of interest:

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



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Curriculum-Based Readers Theatre Scripts Science



Rosalind M. Flynn

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The author would appreciate notification where errors occur so that they may be corrected in subsequent printings and/or editions.

ISBN-13: 978-1463705480

ISBN-10: 1463705484

“Readers Theatre is a great learning tool. This is because you can have fun while learning at the same time. A lot of times, the stuff and facts you read from books go in one ear and out the other, but readers theatre really stays with you.”

—*Eighth Grader*

Charles County Public Schools, Maryland

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.

ACKNOWLEDGMENTS

The following is only a partial list of the playwrights and performers responsible for the Curriculum-Based Readers Theatre scripts in this four volume series:

At Westport Elementary, Springfield, MO: The students of Ms. Yielding

At Sullivan Middle School, Worcester, Massachusetts: 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

Project Stage Teachers, Manatee County, FL

At Desert Harbor ES, Peoria, AZ: The students of Mrs. Wilson and Mrs. Ulbrich

At Drew Model School, Arlington, VA: The students of Ms. Rohrs, Mrs. Lopatkiewicz, and Mrs. Labetti

At Lafayette Elementary School, Washington, DC: The students of Ms. Betz, Mr. Gregal, Mrs. Stanton, Ms. Brown, Ms. Breslin, Mr. Jewett, Mrs. Nickel, and Ms. Shapiro

At The Integrated Arts Academy, Burlington, VT: The students of Ms. Bonanni

Students at Sweet Apple Elementary School, Roswell, GA

At Kensington Parkwood Elementary School, Kensington, MD: The students of Mrs. Sandoval-White, Mrs. Boarman, Mrs. Architzel, and Mrs. Gehrenbeck, and Mrs. Howell

Mantua Elementary School students, Fairfax, VA

At General Smallwood Middle School, Charles County, MD: The students of Ms. Aravelo, Ms. Bell, Ms. Chastain, and Mr. Stark

At Mattawoman Middle School, Charles County, MD: The students of Mr. Wilson, Mr. Waddell, Ms. Wyman, and Ms. Scott

At Matthew Henson Middle School, Charles County, MD: The students of Ms. Gebhardt and Ms. Mouton

At Piccowaxen Middle School, Charles County, MD: The students of Ms. Pascarella

At Fort Hunt Elementary School, Fairfax, VA: The students of Ms. Enright and Ms. Blakeley

The Shelby County, TN Arts Infusion Teachers

Justine Crimans, Christopher Jarvis

Teachers in workshops, courses, and Summer Institutes at The John F. Kennedy Center for the Performing Arts in Washington, DC, The Peace Center for the Performing Arts, Greenville, SC, the Kravis Center, West Palm Beach, FL, Fruitville Elementary School, Sarasota, FL, Missouri Literacy through the Arts Institute, Lancaster, SC, and the Alabama Institute for Arts in Education, and Partners in the Arts in Richmond, VA

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 Science CBRT scripts and three other subject-specific script collections (Social Studies, Math, 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.”

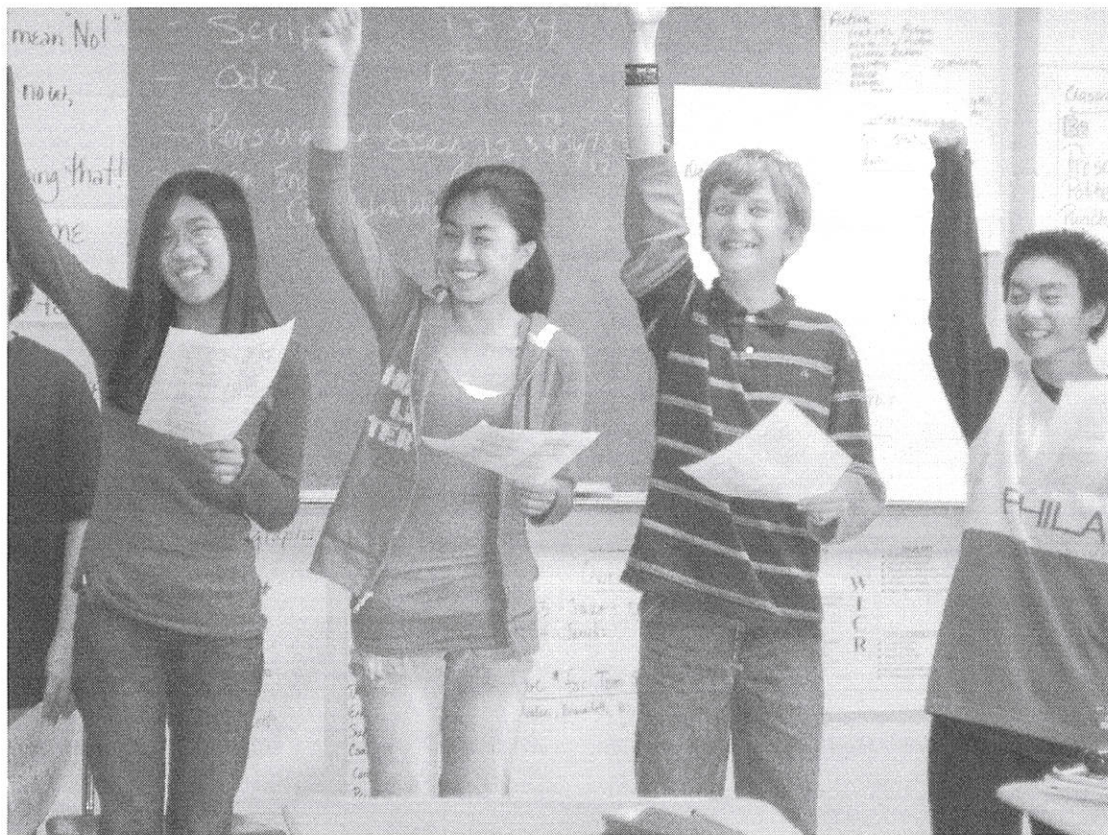
Once the students are familiar and fluent with the script’s lines, gestures, and sound effects, assign them a position for performance. This position may simply be where they will stand in the semi-circle of their classmates when they enter another classroom to perform. It may be the step or riser they 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.



The Layers of the Earth

Curriculum-Based Readers Theatre Script

- 1 Good morning, travelers! All The layer that we live on.
2 Thank you for booking a tour with... [gesture] [sound effect]
All Inner Core Travel! 14 The crust is the most studied and
[gesture] [sound effect] understood layer of the Earth.
3 where our motto is... All Made of the lightest materials—
All “We get to the core of things!” basalts and granites
[gesture] and rocks. [sound effect]
4 Today’s destination is... Basalts and granites and rocks, oh
All The center of the Earth! my!
[sound effect] 15 How thick is it?
5 Yes—home of heavy metals. [gesture] All The crust is between 3 and 25 miles
[sound effect] thick!
6 Sit back, relax, and get ready to 15 Oh my! [gesture]
explore... 16 The crust is a thin, rocky skin.
All The four layers of the Earth: [gesture]
[gesture] All Thin, rocky skin. [gesture]
7 The Crust 17 The thinnest part of the crust is under
All The Crust [gesture] [sound effect] the ocean. [gesture]
8 The Mantle All The crust [gesture] [sound effect] is
All The Mantle [gesture] [sound effect] thinnest under the ocean. [gesture]
9 The Outer Core [sound effect]
All The Outer Core [gesture] [sound 18 The ocean floor is heavy, dense rock.
effect] [gesture] [sound effect]
10 The Inner Core All The ocean floor is heavy, dense rock.
All The Inner Core [gesture] [sound 19 And the land is lighter, less dense
effect] rock. [gesture] [sound effect]
11 The deeper layers of the Earth are All And the land is lighter, less dense
composed of... rock. [gesture] [sound effect]
All heavier materials. [gesture] They’re 20 Traveling deeper into the Earth, we
hotter, denser, under much greater arrive at the mantle.
pressure than... 1 The mantle is hot!
12 the outer layers... All The mantle is hot, hot, hot! [gesture]
All which are way cooler! [gesture] 2 It’s made of flowing asphalt.
13 First stop—The crust! 3 You mean like blacktop?
4 Yeah, 1800 miles of it! [gesture]

- All** Wow, that makes the mantle the largest, thickest layer of the Earth! [gesture]
- 5 Hey, I hear there are two parts of the mantle: the upper part—
- All** It's cooler [gesture] [sound effect]...
- 6 than the deep mantle, which is very hot!
- All** Hot, hot, hot! [gesture]
- 7 Oh wow—we just moved—what happened?
- 8 The deep mantle rides on top of the hot outer core.
- 9 It causes the mantle and the crust to slowly move.
- All** Oh wow!
- 10 Ladies and gentlemen, we have arrived at the outer core—
- All** Iron and nickel in the liquid state! [gesture]
- 11 What?
- All** Extremely hot and fluid! [gesture]
- 12 Fiery and furiously hot and fluid!
- 13 How dense is the outer core?
- All** Fourteen hundred miles thick! [gesture][sound effect]
- 15 We are approaching our final destination—the inner core!
- 16 The inner core—nickel and iron in the solid state,
- 17 800 miles thick—
- All** Inner core! Inner core! [gesture]
- 18 What is it made of?
- All** Nickel and iron, nickel and iron—solid! Solid—solid as a rock! [gesture]
- 19 That concludes today's journey through the layers of the Earth.
- 2 Thank you for booking a tour with...
- All** Inner Core Travel! [gesture] [sound effect]
- 3 where our motto is...
- All** "We get to the core of things!" [gesture]

Renewable Energy Sources

Curriculum-Based Readers Theatre Script

1	And now for a message from our sponsor...	13	Harness? Like a horse or a pony? [sound effect] [gesture]
2	Are you going into debt from your energy bills?	All	[sound effect] [gesture] No! Harnessing means harvesting or converting power.
3	Are you worried about the environment?	14	Well, there are 6 forms. Which one is best for me and my family?
4	Are you wondering...	15	It depends on where you live!
5	There must be alternative energy sources! [sound effect]	16	If you live where it is sunny most of the time, what's best for you is...
4	Then you're ready for...	All	Solar Power! [gesture]
All	R.E.S.! Renewable Energy Sources! [gesture] [sound effect]	17	Solar power converts sunlight to heat and electricity.
6	Gee, mister! I want to learn about that!	18	If you live near a large river, the best renewable energy source for you is...
7	Do tell. What are renewable energy sources?	All	Hydropower! [gesture] [sound effect]
All	Renewable energy comes from sources that can be naturally replaced. [gesture]	19	Build yourself a dam or a water wheel and use the power of flowing water to make electricity!
6	Radical! I don't get it.	20	"Build Your Own Dam Kit" sold separately.
8	And—R.E.S. does not come in one form—	21	Batteries not included. Adult assembly required.
9	R.E.S. comes in Six Different Forms!	22	If you live near a farm, the energy source for you is...
All	Solar Power [gesture] Hydropower [gesture] Biomass [gesture] Geothermal [gesture] Wind Power [gesture] And Tidal Power [gesture]	All	Biomass! [gesture]
10	What in tarnation?!	22	Biomass the process of burning plant or animal waste or products for energy.
11	I really have no idea what any of those are!	23	Mmmm. Biomass. I like the sound of that!
12	I do! Renewable energy sources...	24	If you make your home near a volcano,
All	harness natural powers. [gesture]	25	geyser,
		26	or anywhere around the Ring of Fire,
		27	Then you need...

All Geothermal! [sound effect] [gesture]
 1 What is geothermal?
 24 Geothermal energy captures heat from the earth's core.
 25 Like, OMG, that's HOT!
 2 Do you live in a normally windy area?
 3 If you do then it would be prudent to invest in...

All Wind Power! [sound effect] [gesture]
 4 Wind power takes the wind and rotates a turbine.
 5 The mechanical energy from the wind is converted into electricity.
 6 You're confusing me!
 7 Well, what this really means is that the wind moves the turbine or windmill and takes the power to houses and buildings.
 6 Oh now I get it!
 8 If you live near an ocean, your best renewable energy source is...

All Tidal Power! [sound effect] [gesture]
 9 Tidal Power is generated by the incoming and outgoing tides.

All Surf's up, Dude! [sound effect] [gesture]

10 Order now and we will upgrade your R.E.S. to...

All Platinum Version!
 11 If you want your children...
 12 and your grandchildren...
 13 and your great grandchildren...
 14 and great great grandchildren...
 15 and great great great grandchildren...
 16 We get the idea! [gesture]
 17 Anyway, if you want your descendants—
 18 all of your descendants—
 19 to experience the great world we live in...

All Buy R.E.S now! [gesture]
 20 Now!
 21 We mean right now!
 22 Call 1-800-R.E.S—NOW!
 23 And Solar Power, Hydropower,
 24 Tidal Power, Geothermal,
 25 Biomass, and Wind Power can be all yours!

All R.E.S. Buy it now! [gesture]

Parts of a Plant

Curriculum-Based Readers Theatre Script

- | | |
|--|--|
| <p>All (Sing) Daisy, Daisy, give me your answers true.</p> <p>1 Attention all green thumbs and gardeners!</p> <p>2 All florists and foresters!</p> <p>3 Is the bloom off your rose?</p> <p>4 Has your flower lost its power?</p> <p>5 Then call...</p> <p>All Daisy Dioxide and the Green Team!
[sound effect] [gesture]</p> <p>1 - 5 Daisy and team will...</p> <p>All get to the root of all your plant problems! [sound effect]</p> <p>6 Hiya Folks! I'm Daisy Dioxide. I know everything from root tip to petal about plants and I am here to...</p> <p>All help your garden grow! [gesture]
[sound effect]</p> <p>7 Daisy! Daisy! My neighbor and I want to eat the green beans we planted, but they are way too small.</p> <p>8 What do we feed them so that they can feed us?</p> <p>6 What have you tried to feed them so far?</p> <p>7, 8 A hamburger, curly fries, and Diet Coke.</p> <p>All Oh no! [sound effect] [gesture]</p> <p>6 Plants need a special diet that is much different from what you and I eat.</p> <p>All Plants use photosynthesis to eat.</p> <p>7 Photo what?</p> <p>1 Don't you know what photosynthesis is?</p> <p>8 Is that when everyone's smiling in the picture? Everybody say, "Cheese!"</p> | <p>All Cheese!</p> <p>6 No, No! Photosynthesis is a process that plants use.</p> <p>All Photosynthesis is the process that plants use to make their own food.</p> <p>7, 8 How does photosynthesis work?</p> <p>2 The leaves of a plant catch the sunlight and then turn it into sugar.</p> <p>Evens (Sing) Oh Mister Sun, Sun, Mister Golden Sun. [gesture]</p> <p>Odds (Sing) Please shine down on leaves. [gesture]</p> <p>3 The leaves also...</p> <p>All inhale carbon dioxide. [sound effect]
and exhale oxygen. [sound effect]</p> <p>9 Hey! That's the opposite of what people do!</p> <p>10 Exactly. Plants breathe carbon dioxide, but people and animals breathe oxygen.</p> <p>6 So find your green beans a nice sunny spot in your garden, skip the curly fries, and give them plenty of air. They'll be well fed and soon you will be too!</p> <p>11 Daisy! Daisy! What will my petunias look like when they grow up?</p> <p>6 Just remember a flower has a body a lot like you do! A head...[gesture]</p> <p>All The flower!</p> <p>4 Shoulders...[gesture]</p> <p>All The stem!</p> <p>5 Knees...[gesture]</p> <p>All The leaves!</p> <p>1 And toes. [gesture]</p> <p>All The roots!</p> |
|--|--|

- 6 Sing it, Green Team!
- All **Flower, stems, and leaves and roots, leaves and roots. [gesture]**
Flower, stems, and leaves and roots, leaves and roots. [gesture]
- 6 So remember, even though your petunias start out as little seeds, they can all grow big and strong.
- 11 How?
- 12 First the leaves catch the rays of the sun...
- All **and the carbon dioxide from the air. [gesture]**
- 13 Then the stem, which is full of little tubes, goes to work.
- All **The stem holds the plant *above* the ground and carries sugar from the roots to the petals of the flower. [gesture]**
- 14 The roots soak up water and nutrients from the ground and store them for later.
- All **The roots hold the plant *in* the ground and soak up water and nutrients. [sound effect]**
- 6 But most importantly... the flower (or the petal) creates seeds.
- All **The flower—attracts insects [sound effect] and creates seeds!**
- 11 Why is that most important?
- 1 So that one flower...
- 1, 2 can create another flower...
- 1 - 4 which creates more flowers...
- 1 - 14 which create bunches of flowers.
- All **That makes a big, beautiful garden! [gesture] [sound effect]**
- 15 Daisy! Daisy! I've always heard that it's not easy being green. Then why are so many plants green?
- 6 Plants are green because of chlorophyll.
- All **Chlorophyll is a green pigment found in the leaves of plants.**
- 16 And that chlorophyll is mighty important because it helps in...
- All **Photosynthesis! [gesture]**
- 6 That's all for today, folks. I've got to get back to my garden! This is Daisy Dioxide...
- 1 - 5 and the Green Team helping you to...
- All **get to the root of all your plant problems! [gesture]**
- 17 See you next time!
- All **Flower, stems, and leaves and roots, leaves and roots. [gesture]**
Flower, stems, and leaves and roots, leaves and roots. [gesture]

Ecosystems

Curriculum-Based Readers Theatre Script

- | | | | |
|------------|--|------------|---|
| 1 | And now for a message from our sponsor— | 12 | Well, it's not too cold for... |
| All | Biome-matic Travel! [gesture] [sound effect] | All | seals, polar bears, foxes, arctic hares. |
| 2 | where our motto is... | 12 | They have made the Tundra biome their home. |
| All | “We are eco-systematically correct!” [gesture] [sound effect] | All | “Biome-matic Travel!” [gesture] [sound effect] |
| 3 | We think you need to tour... | 13 | They've survived through adaptation— |
| All | every ecosystem on earth! [gesture] | 14 | like white fur that blends in with the snow! |
| 4 | What's an ecosystem? | 15 | Do you want to thaw out? |
| All | An ecosystem consists of all the plants and animals found in a particular location. | All | Then visit our next biome—the Desert! |
| 5 | But wait! There's more! | 16 | But make sure you bring plenty of water because deserts are... |
| 6 | Scientists group ecosystems into categories called... | All | dry and hot! [gesture] [sound effect] |
| All | Biomes! [gesture] [sound effect] “Biome-matic Travel!” [sound effect] | 17 | What will we see in the desert? |
| 7 | We offer you and your family exclusive excursions to the Earth's six biomes— | 1 - 5 | Cactus, |
| All | [Snap 4 times—X X X X—to begin a rhythmic chant.] | 1 - 10 | camels, |
| | Tundra [X] [X] Desert [X] [X] | All | and varieties of frogs. [sound effect] |
| | Grasslands [X] [X] | 18 | But how do they survive in such a dry biome? |
| | Forests: [X] [X] | 19 | They have adapted to surviving on little water by... |
| | Tropical Rain, [X] [X] | All | storing water within their bodies. [sound effect] |
| | Deciduous [X] [X] | 20 | Hey! Is that an oasis or a mirage? |
| | and Con-i-fer-ous! | All | [gesture—All look in same direction.] |
| 8 | Tired of hot, sweaty summers? | | No! It's the grasslands! |
| All | Then travel to the Tundra! [gesture] | 21 | Yes, for a limited time only, if you take our desert tour, we offer a three-day excursion to a... |
| 9 | ..where there are long, cold winters... | All | “Vast Grassland Biome!” [sound effect] |
| All | [sound effect] | 22 | How vast is the grassland biome? |
| 10 | and even the summers are short and cool. [gesture] | | |
| 11 | Think it's too cold for you? | | |

- 23 On your three-day experience, you will explore millions of square miles of...
All **sparse trees and extensive grasses.** [gesture] [sound effect]
- 5 But wait! There's more!
- 24 You and your loved ones will also encounter some of the largest land animals on earth!
- 1-5 American bison,
 1-10 elephants,
 1-15 and giraffes!
- All** **Act fast, so you don't miss out on the experience of a lifetime!**
- 1 Next biome—the tropical rainforest!
All [sound effect]
- 2 Precipitation defines this biome.
- 3 Look to your left. *{Pause for All to look left.}* You'll see an abundance of life forms:
- All** **Trees, plants, ferns...**
- 4 And over to the right. *{Pause for All to look right.}* You'll see:
- All** **Insects, spiders, snakes, and monkeys!** [gesture] [sound effect]
- 5 Take a deep breath.
All [sound effect]
- 5 The tropical rainforest helps to replenish the atmosphere's oxygen supply.
- All** **Without the tropical rainforest, our health could be compromised!** [gesture] [sound effect]
- 6 Now, put up your umbrellas. Let's keep moving!
- 7 The next biome on our tour is the deciduous forest with its...
All **moderate precipitation** [sound effect] **and temperatures.** [gesture]
- 8 This biome is characterized by...
All **long warm summers** [gesture]
- 9 and
All **short cool winters.** [gesture]
- 10 and
All **an abundance of deciduous trees!**
- 11 What's a deciduous tree?
All **In autumn, deciduous trees lose all their leaves.** [gesture]
- 12 The animals in this biome include...
All **insects and birds and deer—oh my!**
- 13 Travel close to either of the earth's poles to reach the next biome...
 14 Fresh forest air,
All [gesture] [sound effect]
- 15 high mountaintops,
 16 short summers,
 17 and long, cold winters!
All [gesture] [sound effect]
- 18 See wildlife and get in touch with nature when the biome you visit is...
All **The coniferous forest!**
- 19 Wow! There are so many biomes!
 20 Where will we go first?
 3 How about the d...d...d...
All **Deciduous?**
- 4 Yeah, it's a biome with long, warm summers and short, cool winters!
 5 Another happy customer who will tour the earth with...
All **Biome-matic Travel!** [gesture] [sound effect]
- 2 where our motto is...
All **"We are eco-systematically correct!"** [gesture] [sound effect]

The Rock Cycle

Curriculum-Based Readers Theatre Script

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|-----|--|-----|--|
| 1 | And now for— | All | Sedimentary [sound effect] [gesture] or—sandstone. |
| All | The Rock Cycle! [gesture] [sound effect] | 2 | Oh. |
| 1 | The earth's rock cycle begins with... | 1 | If either sedimentary or igneous rock is put under a lot of pressure, |
| All | magma... [sound effect] [gesture] | All | [sound effect] [gesture] |
| 1 | beneath the surface of the earth. | 3 | and heat, |
| 2 | What's magma? [sound effect] [gesture] | All | [sound effect] [gesture] |
| All | Magma is hot molten rock. [gesture] | 1 | these rocks change into... |
| 3 | That means rock in liquid form. | All | Metamorphic [sound effect] [gesture] rock. |
| 1 | When magma cools, | 2 | Metamorphic? |
| All | [sound effect] | All | Right! [gesture] |
| 1 | it becomes... | 3 | Also known as... |
| All | Igneous rock. [sound effect] [gesture] | All | slate. |
| 2 | Igneous? | 2 | So let me get this straight. Rocks are classified as either... |
| All | Also known as granite. | All | igneous, [sound effect] [gesture] sedimentary, [sound effect] [gesture] or metamorphic. [sound effect][gesture]. |
| 1 | Wind... | 2 | One more time! |
| All | [sound effect] | All | igneous, [sound effect] [gesture] sedimentary, [sound effect] [gesture] or metamorphic. [sound effect][gesture]. |
| 1 | and water... | | |
| All | [sound effect] | | |
| 1 | break the rock down into... | | |
| All | sediment. | | |
| 3 | Rock that forms from this sediment is... | | |
| All | sedimentary rock. [sound effect] [gesture] | | |
| 2 | Sedi-what? | | |

Fossils

Curriculum-Based Readers Theatre Script

- | | | | |
|---------------------|--|--------|--|
| 1 | Up next on Discovery Channel— | 10 | Fossils are usually formed in... |
| All | <u>Fossil Finders!</u> [sound effect – Theme music] | All | sedimentary rock. [gesture] [sound effect] |
| 2 | Our guests tonight are paleontologists from... | 11 | Why? |
| All | The National Science Museum. [gesture] | All | Dead animals got trapped and buried in layers of silt and mud. [gesture] |
| 3 | What’s a paleontologist? | 11 | Oh, I get it now. |
| All | A paleontologist is a scientist who studies fossils. [gesture] [sound effect] | 12 | Can you find fossils anywhere else? |
| 4 | What’s a fossil? | 13 | Fossils are not often found in igneous or metamorphic rock because... |
| 5 | Fossils are remains of plants and animals... | ALL | ...heat and pressure can destroy fossils. [gesture] [sound effect] |
| All | that lived millions of years ago. [gesture] | 14 | How long does it take for a fossil to form? |
| All | [Chant] | All | It takes millions of years for fossils to form. |
| | Fish, Teeth, Dinosaurs, | 14 | Really? |
| | Bones, Eggs, Arthropods, | All | Yes, millions of years! [gesture] |
| | Leaves, Plants, Insects, and | 14 | Wow! That’s a long time! |
| | Nests [X] [X] [X] [X] | 15 | What else can you tell us about fossils? |
| | Fossils! [gesture] | BOYS | Tell me more! Tell me more! [sound effect – Think “Summer Lovin’ “ from <i>Grease</i>] |
| 6 | But why would we study dusty old fossils? | 16 | Like how many are there? [gesture] |
| 7 | Fossils give us clues about life... | All | There are three types of fossils: [gesture] |
| All | millions of years ago. [gesture] | Left | Imprints... [gesture] |
| 8 | I wish I could have a dinosaur for a pet. | Center | and casts... [gesture] |
| Left Half of Group | No way! | Right | and molds. [gesture] |
| Right Half of Group | Not a chance! | All | Imprints and casts and molds—Oh my! Imprints and casts and molds—Oh my! [gesture] |
| Left Half of Group | That’s insane! | 2 | What’s the difference? |
| Right Half of Group | Are you crazy? | | |
| 8 | Why couldn’t I? | | |
| All | Dinosaurs and people NEVER lived at the same time! [gesture] | | |
| 9 | Where do you even find fossils? [gesture] | | |

Left Imprints are molds of leaves or other thin objects.

Center A cast is made when mud or minerals fill a mold.

Right A mold is the shape of a plant or animal left in the sediment when the rock is formed.

3 Wow! That's a lot of information.

All **And there's still more to discover!**
[gesture]

2 But that is all we can uncover today.

3 So until next time, keep digging for information, and we'll see you again soon on...

All **Fossil Finders!** [sound effect—Theme music]

The Solar System

Curriculum-Based Readers Theatre Script

- 1 Beep! Beep! Beep!
- 2 This is a special report from NASA
Space Center in Houston, Texas.
- 3 We have just received communication
from Captain Planet and his crew.
- 4 They have discovered there are 9
planets in the solar system!
- 5 Solar system? [gesture]
- All The solar system is made up of the
Sun [gesture]
The 9 planets
and their moons
and other objects that orbit the sun.
[gesture] [sound effect]**
- 6 How can you remember all 9 planets?
- 2 My Very Eager Mother Just Served Us
Nine Pizzas.
- 7 What's that got to do with this?
- 2 This sentence will help you to
remember all 9 planets.
- All My—the first “M” stands for
Mercury.**
- 8 Mercury is the planet closest to the
sun.
- All My Very**
- 1 The “V” stands for Venus.
- 2 Venus is the hottest planet.
- All My Very Eager**
- 3 The “E” stands for Earth.
- 4 Earth is the only planet that can
support life—
- All plants [gesture], animals [sound
effect], and people like us!**
- 9 Keep going!
- All My Very Eager Mother**
- 1 The second “M” stands for Mars.
- 2 Mars is called the red planet—
- 3 because the soil and rocks are red.
- All My Very Eager Mother Just**
- 4 The “J” stands for Jupiter.
- 1 Jupiter is the largest planet.
- All My Very Eager Mother Just Served**
- 2 The “S” stands for Saturn.
- 3 Saturn has rings.
- 10 Rings? For fingers, toes or nose?
- All [gesture] [sound effect]**
- 4 No! The rings go around the center of
the planet.
- 1 They are made from ice, rocks, and
dust.
- All My Very Eager Mother Just Served
Us**
- 4 “U” stands for Uranus.
- 1 Uranus is the only planet...
- 2 that spins on its side. [gesture]
- All My Very Eager Mother Just Served
Us Nine**
- 3 The “N” stands for Neptune.
- 11 Neptune has eight moons.
- All Eight moons! [gesture] [sound effect]**
- 4 And it's the eighth planet from the
sun.
- All My Very Eager Mother Just Served
Us Nine Pizzas!**
- 12 Pizza! Yum! Yum!
- 2 The “P” stands for Pluto.
- 3 Pluto is the smallest planet of all!
- 4 And the coldest.
- All [gesture] [sound effect]**

- All** **My Very Eager Mother Just Served Us Nine Pizzas!** 4 Looks like we'll need a new one.
- 13 That sentence is so silly! 5 Well, we can keep the first words, but...
- 1 But, it helps you remember... 6 How about Nachos!
- All** **All 9 planets in order: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto!!** 7 All you ever think about is food!
- 1 Beep! Beep! Beep! 6 No! I mean, how about that eager mother serving us nachos instead of nine pizzas!
- 2 Wait! This just in... [gesture] 8 You're brilliant! Got it everybody? Hit it!
- 3 Houston, we have a problem! Scientists have deemed that Pluto is no longer a planet!! **All** **My Very Eager Mother Just Served Us Nachos!**
- All** [sound effect] [gesture] **But what about our sentence?** 3 Stay tuned for further developments!

Clouds

Curriculum-Based Readers Theatre Script

- | | | | |
|------------|--|------------|---|
| 1 | We interrupt this program to bring you a special report about... | 9 | Now, if you see fluffy white clouds... |
| All | Weather conditions. | 12 | with flat bottoms, |
| 2 | Here are your channel 320 meteorologists from... | 13 | those clouds indicate... |
| All | "Weird Weather Wonders!" [sound effect] [gesture] | All | fair weather too. [gesture] |
| 3 | There's a warm front converging on our location. | 13 | They are known as... |
| 4 | [sound effect] What's a front? | All | Cumulous clouds. [gesture] |
| All | A front is the boundary [gesture] between air masses of different temperatures [sound effect] [gesture] and humidity. [gesture] | 14 | But—when they get larger... |
| 5 | We want to warn our viewers to be on the lookout for four kinds of clouds. | All | [gesture] |
| All | Four kinds of clouds—[gesture] | 14 | and darker, |
| | Cirrus [X] [X] [X] [gesture] | All | [gesture] |
| | Stratus [X] [X] [X] [gesture] | 14 | they produce... |
| | Cu/mu/lus [X] [gesture] | All | thunderstorms! [gesture] [sound effect] |
| | Cumulo-nimbus! [X] [X] [X] [gesture] | 15 | And they become... |
| 6 | Yes—all these clouds are associated with certain weather conditions. | All | cumulonimbus clouds! |
| 7 | Feathery clouds, for example, are... | 16 | And our last Weird Wonder Weather kind of cloud... |
| All | cirrus clouds [gesture] | All | is...[sound effect] [gesture] |
| 8 | Serious? | 17 | smooth and gray... |
| All | Cirrus! | 18 | and covers all of the sky, |
| 10 | [sound effect—phone ring] | All | blocking out direct sunlight. [gesture] |
| 8 | Is the caller there? | 4 | It often brings light rain and drizzle. |
| 10 | Outside my window, like, uh, I see, like, lots of wispy clouds. Like what could this mean? | All | Light rain and drizzle. [gesture] |
| 11 | You are seeing cirrus clouds, which usually mean... | 12 | Is it cirrus? |
| All | pleasant and fair weather. [gesture] | 1 | Is it cumulus? |
| | | All | No, it's a stratus cloud! [sound effect] |
| | | 3 | Uh-oh! Is it a tornado? [gesture] |
| | | 5 | Is it a hurricane? [gesture] |
| | | 6 | Viewers—we are experiencing extreme atmospheric conditions! |
| | | 7 | We will continue to postpone our regularly scheduled program— |
| | | All | Cloudy With a Chance of Meatballs. [gesture] |

Ancient Astronomers

Curriculum-Based Readers Theatre Scripts

- | | | | |
|------------|--|------------|--|
| 1 | And now for our program! | 15 | Now, from Team Geocentric, please welcome Aristotle. |
| All | [sound effect] | | |
| 1 | Welcome to a special presentation of... | All | [gesture] [sound effect] |
| All | Smart Dead Guys! [gesture] | 16 | So, Aristotle, what is your view of the solar system? |
| 2 | Today's show features... | 17 | Let me see... [gesture] I believe that the earth is the center of the universe. Don't you agree? |
| All | four ancient astronomers. [gesture] | All | You mean "geocentric." |
| 3 | What's an astronomer? | 17 | Of course that's what I mean. Didn't everyone in the middle ages think that? [#4 and #26 shake their heads.] |
| 5 | A person who studies the universe and the solar system, or a... | 18 | If you're so smart, what else did you believe? |
| All | Star-gazer! [gesture] [sound effect] | 17 | All objects in the solar system move in perfect circles around the earth. |
| 6, 7 | Our first team of astronomers believed that... | All | Perfect circles around the earth. [gesture] |
| All | all objects in the solar system revolved around the planet Earth. | 17 | You do know what a circle is, don't you? |
| 8 | Oh—you mean geocentric! | All | [sound effect] |
| All | Yes—geo meaning "Earth" and centric meaning "center or middle." [gesture] | 18 | Thank you, Aristotle. Now let's meet a fellow geocentric thinker—Ptolemy! |
| 9 | So, please welcome... | 19 | Tell us Ptolemy when did you live? |
| All | Aristotle and Ptolemy! [sound effect] | 20 | Well, I was born in 85 AD and died in 165 AD. |
| 10 | And—from Team Heliocentric— | All | Wow! You lived for 80 long years! [sound effect] |
| 11 | Helio—meaning "sun"... | 21 | What makes you the bees' knees? |
| All | Ooh—That's hot! [gesture] [sound effect] | 20 | Well, there are so many things. |
| 12 | and centric meaning, as you know— | 21 | Maybe it's because you... |
| All | "center or middle." [gesture] | All | wrote a book on the geocentric model. [gesture] |
| 13 | So, give it up for... | 22 | So, like Aristotle, you believed that the earth was the center of the solar system? |
| All | Copernicus and Galileo [sound effect suggestion: "Galileo, Galileo" as in the song "Bohemian Rhapsody"] [gesture] | | |
| 14 | ...who believed that all objects in the solar system revolved around... | | |
| All | the sun! | | |

20 Yes, yes I did.

23 What makes you different from Aristotle?

20 I had a beard.

All **A beard?** [gesture]

24 No—that’s not it! You believed that...

All **some planets moved in small circles as they revolved around the Earth.**

18 Thanks, Ptolemy for coming on the show today and sharing your expertise!

25 Next up—some astronomers with different perspectives! Mr. Copernicus—when exactly were you born?

26 In 1473, and I came to an untimely end in 1543.

All [sound effect]

27 Sorry to hear that. We understand you wrote a book about your heliocentric beliefs.

All [whispered] **Heliocentric—all objects in the solar system revolve around the sun.**

28 What was the name of that book?

26 Ahem, *De revolutionibus orbium coelestium*.

All **Say what?** [gesture]

26 *On the Revolutions of the Heavenly Spheres.*

All **So what was it about?**

26 I’d rather not say. The Church did not agree with me.

2 Why not?

All **Because the Church accepted geocentric thinking.** [gesture]

26 And they put me in jail!

All [gesture] [sound effect]

3 Sooooo, Mr. Galileo Galilee.

4 You can just call me Galileo.

All [sound effect] [gesture]

5 Why do you agree with Copernicus?

4 My self-made superior vision telescope showed me the way. [gesture]

6 The way?

7 The way out?

All **The way, way out in the solar system?** [gesture]

4 No—the way the solar system revolved around the sun, and therefore was...

All **Heliocentric!** [gesture] [sound effect]

8 Thanks for tuning in to...

All *Smart Dead Guys!* [gesture]

9 We’d like to thank our ancient guests, the astronomers...

All **Aristotle, Ptolemy, Copernicus, and Galileo** [gesture] [sound effect]

10 ...for sharing their beliefs about the solar system.

11 Don’t forget to tune in next time for *Smart Dead Women.* [gesture]

12 This show was brought to you by Tombstone Ice Cream with its two new flavors—

All **Heliocentric and Geocentric!** [gesture] [sound effect]

13 Reach for the stars, everyone!

Weather

Curriculum-Based Readers Theatre Script

1	Up next on....	All	[sound effect][gesture]
All	Weird Weather Wonders!	13	and precipitation.
2	Yes, here on channel 316 is today's weather report.	All	[sound effect]
3	We're going to find out the temperature in _____.	14	How? What instruments do they use?
4	What is temperature?	All	[gesture] [sound effect]
All	Temperature is the measure of the amount of heat energy [sound effect] in the atmosphere.	15	Not musical instruments!
5	Today, temperatures will reach a scorching, cooking 94 degrees.	All	Ohhhh!
All	[gesture] [sound effect]	16	An anemometer measures wind speed.
6	(female) Hey Billy Bob, what's the air pressure?	All	Anemometer—Wind speed. [gesture] [sound effect]
7	(male) Well, She-Nay-Nay, air pressure is...	17	You measure precipitation with...
All	the weight of the air determined by several factors including temperature.	All	a rain gauge. [gesture][sound effect]
6	How do you weigh air?	6	Say, Billy Bob, did you know that the atmospheric conditions create different types of precipitation?
8	To measure air pressure, you use...	7	Right you are, She-nay-nay! Do you know what causes thunderstorms, hurricanes, and tornadoes?
All	A barometer! [gesture]	6	Mm Hmm.
9	A thermometer?	All	Extreme atmospheric conditions! E.A.C. [gesture]
All	No-oh! A Thermometer measures air temperature [gesture] [sound effect]	10	This report has been brought to you by Subway and its new line of sandwiches:
10	But...	11	Thunderstorm Turkey,
All	A barometer measures air pressure. [gesture][sound effect]	12	Hurricane Ham, and
11	Who in the world measures these things?	18	Tuna Tornado!
All	Meteorologists!	14	All served with...
Boys	Weathermen!	All	Rain Relish!
Girls	—or weather <u>women!</u>	6	This is She-nay-nay...
12	They also measure wind speed...	7	and Billy Bob!
		6, 7	Thanks for tuning into...
		All	Weird Weather Wonders! [sound effect] [gesture]

Reduce, Reuse, and Recycle

Curriculum-Based Readers Theatre Script

- | | |
|---|--|
| <p>1 [sound effect] [gesture] I'm done with this can of soda. [gesture]</p> <p>All [gesture] Stop in the name of Earth! This planet you will hurt. Use it o-o-ver. Use it o-o-ver.</p> <p>2 Use it over?</p> <p>3 How?</p> <p>All Recycle it. [gesture]</p> <p>3 Recycle?</p> <p>All Recycle means to reuse. [gesture]</p> <p>4 Use paper, plastic, metal, and glass over again.</p> <p>5 We can use a glass jelly jar as a flower vase.</p> <p>6 We can use a plastic carton as a planter.</p> <p>7 An artist can even use old cans to make art.</p> <p>All Use it o-o-ver. Use it o-o-ver. [gesture]</p> <p>8 Just think of the dumps we'd put out of business.</p> <p>9 You said it! Garbage takes up a lot of space and worst of all, it makes our land smell bad.</p> <p>All P.U.! [gesture]</p> <p>10 But what's this I hear about a landfill?</p> <p>All A landfill is a place where the garbage is buried so it looks and smells better than a dump. [sound effect]</p> <p>10 I like that idea...a place to stash the trash! [gesture] [sound effect]</p> <p>All Stash the trash! [gesture] [sound effect]</p> <p>11 But it still doesn't solve the problem of reducing the amount of garbage.</p> <p>12 Say I hear that word a lot at home. My parents are always talking about reducing.</p> | <p>13 Yeah, reducing—meaning to get smaller. I get it now.</p> <p>All Reduce the amount of garbage. [gesture] [sound effect]</p> <p>1 But how?</p> <p>2 We can buy products that last a long time.</p> <p>3 Stop buying paper cups that get thrown away once they're used...</p> <p>All ...and start thinking jelly jars. [gesture]</p> <p>4 Jelly jars? We're recycling them again?</p> <p>5 You bet. Back to the future!</p> <p>6 And when people give away old things, it reduces garbage.</p> <p>5 Give away your tired, old clothes and toys...</p> <p>All ...yearning to be reused again and again. [gesture]</p> <p>11 My uncle fixes up old cars and resells them. Is that one of the three R's?</p> <p>12 Three R's? [gesture]</p> <p>13 The three R's—</p> <p>All Reduce, Reuse, and Recycle! [gesture] [sound effect]</p> <p>14 Oh I see—We're talking environmental R's!</p> <p>15 And they're not just for kids!</p> <p>16 People all over the U.S. are cutting down on waste because they...</p> <p>All Reduce, reuse, and recycle! [gesture] [sound effect]</p> <p>17 In Texas, there's a Trash-off Day!</p> <p>18 People collect litter from parks, roads, and neighborhoods.</p> <p>All Don't mess with Texas! [gesture] [sound effect]</p> |
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19 The people of California had a Clean
the Beach Day.
20 They picked up all the litter on the
beach...
21 and recycled thousands of metal cans
and plastic bottles.
22 Their beaches were beautiful again.
**All Surfing U.S.A.! [gesture] [sound
effect]**
7 What can we do here at our school...
8 to give back or get back a cleaner place
to learn and play?

20 Yeah, like on *American Idol*—Let's give
back!
All Give back! [gesture] [sound effect]
9 Let's spread the word.
1 So the next time I'm done with a can of
soda, I'm gonna...
**All [gesture] Stop in the name of Earth!
This planet you will hurt.
Use it o-o-ver. Use it o-o-ver.**
10 Because everyone can...
**All Reduce, Reuse, and Recycle! [gesture]
[sound effect]**

The Eight Geographical Regions of North America

Curriculum-Based Readers Theatre Script

- | | |
|--|---|
| <p>1 Please fasten your seat belts.</p> <p>All [gesture] [sound effect]</p> <p>2 Welcome aboard your aerial tour.</p> <p>All The Fabulous Futuristic Flying Textbook! [gesture] [sound effect]</p> <p>1 Where our motto is...</p> <p>All See the whole U.S.A. in just one day!</p> <p>3 Today we will be sightseeing!</p> <p>4 Flying over...</p> <p>All The 8 geographical regions of North America! [gesture] [sound effect]</p> <p>5 Our first location or region has great harbors....</p> <p>6 broad lowlands, and it is next to large bodies of water.</p> <p>7 You mean like Sea World?</p> <p>All No! The Coastal Plains!</p> <p>8 That was so much fun! Where are we going next?</p> <p>9 Lets soar west to the Appalachian Mountains.</p> <p>10 Check out those old eroded mountains.</p> <p>All [sound effect] [gesture]</p> <p>11 Our next location is a giant horseshoe....</p> <p>12 Whoa—that must be one big horse!
[sound effect]</p> <p>11 Let me finish! I meant the land that's wrapped around the Hudson Bay!</p> <p>All The Canadian Shield, eh?</p> <p>13 Hey look pal—see all those glaciers</p> <p>14 I know, right?</p> <p>13 Those glaciers probably carved those lakes...</p> <p>14 and those rock formations.</p> | <p>15 Our next location is the Interior Lowlands.</p> <p>All The Interior Lowlands.
[gesture] [sound effect]</p> <p>16 Hey man, I hope you brought your canoes because this place is full of...
All rolling flat lands, rivers, and valleys...</p> <p>17 and grassy hills.</p> <p>18 I hope we see some buffaloes.</p> <p>19 So, what's next?</p> <p>20 Well, what's great and what's plain?</p> <p>19 I don't know. Your dog?</p> <p>20 No—it's...</p> <p>All The Great Plains!
[gesture] [sound effect]</p> <p>21 Is that the place that has a lot of buffalo and flat, boring land?</p> <p>All Yes! Go west where the skies are blue! Go west! This is what we're gonna do!</p> <p>22 And it also has an increase of elevation—
All westward. [gesture]</p> <p>23 Right. And grassy lands.</p> <p>24 Okay, so—The Great Plains have...
All buffalo, an increase of elevations, and grassy lands that are flat. [gesture]</p> <p>25 What's that?</p> <p>All Flat! [gesture]</p> <p>1 Our next region is...</p> <p>2 Drum roll please!</p> <p>All [sound effect]</p> <p>3 The Rocky Mountains!</p> <p>4 Whaa?</p> <p>All The Rocky Mountains!</p> |
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- 4 I'm scared of those high, rugged mountains!
- 1 May Day! May Day!
- 5 Not funny. I'm scared of that Continental Divide.
- 6 No need to be afraid, The Continental Divide is simply and imaginary line.
- Right Half of Group East of the line, water flows to the Atlantic. [gesture]
- Left Half of Group West of the line, water flows to the Pacific. [gesture]
- 7 Our next geographical region is the Basin.
- 8 No, it's the Basin Range.
- All **Stop!** [gesture] **It's the Basin and Range.**
- 9 Yes, we are now west of the Rocky Mountains...
- 10 and east of the Sierra Nevada and the Cascades.
- 11 See the isolated mountains...
- 12 and Death Valley.
- All [sound effect] **Death Valley—the lowest point in North America!** [gesture]
- 13 Where are we going next?
- 14 Flying further west—we're now along the Pacific Coast.
- 15 See the mountains and fertile valleys!
- All **Ohhh, we love the Coastal Range. It's so magical!** [gesture]
- 16 Thank you for soaring with...
- All **The Fabulous Futuristic Flying Textbook.** [gesture] [sound effect]
- 17 Who said learning can't be fun?
- 18 As we begin our descent into the Coastal Range...
- 19 Please make sure your seatbelts and tray tables are in the...
- All **upright and locked positions.** [gesture] [sound effect]
- 20 And if you don't want to fail Earth Science, remember the following—
- All [chant]
Eight [X] [X]
Eight regions [X]
Eight regions in the [X]
Norte, Norte, Norte [X]
of America.
- All **One—[X] Coastal Plains.**
Two—[X] Appalachian Mountains.
Three—[X] Canadian Shield, Shield, Shield, Shield.
Four—[X] Interior Lowlands.
Five—[X] Great Plains.
Six—[X] The Really Rocky Mountains.
Seven—[X] Basin and Range.
And the last one is [X] Coastal Range!

Cells

Curriculum-Based Readers Theatre Script

1	Good morning, travelers!	11-13	What is that stuff? [gesture]
2	Thank you for booking a tour with...	10	That jelly-like substance is cytoplasm! [gesture]
All	Mighty Micro Tours... [sound effect]	All	The goo! [gesture]
3	where our motto is...	10	The cytoplasm protects the cell organelles.
All	“We CELLabrate the basic unit of life!” [gesture]	All	Protects and serves! [gesture]
4	Today’s destination is...	14	Brace yourselves. We are about to enter through the double membrane of the largest organelle in the animal cell.
All	An animal cell! [sound effect]	All	The nucleus—a.k.a—
5	Our tour through this building block of all organisms will include...	15	The brain!
6	three important stops—	16	The boss!
7	The cell membrane,	14	The control center!
All	The skin! [gesture]	15	The drill sergeant who commands reproduction and cell metabolism.
8	The cytoplasm,	All	Nucleus—Sir, Yes sir! [gesture]
All	The goo! [gesture]	17	Nucleus characteristics: Repeat after me. Round.
9	...and the nucleus.	All	Round. [gesture]
All	The brain! [gesture]	17	Dark.
10	Our first stop today is the cell membrane.	All	Dark. [gesture]
All	The skin! [gesture]	17	Large and in charge.
10	This fluid-like layer is composed—	All	Large and in charge. [gesture]
All	—“made up”— [gesture]	14	Oh, look—something shiny in the nucleus.
10	...of proteins and carbs.	All	[gesture]
11	Oh, I get it! The cell membrane protects the cell.	15	What’s that?
All	Yeah! The cell membrane protects the cell! [gesture]	17	Those are special strands of genetic info called chromosomes.
11	The cell membrane decides what gets in and what gets out of the cell.	16	Is that like DNA?
10	Brace yourselves for impact.	17	That’s classified information.
All	[gesture]	All	[gesture] Shh! Classified genetic information.
10	We’re going in!		
All	[sound effect] [gesture]		
12	Wow! What a rush!		