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On the Road to **EXCELLENCE**

An EFL-Teacher's Handbook



**Plays for Young
English Learners**

Plays for Young English Learners



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Plays for Young English Learners

To our Esteemed English Teachers:

Plays for Young English Learners is a new title in the On the Road to Excellence series written especially for you and your students. This manual will help you as the teacher develop and enhance oral fluency, giving students one more opportunity to use and practice the language.

Acting is an art, a craft, and a talent, but not everyone is a natural actor; however, always keep in mind that acting can be taught and developed. Students, when exposed to new experiences, grow and build an interest where none had existed before. This manual also presents teachers with a guide to enhance or strengthen student's intelligences, according to Dr. Howard Gardner, and learner preferences, too.

Another important aspect to consider in using this Manual is the expansion of vocabulary. The goal of vocabulary enhancement is to build fluency and accuracy, based on the CLIL (Content and Language Integrated Learning) emphasis in second language acquisition. The idea for the necessity of CLIL developed from the CEFR (Common European Framework of Reference), which is a scale to identify the communicative level of any language.

The plays in this Manual are divided into Beginners (Grades K-2), Basic (Grades 2-4), and Basic + (Grades 4-6) and also by months or themes. The Bibliography includes suggested books to read or to show to children. Furthermore, the Annex consists of vocabulary lists from first through sixth grades; use these lists as a guide to know the level of words your students use.

We wish you luck with the use of this new Manual and hope your results are even more successful than we expected.

ENGLISH COORDINATION

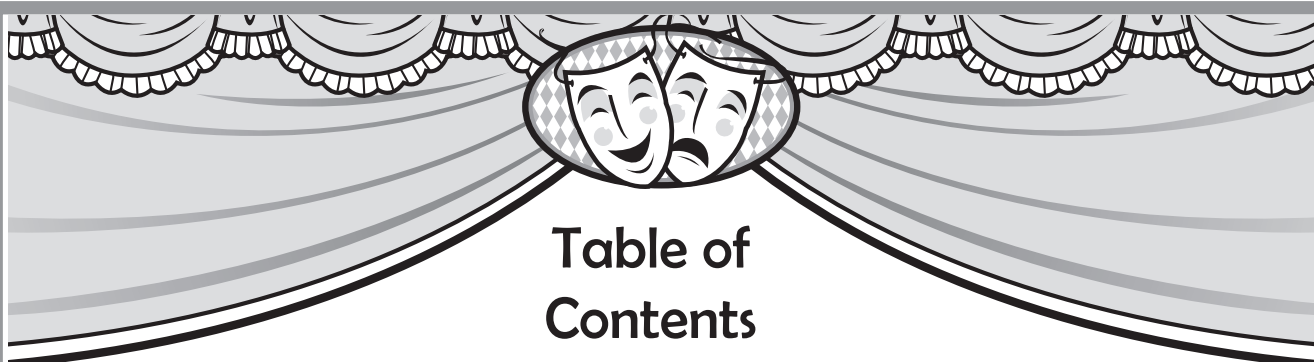


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I. BACKGROUND for TEACHERS : Acting in the Classroom

Acting has been a human pastime since the earliest days of recorded history. In the Biblical era, and in the days of the ancient Romans and Greeks, Chinese, Egyptians, thousands of years ago, people were involved in dramatizing events and stories for others who watched, amused, interested, and entertained.

The actors of Shakespeare's time, in the 1500's, were all men, because women were not permitted to be in plays as it was thought to be vulgar and low - class for women to present themselves in public. Women's roles in a play, such as Hamlet's Ophelia, were all played by men who wore women's masks and clothing. More than 100 years later, women began to be seen in publicly presented plays as actresses. Now, women play leading roles in theater plays, alongside of men.

Theater-based plays, acted live, on a stage, in front of an audience is what we usually think of when we think of "plays". Acting, however, has expanded over the past 100 years, from on-the- stage acting to include radio-readings, which were dramatically presented, read by actors and actresses to a listening audience. The audience imagined the scenery, the actions, and the clothing and faces of the actors.

From the 1920's to the early 1950's, radio programs, plays, and series of weekly stories, such as "The Shadow", were a very popular and accessible means for millions of families to become acquainted with plays and acting in their own homes, using their imaginations to complete the pictures from the actors' words.

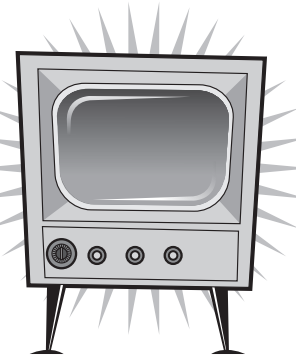
During this same time period, movies, too, became another means of seeing actors at work in their trade. There were movies produced in Hollywood, in Mexico, in most of Europe, dramas, romances, musicals, comedies,



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and documentaries, providing visual stimuli for the audiences. For 10 cents, in the 1950's, you could go to the movies, a double feature on a Saturday, and even get a free bag of popcorn!

In the early 1950's, television began to make an impact on families, especially in the United States, where the prices of TV's were relatively low, due to the mass production and consumption of the people. About ten years later, television became a popular form of family entertainment in much of the world, causing radio drama and comedy shows to be suspended.



There has always been an interaction among the various acting and story modes: radio, books, movies, and live theater. The movie industry sometimes depends on theater plays for their scripts. Many movies that we may have heard of, began as a play on Broadway in New York City, or as a once-popular radio show, or as an interesting or exciting novel.

Examples include: Movies, such as "The Shadow", once a popular radio show; "The King and I", "The Sound of Music", "South Pacific", "Auntie Mame", and "My Fair Lady" are five examples of Broadway plays that were made into popular movies. Interestingly, all five of these plays and movies, had been based originally on books. It could be a great research assignment for students to find the names of the books from which these five plays/movies had originated.

Being involved in plays is not simply something for actors to do. There are many responsibilities to be completed in order to have a play presented well. In children's plays, so all students can be involved, there should be:

(1) An author, the writer "the playwright",

(2) A director, who sees that actors play their roles well and convincingly,

(3) A narrator, who keeps the story flowing, who provides information in the gaps between the actors' lines, (The narrator can read the script....The part does not have to be memorized.)

(4) The actors who move the script along by playing their roles well, either as individual actors or as part of a choral group,

(5) The stage crew... people essential to the smooth production of a play or movie. They are responsible for the scenery and settings, the props, the lighting, makeup for the actors, the costumes, and the Program given to the people in the audience as they enter. The Program lists the play's title, the playwright, and has, perhaps, a synopsis of the play, the names of all the characters and the actor for each role, and names of the stage crew with their major duties and responsibilities.

II. ACTIVITIES TO DEVELOP AND ENHANCE ACTING



The five main ideas about acting and plays that we expect our English students to be familiar

- 1.** *Acting out a story is “acting”, with the goal being that the audience understands the story and can relate to the actors’ expressions.*
- 2.** *All roles in a play’s production are equally important and interdependent. An actor may be the visible contact for the audience, but the playwright and stage crew are equally essential to the play’s production.*
- 3.** *A play, a movie, a book, and radio programs all had to have had an author. They are often interrelated....a movie can be based on a book or a play, , or a play could be based on a book. The origin of any of these theatrical forms of expression is always a written story or script.*
- 4.** *Every student should have an experience to participate in all the roles of a play’s production, over the school year. Neither the teacher nor a student always knows who will be good at a certain role. Sometimes we can be surprised by the discovery of a hidden talent, but without the opportunity to test that talent, it will remain hidden.*
- 5.** *The students do NOT have to know all the meanings of all the words when they begin a play. As they practice saying the words, gradually they will learn the meanings from the context. That is the natural way we acquire a language. Using plays as part of the English learning experience, will help your students with fluency.*

A. GENERAL INFORMATION

Acting is an art, a craft, and a talent. It can be taught and developed. Even though some students may have a natural talent for acting, or writing, or mathematics...they must be taught how to improve and expand on these skills and talents. Frequently, some students appear to have no talent for anything, yet when exposed to new experiences, they blossom and grow, building an interest where one previously had not existed.

Our responsibility and privilege as an educator is to provide our students with as many opportunities as possible. Period.

Presentation of plays, in several of its modes, is one of these experiences. As actor and stage crew, students need to be exposed to various modes to experience the full scope of acting and play production.

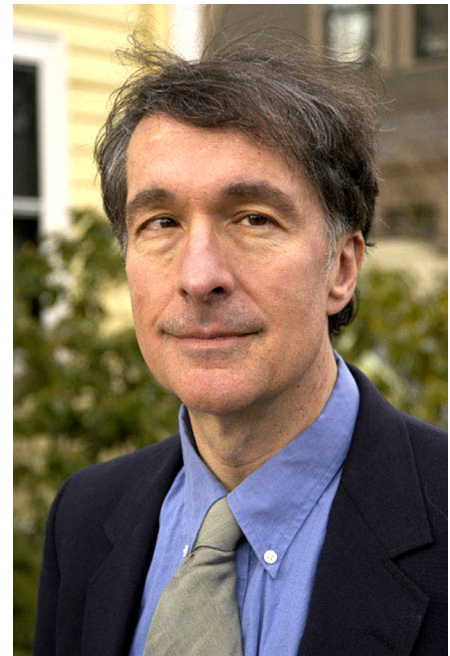
B. USE OF MULTIPLE INTELLIGENCES and LEARNER PREFERENCES

Most teachers have heard of Dr. Howard Gardner's research into the eight multiple intelligences that humans can exhibit (See p.8). Gardner's studies since he published Frames of Mind in 1984, at Harvard College in Cambridge, Massachusetts, show educators that one intelligence can enhance or strengthen another, so we need to use as many as possible when teaching, since we don't always know which intelligences are the strengths our students possess.

Example: Someone not good at linguistic intelligence may be great at kinesthetic intelligence, so, by using a physical activity, such as clapping to the beat of a word's syllables, we may help the student to understand syllabication.

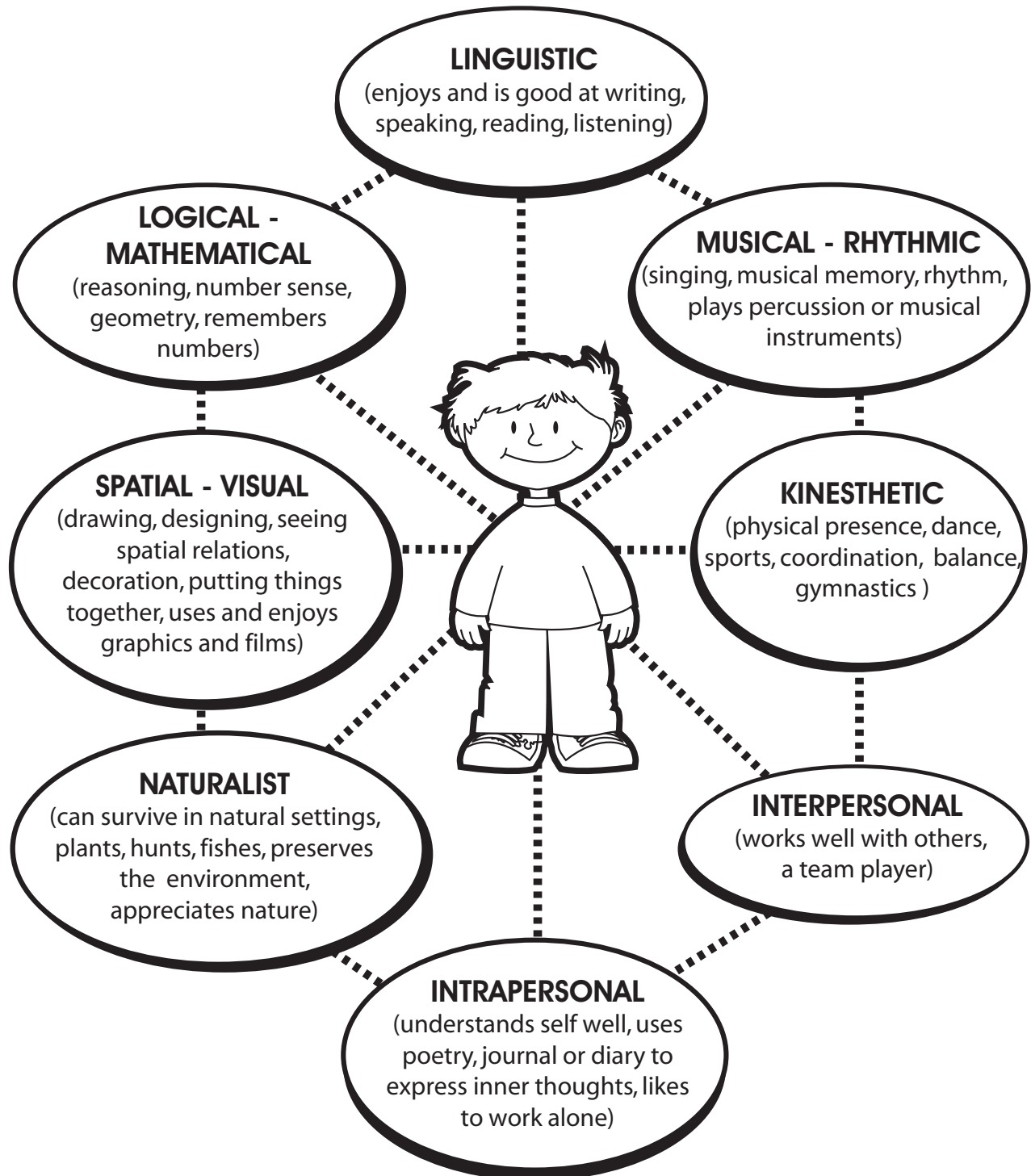
The linguistic and mathematical, were traditionally thought to be the ONLY formats of intelligence exhibited by humans. A student was considered to be "SMART" if he or she was good at linguistics and at mathematics. Otherwise...he or she was a "poor" student.

Gardner's work has challenged the stereotypical view of intelligence, and, as more and more educators use multiple activities to meet multiple intelligences



Dr. Howard Gardner

The eight multiple intelligences, according to Gardner, are:



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and multiple learner preferences, our students are having more opportunities to be successful in school. The intelligences are NOT exclusive. For example, a person could have BOTH intelligences as INTERPERSONAL and INTRAPERSONAL at the same time. It does not have to be one OR the other.

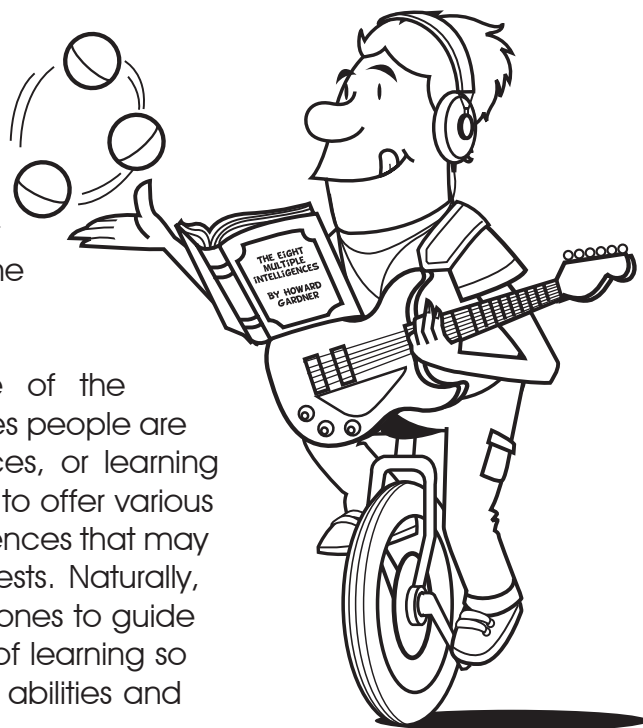
Most humans have several or more of the intelligences to some degree. Sometimes people are not aware of their strengths, intelligences, or learning preferences. It is an adult's responsibility to offer various opportunities for children to have experiences that may help him or her discover skills and interests. Naturally, teachers and parents might be the first ones to guide children by opening doors to the world of learning so they will notice and accept their innate abilities and preferences.

Example: one ten year old boy from the USA was thought not to have much linguistic intelligence. Although he could read English well phonetically, he disliked reading and writing. In fourth grade, he went for several months to visit his grandparents who lived in Spain. They enrolled him in a school, since his visit was prolonged. Between September and December, much to everyone's surprise (including the boy's), he learned fluent Spanish, reading, writing, and speaking, even using idioms that Spanish boys his age, as native speakers, would be using. He spoke with a perfect Spanish accent, not as a foreigner. This young boy discovered that he had an intelligence for learning languages, giving him much pride. If adults had not encouraged his visit to Spain, he might not have known of the inner skill he had to acquire a second language.

Teachers: Be aware that opportunities are always present; we must take advantage of them. It must be realized, that ALL aspects of an intelligence need not be presented for a person to exhibit a talent in that area.

Examples:

1. This author has absolutely NO intelligence in the area of SPATIAL -VISUAL intelligence. She can not put together a picture puzzle of more than a few pieces because she can not figure out how the shapes fit together. She can not read or comprehend



diagrams of how to put together a toy. Even though she is a native English speaker, she can not unscramble letters to correctly spell a word, nor unscramble words to arrange them in an intelligible sentence.

Yet, she is somewhat gifted in home design and decorating, placing objects so artistically, that she is frequently asked, "Who was your decorator?" From 3 meters away, she can tell if a painting or picture is a fraction of an inch uneven.

2. The same author has LOGICAL intelligence, but not much MATHEMATICAL intelligence, even though the two are linked together by Gardner. Basic mathematics was a struggle for this author. The only math where she performed well was geometry, receiving very high marks; but she barely passed algebra, which made absolutely NO sense to her! (and still doesn't!)

Logic puzzles, using reason, figuring things out, seeing solutions when others can not see them, and long-term planning are the areas of her strengths.

Therefore, we need to remember that a student may have various "intelligences" or "learning preferences" that we might not recognize unless we look more deeply. This implies that we MUST offer a wide variety of activities in our classrooms so we can reach all of our students by one method or another.

Obviously, very traditional, rigid teaching styles will not be able to meet the needs of 21st Century students with their various learning preferences. We must recognize that our students have strengths that may not be too easily identifiable, and for that reason, if we are to be truly professional educators, we need to offer a variety of activities to meet our students' learning needs, intelligences, and preferences.

When we use acting and play production in the classroom, our students use a variety of intelligences, also known as learner preferences.

Depending on the mode used in the preparation of a play production (actor or stage crew), these are some of the learner preferences used:



LINGUISTIC



MUSICAL - RHYTHMIC



LOGICAL



SPATIAL - VISUAL



KINESTHETIC



INTERPERSONAL



INTRAPERSONAL

*The only one not included is Naturalist, but, perhaps, if a play were to be presented about Audubon, or Darwin, **NATURALIST** intelligence would be included. It is clear to see that plays and acting will be one easy way to reach most of our students' learning styles.*

C. EXPANSION OF VOCABULARY

The single best and quickest way to have a view of someone's linguistic intelligence is their vocabulary. A composite of the words they use, the nuances, the preciseness, the fluency and smoothness of speech gives a picture of the person speaking.

Please note that speaking with an accent is not part of this composite view. Accents are acceptable if, of course, the pronunciation is intelligible. Even within a country, such as the United States of America, there are various accents of English, depending on which section of the country you live. The same can be said of English accents within the United Kingdom, or between countries, such as differing English accents in the USA, Canada, India, the UK, and Australia.

The goal of vocabulary enhancement is to build **FLUENCY** and **ACCURACY**, based on the CLIL emphasis in second language acquisition.

CLIL = Content and Language Integrated Learning, is a philosophy, which emerged in 1994, from research in Europe, based on 30 years of studies on second language acquisition. CLIL supports the idea that we learn a language better by studying subjects in the language to be acquired.

The idea for the necessity of CLIL developed from the CEFR. The CEFR is the Common European Framework of Reference, a scale to identify the communicative level of any language, to make levels easily understandable between countries. Gone are the unspecific, vague, ambiguous terms such as "advanced English speaker", or "80% French required for this job." or "Fluency in English is required."

Now, the result of much work by many people from many European countries, chaired by David Marsh in Finland, specifies language levels in varying circumstances in all four skills.

BASIC ENGLISH LEARNER =	A1, A2
INDEPENDENT ENGLISH USER =	B1, B2
ADVANCED ENGLISH USER =	C1
PROFICIENT ENGLISH USER =	C2

These are the six general descriptors (A1 - C2) used to identify people's language skills. A manual of about 260 pages (downloadable on Internet) explains in detail, the nuances of each level. Exams are readily available (Cambridge, Trinity, TOEFL, etc.) to determine a person's language ability according to the CEFR scale, now in use internationally in most European countries, Mexico, South America, and Central America.

Book companies that are "with it" are now producing their language texts with a small circle of stars on the front cover (a symbol of the European Union) with the CEFR number in the center of the circle, showing the book's level.....such as A1 or B2, so there can be no ambiguity about a level. The editors decide which level to put on the book's cover, but it must be decided based on guidelines in the CEFR guidebook explaining all levels.

Performing or participating in a play production meets that expectation.

Three other essential aspects of CLIL philosophy are:

(1) FLUENCY is more important than grammatical accuracy (which will come with time).

(2) ERRORS are a natural part of learning a language.

(3) LEARNING a language is a life-time project. Our language skills grow as we are presented with various experiences and activities in the language to be acquired. CLIL philosophy, and its influence on educators for the past 15 years, has led us to see how important vocabulary is in the growth of our students' language fluency. Therefore, vocabulary growth has to be part of every lesson. The pronunciation of a word, using it orally, writing a simple, teacher-given definition or drawing, and the word's use regularly by the teacher, will help the students to assimilate the word in their long-term memory.

Each of the plays will be preceded by a suggested vocabulary list so the teacher will be able to plan well in-advance , by introducing, casually, and by modeling the word's use for the students, so that by the time the play is to be a classroom activity, the students will know about the general vocabulary to be included in the play.

ALL the words on the vocabulary lists may not be included in the play. The words are provided to present a general guide, so teachers will know what level of vocabulary is expected at each of the three English levels at which the plays will be presented:

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VOCABULARY LEVELS:

- | | |
|---------------------------------------|-----------------------------|
| 1. English Beginners (K, 1, 2) | No CEFR or A1 at this level |
| 2. Basic English Learners (2, 3, 4) | A1 - A2 on the CEFR scale |
| 3. Basic + English Learners (4, 5, 6) | A2 - B1 on the CEFR scale |

Now that you understand the necessity for guiding your students to develop a broad vocabulary, let's look at some more activities you can practice to get them on the road to acting or play producing.

D. ROLE PLAYING and OTHER ACTIVITIES

1. Have the children read or repeat your words in a story they know.

For example:

- In the story "The Little Lost Baby Fish", ask the students to repeat with you every time the baby fish asks, "Have you seen my mother, and my brothers, and my sisters?"
- In "Little Red Riding Hood", students can repeat, "Grandmother, what BIG teeth you have," and other repeated sayings in the story.

2. Have students come up front, or stand by their chairs, to "act out" parts of a story, such as swimming motions, or walking in a circle, or other physical activities connected to or described in a story.

3. Students can use percussion instruments, or clapping, or other sounds, to show rhythm or action or tension in a story. The goal is that they learn how to recognize when sounds are needed and how sound effects can enhance a story.

4. Play games such as "Simon Says" or "Musical Chairs" so students will know how to respond to music, or to oral directions in a prompt, responsive manner.

5. Provide an envelope or small bag with slips of paper inside. On each slip of paper write a simple sentence that can be acted out in pantomime, such as "I have a headache." or "What time is it?" The other students will try to guess what phrase or sentence is being acted out. The student who is the "actor" gets points for how many seconds it takes the audience to guess what he/she is demonstrating. The faster the audience understands the phrase, the better it is for the actor. Try to have 5 - 10 students act out a phrase every few days, so that eventually, all students have the opportunity to be an actor.

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6. Teams or pairs of students can write simple sentences for others to act out.
7. Teams or pairs of students can write an outline, or an idea for topics that would make a good play, listing characters, setting, and a plot.
8. You can read a story aloud to your students, and teach them actions to accompany the story....or, they can invent their own actions, to perform in small groups for the others to watch. Stories such as "Jack and the Beanstalk", "The Country Mouse and the City Mouse", "The Ugly Duckling", "Goldilocks and the Three Bears", and "The Three Billy Goats Gruff" all lend themselves to the use of actions, repetition, and sound effects.
9. Designing, drawing, and coloring stage sets, scenery, or backgrounds for a play setting can be a good introduction for students to understand how a play director "sees" things to make the play more interesting for the audience.
10. You can play sections of various kinds of music, and ask students to describe or illustrate what they feel, and what they "see" in their brain's eye as they are exposed to different styles of music. Soft, classical music, lullabies, jazz, modern rock, modern romantic music, opera, rap music, instrumental marches, are some ideas.....Students may not like all the music...which is OK...The immediate goal is that they respond to the music in some way.....physically, mentally, artistically, or verbally. The long term goal is that they recognize that the music of a play or movie can show the audience many things: suspense, fear, love, calmness, relaxation, excitement, suspense, etc.

You will have to make your own CD for this activity, by copying segments of various pieces of music to exemplify as many styles of music as possible. It may take you some time, but is very worthwhile because the CD can be used over and over for this activity with your groups, as well as a good base for a game of Musical Chairs.

These ten activities show you ideas of what you can do to enhance the abilities of your students in the area of acting and play production. You may think of others.

COMMON EUROPEAN FRAMEWORK STANDARDS FOR LANGUAGES

		All of the qualifiers listed in the levels below, PLUS: Can understand practically everything, reading, writing, listening, and speaking, almost as a native speaker. Can express spontaneously, with great fluency, and can present with a great degree of precision, with an ample vocabulary, in a very coherent manner.
Competent User	C 2	
	C 1	Is able to use the language in a fluent and flexible form. Can produce clear writing and speaking. Is able to use the language in social, academic, and professional situations. The language use is well-structured, fluid, and spontaneous. Uses the mechanics of a language with precision and fluency.
Independent	B 2	Can understand the principal ideas of texts, and can work with concrete and abstract ideas within their age range or their area of specialization. They can write clearly and detailed and can defend themselves in the language, giving pros and cons of their opinion.
	B 1	Can understand in some work or school situations. Can use the language to survive when traveling where language is utilized. Can describe experiences, and can briefly give an opinion or express future plans.
	A 2	Can understand phrases and expressions if used frequently, especially if they are relevant and useful in school, home, work, shopping, restaurants. Can describe things in their environment in simple terms, using present or past references. Can ask about things that are of basic necessities: food, sleep, bathroom, etc.
Basic User		Can understand and use expressions of daily habits, such as "Hello. How are you?". Can ask basic questions about home, preferences, personal belongings, to persons they know. Can understand others if they speak slowly and clearly and have an attitude of helping the new language learner. Can give their name and address to friends, and use simple phrases to meet personal needs.
	A 1	

E. CHART SUMMARIZING THE CEFR LANGUAGE LEVELS

The previous chart shows a very brief summary of the six major language levels as described in the Common European Framework of Reference, a book of approximately 267 pages, giving a thorough and complete description of each language level, in all types of linguistic experiences, formal and informal, for the four language skills.

By studying this chart, teachers will be able to get an approximate idea of the six language levels. Our SEC program in primary take students to the B1 level by the end of 6th grade, if the student has been in our program throughout primary.

III. PLAYS FOR ENGLISH BEGINNERS (Grades K - 2)

A. VOCABULARY for grades K, 1, 2: BEGINNER Level (CEFR equivalent; A-1)

1. GRADES K and 1

(Vocabulary fluency grows gradually, over time and with practice.)

Exchanging greetings (Hello, Hi, How are you?)

Giving personal information (name, age)

Identifying and naming items given in the lexical list (See list below.)

Leave-taking (Bye. See you tomorrow. See you later.)

Lexis (a) Understand (Recognition precedes production!)

Imperatives for common actions: go, come, show, point, give, touch, stand up

Question words: what? how many? how old?

Demonstratives :this, that

(b) Understand and use (Production)

The present simple tense of to be

Common nouns in singular and plural (regular), e.g. ear/ears, shoe/shoes

Simple adjectives, e.g. small, big, green

Determiners a, the, my, your, his, her

Pronouns I, you, he, she, it, they

Personal information

Immediate surroundings including classroom objects

Parts of the face and body

Animals — common domestic, farm, and wild

Cardinal numbers up to 20

Colors

Items of clothing

2. GRADE 2

Indicating the position of people and objects
Describing people, animals, objects and places very simply
Stating simple facts
Informing about possessions
Asking very simple questions about personal details

Lexis (a) Understand (recognition)
Present simple tense questions
Question words — who, when
Present continuous tense questions
Determiners some, any

(b) Understand and use (production)
Present simple tense
There is/are and has/have got/have you got?
Question words, e.g. where, what
Prepositions of place in, on, under, between, next to
Determiners our, their, its
Possessive pronouns mine, yours, his, hers
Yes/no answers to present continuous tense questions
Rooms in the home
Household objects
Family and friends
Pets
Possessions
Days of the week and months of the year
Cardinal numbers up to 50

Your students should also be able to discuss and answer questions such as:
What's your name?
How many children are there? (1-50)
This is / These are
What's this? It's
The body
Faces
What color is it?
My clothes

3. MORE WORDS TO KNOW and USE:

bicycles, birds, boys, cats, children, dogs, flags, girls, trees, basketball, football, rugby, volleyball, team

bedroom, bathroom, dining room, kitchen, living room, bed, books, cards, computer, cupboard, rabbit, shelf, table

arms, feet, fingers, hands, head, legs, tall, short, fat, thin, big, small, long, ears, eyes, hair, mouth, nose, dark, fair

blue, brown, green, orange, pink, purple, red, yellow, black, white, box, crayons, paper, pen, ruler, scissors

belt, blouse, dress, hat, jacket, shirt, skirt, socks, suit, tie, trousers, T-shirt

What do you see in this picture? Students should be able to describe the picture, using some of the above-listed words.

(Vocabulary fluency increases gradually, over time and with practice.)

All colors covered in Kindergarten and first grade, plus: gray; pets, bird, cage, rabbit, fish, beak, behind, in, on, under, tank, wall, flowers

Pets

Do you have a computer?

WORDS: camera, comics, computer, pictures, rings, toys, video game, violin, behind, between, in, on, next to, in front of, under

Days of the week

WORDS / PHRASES: in the morning / afternoon, the weekend, go swimming, play tennis, visit grandparents, have a music lesson, paints, cleans, watches, does, goes, visits, plays, cooks

Where do you live?

a flat (British term), an apartment, cottage, house, city, town, village, garden, upstairs, downstairs, on the ground floor

FAMILY: pretty, sister, brother, mother, father, twin sister / brother, grandmother, grandfather

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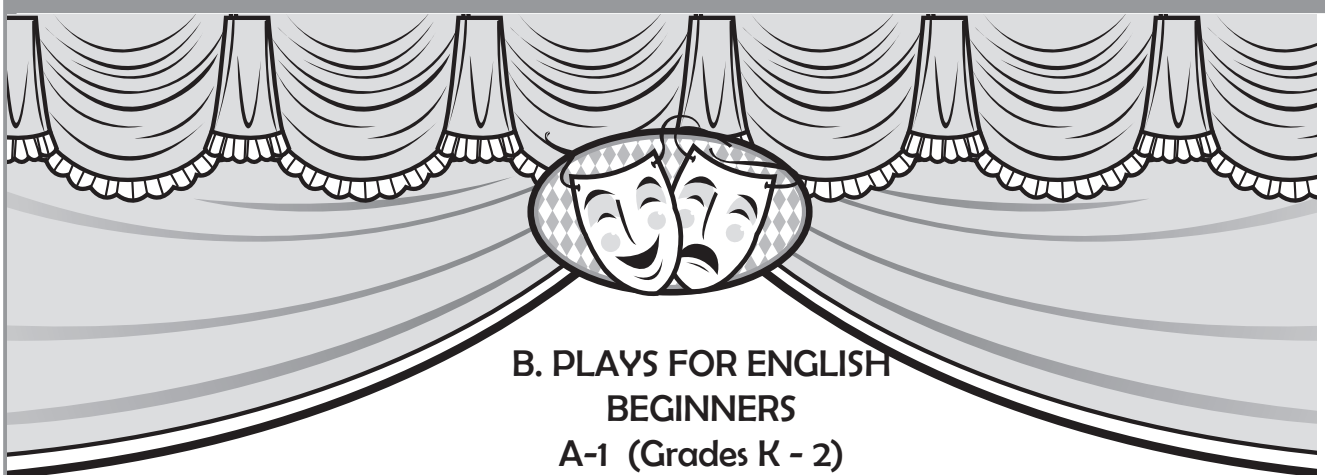
What time do you get up?

WORDS / PHRASES: get up, go to bed, have lunch, do homework, watch TV, go to school, have breakfast, o'clock, half past, quarter past / to, in the morning, in the afternoon, in the evening

FRIENDS and EVENTS: bike, film, pizza, cinema, restaurant, swimming pool, tennis club, She plays hockey.

MONTHS OF THE YEAR: all 12 months, Christmas, birthday, Easter, Mother's Day, Father's Day

Ordinal numbers for dates: 1st – 31st



**B. PLAYS FOR ENGLISH
BEGINNERS**
A-1 (Grades K - 2)

1. August - September - October

The Happy Snake

SPECIFIC VOCABULARY

color, eyes, mouth,
big, small, ears, head,
shoulders, knees, toes,
body, circle,
four, five, brown, black,
green, is, are

SETTING

a park or garden

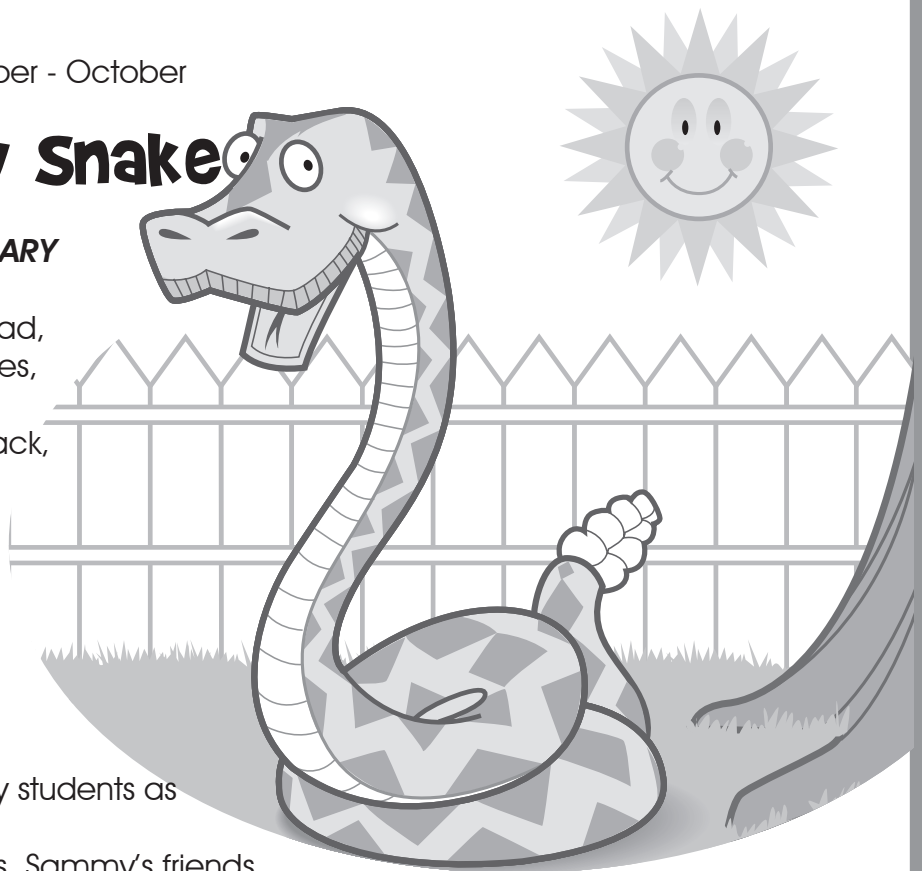
CHARACTERS

Sammy, the snake
a girl
a CHORUS: as many students as
the teacher wants
Several other snakes, Sammy's friends

THE PLAY

SAMMY: What a nice, sunny day!

CHORUS: What a nice, sunny day!



Plays for Young English Learners

SEVERAL OTHER SNAKES: Let's play, Sammy. Let's have a race!

SAMMY: OK... Let's see who is the fastest. Ready?

CHORUS: Ready? Are we ready?

SAMMY: I'll count to five. Then we can run. One...two...three....
four.....five.

CHORUS: One...two...three....four...five.

SAMMY: GO!

CHORUS: GO! GO! GO!

(All the snakes begin to run as if they are in a race . Then they suddenly stop because they see a girl playing in the park. When they stop, they are in a circle.)

THE GIRL: Oh, wow! Look at the cute, little snakes.
They are in a circle.
They are pretty with colors of
green and black. They are small.

CHORUS: They are small! They are small.

THE GIRL: Hello baby snakes. Do you have names?

SAMMY: My name is Sammy. I am small.
You are very big. What are you doing?

CHORUS: What are you doing? What are you doing?

THE GIRL: I am playing and singing. I am singing a song.
Do you want to sing about the body with me?

SAMMY and OTHER SNAKES: Yes, yes. We want to sing.

THE GIRL: How can you hear me if you do not have ears?

SNAKES: We can FEEL your song.

THE GIRL: OK... We will sing. (She begins to sing, using motions ...)
"Head and shoulders, knees , and toes,
Knees and toes,
Head and shoulders, knees, and toes...
Knees and toes...
Eyes, and ears, and mouth , and nose...
Head and shoulders, knees and toes...
knees and toes."

SAMMY, ALL THE SNAKES, AND THE CHORUS: They sing the same song that the girl sang.
"Head and shoulders, knees, and toes,
Knees and toes,
Head and shoulders, knees, and toes....." etc.

THE GIRL: This is fun! Maybe we can play again tomorrow.

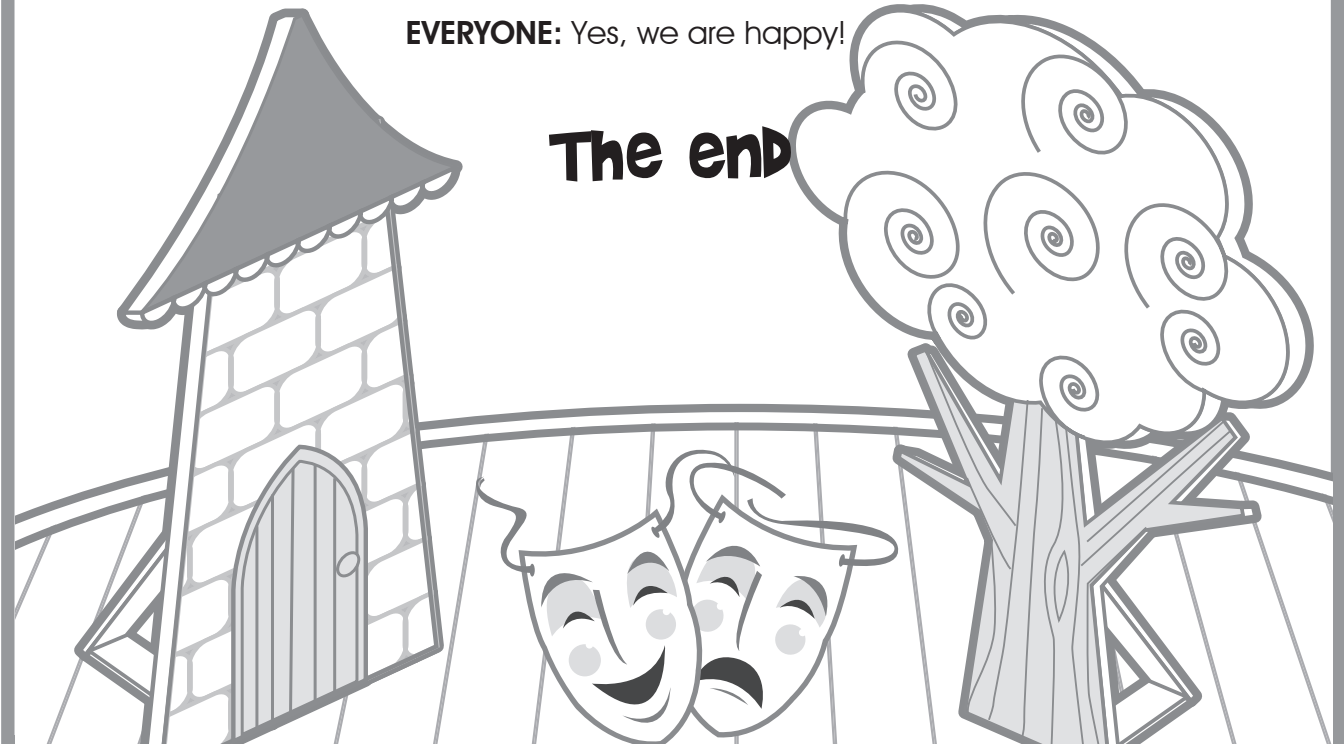
SNAKES: Yes! Yes! Yes!

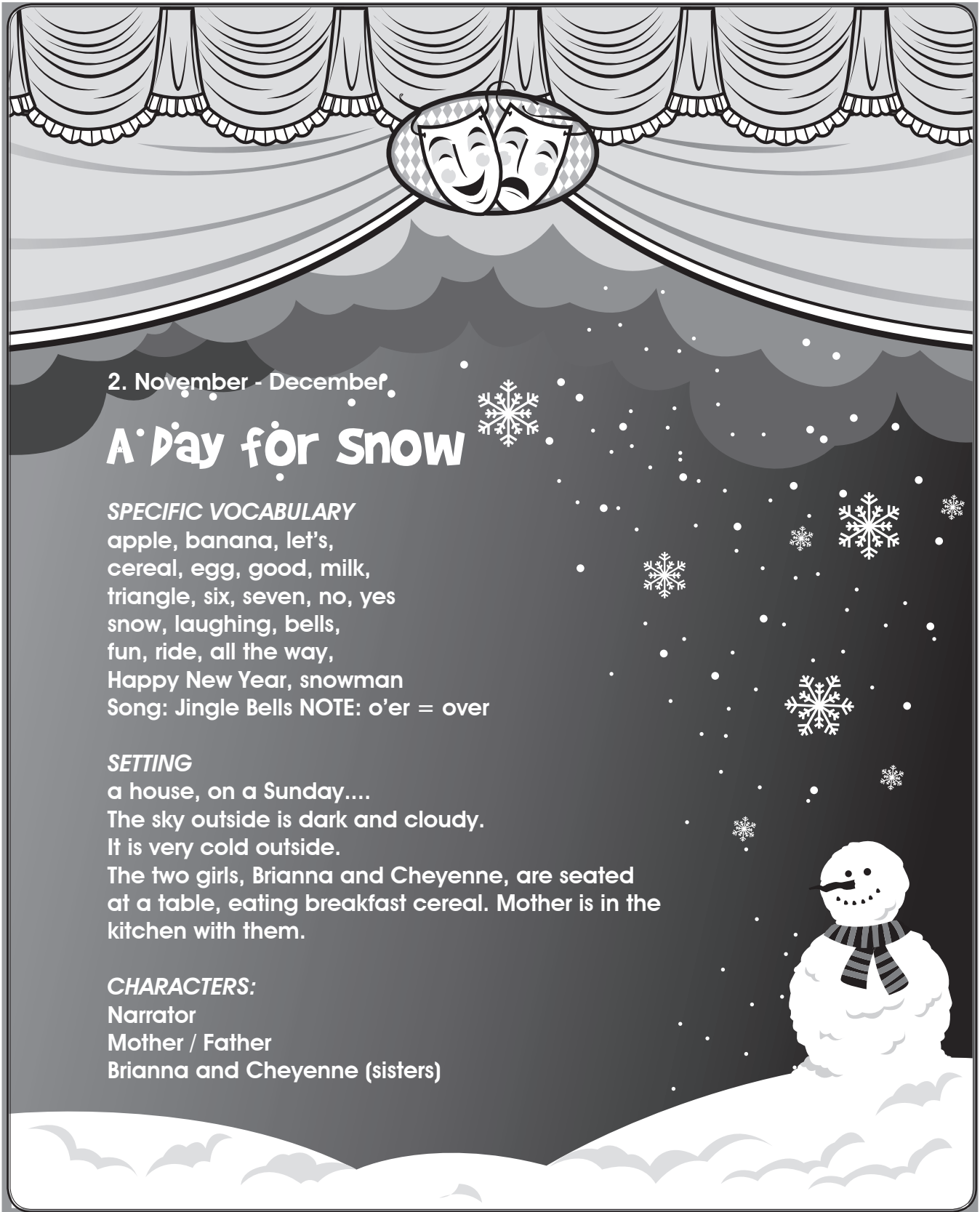
CHORUS: Yes! Yes! Yes!

SAMMY: I am a happy snake...I am happy!

EVERYONE: Yes, we are happy!

The end





2. November - December.

A Day for Snow

SPECIFIC VOCABULARY

apple, banana, let's,
cereal, egg, good, milk,
triangle, six, seven, no, yes
snow, laughing, bells,
fun, ride, all the way,
Happy New Year, snowman
Song: Jingle Bells NOTE: o'er = over

SETTING

a house, on a Sunday....
The sky outside is dark and cloudy.
It is very cold outside.
The two girls, Brianna and Cheyenne, are seated
at a table, eating breakfast cereal. Mother is in the
kitchen with them.

CHARACTERS:

Narrator
Mother / Father
Brianna and Cheyenne (sisters)

TEACHER:

Because there are only 5 speaking parts in the play, the other students can make sound effects of the wind or snow...

OR you can divide the class into several sections. Each section will present the play and the sound effects, so that more students who want a speaking part, can participate.

You will need all the words to the song JINGLE BELLS so you can teach it to the children.

THE PLAY**ACT 1**

Inside the dining room

NARRATOR: It is Sunday morning. The family is relaxing.

MOTHER: It looks like a good day for snow. *The 2 girls and mother look out the window.*

CHEYENNE: I wish it would snow. I love how snow looks when it covers everything.

BRIANNA: Me, too. I love to play in the snow.

Father walks into the room.

FATHER: I will go light a fire in the fireplace. It is getting colder outside.

MOTHER: I am going to the kitchen to begin to prepare chicken soup for dinner.

FATHER: mmm, good.....I LOVE chicken soup. (He walks out of the room)

CHEYENNE: I have to finish my cereal, milk, and banana.

BRIANNA: And I have to finish my egg and eat my apple. (A few minutes go by)

BRIANNA: I'm done with my breakfast now.

Plays for Young English Learners

CHEYENNE: I'm just about done, too.

THE TWO GIRLS: Let's go read. Ok. Let's go get our books.

*They go to their backpacks, and each takes out a book.
They go back to their chairs and sit quietly, and begin to read.*

NARRATOR: Time passes, and breakfast is over. It is getting colder and darker, and windier.

Then the NARRATOR goes to the clock on the wall...and changes the time to show 5:00 p.m.

FATHER: That was a delicious chicken soup, dear.

THE TWO GIRLS: Yes, Mom. It was delicious.

MOTHER: Thank you. Hot soup tastes so good on a cold day!

CHEYENNE: Look! Look out the window.

BRIANNA: I see snowflakes! It's beginning to snow.

(Tiny, pieces of ripped white paper can be "snowflakes").

MOTHER: Let's put on our coats, and go out and feel the snowflakes on our tongues.

THE GIRLS: OK, MOM..Great idea!

They put on coats, and go outside. They stick out their tongues and catch snowflakes.... (a few tiny pieces of white paper.)

Cheyenne sticks out her hand and catches a snowflake.

ACT 2: *Outside*

CHEYENNE: Look, Mom! I have a snowflake. It looks like a triangle!!!!....

MOTHER: No, dear, it can't be a triangle....Triangles have THREE sides.....Every snowflake has SIX sides.....and every snowflake is different, even though they all have SIX sides.

BRIANNA: I didn't know that, Mom.

Plays for Young English Learners

MOTHER: Let's go inside now, girls. It's getting colder.

ACT 3 *They walk inside the house.*

FATHER: Welcome back inside, my three girls. Was it cold outside?

MOTHER: Yes, and windy...We did catch some snowflakes on our tongues.
Time to get ready for bed, Cheyenne and Brianna. You have school tomorrow.

CHEYENNE AND BRIANNA: Ok. Goodnight Mom and Dad. See you tomorrow.

NARRATOR: The girls go to their room. Mother and Father shut off the lights, and the room is dark.

ACT 4 *The lights come on....*

NARRATOR: Now it is morning. The family is getting up. Mother is getting breakfast ready. Father is seated, with a cup of coffee.
The two girls enter the kitchen in their pajamas.

BRIANNA: Good morning, mom and dad. I'm hungry.

CHEYENNE: We have to eat so we can get ready for school.

FATHER: Maybe you should look out the window first.
The two girls walk to the window and look out.

THE 2 GIRLS TOGETHER: WOW! LOOK! Snow! Snow!
There is snow everywhere!!!!
The trees are covered with snow.

MOTHER: There is no school today. The roads are too snowy. You can stay home and play.

CHEYENNE: Let's eat breakfast and get dressed so we can go out.

BRIANNA: O.K. Let's make a snowman!

Plays for Young English Learners

NARRATOR: The girls go out to eat and leave the room, and then go out to play. They make a BIG snowman. Then they come back into the house. They take off their jackets, hats, mittens, and snow boots.

FATHER: Girls, in two weeks grandma will be coming for a visit. I will teach you a song called 'Jingle Bells' so you can sing it for your grandmother when she arrives. You will like the song. Mother, sing it with me, please. (They will use small bells, ringing them as they sing.)
"Jingle bells, jingle bells, jingle all the way.
Oh what fun it is to ride in a one-horse open sleigh.....
Hey... Jingle bells, jingle bells, jingle all the way.
Oh what fun it is to ride in a one-horse open sleigh.....
Dashing through the snow, in a one-horse open sleigh,
O'er the fields we go, laughing all the way.
Bells on Bobtail ring, making spirits bright....
Oh, what fun to laugh and sing, a sleighing song tonight!
Oh... Jingle bells, jingle bells, jingle all the way.
Oh what fun it is to ride in a one-horse open sleigh".....

BRIANNA: This day was so much fun!

CHEYENNE: We loved making the snowman. It was the first one we ever made!

MOTHER: I told you that this would be a good day for snow!

FATHER: Let's all sing "Jingle Bells" together to practice for grandma's visit.

ALL TOGETHER:"Jingle bells, jingle bells, jingle all the way.
Oh what fun it is to ride in a one-horse open sleigh.....
Hey... Jingle bells, jingle bells, jingle all the way.

Oh what fun it is to ride in a one-horse open sleigh.....
Dashing through the snow, in a one-horse open sleigh,
O'er the fields we go, laughing all the way.
Bells on Bobtail ring, making spirits bright
Oh what fun to laugh and sing, a sleighing song tonight! Oh...

Jingle bells, jingle bells, jingle all the way.
Oh what fun it is to ride in a one-horse open sleigh!"

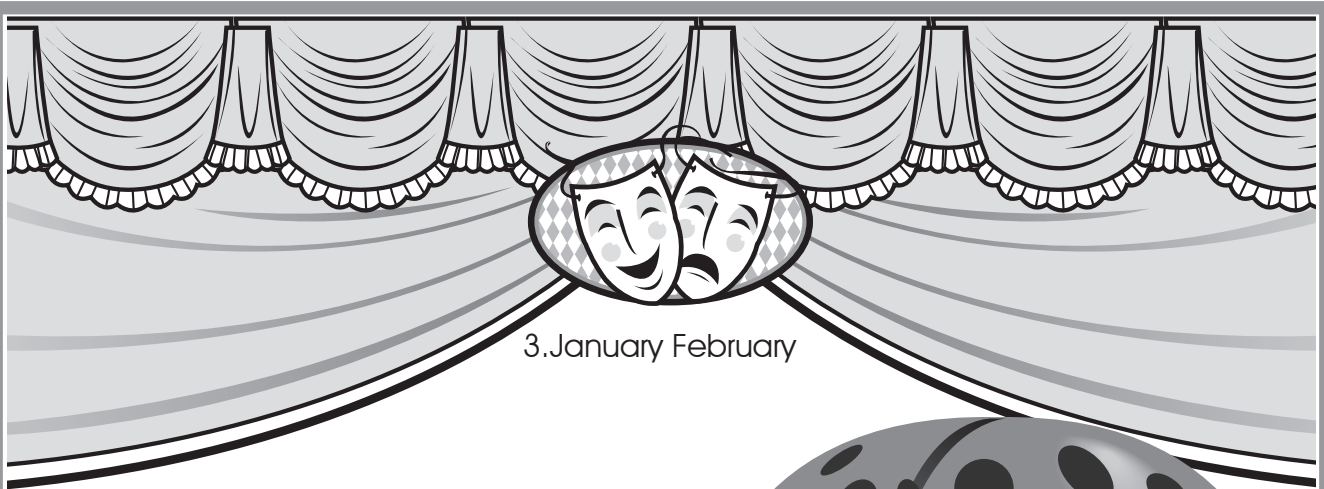
EVERYONE.. EVEN THE AUDIENCE: (ringing small bells as they sing..)

Jingle bells, jingle bells, jingle all the way.
Oh what fun it is to ride in a one-horse open sleigh...etc..

As they continue singing, they walk off the stage.

The end





3. January February

Loretta, the Lady Bug

SPECIFIC VOCABULARY

fly, walk, crawl, ladybug,
swim, bug, worm,
big, brown, curious,
yellow, duck, eating, black

SETTING

a park

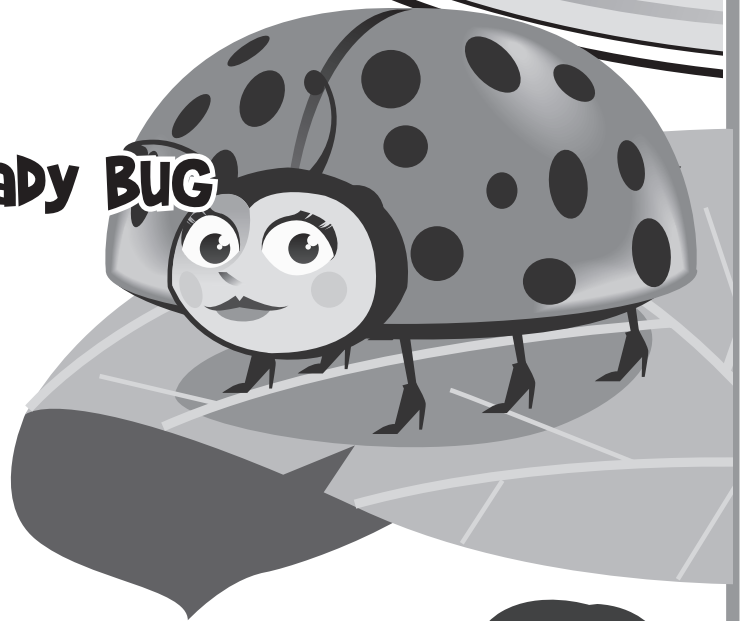
CHARACTERS

Narrator, Loretta the lady bug,
Miss Worm, yellow Duck,
a small group of children

THE PLAY

NARRATOR: Loretta was a red and black lady bug. She was a friendly bug. Children played with Loretta, watching her crawl up and down their arms. She was the favorite of the children because she was so friendly.

Loretta is walking in the park. She is curious. She sees a brown worm.



LORETTA: Hi, Miss Worm. Do you play with the children?
MISS WORM: No. Children do not like me. They say, 'icky.. icky' when they see me.

LORETTA: Thank you. Bye, Miss Worm. I will keep walking.

LORETTA: Hi, Duck. Do you play with children?

YELLOW DUCK: No, no, no!! When I swim, they try to catch me. Little children hold me too tightly. It hurts me and bends my feathers. When I am eating, they throw food at me and hit my head with pieces of bread.

LORETTA: OK., Duck, BYE. I am going to walk some more.

NARRATOR: Loretta decided that she did not want to be with the worms. She did not want to be with the ducks. Loretta wanted to be with the children. She loved to crawl near the children. She loved to have the children talk to her...

A GROUP OF

CHILDREN: Here's Loretta! Look at Loretta. Isn't she just the most beautiful bug you have ever seen? Loretta, you are so cute!

NARRATOR: Loretta was so proud, and she was so happy to be with the children again. Everyone wants to be loved, even Loretta, the lady bug.

The end





4. March - April

The cute, Little, Lost, Baby Fish

SPECIFIC VOCABULARY:

family, mother, brother,
sister, baby, little, he,
they, black, green, yellow,
white, blue, together, eight
gray, fish, turtle, cute,
under, on, behind, in, over,
swimming, eating, see

SETTING:

in the ocean, underwater

CHARACTERS:

(Put cards around
their necks, identifying them.)

narrator
mother fish
cute, little, lost baby fish
many brothers and sisters of cute baby fish
big shark
green turtle
star fish
Miss Octopus
black and yellow fish



THE PLAY

NARRATOR: The shark, the mother fish and all her baby fish are swimming in the blue ocean. The shark is far from them, but he is getting closer.

BIG SHARK: Mmmm delicious...Look at all those baby fish. Mmmm I am hungry. I love eating baby fish.

MOTHER FISH: Children, run, hide, quickly...a big shark is coming! Hide!
Hide!
(All the fish scatter and disappear. The shark swims off alone.)

MOTHER FISH: Come back, babies. The shark has gone.
(The fish begin to swim back to their mother, little by little.)

**ALL THE
BABY FISH:** Mama...mama...We are safe.

NARRATOR: They all swim off together.... Then, in swims the little, lost baby fish....all alone..

**CUTE LITTLE
BABY FISH:** I am lost. I am all alone. I must look for my family. I have to swim away and find them.

**GREEN
TURTLE:** Hello, cute little baby fish.

**CUTE LITTLE
BABY FISH:** I am lost. Have you seen my mother, and my brothers, and my sisters?

**GREEN
TURTLE:** No, sorry. I have to go. Bye.

**CUTE LITTLE
BABY FISH:** Here is a yellow star fish, maybe he has seen my mother, and my brothers, and my sisters swimming near here.

Plays for Young English Learners

STAR FISH: Hi, little fish.

CUTE LITTLE

BABY FISH: I'm lost. Have you seen my mother, and my brothers, and my sisters?

STAR FISH: Nope.....I saw a clam under the rock. Nothing more. Bye.

CUTE LITTLE

BABY FISH: I have to keep looking, over, under, and behind everything.

MISS

OCTOPUS: Hi...You are cute.

CUTE LITTLE

BABY FISH: Thank you, Miss Octopus. I'm lost. Have you seen my mother, and my brothers, and my sisters?

MISS

OCTOPUS: Sorry, baby fish.....Maybe this black and yellow fish can help you. Ask him.

BLACK AND

YELLOW FISH: How are you, Miss Octopus?... and who is this cute, little, baby fish?

CUTE LITTLE

BABY FISH: I'm lost. Have you seen my mother, and my brothers, and my sisters?

BLACK AND

YELLOW FISH: I can't help..sorry....No fish families have swum by in eight hours. Look over near that white rock. Maybe they are hiding there.

MISS

OCTOPUS: Bye, baby fish. I have to go now, bye...good luck.

CUTE LITTLE

BABY FISH: I miss my mother, and my brothers, and my

sisters. What am I going to do? What am I going to do? I am so lonely.

NARRATOR: The cute, little, lost , baby fish is scared. He feels and hears the water above him moving quickly.

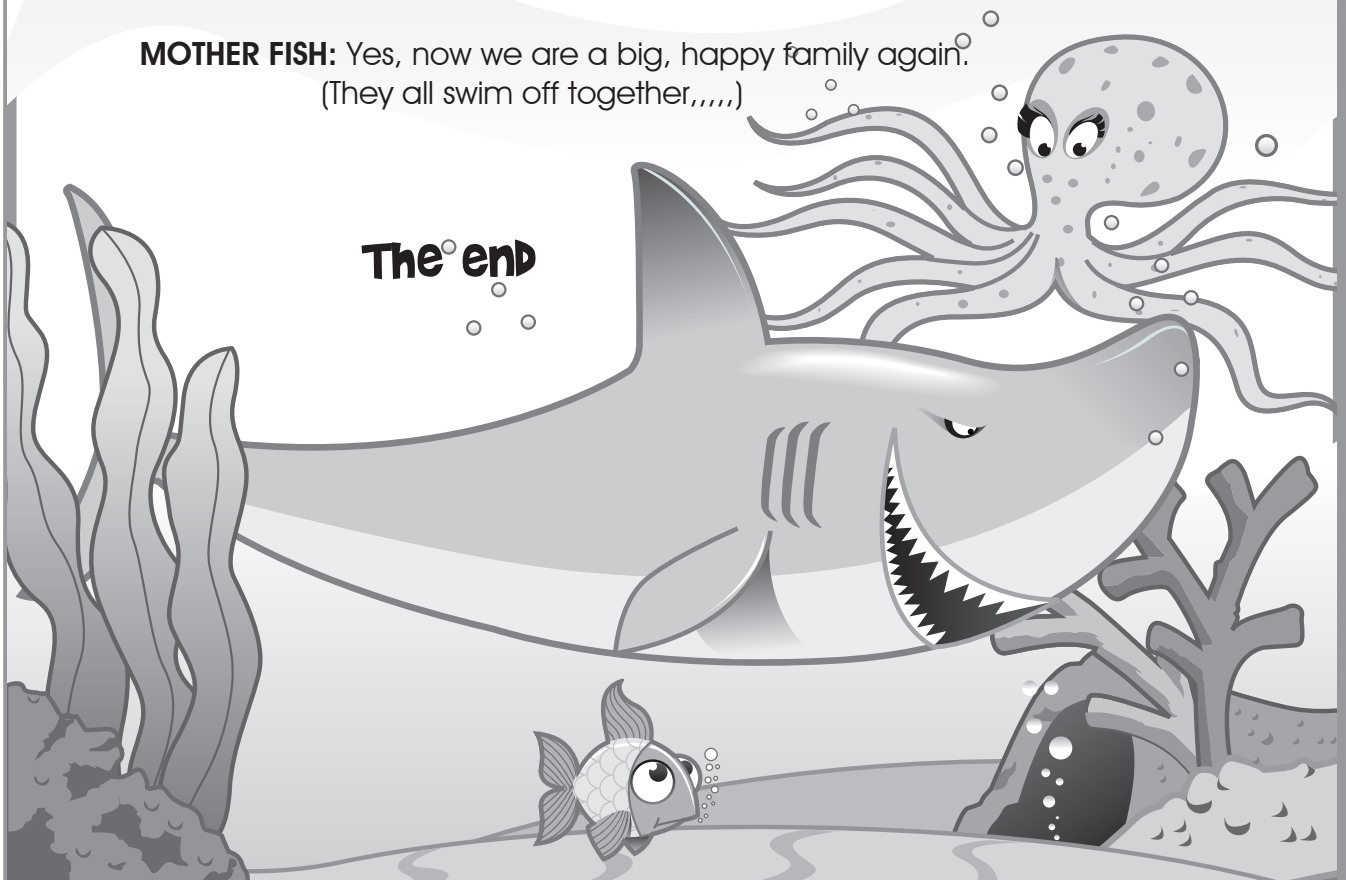
BABY FISH: Listen! What is all that noise ? Why is it getting so dark? Why is the water moving so fast? (The little baby fish looks scared. He slowly looks up above him....)

BABY FISH: Wow!
It is not a big fish!
It is not a big, black octopus.
It is not a big shark to eat me.
Wow! Look! Look!
It's my mother, and my brothers, and my sisters.
They found me! They found me!

Oh, Mother, I am so happy you all found me! Now we are a big, happy family again.

MOTHER FISH: Yes, now we are a big, happy family again.
(They all swim off together,.....)

The end





5. May - June- July

A Gift for Mama (A Play for Mother's Day)

SPECIFIC VOCABULARY:

family, purse, love, dog,
boy, girl, sister, brother, gift,
three, mother, surprise

TEACHER:

Practice the "th" sound:
three, mother, Samantha, Timothy,
brother, thought.

SETTING:

a living room in a home of the characters
outside the home in the garden

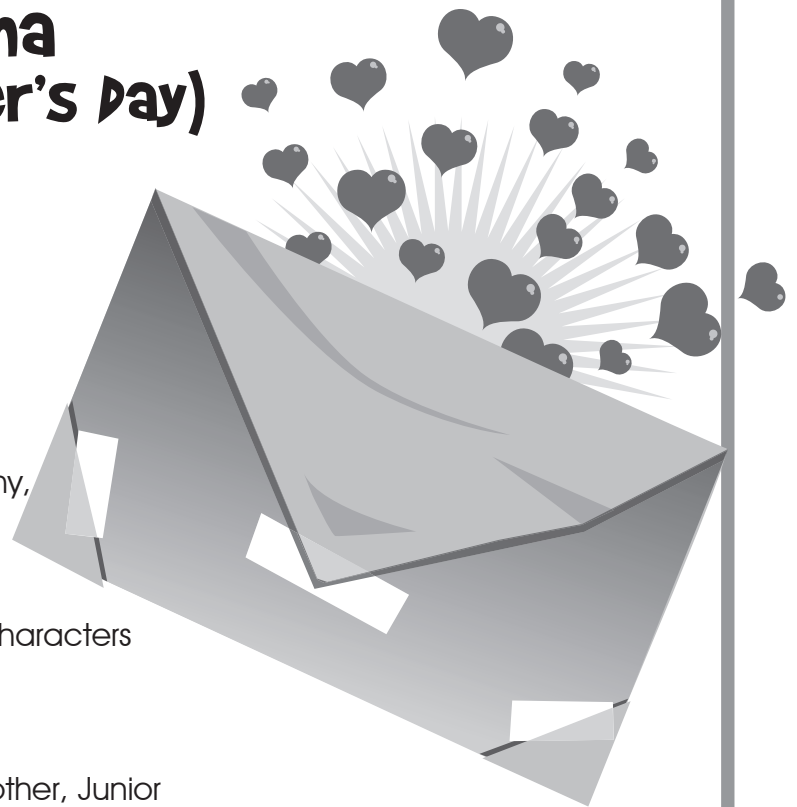
CHARACTERS:

Narrator, Samantha, Timothy, Mother, Junior
(a German Shepherd dog)

THE PLAY:

NARRATOR: It is two weeks before Mother's Day. Samantha and Tim, her brother, are talking with each other.

SAMANTHA: Mother's Day will be in two weeks, Tim. What gift can we give to Mother?



TIM: I don't know . Let's ask Junior.
Hey, Junior, what would Mama like for a gift?

JUNIOR: WOOF, WOOF, WOOF....

SAMANTHA: You are so silly. Dogs don't talk.

TIM: Yes, they do. Junior, what did you say? Tell me again.

JUNIOR: WOOF, WOOF, WOOF....

TIM: See, Samantha...Junior spoke.....in dog talk.

SAMANTHA: Yes, but what does it mean?
Let's go ask Mama what she wants for a Mother's Day gift..

BOTH CHILDREN: MAMA! MAMA! *(Mother walks quickly into the room.)*

MOTHER: Is something wrong, Samantha and Timothy?

BOTH CHILDREN: We want to know what gift you want for Mother's Day.

MOTHER: Hmm... Let me think for a minute. Hmmmm... I know what I would like!

BOTH CHILDREN: What? Tell us, please!

MOTHER: I would love something that you make with your own hands.

SAMANTHA: But, like what, Mama. Give us an idea.

MOTHER: No, you need to decide for yourselves. I like surprises.

NARRATOR: Samantha and Tim went outside to sit with Junior and to think.

Plays for Young English Learners

BOTH

CHILDREN: What can we make? What can we make?

JUNIOR: WOOF! WOOF! WOOF!

NARRATOR: The two children, with their dog, Junior, sat, and sat, and thought, and thought.

SAMANTHA: I have a great idea, Tim!

TIM: What is it ?

SAMANTHA: Why don't we make Mama a cute little purse out of paper?

TIM: What will she do with a paper purse? That's a silly idea!

SAMANTHA: It will not be just an ordinary purse. It will be a special purse with a special note inside.

TIM: What kind of a note?

SAMANTHA: A note with the best words a mother wants to hear.

TIM: Mama said that anything made with love is a great gift.

SAMANTHA: We will make a paper purse, and put a note inside that we write with gold or silver ink.

TIM: What will we write on the note?

SAMANTHA: The nicest three words in English.....

TIM: What words ?

SAMANTHA: I LOVE YOU.

JUNIOR: WOOF! WOOF! WOOF!

TIM: Did you listen, Samantha? Junior just barked "I LOVE YOU."

NARRATOR: Tim and Samantha worked quietly.

When they were done making the purse, they took a pen with gold ink, and two pieces of paper that they cut into two heart shapes.

On one heart Samantha wrote: "I LOVE YOU, MAMA, Love, Samantha".

On the other heart Tim wrote: "I LOVE YOU MAMA, Love, Tim."

SAMANTHA: Let's put these away until Mother's Day, Tim.

TIM: OK. Samantha.

NARRATOR: The two weeks flew quickly. On Mother's Day, Mother received the little paper purse her children made. She was so happy when she saw the two notes inside.

MOTHER: I love you, too, Samantha and Tim. This is the best gift I could ever receive!

JUNIOR: WOOF! WOOF! WOOF!

I LOVE YOU ALL!

TIM: I told you Junior could talk!

EVERYONE: (LAUGHING...)

The end



IV. PLAYS FOR BASIC ENGLISH LEARNERS: A-1 to A-2

Grades 2 - 4

A. VOCABULARY for grades 2, 3, 4 at BASIC Level: CEFR A- 1 to A-2

1. REVIEW of BEGINNER WORDS (Seen in Grades K, 1, 2)

(Vocabulary fluency increases gradually, over time and with practice.)
all colors covered in Kindergarten and first grade, plus: pets, bird, cage, rabbit, fish, beak, behind, in, on, under, tank, wall, flowers, pets, Do you have a computer?

WORDS: camera, comics, computer, pictures, rings, toys, video game, violin, behind, between, in, on, next to, in front of, under
Days of the week

WORDS / PHRASES: in the morning / afternoon, the weekend, go swimming, play tennis, visit grandparents, have a music lesson, paints, cleans, watches, does, goes, visits, plays, cooks

Where do you live?
a flat, an apartment, cottage, house, city, town, village, garden, upstairs, downstairs, on the ground floor

FAMILY: pretty, sister, brother, mother, father, twin sister / brother, grandmother, grandfather

What time do you get up?

get up, go to bed, have lunch, do homework, watch TV, go to school, have breakfast, o'clock, half past, quarter past, in the morning, in the afternoon, in the evening

FRIENDS: bike, film, pizza, cinema, restaurant, swimming pool, tennis club, She plays hockey.

MONTHS OF THE YEAR: all 12 months, Christmas, birthday, Easter, Mother's Day, Father's Day

Ordinal numbers for dates:
1st – 31st

2. NEW WORDS / PHRASES (for Grades 3 and 4)

(Vocabulary fluency increases gradually, over time and with practice.)

GRADE 3

Describing daily routines, events and weather

Telling the time and giving dates

Expressing ability and inability

Giving very simple directions and locations

Describing current activities of real people or those in pictures

Describing states in the past

Lexis

Present continuous tense

Can and can't

Prepositions of movement from, to, up, down, along, across

Prepositions of time on, in, at

Prepositions of place near, in front of, behind, opposite

Past tense of verb to be

Ordinal numbers up to 31st (for dates)

Link words and, and then

Jobs

Places in the local area

Place of study

Home life

Weather

Free time

Times and dates

GRADE 4

Talking about past events

Talking about future plans and intentions

Expressing simple comparisons

Expressing likes and dislikes

Describing manner and frequency

Holidays

Shops

Work

Hobbies/sports

Food

Weekend/ seasonal activities

Past simple tense of regular and common irregular verbs

Going to future

Adverbs of manner and frequency

Comparatives and superlatives of adjectives

Link word: but

Vocabulary specific to the topic area

Vocabulary specific to the subject areas

Adverbs of frequency, e.g. sometimes, often, never

Adverbial phrases of frequency, e.g. every day, once a week

Expressions of past time, e.g. yesterday, last night

3. MORE WORDS and PHRASES:

What's the weather like? warm, sunny, cloudy, rainy

What do you study? art, biology, chemistry, multiplication

Free time: music, homework, go out, play video games

Tell me about your town or city.

I live in..... historic city, crowded, quiet

What are they doing?

He's brushing his teeth, shopping, working,
watching TV, washing up, reading, eating

Best friends:

short, blonde, friendly, straight, wear, strong

Work: What does your father do? He's a lawyer.

Where's your classroom?

It's down the hall. go along, turn left / right

Family matters:

using the future, describing people, possessives

Play time:

frequency, time expressions, every day, six o'clock

School's out:

Plays for Young English Learners

holidays, present / future, when, where, why, who

Sports:

likes and dislikes, present continuous, questions

Memorable meals: food, cooking, talking about a meal

Future with going to

Nice work: jobs, work, quickly, well, occupations

Shop around: describing ways of shopping, sequencing: first,
next, after, finally

In class: talking about the past, comparison / superlative the best, the most
difficult, easiest



B. PLAYS FOR BASIC ENGLISH LEARNERS: A-1 to A-2 (Grades 2 - 4)

1. August - September - October

FROGS NEED LOVE, TOO

SPECIFIC VOCABULARY:

under, behind, in, frog, frogs,
in front of, children, playground,
sandbox, dog, boy, grass,
flowers, there is, there are,
climbing, running, bugs,
table, bench, love, need

SETTING:

a park with a pond

CHARACTERS:

Narrator

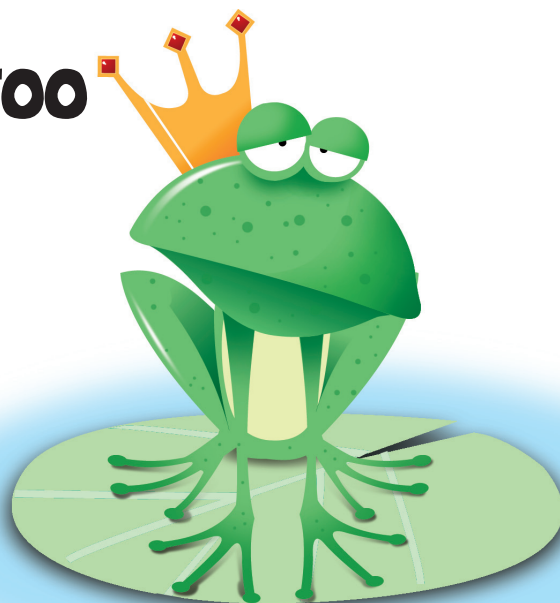
Fernando, King of the Frogs

Jorge, a little boy

Other students, as a chorus... or form several groups of actors, all doing the same play, at the same time... and the teacher circulates to listen to their English fluency.

THE PLAY

NARRATOR: Fernando was King of the frogs in his pond. Frogs eat many bugs each day, especially flies and mosquitoes. The biggest problem that frogs have is that no one loves them. They are not a favorite pet of anyone. You can not walk with them. They can not



do tricks. You can not take one to bed with you, to sleep near your bed, as a dog or a cat might do. That is why frogs are not popular pets. One day, Fernando was in a park under a table.

A boy came by and sat on the bench in front of the table.

FERNANDO: I hope the boy goes to play in the sandbox. I do not want to scare him. I do not want to hear him say that I am ugly and slimy.



NARRATOR: But the boy did not leave. He sat on the bench. Fernando heard the boy softly crying.

FERNANDO: I wonder what is wrong? Don't be afraid of me, little boy. I will not hurt you. I am Fernando, King of the Frogs in the pond in this park. Who are you?

JORGE: I'm Jorge. I am six years old. I feel lonely. I have no friends, and no one loves me. Only my mother and my father love me, but I have no friends.

FERNANDO: Why not?

JORGE: We moved here from far away. I am home because it is summer vacation. I have not met any new children yet. I am all alone.

FERNANDO: You don't have to be sad, Jorge. I will be your friend. I do not have children for friends because they think that I am slimy and icky. If I am your friend, Jorge, you will not be lonely. When school starts, you will make new friends. I will be a good friend to you.

JORGE: And I will be a good friend to you, too, because I know that even frogs need love.

NARRATOR: Now both Fernando and Jorge will be happy and be loved, because they are friends to each other.

The end



2. November - December

The Bells of Christmas

SPECIFIC VOCABULARY:

love, rose, traveler,
travel, servant, child, snow, spirit,
heaven, message, fever, forehead,
faith, endurance, weary, tired,
exhausted

TIME / SETTING: Christmas night

CHARACTERS: See the list below.
There are 16 parts, plus the rest of the
students can be sitting around, with a
small bell they will ring when directed to do
so by the teacher.

CHARACTERS:

They can have a sign hanging around their necks, so the audience will know who they represent.

1. NARRATOR (The NARRATOR should be one of the best English students or 2 or 3 students can stand together and share the part.)
The NARRATOR may READ his/her part as it is long.

2. BELL (should have some bells around his/her neck)
3. LOVE
4. ROSE



5. MOTHER
6. SERVANT #1
7. SERVANT #2
8. EMILY
9. SNOW
10. CHILD #1
11. CHILD #2
12. CHILD #3
13. TRAVELER #1
14. TRAVELER #2
15. TRAVELER #3
16. TRAVELER #4



THE PLAY

SCENE 1

NARRATOR: (ENTERS RINGING A BELL)

Ring out, ring out, oh Christmas Bells.
Ring out your tale of joy and mirth.
This night - the night of Jesus' birth.
This one night of the year, oh, world,
Oh world, give love from man to man.
And with the bells, your love we'll send!

(BELL MUSIC. ENTER THE SPIRIT OF THE BELLS, SPIRIT OF SNOW, SPIRIT OF THE CHRISTMAS ROSE, SPIRIT OF HOLLY, SPIRIT OF LOVE . THE SPIRIT OF THE BELLS STANDS IN THE CENTER WHILE THE OTHERS SIT AROUND.)

BELLS: Well my dear spirits. Tonight is our night. It is Christmas night.
The night in which love comes down from heaven, hope is born on earth, and peace reigns among all men.
We all know that it is our labor....

LOVE: (INTERRUPTING)
A delightful labor!

BELLS: To spread this message to all! Tonight is and has always been the most special night of the year. And it is our duty to let everyone know...

Plays for Young English Learners

ROSE: *(INTERRUPTING)*
Through our music....

BELLS: That Christ has been born! So fly my friends....over the corners
of the earth, each to her place where her music is needed!

(BELL MUSIC GETS LOUDER. THE SPIRITS EXIT)

SCENE 2

*(MUSIC CHANGES SUDDENLY TO A MORE SOLEMN TUNE. ENTER RICH MOTHER
WITH 2 SERVANTS AND HER SICK CHILD)*

MOTHER: *(FEELING THE SICK CHILD'S FOREHEAD)*
Oh..... Emily. You're so hot! Your fever just won't go down.
(SHE SITS AND CRIES SOFTLY INTO HER HANDS)

SERVANT 1: *(COMFORTING MOTHER)*
Don't cry Lady Anne. We're here to help you. Maybe if we
washed her down with some cold water....

SERVANT 2: No! No! What she needs is more heat. Maybe if we covered
her with more blankets...

EMILY: I don't need anything! I just need to hear the Christmas Bells
and then I know I will get better.

MOTHER: What bells are you talking about Emily? Do you want me to
buy you bells? Is that what you want to make you feel
better?

EMILY: No mother. Not just any bells but Christmas Bells. You can't
buy them, they come to you! When they sound, they speak
of the birth of Christ! When I hear this music mother, I know I
shall be well.

*(MOTHER AND SERVANTS PACE AWHILE, THEN SIT AND SLEEP. RISE BELL MUSIC
AND ENTER SPIRIT OF SNOW WITH HER HELPERS.)*

SNOW: Hello Emily. I know that you have been waiting for me.
I haven't forgotten you or the special gift that has been sent
for you! Listen.

*NOW: A GROUP OF STUDENTS CAN SING A CHRISTMAS SONG.
(THEN EXIT HELPERS AND SPIRIT. EMILY STANDS UP AND BEGINS TO WAKE EVERYONE UP.)*

EMILY: Wake up! Wake up! It's Christmas Day!

MOTHER: Emily! You're well! You have no fever!

SERVANT 1: It's a miracle!

EMILY: (SMILING) It's the Christmas Bells and their music; their music which tells of Christ's birth and God's love for us all.

(MUSIC GETS LOUDER.. ALL EXIT.)

SCENE 3

(CHANGE OF MUSIC TO A SADDER TUNE. ENTER POOR MOTHER AND HER THREE CHILDREN. SHE SITS IN A CHAIR CRYING SOFTLY INTO HER HANDS WHILE HER CHILDREN STAND AROUND HER)

CHILD 1: Please don't cry mother.

CHILD 2: Don't be so sad.

MOTHER: But what are we going to do? Tomorrow is Christmas and we don't have any food.

CHILD 3: Do not worry, Mother! Bread and a little wine will be enough.

MOTHER: But don't you understand that we may not even have a place to sleep. If the landlord comes for his rent, and I don't have any money to pay him, he will throw us out! (SOBS)

CHILD 1: Don't worry, mother. At least we have the bells.

CHILD 2: Yes! That's true. The bells belong to everybody.

MOTHER: Bells? What bells are you talking about?

Plays for Young English Learners

CHILD 3: Listen! I can hear them now! Christ has been born!

(BELL MUSIC. ENTER SPIRIT OF THE CHRISTMAS ROSE AND HER HELPERS. THEY STAND BLOCKING THE POOR FAMILY)

ROSE: The legend of the Christmas Rose is old,
But always worthy of being told!
At the very first Christmas a little beggar girl wanted to enter
but did not dare.
She had no gift to offer the Babe
Until the arch- angel Gabriel appeared. ("arch" is
pronounced ARK-ANGEL)
He showed her a great bank of white flowers
That were the first of the Christmas Roses to follow.
Take them to him he bade,
For they are God's gift to you today!

(THE SPIRIT AND HELPERS SWING BACK TO STAND ON EACH SIDE OF THE POOR FAMILY. A MIRACLE HAS HAPPENED. THE POOR FAMILY IS NOW WARMLY DRESSED WITH FOOD ON THE TABLE AND A CHRISTMAS TREE.)

ALL EXIT TO BELL MUSIC.

A SONG: *A GROUP OF STUDENTS CAN SING A CHRISTMAS SONG AT THIS POINT.*

SCENE 4

(SLOW, SOLEMN MUSIC. ENTER A GROUP OF TRAVELERS)

TRAVELER 1: Oh how much further do we have to travel to find a good enough place to rest?

TRAVELER 2: We have been walking without stop for an entire day, and the cold bitter wind is biting through my very bones!

TRAVELER 3: It's not the cold that bothers me so much. It is that I'm hungry and tired and not sure how much further I'll be able to walk.

TRAVELER 4: Don't worry. Don't complain. We'll know when it's time to stop. When the Christmas bells sound, that will be our sign that

Christ has been born and then it will be our time to rest.

TRAVELER 1: Stop! Listen! Do you hear that? Or is it just my imagination?

(BELL MUSIC. ENTER THE SPIRIT OF HOLLY.)

HOLLY: Oh tired and weary travelers, lay your burden down here and rest for the night. Your faith and endurance will be well rewarded. For tonight Baby Jesus has been born and sleeps sweetly until morn (short for morning).

EVERYONE IN THE PLAY COMES TO THE FRONT , AND SAYS:

"HAPPY CHRISTMAS ...AND PEACE ON EARTH TO EVERYONE."

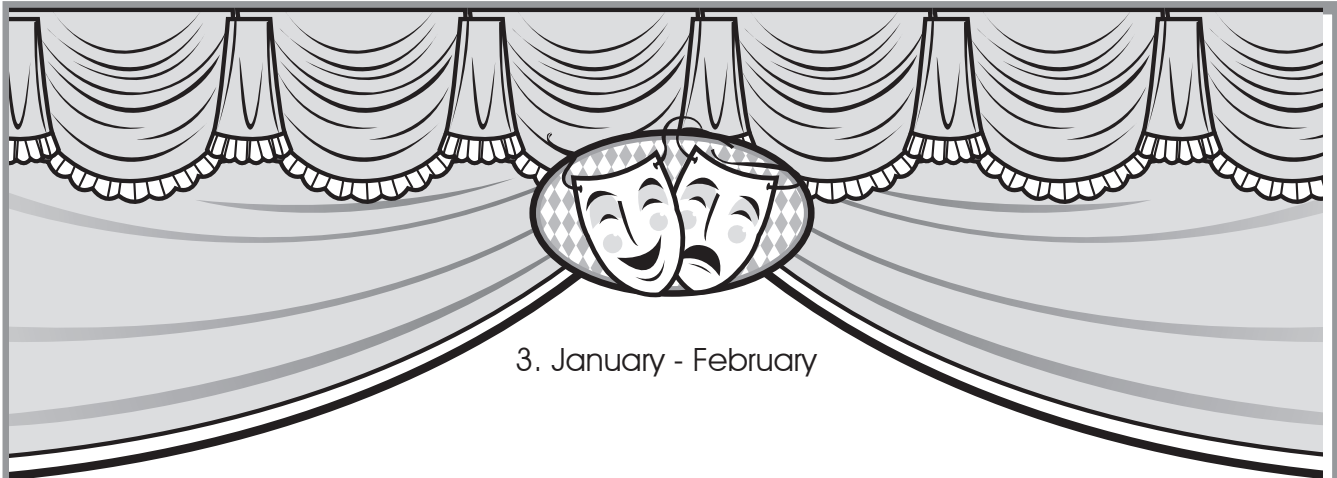
(ENTER HER HELPERS WITH BLANKETS AND TWIGS FOR A FIRE , THAT THEY GIVE TO THE TRAVELERS. MUSIC IS PLAYING).

(ANOTHER GROUP OF STUDENTS CAN SING A SONG.)

(ALL EXIT TO BELL MUSIC.)

The end





3. January - February

Louie, The Lonely Polar Bear

SPECIFIC VOCABULARY:

can, can't, sing, polar bear,
fly, birds, bears, tails, big, little,
their, long, short, ice, snow,
wild animals, seal, cold, igloo

SETTING:

Antarctica, near the South Pole

CHARACTERS:

Narrators 1 and 2
Louie, a baby polar bear
La Verne, his mother
Marie, another mother polar bear
Chinook, a baby polar bear
Chinook's daughter
Father Polar Bear, Louie's father
some penguins

THE PLAY:

NARRATOR 1: Louie is a baby polar bear who lives with his Mother on the coldest continent in the world, Antarctica. Polar bears are big, with long white fur to match the snow. They have a little, short tail, and can swim very fast in the cold ocean water.



NARRATOR 2: Louie has no brothers. He has no sisters. He has no friends because no other bears live near Louie's family. His father had gone to hunt food. Maybe he would come home with a seal or a big fish. Louie had no one but his mother. He was all alone when his father went to hunt for food. Louie was sad.

LOUIE: I am not big. I am not strong. I do not eat much. I wish the other animal babies would play with me. They are all afraid because polar bears grow to be VERY big, and kill other animals to eat.

NARRATOR: One day, Louie saw a large group of penguins.

LOUIE: Wow! Maybe one of those baby penguins can be my friend!

GROUP OF BABY

PENGUINS: Run! Run! There's a polar bear. He may try to kill and eat us! RUN!

NARRATOR: Louie was sad. He went home to see his mother.

LOUIE: Mama...the baby penguins ran away from me. I will never have any friends.

LA VERNE: Someday, Louie, you will have a chance to have a good friend. Be patient.

NARRATOR: Two days later, Louie's mother was all excited, and called him.

LA VERNE: Louie, Louie. Guess what?

LOUIE: What, Mother?

LA VERNE: A new polar bear family has moved to our part of the glacier... a mother polar bear and her baby.

NARRATOR: Louie and his mother began to walk to the other side of the glacier. They saw a mother polar bear with a small cub. They did not see the father bear, so they carefully and slowly went towards the mother and her baby.

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LA VERNE: Hello.....

MARIE: Hello. Who are you?

LA VERNE: This is my son, Louie, and I am La Verne, his mother. We live near here. Who are you?

MARIE: I am Marie, and this is my daughter, Chinook. We moved here because hunters were bothering us. They shot Chinook's father for his beautiful fur skin. So we had to move far away to be safe. Are there hunters near here?

LA VERNE: No...only once or twice have we seen bear hunters. It is safer here for us. But, it is very lonely. Louie, this is Marie and her baby, Chinook. Maybe the two of you can become friends.

NARRATOR: Later that day, Louie's Father arrived home after having been away for four days, hunting. He was swimming towards them in the open ocean. He had a huge fish he was carrying in his mouth.

LOUIE: Daddy, Daddy! You're home! I missed you!

FATHER

POLAR BEAR: Hello, Louie. I am happy to be home. I brought you and your mother a big fish to eat so you will not be hungry.

LOUIE: Thank you, Daddy. Guess what, Daddy?

FATHER

POLAR BEAR: What, son?

LOUIE: We have new neighbors, Marie and Chinook. They do not have a Father bear to help them. Can we give them some of our fish?

FATHER

POLAR BEAR: Of course. We will all be neighbors now, and we will help each other.

CHINOOK: Can we play, Louie? Can we slide on the ice together?

LOUIE: Oh yes. Yes! Yes! Yes! Mom! I have a friend! I won't be lonely any more!

NARRATOR: Louie and Chinook went to slide on the ice. They became great friends, running, sliding, playing, and swimming! Louie was not lonely any more.

The end





4. March - April

The Ugly Duckling

SPECIFIC VOCABULARY:

barn, country, farm,
fence, field, grass, elegant,
pond, swan,
duck, beautiful,
have to, has to, in, on,
under, in front of, behind,
reflection.

SETTING: a farm with a pond

CHARACTERS:

Narrators: 1, 2, 3, and 4
Farmer
Duckling

THE PLAY:

NARRATOR 1: Once upon a time, there was an egg that cracked open in a barn, on a farm in the country, far from town. Out popped an ugly duckling. He was odd-looking. The farm was big and beautiful, except for the ugly duckling.

NARRATOR 2: The ugly duckling was different. Everyone laughed at him. He walked funny. He could not swim as fast as the other baby ducks. When he was next to the other ducks, it was easy



to see _____ that he was different. He would hide so they could not see him.

FARMER: Don't worry, duckling. You will not always be ugly. When you grow up, you will be handsome and elegant.

NARRATOR 3: After three months passed by, the ugly duckling saw the farmer coming with food and water. He shyly moved towards the farmer who was now his friend.

FARMER: Wow, Duckling! Look at you! Look at you!

DUCKLING: WHAT??? Look at me.....WHY?

FARMER: Go look at your reflection in the pond.(The duckling walks to the "pond" to see himself...You can use a mirror to represent the pond.)

DUCKLING: What is wrong, Farmer? I am not here. I do not see myself. I see another beautiful bird in my place. What has happened?

FARMER: You have grown up. You are not an ugly duckling anymore. You never were a duck. Your egg got mixed in with duck eggs. You are a swan. A swan is the most handsome and most elegant bird on my farm. You are not the ugly duckling anymore. You have changed into a beautiful, graceful swan. You are the most beautiful bird on my farm.

DUCKLING: Thank you, Farmer, for being my friend all this time. I have learned a good lesson. I will never make fun of anyone. I will be fair and kind to everyone so no one will feel sad as I did.

NARRATOR 4: The ugly duckling was not ugly any more. He walked to the pond and began to swim, proudly and smoothly. The ducks said they were sorry for saying he was ugly. They told the swan that he was gorgeous. They promised that they would be kind.The ugly duckling, now a beautiful swan, slowly swam away. He was happy and he was proud.

The end



5. May - June - July

Pauline, The Parrot

Who Talked TOO MUCH

SPECIFIC VOCABULARY:

forest, jungle, river
parrot, sleeping, flying,
monkey, do, don't,
elephant, parrot

SETTING:

Timothy's Exotic Pet Shop
TEACHERS: from cardboard, or
other material, have students
prepare some sort of gazebo,
because it will be needed in
the final scenes.
A gazebo is also called a "kiosk".

CHARACTERS:

Narrators 1, 2, 3, and 4.
Emily, the elephant
Thomas, the turtle
Pauline, the parrot



THE PLAY:

NARRATOR 1: Pauline was a beautiful parrot with long, smooth, feathers in red, yellow, blue, and green. All the animals in the pet shop where Pauline lived in her huge cage, said that Pauline was the most gorgeous parrot they had ever seen. The monkey, the puppies, and the pet rabbits admired Pauline because she was so beautiful.

NARRATOR 2: You may know that parrots can live to be 100 years old, so they can be pets for a very long time. Pauline was 35 years old, young for a parrot. She was so pretty. People who came into Timothy's Exotic Pet Shop loved to look at her.

NARRATOR 3: Pauline's best friends were Emily, the elephant, who lived in the field behind the pet shop, and Thomas, the turtle. Thomas had a very large area outside, with water from a small river. It was almost like a jungle. Pauline, Emily, and Tomas were friends for 30 years. Parrots and elephants and some types of turtles live a very long time, many, many years. Pauline, Emily, and Thomas had met at Timothy's Exotic Pet Shop when they were young, and they stayed friends all these years.

NARRATOR 4: If Pauline is beautiful, doesn't bite people, is clean, eats only a little food each day, why don't people want to keep Pauline? (PAUSE about 10 SECONDS.) Why? Sad to say... Pauline talks too much. She only is quiet when she is sleeping. During the day and night, she never shuts up. If a phone rings, she'll yell over and over again.

PAULINE: Pick it up! Pick it up! Pick it up!

NARRATOR 1: If someone rings the doorbell, she'll shout.

PAULINE: Come in! Come in! Come in! Come in!

NARRATOR 2: If a woman walks by, Pauline will whistle at her and say,

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PAULINE: Hi beautiful! Hi beautiful! Hi beautiful!

NARRATOR 3: When a man walks by, Pauline will call out,

PAULINE: Hello handsome...hello handsome...hello handsome!

NARRATOR 4: If an animal walks by, Pauline says,

PAULINE: You are ugly. You are ugly. You are ugly!

NARRATOR 4: (*LOOKING AT THE AUDIENCE...*) Do you know why Pauline talks so much? (*PAUSE.*) Pauline is sad that she is not with her friends outside. She wants to be with Emily and Thomas. She only sees them when her cage is outside on nice, sunny days. When she is with Emily and Thomas, she is quiet, because she is happy to be near them. But when she is not with them, she says the same thing five or ten times, over and over. Now you know why no one wanted to keep Pauline. She talks too much!

EMILY: Pauline needs to be outside with us.

THOMAS: No, Emily. Pauline could fly away or a cat could catch her and eat her.

EMILY: Poor Pauline....I know she is sadder and sadder every day because she is friendly and needs to be with us....not in her cage.

THOMAS: You're right, Emily. I wish we could help Pauline.

NARRATOR 1: Mr. Timothy, the Exotic Pet Shop owner, heard Emily and Thomas, but he didn't know what to do to help her. Finally, he had a wonderful idea to help Pauline! What do you think Mr. Timothy is going to do?

NARRATOR 2: First, he built a round gazebo for Pauline in his big back yard where Emily and Tomas are most of the time. He put plants, food trays, and water dishes in the gazebo. He put screening on the gazebo so Pauline could not fly away, and so other

birds would not bother her.

NARRATOR 3: He added a big mirror so that Pauline could see herself and talk to herself without bothering the humans. When Mr. Timothy finished making the gazebo, he brought Pauline there in her cage. He opened the cage, and let her fly freely into the huge gazebo. Pauline never had had so much space!

NARRATOR 4: Now, inside the gazebo, she could fly and be safe. Pauline was so very happy! She had a new home! She could see Emily and Thomas every day! Pauline felt safe and comfortable, and not alone. She didn't talk too much anymore...just enough so people would say, "Let's see if we can get that parrot to talk!"

PAULINE: I am so happy!!!! Thank you so much for my new home.

EMILY: This is so wonderful!

THOMAS: Now Pauline can be outside with us.

EMILY: Yes. Let's celebrate!

NARRATOR 1: Pauline, and Emily, and Thomas all looked at each other and smiled! They were all so very happy!

(PAULINE, EMILY, AND THOMAS ALL HUG EACH OTHER.)

The end

V. PLAYS FOR BASIC + ENGLISH LEARNERS: A-2 to B-1

(Grades 4- 6)

A. VOCABULARY for grades 4, 5, 6 at BASIC + CEFR

Level A - 2 to B - 1

(Vocabulary fluency increases gradually, over time and with practice.)

1. REVIEW WORDS from CEFR LEVELS A-1- A-2

(Grades 2, 3, 4)

GRADE 4

Talking about past events

Talking about future plans and intentions

Expressing simple comparisons

Expressing likes and dislikes

Describing manner and frequency

Holidays

Shops

Work

Hobbies/sport

Food

Weekend/ seasonal activities

Past simple tense of regular and common irregular verbs

Going to future

Adverbs of manner and frequency

Comparatives and superlatives of adjectives

Link word; but

Vocabulary specific to the topic area

Vocabulary specific to the subject areas

Adverbs of frequency, e.g. sometimes, often, never

Adverbial phrases of frequency, e.g. every day, once a week

Expressions of past time, e.g. yesterday, last night

2. MORE REVIEW WORDS and PHRASES

Family matters: using the future, describing people, possessives

Play time: frequency, time expressions, every day, six o'clock

School's out: holidays, present / future, when, where, why, who

Sports: likes and dislikes, present continuous, questions

Memorable meals: food, cooking, talking about a meal

Future with going to

Nice work: jobs, work, quickly, well, occupations

Shop around : describing ways of shopping, sequencing: first, next, after, finally.

In class: talking about the past, comparison / superlative the best, the most difficult, easiest.

3. NEW WORDS AND PHRASES

(Vocabulary fluency increases gradually, over time and with practice.)

GRADE 5

Talking about the future — informing and predicting

Expressing preferences

Talking about events in the indefinite and recent past

Giving reasons

Stating the duration of events

Quantifying

Festivals

Cars and bicycles

Special occasions, e.g. birthday celebrations

Entertainment, e.g. cinema, television, clubs

Music

Recent personal events

Present perfect tense including use with for, since, ever, never, just

Connecting clauses using because

Will referring to the future for informing and predicting

Adjectives and adverbials of quantity, e.g. a lot (of), not very much, many

Expressions of preference, e.g. I prefer, I'd rather

Vocabulary specific to the topic area

Vocabulary specific to the subject areas

Expressions relating to past and future time, e.g. two days ago, in the future

GRADE 6

Expressing and requesting opinions and impressions

Expressing intention and purpose

Expressing obligation and necessity

Expressing certainty and uncertainty

Travel

Money

Fashion

Rules and regulations

Health and fitness

Shopping

Open and first conditional, using if and when

Present continuous tense for future use

Past continuous tense

Modals connected to functions listed above, e.g. must, have to, need to, might

Infinitive of purpose

Vocabulary specific to the topic area

Vocabulary specific to the subject areas

Further expressions relating to future time, e.g. the day after tomorrow, in a year's time

4. MORE NEW WORDS AND PHRASES

Friends: frequency, giving reasons, recently, a few days ago

Dream machines: probability, could, cheaper, faster, more popular

Cover to cover: books and films, narrating an event, describing a character, the funniest, the most enjoyable

A "big bang" festivals & special occasions, during, dates: 4th of July, 31st of December, 16th of September, celebration, etc.

Ordinal numbers: fourth to the thirty-first

Watch it: expressing opinions, I prefer

Going for gold : recent and indefinite past, for, since, ever, never

The world tomorrow: possibly, probably, is certain to, certainly, definitely not, absolutely not

Present time: describing events, sequencing, for my birthday, in December, on the 3rd, for Christmas

On the ball: badly, fast, hard, regularly, have to, must, need

Season tickets: in the winter, colder, the wettest, sunbathing, swimming, because, giving reasons

It's history, describing past events, how much? how many? Frequency

That's rich, money, ability, skills; If I'm successful, I'll be rich.

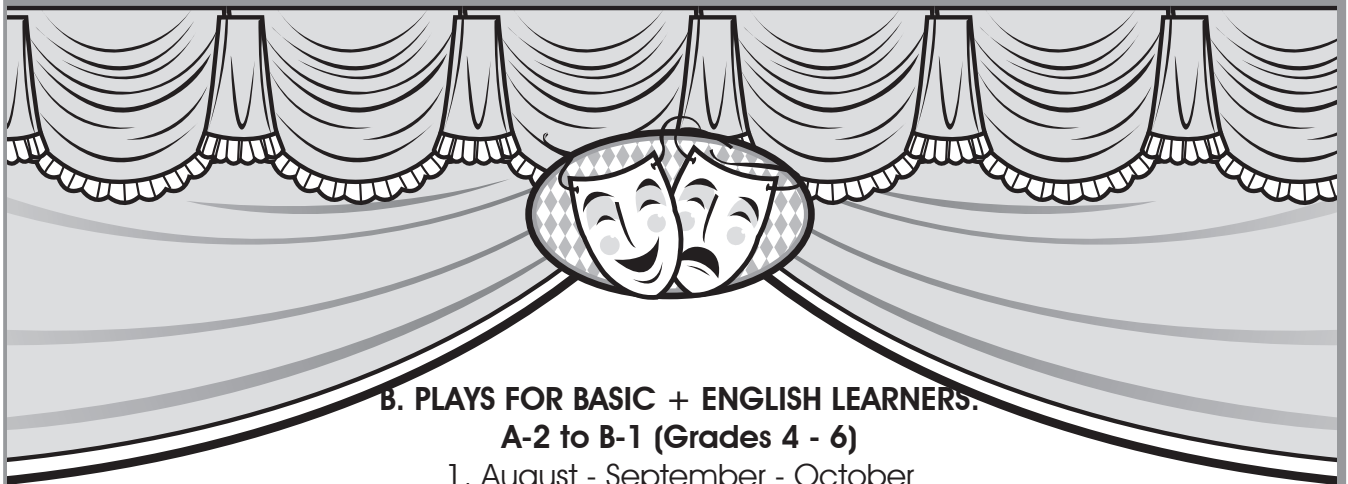
Gerunds: good at + ---ing: He is good at swimming.

What on Earth....? opinions, describing, have to, must, need; If we ban cars, the air would be cleaner.

In great shape: health, have to, don't have to, need, don't need

Wild dreams: describing animals, asking open-ended questions, much, many, more, less, few, little.

Followers of fashion: describing what people wear, shopping, expressing frequency, never, occasionally, often, unusually, always, conditionals (first)



B. PLAYS FOR BASIC + ENGLISH LEARNERS.
A-2 to B-1 (Grades 4 - 6)
1. August - September - October

George, the Tallest Giraffe

SPECIFIC VOCABULARY:

apple, cake, candy, lunch,
cheese, chocolate, giraffe
egg, fruit, grapes,
milk, bananas,
I'd like, some, any

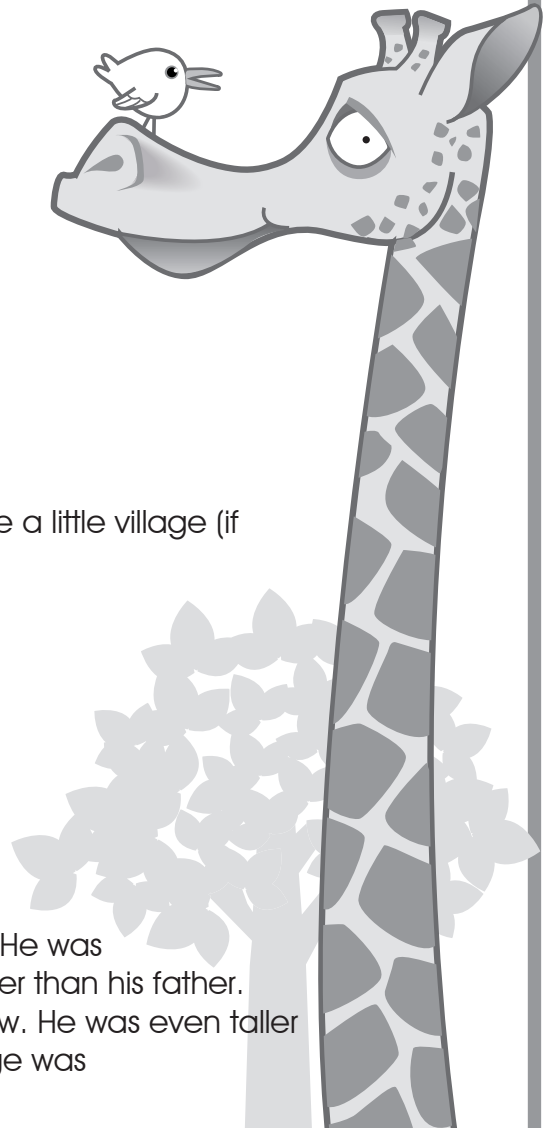
SETTING: a jungle, with a tall tree....and maybe a little village (if you can make the scenery)

CHARACTERS:

George
George's Mother
Narrator
Yellow Baby Bird

THE PLAY:

NARRATOR: George was a tall, tall, tall giraffe. He was taller than his mother. He was taller than his father. He was taller than anyone he knew. He was even taller than the biggest elephant. George was embarrassed at how tall he was.



Plays for Young English Learners

GEORGE'S MOTHER: George, giraffes are supposed to be tall.

GEORGE: I'd like to be shorter.

NARRATOR: George decided that he was going to go for a long, long walk to see if he could find any other giraffe taller than he. So he left home, and left a note for his mother so she would not worry.

GEORGE: *(READING HIS LETTER...)* Dear Mother, I am going to the next village to see if I can find another very, very ,very tall giraffe. If I do, I won't think I am so strange.

NARRATOR: George walked a long, long, long time. He passed three villages but he saw no giraffes taller than he. George decided he would go home. He missed his family and he was tired. All of a sudden, George heard a strange sound.

YELLOW BABY BIRD: *(HE IS LYING ON THE GROUND.)* Cheep, cheep, cheep..... Help me, help me. I fell out of my nest and can not fly. I am too little. If I can not get back in my nest, a cat might eat me.

GEORGE: Where is your nest?

YELLOW BABY BIRD: Up in that tree. *(POINTING UPWARD)* No one can reach it because it is too high. I have been here since morning and no one can help me.

(GEORGE SMILES.....A BIG, WIDE SMILE...)

YELLOW BABY BIRD: Why are you smiling? I fell out of the tree. I can not get back up in the tree because I am a baby bird and can not fly.....and you are smiling. I do not understand.

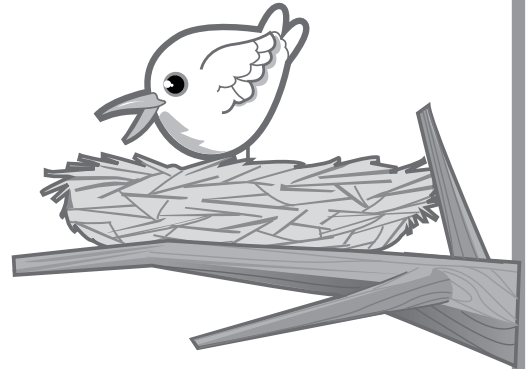
GEORGE: I was always sad because I was very, very tall. I was the tallest giraffe in many villages. But now.....now, I can be useful. I can pick you up and put you back in your nest.

YELLOW BABY BIRD: Oh, thank you! Thank you!

NARRATOR: George felt so happy. George was never sad again. He was proud and happy to be the tallest giraffe because.....

GEORGE: Giraffes are supposed to be tall. I have to go home now, and tell my Mother, that I am happy to be the tallest giraffe in our village.

The end





2. November - December

An Adaptation of The Nutcracker Suite

TEACHERS:

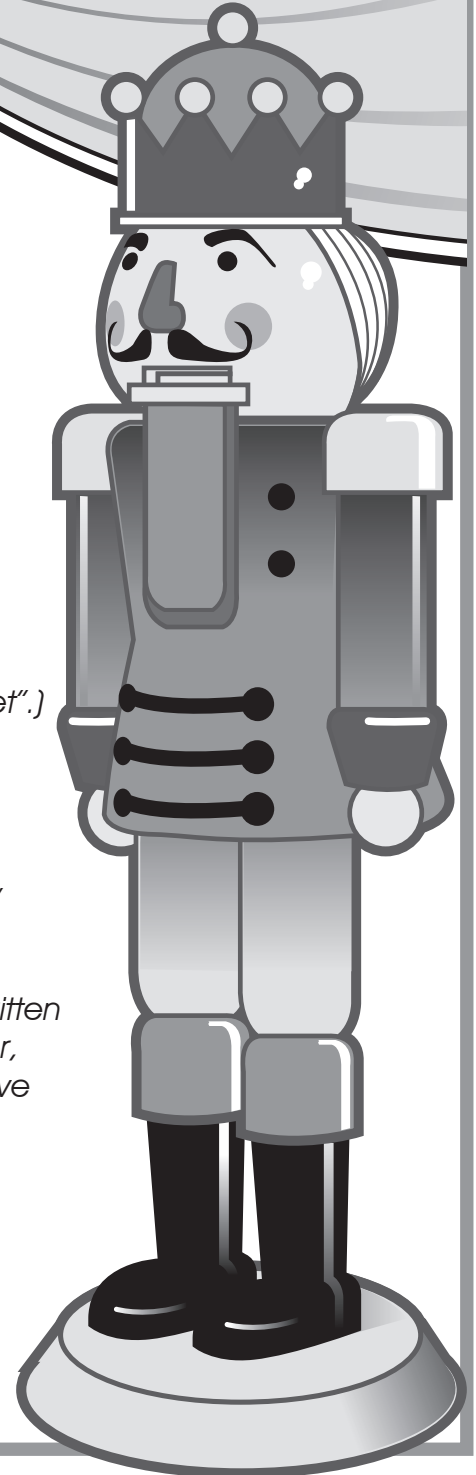
1. You will need a CD of the Christmas classic, *The Nutcracker Suite*, to provide music for the play. *Waltz of the Sugar Plum Fairies*, is especially appropriate music for the play. It is on the CD of *The Nutcracker Suite*. (Suite is pronounced "sweet".) by the Russian composer, Tchaikovsky, in 1892.

2. Explain to the class what a nutcracker is. Maybe you can bring one to show them, the kind that looks like a wooden soldier, used decoratively at Christmas time.

3. Explain that this is a classic play from a ballet written by Tchaikovsky, in ...and Clara, the main character, falls asleep, and dreams that all her toys come alive on Christmas Eve.

SPECIFIC VOCABULARY:

nutcracker, godmother, waltzing, blink, festivities, dream, magical, reign, desperately, celebration, amazing, disobeyed, waltz



SETTING: a beautiful living room,
also the bedroom of Clara and toys for decoration

CHARACTERS:

1. Godmother: (The Godmother is like a Narrator...
She can read the parts she has, because they are long.)
2. Clara
3. Mother
4. Ballerina
5. Teddy Bear
6. Sugar Plum Fairy
7. Rag Doll
8. Rat King

THE PLAY:

(MUSIC is playing. ENTER CLARA'S GODMOTHER. SITS IN CHAIR STAGE FRONT LEFT.)

GODMOTHER: Good evening to you all and before I forget.. a very Merry Christmas!!! This is a very special story, about a very special girl named Clara.

(ENTER CLARA WALTZING. MOTHER FOLLOWS).

GODMOTHER: I don't say that she's special just because she's my goddaughter but because everybody who knows her can't help but remark about her kindness, her gentleness with others her generous spirit and most of all her great capacity to love.

MOTHER: Come along Clara, it's time to go to bed.

CLARA: Ohh..... read me a story ,mother, please do. I promise that I will fall right off to sleep before you're finished.

MOTHER: I'm sure about that! Especially because tonight is Christmas Eve...

CLARA: That's right! Tonight is Christmas Eve the most special, the most magical night of the year. It's the night that Baby

Plays for Young English Learners

Jesus is born and with him hope
and love will reign all over the Earth!

MOTHER: That's right...tonight anything can happen.

GODMOTHER: This Christmas Eve was going to be a very unique one for our little Clara. She had all different sorts of toys and you would think that with so many of them she wouldn't have time to play with them all, but you don't know Clara. She not only gave each of them a name, but she loved them so dearly that they were like brothers and sisters to her. That Christmas I had made her a nutcracker in the shape of a toy soldier, and she took to him right away.

CLARA: Now I'm really sleepy mother. (YAWNS AND STRETCHES) But before I fall asleep, I must say goodnight to all my toys.

(BEGINS WALKING AROUND THE ROOM SAYING GOODNIGHT AND GIVING A KISS TO HER TOYS. SHE STOPS IN FRONT OF THE SOLDIER)

CLARA: Goodnight my Nutcracker, I haven't thought of a name for you yet. But don't you worry I'll think of something soon. I hope you'll be happy here....I hope that you'll stay.

MOTHER: Wherever would he go Clara? I'm quite certain he feels at home with all the other toys.

CLARA: (GETTING INTO BED YAWNING) You never know, Mother...toys can be so strange sometimes. He'll only stay if he feels at home. I must think of a name for him.

(MUSIC. MOTHER KISSES HER GOODNIGHT AND CLARA BEGINS TO FALL ASLEEP)

GODMOTHER: Clara was right. Toys can be so peculiar. Only a toy that is truly loved lasts a long time. And as all of Clara's toys were loved, they not only lasted forever, but when she slept, they came to life!

(MUSIC. THE SUGAR PLUM FAIRY COMES TO LIFE FIRST AND USES HER WAND TO WAKE THE OTHER TOYS ONE BY ONE. TOYS BEGIN TO WAKE UP ALL EXCEPT FOR THE NUTCRACKER)

BALLERINA: Whoooooo are you???? (SHE POKES HIM)

TEDDY BEAR: (WALKING AROUND HIM AND MAKING FACES) What a strange looking character. He doesn't move... He doesn't blink... He doesn't even talk!

SUGAR

PLUM FAIRY: Let him be. Can't you see that he's new?

RAG DOLL: And so? What does that have to do with anything?

SUGAR

PLUM FAIRY: Well, when a toy is new, well you knowhe's new!

TEDDY BEAR: And soooo?

SUGAR

PLUM FAIRY: And so Clara hasn't had time to get to know him yet. To get to love him yet. Why he doesn't even have a name as yet!

RAG DOLL: I still don't understand what you're trying to say Sugar Plum Fairy.

SUGAR

PLUM FAIRY: Why every toy knows or should know that a toy doesn't...can't come to life unless he is truly loved by the child who owns him.

BALLERINA: Ohh...I see! Well poor little thing. I hope he stays.

TEDDY BEAR: Ok! Ok! Enough talk, it's Christmas Eve and time for the festivities to begin.

RAG DOLL: That's right...it's that magical time of year when the gates of Toyland open up, and we celebrate the joyous occasion of the night!

BALLERINA: Sugar Plum Fairy! Wave your magic wand...open the gates of Toyland and let the celebration begin.

{ ENTER SOME STUDENTS, HUMMING "WE WISH YOU A MERRY CHRISTMAS"... THEN THEY WALK THROUGH THE STAGE AREA AND LEAVE. }

GODMOTHER: Poor Nutcracker. He wanted so desperately to join in all the fun, but he couldn't. But wait...are those visions of the nutcracker soldier dancing in Clara's mind? Could it be that as she sleeps she dreams of her brand new toy?

TEDDY BEAR: Bravo! Bravo! What's next?

{ PAUSE }

BALLERINA: Why are the toys taking so long?

{ MUSIC. ENTER THE RAT KING }

RAT KING: What is this? What is going on here?

SUGAR

PLUM FAIRY: Who...who are you?

RAT KING: I am the Rat King! The new ruler of Toyland! I am the one who says what should happen and when it should happen... what are you all doing with my subjects?

RAG DOLL: Well, it's Christmas Eve, the most important night of the year. It's the night that Baby Jesus is born.

SUGAR

PLUM FAIRY: And every year we celebrate His birth by inviting the toys from Toyland to come and visit us and share in the Christmas spirit.

RAT KING: Well not this year! Not this year they won't! Like I said, I'm the new king and as far as I'm concerned there won't be any Christmas celebrating tonight!

TEDDY BEAR: Now look here you... you....you RAT! This is a very special night, and you can't stop it from happening even if you tried!

RAT KING: Maybe not but I can forbid my subjects from coming to visit you and you can do nothing about that! Now what sort of Christmas Eve celebration will it be then?

RAG DOLL: You be careful with what you do Mr. Rat...we...we...we have a soldier here to protect us and he'll see to it that you don't get away with your evil plan.

RAT KING: A soldier?, A soldier?
(WALKS OVER AND POKES AT THE NUTCRACKER)
Ha! Is this what you call a soldier? Why he doesn't even move...he can't even talk! HA! You'll have to do better than that! *(EXITS LAUGHING)*

GODMOTHER: With that the evil Rat King took off, set in his ways to ruin Christmas Eve. Poor nutcracker. He wanted to help, but he couldn't move. Wait!
Clara is still thinking about him, maybe, just maybe she'll come to love him in her dreams. Look...
he's beginning to move!

SUGAR

PLUM FAIRY: Did you see that? He moved!

TEDDY BEAR: *(GOES OVER TO CLARA IN THE BED)* Oh Clara, dear Clara.... please give him a name, chances are we'll be needing his help tonight.

BALLERINA: Now what do we do?

RAG DOLL: Yes, what about our Christmas celebration?

SUGAR

PLUM FAIRY: Don't worry, the toys won't let us down. I know they'll come when we call them. Watch... *(SHE WAVES HER MAGIC WAND)*.

Plays for Young English Learners

TEDDY BEAR: Ohh that was so much fun and that horrible Rat hasn't shown a whisker yet.

RAG DOLL: Maybe we'll have our Christmas after all. Call in the next ones, Sugar Plum Fairy.
(SHE WAVES HER MAGIC WAND.)

GODMOTHER: They were all having so much fun, even the nutcracker who could begin to feel himself tingle with life. Then, suddenly....

(MUSIC. ENTER RAT KING)

RAT KING: Stop all this fun and festivities right now!!! I thought I had made myself clear! There will be no celebrating tonight! Not a single more toy will dance! Not a single more voice will sing or else I will punish all the toys in Toyland and you will never see them again!

(AS HE BEGINS TO EXIT, THE NUTCRACKER BLOCKS HIS PATH WITH HIS SWORD)

RAT KING: And what's this? *(BEGINS TO LAUGH)* You think you can stop me my little toy soldier? My little lifeless nutcracker? Ha! Ha! You'll need more than that to get the better of me.

(EXIT RAT KING)

TEDDY BEAR: Now what do we do? I don't want the other toys to get into trouble for our fault.

SUGAR

PLUM FAIRY: Well I'm afraid there's nothing that we can do. Tonight is Christmas Eve and with it comes a special feeling.. a feeling of hope and peace for all the world. The toys must sing...they must dance...they don't know how to do anything else.

RAG DOLL: Well if it must be, then let it be!

BALLERINA: That's right...nobody can take away Christmas. Let the show continue!

GODMOTHER: And so they continued their celebration... the nutcracker becoming more animated as the seconds passed.

TEDDY BEAR: Lovely, just lovely!

RAG DOLL: Shh! Listen!

(THEY ALL APPROACH CLARA'S BED)

CLARA: (IN HER SLEEP)Ivan...your name will be Ivan!

BALLERINA: That's it! She's given him a name! She really loves her nutcracker soldier.

SUGAR

PLUM FAIRY: *(APPROACHES THE NUTCRACKER AND WAVES HER WAND OVER HIS HEAD)* Now my dear little nutcracker...you have found the true love of a little girl. Now you will become one of us!

(THE NUTCRACKER COMES TO LIFE AND BEGINS TESTING OUT HIS ARMS AND LEGS).

NUTCRACKER: Can it be? Is it true? Am I really real?

SUGAR

PLUM FAIRY: Once you have been filled with the special love of a special child and been given a name, you come to life. Welcome nutcracker. Welcome Ivan, welcome!

TEDDY BEAR: This is truly a most magnificent, a most blessed night!

(MUSIC. ENTER THE RAT KING)

RAT KING: I warned you all. I told you that if you disobeyed my orders and continued with the celebration I would punish all the toys in Toyland! Now you will only have yourselves to blame!

NUTCRACKER: *(TAKING OUT HIS SWORD)*

On guard, you scoundrel! No one will be allowed to stop the spirit of Christmas. I won't let you get away with it!

*(THE NUTCRACKER AND THE RAT KING HAVE A SWORD FIGHT
THE NUTCRACKER KNOCKS THE RAT'S SWORD AWAY AND SO HE
RUNS OFFSTAGE. THE TOYS ALL CHEER AND
HUG THE NUTCRACKER)*

GODMOTHER: And that was the last time the King Rat was ever to be seen. He ran far away from Clara's house and never stepped foot again in Toyland which was from then onward protected by Clara's brave and kind nutcracker soldier....Ivan.

TEDDY BEAR: Ohh.... look...the sun is coming up.

BALLERINA: Time for us to take our places.

RAG DOLL: It most certainly has been the best

SUGAR

PLUM FAIRY: The most magical.....

TEDDY BEAR: The most unforgettable Christmas ever!

NUTCRACKER: *(TO THE AUDIENCE)* Christmas is a time for dreams to come true...If mine did, maybe yours will too!

(MUSIC. CLARA WAKES, AND YAWNS , AND STRETCHES)

CLARA: I had the most amazing dream... (SEES THE NUTCRACKER STANDING GUARD OVER HER BED)..and how did you get here my nutcracker ?

(PAUSE)

CLARA: Ivan, that's your name.. Your name is IVAN.

(MUSIC. CLOSE CURTAINS)

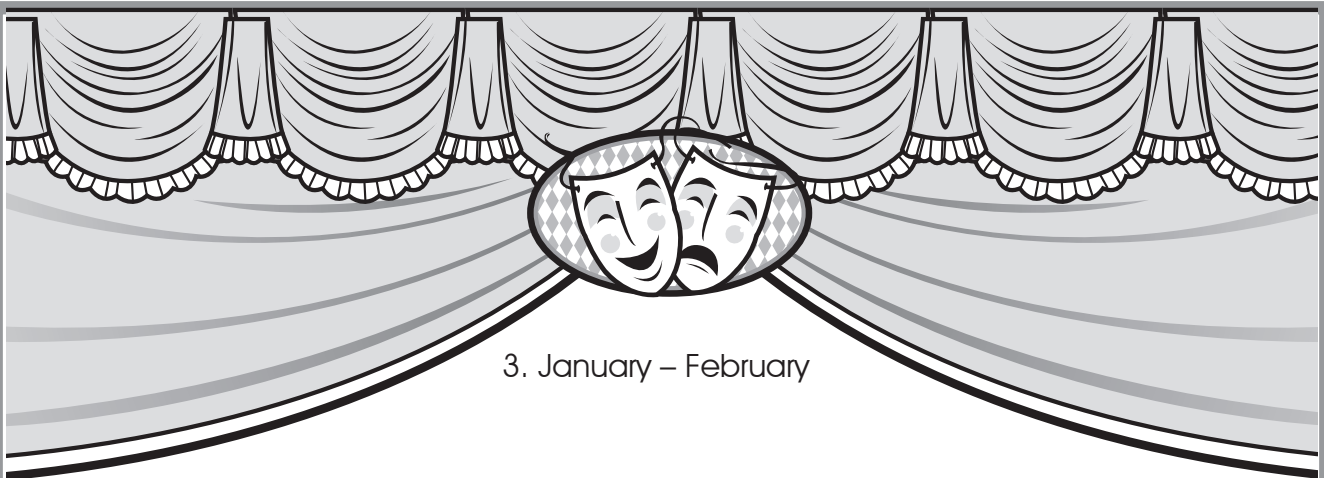
GODMOTHER: Like I told you, that was a very unique Christmas Eve for

Clara. I hope you all have paid special attention to the message of our story tonight. We must never let anyone take away the true spirit of Christmas and like the Nutcracker we must never be afraid to stand up for what we believe in.

"HAVE A VERY MERRY CHRISTMAS"
(MUSIC)

The end





3. January – February

Paul, the Proud Peacock

SPECIFIC VOCABULARY:

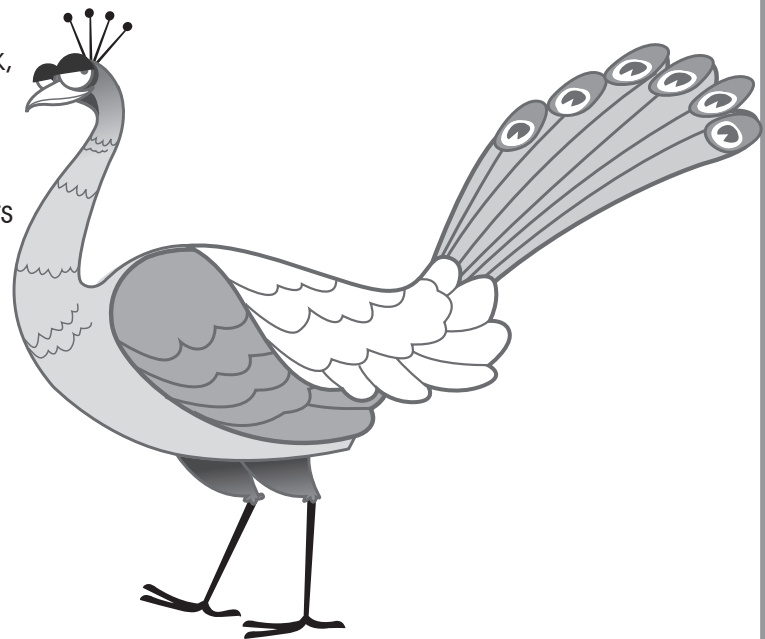
shorter, taller, older, peacock,
younger, long, proud,
excited, happy, sad,
scared, giraffe, lion,
elephant, handsome, feathers

SETTING:

A garden or farm

CHARACTERS:

Narrators 1 and 2
Goose + 3 more geese
Turkey + 3 more turkeys
The farmer



THE PLAY:

NARRATOR 1: A peacock is a beautiful bird. The female peacock is very plain and is called a "pea hen". When we think of a peacock, usually, we are thinking of the male. The male peacock is outstanding. It has huge, gorgeous tail feathers that fan out into a beautiful arch shape. Paul, the Peacock, had a good, happy, peaceful home on the farm.

NARRATOR 2: There were no kids running after him to pull out his tail feathers like at a hotel garden. Paul was peaceful, and he was proud. He spent much time teaching the turkeys, the chickens, the ducks, the geese, and the swans how to be proud. Only the swans understood how to be proud, so they were easy to teach.

PAUL (TO A GOOSE): You are so elegant.....

GOOSE: Thank you, Paul. (She stands up a little taller, and looks more proud of herself.)

PAUL (TO A TURKEY): You have such a beautiful neck and gobbler.

TURKEY: I never thought I had a beautiful neck. Thank you. GOBBLE. GOBBLE.... (The turkey gobbles and stretches his neck a bit longer, and he seems to grow taller.)

3 TURKEYS: Gobble, gobble, gobble. (Standing tall and proud)

PAUL (TO A GROUP OF 3 MORE GEESE): What gorgeous smooth white feathers you have, and such a nice long neck, too.

THE THREE GEESE: OH..Paul, you are soooooo kind. (THEN....the 3 geese fluffed up their feathers and stood tall, making typical squawking sounds that geese make. They honked in loud, proud voices.)

FARMER: Paul, why do you teach everyone on my farm to be proud? I know that there is a saying, 'Proud as a peacock', so you need to be proud. But we also hear other sayings such as, 'Silly as a goose', or "He's a chicken', when someone is cowardly. Or we hear, 'What a turkey', about someone who fails at something. So WHY do you try to help everyone to be proud?

PAUL: Yes, I have heard those sayings, too. But so have all the turkeys, the geese, and the chickens. When they hear those things, they become, more timid, and unfriendly. When they

feel good about themselves, they stand tall, and they are happier, and they help everyone to be happy, too So I spend my time praising the other animals If we are all proud, we ALL will be happy. It will help every one on the farm.

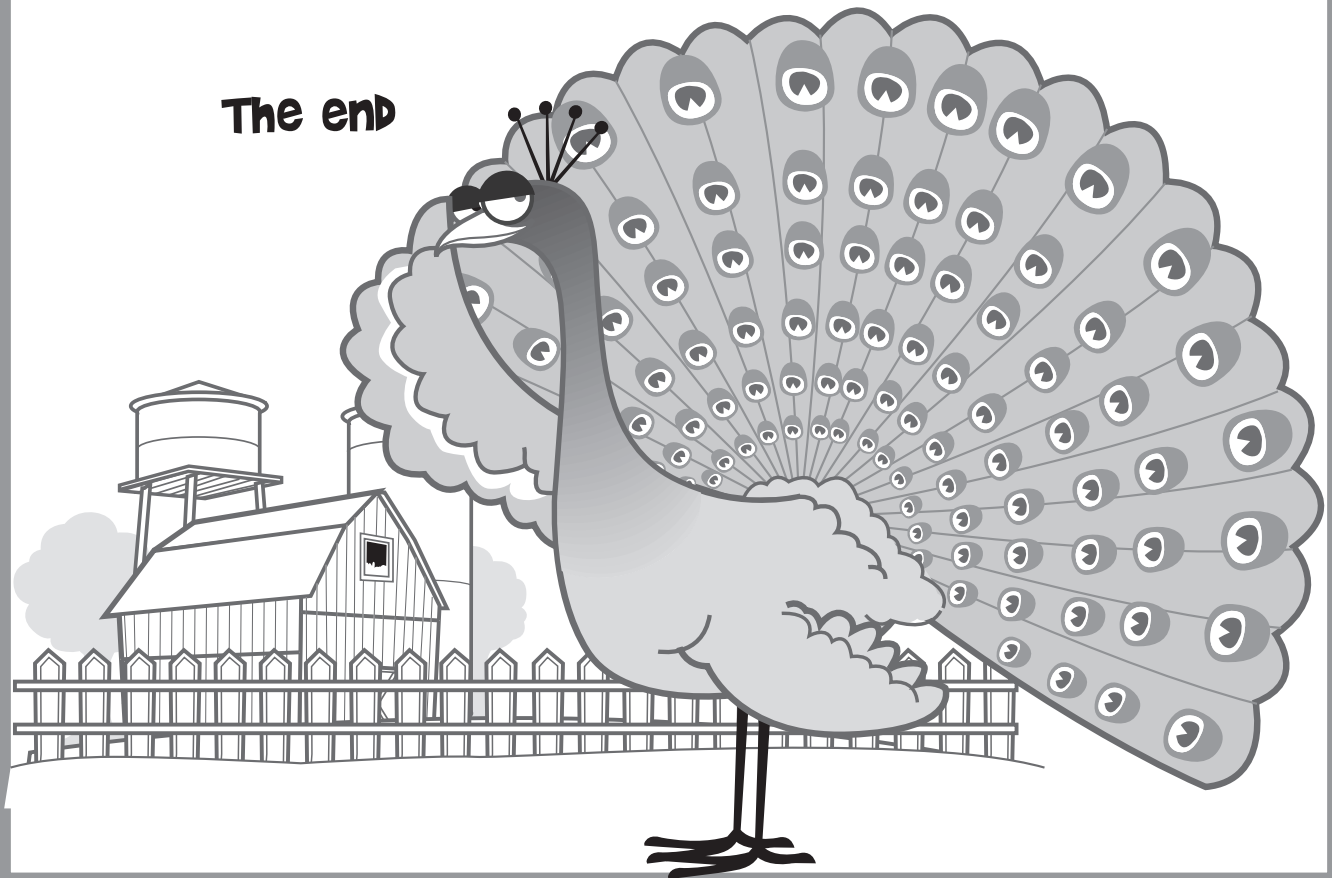
FARMER: I hope that you keep teaching every one to be proud. I never knew how important it is to be proud. I am so proud that you are living on my farm.

PAUL: You are the best farmer in the world. I am so happy you chose to take me home with you. You are terrific!

NARRATOR 1: The farmer stood a little taller, puffed out his chest a bit more, and looked proudly at his farm, and at Paul.

NARRATOR 2: Paul, the proud peacock looked back at the farmer , and spread out his beautiful tail feathers. He was proud that the farmer liked him to teach others to be proud.

The end





4. March - April

Samantha, the Slithering Snake

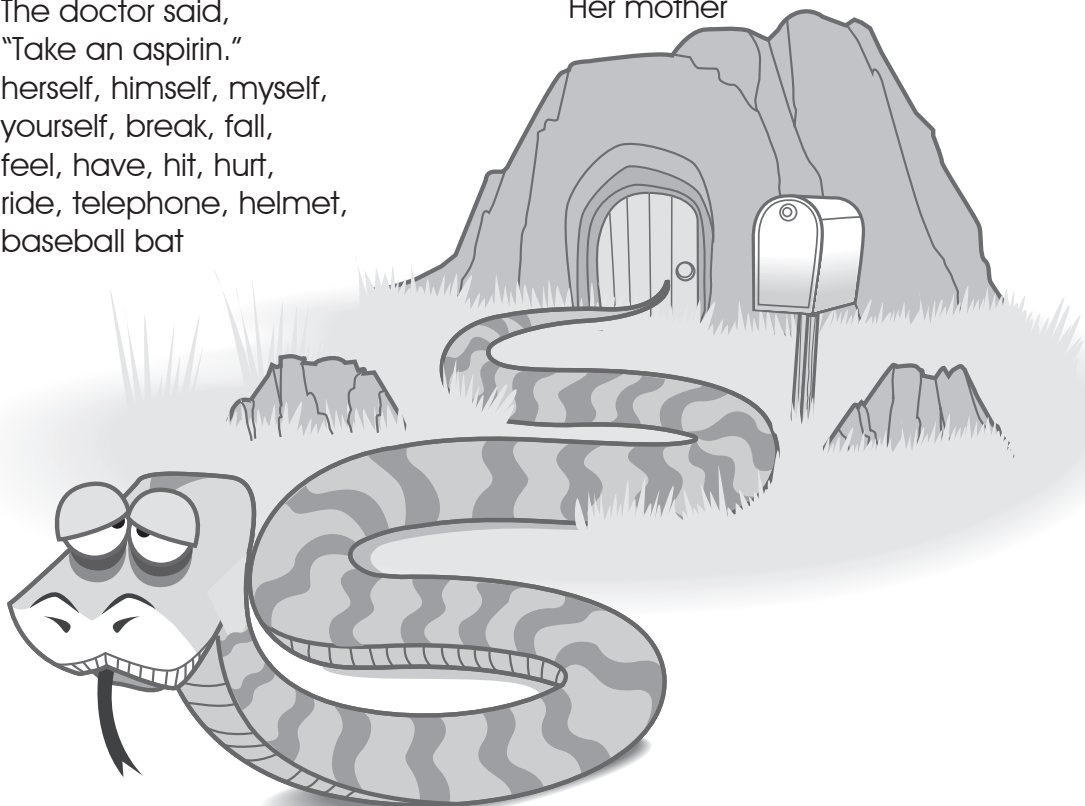
SPECIFIC VOCABULARY:

What's the matter?
I feel awful.
I feel warm.
I feel terrible.
I feel sick.
The doctor said,
"Take an aspirin."
herself, himself, myself,
yourself, break, fall,
feel, have, hit, hurt,
ride, telephone, helmet,
baseball bat

SETTING: A grassy place, like a backyard, a rock (home), and a clock for a prop.

CHARACTERS:

Samantha
Her mother



Plays for Young English Learners

THE PLAY:

ACTIONS: Samantha, the snake, is slithering very slowly to her home.

MOTHER: What's the matter, Samantha?

SAMANTHA: I feel terrible. I feel warm. I feel awful! I feel sick!

MOTHER: Poor Samantha. Let me give you some hot chicken soup. That always helps me when I am sick. Then, I will give you one baby aspirin, and you will feel better soon.

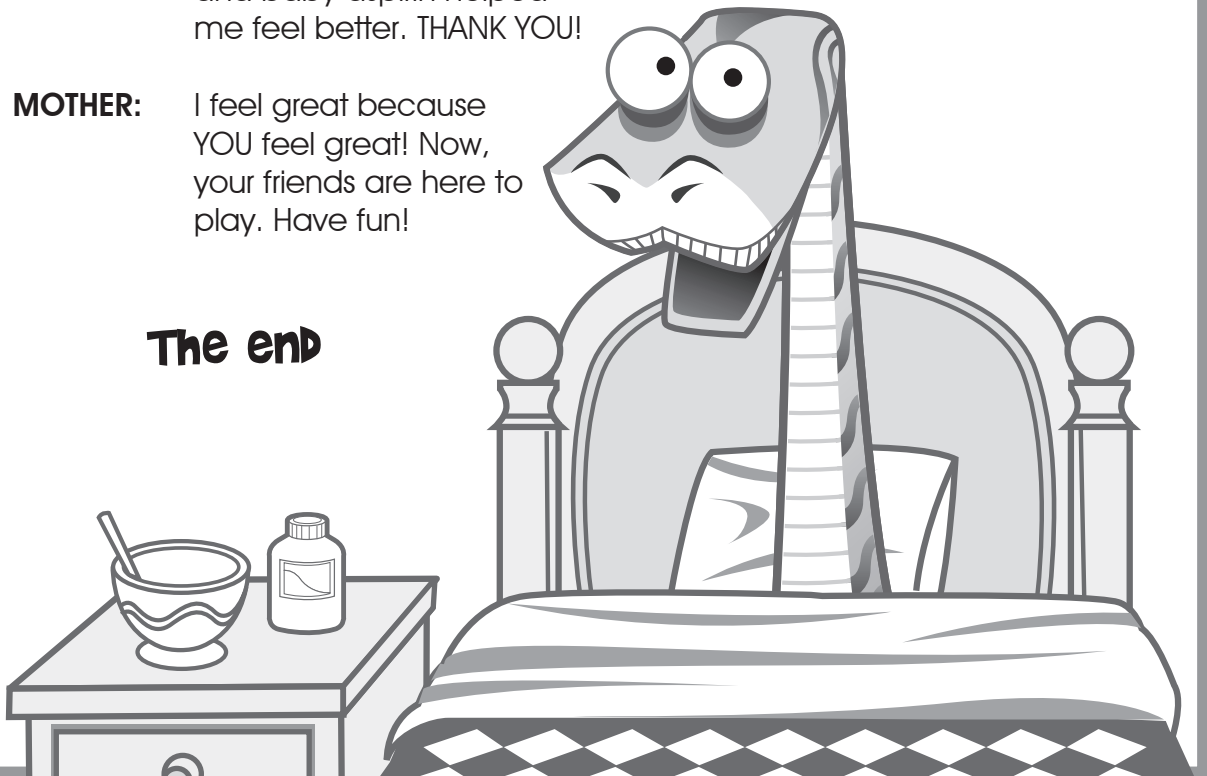
ACTIONS: Samantha curls up and goes to sleep. A clock moves ahead 3 hours.

MOTHER: Samantha, dear, you've slept for three hours. How do you feel?

SAMANTHA: I feel great! I feel like myself. I want my baseball cap and my bat and ball! I am ready to play baseball! Mother, you are best doctor I know. The chicken soup and baby aspirin helped me feel better. THANK YOU!

MOTHER: I feel great because YOU feel great! Now, your friends are here to play. Have fun!

The end





5. May - June

The Friendly Fox, and the Rapid Rabbit

SPECIFIC VOCABULARY:

choose, baseball, coin, insects, soccer, tennis track, volleyball.

I think it's fun.

Which is the fastest?

fox, rabbit, thought, caught, decided, slept, came, found, invited, missed, ran, went, ate, jumped, entered, city, country, characters, setting, fable, summary, laughed, sleeping, going to, sing

SETTING:

The countryside

CHARACTERS:

Friendly Fox

Rapid Rabbit

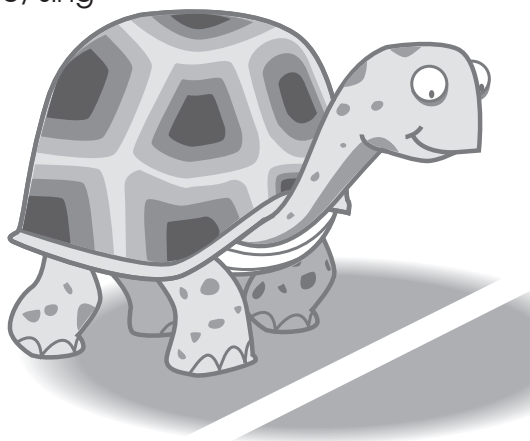
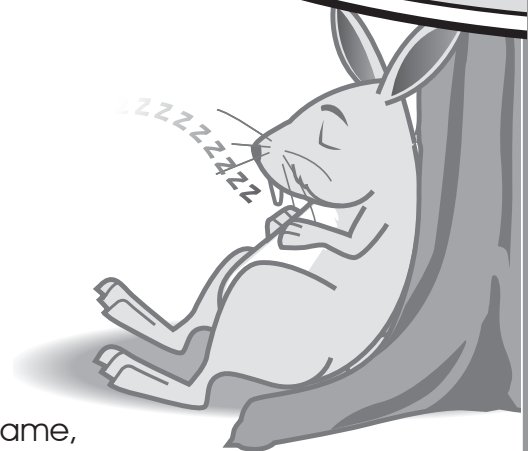
Narrators 1 and 2

Turtle

Several people...the CROWD

THE PLAY:

NARRATOR 1: Once upon a time there was a friendly fox, and a rapid rabbit. Usually, foxes eat rabbits, but this fox was friendly. He just wanted to be friends with the animals. He was happy eating the left-over food that the farmer left near the big garbage bucket.



Plays for Young English Learners

NARRATOR 2: The rabbit could run very quickly and loved to have races with the other rabbits because Rapid Rabbit always won!

TURTLE: Will you race with me , Rapid Rabbit?

RAPID

RABBIT: No...you are too slow. It would not be an exciting race.

TURTLE: Please, race with me. I always see only rabbits running the race. I want to try, too.

RAPID

RABBIT: OK., if you insist. But it won't be fair. I can run so much faster than you.

TURTLE: That's OK, said the Turtle. I just want to have the opportunity to race against you. I don't expect to win.

NARRATOR 1: So the turtle and the rabbit lined up. The Friendly Fox said that he would be the judge. The rabbit and the turtle had to run all the way to the end of the field and back again to the Friendly Fox.

FRIENDLY

FOX: Ready.....set.....almost time to go. One, two, three....GO!!!!

NARRATOR 2: The rabbit took off quickly. He turned around after a minute, and saw that the turtle had barely left the starting line. He kept running, and looked back again to see that the turtle was way behind him!

NARRATOR 1: A big, shady tree was ahead. The rabbit decided that it would take 30 minutes for the turtle to catch up with him. So Rapid Rabbit sat down under the tree to rest for a few minutes.

NARRATOR 2: Meanwhile, slowly but surely, the turtle kept on moving. The rabbit, so sure he was going to win, decided to take a tiny, short nap because the sun felt so nice and warm.

NARRATOR 1: The turtle just kept on moving toward the end of the field. Then he would have to turn back and return to the Friendly Fox who was the judge of the race.

FRIENDLY

FOX: Wake up! Wake up! Hurry!

NARRATOR 2: But the rabbit was sound asleep and did not hear his friend shouting.

NARRATOR 1: The turtle had reached the end of the field and was turning back towards the finish line, and Rapid Rabbit was still sound asleep in the tall grass under the tree. Now it was getting close! Forty minutes had gone by and the turtle was close to the finish line!

FRIENDLY

FOX: Wake up! Wake up! YOU'LL LOSE THE RACE!!!

NARRATOR 2: The rabbit opened his eyes and saw the turtle close to the finish line. He got up from under the shade of the tree, and began to run very, very fast. The little turtle just kept on moving.

FRIENDLY FOX: Hurry! Hurry! Rabbit, hurry!

NARRATOR 1: It was too late! The turtle reached the finish line a split second before the rabbit got there!

THE CROWD: Congratulations Turtle!!!!

NARRATOR 2: The people were glad to see that the turtle had won the race because Rapid Rabbit was too lazy about winning. Now the Turtle was the champion of the village!

FRIENDLY FOX: We all learned a good lesson today. Do you know what the lesson is Turtle and Rapid Rabbit?

TURTLE AND RABBIT: What is the lesson, Fox?

FOX: The lesson is one we all need to know:

"SLOW AND STEADY WINS THE RACE!"

VI. BIBLIOGRAPHY

BIBLIOGRAPHY AND SUPPORT MATERIAL

A. SUGGESTED BOOKS to READ or to SHOW CHILDREN

Compiled by Elaine Gallagher, Ph.D.

Introduction

Dear Teachers:

Please take time to read to your students EVERY day! Even if it is only for 5 minutes a day, just as they arrive, in order to set the tone for English in the class...or just after lunch so they can relax for five minutes and listen quietly to the story or to the chapter....The objective is that the children listen to a story, or part of a continuing story, every day.

Once students get used to listening to stories, it will be MUCH easier for them to act them out, so that working on PLAYS will be a natural expansion of storytelling.

Go to your students each day with a gift...the gift of "STORYTIME".

Wordless books

These are books for very young children. They are 100% pictures or photographs. The adult can show the pages and the pictures and then broadly discuss or explain them. The purpose is to excite and interest the child by showing colorful pictures. Most of these books are "classics", having been "read" to children for several generations.

Examples include:

1. Apples, Nonny Hogrogian (Macmillan, 1972)
2. Beach Day, Helen Oxenbury (Dial, 1982)
3. Good Night, Good Morning, Helen Oxenbury (Dial, 1982)
4. Look What I Can Do, Jose Aruego (Scribner, 1971)
5. Moonlight, Jan Ormerod (Lothrop 1982; Puffin, 1983)
6. Naughty Nancy, John Goodall (Atheneum, 1975)

7. The Other Bone, Ed Young (Harper, 1984)
8. Out! Out! Out! , Martha Alexander (Dial, 1968)
9. Paddy Goes Traveling, John Goodall (Athenium, 1982)
NOTE: There are several "Paddy" books with different topics.
10. Sabastian and the Mushroom, Fernando Krahn (Delacorte, 1976)

Picture books

These are books that are about 80% pictures and 20% text. The pictures give wordless clues about the story. The pictures are usually colorful and attractive to the children, grabbing their attention for better comprehension of a developing vocabulary. Again, these are classic stories, heard by several generations of children which is why the publication dates appear from many years ago. They are still available at many book stores, on-line, and at Amazon.com. When the book's title is followed by "retold by", this indicates that the story has been an oral one, passed through generations, and is being "retold" by the author in a written format.

Examples include:

1. Aladdin, retold by Andrew Lang, (Puffin, 1983)
2. Alexander and the Terrible, Horrible, No Good, Very Bad Day, by Judith Viorst, (Athenium, 1976)
3. Amelia Bedelia by Peggy Parish, (Scholastic, 1970)
4. Babushka, Retold by Charles Mikolaycak, (Holiday House, 1984)
5. The Bicycle Man, by Allen Say, (Houghton Mifflin, 1982)
6. The Big Red Barn, by Eve Bunting, (Harcourt, 1979)
7. Blueberries for Sal, by Robert Mc Closkey, (Viking 1948, Puffin, 1946)
8. Brown Bear, Brown Bear, What Do You See? , by Bill Martin, Jr., (Holt, 1967)

Plays for Young English Learners

9. The Carrot Seed,, by Ruth Krouss (Harper , 1945, Scholastic, 1971)
11. Cinderella, Retold by John Fowles, (Little, Brown, 1976)
12. The Complete Adventures of Peter Rabbit, by Beatrix Potter, (Puffin 1984); The four original Peter Rabbit Tales.
13. Curious George, by H.A. Rey (Houghton Mifflin, 1941, 1973). A series of stories about the curious monkey, George.
14. Frederick , by Leo Lionni, (Pantheon, 1966)
15. The Giving Tree, by Shel Silverstein, (Harper, 1964)
16. Goodnight Moon, by Margaret Wise Brown, (Harper, 1977)
17. The Great Green Turkey Creek Monster, by James Flora, (Atheneum, 1979)
18. Hans Anderson - - His Classic Fairy Tales, translated by Erik Haugaard, (Doubleday, 1978)
19. Harry The Dirty Dog by Gene Zion, (Harper, 1956, 1976). There is a series about Harry.
20. Household Stories of the Brothers Grimm, translated by Lucy Crane, (Dover, 1963). It is a collection of 53 classic tales.
21. If I Ran the Zoo, by Dr. Seuss, (Random, 1950, 1980)
22. Little Bear, by Else Holmelund Minarik and illustrated by Maurice Sendak, (Harper, 1957, 1978)
23. The Little Engine That Could , by Watty Piper, (Scholastic, 1979) . The original, classic story about making your best effort. It was printed in 1930.
24. The Little House, by Virginia Lee Burton, (Houghton Mifflin, 1942, 1978)
25. Little Toot by Hardie Gramatky, (Putnam, 1939, 1978)
26. Madeline, by Ludwig Bemelmans,(Viking, 1939; Puffin, 1977)

Plays for Young English Learners

27. Make Way for Ducklings, by Robert McCloskey, (Viking, 1941; Puffin, 1976)
28. Mike Mulligan and His Steam Shovel, by Virginia Lee Burton, (Houghton Mifflin, 1959 and 1977)
29. Millions of Cats, by Wanda Gag, (Coward, McCann, 1928 and 1977)
30. Mother Goose, A Treasury of Best-Loved Rhymes, by Watty Piper, (Platt, 1972)
31. My Old Grandad, by Wolf Harranth, (Oxford, 1984)
32. The Napping House, by Audrey Wood, (Harcourt, 1984)
33. Nice Little Girls, by Elizabeth Levy, (Delacourte, 1978)
34. The Poky Little Puppy, by Janette S. Lowrey, (Golden, 1942). There are a series of stories about the Poky Little Puppy.
35. The Red Balloon, by A. Lamorisse, (Doubleday, 1956 and 1978)
36. Sleep Out by Carol Currick, (Clarion, 1973 and 1982)
37. The Story of Ferdinand, by Munro Leaf, (Viking, 1936; Puffin, 1977)
38. The Tenth Good Thing About Barney, by Judith Viorst, (Atheneum, 1971 and 1975)
39. The Three Little Pigs, by Paul Galdone, (Clarion, 1970 and 1984). This is a classic story, told orally for many generations.
40. Tintin in Tibet, by Herge, (Little, Brown, 1975). The Tintin stories have been around for more than 75 years and have been translated into 22 languages. Tintin is a boy detective who travels a great deal. There are more than 20 stories available about Tintin if your students enjoy this story.
41. The Tomorrow Book, by Doris Schwerin, (Pantheon, 1984). This book teaches indirectly the difficult concept for children: the idea of "tomorrow".
42. Too Many Books, by Caroline Feller Bauer, (Warne, 1984). This is a wonderful

story about the birth of a book-lover.

43. What's Under My Bed? by James Stevenson, (Puffin, 1984)

44. Where the Wild Things Are, by Maurice Sendak, (Harper, 1963 and 1984)

45. Wolf! Wolf! by Elizabeth and Gerald Rose, (Faber, 1984). This is the classic tale of the boy who cried, "Wolf!", and finally, no one would believe him.

46. The Wreck of the Zephyr by Chris Van Allsburg, (Houghton Mifflin, 1983). This is a mystery that children love to read.

Short novels

These are books that have several chapters, sometimes called "chapter books". They have about 50-100 pages all about the same story, characters, setting, plot, and should be read to the students in class, a chapter a day.

Examples include:

1. Among the Dolls , by William Sleator (Dutton, 1975). This is a spooky psychological thriller.

2. Be a Perfect Person in Just Three Days , by Stephen Manes (Bantam, 1984). This is a funny story about a boy who wants to be better, so tries to become perfect.

3. Dexter, by Clyde Robert Bulla, (Crowell, 1973). This is a story of true friendship.

4. The Fallen Spaceman, by Lee Harding, (Bantam, 1982). This is a dramatic and touching science fiction tale, a rare treat for this age level.

5. Family Secrets: Five Very Important Stories, by Susan Shreve, (Knopf, 1979). This book has five stories that are serious issues for children. They deal with death of a pet, aging grandparent, a relative's divorce, and cheating on a test. The issues are dealt with sensitivity, compassion, and hopefulness.

6. Grandma Didn't Wave Back, by Rose Blue (Franklin Watts, 1972). This is a touching story about a girl's grandmother who is slowly losing her memory.

7. The Half-A-Moon Inn, by Paul Fleischman, (Scholastic, 1982).

This is a chilling, fantasy – adventure story.

8. The Hundred Dresses, by Eleanor Estes, (Harcourt, 1944 and 1974). This is a story about how children can be cruel to one another, and how it affects them and the person to whom they are cruel.

9. Sara Crewe by Frances Hodgson Burnett, (Putnam, 1981). This is a story as interesting for children today as when it was written over 100 years ago. It is the classic tale of a rich girl who is suddenly orphaned, and left with no money. It tells how her life changes, and how her courage and dreams keep her spirits high. There is a heart-warming surprise ending.

10. The Velveteen Rabbit , by Margery Williams, (Knopf, 1985). This is a classic tale of how a much-loved toy rabbit becomes alive because of the love of the little boy who owned him.

Novels

These are longer novels, with a more involved plot, with a message to be learned, in-depth characters, and sometimes, with a plot within a plot. They usually range between 150 – 400 pages. Vocabulary level is high, but can be read to students from about 4th/5th grade through high school. They can acquire the definitions through context, an important skill to be developed. Teachers can read aloud a chapter a day, and before beginning each day, take a minute to ask the students what had happened in the previous day's reading. The goal is to have students increase their listening and concentration span, and to increase their vocabulary.

Examples include:

1. The Adventures of Pinocchio by Carlo Collodi, (Macmillan, 1963 and Scholastic, 1978). Most children know of this story from the Walt Disney movie version, but treat your children to a reading of the entire story so they can see how Pinocchio changed and matured even though he had been a bad boy.

2. Bambi by Felix Salten, (Grosset, 1969; Archway, 1982). This is another great book made into a Disney movie, but you need to read the entire, original book, from 3 generations ago, to get a true version of the story.

3. The Black Stallion by Walter Farley, (Random, 1944 and 1977).

Walter Farley began writing this book when he was a high school student in

Plays for Young English Learners

Brooklyn, New York! This is a beautiful story, and there are fifteen sequels!

4. *Bridge to Terabithia* by Katherine Paterson, (Avon, 1979). This book deals with many emotions and issues for young people: sports, school, peers, friendship, death, guilt, art, and family. Once you read it, show the children the movie.

5. *The Call of the Wild* by Jack London, (Penguin, 1981).
This is a 1903 dog story set in the wilds of Alaska.

6. *Charlotte's Web* by E.B. White, (Harper 1952). This is a classic story about a spider who wants to save the life of a pig scheduled to be butchered. There also is a movie to show the children after they hear the book.

7. *Danny, The Champion of the World*, by Roald Dahl, (Bantam, 1979). This is a story about a motherless boy and his father, and the adventure they have together.

8. *Dear Mr. Henshaw*, by Beverly Cleary, (Dell, 1984). This is a 1984 Newbery Medal winner. It tells the true story of a boy's growth and development from reading his diary, kept from 1st through 6th grades.

9. *Gentle Ben*, by Walt Morey, (Avon, 1976). This tells about a young boy who adopts a huge brown bear.

10. *Lassie Come Home*, by Eric Knight, (Holt, 1940, and Dell, 1972). This is one of the greatest dog stories ever written.

11. *The Lion, the Witch, and the Wardrobe*, by C.S. Lewis, (Macmillan, 1950 and 1970). Children discover the magical world of Narnia, a kingdom full of surprises.

12. *The Secret Garden*, by Frances Hodgson Burnett, (Dell, 1971). This classic, first published in 1911, offers children a great story that tells about friendship, loneliness, hope, and success. It is also in movie format after the children hear the story.

13. *The (Wonderful) Wizard of Oz*, by L. Frank Baum, (Puffin, 1983).
The magic of this 1900 book should be read to children. The original book version is not as scary for children as the 1939 film with Julie Garland as Dorothy. Let children hear the magic of the words and the adventures of Dorothy and her dog, Toto.

Poetry

This type of reading, if done carefully by the teacher, using expression and rhythm, can introduce the students to the world of poetry, imagery, similes, metaphors, and literary depth.

Starting with simple Mother Goose rhymes, and evolving to haikus, couplets, narrative poems, rhyming and free verse styles of poetry, young children and teenagers will discover the magical world of poetry where they can safely express their emotions, feelings, thoughts, and ideas on paper, in a non-threatening, acceptable format.

Examples include:

1. Casey at the Bat, by Ernest Thayer, (Peppercorn, 1982)
2. Hailstones and Hailut Bones, by Mary O' Neill, (Doubleday, 1961 and 1973)
3. The Night before Christmas, by Clement Moore, (Holiday House, 1980)
4. Now We Are Six, by A.A. Milne, (Dutton, 1927; Dell, 1975).
5. Secrets of A Small Brother, by Rickard J. Margolis, (Macmillan, 1984)
6. See My Lovely Poison Ivy, by Lilian Moore, (Atheneum, 1975). This is a collection of 35 poems with drama and mystery and witches.
7. Where the Sidewalk Ends by Shel Silverstein, (Harper, 1974)
8. The Wild Baby, by Barbro Lindgren, (Greenwillow, 1981)

Anthologies

Anthologies are collections of readings, exemplified by various authors over time.

Usually anthologies include mixed styles of writing, such as short stories, poetry, novel excerpts, and plays. Types of writing, such as fiction, non-fiction, biographies, and autobiographies are included in most anthologies.

Examples include:

1. American Beat by Bob Greene, (Penguin, 1984)

2. Best-Loved Folktales of the World, Selected by Joanna Cole, (Doubleday, 1983)
3. Classics to Read Aloud to Your Children, by William Russell, (Crown , 1984)
4. The Fairy Tale Treasury, Collected by Virginia Haviland, (Dell 1980)
5. Free to be You and Me, Edited by Carole Hart, (McGraw Hill, 1974)
6. Listen Children, Edited by Dorothy Strickland, (Bantam, 1982)
7. The Maid of the North, by Ethel Johnston Phelps, (Holt, 1983)
8. Scary Stories to Tell in the Dark, Collected by Alvin Schwartz, (Harper, 1983)
9. Zlateh the Goat and Other Stories, by Isaac Singer, (Harper, 1966). These seven folk tales were written by a winner of the Nobel Prize for Literature.

ADDITIONAL RECOMMENDED STORIES

1. Ahlberg, A. 1980. Funnybones. Oxford University Press.
2. Cole, B. 1987. The Slimy Book. London.
3. Hallworth, M. 1992. Listen to This Story. London: Mammoth.
4. Handford, M. 1989. Where's Wally?, series. London: Walker Books.
5. Rosen, M. (ed.) 1992. South, North, East, and West. London: Walker Books. A collection of 25 stories from around the world, meant to be read aloud.
6. Sendak, M. 1964 (latest edition 1993). Where the Wild Things Are. London: HarperCollins. Appeals to children ages 4-12.
7. Tolstoy, A. 1990. The Great Big Enormous Turnip. Oxford: Heinemann.
8. Trivizas, E. 1993. The Three Little Wolves and the Big Bad Pig. Oxford. Familiar stories with a twist, great for older children.
9. Webb, K. (ed.) 1986. I Like This Story: A Taste of 50 Favorites. Harmondsworth: Penguin.

10. Williamson, D. 1995. How the Rabbit Lost His Tail. Cambridge University Press.

B. BIBLIOGRAPHY of AUTHORS

1. Bettelheim, B. 1991. The Use of Enchantment: The Meaning and Importance of Fairy Tales. Penguin Publishers.

2. Cross, J. et al. 1990. Long Ago and Far Away. Birmingham.

3. Ellis, G. and J. Brewster. 1991. The Storytelling Handbook for Primary Teachers. Harmondsworth: Penguin.

4. Gallagher, Elaine. 2008. Storytelling Skills. Secretaria de Educación y Cultura de Coahuila, Mexico.

5. Handler, A.I. 1993. The English Storyteller. Israel.

6. Howe, A. 1992. Storytelling in the Classroom. London.

7. Morgan, J. 1983. Once Upon A Time. Cambridge University.

8. Sylvester, R. et al. 1991. Start With A Story. Birmingham.

9. Trelease, Jim. 1985. The Read-Aloud Handbook. Penguin Books.

10. Wheway, D. 1993. Explore Music Through Stories. Oxford University Press.

11. Wright, A. 1995. Creating Stories with Children. Longman.

12. Wright, A. and S. Haleem. 1991. Visuals for the Language Classroom. Longman.

13. Wright, A. 1997. Storytelling with Children. Oxford University Press.

VII. ANNEX

GRADES 1- 6 VOCABULARY LISTS

TEACHERS: As you work on some plays, use these lists as a guide to know the level of words your students use. Feel free to make a check in front these words as they are used.

FIRST GRADE VOCABULARY

AIRPLANE	CAT	FRUIT
ANIMAL	CHAIR	GAME
APARTMENT BUILDING	CHILDREN	GIRL
APPLE	CIRCLE	GLASS
ARM	CLOWN	GLUE
BABY	COLD	GOOD BYE
BALL	COOKIE	GRANDFATHER
BALLOON	CRAYONS	GRANDMOTHER
BANANA	CUP	GRAPE
BATHROOM	DENTIST	GREEN
BEAR	DOCTOR	HAIR
BEDROOM	DOG	HAND
BIG	DOLL	HAPPY
BIRD	DOOR	HAT
BLACK	DRESS	HEAD
BLOCK	DRINK	HELLO
BLOUSE	EAR	HERE
BLUE	EIGHT	HOP
BOAT	ELEPHANT	HOT
BODY	EYE	HOUSE
BOOK	FACE	ICE CREAM
BOW WOW	FAMILY	JACKET
BOX	FATHER	JUNGLE GYM
BOY	FEET	KITCHEN
BRIDGE	FINGER	KNEE
BROTHER	FIRE TRUCK	KNIFE
BROWN	FIREFIGHTER	LEG
BUS	FISH	LEMONADE
BUS DRIVER	FIVE	LION
CAKE	FOOT	LITTLE
CANDLE	FORK	LIVING ROOM
CAR	FOUR	LONG

Plays for Young English Learners

MAD	SHOULDER
MAN	SISTER
MEOW	SIX
MONKEY	SKIRT
MOTHER	SLIDE
MOUTH	SOCKS
NINE	SPOON
NO	SQUARE
NOSE	STREET
NURSE	SWEATER
ONE	SWING
ORANGE	TABLE
PANTS	TAXI
PAPER	TAXI DRIVER
PARTY	TEACHER
PENCILS	TEDDY BEAR
PENGUIN	TEN
PET	THANK YOU
PINK	THERE
PLATE	THREE
PLEASE	TIGER
POLICE OFFICER	TOE
PURPLE	TOY
RAINY	TRIANGLE
RECTANGLE	TRUCK
RED	TWEET
SAD	TWO
SALESPERSON	UMBRELLA
SANDALS	WANT
SANDWICH	WHISTLE
SCHOOL	WHITE
SCISSORS	WINDOW
SEAL	WOMAN
SEE	YARD
SEVEN	YELLOW
SHAPES	YES
SHELF	YOU'RE WELCOME
SHIRT	ZOO
SHOES	ZOOKEEPER
SHORT	
SHORTS	

Plays for Young English Learners

SECOND GRADE VOCABULARY

AM	CLOWN	GREEN
APPLE	COLOR	HAIR
ARE	COOKING	HAMBURGER
ARM	COW	HAND
BABY	DANCING	HAPPY
BALL	DESK	HAT
BALLOON	DINING ROOM	HAVE
BAT	DO	HE
BATHROOM	DOG	HE'S
BATHTUB	DOING	HEAD
BED	DOLL	HELLO
BEDROOM	DRESS	HER
BIG	DUCK	HIPPOPOTAMUS
BIKE	EAR	HIS
BIRD	EATING	HORSE
BIRTHDAY CANDLE	EGG	HOT DOG
BLACK	EIGHT	HOUSE
BLOCK	EIGHTEEN	HOW MANY
BLUE	ELEVEN	HOW OLD
BOAT	EYE	I'M
BODY	FACE	ICE CREAM
BOOK	FAMILY	IN
BOOK BAG	FATHER	IS
BOOKCASE	FAUCET	IT
BOY	FEET	IT'S
BROTHER	FIFTEEN	JACKET
BROWN	FINGER	JUMP ROPE
BUG	FISH	JUMPING
CAKE	FIVE	JUMPING THE ROPE
CAR	FLYING	KICKING
CAT	FOOT	KITCHEN
CATCHING	FOUR	KITE
CHAIR	FOURTEEN	KNEE
CHILDREN	FRIDAY	LAMP
CIRCLE	FROG	LEG
CLAP	FUN	LITTLE
CLASS	GIRL	LIVING ROOM
CLOSET	GOOD BYE	LONG
CLOTHES	GOOD MORNING	MAN

Plays for Young English Learners

MARBLE	SEVEN	TUESDAY
MARKER	SEVENTEEN	TV
MEN	SHE	TWELVE
MILK	SHE'S	TWENTY
MONDAY	SHIRT	TWO
MONSTER	SHOES	UNDER
MOTHER	SHORT	WANT
MOUTH	SHOULDER	WATCHING TV
MY	SISTER	WEARING
NAME	SIX	WEDNESDAY
NINE	SIXTEEN	WHAT
NINETEEN	SKATE	WHAT COLOR
NO	SKATING	WHAT COLOR ARE
NOSE	SKIRT	WHAT'S
NOT	SLEEPING	WHERE
ON	SNAKE	WHERE'S
ONE	SOCKS	WHITE
ORANGE	SOFA	WHO
PANTS	SQUARE	WHO'S THIS?
PARTY	STOVE	WOMAN
PENCIL	SUN	WOMEN
PINK	SUNDAY	WORM
PIZZA	SWEATER	YELLOW
PLANE	SWIMMING	YES
PLAYING	TABLE	YOU
PLEASE	TEACHER	YOUR
PRESENT	TEN	ZERO
PUPPET	TENNIS SHOES	
PURPLE	THANK YOU	
PUT	THESE	
READING	THEY	
RECTANGLE	THEY'RE	
RED	THIRTEEN	
REFRIGERATOR	THIS	
RIDING A BIKE	THREE	
RUNNING	THROWING	
SAD	THUMB	
SATURDAY	THURSDAY	
SAY	TOE	
SCHOOL	TOY	
SEE	TOY BOX	
	TRIANGLE	

Plays for Young English Learners

THIRD GRADE VOCABULARY

AFTERNOON	BUG	DOCTOR
ALWAYS	BUILDING	DOES
AN	BUNCH	DOESN'T
ANIMAL		DOG
ANT	BUS	DON'T
APPLE	BUS DRIVER	DRESSER
APRIL	BUT	DRINK
ARMS	BUTTER	DRINKS
AUGUST	CAKE	DRIVE(S)
AWAKEN	CAMEL	EARS
BAKERY	CAN	EAT
BALL	CAN'T	EIGHTEEN
BALLOON	CANDLE	EIGHTY
BANANA	CANDY	ELEPHANT
BANK	CARROT	ELEVEN
BATHROOM	CAT	EVERYDAY
BATHTUB	CELEBRATE	EXIT
BEAR	CELEBRATION	EYES
BED	CHAIR	FACE
BEDROOM	CHEESE	FATHER
BEHIND	CHICKEN	FEATHERS
BENCH	CHOCOLATE	FEBRUARY
BETWEEN	CLIMBING	FEED
BEVERAGE	CLOCK	FEET
BIG	COLD	FIFTEEN
BIRD	COLORING	FIFTY
BIRTHDAY	COMB	FIRE STATION
BLACK	COOKIE	FIRE TRUCK
BLANKET	CUP	FIREFIGHTER
BLUE	CURTAINS	FISH
BOOKCASE	DAY	FLOWER
BOOKSTORE	DECEMBER	FLY
BOWL	DELICIOUS	FOOD
BOX	DESSERT	FOR
BREAD	DINING ROOM	FORTY
BREAKFAST	DINNER	FOUNTAIN
BROTHER	DIRTY	FOURTEEN
BROWN	DISHES	FRIDAY
BRUSH	DO	FROG
		FRUITS

Plays for Young English Learners

GAME
GET
GIRAFFE
GIVEN
GOOD BYE
GOOD MORNING
GRANDFATHER
GRANDMOTHER
GREEN
HAIR
HAMBURGER
HAVE/HAS
HEALTHY
HELLO
HIPPOPOTAMUS
CLIMB
HOSPITAL
HOT
HOT DOG
HOW ARE YOU?
HOW MANY?
HUNGRY
I'M FINE
ICE CREAM
IN
IN FRONT OF
INGREDIENTS
INVITATION
ITS
JANUARY
JEANS
JEEP
JUICE
JULY
JUMP
JUMPING
JUNE
JUNK FOOD
KANGAROO
KITCHEN
KITE

LAMP
LEGS
LEMONADE
LETTUCE
LIKE
LION
LITTLE
LIVING ROOM
LONG
LUNCH
MAIL CARRIER
MAIN COURSE
MARCH
MAY
ME
MEAT
MENU
MILK
MONDAY
MONKEY
MONTH
MORNING
MOTHER
MOVIE THEATER
MY
MY NAME IS _____.
NECK
NEVER
NEW YEAR
NEXT TO
NIGHT
NINETEEN
NINETY
NOSE
NOT
NOVEMBER
NURSE
O'CLOCK
OCTOBER
OLIVES
ON

ONE HUNDRED
ONIONS
OPEN
ORANGE
OUR
PANTS
PARADE
PARENTS
PARK
PARTY
PEAR
PHONE
PICNIC
PIECE
PINK
PIZZA
PLATE
PLEASE
POLICE CAR
POLICE OFFICER
POLICE STATION
POP
POST OFFICE
PRESENT
PUDDING
PURPLE
RADIO
READING
RECIPE
RED
REFRIGERATOR
REPAIR
RESTAURANT
RICE
RUG
RUN
SALAD
SALE
SALESPERSON
SANDWICH
SATURDAY

Plays for Young English Learners

SCHOOL	TEN	WINDOW
SEAL	THANK YOU	WORK(S)
SEPTEMBER	THEIR	WRITING
SEVENTEEN	THERE ARE/ AREN'T	YEAR
SEVENTY	THERE IS/ ISN'T	YELLOW
SHIRT	THIRTEEN	YOGURT
SHOE	THIRSTY	YOUR
SHOES	THIRTY	ZOO
SHOP	THURSDAY	ZOOKEEPER
SHORT	TIME	
SING	TO BE	
SINGING	TOAST	
SINK	TOILET	
SISTER	TOMATO	
SIXTEEN	TONGUE TWISTER	
SIXTY	TOWN	
SKATING	TOY SHOP	
SLEEP	TRACTOR	
SLIDE	TREE	
SLIDING	TRUMPET	
SOCKS	TUESDAY	
SOFA	TV	
SOME	TWELVE	
SOMETIMES	TWENTY	
SOUP	UNDER	
STOVE	VEGETABLES	
STREET	VIDEO SHOP	
SUGAR	WAITER	
SUNDAY	WALK	
SUPERMARKET	WANT	
SWEET	WASH	
SWEETS	WATCH	
SWIM	WATER	
SWING	WEDNESDAY	
SWINGING	WHAT	
TABLE	WHAT'S	
TAIL	YOUR NAME?	
TALKING	WHEN	
TALL	WHERE	
TEACHER	WHITE	
TEETH	WHO	

Plays for Young English Learners

FOURTH GRADE VOCABULARY

ACTION	CAKE	DEPARTMENT STORE
AFTER	CAMEL	DESERT
AIR	CAN	
ALL (THE TIME)	CAN'T	DID / DIDN'T
ALWAYS	CANDY	DIME
AM	CAR	DINNER
ANY	CARNIVAL	DISH
APARTMENT	CARRY	DO / DON'T
APARTMENT BUILDING	CARTOON	DOCTOR
APPLE	CAT	DOES
AUNT	CAVE	DOG
AWARD	CHANNEL	DOWNSTAIRS
BAD	CHARACTER	DRINK / DRANK
BANANA	CHEESE	DRONES
BAND	CHICKEN	DUCK
BARBER	CHIMPANZEE	EARS
BARN	CHOCOLATE	EAT / ATE
BEACH	CITY	EGG
BEANS	CLIMATE	ENJOY
BEAR	CLOUD	ENOUGH
BECAUSE	CLOUDY	EVERYDAY
BEDTIME	CLOWN	EVERYTHING
BEE	COACH	EXCITING
BEFORE	COAT	EXERCISE
BEHIND	COLD	EYES
BIRD	COMEDY	FALL
BITTER	COOKIE	FARM
BOOTS	COOL	FAVORITE
BORING	CORN	FEEL
BOTTLE	COUNTRY	FENCE
BOWL	COUSIN	FIELD
BOX	COW	FIFTEEN
BREAD	CRAWL	FIGHT FIRES
BREAKFAST	CROCODILE	FINGERS
BROTHER	CUP	FIREFIGHTER
BUILDINGS	CUT (HAIR)	FISH
BUNCH	DEER	FIX TEETH
BUSH	DELICIOUS	FLY
BUTTER	DENTIST	FLY PLANES

Plays for Young English Learners

FOOD
FOREST
FORTY-FIVE
FRIDAY
FRUIT
FUNNY
FUR
GAME SHOW
GET
GLASS
GLOVES
GO AHEAD (ONE) SPACE
GO BACK
GOOD
GRANDFATHER
GRANDMOTHER
GRAPES
GRASS
GRAY
GREY
HABIT
HABITAT
HANDS
HAPPEN
HAPPY
HARD
HAS TO
HAT
HAVE TO
HAYSTACK
HEALTH
HEALTHY
HEAR
HELP SICK PEOPLE
HIVES
HOMEWORK
HONEY
HORSE
HOT
HOT DOG
HOW ABOUT ____?

HOW MANY
HUNGRY
I LIKE / I DON'T LIKE
I'D LIKE
ICE
ICE CREAM
IN
IN FRONT OF
INSECT
INTERESTING
JACKET
JAM
JAR
JEANS
JUICE
JUMP
JUNGLE
JUNK FOOD
KANGAROO
LAKE
LAMB
LAST NIGHT
LATE
LEMON
LEMONADE
LET'S GO TO THE ____.
LETTUCE
LIKE
LION
LIVE
LOOK
LOUD
LOVE
LUNCH
MAIL CARRIER
MEADOW
MILK
MIX
MIXTURE
MONDAY
MONKEY

MONSTER
MOVIE
MOVIE THEATER
MUSEUM
NATURE SHOW
NEVER
NEWS
NICE
NIGHTGOWN
NOISE
NOSE
NURSE
O'CLOCK
OCCUPATION
OCEAN
OFTEN
OLIVES
ON
ONION
OPINION
ORANGE
ORANGE JUICE
OSTRICH
OUTSIDE
PARK
PARROT
PAST
PEAR
PENGUIN
PIECE
PILOT
PLAIN
PLATE
PLAY (GAMES)
POLAR
POLICE OFFICER
POND
POP
POPCORN
PRESENT
PUT

Plays for Young English Learners

QUEEN
RAINCOAT
RAINFOREST
RAINY
READ
RESTAURANT
REVIEW
REVIEWER
RICE
RIGHT
RIVER
ROUTINE
RULE
RUN
SAD
SALAD
SALTY
SAND
SANDALS
SANDWICH
SATURDAY
SCARE
SCARF
SCARY
SCHEDULE
SEAL
SEASON
SECRETARY
SEE
SENSES
SERVE FOOD
SHEEP
SHORTS
SHOW
SICK
SIDES
SISTER
SKATING RINK
SKIES
SKY
SLEEP

SLICE
SMALL
SMELL
SNEAKERS
SNOW
SNOWY
SOAP OPERA
SOFT
SOME
SOMETIMES
SOUND
SOUR
SPOON
SPORTS
SPRING
STINGLESS
STORY
STRAWBERRIES
SUGAR
SUMMER
SUNDAY
SUNGLASSES
SUNNY
SUNSHINE
SUPERMARKET
SURVEY
SWEATER
SWEET
SWIM
TASTE
TASTE BUDS
TEACH
TEACHER
THERE ARE
THERE IS
THIRTY
THUNDER
THUNDERSTORM
THURSDAY
TIME
TIP

TIRED
TITLE
TOAST
TODAY
TOMATOES
TOMORROW
TONGUE
TOO MUCH
TOOTHBRUSH
TOUCH
TOWN
TREE
TROPICAL
TRUNK
T-SHIRT
TUESDAY
TV SHOW
TYPE
TYPE LETTERS
UMBRELLA
UNCLE
UNDER
USUALLY
VEGETABLE
WAITER
WALK
WANT
WARM
WAS
WATCH
WATER
WATERMELON
WEATHER
WEDNESDAY
WEEK
WERE
WHAT
WHAT KINDS OF ?
WHAT TIME
WHAT'S ON __ ?
WHO
WHY

Plays for Young English Learners

FIFTH GRADE VOCABULARY

A BAG OF	BASEBALL MITT	CAGE
A BOTTLE OF	(MOTOR) BIKE	CAKE
A BOX OF	(POLAR) BEAR	CAMEL
A BUNCH OF	BEAK	CAN
A CAN OF	BEAN	CANDY
A CARTON OF	BEAT	CAPS
A CUP OF	BED	CAR
A HEAD OF	BEFORE	CARROT(S)
A LOAF OF	BEHIND	CASSETTE
A PACKAGE	BETWEEN	CATCH
A PIECE OF	BICYCLE	CELERY
ABOUT	BIG	CENT
ACCIDENT	BIKE	CEREAL
ADVICE	BIRTHDAY	CHALK
AFRAID	BIRTHDAY CAKE	CHASE
AFTER	BLACK	CHEESE
AIRPLANE	BLOCKS	CHEF
ALLIGATOR	BLOND	CHICKEN
ALWAYS	BLUE	CHOCOLATE
AM	BOAT	CIRCLE
AMBULANCE	BOIL	CIRCUS
ANGRY	BOOK	CLEAN
ANY	BOOK BAG	CLIMB
APPLE	BOOTS	CLIMBING
APRIL	BORED	CLOCK
ARE	BOTTLE	CLOUD
ARM	BREAD	CLOUDY
ARMS	BREAK/BROKE	COAT
ASK	BREAKFAST	COCOA
ATE	BRINGS	COFFEE
AUGUST	BROKEN LEG	COLD
AUNT	BROTHER	COOK
AUTUMN	BROWN	COOKIES
AWFUL	BRUSH/BRUSHED	COST
BABY	BUG	COUSIN
BADGE	BUNCH OF	COW
BALL	BURN	CRAWL
BANANA(S)	BUTTER	CRAWLING
BASEBALL	BUTTERFLY	CRAYONS

Plays for Young English Learners

CROCODILE
CUCUMBERS
CURLY
CUT
DANCED
DARK
DECEMBER
DEER
DENTIST
DESERT
DESK
DESSERT
DID
DIDN'T
DIGITAL CLOCK
DIME
DINNER
DISHES
DO
DOCTOR
DOG
DOING
DOLL
DOLLAR
DOOR
DRESS
DRIVES
DROP
EARACHE
EARS
EAT
EAT/ATE
EATING
EGG (S)
EIGHTEEN
ELEPHANT
ELEVEN
EMOTIONS
ERASER
EXCITED
EXERCISE

EYES
FACE
FALL/FELL
FARMER
FAST FOOD
FATHER
FEBRUARY
FEEL/FELT
FEET
FENCE
FEVER
FIFTEEN
FIGHT
FIGHTS
FINALLY
FINGER
FIREFIGHTER
FIRST
FISH
FIVE
FLYING
FOOT
FOREST
FORGOT
FOUR
FOURTEEN
FOX
FRIDAY
FRIES
FRUIT
FUN
FUNNY
GAME
GARBAGE
GERMS
GET
GET UP
GIRAFFE
GIVE/GAVE
GLOVE(S)
GLUE

GO
GOT
GOT UP
GRANDFATHER
GRANDMOTHER
GRAPE(S)
GRASS
GREEN
GREEN BEANS
GROCERY
HAD
HAIR
HAMBURGER
HAND
HANDS
HANGING
HAPPY
HAT
HAVE
HEAD
HEADACHE
HEALTH ADVISOR
HEALTHY
HEAR
HELMET
HERSELF
HIMSELF
HIPPO
HIPPOPOTAMUS
HIT
HOLIDAY
HORSE
HOT
HOT DOG
HOUSE
HOW
HUNGRY
HURT
ICE
ICE CREAM
IN

Plays for Young English Learners

IN FRONT OF
INTELLIGENT
IS
JACKET
JANUARY
JEANS
JUICE
JULY
JUMP
JUMPING
JUNE
JUNGLE
JUNGLEGYM
KANGAROO
KITE
KNIFE
KNOCK
LAKE
LAMP
LEG
LEMON
LEMONADE
LET'S
LETTUCE
LIGHT
LION
LIST
LITTLE
LONG
LONGER
LOOKED
LUNCH
MAD
MADE
MAIL CARRIER
MAKE
MARCH
MARKER
MAY
MEAT
MENU

MET
MIGHT
MILK
MIX
MONDAY
MONEY
MONKEY
MOTHER
MOTORCYCLE
MOUSE
MOUTH
MOVING
MULTI-COLORED
MUSHROOMS
MYSELF
NAIL
NEAT
NEED
NEVER
NEXT
NEXT TO
NICKEL
NINE
NINETEEN
NOSE
NOVEMBER
NURSE
OCEAN
OCTOBER
OLD
OLDER
ON
ONE
ONION
ORANGE(S)
ORDER
OSTRICH
PACKAGE OF
PAJAMAS
PANCAKE
PANTS

PAPER
PARROT
PEACH(ES)
PEAR(S)
PENCIL
PENGUIN
PENNY
PIE
PINK
PLAIN
POT
POTATO
POTATOES
PRICE
PROVERBS
PURPLE
PUT
QUARTER
QUEEN
RAINCOAT
RAINY
RAN
READ
RECIPE
RECTANGLE
RED
RESTAURANT
RESTING
RICE
RIDE/RODE
RIVER
RULE
RUN
RUNNING
SAD
SAID
SALAD
SALT
SANDALS
SANDWICH
SANG

Plays for Young English Learners

SATURDAY
SAY
SCARED
SCARF
SCHOOL
SCHOOLBAG
SCISSORS
SEAL
SECRETARY
SEE
SELFISH
SEPTEMBER
SERVE
SEVEN
SEVENTEEN
SHEEP
SHELF
SHIRT
SHOES
SHOPPING MALL
SHORT
SHORTER
SHORTS
SHOULD
SHOULDER
SHOULDN'T
SICK
SIDEWALK
SING
SINGING
SISTER
SIX
SIXTEEN
SKATE(S)
SKIRT
SLEEPING
SLEPT
SLIDE
SMELL
SMILE
SNAKE

SNEEZING
SOAP
SOCKS
SODA
SOME
SOMETIMES
SORE THROAT
SOUP
SPAGHETTI
SPEND
SPIDER
SPOON OF
SPRING
SQUARE
STOMACHACHE
STORK
STORYBOOK
STOVE
STRAIGHT
STRAWBERRIES
STRAWBERRY
SUGAR
SUMMER
SUNDAY
SUNNY
SUPERMARKET
SWEATER
SWEETS
SWIM
SWIMMING
SWING
SWINGING
SYRUP
TABLE
TAKE CARE OF
TALL
TALLER
TASTE
TEA
TEACHER
TEACHES

TEDDY BEAR
TELEPHONE
TEN
TERRIBLE
TEST
THAN
THAT
THEN
THERE ARE
THERMOMETER
THESE
THIRTEEN
THIS
THOSE
THOUGHT
THREE
THURSDAY
TIGER
TISSUE
TO PLAY A TRICK
TOE
TOLD
TOMATO
TOOK
TOOTHACHE
TOY BOX
TOY SOLDIERS
TRAFFIC
TRIANGLE
TRUCK
T-SHIRT
TUESDAY
TUNA
TWELVE
TWENTY
TWO
TYPES
UMBRELLA
UNCLE
UNDER
USE

Plays for Young English Learners

USUALLY
VANILLA
VEGETABLES
VEHICLES
VISIT

WARM
WAS
WASH
WASN'T
WATCH

WEATHER
WEDNESDAY
WEEKEND
WENT
WERE
WEREN'T
WHALE
WHEN

SIXTH GRADE VOCABULARY

ACT	CAME	DIFFERENCE
ACTION	CANDLE	DIFFERENT
ACTS	CAR	DINNER
AGO	CASTLE	DINOSAUR
AIRPLANE	CATCH/CAUGHT	DIRTY
AM/WAS/WASN'T	CELEBRATE	DIVIDE/DIVIDED
APATOSAURUS	CEREAL	DO/DID/DIDN'T
APRIL	CHANGE/CHANGED	DOG
ARE/WERE	CHARACTER(S)	DOLL
ASK/ASKED	CHEESE	DRAGON
AUGUST	CHOOSE/CHOSE	DREAM
AWFUL	CITY	/DREAMED
BAD	CLAW	DRINK/DRANK
BAMBOO	CLEAN (UP)	DROP
BASEBALL	COAT	DULL
BASEBALL CARD	COIN	EARTH
BASKETBALL	COOK/COOKED	EASY
BATH	COLLECT	EASY TO USE
BATHTUB	COLLECTED	EAT/ATE
BE	COLLECTION	ELECTRIC
BEAUTIFUL	COLORFUL	ELECTRIC LIGHT
BECAUSE	COME/CAME	ELECTRICITY
BELIEVED	COMET	ENDANGERED
BIGGER	CONDOR	ENTER/ENTERED
BIGGEST	COST	EXCITING
BIRTHDAY	COUNTRY	EXERCISE
BOAR	COVER/COVERED	EXTINCTION
BONE	CREATE/CREATED	FABLE
BONY	CURTAIN	FALL/FELL
BORING	CUT	FASTER
BRAND-NEW	DATE	FASTEST
BRONTOSAURUS	DAY	FEATURES
BROOM	DAYS	FEBRUARY
BUILD/BUILT	DAYTIME	FEET
BY HAND	DECEMBER	FIND/FOUND
CAIMAN	DECIDE/DECIDED	FIREWORKS
CAKE	DELICIOUS	FISH
CALENDAR	DESTROY/DESTROYED	FLOATED
CALL	DIEOUT/DIED OUT	FLOOR
	DIE/DIED	FLY/FLEW

Plays for Young English Learners

FOOD	INVITE/INVITED	MESSY
FOSSIL	IS/WAS	METEOR
FRIDAY	JANUARY	METER
FRIGHTENED	JOKE	MICE
FRUIT	JULY	MILLION
FUN	JUMP/JUMPED	MINE/MINED
FUNNY	JUNE	MINUTE
FUR	JUNGLE	MISS/MISSED
GAS	KILL/KILLED	MONDAY
GASOLINE	KNOW/KNEW	MONEY
GASOLINE POWERED	KOALA	MONKEY
GAVE	LAUGH/LAUGHED	MONTHS
GET/GOT	(OIL) LAMP	MOUSE
GO/WENT	LAYER	MUD
GOING TO	LEAP YEAR	NAME/NAMED
GRASS	LEAVES	NEST
GROW/GREW	LEFT	NET
HAPPEN/HAPPENED	LENGTH	NEWER
HARD	LET'S	NEWEST
HAVE/HAD	LIGHT BULB	NOVEMBER
HEAD	LIFE	OCTOBER
HEAR/HEARD	LINES	OLDER
HEAVIER	LIKE	OLDEST
HEIGHT	LION	ORDINAL NUMBERS
HELP/HELPED	LITTLE	OUTLAWS
HIT	LIVE/LIVED	OUTLINE
HOBBY	LOG	OX
HOLE	LONGER	PANDA
HOLIDAY	LONGEST	PARASAURUS
HOME	LOOK/LOOKED	PARTY HAT
HORN	LOSS	PLANT
HORSE	LOST	PLATE (S)
HOW	LUCKY	PLAY
HUGE	MAKE/MADE	PLEASE
HUNG	MAMMAL	POCKETS
HUNGRY	MARBLES	PREDATOR
HUNT/HUNTED	MARCH	PRESENTS
INSECTS	MARINE	PROTECT/PROTECTED
INTERESTING	MAY	PROUD
INVENT/INVENTED	MEAL	PROVIDE/PROVIDED
INVENTION	MEASURE	PTERODACTYL

Plays for Young English Learners

PUPPET	SHOVEL	TALLEST
PUT AWAY	SHOW	TEAM
PUT ON	SILLY	TEETH
RABBIT	SIZE	TELEGRAPH
RACE	SKATING	TELEPHONE
RADIO	SKIN	TELEVISION (TV)
RAKE	SLEEP/SLEPT	TELL/TOLD
RAN	SLEEPING	TENNIS
RAT	SLOWER	TERRIBLE
REAL	SLOWEST	THANK
REFRIGERATOR	SMALLER	THEN
RETURNED	SMALLEST	THINK
RICH	SMILED	THROUGH
RIDDLE	SNAKE	THURSDAY
RIDE/RODE	SOCCER	TIGER
ROCK (S)	SPECIAL	TIME MACHINE
ROOSTER	SPEND	TINY
RUNNER	SPIDER	TIRED
RUNNING SHOES	SPIKE	TRACK
RUNNING WATER	SPORT	TRACK SHIRT
SAFE	STAGE	TRAIN
SAND	STAMP	TRAVEL
SATURDAY	START/STARTED	TREE
SAVE/SAVED	STAY	TRICERATOPS
SAW	STEAL/STOLE	TROPHY
SAY/SAID	STEGOSAURUS	TUESDAY
SCARED	STONE	TURN/TURNED
SCENERY	STOPPED	TURTLE
SCIENTIST	STOPWATCH	TYRANNOSAURUS REX
SECOND	STOVE	UNTIL
SEE/SAW	STRANGE	USE/USED
SEND/SENT	SUDDENLY	VERY
SEPTEMBER	SUMMARY	VOLLEYBALL
SETTING	SUNDAY	WAGON
SEWING MACHINE	SWIM/SWAM	WALK/WALKED
SHARE	SWIMMING	WANT/WANTED
SHARP	SYRUP	WASH
SHEEP	TAIL	WASHING MACHINE
SHELL	TAKE OFF/TOOK OF	WATER
SHORTER	TAKE/TOOK	WEDNESDAY
SHORTEST	TALLER	WEEK

Plays for Young English Learners

WEIGHT
WERE/WERENT
WHAT
WHAT KIND(S) OF
WHEN
WHICH
WHY
WIN/WON
WINNER
WONDERFUL
WORK/WORKED
WORRY
WOULD
WRONG
YEAR
YEARS
YOUNGER
YOUNGEST



Thank You for using
these plays, developing
vocabulary,
and for reading aloud to
your students.

Their oral fluency
will be enhanced!

Plays for Young English Learners

