

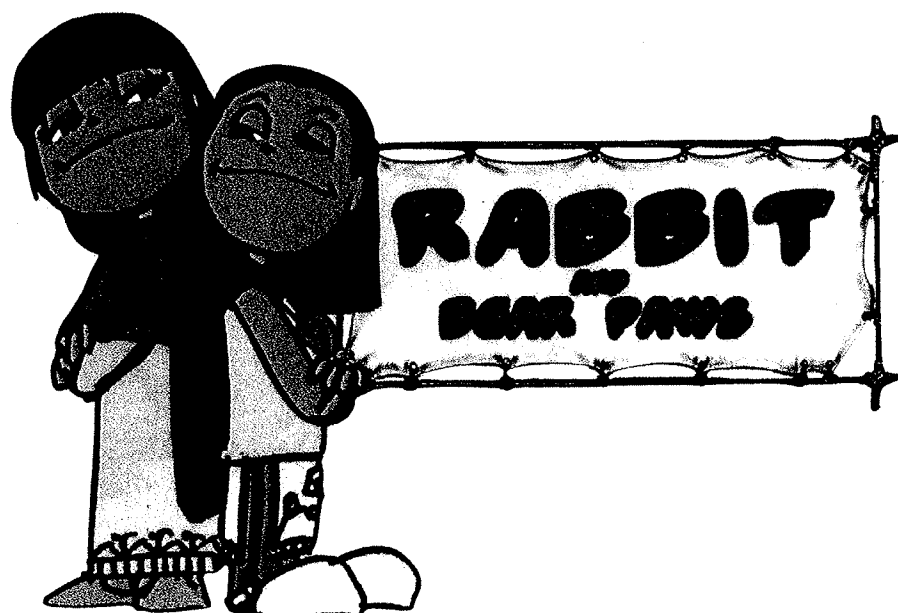
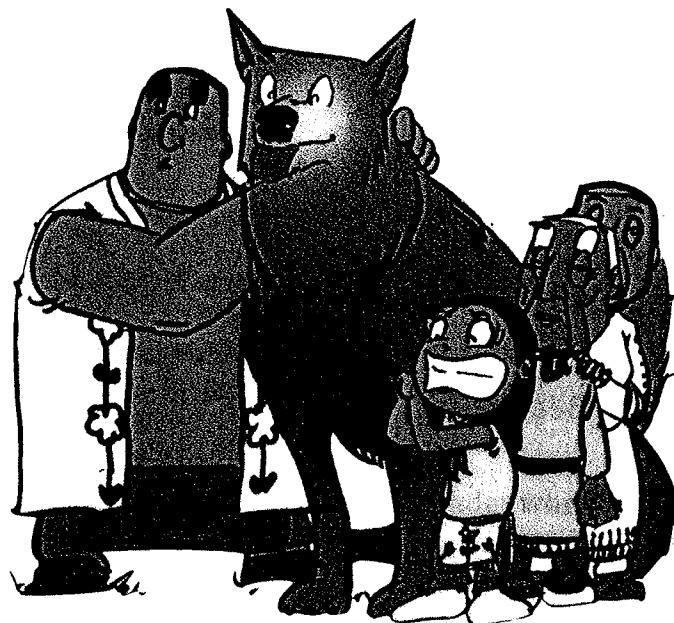
# Reader's Theatre



## Scripts

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# Reader's Theatre

Multi Level Reading Grades 1-3

## Sacred Seven Series: Love

### Grade Level 1 - 2

Eagle

Rabbit

Bear Paws

### Grade Level 1 - 3

Narrator One

Narrator Two

Strawberry

**RABBIT**



**BEAR  
PAWS**



**STRAWBERRY**

# LOVE

- Narrator One:** *One hot sizzling day, Rabbit, Bear Paws and Strawberry helped Clover Blossom carry firewood back to the lodge.*
- Narrator Two:** *As Rabbit walked, he thought about how he would love to be swimming rather than melting in the sun. As he walked, Rabbit passed a little lake with cool blue water.*
- Bear Paws:** Look a that cool, blue water!
- Rabbit:** Look at that EAGLE in the cool, blue water!
- Narrator One:** *Instead of finishing their chores, Rabbit, Bear Paws and Strawberry decided to sneak away from their mother and follow the Eagle.*
- Strawberry:** Look! The Eagle is gathering sticks for her nest. I wonder where her babies are?
- Narrator Two:** *The Eagle left into the air and flew off into the sky.*
- Rabbit:** WOW! I want to fly too!
- Bear Paws:** OK, let's try it!
- Narrator One:** *The friends ran as fast as they could, hoping to fly, but they smacked right into a tree!*
- Strawberry:** Teeheeheehee ...
- Eagle:** I see some fish I can catch for dinner!
- Narrator Two:** *The boys wanted to catch fish too. Bear Paws used Rabbit as fishing bait!*
- Strawberry:** Hey Rabbit! You do make really good fishing bait!
- Narrator One:** *The Mother Eagle swooped over her nest and then landed, bringing her hatchlings some fish for dinner. She also made some more repairs to her nest.*
- Narrator Two:** *As the three friends watched from below, Strawberry said ...*

**Strawberry:** Let's climb the tree to see how many baby birdies are in the nest!

**Bear Paws:** I don't know if that's such a good idea, Strawberry!

**Eagle:** GOOOO AAWAAAYYYY! MY BABIES! MY BABIES!!!

**Narrator One:** *The three friends were so startled that they fell back, all the way down into the water.*

**Rabbit:** Well, that was sort of like flying.

**Bear Paws:** And now we are wet and cooled off!

**Strawberry:** And the baby eagles are still safe and sound. She loves her babies so much that she would do anything to protect them.

**Narrator Two:** *The friends swam around for a little while longer before going home. Rabbit and Bear Paws' mother was disappointed that her children did not finish their chores, but she also loved her children so much that she was happy that they were safe too!*



# LOVE

Curriculum Connection	Differentiated Instruction - Literacy Extensions
Reading: Fluency	Read the Reader's Theatre script for fluency.
Reading: Comprehension	Have students retell, in sequence, the events of the story, either orally or written, with a beginning, middle and end focus.
Word Study	Word family <b>-est</b> . Have each student cut out a template of a nest and Eagle and write the word " <b>nest</b> " on the nest. Students can write all the words into the word family <b>-est</b> on the nest. Read more books that connect to Eagles and nests.
Writing	Have students write about Eagles. Connect to the study of birds, life cycle of a bird, habitats, foods, etc. Listen to Eagle calls on the internet.
Oral	Have a Sharing Circle - Discuss the Grandfather Teaching of Love - giving examples of showing love and kindness to one another.
Media	Students can record themselves reading on audio, or take a video of themselves acting out the play/reading the script.
Visual Arts	Use clay or play dough to create Eagles and use mud (or clay) and real twigs to make nests and their habitats.
Dramatic Arts	Use movement to act out the story during the reading of the script.
Character Education	Create a comic strip of their own, a comic short of a time when they showed others love.
Interactive White Boards	Use the Reader's Theatre script and the interactive white board technology in a language lesson, circling words, nouns, verbs, cloze reading and writing activities and punctuation activities.
Assessment	Use your current assessment practices (assessment FOR, AS, and OF learning). Use the provincial assessment criteria and rubrics for the appropriate grade.

# Reader's Theatre

Multi Level Reading Grades 1-3

## Sacred Seven Series: Courage

### Grade Level 1 - 2

Narrator One

Strawberry

Bear Paws

Baby Bear

### Grade Level 1 - 3

Narrator Two

Clover Blossom

Rabbit

Mother Bear

RABBIT



BEAR  
PAWS



STRAWBERRY

# COURAGE

- Narrator One:** *One sunny day, Clover Blossom and Strawberry went for a walk. They came across a bear's den.*
- Clover Blossom:** *Shhh, Strawberry! I see a big bear and a baby bear sleeping in that den! We don't want to wake them. Let's make our way to the river.*
- Narrator Two:** *Clover Blossom and Strawberry walked down to the river. Near the river, they saw Rabbit and Bear Paws lying in the grass.*
- Strawberry:** *I think the boys are sleeping!*
- Clover Blossom:** *Well, it's time they woke up. It's too of a day to be sleeping in the middle of the afternoon.*
- Narrator One:** *Strawberry snuck up behind the sleeping boys, and shouted ...*
- Strawberry:** *WAKE UP!!!!*
- Narrator Two:** *The boys woke up with a startle! Strawberry's shouting woke up the Mother Bear and her cub. Mother Bear decided it was time for her and her cub to take a bath. She showed her cub how to roll in the dust.*
- Mother Bear:** *First son, you lie on your back and kick your legs up in the air, and roll around from side to side until all four paws are covered in dust ... like this!*
- Baby Bear:** *Ooooh ... ahhh ... ooooh, that feels grrreat!*
- Narrator One:** *The boys saw the bears and wanted to take a bath too!*
- Rabbit:** *Bear Paws, let's take a bath just like the bear! Let's roll around in the dust. Follow my lead, Bear Paws.*
- Bear Paws:** *Sure thing, Rabbit! Look at me jump!*
- Narrator Two:** *Bear Paws jumped up into the air! Clover Blossom and Strawberry giggled from behind the tree because they knew what would happen as soon as Bear Paws landed in the dust.*
- Narrator One:** *Mother Bear and her cub were very hungry. Mother Bear found a giant anthill.*



**Baby Bear:** Mama Bear, I'm soooooo hungrrrrryyy!

**Mother Bear:** Okay, son. I'll show you how to dig for ants. Use your paws and dig very gently. Not too fast or you will scare all the ants away ... and not too slow, or the ants will have time to escape.

**Baby Bear:** Okay, Mama ... mmm ... mmm ... mmm.

**Bear Paws:** I want to dig for ants too, Rabbit.

**Rabbit:** Okay, Bear Paws, let's dig for ants. I wonder how they taste?

**Narrator Two:** *As the boys dug, they felt tiny little feet climbing up their legs.*

**Rabbit and Bear Paws:** Ahhhhhh, there's ants in my pants!!

**Narrator One:** *Clover Blossom and Strawberry watched the bears from behind a tree.*

**Mother Bear:** This is how we scratch our backs on trees, to tell other bears that this is our food. Other bears smell our scent and know we have been here.

**Baby Bear:** This feels grrreat!

**Bear Paws:** Oooh, my back is itchy too. Let's scratch our backs on trees too!

**Rabbit:** This feels BEARY good!

**Narrator Two:** *The bears were still hungry. They walked to the river and Mother Bear showed her cub how to catch fish with her paw.*

**Narrator One:** *The boys copied what the bears were doing.*

**Clover Blossom:** Boys, please be careful! You are going to slip and fall and hurt yourself!

**Strawberry:** Bear Paws! That tree is going to break!

**Rabbit:** Look at me! Just like a bear! Catching fish with my ne-e-e-e-t!

**Narrator Two:** *With a giant splash and ker-plunk, Rabbit and Bear Paws landed in the water face to face with the bears. Mother Bear growled at the boys.*

**Mother Bear:** Grrrrr.

**Baby Bear:** Grrrr - hic -cup.

**Rabbit:** Ahhhhhhh! RUN BEAR PAWS, RUN!

**Bear Paws:** I AM! I AM!

**Narrator One:** *The boys ran as fast as they could.*

**Narrator Two:** *The bears did not chase the boys far. They were very tired after all the that eating. They went back to their den to sleep.*

**Mother Bear:** ZZZ - ZZZ - ZZZ (snore)

**Baby Bear:** zzz - zzz - zzz (snore)

**Narrator One:** *The boys fell fast asleep too under a log.*

**Rabbit and Bear Paws:** zzz - zzz - zzz (snore)

**Narrator Two:** *Clover Blossom and Strawberry found the boys fast asleep. Clover Blossom explained the meaning of courage to Strawberry.*

**Clover Blossom:** When a mother bear feels that her cub is in danger, she will do anything to protect her cub. Bears are usually gentle, but when it comes to her baby cubs, her ferociousness comes out!

**Strawberry:** And so the mama bear is showing courage by protecting her cub?

**Clover Blossom:** Yes, Strawberry. We have much to learn from the bears. They remind us of courage and how mothers will do anything for their children.

**Narrator One:** *Clover Blossom and Strawberry smiled at each other and walked home.*



# COURAGE

Curriculum Connection	Differentiated Instruction - Literacy Extensions
Reading: Fluency	Reading for fluency.
Reading: Comprehension	Have students retell, in sequence, the events of the story, either orally or written.
Word Study	Word family <b>-eep</b> . Have each student cut out a template of a bear and write the word <b>SLEEP</b> on the bear. Students can write all the words in the word family <b>-eep</b> on the sleeping bear. Read more books that connect to bears and hibernation.
Writing	Have students write an alternate ending to the story.
Oral	Have a Sharing Circle - Discuss the Grandfather Teaching of Courage - make personal connections to being brave or a time in their life when students had to be brave and demonstrate courage.
Media	Students can record themselves reading on audio, or take a video of themselves acting out the play/reading the script.
Visual Arts	Create puppets to accompany the story or use any medium to create an art piece to accompany the story.
Dramatic Arts	Use movement to act out the story during the reading of the script.
Character Education	Create a comic strip of their own, a comic short of a time when they showed others courage.
Interactive White Boards	Use the Reader's Theatre script and the interactive white board technology in a language lesson, circling words, cloze reading and writing activities and punctuation activities.
Assessment	Use your current assessment practices (assessment FOR, AS, and OF learning). Use the provincial assessment criteria and rubrics for the appropriate grade.

Tanya Leary, OCT

# Reader's Theatre

Multi Level Reading Grades 1-3

## Sacred Seven Series: Respect

### Grade Level 1 - 2

Narrator One

Bear Paws

Rabbit

Buffalo

### Grade Level 1 - 3

Narrator Two

Strawberry

Clover Blossom

RABBIT



BEAR  
PAWS



STRAWBERRY

# RESPECT

- Narrator One:** *One afternoon, Rabbit and his friends were out collecting birch bark.*
- Narrator Two:** *They spotted a herd of buffalo eating grass on the prairie.*
- Clover Blossom:** Remember to keep your distance, children. We must respect their space, as we share this land with them. If we get too close, they will STAMPEDE.
- Rabbit:** Okay, Mom.
- Bear Paws:** Okay, Mom.
- Narrator One:** *Rabbit stuffed grass in his mouth too.*
- Narrator Two:** *Rabbit chewed and chewed, while Bear Paws only tasted the grass with the tip of his tongue.*
- Rabbit:** Bletch! This tastes like musty old moccasins.
- Narrator One:** *Just then, they heard a loud noise.*
- Bear Paws:** Hey! Did you hear that clashing? Look, over in the meadows! The buffalo are fighting!
- Strawberry:** Yes, I think they are fighting over who will be in charge of this herd. The one who loses, respects the winner and runs away to find another herd.
- Rabbit and Bear Paws:** Soo coool!
- Narrator Two:** *They jumped around just like the buffalo.*
- Rabbit:** We're scuffling over territory!
- Bear Paws:** Yes, one of us WILL be the champion of the meadow!
- Strawberry:** BOY, LOOK! Now the buffalo are jumping over each other!
- Narrator One:** *Rabbit wanted to leap as high as the buffalo. He had an idea.*

**Narrator Two:** *Rabbit climbed to the top of a tree, one hand after the other, right to the top and flung himself through the air.*

**Rabbit:** **AAAAHHHHHHHHHHH!**

**Strawberry:** Bear Paws, RUN and catch him!

**Narrator One:** *Both boys fell into a giant puddle of mud.*

**Narrator Two:** *The boys felt the squishy mud all over their bodies. They looked up and saw the buffalo staring right into their eyes.*

**Narrator One:** *The buffalo chased the boys right into the watering hole.*

**Rabbit:** I can't swim!

**Buffalo:** Not to worry, young lad. I will carry you to shore.

**Rabbit:** Thank you. Hey, Bear Paws! Did you hear all those hooves?

**Bear Paws:** Yes, Rabbit, I did. It sounded like a thunderstorm.

**Narrator Two:** *The boys then helped the rest of the buffalo out of the watering hole.*

**Buffalo:** Thank you for helping us out of the watering hole.

**Strawberry:** Yes, good job boys. And remember to always respect their space, and don't play so close to the buffalo.

**Clover Blossom:** Yes, children. If you respect them, they will respect you. This is called mutual respect.

**Narrator One:** *And they all watched the buffalo walk away into the meadow.*



# RESPECT

Curriculum Connection	Differentiated Instruction - Literacy Extensions
Reading: Fluency	Read the Reader's Theatre script for fluency.
Reading: Comprehension	Have students retell, in sequence, the events of the story, either orally or written, with a beginning, middle and end focus.
Word Study	Word family <b>-ump</b> . Have each student cut out a template of a buffalo and write the word <b>JUMP</b> on the buffalo. Students can write all the words in the word family <b>-ump</b> on the buffalo. Read more books that connect to buffalo or the prairies.
Writing	Have students write a story about a buffalo that is a bully, titled The Buffalo Bully.
Oral	Have a Sharing Circle - Discuss the Grandfather Teaching of Respect - make personal connections to respecting others, and showing mutual respect.
Media	Students can record themselves reading on audio, or take a video of themselves acting out the play/reading the script.
Visual Arts	Paint giant buffalos with finger paint or brushes. Paint a meadow, and discuss the prairie provinces and how they are different than mountain areas or woodland areas.
Dramatic Arts	Use movement to act out the story during the reading of the script.
Character Education	Create a comic strip of their own, a comic short of a time when someone did not show respect and how they resolved the situation.
Interactive White Boards	Use the Reader's Theatre script and the interactive white board technology in a language lesson, circling words, cloze reading and writing activities and punctuation activities.
Assessment	Use your current assessment practices (assessment FOR, AS, and OF learning). Use the provincial assessment criteria and rubrics for the appropriate grade.

Tanya Leary, OCT

# Reader's Theatre

Multi Level Reading Grades 1-3

## Sacred Seven Series: Humility

### Grade Level 1 - 2

Bear Paws  
Strawberry  
Mouse

### Grade Level 1 - 3

Narrator One  
Narrator Two  
Rabbit

**RABBIT**



**BEAR  
PAWS**



**STRAWBERRY**



# HUMILITY

- Narrator One:** *One sunny, summer morning, while out playing Follow the Leader, Rabbit, Strawberry and Bear Paws spotted a tiny little mouse, with really big ears.*
- Narrator Two:** *The little mouse wanted to play Follow the Leader too. Even though the mouse was small, they decided mouse would be the leader next.*
- Mouse:** I'm going to jump into the river.
- Strawberry:** Let's jump in too!
- Bear Paws/Rabbit:** Okaaay! Here we go!
- Narrator One:** *As they floated down the stream, Mouse climbed onto Rabbit's head to catch her breath.*
- Mouse:** Phew!
- Narrator Two:** *As they all drifted to the side of the river, Strawberry noticed the little mouse scurry up a tree.*
- Mouse:** Look at me! I'm upside down!
- Strawberry:** Look, boys! If that mouse can hang upside down, well then, so can I!
- Bear Paws:** Good idea, Strawberry!
- Narrator One:** *Strawberry climbed to the tip of the branch. But when she got there, she realized that she was afraid of heights!*
- Strawberry:** Aahhhhh! I'm so scared, Rabbit!
- Bear Paws/Rabbit:** Don't worry! We will get you down, Strawberry!
- Narrator Two:** *After Rabbit and Bear Paws rescued her from the tree, the game continued. They spotted Little Mouse nibbling on a kernel of white corn.*
- Mouse:** Munch, Munch, Munch, Munch ...
- Narrator One:** *The three friends nibbled on the white corn too.*

**All Three:** Munch, Munch, Munch, Munch ...

**Narrator Two:** *As they munched, they saw the mouse jumping in the air.*

**Strawberry:** Look! Look how high Little Mouse can jump! But he's so little?

**Rabbit:** Well, I'm way bigger than that little mouse. Watch me jump!

**Bear Paws:** Strawberry, we should jump into the water to catch Rabbit.

**Strawberry:** Good idea, Bear Paws. Jump!

**Narrator One:** *Little Mouse stood on the riverbank watching and giggling.*

**Mouse:** Teeheeheeheehee ...

**Narrator Two:** *The Little Mouse started to taunt the three friends by running through a hollow log and yelling ...*

**Mouse:** I'll bet you can't catch me!

**Narrator One:** *They ran after the mouse and got squished inside the log.*

**Rabbit:** Ooh, great! How are we going to get out of here?

**Bear Paws:** I think I hear Mouse calling for help.

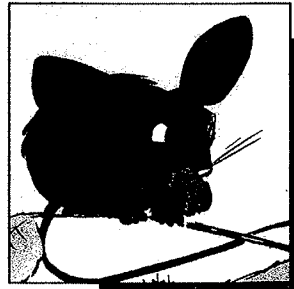
**Rabbit:** But mice are so small, how will they help us?

**Strawberry:** I think all the little mice are going to nibble through the log to get us out of here, Rabbit.

**Bear Paws:** Yes, Rabbit. They may be small, but when they work together, they can be very helpful. Let's nibble too.

**Narrator One:** *Finally, Strawberry and the boys wiggled out of the log, and felt humble as they thanked the mice for their help.*

**All Three:** Thank you, Mice!



# HUMILITY

Curriculum Connection	Differentiated Instruction - Literacy Extensions
Reading: Fluency	Read the Reader's Theatre script for fluency.
Reading: Comprehension	Have students retell, in sequence, the events of the story, either orally or written, with a beginning, middle and end focus.
Word Study	Word family <b>-ice</b> . Have each student cut out a template of a mouse and write the word <b>MICE</b> on the mouse. Students can write all the words in the word family <b>-ice</b> on the mouse. Read more books that connect to mice.
Writing	Have students write an alternate ending to the story.
Oral	Have a Sharing Circle - Discuss the Grandfather Teaching of Humility - giving examples of being humble, and showing humility.
Media	Students can record themselves reading on audio, or take a video of themselves acting out the play/reading the script.
Visual Arts	String popcorn together.
Dramatic Arts	Use movement to act out the story during the reading of the script.
Character Education	Create a comic strip of their own, a comic short of a time when others were not being humble.
Interactive White Boards	Use the Reader's Theatre script and the interactive white board technology in a language lesson, circling words, cloze reading and writing activities and punctuation activities.
Assessment	Use your current assessment practices (assessment FOR, AS, and OF learning). Use the provincial assessment criteria and rubrics for the appropriate grade.

Tanya Leary, OCT

# Reader's Theatre

Multi Level Reading Grades 1-3

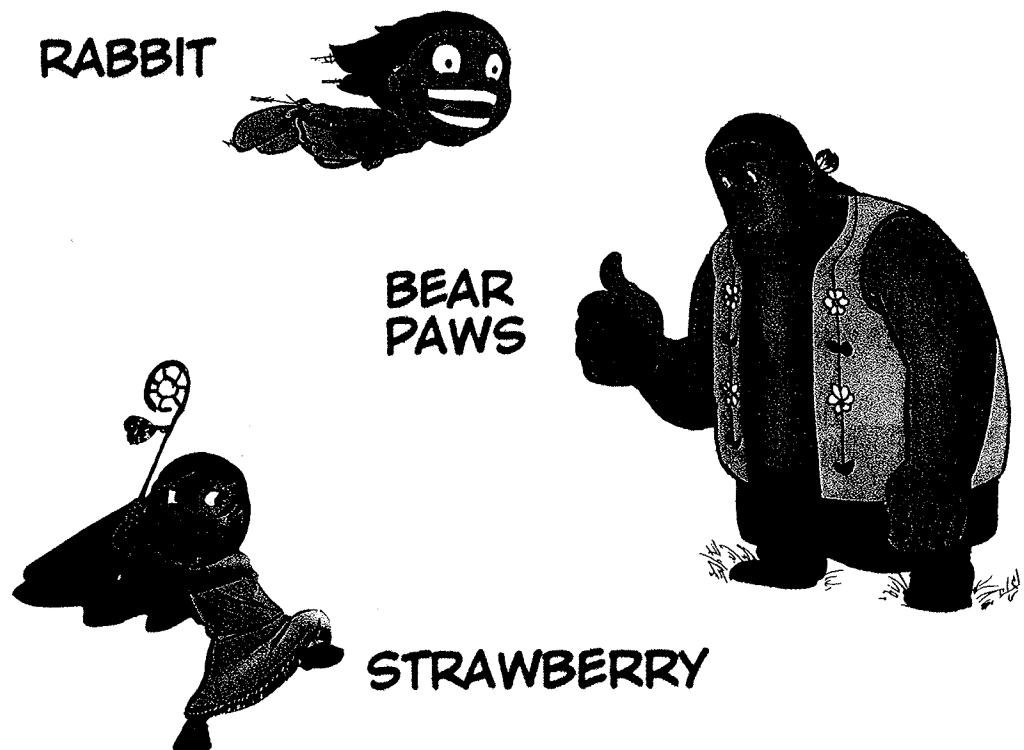
## Sacred Seven Series: Honesty

Grade Level 1 - 2

Narrator One  
Strawberry  
Grey Stone  
Kitche Sabe

Grade Level 1 - 3

Narrator Two  
Bear Paws  
Rabbit



# HONESTY

- Narrator One:** *It was a sunny winter's day.*
- Narrator Two:** *Rabbit, Bear Paws and Strawberry bundled up in their furs and went outside to go tobogganing.*
- Bear Paws:** That was fun! Let's go up the hill and slide down again.
- Strawberry:** Wait, Bear Paws. Look!
- Bear Paws:** I wonder what kind of animal made these gigantic footprints?
- Rabbit:** I honestly don't know, but let's follow them and see where the tracks lead us.
- Strawberry:** Maybe we can tell what kind of prints they are by the pattern they make.
- Narrator One:** Rabbit place his foot beside the tracks and suddenly looked very nervous.
- Rabbit:** Um, the biggest animal out here is a moose and these tracks are waaay bigger than a moose.
- Bear Paws:** I think these tracks belong to a mysterious creature.
- Narrator Two:** Rabbit, Bear Paws and Strawberry followed the footprints. They noticed that the footprints were heading right towards their village.
- Strawberry:** Oh, no!!
- Rabbit:** Don't worry, Strawberry. It's okay. Bear Paws, put me up on your shoulders so I can get a better view. Maybe I can see up ahead.
- Narrator One:** The boys wobbled baaack and fooorth ....
- Narrator Two:** While Rabbit was up in the air, he noticed a tuft of fur on a tree branch.
- Rabbit:** Bear Paws, smell this fur. What kind of animal is it?
- Bear Paws:** I honestly don't know, Rabbit.

**Strawberry:** Well, whatever it is, it must be VERY, VERY hairy.

**Rabbit:** The tracks are actually leading right to our lodge. We have to find out what is honestly going on here.

**Narrator One:** *The three friends were frozen in fear, as they peeked over the snowbank.*

**Narrator Two:** *The tracks led straight to their door. The friends hopped like rabbits to get to the house as fast as they could.*

**Bear Paws:** Look, it's Grey Stone. He has snowshoes.

**Rabbit:** Let's go inside to get warm.

**Grey Stone:** Look children, I traded with the Cree for these snowshoes. They look like a big bear's paw, don't they?

**Narrator One:** *The friends listened in awe.*

**Narrator Two:** *The friends were thinking that maybe the snowshoes made the footprints.*

**Rabbit:** That doesn't explain the tuft of fur on the tree branch!

**Grey Stone:** Oh, that fur was probably from my friend, Kitche Sabe. Say hello to Kitche Sabe, children.

**Narrator One:** *The Kitche Sabe peeked through the door and waved at the children.*

**Narrator Two:** *All the children fainted to the floor. Grey Stone and Kitche Sabe smiled at each other.*

**Grey Stone:** Thank you, Kitche Sabe, for bringing the teaching of honesty to our people.



# HONESTY

Curriculum Connection	Differentiated Instruction - Literacy Extensions
Reading: Fluency	Read the Reader's Theatre script for fluency.
Reading: Comprehension	Have students retell, in sequence, the events of the story, either orally or written, with a beginning, middle and end focus.
Word Study	Word family <b>-ig</b> . Have each student cut out a template of a large foot and write the word <b>BIG</b> on the foot. Students can write all the words in the word family <b>-ig</b> on the foot. Read more books that connect to being honest or about bigfoot (sabe).
Writing	Have students write their own story about bigfoot or a time they had to tell the truth.
Oral	Have a Sharing Circle - Discuss the Grandfather Teaching of Honesty - make personal connections to making wise decisions and good choices.
Media	Students can record themselves reading on audio, or take a video of themselves acting out the play/reading the script. Look up the history or images of snowshoes on the Internet.
Visual Arts	Design a pair of snowshoes, a toboggan or sled.
Dramatic Arts	Use movement to act out the story during the reading of the script.
Character Education	Create a comic strip of their own, a comic short of a time when they had to tell the truth.
Interactive White Boards	Use the Reader's Theatre script and the interactive white board technology in a language lesson, circling words, cloze reading and writing activities and punctuation activities.
Assessment	Use your current assessment practices (assessment FOR, AS, and OF learning). Use the provincial assessment criteria and rubrics for the appropriate grade.

Tanya Leary, OCT

# Reader's Theatre

Multi Level Reading Grades 1-3

## Sacred Seven Series: Wisdom

Grade Level 1 - 2

Narrator One

Bear Paws

Rabbit

Grade Level 1 - 3

Narrator Two

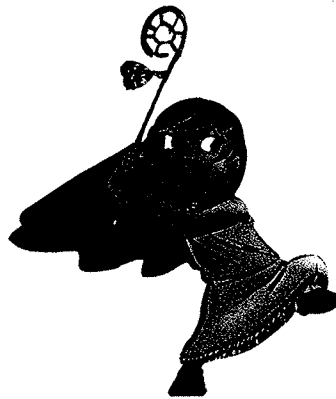
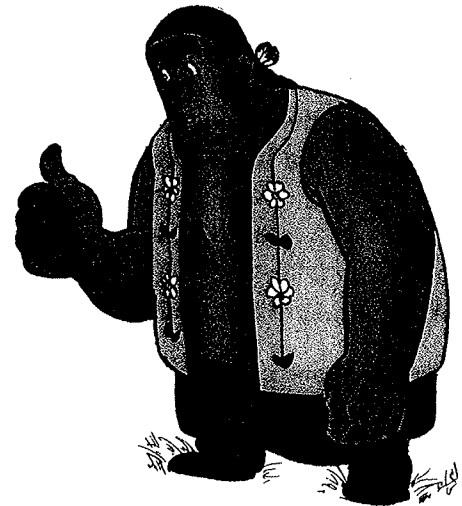
Strawberry

Beaver

RABBIT



BEAR  
PAWS



STRAWBERRY



# WISDOM

- Narrator One:** *One autumn morning, Rabbit, Bear Paws and Strawberry were out playing in the forest.*
- Narrator Two:** *They came upon a river. Rabbit pointed at something swimming in the crystal clear water.*
- Rabbit:** Look! A beaver!
- Strawberry:** Yep! And he's barking the tree down.
- Narrator One:** *Bear Paws looked confused.*
- Bear Paws:** But ... beavers don't bark!?
- Narrator Two:** *Strawberry laughed as she said...*
- Strawberry:** No, Bear Paws. Barking is what a beaver does to the tree. He's chewing the tree down.
- Bear Paws and Rabbit:** Ahhhhh ....
- Narrator One:** *Rabbit and Bear Paws dropped to their knees.*
- Narrator Two:** *They copied the beaver by chewing on the tree trunk too. But they made so much noise that they frightened the beaver.*
- Beaver:** I am going to slap my tail on the surface of the water so I can warn my family that someone is near our home. SPLASH!
- Bear Paws:** I want to make a big splash like the beaver too!
- Narrator One:** *Bear Paws jumped into the water, making a giant splash.*
- Narrator Two:** *Strawberry and Rabbit giggled.*
- Rabbit and Strawberry:** Teeheeheeheehee ...
- Rabbit:** I want to make an even bigger splash! I am going to climb up this birch tree.

**Strawberry:** I don't know if that is such a wise decision, Rabbit.

**Bear Paws:** Look out! The tree is going to break! I can't bear to look!

**Narrator One:** The tree crashed onto the beaver's home. The beavers started to cry.

**Beaver:** OH NO! Our home is ruined. After all that hard work, whatever will we do now? It's almost wintertime.

**Narrator Two:** Strawberry and the boys overhead the beavers sobbing.

**Strawberry:** I think we should make a wise decision, boys. Let's help the beavers fix their home. Here, carry these logs to the water so the beavers can take them across the river.

**Beaver:** Thank you.

**Narrator One:** The beaver took the logs across the water. They were so happy to have help.

**Narrator Two:** Then the beavers showed Rabbit how to pack mud around the logs to make the dam stronger. Rabbit learned a lot from the wise beavers. The beaver dam was finally fixed.

**Rabbit:** Hmmm .... I have an idea.

**Narrator Two:** Rabbit picked up some mud and threw it at Strawberry. But she was too quick. She ducked and it hit Bear Paws right on his nose.

**Strawberry:** Are you okay, Bear Paws?

**Bear Paws:** Hahaha! Yes, I am okay, Strawberry.

**Strawberry:** Let's go home, boys.

**Narrator One:** So they all set out for their adventure home.



# WISDOM

Curriculum Connection	Differentiated Instruction - Literacy Extensions
Reading: Fluency	Read the Reader's Theatre script for fluency.
Reading: Comprehension	Have students retell, in sequence, the events of the story, either orally or written, with a beginning, middle and end focus.
Word Study	Word family <b>-og</b> . Have each student cut out a template of a beaver and a log and then write the word <b>LOG</b> on the log. Students can write all the words in the word family <b>-og</b> on the log. Read more books that connect to beavers.
Writing	Have students write an alternate ending to the story.
Oral	Have a Sharing Circle - Discuss the Grandfather Teaching of Wisdom - make personal connections to making wise decisions and good choices.
Media	Students can record themselves reading on audio, or take a video of themselves acting out the play/reading the script.
Visual Arts	Go outside and gather twigs to make a miniature beaver dam. Use twigs and brown playdough as mud. (or popsicle sticks and glue)
Dramatic Arts	Use movement to act out the story during the reading of the script.
Character Education	Create a comic strip of their own, a comic short of a time when they had to make a good choice.
Interactive White Boards	Use the Reader's Theatre script and the interactive white board technology in a language lesson, circling words, cloze reading and writing activities and punctuation activities.
Assessment	Use your current assessment practices (assessment FOR, AS, and OF learning). Use the provincial assessment criteria and rubrics for the appropriate grade.

Tanya Leary, OCT

# Reader's Theatre

Multi Level Reading Grades 1-3

## Sacred Seven Series: Truth

Grade Level 1 - 2

Narrator Two  
Strawberry  
Turtle

Grade Level 1 - 3

Narrator One  
Bear Paws  
Rabbit

RABBIT



BEAR  
PAWS



STRAWBERRY

# TRUTH

- Narrator One:** *One evening while out canoeing, Rabbit, Bear Paws and Strawberry got caught in the wind.*
- Narrator Two:** *They crashed against the rocks and landed on the shore.*
- Strawberry:** Uh oh, our canoe is broken.
- Rabbit:** Oh noooo! What are we going to do? We are so far away from home!
- Bear Paws:** AND we don't have tools to fix our canoe.
- Narrator One:** *The little turtle walked over to her grandmother, who was a very, very big turtle. The three friends were amazed at how HUGE she was.*
- Rabbit:** I wonder what it's like to crawl like a turtle? Let's pretend to be turtles, guys.
- Bear Paws and Strawberry:** OK, let's try it!
- Narrator One:** *The friends forgot about their canoe.*
- Narrator Two:** *Meanwhile ...*
- Turtle:** Let's lie in the sun, Grandmother Turtle.
- Narrator Two:** *The two turtles lay in the sun.*
- Strawberry:** Oh no! We forgot about the canoe.
- Rabbit:** Don't worry, Strawberry. The sun is setting, but it will rise again tomorrow.
- Bear Paws:** Yes, so we should find some shelter for the night.
- Narrator One:** *The friends built a shelter for the night, and dreamt of maple syrup and blueberries for breakfast.*
- Narrator Two:** *They woke up in the morning and ...*
- Strawberry:** Look! That poor turtle is on its back.

**Rabbit:** Let's help him out. In TRUTH, everyone needs a little help sometimes.

**Turtle:** Thank you so much for helping me. My grandmother would like to thank you by giving you a ride home.

**Narrator One:** *So the friends climbed onto Grandmother Turtle's back.*

**Rabbit:** Yaahooooo!

**Bear Paws:** This is the best ride ever!

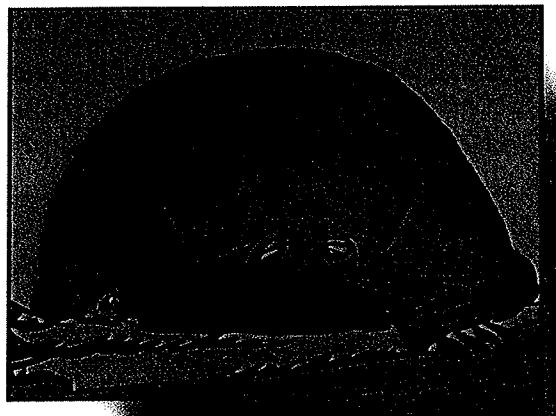
**Strawberry:** Look, Bear Paws! Home is just around the corner.

**Narrator Two:** *The friends climbed down off of the turtle's back.*

**Rabbit:** Thank you so much, Grandmother Turtle.

**Bear Paws and Strawberry:** Yes, thank you so much, Grandmother Turtle.

**Narrator One:** *The turtles swam off, as the friends waved good-by from the shore.*



# TRUTH

Curriculum Connection	Differentiated Instruction - Literacy Extensions
Reading: Fluency	Read the Reader's Theatre script for fluency.
Reading: Comprehension	Have students retell, in sequence, the events of the story, either orally or written, with a beginning, middle and end focus.
Word Study	Word family <b>-ack</b> . Have each student cut out a template of a turtle and then write the word <b>BACK</b> on the turtle's shell/back. Students can write all the words in the word family <b>-ack</b> on the turtle. Read more books that connect to turtles.
Writing	Have students write about turtles. Connect to the study of reptiles (non-fiction).
Oral	Have a Sharing Circle - Discuss the Grandfather Teaching of Truth - make personal connections to being truthful with others and with yourself. Discuss the turtle's back teaching, if applicable.
Media	Students can record themselves reading on audio, or take a video of themselves acting out the play/reading the script.
Visual Arts	Use clay or play dough to create turtles and their habitats.
Dramatic Arts	Use movement to act out the story during the reading of the script.
Character Education	Create a comic strip of their own, a comic short of a time when others were not being truthful ... (crying wolf theme).
Interactive White Boards	Use the Reader's Theatre script and the interactive white board technology in a language lesson, circling words, cloze reading and writing activities and punctuation activities.
Assessment	Use your current assessment practices (assessment FOR, AS, and OF learning). Use the provincial assessment criteria and rubrics for the appropriate grade.

Tanya Leary, OCT

# SACRED SEVEN

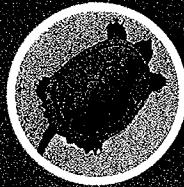
Love



Respect



Truth



Humility



Courage



Wisdom



Honesty



Have you ever wanted to be one of the characters in the comical stories found in the picture books of the RABBIT AND BEAR PAWS: SACRED SEVEN series? Well, now you have the chance! This book contains ALL SEVEN of the reader theatre scripts from the silly stories of the Rabbit and Bear Paws: Sacred Seven Series.

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