READER'S THEATER SCRIPT: <u>MONKEYS FOR THE ZOO</u> (pp. 12 – 24)
The parts: Narrator for Actions, Ellie, Carlos, Rosie, Tyler, Jayden, Zoe, Ben, Kayla, 6 unnamed children for spiders, Ms. Green, Narrator for Thoughts, Mia
Have two signs, one that says HOWLERS and one that says SPIDERS.

NARRATOR FOR ACTIONS: Ellie gets 13 children to stand up.

ELLIE: Three of you can stand on one side and be howler monkeys. And 10 of you can stand on the other side and be spider monkeys.

NARRATOR FOR ACTIONS: Carlos, Rosie and Tyler stand on one side with the HOWLERS sign.   Jayden, Zoe, Ben, Kayla, and 6 other children stand on the other side with the SPIDERS sign.

MS. GREEN: What is Ellie's idea? Will it work?

NARRATOR FOR THOUGHTS: "I guess that could work," thinks Mia. "But I'm thinking of something different!"

ROSIE: (quietly) Ellie wants the zoo to buy 3 howler monkeys and 10 spider monkeys. But I think we could do it another way.

NARRATOR FOR ACTIONS: The class holds their hands to their ears because they can barely hear Rosie, so Ms. Green reminds her to use a big voice.

ROSIE: (almost shouting) I agree that the zoo could buy 3 howler monkeys and 10 spider monkeys. But why couldn't it buy 3 spider monkeys and 10 howler monkeys?

NARRATOR FOR THOUGHTS: "That's exactly what I was thinking!" thinks Mia.

ZOE: Please don't make me a howler. I love spider monkeys!

NARRATOR FOR THOUGHTS: "Silly Zoe!" thinks Mia. "It's only pretend!"

NARRATOR FOR ACTIONS: The howler monkeys and the spider monkeys trade their signs.

NARRATOR FOR THOUGHTS: "Wow, two different ways!" thinks Mia. "Maybe there are even more ways to do this!"

CARLOS: Wait! Which answer is right? There can only be one right answer!

MS. GREEN: Calm down, Carlos. What do you think class? Can there be two right answers?

NARRATOR FOR THOUGHTS: "I have an idea," thinks Mia. "What if I'm wrong? But I've been thinking hard about this one. I'll be sad if I don't try."

NARRATOR FOR ACTIONS: Mia takes a deep breath. Then she raises her hand. Then she pulls it down.

MS. GREEN: Mia, how nice of you to volunteer. What do you think?

NARRATOR FOR ACTIONS: Mia remembers to believe in her math power. Ms. Green always tells her students to believe in their math power!

MIA: (quietly) I don't agree with Carlos.

CARLOS: What did she say?

MS. GREEN: Everyone wants to hear you, Mia. Try to use a louder voice.

MIA: I think that both answers could work. I also think it could be four spider monkeys and nine howler monkeys. One of the 10 howler monkeys can move over to be a spider monkey.

NARRATOR FOR ACTIONS: This time everyone can hear her.

ZOE: (shouting) Great, I can be a spider monkey again.

NARRATOR FOR ACTIONS: Zoe moves over to be with the spider monkeys.

NARRATOR FOR THOUGHTS: "I did it!" thinks Mia. "I explained my idea!"

JAYDEN: Or we can move another howler into the spiders and have eight howler monkeys and five spider monkeys.

CARLOS: Now I get it. We just keep finding more and more ways!

READER'S THEATER SCRIPT: HATCHING BUTTERFLIES (PP. 16 – 24)

The parts: Ms. Green, Carlos, Jayden, Narrator for Thoughts, Narrator for Actions, Hannah, James, Tyler, Kayla, and Mia

MS. GREEN: Carlos, tell us how you and Hannah solved the problem.

CARLOS: (mumbling) I can't explain Hannah's way, but I can explain my way.

JAYDEN: What did he say?

MS. GREEN: Listen carefully everyone. Then you'll be able to explain what they did.

NARRATOR FOR THOUGHTS: "I hope I get this right," thinks Carlos.

NARRATOR FOR ACTIONS: Carlos puts a red mark and a blue mark on the class number line, just link on Hannah's. Then he draws their three jumps.

CARLOS: (in a loud voice) We used a number line. It helped us see how many butterflies we needed to add. The red mark shows the butterflies that have already hatched. The blue mark shows how many we want to have.

HANNAH: So, first we added 10, then 2 more, and then 1 more. That got us to 21.

NARRATOR FOR ACTIONS: Hannah writes a number above each jump.

NARRATOR FOR THOUGHTS: "Oh yeah, I forgot to say that," thinks Carlos.

MS. GREEN: I'm so glad you helped each other explain your strategy.
James, can you tell us what they did?

JAMES: They started at 8 and jumped to 21 because the kids want 21 butterflies to hatch.

MS. GREEN: Any questions?

TYLER: (Looking puzzled) If they jumped to 21, does that mean they want 21 more butterflies to hatch? That would make too many butterflies. The cages would burst!

KAYLA: The answer can't be 21. What is the answer?

NARRATOR FOR THOUGHTS: "Hmmm.   Now I can't remember. We forgot to write down our answer," thinks Carlos.

NARRATOR FOR ACTIONS: Ms. Green looks at Hannah and Carlos.

HANNAH: We forgot to tell you. Those jumps are for the butterflies that need to hatch. So we need 13 more butterflies!

NARRATOR FOR ACTIONS: Carlos nods and writes 13 above the jumps.

MIA: Oh yeah. Add 10 plus 2 plus 1 more to get to 13.

JAMES: We got 13 more butterflies too, but we subtracted 8 from 21.

NARRATOR FOR THOUGHTS: "Oh no, subtraction again," thinks Carlos. "That's what Hannah did. I don't get that! Guess I have to ask a question now!"

NARRATOR FOR ACTIONS: Carlos slowly raised his hand.

MS. GREEN: Yes, Carlos.

CARLOS: Why did they get the same answer when they subtracted?

MS. GREEN: Interesting question! Turn and talk with your partners to see if you can figure out why.

READER'S THEATER SCRIPT: <u>PENGUINS ON PARADE</u> (pp. 16 – 25)

The parts: Narrator for Actions, Zoe, Trevor, Narrator for Thoughts, Ms. Green, Tyler, Ellie, Kayla, Hannah, Mia, Ben, Rosie

NARRATOR FOR ACTIONS: Zoe and Trevor showed their work to the class. They tell everyone how they got 8, 18, 28, and 38.

ZOE: But Trevor says we are still counting by ones.

MS. GREEN: They've done a lot of work with tens. Does anyone have an idea that might help them?

TYLER: Hey, look at their list. I bet 48 would come next.

NARRATOR FOR THOUGHTS: "How'd he know that?" thinks Trevor.

NARRATOR FOR ACTIONS: Zoe counted on 10 ore dots from a new 10-frame.

ZOE: Hey, you're right! Did you count by ones?

TYLER: I just looked at the pattern on your list."

TREVOR: Oh yeah. Every time we add on 10, we still have the 8 ones.

ZOE: Cool! And look. Each time there is one more 10. See. We have 1, 2, 3, 4, and then 5 so 58 must be next!

TREVOR: Wow! We figured it out! Hey, look Ms. Green!

MS. GREEN: You all really used your math power to help each other! Ellie and Kayla did something different. Let's see if they got the same numbers.

ELLIE: We used a number line.

KAYLA: We know 8 + 2 = 10, and that really helped us! So we started at 8. To make a jump of 10, we jumped up 2 then 8. That took us to 18.

NARRATOR FOR THOUGHTS: "Oh cool," thinks Trevor. "You can even do this on a number line."

READER'S THEATER SCRIPT: <u>PENGUINS ON PARADE</u> (continued)

ELLIE: It's like we took 2 penguins from the row of 10 and put them with the 8 in the beginning. Then there would be 8 left in the new row.

KAYLA: We did it again and got to 28.

HANNAH: Neat! Then 38 would be next, just like on Zoe and Trevor's list!

MIA: Yeah, when I tried it, I kept getting 8 in the ones place too.

MS. GREEN: I am so glad you all noticed that pattern. Now, why do you think the ones stay the same when we count the penguins by tens?

BEN: I guess that's because we still have the eight penguins in the first row.

ROSIE: Oh yeah! And we keep getting one more 10 when each new row of penguins marches by.