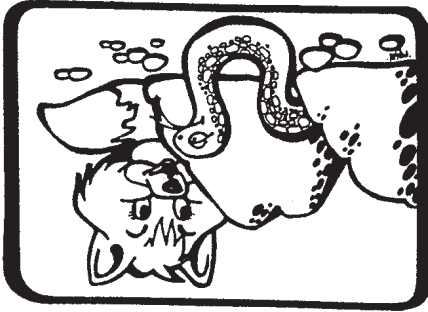


**outfoxing
the snake**



presented by:

(Ticket): ↘
(program cover): ↗



**outfoxing
the snake**

admission
presented by:

VOCABULARY LIST

centipede	n.	an elongated, nocturnal insect with many pairs of legs
viper	n.	any of a family of Old World poisonous snakes
coil	v.	to wind spirally or in rings
reward	n.	a gift or prize in return for merit or service

FOCUS AND FOLDERS

Ask your readers to speak directly to the audience, not to each other. This is called "storyteller focus." Readers will focus upon the audience just as a storyteller focuses upon the listeners. (It is sometimes helpful for readers to focus eyes slightly above heads of audience members.)

Place cast scripts in colorful folders. (Ring binders allow for smooth and easy page turning.) Place folders in front of or on chairs and on music stand before reading begins. Readers should hold folders at chest level and away from their bodies so that listeners can see facial expressions and hear clearly.

MOVEMENT AND ACTION

This Teacher Script version of "Outfoxing the Snake" includes movement and action directions which may be used if preparing readers for a more formal, elaborate performance of the story. These directions appear only in the Teacher Script. Disregard directions, if you have chosen a more simplified readers approach.

COLOR-ME POSTER, PERFORMANCE PROGRAM COVER, THEATRE TICKET

Included in this package are black and white drawings which are meant to be colored by your students.

Duplicate the Color-Me Poster and ask each student to color it in any way he or she might like. The posters may also be used as publicity posters which can be posted around your school or library to publicize a reading performance of the story.

The program cover is also designed to help you when planning a reading performance for an audience. Simply duplicate the program cover, copying as many as your audience will need.

Fold duplicated sheets into program shape, and ask students to fill insides with the important details (cast list and reader names, synopsis of the story, director, etc.). Students may also color the front of each program. As audience members enter the room before the performance, ask student ushers to hand each a program.

If time allows, also duplicate the special theatre tickets and ask your students to color them. Cut out each ticket and make the tickets available to audience members a few days before the performance. Again, ask student ushers to collect the tickets as audience enters.

ENTRANCES

Entrances may be made from separate sides of the performing area or one side only, depending on the physical area you are using. Readers may also enter from the back of the room, through the listeners, if desired. All readers enter directly to their places unless otherwise noted.

READERS 1, 2, and 3 stand and READERS 4, 5, and 6 sit throughout the entire presentation.

READER 1 enters and takes place behind music stand.

READER 5 enters and takes her/his seat. Then she/he looks at listeners and hisses.

READERS 2, 3 and 6 enter together and take their places. READER 2 smiles broadly while entering and READER 3 looks timid. (Since READER 6 does not speak during the first part of the story, she/he should sit quietly with head slightly bowed until her/his part comes. -OR- READER 6's chair can remain empty until she/he makes a delayed entrance when the fox appears in the story.)

READER 4 enters and takes her/his chair.

The reading begins.

Page 1/ Teacher Script/ OUTFOXING THE SNAKE

READER 1: Ted Truefoot was a nature nut.

(READER 1 GESTURES TOWARD READER 4. READER 4 NODS TO LISTENERS TO INDICATE HE IS TED)

He spent all his spare time hiking through the fields and hills near his home. He loved to feel the sunshine beating down on his head and shoulders. He loved the plants and knew the names of almost all of them.

READER 3: Most of all, he loved the animals. He could spend a whole afternoon watching a squirrel scamper up and down a tree.

READER 2: But Ted didn't just favor the cute and cuddly! He was also crazy about spiders, centipedes, and any other sort of wiggly thing he happened to come across.

READER 3: One day while Ted was out hiking, he saw a snake in trouble. Its tail was caught between some rocks and, no matter how hard it squirmed, the snake could not free itself.

(READER 5 SQUIRMS IN HIS CHAIR)

4/TED: "Good morning, Mr. Viper. It seems you are in a pickle. Could I be of any help to you?"

(READER 5 STOPS SQUIRMING AND LOOKS AT READER 4)

Page 2/ Teacher Script/ OUTFOXING THE SNAKE

5/SNAKE: "Well bless my soul if it isn't Ted Truefoot."

READER 1: Ted had spent so much time hiking in the hills that most of the animals knew who he was.

(READER 5 SPEAKS SWEETLY)

5/SNAKE: "If it wouldn't be too much trouble, I wonder if you would move one of the rocks which has me trapped.

(READER 5 SQUIRMS)

I'd be ever so grateful and would make sure you got a reward."

READER 3: Ted didn't have to think twice. He got a stick and pried the rocks apart, and the snake wriggled free.

(READER 5 STOPS SQUIRMING)

READER 2: The first thing the snake did was wrap itself into a coil so it could get a good look at its tail.

5/SNAKE: "Well, it feels a little pinched, but I don't think any real harm was done. And now, because I'm a viper of my word, I will give you your reward."

4/TED: "What is it?"

Page 3/ Teacher Script/ OUTFOXING THE SNAKE

(READER 5'S TONE BECOMES MUCH GRUFFER. HE HISSES)

5/SNAKE: "Death!"

(READER 4 OPENS EYES WIDE IN SURPRISE)

4/TED: "Death?!"

READER 1: Ted thought he had heard wrong.

5/SNAKE: "Death! That's what you get for helping a snake in the grass, or, in this case, a snake in the rocks. Shall we get on with it? Where do you want me to bite you?"

READER 2: Ted couldn't believe his ears.

READER 3: He knew that dealing with a snake was a risky thing to do, but he had no idea the snake would turn on him this way. What could he do?

4/TED: "I think I'll skip my reward if it's all the same to you. Thanks, but no thanks."

5/SNAKE: "A reward is not something you can refuse, my friend. It's the law of the animal kingdom."

4/TED: "Hold on a minute. This is the first I ever heard of death being a reward for doing a favor. I think you're wrong."

Page 4/ Teacher Script/ OUTFOXING THE SNAKE

5/SNAKE: "Oh, no, I'm not wrong. I know what I'm talking about."

4/TED: "Just to be on the safe side, and to ease my mind, I'd like to ask the next animal we meet."

READER 2: The snake wasn't happy, but he agreed. The two started along the path and soon met a mouse.

4/TED: "If you have a minute, Little Mouse, I would like to ask you a question."

3/MOUSE: "I am not busy. Ask what you will."

READER 1: After Ted explained what had happened,

(READER 5 HISSES. READER 3 CRINGES)

the mouse got very nervous and said:

3/MOUSE: "I think the snake is right. Your reward should be death."

READER 2: Oh, my! This wasn't what Ted wanted to hear! He decided the mouse was afraid of being eaten by the snake. So he said:

4/TED: "I can't take the word of one mouse. Let's walk on and ask another animal."

Page 5/ Teacher Script/ OUTFOXING THE SNAKE

READER 1: A bit later they met a laughing hyena. Ted explained what had taken place between himself and the snake and asked the hyena what the reward should be.

(READER 2 SPEAKS BRIGHTLY, AS IF HIS REPLY WERE THE PUNCH LINE OF A JOKE)

2/HYENA: "Death,"

READER 3: said the hyena, who then rolled over on his back and laughed and laughed and laughed.

5/SNAKE: "You see? I am right. It's time to quit playing games and take what is coming to you."

READER 1: Ted turned to the snake.

4/TED: "The hyena doesn't take anything seriously. I can't rely on his judgement. Let us ask one more animal. If it agrees, I will accept what you say."

5/SNAKE: "Oh, all right, but just one more. Otherwise, we will waste the whole day, and I have other things to do."

READER 2: So they all trooped on and finally came upon a fox.

(READER 6 LIFTS HEAD)