

TEAMING WITH MR. COOL!



Characters

Narrator 1	Cool Coyote
Narrator 2	Farmer Joe
Narrator 3	Farmer Jack

Setting

This reader's theater takes place on the farms of Farmer Joe and Farmer Jack.



Act 1

Narrator 1: You've heard all about Fantastic Mr. Fox, the smartest fox around.

Narrator 2: And you've heard of the Big Bad Wolf . . .

Narrator 3: But let us tell you about the . . .

Narrator 1: smartest,



Narrator 2: sneakiest,

Narrator 3: and fastest . . .

Narrator 2: coyote in the West!

Cool Coyote: That's me! Mr. Cool Coyote! I'm the smartest coyote around. Why, I am just as smart as my cousin. You've probably heard of him. His name is Fantastic Mr. Fox. Have you read his story by Roald Dahl?

Narrator 1: You better believe that Mr. Cool Coyote was the sneakiest coyote around. Why, he was very long and slender for a coyote. He could fit into any hole. He loved to hunt rabbits and chickens.

Narrator 2: And the fastest?

Cool Coyote: Quicker than quick . . .

Narrator 1: Bam!

Narrator 2: Boom!

Narrator 3: Bang!

Narrator 2: The job was done.

Cool Coyote: And so smooth, you'd never even see me!
Magnificent! Glorious! Intelligent!

Narrator 3: And there's no doubt Mr. Cool Coyote was the strongest coyote around. He carried rocks up and down the mountain just to keep fit. That way, the chickens and rabbits he took from the farmers didn't feel heavy as he ran away.

Cool Coyote: No one else can carry as many rocks as I can.
Just call me Macho Man. I never drop even one!

Narrator 1: In fact, some people said that was his problem.
He was just too smart, too sneaky, and too fast!

Poem: Me, Myself, and I



Act 2

Narrator 2: Mr. Cool Coyote's problems started when he stole one too many rabbits and chickens from Farmer Joe and Farmer Jack.

Narrator 3: Farmer Joe was the best chicken farmer in these parts. His prized chickens were the talk of the town. He even sang to his chickens. He thought that made their feathers grow softer.

Narrator 1: If he ever saw one of his hens laying an egg, he would make everyone freeze and be silent so they would not disturb the chicken. But night after night, Farmer Joe's chickens were disappearing one by one. Farmer Joe tried to stay awake to catch the culprit, but he wasn't fast enough. Or, he would fall asleep.
(Make snoring sounds.)



ME, MYSELF, AND I

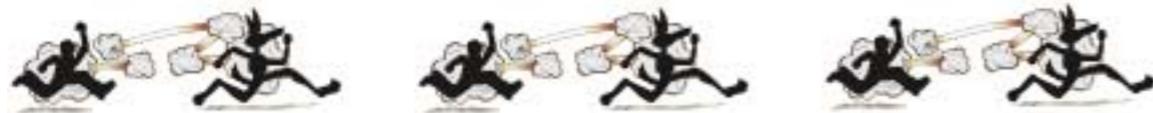
I don't need anyone else.
All I need is me.
I'm the best. I'm the greatest.
Just you wait and see.

I can do most anything.
I don't need your help.
I can give it all I've got.
You won't hear me yelp.

I want this, and I want that.
Give it all to me.
I can do this by myself.
Just you wait and see.

I don't need anyone else.
All I need is me.
It's just me, myself, and I,
The most amazing three.

Watch me run, and watch me hide.
Catch me if you can.
I can do it all alone.
I'm my biggest fan.



COOL COYOTE

Cool Coyote sneaking around,
stealing from the farmers without a sound.
Until one day they said, "We're through
working alone to capture you."

You may be clever, you may be strong,
you may be fast it's true.
But, now that they are working together,
"We can be sneaky, too."
"Watch Out!"

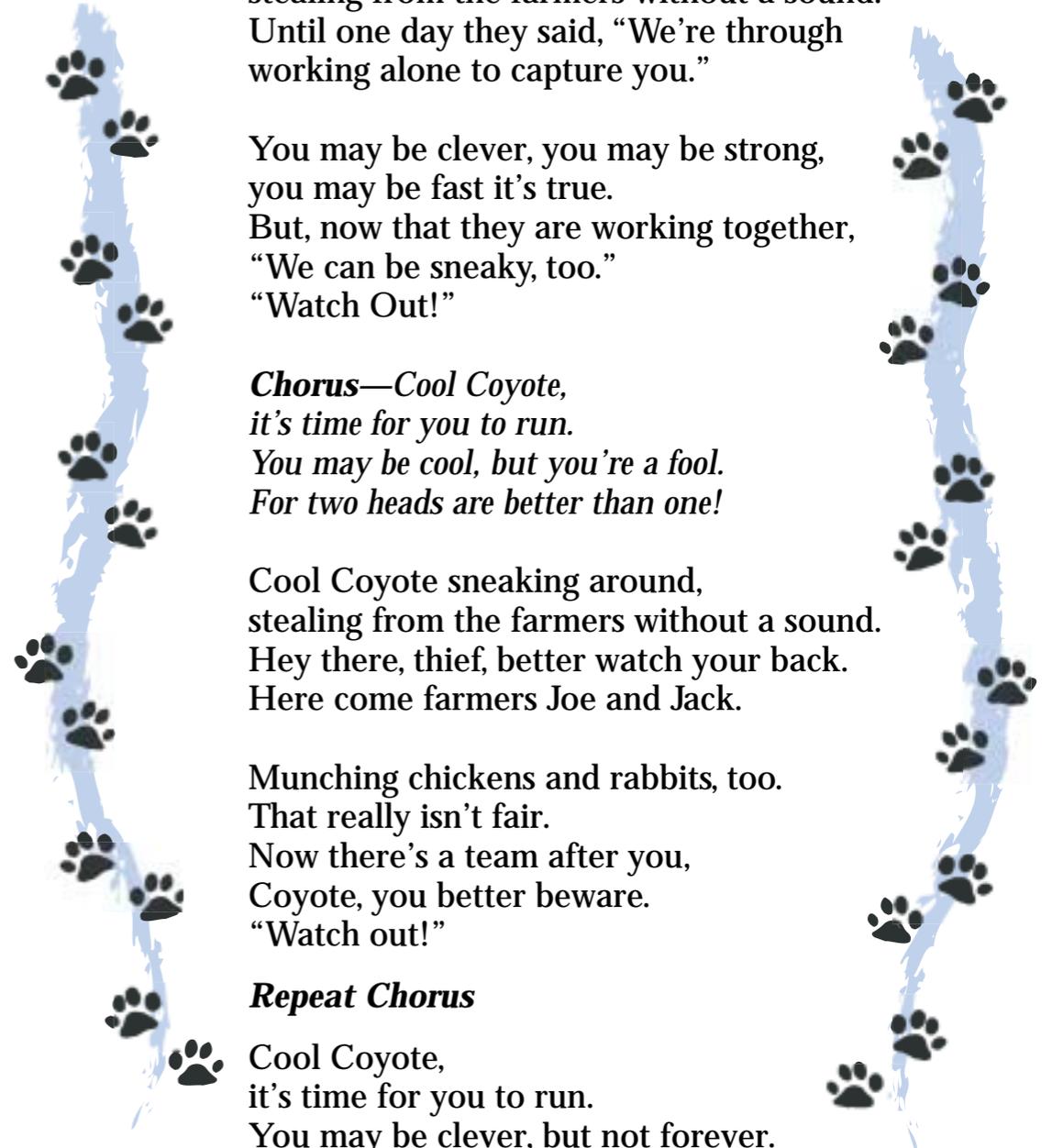
Chorus—Cool Coyote,
it's time for you to run.
You may be cool, but you're a fool.
For two heads are better than one!

Cool Coyote sneaking around,
stealing from the farmers without a sound.
Hey there, thief, better watch your back.
Here come farmers Joe and Jack.

Munching chickens and rabbits, too.
That really isn't fair.
Now there's a team after you,
Coyote, you better beware.
"Watch out!"

Repeat Chorus

Cool Coyote,
it's time for you to run.
You may be clever, but not forever.
For two heads are better than one!
"Watch out!"



Teamwork Lesson Plan

Objectives

- **Fluency:** Students will determine the meaning of text and then participate in an oral reading, focusing on the use of appropriate expression.
- **Content Area:** Students will write their own personal narratives about times they used teamwork.

Summary

In this script, Mr. Cool Coyote is a sneaky character. He continually steals sweet little animals from Farmer Joe and Farmer Jack. On their own, the farmers' efforts to catch Mr. Cool are unsuccessful, but when they work together, the coyote's antics are put to an end!



Materials

- *Teaming with Mr. Cool!* script booklets
- *Teamwork Character Masks* (pages 38–43 or Teacher Resource CD); copied on cardstock
- copies of the *Take-Home Script* (Teacher Resource CD)
- PowerPoint® slide show (Teacher Resource CD)
- overhead transparencies of the poem and song
- Performance CD and CD player or computer with a CD drive and speakers

Introduce the Literature

This script complements the book *Fantastic Mr. Fox* by Roald Dahl. In this script, one of the main characters is Mr. Fox's. The characters in this story have many of the same fun and entertaining characteristics as those in Dahl's book. You can use this reader's theater script as an introduction to a unit of study with that book. Or, you can follow up your literature unit with this reader's theater.

ELL Support



The use of slang and figures of speech in this script may confuse your English language learners. To assist them in understanding these words and terms, review unfamiliar words and phrases used in the story, such as Dag nab it, chicken coop, bop on the head, tail between his legs, squawked loudly, and pound his hide.

Involving All Students

While this script has only six roles, there are many ways to involve all of your students. For this reader's theater experience, assign the main roles to six of the students. Then, assign a few coaches to each student with a role, giving each character a support team of coaches. Explain that the job of the coaches is to assist the actor with reading the script and using appropriate and interesting expression. Each actor and his or her coaches should read and recite the lines of the script together. One coach might serve as the reader of other characters' lines. Another coach should listen to the actor's reading of the lines and offer encouragement and suggestions for using expression. Be sure to emphasize the coaches' use of encouragement. It is the job of each coach to ensure the success of the actor.

Reading the Script



1. Provide each student with a copy of the script. You can give the script booklets to students and their coaches, or you can print copies of the *Take-Home Script: Teaming with Mr. Cool!*.
2. Draw students' attention to the list of characters. Point out that three of the roles are narrator roles. Explain that a narrator is not an actual character in the story, but rather tells background information and details about the story.
3. Read the script aloud as students follow along. You may want to first play the recording of the script as students follow along. Then, read the script again and ask students to read it aloud with you. A PowerPoint® presentation of the script is also included on the Teacher Resource CD. You can use this slide show like a big book to review the script with the students.
4. Draw students' attention to new vocabulary and discuss unfamiliar words. Use the glossary at the end of the script as necessary for this discussion. The glossary also has pronunciation for some of the words. Students should use these pronunciations to ensure that they don't fumble over the words in the actual performance.
5. Point out to students that it is important to become familiar with the lines of the script in order to read smoothly. Emphasize expression when reading and point out that different characters have different ways of speaking. For example, each of the farmers might have different accents or draws. The coyote probably speaks differently than the farmers and the narrators. How might these voices differ from one another? Help generate some ideas for students to use so that they are varying the voices and expressions for each of the narrators and characters.
6. Draw students' attention to the poem and song featured in the script. Read the poem and song aloud or play the professionally recorded versions. While you're playing the CD, display the words to the students using the overhead transparency. Discuss how the poem and song add to the story.



ELL Support

Together, create a character web describing Cool Coyote's character traits. Student can find the words that were used to describe Cool Coyote in the story, or students can come up with words on their own. After each student shares a word, act it out as a class. If a student doesn't know the word about which they are thinking, have them act it out, draw it, or describe it. Once the character web is completed, create a Cool Coyote impersonation by having students choral read each word and then act it out. This same activity can be done with other characters in the story as well.



Teamwork Lesson Plan



Assigning Roles

Assign roles to students based on their reading proficiency. It is important to remember that when students practice fluency, they should read materials at or below their reading level. This helps them focus on their accuracy, expression, and reading rate. If a student is reading text that is too difficult, attention will be focused on sounding out words and comprehension, rather than fluency.

These are the approximate reading levels for the roles in this script.

- ❖ Farmer Joe: high 2nd grade
- ❖ Narrator 2: low 3rd grade
- ❖ Narrator 1: high 3rd grade
- ❖ Farmer Jack: high 2nd grade
- ❖ Mr. Cool: low 3rd grade
- ❖ Narrator 3: high 3rd grade

Meeting the Fluency Objective

1. The fluency objective for this script focuses on the use of appropriate expression. Explain to the students that when reading, it is important to use expression. Then, write the following sentences on the board.
 - Ouch, that hurt!
 - It's a beautiful day.
 - That's a really scary movie.
 - I can't wait to go to the zoo.
2. Read each of the sentences using a monotone voice. Then, ask students how they might use expression in their voices to communicate the messages more effectively. Allow students to share their ideas by reading the sentences aloud.
3. Draw students' attention to the difference between the monotone reading of each sentence and how each sounded with the use of appropriate expression. Explain that the use of inappropriate expression can be confusing to an audience. We use expression to convey how we feel about something. When performing reader's theater, a person uses expression to communicate the feelings of a particular character.
4. Further illustrate this point by reading the first two pages of the script in a monotone voice. Ask students to comment on this reading. Would this be an enjoyable way for an audience to listen to actors perform the entire script?
5. Read the first page again, using appropriate expression. Then, invite student volunteers to read lines of the second page using the expression they think effectively communicates the message of the script.
6. Allow students to practice reading the script on many occasions to increase fluency. The coaches should encourage the readers to think about the meaning of the characters' words and focus on reading that uses appropriate and entertaining expression. Send home copies of the take-home script and encourage them to get their families to help them practice.



Content-Area Connection— Language Arts

The focus of this narrative script is the theme of teamwork.

Understanding this theme will help your students make sense of the story's purpose. Explain that accomplishing tasks alone can often be difficult, but when people work together tasks are easier to complete. You will also want to explain to students that a narrative tells a story or recounts an event. With a personal narrative, the author tells about a personal experience, describing the event and his or her reactions or feelings about what happened. This script can be studied as a personal narrative by Mr. Cool Coyote.

1. Tell students that a good narrative answers the following questions: Who? What? When? Where? Why? and How?
2. Write these six question stems on the board. Then, ask students if Cool Coyote addressed these questions in his personal narrative. What are some questions using these stems that were answered in the story. Write students' responses on the board under the appropriate question stems.
3. Explain to students that now they will be writing their own narratives about personal experiences that involve teamwork. Ask students to brainstorm a list of these types of experiences (e.g., important sporting events or musical performances). Record student ideas on the board.
4. Emphasize that since a narrative is a story, it should include the following elements: setting, plot, conflict, and conclusion. When students are writing their own narratives, they need to make sure they describe the setting well. They should also be sure to include an interesting plot that contains a conflict and conclusion.
5. The narratives should be well-organized either by the order that the events occur or in some other logical sequence.
6. Suggest that students illustrate the settings for their stories. In addition, each student should draw or even bring in photographs of the key characters in his or her story.



ELL Support

The English language learners in your classroom may have a difficult time

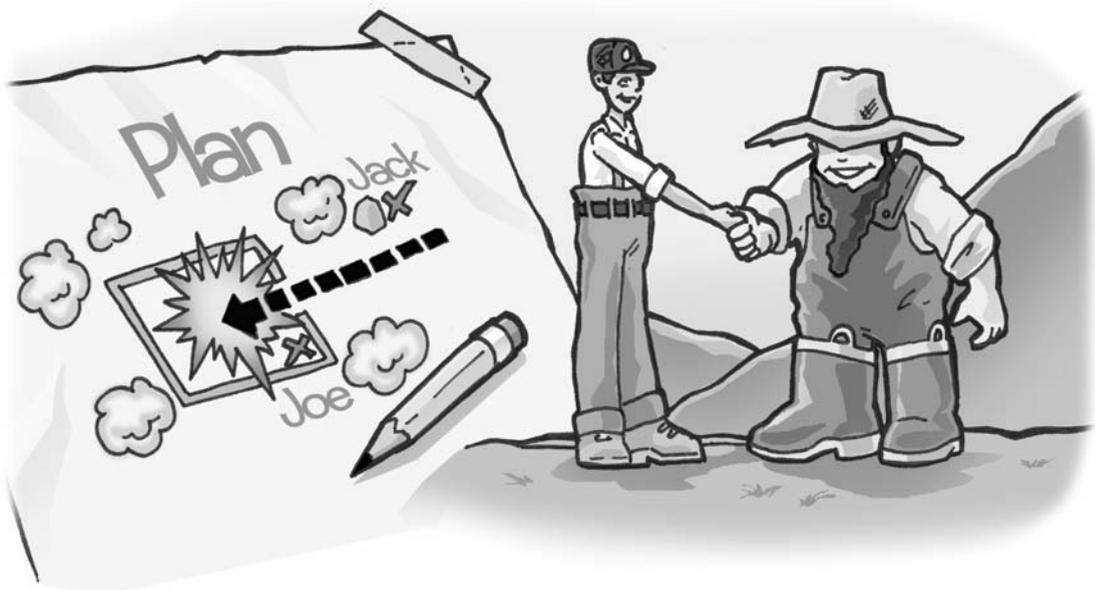
writing an entire narrative on their own. Instead, allow these students to tape record themselves telling the narratives. They can describe the settings and characters. Then, they should retell the events of their teamwork story in chronological order. Once they are finished recording their stories, have non-ELL partners help transcribe the recordings. Then, the ELL students can illustrate their narratives.



Teamwork Lesson Plan

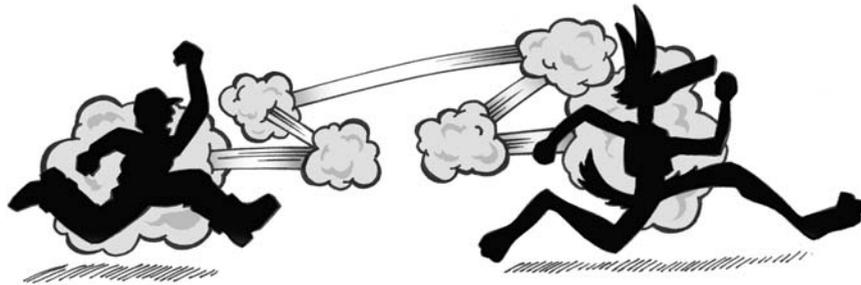
Fine Arts Connection

1. The script contains a song and poem: “Cool Coyote” and “Me, Myself, and I.” This song and poem are directly related to *Teaming with Mr. Cool!* but not limited to use only with this script.
2. Have students draw a portrait (head and shoulders or full-length) of a very cool character. Have them describe their drawings and tell why the character is so cool.
3. Have student groups read the poem “Me, Myself, and I.” Have students discuss the following questions in their groups: Do we need anyone else in our lives? Are we the greatest? Can we do everything ourselves? Should we have everything we want? Have each group rewrite the poem as an opposite idea. For instance, rewrite the first line as, “I need someone else.” Have the groups share their revised and much more humble poems with the class.
4. The “Cool Coyote” song might make a good rap song. Let students practice singing it rap style, complete with arm and hand movements. Don’t forget rhythmic rap sound effects!
5. Cool Coyote’s cousin is Fantastic Mr. Fox, a Roald Dahl character who has also had some strife with farmers. Have on hand a selection of books about animals versus farmers (e.g., *Peter Rabbit*) for students to read and examine. Have student groups form around their favorites and then have the groups act out their favorite stories for the class.



Performance CD

Description	Track	Time
Reader's Theater Theme Song: "Curtain Time"	Volume 1, Track 01	1:03
Tips for Rehearsing Reader's Theater and Tips for Performing Reader's Theater, pages 2–3	Volume 1, Track 02	2:05
Script reading, pages 4–6	Volume 1, Track 08	2:44
Poem: "Me, Myself, and I"	Volume 1, Track 09	1:14
Script reading (<i>cont.</i>), pages 7–14	Volume 1, Track 10	7:54
Song: "Cool Coyote"	Volume 1, Track 11	1:54
Script reading (<i>cont.</i>), pages 15–21	Volume 1, Track 12	8:06



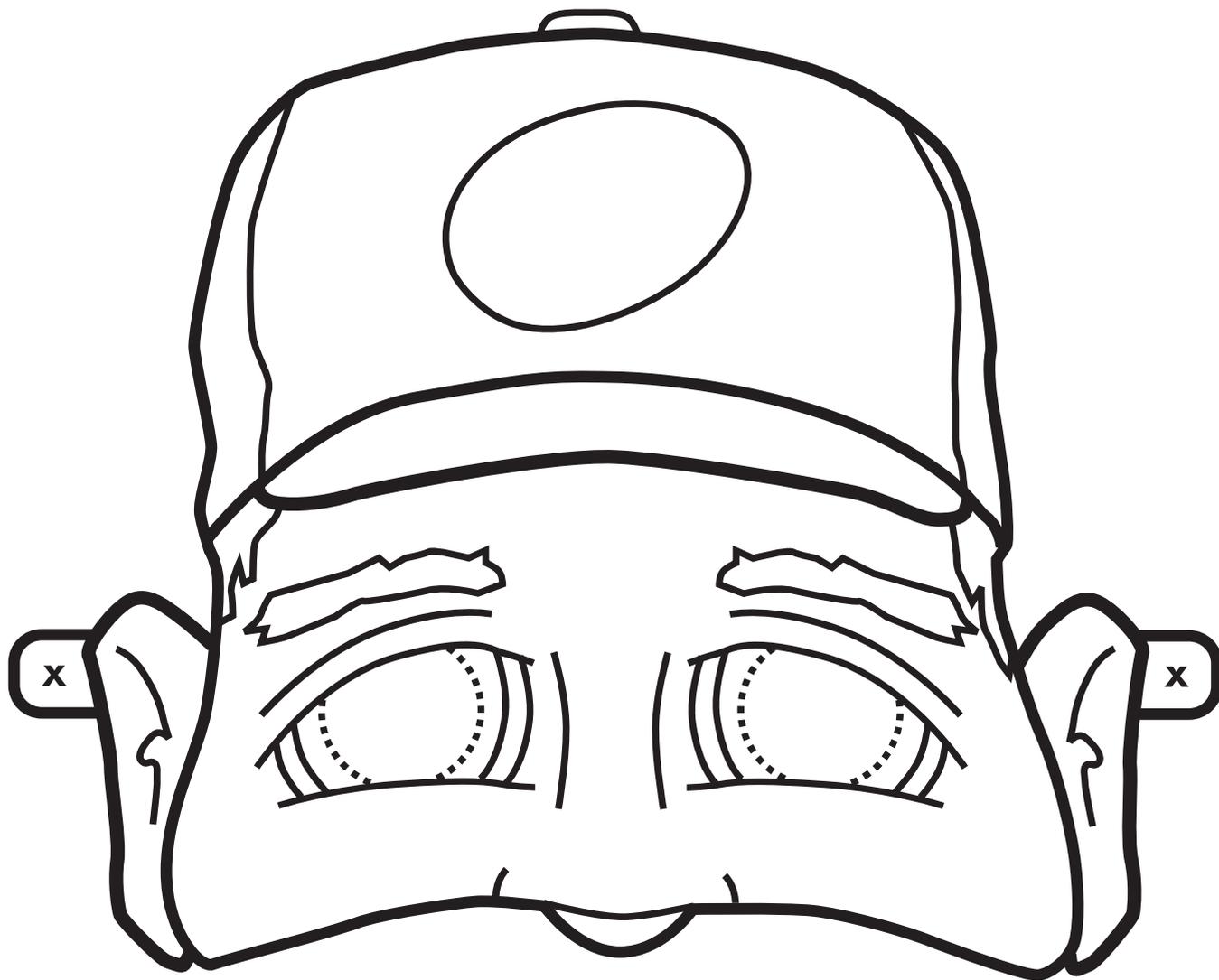
Teacher Resource CD

Description	File Name
Teamwork Character Masks	masks_Teaming with Mr. Cool.pdf
Take-Home Script: Teaming with Mr. Cool!	THS_Teaming with Mr. Cool.pdf
PowerPoint®: Teaming with Mr. Cool!	PP_Teaming with Mr. Cool.ppt
Poem Transparency: "Me, Myself, and I"	poem_Teaming with Mr. Cool.pdf
Song Transparency: "Cool Coyote"	song_Teaming with Mr. Cool.pdf

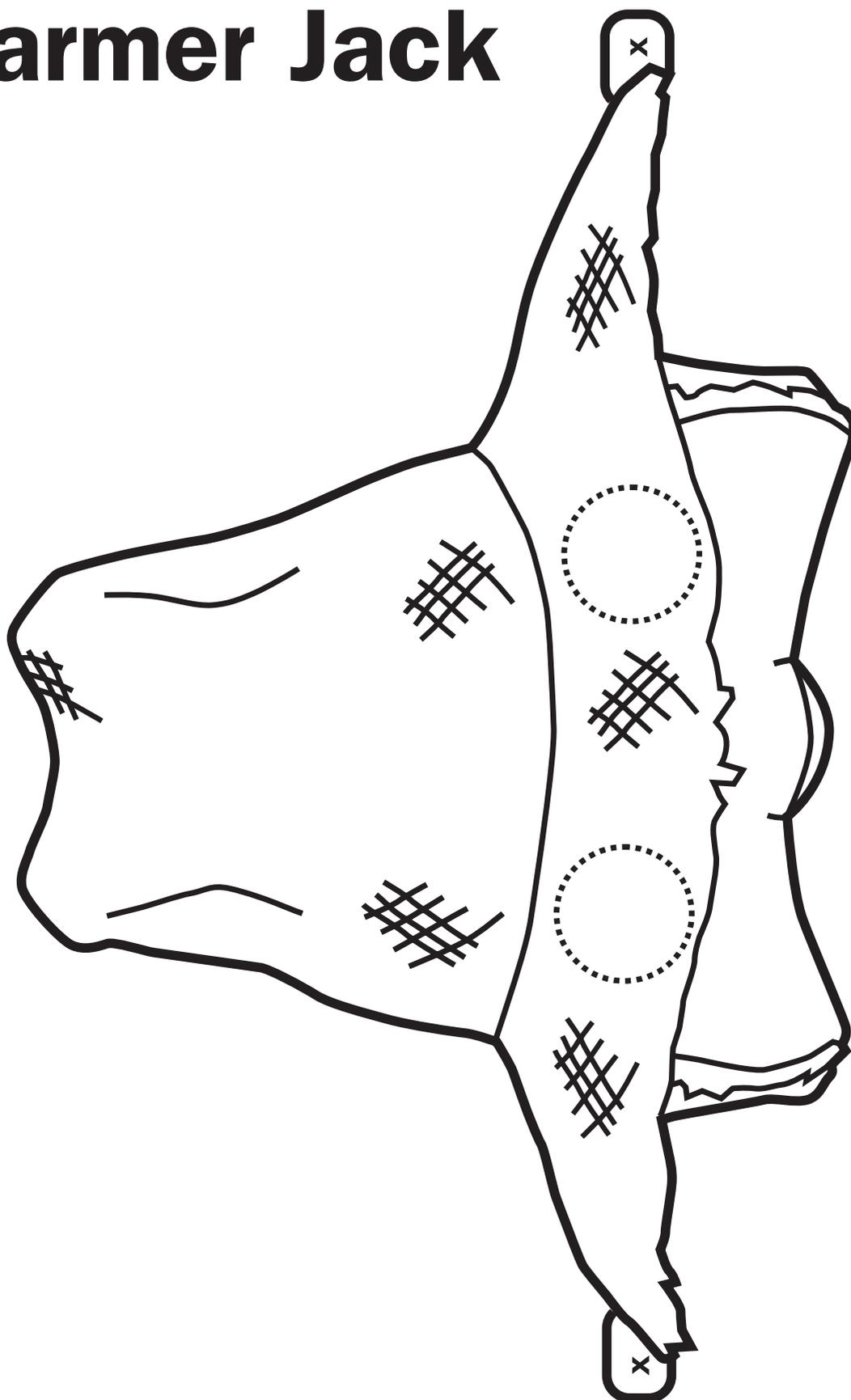
Mr. Cool Coyote



Farmer Joe



Farmer Jack



Narrator 1



Narrator 2



Narrator 3

