

TEAMING WITH MR. COOL!



Characters

Narrator 1
Narrator 2
Narrator 3

Cool Coyote
Farmer Joe
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?

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*

Introduce the Literature

This script complements the book *Fantastic Mr. Fox* by Roald Dahl. In this script, one of the main characters is the cousin to Mr. Fox. 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 second 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.