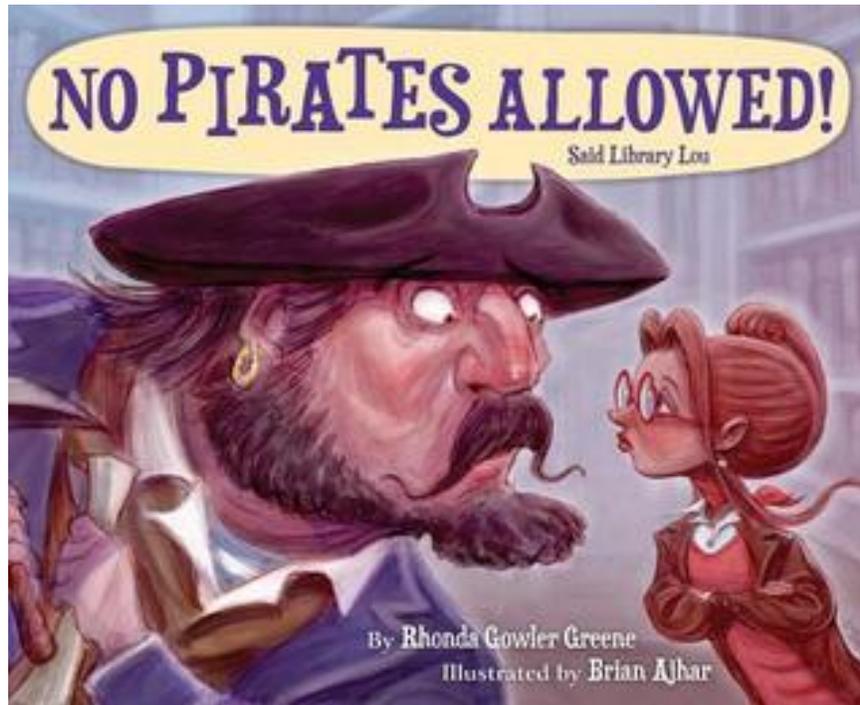


A Core Curriculum State Standards Annotated  
Readers' Theatre Production for

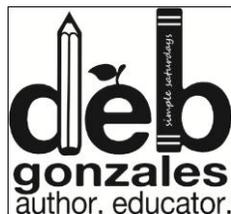


Written by Rhonda Gowler Greene

Illustrated by Brian Ajhar

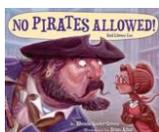
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Script Created by Debbie Gonzales



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## What is Readers' Theatre?

Readers' Theatre is a joint dramatic reading from a text, usually with no memorization, no movement and a minimum of props. It involves children in oral reading through reading parts in scripts. Unlike traditional theatre, the emphasis is on oral expression of the part - rather than on acting and costumes – which celebrates the theme of *No Pirates Allowed! Said Library Lou* perfectly!

## What is its purpose?

It enables students to bring a text to life and together create a powerful interpretation. It offers less confident readers support from peers and provides a genuine social purpose for attentive reading. It also provides students with models for creating 'the voice behind the page' in their own silent reading. Readers' Theatre provides a real context for reading and has obvious benefits for students by increasing their skills as readers, writers, listeners and speakers.

In the same way that a television adaptation can push book sales through the roof, Readers' Theatre can take students into the world of a text and entice them into enthusiastic reading.

## Getting Started

The following pages contain all that is necessary to present a Readers' Theatre Production of Rhonda Gowler Greene's *No Pirates Allowed! Said Library Lou*.

- A Playbill is a promotional flyer in which multiple copies can be printed out to be distributed to members of the audience. Cast members can be listed, if desired.
- Cast List
- The Script

*"We've come to thank ye, Miss Library Lou! 'Cause of ye, now we know – books be the treasure!"*  
*"Shucks," whispered Lou. "It's been my pleasure."*

**Reference:** "Instructional Strategies Online – Readers' Theatre." Online Learning Centre. Web. 1 Dec. 2011.  
<http://olc.spsd.sk.ca/de/pd/instr/strats>.

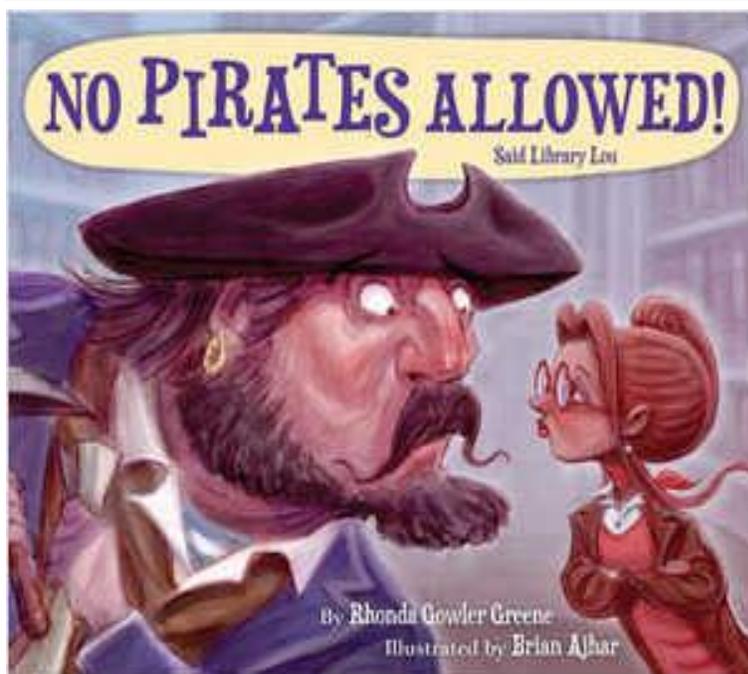
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## Playbill

# ANNOUNCING A READERS' THEATRE PERFORMANCE OF RHONDA GOWLER GREENE'S



Date

-----

Time

-----

Place

-----

### CAST MEMBERS

Library Lou \_\_\_\_\_

Narrator 1 \_\_\_\_\_

Pirate Pete \_\_\_\_\_

Narrator 2 \_\_\_\_\_

Igor the Parrot \_\_\_\_\_

Narrator 3 \_\_\_\_\_

Supporting Cast (Library Readers and Book Characters)

\_\_\_\_\_

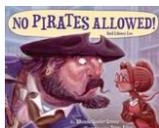
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## Cast Members (in order of appearance)

Narrator 1 \_\_\_\_\_

Narrator 2 \_\_\_\_\_

Narrator 3 \_\_\_\_\_

Pirate Pete \_\_\_\_\_

Igor the Parrot \_\_\_\_\_

Library Lou \_\_\_\_\_



Library Readers:

Boys \_\_\_\_\_

Girls \_\_\_\_\_

Ladies \_\_\_\_\_

Men \_\_\_\_\_

Babies \_\_\_\_\_



Book Characters:

Ball player \_\_\_\_\_

Surfer \_\_\_\_\_

Dinosaur \_\_\_\_\_

Aliens from Mars \_\_\_\_\_

Guitar Players \_\_\_\_\_

Mummies \_\_\_\_\_



## Presenting No Pirates Allowed! Said Library Lou

*Written by Rhonda Gowler Greene*

*Illustrated by Brian Ajhar*

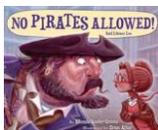
### Act I

#### Setting : The Library

- NARRATOR 1: At Seabreezy Library, things were just right.  
Book Lovers were cozy. The sky was blue-bright  
when – Shiver me timbers! – through Seabreezy’s door  
stormed big Pirate Pete and his parrot, Igor!
- PIRATE PETE: (Loudly) Whar be the treasure?! X marks this spot!  
We’ll dig up the loot an’ steal all that ye’ve got!
- IGOR: (Loudly) Squaw-aw-awk!
- NARRATOR 1: Igor squawked as Pete muttered an...
- PIRATE PETE: (Loudly) Arrgh!
- NARRATOR 1: Then big Pete let loose with a scary...
- PIRATE PETE: (Loudly) SO THAR!
- LIBRARY READERS: (Frightened, shocked, surprised!)

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NARRATOR 1: Chills ran down spines as those readers all shook.  
 They hid behind bookshelves, but ventured a look.  
 And what was that odor? Disgusting! Phhhew!  
 But no one at Seabreezy knew what to do.  
 Except...Library Lou who dashed over to see  
 what all the unruly commotion could be.

LIBRARY LOU: (Annoyed & frowning) May I help you?

NARRATOR 1: Lou asked with a pinch of a frown.

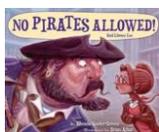
LIBRARY LOU: (Whisper) This is a library. Shhhh. Quiet down!

PIRATE PETE: (Loudly, angrily) Arrgh!

NARRATOR 1: Big Pete thundered.

PIRATE PETE: Don't waste me day! Walk the plank, saucy lass, or show me the way!

NARRATOR 1: At Seabreezy then, you could hear a (Exaggerated whisper) pin drop.  
 All that tough, ruffian talk and squawk stopped  
 for Library Lou looked Pete right in the eye  
 as Pete stood his ground with a snarl. Oh, my!  
 Minute by minute, their tempers both flared  
 as they stood head to head and doggedly dared!



LIBRARY LOU: Unless you be quiet....and listen up too...  
No pirates allowed!

NARRATOR 1: Said Library Lou.

IGOR: Squawk!

NARRATOR 1: Igor squawked with a blow-me-down glare.  
Then Library Lou boldly added –

LIBRARY LOU: So there!  
Now – where is the treasure map? ...Ahhh, yes.  
The treasure is here, just as I guessed.  
I’ll help you find it. But first I must ask  
of you and your matey a wee smallish task –  
Go home. Take a bath. Change your underwear too.  
Then come back tomorrow.

PIRATE PETE: (Scowling)

NARRATOR 1: ...said Library Lou.  
Arrgh! A landlubber tellin’ Big Pete what to *do*?!  
But – she said thar be treasure. Sink me! ‘Tis true!

PIRATE PETE: (Happy!)



## Act II

### Setting: Seaside

PIRATE PETE: (Pretending to bathe)

NARRATOR 2: So...that night Pete scrubbed thirteen layers of dirt  
and decided clean underwear (sniff!) couldn't hurt.  
Squawking Igor got a good scrubbin' too!  
Swwwish through the sea sailed their funky P.U.  
Then later they dreamed...of a treasure or two.

### Setting: Library

NARRATOR 2: The next day they burst through that library door  
with a fresh, soapy scent. But – as LOUD as before!

IGOR: (Loudly) Squawk-aw-awk!

LIBRARY LOU: Mateys! Your manners!

NARRATOR 2: Said Library Lou.

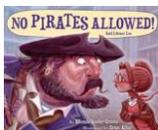
LIBRARY LOU: Now come. Follow me.  
We have much work to do.

NARRATOR 2: Aye! Big Pete grabbed his picks and his ax and his shovel.

But Library Lou said -

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LIBRARY LOU: Don't go to the trouble.

PIRATE PETE: But, Lassie! The loot!

NARRATOR 2: Lou said –

LIBRARY LOU: Not yet.  
First – say Ahoy to these letters!  
This fine alphabet!

PIRATE PETE: Letters? Thar be more than X?

NARRATOR 2: Lou spread them all out.  
Big Pete looked perplexed.

PIRATE PETE: Blimey! A code! Of old!  
A secret one – Aye! – to find the sweet gold!

NARRATOR 2: Library Lou grinned a witty-wise grin.

LIBRARY LOU: (Smiling & excited) Brilliant! Now time to begin!  
Here they are. All of them. Pleased to meet you.  
Isn't this fun?

NARRATOR 2: Said Library Lou.



PIRATE PETE: (Shaking head) Fun? It be torture no less!  
Me'd rather be kissin' a fat treasure chest.

NARRATOR 2: So many letters! Pete got confused!  
W's? H's? S's? and Q's?  
Some she called vowels – A's, E's, I's, O's, and U's?  
Soon Lou took some letters and mixed them about.

LIBRARY LOU: (Smiling) Look! Words to sound out!  
Now here is a stack you may take home with you.  
Then come back tomorrow.

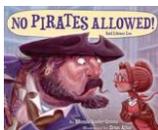
NARRATOR 2: Said Library Lou.

### Setting: The Pirate Ship

NARRATOR 2: Up on the poop deck, Pete practiced that night.  
He practiced each word till he got each word right.

PIRATE PETE: Igor, we'll hold riches untold!  
'Cause us? We be hard-workin' gluttons fer gold!

NARRATOR 2: Yes, day after day after day, he went back.  
And night after night, Lou piled high a new stack.  
Soon...Big Pete was reading not small words, but BIG –  
swashbucklin'...buccaneer...thingamajig.  
But Pete got impatient. He'd worked day and night



and *still* not a trinket or treasure in sight!

Setting: Library

- NARRATOR 2: One day he barked at Lou,
- PIRATE PETE: (Frustrated) Do what ye told!  
Ye said ye'd be helping me find that sweet gold!
- LIBRARY LOU: Correct!
- NARRATOR 2: Answered Lou.
- LIBRARY LOU: In a book, there's a clue.  
I've given my help. It's now...up to you.
- NARRATOR 2: Pete stared at those books lined up shelf...after shelf!  
A code? A clue?
- PIRATE PETE: (Scratching head) Arrgh! Me find 'em me-self!



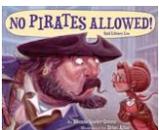
### Act III

#### Setting: At Sea and the Library

- NARRATOR 3:           Maybe, just maybe, the code be in rhyme.  
                                   He loved Mother Goose. Dr. Seuss – how sublime!  
                                   They tickled his fancy, but – no secret code.  
                                   Avast! Easy readers! He snatched Frog and Toad!  
                                   Day after day after day, he went back.  
                                   And night after night, he piled high a new stack.  
                                   He found books called classics, great tales of the sea.
- PIRATE PETE:           (Reading a book) Blimey! Thar’s whar the clue be!  
                                   Treasure Island...Me like it!
- NARRATOR 3:           But – no clue to be found.  
                                   Stumped, Big Pete scoured each shelf, up and down.  
                                   Gangway! The *non-fiction!* *Thar’s whar she be!*  
                                   Soon, luscious loot! Fancy-free on the sea!  
                                   Those factual books, Big Pete came to love.
- BOOK CHARACTERS:   (Gather around Pete. Read over his shoulder with great interest.)
- NARRATOR 3:           He read about things that he’d never heard of –  
                                   stink bugs...and baseball ... and surfing...and Mars...  
                                   dinosaurs, mummies, electric guitars!  
                                   Pete’s picks and his ax and his shovel got ... dusty.  
                                   At piratey ways, Big Pete got a might... rusty.  
                                   Now – Pete wasn’t a pirate just dreaming of loot,

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but a *reader* he was, and a good one to boot!  
 When one book was finished, yes, when one was done,  
 Pete picked up another. Oh, reading was – *fun!*  
 He read and he read and he read and he read!  
 Then suddenly one night, Pete popped up in bed.

PIRATE PETE: (Awakes bright-eyed and excited!)

NARRATOR 3: The next day... at Seabreezy Library, things were just right.  
 Book lovers were cozy. The sky was blue-bright  
 when Big Pete and Igor tiptoed through the door (shhh...)  
 and spied Library Lou in aisle four hundred and four.  
 They both gave her hugs. Each, a kiss too.

PIRATE PETE: We've come to thank ye, Miss Library Lou!  
 'Cause of ye, now we know – *books* be the treasure!

LIBRARY LOU: (Whisper) Shucks...it's been my pleasure.

NARRATOR 3: Now – Library Lou, with a smile, big and proud,  
 is hanging a sign that says –

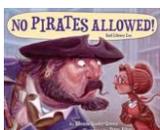
NARRATORS 1, 2 & 3: (Loudly!) PIRATES...ALLOWED!

ALL CAST MEMBERS: (Direct sound toward narrators) Shhhhhh!



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## Common Core State Standards Annotations

### English Language Arts Standards » Reading: Literature

RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

### English Language Arts Standards » Reading: Foundational Skills

RF.K.10	Actively engage in group reading activities with purpose and understanding.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4a	Read grade-level text with purpose and understanding.
RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4a	Read grade-level text with purpose and understanding.

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## English Language Arts Standards » Reading: Foundational Skills (cont.)

RF.2.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4a	Read grade-level text with purpose and understanding.
RF.3.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## English Language Arts Standards » Speaking & Listening

SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
SL.K.1b	Continue a conversation through multiple exchanges.
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

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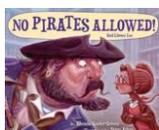


## English Language Arts Standards » Speaking & Listening (cont.)

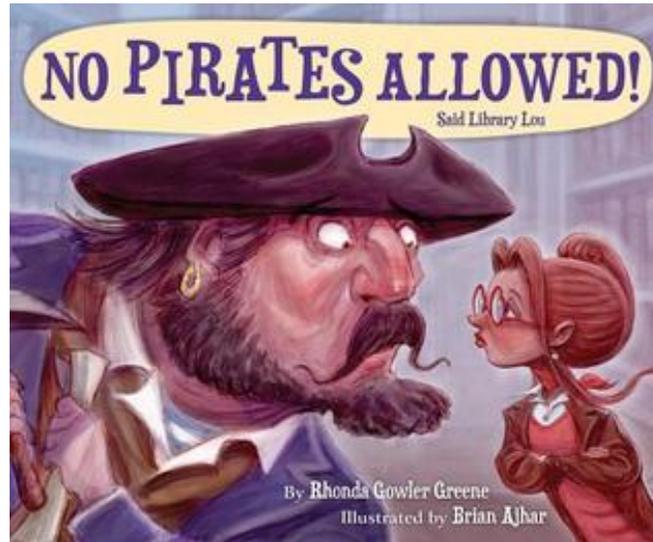
SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.
SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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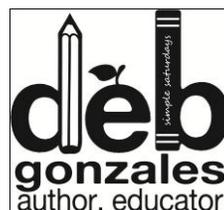
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Illustrated by Brian Ajhar

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Script Created by Debbie Gonzales

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