

Three Woolly Lambs



Trend task

Approach: Team

Level: Year 4

Focus: Preparing and presenting a fully scripted play reading.

Resources: 5 copies of the play.

Questions/instructions:

In this activity your team is going to read a play. Try to enjoy doing the play, and to make it sound as interesting and realistic as you can. You don't have to dress up, and you don't have to do any acting unless you want to.

Before you get ready for the play, I will tell you what it is about. The play is called "Three Woolly Lambs". There are 4 characters in the play. They are called Little Woolly Lamb, Middle Woolly Lamb, Big Woolly Lamb, and Taniwha. In this play the terrifying Taniwha wants to eat the woolly lambs. But they cleverly stop the Taniwha.

Before you do the play, I want you to practise reading it through together one time. After that you can talk about how you are going to make it really good. It is important to think of ways to use your voices to make the play realistic and interesting. After you've practised it, you will do it again for a special recording on the video. To get started, I will tell each of you the part you will play. After you've practised it once, you can change who does the parts if you want to.

Here are the copies of the play.

Tell each child the part they will play, ensuring that less confident readers are given shorter parts to read. Taniwha is the longest part, the middle woolly lamb the next longest, and the big woolly lamb and little woolly lamb are of similar lengths.

The Three Clever Woolly Lambs

CAST: Little Woolly Lamb
Middle Woolly Lamb
Big Woolly Lamb
Taniwha



Little: Look at the yummy green grass on that hill over there.

Middle: Yes, I would like to eat some of that grass.

Big: Yes it does look good. Off we go.

All lambs: (Softly) Clip, Clop, Clip, Clop.



Taniwha: Who's that clip-clopping on my bridge?

Little: It's me, Little Woolly Lamb. I'm going up to the top of the hill to eat the yummy green grass.

Taniwha: Oh, no you're not! I'm going to gobble you up.

Little: Oh please don't gobble me up. Middle Woolly Lamb is bigger than me. Why don't you wait for Middle Woolly Lamb?

Taniwha: Well be quick.

All lambs (Louder than before) Clip, Clop, Clip, Clop.

Taniwha: Who's that clip-clopping on my bridge?

Middle: It's me. Middle Woolly Lamb. I'm going up the hill to eat the lovely green grass.

Taniwha: Oh, no you're not! I'm going to gobble you up.

Middle: I'm not big enough for you. Why don't you wait for Big Woolly Lamb? Big Woolly Lamb is much bigger than me.

Taniwha: Well be quick.

All lambs (Very loudly) Clip, Clop, Clip, Clop. Clip, Clop, Clip, Clop.



Taniwha: Who's that clip-clopping on my bridge?

Big: It's me. Big Woolly Lamb. I'm going up the hill to eat the yummy green grass.

Taniwha: Oh no you're not. You're not going anywhere! I'm going to gobble you up.

Big and Middle: No you're not. We'll push you back where you belong.

Taniwha: Aaaaaaaaah!

Big: That takes care of that nasty old Taniwha. Thank you Middle Woolly Lamb.

Middle: Thank you Big Woolly Lamb. Now lets eat some of that yummy green grass.

Expressiveness — capturing the feel of the part

strong 44 (31)
moderate 41 (52)
weak 15 (17)

Timing & continuity

strong 72 (61)
moderate 22 (33)
weak 6 (6)

Fluency within individual speeches

strong 46 (35)
moderate 44 (53)
weak 10 (12)

Accuracy

strong 66 (48)
moderate 29 (47)
weak 5 (5)

Speech clarity

strong 72 (75)
moderate 25 (25)
weak 3 (0)

Total score: 9-10

47 (29)
7-8 23 (32)
5-6 17 (28)
3-4 9 (8)
0-2 4 (3)

Commentary:

Two thirds or more of the students achieved high levels of speech clarity, reading accuracy and continuity, but slightly less than half presented their parts fluently and expressively. On average, about 10 percent more students scored highly on each attribute in 2000 than in 1996, with 18 percent more achieving a total score of 9 or 10. This task used the same procedures and criteria as the year 8 task *Dial 111* (opposite).