

# Happy Campers

Happy Actors Pack



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# About the Happy Actors Pack

**Performances** are a fun way to show parents, teachers, and other classes in school all of the learning that is taking place during the year. They are also a great opportunity to involve all students in a child-centered, engaging activity that builds confidence and team spirit.

The **Happy Actors Pack** contains performance pieces for each level of *Happy Campers*. These pieces can be performed at any time throughout the school year. Every **poem, song, and play** includes language from the program. Each piece also includes an **audio recording** that can be used in class to practice pronunciation and delivery. These audio recordings can be downloaded from the **Teacher's Resource Center**. There are notes for each level to provide ideas for **props, costumes, scenery, and actions**. There are also guidelines for **preparation** and **rehearsal** times.

Whether the Happy Actors Pack materials are performed for large or small audiences, the experience of **collaborating** in a team performance will create long-lasting, positive memories.



## Why Use the Happy Actors Pack?

- ✓ Practicing and performing make students **better readers** and **communicators**.
- ✓ Practicing language through poems, songs, and plays helps students improve **intonation, pronunciation, and listening**.
- ✓ Remembering and reinforcing language is easy with the **rhythm, rhyme, and repetition** in poems and songs.
- ✓ Practicing for a performance promotes **teamwork** and encourages students to **listen** to one another.
- ✓ Performing a poem, song, or play that uses familiar language can give students greater **self-confidence** when speaking English.

# Preparing for a Performance

## Performing Poems



The original poems in the Happy Actors Pack have been specially written to be read aloud by many voices. All of the poems have an element of humor and tell a story, so they are enjoyable to watch and listen to. During the rehearsals, encourage students to express the humor in the poems using vocal and facial expressions as well as gestures.



## Performing Songs



Performing a song involves much more than just singing! Dance moves can be added to any performance, props can be used, and verses can be easily adapted with new lyrics or additional harmonies.

Every song comes with a music sheet, so students, teachers, or parents can accompany the songs with musical instruments.

If students prefer a different song from the course, any song can be chosen for a performance.



## Performing Plays



Performing a play is a great community event that brings students, staff, and parents together. Parents will love the chance to see their children "in the spotlight"!

Every play has narrator and chorus roles that can be performed by multiple actors. The narrator role is designed for students who are comfortable speaking in a group, while the chorus lines contain rhythm and rhyme more suitable for students who are musically inclined.

Have students audition for the roles they are interested in by giving them the script and setting up a time for each volunteer to do a short reading. Students will appreciate the opportunity to play different roles!





Level



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# STARTER LEVEL

## Performance Notes

### Poem 3: What Is It?

**Materials:** Printed copies of the poem  
"What Is It?" on **Page 13**, Audio **Track 04**

#### Preparation and Performance Ideas

**Costumes:** Prepare costumes of the animals for each group to wear during the performance (cow, duck, and rabbit). Try to include the animal body parts mentioned in the poem on the costumes so students can point to them during the performance.

**Performance:** Divide the class into three groups.

- For the lines spoken by everyone, have students wag their fingers for the line *No! No! No!* and put their hands up in the air for the line *Yes! Yes! Yes!* You may consider making a giant question mark out of poster board for one member in each group to hold up for the lines spoken by everyone.
- Have each group step forward as they recite their stanza during the performance. As the groups move, they walk like the animal they are pretending to be.

### Song: This Is Me!

**Materials:** Printed copies of the song  
"This Is Me!" on **Page 14**, Audio **Track 05**

#### Preparation and Performance Ideas

**Performance:** Have students perform the song with actions.

- **Verse 1:** For each line, first have students point to the body part they are talking about (nose, teeth, head, eyes, ears, and mouth). Then have students do movements for the repeated words that follow. Students sniff in the air for *Sniff! Sniff!*, chomp their teeth for *Chomp! Chomp!*,

and blink their eyes for *Blink! Blink!* Students can put their hands behind their ears for *Listen! Listen!* and put their hands up in the air for *Hooray!* Have students make big, exaggerated movements so they are clear for the audience.

- **Verse 2:** For each line, have students point to the body part they are singing about (nose, teeth, head, eyes, ears, and mouth).
- **Verse 3:** Have students repeat the same movements used for the lines in Verse 1. For the final line, have students stand in different poses or point to themselves with their thumbs, and shout *This is me!*

# Poem 3

## What Is It?



1

**Everyone:**

What is it?

Can you guess?

No! No! No!

Or, yes! Yes! Yes!

**Group 1:**

I have four legs.

My head is brown.

Moo, moo, moo!

I'm a cow.

**Everyone:**

What is it?

Can you guess?

No! No! No!

Or, yes! Yes! Yes!

**Group 2:**

My nose is orange.

I'm white, yellow,

or black.

I'm a duck.

Quack, quack, quack!

2

**Everyone:**

What is it?

Can you guess?

No! No! No!

Or, yes! Yes! Yes!

**Group 3:**

I have two big ears

And a pink nose.

I'm a rabbit.

Watch me go!

**Everyone:**

What is it?

Can you guess?

No! No! No!

Or, yes! Yes! Yes!

# Song

## This Is Me!



### Everyone:

This is my nose. Sniff! Sniff!

These are my teeth. Chomp! Chomp!

This is my head. Tap! Tap!

These are my eyes. Blink! Blink!

These are my ears. Listen! Listen!

This is my mouth. Hooray!

This is my nose.

These are my teeth.

This is my head.

These are my eyes.

These are my ears.

This is my mouth.

Sniff! Sniff!

Chomp! Chomp!

Tap! Tap!

Blink! Blink!

Listen! Listen!

Hooray!

This is me!





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### Play: Cindy Goes to the Beach

**Materials:** Printed copies of the play "Cindy Goes to the Beach" on **Pages 34 and 35**, Audio **Track 14**

**Cast:** Narrators, Chorus, Cindy, Mandy, Gabby, Stepmother, Tim, Steve, Lucy, and Carrie

### Preparation and Performance Ideas

**Scenery:** Use butcher paper to create the following scenery: a kitchen with a door for Scene 1 and a beach scene including sea waves for Scene 2.

**Props:** Use cardboard boxes for props such as a refrigerator or sandcastles. Have students use construction paper to make props for the picnic lunch. Consider using the following props: a table, a trash bag, two beach bags, a picnic basket, and a jump rope.

**Costumes:** Students playing Stepmother, Mandy, Gabby, Tim, Steve, Lucy, and Carrie should wear beach clothes throughout the play. Have the student playing Cindy wear an apron over her clothes in Scene 1. Cindy can wear makeup on her face to show that she is dirty from all of the chores during Scene 1.

**Performance:** The student playing Cindy acts like she is tired while she is doing all of the chores in Scene 1. The students playing Cindy, Lucy, Carrie, Steve, Tim, Stepmother, Mandy, and Gabby act out the activities the narrators are saying in Scene 2. For example, Cindy pretends to eat ice cream, Steve pretends to swim, and so on. A way to add humor to the play is to have boys play the part of the sisters, Mandy and Gabby.





### [Scene 1]

*(Cindy sweeps the floor. She's tired.)*

**Narrators:** This is Cindy. She does all the chores. She has two sisters. They're really mean.

**Chorus:** Cindy, Cindy, do your chores! Wash the dishes!  
Sweep the floors!

*(Mandy, Gabby, and Stepmother enter carrying beach bags.)*

**Mandy:** Cindy, do your chores. Set the table! Take out the trash!

**Gabby:** Wash the dishes! Sweep the floor!

*(The sisters laugh.)*

**Stepmother:** It's a sunny day! We're going to the beach.

**Cindy:** I want to go to the beach, too!

**Stepmother:** Finish your chores first.

**Mandy and**

**Gabby:** Bye, Cindy.

*(Mandy, Gabby, and Stepmother leave. Cindy looks sad.)*

**Narrators:** Cindy has four friends. They want to help.

*(There's a knock on the door. Cindy opens the door.)*

**Lucy:** Hi, Cindy!

**Cindy:** Hi, come in!

**Tim:** Are you doing chores?

**Cindy:** Yes, I am.

**Steve:** We can help you. I can sweep the floor.

**Lucy:** I can set the table.

**Carrie:** I can take out the trash.

**Tim:** I can wash the dishes.

**Cindy:** Great! Now I can make a picnic lunch!

*(Cindy and her friends do the chores. Cindy puts items of food in the picnic basket and picks it up.)*

**Cindy:** Thanks, everyone. Here's the picnic lunch. Let's go to the beach!

## [Scene 2]

**Chorus:** Cindy, Cindy, no more chores. Eat ice cream and play outdoors.

*(Cindy, Steve, Lucy, Carrie, and Tim mime doing these actions. Mandy, Gabby, and Stepmother jump rope. They swing the rope too fast, and Stepmother falls over.)*

**Narrators:** Cindy and her friends are at the beach.  
Cindy is eating ice cream. Steve is swimming.  
Lucy is building a sandcastle. Carrie is flying a kite.  
Tim is taking pictures.  
Look! Mandy, Gabby, and Stepmother are jumping rope!

**Tim:** Come on everyone, I want to take a picture.

*(The friends stand together. Tim takes the photo.)*

**Cindy:** Now let's have a picnic.

**Lucy:** Are there sandwiches?

**Cindy:** Yes, and there's lemonade, too.

**Steve:** Is there cake?

**Cindy:** Yes, there is!

**Carrie:** Yummy!

*(Cindy and the friends sit down to eat. Mandy, Gabby, and Stepmother watch.)*

**Mandy:** I'm hungry!

**Gabby:** Me, too! Where's our lunch?

**Stepmother:** Oh, no! We don't have lunch!

**Mandy  
and Gabby:** Oh, Mom!

*(Mandy and Gabby look angry.)*

**Cindy:** We have lots of sandwiches and cake. You can share our lunch.

**Mandy  
and Gabby:** Thank you, Cindy. We're sorry for being mean!

*(Mandy, Gabby, and Stepmother sit down with Cindy and the friends.)*

**Everyone:** Here we are at the beach, having lots of fun!  
We can all eat our lunch, there's food for everyone!

## [The End]

# Music Sheets



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# This Is Me!

Written by Jessica Fichot

1 E♭ B♭ A♭ E♭ E♭ B♭

2: MeTody (sax) This is my nose —

7 A♭ E♭ E♭ B♭

2: MeTody Sniff! Sniff! These are my teeth — Chomp! Chomp! This is my head —

11 F- B♭7 E♭ F- B♭7

2: MeTody Tap! Tap! These are my eyes — Blink! Blink! These are my ears —

16 A♭ E♭ A♭ F- B♭ E♭

2: MeTody Lis ten! Lis ten! This is my mouth — Hoo ray!

21 E♭ B♭ A♭ E♭ E♭ B♭

2: MeTody (sax) This is my nose —

27 A♭ E♭ B♭ F- B♭7 E♭

2: MeTody These are my teeth — This is my head — These are my eyes —

34 F- B♭7 A♭ B♭7 A♭ (faster!) E♭ F- E♭

2: MeTody These are my ears — This is my mouth Sniff! Sniff! Chomp! Chomp! Tap! Tap! Blink! Blink!

42 A♭ E♭ F- B♭7 E♭

2: MeTody Lis ten! Lis ten! Hoo ray! This is me!