

CHILDREN	<i>(Shocked)</i> Aliens!
ALIENS	<i>(Shocked)</i> Humans!
ALIEN 1	The thing is... our spaceship has broken down and we sort of landed here by accident.
ALIEN 2	We thought we might look around.
CHILD 1	Well, you're welcome to come to school with us. We are rehearsing for our Christmas play today.
ALIEN 3	Christmas? What's Christmas?
CHILD 2	What's Christmas? You haven't heard of Christmas? Christmas is when we celebrate Jesus' birthday.
<i>The aliens look at one another puzzled, shrugging their shoulders.</i>	
CHILD 3	I think you had better come along. <i>(Leads aliens and children into school)</i>
<i>The children show the aliens to some seats at the side of the stage, from where they are visible to the audience. (If spaceship has been centrestage, move offstage until later.) Teacher enters.</i>	
TEACHER	Right everybody.
CHILD 1	Excuse me Miss/Sir, is it ok if our friends watch our play?
TEACHER	<i>(Startled by their appearance)</i> Oh... yes, of course. Right everybody, we've got an audience. <i>(Aside)</i> I'll never understand modern fashion. OK everyone, from the top ... <i>(S/he sits down next to the aliens to watch the rehearsal)</i>
NARRATOR 1	Our story begins in Nazareth with Mary and Joseph. Joseph was a carpenter and he and Mary were going to get married.
ALIEN 2	Ah, a love story. How sweet.
NARRATOR 2	One day, Mary was minding her own business tidying up the house when an angel with an important message came into the room.
ANGEL GABRIEL	<i>(To Mary)</i> God has chosen you to be the mother of His Son. You will have a baby called Jesus and He will be King.
MARY	What does this mean? Why would God choose someone like me?
ANGEL GABRIEL	Don't be frightened Mary. You are special.
MARY	Well I never!
JOSEPH	Well I never!
ALIENS	Well I never!

4 Person Play Script Children

Bert van Oers



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William Shakespeare's 'the Tempest' - a Playscript for Younger Students Geof Walker, 2005-08-09 A script to be acted or read out aloud by eight to 14 year olds a Shakespearean play that has been adapted into an 80 minute performance with or without music keeping the important speeches virtually intact

Early Start Denver Model for Young Children with Autism Sally J. Rogers, Geraldine Dawson, 2020-05-14 From leading authorities this state of the art manual presents the Early Start Denver Model ESDM the first comprehensive empirically tested intervention specifically designed for toddlers and preschoolers with autism spectrum disorder Supported by the principles of developmental psychology and applied behavior analysis ESDM s intensive teaching interventions are delivered within play based relationship focused routines The manual provides structured hands on strategies for working with very young children in individual and group settings to promote development in such key domains as imitation communication social cognitive and motor skills adaptive behavior and play Implementing individualized treatment plans for each child requires the use of an assessment tool the Early Start Denver Model Curriculum Checklist for Young Children with Autism A nonreproducible checklist is included in the manual for reference along with instructions for use 8 x 11 checklists are sold separately in sets of 15 ready to use booklets See also the authors related parent guide An Early Start for Your Child with Autism

Teaching and Behavior Support for Children and Adults with Autism Spectrum Disorder James K. Luiselli, 2011-04-08 This guide is an indispensable asset appropriate for any behavioral specialist on all aspects of this increasingly prevalent disorder Teaching and Behavior Support for Children and Adults with Autism Spectrum Disorder brings together contributed chapters on assessment instruction and behavioral intervention procedures unique to the autism population

Play and Performance Carrie Lobman, Barbara E. O'Neill, 2011-10-16 Play and Performance offers hope to those lamenting the loss of play in the twenty first century and aims to broaden the understanding of what play is This volume showcases the work of programs from early childhood through adulthood in a variety of educational and therapeutic settings and from a range of theoretical and practical perspectives The chapters cover an array of practices that can be seen across the play to performance continuum Taken together the myriad ways that play is performance and performance is play become clear sometimes blurring the need for distinction The volume provides play advocates researchers and practitioners a wealth of practical and theoretical ideas for expanding the use of performance as a tool for creating playful environments where children and adults can create and develop

Stimulating Non-Fiction Writing! Emma Hughes-Evans, Simon Brownhill, 2019-01-25 Stimulating Non Fiction Writing Inspiring Children Aged 7 11 offers innovative and exciting ways to engage children in non fiction writing giving professionals the confidence and practical advice that they need to support children in producing quality non fiction texts in the classroom Packed full of interesting ideas resource suggestions and practical activities the book explores the various ways professionals can purposefully encourage child authors to develop their non fiction writing skills Tried and tested resources Gold star tips and

practical suggestions are underpinned by research informed teaching strategies and academic information to strengthen professional practice associated with the teaching of non fiction writing By taking a stimulating approach to each text type and linking activities to known texts and stimuli the book offers differentiated advice for working with children in Lower and Upper Key stage 2 Chapters consider text types that include Instructions Persuasive texts Non chronological reports Correspondence texts Discussion texts This new text is the perfect guide for inspiring children aged 7 11 in the classroom and will energise and enrich classroom provision and practice by being an essential resource for teachers and students on teacher training courses *He's Behind You*, 2009 Lightning provides 32 books with 3 levels of differentiation per book whole texts that provide NLS genre coverage linked themes across fiction non fiction and the wider curriculum focussed teaching support for each book including comprehension and writing activities and a teaching and practice CD that provides opportunities for ICT Developmental Education for Young Children Bert van Oers, 2012-06-16 Developmental Education is an approach to education in school that aims at promoting children s cultural development and their abilities to participate autonomously and well informed in the cultural practices of their community From the point of view of Cultural historical Activity theory CHAT a play based curriculum has been developed over the past decades for primary school which presents activity contexts for pupils in the classroom that create learning and teaching opportunities for helping pupils with appropriating cultural knowledge skills and moral understandings in meaningful ways The approach is implemented in numerous Dutch primary schools classrooms with the explicit intention to support the learning of both pupils and teachers The book focuses especially on education of young children 4 8 years old in primary school and presents the underpinning concepts of this approach and chapters on examples of good practices in a variety of subject matter areas such as literacy vocabulary acquisition reading writing mathematics and arts Successful implementation of Developmental Education in the classroom strongly depends on dynamic assessment and continuous observations of young pupils development Strategies for implementation of both the teaching practices and assessment strategies are discussed in detail in the book *Lightning Yr4/P5: Plays: Tudor Tales Teachers Notes* Pearson Education, 2003-01-06 Teachers Notes accompany each reading book and include activities for follow up work step by step guidance on running the session suitable for both teachers and classroom assistants a detailed synopsis of the book and activities for developing writing and comprehension skills *The Routledge Companion to Theatre-Fiction* Graham Wolfe, 2023-11-14 Novelists have long been attracted to theatre Some have pursued success on the stage but many have sought to combine these worlds entering theatre through their fiction setting stages on their novels pages and casting actors directors and playwrights as their protagonists The Routledge Companion to Theatre Fiction has convened an international community of scholars to explore the remarkable array of novelists from many eras and parts of the world who have created fiction from the stuff of theatre asking what happens to theatre on the pages of novels and what happens to novels when they collaborate with theatre From J W Goethe to Louisa May Alcott Mikhail Bulgakov

Virginia Woolf and Margaret Atwood some of history's most influential novelists have written theatre fiction and this Companion discusses many of these figures from new angles But it also spotlights writers who have received less critical attention such as Dorothy Leighton Agustín de Rojas Villandrando Ronald Firbank Syed Mustafa Siraj Li Yu and Vicente Blasco Ibañez bringing their work into conversation with a vital field A valuable resource for students scholars and admirers of both theatre and novels The Routledge Companion to Theatre Fiction offers a wealth of new perspectives on topics of increasing critical concern including intermediality theatricality antitheatricality mimesis diegesis and performativity

Essential Fiction, Stage 3 Pearson Education, Sylvia Karavis, 2004-03 A complete solution for literacy at Key Stage 2

Children's Play, Pretense, and Story Susan Douglas, Lesley Stirling, 2015-12-21 At the heart of this volume is the recognition that children's engagement with play and story are intrinsically and intricately linked The contributing authors share a passionate interest in the development and well being of children in particular through their use of imagination and adaptation of the everyday into play and stories Following these principles the volume explores the connections between play story and pretense with regard to many cultural and contextual factors that influence the way these elements vary in children's lives In a departure from earlier collections on play and story the authors take a particular focus on normative as compared with atypical development This collection begins with an approach to understanding the developmental relationship between play and story which recognizes their similarities while acknowledging their differences Much of the collection addresses pretend play and story in children with autism spectrum disorder an understudied but important group for consideration as these dimensions of their lives and development have often been considered problematic The volume also includes sections on play and story in classroom settings and play and story across cultures including non English speaking environments such as Israel Romania China and Mexico It concludes with a discussion of how play differs across sociocultural and economic contexts making a unifying claim for the importance of play in children's lives but also calling for an understanding of what play means to very different groups of children

An Introduction to Child Language Development Susan H. Foster-Cohen, 2014-06-17 This volume introduces the field of child language development studies and presents hypotheses in an accessible largely non technical language aiming to demonstrate the relationship between these hypotheses and interpretations of data It makes the assumption that having a theory of language development is as important as having reliable data about what children say and understand and it advocates a combination of both rationalist and more empiricist traditions In fact the author overtly argues that different traditions provide different pieces of the picture and that taking any single approach is unlikely to lead to productive understanding Susan Foster Cohen explores a range of issues including the nature of prelinguistic communication and its possible relationship to linguistic development early stages of language development and how they can be viewed in the light of later developments the nature and role of children's experience with the language's around them variations in language development due to both pathological and non pathological differences

between children and in the latter case between the languages they learn later oral language development and literacy The approach is distinctly psycholinguistic and linguistic rather than sociolinguistic although there is significant treatment of issues which intersect with more sociolinguistic concerns e g literacy language play and bilingualism There are exercises and discussion questions throughout designed to reinforce the ideas being presented as well as to offer the student the opportunity to think beyond the text to ideas at the cutting edge of research The accessible presentation of key issues will appeal to the intended undergraduate readership and will be of interest to those taking courses in language development linguistics developmental psychology educational linguistics and speech pathology The book will also serve as a useful introduction to students wishing to pursue post graduate courses which deal with child language development

Character Education for 21st Century Global Citizens Endah Retnowati, Anik Ghufon, Marzuki, Kasiyan, Adi Pierawan, Ashadi, 2018-09-25

Character Education for 21st Century Global Citizens contains the papers presented at the 2nd International Conference on Teacher Education and Professional Development InCoTEPD 2017 Yogyakarta Indonesia 20 21 October 2017 The book covers 7 topics 1 Values for 21st century global citizens 2 Preparing teachers for integrative values education 3 Teacher professional development for enhanced character education 4 Curriculum syllabus lesson plan learning materials

development for integrated values education 5 Developing learning activities tasks strategies for character education 6 Assessing student s character development values acquisition assessment 7 Creating managing conducive school culture to character education

Helping Children to be Competent Learners Ann Roberts, Avril Harpley, 2008-03-25 For babies learning is about exploring and finding things out for themselves *Helping Children to be Competent Learners* covers making connections being imaginative being creative representing This handy little series of books links directly to the Government s Birth to Three Matters Framework DfES 2002 It provides information and ideas for you to read and digest at your own pace then implement or share with your team

Lightning Yr3/P4: Plays Teacher's Notes Pearson Education, 2003-01-06

Lightning provides 32 books with 3 levels of differentiation per book whole texts that provide NLS genre coverage linked themes across fiction non fiction and the wider curriculum focussed teaching support for each book including comprehension and writing activities and a teaching and practice CD that provides opportunities for ICT

Drama and Writing Ages

5-11 Lorraine S. Harrison, 2023-03-22 *Drama and Writing Ages 5 11* is a practical guide for teachers to develop and inspire writing through using drama in the classroom Each of the ten chapters provides step by step guidance and creative prompts for writing that apply to both key stage one and key stage two enabling teachers to motivate their pupils by creating meaningful contexts audiences and purposes to encourage writing With a wide range of ideas to apply to the classroom from simple classroom strategies to more complex units of work this book is suitable for all teachers including those who hold limited experience of using drama in the classroom Including key definitions of drama strategies and practical advice to apply to the classroom chapters are presented in two parts Part I provides short and simple drama strategies to act as a

helping hand stimulating the focus of a writing lesson Part II provides longer dramatic contexts with a compelling sense of audience and purpose including a range of opportunities for writing These prompts may span two or more lessons Drama and Writing Ages 5 11 is an essential read for any primary school teacher seeking practical strategies to incorporate drama into the classroom teaching the craft of writing in a creative fun and meaningful way **Fiction and Poetry** Wendy Wren,2000 This practical teacher s resource is for use at KS2 P4 7 It provides structured lesson plans and linked copymasters putting the emphasis on direct teaching and clear targets for pupil achievement in every lesson *Catalog of Copyright Entries* Library of Congress. Copyright Office,1974 Multimedia Texts for Whole Class Teaching Pearson Education,2004-08-26 A set of texts workbooks and teacher s manuals designed to teach art techniques by application **Young Children's Literacy Development and the Role of Televisual Texts** Naima Browne,2005-06-22 Explores and analyses the ways in which very young children s developing literacy can be supported by their experience of watching TV and videos This book addresses ways teachers can use children s experience of watching stories on video or TV to feed back into their own story writing reading story telling and role play in the classroom Explores areas specifically highlighted in the National Curriculum for English and will benefit teachers developing their literacy teaching in light of the government Literacy Hour initiative

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