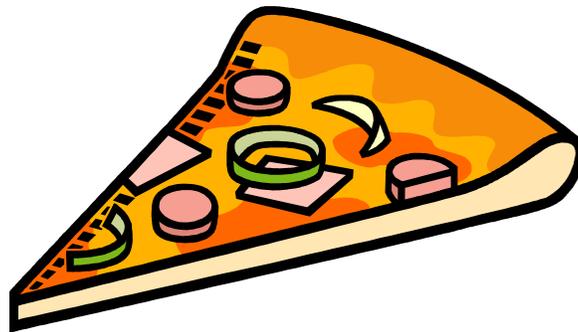


Super Stamina to the Rescue!

BUILDING READING STAMINA ONCE SLICE AT A TIME



greggbrown@wcps.org

created, written & designed by Gregory Brown
GREGORY BROWN'S PACING PIZZA*
(*Building Reading Stamina One Slice at a Time*)

Motto: *Read a bit. Think a bit.*

Don't give up! Don't ever quit!

Your goal is not to finish first,

But to savor each bite; to quench your thirst.

*Books and stories **take some time**,*

*So read **each slice** and you'll be fine!*



Hi kids! We want to increase our *Reading Stamina*. That means we will practice reading for longer periods of time.

1. Look at the selection or book. Let your teacher help you decide how much each slice covers. It could be a few sentences, paragraphs or even pages.
2. Read the first slice or bit. **Stop and think** about it for a few seconds. Jot down a quick note on the slice. **This should be just a few words.** That means you understand that bit. (Put a **number 1** in the first pepperoni.)
3. Move on to the second bit and do the same thing.
4. Continue reading, thinking and numbering the pepperonis until you have finished the selection.
5. **Don't stop there! Read another selection OR you may read the same one again.** (Use a new Pacing Pizza for each new selection.) The point is to **KEEP READING** until your teacher says time is up.

REMEMBER – It's not about who reads the fastest or who reads the most. It's about who **KEEPS READING!**

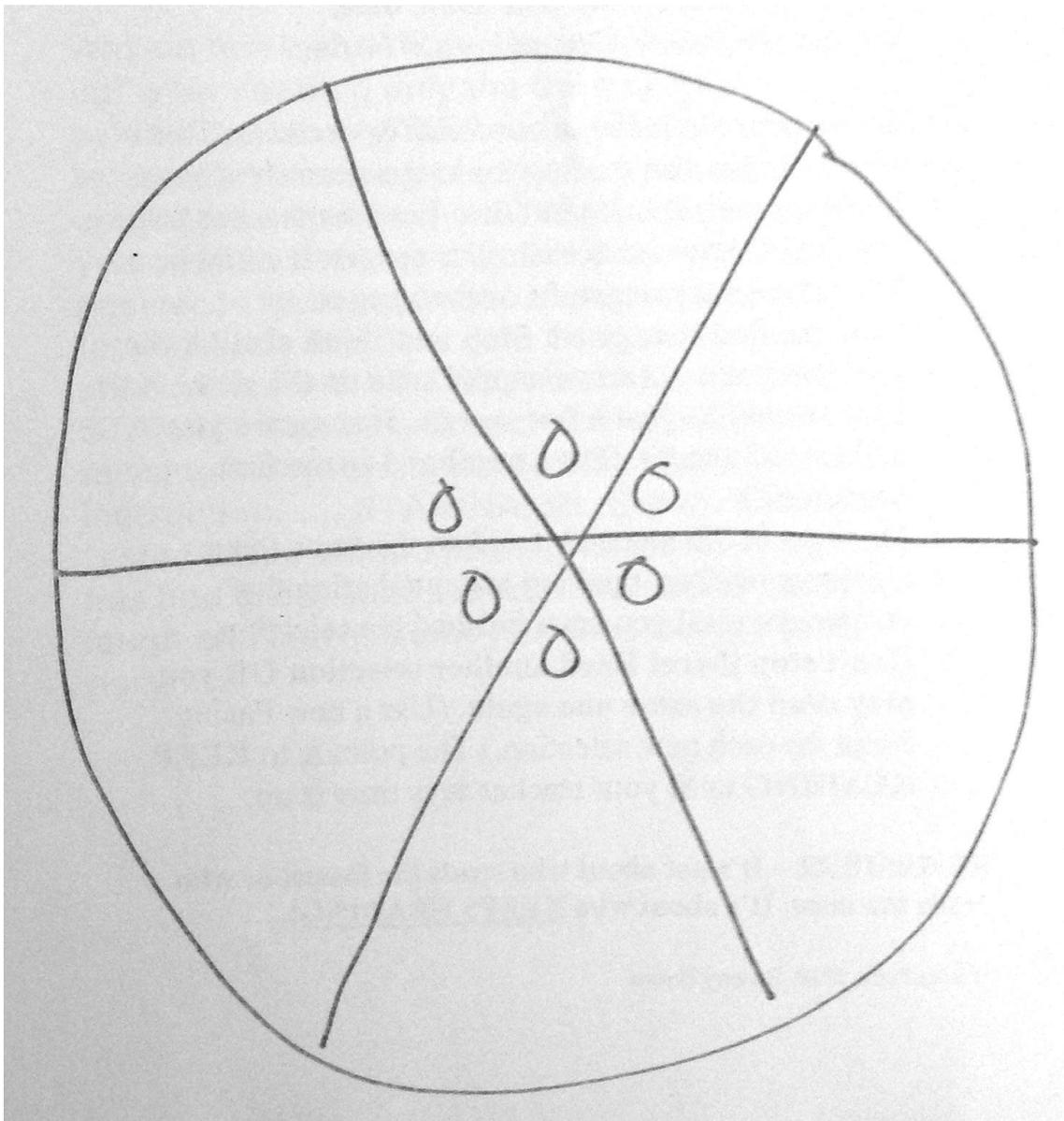
*Pacing Pizza, 2010, Gregory Brown

GREGORY BROWN'S PACING PIZZA*
(Building Reading Stamina One Slice at a Time)

Name of Reader _____ Date(s) _____

Selection Title _____ Total Pages _____

*Pacing Pizza, 2010, Gregory Brown



Super Stamina to the Rescue!*

(A Choral Readers Theater script by Gregory Brown)

Characters

Setting (a classroom)

Narrator (adult reader)

Incredible Kids(group 3)

Teacher (adult reader)

SpectacularKids(group 4)

Wonderful Kids (group 1)

Super Stamina/Pizza Man

Amazing Kids (group 2)

Narrator: Once upon a time there was a teacher. She had the smartest class in the whole school. Her kids knew all their facts!

Wonderful Kids: One plus one equals two!

Amazing Kids: America has fifty states!

Incredible Kids: Cats and dogs are mammals!

Spectacular Kids: A story has a main idea!

Teacher: Very good, children! I can tell you've been paying attention in class. I know you will make 100% on this week's tests. You are wonderful, amazing, incredible and spectacular kids!

Narrator: The teacher was very truthful in this, but underneath her smile, she was worried. Whenever her students had to read long passages or stories, they always gave up too soon. They couldn't remember what they read. Sometimes they even pretended to read the selections just so they could say they were finished.

Teacher: (*concerned*) I wish you could read more than a few pages before giving up. What could be the problem, kids?

Wonderful Kids: Sometimes we get tired.

Amazing Kids: Sometimes we get bored.

Incredible Kids: Sometimes we can't concentrate.

Spectacular Kids: Sometimes the selections are just *too* long!

Teacher: I agree. Those are big problems. But you're all very smart! Maybe I need to show you how much I appreciate you. Why don't I give you a pizza party before we read today!

All Kids: (*excited*) Yay! Pizza!

Narrator: The teacher immediately took out her cell phone and called the Pizza Man. Her signal was weak, so there was a lot of static. He could barely understand her.

Teacher: Hello, Pizza Man! I'm a teacher at the school down the street from your store and I want to place an order.

Pizza Man: (*laughing*) What? You have *face odor*? That's too bad. Maybe your students should give you some mouthwash...or deodorant! Ha ha!

Teacher: No! Not *odor*...I have an *order*!

Pizza: Well, why didn't you say so! I can help you with that.

Teacher: What kind of pizza would you like, kids?

Wonderful Kids: We want red pepperonis on it!

Amazing Kids: Yes, we want it to look nice!

Incredible Kids: Order three pizzas so there will be enough!

Spectacular Kids: Pizzas are fun to eat!

Teacher: Okay...let me see. We want to order three, fun, red pepperoni pizzas, but we don't want them unless they look nice!

Pizza Man: Hmmm, that's a strange order, but we will do our best. I'll bring your pizzas as soon as I can! Goodbye!

Narrator: The static on the cell phone had really confused the Pizza Man.

Pizza Man: (*thinking out loud*) She said she needed *three hundred pepperoni pizzas* and they don't want them sliced. That's just weird, but the customer is always right!

Narrator: The Pizza Man had to call all his relatives to help him make the three hundred pizzas in time. He also had to rent a big cattle truck to deliver them. When it arrived at school, the teacher and students were quite shocked.

All Kids: Look at that truckload of pepperoni pizzas!

Teacher: (*alarmed*) This can't be right. I only wanted three!

Pizza Man: (*firmly*) It's too late to change your order now. I used every single piece of cheese and pepperoni in my store. I even had to rent a truck. I need your payment before I leave or I'll have to close my store.

Narrator: The teacher cried when she saw the bill. It took her whole paycheck and all of the principal's field trip money to pay it! The kids felt really bad.

Wonderful kids: Our poor teacher!

Amazing Kids: Our poor principal!

Incredible Kids: Now, we've *got* to eat all these pizzas or the school's money will be wasted.

Spectacular Kids: (*shocked*) Yes...all **three hundred** pizzas!

Narrator: Since there were about 30 kids in the class, they were going to have to eat around **ten whole** pizzas each. To make matters worse, the pizzas were not even cut into slices!

Teacher: Well, enjoy the pizza party kids! Let's eat them while they're hot.

Narrator: Each kid held a large pizza with both hands and started biting, chewing and swallowing. They were soon stuffing the pizza in their mouths like sharks eating a sinking lifeboat! They thought if they ate them fast their teacher wouldn't be sad anymore.

Teacher: (*trying to sound cheerful*) These really are delicious pizzas! Are we having fun yet?

Narrator: The pepperonis and cheese did taste good. However, after eating one or two **WHOLE** pizzas without stopping, the kids started to feel strange.

Wonderful Kids: (*complaining*) Yuck! This doesn't taste good anymore.

Amazing Kids: Our stomachs hurt! Our lips are burning!

Incredible Kids: We don't even remember what we've eaten.

Spectacular Kids: (*pleading*) Take them away!

Teacher: I'm sorry kids. This certainly didn't work out the way I thought it would. You don't have to eat anymore.

Narrator: So, the lunchroom ladies came down and picked up the hundreds of unopened pizza boxes. They heated them back up and gave some to the other classes in the school. But, there were still pizzas that were wasted. The teacher tried to muster up a smile anyway.

Teacher: Well, it's finally reading time. I'm going to pass out a few stories for you to enjoy. There are a lot of selections here...both fiction and non-fiction.

All Kids: (*relieved*) Good! That will get our minds off all that cheese and pepperoni....Blah!!!

Narrator: They were really eager to read now. They loved stories and also liked interesting Science and Social Studies passages.

All Kids: Whew! That looks like a lot of pages!

Narrator: But, they were determined to make their teacher feel better after her crazy pizza mix-up. So, they tried to quickly gobble up all the stories she had given them. Unfortunately, after just a few pages, they stopped and lost interest. It was too much to take in.

Teachers: Oh dear! What is wrong, kids? You've stopped reading. We still have quite a bit of DEAR time left.

All Kids: (*moaning*) Our brains are full...just like our tummies. We can't go on.

Teachers: (*very upset*) Oh no! Everything has gone wrong today. I don't know what to do. Won't somebody help us!

Narrator: Suddenly, there was a flash of lightning and something flew by the classroom window. The teacher and the children looked up.

Wonderful Kids: What's that?

Amazing Kids: It's a bird!

Incredible Kids: It's a plane!

Spectacular Kids: It's SUPER STAMINA! Wait! (*pausing*)
What's a *Super Stamina*?

Narrator: As if by magic, a large talking book flew in through the classroom door and landed on the teacher's desk. It wore a red cape with blue tights. It had a big yellow "S" written on its cover.

Super Stamina: That's ME! I'm SUPER STAMINA with a capital "S". I teach kids how to pace their reading.

Teacher: Hooray! We're saved! (*to herself*) This has really been an odd day. I have one question before you begin, Super Stamina. Does your advice cost anything?

Super Stamina: No, I'm absolutely, positively free of charge.

Teacher: Great! I'm broke and so is our principal.

All Kids: What does *stamina* mean? We don't know that word.

Super Stamina: Let me explain. Having *Reading Stamina* means that you know how to keep reading...even on long passages and

stories. It means you don't quit until your teacher says that time is up. You can also set your own goals.

All Kids: Wow! That *would* be super!

Super Stamina (*proudly*) ...and it doesn't matter whether the selection is interesting or boring. There *are* ways to remember what you've read!

Teacher: Oh Super Stamina! Tell us how to do that! We've had a terrible morning. We tried to cram our stomachs with pizza...and that didn't work.

All Kids: Then we tried to quickly cram our brains with pages and pages...and that didn't work either.

Super Stamina: (*joking*) I see. It sounds like you've all bitten off more than you could chew! Sorry, I couldn't resist saying that!

Narrator: The kids nodded. They wanted to learn how **Reading Stamina** could help them.

Super Stamina: Tell me what happened with the pizza. It sounds like we can relate that to your reading.

Narrator: So, the teacher told Super Stamina all about the three hundred pizzas that were not cut into slices. The kids explained about trying to gobble them up without thinking or slowing down.

All Kids: We only enjoyed the first few bites. Then it was like stuffing cardboard into our mouths. We couldn't taste it anymore.

Teacher: Hey, the same thing happened when they were reading. After the first few pages, they gave up.

Super Stamina: (*explaining*) I think you're already beginning to understand! Reading stories and other selections is sort of like eating a pizza or pie. You have to *pace* yourselves! You have to divide it into small slices.

Teacher: It fits into your mouth better too!

Super Stamina: Men and women who compete at the Olympics have to pace themselves as well. They have to build *physical stamina*. They try NOT to use all their energy at one time.

Wonderful Kids: In P.E. we have to pace ourselves when we jog. That way we don't drop out.

Amazing Kids: We're always thinking about our goals. We can keep jogging around the track many times if we don't go *too* fast.

Incredible Kids: And the next week we jog a little longer than we did the first week.

Spectacular Kids: (*understanding*) **Reading Stamina** must be like that too!

Super Stamina: Right! But always remember...It's not about who reads the fastest or the most. It's about who **KEEPS READING!**

All Kids: So, that means we need smaller slices and more practice.

Teacher: Oh! Let me make a little note of that!

Super Stamina: That's also a key! Little notes are a part of reading!

All Kids: (*interested*) Wow! We didn't know that!

Super Stamina: Yes! I'll explain that later. But you have to know where to begin. A good way to start off is to turn the title of the selection into a short question. That way you will have a *reason* for reading...to find the answer!

Teacher: That's something we could do for any subject!

Super Stamina: Then, quickly glance at any illustrations to get you interested. Predict what you think you're going to read about.

Teacher: (*feeling better*) That sounds easy. We do that already.

Super Stamina: Now comes the most important part. Remember when you tried to stuff all those whole pizzas into your mouths? It wasn't too enjoyable was it?

All Kids: No! Not at all.

Teacher: Hey! Maybe if we had just eaten one slice at a time, it would have been better.

Super Stamina: Exactly! It's the same when you read a story or selection. You have to divide it up into slices or "little bits". After you read one bit, you can jot down a short note to remind you what it was about.

All Kids: Do you mean we should copy all the words on the page?

Super Stamina: (*surprised*) Oh no! Just write a few words. Your brain will fill in the rest when you review your notes later. Our brains are amazing!

All Kids: Hey! Those little notes could help us answer questions about the story too.

Teacher: Tell us more! This could work.

Super Stamina: Well...read each bit and write a little note. This makes you pause and think. It also gives your eyes a rest from the print on the page. You could even close your eyes for a few seconds while you're thinking.

Teacher: But how much is a "bit" when kids read? How will they know when to pause, think and write a note?

Super Stamina: Most of the time kids and grown-ups need to pause and think **after a few paragraphs**. Young kids might pause and think after just a few sentences. Everyone is different.

Teacher: I'm glad that reading is not a race. We all have different reading styles.

All Kids: (*hopeful*) Can we remember how to do this?

Super Stamina: You can! I have a motto that will help you.

Narrator: After another flash of light, Super Stamina opened his cover and revealed some words that were printed neatly inside. All the kids read them together.

All Kids: ***Read a bit. Think a bit.***

Don't give up! Don't ever quit!

Your goal is not to finish first,

But to savor each bite; to quench your thirst.

*Books and stories **take some time,***

*So read **each slice** and you'll be fine!*

Teacher: That's super! I think this will put us on the right track.

Wonderful Kids: But what if we don't understand a bit?

Amazing Kids: Yes, what if it's really hard?

Incredible Kids: What if it's boring?

Spectacular Kids: And what if we have lots of selections to read...one right after the other?

Super Stamina: (*confident*) Those are all good questions. And I have some good answers.

Narrator: All the kids leaned forward to listen to Super Stamina. You could have heard a pin drop.

Super Stamina: If what you are reading seems hard or boring there *is* something you can do! Just *slow your pacing down!* Remember, reading is not a race!

Teacher: Grown-ups have to do that too!

Super Stamina: You might also have to *reread* a "bit" again to make sure you understand it. There's nothing wrong with doing that.

All Kids: That's not hard!

Super Stamina: And...if it's *really* boring, just say to yourself..."I can still learn something from this...I'll be finished before I know it."

All Kids: These are good strategies! We think we can build our *Reading Stamina* now.

Teacher: (*joining in*) I have an idea that will help when there are many selections to read. When we finish one selection we could

close our eyes and breathe softly for a short while...like a quick break.

All Kids: Then our brains will be rested for the next selection!

Teacher: Right!

Super Stamina: Your teacher can keep a record of your *Reading Stamina* minutes as a whole class. You can also keep your own notes or “slices” in a journal or folder. Use anything that helps!

Teacher: (*grateful*) Thank you Super Stamina. You have truly saved the day! I’m going to get my timer out to help these kids read longer!

All Kids: Yay! We’re going to build our *Reading Stamina* one slice at a time!

Narrator: Super Stamina smiled and gave the teacher a large copy of the motto they had read. It was a gift for the class. Suddenly the red cape started blowing as if a strong wind had come.

Super Stamina: Up...up...and AWAY! Build *Reading Stamina* everyday!

Narrator: As they watched Super Stamina cruise out the door, all the kids smiled. They knew they would never give up on reading again. They read the motto once more to make their teacher really proud. And she was!

All Kids: *Read a bit. Think a bit.*

Don’t give up! Don’t ever quit!

Your goal is not to finish first,

But to savor each bite; to quench your thirst.

*Books and stories **take some time,***

*So read **each slice** and you'll be fine!*

THE END

*2010, Gregory Brown

ABOUT THE PRESENTER

WEBSITE: <http://gregorybrownnc.wix.com/gregory-brown>

Gregory is a reading specialist who teaches in his home state of North Carolina. After over two decades in public instruction, he still feels like there's something new to learn and accomplish every single day. Gregory received both his Theater Arts and Masters in Elementary Education degrees from East Carolina University. When he also became certified in reading and trained in Reading Recovery, he realized that writing Readers Theater scripts was one of the best ways to help his students become fluent readers and improve their self-esteem. Having been insecure about his own reading abilities as a young boy, he now lives out a childhood dream by helping all kids feel more comfortable with books. He credits his loving family and friends for encouraging him to "follow the rhymes in his heart". Gregory is the author of seven books published for children and was selected as 2009-2010 WCPS Teacher of the Year.

Reader's Theater Scripts & Leveled Reading Books for Kids by Gregory Brown:

"Johnny Appleseed - An American Tall Tale" (2007)

"The Great Rhyme Travel Machine" (2008)

"The Great Rhyme Travel Machine II - African American Heroes" (2008)

"The Great Rhyme Travel Machine III - Saving Planet Earth" (2009)

"Questionella and the Perfect Prince" (with K. Brown - 2009)

"The Friendship Shell" (2012)

"Santa All Year" (2013)

