



**Sample Pages from**  
**Seasonal Skits and Performance Poems For**  
**K-3**

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# SEASONAL SKITS AND PERFORMANCE POEMS FOR K-3

BY  
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*Seasonal Skits and Performance Poems For K-3*

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These Skits and Performance Poems can be used as a dramatic counterpoint to curriculum or for assemblies, concerts and recitals.

Skits and Performance Poems are excellent tools for students to develop skills such as:

- interpersonal awareness
- body awareness and spatial perception
- personal creativity
- the ability to communicate through action
- memory skills
- the ability to envision scripted scenes
- the ability to integrate art forms
- the ability to reflect on individual contributions within the work of the group
- team-building and whole group role play

But most of all, have fun with these pieces! It's important not to lose the art of play for students.

Enjoy!

Mrs. Evelyn Merritt.



## GIVE A CHEER

A helpful hint for keeping warm during the cold days of January...

*ONE, TWO and THREE stand on stage,  
shivering with cold. FOUR, FIVE and SIX  
approach them.*

ONE: Brr. Brr.

TWO: Grr. Grr.

THREE: Brr. Grr. Brr!

FOUR, FIVE, SIX: Hi guys!

ONE: Brr.

TWO: Grr.

THREE: Brr. Grr!

FOUR: What's the matter?

FIVE: You guys don't look happy at all.

SIX: What's with all the brr-ing?

FOUR: And the grr-ing?

ONE, TWO, THREE: Do you really have to ask?

FOUR, FIVE, SIX: Yes!

ONE, TWO, THREE: Isn't it obvious?

FOUR, FIVE, SIX: No!

ONE: It's January!

TWO: It's so cold.

THREE: January is the worst month of the year.

ONE: It's freezing.

TWO: The snow is up to our armpits.

THREE: The wind hurts our ears.

ONE: The sky is so gray.

TWO: We can't ever get warm.

THREE: Our fingers are frozen.

ONE: We're cold to our bones.

TWO: We're cold inside our bones.

THREE: We hate it!

ONE, TWO, THREE: We hate January!

FOUR: Don't say that.

ONE, TWO, THREE: We hate January!

FOUR: But it's the start of another new year.

FIVE: A fresh start.

SIX: A new beginning.

FOUR: This is going to be the best year ever.

FIVE: Give a cheer for the brand new year!

*FOUR, FIVE and SIX pump their fists in the air.*

FOUR, FIVE, SIX: Hip Hip Hooray! Hip Hip Hooray! Hip-hip...

SIX: You're not cheering.

ONE: There's nothing to cheer about.

TWO: It's freezing.

THREE: It's so cold.

ONE: My nose is red and raw.

TWO: My toes are about to fall off.

ONE, TWO, THREE: We hate January!

FOUR: I have an idea. An idea that will make you love  
January.

ONE, TWO, THREE: Never!

FOUR: If you joined us in our cheer...

FIVE: And you jumped up and down...

SIX: And you cheered...

FOUR: And yelled...

FIVE: And hooted....

SIX: Instead of just standing there...

FOUR: Moaning about your nose and your toes.

FIVE: You wouldn't be so cold.

ONE, TWO, THREE: Really?

SIX: You might even get warm.

ONE, TWO, THREE: Really?



FOUR, FIVE, SIX: Sure!

ONE, TWO, THREE: Why didn't you say so?

*ONE, TWO, THREE start jumping up and down, waving their arms in the air.*

ONE: Hooray for January!

TWO: Give a cheer

THREE: For the brand new year!

FOUR: That's more like it.

ALL: Hip Hip Hooray! Hip Hip Hooray! Hip Hip Hooray!

— *THE END* —

## GIVE A CHEER

You can have one narrator recite the poem while the class does the actions, OR you can have everyone chime in on the Hip Hip Hooray! Lines, OR have the whole class recite the poem in unison. Great for practising speaking and listening skills.

Give a cheer for a brand new year!

*ALL pump their fists in the air.*

Hip Hip Hooray! Hip hip Ho-sheer!  
It's the premier of another new year!

*ALL pump their fists in the air.*

Hip Hip Hooray! Hip hip Ho-mear!  
Don't you worry, have no fear!

*ALL pump their fists in the air.*

Hip hip hooray! Hip hip ho-ear!  
It's going to be a super duper year!

January may be cold,

*ALL wrap their arms around their bodies.*

And that wind is oh so bold,

*ALL shiver and shake.*

But now is not the time to scold.

*ALL wag their fingers at each other.*

Give a cheer for a brand new year!  
Give a cheer for a brand new year!

*ALL pump their fists in the air.*

Hip Hip Hooray!

— THE END —

## STAY AWAKE

Everyone TRIES to stay up to Midnight on December 31st... Really emphasize the body movements in this piece.

*Everyone on stage takes a big, huge stretch. They reach their arms as high as they can.*

ALL: Yawn, yawn, yawn, YAWN.

*This last yawn takes over everyone's entire body. Everyone shakes from their heads to their toes.*

ONE: If I can only stay awake.

TWO: I will see the old year shake.

THREE: If I can keep my lids apart.

FOUR: I will see the new year start.

FIVE: Stay awake.

SIX: Old year shake!

SEVEN: Lids apart.

EIGHT: New year start!

NINE: Awake, shake!

TEN: Apart start!

ALL: Yawn, yawn, yawn, YAWN.

*This last yawn takes over everyone's entire body. Everyone shakes from their heads to their toes.*

ONE: Last year I didn't make it.

TWO: This year I made a pact.

THREE: I'll stay awake till midnight.

FOUR: I will and that's a fact!

FIVE: Stay awake.

SIX: Old year shake!

SEVEN: Lids apart.

EIGHT: New year start!

NINE: Awake, shake!

TEN: Apart start!

ALL: Yawn, yawn, yawn, YAWN.

*This last yawn takes over everyone's entire body. Everyone shakes from their heads to their toes.*

ALL: Maybe just a little nap. And I'll wake up in...

*Everyone puts their palms together and rests their heads on their hands, as if going to sleep.*

ALL: Zzzzzzzzzzzzzzzz.

— THE END —

## WINTER DANCING

Perfect for students just starting to use movement in the classroom. You recite the movements and the class acts them out. How do the students move? Are their snowflakes similar or are they unique? Think about other things you can do in the snow and add on!

It's time for Winter Dancing.  
 It's time for Winter Dancing.  
 It's time to celebrate the snow and dance, dance, dance.

Dance like a snowflake.  
 Dance like a snowflake.  
 Float to the ground, fly all around.  
 Snowflake dance!

It's time for Winter Dancing.  
 It's time for Winter Dancing.  
 It's time to celebrate the snow and dance, dance, dance.

Rush like the wind.  
 Rush like the wind.  
 Swoop up and down, swirl all around.  
 The wind goes Whoosh!

It's time for Winter Dancing.  
 It's time for Winter Dancing.  
 It's time to celebrate the snow and dance, dance, dance.

Slide on the ice.  
 Slide on the ice.  
 Fall to the ground, slide all around.  
 Watch out! Whoa! Slide!

It's time for Winter Dancing.  
 It's time for Winter Dancing.  
 It's time to celebrate the snow and dance, dance, dance.

— THE END —

## A JANUARY DAY

Try this as Reader's Theatre. Have students stand in a line with their scripts. Focus on the oral qualities of the piece instead of the movement.

*Everyone on stage stands in a line.*

ALL: Walking to school on a January Day.

ONE: Yesterday there was a snow storm.

TWO: On a Sunday –

ALL: Unfair!

THREE: The whole world is covered in snow.

GIRLS: The trees like white icing.

BOYS: The cars like white icing.

FOUR: There's no sound.

ALL: Shhhhhhhhh.

FIVE: It's so quiet.

ALL: Walking to school on a January Day.

SIX: Mr. Delray shovels his driveway.

SEVEN: His cheeks are bright red.

EIGHT: I can see his breath in the air.

GIRLS: My breath looks like fog.

BOYS: My glasses, all fogged up.

NINE: My fingers can't get warm.

TEN: My toes are so cold.

ALL: Walking to school on a January Day.

ELEVEN: If I was at the top of a hill.

TWELVE: Or making a snow angel.

THIRTEEN: Or packing a snowball.

ALL: And NOT walking to school.

FOURTEEN: This January Day.

FIFTEEN: This very cold day.

SIXTEEN: This after snow storm day.

SEVENTEEN: It wouldn't be so bad.

*They all give a big sigh. They shrug their  
shoulders.*

EIGHTEEN: Oh well.

ALL: Walking to school on a January Day.

— THE END —

## **FEB-ROO-AIR-EEEE**

February won't be dreary with this performance poem! Really draw out the syllables in the words. How long can you make that first Feb-Roo-Air-Eeeee go? What movements can go with the drawn out words? Where can the arms and legs stretch to?

Feb-Roo-Air-Eeee  
Can be drear-eee

Snowing  
Blowing  
Cold in the nose-ing

Blow nose blow.  
Too much snow!

Feb-Roo-Air-Eeee  
Makes me wear-eee

Groans-es  
Moans-es  
Cold in the bones-es

Bend bones bend  
Will winter ever end?

Feb-Roo-Air-Eeee  
Fire warm toes-ee

Cozy  
Dozy  
Under blankets rosy

Good place to be  
In Feb-Roo-Air-Eee!

— *THE END* —



## **SHADOW! NO SHADOW!**

A rousing call for the Groundhog to either see his shadow... or not.

*The students form two groups on either side of the stage.*

GROUP A: Shadow!

GROUP B: No Shadow!

GROUP A: Shadow!

GROUP B: No Shadow! Mr Groundhog please! Winter makes me cough and sneeze!

GROUP A: Shadow!

GROUP B: No Shadow!

GROUP A: Shadow!

GROUP B: No Shadow!

GROUP A: Mr Groundhog please! We love to skate and sled and ski!

GROUP B: We hate winter!

GROUP A: We love winter!

GROUP B: Winter is so bleak! We can't take six more weeks!

GROUP A: Winter is the best! Better than the rest!

GROUP B: No Shadow!

GROUP A: Shadow!

GROUP B: No shadow!

GROUP A: Shadow!

GROUP B: Which will it be?

GROUP A: I cross my fingers, toes and knees.

GROUP B: Can it please go up degrees?

GROUP A: Can it stay in a deep freeze?

ALL: Which will it be? Which will it be?

GROUP A: Shadow!

GROUP B: No Shadow!

GROUP A: Shadow!

GROUP B: No Shadow!

ALL: Shadow! No Shadow!

*Decide which group wins. That group celebrates with cheers. The other groans with disappointment.*

— THE END —

## SPELL OUT: VALENTINE'S DAY

Sometimes Valentine's Day isn't all roses and sunshine. Use this piece to introduce characterization and interaction to your students. How do the girls and boys interact with each other in the skit? This skit can be used as Reader's Theatre where the students stand in a line with their scripts. Alternatively, see if they can memorize their dialogue!

*GIRLS stand all together and BOYS stand all together.*

GIRLS: V is for Valentine's Day.

*The GIRLS give a romantic sigh. The BOYS look at them and take a giant step away from the GIRLS.*

BOYS: Ewwwwwwwwww.

GIRLS: (to BOYS) Shh!

GIRL ONE: V is for Valentine's Day.

GIRL TWO: A is for Adore.

BOY ONE: A is for animals!

BOY TWO: Alligator!

GIRLS: (to BOYS) Shhh!

GIRL THREE: L is for Love Letters.

GIRL ONE: I love Love Letters.

BOYS: E is for Ewwwwwwww.

BOY: Love letters are gross.

*The GIRLS react.*

GIRL TWO: Love letters are not gross!

BOYS: N is for No way!

BOY THREE: I'd NEVER send a girl a valentine!

GIRLS: T is for Tacky! And Terrible!

*The GIRLS turn their back on the BOYS.*

BOYS: I is for I don't care!

*The BOYS turn their backs on the GIRLS.*

GIRLS: N is for Nasty boys.

GIRL ONE: I'd NEVER take a valentine from ANY of you.

BOYS: E is for... E is for...

BOY ONE: (*grabbing his stomach*) EATING! I'm hungry. My stomach is Empty!

*The BOYS all agree. They groan and grab their stomachs. The GIRLS shake their heads and roll their eyes.*

GIRLS: E is for Exit!

*The GIRLS point offstage. The BOYS shrug and head offstage.*

BOY TWO: Who wants a sandwich?

BOY THREE: I Enjoy sandwiches!

*The BOYS exit and the GIRLS sigh and shake their heads.*

GIRLS: V-A-L-E-N-T-I-N-E. Valentine's Day.

— THE END —

## LIONS and LAMBS

March comes in like a lion and out like a lamb. Emphasize the physical action in the skit. All the Lions should look and move like lions, all the Lambs should look and move like lambs.

*The LAMBS are on stage in a group. The LIONS enter, leaping, roaring, and trying to scare the LAMBS. The LAMBS don't look scared at all.*

LIONS: Roar! Roar! Roar!

*Finally, the LAMBS wave at the LIONS.*

LAMBS: Hi there lions!

*This stops the LIONS in their tracks.*

LIONS: What?

LAMBS: Hi!

LION ONE: Aren't you scared of us?

LIONS: Roar!

LAMB ONE: Uh uh.

LION TWO: Why not?

LAMB TWO: Cause.

LION THREE: We're lions.

LION FOUR: Lions are scary!

LIONS: Roar!

LAMB THREE: Aw, you're all bark no bite.

LION FIVE: We'll show you!

LIONS: Roar! Roar!

*The LAMBS watch the LIONS roar. Finally the LIONS give up and their roars die off.*

LION SIX: Can't you be a little scared?

LAMB FIVE: Sorry.

*THE LIONS pout and stamp their feet.*

LIONS: Why not?

LAMBS: Cause.

LIONS: Cause why?

LAMBS: We're lambs!

LION SEVEN: Lambs are supposed to be scared of Lions.

LIONS: Roar!

LAMB SIX: Not in March.

LION EIGHT: What's so special about March?

LAMB SEVEN: Your time is up.

LIONS: Up?

LAMB EIGHT: It's time to stop being scary.

LION NINE: Lions never stop being scary!

LIONS: Roar!

LAMB NINE: March comes in like a lion and goes out like a lamb.

LIONS: So?

LAMB TEN: It's the end of March.

LAMBS: Lambs rule!

LIONS: No!

LAMBS: Baaaaaaa!

LION TEN: We don't want to stop being scary.

LAMBS: Baaaaaa!

LIONS: Stop that!

LAMBS: Baaaaaa!

LION ELEVEN: Maybe this year March'll be nasty all the way through.

LIONS: All Lions! No Lambs.

LAMBS: Sorry.

LAMB ELEVEN: We're here and we're ready to be all soft and cute.

LIONS: We HATE soft and cute.

LAMBS: Baaaaaa!

LIONS: (*not so sure now*) Roar?

LAMB TWELVE: See you're losing your roar.

LIONS: Agh! (*runs off stage*)

LAMBS: Silly lions. Baaaaaaaaaaaaaaaaa!

— THE END —

## LIONS and LAMBS

Have students speak in unison as they act out being Lions or Lambs. Or, use a narrator and let the students silently act out their parts. Focus on the physical, have the Lions act like lions and the Lambs act like lambs.

*The LIONS enter from one side, the LAMBS from the other. Each group gets into a pose – fierce for the LIONS, gentle for the LAMBS. The LAMBS listen to the LIONS, but they aren't afraid. The LIONS go first.*

LIONS: March comes in like a lion, bam!

Scram, you lambs!

The lions are here, wham!

Scram, you lambs!

We ROAR and the clouds shake.

We ROAR and the wind quakes.

No sunny days or light breezes,

We howl and growl and everything freezes!

March comes in like a lion, bam!

Scram, you lambs!

The lions are here, wham!

Scram, you lambs!

*The LIONS make a fierce pose. When the LAMBS speak they are gentle and sweet.*

LAMBS: Baaaaaaa Lions you're so gruff.

You're tough and you huff and puff!

March has rough weather true,

But spring weather's starting too!

Buds on the trees, birds and bees,

Pollen in the air to make you sneeze!



Baaaaaaa Lions you're so gruff,  
We lambs think that's quite enough.

March goes out like a lamb,  
Sweet and snug.  
March goes out like a lamb,  
Lions, give us a hug!

*The LAMBS open their arms to give hugs to the LIONS. The LIONS shriek and run off one way. The LAMBS shrug their shoulders and exit the other way, making gentle and sweet bleating sounds.*

— THE END —

## ST. PATRICK AND THE SNAKES

There are many stories about St. Patrick. Some true... and some not! This is the most famous.

*A small group addresses the audience.*

ALL: On St. Patrick's Day.

ONE: We wear green.

ALL: On St. Patrick's Day.

TWO: We look for four leaf clovers.

ALL: On St. Patrick's Day -

THREE: Wait a minute! Who is St. Patrick?

ALL: Who is St. Patrick?

*They all look at each other and shrug.*

ALL: Who is St. Patrick?

*FOUR, FIVE and SIX enter.*

FOUR, FIVE, SIX: We know who St. Patrick is!

*The others gather around FOUR, FIVE and SIX.*

ALL: Who is St. Patrick?!

FOUR: St. Patrick lived a long time ago in Ireland.

FIVE: He lived in Ireland first as a slave and then returned when he was older.

SIX: There are a lot of stories about him.

FOUR: Some true.

FIVE: Some not.

SIX: The most famous story is called “St. Patrick and the Snakes.”

*The group looks across the stage to see a number of snakes enter, hissing and slithering around each other.*

FOUR: Ireland used to be covered in snakes.

FIVE: The people didn’t know what to do.

*The SNAKES laugh.*

SNAKES: *(laughing)* Hiiiiiss Hiissss Hissss.

SIX: St. Patrick decided to deal with the snakes.

*ST. PATRICK enters and approaches the SNAKES.*

ST. PATRICK: All right you snakes. *(he points off)* Out.

SNAKE ONE: Is someone talking to us?

SNAKE TWO: I don’t think so.

SNAKE THREE: I don’t hear anything.

ST. PATRICK: It’s time for you to go. *(he points off)* Out!

SNAKE FOUR: Go where?

ST. PATRICK: Out of Ireland.

*The SNAKES laugh.*

SNAKES: *(laughing)* Hiiiiiss Hiissss Hissss.

SNAKE ONE: We ain’t going anywhere.

SNAKE TWO: You can't tell us what to do.

SNAKE THREE: Yeah!

SNAKE FOUR: We're snakes!

ST. PATRICK: If you don't leave right now, I'll sic the dogs  
on you.

SNAKE ONE: I'm so scared.

SNAKE TWO: Do your worst.

ST. PATRICK: If you don't leave right now, I'll chase you  
with fire torches.

SNAKE THREE: I'm so scared.

SNAKE FOUR: Do your worst.

ST. PATRICK: If you don't leave right now... I'll sing.

*This stops the SNAKES. They look at each  
other, worried.*

ST. PATRICK: That's right. (*holds up his drum*) I'll beat my  
drum here and I'll sing.

SNAKE ONE: Snakes have very sensitive ears.

ST. PATRICK: Oh do they?

SNAKE TWO: Can you sing?

ST. PATRICK: No. I sing like two dozen alley cats with  
their tails caught under two dozen rocking chairs.

SNAKE THREE: We don't believe you!

SNAKE FOUR: Yeah. Do your worst.

ST. PATRICK: You asked for it.

*ST. PATRICK starts to sing 'Row, row, row your boat' badly. As soon as he starts to sing, the SNAKES start to hiss and jump up and down, wriggling unhappily.*

SNAKE ONE: Stop it! Stop it!

SNAKE TWO: My ears!

SNAKE THREE: I can't cover my ears!

SNAKE FOUR: The pain!

ALL SNAKES: Let's get out of here.

*The SNAKES slither off as fast as they can, hissing as they go.*

SNAKES: Hiiiiiss Hiiissss Hissss.

ST. PATRICK: (*Looking off*) Well look at that. All those snakes just jumped in the water. That wasn't so hard. I thought I'd have to pull out my dancing!

*ST. PATRICK dances very awkwardly off.*

FOUR: Saint Patrick got rid of the snakes.

FIVE: He became the patron saint of Ireland.

SIX: And his name is remembered to this day.

ONE: Wait a minute.

TWO: Is that a true story?

THREE: So snakes really have sensitive ears?

FOUR, FIVE, SIX: We don't know.

FOUR: But it's a good story.

ALL: Happy Saint Patrick's day!

— *THE END* —

## SPRING HAS SPRUNG

For this poem, either have the whole class speak in unison, or narrate it and create actions for the end of each line. For example, for the first two stanzas, students stamp the floor at the end of each line. For the second two stanzas students jump (or spring) into the air. In the last stanza, students stamp at the end of the first two lines, then jump for the last two. The last jump should be extra high.

Spring has sprung,  
The birds have sung,  
Our arms are flung,  
To the sky.

On every rung,  
Where winter clung,  
Now flowers are hung,  
Low and high.

It's time for spring,  
It's time to sing,  
And soar on wing,  
Flying high.

'Cause every thing,  
Is better in spring,  
Give winter a fling,  
Bye-bye!

Spring has sprung,  
Arms are flung,  
It's time for spring,  
Give winter a fling!!

— THE END —

## IT'S TIME TO MAKE IT RAIN

This call and answer piece is all about bring a rainstorm to life. Designate students to do the call out or you be the caller! Think about what each of these rain sections looks like. How does a rain cloud move? How does thunder and lightning move? How does thunder and lightning sound?

Rain clouds are you ready?

Yes!

Rain clouds are you ready?

Yes!

Rain clouds are you ready?

Yes!

It's time to make it rain.

We're ready to rain.

We're ready to burst!

We're ready to rain.

We're ready to burst!

Raindrops are you ready?

Yes!

Raindrops are you ready?

Yes!

Raindrops are you ready?

Yes!



It's time to make it rain.

We're ready to rain.  
We're ready to splat!  
We're ready to rain.  
We're ready to splat!

Lightning are you ready?

Yes!

Lightning are you ready?

Yes!

Lightning are you ready?

Yes!

It's time to make it storm.

We're ready to storm.  
We're ready to flash!  
We're ready to storm.  
We're ready to flash!

Thunder are you ready?

Yes!

Thunder are you ready?

Yes!

Thunder are you ready?

Yes!

It's time to make it storm.

We're ready to storm.

We're ready to crack!

We're ready to storm.

We're ready to crack!

Sunbeams are you ready?

Yes!

Sunbeams are you ready?

Yes!

Sunbeams are you ready?

Yes!

It's time to end the rain.

We're ready to shine.

We're ready to beam.

We're ready to shine.

We're ready to beam.

It's time to end the rain!

— THE END —

## TIME TO BLOOM

Spring is all about flowers in bloom. Before putting this performance poem together, practise with your students how flowers start as seeds, poke up through the ground, and grow tall then burst into flower! Do each of the flowers bloom differently?

April showers bring spring flowers.  
April showers bring spring flowers.

Time to Bloom. Give them room.  
Time to Bloom. Give them room.

Grow Snowdrop!  
Grow Tulip!  
Spread your petals wide.

Grow Primrose!  
Grow Daffodil!  
Show your pretty side.

April showers bring spring flowers.  
April showers bring spring flowers.

Time to Bloom. Give them room.  
Time to Bloom. Give them room.

Grow Violet!  
Grow Daisy!  
Spread your petals wide.

Grow Crocus!  
And Forget Me Not!  
Show your pretty side.

April showers bring spring flowers.  
April showers bring spring flowers.  
Time to Bloom. Give them room.  
Time to Bloom. Give them room.

— *THE END* —

## THE FLOWER BED

Flowers wait for just the right time to bloom...

*The FLOWERS stand in a line. They all have their eyes closed and their hands under their cheeks like pillows. SNOWDROP opens her eyes wide. She gives a shake and looks up and down the line.*

SNOWDROP: Psssst! Psssst!

CROCUS: (*with eyes closed*) Shhhh!

SNOWDROP: Is it time?

HYACINTH: (*with eyes closed*) Not yet.

SNOWDROP: Is it time?

CROCUS: Not yet.

SNOWDROP: Is it time?

DAFFODIL: Some of us are sleeping.

SNOWDROP: I can't sleep! Tulip are you awake?

TULIP: (*yawning and stretching*) I am now.

SNOWDROP: It's time, I know it's time.

HYACINTH: Not yet.

SNOWDROP: It's ALMOST time.

TULIP: The air is warmer.

CROCUS: (*shivering*) Not warm enough.

SNOWDROP: Crocus, don't be a party pooper.

TULIP: I can't wait to bloom!

HYACINTH: I can't wait to feel the sun on my face.

DAFFODIL: I can't wait to spread my petals out.

SNOWDROP: I need shade. I burn so easily. Is it time?

CROCUS: Not yet.

SNOWDROP: I want to bloom right now!

CROCUS: If you bloom too early, you'll die.

SNOWDROP: Oh fiddlesticks! We're the first flowers.  
People are counting on us.

HYACINTH: We bring colour back to nature.

TULIP: We're the first signs of life.

DAFFODIL: The first flowers.

CROCUS: (*as if poked*) Oh!

HYACINTH: What's the matter?

TULIP: What is it?

CROCUS: It's time! It's time.

SNOWDROP: It's time to bloom?

ALL THE FLOWERS: Hooray! It's time!

— THE END —

## THE MAYPOLE DANCE

Create a dance for the maypole. For example: Two students stand centre stage holding the maypole — a large pole with a number of ribbons streaming from it. All other students hold onto a ribbon. The boys face one direction, the girls another. As they recite, the girls walk in one direction and the boys the other, weaving the ribbon under and over as they go. Keep going till the ribbon is intertwined, then they turn around and retrace their steps to unwind.

This piece can be spoken in unison, or divided between individual speakers.

May Day! May Day!  
 Everyone gather 'round and say,  
 "How merry is the month of May,  
 The month of merry May."

The maypole rises to the sky,  
 Coloured ribbons breezing by.  
 Will you be May Queen?  
 No, not I! It's you, oh no not I!

May Day! May Day!  
 Everyone gather 'round and say,  
 "How merry is the month of May,  
 The month of merry May."

The weather here is warm at last,  
 Winter weather's in the past.  
 All gray is gone, how green's the grass!  
 Dance on the green grass!

May Day! May Day!  
 Everyone gather 'round and say,  
 "How merry is the month of May,  
 The month of merry May."

Trees and flowers all in bloom,  
The wedding of the bride and groom.  
Around the Maypole, Give us room!  
Give us all some room.

May Day! May Day!  
Everyone gather 'round and say,  
“How merry is the month of May,  
The month of merry May.”

— *THE END* —



## MOTHER'S DAY

Create an action that everyone can do for each 'gift.' Holding out a fist to demonstrate giving a flower. Drawing a square in the air for the picture. Wrapping their arms around themselves for the hug. Blowing an air kiss for the kiss.

**ALL:** Yes oh yes oh yes it's true!  
I love my mommy how 'bout you!  
Yes oh yes oh yes it's true!  
I love my mommy how 'bout you!

**ONE:** I give my mom a flower!  
A flower in the morning and a flower at night.  
A flower right before she turns out the light!

**ALL:** Yes oh yes oh yes it's true!  
I love my mommy how 'bout you!

**TWO:** I give my mom a picture!  
A picture in the morning and a picture at night.  
A picture right before she turns out the light!

**ALL:** Yes oh yes oh yes it's true!  
I love my mommy how 'bout you!

**THREE:** I give my mom a hug!  
A hug in the morning and a hug at night.  
A hug right before she turns out the light!

**ALL:** Yes oh yes oh yes it's true!  
I love my mommy how 'bout you!

**FOUR:** I give my mom a kiss!  
A kiss in the morning and a kiss at night.  
A kiss right before she turns out the light!

ALL: Yes oh yes oh yes it's true!  
I love my mommy how 'bout you!  
Yes oh yes oh yes it's true!  
I love my mommy how 'bout you!

— *THE END* —

## WHAT DID YOU DO ON MOTHER'S DAY?

Another variation for the Mother's Day theme. This one has more individual interaction. Encourage the students to memorize their lines!

*Everyone stands in a line. ONE is on the far left. FIVE is on the far right. ONE leans forward and calls out to FIVE at the other end of the line.*

ONE: Hey!

FIVE: What?

ONE: What did you do on Mother's Day?

FIVE: *(drawing a square in the air)* I drew my mother a picture.

ONE: *(to TWO)* A what?

TWO: *(to THREE)* A what?

THREE: *(to FOUR)* A what?

FOUR: *(to FIVE)* A what?

FIVE: *(to FOUR, drawing a square)* A picture.

FOUR: *(to THREE, drawing a square)* A picture.

THREE: *(to TWO, drawing a square)* A picture.

TWO: *(to ONE, drawing a square)* A picture.

ONE: Oh! *(draws a square)* A picture.

*SIX enters and stands beside FIVE. ONE leans forward and calls out to SIX.*

ONE: *(calling out to SIX)* Hey!

SIX: What?

ONE: What did you do on Mother's Day?

SIX: (*mimes using a mixing bowl*) I made my mom breakfast.

ONE: (*to TWO*) She what?

TWO: (*to THREE*) She what?

THREE: (*to FOUR*) She what?

FOUR: (*to FIVE*) She what?

FIVE: (*to SIX*) You want?

SIX: (*to FIVE, mimes using a mixing bowl*) Breakfast.

FIVE: (*to FOUR, mimes using a mixing bowl*) Breakfast.

FOUR: (*to THREE, mimes using a mixing bowl*) Breakfast.

THREE: (*to TWO, mimes using a mixing bowl*) Breakfast.

TWO: (*to ONE, mimes using a mixing bowl*) Breakfast.

ONE: Oh! (*mimes using a mixing bowl*) Breakfast.

*SEVEN enters and stands beside SIX. ONE leans over and calls out to SEVEN.*

ONE: Hey!

SEVEN: What?

ONE: What did you do on Mother's Day?

SEVEN: (*shrugging shoulders – use a big gesture for this*)  
Nothing.

ONE: (*to TWO*) What?

TWO: (to THREE) What?

THREE: (to FOUR) What?

FOUR: (to FIVE) What?

FIVE: (to SIX) What?

SIX: (to SEVEN) What?

SEVEN: (to SIX, *shrugging shoulders*) Nothing.

SIX: (to FIVE, *shrugging shoulders*) Nothing.

FIVE: (to FOUR, *shrugging shoulders*) Nothing.

FOUR: (to THREE, *shrugging shoulders*) Nothing.

THREE: (to TWO, *shrugging shoulders*) Nothing.

TWO: (to ONE, *shrugging shoulders*) Nothing.

ONE: Nothing? You did nothing for your mother on  
Mother's Day?

SEVEN: Nope.

OTHERS: Why?

SEVEN: 'Cause my mom says she should be treated special  
EVERY day of the year.

OTHERS: (*all hitting their foreheads*) OH!

— THE END —

## REMEMBER

In this piece each student receives a line to speak. Use this performance poem for Remembrance Day, Memorial Day or Veterans Day.

- ONE: 'Member, Remember,  
TWO: To always remember,  
THREE: Soldiers who went to war.  
FOUR: 'Member, Remember,  
FIVE: We must remember,  
SIX: Never forget what for.  
SEVEN: The beat of the drum,  
EIGHT: The roar of the gun,  
NINE: Fingers so numb,  
TEN: Bullets that hum.  
ELEVEN: Foxhole or tank,  
TWELVE: General or rank,  
THIRTEEN: Desert or bank,  
FOURTEEN: We must all thank.  
FIFTEEN: We'll never know,  
SIXTEEN: The horror and woe,  
SEVENTEEN: Of fighting a foe,  
EIGHTEEN: So much we owe.  
NINETEEN: 'Member, Remember,

TWENTY: To always remember,

TWENTY-ONE: Soldiers who went to war.

TWENTY-TWO: 'Member, Remember,

TWENTY-THREE: We must remember,

TWENTY-FOUR: Never forget what for.

— *THE END* —

## **EVERY YEAR I GET MY DAD A TIE**

If you do this performance poem for a concert, recital or assembly, make sure each student has a super gaudy tie to hold!

ALL: Every year I get my dad a tie.  
And I don't know why.  
Isn't there some other way,  
When we get to Father's Day,  
To show my dad that he's ok?  
Every year I get my dad a tie.  
And I don't know why.

ONE: My dad drives me everywhere.

TWO: Every every everywhere.

THREE: We go here and we go there.

FOUR: My dad takes me swimming.

FIVE: Mine takes me to ballet.

SIX: I go to karate.

SEVEN: I've a baseball game to play!

ONE: I know!

TWO: I'll get my dad a race car,

THREE: Then he'd go fast, yeah, he'd go far.

FOUR: He would zoom and zoom and zoom,

FIVE: Never fall asleep in the living room.

SIX: That's the best idea by far,

SEVEN: My dad would love a race car.



ALL: Every year I get my dad a tie.  
And I don't know why.

EIGHT: My dad works all day long.

NINE: All day, all day, all day long.

TEN: Late at night he's going strong.

ELEVEN: He says there's not enough,

TWELVE: Hours in the day.

THIRTEEN: And he wishes that there was,

FOURTEEN: So he could come out and play.

EIGHT: I know!

NINE: I'll get my dad a mannequin,

TEN: Someone to do his work for him.

ELEVEN: Then he could come to the park,

TWELVE: And we'll play until dark.

THIRTEEN: I know that would make him grin,

FOURTEEN: If I gave him a mannequin.

ALL: Every year I get my dad a tie  
And I don't know why.

Every year I get my dad a tie  
And I don't know why.

Isn't there some other way,  
When we get to Father's Day,  
To show my dad that he's ok?

FIFTEEN: Maybe when he's stressed

SIXTEEN: I tell him he's the best.

SEVENTEEN: I'll hug him really close.

EIGHTEEN: And tell him he's the most.

ALL: That's what I'll say on Father's Day,  
To show my dad that he's ok!  
That's what I'll say on Father's Day,  
To show my dad that he's ok!

— *THE END* —

## IS IT TIME?

The key to this skit is the build in physical action. The students should increasingly grow more and more fidgety as the skit progresses. The last student, TEN, is cool as a cucumber. The more the others fidget, the more calm TEN should be!

*Everyone stands in the line. There is a pause. Everyone, except for TEN, is fidgeting as if they are waiting for something. ONE keeps looking at her watch. Finally, she can't take it any longer.*

ONE: (to TWO) Is it time?

TWO: (to THREE) Is it time?

THREE: (to FOUR) Is it time?

FOUR: (to FIVE) Is it time?

FIVE: (to SIX) Is it time?

SIX: (to SEVEN) Is it time?

SEVEN: (to EIGHT) Is it time?

EIGHT: (to NINE) Is it time?

NINE: (to TEN) Is it time?

TEN: (to NINE) No.

NINE: (to EIGHT) No.

EIGHT: (to SEVEN) No.

SEVEN: (to SIX) No.

SIX: (to FIVE) No.

FIVE: (to FOUR) No.

FOUR: (to THREE) No.

THREE: (to TWO) No.

TWO: (to ONE) No.

ONE: No? Humpft.

*There is a pause. Everyone stands in line,  
fidgeting ever so slightly. ONE looks at her  
watch again. She can't wait.*

ONE: (to TWO) Is it time?

TWO: (to THREE) Is it time?

THREE: (to FOUR) Is it time?

FOUR: (to FIVE) Is it time?

FIVE: (to SIX) Is it time?

SIX: (to SEVEN) Is it time?

SEVEN: (to EIGHT) Is it time?

EIGHT: (to NINE) Is it time?

NINE: (to TEN) Is it time?

TEN: (to NINE) No.

NINE: (to EIGHT) No.

EIGHT: (to SEVEN) No.

SEVEN: (to SIX) No.

SIX: (to FIVE) No.

FIVE: (to FOUR) No.

FOUR: (to THREE) No.

THREE: (to TWO) No.

TWO: (to ONE) No.

ONE: NO? Hmft.

*There is a pause. Everyone is now fidgeting more. ONE is practically bouncing up and down. She looks at her watch and just can't wait a second longer.*

ONE: (to TWO) Is it time, NOW?

TWO: (to THREE) Is it time, NOW?

THREE: (to FOUR) Is it time, NOW?

FOUR: (to FIVE) Is it time, NOW?

FIVE: (to SIX) Is it time, NOW?

SIX: (to SEVEN) Is it time, NOW?

SEVEN: (to EIGHT) Is it time, NOW?

EIGHT: (to NINE) Is it time, NOW?

NINE: (to TEN) Is it time, NOW?

ALL BUT TEN: Is it time? Is it time? Is it time?

*There is a pause...*

TEN: (to NINE) Yes!

NINE: (to EIGHT) Yes!

EIGHT: (to SEVEN) Yes!

SEVEN: (to SIX) Yes!

SIX: (to FIVE) Yes!

FIVE: (to FOUR) Yes!

FOUR: (to THREE) Yes!

THREE: (to TWO) Yes!

TWO: (to ONE) Yes!

ONE: Yes! Finally!

ALL: Hooray! School's out!

*They all run offstage.*

— THE END —

## SUMMER

There are three actions for this performance poem. In the first stanza there's the heat of summer. In the second stanza there's swimming. In the third stanza there's getting bit by mosquitoes out in the woods. Establish the actions and then narrate the poem while students act them out. If you have older students, divide them in groups and have them come up with a tableau for each stanza. What picture represents heat? Swimming? Mosquitoes?

Summer.

Sun.

Summer.

Hot.

Summer.

Outside all day.

No, you can't stay in and play.

Summer.

Summer.

Beach.

Summer.

Sandcastles!

Summer.

Swimming.

Summer.

Last one in's a rotten egg!

Was that a fish against my leg?

Summer.

Summer.

Camp.

Summer.

Woods.

Summer.

Bonfires.

Summer.

Mosquito, don't bite me!  
I puff up so easily!  
Summer.

Sun. Hot. Beach. Swim. Camp.  
Over so soon? (*everyone groans*)  
Summer.

— *THE END* —



## **JULY 4th**

Create a repeated gesture to match each repeated word. A fist in the air, hands together playing a trumpet, fingers spread wide to imitate a firework spray.

You can have all students speak the poem in unison or divide up the poem so that all speak the repeated words and individuals speak the lines.

Hooray! Our birthday is here.  
 Hooray! Independence day.  
 Hooray! We raise the flag up high.  
 Hooray! Freedom larger than the sky.

Ta-ra! The parade begins.  
 Ta-ra! All my family here.  
 Ta-ra! The marching band so proud.  
 Ta-ra! The trumpets soaring loud.

Boom! The fireworks begin.  
 Boom! Sparkles in the air.  
 Boom! Red and white and blue.  
 Boom! Colors that are true.

Hooray! Our birthday is here  
 Hooray! Independence day.  
 Hooray! We raise the flag up high.  
 Hooray! Freedom larger than the sky.

— *THE END* —

## THE FIRST DAY OF SCHOOL

The first day of school brings up worries and concerns! A fun piece to kick off the school year – get started with drama right away! See how loud they can be on their unison line.

ALL: THE FIRST DAY OF SCHOOL!

ONE: Will I look like a fool?

TWO: What if I start to drool?

THREE: This feeling of dread

FOUR: Is hurting my head on

ALL: THE FIRST DAY OF SCHOOL! THE FIRST DAY OF  
SCHOOL!

FIVE: Yesterday I was in the pool.

SIX: Yesterday I was so cool.

SEVEN: Today I'm a mess and

EIGHT: I'm starting to stress on

ALL: THE FIRST DAY OF SCHOOL!

NINE: What if no one likes me?

TEN: And I've forgotten how to read?

ELEVEN: I'll spell every word wrong

TWELVE: And they'll laugh all day long

THIRTEEN: I'm going cuckoo crazy!

ALL: Agh! THE FIRST DAY OF SCHOOL!

FOURTEEN: Oh I know I won't drool.

FIFTEEN: And I'll try not to look like a fool.

ALL: I'll just do my best  
And forget all the rest on  
THE FIRST DAY OF SCHOOL!

— *THE END* —

## SCHOOL IS IN

Get physical with this performance poem! Students stand in a line. Every time they say the word 'OUT' they jump to the left. Every time they say the word 'IN' they jump to the right. Except for the last 'IN,' where they simply jump up and down in place.

ALL: First school was out.  
Now school is in.  
Out, in, out, in.  
What a ruckus, what a din!  
Now that school is in.

ONE: I don't want to be in school.

TWO: I want to run and play.

THREE: Instead I'm at a desk.

FOUR: And I'll be here all day.

ALL: First school was out.  
Now school is in.  
Out, in, out, in.  
Oh I wish I had a twin  
Now that school is in.

FIVE: The summer was so fun.

SIX: I swam and rode my bike.

SEVEN: Now I'm learning math.

EIGHT: A subject I don't like.

ALL: First school was out.  
Now school is in.  
Out, in, out, in.  
Oh I wish I had invisible skin  
Now that school is in.

NINE: I guess I'll have to learn

TEN: To take it with a smile.

ELEVEN: 'Cause school's just started

TWELVE: And I'll be here for awhile!

GROUP: First school was out.

Now school is in.

Out, in, out, in.

Oh this rhyme is wearing thin!

Now that school is in.

Out, in, out, in,

Now school is IN!

— *THE END* —

## AUTUMN DANCING

Perfect for young students just starting to use movement in the classroom. You recite the movements and the class acts them out. How do the students move? How do the leaves blow in the wind? Think about other things you can do in the fall and add on!

It's time for Autumn Dancing.  
It's time for Autumn Dancing.  
It's time to celebrate the fall and dance, dance, dance.

Dance like a falling leaf.  
Dance like a falling leaf.  
Float to the ground, fly all around.  
Falling leaf dance!

It's time for Autumn Dancing.  
It's time for Autumn Dancing.  
It's time to celebrate the fall and dance, dance, dance.

Rush like the wind.  
Rush like the wind.  
Swoop up and down, swirl all around.  
The wind goes Whoosh!

It's time for Autumn Dancing.  
It's time for Autumn Dancing.  
It's time to celebrate the fall and dance, dance, dance.

Pile up the leaves.  
Pile up the leaves.  
Move back, move back, move back.  
Now run, run, run toward the stack!

One, two, three!  
Whoooooooooooooooooooo!

It's time for Autumn Dancing.  
It's time for Autumn Dancing.  
It's time to celebrate the fall and dance, dance, dance.

— *THE END* —

## **HALLOWEEN MEDLEY**

Sing along with these Halloween songs! They all have very familiar tunes... Perfect for a concert, recital or assembly. Arrange the students on risers (like a choir). When the students speak instead of sing, have them step forward away from the group.

### **Vignette One: Trick or Treat**

*Sung to the tune of “O Christmas Tree.”*

Trick or Treat, oh Trick or Treat,  
Please fill our bags with candy.  
Trick or Treat, oh Trick or Treat,  
A piece or two is dandy.

Here we are on Halloween,  
Two little ghosts outside your screen.  
Trick or Treat, oh Trick or Treat,  
Please fill our bags with candy.

*Five CATS move downstage.*

### **Vignette Two: Five Black Cats.**

CATS: Five black cats, in the middle of the night.  
One heard a howl and got a fright.

*They all look to the left.*

CAT ONE: I won't stay to see that sprite. (*runs away*)

CATS: Four black cats in the middle of the night.  
Four black cats sitting on a wall.  
One heard a howl and started to crawl.

*They all look to the right.*

CAT TWO: I won't stay to see a ghostie tall. (*runs away*)





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