

讀者劇場

--- Drama and literacy from the page to the stage!

--- Gives students a real reason to read aloud!

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認識讀者劇場

讀劇?說戲?廣播劇?到底什麼是讀者劇場?是怎樣的劇場?

讀者劇場的英文為 Reader's Theater，或是 Readers Theater、Readers Theatre、Reader's Theatre、Readers' Theatre，這些名稱都是通用的，意指朗讀者的劇場。
在美國，讀者劇場(Reader's Theater)也被稱為室內劇場(Chamber Theatre)、朗讀劇場(Interpreters Theatre)、講台劇場(Platform Theatre)、團體朗讀(Group Reading)、多部朗讀(Multiple Reading)、舞台朗讀(Staged Reading)，或是協力朗讀(Concert Reading)等。

幾年前「讀者劇場」教學活動在被介紹到台灣之前，它在國際上早已是一個頗受重視的教學策略，受到了國際閱讀協會(International Reading Association)和澳洲閱讀協會(Australian Reading Association)等機構出版品的認可並廣為推廣。基本上讀者劇場是一個閱讀教學的延伸活動，讓學生成為閱讀活動的主角，最後將其練習的成果，以簡易「劇場」的方式呈現並和大家做分享。

讀者劇場是以文為本的口語閱讀，它透過一定數量的參與者，以口語詮釋故事讀本，有別於一般的戲劇以服裝、道具、場景和背景音樂等取勝，所以讀者劇場其實是在最簡單的形式下，以想像的場景，將故事的內容分成旁白和人物角色以團體念讀出，我們在念讀故事台詞腳本，不像戲劇表演是用背誦的，而是學生藉由不同角色的鋪排，進而揣摩角色的特質，隨著不斷重複的語句，再加上一些簡單的肢體動作、聲音表情和臉部表情將讀本以聲音呈現，原來閱讀也可以如此有趣。因此，藉著讀者對於劇本的朗讀，也讓觀眾能夠想像出他們心中的戲劇場景，也點出了讀者劇場的精華所在--Drama and literacy from the page to the stage! 它的表演內容包括戲劇和各類型的文學，不論讀者劇場的英文名稱為何，讀者劇場在許多方面都被用來當作是促進學生學習的有效方法。在國外尤其用來輔助閱讀困難的學生，提供有效的學習策略，並且藉此呈現文學不同的面向。

一般人初聽「讀者劇場」總會被劇場兩個字誤導，以為就是「戲劇」，甚是在帶這個活動的過程太偏向於戲劇模式，而忽略了讀者劇場所要強調的閱讀部分，其實讀者劇場和戲劇兩者之間還是有顯著的差異：

| 戲劇 | 讀者劇場 |
|-----------|---------------|
| 正式的形式且複雜 | 簡單且非正式的形式 |
| 要求背劇本 | 朗讀劇本 |
| 強調舞台動作和走位 | 強調朗讀語調和簡單肢體動作 |

| | |
|--------------|------------|
| 要求舞台背景、服裝和道具 | 一切由觀眾想像 |
| 配樂 | 讀者做簡單音效 |
| 排演耗時費力 | 短時間練習後即可上台 |
| 僅有少部分精英孩子可參與 | 大部分孩子都可參與 |
| 演出戲分集中在主要角色 | 所有讀者均分演出戲分 |

從以上讀者劇場和戲劇的差異，不難看出讀者劇場之所以能受到現場老師的肯定，在於老師普遍認為與其將精力和金錢花在布景、服裝、燈光和音效上，且要求學生背臺詞、走位，失去了語言在英語教學上的真正的意義，不如讓學生好好熟練一個故事，要求學生對讀本的流利度和理解其意，所以漸漸的更多的老師捨戲劇就讀者劇場。

總和以上所言讀者劇場具備了以下幾項特色：

1. 以學生為主的閱讀活動。
2. 口語的閱讀活動。
3. 動態閱讀。
4. 閱讀樂趣。
5. 透過練習培養學生閱讀的流利度和閱讀理解力。
6. 小組閱讀--透過小組練習，激勵學生分享大聲朗讀的口語能力
7. 舞台閱讀--提供學生發表的舞台，以滿足學生的表演慾望。
8. 透過小組練習，熟練對讀本中的理解和口語的流利度。
9. 另一種形式的戲劇，無須背台詞腳本，最簡易的劇場形式。
10. 引導觀眾創造一個想像的場景。
11. 所有讀者均分台詞，避免過分強調某些主要角色。
12. 學生人手一劇本，時時可演出，處處皆舞台。

讀者劇場在教育現場可以被視為正式演出前的半成品，但它注重的是學習者學習的過程和反覆的練習，並不是強調表演的成果。比起戲劇，這種戲劇形式的練習蘊含了更多教育的意義在其中。如今台灣更是借重讀者劇場的形式在外語教學上有不錯的應用。

讀者劇場執行過程

讀者劇場最佳的執行場所就在教學的現場—教室，這是學生學習的地方，也是呈現學習成果與彼此分享的最佳場所。教學者應當善用讀者劇場的教學活動，融入故事、繪本教學、多樣的閱讀活動，如引導閱讀、輪流閱讀、共同閱讀和舞台讀劇等。即使讀者劇場是以學生為中心的閱讀活動，老師在適度的引導過程中也扮演了關鍵的角色，以下敘述筆者在引導學生做讀者劇場活動的過程中所體驗的事項，供讀者參考。

說故事、故事讀本閱讀、劇本閱讀與角色分配、分組練習、發音和語調的指導、上台演出

上台演出

經過了一次又一次的練習，學生終於有機會在大家面前展現他們的練習成果了，這時當然不要忘了適時指導學生當個盡力的表演者還有具水準的欣賞者，老師當然也要準備好錄影機，好好記錄學生的「影音動態學習」成果。

以下是上台演出時應注意的事項：

1. 上台時學生的排列以半橢圓型為佳，以方便角色之間做互動。
2. 台上要能展現出閱讀的自信。
3. 在開始進行閱讀前先做角色自我介紹，這一部份也可以用唱的方式呈現喔！
4. 故事的主題可以用個別、小組和全部讀者有變化的念出，如故事主題是 The Three Little pigs 旁白可先說出 “Today we’re going to tell you a story...” 再由其他角色接續念出 “The Three Little pigs”
5. 可針對劇中較有特色的角色做簡單的造型，如簡單的頭套，但不宜用遮去整個臉部的面具，以免遮去學生的臉部表情。
6. 可以準備簡單的小道具，如響板、木魚等，切勿準備大道具以免模糊了演出的焦點。
7. 將劇本放在資料夾中，注意手持劇本的高度，不要遮住臉部。
8. 必要時可提供音樂譜架，以方便表演者做動作，尤其是比賽現場。
9. 不要一直盯著劇本看，也不可以都不看劇本，眼神應該平均的落於劇本、觀眾和彼此互動的角色之間。
10. 避免因太大或太多的走位而影響閱讀的進行。
11. 注意讀者之間的互動。
12. 自然而輕鬆的簡單手勢或動作可以讓讀劇更生動。
13. 大聲念出，就好像念給坐在最後一排的觀眾聽。
14. 若有 chorus 這個角色，記得在舞台上準備較高的台階給予站立，以免被前排主要角色擋去視線。
15. 發音要清楚而正確，聲音有高低，閱讀速度有快慢。
16. 用聲音、音調來表達角色的感情、情緒和故事氣氛。
17. 注意臉部表情和肢體動作的配合。
18. 放慢劇本中的**最後三個字**，也讓觀眾知道故事的結束。
19. 結束後一起鞠躬並對大家不吝聆聽表達謝意。
注意是 Thank you for listening. 不是 Thank you for your listening.
20. 如果演出的劇是 20~30 人的團體句，建議將主要角色外的其餘學生安排為 chorus，人數則視實際上台人數做彈性調整。

劇本編寫技巧

對初次指導讀者劇場的老師而言，劇本的撰寫是一大挑戰，在此建議老師不妨挑選經典繪本或是已經寫好的劇本，不要忘了網路上有數不盡的資源，是不用花一毛錢的。初階的練習劇本建議從「反覆性」高，段落明顯的故事開始，一來劇本較好編寫，二來對學生的閱讀能力與理解力的培養也較有成效。一旦拿到繪本或別人寫好的劇本之後，接下來的工作就是要做適度的改寫與修正，例如：語言用詞和句子的深淺難易、一開始的背景交代、各段落的切割、善用閱讀的「重複性」--repetition 來帶閱讀的理解與樂趣、均衡每個角色「量」的分配（如利用群讀增加次要角色讀的機會）、以及劇本的節奏等等。唯有將原著做適度的修改，才能適用於自己的學生，也讓每位朗讀者能在角色上盡情地發揮。

以下提供幾項編寫劇本應該注意的事項：

1. 首先是選擇一個適合學生程度的讀本，讀本內容可以是偏重故事的戲劇或各類型的文學，如短篇故事、歌謠韻文、詩文等，除非是要參加比賽可以挑選長一點的故事，否則若僅是班上給每個學生使用，就要特別注意不要挑選太長或超出學生程度的讀本，以免造成不必要的負擔，甚至因而降低了學生的學習興趣。

2. 編寫較具故事性的劇本時，請注意融入故事地圖中的 who, when, where, why, what and how

3. 刪除與修改讀本中較不適合的部分，如太艱深的用字或段落、或讀本內文過於冗長等。

4. 設定角色，基本上讀者劇場中有二種角色，一是旁白，以敘述的方式呈現讀本內容。另一是劇中人物角色，大部分以對話的方式呈現讀本內容。有些故事在原本的讀本裡就已包含了許多對話，可以直接採用在劇本裡，但要做適當的調整，而第三人稱的敘述部分當然就留給旁白了，不過人物角色必要時可以協助敘述旁白部分，當然擔任旁白者也可以擔任對話的角色。

5. 利用旁白在故事一開始做簡單的故事發生背景介紹，如時、地、人物等。

6. 安排角色時應該依據教學或參與比賽學生之需求做調整，例如一個人可飾演二個角色，如學生人數不足或解決劇中某些角色僅在某個時間點出現。另一個是一個角色讓二個人來飾演，例如班上有學生不敢自己閱讀，這時候可以安排讓他和另一位同學閱讀相同的角色劇本。

7. 旁白不一定只有一個，也可以安排二個人來輪讀，尤其是旁白部分較重時。

8. 「重複閱讀」技巧的使用，讀者劇場最大的功用是在閱讀，劇本中可經由不同角度或角色的切入讓閱讀者做重複的閱讀（參閱附錄劇本），重複的部分包括字詞、片語、句型和段落（如僅替換某些關鍵字）。

9. 各個角色台詞分配儘量平衡，避免像一般戲劇太偏重於某些角色，失去了讀者劇場團體閱讀的義意，可以使用的技巧如讓二個人以上同時讀該劇台詞，或將該劇台詞拆成數塊讓更多人來閱讀。

10. 善用“All”這個角色，尤其可用在特別要強調的事物或是用在適合大家一起參與的歌謠韻文。

11. 善用歌謠韻文，學生唱作俱佳，讀劇會更生動。

12. 可將劇本中要特別強調的部分以粗體字呈現，或讓學生畫底線做記號。

13. 劇本要做分段處理。

14. 每個角色的台詞不宜超過三句，以免其他角色站在一旁無事可做，僵化了整個劇，而三個句子中的單句字數也不宜太多（每句約 10 個字），以上都是要扣和前面所提「平衡」各個角色的台詞。

15. 想辦法給劇中少有台詞的角色也有表現的機會，如加台詞、唱歌、做特殊聲效等。

16. 「聲效」的使用，一般戲劇可用音樂背景加強其音效，但讀者劇場靠的是閱讀者的聲音來呈現，在劇本中應適度加入，如水聲、風聲、爆炸聲、動物聲等。

17. Chorus 角色的安排適合較多人的演出，這樣的劇一多編寫些歌謠韻文，大家而熟能詳的 We're going on a bear hunt 是最經典之作。

故事發生背景介紹

韻文的應用

每個角色的台詞不宜太長

: A long time ago, an old man, an old woman and some animals lived on a farm.

: Farm, farm, we live on the farm. We have fun and love everyone Who lives at the farm.

: An old man planted a little turnip.

: The sun is up. The sky is blue. Go and plant the turnip seeds.

: Grow, grow, little turnip. Grow sweet.

: Grow, grow, grow sweet, little turnip.

: Grow, grow, little turnip. Grow big.

: Grow, grow, grow big, little turnip.

: Grow big and sweet.

: The little turnip grew big and sweet.

: One day, the old man went to pull the turnip up.

: Wow! What a big, sweet turnip! Let me pull it up!

: He pulled and pulled,

: Pulled and pulled. 歌謠

: Turnip, turnip, come on up. (sing)
Turnip, turnip, come on up.

: The little turnip grew sweet and big.

: The turnip didn't come up.

重複閱讀技巧的使用

善用“all”的技巧

角色與台詞的平衡

透過“all”的技巧讓故事後面才出現的角色提早參與

Reader's theater teaching methods (2006, Toni Buzzco)

Assigning Parts

- Choose scripts within readers' reach.
- Match parts to reading abilities.
- Don't force unwilling readers.
- Ample rehearsal time is essential for struggling readers.
- Pair English Language Learners with fluent readers to read a part **chorally**.

Rehearsing

- Adequate time for practice and performance are essential.
- Substantial practice leads to substantial improvement.
- Highlight each character's part throughout a script.
- Duplicate scripts for each reader—one to leave at school and one to take home.
- Allow students to determine when they are ready to perform.

Interpretation

- Encourage reading with expression.
- Use voice to communicate character emotions.
- Use facial expression to communicate character emotions.
- Appropriate gestures increase retention.
- Gestures make Reader's Theater more interesting to perform and watch.
- Mime techniques add polish.

Setting the Stage

- Use script binders (½ to 1 inch ring binders).
- Music stands for scripts leave hands free for gesturing.
- Make oak tag name tags with a neck string for each character.
- Use rotating stools for readers (readers face forward only when reading their parts).

One Monday Morning

Characters

Narrator

Reader 1: Amy

Reader 2: Amy's mom

Chorus



Narrator

It was Monday morning. Amy was sleeping.

Chorus

Ding.....

Narrator

It was 6:45, time for school, but Amy didn't get up till mom walked into her bedroom.

Mom

Amy, wake up! It's seven o'clock. It's time for school.

Amy

Oh, no!

Chorus

Oh, no! It's seven o'clock. Amy will be late.

Narrator, Mom, Chorus

Late, late, late for school

Amy will be late for school



Narrator

Amy jumped out of bed. She walked into the bathroom.

Amy

Wash, wash, I wash my face.

All

This is the way I wash my face, wash my face, wash my face.

This is the way I wash my face. So early in the morning.

Amy

Brush, brush, I brush my teeth.

All

This is the way I brush my teeth, brush my teeth, brush my teeth.

This is the way I brush my teeth. So early in the morning.

Narrator

Amy walked back to the bedroom.

Amy

Change, change, I change my clothes.

All

This is the way I change my clothes, change my clothes, change my clothes.
This is the way I change my clothes. So early in the morning.

Narrator

Amy walked into the kitchen.

Mom

Did you brush your teeth?

Amy

Yes, I did.

Chorus

Amy brushed her teeth.

Mom

Did you wash your face?

Amy

Yes, I did.

Chorus

Amy washed her face.

Mom

Good girl. Let's go!

Narrator

It was 7:45. They were just in time.

Amy kissed her mom and said good-bye.

Amy

Good-bye! Oh, no! I'm wearing my slippers.

Mom, Chorus

Oh, no!

All

We better get up on time every day.

Narrator, Mom

Tell me, tell me what you did this morning.

Chorus

Tell me, tell me what you did this morning.

Narrator, Mom, Chorus

Did you wash your face, brush your teeth,
Change your clothes, and walk to school?

Tell me, tell me what you did this morning.

Amy

Yes, I washed my face, brushed my teeth,
Changed my clothes, and walked to school.

All Now tell me, tell me what you did this morning.



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How's the Weather? (Hello, Darbie! Lesson 1, Book 7)

Characters

Narrator x2

Reader 1: Amy

Reader 2: Tony

Chorus x4



Narrator

Amy wakes up in the morning.

Amy

How's the weather?

Tony

Oh, it's rainy.

Chorus

Oh, no! It's rainy.

Narrator

It's rainy. Amy and Tony can't go out.

All

Rain, rain, go away! Come again another day.

Little Tony want to play. Rain, rain, go away!

Tony

What do you want to do?

Amy

Well...I don't know.

Tony

Let's have some cake and play inside.

Chorus

Some cake and play inside.

Amy

All right!

Narrator

Amy and Tony will have some cake and play inside.

Narrator, Tony, Amy

How's the weather?

Chorus

It's rainy, rainy, rainy, rainy!

How's the weather?

Narrator, Tony, Amy

It's rainy, rainy, rainy, rainy!

All Let's have some cake and play inside.



How's the weather, Tony?

Oh, it's rainy.

What do you want to do?

Well...I don't know.

Let's have some cake and play inside.

All right

Narrator

Amy and Tony are eating cake.

Tony

Look! It's sunny now.

So, what do you want to do, Amy?

Amy

I want to go swimming.

Chorus

Go swimming!

Tony

Ok. Let's go!

Amy

Hurray!

Narrator

Tony and Amy want to go swimming.

Narrator, Tony, Amy

It's sunny. What do you want to do?

Chorus

Let's go camping, fishing, hiking and swimming!

It's sunny. What do you want to do?

Narrator, Tony, Amy

Let's go camping, fishing, hiking and swimming!

Narrator, Tony, Amy

How's weather? Is it rainy?

Chorus

No, it's not rainy!

Narrator, Tony, Amy

Windy? Cloudy?

Chorus

Not windy! Not cloudy!

All

It's sunny. Sunny, sunny, what a sunny day!

Let's go play and play! Play on a sunny day! **Hurray!**

Look! It's sunny now.
So, what do you want to do,
Amy?
I want to go swimming
Ok. Let's go!
Hurray!

Wow, what's that?
A giant!



What subject do you like? Scripted by Archie (Hello, Darbie! Lesson 1, Book 8)

Characters

Narrator x2 Chorus x4

Reader 1: Mulan Reader 2: Mom Reader 2: Dad

Narrator

Mulan and her mother are in the market.

Mom

Mulan, do you like music?

Mulan

No, I don't.

Narrator, Dad

Mulan doesn't like music.

Chorus Music, music, we like music.

Mom

Mulan, do you like art? I can teach you.

Mulan

No, thanks.

Narrator, Dad

Mulan doesn't like art.

Chorus Art, art, art is fun.

Mom

Mulan, what subject do you like?

Mulan

I like PE.

Mom

But PE is for boys, not for girls.

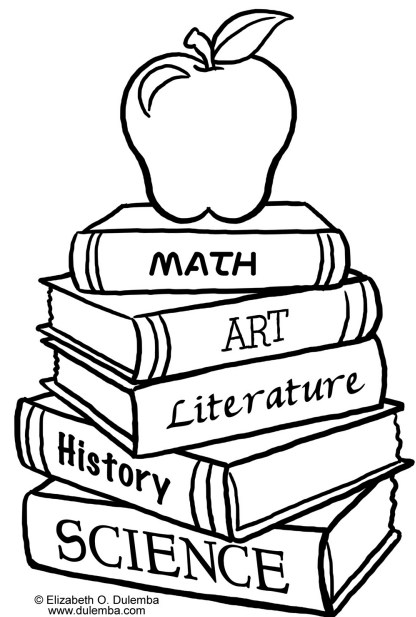
Chorus PE is for boys, not for girls?

Narrator

Mulan doesn't like music and art

Dad But she likes PE.

Mulan, do you like music?
No, I don't.
Mulan, do you like art? I can teach you.
No, thanks.
What subject do you like?
I like PE.
But PE is for boys, not for girls.



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All What do you like? (*2) What subject do you like?

Mulan, Mom, Dad

Chinese, English, math and science.

Chorus Art, music, PE and social studies.

All What do you like? *2. What subject do you like?

Narrator

Mulan and her mother go back home.

Mulan

What's wrong, Daddy? You look sad.

Dad Oh, nothing.

Mom Go to your room.

Mulan Yes, Mom.

Narrator

Mulan's father looks sad. What's wrong?

Chorus Sad, sad, Mulan's father looks sad. What's wrong?

Dad

Look at this. I'm too old. Boys... boys..., we need a boy.

Narrator

Mulan hears what Mom and Dad are talking about.

Mom I'm sorry.

Narrator Just then

Mulan

Don't worry. I can be a boy. See?

Mom, Dad

A boy, Mulan can be a boy!

Narrator, Chorus

Wow, Mulan is a boy!

Mulan

Yes, I'm ready to be a soldier.

All

A soldier, a soldier, to fight in the war!

All Fighting, fighting, fighting, fighting,

Narrator, Mulan, Dad, Mom Boys or girls? Girls or boys?

Chorus What do you think? What do you think?

Boys like art class. Girls like PE class.

Narrator, Mulan, Dad, Mom

Boys and girls, what do you think?

All

PE, English, music and art,

Chinese, math, science, social studies,

Now tell me, tell me what subject do you like.

We love English of course!

What's wrong, Daddy? You look sad.

Oh, nothing.

Go to your room.

Yes, Mom.

Look at this. I'm too old. Boys... boys...,

We need a boy.

Don't worry, I can be a boy. See?



Sing with the tune
"walking walking"

Who has any good ideas? (康軒英語一下)

Characters:

Narrator, Ms. Li, Peter, Sam, Linda, Chorus (Classmates)

Narrator

The school fair's coming. Ms. Li is talking to the class about the event.

Ms. Lin

The school fair's coming. Every class has to run a food or game stand. Who has any good ideas?

Chorus

A food or game stand for the school fair!

All

Eat, eat, eat at the food stand

Play, play, play at the game stand

We need a hand for the crowded land

Peter

I do. Let's have a puppet show.

Chorus

A puppet show!

Ms. Lin

Good idea. So, who's good at puppet shows?

Peter

Sam is.

Sam

No, I'm not. I just watch puppet shows on TV.

Narrator

Not a puppet show, but something else.

Linda

What about a spooky house?

Chorus

A spooky house!

Sam

That's great. Peter and I have a lot of Halloween toys.

Chorus

Me too.

Ms. Li

OK. Let's have a spooky house.

Narrator

The class decided to have a spooky house for the school fair.

All

*Boys and girls of every age
Wouldn't you like to see something strange?
Come with us and you will see
This, our stand of Halloween*

*This is Halloween, this is Halloween
Pumpkins scream in the dead of night*

*This is Halloween, everybody make a scene
Trick or treat till the neighbors gonna die of fright
It's our stand, everybody scream
In this stand of Halloween*

Narrator

On the next day

Ms. Li

Peter and Sam bring us some Halloween toys for the school fair event.

Linda

Wow. There are a lot of spooky toys.

All

A lot of spooky toys.

Peter

Sure. We have a ghost mask, a red nose, long nails...

Chorus

A ghost mask, a red nose, long nails

Sam

Who has vampire teeth?

Peter

I do. Here you are.

Ms. Lin

Who has vampire teeth?

Chorus

Sam does. Sam has vampire teeth.

Sam

Thanks. But these are black. I need white teeth.

Peter

Why? Black teeth are cool.

Sam

It's dark in the spooky house. You can't see them there.

Ms. Lin

Well, any good ideas?

Linda

Any good ideas?

Peter

How about a vampire without teeth?

Sam

Huh?

Chorus

A vampire without teeth?

Peter

Our vampire is very very old. Haha.

Chorus

Haha... a very very old vampire.

All

Vampire here, vampire there, vampire everywhere

Come to our spooky house

We'll scare you like a mouse

Vampire here, vampire there, vampire everywhere

All

I am the one hiding under your bed

Teeth ground sharp and eyes glowing red

I am the one hiding under yours stairs

Fingers like snakes and spiders in my hair

This is Halloween, this is Halloween

Halloween! Halloween! Halloween!

Too Big for the Game

There is a little boy, Johnny who goes to Sunny Elementary School. The little boy is not little at all. He is much, much bigger than any of the other kids.

At school, all the kids are playing on the playground as usual.

Some kids are playing on the see-saw. Little Johnny comes and wants to join them. “No, you’re too big for this game! No one can play with you on the see-saw even if we get all the others on the same side,” say the kids.

Little Johnny feels sad. He looks around and sees other kids playing on the swing. Little Johnny comes and wants to join them. “No, you’re too big for this game! You will break the swings,” say the kids.

Little Johnny walks away. He wishes he was not that big. Then, he finds there are some other kids playing on the slide. Little Johnny comes and wants to join them. “No, you’re too big for the game! You will get stuck on the slide. Then we won’t be able to play anymore,” say the kids.

Little Johnny touches his tummy and sighs. He walks to the trees and sees some other kids are playing hide-and-seek behind the trees. Little Johnny comes and wants to join them. “No, you’re too big for the game! You’re too big to hide behind the tree. It won’t be fun if everyone can see you,” say the kids.

Little Johnny is very sad now. “There’s just no game that is the right size for me,” he sighs. He walks back to the classroom. He feels sick and doesn’t want to go to P.E class even it is his favorite class. And so he forgot the day’s big event at the P.E class.

The bell rings. The game tug-of-war is going to start in minutes. But no one can find Jimmy on the school field.

“Where’s Johnny?”

“Why is he not here?”

“We need him for the game.”

“We won’t win the game without him.”

When Little Johnny hears that everyone is looking for him, he remembers that there’s a game tug-of-war with the other classes for P.E class this afternoon. Then he feels much better while he thinks it’s his show time. So here he comes, walking to the field, his face smiling with glee.

“Yeah! Johnny is here for tug-of-war,” yell all the kids.

Ready, set, go!

Johnny’s class wins the game in seconds since he is the biggest help of the game. “Hurray! We win the game!” cheer all the kids from Jimmy’s class. “We couldn’t win the game without Johnny. He is the hero!”

Everyone is so excited and running around on the school field from all the joy. What a good time they are all having!

From then on, everyone liked to play with little Johnny, even he is much bigger than the others. So when Little Johnny comes to join their games, they don’t say anymore, “You are too big for the game!” Instead, they want to start a new game – one that fits him.

The World's Greatest! by R. Kelly

I am a mountain
I am a tall tree
Oh, I am a swift wind
Sweepin' the country
I am a river
Down in the valley
Oh, I am a vision
And I can see clearly
If anybody asks u who I am
Just stand up tall look 'em in the Face and say

[Chorus]

I'm that star up in the sky
I'm that mountain peak up high
Hey, I made it
I'm the world's greatest
And I'm that little bit of hope
When my backs against the ropes
I can feel it mmm
I'm the world's greatest

I am a giant
I am an eagle
I am a lion
Down in the jungle
I am a marchin' band
I am the people
I am a helpin' hand
And I am a hero
If anybody asks u who I am
Just stand up tall look 'em in the Face and say

[Chorus] (3x)

It's the greatest
Can you feel it
It's the greatest
Can you feel it