Teacher Dear

musical play in one act by

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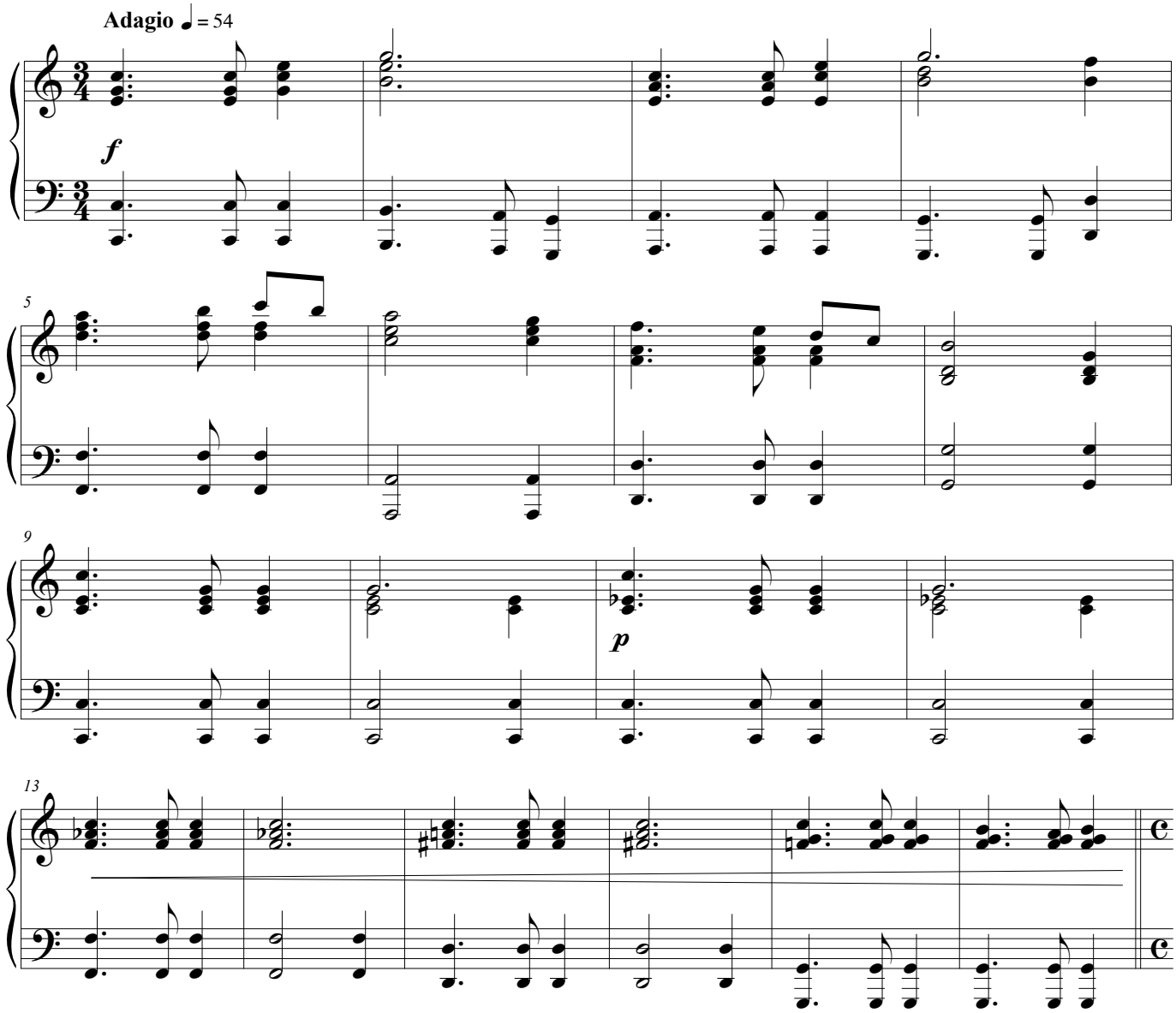
Teacher Dear

Thomas Robertson

SCENE: Tables and chairs arranged for the OLDER CHILDREN.
There is a telephone on one of the tables.
There is also a notebook on one of the tables.

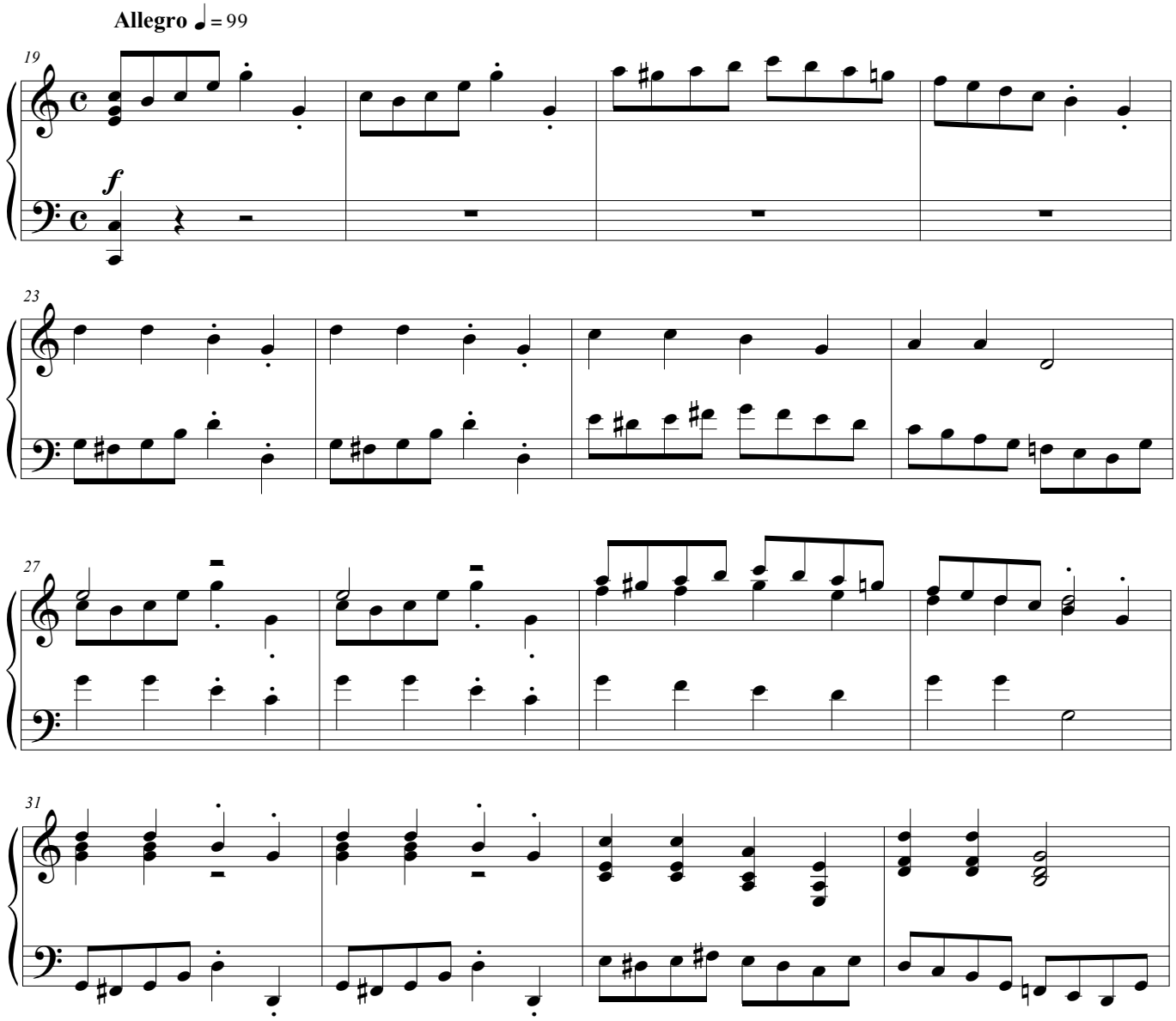


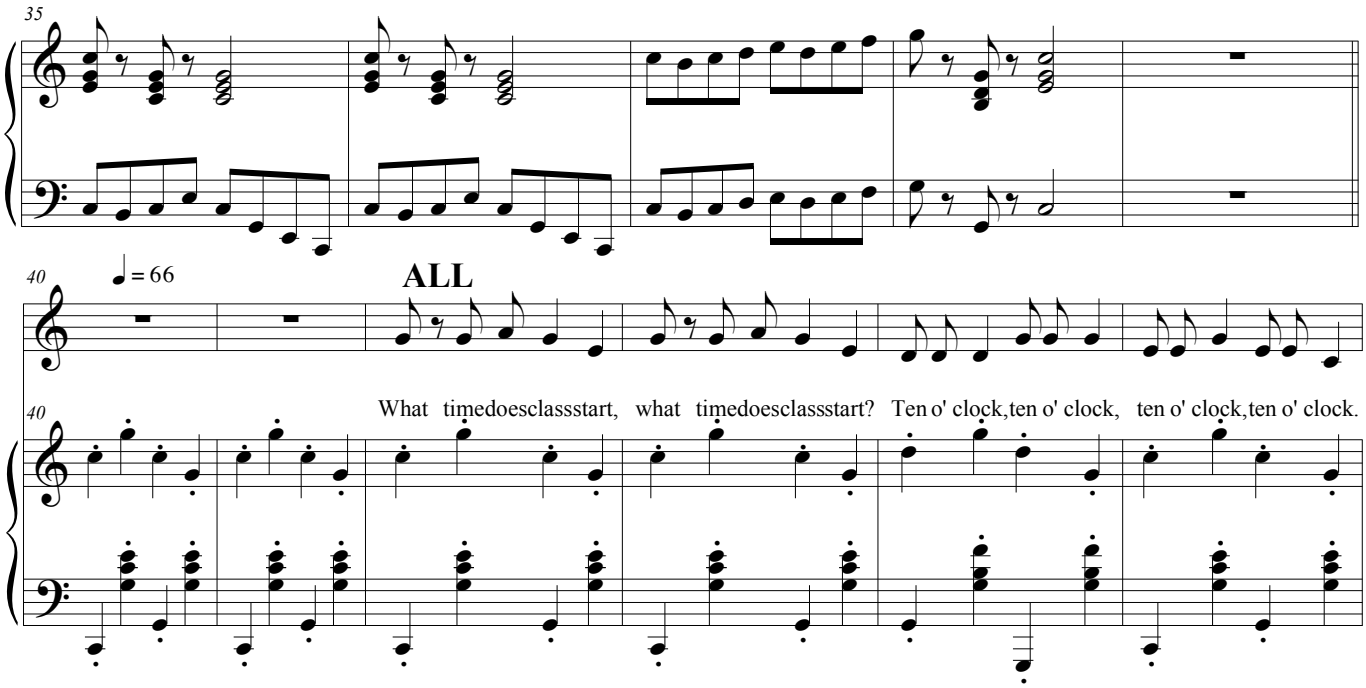
Enter VAN DRIVER and OLDER CHILDREN with back packs.
OLDER CHILDREN (on so-mi, waving to VAN DRIVER): Thank you.

VAN DRIVER smiles and waves, exits.

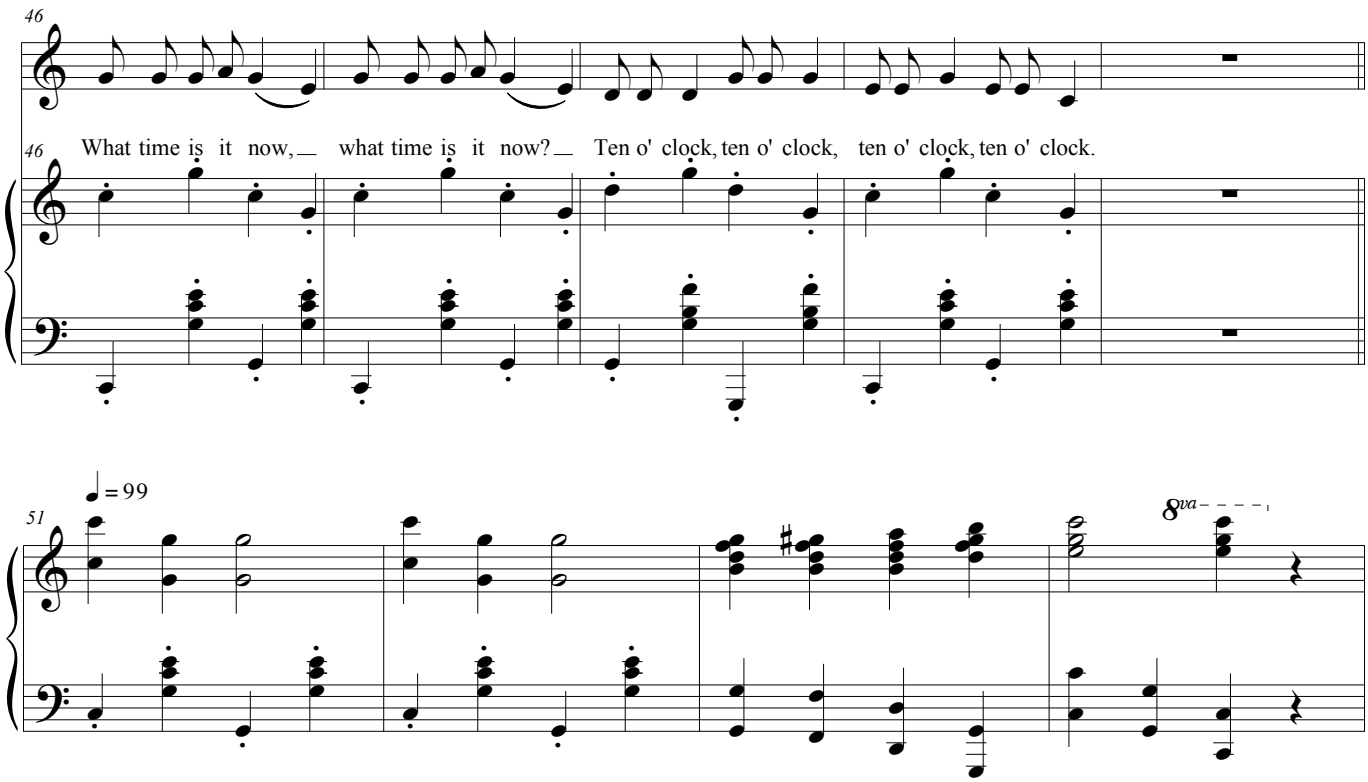
OLDER CHILDREN take their places at the tables,
either strapping the back packs on the chairs or putting them on the floor,
except for two students practicing karate moves on each other.

A boy pulls a girl's pigtail.
The girl strikes back, saying, "Stop it!“
The boy laughs.





[SOME CHILDREN look at watches.]



ALL

55 Teach - er dear, Teach - er dear, where are you?

Pan Pipes

59

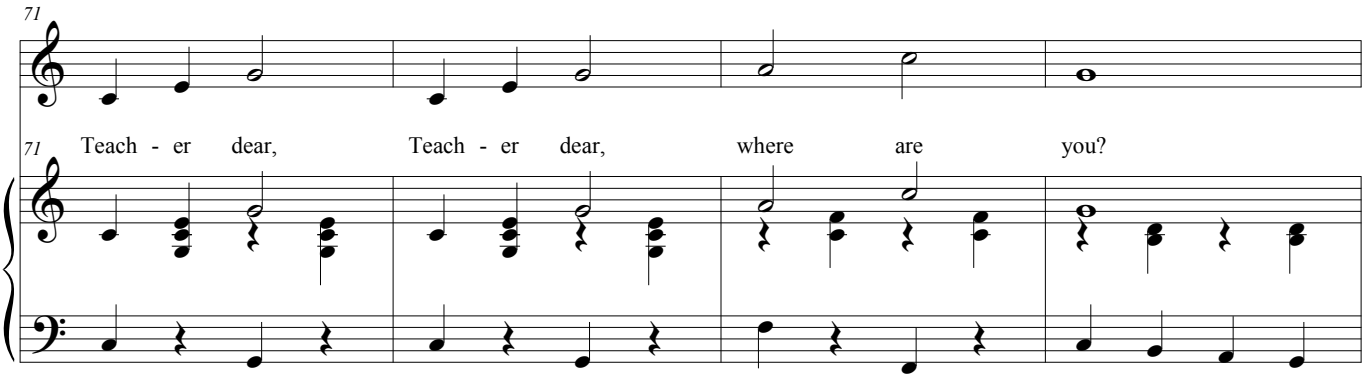
ONE CHILD (speaking): That's only the wind outside.

63 Teach - er dear, Teach - er dear, where are you?

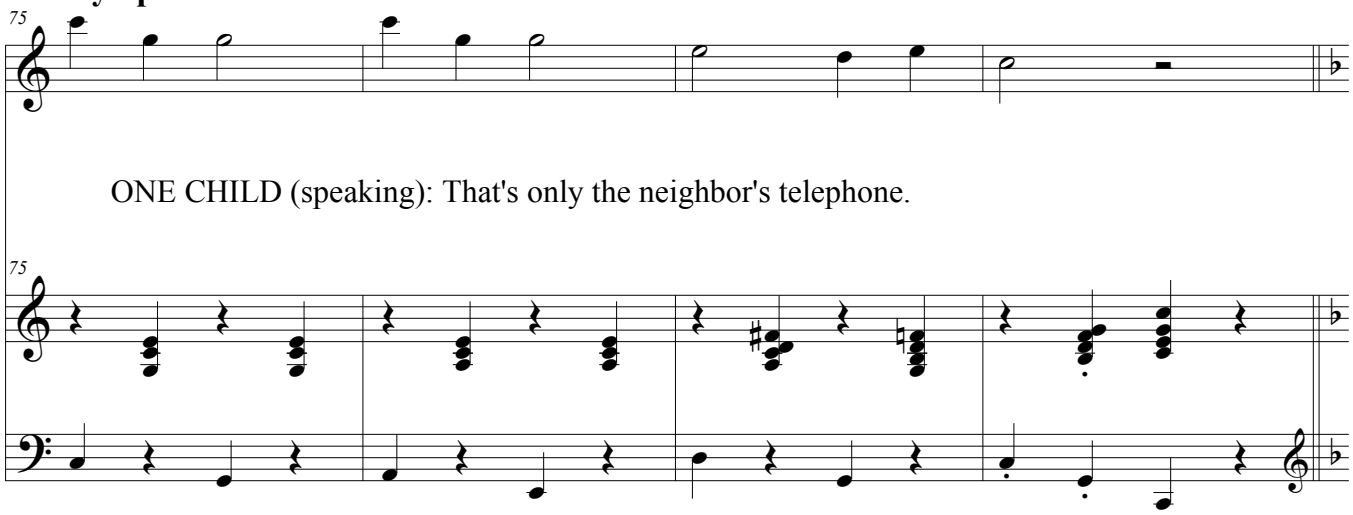
Flute or Recorder

67

ONE CHILD (speaking): That's only the birds outside

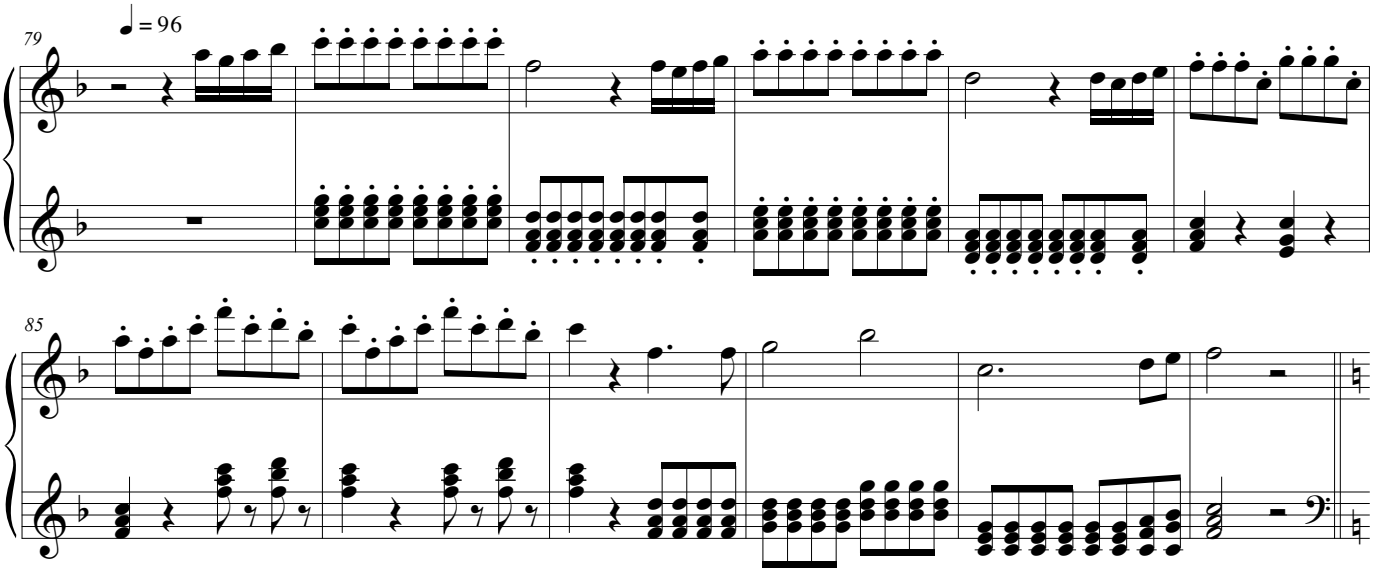


Xylophone or Bells

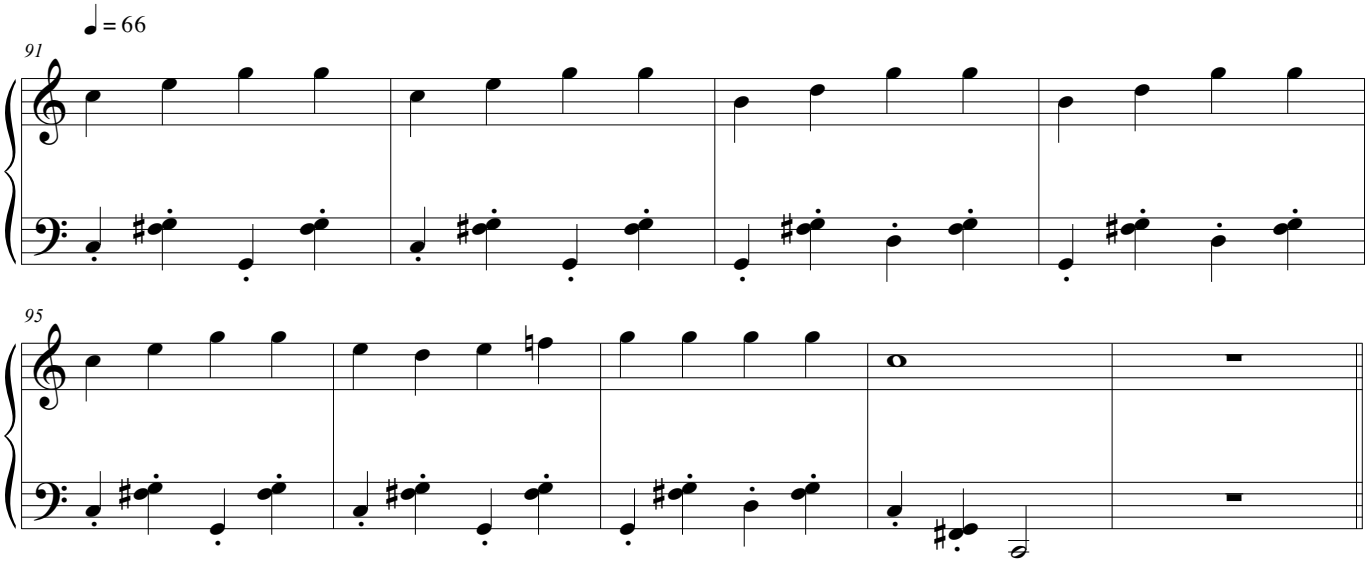


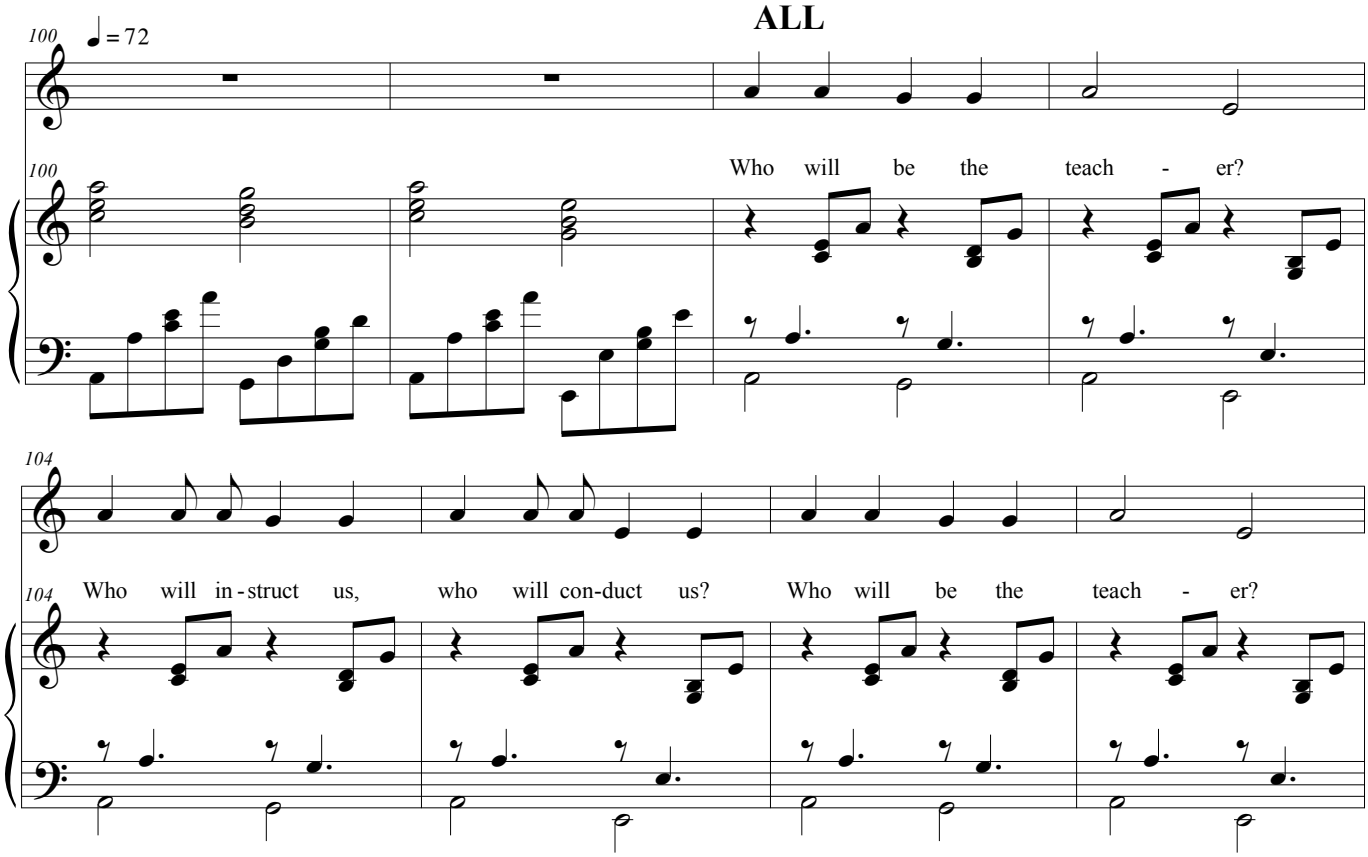
ONE CHILD (speaking): That's only the neighbor's telephone.

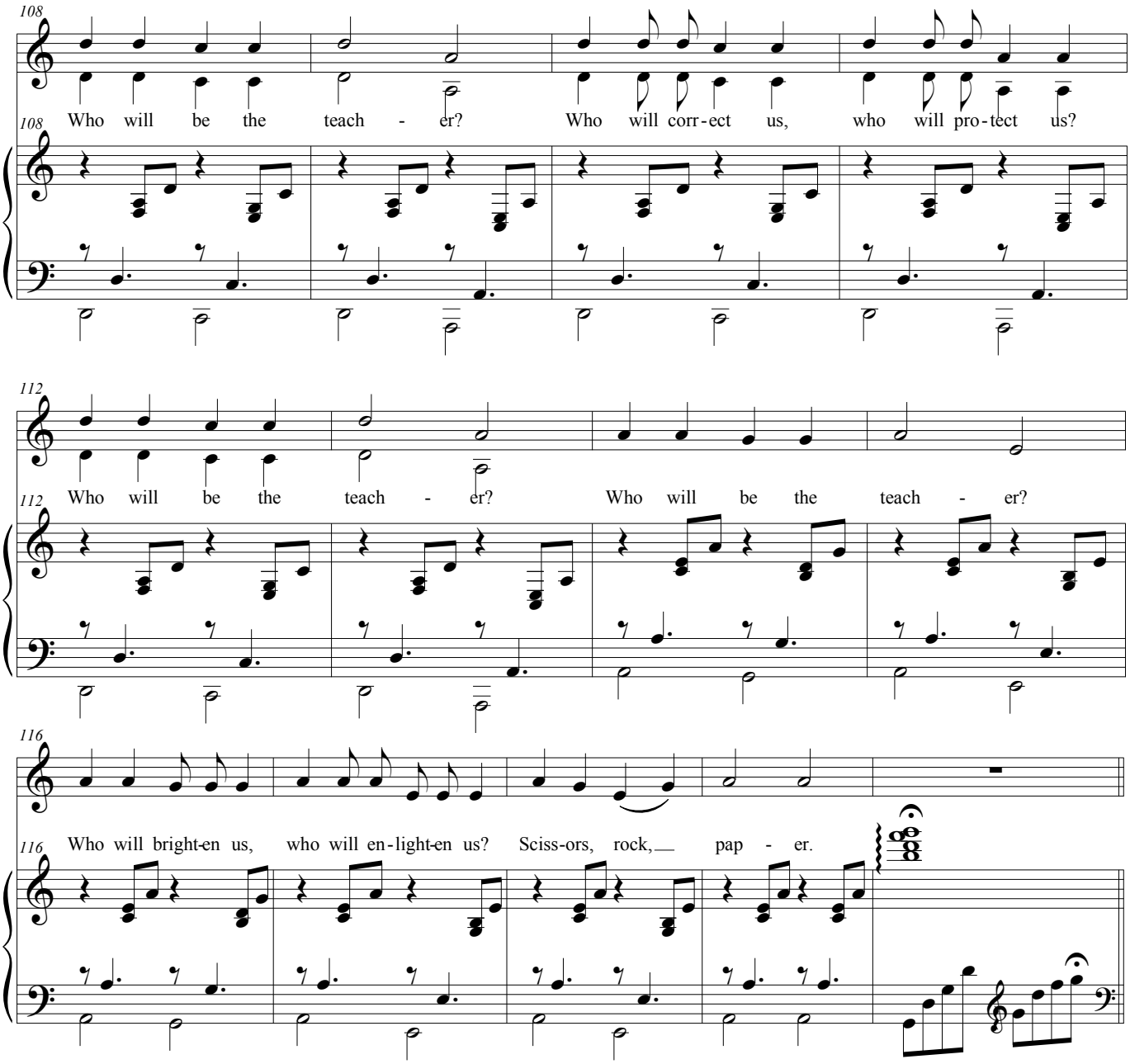
(ALL look under tables, under chair, in bookbags for source of the sound.)
ONE CHILD (speaking): But that's not the neighbor's telephone?
What is it!
CHILD CLOSEST TO TELEPHONE (speaking): Oh! It's our telephone!
[picks up the receiver]



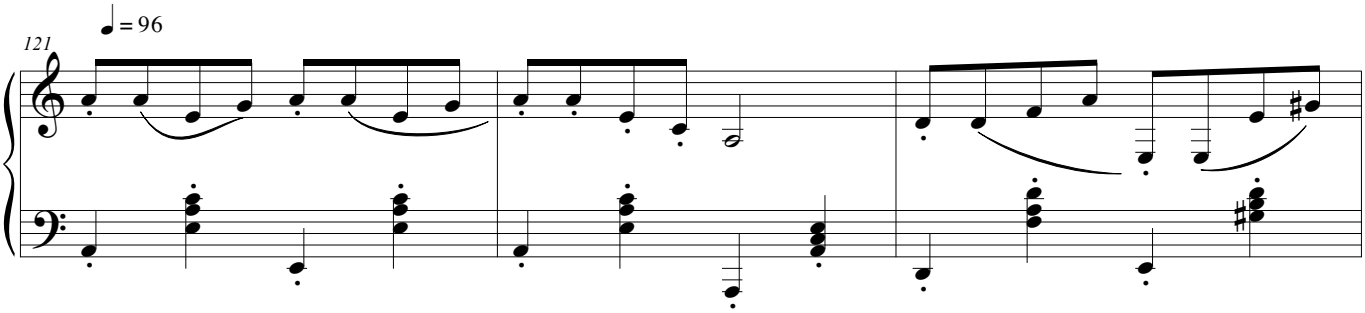
CHILD CLOSEST TO TELEPHONE (speaking, continued):
Oh, hello! We were wondering where you were. . .
Oh. You're held up in traffic?
We'll wait for you. See you then.
[hangs up the telephone. OTHER STUDENTS are looking intently at CHILD CLOSEST TO TELEPHONE.]
There's no telling *when* she'll be here.





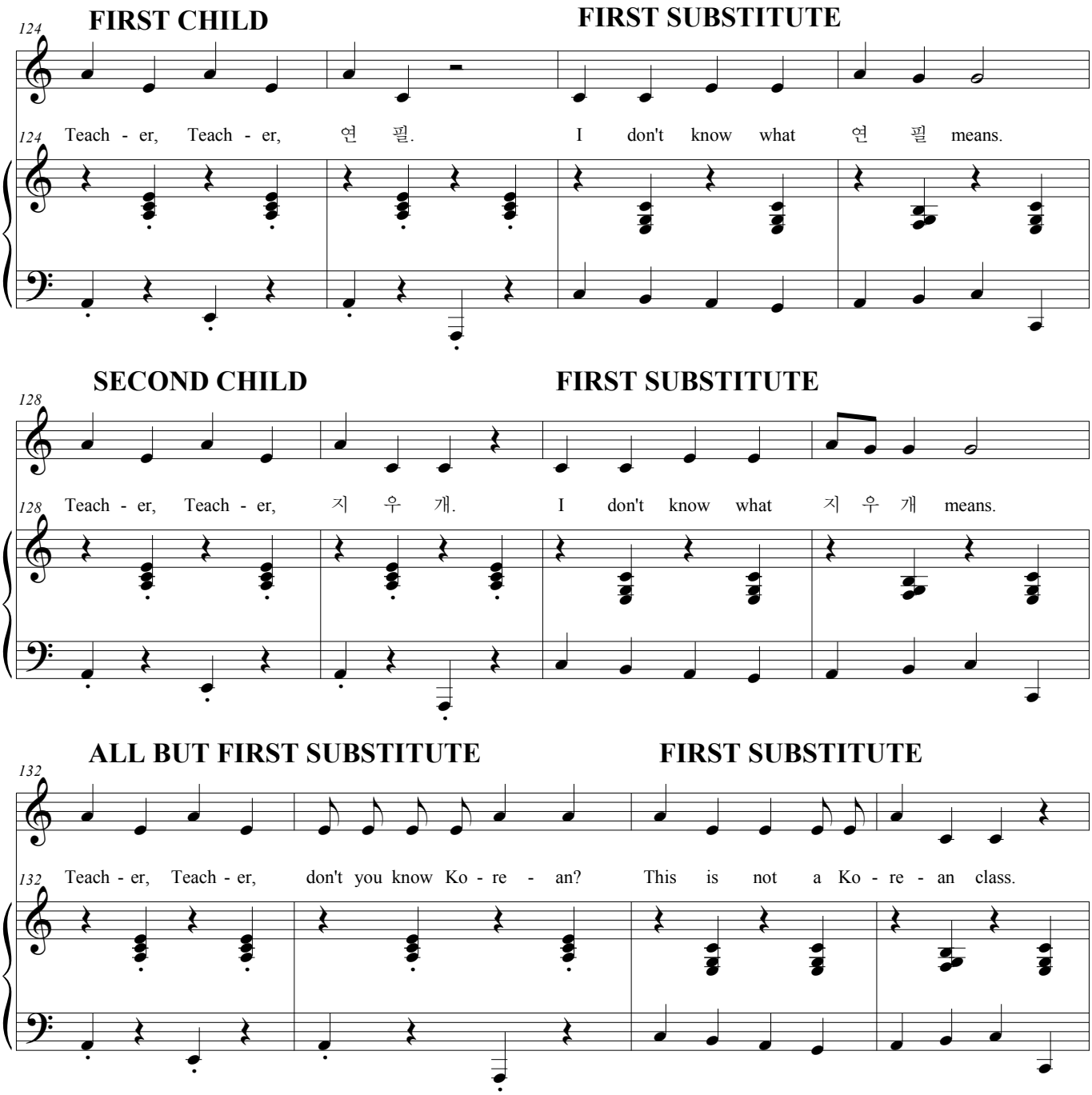


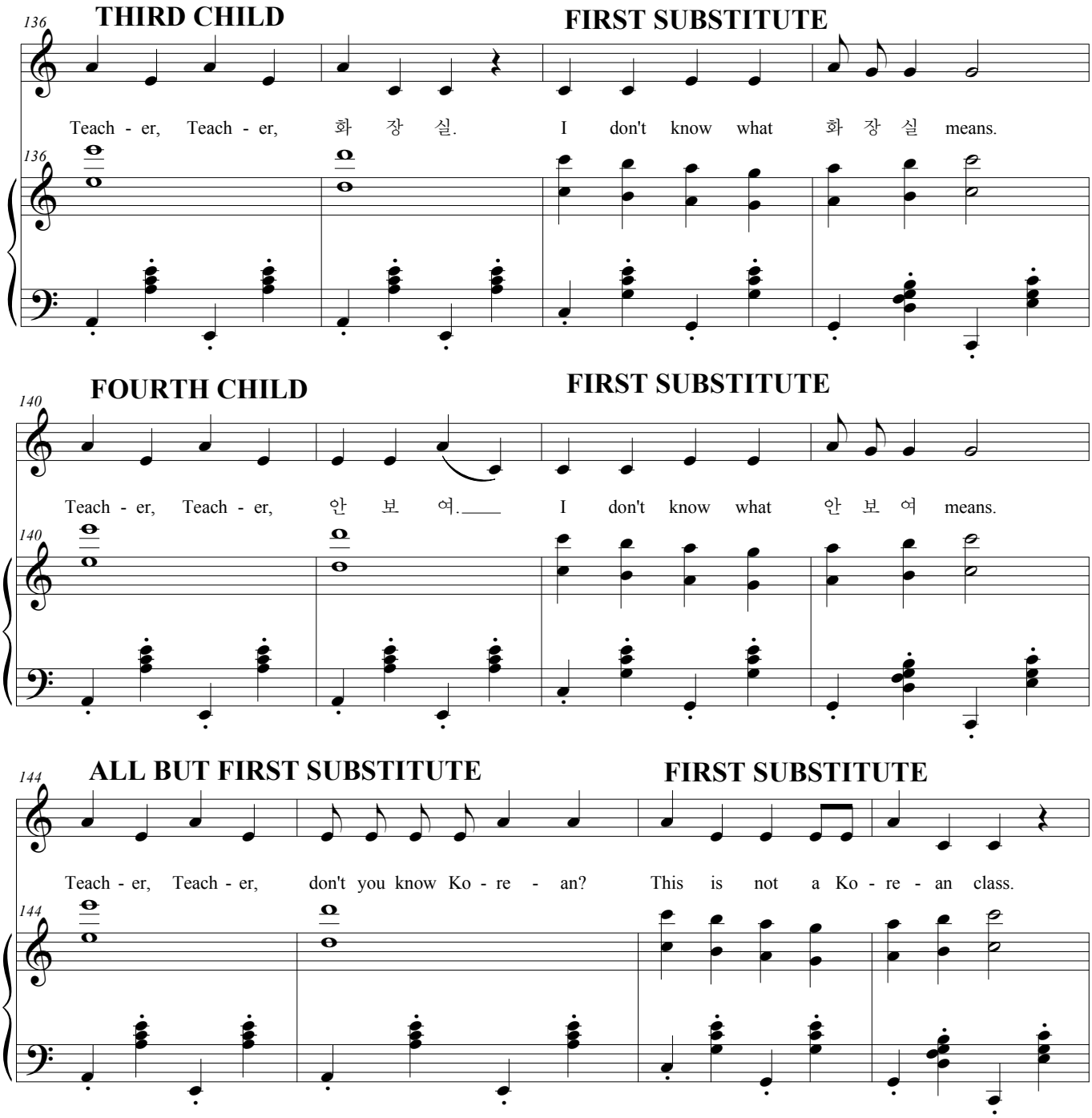
[ALL play scissors-rock-paper.
FIRST SUBSTITUTE wins.]



This work was written for an English school in Korea.
For other purposes, this number can be adapted or omitted.

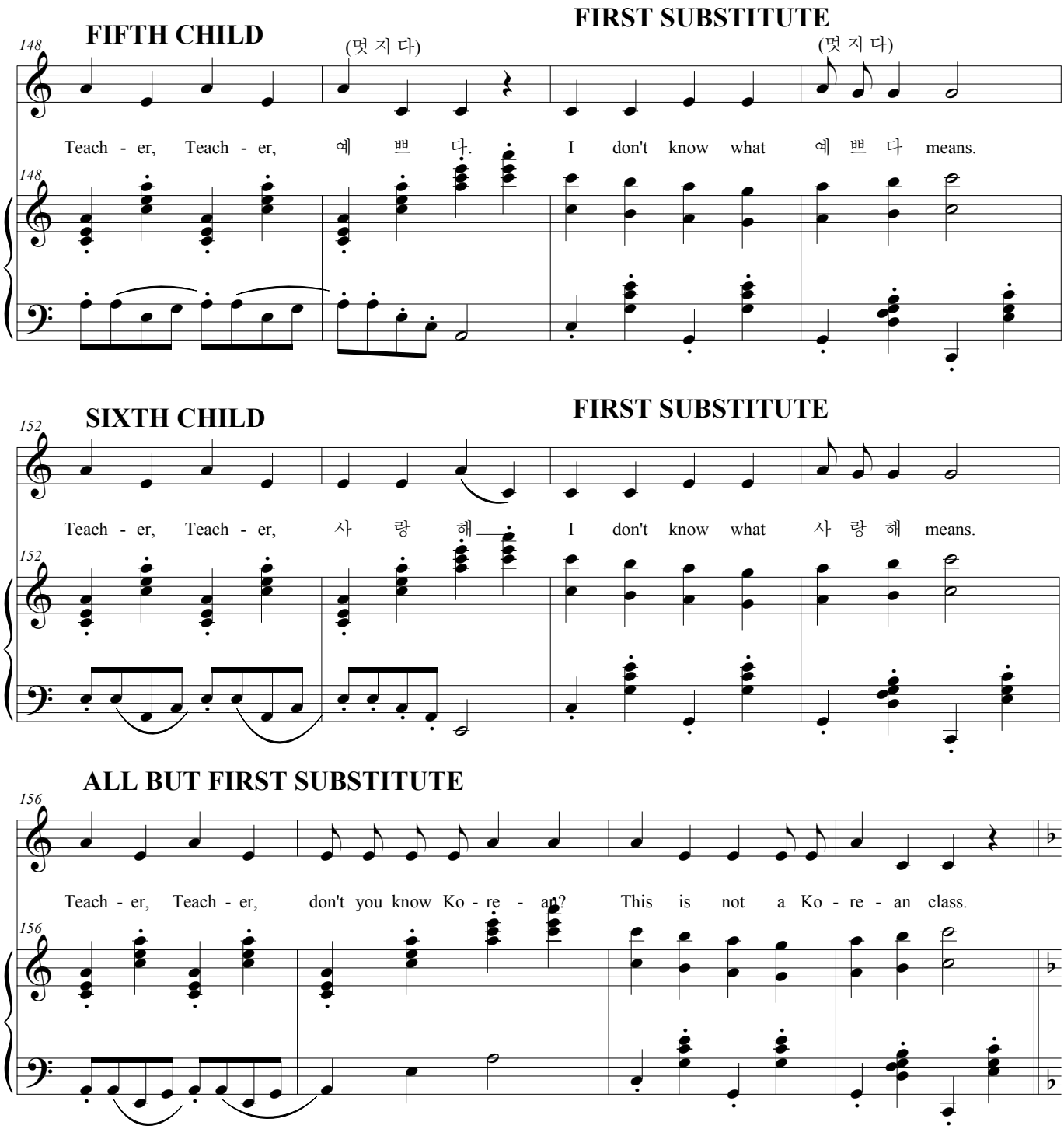
연필 (yeon-pil) = pencil
지우개 (ji-u-gae) = eraser
화장실 (hwa-jang-sheel) = restroom
안 보여 (an bo-yeo) = I can't see.
예쁘다 (ye-bbeu-da) = pretty
멋지다 (meot-ji-da) = handsome
사랑 해 (sa-rang-hae) = I love you.



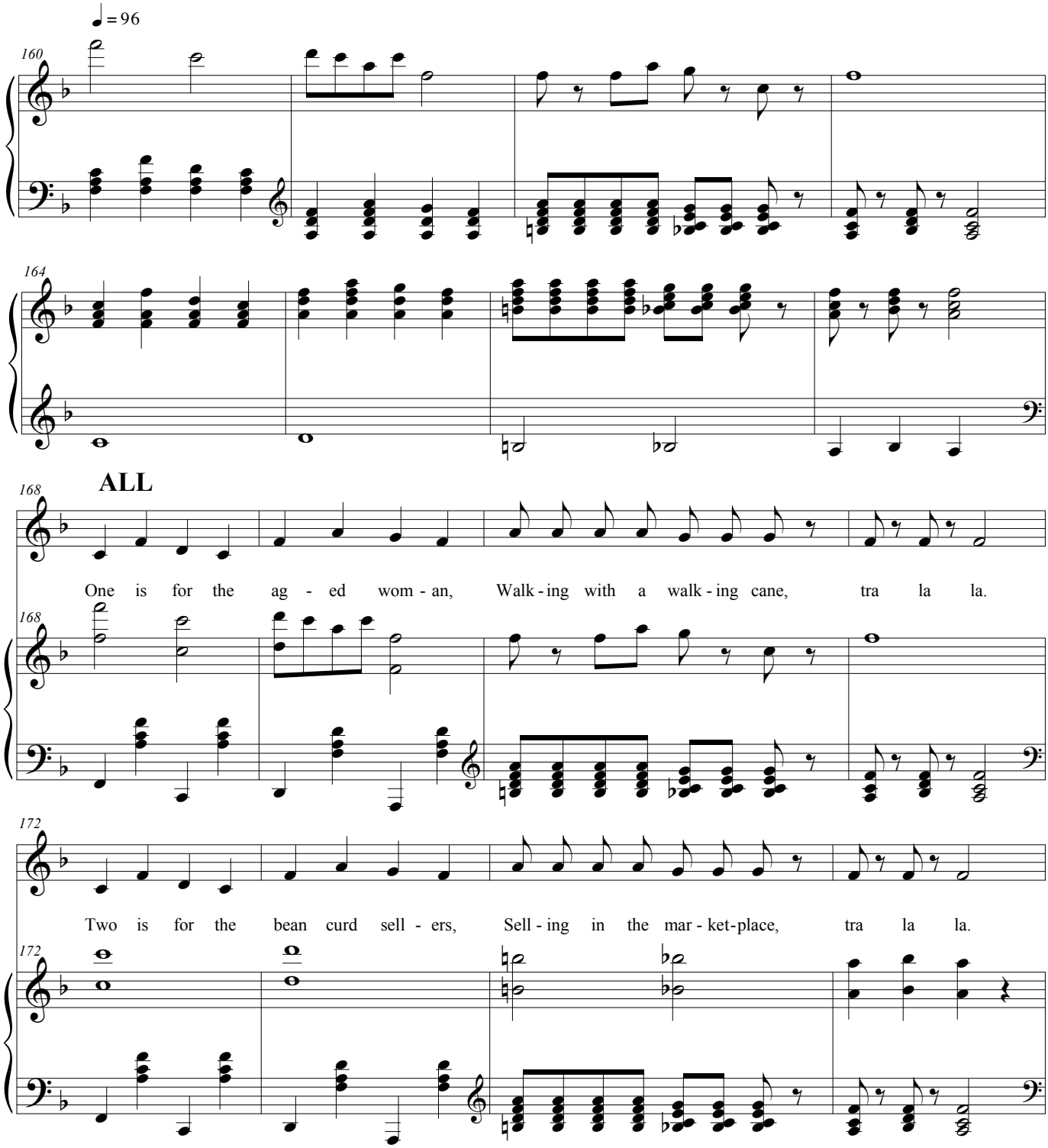

136
THIRD CHILD
FIRST SUBSTITUTE
Teach - er, Teach - er, 화 장 실. I don't know what 화 장 실 means.
136

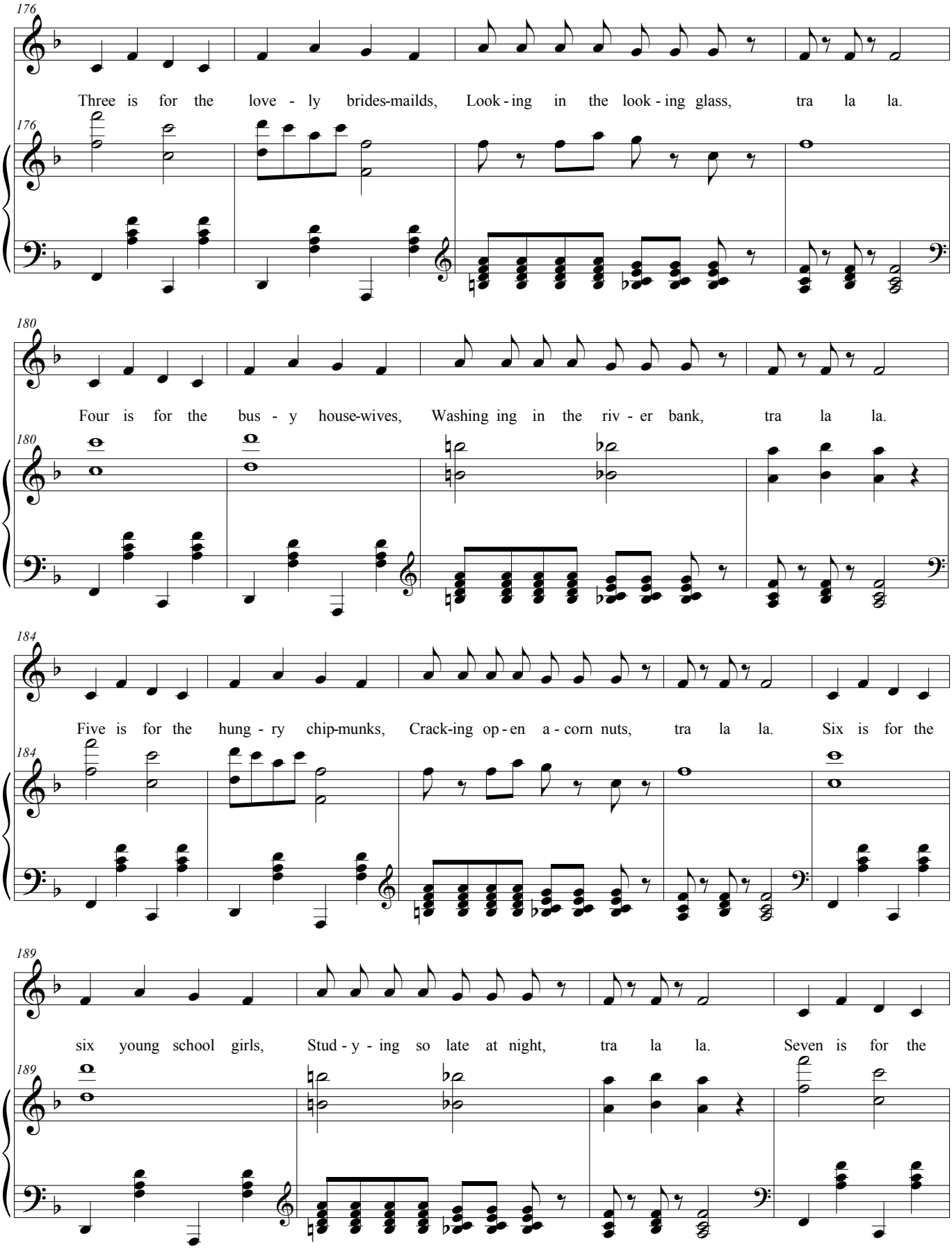
140
FOURTH CHILD
FIRST SUBSTITUTE
Teach - er, Teach - er, 안 보 여.___ I don't know what 안 보 여 means.
140

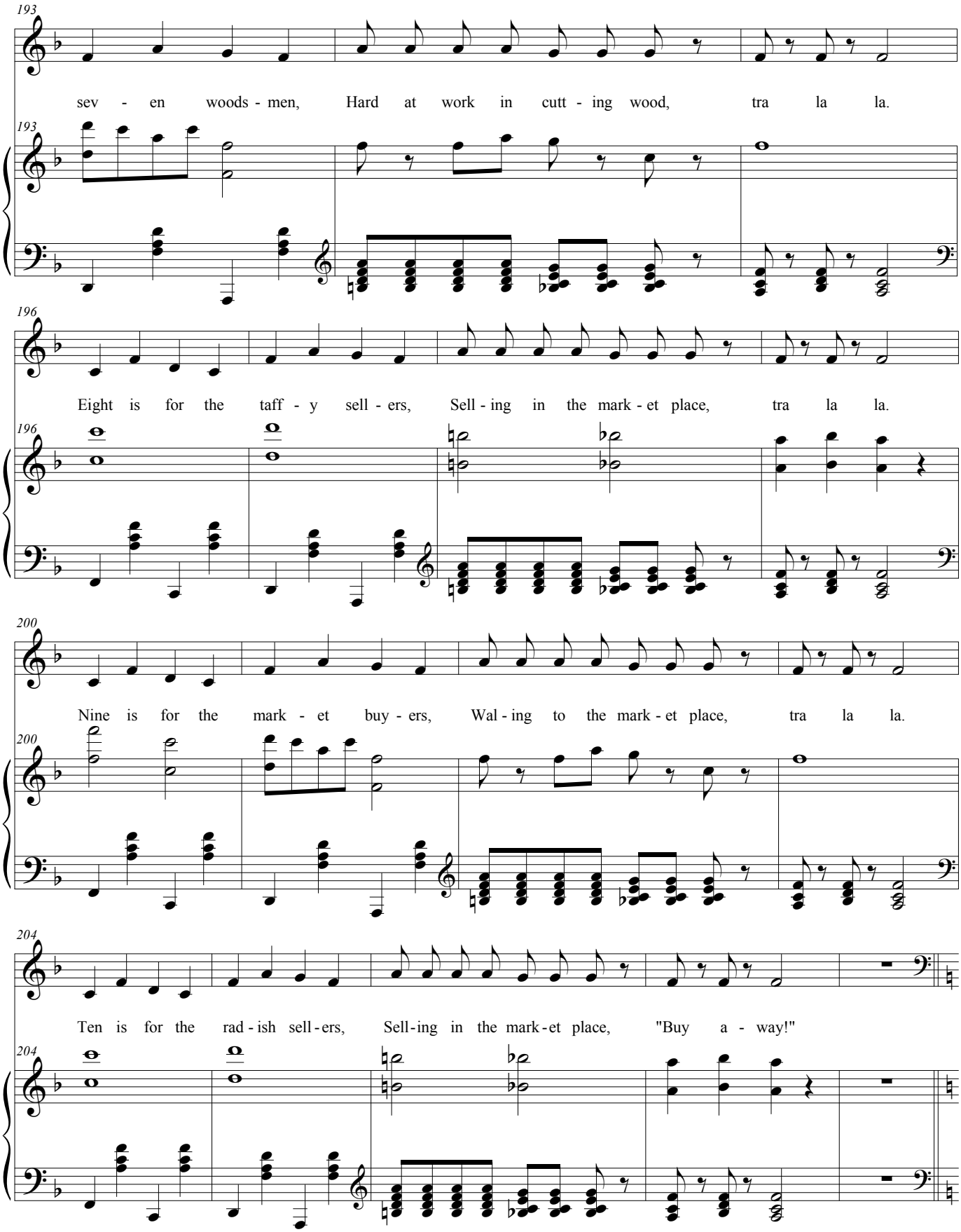
144
ALL BUT FIRST SUBSTITUTE
FIRST SUBSTITUTE
Teach - er, Teach - er, don't you know Ko - re - an? This is not a Ko - re - an class.
144



FIRST SUBSTITUTE:
[picks up a notebook from the table and looks in the notebook.]
Oh! He/She left some notes!
He/She was going to teach us about numbers.
So let's sing the number song.


♩ = 96
160
164
ALL
168
One is for the ag - ed wom - an, Walk - ing with a walk - ing cane, tra la la.
168
172
Two is for the bean curd sell - ers, Sell - ing in the mar - ket-place, tra la la.
172


176
Three is for the love - ly brides-mailds, Look - ing in the look - ing glass, tra la la.
180
Four is for the bus - y house-wives, Washing ing in the riv - er bank, tra la la.
184
Five is for the hung - ry chip-munks, Crack-ing op - en a - corn nuts, tra la la. Six is for the
189
six young school girls, Stud - y - ing so late at night, tra la la. Seven is for the

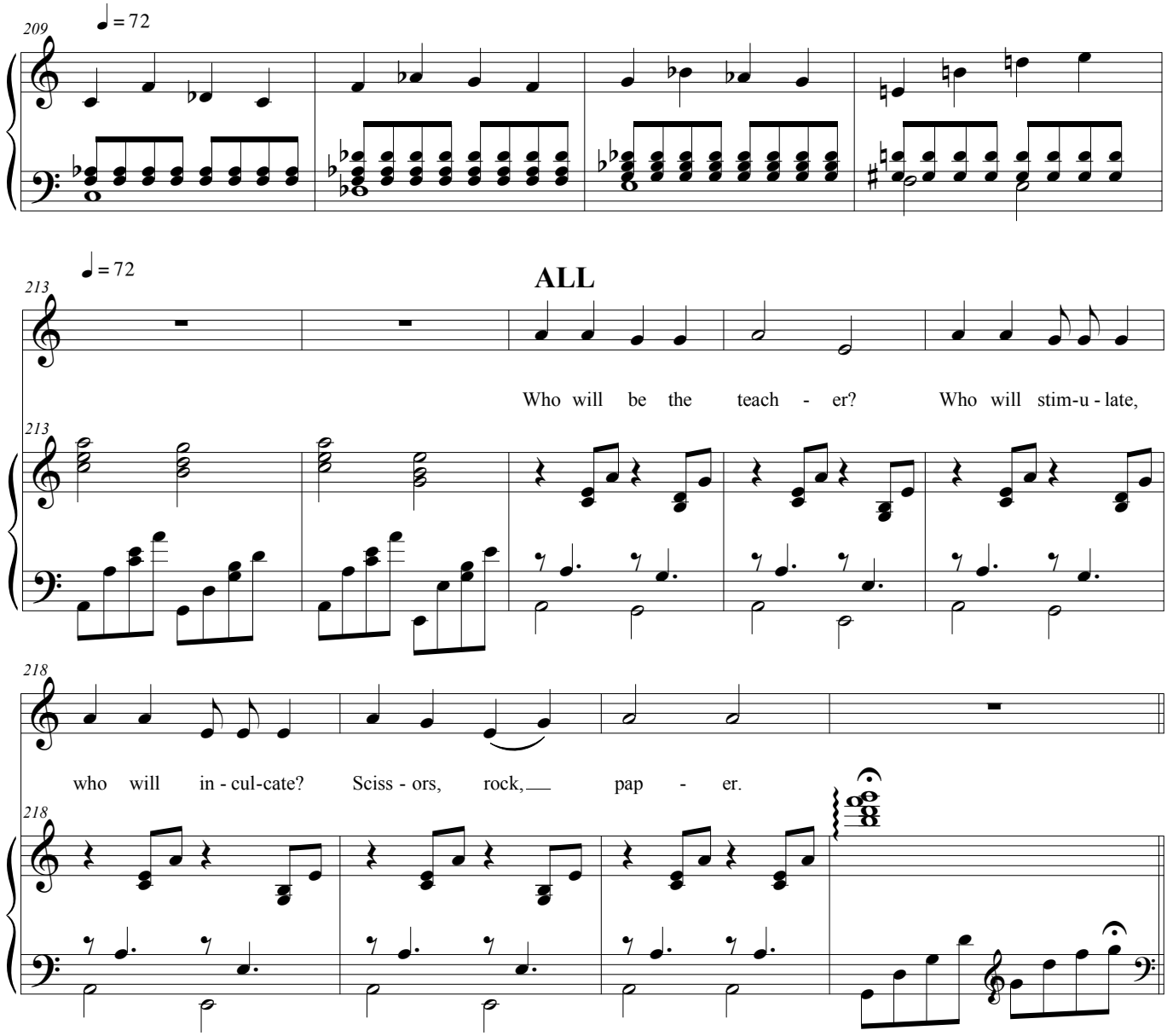

193
sev - en woods - men, Hard at work in cutt - ing wood, tra la la.
193
196
Eight is for the taff - y sell - ers, Sell - ing in the mark - et place, tra la la.
196
200
Nine is for the mark - et buy - ers, Wal - ing to the mark - et place, tra la la.
200
204
Ten is for the rad - ish sell - ers, Sell - ing in the mark - et place, "Buy a - way!"
204

FIRST SUBSTITUTE:
[looks in notebook]
Let's see now. What's next?

ANOTHER CHILD:
Hey! That's not fair!
You weren't supposed to be the only teacher?

FIRST SUBSTITUTE:
What? We didn't agree on that!

[pause] Oh, all right. Someone else take my place.

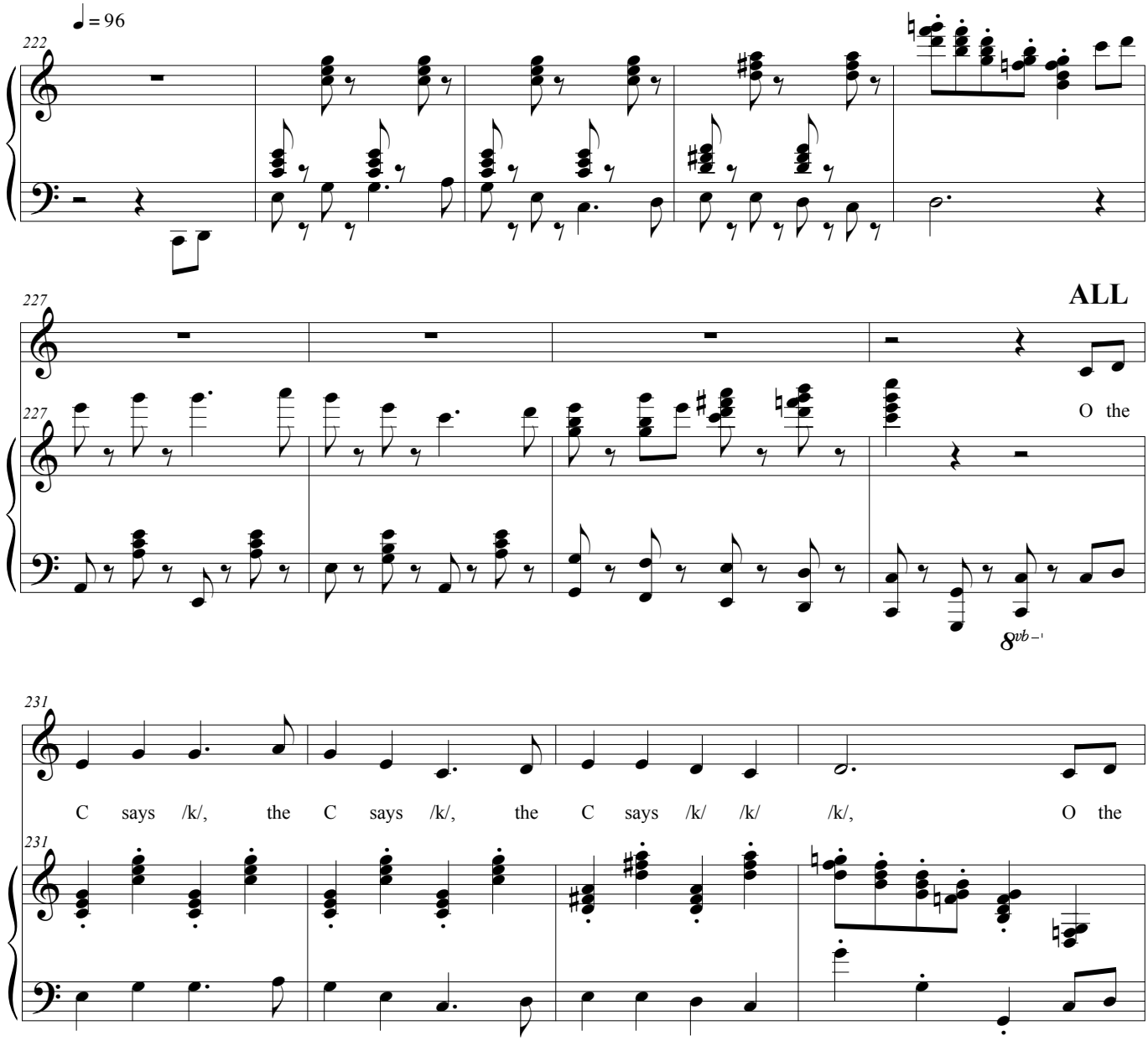


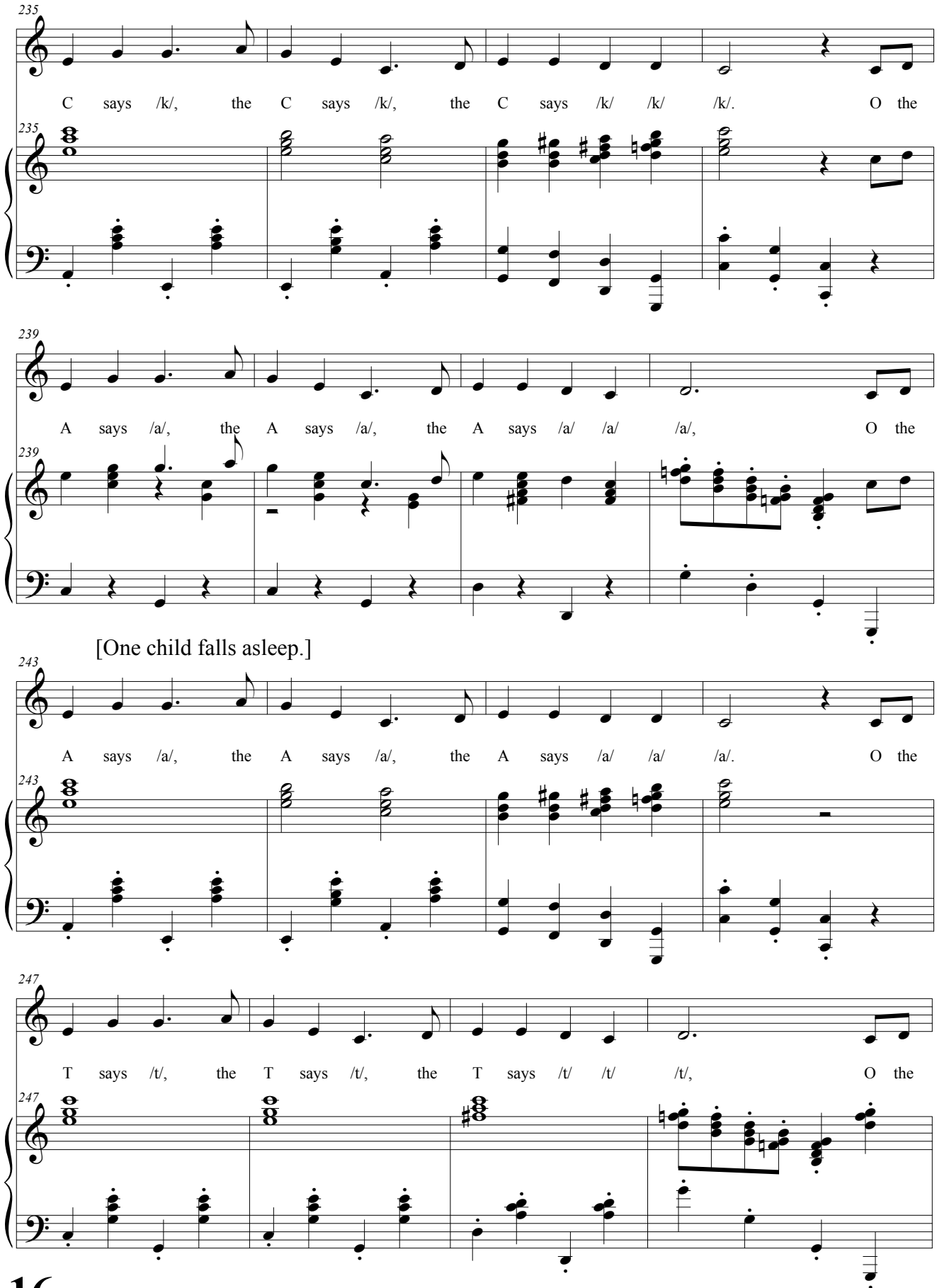
[ALL except FIRST SUBSTITUTE play scissors-rock-paper.
SECOND SUBSTITUTE wins.]

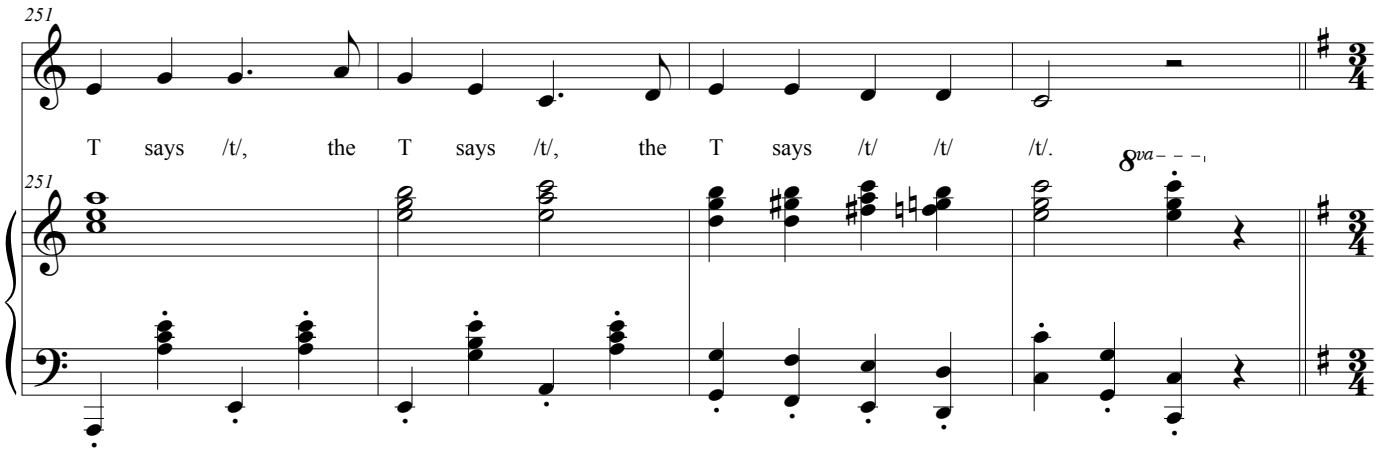
[ALL except FIRST SUBSTITUTE play scissors-rock-paper.
SECOND SUBSTITUTE wins.]

[FIRST SUBSTITUTE passes notebook to SECOND SUBSTITUTE.]

SECOND SUBSTITUTE:
Thank you.
[looks in notebook]
It says here that a phonics lesson is next.
So let's sing the phonics song.

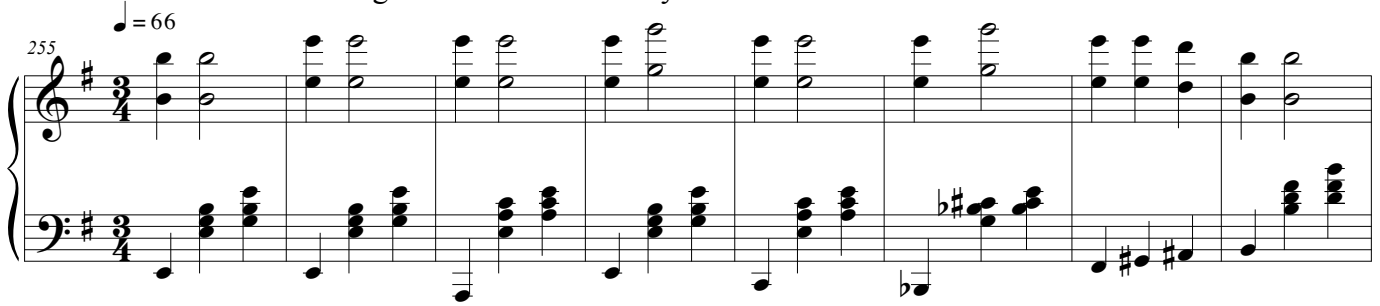



235
C says /k/, the C says /k/, the C says /k/ /k/ /k/. O the
239
A says /a/, the A says /a/, the A says /a/ /a/ /a/, O the
[One child falls asleep.]
243
A says /a/, the A says /a/, the A says /a/ /a/ /a/. O the
247
T says /t/, the T says /t/, the T says /t/ /t/ /t/, O the

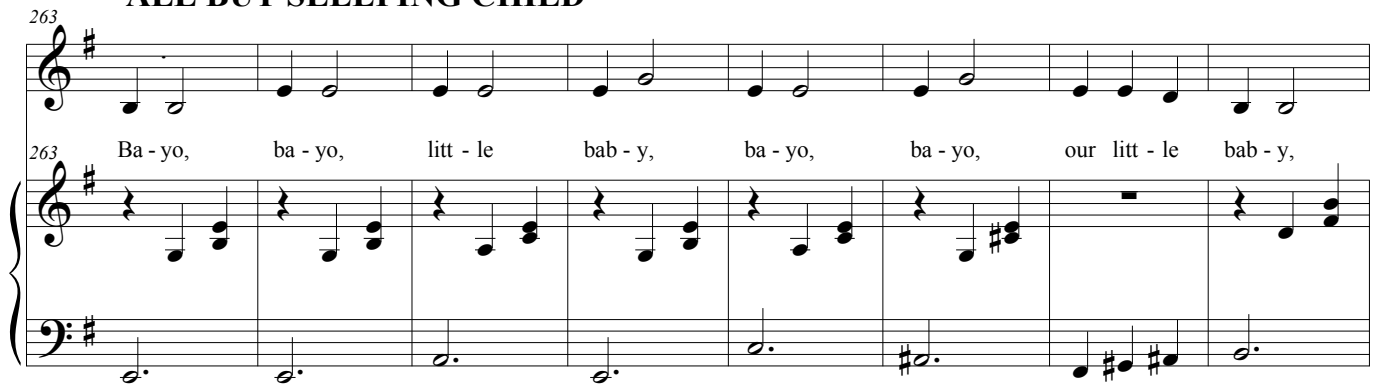


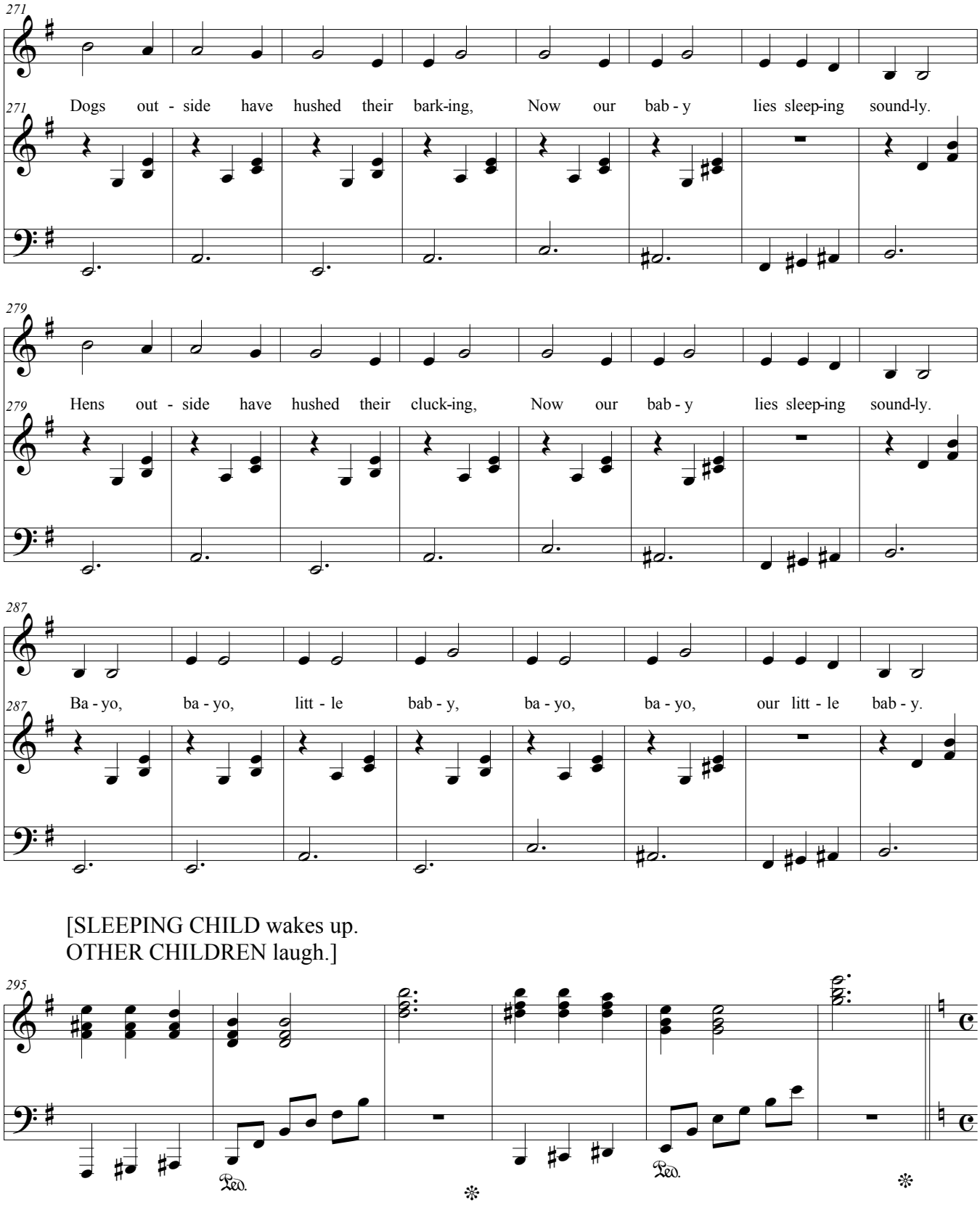
ONE CHILD (speaking):
Look! [child's name] is asleep!

ANOTHER CHILD (speaking):
Then let's sing him/her a nice lullaby



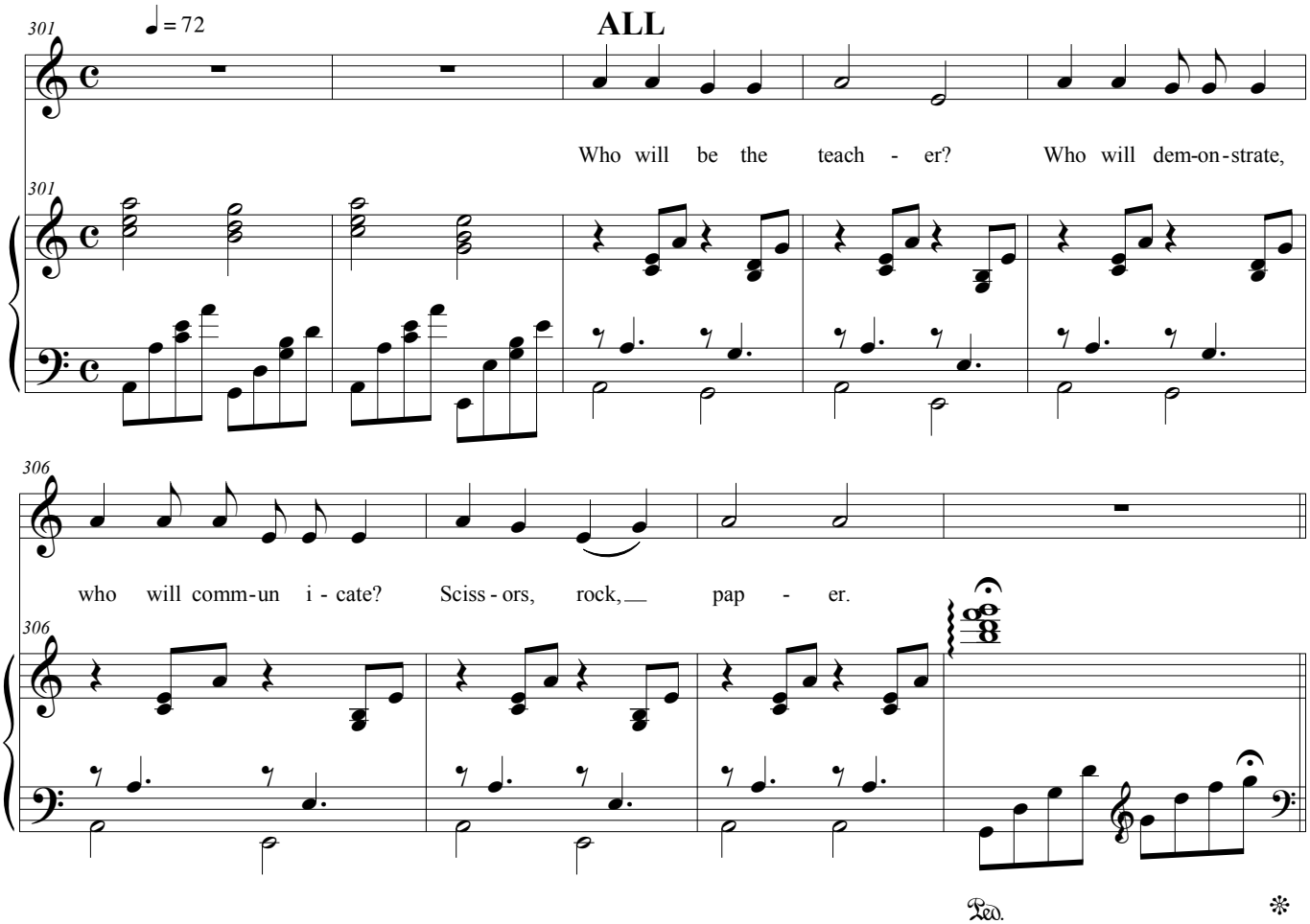
ALL BUT SLEEPING CHILD





[SLEEPING CHILD wakes up.
OTHER CHILDREN laugh.]

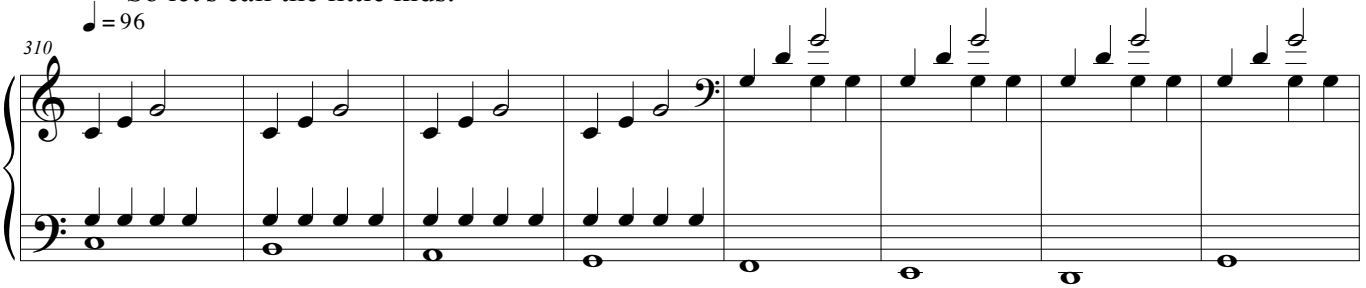
SECOND SUBSTITUTE(speaking):
It's time for someone else to do the honors now.



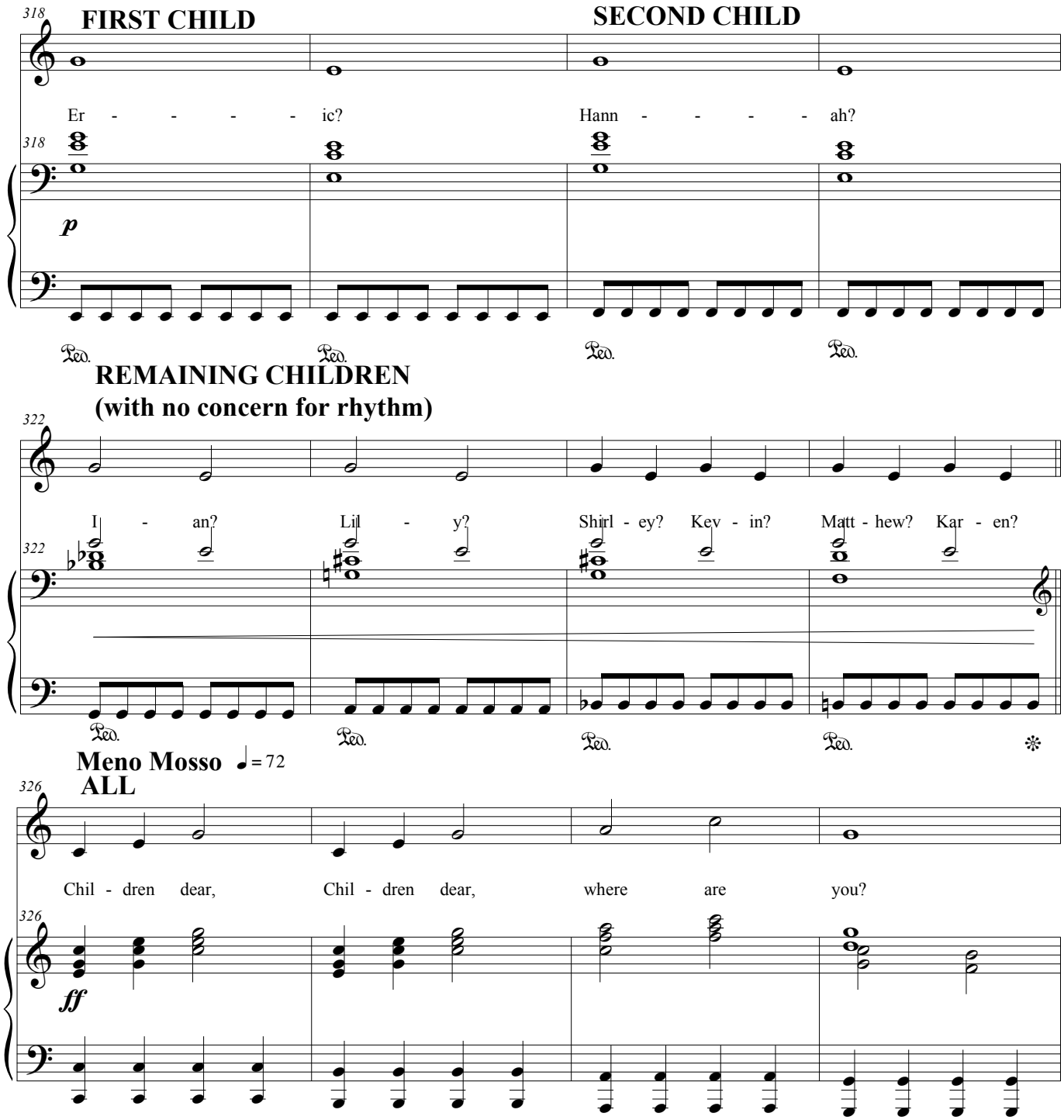
[ALL except FIRST SUBSTITUTE and SECOND SUBSTITUTE play scissors-rock-paper. THIRD SUBSTITUTE wins.]

[SECOND SUBSTITUTE passes notebook to THIRD SUBSTITUTE.]

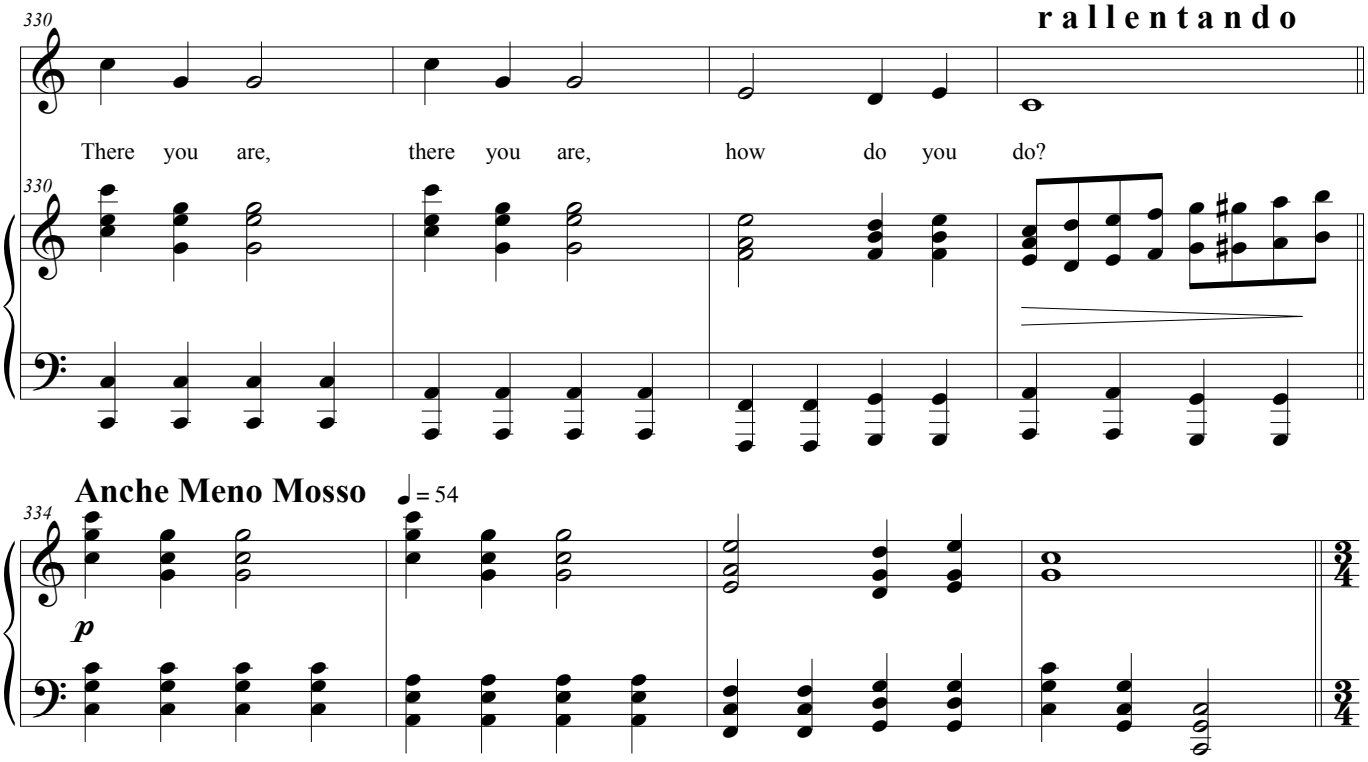
THIRD SUBSTITUTE (speaking):
Thank you.
[looks in notebook]
Now she has a lesson for the little kids.
So let's call the little kids.



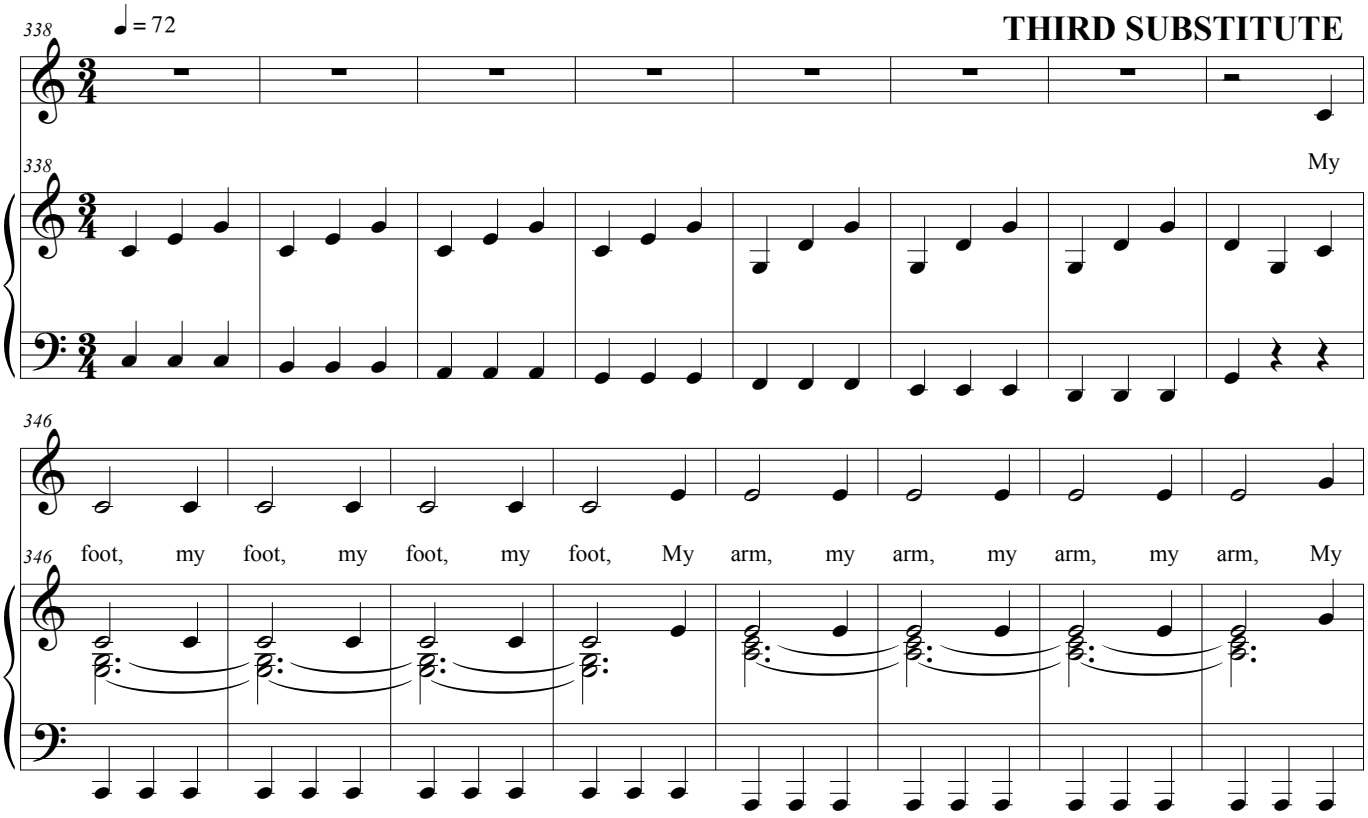
[Here you can substitute names of children in your own center.]

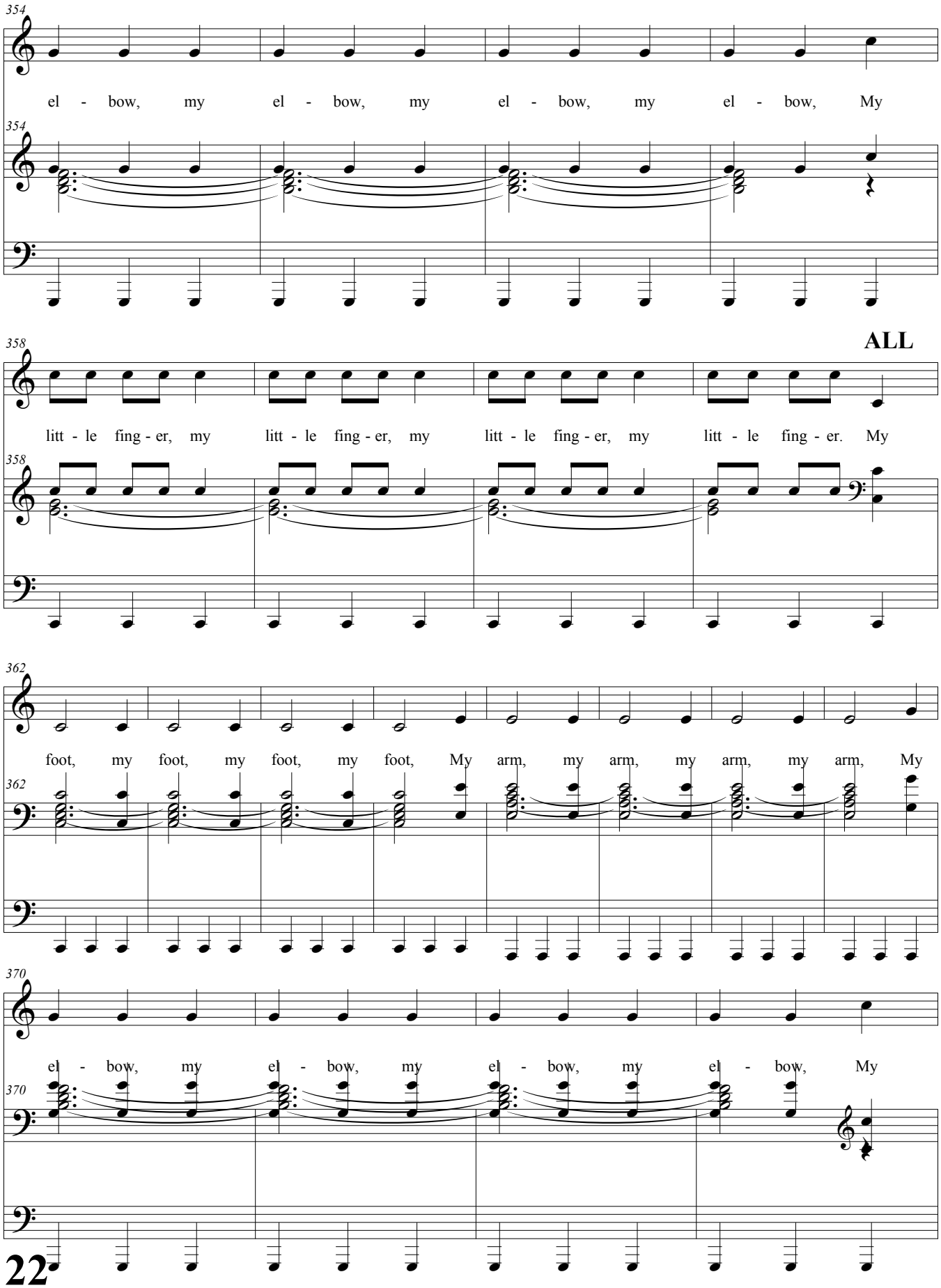


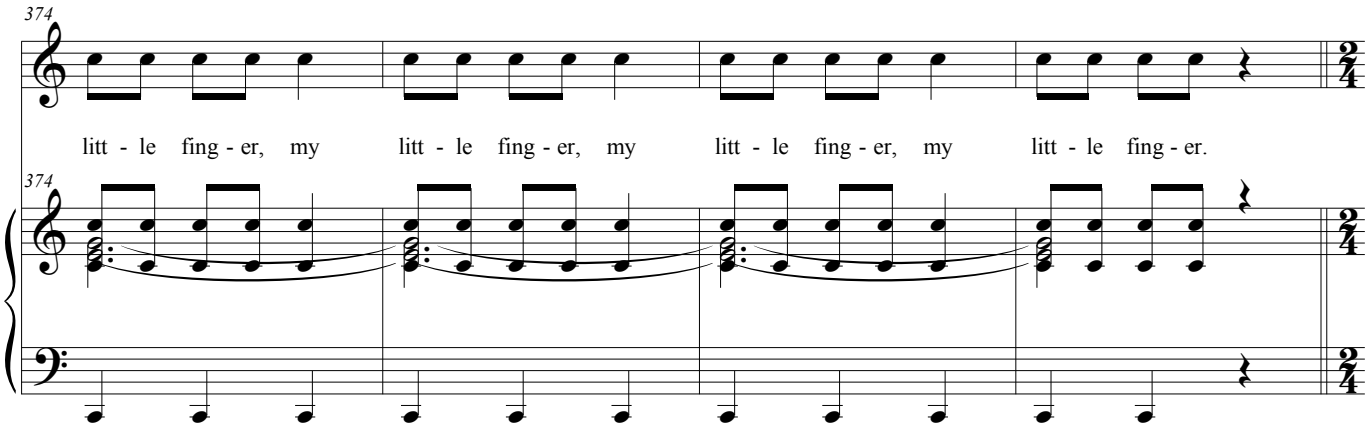
[YOUNGER CHILDREN come running, smiling.
The OLDER CHILDREN embrace the YOUNGER CHILDREN.]



THIRD SUBSTITUTE:
[looking at notebook]
Let's see, now,
I think he/she wants a lesson on body parts.




354
el - bow, my el - bow, my el - bow, my el - bow, My
354
358
ALL
litt - le fing - er, my litt - le fing - er, my litt - le fing - er, my litt - le fing - er. My
358
362
foot, my foot, my foot, my foot, My arm, my arm, my arm, my arm, My
362
370
el - bow, my el - bow, my el - bow, my el - bow, My
370



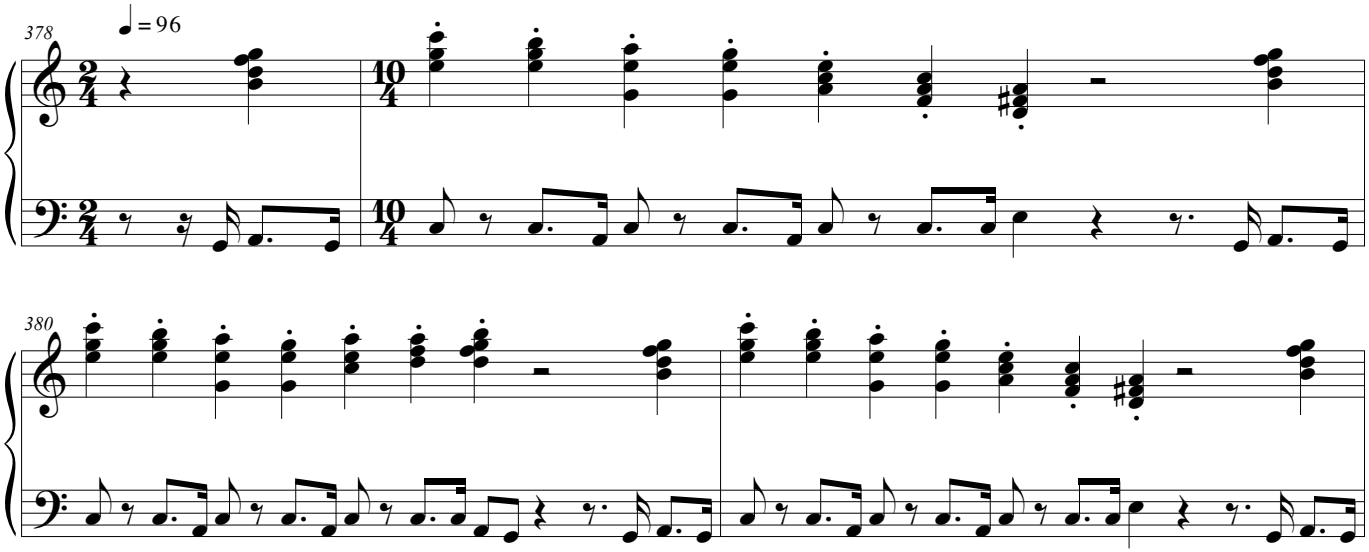
THIRD SUBSTITUTE (speaking):
It's time for someone else to do the honors now.

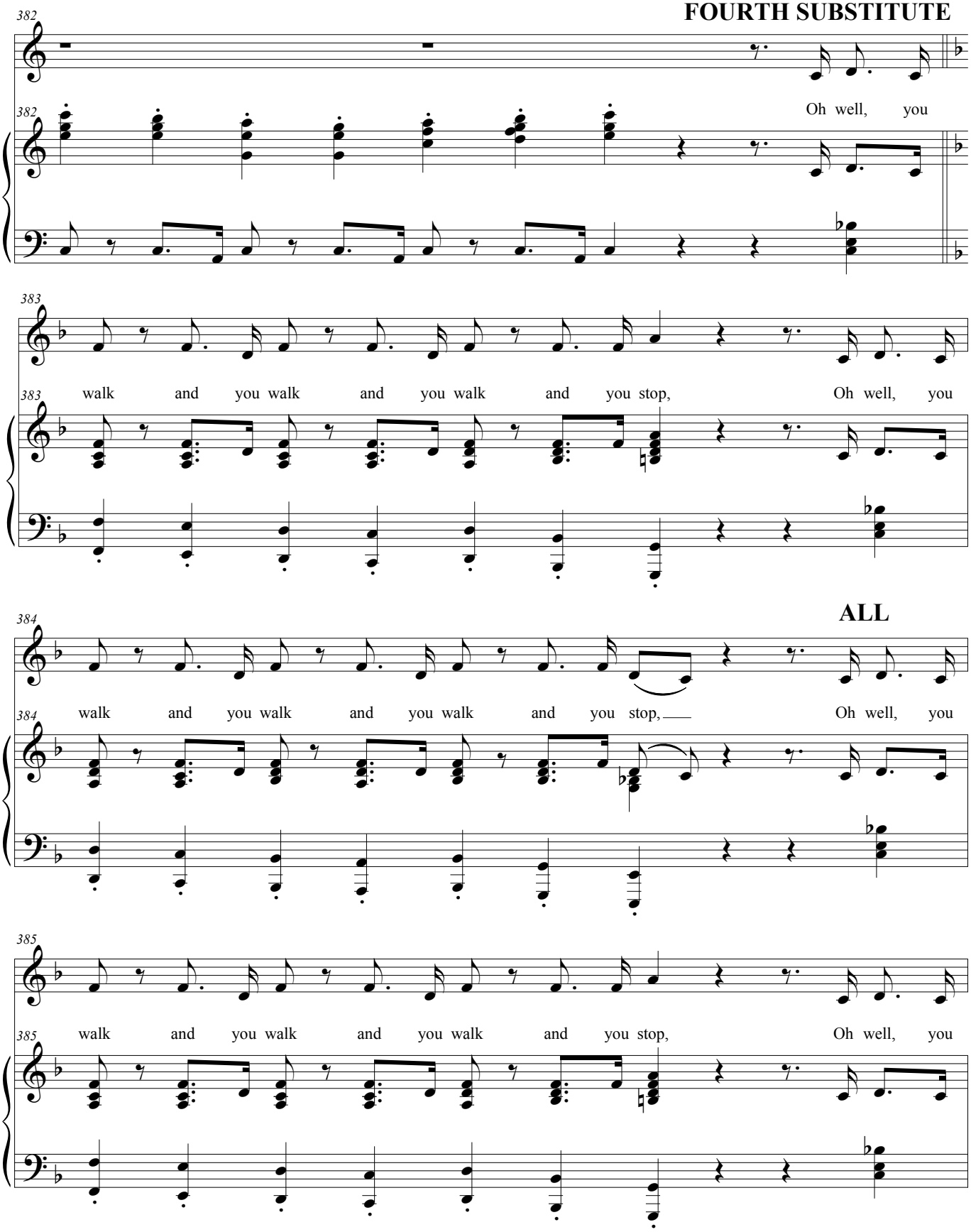
ANOTHER CHILD (speaking):
I'm getting tired of playing scissors-rock-paper.
Just hand the notebook to someone else.

ALL (speaking, nodding their heads):
Yeah . . . Good idea . . . I agree.

[THIRD SUBSTITUTE hands notebook to FOURTH SUBSTITUTE].

FOURTH SUBSTITUTE (speaking):
Thank you.
[looks in notebook]
A lesson on verbs is next.
So let's sing a song about verbs.




FOURTH SUBSTITUTE
382
382
Oh well, you
383
383
walk and you walk and you walk and you stop, Oh well, you
ALL
384
384
walk and you walk and you walk and you stop, Oh well, you
385
385
walk and you walk and you walk and you stop, Oh well, you

FOURTH SUBSTITUTE

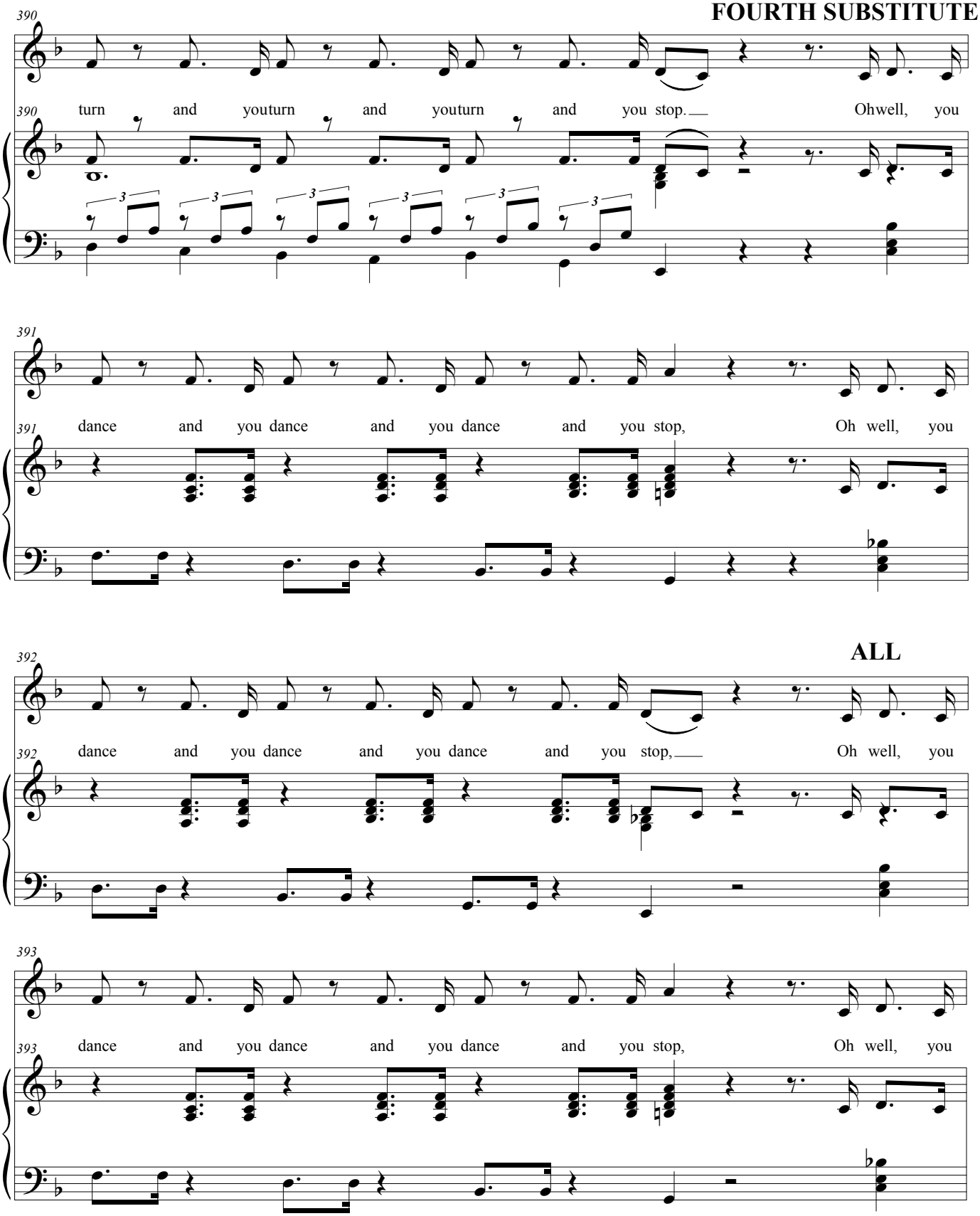
386 walk and you walk and you walk and you stop. Oh well, you

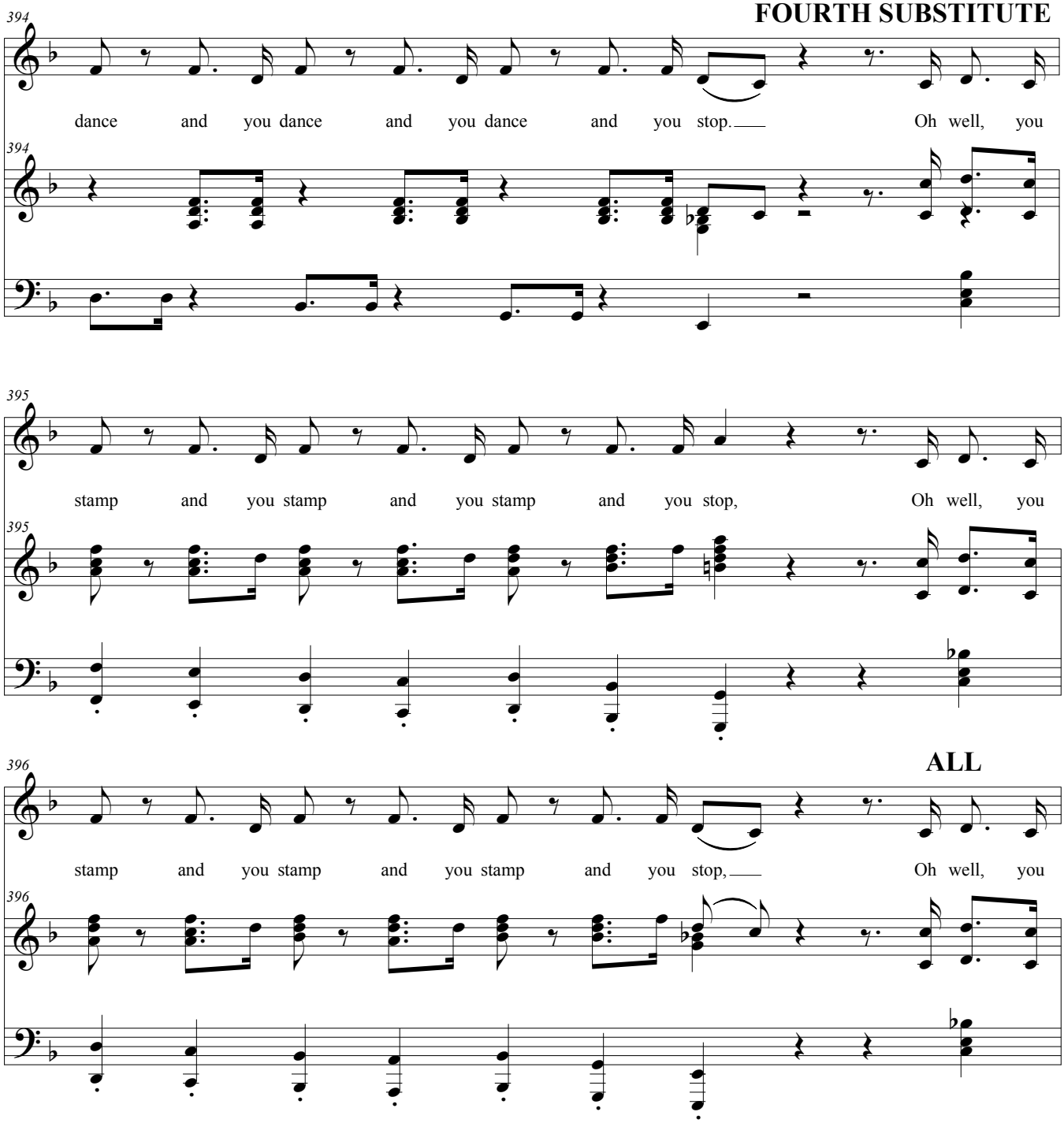
387 turn and you turn and you turn and you stop, Oh well, you

ALL

388 turn and you turn and you walk and you stop, Oh well, you

389 turn and you turn and you turn and you stop, Oh well, you

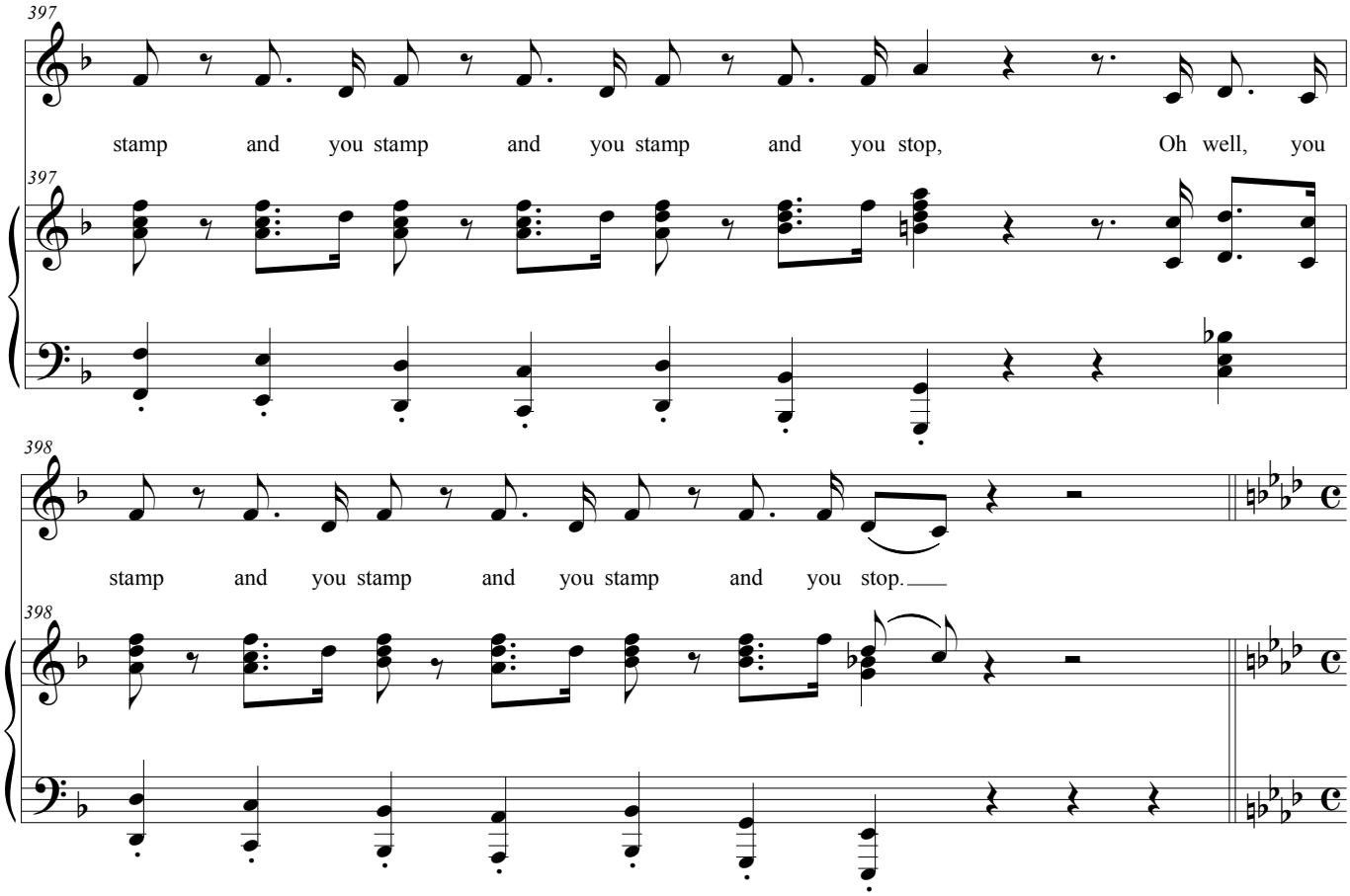

390
turn and youturn and youturn and you stop. Ohwell, you
391
dance and you dance and you dance and you stop, Oh well, you
392
ALL
dance and you dance and you dance and you stop, Oh well, you
393
dance and you dance and you dance and you stop, Oh well, you


FOURTH SUBSTITUTE

dance and you dance and you dance and you stop. Oh well, you

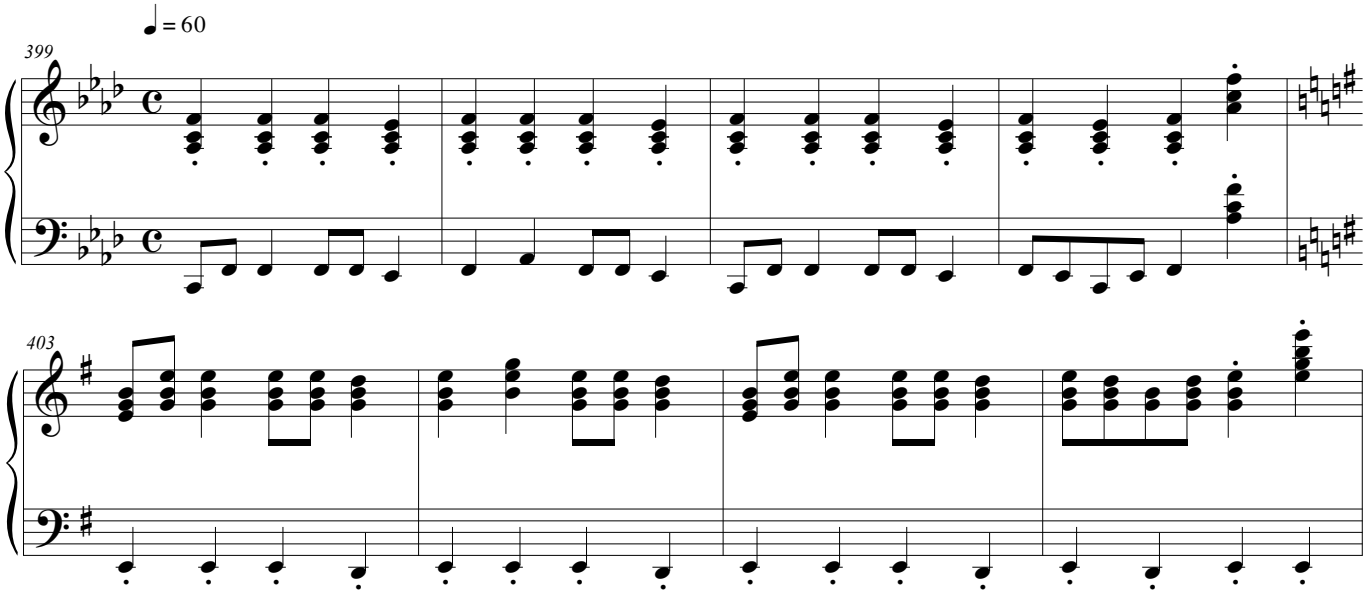
stamp and you stamp and you stamp and you stop, Oh well, you

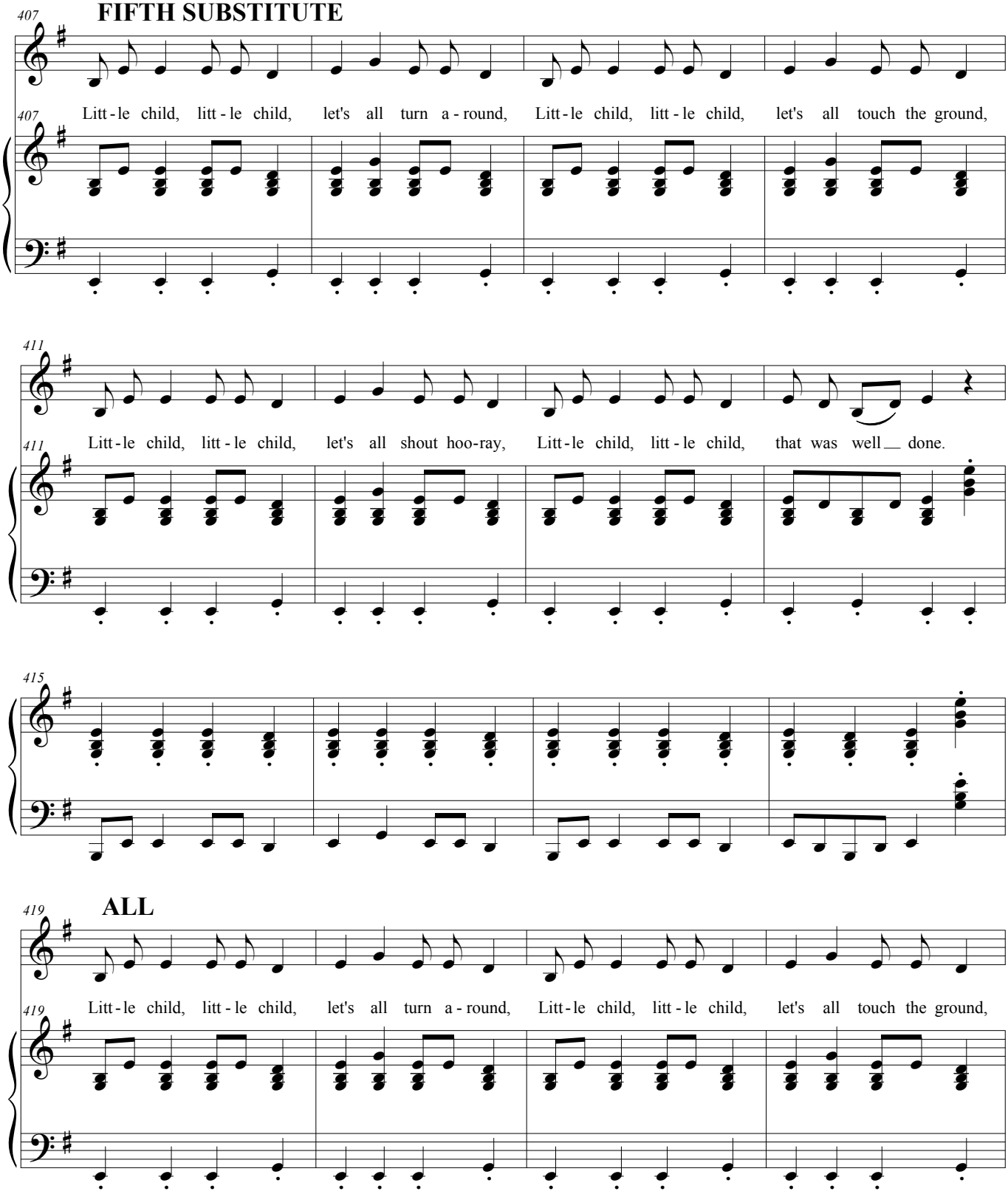
ALL
stamp and you stamp and you stamp and you stop, Oh well, you

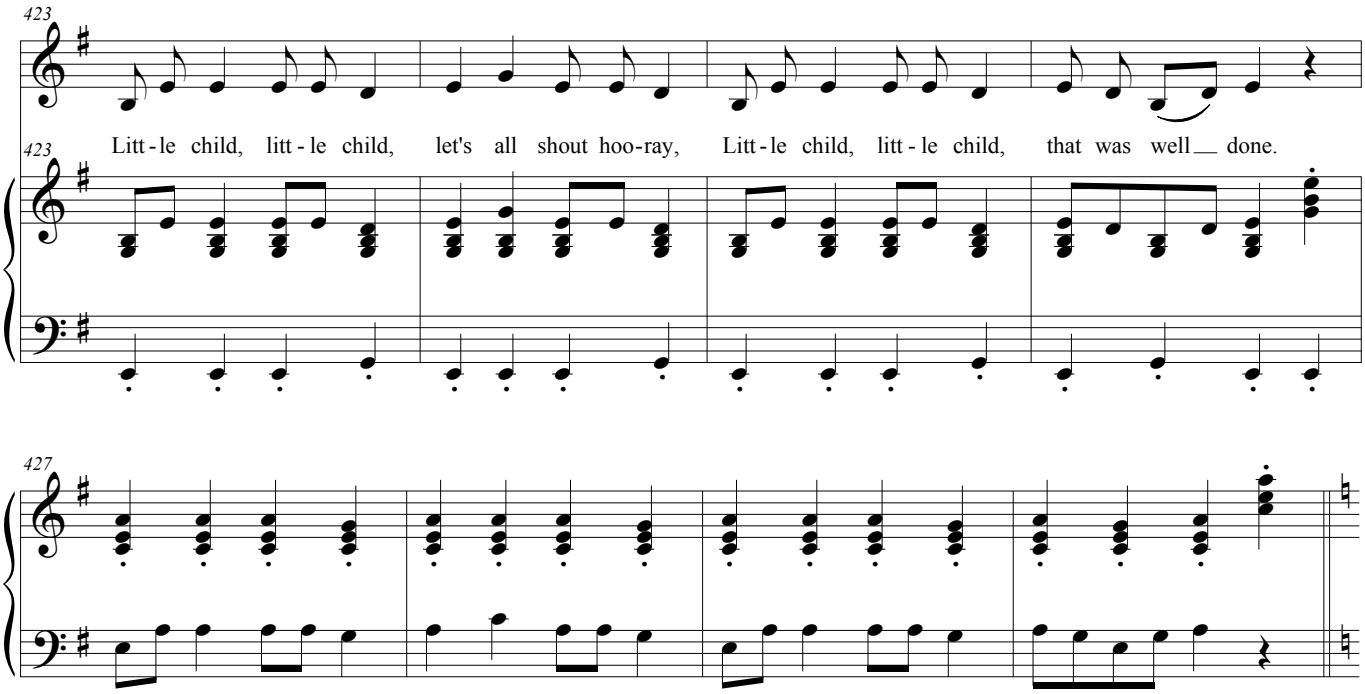


FIFTH SUBSTITUTE (speaking):
But I'd rather teach verbs another way.

FOURTH SUBSTITUTE (speaking):
All right, [child's name], show how you would do i

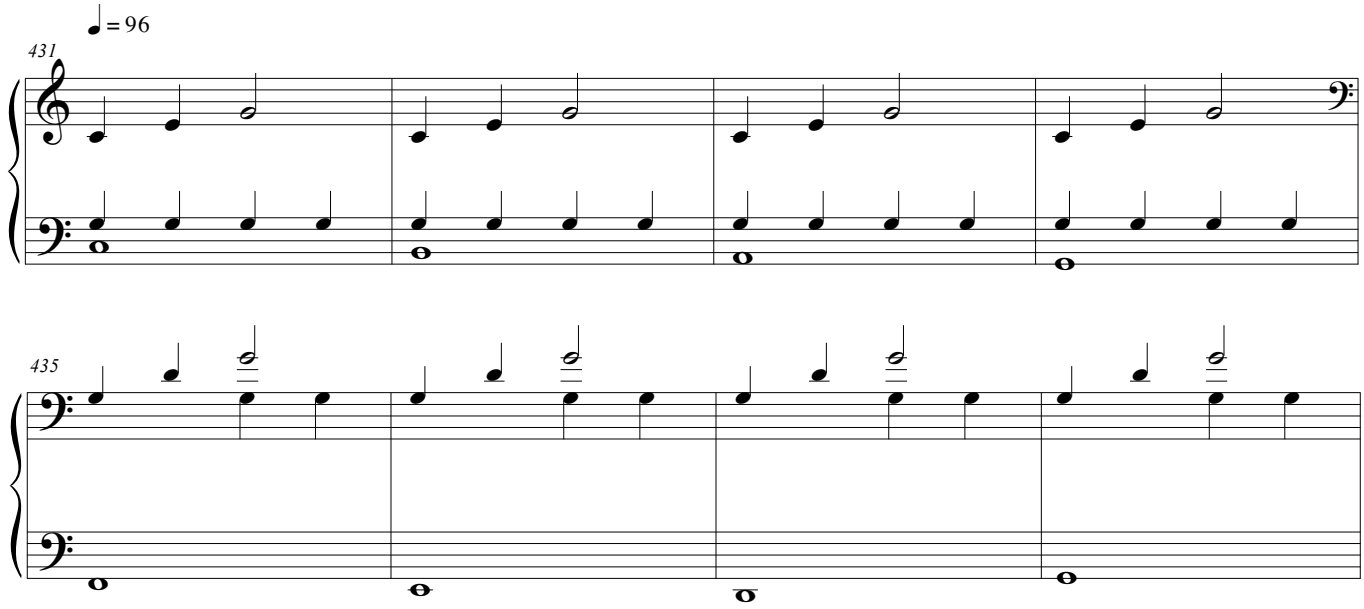


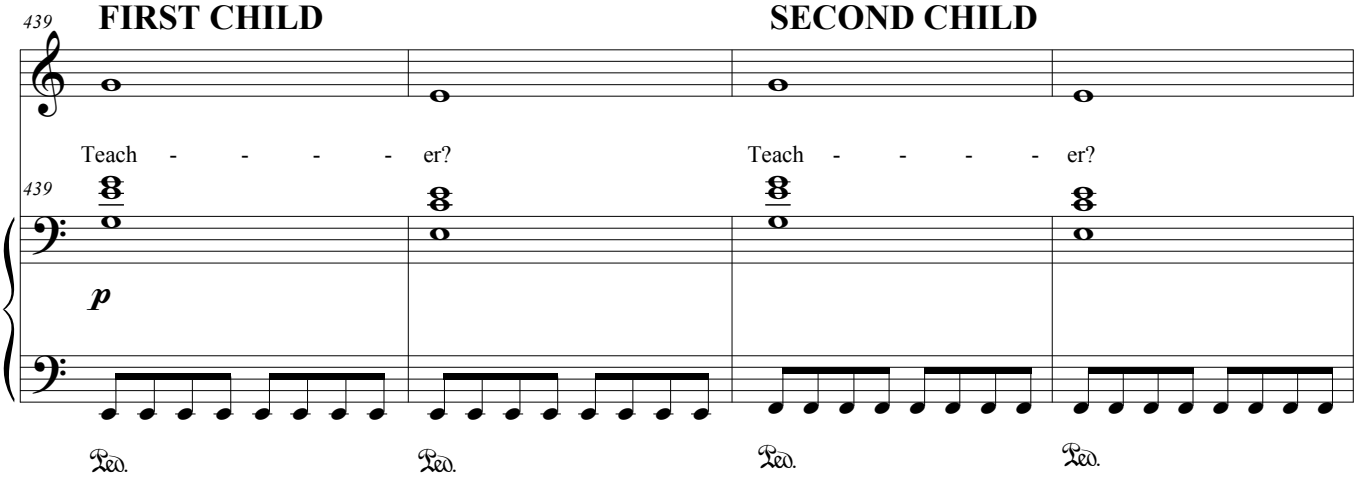

FIFTH SUBSTITUTE
407
Litt - le child, litt - le child, let's all turn a - round, Litt - le child, litt - le child, let's all touch the ground,
411
Litt - le child, litt - le child, let's all shout hoo-ray, Litt - le child, litt - le child, that was well done.
415
ALL
419
Litt - le child, litt - le child, let's all turn a - round, Litt - le child, litt - le child, let's all touch the ground,

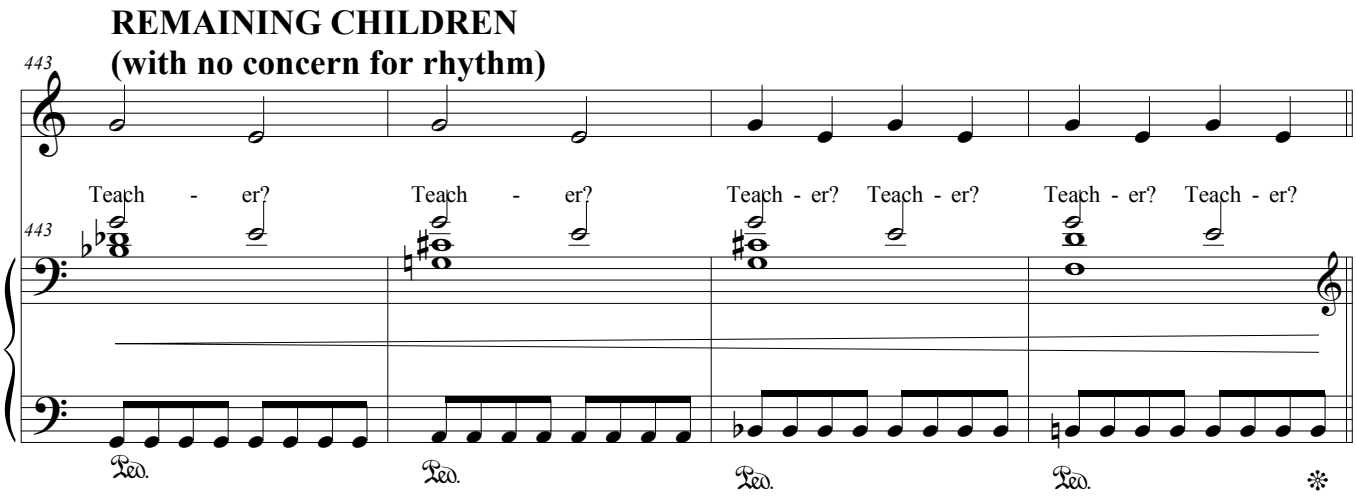


FOURTH SUBSTITUTE:
That takes care of all the notes in the notebook,
but where is the teacher?

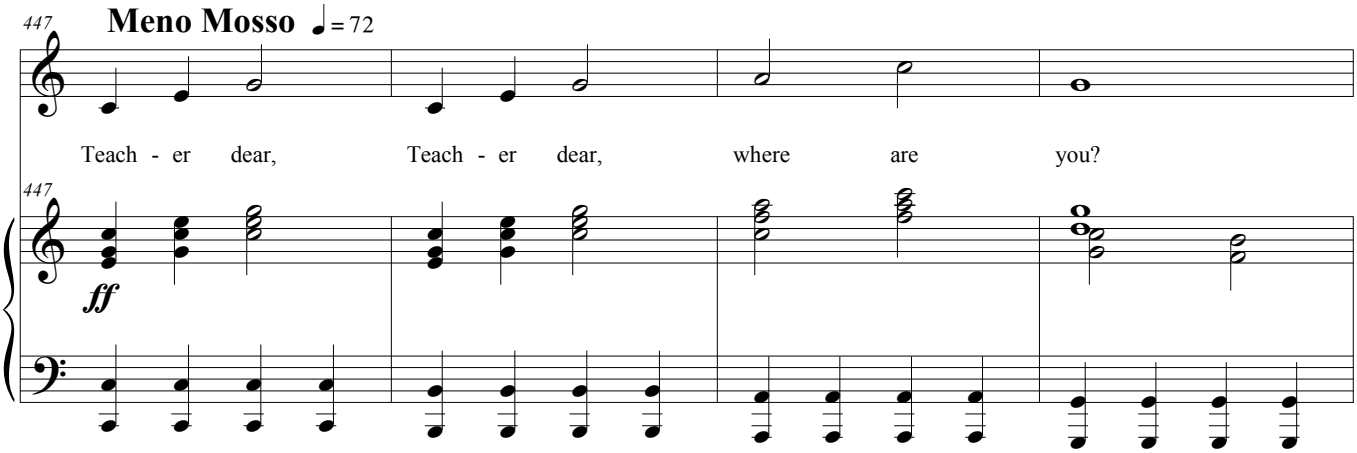
ANOTHER CHILD:
Maybe if we call him/her,
that will help her get through traffic a little easier.

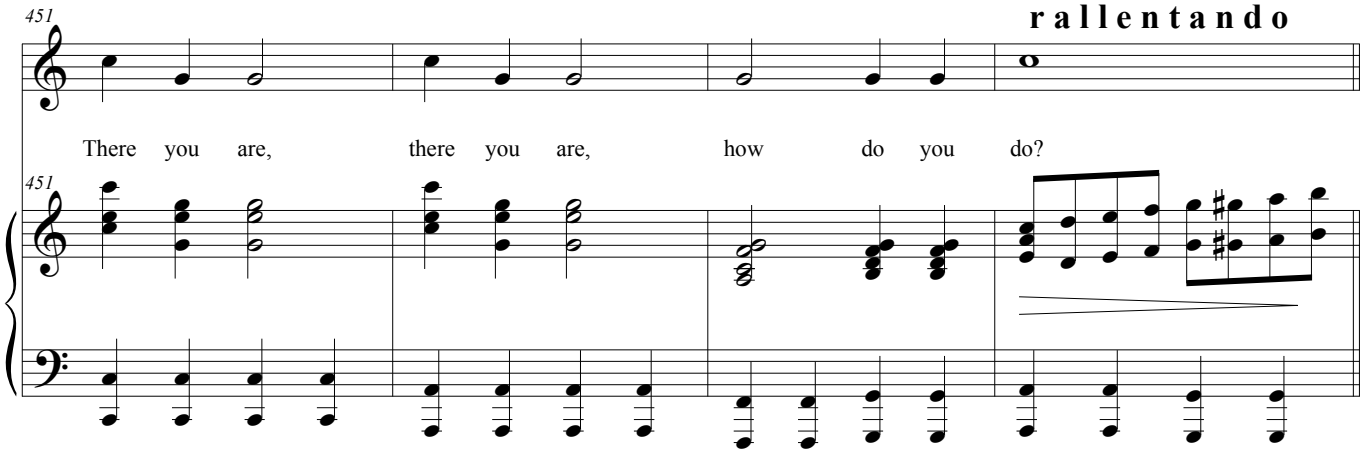
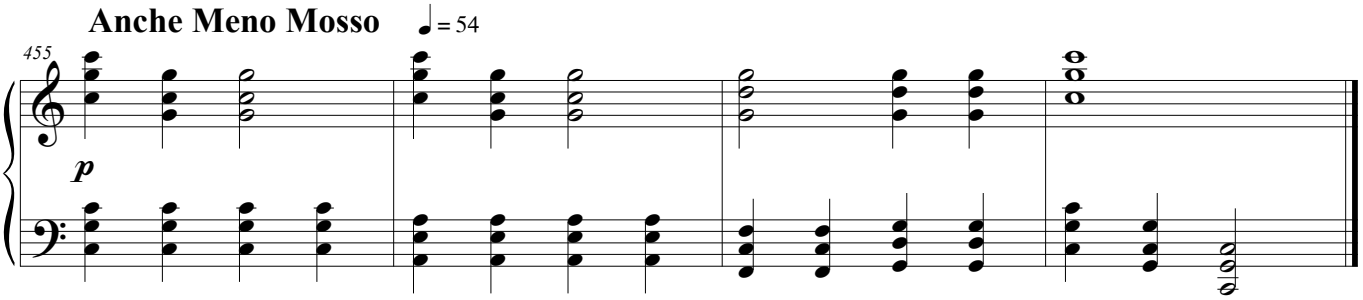
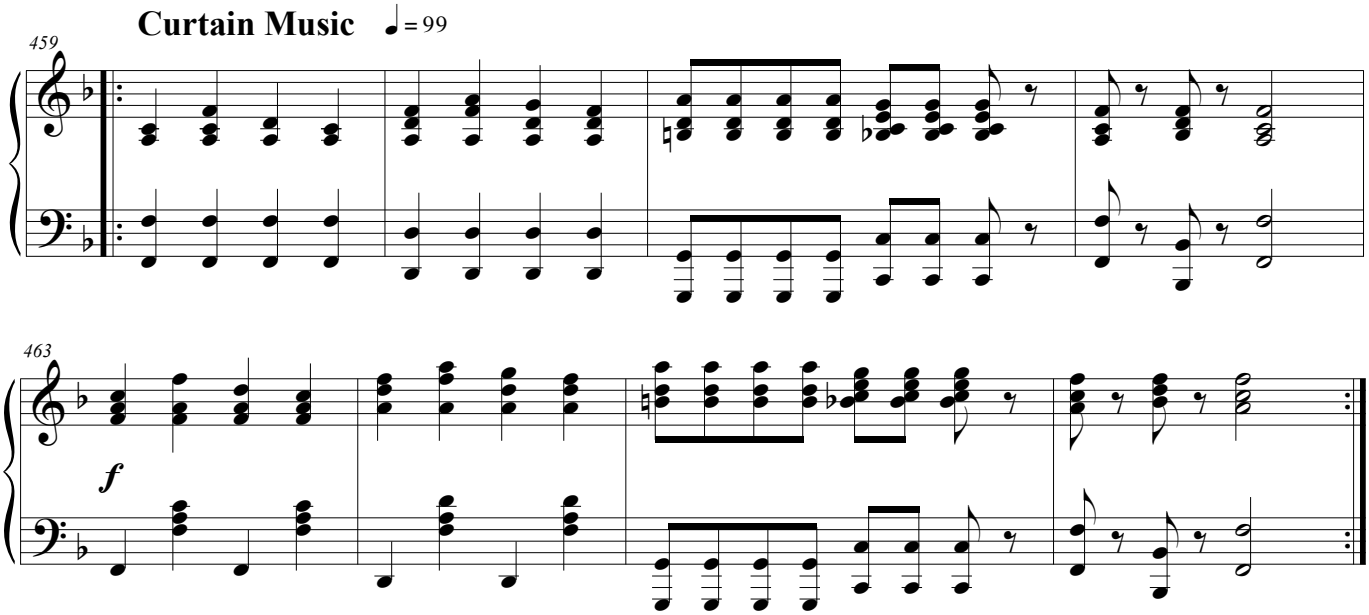






[TEACHER makes a hurried entrance.
CHILDREN bow or kneel in reverence.
TEACHER covers her face in embarrassment.]





[CHILDREN freeze in place.]