



Table Read Rehearsal

Directions: Read the short play script below silently to get familiar with the scene and tone. Your teacher will assign **roles** and **narration** parts. Each student should focus on delivering their lines with **clarity, pacing, and character expression**.

- During the “table read,” stay seated and use only your **voice** to bring the script to life, no acting or movement yet.
- After reading, discuss how your vocal tone, pacing, and emphasis made the story more engaging.

Characters:

Lila - an inventive student

Max - her competitive classmate

Ms. Carter - the science teacher

Narrator - reads stage directions

Narrator: (excitedly) The school gym buzzes with chatter as students display their science fair projects. Lila and Max stand side by side, both eyeing each other’s work nervously.

Lila: (adjusting her robot’s arm) I hope my robot actually pours the juice this time. Yesterday it threw the cup instead.

Max: (smirking) That’s... one way to make a splash. My volcano’s guaranteed to impress.

Ms. Carter: (approaching with clipboard) All right, scientists! Time for the demonstration round. Lila, you’re up first.

Lila: (gulping) Here goes nothing.

Robot, pour juice.

Narrator: (with suspense) The robot buzzes, whirs—and carefully fills the cup to the brim.

Ms. Carter: Excellent control! That’s precision engineering, Lila.

Max: (grinning) Not bad. But let’s see how my volcano does!

Narrator: Max flips a switch. A burst of foam erupts—then keeps going, splattering everyone in a ten-foot radius.

Ms. Carter: (laughing) Well, Max, I’d say you made quite an eruption of excitement!

Lila: (teasing) Want my robot to bring you a towel?

Max: (good-naturedly) Only if it doesn’t throw it this time!

(Everyone laughs as the scene fades out.)

1. What problem did Lila’s robot have before the fair?
2. How did Ms. Carter react to both students’ projects?
3. What happened during Max’s volcano demonstration?