

1. Don't Let the Pigeon Drive the Bus! (2003)

MAIN ROLE: PIGEON SOLO: skip italic lines. PARTNER: read italic lines.

LEFT CUES: M move · V voice · L look · P pause. Letters still work in black and white.

V Speak to the audience. BUS DRIVER	<i>Hi, I'm the bus driver. Listen, I've got to leave for a little while. So, can you watch things for me until I get back?</i>
V Answer together. OFFSCREEN	<i>Yeah.</i>
L Point toward the bus. BUS DRIVER	<i>Thanks. Oh, and remember, don't let the Pigeon drive the bus.</i>
L Peek toward the door.	I thought he'd never leave.
M Lean in; offer ideas.	Hey, can I drive the bus, please? I'll be careful. I... I tell you what, I'll just steer. My cousin Herb drives a bus almost every day. True story.
M Grip a pretend wheel.	Vroom-vroom, vroomy-vroom-vroom. Pigeon at the wheel.
M Drop your wings.	No? I never get to do anything.
M Pop up with an idea.	Hey, I've got an idea. Let's play drive the bus. I'll go first.
M Step closer; smile.	Come on. Just once around the block. I'll be your best friend.
L Hold up five fingers.	Uh, how about I give you five bucks?
V Answer sharply. OFFSCREEN	<i>No!</i>
M Throw your wings wide.	What's the big deal?
V Answer sharply. OFFSCREEN	<i>No!</i>
M Point at the bus.	It's just a bus. No fair.
V Answer sharply. OFFSCREEN	<i>No!</i>
V Soften; share the dream.	I bet your mom would let me. I have dreams, you know.
P Fold wings; leave beats.	Fine, fine, fine.
V Plant feet; shout.	LET ME DRIVE THE BUS!
L Freeze; glance behind you.	Uh-oh.
M Enter; scan the bus. BUS DRIVER	<i>I'm back. You didn't let the Pigeon drive the bus, did you? Great. Thanks a lot.</i>
M Wave and exit. BUS DRIVER	<i>Bye.</i>
L Spot something offstage.	Hey...

2. The Pigeon Finds a Hot Dog! (2004)

MAIN ROLE: PIGEON SOLO: skip italic lines. PARTNER: read italic lines.

LEFT CUES: M move · V voice · L look · P pause. Letters still work in black and white.

M Lift the hot dog high.	Oh, oh, oh, a hot dog. Yummy, yummy, yummy.
M Scoot across the stage. DUCKLING	<i>Scooty scoot scoot, scooty scoot scoot.</i>
M Hide the hot dog.	No. Um, may I help you?
L Point at the hot dog. DUCKLING	<i>Is that a hot dog?</i>
M Pull it to your chest.	Not a hot dog. My hot dog.
L Lean close; ask. DUCKLING	<i>I have a question. I have never had a hot dog before. What do they taste like?</i>
M Praise it; then clutch it.	Well, uh, they are a taste sensation. Each morsel is a joy. A celebration in a bun. If you've never experienced the splendor of a hot dog, you should really-- Wait a second. This hot dog is mine. I found it.
M Back away politely. DUCKLING	<i>Of course. Enjoy. Go ahead.</i>
L Tilt your head; ask. DUCKLING	<i>Would you say that it tastes like chicken?</i>
L Turn to the audience.	Can you believe this guy?
L Blink once. DUCKLING	<i>What?</i>
V Say Okay through your teeth.	It just tastes like a hot dog. Okay. Okay.
L Keep staring; ask. DUCKLING	<i>Okay. So, it doesn't taste like chicken, then?</i>
M Throw one wing up.	Oh, for Pete's sake.
M Tap your chest. DUCKLING	<i>Hey, I'm a curious bird.</i>
M Clutch it; count each Mine.	That's it! It's my hot dog, right? Mine. Mine. Mine. Mine. Mine. Mine. This is unbelievable. Finders keepers is what I say.
V Copy Duckling; build louder.	"I'm a curious bird. What do they taste like?" Blah. Blah. Blah. Yeah, right. I can't take it anymore.
L Blink again. DUCKLING	<i>What?</i>
M Hold out empty wings.	What am I supposed to do?
M Shrug; look small. DUCKLING	<i>I'm just a bird.</i>
P Stop; clear your throat.	Sorry. This is a little moment. Ahem.
L Look between bird and food.	I think I've got an idea.
M Offer, taste, then smile. DUCKLING	<i>Oh, that is a good idea. I don't know if I want to. All right. Delicious.</i>
M Nod to Duckling.	You know, you're pretty smart for a duckling.
V Pause; add the last line. DUCKLING	<i>Hmm. Needs mustard.</i>

3. Don't Let the Pigeon Stay Up Late! (2006)

MAIN ROLE: PIGEON SOLO: skip *italic* lines. PARTNER: read *italic* lines.

LEFT CUES: M move · V voice · L look · P pause. Letters still work in black and white.

M Enter; hand off the job. BUS DRIVER	<i>Oh. Oh, good. It's you. Listen, it's getting late, and I need to brush my teeth. Can you do me a favor? Don't let the Pigeon stay up late. Thanks.</i>
M Stand tall; shake head.	First of all, I'm not even tired. Okay.
M Start a pretend party.	In fact, I'm in the mood for a hot dog party. Hot dog party. A hot dog party. What do you say? Hot dog party. Hot dog party.
V Answer sharply. OFFSCREEN	<i>No!</i>
L Point toward a pretend TV.	Oh, I... I hear there's a good show about birds on TV tonight. Should be very educational.
M Show five fingers; wave them away.	How about five more minutes? Come on. What's five minutes in the grand scheme of things? Poof. It's gone.
M Lean in like a friend.	What? What? I'm not tired! You know, we never get to talk anymore. Tell me about your day.
L Look up; count stars.	Oh, I've got a great idea. We could count the stars.
M Mime holding a glass.	Can I have a glass of water?
V Answer sharply. OFFSCREEN	<i>No!</i>
M Quote a pretend study.	Studies show that pigeons hardly need any sleep at all. I saw that on the Internet.
V March; chant to the beat.	Hey, hey! Ho, ho! This here Pigeon just won't go! Hey, hey, hey! Ho, ho! This here Pigeon just won't go!
L Point far across the world.	It's the middle of the day in China.
V Answer sharply. OFFSCREEN	<i>No!</i>
M Hold up Bunny; plead.	I'll go to bed early tomorrow night instead. Oh. Oh, wait, wait, wait. My bunny wants to stay up late, too. You can't say no to a bunny, can you?
V Cover a yawn; stretch.	Okay, that was not a yawn. I was stretching.
M Droop, then force yourself upright.	I'm 110% awake. You haven't heard the last of me.
M Return and nod. BUS DRIVER	<i>Great work. Thanks.</i>
V Answer together. OFFSCREEN	<i>You're welcome. You're welcome.</i>
V Lower your voice. BUS DRIVER	<i>Good night.</i>

4. The Pigeon Wants a Puppy! (2008)

MAIN ROLE: PIGEON SOLO: skip italic lines. PARTNER: read italic lines.

LEFT CUES: M move · V voice · L look · P pause. Letters still work in black and white.

M Greet; then lean in.	Oh, hello. How are you? I'm fine. Thanks for asking. By the way, do you know what I want? What I've wanted forever... At least since last Tuesday...
M Bounce on each Puppy!	A puppy! Puppy! Puppy! Puppy! Puppy!
M Raise one wing; promise.	Oh, don't worry. I'll take care of it! I promise I'll water it once a month.
M Point like an expert.	What?! Everybody knows that puppies need plenty of sunshine and water!
M Act out riding and tennis.	Oh... I get it. You don't want me to be happy, do you? You don't want me to take a piggyback ride on my puppy! Or play tennis with it!
M Clutch your chest.	You just don't understand. I'm a puppy-lovin' Pigeon!
L Hug an imaginary puppy.	Awww... puppies.
M Plant feet; point down.	I want a puppy! Right here! Right now!
L Turn slowly toward the puppy.	What's that? Could it be? Is it possible? Have my dreams come true?!
M Back away; count each feature.	It's huge! The teeth! The hair! That wet nose! The slobber! The claws! I mentioned the teeth, right?
P Reset; announce the new wish.	Really, I had no idea! I've changed my mind. I want a walrus!

5. The Duckling Gets a Cookie!? (2012)

MAIN ROLE: PIGEON SOLO: skip italic lines. PARTNER: read italic lines.

LEFT CUES: M move · V voice · L look · P pause. Letters still work in black and white.

M Scoot in; ask politely. DUCKLING	<i>Hello! Scoot, scoot, scoot! May I have a cookie, please?</i>
M Take cookie; flap. DUCKLING	<i>Oh, thanks! Flappy flip flap! That was very nice of you.</i>
L Inspect the cookie. DUCKLING	<i>Oh! Look at all those nuts!</i>
L Point at the cookie.	Hey! How did you get that cookie?
V Answer simply. DUCKLING	<i>I asked for it.</i>
L Lean in; repeat.	You asked for it?
V Pause; say one word. DUCKLING	<i>Politely.</i>
L Peer at the nuts.	Say, does that cookie have nuts?
V Answer simply. DUCKLING	<i>Yes.</i>
M Count the steps on wings.	So you got a cookie with nuts just by asking?
V Repeat the one word. DUCKLING	<i>Politely.</i>
M Count every old request.	I ask for things all the time! I ask to drive the bus! I ask for hot dog parties! Do I ask for candy? I do! It doesn't have to be a big bus, you know. I'll ask for a French-fry robot every now and then! I've asked for a walrus!
V Hit each Why.	Right now I'm asking, "Why? Why? Why? Why?"
M Add examples on your wings.	Oh, there's more! Sometimes I ask for a hug. Or I'll ask for one more story! I can't count the times I've asked for my own personal iceberg! I ask to stay up late!
M Stand tall; point to yourself.	Oh, yeah! I'm the asking-est Pigeon in town! But do I get what I ask for?
V Stretch the word; stamp.	Nooooo! It's not fair!
M Flap twice. DUCKLING	<i>Flappy flip flap!</i>
M Point from Duckling to cookie.	Ducklings get everything! Pigeons like cookies, too! Especially with nuts! Why did you get that cookie?!
M Offer the cookie. DUCKLING	<i>So I could give it to you.</i>
M Start arguing; freeze.	And another thing— Hubba-wha?! You're giving me that cookie? With the nuts?
M Accept it; thank Duckling.	That is so nice. Thank you. Thank you very much. That is one cool Duckling. Yes, sir.
M Wave and scoot away. DUCKLING	<i>Bye!</i>
M Turn back; ask again. DUCKLING	<i>May I have another cookie, please? But this time, no nuts.</i>

6. The Pigeon Needs a Bath! (2014)

MAIN ROLE: PIGEON SOLO: skip italic lines. PARTNER: read italic lines.

LEFT CUES: M move · V voice · L look · P pause. Letters still work in black and white.

M Enter; point toward Pigeon. BUS DRIVER	<i>Hi! I don't know if you've noticed, but the Pigeon is filthy. So I could use your help, because the Pigeon needs a bath!</i>
M Cross your wings.	That is a matter of opinion.
L Smile at the audience. BUS DRIVER	<i>What a kiddler!</i>
M Count back one month.	I don't really need a bath! I took one last month! I think it was last month.
M Make air quotes.	"Clean." "Dirty." They're just words, right? I feel clean.
M Point at the audience; wait.	Maybe you need a bath! Yeah! When was the last time you had a bath? Oh. That was pretty recently.
P Walk slowly; make your case.	Life is so short. Why waste it on unimportant things? Like taking a bath!
M Sniff; wave the smell away.	What smell? I don't smell anything! And if I do, it's a very normal smell for a Pigeon.
L Watch the flies; pretend not to.	You know, in some places it is impolite to bathe. All of these flies buzzing around me are purely coincidental.
M Pinch noses; fly away. FLIES	<i>P.U.! Yuck! Let's get out of here! Take a bath, dude!</i>
M Throw up your wings.	Okay, fine! If it means sooooo much to you, I'll take a bath!
M Touch water; jerk back.	Whoa! I'm not going to like this one bit.
M Test each complaint differently.	The water is too hot. Too cold. Too lukewarm. Too hot. Too wet. Too cold. Not enough toys. Too many toys. Too deep. Not deep enough. Too cold. Now it's too hot again. Too reflective. That is still too hot.
P Pause; lower one foot in.	Well, I guess this is okay.
M Splash, scrub, and sing.	Hey! This is fun! Wash! Wash! Wash! Washy! I love bubbles! Look at my wrinkly toes! La! La! La! Singing in the tub! This is the life!
M Swim in place.	Hello? Hello? How are you? I'm fine! I'm a fish! I'm a fish!
P Hold still for a long beat. NARRATOR	<i>Ten hours later...</i>
M Spread out in the tub.	Can I stay in the tub forever?

7. The Pigeon HAS to Go to School! (2019)

MAIN ROLE: PIGEON SOLO: skip italic lines. PARTNER: read italic lines.

LEFT CUES: M move · V voice · L look · P pause. Letters still work in black and white.

M Cover the title; rush.	Wait, wait, wait, wait, wait, wait, wait, wait, wait, wait, wait, wait, wait, wait, wait, wait! Don't read the title! School. Come on.
M Turn out; challenge audience.	Too late. Rats. Why do I have to go to school? Huh? I already know everything. Go on, ask me a question. Any question.
L Ask directly. QUIZ PARTNER	<i>What's the square root of 64?</i>
P Start counting; stop.	Uh, carry the—
V Fire off every question. QUIZ PARTNER	<i>What's the capital of Alaska? Who was the best Beatle? What are the branches of our government? What is the longest river in the world? Who invented the telephone? What am I thinking?</i>
M Shrink; correct yourself.	Well, I know almost everything.
M Mime waking up badly.	Does school start in the morning? Because you know what I'm like in the morning? It is not pretty.
M Rock an imaginary baby.	I wish I was a little chick again. A little itty-bitty, not-going-to-school, baby-waby Pigeon. Oh, you go Pigeon. You don't go to school, do you? No, you don't.
V Build each What if?	What if I don't like school? What if I really don't like it? What—what if I really, really don't like it? What if—what if the teacher doesn't like Pigeons?
P Inhale; exhale.	Breathe.
M Hold your head; crouch.	And the stuff. What about all the stuff? There is so much stuff to learn. Oh, it hurts. What if I learn too much? My head might pop off. Oh, I'm scared.
L Scan the unknown room.	What will happen at school?
M Count worries on your wings.	What if there is math? Or numbers? Why does the alphabet have so many letters? What will the other birds think of me? Will finger paint stick to my feathers?
M Shield your eye; lift backpack.	Reading can be hard with one big eye. What about lunch? What's up with those heavy backpacks? I'm a fragile bird. The unknown stresses me out, dude.
M Build an imaginary school.	There should be a place to practice those things with experts to help you and other birds to work and play with and books and classrooms. Maybe a playground.
L Freeze; let the idea land.	Oh. Oh. Oh. Oh, that is school.
M Jump, then search for a ride.	Hooray! Well, how am I supposed to get there anyway?
M Recoil at what appears.	Wuzza-wuzza-wha?!?
M Push forward with purpose.	Step aside. Coming through. The Pigeon has to go to school!
M Point ahead; exit.	I'll see you there.

8. The Pigeon Will Ride the Roller Coaster! (2022)

MAIN ROLE: PIGEON SOLO: skip italic lines. PARTNER: read italic lines.

LEFT CUES: M move · V voice · L look · P pause. Letters still work in black and white.

M Ride the dips with your body.	Whoa. You can't. Look at that. Look at that. Look. Oh. Wow. I'm flying. But I'm not, 'cause I'm on a roller coaster. I'm getting emotional. No. Yes. Joy.
M Plant feet; declare.	Today is the day. The Pigeon will ride the roller coaster. Yes.
P Build suspense; pause before ten.	Roller coasters! I have been aquiver with anticipation ever since I first heard about them... ten minutes ago!
M Count ticket, line, patience.	Riding will not be easy. I will need a ticket, but I will have a ticket. There will be a line. Typical, but I will demonstrate exemplary patience.
L Turn the question outward.	The question is not: will I be ready for the roller coaster? But will it be ready for me?
M Trace the coaster in the air.	I can see it in all of its roller coaster-y glory. Wee! Zoom! Wagga wagga! Wowie! So fast! Oh! It will be so awesome!
M Show each feeling with your body.	Sure. When it is over, I am going to feel a lot of things. I will be excited because it was thrilling. I will feel sad because it is over. I will feel proud because I did it. I will feel dizzy because it is a roller coaster.
L Look straight out; answer.	Will I be ready to do it again? You bet.
M Point to yourself, then ahead.	I amaze myself. What am I waiting for? The time is now.
M Raise both wings; declare.	This Pigeon will ride the roller coaster!
M Stop short at the line.	A line. Just as I suspected. Wait.
P Tap foot; move one step.	Waiting in line. Waiting in line. Wait. Uh-oh. Moving forward.
L Notice the shiny watch.	Wait. Wait. Shiny watch. Shiny watch.
M Ripple wings; step forward.	Wait. Ripple. Ripple. Waity wait. Wait. My turn.
M Hand over ticket; launch.	Ticket. Ticket. Here I go.
V Start low; repeat faster.	You've got to be kidding me. Again? Huh? Again? Again? Again? Again? Again? You bet!