

**BITS 'N PIECES
PUPPET
THEATRE
PRESENTS**



**AESOP'S
DINOSAUR FABLE**

See the show at www.puppetworld.com

Standards connected to the Performance

Before the Show read the story synopsis

Language Arts: LAFS.K12.SL.1.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Theater: TH.K.C.2.1- Respond to a performance and share personal preferences about parts of the performance.

TH.1.H.1.1 - Identify characters in stories from various cultures.

TH.2.C.1.2 – Respond to a play by drawing and/or writing about a favorite aspect of it. TH.4.O.2.1 - Write a summary of dramatic events after reading or watching a play.

TH.5.H.3.3 - Demonstrate how the use of movement and sound enhance the telling of a story.

Theater Etiquette Activity

This is a reflective exercise for your students. Read this section to them with discussion.

The Role of the Audience

- You are the audience - an important part of the performance. You help the performers by pretending and participating with them.
- Seeing a live show is not like watching TV or a movie. The performers are in the same room with you, and can see and hear you, the audience, and interact! What are some other differences? (No commercials, no eating, no lying down or running around...)
- Enter the performance space quietly and listen. Who might be giving instructions?
- The performers need you to watch and listen quietly. Talking to friends disturbs the performers and other members of the audience.
- Your job is to pretend along with the performers. They like it when you laugh if something is funny. They also like to hear you clap at the end of a performance when they bow.
- After the bows the audience stays seated. Who might give instructions on how to leave?

Standards for Theater Etiquette

TH.K.S.1.1-Demonstrate appropriate audience behavior at a live performance.

TH.1.S.1.1-Exhibit appropriate audience etiquette and response.

TH.2.S.1.1-Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.

TH.3.S.1.1-Demonstrate effective audience etiquette and constructive criticism for a live performance.

TH.4.S.1.1.-Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.

TH.5.S.1.1-Describe the difference in responsibilities between being an audience member at live or recorded performances.

This program is presented as part of the Artists-in-the-Schools Program which is funded and jointly sponsored by the Hillsborough County Public Schools and the Arts Council of Hillsborough County.

Language Arts Activity – Reading

Use a Venn Diagram to compare and contrast the book and the performance.

Use one of the stories or books from the activity above.

LAFS.K12.R.3.7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LAFS.5.RL.1.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

TH.2.O.1.1 - Compare the differences between reading a story and seeing it as a play.

Language Arts Activity – Writing

Ask you students to write a different ending to one of the stories in the performance.

Alternately, For grades K through 2, students draw a picture, write as a group or do shared writing.

Encourage you students to answer specific questions like:

What would have happened if the Dinosaur had been left outdoors alone?

How would the story have ended if the Dinosaur learns his lesson?

What happens if the Dinosaur doesn't learn his lesson?

LAFS.2.W.1.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

LAFS.4.RL.1.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Storytelling Activities

Theater Concepts and Vocabulary

- The storyteller and audience agree to “suspend disbelief”, to pretend together that the action of the performance is real and is happening for the first time. This agreement means the audience members accept the use of theater conventions such as:
 - Audience participation - the storyteller talks directly to, and interacts with, the audience. The audience is invited to help act out parts of the story.
 - The storyteller plays multiple characters and uses many voices.
 - The storyteller sings to provide information, move the action forward and set a mood.
 - The storyteller uses mime movements to suggest props and scenery.

Storytelling Games

Go over the stories from the show with your students. Pick one of the stories (or pick one episode).

Be sure to have a beginning, middle, and end.

1. Ask the students to form a circle and let the first child begin telling the story. At a prearranged signal from you, the next child in the circle must take up the story. Keep going until everyone has a turn.
2. Turn a favorite adventure story into a “fractured fairy tale”. Example- Make King Arthur a school gym coach and his Knights of the Round Table the sports team.
3. Find an interesting item or photo and invent a story about it.

TH.1.F.1.1 - Pretend to be an animal or person living in an imagined place.

TH.2.H.1.1 - Read and dramatize stories with similar themes to show developing knowledge of, and respect for, cultural differences.

TH.5.H.3.4 - Act out a character learned about in another content area.

TH.5.H.3.3 - Demonstrate how the use of movement and sound enhance the telling of a story.

Puppet Theater Activity

Simple Czech Marionette

These puppets are really simple stick puppets with one rod. Print the pictures on 110# Card Stock. Have the children color the characters, cut out and attach a drinking straw to the back of each puppet. The straws stick "up" out of the head. The straws go all the way down to the toes, but you attach the straw with tape up behind the nose. The scenery is folded like a picture book so it stands upright. The puppets are performed in front of the scenery. When the show is over the puppet can be "attached" to the stage by sliding the puppet over the set between the cardboard and the straw. As further development, a "real" stage can be made from a shoebox or cereal carton. A Diorama could have a set of performing puppets. Students could create their own puppets and performance based on a book read in class.

Make your own simple puppets and use them to tell your favorite fairytales.

Explore these activities with the puppets. Have fun!

- Present **Aesop's Dinosaur and Ant**. Have each student become his or her favorite character. Pretend the characters are meeting each other in the peach orchard for the first time.
- Have your students act out a scene from the story. Have the students make other puppets as needed.
- Use desk lamps to light your stage. Make it bright, make it dim, make it flash, make it dark.
- Add sound effects and animal noises..

Great resource for making simple stick puppets

"DIY - How to make Stick Puppets" - YouTube

www.youtube.com/watch?v=zU307CahPg4

"10 Super Fun Puppet Crafts For Your Kids" - MomJunction

www.momjunction.com/articles/super-fun-puppet-crafts-kids_0075121/

TH.3.F.1.1 - Create and/or collect appropriate props and costumes and use them to help tell a story.

TH.4.F.1.2 - Create sound and lighting effects to suggest the mood of a story.

Bibliography

Making Puppets Come Alive

by Larry Engler and Carol Fijan

Puppets

by Bil Baird

Stop the Flap!

by Pegg Callahan

Aesop's Dinosaur Fable

Presented by Bits 'N Pieces Puppet Theatre
Based on Aesop's Fable **The Ant and the Grasshopper**
Music by Pegg Callahan
Lyrics and Script by Jerry Bickel
Puppets by Holli Rubin

Founded in 1976 by Executive Director Jerry Bickel, Bits 'N Pieces Puppet Theatre is dedicated to influencing the world of tomorrow by enchanting the children of today. Through the theatrical retelling of classic children's stories, each with its own unique life lesson and moral, Bits 'N Pieces brings to life the magical wonderment of children's fantasy and reinforces the core values long told and emphasized by our great storytellers. From script and design to actual building and choreography, it takes two years to produce each complete giant puppet production. **Aesop's Dinosaur Fable** received the 1995 Atlanta Cultural Olympiad's Award for Excellence and Innovation in the Arts as well as the Arts Council of Hillsborough County's Award for Excellence in Arts Education.

The lessons of Aesop's fables, such as "*Prepare today for tomorrow*" from **The Ant and the Grasshopper**, will eternally be true.

Six giant puppets plus an actress as wee TryANTasaurus are in this prehistoric cast of characters. The musical was inspired by Bits 'N Pieces Theatre's cultural exchange project in the Caribbean. A carnival atmosphere prevails in the show. Cool classic Greek and hot island motifs mix in the music, dance and design of the play. The transformed classic becomes a musical fable for our modern times.

CREDITS

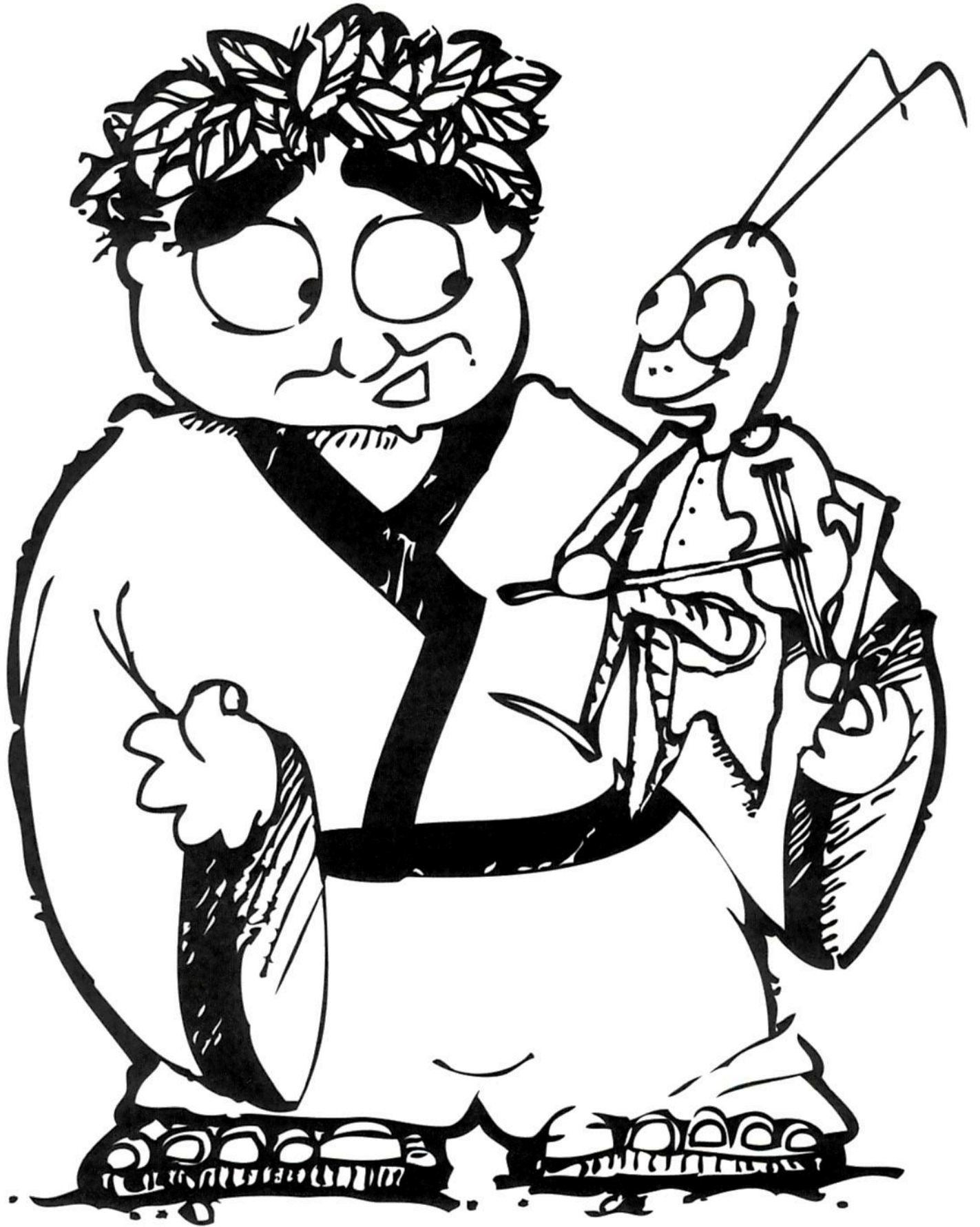
Composer	Pegg Callahan
Lyricist & Script	
Writer	Jerry Bickel
Giant Puppet Sculptor.....	Holli Rubin
Choreographer.....	Reginald Yates
Stage Director.....	Jerrold Bogard
Costumer	Patty Gray
Costumer	Sandra Tucker
Music Arranger	Bill DeLoach
Stage Set.....	Jerry Bickel
Puppet Mechanisms	Bob Anthony, Sharon Reed
Communications Director	Terri Simons
Executive Director.....	Jerry Bickel
Vocalists.....	Jerry Bickel, Holli Rubin, Scott Hilley, Dan Wehr

See more puppets and activities at www.puppetworld.com

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Color Me



AESOP'S DINOSAUR FABLE

As told by Jerry Bickel, Bits 'N Pieces Puppet Theatre

Aesop the storyteller watched a grasshopper tease ants to prevent their getting work done. But try as he might, they wouldn't stop working. "Listen to me, Grasshopper," old Aesop said, "and I will explain to you why ants work so hard. I will tell you my oldest story of the Dinosaur and the Ant.

It was springtime in ancient Prehistoria, a good time to work and prepare for the cold, cold winter. The ants were busy building rooms to store the food they were collecting. They know it took work to get the job done. Little TryANTasaurus was the hardest working ant in the primeval forest. His Great Grand Auntie was so proud of him because he liked to do the work of ten.

In the same primeval forest lived a dinosaur named Greenthing. The dinosaur had an easy life. He was king of the forest. He would eat all day and sleep all night. He played around the tar pit and swam the blue ocean. He thought life would never change. Then the Farmer Ant's Almanac predicted snow; and try as he might, Little TryANTasaurus couldn't make Greenthing see the value of preparing today for the needs of tomorrow.

Greenthing thought that there was one chance in a million that anything bad could happen to him. But it happened. One chance in a million -- it started to snow and snow and snow. It was icy and cold. The green plants died and there was no food. Aesop's Dinosaur Fable had played through the spring and summer too, and now would die without warmth and food.

Where could he turn for help to keep him from his fate? Who could feed him and keep him warm? There was only one friend, Little TryANTasaurus, he could turn to for help. Aesop's Dinosaur Fable had turned blue with cold when he finally trudged up to the ant hill and knocked at the door of Great Grand Auntie's ant hill shanty.

Great Grand Auntie and TryANTasaurus found Aesop's Dinosaur Fable shivering at their doorstep. They took him into their giant storeroom. They had worked all through the spring and summer, so now in the winter they hadn't a trouble. They gave him food and shelter and hoped he would finally learn why one should "Prepare today for tomorrow".

One fine summer's day, a Grasshopper was chirping and singing as if he had not a care in the world. An Ant passed by, struggling with a kernel of corn which he was carrying to his nest.

The Grasshopper called to the busy Ant, "Come and visit with me for a while. It is far too nice a day to be working."

The Ant looked at the Grasshopper. "I observe you do nothing but sing all day," he said. "I do not have time to sing and play. I am storing up food for the long winter days ahead, and I suggest you do the same."

The Grasshopper laughed and said, "Why worry about winter? I have enough food for the present."

Months passed. The snow lay on the fields. The Ant was content. In his house there was food to last all winter. But the Grasshopper had nothing to eat. "Ah," he said sadly, "I am dying of hunger. If only I had realized that it is best to prepare today for the needs of tomorrow.

ABOUT AESOP

Aesop, so his story goes, was an ancient Greek storyteller who lived more than 2,500 years ago. His stories were fables of animals who were more human than beast. The fables revealed truths about human nature.

Aesop began life as a Greek slave. His intelligence won his freedom. He created stories about animals that explained why people act as they do. Eventually Aesop became a teacher in the king's court.

King Croesus appointed Aesop ambassador to Delphi and sent him to distribute money due to the citizens there. Aesop told the people that he thought they did not deserve it, and in a violent disagreement, the crowd of people threw him off a cliff!

It was 300 years after Aesop's death before any of his stories were written down. The stories were still so popular more than 200 were remembered. In the year 1300, Aesop's Fables were translated from Greek to Latin and their popularity continues to this day.

AESOP'S FABLE

The Ant and the Grasshopper has been told as a story, sung as a folk song, even animated in a 1930's cartoon. The fable's moral "Prepare today for the needs of tomorrow" is as valid today as yesterday, and will help ensure our future.

ABOUT DINOSAURS

There is one important thing you should know our giant puppet dinosaur. He is a character from our imaginations. He's not a brontosaurus, a stegosaurus or a terror-raising tyrannosaurus rex. You might call him a giant puppet-saurus. He's a wonderful, pretend fellow. To create our puppet Greenthing we had to learn about real dinosaurs.

Fifty million years before human beings, dinosaurs were the rulers of the world. They had as many life-styles as people do today. Some dinosaurs lay in the sun, ran on the land, flew in the air or swam in the sea. Some dinosaurs ate meat; others were vegetarians. Big and small, fast and slow, some dinosaurs were as small as chickens and others were 80 ton monsters. Some even took care of their babies in nests, much as birds do today.

After living on earth for 140 million years, their environment underwent drastic change, and the dinosaurs were no more. They had been rulers of the world twice as long as people have existed. The last dinosaur lived 65 million years ago. They are gone, but did not vanish. Ancient dinosaur bones remain for us to look at with wonder and learn about long ago. Let's learn from the dinosaurs and not follow in their footsteps.

ABOUT ANTS

Ants have been living on Earth for 100 millions years and can be found almost anywhere on the planet. There is estimated to be about 20,000 different species of ants. For this reason ants have

been called Earth's most successful species. Mankind is not alone in living communities and working cooperatively and efficiently. Ants and humans share these endeavors as well: livestock farming, cultivation, childcare, education, climate control, career specialization, civic duties, armed forces, security, earth movers, social planning, engineering, communications and limited free will.

Some amazing facts about ants: their total combined weight is greater than the combined weight of all humans, ants are the most numerous type of animal; strong in relation to their size, ants can carry 10 to 20 times their body weight; they work in teams to move extremely heavy things; ant brains are largest amongst insects; mushroom shaped rain appendages have function similar to the gray-matter of human brains; it has been estimated that an ant's brain may have the same processing power as a Macintosh II computer.

Aesop was not alone noticing Ants. Webster's Dictionary states that ancient King Solomon wrote: "Go to the ant, consider its ways and be wise".

ABOUT DANCE STYLES IN THIS PRODUCTION

You'll see the following types of Caribbean dance during the performance of **Aesop's Dinosaur Fable: Merengue**, a fast rhythmic dance that is the national dance of the Dominican Republic. Included in the dance are interludes called **mambos** during which the singer dances energetically and syncopated rhythms are played by the musicians. **Calypso**, the national dance of Trinidad and Tobago can also be seen. **Calypso** dance also uses lots of syncopated rhythms played by a guitar or steel drums.

Tango originated in Buenos Aires. Europeans found the dance a bit too "exotic" until it became popular along the French Riviera. **Tango** is characterized by snappy movements and moments of stillness. The body moves smoothly while the legs do the work.

Tap dancing is another dance style you'll see. **Tap dancing** is a purely American art form, often seen in the Broadway Musical, influenced by European Clogging, Reel Steps and African Rhythms. Rhythms are beaten out with brushing and shuffling movement of the feet with metal taps attached to the shoes.

MAKING PUPPETS GLOW IN THE DARK

Our puppets "glow" in the dark because they are "luminescent." Luminescent things seem to "glow" in the dark, but they are really being lit up by ultraviolet light, sometimes called black light. This type of light, which is invisible to the human eye, is next to the violet color band of a rainbow.

To make puppets glow in the dark, we paint them with luminescent paint and light them with invisible ultraviolet light. Luminescent paint can be used on clothing, shoes, plastics, almost anything, so the object will glow in the dark when lit by black light.

In addition to making things glow in the dark, ultraviolet light causes tanning and sun burn, kills food bacteria, and sterilizes medical equipment.

Prepare your students to make the most of their field trip experience. Read Aesop's fable of The Ant and the Grasshopper to your class. Then read the synopsis of our production of **Aesop's Dinosaur Fable** (p.2) to them. Explain that our play is a musical theater adaptation of a fable (a form of literature) and that what they will see at the theater will not be just like the story. Discuss the following topics so they have an understanding of fables and musical theater.

WHAT'S SO SPECIAL ABOUT A FABLE?

Classic fables are as old as myths and legends. For thousands of years people around the world from different cultures have told stories called fables. In an Aesop Fable, animals talk and walk and act like people.

By understanding a fable we are also learning about why people act and think the way they do. In addition to entertaining us, the story's conclusion always has a deeper meaning for us to learn. This is called the "moral". From Aesop's original telling in the 6th century B.C., through the first century A.D., until very recently in 1722, the reader had to guess the fable's lesson. The British publisher Samuel Croxall added a written moral to the end of each story, like our story's moral "Prepare today for tomorrow". The moral was immediately accepted as part of the story, and Croxall's written morals are now a standard in current versions of Aesop's Fables.

Activities: Explain to the class that a fable is a short, to-the-point narration, especially one in which animals speak and act like people, intended to teach a lesson. 1) Read 3-4 other fables to the children, without revealing the moral. Ask the class what lesson they think each is teaching. 2) List 3-4 morals from other Aesop's Fables on the chalkboard. Have the children choose one of these and make up their own fables, using pets or animals they know as the characters.

BROADWAY MUSICALS! AN ALL-ENCOMPASSING ARTFORM

Our production of **Aesop's Dinosaur Fable** is a Broadway musical style adaptation of Aesop's famous story of The Ant and the Grasshopper. A musical theater production differs from other art forms in that it encompasses all of them. And we add our unique giant puppets.

The Broadway musical is a uniquely American form of theater that generally reflects stories and beliefs of life in the United States. It is derived from other forms of theater from plays to opera. It asks the audience to feel the music and learn what's happening by listening to the words in the songs. The songs tell who the characters are, what they want and what they'll do to get it. There are also special songs, novelty songs, songs that speed up time on stage and bring the excitement to a fast rushing conclusion or freeze time so you can feel the happy ending.

(See Activity Sheet #6.)

Activity: Our giant puppet musicals are the products of the collaboration of artists from all the arts disciplines. Using our "*Credits*" (p.1), have the children match the different artists with their arts. (Literature/story telling - author of original work, script writer; Music - composer, lyricist, vocalists,

music arranger; Dance - performers, choreographer; Visual Arts giant puppet sculptor, costume, scene, and lighting designers, and set builder.)
(See also Student Activity Sheet #2.)

AFTER THE SHOW

After the performance review the characters and events of our production. Review the vocabulary words. Have the students identify the characters or scenes to which the words refer. Have them write or recite a sentence using all the words in the vocabulary list.

Characters: Grasshopper; Aesop; TryANTasaurus; Aesop's Dinosaur Fable; Great Grand Auntie; Dino Bones Skeleton

VOCABULARY

Discuss the meaning of unfamiliar vocabulary: winter, dance, picnic, storyteller, survive, dinosaur, ant, auntie, food, warmth, shelter, storeroom, ant hill, work, play, prepare, snow, extinct.

Discuss the meaning of any unfamiliar vocabulary,

Ant hill	Picnic	Storeroom
Auntie	Shelter	Prepare
Extinct	Food	Snow
Dinosaur	Warmth	Work
Dance	Survive	Play

PERSONIFICATION, SIMILES, METAPHORS

Explain personification, similes, and metaphors. In fables animals act as people. The animals are personified. They act as people do and have their good and bad traits. In comparison, similes and metaphors are often used to describe people as animals. We often describe people as being strong as an ox, sly as a fox, and quiet as a mouse. Draw pictures that give animals human attributes and draw pictures of animals dressed as humans.

RHYME

Ask the children to choose a specific character, event, or theme and to list rhyming words which match it. Ask the children to make a sentence using those words. Examples: prepare: despair, there -- Aesop's Dinosaur Fable felt despair / because he did not prepare / for when winter came and no food was there. work: jerk, lurk -- TryANTasaurus did so much work, / he thought Greenthing was a jerk / for not understanding starvation did lurk / in the coming winter. fun: done, run, sun, begun -- Greenthing so loved to have fun / and run in the sun / before his work was done / that he had no shelter when winter storms had begun. Point out that rhyming words do not always have similar spellings. (See also Student Activity Sheet 6) Finished Example: TryANTasaurus thought the Dinosaur was a jerk because he would rather play than work, and didn't understand that starvation would lurk in the coming winter storms.





Color Me

Make a MASK!

Enlarge a character's face from one of the coloring page on a copy machine. Make copies on heavy-weight paper. Cut out head and eyes. Children can color and make the mask their own!

Make a Puppet!

Using the simplest of stick puppets, you can present an exciting creative dramatics lesson in your classroom. Copy the black and white illustrations onto heavy paper and cut out. Use drinking straws for puppet sticks. Draw scenery of heavy paper and fold like a book to stand up.

Divide the class into small groups of 2-3 children to act out different scenes. Use the following puppet-making activity sheets to make the characters and sets. You can use the *Put the Play in Order* activity as your scene-by-scene guide for a complete puppet play. Make sure your students use the *Who? What? Where?* activity page to develop their dialog. You might get good puppet movement ideas from the *Musical Charades* activity page. Rehearse, perform, evaluate, repeat. Each separate performance should be limited to two minutes.

Ask children to pretend to be a favorite character and explain some of the important things they did in the play. Ask why they chose that character.

PLOT DEVELOPMENT IN A CLASSROOM MURAL

Ask children to choose a favorite scene and draw three pictures which show the beginning situation in a scene, what happens during the scene, and how the situation has changed by the end of the scene. Display the pictures so they make a storytelling mural from beginning to end. (See Student Activity Sheet # 3; correct sequence: 3, 6, 4, 1, 5, 2, 7)

CREATIVE WRITING

Eye Witness: Write an "I was there" story about witnessing an event in the play such as: the Grasshopper fiddling to try to tempt the ants dance instead of work until he was exhausted and couldn't fiddle anymore; or Greenthing's meeting with the dinosaur skeleton at the tar pit. Begin your story with the phrase "I was there when..."

Point of View: Ask the children to pretend to be a favorite character. Write a letter to a friend about the play's events from that character's point of view. Use these writings as a script for the Prehistoria Evening News. (See "Class Project").

CLASS PROJECT: THE PREHISTORIA EVENING NEWS

Divide the class into groups of 4-6 children. Have each group choose a different scene or event to report on the Prehistoria Evening News. In each group there should be at least one anchor person, one reporter, and 2-3 interview or "sound byte" characters. The reporters should address the Who, What, When, Where, and How of the event in their news stories. Videotape the reports and "broadcast" them to the entire grade or school.

Resources

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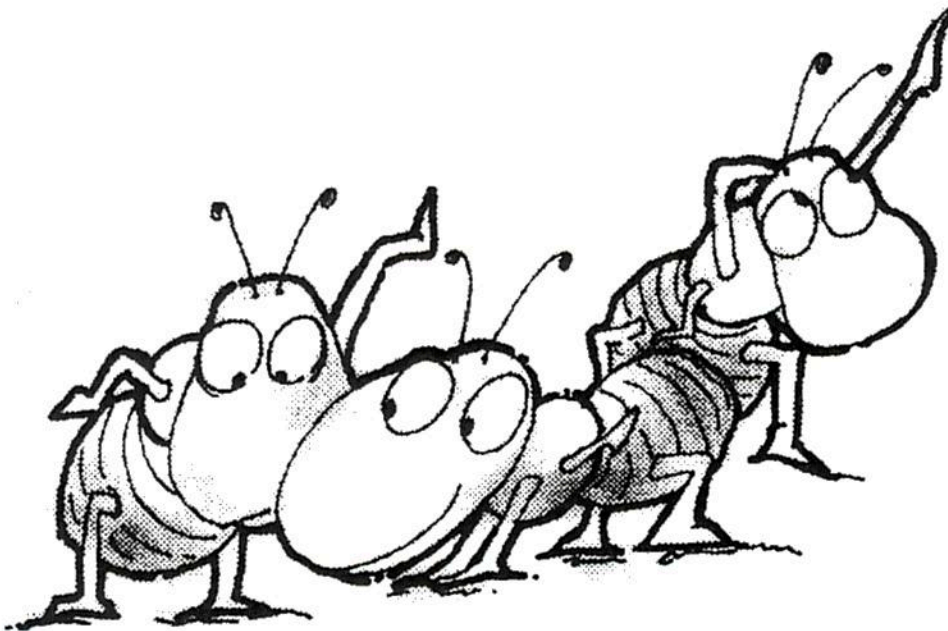
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Name _____

Activity #1

The Poster



A Musical Based on the Fable
by Aesop
Presented by
Bits 'N Pieces Puppet Theatre
Shows are Weekdays
& Saturdays

1.) What is the name of the show?

2.) Who will present the show?

3.) On what days will the show be presented?

4.) Who wrote the story?

5.) What do you think the play will be about?

6.) Do you already know the story? How?

Who and What? Reading the Program.

_____ means a person who operates puppets.

_____ means women or girls who perform in plays, movies, or TV stories.

_____ means the person who builds the puppets.

_____ means people or company make a show, movie or play ready to be seen.

_____ means the person who writes the music.

_____ means the person who writes the words for songs which tell the story.

_____ means the person who tells the actors what to do in a movie or play.

_____ means the person who creates dances that tell stories about the characters.



**Aesop's
Dinosaur
& Ant**

Producer, Bits 'N Pieces Theatre
Lyricist/Director, Jerry Bickel
Music Composer, Pegg Callahan
Puppet Builder, Holli Rubin
Choreographer, Reginald Yates
Costumer, Sandy Tucker
Touring Company
Holli Rubin, Actress
Jerrod Bogard, Puppeteer
Jerry Bickel, Puppeteer
John Lott, Technician

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Activity Sheets for Aesop's Dinosaur Fable.

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Put the Play in Order!

Number each step to tell the order of what happened in Bits 'N Pieces' Aesop's Dinosaur Fable.

- A little Ant is hard at work collecting food and building shelter for the upcoming winter.
- Frozen blue and hungry, the dinosaur must ask the ants to help him survive the winter.
- The dinosaur won't work. He says the chance for anything bad to happen is one million to one.
- Aesop tells a Grasshopper his oldest story about a Dinosaur and an Ant.
- An ice storm freezes the earth. A prehistoric skeleton appears and chases our dinosaur around and around.
- Aesop's Dinosaur Fable is a lazy fellow who would rather play than work.
- The ants invite the dinosaur in and hope he'll learn to "Prepare Today for Tomorrow".

Name _____

Activity #4

Who? What? Where?

Read each question about the story. Write the answer.

1. Who are the characters in **Aesop's Dinosaur Fable**?

2. Where does the story take place?

3. What is the problem?

4. What are three main things that tell what happened in the story?

5. How was the problem solved?

Story Map Beginning (Who, Where, When):

Middle (Problem, Goal):

Ending (Solution):

Name _____

Activity #5

Musical Charades. What did I say?

Lets play Charades! Our performance uses choreography to tell the story. Choreograpy is dance movement and gesture to music. Students write scenes from the play on slips of paper. One student picks a slip and acts out the scene using movement and gesture to music. Try Caribbean or Ragtime other music with a strong rhythmic beat. The classmate who names the scene, wins! The winner draws the next slip and performs the scene. A scene example:

Ants appear on stage and build
an ant hill with shovels and tools.

A few other suggestions of pantomime scenes: a hopping grasshopper plays a fiddle, a dinosaur slowly freezes, a rooster crows, an ant gets up out of bed and goes to work . What else can movement show?

Let's write a song!

BROADWAY MUSICALS are an American form of music. In the Broadway musical characters sing their story to the audience. Most songs follow two forms. The first form is the "I AM..." Song (or "He was..." or even "Could it be...?"). This song reveals character. The second form is the "I WANT..." Song (or "It needs..." or "What's missing is..."). This song reveals a character's motivation or desire. A third special form in the Broadway musical is the "TIME TELESCOPING" Song. It can move the story "fast forward" or can "freeze it" so you can feel and appreciate a special moment, even the happy ending!

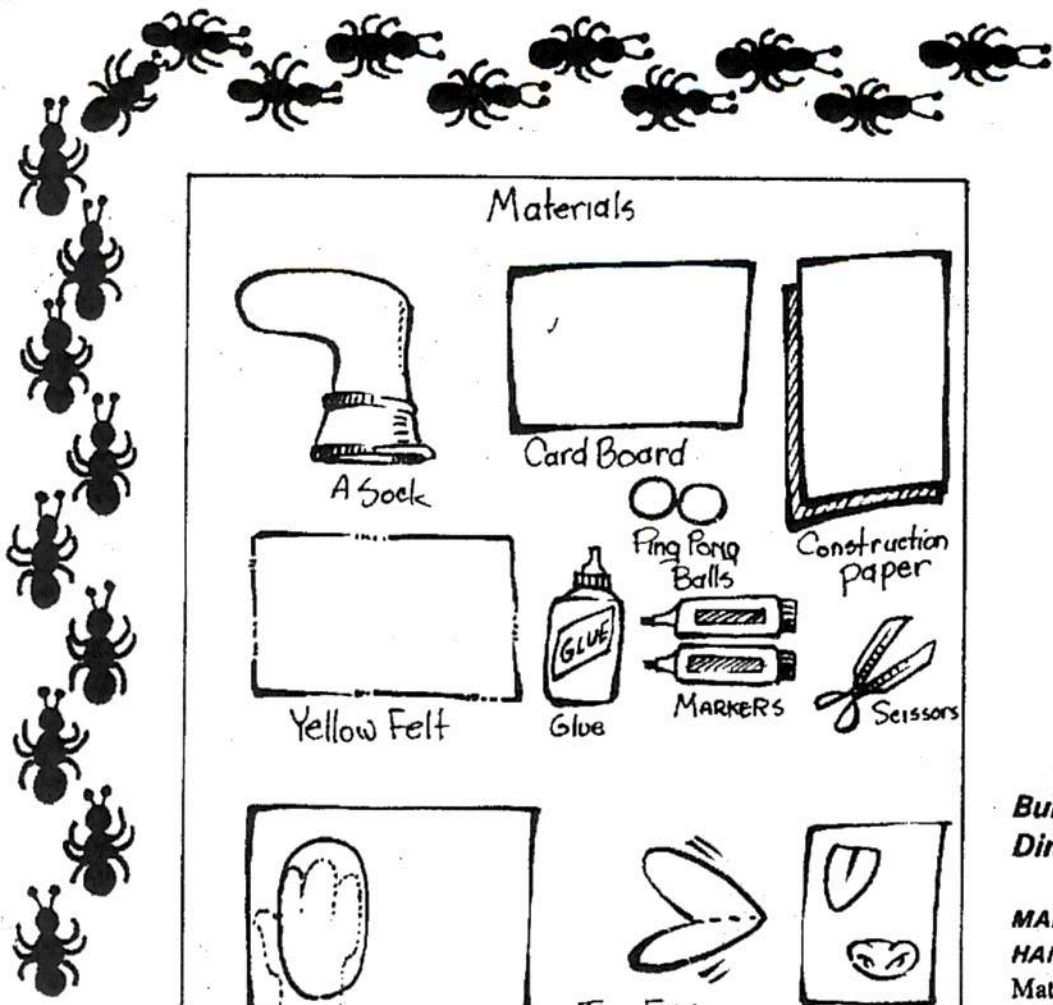
Write the lyrics of a song. Complete the first line. Then write the next line. Complete the third sentence so it rhymes with the second and write the fourth line so it rhymes with the first. This rhyme scheme is ABAB. For example:

*Long before the Fall of Rome
The Dinosaur was King.
Now he is just Dino Bones
He's vanished, quite extinct.*

I am....

I need....

Draw a picture of your song being sung on stage.

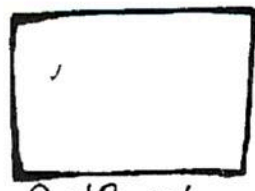


Make a Sock Puppet

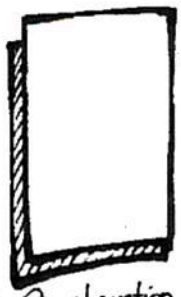
Materials



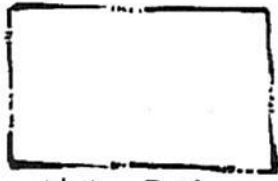
A Sock



Card Board



Construction paper



Yellow Felt



Glue

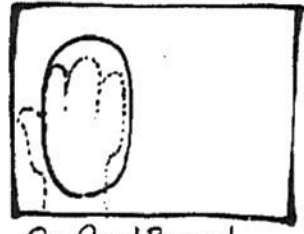


Ping Pong Balls

MARKERS



Scissors



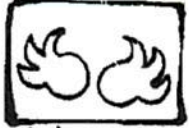
On Card Board, Draw an oval, no wider than your hand. Then Cut-it-out



Then Fold your Oval in Half



Draw and Cut-out the Tongue for the Mouth, and cut-out the nose-use paper or Felt.



Cut eyelashes out of either Green felt or Paper



Draw and Cut-out Mohawk out of yellow felt



Tuck hand Inside of Sock!



Tuck Toe of sock into hand!

Build a SOCK-A-SAURUS Dinosaur

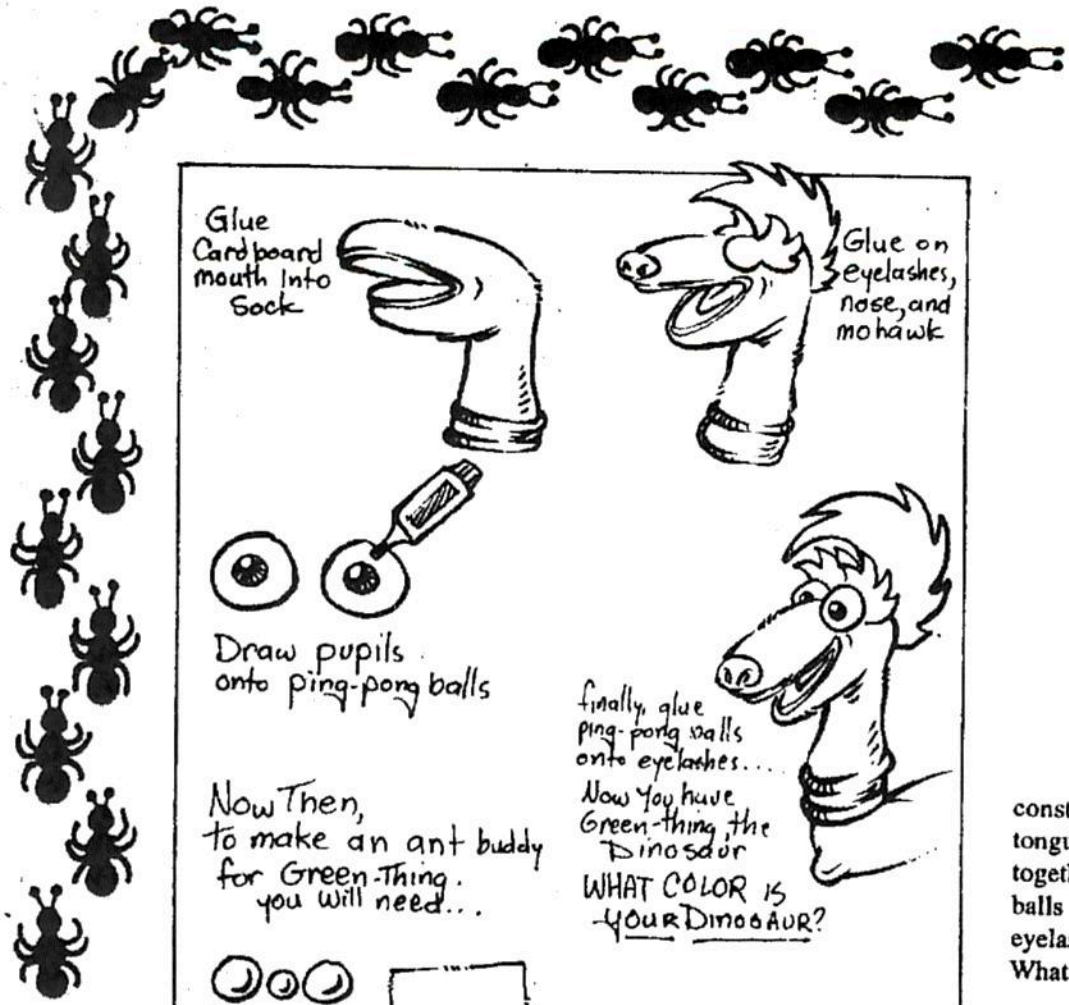
MAKE A MOVING MOUTH HAND PUPPET

Materials:

- A Sock
- Cardboard
- Colored Felt or Paper
- 2 Ping Pong Balls
- Glue, Markets & Scissors

The puppet's mouth should fit your hand. Draw a cardboard oval no wider than you hand, cut it out, and fold in half. Put your sock onto your hand. Tuck the sock toe inside, making the mouth area. Glue the cardboard mouth-piece into place and set the sock aside to dry.





Glue Cardboard mouth into Sock

Glue on eyelashes, nose, and mohawk

Draw pupils onto ping-pong balls

Now Then, to make an ant buddy for Green-Thing, you will need...

finally, glue ping-pong balls onto eyelashes... Now you have Green-Thing the Dinosaur

WHAT COLOR IS YOUR DINOBAUR?

3 Styrofoam Balls

Felt

Construction Paper

GLUE

yarn

Pipe Cleaners

A wire coat hanger, straightened out.

Glue 3 balls together and shove the coat hanger through all 3.

Draw and Cut out eyes out of paper

Draw & Cut Hands & Feet out of Felt

Glue pipecleaners to hands and feet

Glue eyes to head then arms & legs to body

make a smile using yarn and make antanna out of pipe cleaners

Ta-Daah! an Ant!!!



Draw and cut out of felt or construction paper eyelashes, nose, tongue. Glue the puppet and facial parts together. Glue or fasten the ping pong balls as eyes to the puppet. Add the eyelashes. Draw the eye pupils last. What color is your Sock-a-saurus?

Make a rod puppet ant buddy for your dinosaur.

Make a Little Ant Too!



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Pieces Puppet Theatre

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Florida Division of
Cultural Affairs



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Bits 'N Pieces Puppet Theatre Evaluation

Special Offer for Teachers: Please help us better serve you by completing this evaluation and mailing to **Bits 'N Pieces Puppet Theatre, 12904 Tom Gallagher Rd., Dover, FL 33527.**

Show: _____ Performance Date: _____ Location: _____

Your Name: _____ School: _____ Grade: _____

Address: _____

PERFORMANCE (Artistic Merit)

1. The performance was a professional artistic production of high aesthetic merit and technical quality. **Strongly agree** **Agree** **Disagree**
2. What part of the show worked especially well for your group?

PERFORMANCE (Educational Merit)

3. The performance was a valuable educational tool that enhanced the students' learning experience. **Strongly agree** **Agree** **Disagree**
4. What aspect(s) of the show were most valuable as a teaching tool?
5. How did your students respond to the show?

EDUCATIONAL GUIDE AND ACTIVITY SHEETS

6. The teachers' guide contained an array of background information useful for pre-show preparation. **Strongly agree** **Agree** **Disagree**
7. Which elements of the educational guide were particularly useful in your pre-show preparation?
8. The activity pages were useful tools in helping children demonstrate evidence of achieving Florida benchmarks. **Strongly agree** **Agree** **Disagree**
9. Which elements of the activity sheets worked particularly well?
10. Do you have any suggestions to improve the resource guide or activity sheets?

OVERALL EXPERIENCE

11. Please rate the following by circling the number best representing your opinion. If you indicate "needs improvement" for any answer, please specify. (Use additional sheets if needed.)

	Excellent	Good	Fair	Needs
Improvement				
Artistic quality of program	1	2	3	4
Technical quality of program	1	2	3	4
Students' response to program	1	2	3	4
Educational quality of program	1	2	3	4
Quality of educational guide and activity sheets	1	2	3	4