



# *Hau'ya'seen Peter Rabbit?*

*Bits 'N Pieces' Merry Musical* performed with Glove Puppets and sung live to an Original Score at PuppetWorld

## *Classroom Study Guide*

# The Musical Tale of Peter Rabbit Activity Guide



Learn more about the fabulous world of puppetry at the  
Bits 'N Pieces Theatre website: [www.PuppetWorld.com](http://www.PuppetWorld.com)

This program is presented with the assistance of Hillsborough County Schools, Arts Council of Hillsborough County, Hillsborough County Board of County Commissioners, Florida Dept. of State, Division of Cultural Affairs and the Florida Arts Council.



# Bits 'N Pieces Puppet Theatre's The Musical Tale of Peter Rabbit

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## STORY SUMMARY

Peter Rabbit, who lives in a comfortable burrow with siblings Flopsy, Mopsy and Cottontail, is a mischievous, independent adventurer. Sporting a new suit and shoes, he slips away from the drudgery of blackberry-picking chores. Peter, who believes he's smarter than everyone else, doesn't hesitate to scamper off against his mother's advice and explore the forbidden garden of Farmer McGregor.

Mama Rabbit called him home, told him to help his sisters, to stay away from Mr. McGregor's garden and to be an angel. But Peter Rabbit wasn't an angel, and he sang out with glee: "I'm a mischief maker, a double trouble faker, I'm hopping to McGregor's gate."

Off he hopped to Mr. McGregor's garden as quick as his bunny legs would take him. It took only a second for Peter to slip under the garden gate. He quickly gorged himself on tasty, fresh veggies. With an aching stomach, Peter begins to cry from gluttony and realized there's nothing worse than giving in to greedy cravings. "Oh, my belly, I ate more than I need. I should learn the lesson there is nothing worse than greed."

Mr. McGregor heard Peter Rabbit howling and went to find him in the garden. He chased him all through the vegetable patch. Once, he caught hold of Peter by his new shoes, but Peter jumped out of them. Then, he trapped Peter in a sticker bush, but a bird told Peter to jump out of his coat and hop away. Finally, Mr. McGregor trapped Peter in the tool shed, but Peter escaped again.

Though he cleverly got away from Mr. McGregor, Peter Rabbit was lost in the garden. Not even the mouse would help him. Danger seemed all around him. He even saw a dogfish catch a cat. Suddenly Peter saw the garden gate – the way back home to safety! "Oh," said Peter Rabbit, "Now I can hop home to safety. I may have lost my coat and shoes again, but even if mama's mad I know she'll always love me!"

Peter hopped home sick from his adventure. Mama, who was so very glad to see Peter, gave him a dose of medicine to ease his stomach ache. Peter learned a very important lesson this day: "It's better to be good than bad!" Thereby ends the tale of Peter Rabbit.





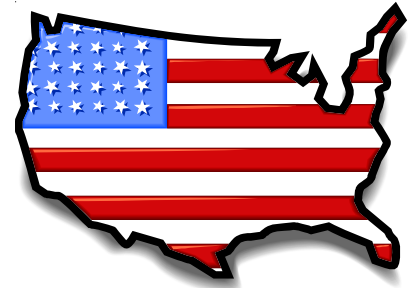
# Bits 'N Pieces Puppet Theatre's **The Musical Tale of Peter Rabbit**

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## **GLOVE PUPPETS IN A TRADITIONAL AMERICAN MUSICAL**

Bits 'N Pieces glove puppets perform in original puppet musicals with singing, dancing and lively dialogue. There are 5 glove productions in the Bits 'N Pieces repertoire. Each season a different show tours theatres throughout the United States.

With their original lyrics, music and choreography, the puppet musicals are similar to the Broadway stage musical in that they are both derived from other forms of theatre such as traditional plays and opera. It is a uniquely American form of theatre that generally reflects stories and beliefs of life in the United States. An American musical tells its story directly to the audience. It asks the audience to feel the music and learn what's happening by listening to the words in the songs.



It is the songs in the musical that tell the story. In musicals the lyrics help the audience follow what is happening on stage. Songs in musicals use emotion to take action, telling us who the characters are, what they want and what they'll do to get it. Musical often feature another type of song, the novelty song. These musical numbers are used to speed up time on the stage and bring excitement to a fast-rushing conclusion or the song may freeze time so you linger with the feelings of the happy ending.





# RABBITS

Rabbits? The millions hopping around belong to only 18 species.

**Scientific classification:** Rabbits and hares belong to the family Leporidae of the order Lagomorpha. Cottontails are classified in the genus *Sylvilagus*. The snowshoe rabbit is classified as *Lepus americanus*, the black-tailed jackrabbit as *Lepus californicus*, and the wild rabbit of Europe and Africa as *Oryctolagus cuniculus*.

The best known species is the cottontail, “*Sylvilagus*.” It is the most common wild rabbit of North America. It got its name from the white undersurface of its short tail, which resembles a cotton ball. The cottontail can remain very still, totally motionless, when it senses danger. Rabbits also swim well and plunges into lakes or streams when threatened by an enemy.

Rabbits generally eat at dawn and sleep in the day. Rabbits have two pairs of front teeth, one right behind the other. Baby rabbits are born hairless, blind and helpless. Raised by their mama for four months, they generally live nine years.



Name \_\_\_\_\_

# Reading the Show Poster

1.) What is the name of the show?

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2.) Who will present the show?

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3.) On what days can you see the show?

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4.) Who wrote the story?

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

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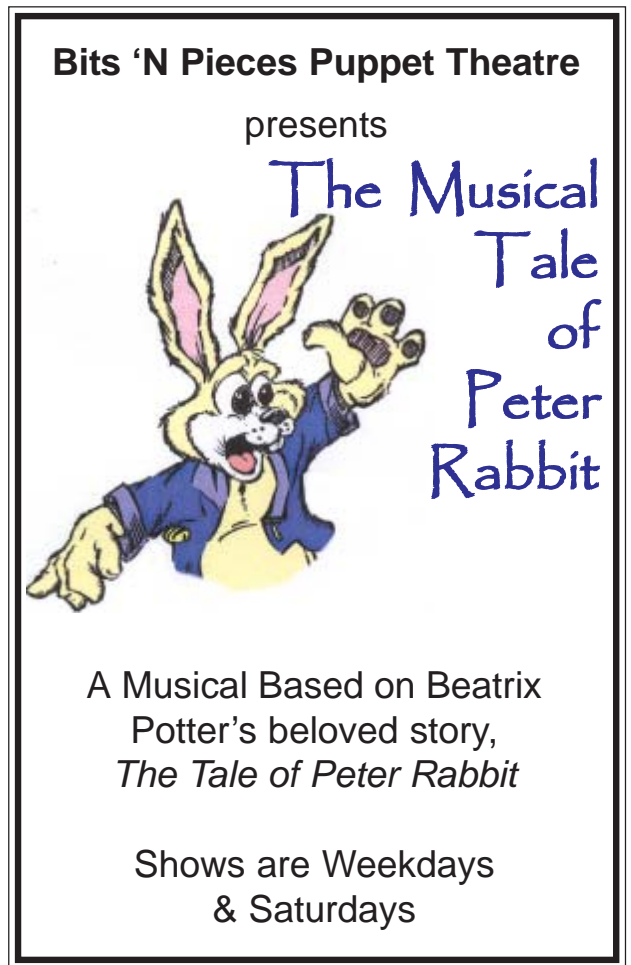
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6.) Do you already know the story? How?

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Name \_\_\_\_\_

## Put the Play in Order!

Each of the following sentences describes a scene from Bits 'N Pieces' *Musical Tale of Peter Rabbit*. Can you tell which scene came first? Write a number in each corresponding box to put the scenes in proper order.



- Peter Rabbit howls with pain from a belly ache of too many carrots and a hot radish.
- Mama Rabbit tells Peter Rabbit to stay with his sisters and away from Farmer McGregor's Garden.
- Peter Rabbit jumps out of a watering can and escapes the tool shed and Farmer McGregor.
- Escaping from McGregor Peter sees a fish and a cat fight like cats and dogs.
- Peter Rabbit disobeys and hops down the trail to McGregor's Garden.
- Safe at home, Peter tells his Mother he's learned it's better to be good than bad because it hurts less when you're good.
- Farmer McGregor tries to capture Peter but he hops out of his shoes and escapes.

Name \_\_\_\_\_

# Who? What? Where?

Read each question about the story. Write the answer.

1. Who are the characters in *The Musical Tale of Peter Rabbit*?

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2. Where does the story take place?

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3. What is the problem?

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

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5. How was the problem solved?

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## Story Map

Beginning (Who, Where, When):

Middle (Problem, Goal):

Ending (Solution):





# Bits 'N Pieces Puppet Theatre

## The Musical Tale of Peter Rabbit

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### LESSON: FUN WITH CARROTS

GRADES: K - 2

#### OBJECTIVES:

- Students recognize how a food helps to make a part of the body healthy.
- Students identify carrots as a good source of vitamin A.



#### MATERIALS:

- Canned, frozen, and raw carrots with green tops.
- Package of carrot seeds
- Each child will need:
- Carrot coloring sheet
- Carrot sticks and low-fat ranch dressing

#### LESSON: GOOD FOOD CHOICES

1. Gather the packet of carrot seeds and some fully grown carrots with green tops. Talk about how tiny the seeds are. Compare the carrots to the seeds.
2. Where do you think the orange part is? (root) Look at the picture that shows the top of the carrot sticking out of the ground before it is harvested.
3. Discuss the importance of eating five servings of fruits and vegetables each day. Carrots are a great source of vitamin A. Why is Vitamin A important? (helps keep eyes and skin healthy) Why did Peter Rabbit want to eat carrots? (to improve his night vision)

#### CLASSROOM MULTI-ACTIVITY CENTERS (Let students rotate between centers):

1. Compare canned, frozen, and raw carrots. Let students taste them each type. Discuss the differences between the carrots. Which do they like best?
2. Carrot coloring sheet – Give a sheet and crayons to each child.
3. Sprout carrot top- Remove leaves, cut off all but 2 inches of the top. Put in a shallow dish of water. Watch for new leaves.
4. Plant carrot seeds in Styrofoam cups! Let students measure and record the height of plant as it grows.

**SNACK:** Fresh carrots with low fat Ranch dressing OR Sweetened, chilled carrot sticks (Cut carrots into sticks and place in a large bowl. Pour pineapple juice over carrots until they are covered. Refrigerate 1-2 hours. Serve chilled.)



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## The Musical Tale of Peter Rabbit

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### LESSON: HOW DOES YOUR GARDEN GROW?

**SUBJECT:** Science, Social Studies

**GRADES:** 1 - 3

**DESCRIPTION:** Students will learn about gardens and the responsibilities of a farmer. Students will plant bean seeds and monitor the growth of their plants for six weeks.

**GOAL:** Students will be able to discuss what is needed for crops to grow and the responsibilities of a farmer.

### OBJECTIVES:

1. The students will discuss the garden-grown foods they like most and why.
2. Each student will plant a bean seed and monitor its growth for six weeks.
3. Students will identify vegetables and fruits grown on farms that may be found at the grocery store.

### VOCABULARY:

1. farmer - Someone who raises animals and plants crops.
2. garden - A piece of ground used for growing vegetables, flowers or fruits.
3. soil – Ground, earth or dirt. Plants need soil to grow.



### MATERIALS:

- Potting soil
- Bean seeds
- Styrofoam cups
- Writing paper and pencils

### STEPS:

1. Ask students what they know about the job of a farmer. Explain that farmers do more than take care of animals. They also plant food. Ask the students name some types of vegetables and fruit.
2. Explain to students that they will get a chance to be “farmers” by planting bean seeds.
  - a. Give each student a Styrofoam cup and a bean seed to plant.
  - b. Over the next six weeks, students will keep a daily journal to record information about their plants (how much light the plant received, how often they watered the plant, how high the plant has grown, illustrations of what the plant looks like, etc.)
  - c. Students can take turns watering and measuring the plants.
  - d. After six weeks, students can take the plants home.



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**LESSON: Write a letter to a Musical Tale of Peter Rabbit character**  
**SUBJECT: Language Arts**  
**GRADES: 2 - 3**

### Before the show:

Teach or review a lesson on how to write a letter.



### After the show:

Ask students which character they would like to write a letter to. Students may also choose to write the letter from a character to another character. There are many possibilities for letter writing.

- They might write a letter from Peter to Mama Rabbit telling her he is sorry for misbehaving.
- Send one to Peter telling him to listen to his mama and stay away from the farmer's garden.
- Write a letter to Farmer McGregor about his garden.



### Characters

Peter Rabbit  
Farmer McGregor  
Mama Rabbit  
Flopsy  
Mopsy  
Cottontail  
The Bird  
The Dogfish  
The Mouse

### After the Lesson (optional)

Collect the students' letters and mail to:

Peter Rabbit at Bits 'N Pieces Puppet Theatre  
12904 Tom Gallagher Road  
Dover, FL 33527

# Bits 'N Pieces Puppet Theatre

## Evaluation Form

Please ask the principal or field trip contact person to collect these forms and return them to: Bits 'N Pieces Puppet Theatre, 12904 Tom Gallagher Road, Dover, FL 33527. Thank you.

Name of performance \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_

### A. PERFORMANCE (Artistic Merit):

The performance was a professional artistic production of high aesthetic merit and technical quality.

Strongly Agree      Agree      Disagree

What parts of the show worked especially well?

### B. PERFORMANCE (Educational Merit):

The performance was a valuable educational tool which enhanced the students' learning experience.

Strongly Agree      Agree      Disagree

What aspects of the show were most valuable as a teaching/learning tool?

How did your students respond to the show?

### C. TEACHERS' GUIDE AND ACTIVITY SHEETS:

1. The **teachers' guide** contained a array of background information useful for pre-show preparation.

Strongly Agree      Agree      Disagree

Which elements of the teachers' guide were particularly useful in your pre-show preparation?

Do you have any suggestions to improve the teachers' guide?

2. The **activity pages** were useful tools in helping children demonstrate evidence of learning specific Sunshine State Standards' benchmarks.

Strongly Agree      Agree      Disagree

Which elements of the activity sheets worked particularly well?

Do you have any suggestions to improve the activity sheets?

### D. OVERALL EXPERIENCE

Circle the numbers from 1 to 4 (1 = "excellent"; 2 = "good"; 3 = "fair"; 4 = "needs improvement").

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Artistic quality of program                    | 1 | 2 | 3 | 4 |
| 2. Technical quality of program                   | 1 | 2 | 3 | 4 |
| 3. Students' response to program                  | 1 | 2 | 3 | 4 |
| 4. Educational quality of program                 | 1 | 2 | 3 | 4 |
| 5. Quality of teachers' guide and activity sheets | 1 | 2 | 3 | 4 |

*If you indicated something needs improvement, please specify.*

E. **PLEASE MAKE ADDITIONAL COMMENTS** and/or suggestions on the back of this page.