

Three Wishes on a Magic Fish

Classroom Guide



Bits N Pieces Puppet Theatre

“Three Wishes on a Magic Fish”

Presented by Bits ‘N Pieces PuppetWorld

An Educator’s Guide

On with the Show!

Spin the globe of the earth. Take a look. Everyplace where there are children, there are puppet shows. Puppets are something all cultures share. Everyone loves to laugh and hear a good story. Jerry Bickel presents his one-man puppet performance for you. He plays the parts, sings the song, brings the puppets to life and tells the story. He presents a musical marionette performance from the past for your audience today.

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.

Jerry Bickel
Bits ‘N Pieces Puppet Theatre
www.puppetworld.com
jerry@puppetworld.com



Before the Show



For grades K thru 2 Read the show synopsis and describe the show to your class.

For grades 3 to 5 Read the show synopsis out loud with your class.

Three Wishes on a Magic Fish A Synopsis of the Fairytale

Morning comes early for a fisherman. He greets the sun. He greets the day and quickly makes his way to the sea. The fisherman sails into the Sea of Japan. He knows he will have good luck fishing today. And quick enough he catches a fish, a magic fish, a fish that doesn't get away.

The fancy fish bargains three magic wishes to the fisherman if he will set the fish free. Agreed shouts the man who doesn't want to hurt a talking fish anyway. Three wishes...what could they be...what would bring happiness to his wife and his life? What three things could it be? Happy to help and having given three wishes the fish is magically set free from an enchantment. She has seen it is better to be happy with who you are than who you can only dream to be!



ABOUT GLOVE PUPPETS

What to Look for



Solo artist, puppeteer and storyteller Jerry Bickel uses glove puppets to bring his story to life on stage. These hand puppets are made of traditional Japanese character masks and fabrics. These are not puppets with moving mouths, instead they fit close to the hand and have very articulated heads and hands. They are especially good for picking things up and being busy on stage. The stage backdrops are wood block prints of famous Japanese settings. A traditional melody underscores the puppets actions. Full scenery and lighting compliments the performance. In addition to the performance Jerry presents an illustrated demonstration of the Glove Puppet's historical development.

Puppetry uses movement and sound effects to enhance the storytelling.

Five glove puppets are animated on stage with dramatic action, movement and precision.

During the puppetry demonstration the audience is invited to participate with words, sounds and movement.

Standards connected to the Performance

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.

Language Arts Activity - Reading

Check out different versions of the fairytale from your library and read the stories to, or with, your class. Compare and Contrast the different versions of the stories.

LAFS.K12.R3.7 - Analyze how two or more texts address similar themes or topics in order to, or with, your class. Compare and Contrast the different versions of the stories.

After the show

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 can 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 fish had not been caught?

How would the story have ended if they had found happiness in their wishes?

How are things different at the end of the play even though they seem the same?

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 and the story is told.

2. Turn a favorite fairy tale into a “fractured fairy tale”. Example- Make Goldilocks a beauty queen and the three bears farmers.

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 Puppets

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 “The Three Wishes”. Have each student become his or her favorite character. Pretend the characters are meeting each other in the woods 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=zU3O7CahPg4

“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





About the performing artist Jerry Bickel

Puppeteer and Founder of Bits 'N Pieces Theatre

An earnest puppeteer since childhood, Jerry received the Distinguished Career Award in Youth Theatre from the Florida Theatre Conference in 1998. He has written and produced eleven giant puppet musicals and dozens of smaller traditional puppet productions. Bits 'N Pieces Puppet Theatre has made 16 international tours to Asia and Europe. In addition to leading the Bits N Pieces GIANT Puppet Theatre he is the solo performer at PuppetWorld in Tampa and tours traditional puppet productions across the county. He is currently the North American Councilor for the World Puppet Carnival.

jerry@puppetworld.com

Check out his web site at

www.puppetworld.com

More Education Extenders and Printables for Lesson Ideas...





THREE WISHES ON A MAGIC FISH

Reading the Show Poster

1.) What is the name of the show?

2.) Who will present the show?

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

4.) Who wrote the story?

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

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

Bits 'N Pieces Puppet Theatre presents



The Magic Fish

A Musical Based on the Asian Folktale **The Three Wishes on a Magic Fish**
Shows are Weekdays & Saturdays

Who? What? Where?

Read each question about the story. Write the answer.

1. Who are the characters in *The Magic Fish*?

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?

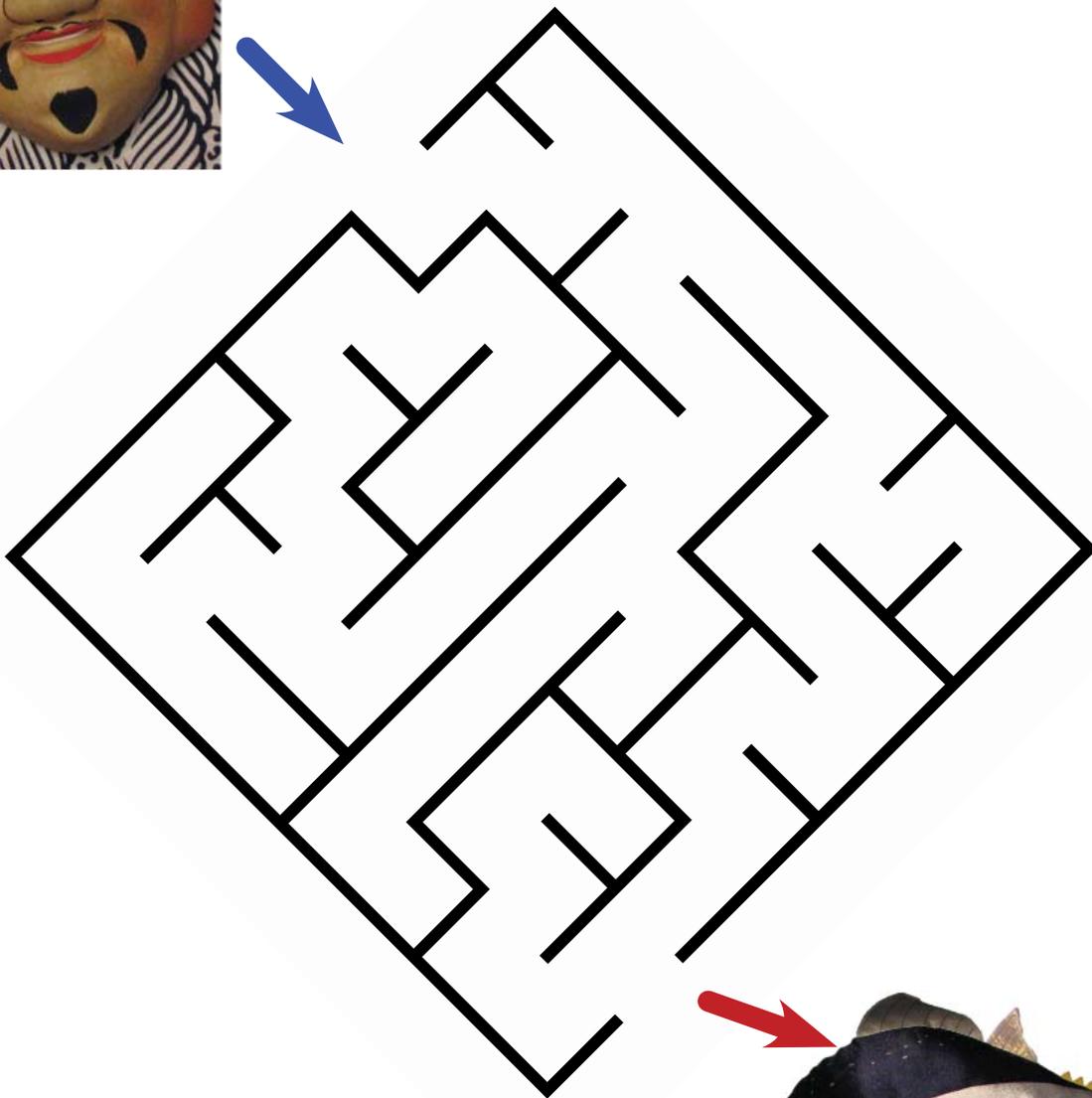
Story Map

Beginning (Who, Where, When):

Middle (Problem, Goal):

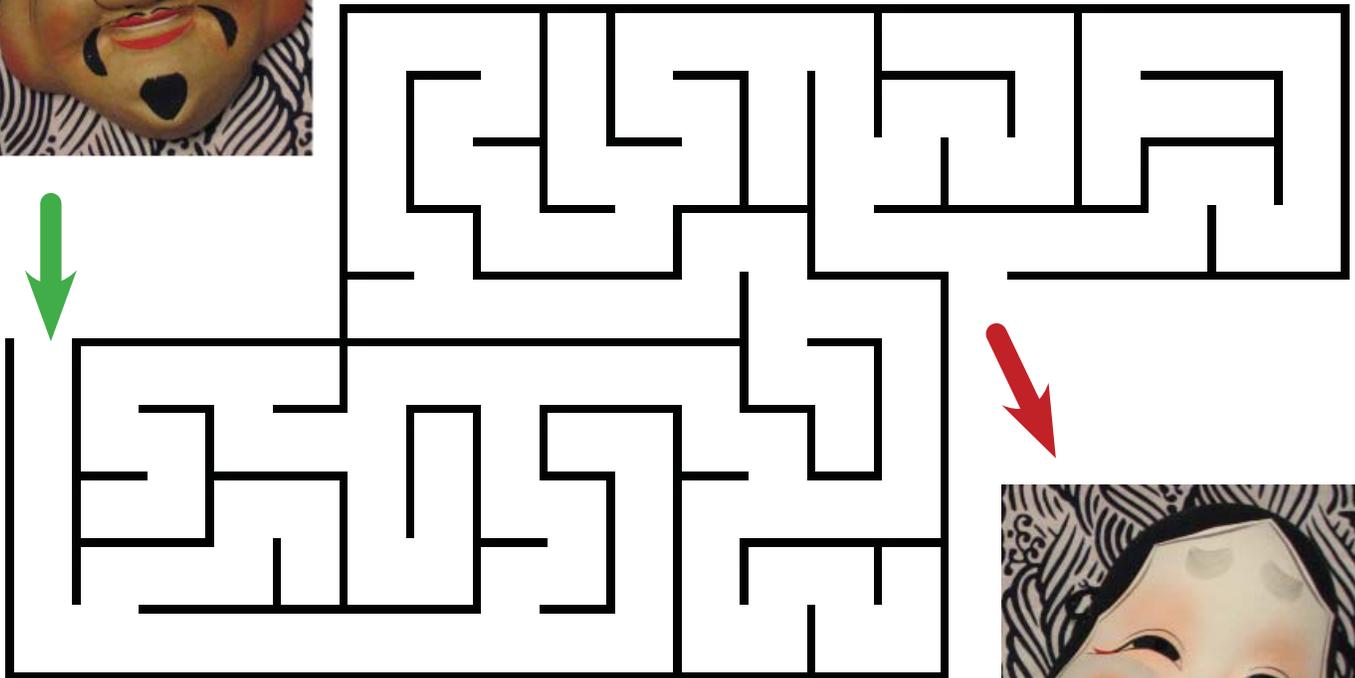
Ending (Solution):

Catch the Magic Fish!



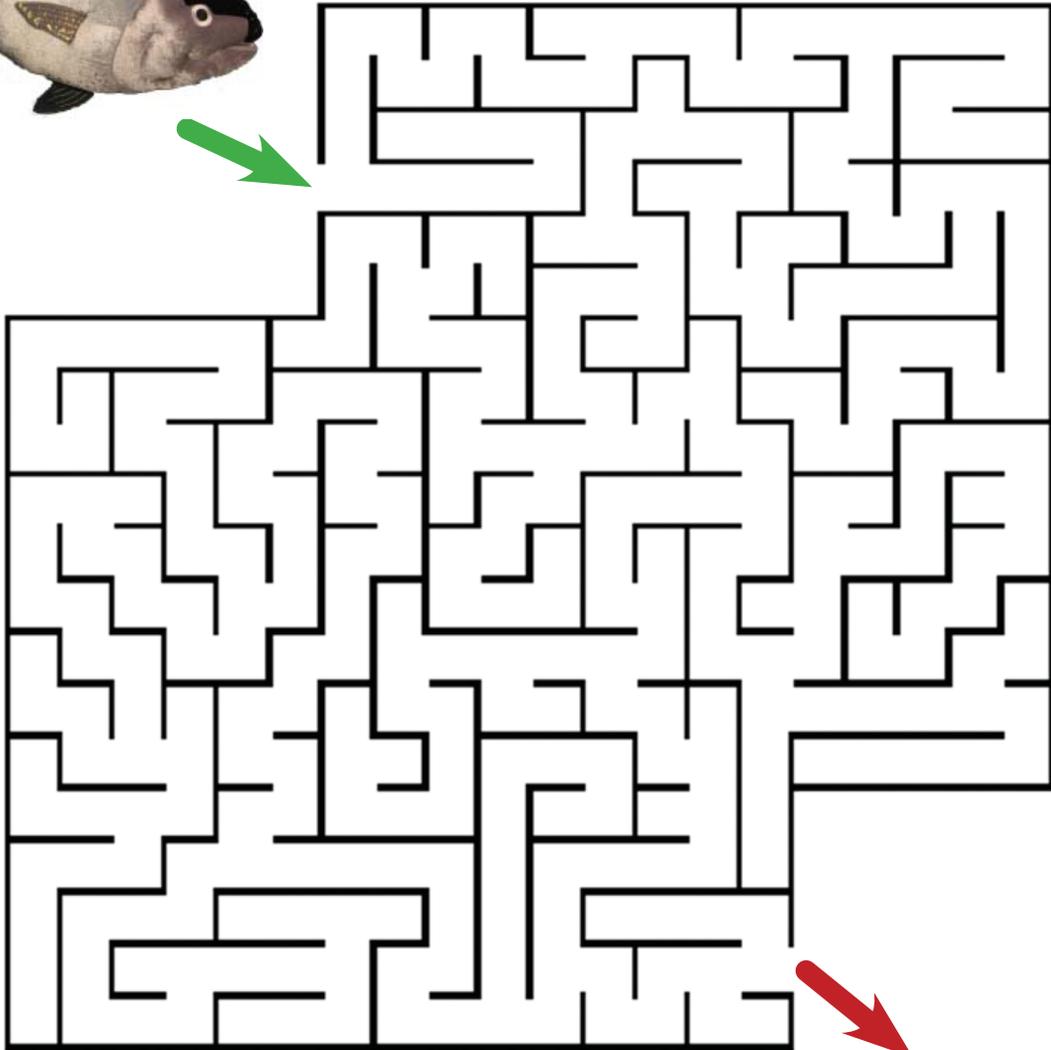
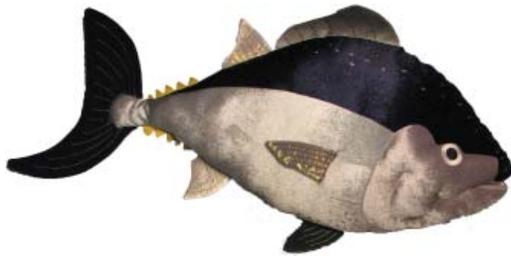
The Fisherman and His Wife: An A-Mazing Journey

Can you help the Fisherman reach his Wife?



A-Mazing Journey

Level 3 Maze



Types of Puppets

Crossword Clues

ACROSS

- 2. These puppets are worked from above and very good for flying. In France, they say "Marionette."
- 5. Mr. Punch is one of these puppets. It attaches to your arm.

DOWN

- 1. You can put five of these puppets on one hand.
- 2. Even with a bright stage light you can't see this puppet, you only see its _____.
- 3. These European and Javanese puppets are worked from underneath with sticks.
- 4. One of Bits 'N Pieces' really big puppets.

Scrambled Answers

- NAHD
- GRENIF
- ATNGI
- ORD
- AHSWDO
- SITNRG

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Story Map

Beginning (Who, Where, When):

Middle (Problem, Goal):

Ending (Solution):

Classroom Activities

Vocabulary Words

wish
fish
boat

magic
young
home

fisherman
mask
fairytale

greed
Japan
splash

Rhyme

List the characters for the class. Ask the children to choose a specific character or event and to list rhyming words which match it. Ask the children to make a sentence using those words. For example: *wish: fish, dish*
-- *The man made a wish for a fish in a dish.* Point out that rhyming words do not always have similar spellings.

PreK-2: LA.D.2.1.2

Vocabulary Revisited

Review the characters and events of our production. Review the vocabulary words after the performance.

Have the students identify the characters or scenes to which the words refer. Have them write or recite a sentence about the play using all the words in each word group.

PreK-2: LA.A.1.1.3; LA.A.1.1.4

Show 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)

PreK-2: LA.E.1.1.2 ; VA.A.1.1.1

Creative Dramatics

Using the skills they learned and the puppets they made in the workshop, have the children act out the story or particular scenes of their choice. Include sound effects when appropriate. PreK-2: TH.B.1.1.1

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. PreK-2: LA.C.3.1.1; LA.C.3.1.4; TH.A.1.1.1

Creative Writing Exercises (for groups or individuals)

Write an "I was there" story about witnessing an event in the play such as the Fisherman's first meeting with the Magic Fish. Begin your story with the phrase "I was there when ...". 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.

PreK-2: LA.B.1.1.2 ; LA.B.1.1.3

Before and After the Show Classroom Activities

Questions to ask before the show...

1. What will the characters look like? Have the students draw their ideas.
2. What is music? Can music tell the emotions of the singer? Think of a happy song. Think of a sad song. Without the words is the song still happy or sad?
3. Do you expect the story to be scary or funny? Why?

Questions to ask after the show...

1. What did you like best about the show? What did you like the least?
2. Do you have to listen carefully to the words to understand the story?
3. Which character is your favorite? Why?
4. What was the mood of the show? Happy, scary, sad?



Other PUPPET Ideas for the Classroom

Science

Make simple paper cut out puppets and present the water cycle. Show it rain, fill the lake, sink into the ground, feed the plants, evaporate and begin again.

Literature

Make puppets to act out a scene from a book you are currently reading. Use shadow puppets cut from cardboard and projected with an overhead projector.

Cultures

Investigate the puppets traditionally seen by children of a specific country. Find paintings and pictures of their puppets. Make a show from one of their traditional stories.

History

Make a show based on past history of what's happening in the news today. Make a cardboard box puppet stage that looks like a television screen or an old history book.

Art

Study famous paintings and make puppets of the figures. Tie to March with the World Day of Puppetry or April with America's Day of Puppetry.

Music

Team up with the music teacher to write a show. Compose songs about "Who you are" and "What you want" or "How I'll get in the Way". Video tape for class enjoyment.

PUPPET & Theatre Vocabulary

Art

The use of a variety of means to express ideas, entertain and enlighten.

Blocking

The movement of characters on the stage as planned by the director.

Composer

The artist who creates original music.

Dance

The expressive use of the body to convey a story, emotion and or pleasing visual effect.

Marionette

A string puppet operated from overhead.

Music

The art of making sound tell a story or have a meaning.

PUPPET

An inanimate object made to seem alive by the puppeteer who performs the show.

Script

The written dialogue and stage action description of the play.