

2010-11 SEASON



The Ugly Duckling

starring Pinky Flamingo

A BITS'N PIECES GIANT PUPPET MUSICAL



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See All Bits 'N Pieces GIANT Puppet Musicals

- Gaspar the Florida Pirate
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- The Ugly Duckling starring Pinky Flamingo
- Cinderella and the Chinese Slipper
- Aesop's Dinosaur & Ant
- Three Billy Goats Gruff
- The Musical Tale of Peter Rabbit
- Alice in Wonderland

Bits 'N Pieces Puppet Theatre

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This study guide is intended to accompany the
Bits 'N Pieces Puppet Theatre original production of
The Ugly Duckling.

Teachers: Complete and return the evaluation form at the
end of this guide and receive a special bonus.
Download additional copies of classroom guide, video and
more at www.PuppetWorld.com



The programs and services of Bits 'N Pieces Puppet Theatre are sponsored in part by presenters in 25 states, the Arts Council of Hillsborough County, the Hillsborough County Board of Commissioners, Florida Division of Cultural Affairs/Department of State, the Florida Arts Council and the National Endowment for the Arts.

Writer's Foreward

The story of the “ugly duck” is universal. Remember when you were a kid and all you wanted was to be just like everyone else? At times we all feel ourselves to be an “ugly duck” and wish to be a beautiful swan. Bits ‘N Pieces Theatre’s adaptation of Hans Christian Andersen’s classic tale The Ugly Duckling tells the story of Pinky, a perky pink Florida flamingo, hatched by proper Polar penguin parents! She learns that it’s hard to be different, but you must be yourself to find true happiness.

Bits ‘N Pieces Puppet Theatre Performs THE UGLY DUCKLING STARRING PINKY FLAMINGO!



Blown off course by a terrible hurricane, the flustered Stork leaves a bright pink egg at the South Pole with Mama and Papa Penguin. The egg hatches, and out pops a bright pink baby: Pinky Penguin. Mama and Papa Penguin are surprised. She doesn’t look like the other penguins and BRRR! Is she cold! The nosy neighbor, Mrs. Macaroni, tells Papa that although he is an Emperor Penguin, his child is an “ugly duck”!

Meanwhile in sunny Florida, Checkers, a “flamingo” baby is as different from all the other flamingos as Pinky is from all the other penguins. Just like Pinky, he doesn’t look like a flamingo and his home is really hot! He doesn’t know why he’s black and white and sun burnt all over!

When Pinky saves her family from a hungry leopard seal, she becomes trapped on an iceberg and floats to Florida eventually landing in the sunny Florida Everglades. On her Florida adventure, she discovers she’s really a Flamingo, wrestles an Alligator, and meets Checkers. Together they discover their true identities -- Pinky is really a flamingo, and Checkers is really a penguin! They unite their families and every year spend summer at the South Pole and winter in Florida.

Do you remember when you were a kid and all you wanted was to fit in like everyone else? Then imagine you’re a perky pink Florida Flamingo hatched by polar Penguin parents.

Before The Performance

Read the traditional story of *The Ugly Duckling*. Bits ‘N Pieces’ production adds a whole new cast of characters and songs for fun and surprise. The puppet show moves very fast with the songs telling you the story. Reading the story before you go will help you follow the action while you enjoy the new characters.

After The Performance

Sometimes I like to close my eyes and imagine how things can be different and yet, still the same. One day it occurred to me a penguin would think a flamingo to be an ugly bird, an “ugly duck” in fact. Then I knew our puppets would tell Andersen’s story of *The Ugly Duckling*, but with a whole different set of characters. Ducks would be penguins, swans would be flamingos, and, instead of a turkey and a hunter -- a leopard seal and an alligator!

continued on next page

After the show, discuss these changes and how they affected the story, the characters, and the locations. What other ways and with what other characters can your students tell the story?

Discuss the moral of the story -- It's okay to be different, be proud of who you are. You may be an "ugly duck" today and a "swan" tomorrow. Pinky was the ugly duck at the South Pole, and Checkers was the ugly duck in Florida. What other morals can you find?

Encourage students to read other stories by Hans Christian Andersen. Many of his stories were about household items that came to life. Collect a cast of characters and put on the puppet show.

Fun Facts About Antarctica & Penguins



Antarctica is the fifth largest continent. Its location at the South Pole makes it the coldest climate on Earth. A warm summer day might be 12 degrees Fahrenheit and the cold winter night chills to 27 degrees below zero. The coldest record known is 126.9 degrees below zero. The weather is so cold it only snows several inches a year. An enormous sheet of ice covers most of Antarctica. Fossils (including dinosaurs found in 1986) indicate there was warmer weather once.

Animals at Antarctica include fish, seals, and birds, especially penguins. Penguins make up about 80 percent of all birds at the South Pole. There are emperor penguins with tufts of yellow feathers. Macaroni penguins have bright colored eyebrows that hang and jiggle. Most penguins are the black and white Adelie. The female emperor penguin lays her egg on a dry rock. The male emperor penguin incubates the egg by placing it on top of his feet and covering it with his feathery body. The leopard seal is a predatory animal that waddles in a leopard-spotted skin and catches penguins for food.

Fun Facts About Florida & Flamingos

Florida, a favorite destination for tourists and migrating birds, is a peninsula -- land surrounded on three sides by water. From coast to coast to coast, Florida is bordered by the Atlantic Ocean, the Straits of Florida, and the Gulf of Mexico. Millions of years earlier, sunken volcanic mountains formed the base of Florida and the land built up from sand. The peninsula slopes south to the ocean. Lake Okeechobee overflows to the south and creates the Everglades, home for swamp life including alligators and flamingos. When Spanish explorer Ponce de Leon visited in 1513, he called the land "La Florida", the flowered land.



Flamingos are birds with long legs made for wading. Their long necks and turned-down bills are perfect for scooping water and fish. Large yellow eyes stare out of their pretty feathered faces. Although wild flamingos are seen in Florida, most nest further to the south. Flamingo parents take turns hatching their one or two eggs. Flamingos love to travel in groups, and are very vocal. They can be white, pinkish white, or vermillion, with black flight feathers. Flamingos are another vanishing species. Of twenty different recorded species, only five remain. All together they share a special scientific name: *Phoenicopteridae-Phoenicopteriformes* -- and most of them are pink!

About the Author

Hans Christian Andersen

Hans Christian Andersen grew into a hero like the characters in his fairy tales. An ugly duckling as a child, he became an attractive man who entertained his friends and family with stories and songs, using puppets to bring them to life. He published his first book at the age of forty. When he died at age seventy-five, he was a famous, beloved old man. With his mind and his hand, he had written and published half a million words and was the last great teller of fairy tales.

Born: April 2, 1805, Odense, Denmark

Died: August 4, 1875, Rolighed, Denmark

Education: His early education was haphazard. At age 17, a patron gave him a grant to attend grammar school at Slagelse and later arranged his tuition to complete his education at Copenhagen University in 1828.

Hans Christian Andersen, like many of the heroes in his own fairy tales, was born into a humble family. His mother was a sickly woman, his father a poor cobbler of shoes. As a child, Hans had a mind filled with dreams. His superstitious, worried mother took him to an old woman who predicted, “He will be a wild, high flying bird and one day our whole town of Odense will be illuminated by him.”

An “ugly duckling” at first, Hans soon became known as that “charming young lad of Odense.” With puppets and dolls, stories and songs, he entertained his friends and important acquaintances. He dreamed of the day he would be king. At thirty years old, Hans published his first book of fairy tales. Followed by more stories, plays and poems he found a spot in his audiences’ hearts and carved out his kingdom. Hans Christian Andersen had become his own “beautiful swan.”

Andersen died a famous old man at 75 years of age. Within his own life he had published a half a million words of fantasy for all time, and forever after. He was the last great teller of fairy tales, stories of people, fairies and inanimate objects that talked. Though today we have writers of science fiction and sword and fantasy on other planets, Hans wrote of a time when witches and goblins, talking clothes and princesses lived in your neighborhood, just around the corner, once upon a time.

Fun Facts

- Hans Christian Andersen wrote 168 fairy tales and stories. His first book of fairy tales was published in 1835. The book was very successful. He continued writing children’s books, nearly one each year, until 1872. His stories have been translated into more than 100 languages.
- Most known as a fairy tale author throughout the world, Hans Christian Andersen’s artistic talent extended beyond the written word. He also used paper for ink drawings and scissor art. More than 1,000 of his colorful paper cuttings, ranging from simple to quite intricate, still exist today. Many of these can be viewed online at The Royal Danish Library website.
- One of the highest prizes in children’s literature is the Hans Christian Andersen Award, presented to only one author and one illustrator every two years. It is presided over by Queen Margrethe II of Denmark.



About Our Giant Puppet Productions

Bits 'N Pieces 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.

Utilizing the talented resources of multidisciplinary professionals in theatre arts and education, each musical production is adapted and specifically developed to complement elementary school curriculums. Our education guides are a valuable classroom resource.

The company was founded in 1973 in a Tampa, Florida studio by Executive Director **Jerry Bickel**. He was joined by Artistic Director **Holli Rubin** in 1976. In the beginning they used traditional forms of puppetry,

combining as many as ten types of puppets in one production. It was while performing in large theatres that the concept of nine-foot-tall puppets was inspired.

The experiment with these towering, fanciful creations was so successful that the giant body puppet became the company's larger-than-life hallmark. Now the giants perform in each of the company's original musical adaptations of classic children's literature.

From script and design to actual building and choreography, it takes nearly two years to produce each complete giant puppet production. Today, these unique musical productions may be seen in a variety of venues.

The company tours extensively throughout the United States and makes international appearances under the sponsorships of cultural exchange programs in Hong Kong, Japan, Singapore, Taiwan and the Czech Republic.

How Do You Make A Giant Puppet Show?

So you say you would like to make a giant puppet show? You're going to need at least 18 months to do it. It takes a year and a half to create the puppets, script, lyrics, music, choreography and sets for one giant puppet musical.

There are 11 giant puppet shows in the Bits 'N Pieces repertoire. Since we don't reuse old puppets for new, each puppet production is built as an original work of art. It's taken thirty years to build all of our shows.

Where to start?

The words come first. The story is the beginning of each new show. It can be a classic or contemporary piece of literature, a saying or an interesting event. From this first glimmer of an idea, Director Jerry Bickel writes the script and lyrics. He collaborates with a composer to create the musical score.

A little clay, a little papier-mache, And a lot of hot glue!

Once the story is firm, Designer and Master Puppeteer Holli Rubin begins to build the puppets. From a giant block of clay, she sculpts the heads and casts them in plastic papier-mache. The moving facial parts are installed before

Holli costumes each character. Each puppet represents weeks of creation, thousands of stitches and many hot-glue burns.

How the puppets come to life

The musical's dances are created by a choreographer. Actors first rehearse the show without the giant puppets. Once they learn their choreography, they wear the puppets and adapt their puppet's movements for the stage. Special rehearsals with video cameras help the puppeteers learn where improvements can be made in their performance.

While one production is on tour across the country, a new show can be created between engagements in the Tampa, Florida studios. Three months are devoted to writing the show. Twelve months to design and build the puppets. Finally, three more months are used to rehearse, record, add special effects and edit. A year and a half total, and the new show can open for its first public performance. Refinement continues throughout the tour until the production reaches its final form: a new giant puppet musical in the Bits 'N Pieces Puppet Theatre repertoire.

Understanding the Broadway Musical Art Form

Bits 'N Pieces productions are adaptations of beloved children's stories performed in the Broadway musical style. With their original lyrics, music and choreography, the giant puppet musicals are similar to the Broadway stage musical in that they are 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.

Songs Tell the Story

In a musical, songs are used to tell the story. 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.

Most of the songs follow one of three forms.

1. The first form is the "I AM..." song (or "He was..." or even "Could it be...?"). This type of song reveals character.
2. 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.
3. A third special form in the Broadway musical is the novelty song or "TIME TELESCOPING" song. It can speed up time on the stage to "fast forward" the story or "freeze it" so the audience can feel and appreciate a special moment, even the happy ending!

ACTIVITY: Explore the types of musicals and the use of rhyme in songs.

Many Hands Make a Musical

Our giant puppet musicals are the products of the collaboration of artists from all the arts disciplines.



ACTIVITY: Using our cast and company information from the *Can You Tell Who Does What* student sheet, ask students to match the different artists with their arts. (*Literature/story telling* - author of original work, script writer; *Music* - composer, lyricist, vocalists, music arranger; *Acting* - performers, puppeteers; *Dance* - performers, choreographer; *Visual Arts* - giant puppet sculptor, costume, scene, and lighting designers, and set builder.)

See *Can You Tell Who Does What* student sheet.

PreK-2: MU.E.2.1.4; VA.E.1.1.2 Gr 3-5: TH.E.1.2.2; VA.D.1.2.3; VA.E.1.2.2

FAST FACT: Bits 'N Pieces Theatre's giant body puppets perform in original puppet musicals with singing, dancing and lively dialogue. There are 11 giant productions in the Bits 'N Pieces touring repertoire. Each season a different show tours theatres throughout the United States. Since 1987, the giant puppets have traveled abroad for 17 international appearances.

Classroom Ideas, Resources

Creative Dramatics with Puppets

Using the simplest of puppets, you can present an exciting creative dramatics lesson in your classroom. Divide the class into small groups of two or three children to act out different scenes.

- Follow the puppet-making activity sheets to make the characters and sets.
- Create a scene-by-scene guide for a complete puppet play with the *Put the Play in Order* student sheet.
- Completing *Who? What? Where? How?* student activity helps students develop their dialog.
- Use the *Musical Charades* student sheet to help students practice movement ideas.

Rehearse, perform, evaluate, repeat. Each separate performance should be limited to two minutes.

PreK-2: TH.B.1.1.1; VA.B.1.1.4 Gr 3-5: TH.A. 1.2.1

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

Gr 3-5: LA.C.3.2.1; LA.C.3.2.4; TH.A.1.2.1

Creative Writing Exercises

Eye Witness: Write an “I was there” story about witnessing an event in the play. For example, the Stork gets blown off course by a hurricane and loses his direction. 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 *Everglades Evening News* class exercise.

PreK-2: LA.B.1.1.2; LA.B.1.1.3 Gr 3-5: LA.B.1.2.2; LA.B.1.2.3

The Everglades Evening News

Divide the class into groups of 4-6 children. Have each group choose a different scene or event to report on the Everglades 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.

PreK-2: LA.D.2.1.4; LA.E.1.1.2; TH.E.1.1.3

Gr 3-5: LA.B.2.2.3; TH.E.1.2.4

Plot Development: Make a 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 *Put the Play in Order!* activity.)

PreK-2: LA.E.1.1.2; VA.A.1.1.1; VA.B.1.1.4

Gr 3-5: LA.E.1.2.2; VA.B.1.2.1; VA.B.1.2.4

Puppetry, Creative Dramatics, and Musicals

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Frankel, Aaron. *Writing the Broadway Musical*. New York, NY: Drama Book Specialists (Publishers), 1977

Siks, Geraldine Brain. *Creative Dramatics: An Art for Children*. New York: Harper & Row, 1958.

Tichenor, Tom. *Tom Tichenor's Puppets*. Nashville, TN: Abington Press, 1971.

The Art of FCAT. Tampa, Florida: The Arts Council of Hillsborough County, 2001.

Bits ‘N Pieces Puppet Theatre. www.PuppetWorld.com. (Download 6 one-minute movies, print a poster, and tour our virtual gallery.)

Tierny, Laura. *Art Off the Wall*. Tampa, Florida. The Education Channel, 1998. (Award-winning series about Hillsborough County artists and their creative processes.)

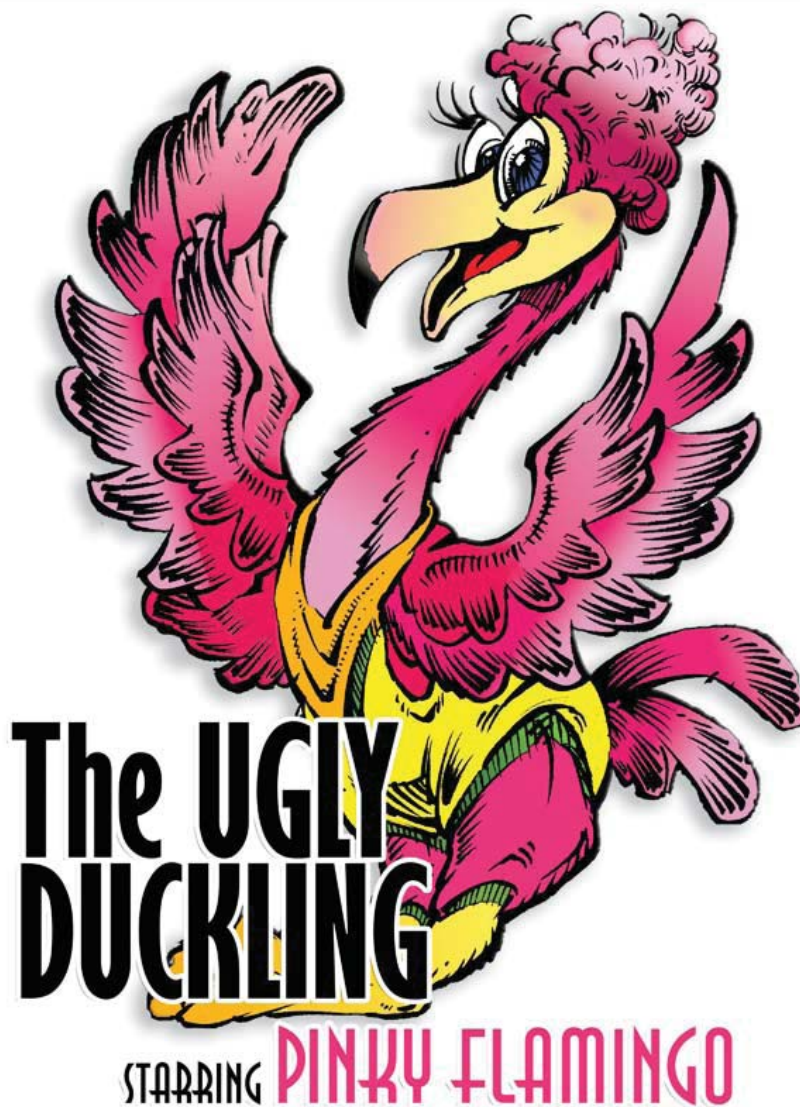
Hans Christian Andersen Website Resources

Hans Christian Andersen Museum and Childhood Home, Odense -- <http://www.odmus.dk/>

The Hans Christian Andersen Center -- http://www.andersen.sdu.dk/index_e.html

Denmark’s Royal Library Web Exhibit of HC Andersen’s Papercuts, Picture Books, Diaries, Letters, Manuscripts -- <http://www.kb.dk/en/nb/tema/hca/index.html>

The Literature Network -- http://www.online-literature.com/hans_christian_andersen/



Created by Bickel-Rubin-Webb

Script and Lyrics: Jerry Bickel
Giant Puppet Creator: Holli Rubin
Music Composer: Irwin Webb
Choreographer: Reginald Yates
Stage Sets: Richard Sharkey

Graphics: Chuck Majewski
Pinky Costume: Bambi Jean Stolle
Puppet Mechanics: Robert Digangi
Marketing Support: Terri Simons

Reading the Show Poster

1.) What is the name of the show?

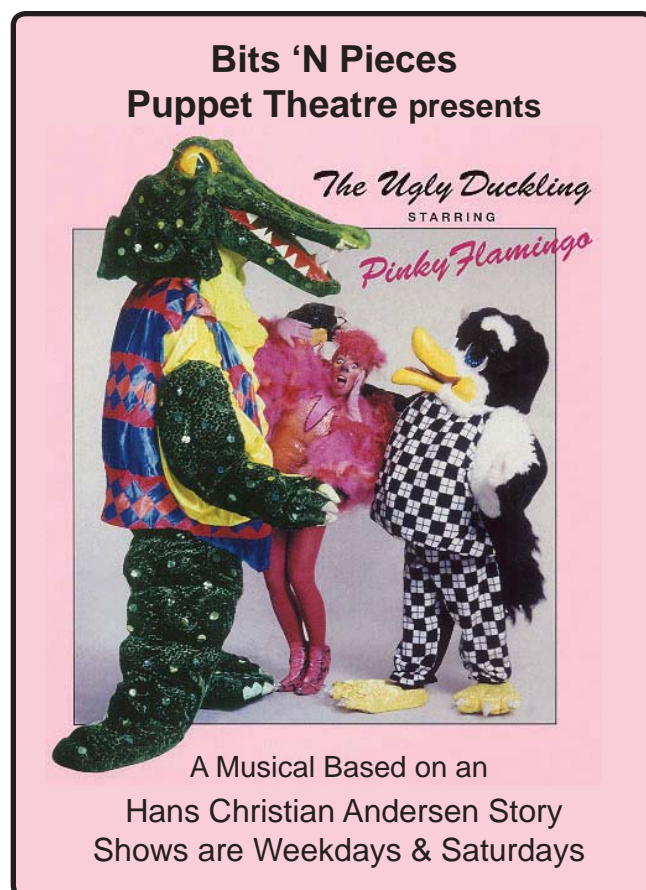
2.) Who will present the show?

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?



Vocabulary & Rhyme



Vocabulary

Discuss the meaning of any unfamiliar vocabulary before the show. Suggestions:

flamingo	penguin	alligator	palm tree
iceberg	Everglades	stork	seal
Florida	South Pole	Antartica	hurricane

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. (PreK-2: LA.A.1.1.4; Gr 3-5: LA.A.1.2.4)

Characters: Pinky Flamingo, Checkers the Penguin, Mrs. Macaroni Penguin, Mama Penguin, Papa Penguin, Ally Gator

Rhyme

Ask students to choose a character, event, or theme and list rhyming words which match it. Ask the children to make a story, rhyming lines, using those words. Once you have the rhyme and rhythm you can try to improvise a song. (PreK-2: L.A.E.2.1.2; Gr 3-5: la.e.2.2.2)

A Rhyme from Pinky:

Never judge babies that you may meet
By whether or not they look ugly or sweet.
All animal babies have growing to do,
Help them grow up, they will astound you.

Write a Letter to a Character

Before the Show

Teach or review how to write a letter including date, salutation, body text and closing signature.

After the Show

There are many possibilities for letter writing. Students may write directly to a character or write a letter from one character to another character.

- They might write a letter from Pinky to her Mama.
- Practice using descriptive terms by sending one to Pinky describing her appearance.
- Write a letter to Hans Christian Andersen about his story.

After the Lesson

Mail students' letters to:

Pinky Flamingo, c/o Bits 'N Pieces Puppet Theatre,
12904 Tom Gallagher Road, Dover, FL 33527



Let's Make A String Puppet



Materials

- 2 Styrofoam eggs
- Multi Colored Construction Paper
- Feathery Boa
- String
- Glue
- Popsicle Sticks
- Pennies
- Cotton
- Markers
- Card board
- Paper fasteners

Draw eyes and wings and tail feathers onto assorted colored construction paper

Draw and Cut out feet and Beak from Card board

Glue Popsicle sticks together

Tie strings to ends of sticks, make strings long

Stick fasteners with glue onto tops of styrofoam eggs

Glue feather boa to eggs to make neck and legs

Glue Boa to feet

Glue pennies on bottom of feet for weight



FLAMINGO A GO-GO, A STRING PUPPET or MARIONETTE

You can take a walk with this long-necked bird from Florida. If Flamingos aren't enough, make a complete animal cast for "Carnival of the Animals."

MAKING STRING PUPPETS

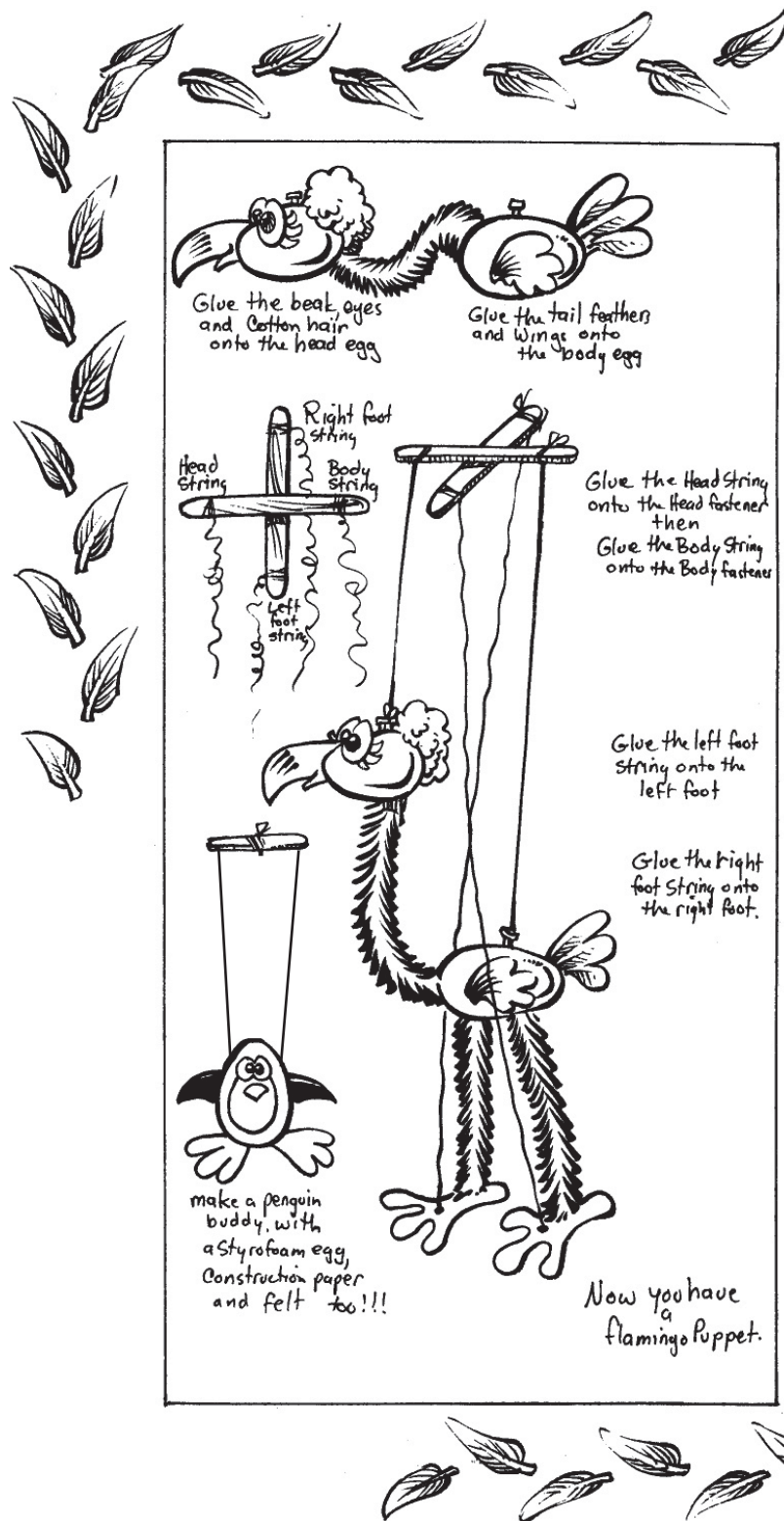
Materials:

2 Styrofoam eggs, one big and one small
Construction Paper
Small sheet cardboard
Feather Boa
2 Popsicle Sticks
String
Paper Fasteners
Glue, Scissors, Pens
Glue Popsicle sticks in letter "X".

Glue long paper fasteners into the side of both styrofoam eggs. Glue and paper fasten feather boa to eggs to make a long neck and two legs. Set everything aside to dry.



Making the String Puppet cont.



Draw eyes, wings, tail feathers on sheet of construction paper. Draw feet and beak on cardboard. Cut all pieces out.

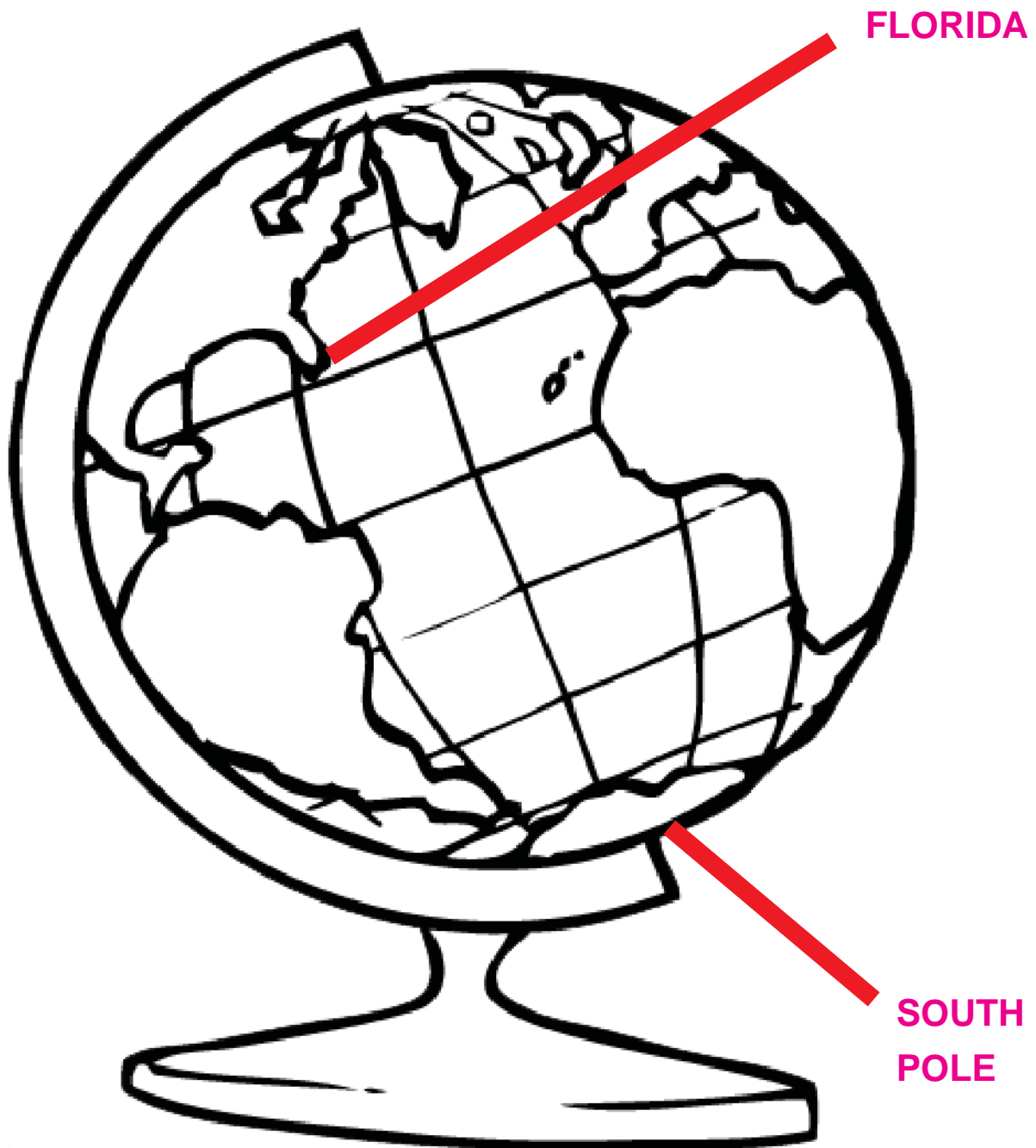
Glue and paper fasten all of the cut out face, feet and wing cutout into position. String the head and body first. Hold the control straight and string the feet. Make your Flamingo dance the a Go-Go! Make a penguin and have them parade together.

Which of These Are NOT Found at the South Pole?



Cross out the pictures of things not found at the South Pole.

Where in the World Are Penguins and Flamingos?



1. Choose the place where penguins live.
2. Choose the place where flamingos live.

Who? What? Where? How?

1. Who are the characters in *The Ugly Duckling starring Pinky Flamingo*?

2. Where does the story take place?

3. What problem happened?

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

5. How was the problem solved?

Make A Story Map

Beginning (Who, Where, When):

Middle (Problem, Goal):

Ending (Solution):

Color Us



***Ally Gator, Pinky Flamingo, and
Checkers the Penguin***

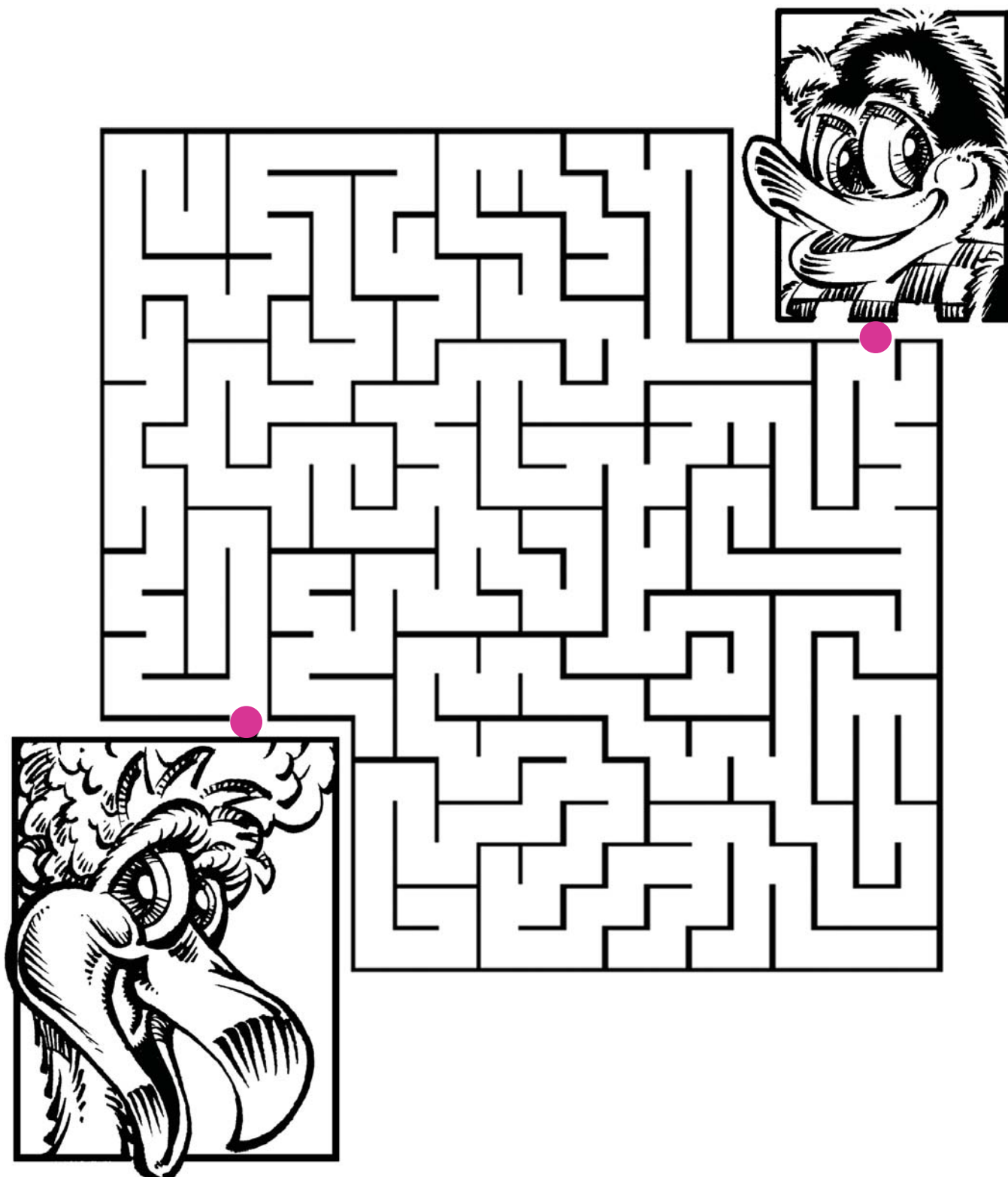
Color Me



Checkers the Penguin

A-Mazing Journey

Pinky Flamingo and Checkers the Penguin are lost.
Help them find each other.



Match Up

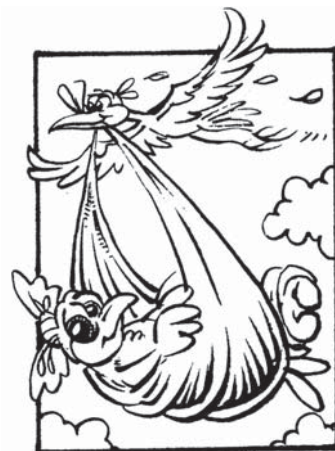
Make an answer by drawing a line to the right character.

1. Who is Pinky Flamingo? _____



2. Who is Checkers the Penguin? _____

3. What does the stork bring to the
South Pole? _____



4. Who wants Pinky for dinner? _____



Word Scramble Clues

AHSWDO SITNRG

he names of six types of puppets are mixed up in this puzzle. Can you sort it out?

Word Scramble Clues

NAHD	GRENIF
ATNGI	ORD
AHSWDO	SITNRG

ACROSS

1.) These puppets are worked from above and very good for flying. In French, say “marionette”.

3.) Mr. Punch is one of these. It attaches to your arm.

DOWN

1.) Even with a bright stage light you can’t see this puppet, you only see its _____.

2.) You can put five of these puppets _____.

5.) European and Japanese puppets are worked from underneath with this kind of stick.

Workshops and Residencies



WHAT'S SAID ABOUT OUR AIE PROGRAM

From D.P. Morgan, PhD, Dir.,
Child Development Laboratories, UA

"These residency activities are classic examples of interdisciplinary learning and although children find them to be very fun, they are also cognitively challenging. In addition to learning about the history of puppetry as an art form, the children solve measurement and physical knowledge problems as they create, revise, and perfect their puppets using collage, painting, paper-mache, and silhouette-gel techniques. The collaboration among the children as they work in small groups on scripts, oral delivery, and movement activities to bring their puppets to life is intense, full of social negotiation and aimed at reaching consensus about how to work together to create a common product -- the show!"

Arts In Education residencies can be scheduled in conjunction with any of our giant puppet performances. Our custom residencies feature flexible components designed to complement your curriculum and setting. Choose from three types of teaching experiences: workshops, puppet demonstrations or teachers' in-service training. All are presented by our AIE expert, **Holli Rubin**.

Most sponsors choose to begin the residency with the international puppet demonstration and lecture component, *It's A Puppet World*, during a general assembly. During this lively session, Ms. Rubin conducts a demonstration of the wide variety of puppets found around the world. After the assembly, three, age-appropriate, hour-long *Feather-Top Rod Puppet Workshops* are held.

It's A Puppet World Workshop

(Small groups and groups up to 300)

This international puppet demonstration and lecture program celebrates diversity as it teaches tolerance. Students are introduced to the wide-ranging styles of puppets around the world and the cultures in which they were developed. Puppetry's historical development is traced from caves to the movies, from tiny finger puppets to our own giant puppets.

During each session Ms. Rubin uses 24 authentic puppets from Japan, Java, Italy, Germany and the Czech Republic to perform entertaining vignettes that serve as a springboard for further discussion. Bits 'N Pieces Puppet Theatre's own giant puppets are also explored in detail from construction to curtain call.

Feather-top Rod Puppet Workshops

(30 students optimum, up to 60 students)

The Carriibbean Carnival is the inspiration for these bright, sparkling rod puppets. This one-hour workshop is filled with glitter, sequins, fabric and feathers. All materials for building puppets are provided. Once built, the puppets are brought to life using creative dramatics techniques for classroom enjoyment. It's fun for any age and everyone leaves with their magical friend.

PreK to 2nd Grade: Hands-on workshop activities to develop motor skills, language, social skills and increase confidence.

3rd to 5th Grade: In addition to the above, the workshop emphasizes the nationally recognized teaching objectives of our program.

Teachers' In-Service Training: Includes the rod puppet workshop with additional training on simple puppetry, easy staging techniques and curriculum integration.

Florida Dept. of Education Sunshine State Standards

PreK-2 Benchmarks

Language Arts

LA.A.1.1. Reading: The student uses the reading process effectively.

- Increases comprehension by rereading, retelling, and discussion.

LA.A.2.1. Reading: The student constructs meaning from a wide range of texts.

- Predicts what a passage is about based on its title and illustrations.

LA.B.1.1. Writing: The student uses writing processes effectively.

- Drafts and revises simple sentences and passages, stories, letters, and simple explanations that express ideas clearly; show an awareness of topic and audience; have a beginning, middle, and ending; effectively use common words; have supporting detail; and are in legible printing.
- Produces final simple documents that have been edited for: correct spelling; appropriate end punctuation; correct capitalization of initial words, "I", and names of people; correct sentence structure; and correct usage of age-appropriate verb/subject and noun/pronoun agreement.

LA.B.2.1. Writing: The student writes to communicate ideas and information effectively.

- Uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes.

LA.C.3.1. Listening, viewing, and speaking: The student uses speaking strategies effectively.

- Speaks clearly and at a volume audible in large- or small-group settings.
- Uses eye contact and simple gestures to enhance delivery.

LA.D.2.1. Language: The student understands the power of language.

- Understands that word choice can shape ideas, feelings, and actions.
- Identifies and uses repetition, rhyme, and rhythm in oral and written text.
- Recognizes that use of more than one medium increases the power to influence how one thinks and feels.
- Knows the various types of mass media (including billboards, newspapers, radio, and television).

LA.E.1.1. Literature: The student understands the common features of a variety of literary forms.

- Knows the basic characteristics of fables, stories, and legends.
- Identifies the story elements of setting, plot, character, problem, and solution/resolution.

LA.E.2.1. Literature: The student responds critically to fiction, nonfiction, poetry, and drama.

- Recognizes rhymes, rhythm, and patterned structures in children's texts.

MU.D.1.1. Aesthetic and Critical Analysis: The student listens to, analyzes, and describes music.

- Understands how music can communicate ideas suggesting events, feelings, moods, or images.

The Arts / Theatre

TH.A.1.1. Skills and Techniques: The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.

- Creates imagined characters, relationships, and environments, using basic acting skills (e.g., sensory recall, concentration, pantomime, and vocal improvisation).
- Creates, individually and in groups, animate and inanimate objects through the movement of the human body, (e.g., pantomimes, living and nonliving objects such as rocks, trees and celestial objects).

TH.B.1.1. Creation and Communication: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.

- Creates simple scenes that have a setting, dialogue, and plot.

TH.E.1.1. Applications to Life: The student understands applications of the role of theater, film, television, and electronic media in everyday life.

- Cooperates with others to create formal and informal theatrical works and to solve the problems inherent in simple scenes (e.g., listens while others speak, sets goals, shows self-discipline, and meets deadlines).

The Arts / Visual Arts

VA.A.1.1. Skills and Techniques: The student understands and applies media, techniques, and processes.

- Uses two-dimensional and three-dimensional media, techniques, tools, and processes to depict works of art from personal experiences, observation, or imagination.

VA.B.1.1. Creation and Communication: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.

- Uses elements of art and the principles of design to effectively communicate ideas.

VA.E.1.1. Applications to Life: The student makes connections between the visual arts, other disciplines, and the real world.

- Knows various careers that are available to artists.

Science

SC.G.1.1. How Living Things Interact with their Environment

- Understands the competitive, interdependent, cyclic nature of living things in the environment.
- Understands the consequences of using limited natural resources.

Social Studies

SS.A.1.1. Time, Continuity, and Change (History)

- Understands historical chronology and the historical perspective.

The Arts / Dance

DA.B.1.1. Creation and Communication. The student understands dance is a way to create meaning.

- Understands how gestures and movement communicate meaning.

The Arts / Music

MU.C.1.1. Cultural and Historical Connections: The student understands music in relation to culture and history.

- Knows music from several different genres and cultures (e.g., vocal and instrumental, African and Latin American).

Florida Dept. of Education Sunshine State Standards

Grades 3-5 Benchmarks

Language Arts

LA.A.1.2. Reading: The student uses the reading process effectively.

1. Uses table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.
4. Clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.

LA.B.1.2. Writing: The student uses writing processes effectively.

2. Drafts and revises writing in cursive that: focuses on the topic; has a logical organizational pattern, including a beginning middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.
3. Produces final documents that have been edited for: correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement verb and noun forms, and sentence structure; and correct formatting according to instructions.

VA.A.1.1. Visual Arts: The student understands and applies media, techniques, and processes.

1. The student uses two-dimensional and three-dimensional media, techniques, tools, and processes to depict works of art from personal experiences, observation, or imagination.

VA.B.1.1. Visual Arts: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.

4. The student uses elements of art and the principles of design to effectively communicate ideas.

VA.E.1.1. Visual Arts: The student makes connections between the visual arts, other disciplines, and the real world.

LA.B.2.2. Writing: The student writes to communicate ideas and information effectively.

3. Creates narratives in which ideas, details, and events are in a logical order and are relevant to the story line.

LA.C.3.2. Listening, viewing, and speaking: The student uses speaking strategies effectively.

1. Speaks clearly at an understandable rate and uses appropriate volume.
4. Uses eye contact and gestures that engage the audience.

L.A.D.2.2. Language: The student understands the power of language.

1. Understands that word choices can shape reactions, perception, and beliefs.
2. Identifies and refers to symbol, theme, simile, alliteration, and assonance in oral and written texts.

LA.E.1.2. Literature: The student understands the common features of a variety of literary forms.

2. Understands the development of plot and how conflicts are resolved in a story.

L.A.E.2.2. Literature: The student responds critically to fiction, nonfiction, poetry, and drama.

2. Recognizes and explains the effects of language, such as sensory words, rhymes, and choice of vocabulary, and story structure, such as patterns, used in children's texts.

The Arts / Theatre

TH.A.1.2. Theatre - Skills and Techniques: The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.

1. Creates imagined characters, relationships and environments, using basic acting skills (e.g., breath control, diction, concentration, and control of isolated body parts).

TH.E.1.2. Theatre - Applications to Life: The student understands applications of the role of theater, film, television, and electronic media in everyday life.

2. Understands the artistic characteristics of various media (e.g., theater, dramatic media, dance, music, and visual arts) and the advantages and disadvantages of telling stories through those artistic media.
4. Collaborates in the construction of formal and informal productions (e.g., shows respect and uses proper social skills with peers).

The Arts / Visual Arts

VA.B.1.2. Visual Arts - Creation and Communication: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.

1. Understands that subject matter used to create unique works of art can come from personal experience, observation, imagination, and themes.
4. Uses the elements of art and the principles of design with sufficient manipulative skills, confidence, and sensitivity when communicating ideas.

VA.E.1.2. Visual Arts - Applications to Life: The student makes connections between the visual arts, other disciplines, and the real world.

2. Knows the types of tasks performed by various artists and some of the required training.

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 33529**. In appreciation you will receive this production's video for your school.

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



BITS 'N PIECES PUPPET THEATRE

America's GIANT Puppet Company

LET US ENTERTAIN YOU!

Specializing in the art of puppetry, **Bits 'N Pieces Puppet Theatre** has produced 11 original, musical adaptations of classic children's literature. Millions of children in the United States, Asia, and Europe have seen our productions which feature our hallmark nine-foot-tall giant puppets.

Our larger-than-life puppets have entertained audiences in Singapore, Hong Kong, Japan, Taiwan, Trinidad and the Czech Republic. Bits 'N Pieces Puppet Theatre has also hosted artists from those countries as well as the Soviet Union and China.

Museums in Evansville, Indiana and Munich, Germany have honored the artistry and craftsmanship of our giant puppets with 4,000 square foot exhibitions.

Based in Tampa, Florida Bits 'N Pieces tours extensively in the United States and provides educational workshops, residencies and teaching partnerships as part of its regular offerings.

BITS 'N PIECES PUPPET THEATRE

is a not-for-profit theatre and gratefully acknowledges support and assistance from sponsors and audiences throughout the nation.

Support the Arts Funding!
It's Good for Humanity!

**Call (813) 659-0659 for
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- Tours of the Giant Puppets
- Educational Artist Residencies
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