



Princess Thimbelina

Presented by Bits 'N Pieces Puppet Theatre
America's GIANT Puppet Company

“Common Core” Standards

Sample Tasks for English Language Arts*

“Princess Thimbelina” and ALL Stories Based on Common Core Standards Examples

RL.K.7

Students *(with prompting and support from the teacher)* compare and contrast the relationship between key events of the overall story of “Thumbelina” by Hans Christan Andersen and the corresponding scenes in Bits N Pieces Puppet Theatre’s “Princess Thimbelina”.

RL.1.2

Students retell “Thumbelina” while *demonstrating* their understanding of a central message of lesson of the story (e.g. the necessity of working hard to achieve your dreams).

RL.K.9

Students *(with prompting and support from the teacher)* compare and contrast the adventures and experiences of the characters in the book to those in the play.

RL.1.3

After watching “Princess Thimbelina”, students *describe* the characters, the setting, and major events.

RL.1.1

Students *(with prompting and support from the teacher)* after watching “Princess Thimbelina” ask questions about the events that occur (Thimbelina’s magical birth, The search for friends, Winter in the garden, Mr. Mole’s search for companionship) and answer by offering key details drawn from the play.

RL.1.4

Students *identify* words and phrases within “Thumbelina” that appeal to the senses and suggest feelings and emotions (Thumbelina’s belief in herself, the search for personal happiness, the joy of helping others).

Sample Performance Tasks for Informational Texts Based on Common Core Standards Examples*

RI.K.6 Students read about and identify Hans Christian Andersen as the author.

PI.1.5 Students *locate* key facts about Fairy Tales using text features (headlines, table of contents, glossary) and answer questions found in the text.

RI.1.7 Students draw *illustrations* and add *textual* details from “Thumbelina” to describe the key idea of the story.

RI.K.4 Students ask and answer questions about characters they encounter in the story.

Accomplishing Common Core Goals-Reading K-3rd

Watching our performance of *Princess Thimbelina* can be used in place of reading or listening to the story in preparation to help students gain experience in many of the Common Core State Standards goal areas. Details for every area should become more specific and branch as the student advances through the grades culminating with college preparedness.

In preparation for our performance, depending on the students reading level, read to them or have them read our *Princess Thimbelina* synopsis. You can discuss the following points with the class first after hearing or reading the story and second after seeing the performance.

RL.K-3.1-3 Reading Standards for Literature

Key Ideas and Details

Kindergartners should be able to ask and answer questions about the story, with prompting should be able to retell the story, identify characters and major events.

First Graders should be able to recount key details, demonstrate an understanding of the message, and describe characters, settings and major events.

Second Graders should be able to answer the who, what, where, when why and how key details, recount many stories with central messages and describe how characters in a story respond to events and challenges.

Third Graders should be able to answer questions using explicit examples in the story, explain how the lessons in the story are conveyed through the action and details, and describe how characters traits and motivation propel the sequence of events.

Craft and Structure

Kindergartners should recognize and ask questions about unknown words, recognize a story from a poem or other literary type, and with prompting name the author and illustrator of the story and know their roles.

First Graders should be able to identify words that suggest feelings or appeal to the senses.

Second Graders should be able to describe words and phrases that supply rhythm and meaning to the story, explain how the beginning introduces the story and the ending concludes it, and each character's point of view.

Third Graders should be able to figure out the meaning of unknown words by their use in the text, distinguish between literal and poetic language, and determine their own view of the story.

Integration of Knowledge and Ideas

Kindergartners should compare/contrast the adventures and experiences of main characters.

First Graders should use details of the story to describe its characters, setting and events, and compare it to other stories.

Second Graders should explain the plot and compare or contrast other versions of the same story told by different writers.

Third Graders should be able to cite specific words that create mood, character or setting.

Range of Reading and Level of Text Complexity

By **Third Grade** all students should independently be aware of many types of literature, including stories dramas poetry and informational text with a varying degree of proficiency.

RESOURCE GUIDE and EDUCATIONAL ACTIVITIES

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This study guide is intended to accompany
the Bits 'N Pieces Puppet Theatre original production of
Princess Thimbelina.

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



Florida State Division
of Cultural Affairs



Arts Council of
Hillsborough County

This program is sponsored in part by the Florida State Division of
Cultural Affairs, Florida Arts Council, Arts Council of Hillsborough
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Hillsborough County District Schools,
National Endowment for the Arts, presenters
across the United States, and You!

Synopsis:

Princess Thimbelina

as told by Bits 'N Pieces Executive Director Jerry Bickel

Once upon a time in Denmark, a magic flower sprouted in a garden near Copenhagen. A friendly Flower Witch had planted it. It was no ordinary wild flower but one that was filled with magic. In the flower's center, bursting from between its petals, grew a tiny fairy child. No larger than your thumb, or a thimble on your finger, her name was Thimbelina. She was a princess of the flowers from the Land of Faerie.

A big green bullfrog stomped out of the swamp and hopped into her garden. He promised he was her handsome prince, but when she gave him a kiss, he turned out to be a wart! An awful frog was he, with nothing to do but tell lies to the child. She bade him leave, and he hopped away.

Cupid, bouncing up high in the sky upon a cloud, saw the beautiful fairy child and flew in for a closer look. He wanted to help, so he gave Thimbelina a magic heart. If she used it wisely, she would find happiness.

A bright, shiny bird from the Scottish Highlands flew across the sky. Hungry for a bite, he landed. Instead of food he found Thimbelina! He taught her how to dance the Highland fling. But then he had to fly south. Winter was approaching, and he'd freeze his tail feathers!

Too late! Too late! The Snow Queen arrived with her mantle of snow and ice. She covered the bird with frost and froze icicles on Thimbelina's nose. The bird limped away. The Snow Queen flew off triumphant, and tiny Thimbelina was left to freeze in the snow.

Brr! Thimbelina would surely have frozen and died if good fortune had not been with her. A mole, too cold underground, had tunneled up out of the earth to warm himself in the sun. He squinted at a mound of snow that shivered, sneezed and jumped! It was a tiny girl. The mole took her home and let her live with him.

The mole was waiting for his sweetheart to arrive. He planned to marry a spider to live by his side, so Thimbelina performed the wedding ceremony. The couple was happy, but Thimbelina was still alone.

Outside the mole's home spring had sprung. Thimbelina remembered her magic heart and wondered when her turn for happiness would come. Cupid flew in. There had been a mistake! She had the heart of the Prince of the Flowers; he had hers. They fell in love with the help of Cupid's arrow. Happiness had come to Thimbelina's magic land.

A Flower Has Many Names

*In Denmark in 1836, H.C.Anderson first wrote his story of the tiny girl and named her "Tommelise". Throughout history and world culture this magical fairy child has had many names including Little Ellie, Hazel-Nut, Little Totty, Peppercorn, Inchelina, Bukovina, Little Maia, Little Lasse, Thumbling and Thumbkin. In 1864 the name "Thumbelina" first appeared. In our play she sits upon a thimble so we choose THIMBELINA!



About Author

Hans Christian Andersen

At A Glance

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

- 2005 marks the 200 years since Hans Christian Andersen’s birth. A huge bicentennial celebration is taking place in Denmark from April 2 to December 6, 2005 as well as special events in countries throughout the world. Learn more about Hans Christian Andersen, A World-Wide Celebration online at <http://www.hca2005.com>.
- Hans Christian Andersen wrote 168 fairy tales and stories. The story of Thumbelina was among the first published in 1835. 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 sixteen and half 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

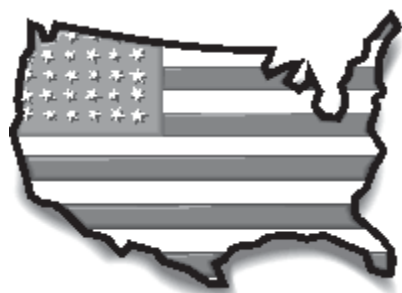
The musical's dances are created by a choreographer. Actors first rehearse the show without the giant puppets. Once they learn their choreography, they wear the puppets and adapt their puppet's movements for the stage. Special rehearsals with video cameras help the puppeteers learn where improvements 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. *See Musical Charades student sheet.*

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 stick 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, Cupid told Thimbelina he had given her and the Prince of the Sunflowers the wrong hearts. 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 *Sunflower 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 Sunflower Evening News

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

Engler, Larry & Fijan, Carol. *Making Puppets Come Alive: A Method of Learning and Teaching Hand Puppetry*. New York: Taplinger Publishing Co., Inc., 1973.

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.)

HC Andersen Websites

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

HC Andersen 2005, A Worldwide Celebration Foundation -- <http://www.hca2005.com/>

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

The Big Mix-Up

Our play is all mixed up! Can you put the story in the right order?



Reading A Show Poster

1.) What is the name of the show?

2.) Who will present the show?

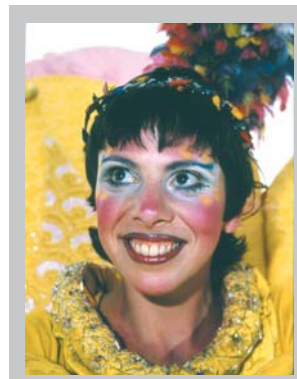
3.) On what days can you see the show?

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
presents
Princess Thimbelina



A Musical Based on
Hans Christian Andersen's
fairy tale *Thumbelina*
Shows are Weekdays & Saturdays

Vocabulary, Similes, & Rhyme

Vocabulary

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

petals	thimble	garden	Highland Fling
mole	spider	underground	nearsighted
bullfrog	Cupid	ice storm	winter

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: Thimbelina, Garden Witch, Frog, Angus the Bird, Snow Queen, Mumford Mole, Miss Spider, Cupid, Prince of the Sunflowers

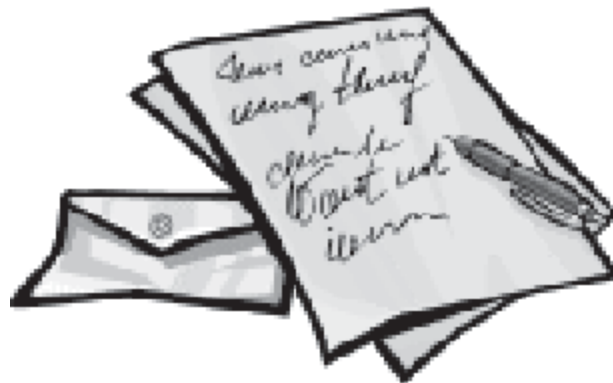
Figures of Speech

Explain personification, similies, and metaphors. In folktales animals act as people. The animals are personified. They act as people do and have their good and bad traits. In comparison, similies 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. (PreK-2: LA.D.2.1.3; VA.A.1.1.1; VA.B.1.1.4; Gr 3-5: LA.D.2.2.2; VA.B.1.2.1; VA.B.1.2.4)

Rhyme

Ask students to choose a character, event, or theme and to list rhyming words which match it. Ask the children to make a sentence using those words. Point out that rhyming words do not always have similar spellings. (PreK-2: L.A.E.2.1.2; Gr 3-5: L.A.E.2.2.2) Example:

flower: hour, power --
Would you believe
I have the power
to grow magic flowers
in just an hour?



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 Angus the Bird to Thimbelina telling her winter is coming.
- Send one to Thimbelina telling her how to find happiness.
- Write a letter to the Garden Witch about her garden.

Characters

Thimbelina	Garden Witch	Frog
Mumford Mole	Miss Spider	Snow Queen
Angus the Bird	Cupid	
Prince of the Sunflowers		

After the Lesson

Mail students' letters to:

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

Counting in Thimbelina's Garden

Thimbelina was born in a magic flower in the garden of the Flower Witch. There were many different types of flowers in her garden. Think about the number of different flowers you see everyday.

How many flowers
are in this picture? ►

Hint: First color the center of
each flower a different color.
Then count the centers.



- ◀ A. Make each flower a different color. Count the number of petals on each flower. Write the answer in the circle by each flower.
- B. How many petals are on all three flowers? Add the numbers in your circles.

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Flower Power

Simple Seed Experiment

Plant four seeds facing different directions in a clear container (petri dish, glass) near a light source. Each seed should be planted right side up, root facing down. The four seeds should be facing north, south, east, and west, respectively. Support the seeds with filter paper, paper towel, or cotton balls, and water the seeds well. Observe the seed growth over the course of a week. Record the direction of stem growth and root growth from each seed. Did the direction the seed was facing influence the growth?

How Does Your Garden Grow?

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.

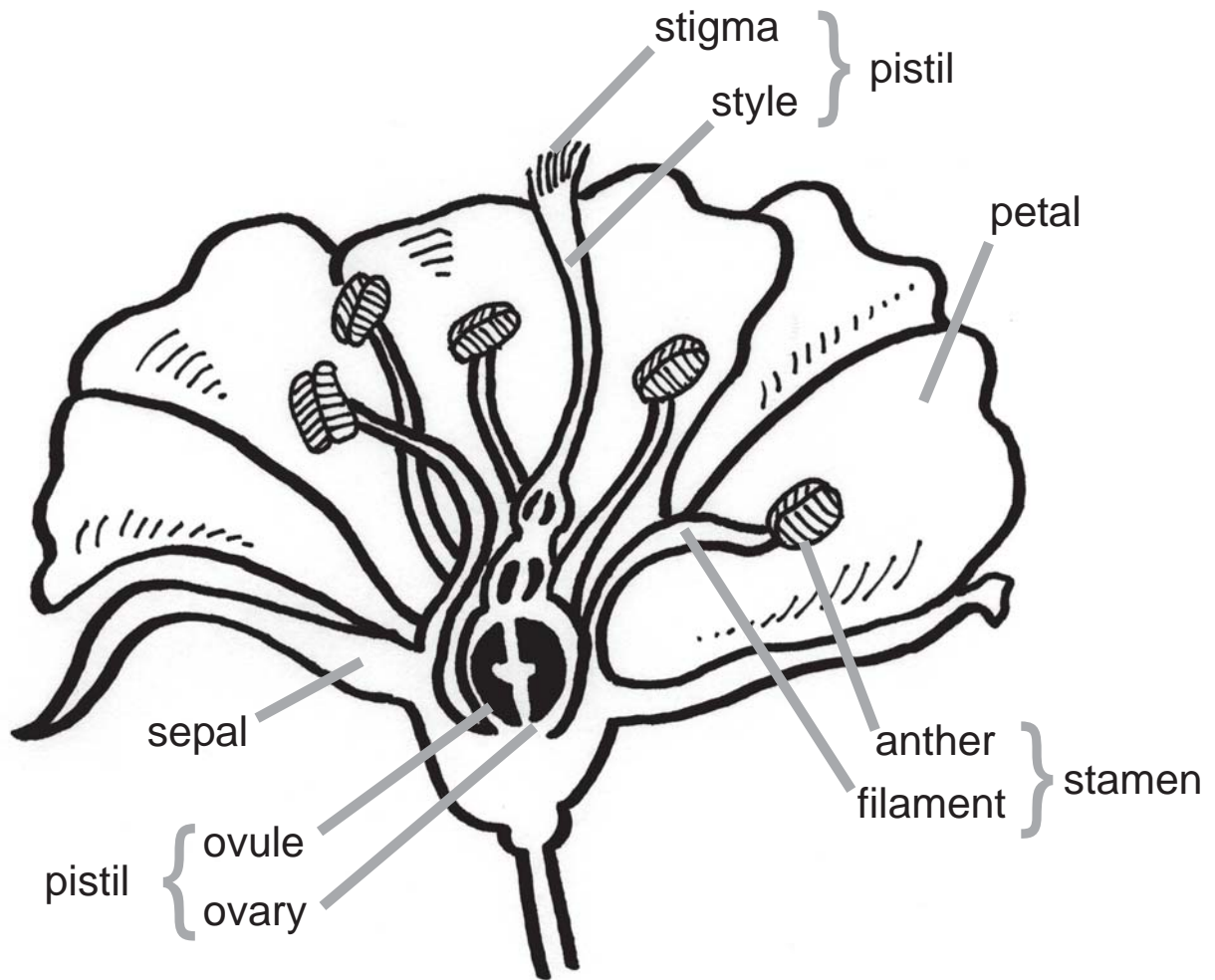
MATERIALS

Potting soil, bean seed, styrofoam cups, paper, pencils

STEPS

1. Ask students to describe a farmer's job. Explain that farmers do more than take care of animals. They also plant food. Discuss types of vegetables and fruit.
2. Explain to students 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 plant growth, etc.)
 - c. Students take turns watering and measuring plants.
 - d. At six weeks, students take the plants home.

Parts of a Flower



1. The **stigma** is sticky and traps pollen.
2. The **style** is a long tube that collects pollen from the stamens.
3. The **pistil** is the female part of the flower that contains the stigma, style, ovary and ovules.
4. The **stamen** is the male part of the flower that contains the anther and the filament.
5. **Petals** are colorful to attract insects and help protect the flower.
6. The **sepal** covers the outside of a flower bud to protect the flower before it opens.

Who? What? Where? How?

1. Who are the characters in *Princess Thimbelina*?

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?

Make A Story Map

Beginning (Who, Where, When):

Middle (Problem, Goal):

Ending (Solution):

Let's Play Musical Charades!

Can you guess the scene for the play? Bits 'N Pieces Puppet Theatre uses dance movement (**choreography**) and gestures set to music to tell the story in their plays. Ask students to write scenes from this play on slips of paper. One student selects a paper slip and acts out the scene without speaking (**pantomime**). The student must use movement and gestures set to music to explain the scene to the class. Try Ragtime or 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:

The Frog sticks out
his tongue to catch
flies.

Pantomime scene suggestions: The Frog tries to catch flies by sticking out his tongue; Angus the Blue Bird warns Thimbelina of the coming winter; Thimbelina tries to stay warm after the ice storm; Miss Spider spins a new wedding gown; Mumford the Mole tries to see without his glasses; Prince of the Sunflowers falls in love when he sees Thimbelina. Discuss with students how movement can show action and emotions.

Our
2015-16
Production



Bits 'N Pieces
Puppet Theatre



presents their
Original Musical
With **GIANT Puppets**,
Catchy Songs,
Inflatable Garden,
Multimedia Set,
and Common Core
School Guide.



Bits N Pieces' programs are presented with the assistance of the Arts Council of Hillsborough County, Hillsborough County Board of Commissioners,
Florida Division of Cultural Affairs, Florida Arts Council & National Endowment for the Arts
813-659-0659 info@puppetworld.com www.puppetworld.com

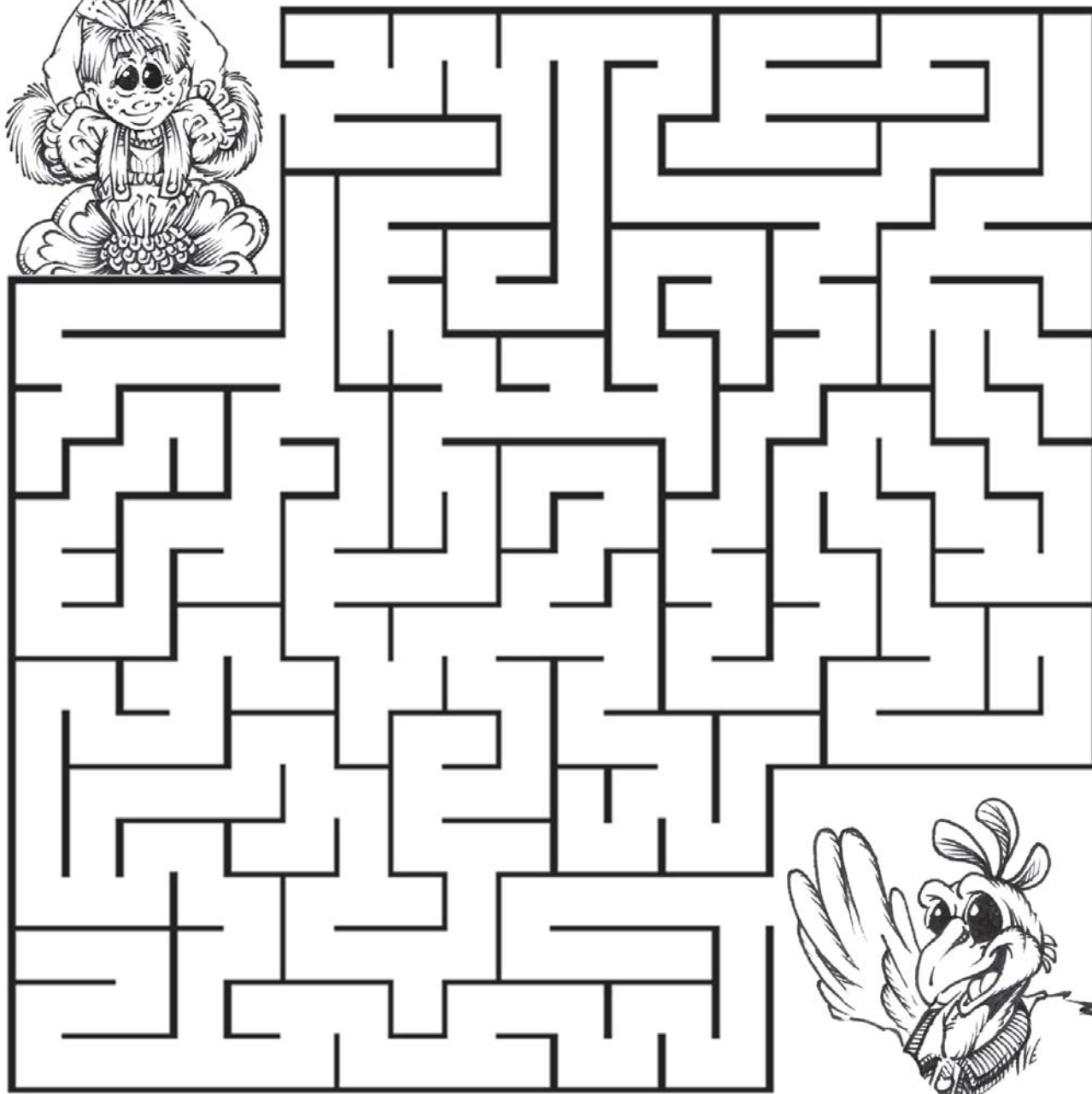
Color Me

Thimbelina and Angus the Blue Bird become friends in the garden.



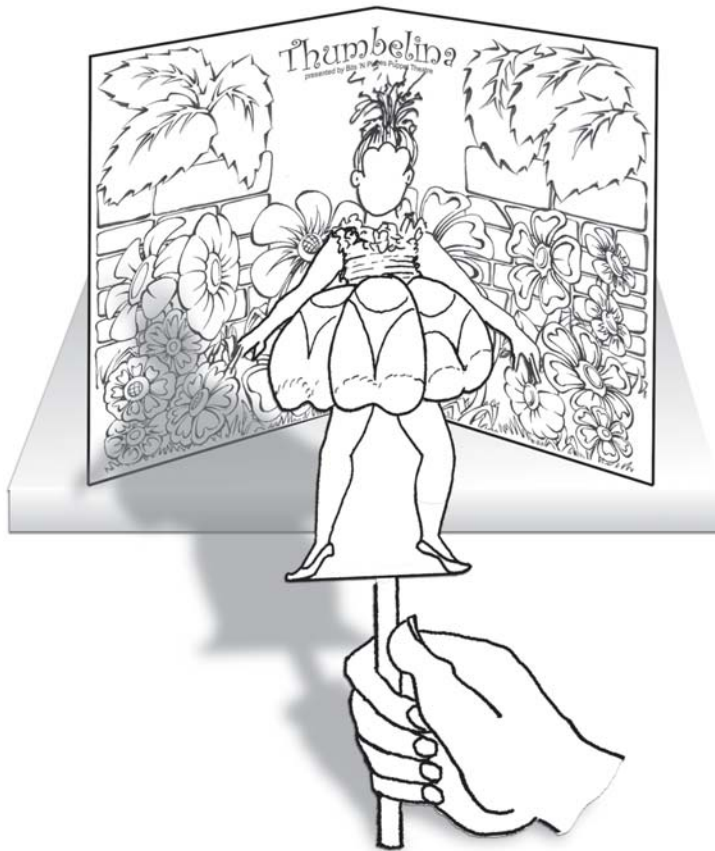
A-Mazing Journey

Thimbelina is on a journey to meet the Scottish Bird.
Can you help her find him?



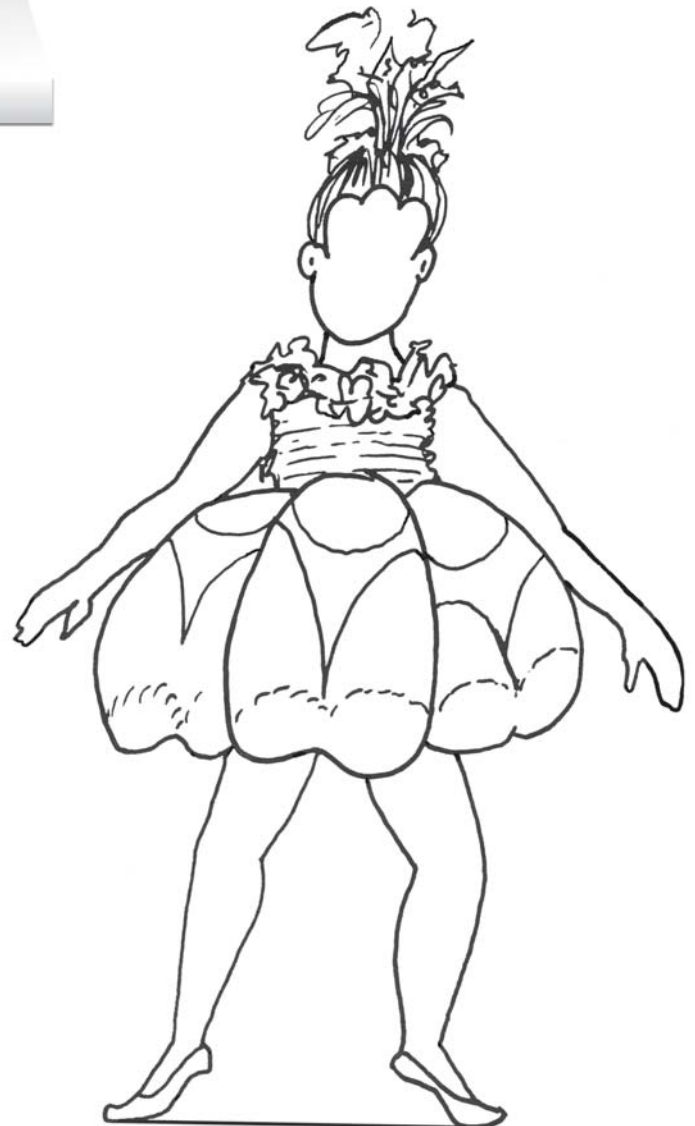
Thimbelina Stick Puppets and Theatre

Create Your Own Show!



Photocopy Thimbelina, Angus the Blue Bird, Mumford Mole and the theatre set (next pages) onto heavy weight paper or glue these pages onto thin weight poster board. Color and cut out the puppets. Attach drinking straws to back for control rods. Perform the show working the puppets in front of the backdrops as illustrated.

Thimbelina (don't forget to draw Thimbelina's face)



Mumford Mole is ready
to get into character.



Angus the Blue Bird is almost
ready to perform.



Princess Thimbleina

Bits N Pieces Puppet Theatre





Feathers are _____,

Feathers are pretty.

Feathers help birds
fly over the city.


Feathers are _____,

Feathers are light.

A wing full of feathers
makes flying just right.



In Thimbelina, Angus is a big, beautiful bird from Scotland.
What color are his feathers?



Adjective Poster: Describe a Feather

What words can be used to describe feathers? Fill in the blanks of the poem. Examples:

- | | | | |
|---------|---------|------------|------------|
| • long | • soft | • colorful | • pretty |
| • light | • small | • large | • ticklish |

Test Your Memory

Did you pay attention during the play? Test your memory by filling in the blanks. Circle the correct word for each blank.

Thimbelina was born in a magic _____ in the garden of the friendly Garden Witch.

box flower rock



The big, green Frog promised Thimbelina he would be a prince if she gave him a _____.

bug hamburger kiss



Angus the Bird taught Thimbelina how to _____.

dance run sneeze

The Snow Queen brought winter ice that made Thimbelina _____.

cold happy hot



Mumford Mole gave Miss Spider a _____.

book pencil ring



Hidden Words

Find the hidden words. Look carefully and circle the entire word when you find it! They may be up or down or diagonal. They might even be backward. How many can you find?

e u w f y f f t n b
t c r i l r r h e i
z o n o t a b u e r
g e w i e c m m u d
t e p h r a h b q v
r h r x z p s e e o
c u p i d f w l h q
r e d i p s r i m s
z e l o m k n n h g
m t r l l n l a b a

Word List

bird
cupid
flower
frog
heart
mole
prince
queen
spider
thumbelina
witch



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.

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).

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.

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.

LA.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.

LA.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.



WHAT'S BEEN SAID ABOUT OUR AIE PROGRAM

Dr. D.P. Morgan, Ph.D., 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!"

Workshops and Residencies

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 school setting. Choose from among 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 hour-long *Feather-Top Rod Puppet Workshops* tailored to participant age levels 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 work-

Puss In Boots *the magic cat*



Coming Soon!

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 Theatre, America's Giant Puppet Company

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 now provides educational workshops, residencies and teaching partnerships as part of its regular offerings.



**Call (813) 659-0659 for
more information about:**

- Tours of the Giant Puppets
- Educational Artist Residencies
- Student Workshops
- Museum Exhibitions

or visit www.PuppetWorld.com!